



**Government of Nepal**  
**Ministry of Science, Technology and Environment**  
**Mainstreaming Climate Change Risks Management in Development**

# **Climate Change and Community- Based Adaptation Planning Training Manual**

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**Government of Nepal**  
**Ministry of Science, Technology and Environment**  
**Mainstreaming Climate Change Risks Management in Development**

**Climate Change and Community  
Based Adaptation Planning  
Training Manual**

## KEY TERMINOLOGIES:

Most of the terminologies used in this document are taken from reports of IPCC and UNISDR terminologies and glossaries while others are taken from the Oxford English Dictionary.

**Adaptation:** An adjustment in natural or human systems to a new or changing environment. Adaptation to *climate change* refers to adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities.

**Adaptive Capacity:** The ability of a system to adjust to climate change (including climate variability and extremes) to moderate potential damages, to take advantage of opportunities, or to cope with the consequences.

**Climate Change:** A statistically significant variation in either the mean state of the climate or in its variability, persisting for an extended period (typically three decades or more).

**Disaster:** A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using their own resources.

**Exposure:** The nature and degree to which a system is exposed to significant climatic variations. In this document exposure is considered as the characteristics and magnitude of climate change, climate variability and associated hazards including the extreme events to which a system is exposed.

**Hazard:** A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

**Risk:** The combination of the probability of an event and its negative consequences.

**Sensitivity:** The degree to which a system is affected, either adversely or beneficially, by climate-related stimuli.

**Variability:** The state or characteristic of a system of being variable, in this case that of the climate.

**Vulnerability:** The degree to which a system is susceptible to, or unable to cope with, adverse effects of climate change, including climate variability and extremes. Vulnerability is a function of the character, magnitude, and rate of climate variation to which a system is exposed, its sensitivity, and its adaptive capacity.

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## 1. Background

The threat of climate change is a serious global concern. There is overwhelming consensus among scientists that the threat is due to man-made emissions of Greenhouse Gases and probabilities of different degrees of temperature change have already been estimated by the Inter-governmental Panel for Climate Change (IPCC). Considering the need of bringing the issue of climate change to the attention of local communities, with an emphasis on integration of climate change adaptation plan into the local level development planning, the Government of Nepal, in cooperation with Asian Development Bank (ADB), has taken initiative to design and deliver training on climate change and community based adaptation planning in 31 districts of Nepal.

A consortium of three organizations – SAMUHIK ABHIYAN, Rupantaran Nepal, and National Association of Village Development Committees in Nepal (NAVIN), was jointly awarded the assignment to deliver the district level training on climate change and community based vulnerability plan under the component-3 output 2 of ADB TA 7984.

## 2. Training Objectives

### a. Training Outcomes

- ❖ Climate Change, environmental management issues and practices will be integrated into the on-going training programme by local bodies and sectoral agencies.
- ❖ Prioritized needs and plans of poor and vulnerable will be integrated into local development plans.
- ❖ Local bodies and sectoral agencies will allocate development funds for greater environmental management and climate resiliency building.

### b. Output Level Objectives

- ❖ Raise awareness of the impacts of climate change and the need for integrating adaptation into local developments plans with local leaders, media and civil society representatives at district level.
- ❖ Train local planners –districts development officer, district line agencies and civic society organization professionals as well as village representatives with particular focus on climate change projection, CC impacts and integration of adaptation issues into local development planning.
- ❖ Train participants in understanding and applying tools for community based vulnerability assessment, risks assessment and identifying priorities for adaptation.
- ❖ Enhance participants' abilities to facilitate participatory local development and adaptation planning within the Nepal's framework on local planning processes.

- ❖ Train government and non-governmental participants who will develop adaptation plans for 100 communities in future by embedding it into their regular plan.

### **c. Learning Objectives**

By the end of the six days' training, participants will be able to:

- ❖ Describe the fundamental concept of climate change, climate change science, mitigation and adaptation.
- ❖ Explain the major impact of CC on six sectors as identified by NAPA at three different scales [International, National and Local].
- ❖ Describe the local, national and global level initiatives/efforts to respond climate change impacts in other NAPA identified priority themes.
- ❖ Explain the fundamental process of disseminating available resources and integrating the plans that address the issues related to climate change at the local level.
- ❖ Identify and explore necessary resources to implement the plans related to climate change at local level.
- ❖ Identify roles for stakeholders to address climate change related issues at the local level.
- ❖ Apply vulnerability assessment tools to analyse local vulnerability and risks assessment.
- ❖ Identify and prioritise adaptation measures to respond to local vulnerability.
- ❖ Elaborate 3 monitoring and evaluation tools for climate change adaptation and practices

## **3. Manual Development Process**

This manual is developed by blending of the two manual which were prepared under the ADB TA 7173 (i) District Environment Management and Climate Change Manual (SAMUHIK ABHIYAN and consortium) and (ii) Community Based Vulnerability Assessment–Tools and Methods (Practical Action and Consortium). Attempts were made to pull out the relevant training process, resource materials, methodology and guidance, while blending the training manuals. A task group were formulated to design the curriculum matrix and the matrix was share with ADB TA and respective government official and took the inputs feedbacks and suggestion. The task team prepared and finalise the blended manual in line with curriculum matrix.

## **4. Audience**

Target groups for the course include:

- Government officials and planners who are played active roles and engaged in the local development planning process and the official who are working in climate sensitive

sector agriculture, water, natural resources, as well as other relevant sectors, at district and village level

- Development professional and NGO / civil society representatives who are working and facilitating climate change adaptation programs, project and interventions.

## 5. Design

The training course is designed for 6 days non-residential training. The training can be customized according to the learning need of the participants and institutions for shorter training event. The training is designed into two parts. The first two days aim to raise awareness among wider participants including local influential people, local government officials, CBO representatives and other stakeholders, with the remaining four days focused on imparting knowledge and skills among local planners who directly engaged and played active roles in the development of local planning to mainstreaming and integrating climate change adaptation. The training packages consist following modules:

**Module 1:** Conceptual understanding of climate change, Its causes and impact, adaptation planning and mainstreaming frameworks and process in Nepal

**Module-2:** Concept of vulnerability assessment and its functions, Community based vulnerability assessment (CBVA) tools, process and practices

**Module 3:** Adaptation planning including identifying and selecting adaptation options/measure and preparation of community adaptation plan

**Module 4:** Field exercise, documentation and debriefing presentation including review reflection of field exercise

**Module 5:** Monitoring and evaluation framework for assessing progress and mainstreaming of climate change in development planning

## 6. Training Methodology:

The training is based on adult learning principles therefore a variety of participatory interactive and consultative tools, methods and process are designed for training facilitation. Training methodology Manual provides extensive opportunities and space to share ideas, knowledge, experiences and peer learning opportunities. The major training methods include; buzz group's discussion, roles play, case study, poster and documentary, action learning, presentation group's discussion.

## 7. Training Package

- The Training Manual gives the storyline for delivering the training. It explains details of session delivery include all necessary supporting information for completing the exercises. Hard copy of this manual make available to all participants and trainers.
- Reference materials include all product/ outputs training packages develop under ADB TA 7173 and power point presentation of each session. Soft copy of all reference materials are provided in soft copy. In addition other reference materials in soft copy are also included in the training packages

## 8. Training schedule

The table-1 shows a 6 days training schedule. However, like training objectives, it should be tailored to specific context.

**Table-1: Training Schedule**

First Day	Second Day	Third Day	Fourth Day	Fifth Day	Sixth Day
Community Sensitization		Translating Knowledge into Practice			
Arrival & Registration	Climate Setting, Daily Review and Reflection				
Opening formalities	Responding to climate change	Community based vulnerability tools and its practices <u>Exposure</u> Seasonal Calendar & Historical Time Line	Identify adaptation measure and adaptation planning  Analysis of vulnerability assessment	Field exercise on adaptation plan preparation involving local and community leaders	<u>Sensitization:</u> Debriefing presentation of field and review reflection  [Invite local leaders from community in this presentation]
Pre Training Assessment	Vulnerability functions, Mitigation and Adaptation	<u>Sensitivity:</u> Resource & Vulnerability Mapping	Monitoring and evaluation of adaptation planning to climate change		Recap and post training assessment
Introduction and	Adaptation	<u>Adaptive</u>	Mainstreaming		

First Day	Second Day	Third Day	Fourth Day	Fifth Day	Sixth Day
				Analysis and Presentation preparation,	Training evaluation
		Identify adaptation measure and adaptation planning [Risk assessment]	Field preparation and planning		Training closing and certificate distribution
Climate system, global warming and climate change	Introduction of CBAP process and steps				
Impact of climate change					
<b>Daily Review/Reflection</b>					

## SESSION 1.1

(45Minute)

### Topic: Training Inauguration and Climate Setting

#### OBJECTIVES OF THE SESSION:

##### By the end of the session:

- Training will be formally inaugurated.
- Participants and facilitators will be familiar with each other.
- Participants' understanding of the subject matter of training will be assessed.
- Expectations of the participants will be collected.
- Participants will know the management part of the training.

#### TRAINING METHODS AND NECESSARY MATERIALS:

Methods	Materials
<ul style="list-style-type: none"><li>➤ Explanation</li><li>➤ Individual/ Group work</li><li>➤ Games</li><li>➤ Discussion</li></ul>	<p><b><u>Educational materials</u></b></p> <ul style="list-style-type: none"><li>➤ Outline of the Training (as per the number of participants)</li><li>➤ Daily Evaluation Materials</li></ul> <p><b><u>Supportive materials</u></b></p> <ul style="list-style-type: none"><li>➤ Attendance Register</li><li>➤ Banners and piece of cloth to cover up the banner</li><li>➤ Name Tags</li><li>➤ Picture of Palm</li></ul>

#### NECESSARY PREPARATIONS TO BE CARRIED OUT BY TRAINING FACILITATOR:

- To prepare the well managed training hall.
- To maintain the attendance register.
- Conduct the introduction and inauguration programmes entertainingly (as it helps participants to be familiar with each other) by adopting appropriate techniques.
- Name, address, current job, past experiences and knowledge on climate change should be included during introduction.
- Make sure a banner is prepared which should include the training title, venue, and name of organisers and supporting agencies according to branding strategy.
- Arrange sufficient meta-card for expectation collection.
- Preparation of questionnaire to assess the knowledge (pre-test) to participants before training.
- Prepare the flipchart to make the presentation of the roles and responsibilities of management committees (Coordinator and Summarisers) and a sheet to write the name of coordinator and summariser to be posted at training hall.

#### Activities

### Activity no 1: Training Inauguration

Time: 10minutes

- Presence and registration of all the participants and facilitators [*Refer: Training Material No. 1*]
- Deliver a welcome note to all the participants from organisers.
- Fasten the training banner (indicating training topic, date, place and name of organizer and training providers) and temporary conceal it with another piece of cloth (*Refer: Sample Banner: Training Material No. 2*).
- Formal inauguration of training should be carried out in a participatory manner.

### Activity no 2: Introduction

Time: 20minutes

- Distribute A4 sized paper and felt pen to all the participants. Don't let them write until they receive guidance (*Refer: Training Material No.3*).
- Ask the participants and facilitators to draw a line diagram of a human hand (palm) in the paper provided and ask them to write the following things:
  - Quotation or slogan related to climate change or environment in the middle of the palm.
  - Starting from the thumb, write in each finger:
    - ❖ Name and permanent address
    - ❖ Current roles and responsibilities
    - ❖ Experience in climate change adaptation in terms of years
    - ❖ Other participants should do during training
    - ❖ Other participants should not do during training
- Observe the progress of participants and help if necessary.
- Ask all participants, facilitators and organizers to introduce themselves by starting from quotation written by each participant.
- Take a note of *do's and do not's* on newspaper and use as norms of the training.
- All the participants and facilitator should tag the name card.

### Activity no 3: Expectation Collection minutes

Time: 15

- Let the participants think what they want to learn during first two days training, and ask them to write this down in their notebook.
- Split the participants into groups of four to five. They should discuss expectations and come up with cumulative expectations. They should write the cumulative expectations on meta-cards and present them one by one.
- Facilitators should cluster similar expectations and have to inform the participants on issues that cannot be discussed. Issues that are not quite relevant but worth discussion should be kept in "parking area" and can be discussed during free time.
- Ask participants if there are more expectations which need to be added to the collection or not.

- Share the objectives of the 6 days training and link these with the participant's expectations. Objectives of the training should be written in newsprint or meta-cards and mounted on the wall in a clearly visible area of the training hall.
- Share the outline of the 6 days training distribute a copy to each of the participants.

**Activity no 4: Training Management**  
minutes

**Time: 10**

- Suggest the participants to select a Coordinator and Summarizer amongst participants (adopting participatory method) for the smooth running of training. Selection of Coordinator and Summarizer should be on rotational basis. Notify the major responsibilities of Coordinator and Summarizer. **(Refer: Training Material No.4 and 5).**
- Finalise the norms of the training by incorporating views of participants (do's or do not's), and expectation of participants and facilitators.
- Share the summary of do's and do not's in plenary as a norms and ask participants for their views and add some more if necessary.
- Prepare the training time table. Keep in mind that the minimum of six hours is needed for core training activities during facilitating this process.

**Activity no 6: Summarisation and Evaluation**

**Time: 5 minutes**

- Evaluation of this opening session is not so important. However, facilitator may ask "how was the opening session" and end the first session.
- Summarise the outcomes of the session. Inform that the next session will focus on climate change, and provide a deserving 15 minutes break. Conclude the

**SUGGESTION FOR TRAINING FACILITATOR:**

- Creating a good atmosphere for participatory learning is an essential aspect of the training programme and should be maintained throughout the training sessions.
- In some cases the host organization may want to conduct the opening session by organizing in formal setting, so please do consult with them before. However, do not spend too much time for the opening session of training.
- Manage sufficient quantity of meta-cards (3 colour), brown papers, adhesives and masking tape.

session.

## SESSION 1.2

(30 Minute)

### Topic: Assessing Understanding on Subject Matter (Pre-Training Assessment)

#### OBJECTIVES OF THE SESSION

By the end of the session participants will be able to:

- Assess and analyse own level of knowledge and skills on climate change and adaptation planning.

#### KEY MESSAGE

- Self-assess own skills and knowledge level about climate change and climate change adaptation planning

#### TRAINING METHOD AND NECESSARY MATERIALS

Technique	Materials
<ul style="list-style-type: none"><li>➤ Individual exercise</li><li>➤ Analysis individual exercise</li></ul>	<p><b><u>Educational materials</u></b></p> <ul style="list-style-type: none"><li>➤ Understanding assessment materials [Pre Training Assessment]</li></ul> <p><b><u>Supportive materials</u></b></p> <ul style="list-style-type: none"><li>➤ Sufficient pre-test materials</li><li>➤ Answer sheet of Pre-Training Assessment Sheet</li></ul>

#### NECESSARY PREPARATIONS TO BE CARRIED OUT BY TRAINING FACILITATOR

- Arrange sufficient copies of "Pre Training Assessment" sheet to all participants according to training manual material [*Training Materials No.5*]

#### Activities

##### Activity no 1: Explanation of Pre Training Assessment

Time: 5 minutes

- Explain the objectives and the process of the session
- Share the objectives of the Pre-Training Assessment i.e. will be used to assess the understanding level (knowledge and skills) of participants.
  - It is important for participant to understand that these questions will be used to construct the on-going training and it is not any form of exam. Let them know that the questions will also assess facilitators at the end of the training.

##### Activity no 2: Pre Training Assessment minutes

Time: 20

- Distribute the Pre Training Assessment Forms to all participants and ask them to answer as per their knowledge, skills, experience and understanding (**Refer: Training Material No.6**).
- Collect all the completed questionnaires and try to analyse the view/perception of participants. Finally, share the summary of the findings.

### **Activity no 3: Review Reflection**

**Time: 5minutes**

- Ask some objective questions to the floor and try to receive answers from different participants throughout the training hall.
- Tell answer of the some questions if participants say wrong answer and explain that the answer of the training would be addressed during the training.

### **Activity no 4: Summarisation and Evaluation**

**Time: 5 minutes**

- Ask the following questions for monitoring and evaluation
  - How do you feel after doing this exercise?
  - Could you please tell us when Nepal ratified the UNFCCC?

## SESSION 1.3

(90 minutes)

### Topic: Terminologies of Climate Change, Vulnerability Assessment and Adaptation Planning

#### OBJECTIVES OF THE SESSION

##### By the end of the session:

- Participants will be able to explain key [20] terminologies related to climate change, climate vulnerability and adaptation planning.

#### KEY MESSAGE

- Definition of 20 terminologies used in climate change, vulnerability and adaptation planning

#### TRAINING METHOD AND NECESSARY MATERIALS

Technique	Materials
<ul style="list-style-type: none"><li>➤ Small group discussion</li><li>➤ Explanation</li></ul>	<p><b><u>Educational materials</u></b></p> <ul style="list-style-type: none"><li>➤ Educational material describing the explanation of these terminologies (<i>Training Material No. 7</i>)</li></ul> <p><b><u>Supportive materials</u></b></p> <ul style="list-style-type: none"><li>➤ 20 terminologies written in four different coloured meta cards</li></ul>

#### NECESSARY PREPARATIONS TO BE CARRIED OUT BY TRAINING FACILITATOR

- Prepare a presentation material consisting the terminologies (with description) commonly used in climate change, vulnerability and adaptation planning. Incorporate both Nepali and English terms.
- Write one terminology on one card. 3-4 terminologies in one coloured card, totalling 20 terminologies in four different coloured meta-cards. Write serial number (according to PowerPoint presentation) in each meta-card (*Refer: Training Material No.7*).
- Manage the space for small group discussion for 4 groups.

#### Activities

##### Activity no 1: CC related Terminologies

Time: 15minutes

- Distribute different terminologies written coloured meta-cards to the participants according to their number.
- Ask each participant to think about the meaning of that terminology. Request them to write in their own note book.

## Activity no 2: Discussion CC related Terminologies minutes

Time: 40

- Group the participants according to the colour of card and start to share and discuss on terminology. Request them to write short description and group's common definition of that terminology in the same card.
- Each group have to explain the definition of terminologies; and ask participants to add more descriptions if needed; in the group presentation.
- If necessary, describe the definition of terminologies with the help of power-point presentation.
- If participants give entirely different answer, then facilitator should explain the actual definition of that terminology.
- Follow the same process till all terminologies as discussed.

## Activity no 3: Summarisation and Evaluation

Time: 5minutes

- Summarise the activities carried out in this session.
- Ask following questions (to two or three participants) to evaluate the session:
  - What do you mean by climate change?
  - What do you mean by weather?
  - What is the difference between climate and weather?

### **SUGGESTIONS FOR TRAINING FACILITATOR**

- Do not ask questions by targeting the participants during evaluation.
- Write the terminologies related to CC, vulnerability, climate change adaptation planning in different coloured cards (*terminologies are given in training material no 7*).

### **Reference: Terminologies of Climate Change, Vulnerability Assessment and Adaptation Planning**

- i. GoN (Government of Nepal), 2011. National Framework on Local Adaptation Plans for Action, Ministry of Science Technology and Environment(MoSTE), Singhdurbar Kathmandu [ Glossary]
- ii. GoN,2012, Strengthening Capacity for Managing Climate Change and The Environment(TA7173), Participants and reference Guide, Singh durbar, Kathmandu [ Key terminologies]
- iii. GoN, MoSTE-2012 , Community Based Vulnerability Assessment Tools and Methods, Singh durbar, Kathmandu [Glossary]
- iv. Power point Presentation Material ADB TA 7984,
- v. Ministry of Forest and Soil Conservation, Definition of climate change and REDD related term

## SESSION 1.4

(90 Minutes)

### Topic: Climate System, Global Warming and Climate Change

#### OBJECTIVES OF THE SESSION

By the end of the session, participants will be able to:

- Describe the climate system
- Describe the concept on global warming
- Describe the role of global warming in climate change

#### KEY MESSAGES

- Climate change is a natural phenomenon but anthropogenic/human induced causes are accelerating the trend of climate change.

#### TRAINING METHOD AND NECESSARY MATERIALS

Training Process	Training Materials
<ul style="list-style-type: none"><li>• Documentary show on "living planet"</li><li>• Photo discussion</li><li>• Presentation</li></ul>	<p><b><u>Educational materials</u></b></p> <ul style="list-style-type: none"><li>• Educational material related to concept of climate system and global warming</li></ul> <p><b><u>Supportive materials</u></b></p> <ul style="list-style-type: none"><li>• Documentary on global warming and climate change</li><li>• Pictures demonstrating climate system</li><li>• Picture showing sources of Green House Gases (GHG) emission</li></ul>

#### NECESSARY PREPARATIONS TO BE CARRIED OUT BY TRAINING FACILITATOR

- Manage presentation materials (graphs, pictures, maps etc.) showing the concept of climate system and global warming.
- Manage the necessary pictures/diagrams and other relevant materials.
- Please keep in mind during the training delivery that "Nepal is highly vulnerable to impact of climate change despite the minimal role in contributing global warming."

#### Activities:

### Activity no 1: Climate System

Time: 25minutes

- Explain the session objectives and activities to be carried out during the session.
- Show the pictures (**Refer: Training Material No. 7**) explaining the climate system, and ask participants to analyse the picture.
- Describe the global climate system by clarifying the analysis/views of participants.
- Explain that sunlight, heat, air, water and forests are needed for the climate system to become functional.
- Describe the following: Anthropogenic activities are rapidly changing elements that are required for climate system to be functional. This is the cause of change in climate system. (**Refer: Training Material No: 10**)

### Activity no 2: Global Warming

Time 60 minutes

- Show the documentary that conceptualises global warming and the climate system" **Sajeev Griha [Living Climate]**". (**Refer: Training Material No: 7.1**)
- Ask the following question:
  - What do you understand by global warming?
  - What are the causes for global warming?
- Request few participants to express their views
- By incorporating the views of participants, explain the definition and types of GHGs. Use presentation materials to disclose the quantity of GHGs in earth's atmosphere.
- Again, use poster to describe the sources of GHGs and human activities that emit the GHGs.
- Explain that natural and human induced activities are responsible for greenhouse effect. Greenhouse effect is one of the causes for global warming. Show evidences of global warming.
- Request participants to share their experiences related to global warming. Use different presentation materials such as graph, maps, flowcharts, posters etc. to share the experiences.
- Finally, conclude with the following message: *if the rate of global warming is not controlled, then it will affect the environment, social and economic sectors and ultimately pose threat to the existence of human beings.*

### Activity no 3: Summarisation and Evaluation

Time: 5 minutes

- Summarise the activities of the session
- Ask following questions to two or three participants for evaluation:
  - Explain the process of climate system.
  - What do you understand by global warming?
  - What are the roles of global warming in climate change?

**Reference: Climate System, Global Warming and Climate Change**

- i. GoN,2012, Strengthening Capacity for Managing Climate Change and The Environment(TA7173), Participants and reference Guide, Singh durbar, Kathmandu [Climate system Climate Change and its impact ]
- ii. Power point Presentation Material ADB TA 7984,
- iii. IPCC ,(2007), synthesis report [http://www.ipcc.ch/pdf/assessment-report/ar4/syr/ar4\\_syr.pdf](http://www.ipcc.ch/pdf/assessment-report/ar4/syr/ar4_syr.pdf)

## SESSION 1.5

(90 Minutes)

### Topic: Impacts of Climate Change

#### OBJECTIVES OF THE SESSION

By the end of the session participants will be able to:

- Define the effects and impacts of climate change at local, national and global level.
- Prepare the list of sectoral effects and impacts of CC at local level.

#### KEY MESSAGE

- Major impacts of climate change (rise in temperature, alteration in precipitation, melting of snow, sea level rise etc.).
- Sectoral impact and effects as identified by NAPA [agriculture and food security, forest and biodiversity, water resources and energy, climate induced disaster, urban settlement and infrastructure and public health]

#### TRAINING METHOD AND NECESSARY MATERIALS

Technique	Materials
<ul style="list-style-type: none"><li>➤ Photo and Pictorial discussion</li><li>➤ Presentation and explanation</li><li>➤ Small groups discussion</li></ul>	<p><b><u>Educational materials</u></b></p> <ul style="list-style-type: none"><li>• Presentation on national and global impacts of climate change</li></ul> <p><b><u>Supportive materials</u></b></p> <ul style="list-style-type: none"><li>• Related pictures and photographs</li></ul>

#### NECESSARY PREPARATIONS TO BE CARRIED OUT BY TRAINING FACILITATOR

- Presentation on national and global impacts of climate change.
- Prepare/manage pictures and photographs related to the session.

## Activities

### Activity no 1: Effects and Impacts minutes

Time: 40

- Link with session, climate and global warming.
- Define the objectives and activities to be carried out in the session.
- Describe the major impacts of climate change such as increase in the sea level, alteration in precipitation and increase in temperature etc.
- Describe the present and anticipated effects and impacts of rise in temperature.
- Describe the effect and impact cause by alteration in precipitation.
- Describe the present and anticipated effects and impact of raise in the sea level.
- Describe the effect of rise in temperature and associated future risks (melting of snow, outbreak of new disease and pests) etc.
- Explain sector impact with clear evidences showing fact figure, picture, case through presentation
- Briefly describe the current and anticipated opportunities that CC brings. Clarify that these opportunities are minimal or none compared to the (adverse) impacts.

### Activity no 2: Effects and Impacts at Local Level minutes

Time: 40

- Make four or five groups (following participatory method) according to the number of participants and sectoral representation [NAPA thematic areas]
- Let the participants discuss issues like: What are the CC impacts encountered at local level? Which group, gender, cast, ethnic communities are mostly affected from impact of climate change?
- Mention the local effects in red coloured cards, and affected communities in green coloured cards.
- The groups have to present consecutively and with the consent of all participants, rearrange the cards as per the sectoral approach and rename the overall effect.
- By incorporating the outcomes of group discussion, briefly describe the effects and impacts of CC on six sectoral areas i.e. forests and biodiversity, agriculture and food security, public health, urban settlement and infrastructures, climate induced disasters and water resources and energy.
- Describe the impacts of CC on women, poor, children, and communities reside in rural areas.
- Finally request participants to consider how their activities and programmes can help to respond the CC impact at local level, and conclude the session.

### Activity no 3: Summarisation and Evaluation minutes

Time: 10

- Summarise the activities carried out during the session.
- Ask the following questions to two or three participants for evaluation of the session:
  - What are the major three changes that CC brings at the global level?
  - Identify the area/sector that is highly affected by CC in terms of Nepal.

- What are the new challenges that CC brought to the women, children and marginalised community?

### **Daily Evaluation**

- Request the evaluator (amongst participants) to evaluate the overall performance of the day's session.
- Let the evaluator know that s/he can use any participatory evaluation method (e.g. Evaluation form, Mood Metre etc.) to evaluate the day first training.

### **End of the First Day**

- Request the summariser to summarise and end the first day of the training.

### **Reference: Impacts of Climate Change**

- i. GoN,2012, Strengthening Capacity for Managing Climate Change and The Environment(TA7173), Participants and reference Guide, Singh durbar, Kathmandu [Climate change impacts in Nepal ]
- ii. Power point Presentation Material ADB TA 7984
- iii. First / second national communication report of Nepal

#### ***SUGGESTIONS FOR TRAINING FACILITATORS***

This session can be commenced showing the documentary or movie clips related to effects and impacts of climate change or linking with "Sajeev Graha" [Living Planet] as well.

# Second day

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## SESSION 2.1

(30 minutes)

### ***OPENING OF THE DAY'S SESSION/ CLIMATE SETTING:***

Write the following ideal quotation in cardboard in front of the training hall. Ask participants to express their views on the quotation.

कस्तो छ समय साथै देश काल परिस्थिति ।  
शत्रु मित्रु को को छन् है के छ आफ्नो मनस्थिति ॥  
कत्तिको छ क्षमता आफ्नो लक्ष्य प्रस्ट के हो भनी ।  
सोचेर थालनी गर्नु आ-आफ्नो काम जे पनि ॥  
- चाणक्य नीतिको भावानुवाद

After some participants express their views on the quotation, the facilitator has to consolidate the views with the ideal quotation and present the subject matter of the day.

Ask the participants whether they have any queries or feedbacks on previous day's session.

- Ask the coordinator of the day one to present the summary of the day's activities with the evaluation of the day.
- Ask participants to give suggestions or comments on the presentation.
- The facilitator can add the missing points. (if any)
- Select the coordinator and summarizer of the day among participants.
- Start the day's session by making presentation of outline and the process of day.

## SESSION 2.2

(90minutes)

### Topic: Responding to Climate Change

#### OBJECTIVES OF THE SESSION

By the end of the session, participants will be able to:

- Explain any five efforts taken at global level to address the CC
- Prepare the list of national level and local efforts taken to address CC.

#### KEY MESSAGES

- CC is a global issue and should be addressed with the unified effort of all the nations.
- United Nations Framework Convention on Climate Change (UNFCCC) is an important treaty to address the causes and issues of climate change.
- The major feature of the Kyoto Protocol: it sets binding targets for 37 industrialized countries and the European community for reducing greenhouse gas (GHG) emissions.
- Government of Nepal has established the Climate Change Council to address the effects and impacts of climate change. Likewise various mechanisms, rules, regulations, policies and guidelines are implemented to address the impact of CC.

#### TRAINING METHOD AND NECESSARY MATERIALS

Method	Materials
<ul style="list-style-type: none"><li>• Explanation</li><li>• Coffee cafe Conversation</li><li>• Question-Answer</li></ul>	<p><b><u>Educational materials</u></b></p> <ul style="list-style-type: none"><li>• Presentation materials (initiatives that address the CC issues)</li></ul> <p><b><u>Supportive materials</u></b></p> <ul style="list-style-type: none"><li>• Documents of UNFCCC</li><li>• Documents of CC Council</li><li>• Establishment of CC Division</li><li>• CC policy of Nepal 2067 (BS)</li><li>• NAPA document and LAPA framework</li><li>• CC related Treaty and agreements signed by Nepal</li><li>• Documents of different activities &amp; programs operated by MoSTE</li><li>• Act, Rules and Guidelines of GoN</li></ul>

#### NECESSARY PREPARATIONS TO BE CARRIED OUT BY TRAINING FACILITATOR

- Presentation materials including the national and global efforts.
- Arrange sheet for 5 – 6 participants in front of training hall.

#### Activities

### Activity no 1: International Efforts minutes

Time: 25

- Define the objectives and activities to be carried out during the session.
- Define the following: Climate change is a global issue. It should be addressed globally but the impact is seen at local level therefore activities that help to reduce impact of CC should be implemented locally.
- Enquire open questions on: what are the initiatives and activities carried out to response the global climate change.
- Write down the views expressed by participants in the newsprint, and acknowledge them.
- Describe briefly the following: UNFCCC, IPCC, Kyoto Protocol, Bali Action Plan, COP-17& other protocols and agreements related to CC. (with the help of presentation materials).

### Activity no 2: National Initiatives

Time:30 minutes

- Request 5-6 participants to volunteer and come in front of training hall.
- Ask them to discuss about the efforts and initiatives taken by Nepal to address CC.
- Other participants have to listen and observe the conversation.
- Facilitators have to write down the outcomes of the discussion (in bulleted form) in meta-card.
- Ask other participants to add on the discussion.
- Summarise the outcomes of the discussion (in bulleted form).
- National level efforts (CC council, MCCICC, CC policy, NAPA, IAPA, different projects and programmes such NCCSP, PPCR,) that were not included in the discussion should be presented.
- Explain that climate change mitigation and adaptation are the key activities to address CC.

### Activity No 3: Local Initiatives minutes

Time: 30

- Distribute meta-card to each participant and ask open question to floor "*What initiatives are happening in district for mitigation and adaptation?*"
- Request to write down answer onto meta-card individually what he/she know about local initiatives.
- Collect meta-cards that are completed and organize them into two areas i.e. mitigation and adaptation.
- Summarise local climate change initiative within district, and add any missing initiative within the district.

#### Activity no 4: Summarisation and Evaluation

Time: 5 minutes

- Summarise the activities carried out in this session.
- Ask following questions to 2-3 participants for evaluation of session:
  - What are the efforts taken to address the global climate change?
  - What are the efforts carried out by Nepal to address climate change?
- Notify that next session will focus on "mitigating and adapting CC impacts".

#### ***SUGGESTIONS FOR TRAINING FACILITATORS***

If the participants intended to know more about the global and national initiatives, then there is an option to show a film prepared by NAPA.

#### **Reference: Responding to Climate Change**

- i. GoN, 2012, Strengthening Capacity for Managing Climate Change and The Environment(TA7173), Participants and reference Guide, Singh durbar, Kathmandu [International Reponses policies and procedure, Nepal responses to climate change]
- ii. Power point Presentation Material ADB TA 7984,
- iii. Website of Ministry of Science, Technology and Environment (MoSTE)  
<http://moste.gov.np/>

## SESSION 2.3

(90 Minutes)

### Topic: Vulnerability Assessment, Mitigation and Adaptation

#### OBJECTIVES OF THE SESSION

By the end of the session participants will be able to

- Describe vulnerability concept
- Explain the concept of CC mitigation
- Identify a three measure to mitigate climate change [Carbon Sequestration, Carbon Substitution and Carbon Conservation]
- Explain the concept and types of climate adaptation

#### KEY MESSAGE

- Scale and magnitude of climate change vulnerability is different therefore it is very necessary to identify the vulnerable area and vulnerable communities to develop effective adaptation plan
- There are two options to minimise the effect and impact of global climate change. One is mitigation and other is adaptation. Nepal has negligible contribution in emitting GHG but it has high impact due global climate change.
- We have two ways to minimise the impacts of CC: one is to cut off the emission of GHGs to control global warming (mitigation), and second is to sequester and store the emitted gases.
- Adaptation is very important option for developing countries like Nepal. It is very necessary to adapt to changing climate and resource should be additional from developed countries that emit GHG.

#### TRAINING METHOD AND NECESSARY MATERIALS

Training Technique	Training Materials
<ul style="list-style-type: none"><li>• Action learning exercise</li><li>• Buzz group conversation</li><li>• Explanation and presentation</li><li>• Animated documentary</li></ul>	<p><b><u>Educational materials</u></b></p> <ul style="list-style-type: none"><li>• Material that conceptualise CC mitigation</li></ul> <p><b><u>Supportive materials</u></b></p> <ul style="list-style-type: none"><li>• Illustration material for action learning exercise</li><li>• Presentation materials have pictures showing definition and options of mitigation.</li><li>• Different cards showing individual efforts to reduce the carbon footprint</li><li>• Presentation materials with have illustration</li></ul>

	and picture that showing different types of adaptation measures and practices
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### **NECESSARY PREPARATIONS TO BE CARRIED OUT BY TRAINING FACILITATOR**

- Presentation materials on :
  - vulnerability definition and its element exposure, sensitivity and adaptive capacity
  - definition and options of CC mitigation
  - definition and types of adaptation and illustration as well as picture that explain adaptation measure
- Prepare cards that indicates the individual efforts and options to reduce the carbon footprint
- Check equipment [LAPTOP] is compatible with animation documentary

### **Activities**

#### **Activity no 1: Climate Vulnerability** minutes

**Time: 30**

- Show the training supportive training material no. 8 and ask the following question to the participants:
  - What is vulnerability?
- Explain the full form of IPCC, duly addressing the participant's view.
- Define three major terminologies of Vulnerability Function.
- With the help of the action learning method, define and discuss on level of vulnerability, vulnerable groups and vulnerable area(**Refer: Training materials No. 9**), guideline to act action learning exercise).
- Request participants to ask questions he/she has for further clarification.

#### **Activity no 2: Mitigation** minutes

**Time: 25**

- Relating to Activity 1, poor and climate vulnerable are more vulnerable due to low adaptive capacity. There are two way to addressing climate change and enhancing adaptive of poor and climate vulnerable.
- Show the diagram or graph of carbon cycle(**Refer: Training Material No. 10**)and ask participants what they understand from the picture.
- Define and explain the concept of CC mitigation.
- Finally explain that amount of carbon in the atmosphere can be reduced by three means (carbon sequestration, carbon conservation and carbon substitution that helps to reduce the carbon emission), with the help of **Training Material No. 11**.

- Show **Training Material No. 12** power point presentation, which explains: How an individual or organization can help to a carbon emission and can be done for mitigation.
- Challenge participants to commit what sort of similar action they can apply in own life?

### Activity no 3: Climate Adaptation minutes

**Time: 30**

- Show photograph or animation documentary of local circumstances related to adaptation (**Refer: Training Material No. 13**).
- Ask the following question and note down all the answers of participants.
  - What do you see in this photograph or documentary?
- Facilitate in such a way that the answers of adaptation can be generated and make an explanatory sentence of adaptation using the key points of participants.
- Make sure that the definition developed by incorporating the views of participants is in line with educational materials.
- Express the necessity and benefits of adaptation with the help of meta-cards.
- Ask the participants about their knowledge on types of adaptation and describe three types of adaptation (with the help of pictorial presentation) by linking the views of the participants.

### Activity no 4: Summarisation and Evaluation

**Time: 5 minutes**

- Summarise the activities carried out in this session.
- Ask the following questions to 2-3 participants for evaluation of session:
  - Define vulnerability
  - What is mitigation?
  - What are the mitigation measures?
  - What is adaptation? Could you please tell us adaptation types?

#### **SUGGESTIONS FOR TRAINING FACILITATORS**

Link climate vulnerability with mitigation and adaptation tactfully and manage time as allocated.

#### **Reference: Vulnerability Assessment, Mitigation and Adaptation**

- i. GoN, MoSTE-2012 , Community Based Vulnerability Assessment Tools and Methods, Singh durbar, Kathmandu [**CBVA Manual**]
- ii. GoN, 2011. *National Framework on Local Adaptation Plans for Action*. Government of Nepal, Ministry of Science Technology and Environment, Singha Durbar. [http://moste.gov.np/policy\\_documents/strategies#.UplWcNJHLSt](http://moste.gov.np/policy_documents/strategies#.UplWcNJHLSt)
- iii. CRiSTAL Tool for community scale vulnerability assessment and adaptation planning: [http://www.iisd.org/pdf/2013/cristal\\_forests\\_user\\_manual.pdf](http://www.iisd.org/pdf/2013/cristal_forests_user_manual.pdf)

- iv. UNDP-GEF (2005): Adaptation Policy Frameworks (planning methodologies for adaptation), Technical Papers 3: Assessing Vulnerability for Climate Adaptation, 4: Assessing Current Climate Risks, and 5: Assessing Future Climate Risks: <http://www.undp.org/climatechange/adapt/apf.html>

**SESSION 2.4**  
**(60 minutes)**

**Topic: Adaptation Planning in Nepal**

**OBJECTIVES OF THE SESSION**

**By the end of the session, participants will be able to:**

- Define NAPA process and its sectoral programmes for adaptation.
- Explain community based adaptation planning conceptual framework and steps.

**KEY MESSAGES**

NAPA process and its sectoral programme.

Conceptual framework of community based adaptation planning, process /steps and tools.

**TRAINING METHOD AND NECESSARY MATERIALS**

Technique	Materials
<ul style="list-style-type: none"> <li>➤ Explanation</li> <li>➤ Demonstration</li> <li>➤ Discussion</li> </ul>	<p><b><u>Educational materials</u></b></p> <ul style="list-style-type: none"> <li>➤ Power-point/flip chart presentation</li> <li>➤ NAPA framework</li> <li>➤ Presentation on conceptual framework presentation in 7 steps CBAP</li> </ul> <p><b><u>Supportive materials</u></b></p> <ul style="list-style-type: none"> <li>➤ Materials that helps to understand vulnerability</li> </ul>

**NECESSARY PREPARATIONS TO BE CARRIED OUT BY TRAINING FACILITATOR**

- Manage the power-point slides in advance.

**Activities**

**Activity no 1: Sectoral priority Programmes of NAPA**  
**minutes**

**Time: 40**

- Explain the objectives and activities to be carried out in this session and linking with earlier session.
- Notify that the session will focus on sectoral priority programmes of NAPA.
- Explain about the background and rational of NAPA preparation (how and why NAPA was formulated).
- Describe about Agriculture, Forest and Biodiversity, Water Resources, Infrastructure and Urbanisation, Human Health and Climate Induces Hazards as thematic areas identified by NAPA.
- Show the documentary on NAPA project (*Refer: Training Material 13.1*)

- Discuss the activities and programmes that are identified on the thematic areas.
- Based on the documentary, make the participants write the subjective programs in the cards.
- Rearrange and cluster the cards according to the subjective programmes.
- Briefly describe those programs which are not incorporated in cards.

**Activity no 1: Conceptual Framework: Adaptation Planning**  
minutes

**Time: 25**

- Clarify that training now focused on the climate vulnerability assessment and adaptation planning.
- Present conceptual framework of adaptation planning according to Community Based Vulnerability Assessment and Planning (CBVAP).
- Explain each step of the conceptual framework by power-point presentation.
- Clarify questions/responses of the participants.

**Activity no 3: Summarisation and Evaluation**

**Time: 5 minutes**

- Summarise the activities carried out in this session.
- Ask the following questions to 2-3 participants for evaluation of session:
  - What are the thematic areas of NAPA?
  - How many steps exist during integration of adaptation activities in developmental planning cycle?

***SUGGESTION FOR TRAINING FACILITATOR***

Considering the availability of time & interest, the facilitator can link with local adaptation plan for actions.

**Reference: Adaptation Planning in Nepal**

- i. Ministry of Environment.(2010). National Adaptation Programme of Action to Climate Change, Kathmandu, Nepal
- ii. GoN, MoSTE-2012 , Community Based Vulnerability Assessment Tools and Methods, Singh durbar, Kathmandu  
[http://www.adb.org/sites/default/files/projdocs/2012/40545-012-nep-tacr-16\\_1.pdf](http://www.adb.org/sites/default/files/projdocs/2012/40545-012-nep-tacr-16_1.pdf)
- iii. GoN, 2011. *National Framework on Local Adaptation Plans for Action*. Government of Nepal, Ministry of Science Technology and Environment, Singha Durbar.  
[http://moste.gov.np/policy\\_documents/strategies#.UplWcNJHLSt](http://moste.gov.np/policy_documents/strategies#.UplWcNJHLSt)
- iv. GoN, National Planning commission(2010) Climate Resilient Planning guideline , Singh Durbar, Kathmandu, Nepal  
[http://www.npc.gov.np/new/uploadedFiles/allFiles/climate\\_resilient\\_planning.pdf](http://www.npc.gov.np/new/uploadedFiles/allFiles/climate_resilient_planning.pdf)
- v. Local and sectoral planning process in Nepal
- i. CADP-N Final report(2012) Planning and budgeting processes with reference to Local Adaptation Plans of Action (LAPA): Current practices and experiences of the state and non-state actors in NepalGoN,2012, Strengthening Capacity for Managing Climate

Change and The Environment(TA7173), Participants and reference Guide, Singh durbar,  
Kathmandu

## SESSION 2.5

(90 minutes)

### Topic: Community Based Adaptation Planning Steps, Process & Tools

#### OBJECTIVES OF THE SESSION

By the end of the session, participants will be able to

- Explain conceptual framework and 7 steps of adaptation planning process.
- List out PRA tools that are used in community based adaptation planning.

#### KEY MESSAGES

Conceptual framework of community based adaptation planning, process/steps and tools.

#### TRAINING METHOD AND NECESSARY MATERIALS

Technique	Materials
<ul style="list-style-type: none"><li>➤ Explanation</li><li>➤ Demonstration</li><li>➤ Discussion</li></ul>	<p><b><u>Educational materials</u></b></p> <ul style="list-style-type: none"><li>➤ <u>Power-point/flip chart presentation</u></li><li>➤ Presentation on conceptual framework</li><li>➤ Presentation on adaptation planning tools (general)</li><li>➤ Presentation in 7 steps CBAP</li></ul> <p><b><u>Supportive materials</u></b></p> <ul style="list-style-type: none"><li>➤ Materials that helps to understand vulnerability</li></ul>

#### NECESSARY PREPARATIONS TO BE CARRIED OUT BY TRAINING FACILITATOR

- Manage the power-point slides in advance.

#### Activities

##### Activity no 1: Conceptual Framework of Adaptation Planning Time: 25minutes

- Explain the objectives of the session and link with earlier session 2.4. Clarify that training now focused on climate vulnerability assessment and adaptation planning.
- Present and conceptual framework of adaptation planning according to community based vulnerability assessment and planning. (**Refer: Training Material No. 16**)
- Ask participants to share their view on framework and facilitate the open discussion.
- Clarify questions and quarries of participants.

## Activity no 2: Adaptation Planning Tools minutes

Time: 60

- Introduce the adaptation planning process and steps using visual materials and explain briefly each step and process.
- Ask participants if they are familiar with Participatory Rural Appraisal [PRA] process and its tools or not?
- Provide meta-cards to those participants who are familiar with PRA tools and request to name those tools.
- Collect all cards and paste into soft board and ask the respective participants to share their understanding of the tools.
- Introduce different climate adaptation planning tools with illustrative presentation: historic timeline, seasonal/crop/animal/ disaster, calendar, pair-wise ranking of hazards, resource and hazard mapping, livelihoods assessment, institutional mapping.
- Explain briefly about each tool and its application in adaptation planning.
- Furthermore give short presentation on **Risk Assessment Tool, Identifying Adaptation Option Measures**(Refer: *Training Material No. 19*) and adaptation planning, adaptation planning and monitoring and evaluation.

## Activity no 3: Summarisation and Evaluation

Time: 5minutes

- Summarise the activities carried out in this session.
- Ask following questions to 2-3 participants for evaluation of session:
  - Please share 5 tools and its application in the vulnerability assessment and adaptation planning?
  - How many steps exist during adaptation planning cycle?

### Reference: Community Based Adaptation Planning Steps, Process & Tools

- i. GoN, MoSTE-2012 , Community Based Vulnerability Assessment Tools and Methods, Singh durbar, Kathmandu [**CBVA Manual**]
- ii. GoN (Government of Nepal), 2011. National Framework on Local Adaptation Plans for Action, Ministry of Science Technology and Environment(MoSTE), Singhdurbar Kathmandu
- iii. Rupantaran Nepal( 2012); Climate Change Vulnerability Assessment Report, of Pyuthan Kathmandu
- iv. GoN, 2012. *National Framework on Local Adaptation Plans for Action*.: LAPA Manual (Draft) , Singha Durba; Kathmandu  
[http://moste.gov.np/local\\_adaptation\\_plan\\_of\\_action\\_manual](http://moste.gov.np/local_adaptation_plan_of_action_manual)
- v. LFP(2010) Participatory Tools and Techniques for Assessing Climate Change Impacts and Exploring Adaptation Options : A Community Based Tool Kit for Practitioners, Kathmandu  
<http://www.msfp.org.np/archive-documents/lfppublications-8.html>

# Third day

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## **SESSION 3.1**

**(30 minutes)**

### ***OPENING OF THE DAY'S SESSION/ CLIMATE SETTING***

Welcome to all participants and explain that today we will focus much more on enhancing skills, by doing lots of group work and exercises.

Ask the participants whether they have any queries or feedback from the previous two day's sessions.

- Ask coordinator of day one to present the summary of the day activities with the evaluation of the day.
- Ask participants to give suggestions or comments on the presentation.
- Facilitator can add missing points (if any).
- Select the Coordinator and Summarizer of the day among participants.
- Start the day's session by making presentation of outline and the process of day.

## SESSION 3.2

(90 minutes)

### Topic: Vulnerability Assessment [Exposure-Seasonal Calendar and Timeline]

#### OBJECTIVES OF THE SESSION

By the end of the session, participants will be able to:

- Define climate exposure.
- Demonstrate the assessment of exposure by applying two PRA tools (seasonal calendar and historic time line).
- Describe the process and application of seasonal calendar and historical time line in climate vulnerability assessment for adaptation planning.

#### KEY MESSAGES

Definition, process and practice of historical time line and seasonal calendar tools

#### TRAINING METHOD AND NECESSARY MATERIALS

Technique	Materials
<ul style="list-style-type: none"><li>➤ Explanation</li><li>➤ Demonstration</li><li>➤ Discussion</li></ul>	<p><b><u>Educational materials</u></b></p> <ul style="list-style-type: none"><li>➤ <u>Power-point/Flip chart presentation</u></li><li>➤ Presentation on Exposure</li><li>➤ Presentation on Historic Timeline</li><li>➤ Presentation on Seasonal Calendar (Crop/Animal/Temperature/Rainfall/Disaster)</li></ul> <p><b><u>Supportive materials</u></b></p> <ul style="list-style-type: none"><li>➤ Materials that demonstrates the Historic timeline</li><li>➤ Materials that demonstrate the seasonal calendar</li></ul> <p><b><u>Supportive Process</u></b></p> <ul style="list-style-type: none"><li>➤ Demonstration by facilitator</li></ul>

#### NECESSARY PREPARATIONS TO BE CARRIED OUT BY TRAINING FACILITATOR

#### Activities

Activity no 1: Historical Timeline  
minutes

Time: 20

- Clarify the session objectives and its process.
- Present the definition of exposure and elaborate its definition with example by presentation materials.

- Present definition, its objectives and short process of historical time line tools by presentation materials.
- Distribute meta-cards to participants.
- Ask participants what types of climatic hazards have happened in the last 30 years in this district or district headquarters(based on seeing, hearing or direct experience).
- Request participants to write the major climatic hazard, year of occurrence and key impact of hazard in meta-cards.
- Paste historical time line format (**Refer: Training Material No. 17**) and demonstrate with one of the climatic hazard shared by the participants in meta-cards.

**Activity no 2: Seasonal Calendar**  
minutes

**Time: 20**

- Present definition, its objectives and short process of seasonal calendar tools by presentation materials
- Show the seasonal calendar (**Refer: Training Material No. 18**) and demonstrate one of the parameters of assessing climate by taking the district headquarter as an example.
- Ask participants if they need further clarification.

**Activity no 3: Exposure Tools Exercise**  
minutes

**Time: 45**

- Divide participants into two groups by following of the participatory method.
- Assign to do exercise on historical timeline to one group and seasonal calendar to another group in line with the demonstration.
- Explain the detailed task needed to be accomplished by the group with participatory discussion.
- Ask both groups to present their findings in plenary.
- Facilitate discussion after completion of both presentations and add the key points needed to be considered while doing similar exercise in field.

**Guiding Question for Group Discussion**

- How much change observed by individual climatic variables?
- Has variation been seen in the seasonal calendar? If yes “how and how much?”
- Has variability of rainfall or precipitation been observed? If yes “how and how much has it changed”?
- What other climate variables (e.g. wind) have changed? And how and how much have they changed?
- Temperature: Number and timing of hotter days, Number and timing of colder days.
- Precipitation/rainfall: Number of rainy days, number of extreme rainfall or snow fall events over seasons and space.

- Plant/animal behaviour: flowering, fruiting, sprouting season, etc.
- Human livelihood activities: Time of collection of wild plant products, seasonal migration, seasonal livestock movement, etc.
- Natural physical behaviours: time of spring water sprouting, drying, etc.

#### Activity no 4: Summarization and Evaluation

Time: 5 minutes

- Summarise the activities carried out in this session.
  - Ask the following questions to 2-3 participants for evaluation of session:
  - What are the indicators to assess climate change exposure?
  - How can a historical time line apply to a vulnerability assessment?

#### **SUGGESTIONS FOR TRAINING FACILITATORS**

- Facilitators need to study the definition and significance of the tools from the training module CBVA methodology and tools.
- For the seasonal calendar *before* should be understand as 30 year before and now should be understood as within 5 years period.
- It is possible that participants may interpret and define the pictures in their own way, which is rational. In that case, facilitators have to expertly handle the situation and should focus on the major objective of the discussion.

#### **Reference: Vulnerability Assessment [Exposure - Seasonal Calendar and Timeline]**

- i. GoN, MoSTE-2012 , Community Based Vulnerability Assessment Tools and Methods, Singh durbar, Kathmandu [Seasonal Calendar Page-17 of **CBVA Manual**]
- ii. GoN, 2012. *National Framework on Local Adaptation Plans for Action: LAPA Manual* (Draft) , Singha Durba; Kathmandu ( Seasonal Calendar/ Hazard Trend Analysis- page 45/44 of LAPA Manual)  
[http://moste.gov.np/local\\_adaptation\\_plan\\_of\\_action\\_manual](http://moste.gov.np/local_adaptation_plan_of_action_manual)
- iii. LFP(2010) Participatory Tools and Techniques for Assessing Climate Change Impacts and Exploring Adaptation Options : A Community Based Tool Kit for Practitioners, Kathmandu ( Climate Hazard Trend Analysis page-9<http://www.msfp.org.np/archive-documents/lfppublications-8.html>)

## SESSION 3.3

(90 minutes)

### Sub-Topic: Vulnerability Assessment [Sensitivity: Resource Hazard Mapping]

#### OBJECTIVES OF THE SESSION

By the end of the session, participants will be able to

- Define the Sensitivity concept.
- Describe the resource and hazard mapping process and analysing sensitivity.
- Describe hazard pair-wise ranking in understanding the sensitivity.
- Demonstrate resource and hazard mapping.
- Practice hazard ranking by pair-wise ranking exercise.

#### KEY MESSAGES

Definition, process and practice of resource & hazard mapping and pair wise ranking for understanding sensitivity.

#### TRAINING METHOD AND NECESSARY MATERIALS

Technique	Materials
<ul style="list-style-type: none"><li>➤ Explanation</li><li>➤ Demonstration</li><li>➤ Discussion</li></ul>	<p><b><u>Educational materials</u></b></p> <ul style="list-style-type: none"><li>➤ Power-point presentation</li><li>➤ Presentation on Sensitivity</li><li>➤ Presentation on Resource &amp; Hazard mapping</li><li>➤ Presentation on pair wise-ranking</li></ul> <p><b><u>Supportive materials</u></b></p> <ul style="list-style-type: none"><li>➤ Materials that demonstrates the Resource &amp; Hazard mapping</li><li>➤ Materials that demonstrate the pair-wise ranking</li></ul> <p><b><u>Supportive Process</u></b></p> <ul style="list-style-type: none"><li>➤ Demonstration by facilitator</li></ul>

#### NECESSARY PREPARATIONS TO BE CARRIED OUT BY TRAINING FACILITATOR

- Manage the power-point slides in advance.
- Manage the demonstrative material for Resource & Hazard mapping and pair-wise ranking of hazards.

#### Activities

### Activity no 1: Concept of Sensitivity minutes

Time: 20

- Explain the objectives of the session and its process.
- Define the sensitivity in terms of vulnerability assessment by presentation materials and participatory tools that are relevant in assessing sensitivity.
- Present briefly about the tools and how they are used to assess and analyse the sensitivity:
  - Resource and Hazard mapping; cause and effect analysis; and pair-wise ranking for ranking hazards.

#### Guiding questions for this session facilitation

- What are the effects of temperature change (seasonal change), rainfall change or change in other climate variables?
- What are the priority hazards related to climate change and how much have they changed?
- Which sectors (agriculture, forest, water resources, infrastructure and settlement, human health, etc) are affected by which element of climate change?
- What are the magnitude and characteristics of the effects?

### Activity no 2: Resource and Hazard Mapping minutes

Time: 30

- Request 8-10 participants to volunteer to come to the middle of the training hall to demonstrate the exercise on "resource and hazard mapping".
- Ask other participants to be a observer of the demonstration
- Initiate demo the mapping exercise with marking boundary and available resources within the community and gradually hand over the stick to the participants (as per PRA principle).
- Ask the volunteers to locate the hot spots of hazard and its types based on the time line exercise.
- Present the sample hazard map developed in the field and explain the point to be considered in this exercise such as documentation and the information collection.

### Activity no 3: Pair-Wise Ranking of Hazard minutes

Time: 30

- Request to list out the top 5-6 climatic hazards based on the frequency and highly impacted.
- Write the list of hazard in to meta-card and paste in the presentation materials: pair-wise ranking matrix.
- During the assessment, only those hazards which are linked with climate change need to be considered and listed.

- Demonstrate pair-wise ranking exercise with participatory discussion and posing questions to participants. **(Refer Training Material No: 19)**
- Clarify participants' queries if any.

#### Activity no 4: Summarization and Evaluation

**Time: 5 minutes**

- Summarise the session
- Ask the following questions to a few participants for evaluation of the session:
  - What is sensitivity? Explain the key indicators to assess sensitivity?
  - How does the resource and hazard mapping tool assess sensitivity?
  - Explain points to be considered while doing pair-wise ranking exercise.

#### **Reference: Vulnerability Assessment [Sensitivity: Resource Hazard Mapping]**

- i. GoN, MoSTE-2012 , Community Based Vulnerability Assessment Tools and Methods, Singh Durbar, Kathmandu [Hazard- Resource Mapping Page-22 of CBVA Manual]
- ii. GoN, 2012. National Framework on Local Adaptation Plans for Action: LAPA Manual (Draft) , Singha Durba; Kathmandu ( Mapping tools 47 of LAPA Manual)[http://moste.gov.np/local\\_adaptation\\_plan\\_of\\_action\\_manual](http://moste.gov.np/local_adaptation_plan_of_action_manual)
- iii. LFP(2010) Participatory Tools and Techniques for Assessing Climate Change Impacts and Exploring Adaptation Options : A Community Based Tool Kit for Practitioners, Kathmandu ( Climate Hazard Mapping page-6) <http://www.msfp.org.np/archive-documents/lfppublications-8.html>

## SESSION 3.4

(90 Minutes)

### Topic: Vulnerability Assessment-Adaptive Capacity (Livelihoods Assessment)

#### OBJECTIVES OF THE SESSION

By the end of the session, participants will be able to

- Define Adaptive capacity in term of climate change.
- List out available livelihood capital.
- Analyse livelihood capital's quality and access to build adaptive capacity.
- Describe steps/processes of institutional mapping tools and its application in adaptation planning.
- Practice Institutional mapping (Venn diagram).

#### KEY MESSAGES

Definition steps/process and practice of Livelihood assets assessment and institutional mapping for understanding adaptive capacity

#### TRAINING METHOD AND NECESSARY MATERIALS

Technique	Materials
<ul style="list-style-type: none"><li>➤ Explanation</li><li>➤ Demonstration</li><li>➤ Discussion</li></ul>	<p><b><u>Educational materials</u></b></p> <ul style="list-style-type: none"><li>➤ Power-point/flip chart presentation</li><li>➤ Presentation on Adaptive Capacity</li><li>➤ Presentation on Livelihood Assets Assessment</li><li>➤ Presentation on Institutional Mapping (Venn diagram)</li></ul> <p><b><u>Supportive materials</u></b></p> <ul style="list-style-type: none"><li>➤ Materials that Livelihood Assets Assessment</li><li>➤ Materials to demonstrate Institutional Mapping (Venn diagram)</li></ul> <p><b><u>Supportive Process</u></b></p> <ul style="list-style-type: none"><li>➤ Demonstration by facilitator</li></ul>

#### NECESSARY PREPARATIONS TO BE CARRIED OUT BY TRAINING FACILITATOR

- Manage the power-point slides in advance.
- Manage the demonstrative and exercise material in advance.

#### Activities

### Activity no 1: Clarifying the Adaptive Capacity minutes

Time: 15

- Present session objectives and its process.
- Define adaptive capacity by presentation materials and its relation in vulnerability assessment.
- Present the list of commonly used PRA Tools such Resource and Hazard mapping, Livelihood Assets Assessment, Institutional Mapping (Venn diagram) to assess adaptive capacity.
- Highlight on Livelihood Assets Assessment and Institutional mapping tools.

Guiding questions for session facilitation:

- What assets are available in communities?
- What could be status in terms of quantity, quality and sufficiency as per the need of the community?
- How are the communities mobilising these assets during times of need (in general)?
- What is the awareness level of local people on climate change and ways to respond to it?

### Activity no 2: Livelihood Assets Assessment Tools minutes

Time: 50

- Present the livelihoods framework[livelihoods pentagon] and explain the 5 livelihoods capitals.
- What are the livelihood capitals available at the district headquarters? Ask open question and request to note down in 5 different colour's meta cards [one for each capital]
- Collect all cards and organise in 5 livelihoods capital categories.
- Distribute small pieces of colour cards to each participant and ask them to form groups according to the colour of meta-card pieces.
- Clarify the assigned group tasks according to livelihoods assessment worksheet **(Refer: Training Material No: 20)**.
- Ask each group to work on one livelihood asset as assigned that adequacy to respond to the effects of climate change.
- Tell the participants to use scaled or ranked as Low (1), Medium(2), High(3) and Very High(4) during the exercise.
- Facilitate the presentation and discussion through "Gallery Walk" method.
- Clarify the point to be considered during the livelihoods assessment analysis.

**Notes for Facilitator:**

**Example of livelihoods capital:**

- ✓ **Assess Human Assets:** Population, proportion of population of different age group, proportion of women, children and differently able people, literacy and education.
- ✓ **Assess Natural Assets:** Water resources, Forest resources, Land resources.
- ✓ **Assess Social Assets:** Formal and traditional institutions, service providers, membership, relationship and networking.
- ✓ **Assess Financial Assets:** Financial institutions (banks, cooperatives, micro finance programs).
- ✓ **Assess Physical Assets:** Physical infrastructure (schools, bridges, trails, electricity and irrigation).

**Activity no 3: Institutional Mapping (Venn diagram)**  
minutes

**Time: 20**

- Define the institutional mapping tools and their application in adaptation planning with illustrative materials.
- Ask the participants to list all formal and informal groups/CBOs, organizations/institutions, government line agencies and local bodies in a brown paper which provide services and resources to community.
- Demonstrate Venn diagram exercise by posing questions to the participants and putting institutions/groups and organization/offices according to guideline in box-1(***Refer Training Material No: 21***).
- Explain the point to be considered during the Venn diagram mapping process.

**Guideline for Venn Diagram Mapping**

- Make a circle at the centre of a piece of paper which will denote the community
- Write the names of the institutions around the community one by one after discussion with the participants.
- Draw linkage lines between the community and the institutions.
- The lines and the circles will speak about the relationship of the communities with the institutions.
- The following are some commonly used language of the lines and the circles between the community and the institutions:
- Lines: Two way/one way arrows – the mutual give and/or take between the community and the institute. Thin/bold arrows – the strength of the relationship.
- Circles: Size of circles – big or small sizes of the circles denote the capacity of the institutions to support the community. Closer/further location of the institutions from the centre – physical distance of the institution from the communities.
- Meta-cards can be used for writing the names of the institutions.
- After the discussion is over, the facilitator should share the synopsis or summary of the discussion in simple language with the participants. In addition to this, if

participants have inquiries or additional curiosities related to subject matter, then facilitator should clarify before closing the discussion.

#### Activity no 4: Summarization and Evaluation

Time: 5 minutes

- Summarise the session's activities.
- Ask the following questions to a few participants for evaluation of session:
  - ✓ What is adaptive capacity in climate change?
  - ✓ What are the livelihoods capitals? Explain the physical capital in relation to adaptive capacity.
  - ✓ Tell point to be considered in livelihoods assessment tools.
- ✓ Ask two participants to summarize the day's activities.
- ✓ Distribute the "Daily Evaluation Form" for each participant and ask them to respond.

#### ***SUGGESTIONS FOR TRAINING FACILITATORS***

- Facilitators need to study the definition and significance of the tool from the training module CBVA methodology and tools.
- It is possible that participants may interpret and define the pictures on their own way, which is rational. In that case, facilitators have to expertly handle the situation and should focus on the major objective of the discussion.

#### **Reference: Vulnerability Assessment - Adaptive Capacity (Livelihoods Assessment)**

- i. GoN, MoSTE-2012 , Community Based Vulnerability Assessment Tools and Methods, Singh durbar, Kathmandu [Livelihoods Assessment Page-34 of CBVA Manual]
- ii. LFP(2010) Participatory Tools and Techniques for Assessing Climate Change Impacts and Exploring Adaptation Options : A Community Based Tool Kit for Practitioners, Kathmandu ( Livelihoods Resource Assessment-18) <http://www.msfp.org.np/archive-documents/lfppublications-8.html>

# Fourth day

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## **SESSION 4.1**

**(30 minutes)**

### ***OPENING OF THE DAY'S SESSION/CLIMATE SETTING***

- Ask Coordinator of the day one to present the summary of the day's activities with the evaluation of the day.
- Ask participants to give suggestions or comments on the presentation.
- The facilitator can add the missing points (if any).
- Select the Coordinator and Summarizer of the day among participants.
- Start the day's session by making presentation of outline and the process of day.

Ask the participants whether they have any queries or feedbacks on previous day's session.

## SESSION 4.2

(60 minutes)

### Topic: Vulnerability Assessment-Analysis of Vulnerability Functions

#### OBJECTIVES OF THE SESSION

By the end of the session, participants will be able to

- Demonstrate vulnerability status/rank of community.

#### KEY MESSAGES

Use of Vulnerability Equation:  $V = E * S * 1/A$ , Demonstration with example, Interpretation of score (Value of V: Less than equal to 1: Low , 1-2: Medium, 2-4: High, Greater than Four: Very high).

#### TRAINING METHOD AND NECESSARY MATERIALS

Technique	Materials
<ul style="list-style-type: none"><li>➤ Explanation</li><li>➤ Demonstration</li><li>➤ Discussion</li></ul>	<p><b><u>Educational materials</u></b></p> <ul style="list-style-type: none"><li>➤ Power-point/flip chart presentation</li><li>➤ Presentation on Scoring each component of Vulnerability i.e. Exposure, Sensitivity and Adaptive Capacity</li><li>➤ Demonstration of hypothetical case</li></ul> <p><b><u>Supportive materials</u></b></p> <ul style="list-style-type: none"><li>➤ Score chart for Exposure, Sensitivity and Adaptive Capacity</li><li>➤ Hypothetical case to demonstrate the process</li></ul> <p><b><u>Supportive Process</u></b></p> <ul style="list-style-type: none"><li>➤ Vulnerability Assessment by facilitator and interpretation</li></ul>

#### NECESSARY PREPARATIONS TO BE CARRIED OUT BY TRAINING FACILITATOR

- Manage the Score sheets for E, S and A in advance.
- Manage the demonstrative material.
- Use the same group for group activity.

#### Activities

### Activity no 1: Participatory Assessment Techniques minutes

Time: 20

- Present the session objectives and its process.
- Make a short presentation (PowerPoint/flipchart) on assigning the participatory score to the perception of group in the tools they have used.
- For Exposure(**E**): Indicators of temperature, rainfall, change in plants & animal behaviour, hazard characteristics, livelihood activities, observation made on physical information has to be assigned score individually on the basis of perception from 1 to 4 (1-Low, 2- Medium, 3-High, 4- Very High). The total of the average individual score has to be averaged. This will give the score to 'E'.
- For Sensitivity(**S**): Impacts of hazards on five sectors: agriculture and food security, forest and biodiversity, infrastructure and settlement, water and energy, human health is assessed and the perception is scored individually from 1 to 4 (1-Low, 2- Medium, 3-High, 4- Very High). The total of the average individual score has to be averaged. This will give the score to 'S'.
- For Adaptive Capacity(**A**): Livelihood Assets Assessment has to be assessed and the individual parameter of livelihood asset has to be assessed is scored individually from 1 to 4 (1-Low, 2- Medium, 3-High, 4- Very High), the average score of the individuals have to be averaged to get the score of 'A'
- The facilitator can get the numerical value of E, S and A respectively.
- Interpret the score of V on the basis of index on the manual as (Value of V: less than equal to 1: Low, 1-2: Medium, 2-4: High, greater than four: Very high).

### Activity no 2: Obtaining the Score Minutes

Time: 35

- Use same group of participants quickly for group work
- Facilitate them to participatory assessment the respective parameters of Exposure, Sensitivity and Adaptive Capacity.
- Ask the participants to assess the value of V using the score of Exposure, Sensitivity and Adaptive Capacity.
- Ask the group to share their score to each other group.
- Ask the participants about their perception in the process, tools and results.
- Link the uses and application of derived value of V in the adaptation planning process.

### Activity no 2: Summarization and Evaluation

Time: 5minutes

- Summarize the session activities.
- Ask participants, if they have any queries and questions on the session discussions
- Please use following questions for the session evaluation:
  - Could you tell us the indicator of climate change exposure?

- Tell us the formula of vulnerability assessment according to IPCC?
- Please share the use and application of the value of V in the planning process.

***SUGGESTIONS FOR TRAINING FACILITATORS***

- Facilitators need to study the scoring technique from the training module.
- It is possible that participants may interpret and define the scores on their own way. In that case, facilitators have to expertly handle the situation and should focus on the major objective of the discussion.

**Reference: Vulnerability Assessment - Analysis of Vulnerability Functions**

- i. GoN, MoSTE-2012 , Community Based Vulnerability Assessment Tools and Methods, Singh durbar, Kathmandu not found in Nepali
- ii. Power Point Presentation material 2013

## SESSION 4.3

(120 Minutes)

### Topic: Identification of Adaptation Options

#### Objectives of the Session

**BY THE END OF THE SESSION, PARTICIPANTS WILL BE ABLE TO:**

- Describe the process to identify sectoral adaptation options.
- Explain multi-criteria index tools/technique used for selection of appropriate adaptation options.
- Develop actions plan for adaptation.

#### **TRAINING METHOD AND NECESSARY MATERIALS**

Method	Materials
<ul style="list-style-type: none"><li>• <b>Group discussion, Explanation</b></li><li>• <b>Open discussion and question-answers</b></li></ul>	<p><b><u>Educational Materials</u></b></p> <ul style="list-style-type: none"><li>• Materials that helps to identify, prioritise and select the appropriate adaptation options.</li></ul> <p><b><u>Supportive Materials</u></b></p> <ul style="list-style-type: none"><li>• Presentation materials that help to identify, prioritise and select the appropriate adaptation options.</li><li>• List of identified impacts and effects of CC at local level, as identified by group discussion during sixth session.</li><li>• Form that is used to analyse and prioritise the identified options of adaptation.</li></ul>

#### **NECESSARY PREPARATION TO BE CARRIED OUT BY TRAINING FACILITATOR**

- Keep the list of identified impacts and effects of CC at local level, as identified by group discussion during sixth session safely.
- Prepare necessary forms to identify and prioritise adaptation options.

## Activities

### Activity no 1: Identifying Adaptation Options minutes

Time: 45

- Define the objectives and activities to be carried out during the session.
- Redefine the following terminologies of Vulnerability Functions used in the previous session: Exposure, Sensitivity, Adaptive Capacity etc.
- Distribute material no 22 to identify and analyze adaptation options (**Refer: Training Material No. 22**) and provide some time for self-interpretation.
- Explain about training material (that is used to identify and analyse the adaptation options).
- Divide the participants in four groups by participatory method and explain the role of each group.
- Inform participants that two of the identified adaptation options should be presented as a role play. The role play will be as follows:
  - The group will present the findings in front of District Development Committee Chairperson through the demonstration method. Each group have to select a presenter to present the adaptation options.
  - One of the facilitators will play the role of DDC Chairperson in the role play method.
- Give some time for group discussion and provide the forms if necessary.

### Activity no 2: Prioritising Adaptation Options minutes

Time: 45

- Set up sitting arrangement for participants and DDC Chairperson for discussion.
- Assign the role of DDC Chairperson and subjective experts to facilitators (facilitators plays the role of DDC Chairperson and expert). Prepare the presenter's list and let them present.
- Let the presenter (amongst participants) present the identified adaption options and do not forget to note the suggestion of participants who are in the role of expert.
- As the presentation completes, start a discussion (with question answer and discussion technique) on the following questions:
  - Do the identified adaptation options really increase the capacity of vulnerable groups and communities?
  - Which adaptation options are most appropriate? Which options are most cost effective?
  - Do the prioritised adaptation options complement each other, or replace one another?
  - What are the short and long term adaptation options? How can coordination between short and long term options be developed?

### Activity no 3: Adaptation Planning

Time:25 minutes

- Make a short presentation (PowerPoint/flipchart) on theoretical concept on Adaptation Planning.
- Share with the participants what the general steps of Adaptation Planning are as presented in Box – 2.

#### Box-2

- **Step 1:** List and prioritize the perceived climate change by the communities.
- **Step 2:** List and prioritise the effects of perceived climate change by the communities on their livelihoods and resources.
- **Step 3:** List, assess and prioritise the needs to respond to effects of climate change.
- **Step 4:** Assess the feasibility of the needs in respect to institutional capacity, technical and financial resources of the communities, conduciveness of the environment in respect to government policies, etc.
- **Step 5:** Assess the resources, capacity and institutions needed for implementing the identified needs to respond to impacts of climate change.
- **Step 6:** Identify the institutions, funding resources and other stakeholders who can participate and contribute to enhance adaptation by the communities.
- **Step 7:** Plan the time horizons for the implementation of the proposed actions as short-term (<5 years), medium-term (5-10 years) and long-term (>10 years).

- Share presentation of adaptation planning matrix and demonstrate 1-2 adaptation actions according to the planning matrix.

#### **SUGGESTIONS FOR TRAINING FACILITATORS**

- Facilitators need to study the *Identification of the adaptation measure* from the training module.
- It is possible that participants may interpret and define the pictures in their own way, which is rational. In that case, facilitators have to expertly handle the situation and should focus on the major objective of the discussion.

**Reference : Identification of Adaptation Options and adaptation plan**

- i. GoN, MoSTE-2012 , Community Based Vulnerability Assessment Tools and Methods, Singh durbar, Kathmandu [Adaptation Planning page 60 of CBVA Manual]
- ii. GoN, 2012. National Framework on Local Adaptation Plans for Action: LAPA Manual (Draft) , Singha Durba; Kathmandu (Multi Criteria Index page 61 of LAPA Manual) [http://moste.gov.np/local\\_adaptation\\_plan\\_of\\_action\\_manual](http://moste.gov.np/local_adaptation_plan_of_action_manual)
- iii. LFP(2010) Participatory Tools and Techniques for Assessing Climate Change Impacts and Exploring Adaptation Options : A Community Based Tool Kit for Practitioners, Kathmandu ( Community based adaptation planning - 44) <http://www.msfp.org.np/archive-documents/lfppublications-8.html>

## SESSION 4.4

(60 minutes)

### Topic: Mainstreaming Climate Change Risks into Development Planning

#### OBJECTIVES OF THE SESSION

By the end of the session participants will be able to:

- Describe application of climate resilience planning
- Explain environment friendly local governance in local development planning process
- Define the process and method to integrate adaptation measures into development plans.

#### KEY MESSAGE

It is very important to enhance the adaptive capacity of vulnerable communities by preparing climate proof developmental plans, and integrating climate change adaptation & mitigation activities in developmental planning cycle.

#### TRAINING METHOD AND NECESSARY MATERIALS

Training Method	Training Materials
<ul style="list-style-type: none"><li>• <b>Presentation and Explanation</b></li><li>• <b>Open discussion</b></li><li>• <b>Question-Answer</b></li></ul>	<p><b><u>Educational materials</u></b></p> <ul style="list-style-type: none"><li>• Presentation materials on Local Level Planning Process (14 steps) needed for developmental planning process</li><li>• Formats used to integrate the adaptation planning</li><li>• Annual plan of one of line agency</li></ul> <p><b><u>Supportive materials</u></b></p> <ul style="list-style-type: none"><li>• News print, meta-cards, different coloured markers</li></ul>

#### NECESSARY PREPARATION TO BE CARRIED OUT BY TRAINING FACILITATOR

Coordinate with local resource person who could deliver EFLG and CRP concept within DDC.

## Activities

### Activity No: 1 Concept of CRP minutes

Time: 15

- Describe the objectives and activities to be carried out in this session
- Ask the following question to the participants:
  - "What are the areas that we consider during the annual planning cycle?"
- Note down the answers in the newsprint.
- Explain the following:
  - If the generated issues do not address the climate foresight, then it is necessary to consider the climate information and scenario on those issues. If we consider these points during planning process, then our plans and activities will be climate proofed and climate resilient.
- Describe the definition of Climate Proofing or Climate Resilience with the help of prepared materials.
- Likewise, describe Climate Framework prepared by NPC during preparation of Climate Resilient Plan (**Refer: Training Material No. 15**).

### Activity no 2: Concept of EFLG minutes

Time: 15

- Introduce the concept of Environment Friendly Local Governance[EFLG] by MoFALD
- Describe the major provisions of EFLG and its tools [**Refer: EFLG Guideline for details**]
- Conclude the discussion and summarise the following:
  - It is very necessary that development plans should be sensitive to vulnerable communities and helps to develop their adaptive capacity.
  - Adaptation activities should be integrated into the development plans.

### Activity no 3: Incorporating CC Issues in Local Planning Cycle Time: 25 minutes

- Ask the following question:
  - "What are the steps of developmental planning cycle?"
- Duly acknowledging the responses of participants, explain that identification of plans, planning process, implementation and monitoring and evaluation are the four stages of developmental planning cycle.
- Briefly explain 14 steps of developmental plans as defined by NPC and each of these steps have to incorporate the activities that fortify the adaptive capacity of vulnerable communities.
  - During the presentation please inter- link 14 steps and the steps suggested by EFLG.
- It is very important to analyse climate risk and opportunities in each steps of developmental plans. This helps to make the plans climate proof, increases the adaptive capacity of communities, and finally optimises the cost.

### Activity no 3: Summarisation and Evaluation

Time: 5 minutes

- Summarise the activities carried out in this session.
- Ask following questions to 2-3 participants for evaluation of session:
  - Describe the mechanism and process of incorporating adaption activities in the developmental plans.
  - How many steps exist during integration of adaptation activities in developmental planning cycle?
  - What are the major steps suggested by the EFLG?

### Activity no 4: Post training assessment minutes

Time: 15

- Distribute the assessment questionnaire to all participants who are completing the two days awareness part of the training.
- Ask them to fill up on the basis of training learning in 15 minutes.
- Collect all the completed questionnaires.

#### ***SUGGESTION FOR TRAINING FACILITATOR***

Considering the availability of time and interest of the participants, the facilitator can use alternative ways of presentation.

#### **Reference: Mainstreaming Climate Change Risks into Development Planning**

- i. GoN, National Planning commission(2010) Climate Resilient Planning guideline , Singh Durbar, Kathmandu, Nepal  
[http://www.npc.gov.np/new/uploadedFiles/allFiles/climate\\_resilient\\_planning.pdf](http://www.npc.gov.np/new/uploadedFiles/allFiles/climate_resilient_planning.pdf)
- ii. NPC ( ) Local Development planning process in Nepal<http://www.npc.gov.np/new/staic/plansprogram.php>
- iii. MoFALD( 2013), Environment Friendly Local Governance Guideline
- iv. NPC (2012). Climate Change Budget Code, Documenting the National Process of Arriving at Multi-sectoral Consensus, Criteria and Method, Published by Government of Nepal, National Planning Commission with support from UNDP/UNEP in Kathmandu, Nepal in September, 2012.
- v. GoN (Government of Nepal), 2011. National Framework on Local Adaptation Plans for Action, Ministry of Science Technology and Environment(MoSTE), Singhdurbar Kathmandu [ Glossary]

## **SESSION 4.5**

**(90 minutes)**

## Topic: Monitoring and Evaluation CC Adaptation Planning

### Objectives of the Session

#### **BY THE END OF THE SESSION, PARTICIPANTS WILL BE ABLE TO**

- Explain rationale of monitoring and evaluation framework for climate change adaptation.
- Agree on set of monitoring indicators.
- List out three major tools for Monitoring and Evaluation and practice.

#### **KEY MESSAGES**

Developing an M&E framework is the final step in adaptation planning. It assists resource allocation and budgeting as well as operational planning. The formulation of indicators is a precondition to enable proper finalisation of the plan. It helps to assess the effectiveness of adaptation interventions.

#### **TRAINING METHOD AND NECESSARY MATERIALS**

Method	Materials
<ul style="list-style-type: none"><li>➤ Improve lecture</li><li>➤ Presentation and Demonstration</li><li>➤ Question and Answer</li></ul>	<p><b><u>Educational Materials</u></b></p> <ul style="list-style-type: none"><li>➤ Power-point/flip chart presentation.</li><li>➤ Presentation of Monitoring and Evaluation.</li></ul> <p><b><u>Supportive Materials</u></b></p> <ul style="list-style-type: none"><li>➤ M and E framework.</li></ul>

#### **NECESSARY PREPARATIONS TO BE CARRIED OUT BY TRAINING FACILITATOR**

- Manage the PowerPoint slides in advance.

## Activities

### Activity no 1: Concept of Monitoring and Evaluation minutes

Time: 25

- Present session objectives and its process.
- Define monitoring and evaluation terms of development of adaptive capacity of stakeholders, groups, and targeted communities.
- Present and explain M&E framework (*Refer: Training Material No. 21*) and explain "how adaptation activities build adaptive capacity and contributing in the sustainable development?"
- Describe the rationale of the monitoring and evaluation by giving examples i.e.
  - to track the performance of activities;
  - to ensure the effective delivery;
  - to achieve the results, ensure the desired impact;
  - to enhance accountability etc.
- Present the difficulties of monitoring and evaluation for adaptation because impacts may take some time to become apparent.
- Present the example of three tools used in the monitoring and evaluation of adaptation planning process.

### Activity no 2: Define and Agreed Adaptation Result Indicators minutes

Time: 60

- Define the monitoring and evaluation indicator and explain that indicator should mirror, indicate and provide information of change.
- Present the result chain (*Refer: Training Material No. 22*) and describe each of the elements [inputs, output, outcomes and impacts] giving examples.
- Explain the development of milestones and progress of adaptation to building adaptive capacity.
- Divide participants into three groups to carry out monitoring and evaluation tasks.
- Explain the group tasks and provide 2 adaptation strategies which were identified and presented in during the briefing presentation.
- Request groups to conduct their group exercises and make presentation at plenary.
- Facilitate the presentation and discussion through plenary session and clarify the point to be considered during the monitoring and evaluation for adaptation.

### Activity no 3: Summarization and Evaluation

Time: 5 minutes

- Summarize the session activities; respond to participants' queries if they have any.
- Use the following questions to evaluate the session's objectives (by using participatory methods):
  - What is monitoring?

- What is evaluation?
- What are the elements of result chain?

**Reference: Monitoring and evaluation CC adaptation planning**

- i. GoN, MoSTE-2012 , Community Based Vulnerability Assessment Tools and Methods, Singh durbar, Kathmandu [Adaptation Planning page 60 of CBVA Manual]
- ii. GoN, 2012. National Framework on Local Adaptation Plans for Action: LAPA Manual (Draft) , Singha Durba; Kathmandu (LAPA tools 15-17 of LAPA Manual)  
[http://moste.gov.np/local\\_adaptation\\_plan\\_of\\_action\\_manual](http://moste.gov.np/local_adaptation_plan_of_action_manual)
- iii. OECD(2009) Integrating climate change adaptation into development co-operation-Policy Guide,<http://www.oecd.org/dac/43652123.pdf>

## SESSION 4.6

(60minutes)

### Topic: Field Plan Preparation

#### **OBJECTIVES OF THE SESSION**

**By the end of the session, participants will be able to**

- Prepare plan for field exercise.
- Assign roles and responsibilities of each group member.
- Collect required materials for field exercise.

#### **KEY MESSAGES**

The community interaction is just a process; the process should not be linked with any benefits in future or any liabilities to DDC, VDC or the consortium partners.

#### **TRAINING METHOD AND NECESSARY MATERIALS**

<b>Technique</b>	<b>Materials</b>
<ul style="list-style-type: none"><li>➤ <b>Explanation</b></li><li>➤ <b>Demonstration</b></li><li>➤ <b>Discussion</b></li></ul>	<p><b><u>Supportive materials</u></b></p> <ul style="list-style-type: none"><li>➤ Brown paper, field protocol</li><li>➤ Markers</li><li>➤ Hypothetical case to demonstrate the process</li><li>➤ Logistics</li></ul>

#### **NECESSARY PREPARATIONS TO BE CARRIED OUT BY TRAINING FACILITATOR**

- Prepare all field protocols and score sheets required.
- Manage the demonstrative material.

## Activities

### Activity no 1: Orientation for Field Practice minutes

Time: 30

- Present the objectives of the session and clarify the session process.
- Present the task to be accomplished during the field visit by each group. During the field exercise each group will work on the following:

- Exposure
- Sensitivity and adaptive capacity
- At the end both group will work on selection of adaptation option and preparing action plan

- Divide participants into two groups with inclusion of gender, organizational representation and familiar with selected field.
- Explain the logistical arrangement including time plan and adjust according to advice/suggestions.
- Distribute checklist and other materials to each group to be used during field work.
- Explain the does and don't for field work to be abided by all participants to ensure the ethics of participatory approach.
- Share the reporting format of each tool to be used during the field visit.
- Share the following checklist (**Box**) of activities to be done during the field work.

#### Box

- introduce the team members and why they are in the community,
- explain how/why the community was selected,
- explain what will happen during the field work,
- discuss why the information is being gathered and how it will be used,
- explain the time of field work and expected role of the community.

### Activity no 2: Group Preparation for Field minutes

Time: 30

- Ask participants to work in their respective groups on the following:
  - Select the group leader for the field exercise
  - Discuss and assign the roles of responsibilities of individual group members
  - Refine the checklist and questions for fieldwork
  - Collect necessary materials for fieldwork
- Distribute score sheets and chart papers accordingly to the each group depending on their roles.
- Provide necessary support and arrange the required materials for two groups.

### Activity no 3: Summarization and Evaluation

Time: 5 minutes

- Summarise the session's activities.
- Ask two participants to summarize the day's activities.
- Distribute the "Daily Evaluation Form" to each participant and ask them to respond.

#### ***SUGGESTIONS FOR TRAINING FACILITATORS***

- The facilitator may form a new group at the time of fieldwork for their mixing, use polite language to motivate participants for maintaining discipline in the community. Do not ask about political or other sensitive issues (if any) in the community and focus in the tools and processes.

# Fifth day

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## **SESSION 5.1**

**(60 Minutes)**

### ***OPENING OF THE DAY'S SESSION/ CLIMATE SETTING***

Request participants to perform some types of "Ice Breaker" exercises.

Ask the participants whether they have any queries or feedback on previous day's session.

- Ask Coordinator of the day 4 to present the summary of the day activities with the evaluation of the day.
- Ask participants to give suggestions or comments on the presentation.
- The facilitator can add missing points (if any).
- Select the Coordinator and Summarizer of the day among participants.
- Start the day's session by making a presentation outlining and the process of day.

## SESSION 5.2

Time: ½ Day (9 AM-12 AM)

### Topic: Field Exercise and Documentation

#### Objectives of the Session

**BY THE END OF THE FIELD EXERCISE, PARTICIPANTS WILL BE ABLE TO:**

- Explain the 7 techniques and tools used to assess vulnerability at community level:
  - Resource and Hazard Mapping
  - Seasonal Calendar
  - Historical Timeline
  - Institutional Mapping [Venn Diagram]
  - Adaptive Capacity: Livelihoods assessment
  - Adaptation Option
  - Adaptation Action Plan

#### **METHOD AND NECESSARY MATERIALS**

Method	Materials
<ul style="list-style-type: none"><li>● <b>Group Facilitation in given community</b></li><li>● <b>Group work for Documentation</b></li></ul>	<p><b><u>Educational Materials</u></b></p> <ul style="list-style-type: none"><li>● Materials that helps to conduct vulnerability assessment at community level.</li></ul> <p><b><u>Supportive Materials</u></b></p> <ul style="list-style-type: none"><li>● Checklist of each tools that helps to facilitate community to assess and analyse real situation (To be added in annexes).</li><li>● Materials that helps to document the field findings and to present the findings at community.</li></ul>

#### **NECESSARY PREPARATION TO BE CARRIED OUT BY TRAINING FACILITATOR**

- Provide the checklist of each tool to each group before departure to the field.
- Provide the format for report preparation to each group before departure to the field.
- Instruct the groups to ensure the materials are checked and well prepared for use in the field during facilitation to the community.
- Ensure each group have divided responsibilities of field work and they are well prepared.
- Prepare and take necessary forms to observe the field practices of the participants which helps the facilitator to provide feedback to the participants after the field work.

## Activities

### Activity no 1: Before Using Tools at Community minutes

Time: 10

- Selected Group Leader (any one) will perform the following activities before the actual field exercise:
  - introduce the team members and why they are in the community,
  - explain how/why the community was selected,
  - explain what will happen during the field work,
  - discuss why the information is being gathered and how it will be used,
  - explain the time of field work and expected role of community.

### Activity no 2: Field Exercise of Tools and Documentation minutes

Time: 240

- Start groups exercise according to assign task separate two in with community and document accordingly [Exposure, Sensitivity and Adaptive Capacity]
- Facilitate the combine group exercise [Selecting Adaptation Option and Preparing Action Plan]

### Activity no 3: Appreciation and Invitation for Debriefing minutes

Time: 15

- Ask one of team leaders to deliver thanks to communities and people who support for field exercise.
- Invite 6 community members [3 from each community] for debriefing session to be organized at the training venue and explain the logistical arrangement for them.

### **Note to the Facilitators during field work**

- The better these issues are explained from the outset, the fewer problems are likely to be encountered as the work progresses in the community. In some cases it may be necessary to repeat the explanations several times if all groups do not come to the meeting.
- Following the initial protocols, the information gathering part of the study can begin. There are several issues to keep in mind while organizing this period of field work.
- **Appropriate Sequencing of Activities:** In programming the various activities that will take place during the field study it is important to think carefully about sequencing and the order in which different events will take place. There are three things to think about in terms of sequencing activities:
  - moving from more general to more specific information,
  - moving from less sensitive to more sensitive issues, and
  - Building on the information you have already collected in order to increase your knowledge as you move further into the study.
- **Dividing Time Between Information Gathering and Analysis:** it is essential that the team take a short break from information gathering to do what is called preliminary analysis which must be shared with the community at the end of the field work
- **The Ethical Imperative to Leave Information behind:** In participatory research of this type, the team has the responsibility to leave information in the community and not simply to extract it for its own purposes.
- **A last triangulation of information:** The feedback session is an important last opportunity to triangulate the information that has been gathered.

## SESSION 5.3

Time: ½ Day (2 PM-5 PM)

### Topic: Field Finding Preparation

#### OBJECTIVES OF THE SESSION

By the end of the session, participants will be able to:

- Document overall finding of field exercise
- Develop debriefing presentation materials

#### METHOD AND NECESSARY MATERIALS

Method	Materials
<ul style="list-style-type: none"><li>• Group work for Report preparation</li><li>• Preparation of debrief</li></ul>	<p><b><u>Educational Materials</u></b></p> <ul style="list-style-type: none"><li>• Materials that helps to prepare report of vulnerability assessment at community level</li></ul> <p><b><u>Supportive Materials</u></b></p> <ul style="list-style-type: none"><li>• Checklist of each tool that helps to facilitate the community to assess and analyse real situation</li></ul>

#### NECESSARY PREPARATION TO BE CARRIED OUT BY TRAINING FACILITATOR

- Remind the participants/groups to use the provided format for reporting.
- Provide materials to prepare the field report (sign pen, white paper, pencils, erasers, brown paper, etc)

**Activity no 1: Preparation Debriefing Presentation**  
minutes

**Time: 120**

- Request each group to prepare brief presentation (30 minutes) about the findings of the field exercise in plenary.
- Two groups will prepare a separate presentation for their tools and combined presentation of Selecting Adaptation Option and Preparing Action Plan.
- Allow each group to prepare a debriefing presentation and support each group in preparing the presentation.

# Sixth day

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## **SESSION 6.1**

**(30 Minutes)**

### ***OPENING OF THE DAY'S SESSION/ CLIMATE SETTING***

Ask the participants whether they have any queries or feedback on previous day's session.

- Ask the Coordinator of the day one to present the summary of the day activities with the evaluation of the day.
- Ask participants to give suggestions or comments on the presentation.
- The facilitator can add missing points (if any).
- Select the Coordinator and Summarizer of the day among the participants.
- Start the day's session by making a presentation of the outline and the process of day.

**SESSION 6.2**  
**(180 Minutes)**

**Topic: Debriefing of Field Exercise**

**OBJECTIVES OF THE SESSION**

By the end of the session, participants will be able to

- Present field findings.
- Review the field process, learning and challenges.

**METHOD AND NECESSARY MATERIALS**

Method	Materials
<ul style="list-style-type: none"><li>• Group presentation</li><li>• Plenary discussion</li><li>• Question and Answer</li><li>• Gallery Walk</li></ul>	<p><b><u>Educational Materials</u></b></p> <ul style="list-style-type: none"><li>• Presentation materials</li></ul> <p><b><u>Supportive Materials</u></b></p> <ul style="list-style-type: none"><li>• Trainee's PPT of vulnerability assessment I</li><li>• Trainee's PPT adaptation planning II</li></ul>

**NECESSARY PREPARATION TO BE CARRIED OUT BY TRAINING FACILITATOR**

- Confirmation of attendance of community representatives.
- Invite a few additional participants who play active roles in local planning process/from political parties.
- Capture picture of all debriefing presentation materials.

**Activity no 1: Debriefing Presentation I**  
**minutes**

**Time: 90**

- Present objectives of the session and its process
- Request to present field findings vulnerability assessment [Exposure] first, followed by sensitivity presentation.
- Facilitate the question and answer discussion on both group's presentation. Encourage questions from community representatives.

**Activity no 2: Debriefing Presentation II**

**Time: 60 Minutes**

- Arrange the necessary space for gallery walk and request all presentations on adaptation options and adaptation plan to be pasted
- Provide some time to note down observations and any further clarification on tools, process and field findings that is needed.
- Facilitate the plenary session and respond the unclear issues.

**Activity no 3: Reflection of Field Exercise**  
**minutes**

**Time: 30**

- Distribute two colour meta-cards to each participant and request to write best learning from field exercise in green cards and challenges in red cards.
- Collect all cards and clustering into two sets and ask two volunteers to share it.
- Facilitate the plenary session and respond to unclear issues if necessary.
- Provide time to speak to one of community representatives about debriefing session and handover the presentation materials for further processing.
- Finally deliver thanks and conclude the session.

## SESSION 6.3

(60 Minutes)

### Topic: Recap and Post Training Assessment

#### OBJECTIVES OF THE SESSION

By the end of the session participant will be able to:

- Recapitulate subject matters discussed during training sessions.
- Participate in post training assessment and compare own knowledge and CBAP skills with pre training assessment.

#### METHOD AND NECESSARY MATERIALS

Training Method	Training Materials
<ul style="list-style-type: none"><li>• Brainstorming</li><li>• Post-test survey exercise</li></ul>	<p><u>Educational Materials</u></p> <p><u>Supportive Materials</u></p> <ul style="list-style-type: none"><li>• Post Training Assessment Form</li><li>• Pre Training Assessment summary sheet</li></ul>

#### NECESSARY PREPARATION TO BE CARRIED OUT BY TRAINING FACILITATOR

- Make ready a Pre Training Assessment Summary sheet

#### Activities

##### Activity no 1: Summarisation of Training minutes

Time: 20

- Affix 6 Newsprint sheets in 6 areas of the training hall and write 1-6 days separately in newsprint.
- Request all the participants to write what they have discussed in each day, what are the major topics they have discussed, what activities they carried out.
- Request them to write the activities carried out in newsprint indicating the 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> .....day.
- As participants finish writing, the facilitator should read and reflect on daily basis and inform if something important is missing.

##### Activity no 2: Post Training Assessment minutes

Time: 40

- Distribute the Post Training Assessment Sheet (*Refer: Training Material No. 27*).
- Request all participants to complete the sheet based on own knowledge and skills gained from the training.

- Collect all the Assessment Sheets, compile and prepare the result comparing with Pre-Assessment results
- Share the results and compare the numbers obtained by participants before and after the training. Inform participants about the knowledge, skills and concept gained during training, if needed.

**Activity no 3: Final Training Evaluation**  
**minutes**

**Time: 40**

- Distribute the final evaluation sheet, to evaluate the 6 days training (**Refer: Training Material No. 28**).
- Request all participants to accomplish the evaluation tasks and collect all evaluation sheets.
- As participants start filling the form, the training facilitator should clamp newsprint in three places in the training hall and write the strength of the training, areas of improvement and best learning to be used in their own works.
- Request participants to write their opinion in the newsprint after they submit the evaluation sheet.
- Facilitators have to note down the view of participants as expressed in newsprint and deliver as final remarks.
- Summarise and present the overall findings of the evaluation process and form.

***SUGGESTION FOR TRAINING FACILITATOR***

If there is a provision to distribute training allowances or other benefits, then consult with organisers and start distributing as soon as the formal session ends.

## SESSION 6.4

(60 minutes)

### Topic: Closing Ceremony

#### OBJECTIVES OF THE SESSION

##### By the end of the session:

- Two participants [one male and one female] deliver learning reflection on training.
- Deliver remarks from guest and chief guest.
- Certificate will be distributed and formally closed the training.

#### METHOD AND NECESSARY MATERIALS

Training Method	Training Materials
<ul style="list-style-type: none"><li>• Short speech</li></ul>	<u>Educational Materials</u> <u>Supportive Materials</u> <ul style="list-style-type: none"><li>• Training certificate</li></ul>

#### NECESSARY PREPARATION TO BE CARRIED OUT BY TRAINING FACILITATOR

- Formal closing ceremony of the training is effective therefore facilitator have to consult with organizers for the formal closing of the training. However, this guideline presents the process of informal closing.

#### Activity no 1: Remarks on Training

Time 30 minutes

- Welcome chief guest and all guests and share brief overview of training by facilitator.
- Request one male and one female participant to deliver their views and reflection about training.
- Request 1-2 guests to deliver closing remarks and consolidation of knowledge and skill gained from training.
- Distribute the training certificate in participatory way.
  - Request the chief guest or chairman of the closing ceremony to distribute the first certificate.
  - Afterwards, the person who got the certificate first should handover the certificate to another participant, and this cycle should go till everyone receives the certificate.
- Summarise the view of invited persons, organisers and other speakers, thank all others who supported during the training and foremost thank the participants.
- Request chief guest, Chairperson or coordinator of training management committee to deliver the final thought and formally end the training.

#### SUGGESTION FOR TRAINING FACILITATOR

Distribute training/travel allowances as provisioned in training after closing

**Government of Nepal**  
**Ministry of Science Technology and Environment**  
TA-7984 NEP: Mainstreaming Climate Change Risk Management in Development

**Training on**  
**Climate Change and Community Based Adaptation Planning**

**Blended Training Manual Training Materials**







Training Material No 2: Format of Banner [3X6 feet]



**Government of Nepal**  
**Ministry of Science Technology and Environment**

TA-7984 NEP: Mainstreaming Climate Change Risk Management  
in Development

District Training on Climate Change and Community  
Based Adaptation Planning  
Date : Nep/Eng  
Venue : Place and District



Training Material No. 3 : Picture of Palm



## Training Material No. 4: Pre-Training Assessment

**Government of Nepal**  
**Ministry of Science, Technology and Environment (MoSTE)**  
**TA-7984: Mainstreaming Climate Change Risks Management in Development**  
**Training on**

### **Climate Change and Community Based Adaptation Planning**

#### **PRE TRAINING ASSESSMENT**

1. Nepal signed United Nations Framework Convention on Climate Change (UNFCCC) on ... ..  
a. 1992                      b. 1994                      c. 1995                      d. 1996
2. What is the full form of CoP  
a. Country of Participants  
b. Conference of Parties  
c. Country of Parties  
d. Countries of partners
3. Which is the focal ministry for Climate Change in Nepal?  
a. Ministry of Forests and Soil Conservation  
b. Ministry of Science Technology and Environment  
c. Ministry of Agriculture and Cooperatives  
d. Ministry of Federal State and Local Development
4. When was the Climate change council established in Nepal ?  
a. B.S. 2066                      b. B.S. 2065                      c. B.S. 2067                      d. B.S. 2068
5. Where was the Earth Summit held during 1992?  
a. Bali of Indonesia                      b. Kyoto of Japan  
c. Rio De Janeiro                      d. Copenhagen of Denmark
6. A cabinet meeting held in 2009 was held at the highest altitude in the world. Where was it held?  
a. Kala Patthar (Nepal)  
b. Ladakh (India)  
c. Tibbet (TAR)  
d. Alps (Europe)
- 7.. Who is the chairman of Climate Change Council?

- a. Prime Minister
- b. Minister, Ministry of Environment
- c. Minister, Ministry of Forests and Soil Conservation
- d. Secretary, Ministry of Environment

8. Who is the chairman of the Environment Protection Council?

- a. Prime Minister
- b. Minister, Ministry of Environment
- c. Minister, Ministry of Forests and Soil Conservation
- d. Secretary, Ministry of Environment

9. When the Government of Nepal endorsed the climate and environment policy documents?

- a. Climate change policy:
- b. LAPA Framework:
- c. Climate budget code:
- d. EFLGF:

10. What is the annual increment rate of temperature in Nepal?

- a. a. 0.05°C
- b. 0.06°C
- c. 0.07°C
- d. 0.08°C

11. Which among these are not Green House Gases?

- b. Carbon dioxide (CO<sub>2</sub>)
- c. Methane (CH<sub>4</sub>)
- d. Sulphur hexa Fluoride (SF<sub>6</sub>)
- e. Helium (He)

12. Write the full form of the major climate programs in Nepal

- 1. PPCR:
- 2. NCCSP:
- 3. Hariyo Ban:
- 4. MSFP:

13. What is the full form of NAPA?

- a. Nepal Adaptation Plan of Actions
- b. National Adaptation Plan of action
- c. National Adaptation Programme of Actions
- d. National Climate change adaptation plan of actions

14. What is the full form of CDM

- a. Clean Development Mechanism
- b. Clean Development Method
- c. Clean Development Materials
- d. None of the above

15. How many districts of Nepal have been listed as highly vulnerable due to impacts of Climate Change?

- a. 4
- b. 9
- c. 11
- d. 15

16. Which of the following are related to Vulnerability Functions?

- a. Exposure
- b. Adaptive Capacity
- C. Sensitivity
- d. All of the above

17. Who is most vulnerable to the impact of CC?

.....

18. Which are the tools are used in vulnerability assessment

- a. Hazard Map
- b. Seasonal Calendar
- c. Historical Timeline
- d. All of the above

## Training Material No. 5: Roles and Responsibilities

Participants can be given different roles to ensure their active participation and get their help. Depending upon the training duration and number of participants, it is advised to select a coordinator amongst the participants and assign the following roles.

### ***Role of coordinator***

- Include the roles like: daily session operation, monitor the training management, encourage the participant' involvement, and providing brief entertainment for participants.
- Select two or three participants who can entertain rest of the participants by various means such as phrases, short jokes, song, dance, entertaining games etc.
- Take notes on the overall activities, learning and shortcomings of the day. S/he has to summarise and present the day's activities in the next day.
- To evaluate the day's session, pinpoint the positive aspects and shortcomings. Coordinator can briefly explain at the end of the day and present the detail evaluation report on following day (after consultation with other participants).

### ***Role of Summarizer and documenters***

- Document the content, process and lesson learnt of the each day of the training with consultation with other training participants to summarise the session activities
- Present the key point of the session with engaging other participant and innovation methods
- Take lead in the photo documentation of the each session and different action of the training
- Handover all documentation materials to responsible lead trainer for further processing.

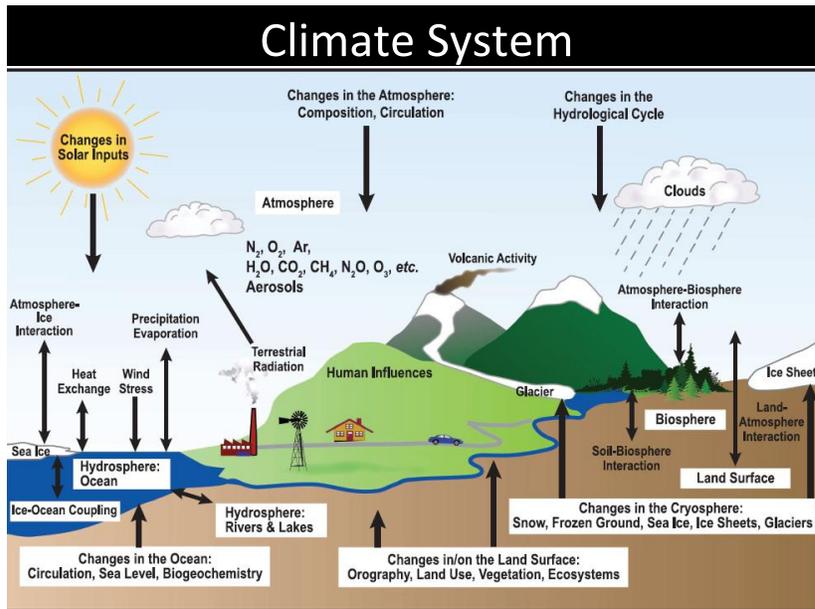
### **Format to assign roles and responsibilities**

<b>DAY</b>	<b>Coordinator</b>	<b>Summarizers and documenters</b>	<b>Icebreaker Entertainer</b>
ONE			
TWO			
THREE			
FOUR			
FIVE			
SIX			

## Training Material No. 6 : Climate Change Terminologies

1. Weather
2. Climate Change
3. Climate
4. Adaptive capacity
5. Ozone layer
6. Adaptation
7. Carbon Trade
8. United Nations Framework Convention on Climate Change (UNFCCC)
9. Conference of Parties (CoPs)
10. Green House Gases (GHGs)
11. Global Warming
12. Vulnerability
13. Sequestration
14. Reducing Emissions from Deforestation and Forest Degradation (REDD)
15. National Adaptation Programmes of Action (NAPA)
16. Local Adaptation Plans of Action (LAPA)
17. Community Adaptation Plans (CAP)
18. Environment Friendly Local Governance [EFLG]
19. Payment for Environmental Services (PES)
20. Intergovernmental Panel on Climate Change (IPCC)
21. DNA
22. SNC
23. Mitigation
24. Kyoto Protocol
25. Clean Development Mechanism (CDM)
26. Exposure
27. Sensitivity
28. Community Based Vulnerability[CBVA]

## Training Material No. 7: Vulnerability Functions



## Training Material No. 7.1: "Sajeev Graha" Documentary

## Training Material No. 8 : Vulnerability Functions



Source: LFP/SA Animation Training Manual

## Training Material No. 9 : Action Learning Exercise

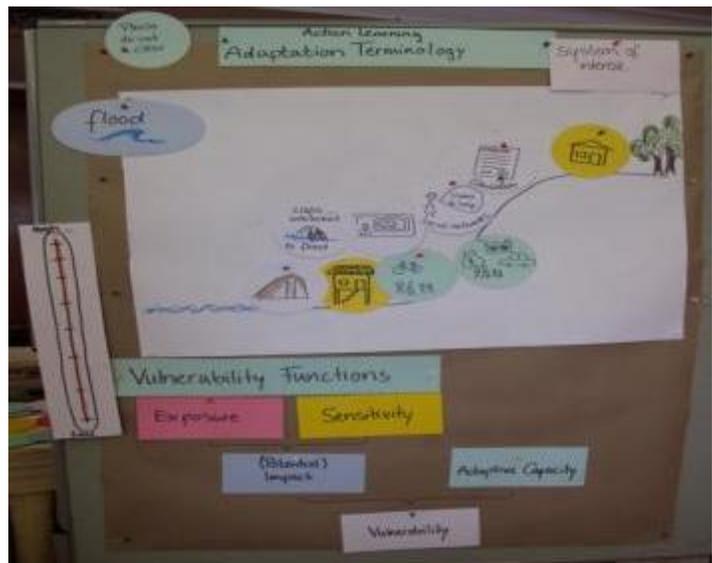
Visual means of learning process is very much effective as compared to others. It energizes the participants during participation. Subject matter related posters or photographs are used in this method. The photographs or posters reflect the socio-economic status of certain communities. This method is used to assess communities who are about to be in the stage of vulnerability (in this training).

### Process:

- Demonstrate a picture of a community (Showing the households of different socio-economic condition).
- Ask open question like "what do you see in the picture?" and start open discussion according to the answers of the participants. For example, define the following terminologies in the training viz. vulnerability functions, sensitivity, exposure and adaptive capacity.
- Request participants to identify the vulnerable households, and reasons behind their vulnerability.
- Explain that the process they used in this session is called vulnerability analysis.
- Linking with the participants' perception, explain the fundamental issue and process of participatory community vulnerability analysis technique.

### Suggestions:

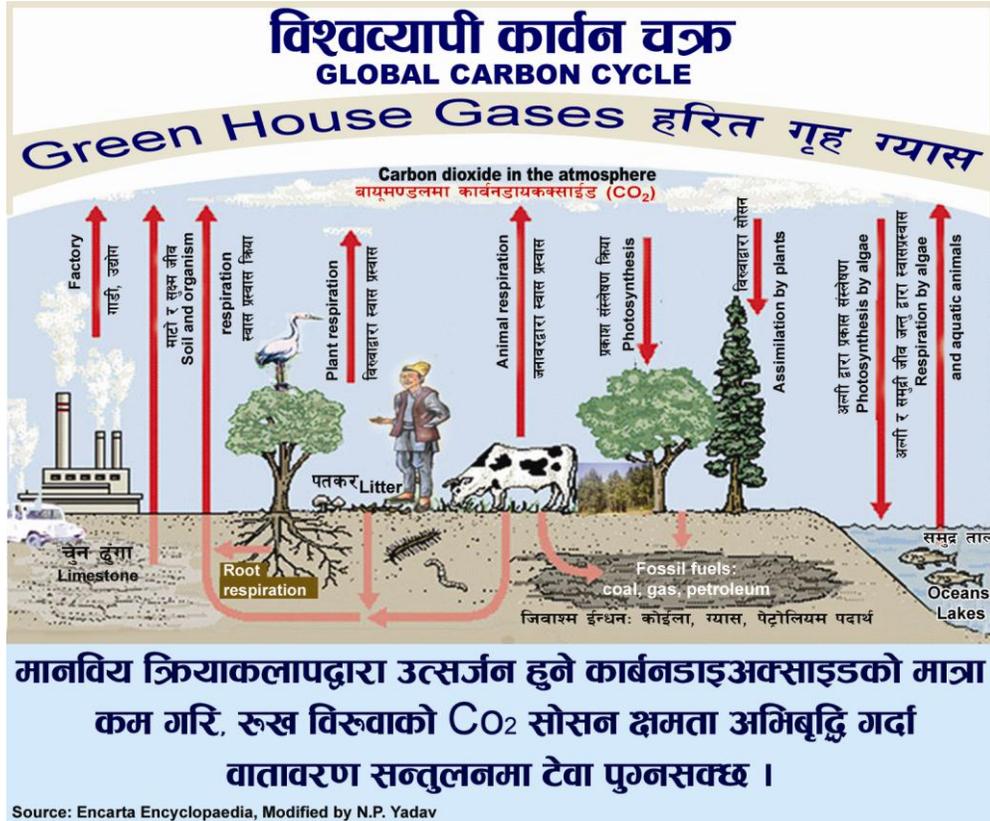
- Participants can explain the picture in different ways (as each person has different view). Facilitator has to concentrate the views as per the subject matter.
- The discussion can be unnecessarily long in some cases. Therefore always focus on the vulnerability assessment technique.
- Feedback and Review.
- Approach of asking questions  
Supporting materials for  
Vulnerability functions



**Source: TOT on Integrating**

**Climate Change Adaptation in development planning [GIZ New Delhi]**

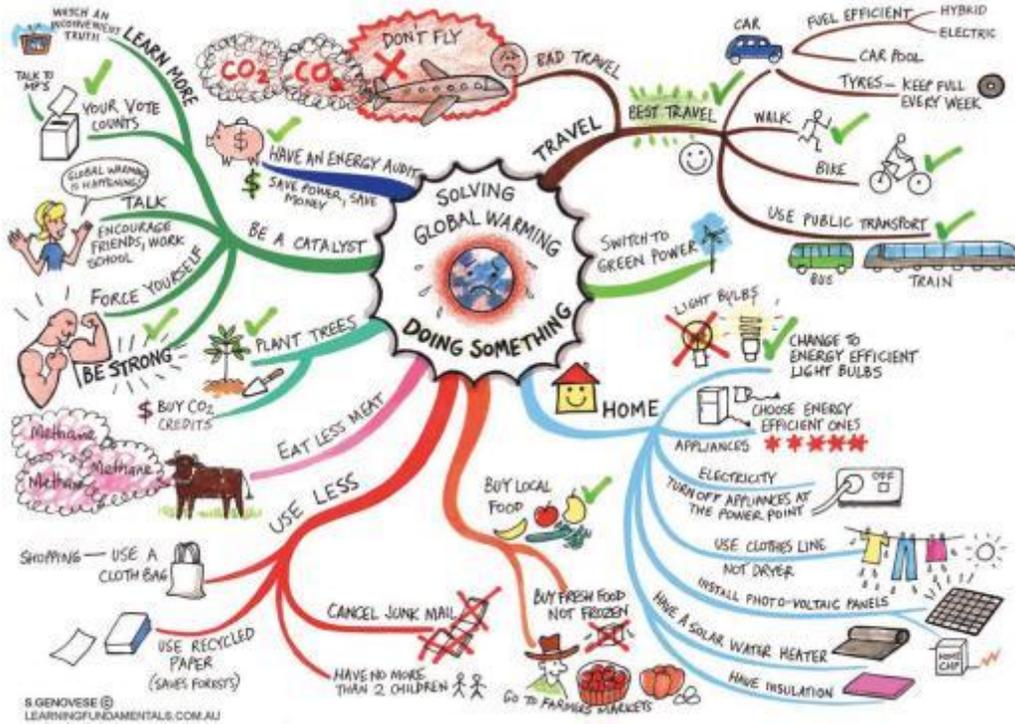
## Training Material No. 10 : Global Carbon Cycle



Training Material No. 11 : Carbon Management Cycle

कार्बन व्यवस्थापन रणनीति र क्रियाकलापहरू	
कार्बन व्यवस्थापन रणनीति	सम्भाव्य भू-उपयोग तथा कार्बन न्यूनिकरण सम्बन्धी क्रियाकलापहरू
<p><b>कार्बन सोसन</b> Carbon Sequestration</p>	<p>भू-व्यवस्थापन तथा उपयोग</p>
<p><b>कार्बन संरक्षण</b> Carbon Conservation</p>	<p>आगलागी नियन्त्रण काठको सहि सदुपयोग</p>
<p><b>कार्बनको विकल्प र सदुपयोग</b> Carbon Substitution</p>	<p>कृषि जन्म्य बस्तु उजाको रुपमा प्रयोग</p>

# Training Material No. 12 : Individual roles to mitigate CC

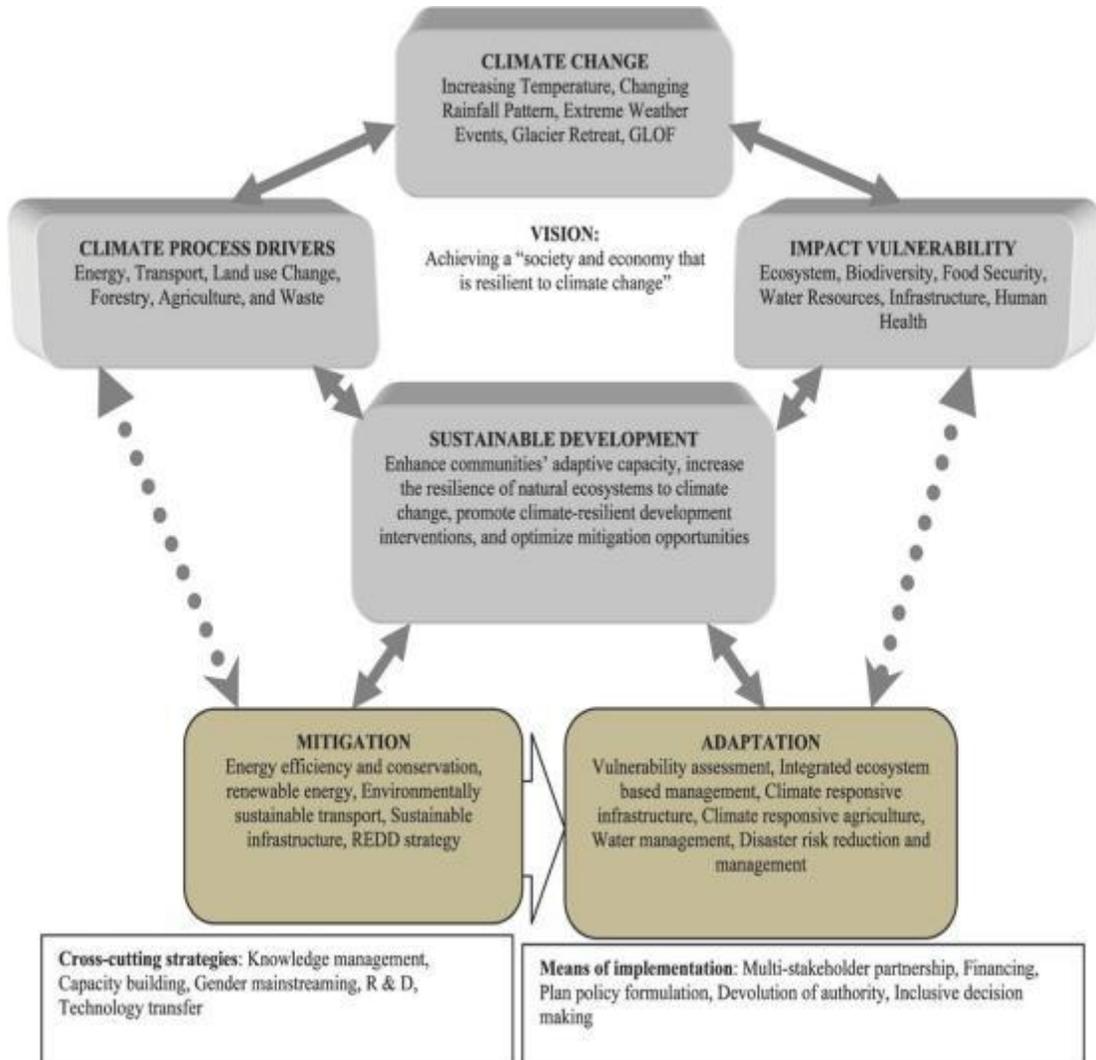


**Training Material No. 13 : Adaptation Video Clips**

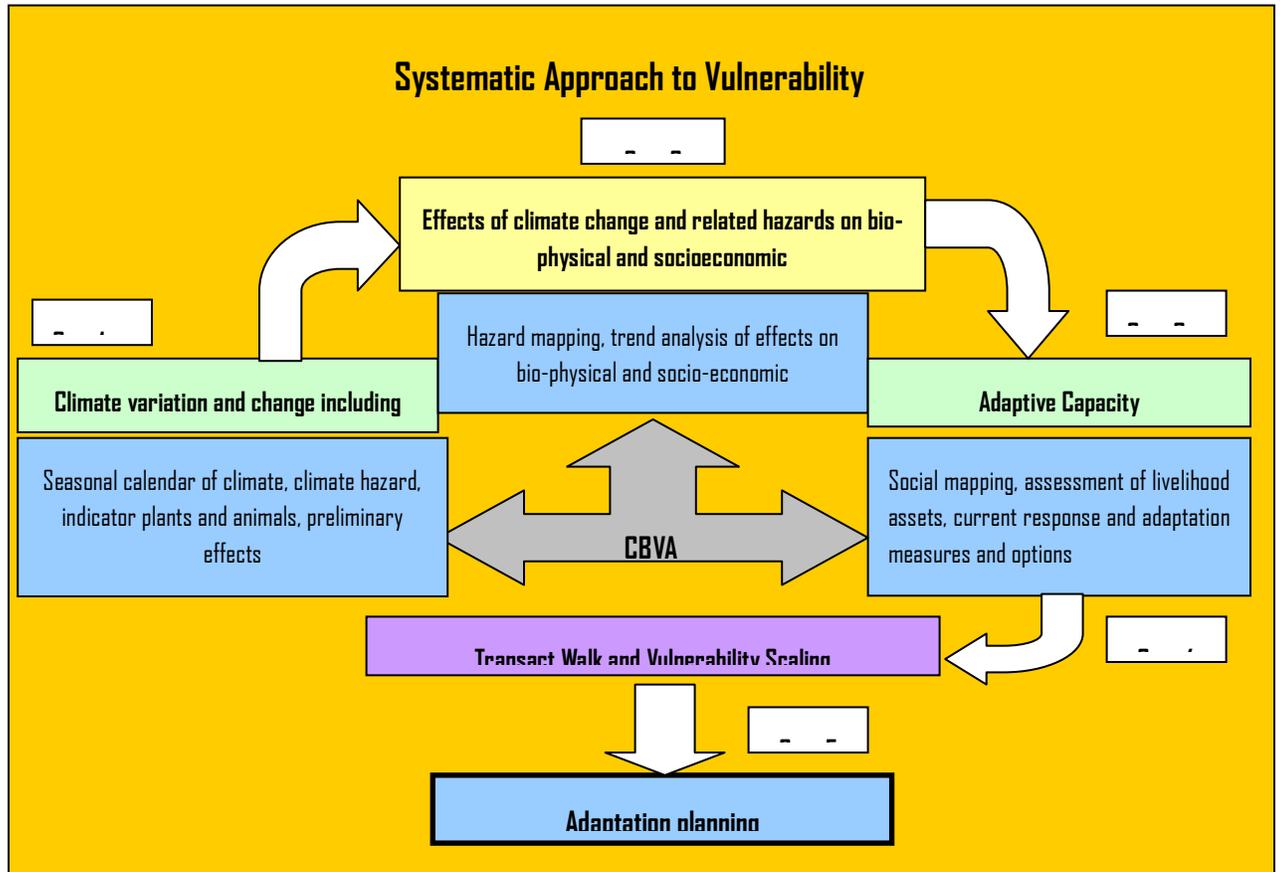


**Training Material No. 13.1: NAPA documentary**

## Training Materials No. 14: Climate Resilience Planning Framework



## Training Materials No. 15: CBVA & Planning Framework



## Training Material No. 16 : Historical Timeline Format

<b>Year</b>	<b>Hazard</b>	<b>Exposure</b>	<b>Sensitivity</b>	<b>Adaptive Capacity</b>
		Return Year	Effects on Sector	Responses of communities to the following hazard



## Training Material No. 18 : Pair-wise Ranking

<b>Hazards</b>	<b>Flood</b>	<b>Landslide</b>	<b>Fire</b>	<b>Earthquake</b>
<b>Flood</b>	Flood	Flood	Flood	Flood
<b>Landslide</b>	X	Landslide	Landslide	Landslide
<b>Fire</b>	X	X	Fire	Fire
<b>Earthquake</b>	X	X	X	Earthquake
<b>Frequency</b>	4	3	2	1
<b>Ranking</b>	1	2	3	4

## Training Material No. 19 : Livelihoods Assessment

Name of the Livelihoods Capital	Existing Status & Trend,	Scale (LOW – VERY HIGH)	Additional information
<b>Natural</b>			
1			
2			
3			
<b>Physical</b>			
4			
5			
6			
<b>Financial</b>			
7			
8			
9			
<b>Human</b>			
10			
11			
12			
<b>Social</b>			
13			
14			
15			

ताम्रकु जाविसु वाडेरु ट यांचखा जीविकोपार्जनको विश्लेषण		
जीविकोपार्जनको सम्पत्तिहरू	विद्यमान अवस्था तथा मात्रा	थप सूचनाहरू
१. आर्थिक सम्पत्ति - अलैंची - अल्लो - चिराइतो - वैदेशिक नोजमाउ	अलैंची उत्पादन प्रति वर्ष घट्दो, मूल्य वढ्दो (२०० रोपती) उत्पादन वढ्दो अवस्था ( वार्षिक ६००० के.जी.) चिदेबा जाने र खैरामा नैमिष्य मित्राडेर (५०% घरधुरी) ३८० सुके.	रोजको संकलन मूल्य वृद्धि र रफो आ वढ्दो क्रममा रहेको छ।
२. मानविय सम्पत्ति अल्लोबाट कपडा बुनेर डकपी/सिकपी सरकारी/जैविक कार्यहरू	६५% घरधुरीमा बिग भन्नेको। १० घरधुरीको १२ जनामा बिग भन्नेको २५ जनाको सरकारी तथा जैविक सरकारीमा आवड्ने।	बिग वढ्दो क्रममा हुन्छ। .. ..
३. सामाजिक सम्पत्ति अल्लो क्लव सुका क्लव सरकारी वडा कार्यालय प्रत्ये	अधिकतर घरधुरी (६६ घरधुरी) सँगलान .. ..	संयुक्त रुपमा संचालित न .. ..
४. भौतिक सम्पत्ति विद्यालय वाटो अउगा अभिन	१ वटा प्रा० वि, १ नि.मा. वि. कच्ची जोड्ने वाटो सँगै तिर भन्नेको १५०० रोपनी खेती योग्य अउगा अभिन भन्नेको।	उगा प्रस्ताव रहेको छ। सामान्य कमजोर भू भाग
५. प्राकृतिक सम्पत्ति वाट नैजल खैरामा/वाटो	सम्पूना तुतेवा सम्पूनाधिक वन सम्पूना ६६ घरधुरी सँगलान रहेको। भन्नेको खैला/वाटोबाट माहा प्रारि १०-१५ घरधुरीले थप आम्दानी लिइनेको।	वाटो क्षमतामा सँगलान सामान्य अवस्था छ।

Training Material No 20 : Venn diagram



## Training Material No. 21 : Multi Criteria Index

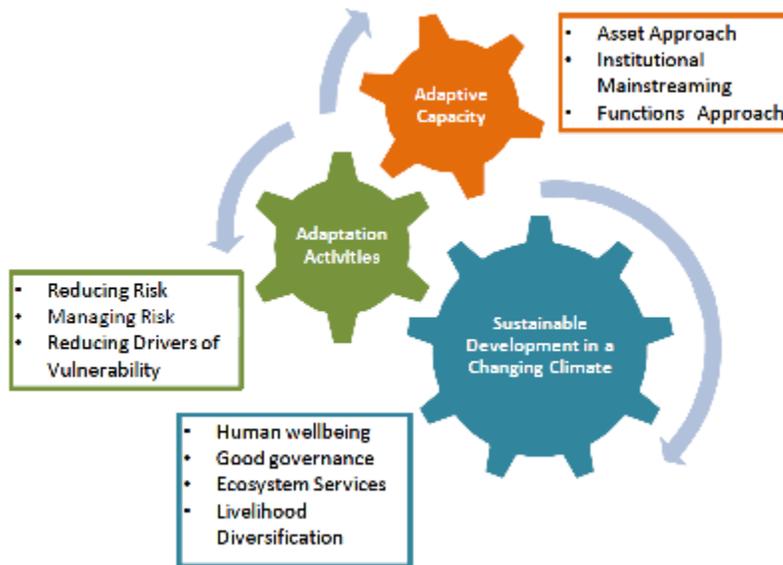
[Identification and Selection of Adaptation Options]

Hazards	Adaptation Options	Efficiency (1-3) (A)	Cost Effective (1-3) (B)	Possibility (1-3) (C)	Target groups (1-3) (D)	Reponses to Risk	Total (A+B+C+D)	Remarks (Prioritization)
Flood	Plantation	2	2	2	2		8	
	Stone wall (Temporary)	2	2	2	3		9	Fourth
	Gabion wall Embankment	3	1	1	3		8	
	Cemented wall Embankment	3	1	1	2		7	
	Controlled grazing in river banks	3	3	3	1		10	Third
	Minimizing the export of sand, stones and gravels	3	3	3	2		11	Second
	Awareness	3	3	3	3		12	First

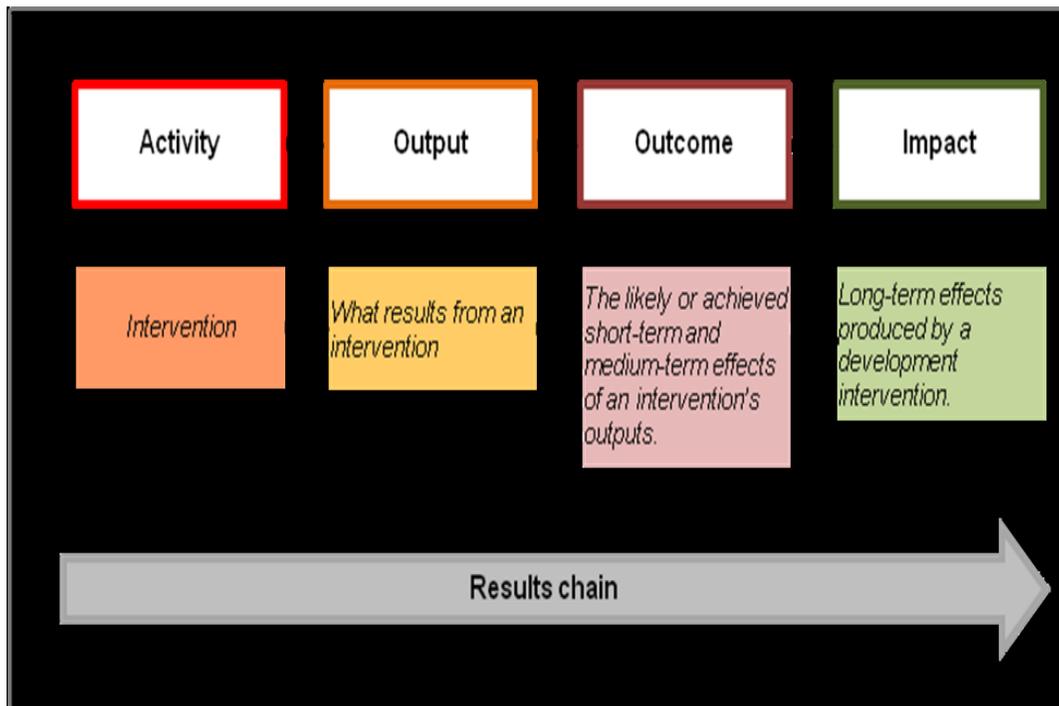
## Training Material No. 22 : Adaptation Planning Matrix

S.N	Responsible Climate Hazards	Vulnerable Sector	Risk	Where	Adaptation Options	Cost (NRs)	Time line	Adaptation Partners

## Training Material No. 23 : Monitoring and Evaluation



## Training Material No. 24 : Result Chain



## Training Material No.25 : Monitoring & Evaluation Framework

A. Adaptation Measures Selected components of the proposed strategy	How does the measure link to overall aim institution/ groups/ stakeholders	Possible indicator	Source of data
<i>Train water managers on storage practices, maintenance of transmission system, irrigation practices and contingency planning</i>	<i>Qualified water management staff of irrigation department</i>	<i>50% of water managers trained in up-to-date water mgmt. techniques within the next 2 years</i>	<i>Irrigation department</i>

## Training Material No. 26 : Final Training Evaluation Sheet

Government of Nepal  
 Ministry of Science Technology and Environment  
 TA-7984 NEP: Mainstreaming Climate Change Risk Management in Development  
 Training on Climate Change and Community Based Adaptation Planning

1. Do you think that you can use the knowledge gained during this training in future?

1	2	3	4	5	6	7	8	9	10
I can not use									Of course I can

Why?

.....

.....

2. Was the materials use in this training useful

1	2	3	4	5	6	7	8	9	10
Not effective at all								Very much effective	

Why?

.....

.....

3. Training techniques used by the Trainer

1	2	3	4	5	6	7	8	9	10
Not relevant at all								Very much relevant	

Why?

.....

.....

4. How was the training method adopted by Trainer?

1	2	3	4	5	6	7	8	9	10
Not Effective					Very much effective				

Why?

.....

.....

5. How was the management of the training (hall, food, other facilities)?

1	2	3	4	5	6	7	8	9	10
Not too good					Excellent facilities				

Why?

.....

.....

6. Which part of the training is very much useful for you?

Why?

.....

.....

7. Which part of the training is useless for you?

Why?

.....

.....

8. Do you think that others should be provided with the same training that we have just completed?

Why?

.....  
.....

9. Which training should be operated in future to enhance your capacity

.....  
.....  
.....  
.....

10. Please give us other suggestion if you have.

.....  
.....



**7.. Who is the chairman of Climate Change Council?**

- a. Prime Minister
- b. Minister, Ministry of Environment
- c. Minister, Ministry of Forests and Soil Conservation
- d. Secretary, Ministry of Environment

**8. Who is the chairman of the Environment Protection Council?**

- a. Prime Minister
- b. Minister, Ministry of Environment
- c. Minister, Ministry of Forests and Soil Conservation
- d. Secretary, Ministry of Environment

**9. When the Government of Nepal endorsed the climate and environment policy documents?**

- a. Climate change policy:
- b. LAPA Framework:
- c. Climate budget code:
- d. EFLGF:

**10. What is the annual increment rate of temperature in Nepal?**

- a. 0.05oC
- b. 0.06oC
- c. 0.07oC
- d. 0.08oC

**11. Which among these are not Green House Gases?**

- a. Carbon dioxide (CO<sub>2</sub>)
- b. Methane (CH<sub>4</sub>)
- c. Sulphur hexa Fluoride (SF<sub>6</sub>)
- d. Helium (He)

**12. Write the full form of the major climate programs in Nepal**

- a. PPCR:
- b. NCCSP:
- d. Hariyo Ban:
- e. MSFP:

**13. What is the full form of NAPA?**

- a. Nepal Adaptation Plan of Actions
- b. National Adaptation Plan of action

- c. National Adaptation Programme of Actions
- d. National Climate change adaptation plan of actions

**14. What is the full form of CDM**

- a. Clean Development Mechanism
- b. Clean Development Method
- c. Clean Development Materials
- d. None of the above

**15. How many district of Nepal have been listed as highly vulnerable due to impacts of Climate Change?**

- a. 4
- b. 9
- c. 11
- d. 15

**16. Which of the following are related to Vulnerability Functions?**

- a. Exposure
- b. Adaptive Capacity
- C. Sensitivity
- d. All of the above

**17. Who is most vulnerable to the impact of CC?**

.....

**18. Which are the tools are used in vulnerability assessment**

- a. Hazard Map
- b. Seasonal Calendar
- c. Historical Timeline
- d. All of the above

## **Training Material No. 28 : Training Certificate**

