

## Module 3a: Advocacy, policy dialogue and resource mobilization

### National Adaptation Planning: Exercise 1

Version: 28 August 2017



Exercises

## Title Mapping known climate change effects on vulnerable people

### Introduction and background for facilitators:

Participants already have a lot of – maybe unrecognized – insights on how changing weather patterns are affecting vulnerability and risks in the country and in particular areas; the sources of information may be from VCAs or other assessments. This exercise is teasing out the experiences from all participants.

### Aim/learning objective:

After this exercise, participants will have a common overview of the different ways in which changing weather patterns are already having impacts on vulnerable people in their country. They will realise that a lot of “case stories” are available (for instance through the Vulnerability and Capacity Assessment) on local adaptation needs – and how they can be used to bring attention to local adaptation needs and inspire the local and national adaptation planning so it benefits vulnerable people. The information is reused/picked up in a later exercise defining advocacy messages.

### Materials and preparation:

1. If you have the opportunity to plan in advance with the organisers of the workshop, ask participants to bring (or send in advance) recent risk assessments – VCAs or similar – from their work/project areas.
2. Material: 20 large (A5 or A4) paper cards to each group + markers; tape or ‘blu tack’ for wall mounting cards

**Duration:** 45 minutes to 1 hour

### Participant numbers and/or arrangements:

Participants can be arranged into groups with 4-5 people in each. Find a good way to mix people across departments/roles.

**The exercise  
step by step:**

1. Hand out about 20 large (A5 or A4) paper cards to each group + felt pens
2. Ask each group to brainstorm for 20 minutes and list all the good examples of how **changing** weather/climate extreme events may have caused worse disasters, health challenges or in other way increased people's vulnerability (floods, droughts, seasonal change etc.). Look at existing risk assessments.
3. Ask each group to select the 3 BEST examples from their list - and write them clearly on large paper cards
4. Ask any random group to present their 3 best ones and glue them on the wall
5. Ask the other groups if any of them have anything very similar - and add them to the wall list (cluster with those already glued on the wall)
6. Ask another group to present if they have any NEW examples not already presented from the first group - and let them glue their cards to the wall
7. etc. for all groups
8. Finally, facilitator may help draw conclusions and lead discussion – see potential discussion items below.
9. Facilitator emphasise that:
  - a. all the evidence and case stories from vulnerable people on their changing risks is a special source of information that the Red Cross Red Crescent has a unique opportunity to gather thanks to the volunteers, Branches and the community-based projects and emergency operations. These insights provide credible evidence for local adaptation needs which the National Society can bring to the attention of the government agencies – and ensure the concerns of the vulnerable people are prioritised in the national adaptation planning via the NDC, the NAP and sector planning.
  - b. The exercise outcomes will serve as the basis for development of key messages to guide the National Society advocacy efforts

**Conclude:** Here you have the good case stories – voices from the field – that can be applied in the future NAP policy dialogues. We will utilise this in coming exercises.

**Discussion  
items:**

- Are the observed impact cases stories really related to **changing** weather/climate patterns, or is it a “normal” challenge that has not changed over time?
- Is climate the only, or most likely explanation for the change – or could it be other factors such as natural resource (mis)management, demographic shifts, governance processes?
- What has been the main source of information for the observations and cases you chose – i.e. how did you know of these cases? For instance, from VCAs? Or from changing disaster response operation of the National Society? Other?

**Facilitator tips:**

The exercise may have a slow start. If that is the case, maybe prime the discussion with stories of how community assessments (e.g. VCAs) in other countries have shown many cases of changing rain patterns affecting farming opportunities, and sea level rise and storms have increased coastal erosion etc.

**Relevant  
sections  
of Climate  
Training Kit:**

Community risk reduction, Health and care, early warning – early action.