UNDRR
UN Office for Disaster Risk Reduction

Module 05
Multi-Dimensional Risk Analysis – climate and disaster risks to achieving the Sustainable Development Goals

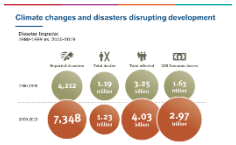
FACILITATOR'S NOTES

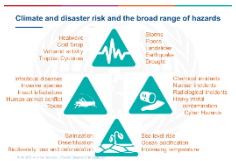
This module is part of the learning package on the ***Guidance Note on Integrating Disaster Risk Reduction and Climate Change Adaptation in the UN Sustainable Development Cooperation Framework*****, the whole of which can be accessed here:**
https://www.undrr.org/publication/integrating-disaster-risk-reduction-and-climate-change-adaptation-un-sustainable

v.01.1

Module 05 –Multi-Dimensional Risk Analysis – climate and disaster risks to achieving the Sustainable Development Goals
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

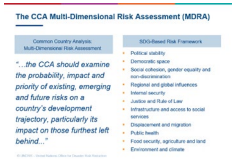
Learning Module:	**Multi-Dimensional Risk Analysis – climate and disaster risks to achieving the Sustainable Development Goals**	
Time and Method	Content	Note
Monologue 5 minutes Slide 1 	**Welcome** the participants to the workshop. **Invite** the participants to introduce themselves by name and agency – if in person, by going around the room; if online, by having participants write their info in the chat box. **Tell** the participants that the workshop will take approximately 100 minutes, and that the objective is **to support the UNTC in identifying climate and disaster risks to sustainable development in their country context.** **Make sure** that the participants have access to hard copies (if the training is in-person) or soft-copy (if online – you can post it in the chat box) of the *Guidance Note.*	This workshop has been developed for use in the early stages of the Common Country Analysis. It is assumed that the participants are familiar with and involved in the overall Cooperation Framework process, so these are only briefly recapped. The outputs of this workshop are tables showing the interaction between country-specific climate and disaster risks and the different SDG Risk Framework risk areas. For preparing and participating in this workshop, both you and the participants will need: • The Common Country Analysis (advanced draft or finalized version), particularly the section on Multi-Dimensional Risk Analysis (MDRA) and/or SDG gaps and challenges; • The SDG Risk Framework (from the Cooperation Framework Companion Package consolidated annexes); • The Guidance Note on Integrating DRR and Climate Change Adaptation in the UN Sustainable Development Cooperation Framework.

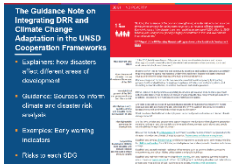
Monologue 3 minutes Slide 2  	**Show** the participants the graphic of disaster impacts (from The Human Cost of Disasters: An Overview of the Last 20 years, 2020). **Explain** that data from the last 20 years show a sharp increase in the number of recorded disaster events, the number of affected people, and economic losses from disasters, compared to the previous 20-year period. **State** that much of the difference between 1980-1990 is explained by a rise in climate-related disasters. Mention that 2019 was the second warmest year on record. Explain that within 1.5*C and 2*C warming, increasing temperatures will cause significant health, ecosystem and socioeconomic effects. Based on current NDCs, the climate system is heading towards 2.9*C to 3.4*C warming. **Emphasise** that while disaster management agencies have succeeded in saving many lives from disasters, a global temperature increase of 3 degrees Celsius would cause dramatic further changes that can render many national and local strategies for disaster risk reduction and climate change adaptation entirely obsolete. **Point** out that the figures on the slide are high, but do not even include the human cost of disasters triggered by biological hazards like locusts or epidemics, or technological disasters - only natural hazards. Ask the participants to imagine what a comprehensive figure for 2020 alone would be, considering the highly active hurricane/cyclone seasons, COVID-19, intercontinental desert locust swarming, and technological disasters such as the Beirut explosion. **Emphasise** that the impacts of disasters and climate change erode the sustainability of development achievements. Continue by saying that risk-blind economic activity drives build-up of systemic risks across	

	sectors - and that when these systemic risks are realized, impacts slow or even reverse progress towards the Sustainable Development Goals (SDGs).	
Monologue 3 minutes Slide 3  	**Tell** the participants that before going into how climate change and disaster risk links to the SDG Risk Framework, you will quickly recap how hazards interact with development to become disasters. **Remind** the participants that climate and disaster risks are generated when hazards, exposure and vulnerabilities coincide. **Explain** that there many types of hazards that can lead to disastrous consequences **Click the mouse once to show the hazards.** **Continue** by saying that this includes natural hazards, some examples of which are listed around the seismic graph icon at the top. … as well as biological hazards, with examples including diseases and invasive species listed on the left. … and technological hazards, listed on the right. **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 (as participants can see at the bottom). **Wait** a beat or two before proceeding to the next slide, give the participants a moment or two to look at the slide.	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.

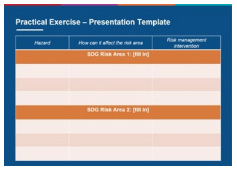
Monologue 5 minutes Slide 4 	**Explain** that you will use the case of disaster due to natural hazard as an example. **State** that when a disaster caused by a natural hazard – such as a flood or drought – happens, it can cause injury, illness, and death, as well as damage to assets, infrastructure, settlements and ecosystems. These impacts and damages affect progress towards: - - good health and well-being, - - clean water and sanitation, and - affordable and clean energy for all. These impacts also - 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. 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). **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 - zero hunger, - quality education, - gender equality, - decent work and economic growth, and	Disasters related to natural hazards has been chosen as the example here because of relevance to a lot of countries. 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. Real-life cases that can help illustrate the explanation for each include: - Biological hazard: the COVID-19 pandemic, intercontinental locust swarming, and Ebola epidemic. - 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.

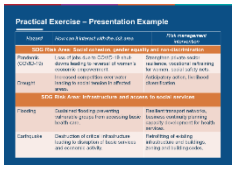
	- peace, justice and stronger institutions. To use the example of education: in drought-affected regions in Africa, school enrollment rates declined by 20%, and similar impacts have been found in Asia and Latin America. **Conclude** by saying that the combined impact of these losses and disruptions entrench poverty and inequalities, affecting those already left furthest behind the most severely and deepening inequalities between countries. **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. **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.	
Monologue 3 minutes Slide 5 	**Remind** the participants that 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. **Clarify** that this means that climate and disaster risks do not exist in a vacuum: • 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*. **State** that 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. **State** that because climate and disaster risks do not exist in a vacuum, their realized impacts reverberate through systems of development and undermine development, poverty reduction, and progress towards equality.	
Monologue 3 minutes Slide 6 	**Point out** to the participants that risk-informing the Common Country Analysis and the UN Sustainable Development Cooperation Framework is an important step in integrating risk reduction and climate change adaptation all across the UN system's policy and programme support. **Emphasise** 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.	

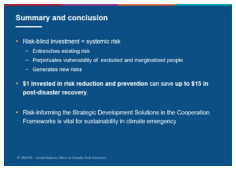
	Emphasise that not only contextually "typical" disasters, but also low-probability events, accumulation of climate change impacts, concurrent hazards and disasters, and interactions between sudden- and slow-onset events can significantly change the development situation and threaten sustainable progress towards the 2030 Agenda and Leaving No One Behind. Mention COVID-19 as an example. **Note** that the Cooperation Framework Companion Package has noted that high quality Common Country Analyses include early warning indicators. **Click the mouse twice, and mention** that as participants may recall, the Cooperation Framework guidance recommend that the Multi-Dimensional Risk analysis look at the risks to the different areas of the SDG-Based Risk Framework. **Click the mouse once** and tell the participants that unsustainable patterns of growth hide the buildup of systemic risks across different sectors. When these risks are realized as disasters or climate change impacts, they inflict long-term damage to each of these areas of sustainable development.	
Monologue 3 minutes Slide 7 	**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. **Inform** the participants that a *Guidance Note on Integrating Disaster Risk Reduction and Climate Change Adaptation in the UN Sustainable Development Cooperation Framework* was therefore developed by the	

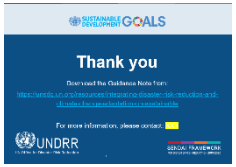
	global UN Disaster Risk Reduction Focal Point Group in 2020, with input from UNCTs from all regions.
	
	Explain that the *Guidance Note* Suggests actions to take at each stage of the Cooperation Framework cycle to ensure a climate and disaster risk-informed approach – presented both as a simple, printable checklist and longer, in-depth guidance for each action.
	
	List the *Guidance Note* content which is of particular relevance to the Multi-Dimensional Risk Analysis:
	
	• Explainers: how disasters related to different hazards affect progress towards the SDGs – two of these can be seen on the slide;
	
	• Quick points: How climate and disaster risks and relate to
	  ○ Leaving No-One Behind
	  ○ The Humanitarian-Development-Peace nexus;
	
	• Guidance: Sources to inform climate and disaster risk analysis, including sources of evidence, expertise within the UN system, and relevant national government counterparts;
	
	• Annexes on how to design an outbreak/epidemic/pandemic-responsive Cooperation Framework and climate and disaster risks to each SDG.
	
	• Examples: Early warning indicators to include in the Multi-Dimensional Risk Analysis.
	
	Note that the steps described in *Guidance Note* mirror the steps in the UN DCO *Companion Package* for the UN Sustainable Development	

	Cooperation Frameworks, and supplements the *UN Common Guidance on Helping Build Resilient Societies.* **Mention** that the Guidance Note also includes a special annex on integrating disease outbreak, epidemics and pandemic risk management in the Sustainable Development Cooperation Framework.	
Monologue 1 minute Slide 8 	**Tell** the participants that the group will now do an exercise looking at what the climate change and disaster risks to the country's development situation are.	
Monologue 5 minutes Slide 9, 10 and 11  	**Explain** that the participants will be divided into five groups, who will each be assigned two SDG risk areas. Their objective is to (a) identify known natural, biological, technological and slow-onset climate change-related hazards that are likely to affect development in the country, (b) identify how these hazards can identify the different risk areas, and (c) what kind of development interventions can help mitigate these risks. **Explain** that they will work off of pages 14 to 18 in the *Guidance Note*. If they want to, they can look at the more in-depth guidance in the annexes as well, but this is not mandatory, and they may not have enough time. **Tell** the participants that they will get 20 minutes in the group, and they will be asked to present a filled in template and present it.	The examples on slide 11 have been chosen to show a broad range of hazards and impacts. You can replace these with examples of your own, if you want to adjust the presentation to your group. If you do not have examples of your own at hand, you can find these per SDG in Appendix 2 to the *Guidance Note*.

	**Read out** who is in which groups, as well as what their assigned risk areas are. **Ask** if there are any questions before showing the presentation template. **Click** once to get to the next slide. **Show** the participants the presentation template and check if they have any questions. Tell the participants that you will show an example of what that might look like. **Click** once to get to the next slide. **Explain** that this is an example of how the group work can be solved. Go through the examples. **Remind** the participants of where they can find the presentation template (printed on table if the workshop is taking place in person; in the chat-box or their inbox if online).	
Group work 60 minutes	**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. **Reconvene** the participants and have them present their choice. Remind them that the groups have 5 minutes each to present. **Thank** the participants for their hard work once all the presentations are finished.	Make sure that the participants have the instructions and template 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 into each virtual break-out room to repost it).

	Ask the participants how they would like to use the outputs of today's workshop when going forward with their Common Country Analysis and Cooperation Framework design.	Make sure that the participants have access to the *Guidance Note* – share it before the training, or share the link in the chatbox (if training is online) or hardcopy (if training is in-person) during this section. 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 participants and then pass the floor to him/her to comment and provide more information on the Cooperation Framework process. https://unsdg.un.org/resources/integrating-disaster-risk-reduction-and-climate-change-adaptation-un-sustainable

Monologue
 	
5 minutes
 	
Slide 12
 
	Go through the concluding statements on the PowerPoint as a conclusion:
	
	• Risk-blind investment = systemic risk
	  • Entrenches existing risk
	  • Perpetuates vulnerability of excluded and marginalized people
	  • Generates new risks
	
	• $1 invested in risk reduction and prevention can save up to $15 in post-disaster recovery.	

	• Risk-informing the Strategic Development Solutions in the Cooperation Frameworks is vital for sustainability in climate emergency	
Monologue 1 minute Slide 13  	**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. **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 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. **Tell** the participants that the *Guidance Note* is available for download in English from the link on the slide, as well as Spanish and French from the same website.	

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

UNDRR Regional Office for Asia & the Pacific: UNDRR-AP@un.org

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

UNDRR Regional Office for Arab States: UNDRR-ArabStates@un.org

UNDRR Regional Office for Europe & Central Asia: UNDRR-Europe@un.org

Or the UNDRR Global Education and Training Institute UNDRR-Incheon@un.org

