SDC

CEDRIG Workshop
Manual for Facilitators

September 2019

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Disaster Risk Reduction

Impressum

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Manual for Facilitators

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Content

1. Introduction to the 'CEDRIG Workshop Manual for Facilitators'

1.1. Background

Tackling risks emanating from climate change, environmental degradation and natural hazards in an integrated manner is one of the greatest challenges of today. These risks significantly influence the resilience of systems and communities. Developing countries are particularly vulnerable to those risks due to their limited coping capacities. Furthermore, the necessity to reduce greenhouse gas (GHG) emissions, avoid environmental degradation and prevent the building-up of new risks is a key challenge for all countries in order to avoid losing development achievements.

The Climate, Environment and Disaster Risk Reduction Integration Guidance (CEDRIG) is a practical and user-friendly tool developed by the Swiss Agency for Development and Cooperation (SDC). It is meant to systematically integrate climate, environment and disaster risk reduction (DRR) into development cooperation and humanitarian aid in order to enhance the overall resilience of systems and communities.

CEDRIG helps to reflect whether existing and planned strategies, programs and projects are at risk from climate change, environmental degradation and natural hazards, as well as whether these interventions could further exacerbate GHG emissions, environmental degradation or risks of natural hazards.

The CEDRIG guidance has been developed by SDC in early 2009 and was continuously developed, tested and applied. It is foreseen to systematically include climate, environment and natural hazards into SCD cooperation strategies in the upcoming years. To this end, the SDC CEDRIG tool will be systematically used in the development and implementation of all future cooperation strategies.

1.2. The manual

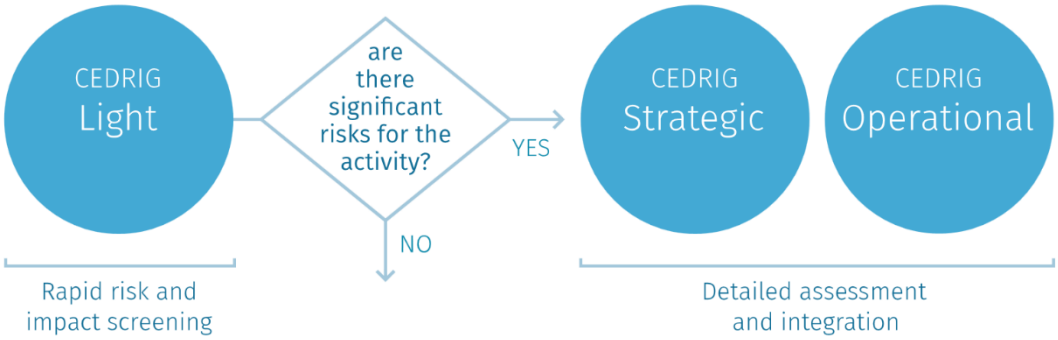
Aim: The 'CEDRIG Workshop Manual for Facilitators' at hand is meant for persons who aim to conduct a CEDRIG workshop in order to assess their project according to the Module CEDRIG Operational or those who want to provide a CEDRIG training in order to disseminate the idea of the tool. The manual provides CEDRIG facilitators with useful background information and slides for conducting a CEDRIG workshop.

Approach and structure: The manual is for those who have already applied CEDRIG Light and identified significant risks for or impacts to their project and are now about to test their project according to the in-depth assessment of CEDRIG Operational.

The CEDRIG Facilitators' Manual is not a cook book. It provides helpful background information on how to structure a CEDRIG workshop and what to consider (see chapter 12). It also provides a selection of slides for different sessions of a CEDRIG workshop. According to the group's experiences it must be decided, how much background information needs to be presented in a workshop. An experienced group will need less background information than a completely unexperienced group. If a CEDRIG workshop is conducted for training reasons, you will need to present more background information on e.g. the relevance of mainstreaming.

CEDRIG modules: CEDRIG consists of three different Modules (see Figure 1):

Figure 1: Overview of CEDRIG Modules



Source: www.cedrig.org

CEDRIG Light serves as an initial filter to determine whether an activity is at risk from climate change, environment degradation or natural hazards or could have significant negative impacts on greenhouse gas emissions or the environment. The results are used to decide if a detailed assessment should be conducted. CEDRIG Light takes approximately one hour and can be conducted by one person alone (provided the needed background knowledge is available with this person).

The modules **CEDRIG Strategic** (for strategies and programmes) and **CEDRIG Operational** (for projects) – allow for more detailed assessments of risks and impacts and the identification of possible measures. They can be conducted in the form of a participatory workshop with all relevant stakeholders. The duration can vary from 1 to 4 days depending upon the scope, and field visits. Preparation for the workshop entails conducting an in-depth context analysis on climate change, the environment, disaster risks.

The manual at hand is mainly focusing on conducting a CEDRIG Operational workshop. However, many of the slides and background information are also useful for CEDRIG Strategic applications.

The overall worksteps for a CEDRIG Operational application are summarized in the following Table 1

Table 1: Overall worksteps of a CEDRIG application

Worksteps	Reference in the Manual
Application of CEDRIG Light: Decision on conducting a CEDRIG workshop if the risks and/or impacts are significant	You have already conducted CEDRIG Light, no reference in the Manual
Logistical preparation of a workshop: A regional workshop needs to be prepared well in advance including tasks like sending out invitations, define location, program development, etc.	Refer to chapter 12 and Annexes
Content preparation: Decide on whether an external expert is needed to compile the background information on CC, DRR and environment.	Refer to chapter 4
Preparation of moderation: The organizing team needs to define a moderator (or a team of moderators) for the workshop, which must prepare the workshop. Programme, slides and didactical set-up needs to be developed.	The Manual provides a selection of slides, templates for programmes, background information on group works throughout the Manual.
Workshop: The duration of the workshop can vary from 1 to 4 days depending upon the scope and on planned field visits.	References throughout the Manual
Follow-up activities: After having tested a project, results need to be incorporated into planned or existing projects.	Reference to chapter 8, 9 and 12

The following chapters are structured along a usual CEDRIG workshop structure starting with an opening session and closing with an evaluation session. Chapter 12 and annexes provide additional background information and supporting material.

2. Opening session

2.1. Overview of the session

Table 2: Content of the opening session

Topic	The introductory session provides an opportunity for getting to know each other and clarify the participants' expectations for the workshop. A lot of group work and group discussions will be conducted during the workshop. Hence, it is important to pave the ground with a casual" get to know each other". Enough time shall also be spent on introducing the program.
Objectives	▪ The participants are familiar with the facilitators and the other participants. ▪ The participants start to have first interactions with the other participants. ▪ Aim and schedule of the workshop are clear to the participants. ▪ Expectations are collected for facilitators and workshop evaluation. ▪ Participants know who to ask for what.
Duration	45'
Methods	Presentation, ev. short play, group discussion
Equipment	Beamer, computer, movable wall

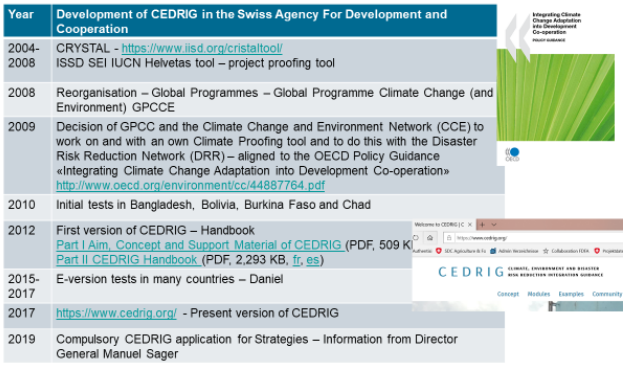
2.2. Proposed session schedule

Table 3: Proposed schedule of the opening session

Time	What	Slides
5 min	Welcome and objective	Slide 3,4
5 min	Agenda	Slide 5
30 min	Introduction of participants	Slide 6
5 min	Expectations	Slide 7

2.3. Options for slides and instructions

Figure 2: Welcome and objective (slides 3, 4)



Year	Development of CEDRIG in the Swiss Agency For Development and Cooperation
2004-2008	CRYSTAL - https://www.iisd.org/cristaltool/ ISSD SEI IUCN Helvetas tool – project proofing tool
2008	Reorganisation – Global Programmes – Global Programme Climate Change (and Environment) GPCCE
2009	Decision of GPCC and the Climate Change and Environment Network (CCE) to work on and with an own Climate Proofing tool and to do this with the Disaster Risk Reduction Network (DRR) – aligned to the OECD Policy Guidance «Integrating Climate Change Adaptation into Development Co-operation» http://www.oecd.org/environment/cc/44887764.pdf
2010	Initial tests in Bangladesh, Bolivia, Burkina Faso and Chad
2012	First version of CEDRIG – Handbook Part I Aim, Concept and Support Material of CEDRIG (PDF, 509 K) Part II CEDRIG Handbook (PDF, 2,293 KB, fr, es)
2015-2017	E-version tests in many countries – Daniel
2017	https://www.cedrig.org/ - Present version of CEDRIG
2019	Compulsory CEDRIG application for Strategies – Information from Director General Manuel Sager

Table 4: Instructions and information

Tasks and modification	▪ Welcome participants ▪ Briefly introduce yourself and, if applicable, other moderators ▪ Present the intended goals of the workshop ▪ Modify the slide as appropriate
Background information	The CEDRIG guidance has been developed by SDC in early 2009 and was continuously used, and further developed. CEDRIG was designed to help development practitioners to systemically integrate climate change, environmental issues and natural hazards at the strategic, programmatic and project level.
Tips	Take enough time for the introduction as it is the basis of a successful workshop.

Figure 3: Agenda of a workshop (slide 5)

Tentative agenda of a CEDRIG workshop

Day	Modules	Time
Day 1, 9:00-17:00	Registration and introductory session	45'
	Setting the scene	45'
	Analysing the context	90'
	Introducing the case studies	45-60'
	Getting started with CEDRIG	60'
	Reflection	30'
Day 2, 8:00-17:00	Field visit	Full day
Day 3, 9:00-17:00	Risk perspective I	180'
	Risk perspective II	120'
	Reflection	30'
Day 4, 9:00-15:00	Impact perspective	180'
	Evaluation	60'
	Closure of the workshop	30'

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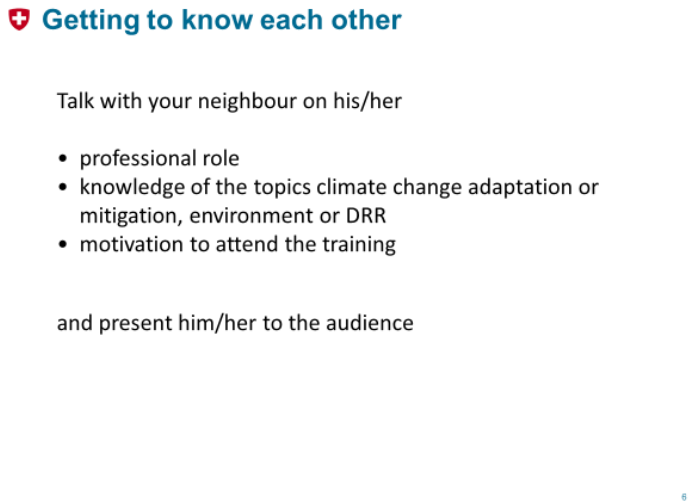
Background information: A selection of CEDRIG workshop agendas of previous trainings can be found in Annex I. For further information how to develop a workshop program, please refer to Chapter 12.1.

Figure 4: Introduction of participants and expectations (slides 6, 7)



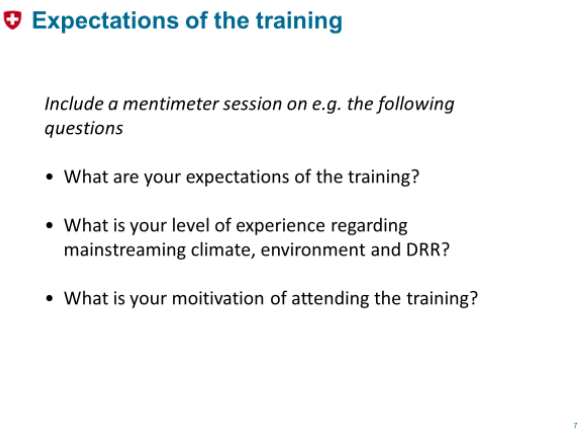
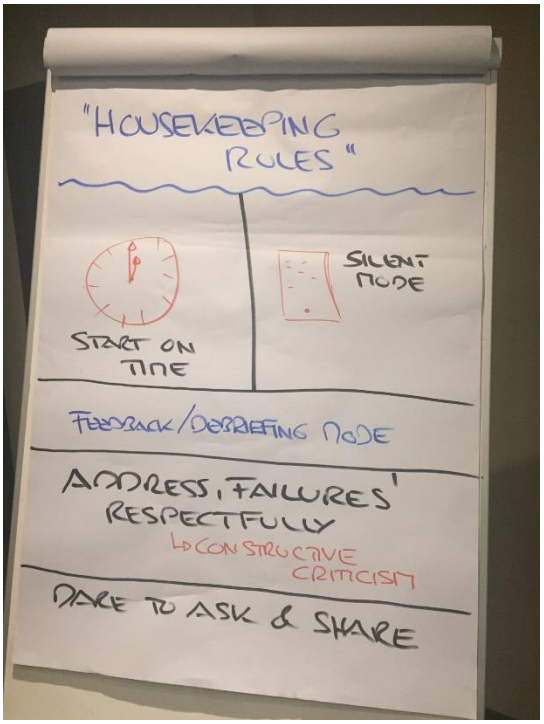


Table 5: Instructions and information

Tasks and modification	▪ Ask participants to introduce themselves in a brief round of introduction, following e.g. the topics in the slide. ▪ Take notes for your own reference. ▪ Amend or alter the topics according to the group. ▪ You may also let two persons talk to each other and everyone must present the other person to the whole group. ▪ You may also choose any other type of method to getting to know the participants. ▪ Try to use interactive games to inquire interests and expectations.
Tips	▪ Try to use a method where participants must talk to each other, in order to break the ice. ▪ Interactive games (such as e.g. mentimeter) may help to provide an interesting start. ▪ Introduce "housekeeping rules" for the workshop.
References	https://www.mentimeter.com/



3. Setting the scene

3.1. Overview of the session

Table 6: Content of session *setting the scene*

Topic	The awareness of what is meant by mainstreaming climate change, DRR and environment may not yet be given among all stakeholders of development projects. The session *setting the scene* is dedicated to exactly this purpose.
Objectives	▪ The participants are aware why mainstreaming climate change, DRR and environment is important for successful development projects. ▪ The participants know different kind of mainstreaming concepts. ▪ Participants understand SDC approaches and difference between targeted and mainstreamed activities ▪ The participants are familiar with the underlying risk concepts of the climate and DRR community.
Duration	45’
Methods	Presentation, Q&A
Equipment	Beamer, computer

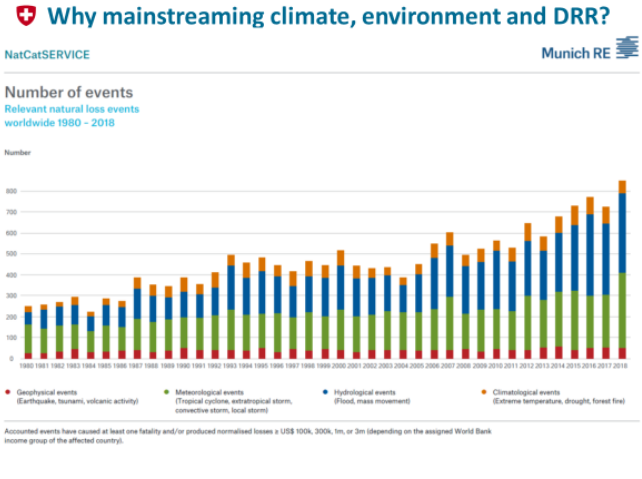
3.2. Proposed session schedule

Table 7: Proposed schedule of the session *setting the scene*

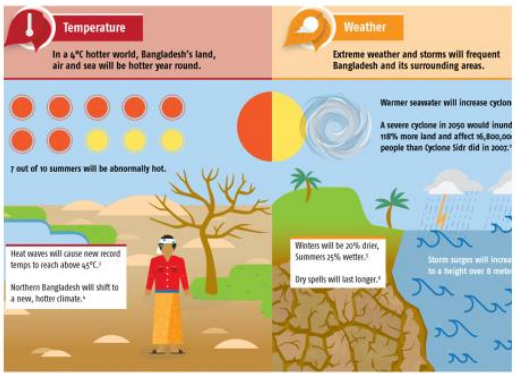
Time	What	Slides
10 min	Why mainstreaming	Slides 9-13
15 min	Concepts of mainstreaming	Slide 14-18
5 min	Risk concepts	Slide 19-20
15 min	Questions and Answers	

3.3. Options for slides and instructions

Figure 5: Why mainstreaming (slides 9-13)



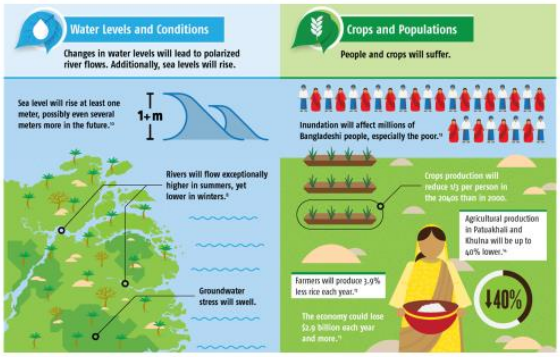
Bangladesh – highly vulnerable to climate change



World Bank 2015

11

Bangladesh – highly vulnerable to climate change



World Bank 2015

12

Bangladesh – highly vulnerable to climate change

- Especially vulnerable because: Combination of high and increasing population density, geography, poverty, and weak infrastructure
- Affected areas: Agriculture & food security, health, cities, energy, ecosystems, water resources, etc.
- Agriculture employs nearly half the population, while making up 15 percent of GDP

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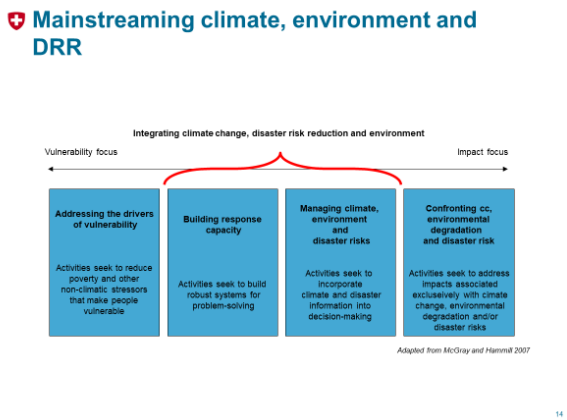
Table 8: Instructions and information

Tasks and modification	▪ Modify the slides according to the circumstances of your audience and country. ▪ Amend the intro with global environmental challenges, with key drivers and figures on cc, disasters etc.

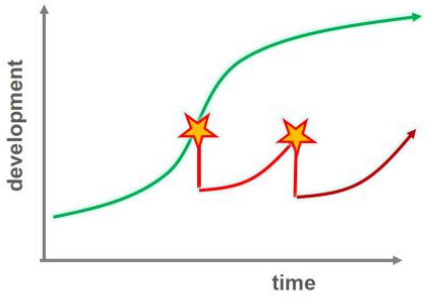
Background information	▪ CEDRIG online is a tool for mainstreaming climate change, DRR and environmental and not to develop e.g. climate adaptation projects.
	▪ *Examples I on slide 9:*
	  ▪ farming: Intention to make mobile livestock farmers settled and promote irrigated agriculture in semi-arid areas (improving income). → is this wise doing in the context of climate change and the threat of natural disasters such as droughts and floods? E.g. it could exacerbate the problem and vulnerability and lead to maladaptation.
	  ▪ Employment creation: Which impact may result on the environment and on climate?
	  ▪ Planting of mangroves in order to protect the coast. Is it the correct species in view of raising sea temperatures? Is he planting mangroves in order to protect the small enterprise just behind the small forest, from cyclones and floods?
	  ▪ Urban development: Is the sealing of the soil increasing the risk of flooding? How about the heat in cities? How is the interaction between the urban and the surrounding rural areas?
	▪ *Example II on slide 10:* The risk perception is linked to a fact: number of loss events is indeed increasing, mostly risks linked to hydrometeorological events.
	▪ At country level, the case of Bangladesh shows, that climate change can have impacts on various sectors, even those not predominately associated with climate change (e.g. infrastructure, health).

Tips	▪ These intro slides are meant to getting started with the topic of mainstreaming. ▪ Find appropriate catchy pictures and stories.

Figure 6: Concepts of mainstreaming (slides 14-18)



How do DRR and development go together?



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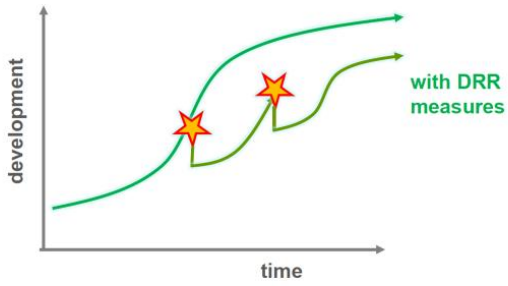
How do DRR and development go together?



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Relevance for all kind of programmes and strategies - Examples

- Are the domains of the planned cooperation strategy considering the impacts of climate change on economic development?
- Is the rural economic development programme sufficiently incorporating possible environmental risks and resulting changes in work and income structures of communities? Is the programme possibly triggering the increase of GHG emissions?
- Is the planned health strategy aware of climate change and potential new vector borne diseases?
- Is the masterplan for preserving landscape reserves and forest areas aware of possible future changes in rainfall patterns in the region?

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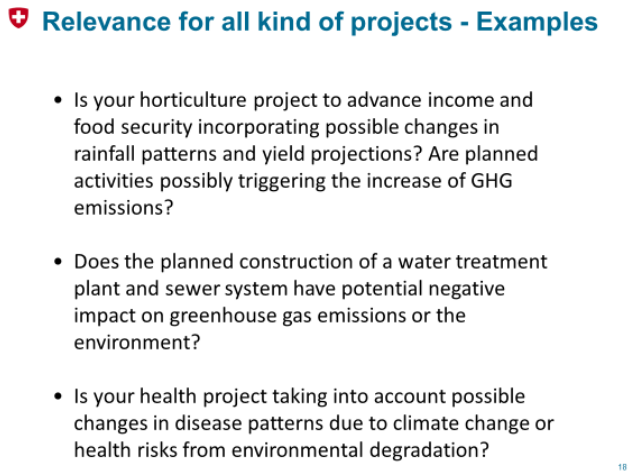
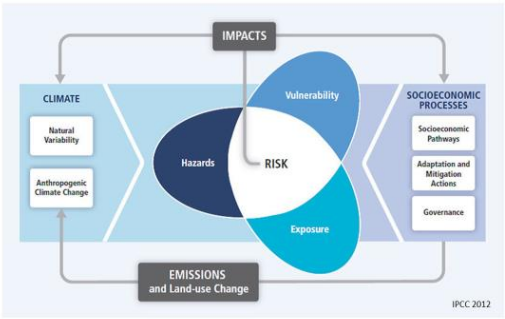


Table 9: Instructions and information

Tasks and modification	▪ Modify and select the slides according to the level of expertise of your participants. ▪ Modify possible examples to show for which kind of strategies, programmes, projects CEDRIG may be used.
Background information	▪ Mainstreaming climate, environment and DRR (slide 14): The graph shows a way for mapping out adaptation in the context of development cooperation. On the left side of the continuum the focus lies on vulnerability and overlaps with traditional development practices. On the right side, activities seek to target climate change impact, environmental degradation or DRR solely and fall outside the realm of development. In between lays a broad spectrum of activities with gradations of emphasis on vulnerability and impacts. The two boxes in the middle can be seen as the ones we are targeting with CEDRIG. ▪ Slides 15 and 16 show how development goes together with DRR, and how development evolves better with early integration of DRR into development planning. ▪ The session shall also provide examples to show, for which kind of strategies, programmes and projects CEDRIG is applicable.
Tips	▪ The technical explanations and instructions are sometimes too abstract for participants with little experience in the field of climate change, environment and DRR concepts. Hence, you should make sure, that adequate technical expertise is available throughout the workshop and allow for enough time to explain the concept of CEDRIG well including its relevance in a given local/ project context – also by taking the background of the project owners duly into consideration.
Reference	The concept of Mc Gray and Hamill (2007) has recently been reviewed by the authors 10 years later, but still remains meaningful in its core: https://www.iisd.org/story/is-it-adaptation-or-development/

Figure 7: Risk concepts (slides 19, 20)

IPCC Risk Concept



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CEDRIG Risk Concept

Risk
=
Severity of the consequence of a hazard
X
Likelihood of the occurrence of the hazard

Vulnerability is incorporated qualitatively as the root cause of the risk

20

Table 10: Instructions and information

Tasks and modification	▪ Select the slides according to the level of expertise of your participants.
Background information	▪ These slides are suggested to show that the risk definition within CEDRIG is slightly different from the usual risk definition of the climate change or DRR community. Within the climate and DRR community, risk is defined as the intersection of vulnerability, hazard and exposure. Within CEDRIG a slightly different understanding of risk is applied: **Risk** = Severity of the consequence of a hazard **X** Likelihood of the occurrence of the hazard. The vulnerability is incorporated qualitatively as the root cause of the risk.
Reference	IPCC 2012: Managing the risks of extreme events and disasters to advance climate change adaptation: https://www.ipcc.ch/site/assets/uploads/2018/03/SREX_Full_Report-1.pdf

4. Analysing the context of CC, E, DRR

4.1. Overview of the session

Table 11: Content of analysing the context of CC, DRR, E

Topic	The application of CEDRIG requires an in-depth context analysis on the CC/DRR/E situation in the region, which is being presented in this session.
Objectives	▪ Participants acquire state-of-the-art knowledge of CC/DRR/E situation in the region now and in medium-term future. ▪ Participants start to think beyond the project cycle, but in strategic longer-term scenarios.
Duration	90'
Methods	Presentation, Q&A
Equipment	Beamer, computer

4.2. Proposed session schedule

Table 12: Proposed schedule of the session *analysing the context of CC, DRR, E*

Time	What	Slides
2 min	Introduction to the context analysis	
60 min	Presentation of context analysis (by external expert/s)	
30 min	Questions and Answers	

4.3. Background and instructions

Based on the screening of CEDRIG Light (including a solid notion on the context), it was concluded that a detailed assessment needs to be carried out. This requires more research, including the collection and analysis of primary and secondary information from different sources about climate change, the environment, disaster risks, and economic and political factors. This work needs to be done prior to the workshop and comprise the three tasks outlined below. The result of the in-depth context analysis should be presented to the participants at the beginning of the workshop.

- **Task 1:** Identify the most important climate change related[1], environmental and natural hazards (considering past, present and future conditions). To do this, consider local perceptions and take into account primary and secondary information; consult experts. Remember that

[1] Get hold of scenarios and information of impact of climate change on the concerned sectors.

the main characteristics of hazards are likelihood (one or more times a year, every 2-4 years, every 10 years or less frequently) and intensity (low, medium, high, very high). In cases of potentially gradual degradation such as soil erosion, deforestation or desertification, hazards are rather characterized by their extent.

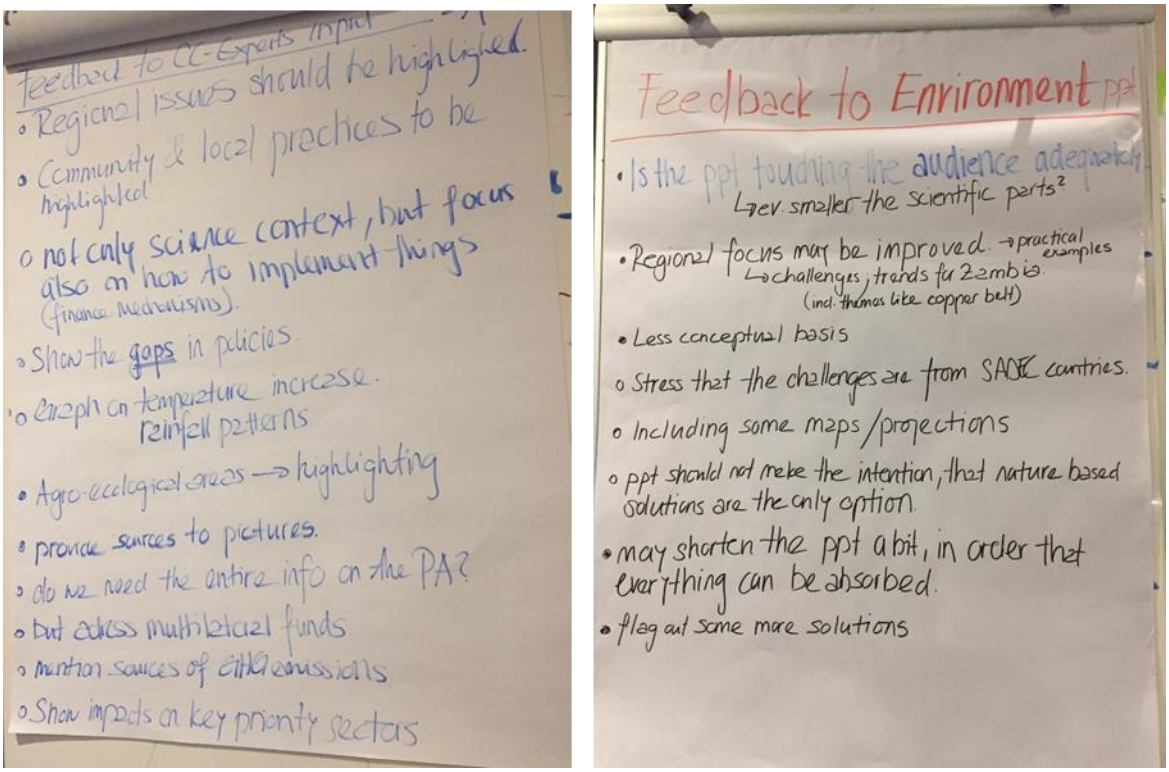
- **Task 2:** Compile the official policies, strategies, and plans related to climate change, the environment and disaster risk reduction both at national and sub-national level; map the involved/concerned actor groups at all levels and extract the key elements relevant for the project.
- **Task 3:** Review relevant development interventions and extract the main lessons learned (e.g. good and bad practices); identify possible gaps and needs for further studies. Analyze to what extent development efforts have considered the integration of these aspects in their priorities. Assess the effectiveness, impact and pertinence of development efforts targeting climate change, environment and disaster risks related challenges.

Table 13: Instructions and information on the context analysis prior to the workshop

Type of instructions	Details
Tasks and modification	▪ Decide whether to conduct this analysis by yourself or contract an external expert to conduct the in-depth analysis.
Background information	▪ Conducting an in-depth context analysis can be time intensive and requires in-depth knowledge on climate, environment and DRR. Hence you may wish to contract an external expert having the regional, specific knowledge. If you're planning to contract an external expert to conduct the in-depth context analysis you might consider the following planning aspects (**Tips**), helping you to achieve successful results. ▪ If you decide to conduct the in-depth context analysis by yourself, you may want to consult the links provided under **References.**
Tips	▪ Define ToRs (see Annex II) for external experts carefully and well in advance. ▪ Each expert needs to provide a presentation. ▪ Discuss the structure and main elements of a draft version of the analysis with each expert as soon as you have selected the experts. ▪ Figure 8 shows feedback given to the experts' presentation on the context analysis. Make sure that regional information is provided, impacts on different sectors are shown, projections are included, and the presentation is not too long. ▪ Final draft presentation needs to be discussed with each expert ca. 7-10 days before the workshop (via skype). ▪ A final preparatory meeting should be organized just before the workshop to check content and timing
References	**Links for Task 1:** *Past disasters link* ▪ USAID Risk Profiles per Country ▪ DESINVENTAR: more detailed, covers 82+ countries (hosted by UNISDR) ▪ EM-dat is an international database on past disasters. You can find core data on occurrence and effects of disasters from 1900 to present per country

Type of instructions	Details
	▪ Munich RE NatCatSERVICE (requires registration for datasets older than the last year) ▪ Germanwatch Global Climate Risk Index: The annually published Global Climate Risk Index analyses to what extent countries have been affected by the impacts of weather-related loss events (storms, floods, heat waves etc.). *Risk by country links* ▪ INFORM is a global, open-source risk assessment for humanitarian crises and disasters. You can find information per country on hazards, vulnerabilities and risks ▪ Global Assessment Reports (UNISDR), produced every 2 years, by country ▪ GFDRR Climate Risk and Adaptation Country Profiles (88 countries). **Links for Task 2:** •National Communications to the United Nations Framework Convention on Climate Change (UNFCCC); National Adaptation Programmes of Action (NAPAs, for LDCs11); in future National Adaptation Plans (NAPs) •National implementation reports (e.g. midterm review, HFA Monitor) of the UN ISDR's HFA 2005–2015 and Sendai Framework for Disaster Risk Reduction 2015-2030; National disaster risk management strategies (e.g. preparedness strategies), GFDRR's Country Programmes •National Environment Action Plan of the respective country or other links outlined in the "Recommended links and supporting material" •Common Country Assessment (CCA) of the United Nations Development Assistance Framework, World Bank Country Assistance Strategies (CAS); World Bank's Country Environmental Analysis (CEA)
References	Templates for Terms of References can be found in Annex II

Figure 8: Feedback to experts presenting the context analysis, examples from the Zambia ToF, September 2019



5. Getting started with CEDRIG: Introducing CEDRIG tool and methodology

5.1. Overview of the session

Table 14: Content of session *getting started with CEDRIG*

Topic	After having an idea of the importance of mainstreaming, participants should now receive more insights on the CEDRIG tool, what it is meant for and how to use it.
Objectives	▪ Participants understand do's and don't's of meaningful mainstreaming and get out of ticking-the-box mentality. ▪ Participants understand CEDRIG history, approach and get familiar with online tool.
Duration	60'
Methods	Presentation, Q&A
Equipment	Beamer, computer

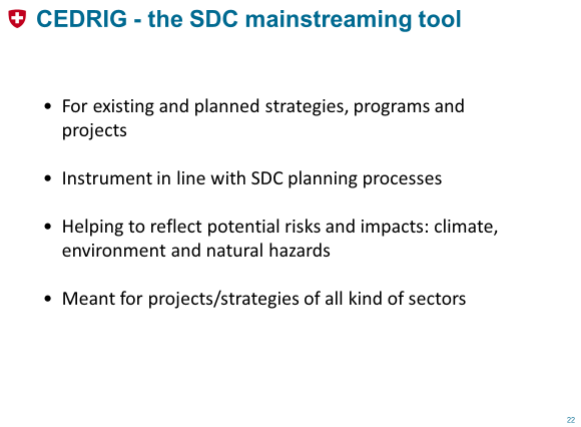
5.2. Proposed session schedule

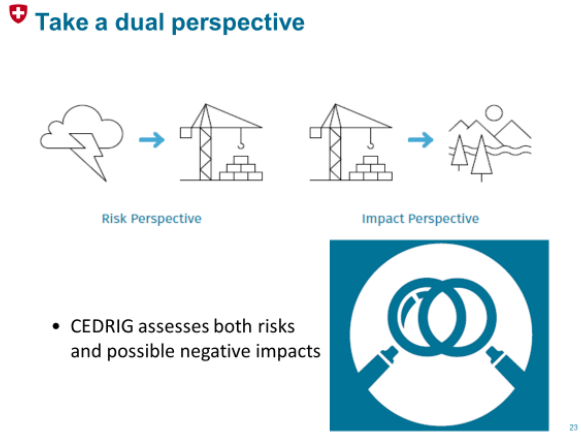
Table 15: Proposed schedule of session *getting started with CEDRIG*

Time	What	Slides
10 min	Introduction to CEDRIG	Slides 22-26
5 min	CEDRIG modules and worksteps	Slides 27-33
25 min	Starting CEDRIG online	Slide 34
20 min	Questions and Answers	

5.3. Options for slides and instructions

Figure 9: Introduction to CEDRIG (slides 22-26)





Overall benefit of CEDRIG

- Protecting development gains and achieving overall better results of development activities
  - more resilient strategies/programmes
  - projects with more impact
- Avoid misallocation of development aid money
- Ensure climate change adaptation/mitigation/DRR and poverty reduction are implemented hand-in-hand

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CEDRIG dashboard

- CEDRIG is currently available in 4 languages: English, Spanish, French and Russian

677 registered users

16 registered in last 30 days

54 registered in last 90 days

33 active users in last 30 days

88 active users in last 90 days

770 created studies

32 published studies

19

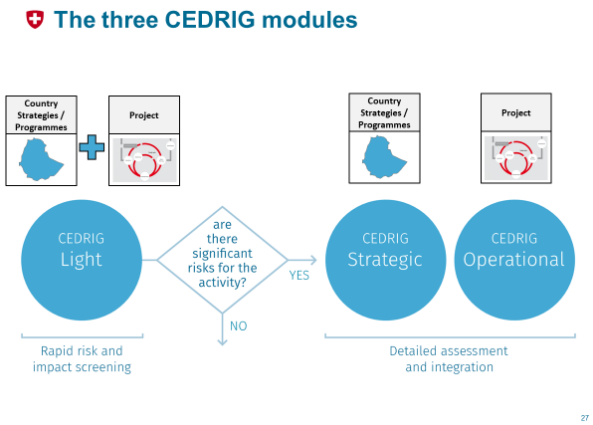
CEDRIG in a Nutshell

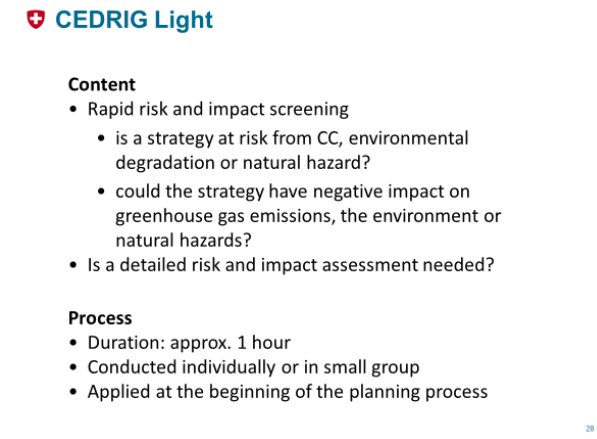
26

Table 16: Instructions and information

Tasks and modification	▪ Select the slides suitable for your audience. ▪ Update the CEDRIG dashboard according to the latest information. ▪ Decide whether to include the CEDRIG in a nutshell tutorial video.
Background information	▪ CEDRIG has been constantly developed and improved over the last 10 years. ▪ In 2019 it has been decided to systematically integrate climate risks into the activities of development cooperation by means of CEDRIG. ▪ Highlight to your audience that CEDRIG shall stimulate the process of project/strategy development and shall help identifying adequate measures. ▪ Highlight that CEDRIG is an SDC tool for development and humanitarian actors, providing maximum flexibility within its application.
References	▪ CEDRIG Website: https://www.cedrig.org/

Figure 10: CEDRIG modules and worksteps (slides 27-33)





CEDRIG Strategic and Operational

	Strategic	Operational
How?	Multi stakeholder workshop	
What is needed?	Context analysis, describing climate change, environmental, disaster risk condititions	
Who?	Management staff	Project implementors Project coordinators and partners
When?	Beginning of the planning process	
Duration	1 day	2-3 days
Results	Detailed assesment of risks and impacts Identification of conrete measuers	

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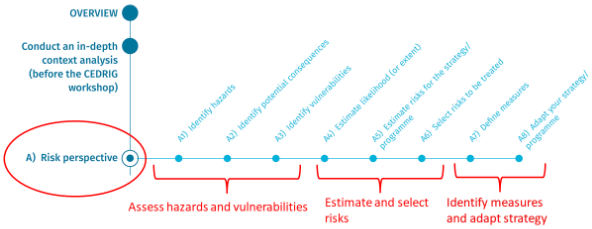
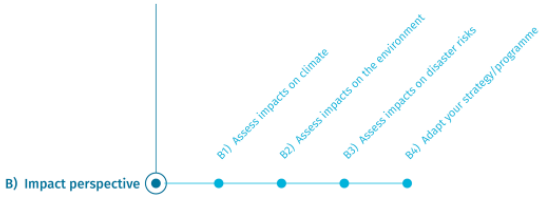
Workflow of CEDRIG Strategic – Risk perspective

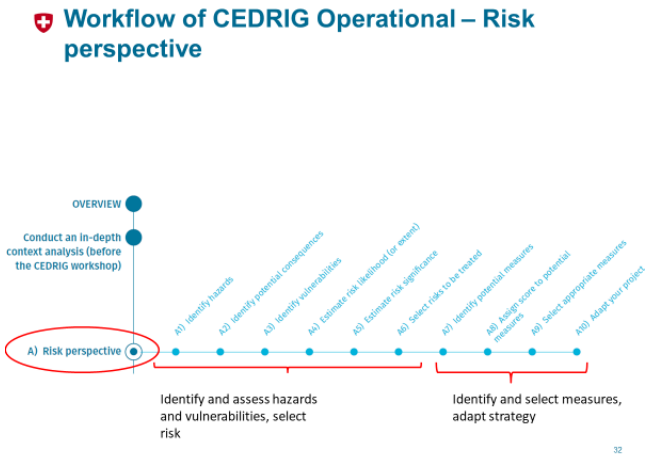


30

Workflow of CEDRIG Strategic – Impact perspective



31



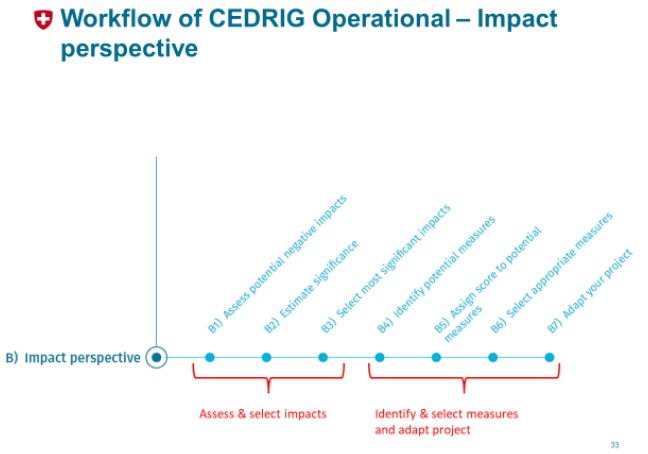


Table 17: Instructions and information

Tasks and modification	▪ Select the slides suitable for your audience. You may also want to show the entire workflows directly in the CEDRIG online version. ▪ Most likely there will be no need to show information on CEDRIG light, as this module has already been conducted.
Background information	▪ It will be very helpful to show the workflow of the risk and impact perspective of CEDRIG Operational on slides, before diving into the CEDRIG online tool. This allows the participants to get an overview of all steps to be completed during the next days.
References	▪ CEDRIG Website: https://www.cedrig.org/

Figure 11: Starting CEDRIG online (slide 34)

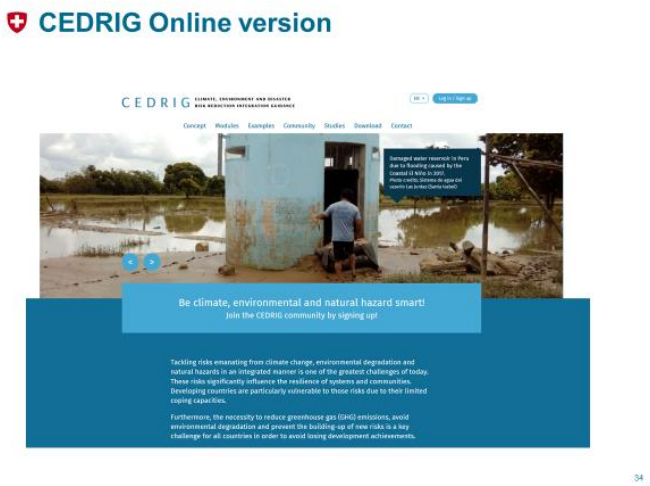


Table 18: Instructions and information

Tasks and modification	▪ Briefly click through the website of CEDRIG ▪ Show CEDRIG Light application ▪ Everyone needs to register to the CEDRIG website ▪ Everyone can start opening a case
Tips	▪ Make sure, that everyone has a computer at hand. ▪ You may want to show in the online version: how to create a study, how to create a pdf report, how to export a CEDRIG study to the offline version, how to change authors; ▪ You may want to refer to: how to define authors and guests, upload photos (private and public section), publishing your studies, change authorship, etc.
References	▪ CEDRIG Website: https://www.cedrig.org/

6. Introduction of the project/case

6.1. Overview of the session

Table 19: Content of *introduction of the project/case*

Topic	Before participants start with the application of CEDRIG they need profound information on the case/project to be assessed. A CEDRIG workshop is either being conducted to assess a real project or to train participants in applying CEDRIG.
Objectives	▪ Real CEDRIG application: All participants know key aspects of the real project to be assessed. or ▪ Training application: Participants know key aspects of the case studies to be analysed during the workshop.
Duration	45-60' (depending on the number of cases/projects)
Methods	Presentation, Q&A
Equipment	Beamer, computer

6.2. Proposed session schedule

Table 20: Proposed schedule of the session *introduction of the project/case*

Time	What	Slides
15 min per case/project	Presentation of case study projects	-
	or	-
45 min	Presentation of the real project	-

6.3. Background and instructions

Table 21: Instructions and information

Tasks and modification	▪ A CEDRIG workshop is either being conducted to assess a real project or to train participants in applying CEDRIG. In the latter, 3-4 case studies need to be selected and presented to the participants.
Background information	▪ It is highly important to have real project cases available if a CEDRIG workshop is conducted as a training.
Tips	▪ For training purpose, it seems appropriate to select 3-4 cases. ▪ There is a need for one reliable resource person per case. ▪ Sufficient ownership from the project management is required regarding the selected case. ▪ Ask for updated and informative project fact sheets if possible. ▪ Make sure you can visit the project sites.

7. Risk perspective: Analysing and selecting the risks

7.1. Overview of the session

Table 22: Content of *analysing and selecting the risks*

Topic	After having all background information, the participants can start conducing the CEDRIG analysis.
Objectives	▪ Participants clarify remaining questions on projects. ▪ Participants launch discussion and analyse the project along CEDRIG guidance. ▪ Participants can express first impressions, exchange between groups, consolidate and share learnings, and influence workshop days. ▪ Participants are familiar with applying steps A1-A6.
Duration	180’
Methods	Presentation, Q&A
Equipment	Beamer, computer, individual computer per group, flip chart or movable wall

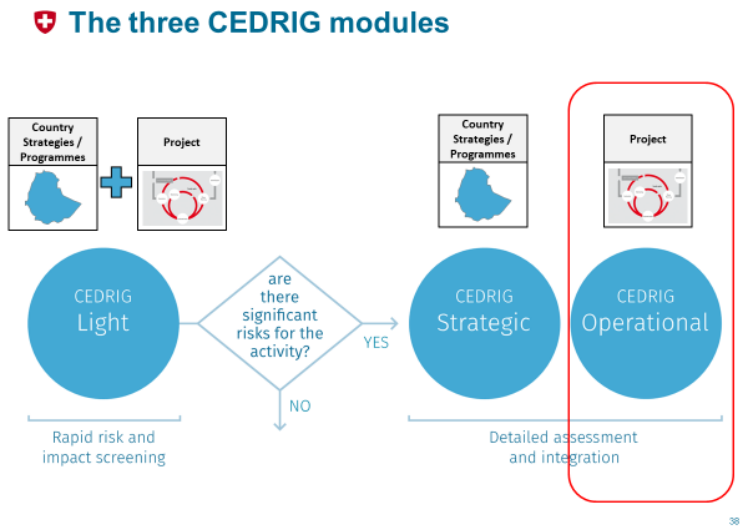
7.2. Proposed session schedule

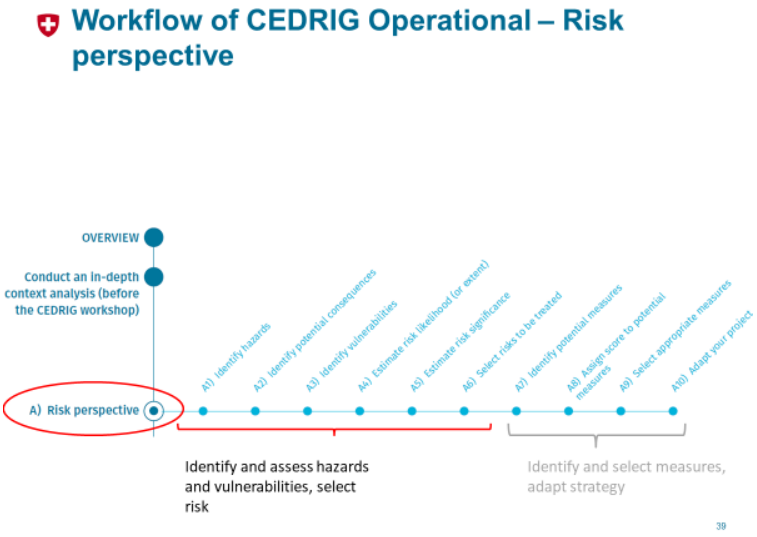
Table 23: Proposed schedule of the session *analysing and selecting the risks*

Time	What	Slides
15’	Introduction to the steps A1-A6	38-46
120’	Group work	-
45’	Feedback and plenary discussion	-

7.3. Options for slides and instructions

Figure 12: Introduction to steps A1-A6 (slides 38-46)





Steps of CEDRIG Operational – Risk perspective

Step A1	Step A2	Step A3	Step A4	Step A5	Step A6
Hazards	Consequences	Vulnerabilities	Likelihood	Significance	Selected risks

Selected risks (from step A6)	Step A7	Step A8	Step A9	Comments
	Potential measures	Score for measures (optional)	Selected measures	

Step A10 – Adapt your project

40

Identify hazards (A1)

Which hazards arise from cc, natural hazards and environmental degradation?

41

Assess hazards and vulnerabilities (A2-A3)

Questions to be adressed	Examples
Which potential consequences arise for all identified hazards?	• *Decrease in crop yield* • *Damages in infrastructure* • *Quality degradation of forests and soils*
How severe is the potential consequence?	• *Slightly harmful* • *Harmful* • *Extremely harmful*
What are the underlaying vulnerabilities for each potential consequence?	• *Poor social ressources* • *Lack of savings and insurance opportunities* • *Poor opportunities to influence political system*

42

Example of Steps A2-A3

- Project to be assessed: *Cambodian Horticulture Project (promotion of horticulture value chains, sustainable income growth, improved food security)*
- Exemplary hazard: *Droughts*
- Consequence: *Loss of crop production*
- Extent of the consequence: *extremely harmful*
- Vulnerability: *Lack of savings and credits, poor social ressources, traditional knowledge no longer applicable*

43

Identify and assess vulnerabilities (A3)

Step A3 – Identify vulnerabilities

Task: For each potential consequence on the strategy/programme (Step A2), identify the vulnerabilities explaining the root causes of the consequence. It is a crucial step that will allow identifying measures in later steps to reduce the risks for the cooperation/programme.

The consequences of a hazard, such as a hydrological drought could be explained by a strong vulnerability to this hazard, for example if there isn't a strong drought monitoring and early system in place, lack of saving opportunities.

The various types of vulnerabilities could be classified as follow:

- ***Social vulnerabilities:*** *poor social resources, including lack of informal networks, weak relationships of trust that facilitate cooperation and inclusion of vulnerable groups*
- ***Natural vulnerabilities:*** *over exploitation of natural resources such as land, soil, water and forests*
- ***Financial vulnerabilities:*** *resources including lack of savings, credit, insurance opportunities and low income from employment, trade and remittances*
- ***Political vulnerabilities:*** *poor opportunities to influence political decision-making, weak formal and informal participation, lack of access to political processes, restriction on freedom and capacity to collectively organize and declare rights*
- ***Physical vulnerabilities:*** *poor basic infrastructure (roads, drinking water and sanitation, schools, information and communication technology, manufactured goods, tools,andequipment)*
- ***Human vulnerabilities:*** *poor knowledge of risks, poor health condition of the population and low ability to work.*

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Estimate risks (A4-A5)

Step A5 – Estimate risks for the strategy/programme

Task: Risk is a combination of consequences for the strategy/programme (Step A2) and likelihood (Step A4). Estimate the significance of the risks for the strategy/programme (high/medium/low) with the help of the matrix provided below.

	Slightly harmful	Harmful	Extremely harmful
Very Likely	Medium risk	High risk	High risk
Likely	Low risk	Medium risk	High risk
Unlikely	Low risk	Low risk	Medium risk

- Estimate the likelihood of occurrence of each of the identified hazards based on the past and future trends (A4)
- Estimate risks for the strategy/programme (A5) → combination of A2 and A4.

45

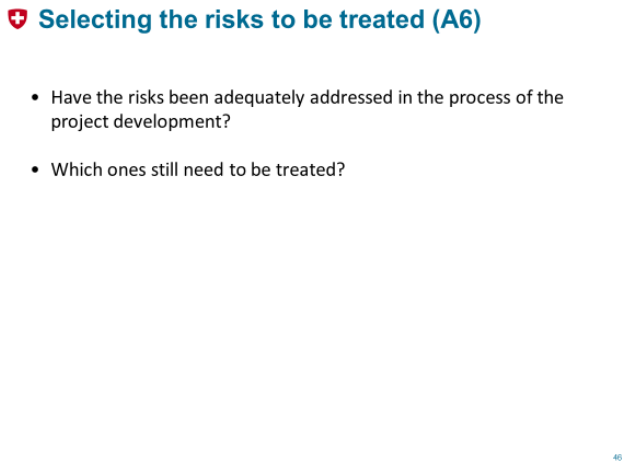


Table 24: Instructions and information

Tasks and modification	▪ Decide whether you want to present the logic of the steps along ppt slides (slides 38-46). It may help to pave the way for the computer group work ahead. You may also go through the steps in the online version directly. ▪ Adjust the slides if needed/whished. ▪ Work in groups (prepare the groups in advance).
Tip	▪ Highlight, that step A6 is a crucial step within the assessment, as the basis to optimize the project is set here. In the online version it's only a box-tick. But the assessment should be conducted in form of a group discussion, maybe also by involving further stakeholders.
Background information	▪ You can also find further explanations of the steps directly in the CEDRIG online tool, which you can address ahead of the group work.

Figure 13 Introduction to group work

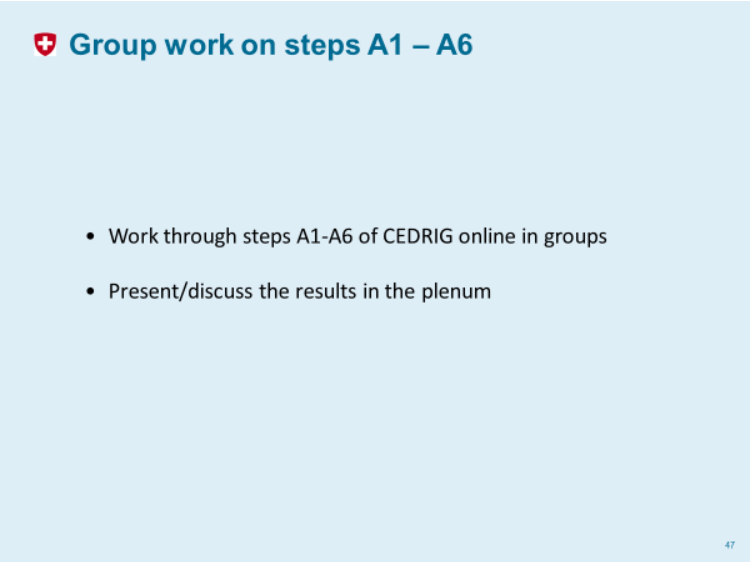


Table 25: Instructions and information

Tasks and modification	▪ Advice the participants to apply steps A1-A6 in groups. ▪ Groups need to be prepared well in advance (see Chapter 12.1) ▪ As whished, you can also merge this session with the next session on *identifying and selecting appropriate measures.*
Tips	▪ While filling in the online application, make sure, you are being very clear with the wording (e.g. for writing the "consequences"). This helps you to receive a ready to print report at the end. ▪ Describe vulnerabilities in detail. It helps to understand the entire process and context and also helps to formulate measures in the end. ▪ Try to avoid getting stuck in too many details. Try to focus on the relevant aspects. ▪ For filling in the "title of consequences" --> chose a short title ▪ For filling in the "consequence description" --> be clear and complete, think about the entire chain of consequences.

8. Risk perspective: Identifying and selecting appropriate measures

8.1. Overview of the session

Table 26: Content of *identifying and selecting appropriate measures*

Topic	After having applied steps A1-A6, participants shall now apply steps A7-A10.
Objectives	▪ Participants launch discussion and analysis along CEDRIG guidance. ▪ Participants can express further impressions, exchange between groups, consolidate and share learnings, and influence workshop days. ▪ Participants are familiar with applying steps A7-A10. ▪ Participants know how to include the results into their planned or existing projects.
Background	▪ Please be aware, that if measures are defined by "best guess" based on participants' non-expert knowledge, new risks may be created. It has to be decided from case to case, if these steps of identifying potential measures is being limited to the identification of open questions and whether an expert has to be mandated to conduct a thorough analysis on possible measures.
Duration	120'
Methods	Presentation, Q&A
Equipment	Beamer, computer, individual computer per group, flip chart or movable wall

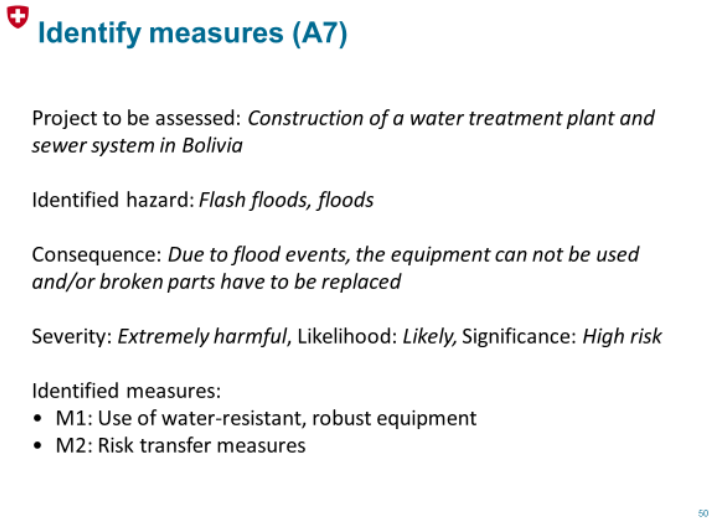
8.2. Proposed session schedule

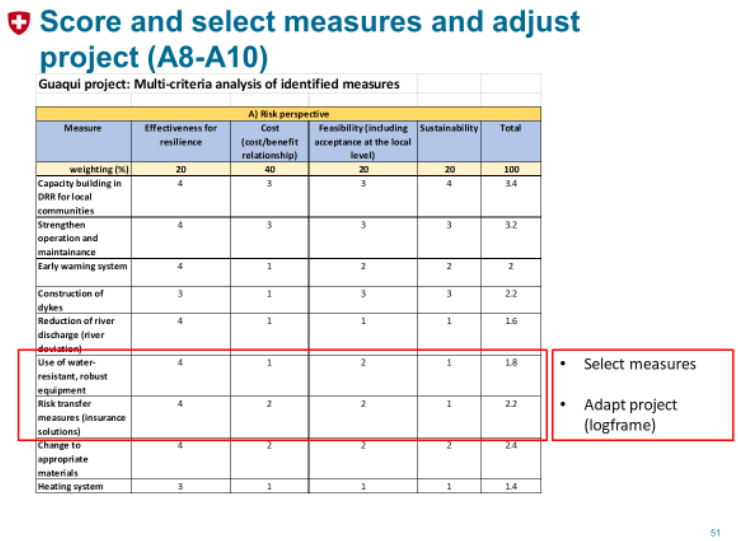
Table 27: Proposed schedule of the session *identifying and selecting appropriate measures*

Time	What	Slides
15'	Introduction to the steps A7-A10	49-52
75'	Group work	-
30'	Plenary discussion	-

8.3. Options for slides and instructions

Figure 14: Introduction to steps A7-A10 (slides 49-52)





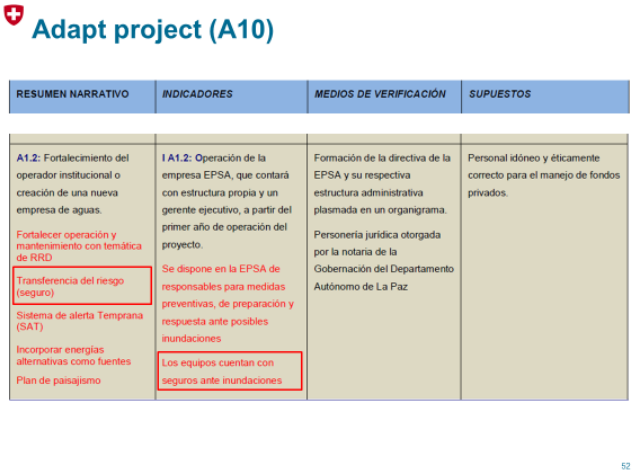


Table 28: Instructions and information

Tasks and modification	▪ Decide whether you want to present the logic of the steps along ppt slides (slides 49-52). It may help to pave the way for the group work ahead. You may also want to show the steps directly in the online application. ▪ Adjust the slides if needed/whished. ▪ Work in the same groups as in the last session.
Background information	For further information about how to make best use of CEDRIG results, please refer to chapter 11.1.

Figure 15 Introduction to group work

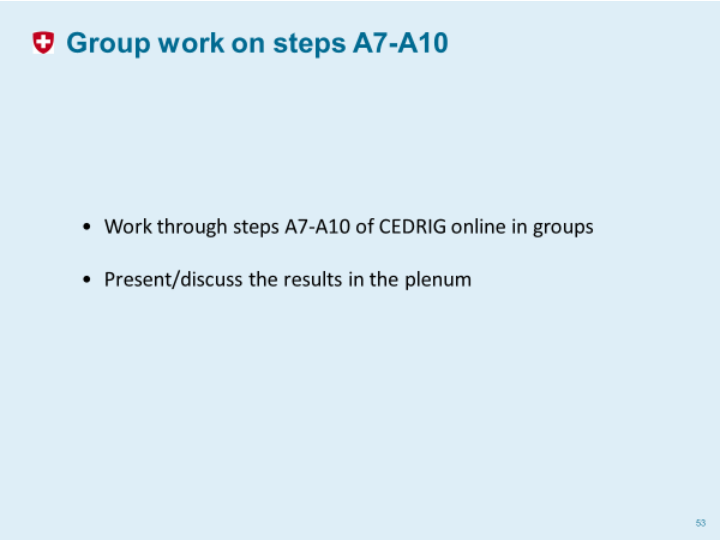


Table 29: Instructions and information

Tasks and modification	▪ Advice the participants to apply steps A7-A10 in groups. ▪ As whished, you can also merge this session with the session before.
Tips	▪ The discussion of possible measures may need further stakeholder involvement. A result of the step could also be to clearly define, who else needs to be involved to address the issue and define measures. ▪ Regarding step A8: CEDRIG provides you with a standard set of criteria. The criteria can be adjusted according to individuals' need.

9. Impact perspective

9.1. Overview of the session

Table 30: Content of the session on *impact perspective*

Topic	If significant impacts have been identified in the CEDRIG Light, the project shall also be assessed from an impact perspective.
Objectives	▪ Participants understand the difference between the risk and impact perspective. ▪ Participants are familiar with applying the steps of the impact perspective. ▪ Participant have discussed the results and experiences from applying the impact module. ▪ Participants know how to integrate the results into their planned or existing projects.
Duration	180’
Methods	Presentation, Q&A
Equipment	Beamer, computer, individual computer per group, flip chart or movable wall

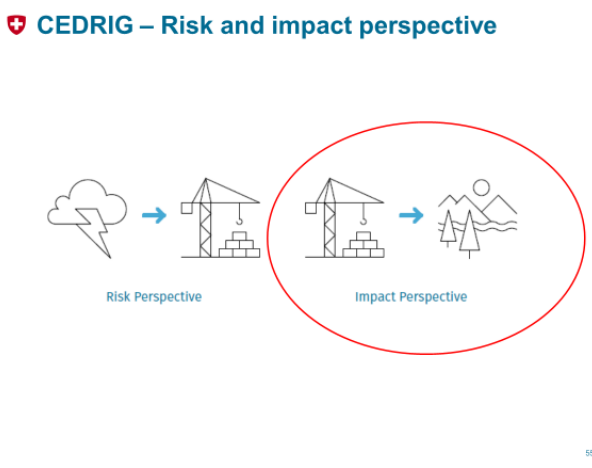
9.2. Proposed session schedule

Table 31: Proposed schedule of the session *analysing and selecting the risks*

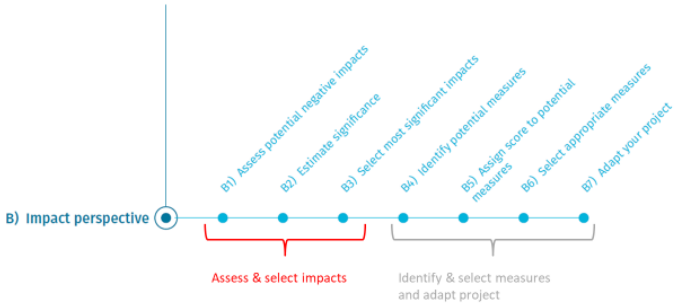
Time	What	Slides
15’	Introduction to the steps of the impact perspective	55-61
120’	Group work	-
45’	Plenary discussion	-

9.3. Options for slides and instructions

Figure 16: Introduction to the steps of the impact perspective (slides 55-61)



Workflow of CEDRIG Operational – Impact perspective



56

Assess the impacts on climate, environment and disaster risks (B1-B3)

- Identify the component of the project which could have potential impacts on climate or environment
- Estimate the significance of the potential negative impacts identified
- Analyze for all the potential negative impact, whether they have already been adequately addressed in the project
- Select the ones that still need to be tackled with respective measures
- Selection is a process of subjective negotiation

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Workflow of CEDRIG Operational – Impact perspective

58

Identify and select measures (B4-B6)

Project to be assessed: *Increasing smallholder incomes through horticulture in Mozambique*

Component with potential impact: *Introduction of tropical varieties from Brazil*

Negative impacts: *Introduction of new varieties affect balance of country's ecosystems*

Significance: *High*

Potential measure*: Phytosanitary testing and certification of all new varieties before import → Score 8 → measure selected*

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Assign score to potential measure (B5)

Measure	Effectiveness (max. 3)	Cost (max. 3)	Feasiblity (max. 3)	Sustainbility (max. 3)	Total
IMPACTS					
Disseminate information on correct use of fertilizers and pesticides (amount and frequency)	2	3	2	1	8
Phytosanitary testing and certification of all new varieties before import with public agricultural research institute (IIAM)	3	1	2	2	8

60

Adapt project (B7)

- Insert the measures identified under Step B6 in the project
- Adapt the results framework/logical framework
- Identify or develop respective indicators for monitoring

61

Table 32: Instructions and information

Tasks and modification	▪ Decide whether you want to present the logic of the steps along ppt slides (slides 55-61). It may help to pave the way for the group work ahead. ▪ Adjust the slides if needed/whished.
Background information	▪ You can also find further explanations of the steps directly in the CEDRIG online tool, which you can address ahead of the group work.

Figure 17 Introduction to group work

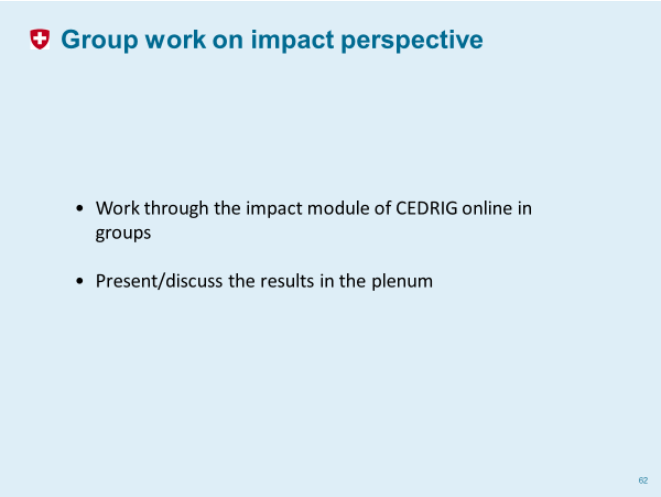

Table 33: Instructions and information

10. How to make best use of results

- Include selected measures in project logframe;
- Amend outputs in logframe with additional information gained throughout the workshop;
- Add or adjust domains in a country strategy;
- Keep-up the discussion in the project team including partners in order to achieve best sensitization for mainstreaming CC, E & DRR;
- Connect with other CEDRIG users through the community of practice and exchange on experiences;
- A systematic screening of all projects may be a valuable follow-up.

11. Evaluation of the workshop

11.1. Overview of the session

Table 34: Content of *evaluation*

Topic	An evaluation of the entire workshop provides participants the opportunity to express their impressions and help facilitators to improve upcoming workshops.
Objectives	▪ Participants had the chance to step back and reflect on the learnings and to condense take home messages. ▪ Participants leave the workshop with good feelings (provide the participants the opportunity to articulate their appraisal). ▪ Facilitators know where there is room for improvement for future workshops.
Duration	60’
Methods	Plenary discussion
Equipment	Movable wall, flip charts

11.2. Background and instructions

Figure 18: Examples of CEDRIG evaluation

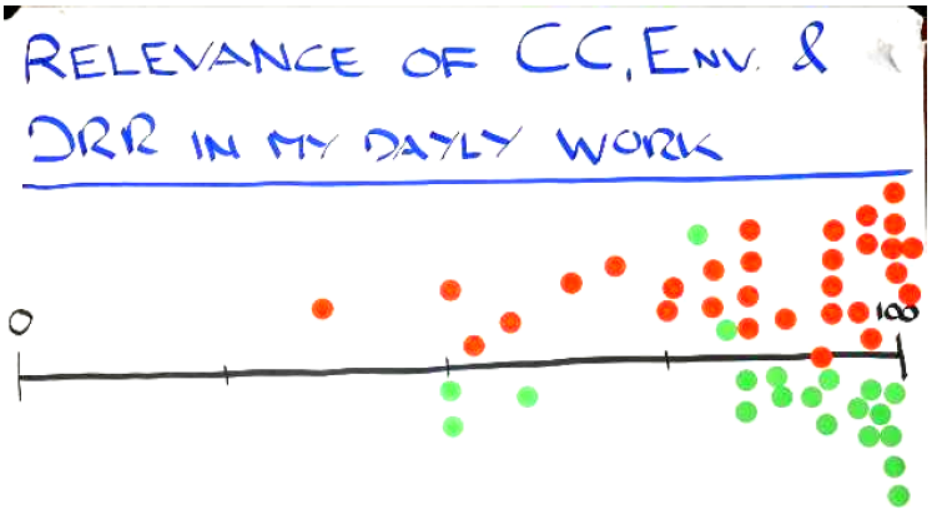

Figure 1: Relevance before (red) and after workshop (green)

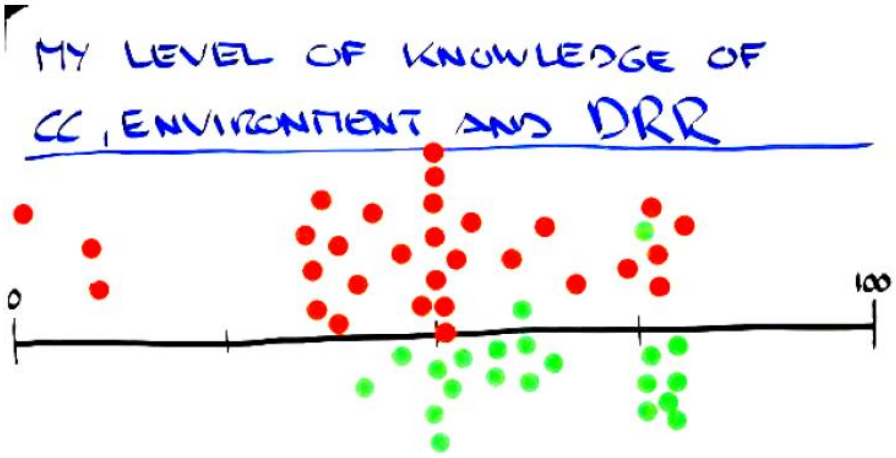

Figure 2: Level of knowledge before (red) and after workshop (green)

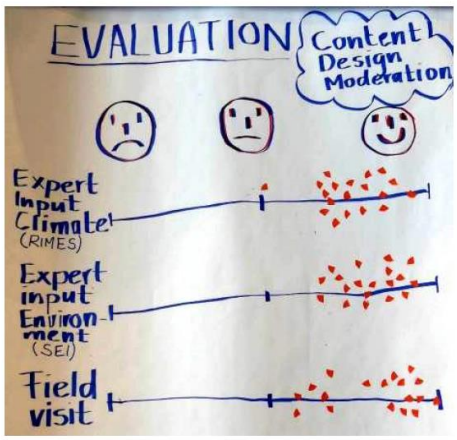

Figure 3: Workshop content, design and moderation

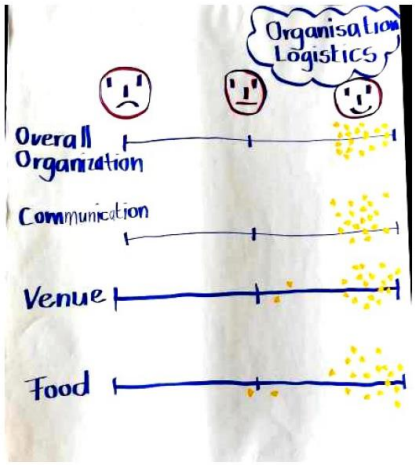

Figure 4: Oranisation and logistics

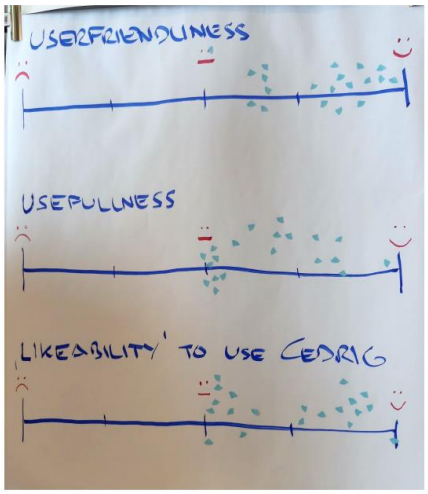

Figure 5: Evaluation of CEDRIG tool

Table 35 Instructions and information

Tasks and modification	▪ Prepare evaluation questions in advance of the session and prepare e.g. flip charts etc. ▪ Depending on your participants, you may also want to try out conducting the evaluation session with interactive "games".
Tips	An evaluation may be conducted along the following lines: ▪ Relevance and knowledge before and after workshop ▪ Achievement of the workshop objectives ▪ Workshop content, design and moderation ▪ Workshop organization and logistics ▪ CEDRIG tool evaluation You may also want to ask specific open questions, to receive further valuable feedback, e.g.: ▪ What are the most relevant take home messages? ▪ Which concrete ideas do you have to improve the workshop?
Reference	▪ Platform for interactive games: https://www.mentimeter.com/

12. Background information for facilitators

12.1. Planning a CEDRIG workshop

Process of CEDRIG workshop preparation

Table 36: Process of CEDRIG workshop preparation

What	Comment	When
▪ Define country, date, location	Consider green meeting room opportunities	3-4 months before workshop
▪ Create an organizing committee	Define lead and responsibilities	
▪ Send out pre-anouncement	Including a first document (rational)	
▪ Develop agenda	Refer to template agendas in Annex I	
▪ Define case studies (if training reason)	Invite participants to provide suitable case studies for the CEDRIG training (no climate projects)	
▪ Visa issue	If international participants are being invited, solve visa issues as early as possible	
▪ Send out invitation for the workshop		2 months before workshop
▪ Carefully select moderator and expert for context analysis		

▪ Identify and contract external experts for the workshop	Refer to template of Terms of References in Annex II	
▪ Prepare the workshop (logistics, content)		1-4 weeks before workshop
▪ Prepare a well-planned detailed 'script' clarifying expected goals, roles, responsibilities, materials, facilities etc. for all workshop days	Refer to template scripts in Annex III	
▪ Briefing meeting with external expert	External expert shall present its slides to organizers well in advance, in order to ensure quality.	
▪ Prepare presentation slides, prepare moderation	Slides from the manual can help to design the sessions.	
▪ Carefully group the participants for the workshop		1-2 days before workshop
▪ Pre-visit of the field visit	Plan and make all the arrangements	
▪ Preparatory meeting just before the workshop with local thematic resource persons is key (expert briefing)		
▪ Briefing meeting with all involved persons required		

Table INFRAS

Soft factors for a successful CEDRIG workshop

Commitment needed: For a successful workshop, commitment is needed by all participants, organizers and facilitators**.** Participants should hence also attend the whole workshop and it is advisable to invite only external partners that can give a full commitment to attend all sessions. Furthermore, full commitment of the responsible head of the unit responsible for the project is needed and ownership among the entire team in the region is crucial. For this, the purpose and goals to be achieved through the CEDRIG training or real case workshop, shall be communicated as early as possible (soft learnings: Learning on mainstreaming CC, E and DRR, hard factor learnings: Screened and assessed project). Furthermore, the organizing committee should talk about responsibilities, money (and personal resources) as early as possible. It needs to be clear, who is paying for what and who takes which responsibilities (especially if it's a CEDRIG training).

Shared understanding: The COOF, moderators and participants shall have a clear and shared understanding of the expectations of the workshop. The shared understanding shall already be in place prior to the workshop but also discussed in the opening session of the workshop.
Focus on interactivity: As the workshop is very intense in content, facilitators should try to leave enough room for discussion and minimize the amount of PowerPoint presentations. Furthermore, interactive "games" may help to energize the group.

Skills and expertise: It's highly important to have a good mix of skills among the participants. The group should consist of technical staff with local field knowledge as well as of persons with in-depth policy experiences. Furthermore, one should have adequate technical expertise available throughout the entire workshop and enough time shall be planned to explain the concept of mainstreaming and CEDRIG.

Technical and logistical factors for a successful CEDRIG workshop

Table 37: Technical and logistical factors

Technical aspects
▪ Good technical organization of the workshop needed.
▪ Strong WIFI connection in the meeting location is crucial.
▪ Need for one desk top flat screen for each group.
▪ Share and store documents on a digital platform (e.g. Shareweb, or directly on CEDRIG platform)
▪ In order to create full attention by the workshop participants, share the WIFI code with workshop facilitators only.
▪ Have offline copies of video files available.
▪ Due to weak WIFI or insufficient computer literacy, always have hard copies of CEDRIG manual available.
▪ Have office phones with flexible data bundling to use hotspots when needed.
Logistical factors
▪ Consider carefully, whether all participants are able to understand the chosen workshop language.
▪ Carefully select the meeting location also in terms of conducting "green meetings"
▪ Permanent support person on site needed (registration, lunch vouchers, technical questions, etc.)
▪ If the workshop has a training character, have certificate templates ready for the participants (see Annex IV)
▪ Getting VISA for international participants might be very time consuming.

12.2. How to overcome mainstreaming fatigue

Mainstreaming has been an emerging topic in development cooperation within different fields (e.g. gender, governance). Since many disciplines have introduced mainstreaming claims a so called "mainstreaming fatigue" can be observed. It is therefore highly important to know, how you still be able to motive your staff and project partners for mainstreaming climate, environment and DRR in the light of the multiple mainstreaming topics.

12.3. Relevance and preparation of field visit

Conducting a field visit to the project to be assessed is highly crucial for the understanding of the project as the visit provides insights on tangible risks and impacts. The following aspects may need to be considered while preparing and conducing a field visit:

Table 38: Technical and planning aspects

Technical aspects
▪ Prepare for recording (video) the field visit (depends on the type of visit)
▪ Accessibility within reasonable time
▪ Willingness of local people to receive the group
▪ Site must be suitable to open participant's thinking beyond the given project boundaries
Planning aspects
▪ Field visit needs a sound preparation including a preparatory mission prior to the workshop
▪ Local people need to be informed, and approve the field visit
▪ Make clear to the people you are visiting, what the purpose of your visit is.
▪ Sufficient time needs to be allocated for the visit
▪ Exact agenda (including roles and responsibilities) including time for driving, group work, restitution in plenary, etc.
▪ The trainees need to work in groups; questions and tasks to the groups need to be defined according to the realities of the site.
▪ Define rules for field visits (e.g. mode of taking pictures during the field visit (especially when visiting local communities, think about giving back something to communities or project responsible persons) .
▪ If you're visiting a community: Incorporate the communities in the question and answer mode.

Annex I – Template Workshop Program

Programme for 4 days workshop (training purpose) (example of a CEDRIG training in Myanmar 2019)

Monday

Time	Topic
afternoon/ evening	Arrival of participants from Bangladesh, Cambodia, and Laos in Yangon, individual transfer by taxi to Hotel, Check-In

Tuesday

Time	Topic
08:00	Arrival and Registration
08:30	Welcome remarks from Swiss Embassy Yangoon
08:35	Introduction and General Goals of the workshop
08:45	Programme and logistics
08:55	Introduction Dr. Ko Ko Naing
08:55	Welcome remarks by Dr. Ko Ko Naing, (Director General, Department of Disaster Management, Myanmar)
09:15	Brief introduction round
09:45	Basic concepts of CC/E/DRR, and SDC's approach, Presentation by SDC Senior Regional DRR and Rapid Response Advisor (Dr. Pedro Basabe)
10:10	Q&A and discussion
10:20	Coffee/tea break
10:50	Basic concepts of CC&E and SDC's approach, presentation by Focal Point of SDC Network Climate Change and Environment, (Dr. Daniel Maselli)

11:10	Context Introduction: CC/E/DRR in Southeast Asia
11:15	Expert input: Presentation on climate variability and climate change in Southeast Asia, Dr. Srinivasan (Chief Scientist, Climate Applications, Regional Integrated Multi-hazard Early warning System – RIMES, Thailand)
11:45	Q&A
Lunch	
14:00	Expert input: Environmental degradation in Southeast Asia, Senior research Fellow, Stockholm Environment Institute, Thailand
	CC/E/DRR Mainstreaming: Good Practice and introduction of CEDRIG Tool and Methodology
	Presentation of Case Study Projects: 1) Gulf of Mottoma Project, Myanmar (Helvetas), 2) One Map Project, Myanmar (Centre for Development and Environment - CDE), 3) Social Infrastructure Project, Myanmar (SDC), 4) Enhancing Nutrition of Upland Farming Families Project (ENUFF), Laos
Coffee/tea break	
	Start of group work CEDRIG Operational: Risk perspective
	Briefing and preparation of field visit
18:00	End of Programme
19:00	Welcome dinner

Wednesday

Time	**Topic**
06:00	Departure from Lotte Hotel, Attention: be in front of the hotel lobby on time – bus shall start at 6:00 sharp!
07:30	Breakfast on the way near Bago

09:30	Arrival at village 1 'Kha War Chaung' Working in 4 groups (red, blue, green, yellow) Rotation direction: stations 1 -> 2 -> 3 -> 4 -> 1 … 30' per station ▪ Station 1 'River side – flash flood' ▪ Station 2 'Drinking water – WASH' ▪ Station 3 'Community venue – mining & environmental degradation' ▪ Station 4 'Agriculture - seed bank'
12:00	Lunch break
13:00	Departure for village 2 'Kyauk Seik'
13:30	Visit of village 2 Kyauk Seik Working in 2 joint groups 'red' and 'blue' / 'green' and 'yellow' Walk to the riverside and back (2x15') - one rotation after 30' ▪ Station 1 'Drinking water well' ▪ Station 2 'River erosion – habitat loss'
15:00	Departure for Yangon
18:00	Arrival at Lotte hotel (tentative +/- 30' depending upon traffic)

Thursday

Time	**Topic**
08:30	Project Visit Debriefing – Feedback and discussion
	Group Work CEDRIG Operational: Risk perspective (continued)
Coffee/tea break	
	Group Work CEDRIG Operational: Risk perspective (continued)
Lunch	

	Group Work CEDRIG Operational: Impact perspective
Coffee/tea break	
	Group Work CEDRIG Operational: Impact perspective (continued)
18:00	Exchange session on good practices in DRR, CC, E from Bangladesh, Cambodia, Laos, Myanmar (including aperitif/stand-up dinner)

Friday

Time	**Topic**
08:15	Group Work CEDRIG Operational: Impact perspective
Coffee/tea break	
	Group presentations of CEDRIG findings ▪ Gulf of Mottoma Project, Myanmar (Helvetas) ▪ One Map Project, Myanmar (Centre for Development and Environment - CDE) ▪ Social Infrastructre Project, Myanmar (SDC-HA) ▪ Enhancing Nutrition of Upland Farming Families Project (ENUFF), Laos (SNV)
Lunch	
	Plenary discussion on CEDRIG tool and methodology
	Other tools and resources
	Evaluation of workshop and closing remarks
15:30	End of workshop

Detailed 3-day workshop program (training purpose) (example of a CEDRIG training)

Tuesday

Time	Topic	Duration	Room	Lead / Moderation	Objectives
08:00	Arrival and Registration, Coffee	30’	PL	CHH	
	Opening Session		PL		
08:30	Welcome, introduction and general goals of the workshop Brief introduction of core team (MSI, MAF, SRO)	10’	PL	INJ	- Participants get sense of regional importance of CC/E/DRR - Participants understand workshop as part of CC/E/DRR integration in new RPSA and SDC’s ambition
08:40	**Programme and Logistics** Start with 5 questions from Sustainable Development Geek Structure of the workshop Logistical information	5’	PL	SRO	- Participants have overview of three days and expected presence (incl. dinner) - Participants know who to ask for what
08:45	Brief intro round (name, organisation, role + one expectation towards the workshop)	15’	PL	SRO	- Participants and facilitators have overview of group - Expectations are collected for facilitators and workshop evaluation
09:00	**Basic concepts of CC/E/DRR, and SDC’s approach** Proposed content: - Intro into global environmental challenges, with key drivers and figures on CC, disaster cost, etc. - Global frameworks: Agenda 2030, Paris Agreement, Sendai Framework - SDC approaches: CC and DRR programming, mainstreaming vs targeted - GPCC focal areas	30’ Pres. 15’ Q&A	PL	MSI & MAF	- Participants have a shared understanding of basic concepts and global challenges of, and response frameworks to, CC/E/DR - Participants understand SDC approaches and difference between targeted and mainstreamed activities - Participants know differences between key CC mitigation and adaptation approaches

	- DRR / IDRM approaches Q&A and discussion				- Participants know the IDRM stairs
09:45	*Coffee/tea break*	*30'*			
	Context Intro: CC/E/DRR Southern Africa		PL		- Participants acquire state-of-the-art knowledge of CC/E/DR situation in the region now and in medium-term future (reference date 2030) - Participants start thinking beyond the project cycle, but in strategic longer-term scenarios
	Introduction of experts and programme block	2'	PL	INJ / SRO	
10:15	**Expert input: Climate Change and related disaster risk**	30'	PL	Leonard Unganai	
10:45	Q&A	15'	PL	(SRO)	
11:00	**Expert input: Presentation on environmental degradation and related disaster risk**	30'	PL	Isla Grundy	
11:30	Q&A	15'	PL	(SRO)	
11:45	If time: each participant writes down 1-2 key thoughts and learnings from inputs with relevance to their work	10'	PL	SRO	- Participants start to develop their own notions of CC/E/DR importance for their work
11:55	Short preview of afternoon	2'	PL	SRO	
12:00	***Lunch***	***90'***			- Setting up break-out room for group work
13:30	5 questions from Sustainable Development Geek Handover to MSI and MAF	2'	PL	INJ / SRO	

13:35	**CC/E/DRR Mainstreaming: Good Practice and Introduction of CEDRIG Tool and Methodology**	25’	PL	MSI, MAF	- Participants understand do’s and don’ts of meaningful mainstreaming and get out of ticking-the-box mentality - Participants understand CEDRIG history, approach and get familiar with online tool
14:00	**Presentation of Case Study Projects**	15’ each	PL	(SRO)	- Participants know key aspects of the four case studies
15:00	*Coffee/tea break* *+ Registration of CEDRIG accounts*		PL+BO	*SRO, MAF, CHH,*	- Participants have CEDRIG accounts - Setting up plenary room for group work
15:30	**Group Work CEDRIG Operational: Risk perspective**	75’	PL+BO	Project reps + resp. NPO	- Participants clarify remaining questions on project - Participants launch discussion and analysis along CEDRIG guidance
16:45	Brief plenary exchange on first learnings and CEDRIG experience	10’	PL	inputs from each group	- Participants can express first impressions, exchange between groups, consolidate and share learnings, and influence workshop days
17:00	Briefing on project visits	10’	PL	MGO, NCUBU	- Participants know where and when to be for field visits
17:10	Groups discuss objectives and assign tasks for field visit	15’	PL	MSI, MAF	- Participants define tasks and questions for FV
17:25	Wrap-up and info on joint dinner, confirm final number	5’	PL	INJ / SRO	
17:30	End of programme				
17:35	*Core team: short review of first day, discussion of second day*	*30’*	*BO*	*Core Team:*	

18:45	Departure from Cresta Lodge to Amanzi Restaurant				
19:00	**Joint Dinner at Amanzi,** Short toast INJ (3')				
20:15	Return to Cresta Lodge				

Thursday

Time	Topic	Dura-tion	Room	Lead / Mo-deration	Objectives
08:15	Overview of the programme	2'	PL	SRO	
08:20	Introduction of CEDRIG impact perspective, Q&A	10'	PL	MSI, MAF	
08:30	**Group Work CEDRIG Operational: Impact perspective**	90'	PL+BO		
10:00	*Coffee/tea break*	*30'*			
10:30	**Group Work CEDRIG Operational: Impact perspective**	30'	PL+BO		
11:00	Preparation of group presentations (focus on selected risks, impacts and measures)	30'	PL+BO		
11:30	**Group presentations of CEDRIG findings** 5'-10' presentation + 5' Q&A per group = total of 15' discussion for each group	60'	PL	Mod.: MSI, MAF	- Groups briefly present general risk and impact profile, then focus on selected risks and impacts and identified measures - Participants get tangible results of CEDRIG analysis
12:30	*Lunch*				
13:30	**Plenary discussion on CEDRIG tool and methodology** (Could be structured along guiding keywords: rele-vance, methodology, tool, opportunities for improve-ment)	45'	PL	MSI, MAF	- Participants share experience with CEDRIG - MSI, MAF collect feedback on tool and methodology - RPSA

14:15	**Other tools and resources** - CEDRIG Light and Strategic - UN:CC Learn - Services offered by SDC DRR and CC&E networks	30’	PL	MSI, MAF	- Participants know other applications of CEDRIG - Participants know where to deepen their climate knowledge - Participants are aware of SDC networks
14:45	**Strategic outlook** Integrating CC/E/DRR in RPSA portfolio	15’	PL	INJ	- SDC programme partners are aware of expectations and next steps; external and donor participants get inspiration
15:00	**Evaluation of workshop**	30’	PL	SRO	
15:30	Closing remarks (and goodbye?)	5’-10’	PL	INJ	
15:40	End of workshop				
16:00	Core Team Debriefing	30’	PL		

Wednesday

Time	Topic	Duration	Room	Lead / Modera-tion	Objectives
Group 1: SKI / ZIMSOFF Project Visit					
08:00	**Presentation ZIMSOFF and Via Campesina study findings**	45’			
08:50	Departure to Juru	70’			
10:00	**Meeting with farmer group, presentation and Q&A, potentially focus groups on:** - Environmental challenges experienced over past years - Experiences with indigenous seed varieties and knowledge - Conservation agriculture, agroforestry etc.	50’		Nelson, NCUBU	
11:00	Travel to farmers	10’			

11:10	**Visit farmers on fields** - climate-resilient and sustainable practices on the field, seed varieties and how they performed this year	45’		Nelson, NCUBU	
11:50	**Return to Harare**	70’			
12:00	*Distribution of lunch bags on bus*				
Group 2: CSTL Project Visit					
08:00	Departure to Murape Secondary School, Seke				
	Programme being finalised by MoPSE/CSTL				
11:15	Departure to Harare				
12:00	Lunch at Cresta Lodge				
Afternoon (both Groups)					
13:30	**Project Visit Debrief**	30’	PL	Group reporters Mod: MSI, MAF	- FV learnings are shared with other group - Participants revisit first day CEDRIG analysis with on-the-ground impressions
14:00	**Group Work CEDRIG Operational: Risk perspective (continued)**	90’	PL+BO		
15:30	*Coffee/tea break*				
16:00	**Group Work CEDRIG Operational: Risk perspective (continued) or impact perspective for fast groups**	75’	PL+BO		
17:15	Feedback round: CEDRIG experience	10’	PL	MSI, MAF	
17:25	Outlook on Thursday	5’	PL	SRO	
17:30	End of programme				
	Core team: short review of second day, discussion of third day	30’	BO		

Annex II - Template Terms of Reference for external expert

Terms of references

Contract no. XX (Local Mandate)

Expert Input to Regional CEDRIG Workshop in Yangon, Myanmar 21-24 May 2019

Introduction and Background

In 2017, 335 natural disasters affected over 95.6 million people, killing an additional 9'697 and costing a total of USD 335 billion. This burden was not shared equally, as Asia seemed to be the most vulnerable continent for floods and storms, with 44% of all disaster events, 58% of the total deaths, and 70% of the total people affected. Also in 2018, Asia was heavily affected again by hydrometeorological and geophysical events such as super-typhoon Mangkhut (Philippines), Sulawesi and Lombok earthquakes (Indonesia), Lao dam failure and the Kerala floods (India). Frequent floods and cyclones – expected to intensify with a warming climate – will continue to take a heavy toll on people, communities and economies, reversing hard-won development gains within days to weeks.

In light of these challenges and worsening projections, business-as-usual is not an option. SDC has decided to systematically review its strategies, programs and projects across sectors to make them climate-smart and disaster-resilient. In the proposed regional workshop, participants from Myanmar, Lao PDR, Cambodia, Bangladesh and India will learn core concepts and apply a practical tool to integrate climate change, disaster risk reduction and environmental considerations in their programs and projects. Under close coaching of SDC and external experts, we will work hands-on on concrete projects to create both actionable outputs and a lasting learning experience.

The workshop objectives are to:

I. Provide a state-of-the-art introduction into the challenges of climate change, disaster risk and environmental degradation facing Southeast Asia, and sensitize participants to interlinkages and medium-term implications for the region.

II. Establish a sound shared understanding of the need and good practice of climate change, environment and DRR mainstreaming across domains.

III. Introduce SDC's methodology and CEDRIG tool (www.cedrig.org) using selected projects of direct interest to participants to enable them to apply CEDRIG in their own organizations and activity fields.

IV. Strengthening regional exchange and cooperation among SDC staff in Southeast Asia in the fields of climate change adaptation, disaster risk reduction and environment.

The workshop opens with a half-day session on the morning of 21 May that aims to:

- familiarize participants with core concepts of climate change, environmental degradation and disaster risk reduction,
- establish a state-of-the-art, scientific understanding of how these phenomena play out in the region of Southeast Asia now and in the medium-term future (reference date 2030), and
- enable a science-based discussion of implications for development strategies, programs and projects.

The expert presentation, which is the core element of this mandate, forms an integral part of this introductory session.

Objectives of the Mandate

The objectives of this Mandate are

- to provide a **30' expert input presentation on the state-of-the-art scientific knowledge of climate variability and climate change** in Southeast Asia with the aim of sensitizing participants to current and emerging future risks to development and humanitarian strategies, programs and projects, and familiarizing them with relevant interactions and interlinkages;
- to provide **scientific backstopping and expert advice during the workshop**, so as to enable a scientifically informed debate and prioritization of climate-related risks, impacts and opportunities to the respective programmes.

Approach

The consultant shall develop a 30' state-of-the-art presentation based on desk research of relevant academic and policy documents and publications. He/she will do so in close consultation with SDC and other consultants to align content and avoid duplication with other presentations in the introductory session. The consultant shall submit a 1-2 pages proposed outline (including list of references) for the presentation to SDC for feedback three weeks ahead of the workshop and submit presentation slides for review ahead of a final preparatory meeting with the workshop team (see detailed schedule in the table below). The consultant shall then deliver the presentation, reply to emerging questions and participate in a discussion on the first morning of the workshop (xx.xx.xxxx); and actively participate during the first three days of the workshop as scientific expert. Participation on the fourth day is encouraged by SDC, but not part of this mandate.

Time Schedule and Deliverables

Tasks	Time (days)	Timeframe / Deadline
Preparation	**3**	
- Submission of presentation's outline (including list of references)		1-2 month ahead of workshop
- Preparation of 30' presentation (with Powerpoint slides) on climate-related risks and impacts on development and livelihoods in Southeast Asia - Submission of DRAFT presentation to SDC		2 weeks before workshop
- Present DRAFT slides to SDC (via Skype)		10-14 days before workshop
- Final preparatory meeting with SDC		1-2 days before workshop
Workshop	**3**	
- Delivery of 30' presentation + Q&A according to needs - Active participation and provision of expert advice during workshop and on field visit		workshop
Total	**4**	

Professional Qualifications

The consultant is required to meet the following criteria:

- Advanced level degree, preferably doctorate or equivalent, in climate science (climate prediction, regional downscaling, analysis of historical climate data)
- At least 5 years of experience in academic research, teaching or development cooperation in a relevant field
- Proven track record of relevant work and experience in Southeast Asia
- English proficiency

Management and Supervision of the Mandate

The consultant will report to the Head of Humanitarian Affairs of the Swiss Agency for Development and Cooperation (SDC), based in …

Name, Affiliation, mailadress

Date: …….. Signature: ……

Annex III – Moderation Script for CEDRIG Training (example of workshop in Tadzhikistan 2019)

Monday

Time	Topic	Who	How	Comments
07:30	Final preparation & check	SJC, MSI, JUJ FKN	Official dress	Venue, internet connection, registration material, display material,
08:00	Registration	FKN, JUL translators	Instructions for 'naming'; collect signature on registration sheet; translation devices on table	Documentation, name tags (first name only), table cards (full name and acronym of affiliation)
09:00	Welcome, official opening	JUL Burgi	JD speaking points	
09:15	Presentation of overall program and detailed day program	SJC	Q&A	Certificate for full attendance; inform about film team
09:20	Introduction round combined with expectations and status of knowledge	MSI	Pinwall exercise and chocolate game (preferred dish, book,	Prepare pinwall & chocolate instructions
10:15	Immersion into the context: climate change environment DRR	Anwar JUL	PPP in Russian (simultaneous translation for SJC/JD/MSI)	Check presentations Reference to report on Khorog thematic seminar (in particular the BIP)
10:45	Coffee / tea break including group picture		In the garden	Intention: invite for CEDRIG training application
11:15	Exchange on context	JUL, JD	Note most important points	Flipchart
12:30	Lunch break	Serena		Lock venue (FKN)
13:30	Energizer / teaser	MSI	Postcard video / story telling	
13:45	CEDRIG introduction	MSI	Cartoons, flyer, live demonstration (concrete example), creation of training application, manual	Registration, training application
14:30	Registration of participants & group building	FKN / JUL	Online connectivity needed	Use group Laptops

15:00	CEDRIG Operational: Risk perspective (1/4) incl. coffee / tea break	Serena		
15:45	Presentation of projects for CEDRIG training: Pastures Green Homes Water Small Business	Project coordinators / responsible		10' input / 5' Q&A or complements
16:45	Preparation of field visit	JD	Questions / aspects to investigate (groupwork)	Clarify: rapporteur / note taker
17:15	Closing of the day – feedback round	SJC / JUL		Take home lesson, most surprising element, … instructions for 2nd day and information for joint dinner
17:30	Debriefing preparation for Day 2	OC (Organizing Committee)		
18:00 (end 20:00 max.)	Joint dinner	Serena		film crew will be joining

Tuesday

Time	Topic	Who	How	Comments
07:45	Meeting near Opera	OC ex FKN	SJC & MSI walk from Serena	
08:00	Meeting in front of Opera, walk to Showroom, 5min	All + participants	Individual (they have a map)	
08:20	Visit Showroom	All + participants		
09:00	Departure to Rudaki	All + participants, Film Team	4 Mini buses plus car for film team	
09:45	Arrival Rudaki Hukumat, meeting mayor and chief architect, looking at project plans	All + participants, Film Team		Gifts (chocolate) for Hukumat team
11:30	Drive to lunch	All + participants Film Team	4 Mini buses plus car for film team, 2min	

12:30	Depart to Model house	All + participants, Film Team	4 Mini buses plus car for film team	
13:00	Arrival Model House, Brief introduction to task	MSI		
13:15	Work in 4 groups and investigate	All + participants, Film Team	4 different tasks, after 30 min group switches task (total 4 posts), participants are handed maps	
15:15	Plenum discussion, impressions, feedback	All + participants, Film Team		Gifts (chocolate) for house owners
15:45	Departure to GERES School	All + participants, Film Team	4 Mini buses plus car for film team	The people who need to be back to Dushanbe sooner can gather in one bus and depart already
16:15	Arrival School, presentation by responsible person from School	All + participants, Film Team	4 Mini buses plus car for film team	Gifts (chocolate) for school
16:45	Departure to Dushanbe	All + participants, Film Team	4 Mini buses plus car for film team	
17:45	Arrival Dushanbe	All + participants, Film Team		

Wednesday

Time	Topic	Who	How	Comments
08:00	Meeting at venue	OC ex FKN	Final check	
08:30	Restitution, Introduction of day 3 and restitution of field visit incl. discussion	Group speakers	Plenary feedback; 4x10' plus Q&A / general discussion	Word file / PPP / Pinwall / pictures (free format)
9:30	CEDRIG Operational: Risk perspective 2/4	Working groups		
10:45	Coffee / tea break	Serena		

11:15	CEDRIG Operational: Risk perspective 3/4			
12:30	Lunch break			
13:30	Energizer	JD	Kappla game (construction of the highest stable tower)	
14:00	CEDRIG Operational: Risk perspective 4/4 including coffee / tea break		Group work	
16:00	CEDRIG Operational: Impact perspective 1/2			
17:30	End of day work			
17:30	Debriefing preparation for Day 4	OC (Organizing Committee)		

Thursday

Time	Topic	Who	How	Comments
08:00	Meeting at venue	OC ex FKN	Final check	
08:30	Introduction to the last day incl. short energizer			
08:45	CEDRIG Operational: Impact perspective			
10:00	Coffee / tea break			
10:30	Presentation of results of CEDRIG Operational 1/2	3 groups	Showing the pdf and giving explanation 4x20' + 4x10' discussion	
12:00	Lunch			
13:00	Energizer			
13:15	Presentation of results of CEDRIG Operational 2/2	1 group		
13:45	Feedback round on CEDRIG tool			Rearrange chairs in a circle

14:45	Evaluation incl. coffee / tea break	Anonymous and oral open feedback	Spider pinwall / cards /oral feedback, 'discrete corner'	Link to first day gradient excer-cise
15:30	Next steps / follow-up	SJC / MSI ev. JUL	Including UN CC:Learn platform / Prevention Web etc.	Report Khorog thematic seminar
16:15	Closing remarks and handing over of certificates			Distribute flash drive, handing over of certificates
16:45	Departure of participants			
17:00	Internal debriefing and wrap up of material			

Annex IV –Template for ToF Certificate

Insert logo insert logo insert logo

Certificate of Participation

given to

_____

for the active participation in applying the 'Climate, Environment and Disaster Risk Integration Guidance' (www.cedrig.org) in development.

Patrick Sieber	***tbd***	***Jacqueline Schmid***
Focal Point Climate Change and Environment Network	*Director*	*Focal Point Climate Disaster Risk Reduction Network*
Swiss Agency for Development and Cooperation SDC	*Swiss Cooperation Office in tbd*	*Swiss Agency for Development and Cooperation SDC*
Federal Department of Foreign Affairs (FDFA)		*Federal Department of Foreign Affairs (FDFA)*