

# Module 02



## Climate and disaster risk-informing the Common Country Analysis

### FACILITATOR'S NOTES

*This module is part of the learning package on the **Guidance Note on Integrating Disaster Risk Reduction and Climate Change Adaptation in the UN Sustainable Development Cooperation Framework**, the whole of which can be accessed here:*  
<https://www.undrr.org/publication/integrating-disaster-risk-reduction-and-climate-change-adaptation-un-sustainable>

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Learning Module: Climate and disaster risk-informing the Common Country Analysis		
Time and Method	Content	Note
<p>Dialogue</p> <p>5 minutes</p> <p>Slide 1</p> 	<p><b>Welcome</b> the participants to the training, which will take approximately one hour.</p> <p><b>Invite</b> the participants to introduce themselves by name and agency – if in person, by going around the room; if online, by having participants write their info in the chat box.</p> <p><b>Tell</b> the participants that the training will take approximately one and a half hour, and that the objective is <b>to orient people involved in the Common Country Analysis drafting why and how the Common Country Analysis should be climate- and disaster risk-informed.</b></p> <p><b>Make sure</b> that the participants have access to the <i>Guidance Note</i> either physically (on the group tables if in person) or electronically (in the chat box if online).</p>	<p>It takes approximately 90 minutes to give this training using 16 PowerPoint slides and a group work.</p> <p>The output of the group work is an overview of known hazards in the country, sources of relevant climate and disaster risk evidence and whether they have been collected, and a list of groups/actors that should be consulted to ensure inclusive analysis of climate and disaster risk in the Common Country Analysis.</p>
<p>Monologue</p> <p>5 minutes</p> <p>Slide 2</p> 	<p><b>Mention</b> that from 2005 to 2015, disasters caused USD 1.4 trillion in damage, killed 700,000 and affected 1.7 billion people globally.</p> <p><b>Explain</b> that without significant investment in resilience-building, these impacts threaten to not only decelerate but in extreme cases derail progress towards achieving the Sustainable Development Goals (SDGs) and realizing the 2030 Agenda.</p> <p><b>Emphasise</b> that to enhance disaster resilience, prevent climate and disaster-related risks, and protect those left furthest behind, we must move beyond business as usual and engage all of society in climate and disaster risk management.</p>	

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	<p><b>Inform</b> the participants that the UN development system has therefore made risk-informed Cooperation Frameworks a priority in the UN Plan of Action on Disaster Risk Reduction for Resilience, and that a risk-informed Common Country Analysis is essential to help integrate disaster risk reduction and climate change adaptation in the Cooperation Framework.</p> <p><b>Note</b> that the steps described in <i>Guidance Note</i> mirror the steps in the UN DCO <i>Companion Package</i> for the UN Sustainable Development Cooperation Frameworks, and supplements the <i>UN Common Guidance on Helping Build Resilient Societies</i>.</p> <p><b>Explain</b> that this training, alongside a <i>Guidance Note on Integrating Disaster Risk Reduction and Climate Change Adaptation in the UN Sustainable Development Cooperation Framework</i>, has therefore been developed to assist UNCTs.</p> <p><b>Click the mouse once</b> to make the learning goals visible.</p> <p><b>Go through</b> the learning goals for the session:</p> <ul style="list-style-type: none"><li>• Participants understand how climate and disasters affect SDG progress.</li><li>• Participants know what sources of evidence can support risk informed CCAs.</li><li>• Participants know what risk-related questions to ask in each part of the CCA.</li><li>• Participants can assess whether they have the required risk information available</li></ul>	

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<p>Monologue</p> <p>7 minutes</p> <p>Slide 3</p> 	<p><b>Repeat</b> the earlier point that climate change and disasters can decelerate and even derail progress towards achieving the Sustainable Development Goals (SDGs) and realizing the 2030 Agenda, as their impacts reverberate through all aspects of development.</p> <p><b>Explain</b> that you will use the case of disaster due to natural hazard as an example.</p> <p><b>State</b> that when a disaster caused by a natural hazard – such as a flood or drought – happens, it can cause injury, illness, and death, as well as damage to assets, infrastructure, settlements, and ecosystems. These impacts and damages affect progress towards:</p> <ul style="list-style-type: none"><li>- good health and well-being,</li><li>- clean water and sanitation, and</li><li>- affordable and clean energy for all.</li></ul> <p>The impacts also:</p> <ul style="list-style-type: none"><li>- slow down progress in industry, innovation and infrastructure,</li><li>- make cities and communities less safe, inclusive and sustainable; and</li><li>- threaten life below water and on land by damaging ecosystems directly or by triggering industrial/technological hazards.</li></ul> <p>It particularly negatively affects progress towards targets on SDG 1.5 (reduction in the number of deaths, missing and affected people from disasters, and reduction in direct disaster economic losses) and SDG 11.5 (reduction in direct disaster economic loss in relation to GDP, including disaster damage to critical infrastructure and disruption of basic services).</p> <p><b>Continue</b> by explaining that these health impacts, deaths and damages disrupt economic activities, access to basic services, education and in some cases governance functions. This sets back progress towards</p> <ul style="list-style-type: none"><li>- zero hunger,</li></ul>	<p>Disasters related to natural hazards has been chosen as the example here because of relevance to a lot of countries.</p> <p>However, depending on the context of the training and where participants are from, facilitators may choose to swap out this example with a biological hazard, technological hazard, or slow-onset climate change-related hazard. Ready-made slides on how impacts from these hazards reverberate through sustainable development can be found in "Toolbox - Illustrations and handouts to help climate- and risk-inform Cooperation Framework discussions" module.</p> <p>Real-life cases that can help illustrate the explanation for each include:</p> <ul style="list-style-type: none"><li>- Biological hazard: the COVID-19 pandemic, intercontinental locust swarming, and Ebola epidemic.</li><li>- Technological hazard: Fukushima Daichii disaster, Beirut explosion, and Deepwater Horizon spill.</li><li>- Slow-onset climate change-related hazards: Mid-00s European heatwaves, sea level rise in SIDS, salinization in coastal Bangladesh, and desertification in the Sahel.</li></ul>
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- quality education,
- gender equality,
- decent work and economic growth, and
- peace, justice and stronger institutions.

To use the example of education: in drought-affected regions in Africa, school enrollment rates declined by 20%, and similar impacts have been found in Asia and Latin America.

**Conclude** by saying that the combined impact of these losses and disruptions entrench poverty and inequalities, affecting those already left furthest behind the most severely and deepening inequalities between countries.

**Click the mouse once** to make the other hazard icons visible.


**Point out** to the participants that similar impacts are made by slow-onset climate change-related hazards and disasters caused by environmental/ecosystem degradation as well as technological and biological hazards, including outbreaks, epidemics and pandemics.

**Emphasize** that different countries are of varying degrees of risk to these different types of hazards, but underline that as countries urbanize and industrialize, technological and industrial hazards are expected to increase disaster risk and compound climate change impacts and extreme weather events, which can result in so-called "na-tech" disasters.

**Mention** that urbanization can also encroach on ecosystems and habitats, increasing the risks from biological hazards.

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	<p><b>Mention</b> that the <i>Guidance Note on Integrating DRR and Climate Change Adaptation in the UN Sustainable Development Cooperation Framework</i> contains the impact paths for these other types of hazards.</p>	
<p>Monologue</p> <p>4 minutes</p> <p>Slide 4</p> 	<p><b>State</b> that most UNCTs have member agencies with considerable expertise on disaster risk reduction and climate change adaptation, including climate-smart poverty reduction and agriculture, environmental governance and management, disaster preparedness and recovery, and disaster and climate data.</p> <p><b>Point out</b> that in addition, there are a number of specialized UN entities present at the regional or global level, whose expertise can be drawn on to source evidence and analysis for the Common Country Assessment.</p> <p><b>Click the mouse once</b> to make the additional emblems visible.</p> <p><b>State</b> that the entities that just popped up are some of the entities that can bring specialized expertise to the table to understand how climate change and disasters has and can affect the country's progress towards achieving the SDGs.</p> <p>-----</p> <p>If you have longer than 90 minutes available to give the training, you can give some or all of the examples below. If you are pressed for time, do not prioritize spending much time on this slide.</p> <p><b>Mention</b> (depending on how much time you have) the different types of support the UN entities can provide:</p>	


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	<ul style="list-style-type: none"> <li>- UN Office for Disaster Risk Reduction supports implementation and reporting on the Sendai Framework, research and risk analysis, and networks for key stakeholders such as the private sector;</li> <li>- UNOPS works a lot with the resilience of infrastructure and infrastructure systems;</li> <li>- UNESCO contributes to the Global Alliance for DRR and Resilience in the Education Sector and works with countries on DRR for cultural heritage and the cultural sector;</li> <li>- UN Women provides guidance and technical support for gender-responsive implementation of the Sendai Framework and leads the Women's Resilience to Disaster Programme contributing to the Sendai Framework, Paris Agreement, the SDGs and the Samoa Pathway.</li> <li>- The United Nations Platform for Space-based Information for Disaster Management and Emergency Response under UNOOSA can support access to satellite imagery and maps of affected areas.</li> <li>- UNEP supports countries to integrate the environment into their risk-reduction policies and actions.</li> <li>- UN Habitat supports capacity development for managing human-made and natural hazard induced disasters affecting human settlements.</li> </ul>	
<p>Monologue</p> <p>7 mins</p> <p>Slide 5</p>	<p><b>State</b> that when establishing the evidence-base for the Common Country Analysis, it is necessary to include</p> <p>(a) evidence of <b>historical disaster and climate impacts</b> on economic, social and environmental aspects of the country's development situation; and</p>	

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 <p><b>Evidence for risk-informed Common Country Analysis</b></p> <p><b>ALL INFORMATION FROM THESE SOURCES IS INCLUDED</b></p> <ul style="list-style-type: none"><li>• Hazard exposure, vulnerability and risk assessments</li><li>• Climate change impact models and projections</li><li>• Disaster risk reduction records, loss and damage records and the Sendai Framework</li><li>• Disaster risk reduction emergency response, loss and damage records and the Sendai Framework</li><li>• SDG Financing assessments</li><li>• SDG Financing Framework</li><li>• Sendai Framework country</li><li>• National Disaster Preparedness</li><li>• National Disaster Preparedness</li><li>• International Health Regulations 2005 reporting</li></ul> <p><b>TO BE INCLUDED</b></p> <p><b>TO BE EXCLUDED</b></p>	<p>(b) <b>projections of future impacts</b>, to help identify and assess risks that can threaten the achievement of the country's development vision.</p> <p><b>Explain</b> that such evidence can be found in a number of places:</p> <ul style="list-style-type: none"><li>- Hazard, exposure, vulnerability and risk <b>assessments and maps</b> show which areas, sectors, and people are at risk;</li><li>- Climate change impact <b>models and projections</b> help identify which areas, sector and people are facing climate risks;</li><li>- Disaster and epidemiological morbidity, loss and damage <b>records</b> provide information about loss of life, health, assets and productivity due to shocks and disasters;</li><li>- The <b>national plans and legal frameworks</b> for DRR, emergency response, health emergencies and climate change adaptation give an overview over national priorities and who are the duty-bearers;</li><li>- SDG <b>financing assessments</b> can give information about DRR and adaptation investment and investment gaps;</li><li>- <b>National reporting</b> on the SDGs, Sendai Framework, NDCs, NAPs and the International Health Regulations 2005 provide information about national targets, capacities and capacity gaps for climate and disaster risk management.</li></ul> <p><b>Click the mouse three times</b> to make the inclusive analysis text and icons visible.</p>	
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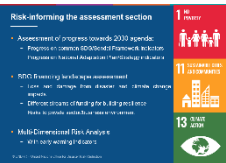
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	<p><b>Point out</b> that as part of the UN system commitment to the principle of Leaving No-One Behind, the Common Country Analysis team should seek out sources of evidence on the hazard exposure, disaster and climate vulnerability, and risk to specific groups</p> <ul style="list-style-type: none"> <li>- men, women, boys and girls;</li> <li>- the elderly and people with disabilities;</li> <li>- indigenous people and minorities;</li> <li>- people affected by previous disasters, conflict and violence; and</li> <li>- refugees and migrants.</li> </ul> <p><b>Note</b> that important sources of such information includes the National Statistics Office, specialized UN entities such as UN Women, IOM and UNHCR, humanitarian documents and plans, NGOs such as Humanity and Inclusion and Save the Children, as well as the indigenous people's organization, people with disabilities' organizations, and other community-based organizations.</p>	
<p>Monologue</p> <p>1 minute</p> <p>Slide 6</p> 	<p><b>Tell</b> the participants that you will now go through the entry points for climate and disaster risk-informing the Common Country Analysis.</p>	
<p>Monologue</p> <p>5 minutes</p> <p>Slide 7</p>	<p><b>Remind</b> participants that when working on the assessment part of the Common Country Analysis, they should keep in mind that the Sendai Framework and Paris Agreement are integral parts of the 2030 Agenda. Assessment of progress toward fulfilling the 2030 Agenda should include</p>	


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 <p><b>Risk-informing the assessment section</b></p> <ul style="list-style-type: none"><li>1. Assessment of progress towards 2030 agenda<ul style="list-style-type: none"><li>Progress in national SDG implementation</li><li>Progress in National Adaptation Plans (NAPs)</li></ul></li><li>11. SDG financing landscape assessment<ul style="list-style-type: none"><li>Cost and damage from disaster and climate change events</li><li>Disaster losses and risks to growth and livelihoods</li></ul></li><li>13. Multi-Dimensional Risk Analysis<ul style="list-style-type: none"><li>Multi-hazard and multi-risk analysis</li></ul></li></ul>	<p>assessment of national capacity to fulfill and report on Sendai Framework targets and indicators and the NAP or national adaptation strategy.</p> <p><b>Point out that – conversely – assessment of the SDG financing landscape should take into account</b></p> <ul style="list-style-type: none"><li>- disaster and climate change loss and damage and their impact on the economy;</li><li>- the state of funding streams contributing to building climate and disaster resilience; and</li><li>- whether climate and disaster risks act as barriers to fostering an investment-grade business environment.</li></ul> <p><b>Emphasise</b> that the Multi-Dimensional Risk Analysis is the central point in the Common Country Analysis process to identify probability, impact and priority of existing, emerging and future risks related to natural, biological, technological and slow-onset climate change-related hazards - and describe their most likely impacts people and systems driving development.</p> <p><b>Emphasise</b> that not only contextually “typical” disasters, but also</p> <ul style="list-style-type: none"><li>- low-probability events,</li><li>- accumulation of climate change impacts,</li><li>- concurrent hazards and disasters, and</li><li>- interactions between sudden- and slow-onset events</li></ul> <p>can significantly change the development situation and threaten sustainable progress towards the 2030 Agenda and Leaving No One Behind. Mention COVID-19 as an example.</p> <p><b>Note</b> that the Cooperation Framework Companion Package has noted that high quality Common Country Analyses include early warning indicators.</p>	
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	<p><b>Explain</b> that since the Common Country Analysis will be updated annually, it provides an opportunity to annually update the Multi-Dimensional Risk Analysis and early warning indicators related to the critical risks. These indicators should provide indications of negative changes in a country's development situation, to enable UN action to help prevent crises.</p> <p><b>Mention</b> that for climate and disaster risks, examples of such information can include (but are not limited to):</p> <ul style="list-style-type: none"> <li>- changes in economic activity, migration or social cohesion in areas affected by disasters and climate change;</li> <li>- changes in desert locust habitats;</li> <li>- rainfall records; and</li> <li>- water quality in areas close to chemical plants.</li> </ul> <p><b>Mention</b> that the <i>Guidance Note</i> contains more examples of early warning indicators for the Common Country Analysis.</p>	
<p>Monologue</p> <p>3 minutes</p> <p>Slide 8</p> 	<p><b>Tell</b> the participants that the mandatory analyses in the Common Country Analysis should also be risk-informed.</p> <p><b>Tell</b> the participants that you will go through the main entry points for risk-informing these analyses.</p> <p><b>Explain</b> that the bolded-out text on the next few slides refer to the analysis steps described in the <i>Cooperation Framework Companion Package consolidated annex</i> number five. Mention that these points are described more thoroughly in the <i>Guidance Note</i>, and that you will take questions at the end of this section.</p> <p><b>Tell</b> the participants that within the Economic Transformation Analysis, important climate and disaster risk questions to answer include:</p>	<p>This is the first of many similar slides. Keep your tempo steady and calm. The script and the PPT text is not identical, but matches point for point – the PPT is a visual aid with statements, the script has questions. The question format introduces modulation in the tone of your voice, making it easier for participants to stay engaged.</p> <p>Examples concretizing the key questions have been given in the script, in cursive text. If you want to, you can give some or all of these examples when you through each point, but be aware that the more</p>

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	<p>1. Are any areas of high economic productivity/key transport and energy networks also at risk from climate change or natural hazards? <i>For example: do important highways go close to flood-prone rivers or through areas at risk of earthquake?</i></p> <p>2. What do climate and disaster risk management budget analyses and expenditure reviews say about the level of investment in climate/disaster risk management? <i>For example, is there adequate allocation of public funding to local disaster management?</i></p> <p>3. Which key productive sectors are vulnerable to external climate and disaster shocks (i.e. risks from transboundary risks or risks to value chains or travel)? <i>For example, is tourism an important economic sector and how would a lack of tourists affect the economy? Are there any industries which rely on inputs imported from another, at-risk country?</i></p> <p>4. Are any economic policies contributing increased risk of disasters from natural or man-made hazards? <i>For example, are economic zones being developed in flood-prone areas? Is there legislation in place on industrial use of chemicals?</i></p> <p>5. Does development planning incorporate risk screening of new projects and programmes?</p>	<p>examples you give, the longer the slide will take to present. You should do a dry run in advance to work out the timing.</p> <p>You can also use your own examples.</p>
<p>Monologue</p> <p>3 minutes</p> <p>Slide 9</p>	<p><b>Tell</b> the participants that similarly, a climate and disaster risk-informed Social Exclusion Analysis will help identify inequities and vulnerabilities which - if effectively addressed - can help prevent unnecessary loss of life and reverse intergenerational poverty. Important questions to answer are:</p> <p>1. Are there areas characterised by exclusion, social conflict or declining social cohesion which overlap with areas exposed to climate and disaster</p>	<p>Examples concretizing the key questions have been given in the script, in cursive text. If you want to, you can give some or all of these examples when you through each point, but be aware that the more examples you give, the longer the slide will take to present. You should do a dry run in advance to work out the timing.</p>

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<p><b>Risk-informing the Social Exclusion Analysis</b></p> <p><b>Analysis of social structure</b></p> <ul style="list-style-type: none"> <li>• Check whether disaster-prone and disaster-prone areas with areas characterized by exclusion, social conflict or declining social cohesion</li> </ul> <p><b>Analysis of intersectionality of discrimination</b></p> <ul style="list-style-type: none"> <li>• Legal and social barriers preventing specific groups from accessing risk reduction infrastructure</li> </ul> <p><b>Review of main drivers of exclusion:</b></p> <ul style="list-style-type: none"> <li>• Legal, spatial, social, technological, language and literacy barriers for accessing risk information and early warning, social safety nets, emergency health services, and life-saving water and sanitation infrastructure</li> <li>• Migration (out of areas affected by disasters and climate change)</li> </ul> <p><b>Assess manifestations of exclusion:</b></p> <ul style="list-style-type: none"> <li>• Disproportionate disaster-related health impacts, deaths, loss and damage affecting any particular group or higher poverty levels in affected areas</li> </ul>	<p>risks? <i>For example, are rural areas or areas of conflict affected by natural hazards such as drought or floods?</i></p> <p>2. Does legal status or stigmatization hinder specific groups from accessing risk mitigation infrastructure? <i>For example, are religious minorities or LGBTQI people accepted in cyclone shelters?</i></p> <p>3. Do any groups face legal, spatial, social, technological, language and literacy barriers for accessing risk information and early warning, social safety nets, emergency health services, and life-saving water and sanitation infrastructure? <i>For example can immigrants understand government-issued epidemic risk information?</i></p> <p>4. Are people migrating out of areas affected by disasters and climate change?</p> <p>5. Do morbidity, mortality, loss and damage figures indicate disproportionate disaster impacts on any particular group? <i>For example, do women and girls make up the majority of disaster deaths? Are minorities at higher risk of COVID-19?</i></p> <p>6. Are multidimensional poverty levels higher in climate and disaster-affected areas?</p>	<p>You can also use your own examples.</p>
<p>Monologue</p> <p>3 minutes</p> <p>Slide 10</p>	<p><b>State</b> that the Environment Analysis is an important analysis to risk-inform considering the threat of climate change to ecosystems and food production globally.</p> <p><b>Add</b> that degraded and mismanaged ecosystems are also an important disaster risk driver*. Say that important questions to ask include:</p>	<p>* You should name one or two examples here. Choose the most relevant examples from below, considering the participants' country context:</p> <ul style="list-style-type: none"> <li>• The risk of <i>zoonotic diseases</i> made worse by degraded ecosystems (75% of all new emerging diseases are zoonotic).</li> </ul>


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<p><b>Risk-informing the Environment Analysis</b></p> <ul style="list-style-type: none"><li>Assessing the state of the environment:<ul style="list-style-type: none"><li>Impact of disasters and climate change on environmental assets/natural capital</li></ul></li><li>Challenges in interaction between people and the environment:<ul style="list-style-type: none"><li>Impacts of disasters and climate change on health, food and water security</li><li>Loss and energy security</li><li>Challenges of environmental governance and environmental management in response to climate disasters</li></ul></li><li>Review of environmental policy mechanisms:<ul style="list-style-type: none"><li>Assess if national environmental management frameworks fully support implementation and reporting towards the Sendai Framework and Paris Agreement</li></ul></li></ul>	<p>1. What are the impact of disasters and climate change been on environmental assets/natural capital been? What do data on natural capital loss and damage say?</p> <p>2. What have been the impacts of disasters and climate change on health, land use, water scarcity, food and energy security? In what ways do environmental conditions and environmental/ecosystem management contribute to increase or reduce the risk of disasters?</p> <p>3. Are there areas of the national environmental management frameworks that support implementation and reporting towards the Sendai Framework and/or Paris Agreement?</p>	<ul style="list-style-type: none"><li>Deforestation and landslides: The loss of vegetative cover on steep hillsides contributes to runoff and slope failure due to the loss of stabilizing root structures. Trees in a mixed forest also catch snow and hold it, preventing avalanche</li><li>Draining of wetlands and floods: The draining of swamps and clearing of mangrove wetlands may disrupt natural runoff patterns and magnify flood hazards</li><li>Loss of vegetation and droughts: Local clearing of cover vegetation can prolong dry periods accelerating soil loss</li><li>Urbanization and flooding: Paving of surfaces decreases infiltration and increases runoff, exacerbating the impacts of high rainfall events on river flow regimes</li><li>Risk-blind mitigation efforts and increased risk: River levees that are built to provide flood protection can destroy riparian habitat and heighten downstream floods.</li><li>Forest fire suppression may increase the magnitude of fires, when they escape control.</li><li>Monocropping and reduced resilience: The replacement of traditional forms of multicrop</li></ul>
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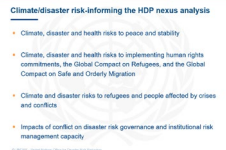

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		<p>agriculture by monocrop practices may increase farmers' vulnerability to climate related extremes.</p>
<p>Monologue</p> <p>3 minutes</p> <p>Slide 11</p> 	<p><b>Emphasise</b> that the Governance and Institutional Capacity Analysis is of critical importance to identify existing national resilience capacities to build, on and capacity gaps to help fill.</p> <ol style="list-style-type: none"> <li>1. Which responsible parties and duty-bearers* and what rights are outlined in different risk management frameworks?</li> <li>2. Are DRR, climate change, health, civil protection and other relevant sectoral frameworks (e.g. environment, agriculture, water, urban planning, infrastructure etc) integrated or siloed?</li> <li>3. Are climate and disaster risks addressed in national development plans/policies?</li> <li>4. What impacts have disasters had on human rights?</li> <li>5. Does a national DRR platform exist? Does a national platform for civic participation in climate change adaptation exist? Are they inclusive?</li> <li>6. Do government research institutions, information systems and risk management duty-bearers have the capacity for producing high-quality risk data and analysis?</li> <li>7. What are the capacity gaps of climate and disaster risk management duty-bearers with regards to international commitments, environmental agreements, and treaties and regulations?</li> <li>8. What are the capacities for inclusive, gender-responsive action?</li> </ol>	<p>* <b>Duty-bearers</b> are actors who have a particular obligation or responsibility to respect, promote and realise human rights and to abstain from human rights violations. Disaster and climate change impacts threaten the realization of human rights for all, making effective risk reduction and adaptation crucial to the ensuring no-one is left behind.</p>

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<p>Monologue</p> <p>3 minutes</p> <p>Slide X (optional)</p> 	<p><b>Note</b> that shocks and stresses related to climate change and disasters can threaten national overall resilience and should therefore be considered as part of the humanitarian-development-peace nexus. This includes considering:</p> <ul style="list-style-type: none"> <li>- Climate, disaster and health risks to peace and stability,</li> <li>- Climate, disaster and health risks to implementing human rights commitments, the Global Compact on Refugees, and the Global Compact on Safe and Orderly Migration,</li> <li>- Climate and disaster risks to refugees and people affected by crises and conflicts</li> <li>- Impacts of conflict on disaster risk governance and institutional risk management capacity</li> </ul>	<p>This is an optional slide, which you can include or not include based on the country context. If you include it, ensure that you have enough time.</p>
<p>Monologue</p> <p>1 minute</p> <p>Slide 12</p> 	<p><b>Tell</b> the participants that it is now time to do a practical exercise to determine how well they are placed to start climate- and disaster risk-informing the Common Country Analysis.</p>	
<p>Monologue</p> <p>3 minutes</p> <p>Slide 13</p>	<p><b>State</b> that the duration of the exercise is 20 minutes.</p> <p><b>Explain</b> that the participants will get a template to fill out the answers on.</p> <p><b>Explain</b> that the participants have four tasks:</p> <ol style="list-style-type: none"> <li>1. Using your own knowledge, list the natural, biological, technological and climate-related slow onset hazards relevant to your country context.</li> </ol>	<p>Make sure that the participants have the instructions available during the group work. If you are doing the training in person, leave the instructions on the projector throughout; if you are doing the training online, post the instructions in the main chat box (and consider going</p>





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<p><b>Exercise instruction</b></p> <p>Exercise duration: 15-20 minutes</p> <p>Exercise instruction:</p> <ol style="list-style-type: none"> <li>Using your own knowledge, list the natural, biological, technological and climate-related slow onset hazards relevant to your country context.</li> <li>Go through the listed sources of evidence, and check off whether the Common Country Analysis team has collected this document yet or not.</li> <li>If a document has not been collected, brainstorm or use online sources to download the document or determine where it can be collected from.</li> <li>Looking at the list of documents, identify any additional consultations the Common Country Analysis team should do to to ensure that the climate and disaster risk analysis is inclusive of those left furthest behind.</li> </ol>	<p>2: Go through the listed sources of evidence, and check off whether the Common Country Analysis team has collected this document yet or not.</p> <p>3: If a document has not been collected or you do not know if it has been collected, brainstorm or use online sources to download the document or determine where a copy can be collected.</p> <p>4: Looking at the list of documents, identify any additional consultations the Common Country Analysis team should do to to ensure that the climate and disaster risk analysis is inclusive of those left furthest behind.</p> <p><b>Say</b> that you will show the worksheet and then take questions.</p>	<p>into each virtual break-out room to repost it).</p>
<p>Monologue</p> <p>3 minutes</p> <p>Slide 14</p> 	<p><b>Show</b> the participants the worksheet, including the:</p> <ul style="list-style-type: none"> <li>- Space to fill in the known hazards on the top</li> <li>- Space to put in the title of documents already collected in the middle column.</li> <li>- Space to note the name of institution/organization that can provide the document</li> </ul> <p><b>Clarify</b> that the groups will not be asked to present after the group work, but encouraged to take the worksheets with them in their further work on the Common Country Analysis.</p> <p><b>Ask</b> the participants if they have any questions, then send them into the groups.</p>	

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<p>Group work</p> <p>20 minutes</p>	<p><b>Allow</b> the participants to work in the groups for 20 minutes. Check in on the groups in the beginning to see that they have understood the task; alert them when there is five minutes left.</p>	
<p>Monologue</p> <p>4 minutes</p> <p>Slide 15</p> 	<p><b>Reconvene</b> the participants.</p> <p><b>Thank</b> participants for their work.</p> <p><b>Ask</b> the participants if they have any reflections on the exercise or climate and disaster risk-informing the Common Country Analysis in general.</p> <p><b>Go through</b> the concluding statements on the PowerPoint.</p>	<p>Contact the Resident Coordinator's Office (RCO) in advance and discuss what should be done with the worksheets after this training is completed. Ask whether a staff member of the RCO or the leader of the Common Country Analysis drafting team can join all of or the end of the training and collect the worksheets to ensure that they are used. All the worksheets should also be shared with all the participants (soft copy or scan).</p>
<p>Monologue</p> <p>1 minute</p> <p>Slide 16</p> 	<p><b>Thank</b> the participants for their time and contributions, and express your hope that today's training has generated some reflections that can be used in the Cooperation Framework development process.</p> <p><b>Inform</b> the participants that if the UNCT is interested, there are additional in-depth training and workshop modules on climate and disaster risk-informing the Cooperation Framework theories of change, results framework, and LNOB analysis. The range includes modules appropriate for groups as well recorded modules that can be taken at individual pace. If the UNCT is interested, they should contact the regional UNDCO.</p> <p><b>Inform</b> the participants that they can download the <i>Guidance Note</i> from the linked location, and that they can find the <i>Guidance Note</i> in French and Spanish as well.</p>	

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This module is part of the learning package on the **Guidance Note on Integrating Disaster Risk Reduction and Climate Change Adaptation in the UN Sustainable Development Cooperation Framework**, the whole of which can be accessed here:

<https://www.undrr.org/publication/integrating-disaster-risk-reduction-and-climate-change-adaptation-un-sustainable>

This version 01.1 has minor terminology updates.

**For orientations and training queries on the Guidance Note, contact your UNDRR Regional Office:**

UNDRR Regional Office for Africa: [UNDRR-Africa@un.org](mailto:UNDRR-Africa@un.org)

UNDRR Regional Office for Asia & the Pacific: [UNDRR-AP@un.org](mailto:UNDRR-AP@un.org)

UNDRR Regional Office for the Americas & the Caribbean: [UNDRR-ROAMC@un.org](mailto:UNDRR-ROAMC@un.org)

UNDRR Regional Office for Arab States: [UNDRR-ArabStates@un.org](mailto:UNDRR-ArabStates@un.org)

UNDRR Regional Office for Europe & Central Asia: [UNDRR-Europe@un.org](mailto:UNDRR-Europe@un.org)

Or the UNDRR Global Education and Training Institute [UNDRR-Incheon@un.org](mailto:UNDRR-Incheon@un.org)