

Module 04


Risk-informing the UN Sustainable Development Cooperation Framework to ensure no one is left behind

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>

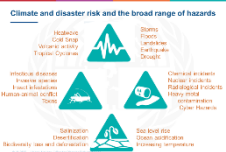
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Learning Module Risk-informing the UN Sustainable Development Framework to ensure no one is left behind		
Time and Method	Content	Note
<p>Monologue</p> <p>5 minutes</p> <p>Slide 1</p> 	<p>Welcome the participants to the workshop. Thank them for taking the time to participate today, and check whether they have received a soft copy of the <i>Guidance Note</i> in advance.</p> <p>Explain that data from the last 20 years show a sharp increase in the number of recorded disaster events, the number of affected people, and economic losses from disasters. State that in these last 20 years, over 4 billion people have been affected by disasters and 2.97 US dollars have been incurred in economic losses.</p> <p>Emphasise that the climate change and disaster impacts disproportionately affect the lives, well-being and health of those already left furthest behind, reverses poverty reduction and entrenches inequalities.</p> <p>State that the objective of the module is to provide UNCT with an overview of interlinkages between disaster risk reduction, climate change, reduction of inequality and promotion of human rights, so that UNCTs are better able to integrate DRR and climate change adaptation as elements in people-centred, equitable development solutions supported through the UN Sustainable Development Cooperation Frameworks.</p> <p>If this is a stand-alone training, invite 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>This workshop module is estimated to take 120 minutes. If you have less time, you can use parts of the presentation:</p> <ul style="list-style-type: none"> • Slide 1 to 7: introduction to climate and disaster risk and its interaction with LNOB and empowerment of people; • Slide 8: about the <i>Guidance Note</i>. • Slide 9 to 12: how to make the Common Country Analysis mandatory sections climate and disaster risk-informed with a rights-based and people-centred approach; • Slide 13 to 17: group work and conclusion. <p>This workshop has been developed for use in the context of UNCT trainings and workshops on Leaving No-One Behind (LNOB) and/or Human Rights-Based Approaches (HRBA). It targets audiences that (a) are involved in a UN Sustainable Development Cooperation Framework process, and (b) have already been part of an orientation on or received information about what the principle of Leaving No-One Behind entails and what the main principles of HRBA are.</p> <p>The output of the workshop is a list identifying climate and disaster risk</p>


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		<p>management measures with a rights- and people-centred focus.</p> <p>If this presentation is used on its own and the participants' pre-existing knowledge on LNOB and HRBA is unknown or uncertain, facilitators are recommended to insert – at minimum – one additional slide presenting the UN principle of LNOB and one slide presenting the five key principles of HRBA - Participation, Accountability, Non-discrimination and Equality, Empowerment and Legality.</p>
<p>Monologue</p> <p>6 minutes</p> <p>Slide 2</p> 	<p>Tell the participants that before going into how DRR and climate change adaptation link with reduction of inequality and promotion of human rights, you will quickly recap some of the basic concepts related to climate and disaster risk, vulnerability and resilience.</p> <p>Remind the participants that climate and disaster risks are generated when hazards, exposure and vulnerabilities coincide.</p> <p>Explain that there many types of hazards that can lead to disastrous consequences</p> <p>Click the mouse once to show the hazards.</p> <p>Continue by saying that this includes natural hazards, some examples of which are listed around the seismic graph icon at the top.</p> <p>... as well as biological hazards, with examples including diseases and invasive species listed on the left.</p>	<p>Keep your pace steady but slow while moving from point to point on this slide – your participants will be half listening, half reading. The objective is not for the participants to remember all the things listed on the slide, but to understand that hazards are varied, extend beyond the “usual suspects” like flood and hurricanes, and include both sudden-onset threats as well as climate-related slow-onset threats.</p>


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	<p>... and technological hazards, listed on the right.</p> <p>Round off by saying that in the context of global climate emergency, hazards that can threaten development also include slow-onset climate change-related hazards such as sea level rise, increasing temperatures, biodiversity loss, deforestation, and salinization as well (which participants can see at the bottom)</p> <p>Wait a beat or two before proceeding to the next slide, give the participants a moment or two to look at the slide.</p>	
<p>Monologue</p> <p>3 minutes</p> <p>Slide 3</p> 	<p>Remind the participants that as mentioned, climate and disaster risk is not determined by the hazard alone – it is a function of the hazard, who and what is exposed, the vulnerabilities of the people, assets and systems that are exposed, and the resilience capacities of exposed communities, societies and systems.</p> <p>Clarify that this means that climate and disaster risks do not exist in a vacuum:</p> <ul style="list-style-type: none"> • climate change and disaster impacts can exacerbate existing vulnerabilities, the way the COVID-19 pandemic has increased poverty and decimated livelihoods as businesses worldwide shut down to prevent spread; • climate change and disaster impacts can exacerbate other risks, e.g. drought can increase social conflict; and • climate and disaster risks can themselves be exacerbated if the national context is characterised by political instability or shocks – e.g. ongoing conflict preventing proper maintenance of protective infrastructure such as dams*. 	<p>* This example is the Mosul Dam example.</p>

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	<p>Risk-blind development choices can also exacerbate risks – for example: when industrial zones are established in flood-prone areas, the risk of negative impacts on both companies' and workers' well-being and income is increased.</p> <p>State that because climate and disaster risks do not exist in a vacuum, their realized impacts reverberate through systems of development and undermine reduction of poverty and inequality. Tell the participants that you will show one example.</p>	
<p>Monologue</p> <p>5 minutes</p> <p>Slide 4</p> 	<p>Explain that you will use the case of disaster due to natural hazard as an example.</p> <p>State 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"> - - good health and well-being, - - clean water and sanitation, and - - affordable and clean energy for all. <p>These risks also</p> <ul style="list-style-type: none"> - slow down progress in industry, innovation and infrastructure, - make cities and communities less safe, inclusive and sustainable; and - threaten life below water and on land by damaging ecosystems directly or by triggering industrial/technological hazards. <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</p>	<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"> - Biological hazard: the COVID-19 pandemic, intercontinental locust swarming, and Ebola epidemic.


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	<p>GDP, including disaster damage to critical infrastructure and disruption of basic services).</p> <p>Continue 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">- zero hunger,- quality education,- gender equality,- decent work and economic growth, and- peace, justice and stronger institutions. <p>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.</p> <p>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.</p> <p>State that if the disaster or climate shock is severe enough, these impacts can rapidly cascade through systems of development, triggering regional or national crises – as was the case with COVID-19.</p> <p>Transition to the next slide, however, by saying that often, however these impacts trickle slowly, their effects accumulating and undermining resilience over time. These impacts may not be immediately visible, but they play a significant role in keeping people trapped in poverty and marginalized circumstances.</p>	<ul style="list-style-type: none">- Technological hazard: Fukushima Daichii disaster, Beirut explosion, and Deepwater Horizon spill.- Slow-onset climate change-related hazards: Mid-00s European heatwaves, sea level rise in SIDS, salinization in coastal Bangladesh, and desertification in the Sahel.
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<p>Monologue</p> <p>5 minutes</p> <p>Slide 5</p> 	<p>Emphasize that disasters and climate change do not affect everyone equally – and never have.</p> <p>Explain that the connections between disaster and climate change (on one hand) and marginalization (on the other hand), are two-way streets; the factors contributing to being left behind and to being vulnerable to disaster and climate change impact on each other.</p> <p>Go through the circles on the slide, explaining that beyond the general impacts explained in the last slide, this also includes:</p> <p>1: Discrimination can exacerbate climate and disaster vulnerability, especially if legal or social discrimination present barriers against accessing risk mitigation infrastructure or basic services that strengthen household resilience. An example of this would be minorities, casteless people or people with medical conditions such as AIDS or albinism being prevented from accessing storm shelters or local health clinics.</p> <p>2: Safe, fertile and connected land has always been valuable in any society, with the result that the poor and marginalized are left living in and working on less desirable land – for example, areas exposed to natural or man-made hazards. Living/working in disaster-prone areas, climate change- affected areas or areas with degraded ecosystems increases exposure and disaster risk to lives, well-being, assets and livelihoods.</p> <p>3: Climate and disaster risk governance – including zoning and construction codes, enforcement of health and safety regulations, maintenance of infrastructure and risk-screening of public investment – is essential to prevent the creation of new risks and</p>	
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	<p>enforcing risk reduction measures. Where climate and disaster risk governance is inconsistent or weak, risk reduction and adaptation measures becomes a luxury for those who can afford it, while those who cannot are left with settlements, workplaces and infrastructure that are less safe and resilient - and must bear the impacts.</p> <p>4: Related to this, multi-dimensional poverty constrains people's risk management options at household and community level. This includes, for example, the ability to upgrade from marginal housing to resilient housing (e.g. stormproof, raised plinth/stilts, airtight/insulated, etc.).</p> <p>5: Finally, living in remote or marginalized areas is often associated with lower quality/coverage of basic services, infrastructure and climate and disaster risk management mechanisms, including quality health care. This includes not only remote rural areas, but also slums, minority communities, and refugee and IDP camps.</p>	
<p>Monologue</p> <p>3 minutes</p> <p>Slide 6</p> 	<p>State that because of the severity of accumulated climate change and disaster impacts on nations, communities and people, climate change and its consequences for biodiversity loss and extreme weather occurrence has been recognised as a threat to human rights.</p> <p>Tell the participants that the quote on the screen is taken from Resolution 27 adopted at the 26th session of the Human Rights Council (10-27 June 2014).</p> <p>Give the participants a little time to read the quote, then move on to the next slide.</p>	<p>If your audience or the broader framework around the training is more focused on gender equality and empowerment of women, an alternate quote you can use for this slide is the following excerpt from <i>CEDAW General Recommendation No. 37 on Gender-related dimensions of disaster risk reduction in the context of climate change</i>:</p> <p><i>«Climate change is exacerbating the risks and impact of disasters globally by increasing the frequency and severity of weather and climate hazards, which</i></p>

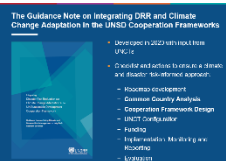
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		<p><i>heightens the vulnerability of communities to these hazards...The human rights consequences of these disasters are apparent in political and economic instability, growing inequality, declining food and water security and in increased threats to health and livelihoods...</i></p> <p><i>Well-designed disaster risk reduction and climate change initiatives that provide for women's full and effective participation can advance substantive gender equality and women's empowerment, while ensuring that sustainable development, disaster risk reduction and climate change objectives are achieved."</i></p>
<p>Monologue</p> <p>3 minutes</p> <p>Slide 7</p> 	<p>Remind the participants that as mentioned, climate and disaster risk is not determined by the hazard alone – it is a function of the hazard, who and what is exposed, the vulnerabilities of the people, assets and systems that are exposed, <u>and</u> the resilience capacities of the exposed community, system or society.</p> <p>Explain that because of this, developing the risk management and resilience capacities of people, communities, duty-bearers and private sector is central to reduce disaster risk and adapt to climate change.</p> <p>Explain that resilience capacities are the combination of all the strengths, attributes and resources available within an organization, community or society to manage and reduce disaster risks and strengthen resilience.</p>	

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	<p>State that resilience is defined as the ability of a system, community or society exposed to hazards to resist, absorb, accommodate, adapt to, transform and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions through risk management.</p>	
<p>Monologue</p> <p>5 minutes</p> <p>Slide 8</p> 	<p>State that because of the threats climate change and disasters pose to sustaining development and reducing poverty and inequality, disaster risk reduction and climate change adaptation are vital strategies for achievement of the SDGs. This is recognised in the 2030 Agenda through the harmonization of the SDGs, the Paris Agreement on Climate Change and the Sendai Framework for Disaster Risk Reduction. This includes the use of common indicators on reduction of deaths, injury, missing people, and economic loss and damage for the SDG and Sendai results frameworks.</p> <p>Explain that in light of the significant impact of climate change and disasters on people, planet, prosperity and peace, the UN system has decided to prioritize the design of risk-informed Sustainable Development Cooperation Frameworks. The number of risk-informed Cooperation Frameworks are tracked through monitoring and reporting on the UN Plan of Action on DRR for Resilience.</p> <p>Inform the participants that 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 by the global UN Disaster Risk Reduction Focal Point Group in 2020, with input from UNCTs from all regions.</p>	<p>Make sure that the participants have received a link to or have paper copies of the <i>Guidance Note</i> printed for the workshop room in advance of the training. If you are facilitating the workshop online, paste the link in the chatbox at this point in time.</p>

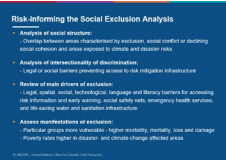
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	<p>Explain that the <i>Guidance Note</i> suggests actions to take at each stage of the Cooperation Framework cycle to ensure a climate and disaster risk-informed approach.</p> <p>Note that the steps described in <i>Guidance Note</i> mirror the steps 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>Note that in addition to the step-by-step checklist and guidance, the <i>Guidance Note</i> also contains brief explainers on key terminology, interdisciplinary risk management, linkages with different UN agendas, and guidance on climate and disaster risk and impact to and from each SDG area, including impacts and risks related to outbreaks, epidemics and pandemics.</p> <p>Explain that the rest of the session will be used to:</p> <ul style="list-style-type: none">a. Go through the entry points in the Common Country Analysis to ensure that the climate and disaster risks to those left furthest behind are identified;b. Work together and identify DRR and climate change adaptation activities that empower marginalized people and strengthens accountability in risk governance. <p>Tell the participants that you will start with going through the entry points for making sure the Common Country Analysis is inclusive and climate and disaster-risk sensitive.</p> <p>Ask the participants to recall that the Common Country Analysis now includes a number of mandatory analyses, including a Social Exclusion analysis, Environmental Analysis, and Governance and Institutional Capacity analysis.</p>	
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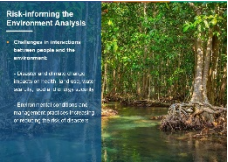
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	<p>Remind the participants that guidance for these analyses is provided in the Cooperation Framework companion package and consolidated annexes.</p> <p>Tell the participants that you will now go through what measures they can take in each step of these analyses to ensure that people-centered, rights-based analysis of climate and disaster risk is incorporated.</p>	
<p>Monologue</p> <p>5 minutes</p> <p>Slide 9</p> 	<p>Explain to the participants that climate and disaster risk-informing the Social Exclusion Analysis will enrich it. Most crucially, it 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> <ol style="list-style-type: none"> 1. Are there areas characterised by exclusion, social conflict or declining social cohesion which overlap with areas exposed to climate and disaster risks? For example, are rural areas or conflict areas affected by natural hazards such as droughts or floods? 2. Does legal status or stigmatization hinder specific groups from accessing risk mitigation infrastructure? For example, are religious minorities or LGBTQI people accepted in cyclone shelters? Are there any groups who are legally limited to living in at-risk areas, such as refugees and migrants in camps? 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? 	<p>If you want to, you can mention that the bolded text on this and the next few slides are the names of the steps described in the Cooperation Framework companion package and consolidated annexes.</p>

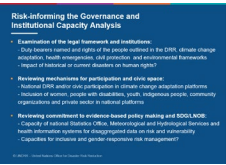
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	<p>4. Are people migrating out of areas affected by disasters and climate change?</p> <p>5. Do morbidity, mortality, loss and damage figures indicate disproportionate disaster impacts on any particular group? For example, do women and girls make up the majority of disaster deaths? Are minorities at higher risk of COVID-19?</p> <p>6. Are multidimensional poverty levels higher in areas affected by climate change, disasters or ecosystem degradation?</p>	
<p>Monologue</p> <p>3 minutes</p> <p>Slide 10</p> 	<p>State 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>Add that degraded and mismanaged ecosystems are also an important disaster risk driver*. Say that important questions to ask include:</p> <ol style="list-style-type: none"> 1. What have been the impacts of disasters and climate change on health, land use, water scarcity, food and energy security? 2. In what ways do environmental conditions and environmental management contribute to or reduce the risk of disasters? 	<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"> • The risk of <i>zoonotic diseases</i> made worse by degraded ecosystems (75% of all new emerging diseases are zoonotic). • <i>Deforestation and landslides</i>: 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 • <i>Draining of wetlands and floods</i>: The draining of swamps and clearing of mangrove wetlands may disrupt natural runoff patterns and magnify flood hazards


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		<ul style="list-style-type: none"> • <i>Loss of vegetation and droughts:</i> Local clearing of cover vegetation can prolong dry periods accelerating soil loss • <i>Urbanization and flooding:</i> Paving of surfaces decreases infiltration and increases runoff, exacerbating the impacts of high rainfall events on river flow regimes • <i>Risk-blind mitigation efforts and increased risk:</i> River levees that are built to provide flood protection can destroy riparian habitat and heighten downstream floods. • <i>Forest fire suppression</i> may increase the magnitude of fires, when they escape control. • <i>Monocropping and reduced resilience:</i> The replacement of traditional forms of multicrop agriculture by monocrop practices may increase farmers' vulnerability to climate related extremes.
<p>Monologue 5 minutes Slide 11</p> 	<p>Emphasise that the Governance and Institutional Capacity Analysis is of critical importance to identify existing national capacities for inclusive and accountable climate and disaster risk management, as well as capacity gaps.</p> <p>1. Which duty-bearers and what rights are outlined in different risk management frameworks, including environmental rights frameworks and natural resource/land access and control frameworks?</p>	<p>* Duty-bearers 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>2. What impacts have disasters (including disease outbreaks such as COVID-19) had on human rights?</p> <p>3. Does a national DRR platform exist? Does a national platform for civic participation in climate change adaptation processes exist?</p> <p>4. Are these platforms inclusive of women, people with disabilities, youth, indigenous people, community organizations and private sector?</p> <p>5. Do government research institutions, information systems and risk management duty-bearers have the capacity for producing high-quality disaggregated vulnerability and risk data and analysis?</p> <p>6. What are the capacities for inclusive, gender-responsive disaster risk reduction, climate change adaptation and environmental action?</p>	
<p>Monologue</p> <p>3 minutes</p> <p>Slide 12</p> 	<p>Round off by saying that climate and disaster risk-sensitive analysis is particularly important in the Common Country Analysis in crises and fragile contexts.</p> <p>State that in many humanitarian contexts, populations already impacted by conflict, civil strife, pandemics or other disasters are also confronted by increased disaster risk, often fueled by climate change or the COVID-19 pandemic. In these complex contexts, underlying vulnerabilities are compounded by climate and disaster risk, risk management capacities are strained, and humanitarian or short-term solutions are ineffective in reducing risk and dealing with the consequences.</p>	

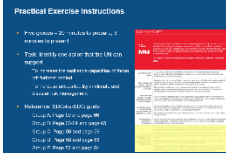
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	<p>Explain that to help identify opportunities to harness the collective capacities of communities, development actors, humanitarian actors and peace actors, important questions to ask include:</p> <ol style="list-style-type: none"> 1. How do disasters, climate change and outbreaks/epidemics/pandemics affects national capacity to implement human rights commitments, the Global Compact on Refugees, and the Global Compact on Safe and Orderly Migration? 2. What are the climate and disaster risks to refugees and people affected by crises and conflicts? Where refugees and displaced people are living in a host community, do they face higher risk due to poor housing, lack of access to services, and limited livelihood opportunities? 	
<p>Monologue</p> <p>1 minute</p> <p>Slide 13</p> 	<p>Tell the participants that the group will now do an exercise to identify what climate and disaster risk management methods and interventions can help strengthen climate and disaster resilience in an inclusive, accountable manner.</p>	
<p>Monologue</p> <p>3 minutes</p> <p>Slide 14</p>	<p>Tell the participants that they will be divided into five* groups, and that they will get 20 minutes to discuss and 3 minutes to present. Tell the participants who will be in each group.</p> <p>State that their task is to identify two climate and disaster risk management actions which the UN could support through its Cooperation Framework:</p>	<p>* Depending on the number of participants.</p> <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</p>


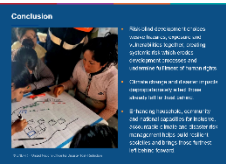
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	<ul style="list-style-type: none"> • One action which enhances the resilience or resilience capacities of those left furthest behind; and • A second action which helps increase accountability in climate and disaster risk management. <p>Ask participants to keep in mind – when doing the task – that they should make their selection in the context of developing the new UN Sustainable Development Cooperation Framework.</p> <p>Tell participants that they can use their own knowledge, but that if they would like assistance, they can use the assigned pages in appendix 2 of the <i>Guidance Note</i> given on the slide.</p> <p>Explain that each page in the appendix provides guidance on climate and disaster risk impacts on each SDG, and DRR and climate change adaptation measures that can address these risks.</p> <p>Point to the illustration on the right and explain that this is how each page looks. Explain that for this exercise, the most relevant section of each page is the section called “<i>Cooperation Framework: Helping build disaster- and climate resilient societies and achieve the SDG targets</i>”, which lists that different DRR and climate change measures.</p> <p>Click once to bring out the yellow highlight showing where that section is.</p>	<p>online, post the instructions in the main chat box (and consider going into each virtual break-out room to repost it).</p> <p>Make sure that the participants have access to the <i>Guidance Note</i> – share it before the training, or share the link in the chat box (if training is online) or hardcopy (if training is in-person) during this section.</p> <p>https://unsdg.un.org/resources/integrating-disaster-risk-reduction-and-climate-change-adaptation-un-sustainable</p>
<p>Group work</p> <p>35 minutes</p> <p>Slide 15</p>	<p>Tell the participants which groups they are in.</p> <p>Allow 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 where there is five minutes left.</p>	<p>If you have an RCO staff member or another Cooperation Framework process focal point present in the workshop, give them a heads up about the last question – let them know you will take suggestions from a couple of</p>


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<p>Presentations</p> 	<p>Reconvene the participants and have them present for 3 minutes each.</p> <p>Use this slide as background while participants present.</p> <p>Ask the participants how the outputs from this workshop can be taken forward and used in the Cooperation Framework design process.</p>	<p>participants and then pass the floor to him/her to comment and provide more information on the Cooperation Framework process.</p>
<p>Monologue 3 minutes Slide 16</p> 	<p>Summarize and conclude by reminding participants that today's sessions have shown that:</p> <ul style="list-style-type: none"> • Risk-blind development choices weave hazards, exposure and vulnerabilities together, creating systemic patterns of disaster risk which erode development gains and undermine fulfilment of human rights. • Climate change and disaster impacts disproportionately affect those already left furthest behind. • Enhancing household, community and national capacities for inclusive, accountable climate and disaster risk management helps build resilient societies and brings those furthest left behind forward. 	
<p>Monologue 1 minute Slide 17</p>	<p>Thank 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>If you have more time available than the 120 minutes this workshop is scheduled to last, you can add a group work where the participants rank the suggested measures in order of importance to achieve the</p>

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	<p>Inform 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 multi-dimensional risk 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>Tell the participants that the <i>Guidance Note</i> is available for download in English from the link on the slide, as well as French and Spanish on the same website.</p>	<p>desired impact on the country's development situation.</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:

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UNDRR Regional Office for the Americas & the Caribbean: UNDRR-ROAMC@un.org

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