A step-by-step Manual for Users

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AgriCord Building Resilience Toolkit

Rev. 1 Feb. 2025

A step-by-step Manual for Users for Building Resilience Part I: Climate Risk Assessment and Adaptation Design

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1. Purpose of the Manual

The present manual was developed to guide trainers and workshop facilitators in the assessment of climate risks and adaptation options, as the first part of AgriCord Building Resilience Toolkit. It describes the preparatory process to collect information as well as to assess climate risk and to identify adaptation interventions at the level of FO members.

This Building Resilience, Part I tool consists of two documents:

1. The general guidance document: Part I of the AgriCord "Building Resilience" Toolkit. This is the narrative guidance document detailing the main concepts, approaches and applied methods[1], as well as the formats of the tables that need to be filled out with the results of the workshop, also integrated into the present manual under the form of "End Products".

2. The present "FO members Assessing Climate Risks and Designing Adaptation - Manual for Users".

The objective of the present manual is to provide step-by-step guidance for facilitators and trainers to collect the required information in a participatory manner. It provides detailed instructions on timing, materials, workshop activities and expected End Products. End Products serve as input for developing new climate projects or climate adaptation strategies and plans at FO or community level. The revised version of the manual offers optional modules for certain exercises and sessions, which can be carried out or tailored to fit the nature of the workshop. For some exercises, the users can decide to carry them out as part of Building Resilience Part II which focuses on the organizational level.

2. How to use this manual

The present manual is written as a recipe: it intends to provide a clear path to complete the participatory assessment during a workshop. *Being a recipe, and the facilitator being the kitchen chef, there is a lot of room for her/him to modify the recipe*. The facilitator can modify the methods, setting, words, language or even the order of some steps, as long as the general functions of the exercise are respected. The original version of the guide was tested in several contexts (Madagascar, Nepal, Tanzania, the Philippines and DRC amongst others), with tailored modifications and has proven to produce the expected results.

The revised version maintains the same principles as the previous manual but has been updated according to gathered feedback and experiences from different countries to improve the flow of the workshop and offering simplified versions of end products and tables. It additionally includes optional modules for certain sessions and exercises.

1 FFD, 2024. AgriCord Building resilience Toolkit, Part 1 – rev.1. Step-by-step guidance for Farmers' Organisations and their members FO Members. Food and Forest Development Finland. https://www.ffd.fi/climate-tool

Even if you may want to modify how you'll conduct the tool, the elements to respect are:

1. The general order and overall meaning of the steps.
2. The inclusive participatory nature of the assessment to capture farmers perceptions.
3. The recognition that climate risks and impact are perceived differently by different groups which needs to be considered when collecting and analysing information.
4. The proposal and evaluation of activities is done through open discussions.
5. The sharing of the results with other member of the farmers' organisations or to other farmers' organisations (see Chapter 5 of Tool).

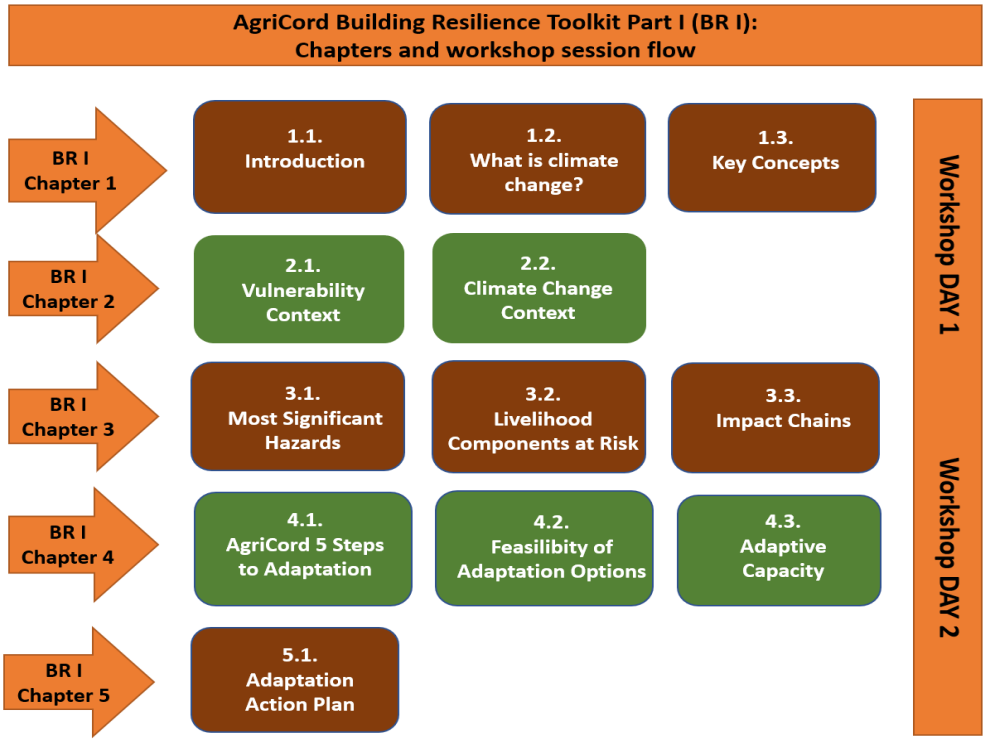
It is important to underline that climate risk assessments by nature are broad exercises that in different countries and regions may have important links with existing non-climatic factors. For example, regional or local conflicts may heavily influence the adaptive capacity of a group of farmers; social status and poverty may have an important effect on access to natural resources such as water; poor land rights for specific groups of farmers may be an important obstacle the implementation of adaptation interventions. These factors, although not explicitly treated in this tool, are important to integrate into your discussions and analysis with the farmers. Generally, they can be described and integrated in the "context" section of this tool.

3. Focus on gender and vulnerable groups

Women farmers, young farmers, farmers with disabilities, ethnic minority groups, and other groups facing social or economic disadvantages can be extremely vulnerable to climate change because of their unfavourable socioeconomic status and dependence on natural resources. The same applies when we talk about adaptive capacity, for example, when the same livelihoods are at risk, women or vulnerable groups usually have lower adaptive capacity as they face more non-climatic constrains. Therefore, activities should be designed to highlight the perceptions and opinions of women or disadvantaged groups. This can be done by having separate groups for men and women and other specific groups for discussions. Another option is to ask the participants to name factors which can make women, youth or other groups more vulnerable than others or by assigning certain participants a specific role to reflect on each outcome of the workshop through the lens of another group. For example, if there are fewer women, or no persons with disabilities present, one or two men of the workshop can be assigned the role of a woman or person with disability and reflect on each outcome of the workshop through this perspective. Focusing on gender and vulnerable groups add another level of detail to the analysis. Throughout this document, the term 'vulnerable/disadvantaged groups' encompasses women farmers, young farmers, individuals with disabilities, ethnic minority groups, and other groups facing social or economic disadvantages.

4. General description of the workshop sessions

From our experience, the participatory workshop takes at least two days. You may decide to use the third day, or even carry out sessions along several days which allows you to have more in-depth discussions. For simplicity, we refer to Day 1 when referring to part which concentrates on risk assessment and Day 2 when identifying solutions. In addition, it is recommended to reserve a day before the workshop for preparation and another day for the consolidation of results after the workshop. The workshop is for groups of between 20 and 50 participants (the larger the group the larger the number of facilitators needed), diverse in terms of gender, age, ethnicity, roles, and production systems within the FO. The following figure illustrates the content and session flow of the workshop following the logic of the AgriCord Building Resilience Toolkit Part I.



Day 1 is dedicated to the climate risk assessment. The workshop focuses on assessing the climate risks by first getting familiar with climate change and related key concepts. The local context (e.g. geographic, climatic, socio-economic) is discussed with the participants with special focus on understanding that existing vulnerability factors can make some groups more vulnerable in the face of climate change.

The climate context is discussed in depth, as participants are invited to explore their memories for past weather events, climate trends and hazards. This information is then validated with scientific information and future climate change projections and further discussed with participants. The climate risk assessment is conducted at the end of the first day of the workshop. The participants are asked to identify climate hazards and ranked them according to their likelihood and potential impact.

Participants identify then important livelihoods, activities and resources that are important to all or some of them and which can be seriously affected by the identified climate hazards. There are different options to carry this out depending on the homogeneity of farming practices or complexity of production systems. Important livelihoods components are listed either by using the five capitals of livelihoods and then listing production activities. Another exercise to list the resources and activities is based on an agricultural/production calendar. A value chain analysis can complement this part. Finally, resources, activities and practices along the value chain are assessed based how vulnerable they are to climate risks. This part of the analysis may take some time and, in some cases, the facilitators who used the Part I, opted to carry out this discussion during several sessions in different days.

Day 2 focuses on the adaptation planning and solutions. It starts by constructing an impact chain from the inputs that were collected during the previous day (main climatic hazards and key livelihoods at risk), thus making visible main climate risks and flow of events that jeopardises farmers' livelihoods. The participants are then invited to explore the impact chain in a stepwise manner using AgriCord 5 steps to adaptation-method to identify actions to reduce exposure, sensitivity, likelihoods, or impact of different hazards. Afterwards, they assess the feasibility of these actions and discuss if different groups have the same access to capacities and resources to implement these interventions. Finally, participants are invited to identify ways to improve their current capacities, knowledge and resources needed for an efficient and timely climate action. If you are planning to carry out Part II at the organizational level, some of these exercises can be implemented at the FO level. In this case, it is important to organize a session to present and validate them by the FO members.

After the workshop, the trainer(s) consolidate the information collected and report to involved FOs. The report must also be shared with other FOs through the agri-agencies and the AgriCord Secretariat (see the reporting activity in the Session 5.1.).

5. Suggested workshop schedule

If we carry out the workshop in two days, the scheme below suggests how to plan the days. At least one preparatory day before and 1-2 reporting days after the workshop are needed. Workshop facilitators may always choose to distribute the sessions over 3-4 days, based on their good judgment and special circumstances.

Table 1. Workshop schedule

<table>
<tr><th>Preparation Day</th><th>Workshop Day 1</th><th>Workshop Day 2</th><th>Reporting Day</th></tr>
<tr><td rowspan="2"></td><td>Introduction & key concepts

Sessions 1.1.-1.3. (BR I: Chapter 1)</td><td>Impact chains

Session 3.3. (BR I: Chapter 3)</td><td rowspan="2">Consolidation</td></tr>
<tr><td>Vulnerability context & climate context

Sessions 2.1.-2.2. (BR I: Chapter 2)</td><td>AgriCord 5 Five Steps to Adaptation

Session 4.1. (BR I: Chapter 4)</td></tr>
<tr><td colspan="4">Lunch break</td></tr>
<tr><td rowspan="2">Workshop preparation</td><td>Most significant hazards

Session 3.1. (BR I: Chapter 3)</td><td>Feasibility of adaptation options & adaptive capacity

Sessions 4.2.-4.3. (BR I: Chapter 4)</td><td rowspan="2">Reporting</td></tr>
<tr><td>Livelihoods and resources at risk

Session 3.2. (BR I: Chapter 3)</td><td>Adaptation action plan

Session 5.1. (BR I: Chapter 5)</td></tr>
</table>

6. Preparation of the workshop

Prior to the workshop, the workshop facilitator must ensure that the following five steps are completed:

1. Arrange the necessary workshop's logistics (e.g. transport, refreshments, materials).
2. Recruit and prepare the co-facilitators of the workshop. The number of co-facilitators depends on the local circumstances and resources available.
3. Research and collect preliminary information about the farmers' organization, as well as on the geographic, socio-economic, environmental, political and climate change context.
4. Consider any specific arrangements and needs for the workshop. If the workshop is held in a local language, the translation of the key concepts should be provided and agreed upon by the participants.
5. Optional: contact local authorities with knowledge on climate change issues and request them to provide or present the latest information on (local) government's climate plans and programs.

Prepare the workshop logistics

This involves setting of a date or dates, booking of the workshop location, call for participants, foresee transportation and meals for the participants and prepare workshop materials. The materials needed for the workshop are the following:

- → Participant assistance sheet.
- → One name tag per participant.
- → Flip chart paper pack (at least 20 papers).
- → Masking tape and sticky notes.
- → Ten writing cards per participant.
- → Ten markers in different colours.
- → Refreshments and meals.
- → Projector and computer (optional).

Recruit/identify and prepare co-facilitators

The main facilitator needs at least 1-2 co-facilitators (more if the group is larger) whose role it is to distribute materials, collect input from the participants, prepare preliminary information, coordinate logistics and support the participatory sessions, especially when the participants are divided in subgroups. It is preferable to have a person to collect all the material prepared (flipcharts, notes etc.), take pictures of them and preferably write summaries to facilitate the reporting.

The co-facilitators must be carefully selected, and familiarized with the objectives, methodology and End Products expected from the workshop. In an ideal situation, there will be as many co-facilitators as there are working groups during the workshop.

Research and collect preliminary information

Before the workshop, the facilitator will search and summarize the following information:

1. General information on the farmers' organization includes, for example, the geographical scope of the FO, number of members and their main products, resources available for farmers, and value-chains in which farmers participate.

2. Information and data on the geographic area, climate, biophysical context and landscapes, demographics, socio-economic context, gender equality, economic and political trends and stresses, policies and institutions and vulnerability context. This information is captured in Presentation III (see Section 6.4. below).

3. Information on past and future climate trends and weather patterns, extreme events, and current and future climate hazards. This information is captured in Presentation IV. The list below provides links to some relevant climate knowledge portals where this information can be found. Complementary preliminary research and expert consultation might be necessary. If the local climate authority participates in the event, he/she could present this information or complement the presentation.

a. Climate Change Knowledge Portal – CCKP: *https://climateknowledgeportal.worldbank.org*
b. Climate Information Portal – CIP: *http://cip.csag.uct.ac.za/webclient2/app*
c. IPCC data distribution centre: *http://www.ipcc-data.org*
d. United Nations Development Programme (UNDP) Climate Change Country Profiles: *http://www.geog.ox.ac.uk/research/climate/projects/undp-cp*
e. Permanent Service for mean sea level (PSML): *http://www.psmsl.org*
f. NASA (Earth Observing System Data and Information System - EOSDIS): *http://sedac.ciesin.columbia.edu*
g. Nationally determined contributions per country: *https://www4.unfccc.int/sites/NDCStaging/Pages/All.aspx*
h. IFAD's Climate Adaptation in Rural Development – Assessment tool that provides country-level yield scenarios of various crops. Available at: *https://www.ifad.org/en/web/knowledge/publication/asset/41085709*
i. FAO's GEONETWORK for geo-spatial data. Available at: *http://www.fao.org/geonetwork/srv/en/main.present?from=1&to=10*
j. Country profiles in the WorldBank climate change portal: *https://climateknowledgeportal.worldbank.org*
k. *https://www.climatewatchdata.org*
l. *https://futureclimateafrica.org*

Preliminary prepared presentations and other materials

For a smooth workshop, it is recommended that the facilitator prepares presentations and other supportive materials prior to the workshop. These materials are to facilitate discussions between participants (not to replace them) and can be done with or without prepared flipchart papers or projected PowerPoint slides.

→ **Presentation I** on "General workshop development": This 15-minute presentation explains the workshop's goal, expected results, involved institutions and sponsors, benefits of the workshop for the farmers and the FO. The presentation also addresses basic information on the workshop: schedule, breaks, transportation and other practical things.

→ **Presentation II** on Vulnerability Context": The purpose of this presentation is to facilitate the group discussion on how general vulnerability is linked to the local context and to help participants to identify possible vulnerable groups. The presentation should include an overview of 15 minutes of the characteristics of the geographic, socioeconomic, ecological, demographic and political context, and factors that may create poverty, inequality or other forms of vulnerability amongst the FO members. For this presentation, fill-in the Context Matrix of the Session 2.1. (Table 1 in Building Resilience Part I) with preliminary information and validate it with the workshop participants during the Session 2.1.

→ **Presentation III** on "Climate change in local context" – changing weather patterns and climate hazards". Based on your preliminary research on climate change, prepare a very brief presentation about the local climate change context including 1) extreme weather events, key climatic trends, and long-term changes in climate over the last 20 years, and 2) expected climatic trends and prob-

ability of events for the next 20 years. Provide maximum 4 slides: 2 on past trends and events, two on future trends and events. This presentation is used to complement observations made first by participants. Alternatively, you may use a guest speaker in the workshop and request a local climate expert (e.g., from a university or local authority) to provide insight to the local climate change context in terms of the historical perspective and future predictions.

→ Prepare a preliminary list of 'Livelihood components at risk' (Table 6 in the Building Resilience Toolkit Part I) used in Session 3.2. and print several copies to accommodate all the groups in the group exercise. The livelihood components are assessed through the five capitals of livelihoods (human, social, physical, natural, financial) and activities (planting, harvesting, etc.). An agricultural calendar can be used to identify livelihood activities at risk e.g., if production systems used by participants are complex. Some FOs may engage with other aspects of the value chain as well, and in such cases, the analysis can be expanded to assess the risk levels of additional activities along the value chain. For more information, see Chapter 3 in Building Resilience Part I.
The list is good to prepare together with the FO staff that are familiar with the local realities of FO members to save time. The final list should be validated by the participants during the workshop. You can also simplify the list by presenting livelihoods by groups and ask farmers to identify the key livelihoods resources at risk and to discuss if different groups value the importance of livelihoods assets in a similar way or climate risks related. The discussion on livelihoods components takes easily a lot of time, so reflect well how to focus the discussion more to complement and validate the information. The purpose is to remind the participants that climate change may impact different livelihoods resources and therefore, also adaptative action can cover different types of activities

→ Prepare the flipcharts for the session 2.2. according to the Table 2 and 3 in Building Resilience Toolkit Part I. Draw only an empty table as the content will be filled in during the workshop.

→ As an option input, you may prepare a calendar for the main productive activities (when is the planting, management, harvest, transport, etc). This has several uses as the workshop progresses, so I suggest keeping it visible all the time for reference.

Engage local climate authorities or other experts

Local climate authorities (local climate project managers, agents from local meteorological stations, municipal or regional climate focal points, experts from NGOs, university or college professors and researchers) can contribute to the workshop. Their contribution is useful when enriching farmers' views on past climate events and future climate change predictions in the local context with the scientific and public reports, but it is important that they take the floor after the participants have expressed their views. It is also good to have their opinions on the feasibility of climate interventions proposed by the participants. It is particularly important that *the person invited to the activity can present the information in a format that it is easy to follow and tailored to the circumstances*.

Description on how to carry out sessions

Day 1: Climate Risk Assessment

Session 1.1. Introduction

DURATION	OBJECTIVE	HR AND MATERIALS	METHODOLOGY
30 minutes	To inform participants of the purpose and program of the workshop and to establish the context of the assessment.	Facilitator, name tags, flipchart papers, list of attendees	Presentation

ACTIVITY 1. Welcome and registration

As participants arrive at the registration desk:

- → Greet participants and welcome them to the workshop as they receive their workshop material.
- → Ask each participant to fill the attendance list
- → Distribute the name tags and tell the participants to take a seat
- → When all participants have registered and seated, introduce the (co-) facilitators, the experts and let the participants present themselves (go around the table).

ACTIVITY 2. Presentation of workshop purpose and context

As everyone is at ease, present the overall workshop purpose and context, without entering in detail:

- → Use the presentation prepared in advance to explain the purpose of the workshop and general aspects of the FO
- → Use the presentation prepared in advance to present schedule, logistics, meals, pauses, absences, restrooms, and other practical elements.
- → Fill in the end product, the FO and Workshop participants information table (to be filled out by trainer based on Presentation, FO records and participants assistance sheet). The table can be filled after the workshop.

A. END PRODUCT: Basic Information-Table

Name of the Organization			
Country/region			
Geographical scope	Geographical spread of members		
	Geographical market coverage		
	Geographical spread of service provision		
Main value chains / products			
Main services provided to members			
		Total FO	Participating in workshop
Number of members	Total		
	Women		
	Men		
	Youth (< 30)		
Number of board members	Total		
	Women		
	Men		
	Youth (< 30)		
Number of staff members	Total		
	Women		
	Men		
	Youth (< 30)		

Session 1.2. What is climate change?

DURATION	OBJECTIVE	HR AND MATERIALS	METHODOLOGY
10 minutes	To gain basic understanding global warming and climate change as a global phenomenon and explain its causes and impacts	Facilitator	Group discussion

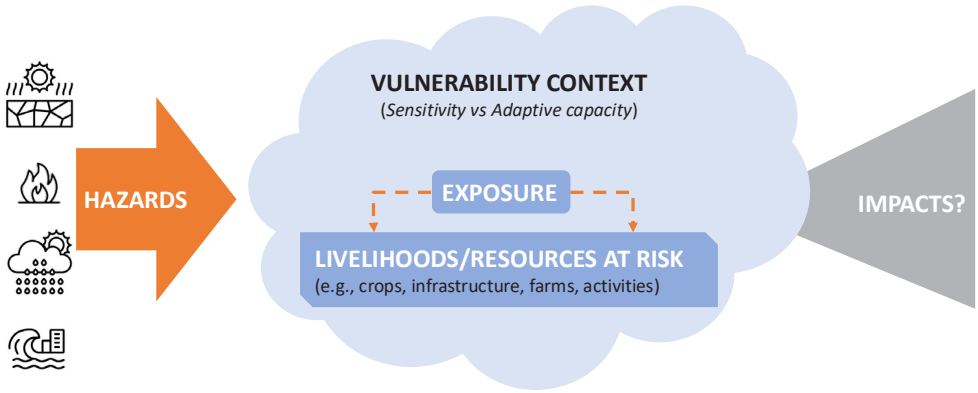
ACTIVITY 1. Explaining climate change

a. Discuss with the participants if they are familiar with the concepts of global warming and climate change.
b. Explain that the climate of planet is changing all over the world. The change is caused by greenhouse gas emissions from human activities, such as the use of fossil energy (oil, coal etc.), traffic, construction, agriculture, deforestation, and waste management. During the past century the greenhouse gases – mainly carbon dioxide, methane, and nitrous oxide – have accumulated in the atmosphere and started affecting our climate. Therefore, the mean temperature of the planet is increasing, extreme climate events more frequent and the rainfall patterns more unreliable than in the past. FFD has gathered pictures through different farmer workshops which can be of help to illustrate these concepts to the workshop participants.

Session 1.3. Key concepts in climate risk assessment and adaptation

DURATION	OBJECTIVE	HR AND MATERIALS	METHODOLOGY
15 minutes	To gain basic understanding of key concepts used in the climate risk assessment and adaptation planning	Facilitator, illustrations (Annex 1)	Group discussion

The following figure illustrates the basic elements and concepts behind the information that is gathered during the workshop. The simplified definitions of all concepts are presented in the Table below. The trainer or facilitator must understand the meaning and links between **climate hazard, exposure, sensitivity, vulnerability, adaptive capacity, and impacts**. The definitions are also explained in the Building Resilience Toolkit Part 1 (Box 1 p.9).



Risk assessments are founded on the understanding of the key concepts, e.g., the difference between exposure and sensitivity. Naturally, the facilitator needs to understand these concepts well to interpret and place the ideas of participants. However, it is not needed that the participants to master all these concepts, neither the theory behind them, it is enough for them to understand the basics of the interactions. As explained above, the main facilitator is free to think about how to best present these concepts based on the characteristics of participants. She/he can decide to what pictures and examples to use to describe concepts. If using a local language, it is important to reflect which words to use to describe the concepts well.

ACTIVITY 1. Learning the key concepts

a. Go through the concepts with the participants. The pictures of Annex 1 can be of help to illustrate these concepts.
b. Translate the concepts in local language and simplify the concepts by using more understandable words ("danger" for "hazard", "contact" for "exposure", "weakness" for "sensitivity", for example).

The following table summarizes the key concepts in simple terms.

Term	Explanation of term
Climate hazard	Climate-related physical events posing **danger** to people and livelihoods. They can be caused by changing weather patterns, extreme weather event or combination of those.
Climate Risk	Climate risk is determined by **likelihood of a hazard to occur and its potential impact** such as loss to property, production, and infrastructure.
Exposure	Exposure is **location specific**. It describes the presence of people, and different livelihood components such as resources and activities in places where climate hazard strikes. As they are likely to become in contact with the hazard, they are also likely to be affected by the hazard.
Sensitivity	**Quality, condition, or characteristics** that can make people, activities, production, infrastructure, and other resources prone to damage caused by climate hazard.
Adaptive capacity	**Capacity of people to use available skills and resources to develop strategies to limit exposure and reduce sensitivity to overcome climate risks**. Adaptive capacity can be enhanced through knowledge, management, financial support, and other means that enables people, institutions, production systems, and ecosystems to adapt to climate uncertainty. Good adaptive capacity also considers possible opportunities to exploit due to climate change.

Vulnerability	Vulnerability indicates that some people, livelihoods, institutions, resources and ecosystems may be **disproportionally affected** (more seriously) by the impacts of climate hazards than others. Vulnerability can be caused by existing poverty and inequalities, which weaken the ability of systems or individuals to cope with climate change (see adaptive capacity above). Vulnerability can be also caused specific conditions and characteristic making people, livelihoods, and resources prone to damage (see sensitivity above).
Impact	**Consequences** and outcomes of climate change on natural and human systems. The level of impact is determined by exposure, sensitivity, and adaptive capacity (see above).
Impact chain	**Logical chain describing the flow of events** starting from climate triggers and ending with human and social impacts of climate change. The impact chain shows connections between climate triggers, hazards, exposure, sensitivity, livelihood components at risk, physical impacts and impact on livelihoods, people, and their communities.
Resilience	Resilience is the **capacity of a system,** either human or natural systems**,** to withstand climate hazards and other pressures, cope with them and bounce back from disturbances.

Session 2.1. Vulnerability Context

DURATION	OBJECTIVE	HR AND MATERIALS	METHODOLOGY
20 minutes	To identify main contextual factors causing challenges (vulnerability) amongst farmers (e.g. environmental stresses, local conflicts, gender inequalities) To identify specific vulnerable groups	Facilitator, Presentation II of prefilled Table 1	Presentation, facilitated group discussion

ACTIVITY 1: Identifying context related vulnerability factors

a. Based on the Presentation II and prefilled Table 1 of Building Resilience Toolkit Part I, present the general geographical, socio-economic, political, and environmental context.
b. Describe the main factors of vulnerability for your region and farmers.
c. Validate the presentation and improve based on participants' observations. Ask the participants if anything has been forgotten and/or to complement the presented information. Take notes of complementary information and general comments on flip chart paper.

Finalise the end product: Context Matrix (Table 1 in Building Resilience Toolkit Part I).

B. END PRODUCT: Context Matrix

Context segments	Description	Specific factors contributing to vulnerability of farmers per context segment
Geographic area of analysis	*Describe briefly the general geographical area and relevant characteristics (border, neighbouring regions and countries, urban agglomerations and rural settlements, main (road) infrastructure, distances, protected areas, other geographical features). Provide a map or link to a map.*	*Describe factors of vulnerability related to the geographic area: Poor quality of roads, isolation, poor access to (international) markets, etc.*
General description of climate	*Briefly describe the general climate, duration rain and dry seasons, average rainfall and temperature, seasonal floods, occurrence of extreme events.*	*Describe general factors of vulnerability related to climate, such as annual long dry season causing water scarcity*
General information on environmental context and landscapes:	*Briefly describe landscape(s) within the scoped geographical area: ecosystems, vegetation types, watersheds and main water bodies, soils, elevation, topography.*	*Describe factors of vulnerability related to the biophysical context, such as steep hills are prone to erosion.*
Demographics	*Quantify different demographic groups according to age, gender, education, and localization (urban, rural)*	*Describe documented factors of vulnerability related to demographics, such as aging population and lack of workforce in the villages as the young people have moved to cities.*
Socio-economic context, gender equality	*Briefly describe ethnicity, languages, main economic sectors, household energy consumption, main food crops, employment*	*Describe factors of vulnerability related to socio-economic context and gender equality, such as single-headed households tend to have lower income levels than average households.*
Economic and political trends and stresses	*Briefly describe the main economic and political trends and stresses relevant to the FOs' activities, as well as gender dynamics at the household and society level.*	*Describe factors of vulnerability related to economic and political trends and stresses, such as political uprising and conflicts*
Policies and institutions relevant to livelihoods and adaptation	*Describe public, private, and international organizations with significant roles in food production, climate change in the scoped geographical area.*	*Describe factors of vulnerability related to policies and institutions, such as lack of appropriate policies or access to climate programs.*
IDENTIFICATION OF VULNERABLE GROUPS List vulnerable groups that require specific attention throughout the workshop:		

Session 2.2. Identification of climate trends and hazards

DURATION	OBJECTIVE	HR AND MATERIALS	METHODOLOGY
1 hour	- To identify changes in trends in weather patterns and weather extremes (climate triggers) in local climate based on farmers experience of past 20 years - To identify climate hazards based on farmers experience of past 20 years - To identify possible future hazards - To crosscheck farmers climate information with climate expert/scientific sources	Facilitator, ready-made flipchart-templates, markers	Facilitated group discussion

ACTIVITY 1. Collect historical perceptions of climate trends

a. Ask the entire group of participants to indicate changes in weather, i.e. trends in climate of the last 20 years, and mark the trends to the prepared flipchart template following the Table 2 in the Building Resilience Toolkit Part I. The climate trends can be weather-related historical events: e.g. frequency of weather extremes, dry periods, heat waves, destructive storms, hot nights etc. Fill in more rows to the prepared flipchart if relevant climate trends are missing. The trend in climate can be marked on the flipchart by using an arrow indicating decreasing, no change or increasing frequency. The historical timeline of 20 years in not a strict timeline but more as an indication to look back in history with the help of older generation (note the role of old people as sources of historical information).

b. Finalise the end product: Table of Climate trends past 20 years farmers' experience-Table (Table 2 in Building Resilience Toolkit Part 1)

C. END PRODUCT: Table of Climate Trends Past 20 Years – farmers' experience

Weather extremes, climate events and climate variability	Trend
Irregularity of rains	
Frequency or intensity of heavy precipitation	
Frequency or intensity of windstorms/cyclones	
Number of hot days/nights	
Number of cold days/nights	
Duration or frequency of heat waves	
Average monthly temperature	
Other…	

→ **No change** ↗ **Increasing** ↘ **Declining**

ACTIVITY 2. Collecting historical perceptions of climate hazards

→ Identify the climate hazards experienced by farmers in the past 20 years, such as floods, droughts, windstorms, forest fires, etc. Where possible, have participants adding years and periods to the events and trends (year and months of the hazard) and aim to mark them in chronological order in prepared flipchart following the Table 3. Discuss how the climate triggers collected in the previous exercise (Table of Climate Trends, past 20 years) contribute to the hazard. If an annual calendar with the main production activities is available, the information here can be overlap with the calendar to see if some activities are more frequently affected than others. Some of the climate triggers or long-term stresses can be considered directly as climate hazards, e.g. destructive storms, typhoons. Some hazards are combination of many triggers, e.g., drought is often a combination of prolonged hot period and irregularity of rains. Note that when people mention non-climate events or trends, e.g., earthquake, write it down to another flipchart and mention that it is non climate. However, stress that it is very important to prepare also other than climate related disasters. Make sure that women and vulnerable groups participate in the discussion.

→ Finalise the end product: Climate related hazards past 20 years (Table 3 in Building Resilience Toolkit Part I)

D. END PRODUCT: Climate Related Hazards Past 20 Years

Year, month(s)	Hazard	Climate trend
2004 March -June	*drought*	*delay in rainy season, extremely hot days*
2006 July	*destructive storm*	*highly intense winds*

ACTIVITY 3. Identify future hazards

→ With the list showing history of climate trends and the list of climate hazards, ask the participants to estimate the evolution of climate hazards in the future: the next 20 years. New (future) hazards may be identified and add to the end of the hazard flipchart. As for the previous activity, the idea is not to draw a detailed future timeline, but to capture perceptions and predictions. Make sure that women and vulnerable groups actively participate in the discussion.

→ See if there are possible hazards that have not incurred in the past but may do so in the future.

ACTIVITY 4. Cross-checking farmers' information with scientific data

- → Present a summary of scientific data on historical and future climate trends for the scoped region -prepared in advance- (Presentation III). **If available, a local expert or climate authority can be invited to present this data.**
- → Identify, together with the participants (whole group) the similarities between their findings (identified past and future hazards) and the scientific data. Discuss concordances and differences with the whole group.
- → Note that you can exchange the order between activity 3 and 4, thus having first the expert view about future hazards and then allowing farmers to discuss the tendencies of future hazards.
- → End product: Table for combining the information from farmers and scientific community/experts (Table 4 in Building Resilience Part I). If you are short of time, this can be done by taking pictures of flipcharts and copying the expert presentation.

E. END PRODUCT: Table for Combining Climate Information (optional)

Description of climate variability and change	Information from farmers/ producers	Science-based/ expert information
What are the extreme weather events occurred in the past 20 years in the area?		*To be collected in preparation of the workshop, or during the workshop from presentation given by guest speaker/climate expert*
What are the key climatic trends and long-term changes in climate in the past 20 years?		*To be collected in preparation of the workshop, or during the workshop from presentation given by guest speaker/climate expert*
Most significant climate-related hazards in the past 20 years.		*To be collected in preparation of the workshop, or during the workshop from presentation given by guest speaker/climate expert*
Expected changes in climate in the future (e.g. in the next 20 years).		*To be collected in preparation of the workshop, or during the workshop from presentation given by guest speaker/climate expert. We should ask in the end if new potential hazard may occur in the light of this information.*

Session 3.1. Hazards and risks: Identification of most significant hazards

DURATION	OBJECTIVE	HR AND MATERIALS	METHODOLOGY
20 minutes	To identify the most significant climate hazards based on their risk level assessed by likelihood and impact.	Facilitator, 3 to 5 note takers, ready-made flipchart templates, Post-it notes	Facilitated group work

ACTIVITY 1. Assessing and scoring of climate hazards based on likelihood

a. Present on a flip chart paper the numbered list of the climate hazards identified during the previous session.

a. Divide the group into three to five subgroups and ask each group to give a score for the likelihood of the identified hazards, based on the following table. Make sure you create gender-specific groups and the same for youth and vulnerable groups. Once each group have come to an agreement on their scores, let them present their scores.

Qualitative **LIKELIHOOD** measurement system	
1 Unlikely	Is not expected to occur; little opportunity, reason, or means to occur.
2 Possible	Might occur; may occur or be exceeded once every 20 years;
3 Likely	Will probably occur; may occur every 5-10 years.
4 Almost certain	Expected to occur; many recorded incidents; may occur or be exceeded once every 1 to 4 years.

ACTIVITY 2. Assessing and scoring of climate hazards based on impact

With same smaller groups (3-5 groups), ask each group to give a score for the potential impact, reflecting especially the consequences for farm production and livelihoods, to the identified hazards based on the following table. Once each group have come to an agreement on their scores, let them present their scores.

Qualitative **IMPACT** measurement system	
1 Insignificant	No significant damage to farms or their production. Little or no disruption to community/FO services. Little or no financial loss.
2 Minor	Small number of partially damaged farms and ruptures in production. Delays in community/FO services. Some disruption. Some financial loss.
3 Moderate	Localised damage that is rectified by routine arrangements. Normal community/FO services functioning with some inconvenience. Some damage to humans, production, property, yields, and/or animals. Significant financial loss.
4 Major	Significant damage that requires external resources. Farms only partially functioning, and most community/FO services to farmers unavailable. Some farmers displaced. Significant financial loss – some financial assistance required. Extensive damage to humans, production, property, yields, and/or animals.

Only the most significant climate hazards, i.e. those that are likely to occur and have very damaging potential impacts on production and livelihoods, should be included in the further analysis. Commonly this would mean 1-3 hazards. Two often takes the time available.

ACTIVITY 3. Identifying the most significant climate hazards

a. Based on the scores for likelihood and impact, rank the climate hazards and present them to all participants.
b. Explain to all participants 1-3 hazards will be selected for the further development of the workshop. Ask if all participants (including women and vulnerable groups) agree with the 1-3 first climate hazards of the ranking. Adapt the list accordingly.
c. Finalise the end products, Score Table for Ranking Hazards and Most significant hazards

F. END PRODUCT: Score Table for Ranking Hazards

Hazard	Likelihood	Impact	Total score
e.g. Forest fire	3	4	**7**

G. END PRODUCT: Most significant hazards- Table

Most significant climate hazards (highest total scores in the scoring)	
HAZARD 1	e.g. forest fires
HAZARD 2	

Session 3.2. Livelihood components at risk

DURATION	OBJECTIVE	HR AND MATERIALS	METHODOLOGY
90 minutes	To identify livelihood resources and assets (human, social, physical and natural, financial, hereon referred to as the five livelihood capitals) and activities at risk with regards to the previously identified hazards (maximum 3 hazards). Alternatively, activities can be identified by using an agricultural calendar (Module 1) OR value chain (Module 2) approach. This might work well if looking at one main crop or if production systems are complex, and also if the participants are more familiar with these types of exercise. To assess extent/level of the risk, and its significance to women, men and vulnerable groups.	Handouts prepared in forehand (List of livelihood capitals and activities, Table 5 and 6 in Building Resilience Toolkit Part I), 4/6 group note takers, facilitator (supporting co-facilitators recommended)	Facilitated group work

This session and the activities easily take a lot of time, so the facilitator may reflect how to focus the discussion more to complement and validate the information. The purpose is to remind the participants that climate change may impact different livelihoods resources and therefore, also adaptative action can cover different types of activities. The facilitators need to prepare themselves well in advance and the handouts well-reflected and -prepared before the workshop.

ACTIVITY 1. Identifying most important Livelihood components at risk

a. Divide the participants in men and women and further in subgroups, at least one group of women and men per identified climate hazard. If relevant, create other groups for (vulnerable groups, youth groups etc.) per hazard. e.g., having identified two hazards and creating female and male groups, there should be a total of four groups. Make sure each group has one person that knows how to read and write or a facilitator to assist.

   Distribute the handouts 'Livelihood components at risk' (Table 5) that have been prepared in advance with contextualised information on the livelihood capitals. Ask the notetaker of each group to mark the name of the group and their designated hazard (e.g. women, flood) to the top left corner of the handout. Let each group discuss and validate the prepared livelihood components on the handout, with the help of the notetaker and facilitator. Leave empty rows for the handout that the groups may also add components or modify the formulation.

b. Invite the groups to assess by ticking the risk-level box (low, medium, high) in the handout for each livelihood component in relation of the hazard the group is "in charge of". This is to determine to what extent the hazard may affect or damage the livelihood component.

c. Ask the participants of each group to discuss which of the livelihood components/capitals that hold specific importance to them in terms of income and well-being. Invite the groups to mark those livelihood components by ticking the box.

d. Let each group, present examples of their results to the other participants.

e. Collect the handouts and do a rapid assessment of the results (this is a good moment to give a short break to the participants), especially pointing out similarities and differences amongst the groups. Pay attention to gender related findings as well as responses of the vulnerable groups.

f. Share and validate the main findings with the participants and ask additional questions from the groups when necessary.

g. Consolidate results and fill in End product, Livelihood components at risk-Table (Table 5 in Building Resilience Part I, p. 18).

h. The facilitator can include in different capitals also identification of activities at risk. In this case, the activities which are considered to be at risk are added into End production.

ACTIVITY 2. Assessing livelihoods activities at risk (optional – can be included in the previous activity)

a. Continue the work in same groups and distribute the handouts 'Livelihood activities at risk' (Table 6) that have been prepared in advance with contextualised information based on the agricultural calendar. Leave empty rows for the handout that the groups may also add components or modify the formulation.

   Ask the notetaker of each group to mark the name of the group and their designated hazard (e.g., women, flood and production system) to the top left corner of the handout. Let each group discuss and validate the list of activities. The agricultural calendar (page 27-28) may be used first to validate the list of activities.

b. Invite the groups to assess by ticking the risk-level box (low, medium, high) in the handout for each livelihood component in relation of the hazard the group is "in charge of". This is to determine to what extent the hazard may affect or damage the livelihood activities.

c. Ask the participants of each group to discuss which of the activities that hold specific importance to them in terms of income and well-being. Invite the groups to mark those activities by ticking the box.

d. Let each group, present examples of their results to the other participants.

e. Collect the handouts and do a rapid assessment of the results (this is a good moment to give a short break to the participants), especially pointing out similarities and differences amongst the groups. Pay attention to gender related findings as well as responses of the vulnerable groups.

f. Share and validate the main findings with the participants and ask additional questions from the groups when necessary.

g. Consolidate results and fill in the End product I, Livelihood activities at risk-Table (Table 6 in Building Resilience Part I, p. 18).

H. END PRODUCT: Livelihood components at risk-Table

The **livelihoods capitals at risk**, and **extent of the risk**, and significance in terms of livelihoods are evaluated **per each hazard** using the **table below.**

HAZARD 1	Risk level low, medium, high			Specific importance for women (W), youth (Y) or vulnerable groups (V)		
Five capitals of livelihoods	**low**	**medium**	**high**	**W**	**Y**	**V**
1. Natural capitals - components of farming system or ecosystems						
Timber						
Manure						
Fields						
Crops						
Livestock						
…						
2. Physical capitals						
Buildings						
Bridges						
…						
3. Social capitals						
Farmer groups						
Cultural mutal aid systems						
…						
4. Human capitals						
Harvesting skills						
Accounting skills						
…						
5. Economic capitals						
Savings and credit groups						
Insurance schemes						
…						

I. END PRODUCT: Livelihood Activities at risk-Table (can be also integrated into the previous End Product)

HAZARD 1	Risk level low, medium, high			Specific importance for women (W), youth (Y) or vulnerable groups (V)		
Identifying livelihood activities at risk	**low**	**medium**	**high**	**W**	**Y**	**V**
Example						
Preparing the soil						
Pruning						
Fertilising						
Pest control						
Harvesting						
Transport						
Cleaning						
Roasting						
Packaging						
Marketing						
other…						

ACTIVITY 3. Prioritising livelihood components (capitals and activities) based on importance and risk level

a. Based on the results, draw up a list per hazard of (only!) high importance livelihood components at (only!) medium and high risk. Prepare a flipchart per hazard with the selected livelihood components. You may follow the order of the Table 5 or the selected livelihood components linked to one production system (e.g., rice cultivation components such as rice field, rice seeds, transplanting, rice storage).

   Fill out the end product, Summary Table, Important livelihood components at a significant risk in order to prioritise.

J. END PRODUCT: Summary Table for Focused Analysis

Important Resources and Livelihood Activities at Significant Risk	
HAZARD 1	**HAZARD 2**
Livelihoods capitals	**Livelihoods capitals**

Livelihoods activities	Livelihoods activities

ACTIVITY 4. Assessing agricultural calendar related activities at risk (optional – module 1)

The agricultural calendar is an alternative exercise when there is one main crop to consider (e.g., coffee, cacao) with a well define and periodic set of activities. However, this approach can be also applied for a mix of crops if production activities are easy to differentiate.

Please note that:

- → The calendar should be prepared in advance and then validated by farmers. Leave spaces to potentially add activities suggested by farmers and allow flexibility for the starting and ending periods for activities.
- → To facilitate the discussion, farmers can indicate when during the year the identified hazard occurs or is more likely to occurs.
- → If there are significant regional differences affecting the starting and ending periods for activities, then prepare more than one calendar to reflect these differences.
- → Farmers will indicate when the identified climate hazard occurs and discuss which activities are the most impacted by the hazard.
- → For the exercise the facilitators need at least one calendar per climate hazard identified.

In its simplest form, one crop will be evaluated against each of the most likely and important hazards identified during the BR-I workshop. In the following example, we aim at evaluating the impact of torrential rains in coffee production. The table below illustrates an example for coffee production.

Main crop: Coffee	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Flowering												
Crop development												
Crop maturing												
Cherries ripening												
Pruning								x	x			
Fertilising		x							x			
Weeding												
...												
Weather/Seasons												
Hazard occurence:												

Short wet season Dry season Long wet season

A more complicated version of the exercise will analyse several crops at the same time. Ideally these crops are managed on the same or nearby plots by farmers. Examples of such systems include agro-forestry plots where farmers use the same tree species and different crops below the trees (e.g., cashew+cassava/tapioca, cashew+ginger, cashew+legumes), or cases of crop rotations such as legume-cereal or maize-potato, or others.

In this case, it is important to keep the level of complexity under control. Keep the number of crops analysed together below three (3) and define generic management activities that apply to all crops.

The table below is an example of combinations with cashew. Note that instead of colours you can use letter or images to indicate activities.

Main crops	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Cashew - flowering				x	x	x	x	x	x			
Cashew - fruitnig							x	x	x	x	x	
Cashew - harvest	x	x									x	x
Cashew - pruning			x	x	x	x						
Cashew - fertilisation		x	x	x								
Cassava									LP			
Legumes				LP						LP		
Weather/Seasons												
Hazard occurence: **torrential rains**												

Land preparation	LP	Harvesting	HA
Planting	PL	Short wet season	SW
Fertilising	FE	Dry season	DR
Weeding	WE	Long wet season	LW

The results of the discussion can be summarised in the following table. For each hazard identified, farmers will discuss and agree on the level of risk for different activities and whether those activities are of high relevance or importance for women, youth or other vulnerable groups.

K. END PRODUCT: Agricultural calendar related activities at risk-table (optional – module 1)

HAZARD 1	Risk level low, medium, high			High importance for women (W), youth (Y) or vulnerable groups (V)		
Livelihoods activities	**low**	**medium**	**high**	**W**	**Y**	**V**
Example/Agricultural calendar on coffee						
Flowering		x		x	x	x
Crop development						
Cherries ripening						
Pruning						
Fertilising						
Weeding						
Mulching						
Pest control						
Harvesting						
…						

ACTIVITY 4. Assessing value chain related activities at risk (optional – module 2)

Looking at the value chain is another alternative for analysing the impacts of different hazards on livelihoods. A value chain analysis using the similar kind of tables (Table 5 or Table 6 in Building Resilience Part I, p. 18-19) can be used to assess the risk levels of additional activities along the value/supply chain. It is crucial to identify which parts of the value chain are directly influenced by farmers (e.g., organic input, production, cleaning, drying, transport, aggregation, packing) while excluding areas beyond farmers' or FOs' control.

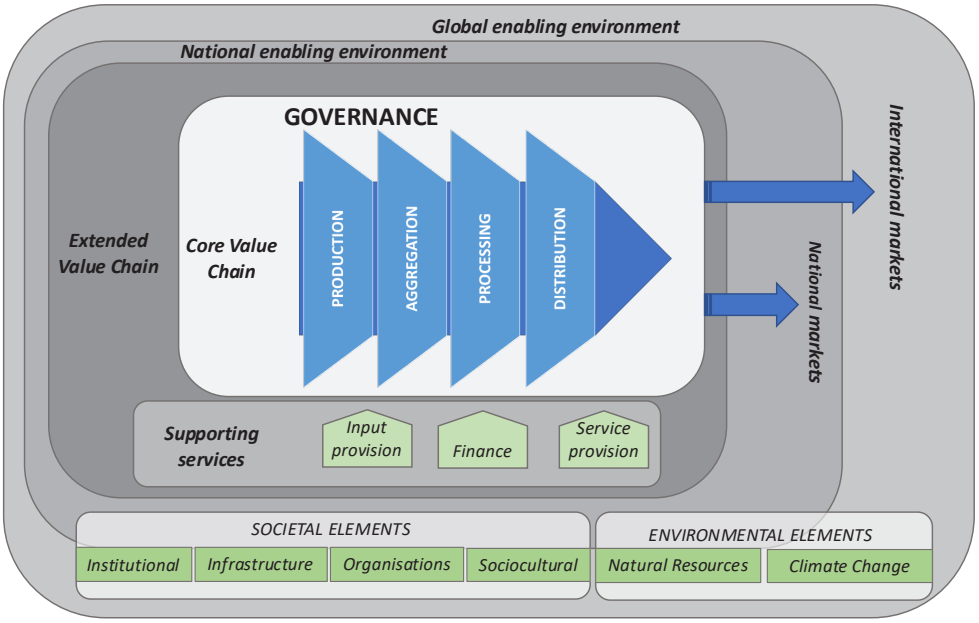
However, as value chains are complex and expand outside farms, there are certain conditions to fulfil before considering this approach:

- → The FO has significant influence along parts the value chain.
- → Farmers are aware of the functioning of the part value chain to be analysed. With some of them involved in other activities beyond the primary production, for example, production or provision of inputs, primary processing, intermediaries, transport, trade, etc.
- → Facilitators have sufficient understanding of the value chain, the role of farmers along the value chain, and enough time to prepare materials before the workshop.

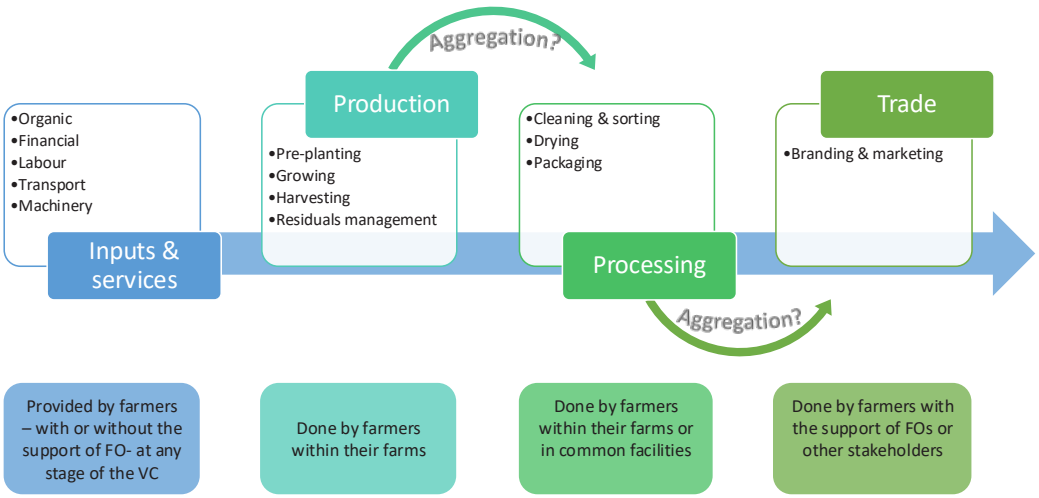
The first steps happen before the workshop and requires the (1) delineation of the parts of the value chain to analyse, (2) identify in which activities local farmers are involved, (3) ensure that there is enough representation of farmers involved in the value chain during the workshop.

Preparing for the analysis:

The following figure represents a generic value chain (https://www.fao.org/in-action/water-efficiency-nena/activities/tools-and-methods/vcandflw/en/). Most local FOs have limited to no influence on large value chains, however, any level of influence depends on the size of the FO, the type of product, and the final market.



Therefore, it is important to understand how much influence an FO has on a value chain and what roles farmers play along the chain. This will allow the facilitators to maintain the discussion at a level that is relevant to farmers[2]. The figure below shows a more relevant description of a value chain from the farmers' perspective.



2 As part of the Building Resilience -II tool, FOs can run a value chain risk analysis based on the FO's roles along the value chain.

Facilitators should draw a simplified value chain identifying farmers' roles outside primary production including the number of farmers involved at each step and key supportive services needed to maintain these roles. The simplified value chain should be presented to the farmers during the workshop, and they have to validate it before completing the analysis.

The next table (End product L.) is an example of how to guide the discussion after the roles of farmers along the VC has been validated. For each hazard identified, farmers will discuss and agree on the level of risk for different activities and whether those activities are of high relevance or importance for women, youth or other vulnerable groups.

L. END PRODUCT: Value chain related Activities at risk-Table (Optional – module 2)

HAZARD 1	Risk level low, medium, high			Specific importance for women (W), youth (Y) or vulnerable groups (V)		
Relevant value chain activities	**low**	**medium**	**high**	**W**	**Y**	**V**
Supporting services						
Organic inputs						
Seasonal labour						
Savings and loans groups						
Transport -different stages						
Technical visits						
…						
Production						
Soil preparation						
Planting						
Fertilising						
Pest control						
Maturing						
Harvesting						
…						
Processing						
Cleaning & sorting						
Drying/Roasting						
Mixing						
Packaging						
…						
Trade						
Branding & marketing						
Direct sales						
Auctions						
…						

Day 2: Designing Adaptation

Session 3.3. Impact chains

DURATION	OBJECTIVE	HR AND MATERIALS	METHODOLOGY
45 minutes -1 hour	To build impact chains for the 1-3 identified hazards, including elements of exposure, sensitivity, and direct impact, to go through AgriCord five steps to adaptation and to identify adaptation interventions.	Three facilitators, filled and empty flipcharts, and markers.	Small-group rounds (i.e. World Café).

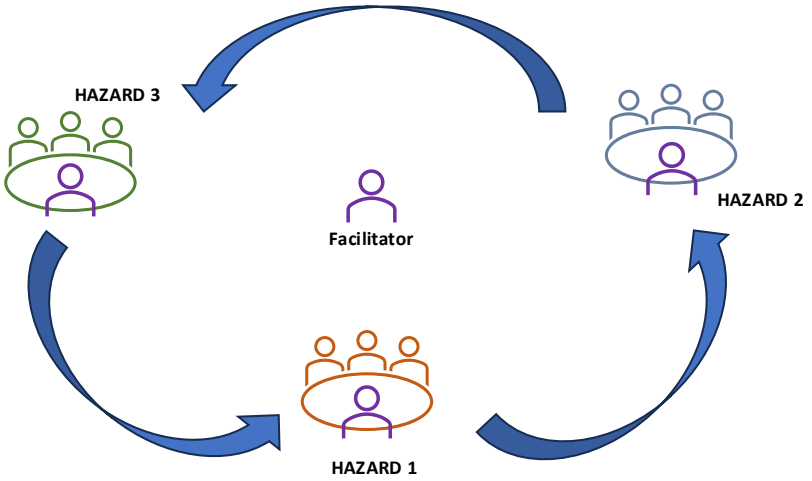
Please note! If you are short of time or you are feeling insecure with the impact chain, the facilitator can prepare a preliminary impact chain on beforehand (the evening before) based on the information gathered in the DAY 1. The facilitators can then complement and validate the information in a group discussion. It is also possible to conduct the exercise through simplified guided questions. However, the small-group rounds (World Cafe) are recommended as a primary methodology, as it foments participation and common learning.

ACTIVITY 1. Building impact chain(s)

a. Present the content of Summary Table prepared in the end of previous session (session 3.2.) on flipcharts. Remember to prepare a separate flipchart per each hazard and write the name of the hazard to the top of the flipchart. This means that if you have 3 hazards, you have 3 different flipchart lists of important livelihood components at significant risk. For clarity, you may prepare the flipcharts by grouping beforehand the livelihood components in meaningful entities, based on their connections (e.g., all rice cultivation related components such as rice field, rice seeds, transplanting, rice storage together). Stick these flipcharts to different walls, i.e. "working stations" (or to different tables).

b. Attach one empty flipchart on the left side of the pre-filled hazard/livelihood components- flipchart. Then, attach two empty flipcharts on the right side of the pre-filled livelihood components flipchart. Now the total number of flipcharts is 4 at each working station. Write a heading to the empty flipcharts: The heading on the left should be EXPOSURE, and the headings on the right SENSITIVITY and OTHER STRESSES & IMPACT

c. Divide your participants into groups according to the number of hazards (if we have three hazards = three groups). It is recommended to have a separate group for men and women, and possible vulnerable groups. Each working station has a permanent facilitator that will probe discussion and write down notes on the flipcharts. Each of the groups go to one of the stations to discuss for 10-15 minutes conversation. At the end of the 15 minutes the groups rotate and move to a different working station (different hazard) only facilitators remaining at their own working stations. The exercise setting is illustrated in the figure below.

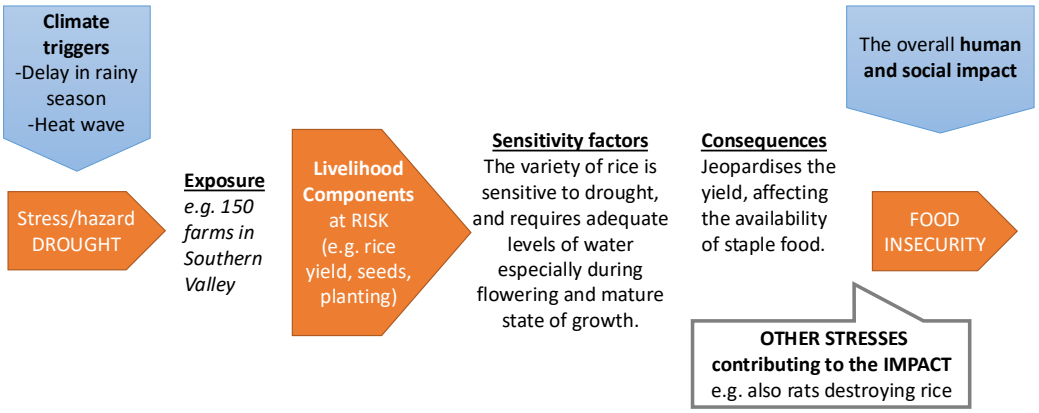


d. The facilitators at working stations encourage the group to discuss the EXPOSURE of listed livelihood components at risk and takes notes (writes to the flipchart the answers). *How many or how much of the listed resources, assets products are exposed to the hazard in question (e.g., 20 ha of rice field and 80 kg rice seeds)? In which location (e.g., in a certain village, valley etc.)? How many female or male farmers or farms could be directly affected by the hazard?* It is recommended to collect as much quantitative information (numerical estimates) as possible as well as location specific information from the groups.

e. After exposure, the facilitators move to probe factors making the livelihood components prone to damage and negative impacts. These SENSITIVITY FACTORS (weak qualities, unfavourable conditions) such as planting of non-resilient varieties of crops, eroded soils, bad building materials should be identified.

f. After sensitivity factors, the facilitator probes and writes down answers related to DIRECT CONSEQUENCES. What are the direct/immediate physical consequences of the hazard on the livelihood components (e.g., rice withering, water shortage, less seasonal employment etc)?

g. After this, the OTHER STRESSES should be identified. These refer to aggravating stresses (such as pest or conflicts) that are not directly related to climate change but are significant problems affecting same livelihood resources (e.g. damaging yields or infrastructure).



h. Lastly, the facilitator asks what are the overall HUMAN AND SOCIAL IMPACTS (e.g., food security, financial losses etc)?

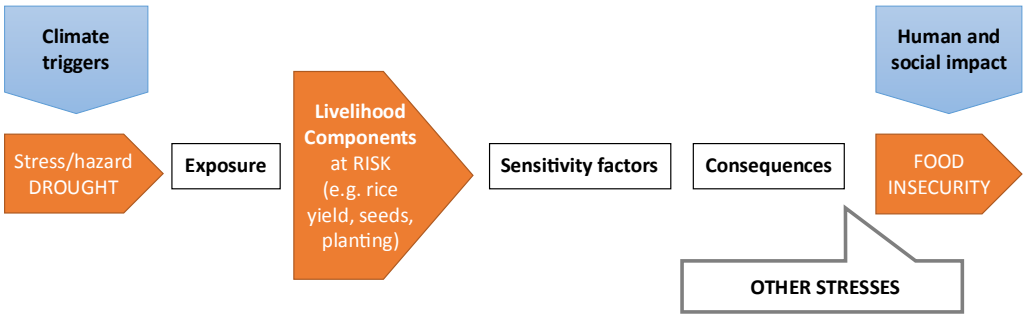
i. When all groups have visited each station, the facilitators summarise and present the main findings related to each hazard and livelihood components it affects, pointing out concrete examples of exposure, sensitivity, other stresses, and their impact.

Fill out End product M, Impact Chain-Table per each hazard (Figure 5 in the Building Resilience Toolkit Part I).

SIMPLIFIED IMPACT CHAIN USING GUIDED QUESTIONS (optional)

If the impact chain as a concept seems too difficult for farmers, the facilitator can alternatively conduct the exercise by listing elements of the impact chain through guided questions onto empty flipchart papers (also see figure below).

1. **What** is at risk? (livelihood components at risk: list specific resource such as crops/activities)
2. What is **exposed** and **where** is it exposed? (e.g. location: low-land area exposed to flood risk).
3. **Why** is it at risk? What are the factors making it **sensitive** to the hazard?
4. What are the **direct consequences** of the hazard on the specific resource such as crops/activity? List all you can think of and be specific.
5. What **other stresses** are contributing to the impact?
6. What is the overall **human and social impact**?



Fill out End product M, Impact Chain-Table per each hazard.

M. END PRODUCT: Impact Chain-Tables

HAZARD 1					
Resources/ Activities at risk	**Exposure**	**Sensitivity**	**Direct consequence**	**Other stresses**	**Human/ Social impact**
	Quantifying exposure: How big an area may be affected? What is the number of farmers/HH and vulnerable people likely to be affected? How many assets affected?	*Which qualities or conditions make farm activities especially susceptible to harm/ damage?*	*What is the damage/ consequence?*	*Are there other stresses that worsen the situation?*	*What is the overall impact on farmers' lives*
Rice fields	e.g. # of people/households/farms affected # of single-headed households	e.g. transplanting of paddy rice requires water, which is not available.	e.g. rice yield jeopardised	e.g. soil has eroded in recent years, and rats are eating the planted rice	e.g. food insecurity, income insecurity
…other					

Session 4.1. AgriCord 5 Steps to Adaptation

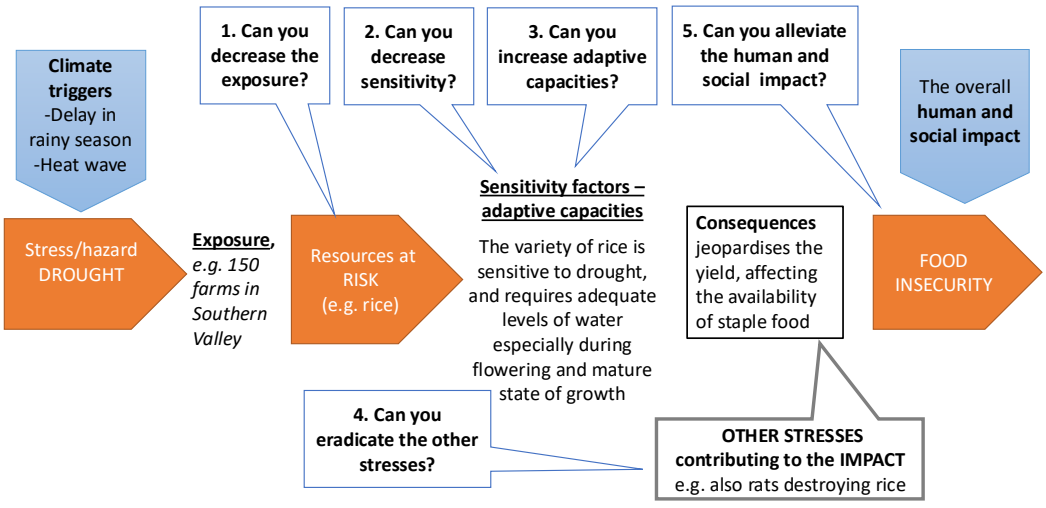
DURATION	OBJECTIVE	HR AND MATERIALS	METHODOLOGY
30 minutes	To gain understanding of current coping mechanisms To identify adaptation options through 5 steps: identifying interventions that will reduce hazards, exposure, sensitivity other (non-climate) stresses and the impact on humans and their wellbeing.	Three facilitators, flip-charts from the previous session (session 3.3.), empty flipcharts and markers.	Group discussion, presentation, small-group rounds (i.e. World Café).

ACTIVITY 1. Familiarising with AgriCord 5 Steps to Adaptation

a. To start this session, the facilitator probes a group discussion on the coping mechanisms the participants currently adopt when facing the most significant climate hazards. The coping mechanisms are often short-term and unplanned actions adopted for surviving at the time of crisis, for example bringing chickens indoors to the farmhouse when the yard is flooding.

b. The facilitator explains that besides the coping mechanisms, preparedness and long-term adaptation planning is needed to reduce climate risk. The facilitator presents one of the Impact Chains built in the Session 3.3. to the entire group of participants, highlighting elements of exposure, sensitivity, other stresses and potential human impact.

c. The facilitator explains the AgriCord 5 Steps to Adaptation in relation to the selected Impact Chain using the following questions (also see figure below)
   - → Can we decrease the exposure? If yes, how?
   - → Can we decrease sensitivity? If yes, how?
   - → Can we increase adaptive capacities? If yes, how?
   - → Can we eradicate the other stresses? If yes, how?
   - → Can we alleviate the human impact? If yes, how?

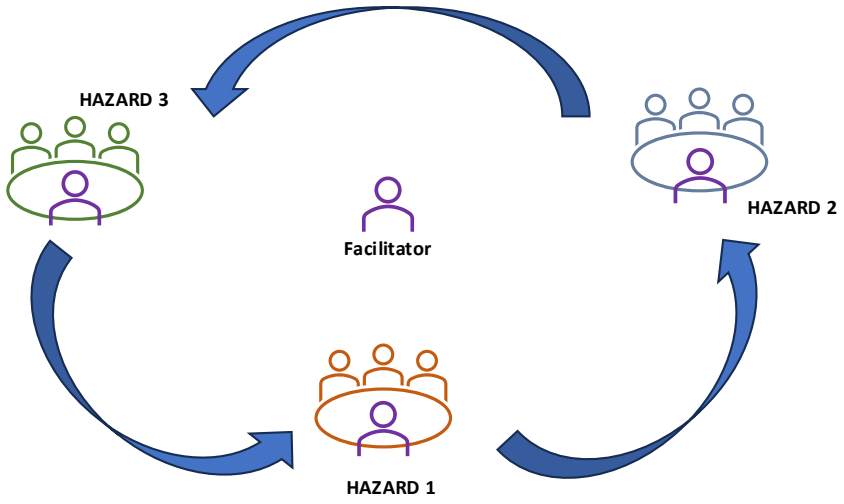


d. Facilitator gives one concrete adaptation example of each step linking to selected Impact Chain. Please see the Chapter 4 of Building Resilience Toolkit Part II for examples.

ACTIVITY 2. Identifying Adaptation Interventions

e. The facilitator now attaches one empty flipchart to the each of the Working Stations of session 3.3. (at each hazard) accompanying the other 4 flipcharts at these stations prepared during the session 3.3.

f. The facilitator divides the entire group in three groups again, one per impact chain. If you have three hazards, you will have three impact chains and thus three groups. As for the previous session, the facilitator and co-facilitators attend their assigned Working Stations. The facilitators probe group discussion about possible adaptation interventions using the guiding questions of AgriCord 5 Steps to Adaptation methodology and writes the answers to the flipchart.



ACTIVITY 3. Consolidating Adaptation Interventions

a. when all groups have identified interventions for all hazards, have the groups assign a presenter. When all groups have presented their work, the facilitator may then group, consolidate and summarize the findings in a plenary moment at the end of this session.

b. Fill out the end products, Adaptation Interventions -Tables per each hazard

N. END PRODUCT: Adaptation Interventions-Tables

DECREASING EXPOSURE INTERVENTION

HAZARD 1		
at risk	**exposure**	**intervention: how to decrease the exposure?**
Natural capitals - components of farming system or ecosystems		
Physical capitals		
Social capitals		
Human capitals		
Economic capitals		
Livelihoods activities		

DECREASING SENSITIVITY INTERVENTION TABLES

HAZARD 1		
at risk	**sensitivity**	**intervention: how to decrease the sensitivity?**
Natural capitals - components of farming system or ecosystems		
Physical capitals		
Social capitals		
Human capitals		
Economic capitals		
Livelihoods activities		

DECREASING OTHER PRESSURES- INTERVENTIONS

HAZARD 1	
other stresses	**intervention: how to decrease or mitigate the impact of other stresses and pressures?**
e.g. rats eating rice in the storage	

DECREASING HUMAN IMPACT-INTERVENTIONS

HAZARD 1	
The overall human impact	**intervention: how to decrease or mitigate the negative consequences and overall human impact caused by the hazard**

Session 4.2. Feasibility Analysis of Adaptation Options

DURATION	OBJECTIVE	HR AND MATERIALS	METHODOLOGY
30 minutes	To analyse the feasibility of the interventions identified in the previous session. Feasibility of interventions will be analysed by their: - Short/long-term benefits - Affordability (low-cost) - Easiness of adoption	Three facilitators, filled flipcharts (list of interventions of previous session), empty flipchart papers, markers.	Participatory ranking, group discussion

ACTIVITY 1. Presenting consolidated interventions per hazard (impact chain)

a. Divide the group in 3-5 smaller groups according to gender, cultural background and age. Provide each group with a summary of the consolidated interventions per hazard (End Products 11-15), either on a new flip chart sheet or by means of printed sheet.

ACTIVITY 2. Ranking the interventions according to their feasibility

a. Ask groups to assess the adaptation activities and their feasibility by marking X. The higher the number of Xs, the better the feasibility.
b. Ask the group to name the 2 most effective adaptation interventions/activities from the list. Mark them (for example, with an X). Then ask the group to name the 2 least effective interventions. Mark them.
c. Count all the rankings per feasibility category (effectiveness at the short term, time consumption, etc.) and the total number women and men giving them this ranking.
d. If you have time, you can prepare a compilation table counting all the scores using the numbers.

ACTIVITY 3. Presenting the scores and results

e. Present the feasibility rankings of the interventions per group (women, men, total) to all participants.
f. Fill in End product O. Feasibility Score Table (Table 8, Building Resilience Toolkit Part I, p. 27).

O. END PRODUCT: Feasibility scores and ranking of interventions-table

HAZARD 1	Short-term effectiveness		Long-term effectiveness		Affordability (low-cost)		Easiness of adoption (technically)		Time consumption		TOTAL SCORE		RANKING		Comments on pros and cons, with specific focus on vulnerable groups
Interventions	W	M	W	M	W	M	W	M	W	M	W	M	W	M	
e.g. fixing the irrigation channel															
household water collection															

Session 4.3. Adaptive Capacity

DURATION	OBJECTIVE	HR AND MATERIALS	METHODOLOGY
30 minutes	To assess the current and needed capacity to implement the most feasible and desired interventions: - To identify capacities needed for the chosen adaptation options - To identify which types of capacities are needed for the chosen adaptation options - To identify capacity gaps - To agree on how to strengthen the needed capacities - To identify actors needed for the implementation and their responsibilities	Facilitators, filled flip charts (most feasible interventions listed), flipchart papers, markers.	Group discussion; you can also decide to do this in Building Resilience Part II at the FO level.

ACTIVITY 1. Identification of the capacity needs to realise the most feasible interventions

a. Hang the list of most feasible interventions (End Product N. from previous page) on the walls of the workshop room or venue

b. Ask the participants to name the capacities and resources required for the intervention as well as the types of capacities (knowledge, institutions, technology, economy/financial resources) are needed to realise these interventions, one by one. Write them down on a fresh flip chart paper.

   Ask the participants to check whether the indicated capacities are: 1) Currently available, 2) Easily accessible, or 3) Difficult to access, considering also for women, youth, or vulnerable groups.

ACTIVITY 2. Identification of capacity gaps

c. Identify with the participants the actions required to build the capacities or improve access to them, for the farmers as a group, for women or youth specifically.

d. Specify the role of producers, FOs and partners for these actions.

e. Fill out End Products, Adaptive Capacity Gaps, Capacity Building Activities -Table (Tables 8 and 9 in Building Resilience Part I) and Roles and Responsibilities (Table 10 in Building Resilience Part I, p. 29). These can be also included in Building Resilience Part II workshop.

P. END PRODUCT: Adaptive Capacity gaps

HAZARD 1 interventions	Capacities and resource required	Type of capacity: Knowledge (K) Institutions (I) Technology (T) Economy / financial resources (E/F)	Currently available	Easily accessible	Difficult to access	Analysis of the capacity gaps with a specific focus on vulnerable groups
e.g. improvement and maintenance of the irrigation system	*a) basic understanding of a digital irrigation system, b) permission from local government for the reservoir improvement c) coordination for the maintenance*			*x*		*Around half of the communities have water management committees but not all. Women are not present in the existing committees.*

Q. END PRODUCT: Capacity Building Activities

Capacity building needs of farmers	Potential capacity building activities
e.g. know-how in maintenance of new irrigation system including the technological solution (digital water meter)	*e.g. Training farmers water management committee in maintenance and digital solutions*

R. END PRODUCT: Roles and Responsibilities (optional)

HAZARD 1 Interventions	Role of farmers	Responsible/contributing actors
e.g. establishment of additional water reservoirs	*Advocate through FO*	*Community, local government*
CAPACITY BUILDING activities		
e.g. Training a water management committee in maintenance and digital solutions	*Participation in the trainings and committee,*	*Community, local government, FO*

Session 5.1. Action Plan and Reporting

DURATION	OBJECTIVE	HR AND MATERIALS	METHODOLOGY
Wrap-up; facilitator sets duration.	To agree on the next steps in preparing FOs adaptation action plan To formulate a report on the Climate Risk Assessment and Adaptation Planning	Facilitator, flipchart	Group discussion

ACTIVITY 1. Agreeing on the next steps in preparation of FOs adaptation action plan

a. The facilitator summarises the main findings of the workshop and emphasises the importance of the information gathered in improving FOs support to its members.
b. The facilitator probes discussion amongst the members on the need for FO adaptation action plan. Specific questions can be directed to the FO leaders, staff and those members that are active in FO committees and other organs. How is the adaptation action taken further? Should the FO aim for an adaptation action plan? What should be the next steps in the process? Who will advance the process? When are the next steps taken?
c. Based on the discussion, write the next steps on the flipchart.
d. Fill in End product, Tentative Plan of Action

S. END PRODUCT: Tentative Plan of Action

Tentative plan of action	
→ *What are the next steps towards FOs' adaptation plan?* → *Who will be responsible for the next steps?* → *By when will the next steps be taken?*	

ACTIVITY 2. Reporting the findings

a. Once the workshop is finished, it is recommended that the facilitator saves all the input gathered through the workshop (filled out in the End Products) in the files of the FO and supporting AA. The complete list of End Products is presented in Annex 1. The results of the workshop can be used for a climate action plan, serve as a basis to integrate climate change action into an adaptation plan, or be used as a policy document to advocate for climate financing with donors.

b. As a facilitator, you are requested to share the results of the workshop with other FOs and the FO Climate Network and AgriCord. This information will be used to inspire and guide FOs on their work on climate. Secondly, this information is highly valuable for Regional FOs, Agri-Agencies and AgriCord to advocate for and gain access to climate funds at the international level. By providing farmers' views, vulnerabilities, and ambitions from the field, we can together strengthen the case for a structured and sustainable support from international climate funds, based on concrete plans and ideas formulated by farmers themselves.

You are kindly requested to send the workshop report to: info@ffd.fi. Please remember to include the information indicated in Table below in the beginning of report.

T. End Product: Basic information Table

FO			
Date of Workshop			
Facilitating organisation (FO, AA, other)			
Name facilitator(s)			
Language of workshop			
Name of the Farmers' Organization			
		Total FO	Participating in workshop
Number of members	Total		
	Women		
	Men		
	Youth (< 30)		
	Ethnic minorities		

Annex 1: List of End Products

A. Basic Information-Table

B. Context Matrix

C. Table of Climate Trends Past 20 Years – farmers' experience

D. Climate Related Hazards Past 20 Years

E. Table for Combining Climate Information (Optional)

F. Score Table for Ranking Hazards

G. Most significant hazards- Table

H. Livelihood components at risk-Table

I. Livelihood Activities at risk-Table

J. Summary Table for Focused Analysis

K. Agricultural calendar related Activities at risk-Table (Optional – Module 1)

L. Value chain related Activities at risk-Table (Optional – Module 2)

M. Impact Chain-Tables

N. Adaptation Interventions- Tables

O. Feasibility scores and ranking of interventions-Table

P. Adaptive Capacity gaps

Q. Capacity Building Activities

R. Roles and Responsibilities (Optional)

S. Tentative Plan of Action

T. Basic Information-Table (To the beginning of the report)

Notes

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