Training of Trainers (TOT) Manual on Climate Change Mitigation & Adaptation and Community-based Disaster Risk Reduction

SDL-Self-Directed Learning Training of Trainers (TOT) Manual

2025

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National Indigenous Women's Federation (NIWF)

National Indigenous Women's Federation (NIWF)

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Foreword

With the support of the International Indigenous Women's Forum (FIMI), the National Indigenous Women's Federation of Nepal (NIWF) has been implementing climate change-related projects for the past few years. Since last year, the project has been focused on empowering women from the Sherpa, Sunuwar, Rajbanshi, Meche, Raji, Tajpuriya, Yolmo, Kusunda, Baram communities, among others, through initiatives related to climate change mitigation and adaptation.

As part of this project, a Training of Trainers (ToT) has been conducted on climate change mitigation and adaptation, as well as community-based disaster risk reduction, to enhance the capacity of Indigenous women. Participants from each community took part in this training.
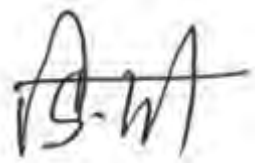
This training manual/resource book on climate change mitigation and adaptation and community-based disaster risk reduction is designed as a self-directed learning tool for those trained facilitators.

On behalf of the National Indigenous Women's Federation of Nepal, I would like to express my sincere gratitude to Ms. Nita Gurung and Mr. Dipak Raj Rai for their work in writing and editing this manual/ resource book.

We would also like to extend our heartfelt thanks to the International Indigenous Women's Forum (FIMI), for providing financial support to the National Indigenous Women's Federation through this project. Likewise, we are thankful to the project staff and the Indigenous women from the Sherpa, Sunuwar, Rajbanshi, Meche, Raji, Tajpuriya, Yolmo, Kusunda, Baram, Chepang, Chantyal, and Thakali communities who contributed to finalizing this resource book.

We firmly believe that this Training Manual/Resource Book will become a valuable asset for the National Indigenous Women's Federation of Nepal.

With warm regards,

Nimi Sherpa
Chairperson
National Indigenous Women's Federation (NIWF)
Buddhanagar, Kathmandu, Nepal

Acknowledgement

We are deeply grateful for the opportunity to undertake the responsibility of writing and editing the **Training Manual/Resource Book for Trainers on Climate Change Mitigation & Adaptation and Community-Based Disaster Risk Reduction** under "Empowering Indigenous Women as Agents of Climate Resilience" project supported by FIMI (International Indigenous Women's Forum), aimed at enhancing the capacity of indigenous women, and published by the National Indigenous Women's Federation (NIWF), Nepal.

On behalf of the authors, we extend our sincere thanks to the National Indigenous Women's Federation (NIWF), Nepal, and the International Indigenous Women's Forum (FIMI) for their invaluable support.

We also express our heartfelt gratitude to the indigenous women from the Sherpa, Sunuwar, Rajbanshi, Meche, Raji, Tajpuriya, Hyolmo, Kusunda, Baram, Chepang, Chhantyal, and Thakali communities, who generously shared their knowledge and experiences during the preparation of this resource book.

As this manual is based on the self-directed learning approach, we believe it will be a valuable resource for indigenous women as well as anyone interested and engaged in the fields of climate change mitigation & adaptation and community-based disaster risk reduction.

Authors

Nita Gurung

Dipak Raj Rai

Acronyms & Abbreviations

SDL	:	Self-Directed Learning
CCDRR	:	Climate Change & Disaster Risk Reduction
DRR	:	Disaster Risk Reduction
WDMC	:	Ward Disaster Management Committee
MDMC	:	Municipality Disaster Management Committee
LDMC	:	Local Disaster Management Committee
EWS	:	Early Warning System
MOHA	:	Ministry of Home Affair
CBDRM	:	Community-Based Disaster Risk Management
ADRC	:	Asian Disaster Reduction Center
UN OCHA ROAP	:	United Nations Office for the Coordination of Humanitarian Affairs Regional Office for Asia and the Pacific
TDRM	:	Total Disaster Risk Management
SCHR	:	Steering Committee for Humanitarian Response
CHS	:	Core Humanitarian Standards
DRRMP	:	Disaster Risk Reduction Management Plan
WDPRP	:	Ward-level Disaster Preparedness and Response Plan
CB-EWS	:	Community-Based Early Warning System

Glossary

Disaster: A situation where people are killed, missing, injured, pets die, and farmland is destroyed, causing people to be displaced and needing help from others.

Hazard: Any event that can cause a disaster, such as floods, landslides, fires, storms, and lightning, is a hazard. A hazardous event, element, human activity or situation that causes loss of life or property, potential for injury or other health-related effects, damage and disruption to livelihoods and services, social and economic disruption or even environmental degradation.

Risk: The potential for harm or loss to occur from a disaster event. The overall probability of any disaster event occurring and its negative consequences.

Settlements located on riverbanks are at high risk of flooding. Houses located on steep slopes or lower down are at high risk of landslides.

For example, a flood could wash away 10 houses in a community, 50 houses could be submerged. 10 bighas of land could be eroded. 500 people could be displaced, etc.

Weather change: Changes in the environment over a short period of time. Changes in the environment over an hour, day, month, and year. Seasonal changes are also an example of this. Wind blowing in one moment, rain falling in another moment, and sunshine in another moment.

Climate change: An unnatural change in the overall environment over a long period of time. A sudden change in the natural events that have occurred or been experienced in the past, resulting in a situation that affects people's lives.

Preparedness: Being able to effectively anticipate and respond to the impacts of potential imminent or current disaster events or disaster situations and the knowledge and capacity developed by government agencies, professional/business response and recovery organizations, communities, and individuals themselves who can benefit from it.

Mitigation: Preparations made to reduce the damage that may be caused by a disaster or to deal with it before it occurs. Such actions as preparedness, establishment of early warning systems, and development based on disaster risk impact assessments.

Risk assessment: A method of determining the nature of risk as well as its level or magnitude. This method analyzes potential hazards and identifies and evaluates various existing vulnerability situations. In this way, a combined assessment of disaster and vulnerability can provide a comprehensive assessment of the potential damage to people, communities, built structures and resources, assets, services, livelihoods, and the surrounding environment.

Emergency Services: A group of specialized agencies or organizations that are active and operated with the specific responsibility and objective of protecting people and property and providing services in emergency situations.

Land-use planning: The process or method of identifying and evaluating various options for land use.

Essential facilities: Primary level physical structures, technical facilities, and systems or arrangements that

are socially, economically, or operationally essential to keep a society or community functioning, both in normal and extreme emergency situations.

Response: The work of rescue, relief, and humanitarian service in the event of a disaster. The work of evacuating people or neighbors affected by a disaster, sheltering the homeless, and assisting them in their livelihoods.

Disaster Risk Management: A systematic process that utilizes administrative directives, organizational structures, and practical skills and capacities necessary for implementing strategies, policies, and capacity-building programs aimed at reducing the adverse impacts and likelihood of disasters.

Forecast: A definitive statement or estimate based on data that a natural disaster may or may not occur in the near future in a specific area.

Early Warning System: A system that provides information/early warning to individuals, communities, and organizations in risk areas to be prepared and take appropriate action in a timely manner to reduce potential harm, loss, and damage.

Adaptation: Adjustments to natural or human systems due to actual or expected climate change or its direct impacts. Such changes or adjustments help to reduce harm and take advantage of opportunities.

Emergency bag: A bag that can be easily carried during a disaster to help yourself, your family, and as many neighbors as possible in the event of a disaster.

Contents

Training of Trainers (TOT) Manual on Climate Change Mitigation & Adaptation and Community-based Disaster Risk Reduction (CCDRR TOT Manual)

Introduction of CCDRR TOT/Resource Manual

Background:

The National Indigenous Women's Federation (NIWF) is the sole umbrella organization of indigenous women's organizations in Nepal. It has been implementing the "Empowering Indigenous Women as Agents of Climate Resilience" project, supported by the International Indigenous Women's Forum (FIMI) Project. Under this project, a training of trainers' manual/resource book on climate change mitigation and adaptation and community-based disaster risk reduction has been developed to enhance the capacity of indigenous women.

Rationale of CCDRR TOT Manual

The main rationale for developing this resource manual is to enhance the knowledge, skills, and perceptions of indigenous women on climate change and community-based disasters to capacitate them to conduct its related training in their communities.

Objectives of TOT Manual/Resource Manual about Climate Change Mitigation and Adaptation and Community-Based Disaster Risk Reduction

The overall objective of this Climate Change Mitigation and Adaptation and Community-Based Disaster Risk Reduction Training of Trainers Manual/Resource Manual is as follows:

- At the end of this training, participants will have enhanced knowledge, skills, and understanding of climate change mitigation and adaptation and community-based disaster risk reduction and will be able to conduct its related training in their communities.

The specific objectives of this Climate Change Mitigation and Adaptation and Community-Based Disaster Risk Reduction Training of Trainers Manual/Resource Book are as follows:

- Conduct training of trainers (TOT) targeting indigenous women in climate change mitigation and adaptation and community-based disaster risk reduction.
- Develop indigenous women as local resource persons.
- Enhance the capacity and skills of indigenous women in climate change adaptation.
- Empower indigenous women on climate change and disaster risk reduction.
- Indigenous knowledge systems, practices and learning exchange of indigenous peoples

Target Group:

Indigenous Women

Structure of the Training Manual:

Five modules have been developed under this training manual. The five modules of this training manual are presented as follows.

Module 1: Opening and Introduction
Module 2: Climate Change Mitigation and Adaptation
Module 3: Community-Based Disaster Risk Reduction
Module 4: Training Facilitation Methods
Module 5: Closing

Major Contents of this Training Manual:

The major content of this training manual are as follows:

- Opening session
- Introduction
- Objective of the TOT and training manual
- Division of roles and Responsibility for Seven Days (Management, Rapporteur, Evaluation, Entertainment)
- Expectation Collection
- Group norms and Time Table
- Pre-Test
- Existing practices of Community about CC and DRR including the strengths, best practices, key learnings, challenges and arrears to be improved
- Concept of Indigenous rights and its related principles (National & International conventions and principles)
- Climate change policies (national and international)
- Types of resources
- Concept of Weather and climate
- Climate change and its effects
- Climate change mitigation and adaptation in the context of indigenous community
- Community-focused Climate Risk Assessment
- Disaster and Risk
- Disaster Risk Reduction
- Disaster Risk Management and Assessment
- Tools for Community-Based Disaster Risk Reduction
- Code of Conduct for Disaster Response
- Role of Indigenous women in the context of Community-Based Disaster Risk Reduction
- Concept of Participatory Methods
- Micro-Teaching- Individual Presentation, Practice Session- community wise micro teaching and feedback session (15 Min Preparation, 45 Min-Micro Teaching by using Roleplay/Game or any relevant method, 15 min feedback for each)
- Action Plan Development and Presentation
- Post-Evaluation
- Review and Closing

Module 1: Opening and Introduction
- Opening session
- Introduction
- Objective of the TOT and training manual
- Division of roles and Responsibility for Seven Days (Management, Rapporteur, Evaluation, Entertainment)
- Expectation Collection
- Group norms and Time Table
- Pre-Test

Module 2: Climate Change Mitigation and Adaptation
- Existing practices of Community about CC and DRR including the strengths, best practices, key learnings, challenges and areas to be improved
- Concept of Indigenous rights and its related principles (National & International conventions and principles)
- Climate change policies (national and international)
- Types of resources
- Concept of Weather and climate
- Climate change and its effects
- Climate change mitigation and adaptation in the context of indigenous community
- Community-focused Climate Risk Assessment

Module 3: Community-Based Disaster Risk Reduction
- Disaster and risk
- Disaster Risk Reduction
- Disaster Risk Management and Assessment
- Tools for Community-Based Disaster Risk Reduction
- Code of Conduct for Disaster Response
- Role of Indigenous women in the context of Community-Based Disaster Risk Reduction

Module 4: Training Facilitation Methods
- Concept of Participatory Methods
- Micro-Teaching- Individual Presentation, Practice Session- community wise micro teaching and feedback session (15 Min Preparation, 45 Min-Micro Teaching by using Roleplay/Game or any relevant method, 15 min feedback for each)

Module 5: Closing
- Action Plan Development and Presentation
- Post-Evaluation
- Review and closing

Time/Total Duration, Modules, Topics and Sub-Topics of this training

Time/Total Duration	Module	Topic	Sub Topics
3 Hours	1	**Module 1. Opening and Introduction**	• Opening session- Opening through Indigenous Tradition • Introduction (Individual) • Objective of the TOT and training manual • Division of roles and Responsibility for Seven Days (Management, Rapporteur, Evaluation, Entertainment) • Expectation Collection • Group norms and Time Table • Pre-Test
12 Hours	2	**Module 2: Climate Change Mitigation and Adaptation**	• Existing practices of Community about CC and DRR including the strengths, best practices, key learnings, challenges and areas to be improved • Concept of Indigenous rights and its related principles (National & International conventions and principles) • Climate change policies (national and international) • Types of resources • Concept of Weather and climate • Climate change and its effects • Climate change mitigation and adaptation in the context of indigenous community • Community-focused Climate Risk Assessment
12 Hours	3	**Module 3: Community-Based Disaster Risk Reduction**	• Disaster and Risk • Disaster Risk Reduction • Disaster Risk Management and Assessment • Tools for Community-Based Disaster Risk Reduction • Code of Conduct for Disaster Response • Role of Indigenous women in the context of Community-Based Disaster Risk Reduction
12 Hours	4	**Module 4: Training Facilitation Methods**	• Concept of Participatory Methods • Micro-Teaching- Individual Presentation, Practice Session- community wise micro teaching and feedback session (15 Min Preparation, 45 Min-Micro Teaching by using Roleplay/Game or any relevant method, 15 min feedback for each)
3 Hours	5	**Module 5: Closing**	• Action Plan Development and Presentation • Post-Evaluation • Review and closing
30 Hours			

Seven-day TOT - Day-Wise Duration, Modules, Topics and Sub-Topics

Day	Time/Total Duration	Module	Topic	Sub Topics
First Day	3 Hours	1	**Module 1. Opening and Introduction**	● Opening session- Opening through Indigenous Tradition ● Introduction (Individual) ● Objective of the TOT and training manual ● Division of roles and Responsibility for Seven Days (Management, Rapporteur, Evaluation, Entertainment) ● Expectation Collection ● Group norms and Time Table ● Pre-Test
First Day	1 Hour	2	**Module 2: Climate Change Mitigation and Adaptation**	● Existing practices of Community about CC and DRR including the strengths, best practices, key learnings, challenges and areas to be improved
Second Day	6 Hours	2	**Module 2: Climate Change Mitigation and Adaptation**	● Concept of Indigenous rights and its related principles (National & International conventions and principles) ● Climate change policies (national and international) ● Types of resources ● Concept of Weather and climate ● Climate change and its effects
Third Day	6 Hours	2	**Module 2: Climate Change Mitigation and Adaptation**	● Climate change mitigation and adaptation in the context of indigenous community ● Community-focused Climate Risk Assessment
Fourth Day	6 Hours	3	**Module 3: Community-Based Disaster Risk Reduction**	● Disaster and risk ● Disaster Risk Reduction ● Disaster Risk Management and Assessment
Fifth Day	6 Hours	3	**Module 3: Community-Based Disaster Risk Reduction**	● Tools for Community-Based Disaster Risk Reduction ● Code of Conduct for Disaster Response ● Role of Indigenous women in the context of Community-Based Disaster Risk Reduction

Fifth Day	2 Hours	4	**Module 4: Training Facilitation Methods**	• Concept of Participatory Methods
Sixth Day	**6 Hours**	4	**Module 4: Training Facilitation Methods**	• Micro-Teaching- Individual Presentation, Practice Session- community wise micro teaching and feedback session (15 Min Preparation, 45 Min-Micro Teaching by using Roleplay/Game or any relevant method, 15 min feedback for each)
Seventh Day	**4 Hours**	4	**Module 4: Training Facilitation Methods**	• Micro-Teaching- Individual Presentation, Practice Session- community wise micro teaching and feedback session (15 Min Preparation, 45 Min-Micro Teaching by using Roleplay/Game or any relevant method, 15 min feedback for each)
Seventh Day	**3 Hours**	5	**Module 5: Closing**	• Action Plan Development and Presentation • Post-Evaluation • Review and closing
	30 Hours			

Module 1: Opening and Introduction

This module consists of seven sessions:

Session 1: **Opening session**

Session 2: **Introduction**

Session 3: **Objective of the TOT and training manual**

Session 4: **Division of roles and Responsibility for Seven Days (Management, Rapporteur, Evaluation, Entertainment)**

Session 5: **Expectation Collection**

Session 6: **Group norms and Time Table**

Session 7: **Pre-Test**

The first session will be inaugurated according to the traditions of an indigenous community. In the second session, participants will be introduced to each other along with registration. In the third session, the purpose of the trainer training and related manual will be clarified. The fourth session will gather hope, while the fifth session will focus on building group consensus and determining the schedule. In the sixth session, responsibilities will be assigned by selecting a manager, reporter, evaluator, and entertainer for each day. Pre-assessment is done in the seventh session.

The session plan, main topics and themes, methods, objectives, picture cards, text materials and reference materials for this module are as follows.

Session Plan

Session Plan	
Module	Opening and Introduction
Main Topic	Opening and Introduction
Sub-Topics	- Opening session - Introduction - Objective of the TOT and training manual - Division of roles and Responsibility for Seven Days (Management, Rapporteur, Evaluation, Entertainment) - Expectation Collection - Group norms and Time Table - Pre-Test
Objective of Session	By the end of session, The training will be inaugurated according to one of the indigenous traditions. At the end of this session, participants will have introduced themselves in a participatory manner and become intimately acquainted with each other.

Time/Duration	Topic	Method/Process	Required Materials	Responsibility	Remarks
30 minutes	• Opening session	Demonstration and Role Play	Plants, fruits, tika materials, water, and ankhora (ceremonial grains) according to the indigenous community.	Facilitator	
1 hour	Introduction	**Method 1:** Name, organization, position, address, interests, experience (presented through drawings) **OR** **Method 2:** Name, organization, position, address, interests, experience (shared/ presented orally)	A4 paper, meta cards, markers, colors, pencils, sign pens, masking tape.	Facilitator	All participants
15 minutes	Objective of the TOT and training manual	Mini-lecture method, presentation.	A4 paper, meta cards, markers, colors, pencils, sign pens, masking tape, PPT.	Facilitator	
15 minutes	Expectation Collection	Participatory discussion	Meta cards, markers, newsprint paper, masking tape.	Facilitator	
15 minutes	Group Norms	Participatory discussion	Meta cards, markers, newsprint paper, masking tape.	Facilitator	
15 minutes	• Group norms and Time Table	Participatory discussion	Meta cards, markers, newsprint paper, masking tape.	Facilitator	

Time/Duration	Topic	Method/Process	Required Materials	Responsibility	Remarks
15 minutes	Division of roles and Responsibility for Seven Days (Management, Rapporteur, Evaluation, Entertainment)	Participatory discussion	Meta cards, markers, newsprint paper, masking tape.	Facilitator	
1 hour	Pre-Test	**Method 1:** Distribute questionnaires **Method 2:** Ask orally and record responses (according to the pre-assessment questionnaire)	Pre-assessment questionnaires	Facilitator	
15 minutes	Review and closing of this session	Participatory discussion, games	Ball of wool, or paper ball	Facilitator	

Session One: Inauguration – Inauguration according to an Indigenous tradition

Session Objective: The training will be inaugurated according to an indigenous tradition.

Time: 30 minutes

Method: Demonstration and role play

Required Materials: According to the indigenous community — plants, fruits, tika materials, water, ankhora (ceremonial grains)

Picture Cards: Can be placed as needed.

Activity 1. Inauguration according to Indigenous traditions

Process:

- Request a certain community to conduct the inauguration according to an indigenous tradition, and request in advance to prepare the necessary materials required for this process.
- Ask them to proceed with nature worship and inauguration according to their tradition within 5 minutes

Conclusion: Exchange of knowledge and experiences regarding indigenous tradition's nature worship.

Session Two: Introduction (Individual Introduction)

Session Objective: The training will be inaugurated according to an indigenous tradition.

Time: 1 hour

Method: Drawing and presentation — name, organization, position, address, interests, experience (to be presented through drawings)

Required Materials: A4 paper, meta cards, markers, colors, pencils, sign pens, masking tape

Picture Cards: Can be placed as needed.
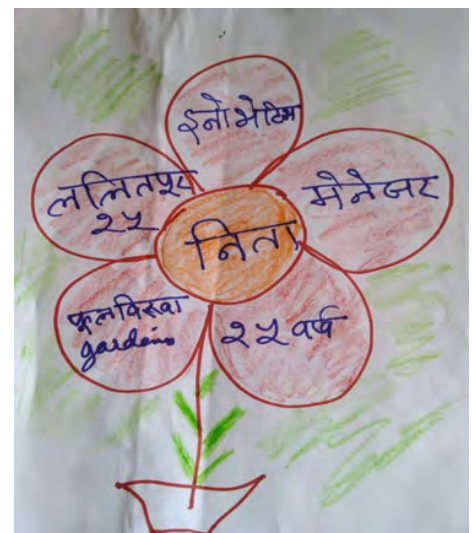
Activity 1: Let's Introduce Ourselves

Process:
- Provide each participant with A4 paper, a pencil, colored pens, and markers.
- Show the sample introduction prepared by the facilitator, following the picture card above.
- Ask each participant to write on the A4 paper their name, indigenous community, district, organization, interests, and experiences related to climate change and disaster risk reduction.
- Have all participants take turns presenting their introductions.

Conclusion:

How to conduct a personal introduction ? You may ask following to share:
1. Name
2. Indigenous group
3. District
4. Organisation
5. Interest
6. Experience related to climate change and disaster risk reduction

Session Three: Purpose of the Training of Trainers Training and Resource Manual

Session Objective: To clarify the purpose of the Training of Trainers (TOT) and the related manual.

Time: 15 minutes

Method: Short lecture method, presentation

Required Materials: A4 paper, metacards, markers, colors, pencils, sign pens, masking tape, PPT

Process:
- Present the objectives written in the PPT.

Reading Materials:

Training of Trainers on Climate Change and Disaster Risk Reduction
(Seven-Day Residential Training for Indigenous Women)

Overall Objective:

By the end of this training, participants will have enhanced knowledge, skills, and understanding of climate change mitigation and adaptation, as well as community-based disaster risk reduction, and will be capable of conducting related training in their own communities.

Specific Objectives:
- To conduct a Training of Trainers (TOT) on climate change mitigation and adaptation, and community-based disaster risk reduction, targeting indigenous women.
- To develop indigenous women as local resource persons.

- To enhance the capacity and skills of indigenous women regarding climate change adaptation.
- To empower indigenous women on issues related to climate change and disaster risk reduction.

Session Four: Expectation Collection

Session Objective: By the end of this session, participants will note down their hopes and expectations.

Time: 15 minutes

Method: Participatory method

Required Materials: Metacards, markers, masking tape

Picture Cards: Can be used as needed

Activity 1: Collect participants' hopes and expectations

Process:
Using a participatory method, have participants share and write down their hopes and expectations, then post them on the wall or on newsprint paper.

Conclusion:

Session Five: Group Norms and Timetable

Duration: 15 Minute

Group Norms: Collect group norms through participatory discussion, then read aloud the group norms listed below and display them on the wall.

Group Norms
- Speak in turns
- Raise your hand before speaking
- Maintain confidentiality
- Participate actively
- Follow the schedule
- Keep the discussion focused on the topic
- Listen actively
- Show respect among participants

Group Norms and Time Table

● Speak in turns ● Raise your hand before speaking ● Maintain confidentiality ● Active Participation ● Follow the schedule ● Keep the discussion focused on the topic ● Active Listening ● Respect Each other ● Keep Mobile in Silent Mode	● 8:00-9:00 AM - Breakfast ● 9:00 AM onward: Session Starts ● 11:00-11:15: Tea Break ● 12:30-1:30: Lunch Break ● 3:00-3:15: Tea Break ● 5:00PM: Session Ends

Session Six: Division of Roles and Responsibilities

Duration: 15 Minute

Division of Responsibilities:

To conduct the training sessions effectively, participants can be assigned responsibilities for management, reviewing the learnings from the previous session, evaluation, and facilitating fun activities.

Division of Roles & Responsibility

Roles & Responsibilities Division- Rapporteur/Management/ Evaluation/Entertainment for Day 1, 2, 3, 4, 5, 6 &7				
Day	**Management**	**Rapporteur**	**Evaluation**	**Entertainment**
First	Juna	Hima, Bindu	Sudha, Mona	Nimi, Furba
Second	Sanam, Kamala	Agni Maya, Gintu	Tshering	Urmila
Third	Rina	Urmila	Hima, Bindu	Sudha, Mona
Fourth	Tshering	Sudha, Mona	Basmati	Shobha
Fifth	Numa	Kalpana	Thakchhi	Hima, Bindu
Sixth	Juna	Hima, Bindu	Sudha, Mona	Nimi, Furba
Seventh	Sanam, Kamala	Agni Maya, Gintu	Tshering	Urmila

Session Seven: Pre-Test

Time: 1 hour

Pre-Assessment: See Schedule 1

Reflection of Session:
In each session, have two participants share what they learned today, or use the "Hot Potato" game, or the ball-of-yarn method, in which participants take turns sharing one thing they learned today.

Picture Card:

(Photo Credit: Transformation Facilitator Training Manual: Introduction)

(Image credit: Jhamarko Program, Facilitator's Guide, UNICEF)

Reading Materials of this session:

Opening According to Indigenous Tradition
According to the indigenous community: plants, fruits, *tika* materials, water, and *ankhora* (sprouted grains).

Introduction:
Method 1: Name, organization, position, address, interests, experience (to be presented through pictures).

Or Method 2: Name, organization, position, address, interests, experience (to be shared/presented orally).

Collecting Hopes:
Record hopes and expectations through participatory discussion.

Group Norms:
Through participatory discussion, record the group norms, then read aloud and display the group norms mentioned below.

Group Norms

- Speak in turns
- Raise your hand before speaking
- Maintain confidentiality
- Participate actively
- Follow the schedule
- Keep the discussion focused on the topic
- Listen actively
- Show respect among participants

Division of Responsibilities:

To conduct the parental education program sessions effectively, participants can be assigned responsibilities for management, reviewing the learnings from the previous session, evaluation, and facilitating fun activities.

Division of Roles & Responsibility				
Roles & Responsibilities Division-Rapporteur/Management/ Evaluation/Entertainment for Day 1, 2, 3, 4, 5, 6 &7				
Day	**Management**	**Rapporteur**	**Evaluation**	**Entertainment**
First	Juna	Hima, Bindu	Sudha, Mona	Nimi, Furba
Second	Sanam, Kamala	Agni Maya, Gintu	Tshering	Urmila
Third	Rina	Urmila	Hima, Bindu	Sudha, Mona
Fourth	Tshering	Sudha, Mona	Basmati	Shobha
Fifth	Numa	Kalpana	Thakchhi	Hima, Bindu
Sixth	Juna	Hima, Bindu	Sudha, Mona	Nimi, Furba
Seventh	Sanam, Kamala	Agni Maya, Gintu	Tshering	Urmila

Pre-Assessment:

See Schedule 1.

Session Review:

In each session, have two participants share what they learned today, or use the "Hot Potato" game, or the ball-of-yarn method, in which participants take turns sharing one thing they learned today.

PPT for This Session:

Reference Materials for This Session:

- *Transformational Facilitator Training Manual: Introduction*
- *Jumarko Program, Facilitator's Guide, UNICEF*

Module 2: Climate Change Mitigation and Adaptation

The main objectives of this module are

- to share information on climate change mitigation and adaptation for women from indigenous communities.
- Clarify legal provisions related to climate change mitigation and adaptation. Discuss how agriculture can be adapted to climate change (e.g., the concept of community seed banks).
- To exchange knowledge and experiences of women from indigenous and nationalist communities on climate change and its adaptation and resilience.
- To discuss the impacts and challenges on daily life, practices, livelihoods and lifestyles due to climate change.

Main Topics of this module are:

- Existing practices of Community about CC and DRR including the strengths, best practices, key learnings, challenges and areas to be improved
- Concept of Indigenous rights and its related principles (National & International conventions and principles)
- Climate change policies (national and international)
- Types of resources
- Concept of Weather and climate
- Climate change and its effects
- Climate change mitigation and adaptation in the context of indigenous community
- Community-focused Climate Risk Assessment

Session Plan

Module: Climate Change Mitigation and Adaptation

Main Topic: Climate Change Mitigation and Adaptation

Sub-Topics:

- Sharing experiences of each community's existing practices in CC (Climate Change) and DRR (Disaster Risk Reduction) — strengths, good practices, key learnings, challenges, and areas needing improvement
- Information on the concept of indigenous rights and underlying principles (national and international conventions and principles)
- Climate change policies (national and international)
- Climate change and its impacts
- Climate change adaptation and mitigation in the context of indigenous communities
- Community-level focused climate risk assessment

Session Objective:

By the end of this session, participants will be able to:

- Share experiences of each community's existing practices in CC and DRR — strengths, good practices, key learnings, challenges, and areas needing improvement

- Explain the concept of indigenous rights and underlying principles (national and international conventions and principles)

- Discuss climate change policies (national and international)

- Explain climate change and its impacts

- Describe climate change adaptation and mitigation in the context of indigenous communities

- Conduct a community-level focused climate risk assessment

Session Plan

Time	Content	Method / Process	Required Materials	Responsibility	Remarks
15 min	Review of previous session	Participatory discussion and presentation	Meta cards, markers, newsprint paper, masking tape	Facilitator	
1 Hr 30 min	Sharing experiences of each community's existing practices in CC & DRR — strengths, good practices, key learnings, challenges, and areas needing improvement			Facilitator	
30 min	Concept of indigenous rights and underlying principles (national, international conventions and principles)	Participatory discussion, Q&A, brainstorming	Meta cards, markers, newsprint paper, masking tape	Facilitator	
30 min	Climate change policies (national & international)	Participatory discussion, Q&A, brainstorming	Meta cards, markers, newsprint paper, masking tape	Facilitator	
30 min	Types of resources	Participatory discussion, Q&A, brainstorming	Meta cards, markers, newsprint paper, masking tape	Facilitator	
30 min	Information on disasters, risks, and risk management	Participatory discussion, Q&A, brainstorming	Meta cards, markers, newsprint paper, masking tape	Facilitator	
30 min	Information on weather and climate	Picture discussion	Weather and climate posters, masking tape	Facilitator	
1 hour	Climate change and its impacts	Dialogue	Dialogue between a grandfather and a grandson	Facilitator	
1 hour	Climate change adaptation and mitigation in the context of indigenous communities	Participatory discussion, Q&A, brainstorming	Meta cards, markers, newsprint paper, masking tape	Facilitator	
50 min	Community-level focused climate risk assessment	Participatory discussion, Q&A, brainstorming	Meta cards, markers, newsprint paper, masking tape	Facilitator	
10 min	Review and closing	Participatory discussion, Q&A, brainstorming	Meta cards, markers, newsprint paper, masking tape	Facilitator	

Session One: Sharing experiences of each community's existing practices in CC and DRR (strengths, good practices, key lessons learned, challenges and areas for improvement)

Objective of Session:
By the end of this session, participants will share experiences of existing practices in each community regarding Climate Change (CC) and Disaster Risk Reduction (DRR) — including strengths, good practices, key learnings, challenges, and areas needing improvement.

Time: 1 Hr and 30 minutes

Method: Participatory discussion and presentation

Required Materials: Metacards, markers, newsprint paper, masking tape, facilitator's guidebook

Picture Cards: Can be used as needed

Activity 1. Sharing experiences of each community's existing practices on Climate Change (CC) and Disaster Risk Reduction (DRR)

Process:
- Divide participants into groups.
- Have them discuss the existing practices in each community regarding Climate Change (CC) and Disaster Risk Reduction (DRR).
- Ask them to note down the points that come up in the discussion and present them.
- Then, the facilitator will provide the conclusion.

Conclusion:

Presentation of the summary, including the points presented by the community.

Session Two: Information on the concept of indigenous rights and underlying principles (national, international conventions and principles)

Session Objective:
By the end of this session, participants will be able to explain the concept of Indigenous rights and the underlying principles (national and international conventions and principles).

Duration: 30 minutes

Methods: Participatory discussion, question-and-answer, brainstorming

Required Materials: Metacards, markers, newsprint paper, masking tape, question-and-answer sheets, facilitator's guidebook

Picture Cards: Can be used as needed.

Activity 1. Discussion on the concept of indigenous rights and underlying principles (national, international conventions and principles)

Process:
- Advance the discussion on the concept of Indigenous rights and the underlying principles (national and international conventions and principles) using the question-and-answer method.
- At the end, the facilitator should summarize the discussion, present the key points, or display the bullet points written on the newsprint.

Conclusion:

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) 2007 affirms that Indigenous Peoples are equal to all other people. It recognizes that all peoples contribute to the diversity and richness of civilizations and cultures, which are the common heritage of humankind. It further affirms that Indigenous individuals have the right to life, physical and mental integrity, liberty, and personal security.

Indigenous Peoples, like all other peoples, have the collective right to live in freedom, peace, and security as distinct peoples and shall not be subjected to any act of genocide or the forced removal of their children to another group.

Indigenous Peoples have the right to improve their economic and social conditions without discrimination in areas such as education, employment, vocational training and retraining, housing, sanitation, health, and social protection. To ensure ongoing improvement of their economic and social conditions, States shall take effective measures and, where appropriate, adopt special measures. Particular attention shall be paid to the rights and needs of Indigenous elders, women, youth, children, and persons with disabilities.

While implementing this declaration, special consideration will be given to the rights and needs of Indigenous elders, women, youth, children, and persons with disabilities. In order to ensure that Indigenous women and children enjoy full protection, States, in cooperation with Indigenous Peoples, shall take necessary measures and guarantee freedom from all forms of violence and discrimination.

Reading Materials

United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

This declaration affirms that Indigenous Peoples are equal to all other people. It recognizes that all peoples contribute to the diversity and richness of civilizations and cultures, which form the common heritage of humanity. It affirms that Indigenous Peoples must be free from any kind of discrimination in the enjoyment of their rights. It acknowledges the urgent need to respect and promote the rights of Indigenous Peoples to their political, economic, and social structures, as well as to their culture, spiritual traditions, history, and philosophy—especially their rights to lands, territories, and resources. It believes that recognition of the rights of Indigenous Peoples will enhance harmonious and cooperative relations between States and Indigenous Peoples, based on the principles of justice, democracy, respect for human rights, non-discrimination, and good faith.

Article 7:

1. Indigenous individuals have the right to live, physical and mental integrity, liberty, and personal security.

2. Indigenous Peoples have the collective right to live freely, peacefully, and securely as distinct peoples, just like other peoples, and must not be subjected to any form of violence, including genocide or the forced removal of their children to another community

Article 21:

1. Indigenous Peoples have the right to non-discriminatory improvement in their economic and social conditions in areas such as education, employment, vocational training and retraining, housing, sanitation, health, and social security.

2. States shall take effective measures, including special measures where appropriate, to ensure the continuous improvement of these conditions, with special attention to the rights and needs of Indigenous elders, women, youth, children, and persons with disabilities.

Article 22:

1. In implementing this declaration, special attention shall be given to the rights and special needs of Indigenous elders, women, youth, children, and persons with disabilities.

2. States, in cooperation with Indigenous Peoples, shall take measures to ensure that Indigenous women and children enjoy full protection, and shall guarantee freedom from all forms of violence and discrimination.

International Labour Organization Convention No. 169

• The fundamental principles of consultation and participation are key components of this convention.

• Additionally, this convention covers various issues such as employment and vocational training, education, health, social security; customary laws and traditional institutions; language; religious beliefs; and cross-border cooperation.

Convention on the Rights of Persons with Disabilities, 2006

Women with DisabilitiesState Parties recognize that women and girls with disabilities experience multiple forms of discrimination and shall take measures to ensure they fully and equally enjoy all human rights and fundamental freedoms.

Article 16: Freedom from Exploitation, Violence, and Abuse

1. State Parties shall take all appropriate legislative, administrative, social, educational, and other measures to protect persons with disabilities, both within and outside the home, from all forms of exploitation, violence, and abuse, including gender-based aspects.

2. State Parties shall ensure the prevention, identification, and reporting of incidents of exploitation, violence, and abuse, including providing appropriate gender- and age-sensitive support for persons with disabilities, their families, and caregivers. Protection services shall be sensitive to age, gender, and disability.

3. To prevent all forms of exploitation, violence, and abuse, State Parties shall ensure that all facilities and programs designed to serve persons with disabilities are effectively monitored by independent bodies.

4. State Parties shall take all necessary measures, including the provision of protection services, to promote physical, mental, and psychological recovery, rehabilitation, and social reintegration of persons with disabilities who are victims of exploitation, violence, or abuse. Such recovery and reintegration shall occur in an environment that fosters health, well-being, dignity, self-respect, autonomy, and considers gender- and age-appropriate needs.

5. State Parties shall develop effective laws and policies, including women- and child-centered legislation and policies, to ensure the identification, investigation, and prosecution of cases of exploitation, violence, and abuse against persons with disabilities.

Session Three: Legal Provisions Related to Climate Change Mitigation and Adaptation

Session Objective:
By the end of this session, participants will have a clear understanding of the legal provisions related to climate change mitigation and adaptation.

Duration: 30 minutes

Methods: Participatory discussion, question-and-answer, brainstorming

Required Materials: Metacards, markers, newsprint paper, masking tape, Q&A sheets, facilitator's guidebook

Picture Cards: Can be used as needed.

Activity 1. Discussion on the concept of indigenous rights and underlying principles (national, international conventions and principles)

Process:
- Advance the discussion on legal provisions related to climate change mitigation and adaptation using the question-and-answer method.
- At the end, the facilitator should summarize the discussion, present the key points, or display the bullet points written on the newsprint.

Conclusion:

Nepal's climate change-related national policies have been developed based on the United Nations Framework Convention on Climate Change (UNFCCC). The Government of Nepal has formulated various national policies for climate change mitigation and adaptation, such as:

- National Climate Change Policy, 2019 (2076 B.S.)
- Guidelines for Developing Plans for Climate Change Management in the Forestry and Environment Sector, 2020 (2077 B.S.)
- NAPA (National Adaptation Programme of Action), LAPA (Local Adaptation Plan of Action)
- CAPA (Community Adaptation Plan of Action), PAPA (Participatory Adaptation Plan of Action) [2010–2020], and National Adaptation Plan (NAP), 2021–2050.

Reading Materials:

Climate Change Policies (National and International)

- United Nations Framework Convention on Climate Change (UNFCCC)
- Sustainable Development Goals (SDGs)
- National Climate Change Policy, 2019 (2076 B.S.)
- Guidelines for Developing Plans for Climate Change Management in the Forestry and Environment Sector, 2020 (2077 B.S.)
- NAPA (National Adaptation Programme of Action), LAPA (Local Adaptation Plan of Action), CAPA (Community Adaptation Plan of Action), PAPA (Participatory Adaptation Plan of Action) [2010–2020]
- National Adaptation Plan (NAP), 2021–2050

National Adaptation Plan (NAP), 2021-2050:

Nepal initiated its National Adaptation Plan (NAP) process in September 2015. The goals of the NAP include:

- Improving water availability and agricultural productivity
- Restoring rare, endangered, and threatened species
- Restoring habitats and strengthening ecological connectivity
- Promoting the multipurpose use of protected areas
- Controlling climate-induced emergencies and disasters

Session Four: Concept about the Resources

Session Objective: By the end of this session, participants will be able to clearly understand the types of resources.

Time: 30 minutes

Method: Participatory discussion, question–answer, brainstorming

Required Materials: Metacards, markers, newsprint paper, masking tape, facilitator's guidebook

Picture Cards/Visuals: Can be used as needed.
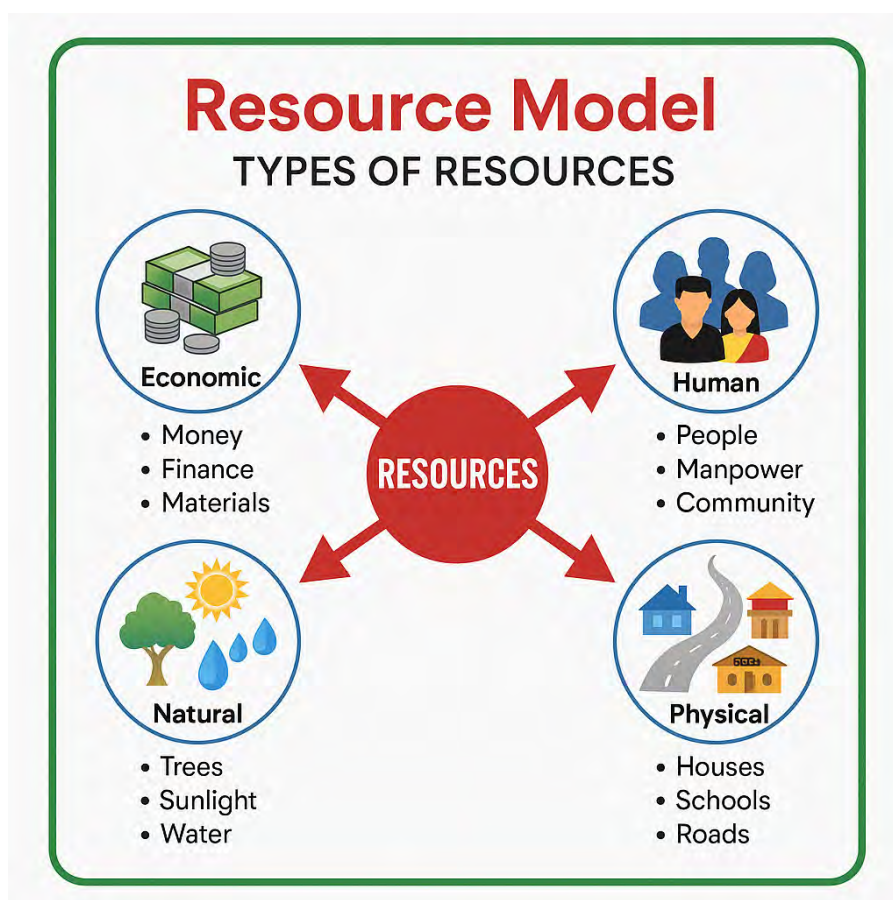
Activity 1. Let's learn about resources.

Process:

Step 1:

Ask the participants the following questions and facilitate a discussion:

- Who are we?
- Where do we live?
- What do we eat?
- What do we wear?
- How is our life going?
- Besides us, what else is there in our home? For example: livestock, crops, other natural resources
- What are the sources of our livelihood?
- Where do we get the things and resources we need?
- How are we managing the resources we need?

Step 2:

Facilitate a brainstorming session with the participants on the following questions:

(Please provide the specific questions for Step 2 if you want them translated too.)

Brainstorming

Water
- What is our relationship with water?
- Why do we need water?
- What percentage of our body is made up of water?
- What is the relationship between water and women?
- Why do women need more water compared to men?
- Who is more affected when the water source dries up?

Land, Soil, Plants, and Natural Resources
- What is our relationship with land, soil, plants, and natural resources?
- Why do we need them?
- Can our life continue without land, soil, plants, and natural resources?
- What happens to us if there is no land, soil, plants, and natural resources? Who is affected the most?

    The facilitator should conclude the session by providing information about the types of resources shown on the picture cards, along with the discussion of these questions.

Conclusion:

To sustainably manage the resources we need, our behavior must also be sustainable, and we must ensure the sustainable conservation of those resources.

Session Five: Disasters, Hazard and Risk Management

Session Objective: By the end of this session, participants will be able to explain disasters, risks, and risk management.

Duration: 30 minutes

Methods: Participatory discussion, question and answer, brainstorming

Required Materials: Metacards, markers, newsprint paper, masking tape

Picture Cards: Can be used as needed.

Activity 1. Group discussion on disasters, risks and risk management

Process:
- Divide the participants into three groups.
- Assign Group 1 to discuss **Disasters**, Group 2 to discuss **Hazards**, and Group 3 to discuss **Risk Management**.
- Have each group discuss their topic and present their findings.
- At the end, the facilitator will provide additional information and conclude the session.

Conclusion:

A disaster is a situation where there is loss of life and property due to a hazard event. Examples of hazards that can cause disasters include floods, landslides, fires, storms, and lightning.

A risk is the possibility or likelihood of damage or loss occurring from a hazard event.

Disaster risk management is a systematic process that involves the use of administrative guidelines, organizational structures, practical skills, and capacities to implement strategies, policies, and programs aimed at reducing the adverse impacts of hazards and the likelihood of disasters, while enhancing resilience and coping capacity.

Reading Materials for this session:

What do we understand ?

- What do we mean by disaster ?
- What do we mean by hazard ?
- What do we mean by disaster risk management ?

Disaster:

A disaster is a situation where there is loss of life and property caused by a hazard event. It occurs when people die, go missing, get injured, livestock perish, and farmland is destroyed, forcing people to be displaced and depend on external assistance.

Hazard:

A hazard is any event that can cause a disaster, such as floods, landslides, fires, storms, and lightning. It refers to dangerous phenomena, elements, human activities, or conditions that may cause loss of life and property, injuries, health impacts, damage to livelihoods and services, social and economic disruption, or environmental degradation.

Risk:

Risk is the likelihood or probability of damage or loss occurring due to a hazard event. It represents the overall situation of the possibility of a hazard event and its negative consequences. For example, settlements near rivers are at high risk of flooding. Houses on steep slopes or at lower points may be at risk of landslides.

Example: A flood may wash away 10 houses, submerge 50 houses, erode 10 bigaha (units) of land, and displace 500 people.

Disaster Risk Management:

Disaster risk management is a systematic process that involves the use of administrative directives, organizational structures, practical skills, and capacities to implement strategies, policies, and programs aimed at reducing the adverse impacts of hazards and the likelihood of disasters, while enhancing coping capacities.

Session Six: Concept about Weather and Climate

Session Objective: By the end of this session, participants will have a clear understanding of weather and climate.

Duration: 30 minutes

Method: Picture discussion

Required Materials: Posters related to weather and climate, masking tape

Picture Cards: [Can be used as needed]

चित्र न. १
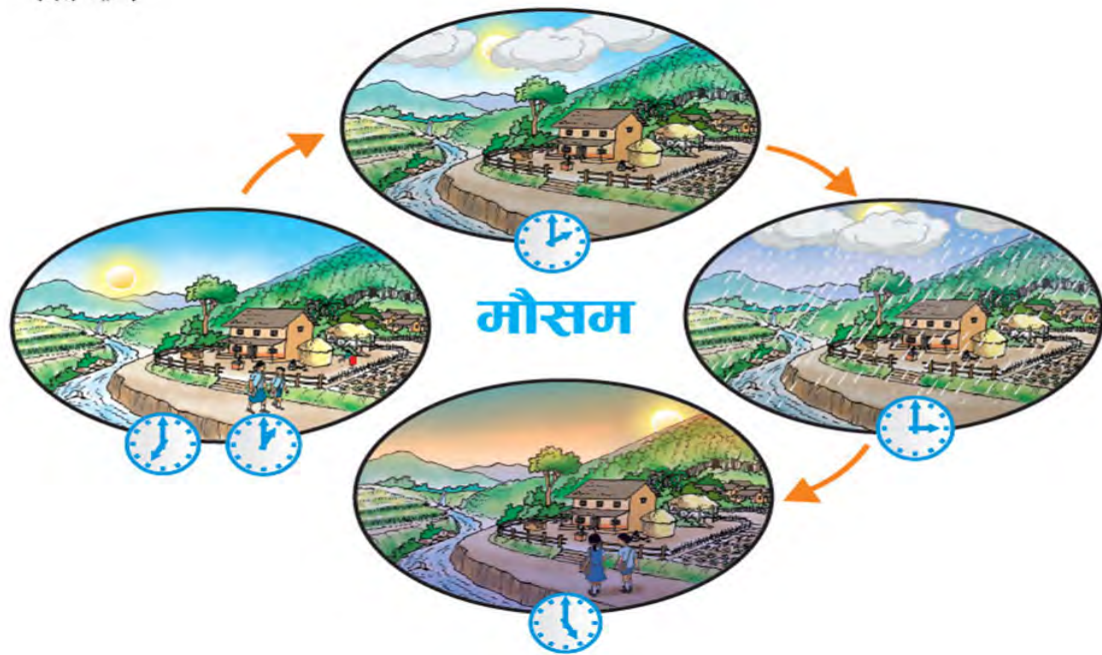
चित्र न. २

(Image source: Transformation Module 10 – Natural Resources, Management of Disaster Risks from Natural Hazards, and Climate Change Adaptation)

चित्र छलफल

Activity 1. Discussion of pictures of weather and climate

Process:

- Divide the participants into two groups.
- Give one group pictures of **weather** and the other group pictures of **climate** to discuss for 5 minutes.
- Then, ask each group to present their discussion.
- Afterward, the facilitator will present a summary using their slides or newsprint notes.
- Finally, the facilitator will read aloud the definitions of weather and climate provided below.

Weather:

Weather refers to the atmospheric conditions that change frequently over short periods of time. The elements of weather include temperature, rainfall, air pressure and its direction, humidity, and so on. These elements change moment by moment. This is what we call weather changes. For example, a rainy day, a sunny day, etc. Therefore, the daily variations in temperature, rainfall, air pressure, humidity, and other conditions in the Earth's atmosphere are called weather. In our daily life, we often say things like, "Today's weather is so nice!", "The sun is shining so brightly!", "There are dark clouds in the sky; maybe it will rain." Such events that we experience or observe daily are defined as weather.

Climate:

Climate, or atmospheric conditions over a long period, refers to the average weather patterns observed over extended time intervals. Generally, the climate remains stable depending on the location and season. The long-term atmospheric conditions of any place are called its climate. For example, the exact day when the rainy season starts, how much rain falls, and when it ends may vary from year to year. However, by calculating the average over 20–30 years or more, the pattern and amount of rainfall represent the climate of that area.

Review/Reflection Activity:

1. Ask participants to share one thing they understood clearly about **weather** and **climate**.

2. Ask if there is anything they found confusing or need more explanation about.

3. Facilitate a brief group discussion to clarify any doubts.

4. Optionally, ask a few quick questions like:

    ○ What is the main difference between weather and climate?

    ○ Can the weather change within a day?

    ○ Over how many years do we calculate climate averages?

5. Summarize the key points again to reinforce learning.

Conclusion:

Weather refers to the atmospheric conditions that change frequently and rapidly. Elements of weather include temperature, rainfall, air pressure and its direction, humidity, and so on. These elements change moment by moment. We call this change in weather.

Climate or atmospheric conditions over a long period refers to the average weather patterns observed over extended time intervals. Generally, the climate remains stable depending on the location and season. The long-term atmospheric condition of any place is called its climate. For example, the day when the rainy season starts, how much rain falls, and the day it ends may vary from year to year. However, if we calculate the average over 20–30 years or more, the pattern and amount of rainfall represent the climate of that place.

Reading Materials for this session:

<table>
<tr><td colspan="1" align="center">

Weather

- Weather is the changing state of the atmosphere. The elements of weather include temperature, precipitation, wind pressure and direction, humidity, etc.
- Therefore, the conditions of temperature, precipitation, air pressure humidity, etc, that change every day in the Earth's atmosphere are called weather. It changes every day, week, and month.
- Weather Change: These elements keep changing moment by moment. We call this weather change. For example: rainy days, sunny days, etc.
- Changes in the environment over a short period of time. Changes in the environment over an hour, day, month, and year. Seasonal changes are also an example of weather change. Wind blowing in one moment, rain falling in another moment, and sunshine shining in another moment.

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Climate

- Climate refers to the average weather conditions over a long period of time. Climate is generally stable according to location and season.
- Climate change: Climate change is unnatural change in the overall environment over a long period of time. Climate change is the sudden change in natural events that have occured or experienced in the past that has an impact on people's lives.
- Climate change occurs naturally over a 30 year period. In short, climate change is extreme heat and extreme weather.

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Aspect	Weather	Climate (Jalvayu / Havapani)
Timeframe	Short-term atmospheric condition	Long-term average atmospheric condition (30+ years)
Variability	Changes moment by moment daily	Relatively stable, changes with seasons
Area covered	Usually affects a small/local area	Usually affects a larger region or area

Session Seven: Climate Change and Its Impacts

Session Objective: By the end of this session, participants will be able to explain how climate change occurs, its causes, and its impacts.

Time: 1 hour

Method: Dialogue

Required Materials
- Dialogue between grandfather and grandson
- Picture cards (to be used as needed)

Activity 1: Dialogue on Climate Change

Process:

- Select three volunteer participants.
- Assign them roles: Grandfather, Grandmother, and Grandson, using a participatory method.
- Have the three participants act out the dialogue by reading it.
- Only the acting participants will read the script aloud.
- After the role play, distribute a copy of the dialogue to all and ask them to read and act according to their roles.

Dialogue

Grandson: Look, Grandpa! It seems like it will rain today. But why is it raining in Kartik and Mangsir (Oct–Dec) when it's supposed to rain in Asar and Saun (June–Aug)?

Grandfather: Listen, son! Nothing really happens according to the seasons like before. You're right to notice the unusual timing. But nowadays, I hear even crops are ripening earlier than before!

Grandson: That's true! I once heard rhododendrons bloom in mid-winter. What other changes have you noticed between the past and now?

Grandfather: There are no cold waves in the Terai like in our time. I hear the cold waves have lessened. Even in the high hills, mosquitoes are starting to cause trouble because it's getting warmer! *(Grandmother enters while Grandfather and Grandson are talking.)*

Grandmother: What are you two chatting about this early in the morning?

Grandson: Oh, nothing much, Grandma. I just asked Grandpa what changes he's noticed between the past and now. You should tell me too—what changes have you seen in your time?

Grandmother: What should I say, son! The nearby spring dried up years ago. It's been months since water has stopped coming from the tap. I have to spend two hours a day fetching water from the stream. The rivers and streams are not as big as they used to be. In winter, they dry up to the size of a haystring. Men don't care about these things, but we women suffer the most.

Grandfather: Hey now, everyone suffers when water sources dry up—men or women! Instead of complaining, we should focus on storing rainwater and using it wisely. Let's reduce our water use. Let's protect trees around the water sources and manage them properly. These are ways to adapt so we don't suffer from water shortages.

Grandson: But Grandpa, what is causing all these problems?

Grandfather: Well son, I don't know the exact cause, but based on what I've read in newspapers, heard on the radio and TV, and from friends, they say it's due to climate change.

Grandmother: Since the child is showing interest, you should explain what climate change is!

Grandfather: How can I explain it? It's a bit complex. But from what knowledgeable people say, the weather patterns on this Earth are changing. Some years bring heavy rain, floods, and landslides, while others bring droughts and heat so intense that it feels like even mountaintops might get heatstroke. These long-term shifts in weather patterns affecting people's lives are called climate change.

Grandson: And what causes climate change, Grandpa?

Grandfather: There are many causes, but one major reason is population growth. More people means more deforestation. When forests are cleared, water sources dry up. This reduces irrigation and affects all life. Similarly, increasing transportation, industrialization, and unplanned urbanization also cause climate change.

Grandson: What are some adaptation measures for climate change, Grandma?

Grandfather (laughing): Look at you acting like Grandma knows all about it!

Grandmother: Hey! I know just as much as you do! Listen, child: adapting to climate change means protecting forests. If one tree is cut, we must plant 3 or 4 more. Also, we should use less energy, avoid switching on unnecessary lights… that's all I know. If you want more, ask your Grandpa!

Grandfather: Alright, that's enough for today. Don't forget to share what you learned with your friends.

Grandson: Oh, Grandpa! How can I forget such an important topic? I'll tell my friends right away!

After the dialogue, ask participants to return to their seats and facilitate a discussion based on the following questions:

Discussion Questions
1. What other causes and impacts of climate change can you think of, apart from those mentioned in the dialogue?
2. What are some additional climate change adaptation measures beyond those discussed in the dialogue?
3. Who can contribute and how in adapting to the causes of climate change?

After the discussion, the facilitator will summarize key points about climate change, its causes, effects, and adaptation strategies so that all participants can hear clearly. Finally, conduct a brief review to assess understanding, and close the session.

Conclusion:

Climate change is a global process. Adapting to climate change is a shared responsibility for all. We must all identify the causes of climate change and implement adaptation measures in our own behaviors. However, individual efforts alone are not enough. To adapt to the impacts of climate change, local solutions can be explored.

Adaptation refers to the process of reducing the adverse impacts of climate change and adjusting to the changing climate to create a condition where people can live comfortably. Considering the evolving environmental challenges, adaptation to climate change involves mobilizing resources and means in a way that is different from natural adaptation—making the community more aware and capable.

Additionally, there is a need to raise awareness within families and communities about the importance of local adaptation strategies to address the impacts of climate change, including gender-related issues that arise due to climate change.

Review & Reflection:

Ask the participants to take turns sharing what they learned from today's session by playing the Hot Potato game or using a ball of yarn or a paper ball.

Reference for this session:
- **Transformation Module 10: Natural Disasters and Climate Change**

Reading Materials for this session

How Does Climate Change Happen?

- Our daily activities—such as industrial work, factories, agriculture, transportation, deforestation, and wildfires—release various gases into the atmosphere. These gases include carbon dioxide, methane, nitrous oxide, and chlorofluorocarbons. These are known as **greenhouse gases**.

- In the upper layers of the Earth's atmosphere, these greenhouse gases form a layer. This layer allows sunlight to enter the atmosphere but partially traps the heat from escaping back into space. As a result, the Earth remains warm. This process is known as the **greenhouse effect**.

- This process is essential for life because without greenhouse gases, the average temperature of the Earth would be around -18°C, which would be an unfavorable condition for living beings. However, in recent times, the amount of these greenhouse gases in the atmosphere has been increasing due to various human activities. As a result, the Earth's average temperature is rising. This is known as **global warming**.

- Global warming has led to the severe issue of **climate change**. While some greenhouse gases are released naturally, they are not harmful in significant amounts. It is the excessive human-induced emissions that are causing the problem.

हरितगृह प्रभाव (Greenhouse Effect)

सूर्य

CH₄   N₂O   HFCs   Green house layers   CO₂   NF3   PFCs   HF₆

सूर्यका किरणहरू पृथ्वीमा आउँदै

सूर्यका किरणहरू पृथ्वीबाट फर्कदै

सूर्यका किरणहरू पृथ्वीको सतहतिर नै फर्कदै

CO₂

GHGs From human Activities
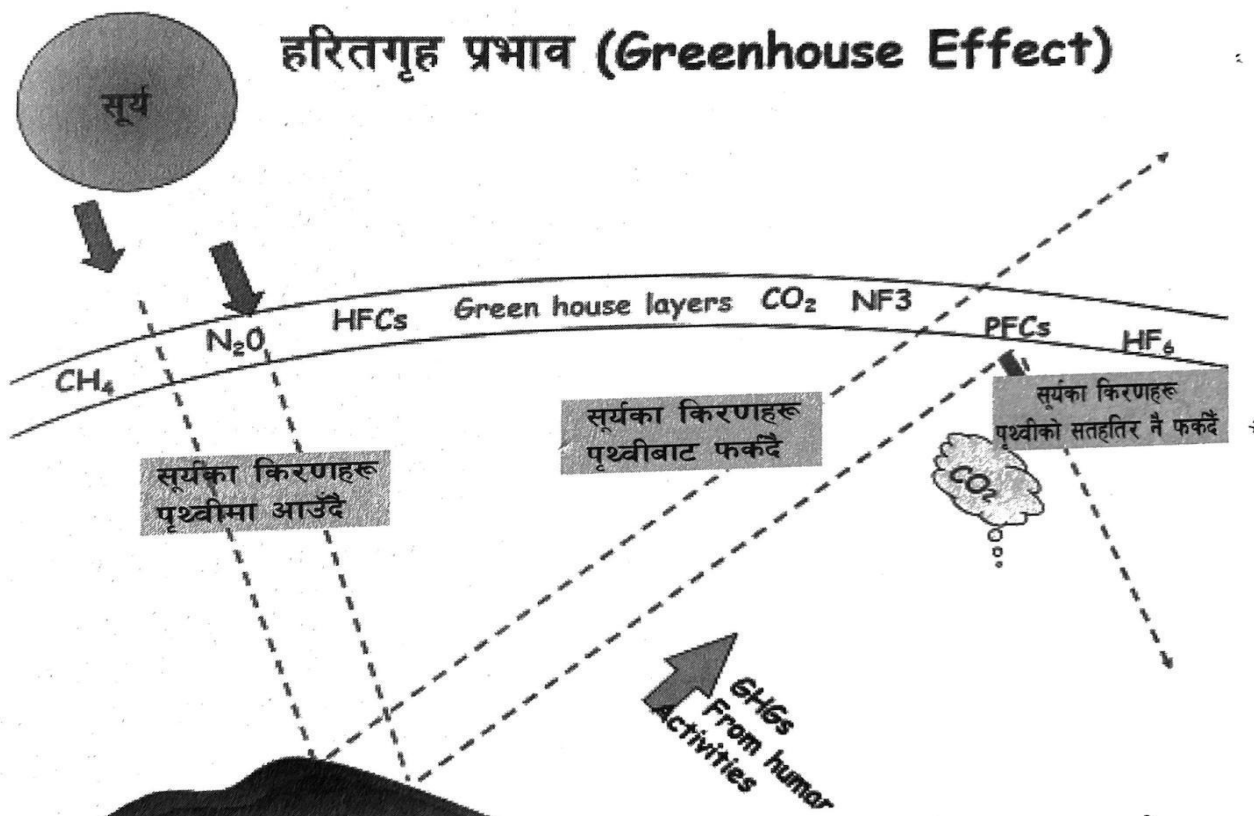
Green House Effect

Causes of Climate Change

Among the various causes of climate change, some of the main ones are listed below:

- Increasing population
- Deforestation
- Wildfires
- Growing transportation
- Increasing industrialization
- Unplanned urbanization
- Volcanic eruptions, etc.

Indicators of Climate Change

Among natural systems, changes in temperature, rainfall, rising sea levels, and an increase in disaster-related events are considered key **indicators of climate change**. Overall, due to climate change, the number of cold days and nights is decreasing, while extremely hot days are increasing. Heatwaves during summer are becoming more frequent, and similarly, cold waves are also intensifying during winter. In the context of Nepal, the following signs of climate change have started to appear:

1. Days and nights are becoming warmer than they were a few decades ago.
2. The number of cold days and nights is decreasing.
3. The number of days with rainfall of 100 mm or more is increasing.
4. The timing and duration of rainfall are changing, and the number of rainy days is decreasing.
5. Snow is melting from glaciers and mountainous areas. Glaciers are shrinking by about 30 to 60 meters annually and thinning by around 12 meters.
6. New glacial lakes are forming, and the size and water volume of existing glacial lakes are increasing.
7. Changes are occurring in the rainfall cycle.
8. Prolonged droughts are becoming more frequent.
9. Heavy rainfall events are increasing.

Possible Impacts of Climate Change

Climate change has resulted in numerous impacts. Some of the major ones are listed below:

(a) Due to climate change, our mountains are melting at a rapid rate. This may lead to flooding in rivers and streams, followed by a shortage of water in the future.

(b) The formation of glacial lakes due to melting glaciers has been increasing in recent times. As these lakes expand, they pose a threat of destruction to the lives and properties of people living in downstream areas.

(c) Rivers and streams are drying up, rainfall is becoming irregular, and new types of diseases are emerging—leading to a continuous decline in agricultural productivity. Natural disasters such as floods, landslides, and droughts are also increasing, causing significant loss of life and property.

(d) Rising temperatures and cold winds, along with an increase in mosquito-borne diseases and waterborne illnesses like diarrhea, cholera, and typhoid, are negatively affecting public health.

(e) Coastal settlements in countries like the Maldives and Bangladesh are under threat due to rising sea levels. This may even wipe out centuries-old civilizations in those areas. Such impacts can severely affect not just human life, but the lives of other species as well.

(f) As temperatures continue to rise, the environment becomes unsuitable for many animals and plants. This could seriously affect overall biodiversity.

Impacts of Climate Change in Nepal

In the context of Nepal, it is projected that the impacts of climate change will occur more rapidly and intensely. According to a recent study, Nepal ranks as the **fourth most climate-vulnerable country in the world**. This vulnerability is due to factors such as fragile geological conditions, agriculture dependent on monsoon rainfall, rivers originating from glaciers, high dependence on natural resources, and widespread poverty and illiteracy.

Although Nepal contributes only a **negligible amount of greenhouse gas emissions** compared to developed countries—just **0.025% of the total global emissions**—it is among the countries that are **forced to bear the severe negative impacts of climate change**.

Due to Nepal's diverse geographical terrain, weak geological structure, and sensitive natural environment, the country is **highly vulnerable** to climate change impacts.

Climate change in Nepal is found to have especially negative effects on:

- **Glaciers**
- **Water resources**
- **Agriculture**
- **Forests and biodiversity**
- **Public health**

Despite its low emissions, Nepal is already witnessing alarming signs and consequences of climate change across these sectors.

Impact of Climate Change on Indigenous Communities

Indigenous peoples are among the groups **most affected** by climate change. The impacts on their lives, livelihoods, and cultures are profound and multifaceted:

1. **Loss of Traditional Livelihoods**
   Climate change threatens traditional ways of living such as agriculture, hunting, and fishing—skills and practices that are central to indigenous survival and identity.

2. **Cultural Disruption and Loss**
   Sacred sites and culturally significant places are being lost or degraded. Traditional cultural practices are also disappearing due to environmental changes and displacement.

3. **Loss of Traditional Knowledge**
   Indigenous knowledge related to weather prediction, local ecology, and traditional healing methods is at risk of disappearing as the natural systems they are based on are altered or destroyed.

4. **Health Risks**
   Indigenous communities face increased health challenges due to waterborne diseases, malnutrition, and the mental health impacts of displacement and livelihood loss.

5. **Challenges in Adaptation**
   Due to a lack of necessary resources and infrastructure, indigenous peoples often struggle to implement effective adaptation, mitigation, or resilience strategies.

6. **Conflicts Over Natural Resources**
   Climate-related scarcity of resources, along with the establishment of conservation areas, can lead to disputes that marginalize indigenous claims and access to land.

7. **Impact of Mitigation Activities**
   Climate mitigation strategies such as carbon sequestration and greenhouse gas reductions—particularly in sectors like agriculture, forestry, and land use—can also negatively affect indigenous communities. These activities may restrict their access to land, forests, food, water, firewood, and livelihoods, thereby undermining their **land rights** and traditional ways of life.

Impacts of Climate Change on the Agricultural Sector

Climate-induced changes have had a **direct impact on agricultural production**. Key effects in the context of Nepal include:

1. **Decline in Staple Crop Yields**

    Nepal primarily grows rice, maize, and wheat. However, studies show that **reduced average winter rainfall (from Mangsir to Chaitra)** has directly affected these crops, leading to a decline in overall agricultural production across the country.

2. **Disruption of Traditional Farming Systems**

    Due to reduced winter rainfall, farmers in different regions have been **forced to abandon traditional farming practices** that they have followed for generations.

3. **Soil Degradation from Natural Disasters**

    Floods and landslides are reducing soil fertility, contributing to the continued **decline in crop yields**.

4. **Emergence of New Pests, Diseases, and Weeds**

    Climate change has led to the **spread of unfamiliar pests and plant diseases**, further damaging crops.

5. **Increased Pest Resistance**

    Pests are becoming more resistant to common pesticides, forcing farmers to use **stronger and higher doses of chemicals**, which may also have health and environmental risks.

6. **Decreasing Productivity**

    The **overall productivity of crops is declining**, affecting both food security and farmers' livelihoods.

7. **Changes in Farming Practices**

    As environmental conditions shift, farmers are having to **change their agricultural systems and techniques**.

8. **Drying of Water Sources**

    Water sources are drying up, causing a **decline in wetlands**, which play a key role in irrigation and biodiversity.

9. **Loss of Indigenous Crop Varieties**

    Due to changing climate conditions and the lack of a suitable environment, many **indigenous or local crop varieties are disappearing**.

Session Seven: Climate Change Adaptation and Mitigation in the Context of Indigenous Communities

Session Objective: By the end of this session, participants will be able to explain climate change adaptation and mitigation in the context of indigenous communities.

Duration: 1 hour

Methodology: Participatory discussion, Q&A, brainstorming

Required Materials: Metacards, markers, newsprint paper, masking tape

Picture Cards: Can be used as needed

Adaptation of Grasshoppers and Frogs according to the environment
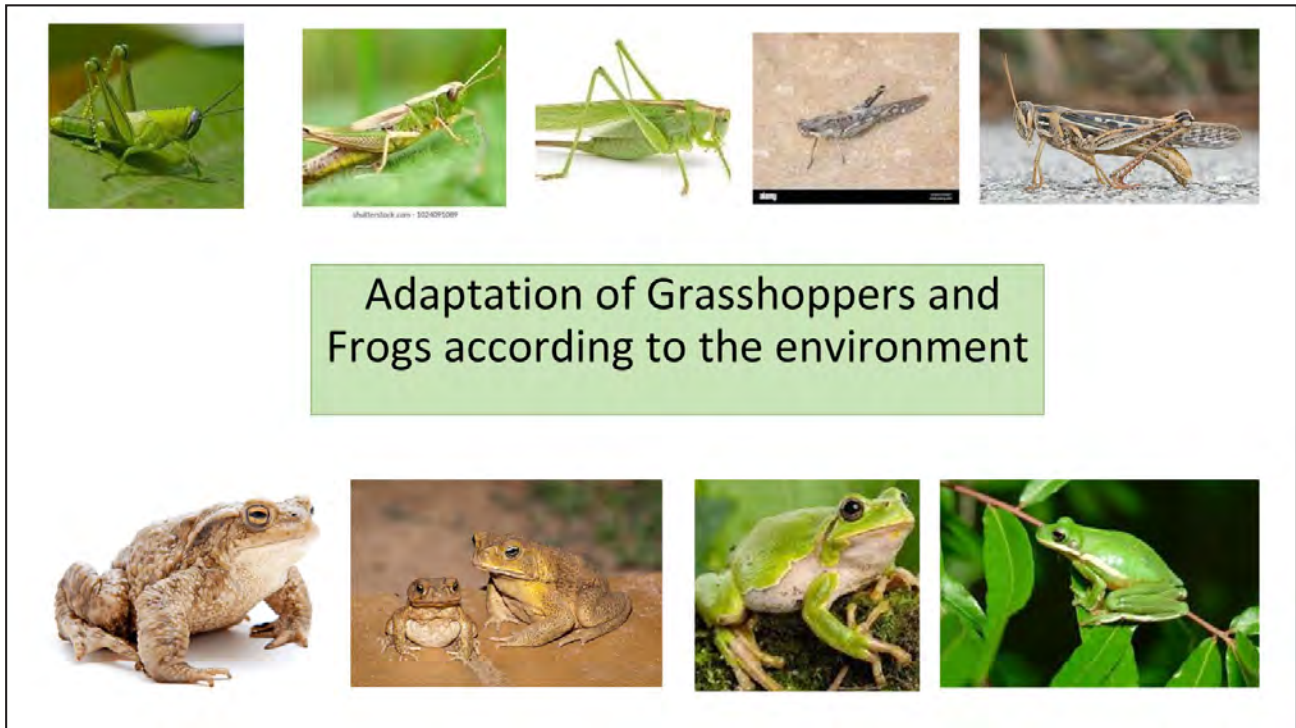
Activity 1. Let's understand Mitigation and Adaptation.

Process:
- Ask participants questions about mitigation and adaptation.
- Then, the facilitator should provide clarification.

Conclusion:

Mitigation refers to the preparedness, caution, and vigilance undertaken to prevent damage from a disaster event. It involves measures taken to reduce potential damage or to prepare in advance to face a disaster before it occurs. Adaptation is the process of reducing the impacts of climate change and creating a situation where people can adjust to the changing climate and live their lives more comfortably.

Reading Materials

What do you understand by **Mitigation ?**

What do you understand by **Adaptation ?**

Mitigation - Preparedness, caution, and vigilance
Adaption - Adjusting according to the situation

Some Examples of Adaptation:
Example of Grasshoppers and Frog

Adaptation of Grasshoppers and
Frogs according to the environment

Definition

Mitigation

Mitigation refers to the preparedness, caution, and vigilance undertaken to prevent damage from a disaster event. For example:

- Building embankments to prevent soil erosion
- Planting trees to prevent soil erosion
- Planting bamboo, napier grass, and amriso along riverbanks
- Avoiding indiscriminate cutting of trees and plants
- Avoiding random extraction of stones, soil, and sand
- Protecting water sources
- Practicing reuse, reduce, and recycle of resources

Risk Reduction:

Preparation undertaken to reduce potential damage from disaster events or to face a disaster before it occurs. This includes actions such as preparedness, establishing early warning systems, and development and construction based on disaster risk impact assessments.

Adaptation:

Adaptation is the process of reducing the impacts brought by climate change and creating conditions that allow people to adjust to the changing climate and live comfortably.

Activity 2. Group discussion on climate change mitigation and adaptation for Indigenous peoples

Process:
- Divide the participants into two groups.
- Have Group One conduct a participatory discussion and presentation on climate change mitigation practices for indigenous nationalities.
- Have Group Two conduct a participatory discussion and presentation on climate change adaptation practices for indigenous nationalities.
- Then, the facilitator will clarify the concepts of mitigation and adaptation related to climate change for indigenous nationalities.

Conclusion:

The practices of climate change mitigation and adaptation are different for indigenous nationalities.

Reading Materials

> **Climate Change Mitigation and Adaptation Practices for Indigenous Nationalities (Group Discussion and Presentation)**

> **How can agriculture be adapted accoring to climate change ?**

> **Discussion on the knowledge and experiences of indigenous nationalities regarding climate change adaptation and resilience.**

> **Discussion on the knowledge and experiences of indigenous nationalities about climate change resilience.**

> **Discussion on the impacts and challenges of climate change on daily life, practices, livelihoods, and ways of living.**

Activity 3. Measures to address the problem of climate change

Process:
- Divide the participants into two groups.
- Group One will conduct a participatory discussion and presentation on mitigation measures that can be adopted to eliminate the impacts of climate change.
- Group Two will conduct a participatory discussion and presentation on measures for adapting to the impacts of climate change or the changing climate.
- Then, the facilitator will clarify the two main measures for addressing the impacts of climate change or adapting to the changing climate, namely mitigation and adaptation.

Conclusion

To eliminate the impacts of climate change or to adapt to the changing climate, mainly the following two measures can be adopted: mitigation and adaptation.

Learning Materials

Measures to address the problem of climate change

To eliminate the impacts of climate change or to adapt to the changing climate, mainly the following two measures can be adopted:
1. Mitigation
2. Adaptation

1. Mitigation

Mitigation refers to the process or technology that reduces the amount or proportion of greenhouse gases in the atmosphere. To reduce greenhouse gas emissions, we must first make our lifestyle environmentally friendly. This includes adopting sustainable lifestyles such as reducing energy consumption, using renewable and clean energy, conserving forests, and properly managing waste. By doing so, we can reduce greenhouse gas emissions in the atmosphere.

Human activities such as excessive use of fuel, deforestation, and changes in land use increase greenhouse gases in the atmosphere. To reduce this, the following measures should be adopted:
- Reduce the use of petroleum products and coal for energy, and promote and use renewable and clean energy sources like biogas, wind power, solar power, and hydropower.
- Conserve forests and plant trees on bare land, as plants absorb carbon dioxide from the atmosphere.
- Properly manage wetlands, which help absorb carbon dioxide from the atmosphere.
- Use fuel efficiently in factories and industries.
- Increase the use of biofuels.
- Reuse and properly manage waste.
- Transfer environmentally friendly technologies from developed countries to developing countries.
- Reduce the use of high-energy-consuming devices such as vehicles, computers, and refrigerators.
- Ensure the commitments of wealthy and developed nations to reduce greenhouse gases at the international level are implemented sustainably and effectively.

2. Adaptation

Adaptation is the process of reducing the impacts caused by climate change and creating conditions that allow for comfortable living by adjusting to the changing climate. The amount of greenhouse gases already present in the atmosphere is so high that they will continue to be a cause of climate change for at least the next fifty years. Therefore, to reduce its impacts, we must engage in activities that suit the changing environment, which is called adaptation.

Adaptation includes activities such as constructing physical infrastructures like bridges and roads, collecting and properly using data, establishing various community organizations, and insurance for compensation. Some examples include rainwater harvesting, changing the timing of planting crops and seeds, building embankments along rivers and streams, tree planting and soil erosion control, and preparing in advance for natural disasters. The main goal of adaptation is to enhance the ability of humans and other living beings to cope with disasters.

Considering the changing environmental problems, adaptation to climate change means making communities more alert and capable by mobilizing resources and means differently from the natural adaptation that occurs on its own. Adaptation strategies can be designed at the local level based on specific circumstances, including both short-term and long-term plans:

- Establishing adaptation funds and developing mechanisms and institutional structures at local, regional, and national levels to reach communities in high-risk areas.
- Ensuring active participation of local communities, various social groups, and organizations in policy formulation, implementation, and evaluation.
- Raising climate-related public awareness, developing climate-related curricula in the education sector, and promoting collaboration and coordination among stakeholders.
- Conducting activities to control floods and landslides and exploring alternative livelihood options for communities.
- Emphasizing technologies and activities such as rainwater harvesting, restoring degraded land, bioengineering, constructing and operating wells, ponds, and reservoirs.
- Conserving biodiversity and changing cropping patterns to adopt crop systems like mixed farming that are resilient to climate change.
- Long-term management of landslides, constructing ponds, soil conservation, planting trees and crops.
- Developing and expanding organic farming.
- Developing disease-resistant and improved crop varieties and conserving local breeds.
- Practicing mixed cropping and changing crop rotation and agricultural systems.
- Promoting coordination, cooperation, and networking.

Activity 4: Learn about the Local Disaster Management Committee.

Process:
- Ask the participants about the local disaster management committee.
- Similarly, ask the participants about the functions, duties, and authorities of the local disaster management committee.

- Then, the facilitator should clarify about the local disaster management committee and its functions, duties, and authorities.

Conclusion:

A local disaster management committee is formed in each municipality as designated, chaired by the chairperson of the rural municipality executive or the chief of the municipal executive.

Information about the Local Disaster Management Committee

A local disaster management committee has been formed in each municipality as designated, chaired by the chairperson of the rural municipality executive or the chief of the municipal executive.

Functions, Duties, and Authorities of the Local Disaster Management Committee
- Formulate the local disaster management plan and ensure budget allocation for disaster management at the local level.
- Arrange training on disaster management for local officials, employees, volunteers, social mobilizers, and the community.
- Ensure compliance with building codes and other approved guidelines or standards when constructing physical infrastructure.
- Raise awareness about disasters in the local community, develop disaster-related plans and programs, and form disaster preparedness and response committees at the ward or community level to respond immediately after a disaster occurs.
- Conduct emergency drills and simulations for disaster response.
- Arrange rescue and relief in disaster-affected areas.
- Establish and operate emergency operation centers at the local level.
- Keep updated and accurate records of lost, damaged, or destroyed documents due to disasters.
- Identify disaster-affected households, assess their levels, and distribute identity cards accordingly.
- Maintain warning devices and other equipment ready for use during disasters.
- Perform and ensure other tasks related to disaster management as designated.

Activity 5: Discussion on the knowledge and experiences of indigenous peoples regarding climate change resilience

Process:
- Ask participants about their knowledge and experiences of indigenous peoples' resilience to climate change.
- Similarly, ask participants what examples of resilience they can think of.
- Ask about earthquakes, floods, droughts, hunger/food insecurity. Discuss ways to be resilient to such disasters.
- Then, the facilitator explains strategies for resilience to local climate change

Conclusion

Traditional climate adaptation strategies are a very important strategy among strategies for local climate change resilience.

Reading Materials

Discussion on the knowledge and experiences of Indigenous peoples regarding climate change resilience

Discussion on the knowledge and experiences of indigenous nationalities regarding climate change resilinece.

Five Innovative Strategies for Reducing Risks from Climate Change:
1. Adopting a community-centered approach to understand the risks of climate change
2. Developing adaptation pathways and making informed decisions
3. Increasing investment in ecosystem- and nature-based solutions
4. Investing in human and social development to reduce climate risks
5. Continuously learning from experiences while implementing adaptation solutions and establishing new methods and systems

Five Innovative Strategies For Reducing Risks From Climate Change

A Community-Centered Approach

Adaptation Pathways

Ecosystem & Nature-Based Solutions

Investing in Human and Social Development

Continuously Learning from Experience and Establishing New Methods and Systems

Strategies for resilience to climate change

Traditional climate adaptation strategies	Sustainable resource management	Prevention and Response
Community collaboration	Culture and identity	

Indigenous Traditional Practices on Climate Change

Weather forecast and flood related forecast	Agricultural and Environmental/ Ecological practices	Water management practices and techniques
Cultural practices and social cohesion & collaboration	Method & techniques of building house and building	

Intergenerational Knowledge Transfer of Indigenous Traditional Practices on Climate Change

Preservation of indigenous traditional knowledge	Adaptation to a changing environment	Water management practices and techniques
Cultural significance and identity	Increase in resilience	Community collaboration

Activity 6: Food Security and Local Community Seeds for Climate Change Adaptation

Process:
- Ask participants about their knowledge and experiences related to food security and local community seeds for climate change adaptation.
- Then, have them prepare a list of local seeds available in their communities.
- If prior notice was given before the training, ask participants to present their lists of local seeds in front of their group.
- Afterward, the facilitator should explain the importance of food security and local community seeds in the context of climate change adaptation.

Conclusion

- Local seeds are the foundation of food security for climate change adaptation.
- To preserve local seeds, it is essential to establish local seed banks.
- During times of disaster, local seeds become the primary basis for ensuring food security.
- For this purpose, a seed kit with a documented list of local seeds must be prepared.

Learning Materials for This Activity

Food Security for Climate Change Adaptation

Community Seed Bank	Preservation of organic seeds/local seeds	Seed Kit with list of seeds

Why a Community Seed Bank?
- Food Security
- Preserve local seeds
- Prepare local seed kits and agricultural cultivation as per season.

Why a Community Seed Bank?

- To ensure food security for climate change adaptation
- To conserve organic seeds/local seeds
- To prepare a kit with a list of seeds and cultivate according to the season

Picture Reference:
https://www.icimod.org/adaptation-solutions/increasing-agricultural-viability-and-climate-resilience-through-community-seed-banks/

Local Seeds collected by Majhi Indigenous Women, Namuna Majhi Women's Group in Majhi Gaun, Ward No. 10, Melamchi Municipality

Photo taken by Dipak Raj Rai while session was facilitated by Nita Gurung, Renuka Kauchha Magar and Dipak Raj Rai on 26 Chaitra 2080 among Majhi Namuna Mahila Samuha

Activity 7: Let's prepare a list of plants, grasses, crops, vegetables, fruits, medicinal herbs, flowers, and medicinal plants found in the local community.

Process:
- Ask the participants to prepare a list of plants, grasses, crops, vegetables, fruits, medicinal herbs, flowers, and medicinal plants found in the local community.
- Facilitate a discussion about the importance and uses of the plants according to the list.
- After the list is prepared, have the participants organize an exhibition and presentation.
- Discuss why it is necessary to prepare such a list and transfer intergenerational knowledge about the importance and use of these plants found in the local community.
- Then, the facilitator should clarify this matter.

Conclusion

By preparing a list of plants, grasses, crops, vegetables, fruits, medicinal herbs, flowers, and medicinal plants found in the local community, intergenerational knowledge about the importance and uses of these plants can be transferred.

Reading Materials

Group work and presentation

Prepare a list of plants, grasses, crops, vegetables, fruits, medicinal herbs, flowers, and medicinal plants found in the community.

Discuss what the important and uses of these plants are.

Prepare a list of plants, grassed, crops, vegetables, fruits, medicinal herbs, flowers, and medicinal plants found in the local community, and transfer intergenerational knowledge about the importance and uses of these plants.

Activity 8: Discussion on the Role of Indigenous Women in Climate Change Adaptation and Mitigation, and Community-Based Disaster Risk Reduction

Process:
- Ask the participants about the role of indigenous women in climate change adaptation and mitigation, and community-based disaster risk reduction.
- Then, the facilitator should clarify the role of indigenous women in climate change adaptation and mitigation, and community-based disaster risk reduction.

Conclusion

The role of indigenous women is crucial in climate change adaptation and mitigation, as well as in community-based disaster risk reduction. Therefore, indigenous women must be empowered to actively contribute to the development of climate change-related policies. Additionally, the traditional knowledge, skills, and practices of indigenous peoples related to natural resources and forests should be encouraged to be incorporated into mitigation and adaptation efforts. As Nepal is a signatory country, indigenous women play a key role in advocating for the formulation of policies aligned with the interests of indigenous peoples in relation to international commitments on climate change.

Course Materials

Discussion on the Role of indigenous Women in Climate Change Adaptation and Mitigation, and Community-Based Disaster Risk Reduction.

Role of Indigenous Women in Climate Change-Related Programs

1. Provide constructive support in the formulation of climate change-related policies.
2. Play a leading role in implementing climate change mitigation and adaptation programs at the local level and maintain records of achievements.
3. Coordinate with federal, provincial, and local governments to initiate and implement targeted programs related to indigenous women.
4. Coordinate with indigenous organizations, other networks, and research institutions to unify voices.
5. Incorporate the traditional knowledge, skills, and practices of indigenous peoples related to natural resources and forests into mitigation and adaptation campaigns.
6. Advocate for the formulation of policies aligned with the interests of indigenous peoples concerning Nepal's international commitments on climate change.

Session 8: Community-Level Focused Climate Risk Assessment

Objective of the session:
By the end of this session, participants will be able to explain community-level focused climate risk assessment.

Duration: 50 minutes

Method: Group discussion and presentation

Required materials: Newsprint, markers, masking tape

Picture cards: Can be used as needed

Activity 1: Community-Level Focused Climate Risk Assessment

Process:
- Divide participants into two groups.
- Ask Group 1 to discuss according to Schedule 1.
- Ask Group 2 to discuss according to Schedule 2.
- After the participatory discussions, have the groups present their findings.
- Finally, the facilitator will summarise the information and conclude the session with a review.

Conclusion:

When conducting community-level focused climate risk assessment, the impacts of climate change must be analyzed. This involves applying methods of impact assessment, vulnerability analysis, and adaptation and mitigation strategies.

Reading Materials

सामुदायिक स्तरमा केन्द्रित जलवायु जोखिम मूल्याङ्कन

अनुसूची १: जलवायु परिवर्तनको असर विश्लेषण

कार्य	प्रमुख विधि	अतिरिक्त विधि
जलवायु परिवर्तनको क्रम र परिदृष्य विश्लेषण विधि (Climate Trend and Scenarios Analysis)	१. जलवायु (तापक्रम, वर्षा र अतिसय घटना) को विगत ३० वर्षको तथ्यांक र यस सम्बन्धी उपलब्ध एवं प्रकाशित सामग्रीहरूको विश्लेषण २. जलवायु (तापक्रम, वर्षा र अतिसय घटनाको) सम्बन्धी परिदृष्यको तथ्यांक र यस सम्बन्धी उपलब्ध एवं प्रकाशित सामग्रीहरूको विश्लेषण	१. ऐतिहासिक समयरेखा विश्लेषण २. समुदाय र स्थानीय स्तरमा जलवायु परिवर्तन सम्बन्धी अनुभूति विश्लेषण
प्रकोपको विश्लेषण विधि	१. प्रकोपको नक्शांकन (GIS, Remote sensing and other tools) २. जलवायुजन्य प्रकोपको समयरेखा (प्रवृत्ति) विश्लेषण ३. प्रकोपको स्तरीकरण	१. स्रोतको नक्शांकन २. प्रकोपको क्रमलाई ऐतिहासिक समयरेखा विश्लेषण ३. प्रकोप मौसमी पात्रो

सामुदायिक स्तरमा केन्द्रित जलवायु जोखिम मूल्याङ्कन

अनुसूची २: जलवायु सकंठासन्नता तथा अनुकूलन र न्यूनीकरण मूल्यांकन विधि

कार्य	प्रमुख विधि	अतिरिक्त विधि
प्रभाव, संकटासन्नता र जोखिम विश्लेषण विधि	१. स्रोत, साधनको वितरण प्रणाली र त्यसमा समुदायको निर्भरता र पहुँच विश्लेषण (Gateway System Analysis) २. प्रकोपबाट सिर्जित विपद्को असर, प्रभाव, क्षति नोक्सानीको विश्लेषण म्याट्रिक्स ३. वन, प्राकृतिक स्रोत र जैविक विविधतामा जलवायुजन्य जोखिम (वन ढढेलो, रोग कीरा, मिचाहा प्रजातिका वनस्पतिहरूको फैलावट) जोखिम पहिचान ४. समुदाय र प्राकृतिक स्रोतको जोखिम र संकटासन्नताको स्तरीकरण ५. संकटासन्नता र जोखिम मापन म्याट्रिक्स ६. सहभागिता मुलक परिदृष्य बिकास (Participatory Scenario Development)	१. अन्य विधि (GIS, and other tools) २. पारिस्थितिकीय प्रणालीको नक्शांकन ३. कारण तथा असर विश्लेषण ४. भौगोलिक सूचना प्रणाली (GIS) ५. घरघुरी, वडा, टोल र समुदायको सम्पन्नता स्तरीकरण ६. जोखिम र समस्या विश्लेषण खाका
अनुकूलन र न्यूनीकरण क्षमताको विश्लेषण विधि	१. जलवायु अनुकूलन र न्यूनीकरण क्षमता परिकल्पना २. सामर्थता र अनुकूलन, न्यूनीकरण रणनीतिको मूल्यांकन ३. सामर्थता र अनुकूलन, न्यूनीकरण प्रविधिहरूको प्रभावकारिताको विश्लेषण	१. नीतिगत, संस्थागत संरचना र सरोकारवालाको विश्लेषण २. सेवा प्रदायक संस्थाहरूको विश्लेषण (VENN Diagram)

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नेपाल सरकार, रुपान्तरण *मोड्युल १०: प्राकृतिक प्रकोप तथा जलवायु परिवर्तन*

सिप्रेड (२०७८). *जलवायु परिवर्तन, आदिवासी जनजातिको स्वनिर्धारित दिगो विकास र पैरवीका लागि आदिवासी जनजाति महिला र युवाहरुको क्षमता विकास तालिम निर्देशिका.* सिप्रेडः काठमान्डौ, नेपाल ।

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Module 3: Community-Based Disaster Risk Reduction

- **Disasters and Risks**

- **Disaster Risk Reduction**

- **Disaster Risk Management and Record Keeping**

- **Tools for Community-Based Disaster Risk Reduction**

- **Code of Conduct Related to Disaster Response**

- **The Role of Indigenous Women in Community-Based Disaster Risk Reduction**

This module discusses the concepts of disaster and risk, disaster risk reduction, disaster risk management and record keeping, tools for community-based disaster risk reduction, the code of conduct related to disaster response, and the role of Indigenous women in community-based disaster risk reduction.

The session plan, main titles and content areas, methods, objectives, visual aids (picture cards), learning materials, and reference resources of this module are as follows.

Session Plan

Session Plan	
Module 3	**Community Based Disaster Risk Reduction**
Title	**Community Based Disaster Risk Reduction**
Sub Titles	- Disasters and Risks - Disaster Risk Reduction - Disaster Risk Management and Record Keeping - Tools for Community-Based Disaster Risk Reduction - Code of Conduct Related to Disaster Response - The Role of Indigenous Women in Community-Based Disaster Risk Reduction
Objectives	By the end of this session, participants will be able to: - Understand disasters, their types, and associated risks. Explain how to prepare for disaster risk reduction in the context of highly probable disasters in Nepal. - Describe, follow, and communicate the code of conduct to be adopted when engaging in disaster response activities. - Explain the roles played by Indigenous women in disaster risk reduction and the challenges they face.

Session Plan

Time	Topic	Method/Process	Required Materials	Responsibility	Remarks
10 minutes	Review of the previous session			Facilitator	
120 minutes	Disaster and Risk	Presentation, Discussion, Q&A, Brainstorming	Projector, Laptop, PowerPoint Slides, Marker, Newsprint Paper	Facilitator	
180 minutes	Disaster Risk Reduction	Presentation, Discussion, Q&A, Group Work	Projector, Laptop, PowerPoint Slides, Marker, Newsprint Paper	Facilitator	
120 minutes	Disaster Risk Management and Record Keeping	Presentation, Discussion, Q&A, Brainstorming	Projector, Laptop, PowerPoint Slides, Marker, Newsprint Paper	Facilitator	
180 minutes	Tools for Community-Based Disaster Risk Reduction	Presentation, Discussion, Q&A, Brainstorming	Projector, Laptop, PowerPoint Slides, Marker, Newsprint Paper	Facilitator	
60 minutes	Code of Conduct Related to Disaster Response	Presentation, Discussion, Q&A, Brainstorming	Projector, Laptop, PowerPoint Slides, Marker, Newsprint Paper	Facilitator	
120 minutes	Role of Indigenous Women in Community-Based Disaster Risk Reduction in Nepal	Presentation, Discussion, Q&A, Group Work, Roundtable Discussion, etc.	Projector, Laptop, PowerPoint Slides, Marker, Newsprint Paper	Facilitator	
10 minutes	Review and Closing of the Session	Participatory Discussion, Game	Wool Yarn Ball or Paper Ball	Facilitator	

Session One: Disaster and Risk

Title: Disaster and Risk

Session Objective: Participants will gain knowledge about disasters, their types, and associated risks.

Method: Presentation, discussion, Q&A, and brainstorming

Materials: Projector, laptop, PowerPoint slides, markers, and newsprint paper

Time: 120 minutes

Main Contents:

● Disaster

● Types of disasters

● Disaster preparedness

● Disaster risk reduction

Process:

● Discuss: What types of natural disasters occur in Nepal?

● Discuss natural and human-made (non-natural) disasters.

● Use of learning materials

Reading Materials:

1. What is a Disaster?

A **disaster** is a sudden, destructive event that severely disrupts the normal functioning of a community or society, resulting in significant human, physical, economic, or environmental losses. These losses can be so overwhelming that the affected community or society is unable to cope using its own resources.

According to the **Disaster Risk Reduction and Management Act 2074 (2017)** of Nepal, a disaster refers to a natural or non-natural emergency situation in a particular location that results in loss of life or property, and has adverse effects on livelihoods and the environment. Although disasters are often caused by natural factors, their root causes can also be **human-made.**

2. What Are the Common Natural Disasters in Nepal?

Encourage the participants/community to engage in discussion. Ask them what are the common natural disasters they have experienced in the local/nationwide community in Nepal? The following points may be included in their responses:

a) Earthquake

b) Flood

c) Hailstorm

d) Landslide

e) Snowfall

f) Cold wave

g) Wildfire

h) Storm/Windstorm

i) Lightning

j) Avalanches

3. What are Non-Natural Disasters?

Non-natural or human-induced disasters include pandemics, famines, wildfires, infestations by insects or microorganisms, snakebites, animal attacks, mining, aviation, road or industrial accidents, fires, toxic gas, chemical or radiation leaks, and accidents during rescue operations.

1. Technological Disasters

These are disasters caused by human error or technological failure, such as:

- Industrial accidents (e.g., gas leaks, pesticide contamination, explosions)
- Structural collapses (e.g., dam failure, building collapse)
- Transportation accidents (e.g., train derailment, aeroplane crash, boat sinking)
- Power outages and electricity disruptions
- Nuclear energy plant failures and nuclear explosions

2. Conflict-Induced Disasters

These are disasters arising from human violence or war, including:

- Wars and armed conflicts
- Civil wars
- Terrorist attacks
- Ethnic or religious riots
- Refugee crises and internal displacement issues

3. Human-Induced Environmental Damage

These are negative impacts on the environment resulting from long-term human activities, such as:

- Deforestation
- Soil erosion
- Desertification
- Water pollution
- Air pollution
- Climate change (intensified due to human causes)

4. Socio-Economic Disasters

These disasters result from failures or misuse within society or the economy, such as:

- Famines caused by misgovernance or conflict
- Economic collapse
- Widespread unemployment
- Public health crises (e.g., poor management of pandemics)

5. Cyber Disasters

These are digital crises caused by the misuse of information technology, such as:

- Cyberattacks
- Data theft or leaks

- Hacking of critical systems
- Digital attacks that disrupt essential services

Table 1: Non-Natural Disasters

Category	Examples
1. Technological Disasters	- Industrial accidents (gas leaks, pesticide spread, explosions) - Structural collapse (dam, building) - Transportation accidents (train derailment, plane crash, boat sinking) - Power outages, electrical disruption - Nuclear plant failures and explosions
2. Conflict-Induced Disasters	- Wars and armed conflicts - Civil wars - Terrorist attacks - Ethnic or religious riots - Refugee crises and internal displacement
3. Human-Induced Environmental Damage	- Deforestation - Soil erosion - Desertification - Water pollution - Air pollution - Human-driven climate change
4. Socio-Economic Disasters	- Famine due to misgovernance or conflict - Economic collapse - Mass unemployment - Public health crises (e.g., poor pandemic response)
5. Cyber Disasters	- Cyberattacks - Data theft or leakage - Hacking of critical systems - Disruption of essential services through digital attacks

4. What Does Disaster Preparedness Mean?

Disaster preparedness refers to the measures taken before a potential disaster occurs. This includes planning, managing necessary resources, providing training, conducting drills, and establishing effective information flow. The goal of preparedness is to minimize human casualties during disasters and to ensure effective response and recovery.

Examples:
- Providing training to communities in flood-prone areas on how to reach safe locations.
- Conducting earthquake safety drills in schools (*duck, cover, and hold* practices).

Why Is Disaster Preparedness Important?

Disaster preparedness is essential because:
- It reduces fear, confusion, and rumors during disasters.
- It makes the community more aware, empowered, and coordinated during crises.
- It helps protect lives, property, and the environment.
- It supports government and non-government agencies to make quicker decisions during emergencies.

Example:

After the 2015 earthquake in Nepal, many people realized the importance of preparedness. In places where there was awareness, safer buildings, and regular drills before the earthquake, the damage was comparatively lower.

What Are the Key Elements of Disaster Preparedness?

The main elements of disaster preparedness include:

1. **Risk Identification and Assessment:**
    Identify which areas are vulnerable to which types of disasters.
    Example: Flood risk in the Terai, landslide risk in the hilly regions.

2. **Preparedness Planning:**
    Communities, local governments, or organizations should make plans for what to do when a disaster strikes.
    Example: Forming a rescue team through the Tole (neighborhood) Improvement Committee.

3. **Early Warning Systems:**
    Develop systems to share information about warning signs that can occur before disasters.
    Example: Flood alerts via radio or mobile phones.

4. **Awareness Raising:**
    Increase public knowledge and develop practical skills to deal with disasters.
    Example: Providing training in schools on "What to do during an earthquake?"

5. **Training and Drills:**
    Regularly conduct training and practice disaster response actions.
    Example: Conducting a flood drill once a year.

6. **Preparing Emergency Supplies:**
    Keep items like first aid kits, drinking water, flashlights, and plastic sheets for shelter.
    Example: Setting up an "Emergency Materials Room" in the village.

7. **Institutional Coordination:**
    Ensure regular coordination among the local government, health posts, police, Red Cross, and volunteer groups.
    Example: The Disaster Management Committee meets every three months.

Session Two: Disaster Risk Reduction

Session Objective: Participants will be able to explain how to prepare for disaster risk reduction in the context of highly probable disasters in Nepal.

Method: Presentation, discussion, Q&A, and group work

Materials: Projector, laptop, PowerPoint slides, markers, and newsprint paper

Time: 180 minutes

Topics Covered:

- Disaster risk reduction
- Hazards Floods
- Landslides
- Fire
- Emergency (Go) Bag
- Dignity Kit

Reading Materials:

What is Disaster Risk Reduction (DRR)?

Disaster Risk Reduction (DRR) refers to systematic efforts made to minimize the vulnerabilities and disaster risks caused by both natural hazards—such as earthquakes, floods, droughts, landslides, and storms—and human-induced hazards. Its objective is to **identify the factors contributing to risk and manage them accordingly.**

> **Disaster Risk Reduction (DRR)** aims to prevent or reduce the damage caused by natural hazards such as earthquakes, floods, and droughts.

Key Aspects of Disaster Risk Reduction:

· **Risk Identification and Assessment:**
Study the potential hazards, vulnerable areas, and the community's capacity to cope.

· **Prevention:**
Take steps to avoid the occurrence of disasters (e.g., proper land-use planning, adherence to building codes).

$1 = $7

Disaster risk reduction — Reduced disaster response and recovery costs

"Every dollar spent reducing people's vulnerability to disasters saves around **seven dollars** in economic losses."
Source UNDP

· **Mitigation:**
Implement measures to reduce the impacts of disasters (e.g., flood control embankments, earthquake-resistant structures).

· **Preparedness:**
Equip and inform the community to respond effectively (e.g., drills, early warning systems).

· **Response and Recovery Planning:**
Develop strategies for quick and effective emergency response and long-term rebuilding.

Core Message of DRR:
"Disasters are not natural. They occur only when people and infrastructure are placed in harm's way."

Importance of DRR:
· Saves lives
· Reduces social and economic vulnerabilities

- Protects development progress
- Empowers communities to respond effectively

Disaster Risk Reduction is a **holistic and global approach**. It seeks to reduce the loss and damage caused by disasters through coordinated, proactive planning rooted in education and preparedness.

Table 1: Differences Between Emergency Response and Disaster Risk Reduction (DRR)

Aspect	Emergency Response / Crisis Management	Disaster Risk Reduction (DRR)
Focus	Focused on the disaster event. Immediate response	Focused on risk and vulnerability
Approach	Reactive, based on a single, event-specific scenario	Ongoing risk assessment, monitoring, and updating in changing conditions
Scope	Fixed, location-specific situations	Multi-risk in the context of development
Authority	Led by a single authority	Involves multi-level authorities and stakeholders
Technology Focus	Centered on hardware and equipment	Relies on relevant practices and knowledge
Knowledge System	Relies solely on expert knowledge	Balances expert knowledge with public perspectives
Time Frame	Short-term, emergency-focused	Medium- to long-term planning and investment
Information Flow	Fast-changing; information shared only as needed	Stored, historical, layered information with shared, regional use
Information Sources	Relies on a single source	Uses diverse sources and perspectives
Social/Political Logic	Centered on public safety and security	Concerned with public interest, long-term investment, and sustainable protection

Framework for Guiding Disaster Risk Reduction (DRR)

$$\text{Disaster Risk} = \frac{\text{Hazard (1)} + \text{Vulnerability (2)}}{\text{Capacity (3)}}$$

- **Hazard**: A potentially damaging physical event, human activity, or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental degradation.
- **Vulnerability**: The characteristics and circumstances of a community, system, or asset that make it susceptible to the damaging effects of a hazard.
- **Capacity**: The combination of all the strengths, attributes, and resources available within a community, society, or organization that can be used to achieve agreed goals.

Disaster Risk Reduction is a concept and practice aimed at reducing disaster risks through systematic efforts to analyze and reduce the causal factors of disasters. It involves reducing exposure to hazards, lessening vulnerability of people and property, wise management of land and the environment, and improving preparedness and early warning for adverse events.

Examples of DRR include reducing risk from hazards, lowering vulnerabilities of people and property, sustainable land and environmental management, and strengthening preparedness and early warning systems.

Disaster Risk Reduction is Everyone's Responsibility

Disaster Risk Reduction (DRR) encompasses areas such as disaster management, disaster mitigation, and disaster preparedness. More importantly, it is also an integral part of **sustainable development.**

For development efforts to be sustainable, they must reduce disaster risks. On the other hand, unhealthy or unsustainable development policies increase disaster risks and damages. Thus, DRR is interconnected with **all parts of society, all sectors of government,** and the **professional and private sectors.**

How to Organize a Community Discussion on Disasters
· Organize a relevant gathering or courtyard meeting.
· Include all segments of the community, such as women, men, youth, the elderly, and people from various occupations.
· Choose a convenient time that is suitable for everyone.

What is the Community's Understanding of Risk?
Ask the community about **fire, wind/storm, soil/sand, and water**. Give them time to share examples of **both benefits and harms** associated with each. Below are some example responses:

Table 2: Community Understanding of Natural Elements

Element	Good Use / Benefit	Harm / Risk
Fire	Cooking food, providing light, fireworks, preparing sweets	Destroys homes, rice fields, haystacks, buffaloes, chickens, ducks, etc.
Wind	Flying kites and balloons, cooling effect, drying clothes	Destroys houses, uproots trees, causes human deaths, leads to flooding
Soil/ Sand	Farming, planting vegetables, making bricks, cement, roads, clay utensils	Landslides, earthquakes, slippery roads, presence of germs
Water	Irrigation, planting vegetables, making bricks, cement, roads, clay utensils	Flooding, drowning and death of people, destruction of homes, fields, livestock, spreads diseases

What Can You Do in the Face of These Disasters?

Encourage community members to discuss what they know about disasters and how they respond. Record the discussion using the following **Community-Based Disaster Risk Reduction (CBDRR)** framework:

Table 3: Community Actions Before, During, and After Disasters

Disaster	Before (Preparedness)	During (Response)	After (Recovery)
Fire			
Earthquake			
Flood			
Landslide			

Here is the updated **Table 4** with examples of what communities can do **before, during, and after** each disaster:

Table 4: Community Actions in Different Phases of Disaster

Disaster	Before (Preparedness)	During (Response)	After (Recovery)
Fire	- Keep water buckets, sand, and fire extinguishers ready - Educate children about fire safety - Store inflammable materials safely	- Use water/sand to put out fire - Evacuate people and animals - Call for help	- Rebuild homes - Support affected families - Raise fire awareness
Earthquake	- Practice earthquake drills - Build earthquake-resistant structures - Secure furniture	- Stay in open spaces - Protect head and neck - Help injured	- Check building safety - Reconnect utilities - Provide trauma support
Flood	- Identify flood-prone areas - Prepare emergency kits - Build embankments	- Move to higher ground - Rescue people and animals - Avoid electric lines	- Clean drinking water sources - Replant crops - Repair homes
Landslide	- Avoid building on steep slopes - Plant trees to stabilize soil - Monitor heavy rainfall	- Evacuate the area - Warn others - Call emergency services	- Rebuild roads/houses - Relocate if needed - Restore livelihoods

(A) Floods

Flooding is one of the most frequent natural disasters, causing significant damage. It usually results from continuous heavy rainfall over hours or days. In hilly areas and near rivers, sudden surges of fast-moving water can lead to flash floods.

How to Stay Safe from Floods

Before a Flood: What Should You Do?

To prepare for a flood:

- Learn about places in your community that have experienced flooding in the past.
- Seek information from local authorities or experts about unsafe riverbanks.
- Do not build houses in flood-prone or low-lying areas without strengthening or elevating the structure.
- Identify potential evacuation routes.
- If your electrical panel is flood-sensitive, move it to a higher location.
- Use sandbags to build barriers to prevent water from entering your home.
- Move valuable belongings to higher ground to avoid water damage.

When a Flood is Likely to Occur: What Should You Do?

- Stay tuned to the radio or television for flood alerts.
- Be alert — flash floods can come suddenly. If there's a chance of flooding, move to higher ground immediately. Do not wait for instructions.
- Be aware of potential flash flood zones such as streams, drains, riverbanks, and narrow valleys.
- Wear protective gear like gumboots and raincoats.
- If evacuation is required, stay informed about transportation options or be prepared to evacuate with a "go bag" to higher ground.

Preparing for Evacuation: What to Do?

- Secure your home. Bring outdoor furniture inside if time permits. Move the necessary items to the upper floors.
- Turn off the main power switch.
- Unplug electrical devices. Never touch electrical equipment with wet hands or while standing in water.
- As soon as a flood warning is issued, grab your emergency "go bag" and prepare to evacuate to higher ground.

Evacuation Safety Tips

- **Do not walk through flowing water** – just 8 inches of moving water can knock you down. If you must walk, go through areas where water is still. Use a stick to test the ground in front of you.
- **Do not drive through flooded areas.** If floodwater begins to surround your car, abandon the vehicle and move to higher ground.
- **Avoid contact with floodwater,** as it may be contaminated with sewage.

Important: Do not take selfies or record videos on your phone until you reach a safe place.

Flood-Related Driving Facts: Key Points to Remember

· **6 inches of water** can reach the underside of a vehicle, making control difficult or stopping the car entirely.

· **1 foot of water** can float many vehicles.

· **2 feet of fast-moving water** can sweep away cars and even pickup trucks.

After the Flood: Safety Guidelines

· Listen to the news to check if your community's water supply is safe.

· Floodwater may be contaminated with oil, petroleum, or sewage, and may conduct electricity from downed power lines. **Stay away from floodwater.**

· Avoid walking through moving water.

· Be cautious in flooded areas — roads may be unstable and collapse under vehicle weight.

· Stay away from fallen electrical poles. Report to the electric utility company.

· **Return home only after official confirmation that it is safe.**

· If your house is surrounded by floodwater, stay outside.

· Enter your house cautiously — hidden damage may exist in the foundation or floors.

· Clean and disinfect all wet items. Mud left by floodwater may contain sewage and chemicals. Mix **25 liters of water with 1 liter of household bleach** to disinfect your home.

· **Do not let children play in floodwater.** Be aware of diseases like **leptospirosis**, caused by bacteria in stagnant water.

· People who are ill, have wounds, or are pregnant **should not** be involved in the cleanup.

· **After cleanup (within 1 week)**, if anyone involved experiences fever, eye irritation, itching, muscle aches, diarrhea, vomiting, etc., **do not wait**. Visit the nearest hospital immediately. Inform the healthcare provider that you participated in flood cleanup.

· Water sources may be contaminated. **Boil water before drinking.** Learn to make **oral rehydration solution (ORS)** in case of diarrhea:

Homemade ORS Recipe:

· 6 teaspoons of sugar

· ½ teaspoon of salt

· Mix in 5 glasses (1 liter) of clean, boiled, and cooled water

· Drink as needed

(B) Landslides

A **landslide** is the movement of soil or debris on a steep slope. It occurs suddenly and moves at high speed, causing destruction of natural resources and property, often resulting in loss of life in an unpredictable and unexpected manner.

Landslides are usually caused by **natural pressures,** including **heavy rainfall, snowfall, earthquakes and their aftershocks, volcanic activity,** and **gravity.**

Before a Landslide: What Should You Do?

· Landslides usually reoccur in areas where they have happened in the past. **Identify landslide-prone areas** in your region and be aware of such high-risk zones.

· **Create an emergency rescue plan** for your family and business in case of a disaster.

· **Prepare a quick emergency "Go Bag"** with essential supplies.

During a Landslide: What Should You Do?

· If you **suspect any immediate danger, evacuate** your current location without delay.

· **Pay attention to unusual sounds** that may indicate moving debris, such as:

    o Cracking sounds of objects

    o Loud thuds from large rocks colliding

    o Any sudden shift in noise from the landscape

After a Landslide: What Should You Do?

· **Stay away from the landslide area**, as there may still be risk of further slides.

· **Listen to the radio** for updates and information about landslide events.

· **Avoid sitting beneath waterfalls or steep slopes,** as they are vulnerable zones.

· **Inspect the foundation and surrounding land** near your home to assess any possible damage.

(C) Fire

Fire spreads rapidly; there is often no time to gather important belongings. In just 2 minutes, fire can put human life at serious risk. Within 5 minutes, an entire dwelling can be engulfed in flames. The smoke produced by the fire can be even more dangerous than the fire itself.

What to Do Before a Fire?

● Do not leave cooking unattended on the stove or fire, and go outside.

● Make sure the exit doors and escape routes are always clear, and keep door keys in an easily accessible location.

● Keep any flammable objects at least 3 feet away from sources of fire or heat. Avoid smoking cigarettes inside the house.

What to Do During a Fire?

● If you are unable to extinguish the fire, evacuate immediately, stay away from the fire, and then call for help. Fire can become uncontrollable within just 5 minutes.

● If your clothes catch fire, **stop**, **drop to the ground**, and **roll** to extinguish the flames.

● Never open a door that feels hot to the touch.

- Crawl low under the smoke to safely exit the building.
- If smoke or flames are blocking your exit, close the door, stay inside the room, and place a **wet towel at the base of the door**. Call for help.
- Open the window and wave a **bright-colored cloth** or shine a flashlight to signal for help.

(D) Earthquake

Earthquakes shake the ground, destroy buildings, and can cause widespread devastation across large areas. Let's learn what to do **before** and **during** an earthquake.

What to Do Before an Earthquake?
- Secure book racks, cabinets, and other tall furniture to the wall using bolts.
- Hang heavy items such as framed pictures, mirrors, or other objects away from beds, couches, or areas where people sleep or sit.
- Always store heavy items on the floor.
- Keep an emergency "go-bag" ready in case evacuation is needed.
- Be prepared to stay in a tarp shelter in an open space during aftershocks.
- Stay alert and aware while indoors. Always know where the nearest exit door is. If you are in a concrete building, be cautious as solid objects may fall during an earthquake.
- Identify the nearest safe and open space to use as a shelter after the quake.

What to Do During an Earthquake?
- If you are **indoors**: Get down low, cover your head and body with something sturdy, and hold on to it. Move as little as possible and be cautious of falling objects.
- It's very important to protect your head and body from falling objects. If you're under a table or desk, stay there.
- Always keep your head protected.
- Stay away from windows to avoid injury from broken glass.
- Stay inside until the shaking stops. If the shaking continues for more than 5 seconds and it's safe to exit, go to an open area.
- If you are outdoors, stay away from fire and damaged buildings where things might fall.
- Find an open space and stay there.
- Stay in that space until the aftershocks stop. Keep away from buildings, electric wires, trees, and streetlights.

If You Are in a Vehicle
- Stop the vehicle in a safe location.
- If possible, avoid stopping near bridges or power lines.
- Stay inside the vehicle with your seatbelt fastened until the shaking stops. Then drive cautiously, avoiding damaged roads or bridges.

- If you are in a hilly, steep, or slippery area, be cautious of falling rocks or debris. Earthquakes often trigger landslides.

What to Do After an Earthquake?
- If you are outside the house, return only when authorities confirm it is safe.
- Aftershocks may continue for minutes, days, weeks, or even months after the initial earthquake.
- If you're alone during an aftershock, sit down, cover yourself with something, and hold on to a sturdy object. Go to an open area if needed.
- Open drawers or cabinets carefully—items inside may fall out.
- Stay away from damaged areas inside or around your home.
- Be aware of fire hazards—fire is one of the most common dangers after earthquakes.
- Carefully inspect doors, windows, floors, and stairs to ensure they are not damaged.
- **Note:** The above points are examples only. Always adapt your actions to the local context and environment for practical implementation.

Signs Before Landslides

Cracking Sounds: Unusual cracking, popping, or snapping noises from the ground, trees, or rocks.

Ground Cracks: New cracks appearing on the ground, roads, or walls.

Tilting Trees or Poles: Trees, fences, or utility poles leaning or tilting downhill.

Soil Movement: Small soil slides or soil slipping near slopes or hillsides.

Water Changes: Springs, streams, or wells suddenly drying up or water becoming muddy.

Bulging Ground: The ground at the base of a slope may start to bulge or swell.

Doors and Windows Sticking: Doors or windows that suddenly jam or become hard to open.

New Springs or Increased Water Flow: Sudden appearance of water sources or increased seepage on slopes.

Landslide Material Movement: Rocks, soil, or debris beginning to move or roll downhill.

Animal Behavior: Animals acting nervously or trying to move away from a slope.
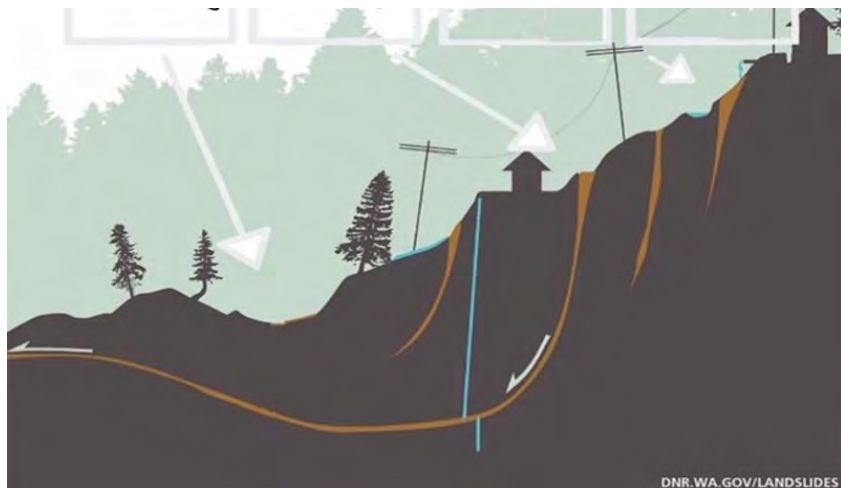
Source: Washington State Department of Natural Resources　　　*Source: Nuwakot Landslide*

Symptoms and Prevention of Dengue Epidemic

Dengue is known as "Breakbone fever," meaning a fever that causes pain like "bones breaking." It is currently spreading widely. According to the Epidemiology and Disease Control Division, dengue has reached 69 districts, and the number of infected people is increasing rapidly in Nepal. The wave of dengue is unlikely to stop without controlling mosquitoes. According to WHO data, between January 1, 2022, and September 28, 2022, 28,109 people were infected in Nepal, and 38 people died. If infected with dengue, medicine should be taken only under a doctor's advice; otherwise, improper use of medicine can have adverse effects on the body.

Symptoms:

- Body aches and high fever
- Pain or feeling like the eyeballs are falling out
- Dizziness or vomiting
- Diarrhea or loose stools
- Loss of appetite, etc.

Dengue Prevention and Control Measures:

- Cover open buckets, drums, or containers.
- Keep the drainage open so water can flow, and do not let water accumulate around.
- Dispose of stagnant water.
- Use mosquito repellents such as coils, nets, or liquid repellents.
- Keep doors and windows closed.
- Wear light-colored, full-body covering clothes.
- Keep the area around the house and rooftops clean.
- Search for and destroy mosquito breeding sites.
- Spray insecticides when necessary.
- Follow the block method shown in the picture.
- Dengue mosquitoes bite throughout the day but are especially active between 6 to 8 AM and 4 to 6 PM, so take special precautions during these times.

What is an Emergency Bag (Grab/Go Bag)?

Explain to the community what an emergency bag (Grab and Go bag) is. An emergency kit is something that should be easily accessible and packed in a way that you can quickly pick it up and carry it during an emergency. You can prepare and keep this kit ready at your home. If you are asked to evacuate, stay prepared, or require urgent rescue, you can use this emergency kit.
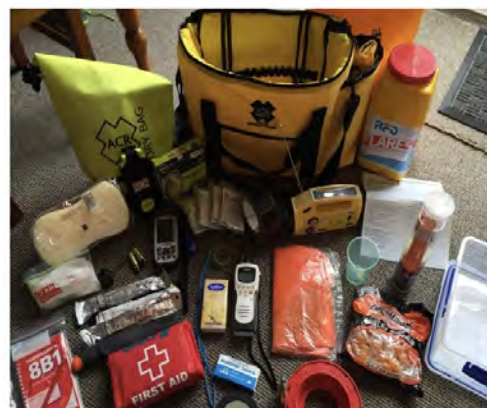
Source: Astrolabe Sailing

Your emergency kit should include the following items to help you survive for at least 72 hours during a disaster:

- Battery-operated radio
- Torchlight (flashlight)
- Water — 4 liters (1 gallon) per person per day for drinking and hygiene
- Ready-to-eat packaged food, dry food, and nutritious items
- Extra batteries (remember that batteries can lose power even if not in use)
- First aid supplies and necessary medications
- Candle and matches/lighter (keep in waterproof pouch)
- Spare keys for home and vehicle, money (coins, mobile recharge cards)
- Important documents (ID cards, birth certificates, marriage certificates, wills, insurance papers, vaccination records, others) kept sealed in waterproof bags or pouches
- Toilet paper and other personal hygiene items
- Clothing and shoes (one set per person)
- Emergency contact card
- Whistle

How to Play the Emergency Grab Bag Game?

- You can create a card with images of the items that are needed in emergencies and people whom we need to care for the most vulnerable people during the disaster.
- Create a scenario of a rescue operation during disasters like floods, landslides, or earthquakes.
- Ask each participant to quickly pick one sample card from the emergency kit items within 3 seconds.
- Then, each participant must explain why they chose that item.
- Emphasize the importance of supplementary items, for example, batteries are essential for the torchlight and radio; cooking rice requires water and cooking utensils plus fire; therefore, packaged ready-to-eat food is appropriate, and so on.
- Highlight the sensitivity and special needs of vulnerable groups such as pregnant women, children under five, persons with disabilities (blind, sick, etc.), and elderly people above 65 years.

What is a Dignity Kit and Why is it Important in Disaster Risk Reduction and Preparedness?

A **dignity kit** is a package containing essential personal hygiene items specifically designed for women and adolescent girls during crises, disasters, or emergencies. In such situations, when regular services and supplies are inaccessible, these kits are extremely useful to protect personal dignity, health, and safety.

What does a dignity kit generally include?

Although contents may vary depending on location, culture, and age, a dignity kit typically contains the following items:

- Sanitary pads or menstrual hygiene materials
- Underwear
- Soap and bathing items
- Toothbrush and toothpaste
- Comb for hair
- Tissue paper or cloth for cleaning
- Soap for washing clothes
- Scarf or culturally acceptable clothing
- Torchlight and whistle (for safety)
- Information on essential services (such as health services, legal aid, support against gender-based violence, etc.)

Why is a dignity kit necessary in disaster risk reduction and preparedness?

1. **To protect personal dignity and self-respect**
   During disasters, people often lack access to basic hygiene materials. A dignity kit helps maintain self-esteem and pride during such difficult times.

2. **Supports menstrual hygiene management**
   Disasters can cause shortages of menstrual products. Lack of proper supplies can cause discomfort, social exclusion, and health issues for women. The dignity kit addresses this problem.

Source: UNFPA

3. **Helps reduce risk of gender-based violence**
   Some kits include torchlights, whistles, or appropriate clothing, which assist in enhancing the safety of women, especially in insecure camps or settlements.

4. **Promotes public health**
   Items like soap and toothbrushes encourage hygiene and reduce infection risks.

5. **Supports mental health and empowerment**
   Receiving personal items is not just about objects; it gives a sense of control during crises, providing psychological relief.

6. **Indicates gender-inclusive disaster preparedness**
   Including dignity kits in disaster preparedness plans shows attention to the specific needs of women and adolescent girls.

A dignity kit is not just about hygiene—it is a vital tool to uphold human rights, health, and self-respect. Incorporating it into disaster risk reduction and preparedness makes emergency response more effective, inclusive, and sensitive.

Minimum Standards to be Followed When Preparing Dignity Kits Provided Through Protection Thematic Area for Disaster-Affected Persons

1. Minimum Items for Dignity Kits

a) For Pregnant and Postpartum Women – In addition to the materials mentioned in section 'b', the items listed below will be added and distributed.

S.N.	Item	Quantity	Remarks
1	Shawl/Odhnī	1	Arrange clothing according to location and weather
2	Sweater or T-shirt	1	
3	Sari or Kurta Suruwal	1	
4	Petticoat	1	

b) Dignity Kit Items for Adolescent Girls and Women of Reproductive Age

S.N.	Item	Quantity	Remarks
1	Underwear	2	
2	Dark cloth/Sanitary napkins	1 meter / 3 pieces	
3	Maxi	1	
4	Petticoat	1	
5	Toothbrush	1	
6	Toothpaste	1	
7	Bathing/Hand washing soap	2	
8	Laundry soap	3	
9	Comb	1	
10	Torchlight (solar rechargeable)	1	
11	Nail cutter (Nail clipper)	1	

c) Additional Items for Pregnant and Postpartum Women

S.N.	Item(s)	Quantity	Remarks
1	Items for pregnant women: Tent, mosquito net, torchlight (solar rechargeable)	1 set	
2	Items for postpartum women: Tent, mosquito net, torchlight (solar rechargeable)	1 set	For women up to 1 year postpartum

Prepare or select dignity kits with clothing suitable to local culture, geographical conditions, and weather, and provide the materials accordingly.

Session Three: Disaster Risk Management and Documentation

Title: Disaster Risk Management Cycle, Project Cycle, and Basic Documentation

Session Objective: Participants will gain knowledge about the overall disaster risk management cycle, strategies, and basic documentation.

Method: Presentation, discussion, Q&A, and brainstorming

Materials: Projector, laptop, PowerPoint slides, markers, and newsprint paper

Time: 120 minutes

Topics Covered:
- Disaster risk management cycle
- Project cycle
- Basic documentation

Process:
- Conduct a discussion and fill out the field assessment form for practice.
- Pair up participants and have them discuss what they have learned.

Course Materials

The Asian Disaster Reduction Center (ADRC) has been promoting a culture of disaster risk reduction by advocating for the integration of disaster reduction into government core policies and raising public awareness in the Asian region.

The ADRC and the UN Office for the Coordination of Humanitarian Affairs (OCHA) Asia Disaster Response Unit have developed the Total Disaster Risk Management (TDRM) approach. It is an effective and strategic approach to addressing natural disasters, built on global experience, particularly based in Asia.

Disaster Risk Management Cycle

Source: *Adapted from "Space-based Earth observations for disaster risk management,"* by G. Le Cozannet et al., 2020, *Surveys in Geophysics, 41*(3), p. 1215 (https://doi.org/10.1007/s10712-020-09586-5). © 2020 Springer.

1. Disaster

A disaster is a sudden event that causes significant damage and disruption. It can be natural (e.g., earthquakes, floods, landslides) or human-induced (e.g., fires, industrial accidents). Such events severely disrupt normal societal functions, causing loss of life and property, destruction of infrastructure, displacement of people, and environmental damage. If a place lacks adequate preparedness, the impact of the disaster tends to be even more severe.

2. Response

Response refers to the immediate actions taken during or just after a disaster with the aim of saving lives, protecting property, and preventing further damage. This includes rescue operations, emergency medical services, distribution of relief items (such as food, water, and shelter), and coordination among relevant agencies. A prompt and effective response can significantly reduce human and material losses.

3. Recovery and Reconstruction

This phase begins after the response and aims to help affected individuals and communities return to normal life. Recovery involves restoring basic services such as drinking water, electricity, education, and healthcare. Reconstruction includes rebuilding houses, schools, roads, and other public infrastructure—either newly or in a more resilient form—to better withstand future disasters. Depending on the severity of the disaster, this phase can last from several months to a few years.

4. Prevention and Mitigation

Prevention and mitigation are proactive measures taken before a disaster occurs, with the goal of preventing disasters altogether or minimizing their impact. These measures include enforcing building codes, planting trees to prevent soil erosion, constructing flood control structures, conducting risk assessments, and promoting sustainable land use. Such actions help build long-term resilience in communities.

5. Preparedness

Preparedness refers to planning and capacity-building activities conducted in advance to enable an effective response during disasters. This includes developing emergency plans, conducting regular drills, training responders and community members, stockpiling essential supplies, and establishing early warning systems. Well-prepared communities are better able to reduce losses and recover more quickly.

Nature of the Cycle – Continuity and Learning:

Disaster management is a continuous cycle in which each phase is connected to the next and informed by the lessons learned from previous experiences. The insights gained from each disaster contribute to strengthening future mitigation, preparedness, and response efforts. A comprehensive and integrated approach not only makes communities safer but also enhances their ability to cope with future disasters.

Total Disaster Risk Management (TDRM)

The concept of Comprehensive Disaster Risk Management is based on two key principles, both aimed at making disaster management effective and inclusive:

1. Participation of All Stakeholders

This principle emphasizes that all stakeholders — the government, local communities, non-governmental organizations, private sector, academic institutions, and all other relevant actors — must actively participate in disaster risk management. Participation should not be limited to decision-making alone; it should also include planning, preparedness, risk assessment, relief operations, and reconstruction. This collaborative approach helps to understand local needs and ensures optimal use of resources.

2. Implementation Across All Phases of Disaster Risk Management

Disaster risk management should not be limited to post-disaster relief efforts. It must be implemented throughout the full cycle — from preparedness and risk reduction to emergency response and reconstruction. This means:

- Risk Identification and Assessment: Studying potential risks and their causes.
- Risk Reduction: Taking preventive measures such as preparedness, structural improvements, awareness-building, and formulating regulations.
- Emergency Response: Implementing timely and effective relief operations after a disaster strikes.
- Reconstruction: Long-term recovery and rehabilitation of communities.

By combining these two principles, Comprehensive Disaster Risk Management aims to ensure sustainable and inclusive safety at both local and national levels. It holds all stakeholders accountable and empowers society by reducing risks.

Total Disaster Risk Management (TDRM) Strategy

The TDRM strategy can be summarized as follows:

- Establishing Coordination Mechanisms and Legal Frameworks:
  Creating clear rules and a collaborative system among all stakeholders for disaster risk reduction.
- Integration into Development Planning:
  Incorporating disaster risk reduction measures into all development plans and programs.
- Improved Information Sharing and Management:
  Making risk-related information easily accessible to everyone and managing it effectively.
- Education and Awareness:
  Educating and raising public awareness about disaster risks and how to deal with them.
- Multi-Stakeholder Partnerships:
  Ensuring cooperation among government, communities, and all other sectors, while promoting active citizen participation.

Table 1: These strategies ensure comprehensive and sustainable disaster risk management.

Strategy	Earthquake	Flood	Landslide
Response	Rescue operations, first aid, fire control, monitoring of secondary hazards, construction of temporary shelters	Rescue efforts, first aid, fire control, monitoring of secondary disasters, temporary shelter	Rescue efforts, first aid, fire control, secondary disaster monitoring, temporary shelters
Recovery & Reconstruction	Disaster-resilient reconstruction, livelihood support, appropriate land-use planning	Disaster-resilient reconstruction, livelihood support, appropriate land-use planning	Disaster-resilient reconstruction, livelihood support, appropriate land-use planning
	Industrial restoration planning	Industrial restoration planning	Industrial restoration planning
Prevention & Mitigation	Earthquake-resistant design, reconstruction of unsafe buildings	Construction of dams, afforestation, construction of flood control ponds and protective reservoirs	Construction of embankments to control soil erosion, protective walls
Preparedness	Establishment and operation of earthquake monitoring systems	Establishment and operation of meteorological observation systems	Establishment and operation of observation systems
	Preparation of disaster maps	Preparation of disaster maps	Preparation of disaster maps
	Establishment of early warning systems	Establishment of early warning systems	Establishment of early warning systems
	Stockpiling of food and supplies	Stockpiling of food and supplies	Stockpiling of food and supplies
	Preparation of emergency kits	Preparation of emergency kits	Preparation of emergency kits
	Emergency drills	Emergency drills	Emergency drills

Assessment Process

Why is the Assessment Necessary?

The assessment is a post-disaster evaluation process that collects accurate information on damages, impacts, and required resources. It is a crucial part of the program planning process because:

- Provides a Basis for Decision-Making:
  It helps decision-makers develop informed and effective plans by providing accurate and comprehensive data.

- Improves Program Effectiveness:

  The information gathered through the assessment clarifies what kind of aid or reconstruction is needed.

- Avoids Problems from Misinformation:

  While good information may not guarantee success, poor or incomplete information often leads to poor planning and failed programs.

Therefore, the assessment method is essential for ensuring the quality and effectiveness of risk management and recovery efforts.

Project Cycle

Here is a brief explanation of the project cycle that supports assessment and evaluation:

- Assessment:

  Study the current situation to understand the problems, their sources, and consequences. This forms the foundation of the project.

- Planning/Program Design:

  Organize and structure the necessary activities and develop a roadmap for implementation.

- Implementation:

  Carry out activities to support the people as per the plan.

- Monitoring:

  Continuously track project progress and make necessary adjustments.

- Review:

  The management team examines the overall progress and performance of the project.

- Evaluation:

  An independent and objective review of the project or program's impact, design, and implementation.

These phases are interconnected and are all necessary for project success and effectiveness.

Priority Areas During Assessment

During assessment, the following areas should be prioritized:

- Relief: What is happening? What have the most affected received?
- Health
- Livelihood
- Water, Sanitation, and Hygiene Promotion (WASH)
- Food and Nutrition
- Safety and Protection
- Shelter

Joint planning, information sharing, and good coordination and collaboration are extremely important.

- The assessment method is a vital part of the program planning process.
- It provides critical information for decision-making.

- While good information doesn't guarantee a good program, bad information almost always guarantees a bad program.

Field Visit Planning

Before conducting field visits, the team leader must ensure that all team members are fully informed about:

- Expected outcomes from the assessment or evaluation.
- Workplan, including methods to be used and timelines;
- Before the field visit:
  - Team roles and responsibilities, reporting lines, etc.
  - Logistical arrangements (transportation, accommodation, etc.)
  - Security, including the current situation and safety procedures to follow during the assessment
  - Other relevant contextual issues

Principles to Follow During Field Assessments

- Consult with the affected individuals.
- Consider the specific needs of different groups and individuals.
- Evaluate the reliability of information.
- Consider potential bias.
- Identify marginalized groups and ensure their concerns are considered.
- Identify changes and trends that are impacting society.
- Take note of unexpected incidents.
- Consider the overall societal impact of any specific problem.
- Think about how the collected information will be used during the evaluation.
- Plan field visits carefully and with proper timing.

Field Assessment Form (Specimen)

Location:

Municipality / Settlement / Displacement Center:

State / Province:

Local Contact Person:
- Name:
- Mobile Number:

Population Details:
- Total Population:
- Number of Households:
- Male:

- Female:
- Pregnant Women:
- Children (under 5 years):
- Elderly (above 65 years):
- Persons with Disabilities:

Coordination or Local Control Center:
- In-Charge Name:
- Mobile Number:

Basic Services Availability:
- Electricity Supply: ☐ Yes ☐ No
- Drinking Water Supply: ☐ Yes ☐ No
- Functioning SIM Card/Network Connectivity:
- Others (specify):

Immediate Needs:
- Food:
- Drinking Water and Sanitation:
- Health:
- Shelter:
- Other Agencies and Ongoing Activities:

Damage Assessment:

(Indicate damage in percentage: 30%, 50%, 100%, or if still usable)

Infrastructure	Damage Description/Status
School	
Clinic	
Multipurpose Hall	
Church	
Houses	

Identified Needs:

(Describe the specific needs observed during the assessment.)

Recommendations:

(Mention what kind of support or engagement is possible in short-term, mid-term, and long-term in the areas of food, water, sanitation, shelter, health, infrastructure, livelihood, education, security, etc.)

Data Collector's Name:

Date:

Additional Notes:

(Also collect information about disaster risk reduction efforts and the organizations leading them in the area.)

Cluster	Lead Agency	Co-Lead Agency
Health	Ministry of Health and Population	World Health Organization (WHO)
Water, Sanitation and Hygiene (WASH)	Ministry of Drinking Water and UNICEF	UNICEF
Food Security	FAO and WFP	-
Emergency Shelter	Ministry of Urban Development and Building Construction	WFP
Logistics	Ministry of Home Affairs	WFP
Education	Ministry of Education, Science and Technology	UNICEF, Save the Children
Shelter	Ministry of Urban Development	UN-Habitat, IFRC
Early Recovery	Ministry of Federal Affairs and General Administration	UNDP
Nutrition	UNICEF	-
Protection	UNICEF, UNFPA	-
Agriculture/Livestock	Ministry of Agriculture and Livestock Development	-

Session Four: Tools for Community-Based Disaster Risk Reduction and Management

Session Objective:

Participants will be able to:

· Identify tools and strategies used at the community level for disaster risk reduction (DRR).

· Facilitate and collaborate with communities to develop local disaster risk reduction measures.

Method: Presentation, discussion, question and answer, and group work

Materials: Markers, Newsprint paper, and Other appropriate local materials

Duration: 180 minutes

Topics Covered:

· Approaches and evolving concepts in community-based disaster risk reduction and management

· Changing concepts and Tools used in community-based disaster risk reduction and management

Process:

● After introducing various tools, divide participants into groups for practical exercises.

● The facilitator will move among the groups to encourage discussion and provide additional input.

● Each group will present the strategies they have developed, followed by feedback and reinforcement.

Reading Material

Community-Based Disaster Risk Reduction (CBDRR) refers to a participatory approach to minimizing disaster risk. This approach prioritizes the knowledge, capacities, and needs of local communities.

CBDRR empowers community members to:

· Actively assess vulnerabilities, weaknesses, and hazards

· Develop strategies

· Implement solutions to reduce the potential impacts of disasters

Community-Based Disaster Risk Reduction and Management: Approaches and Evolving Concepts

Discuss the following questions:

1. Who is most affected during a disaster?
   Example: People living in hazard-prone areas, the poor, marginalized groups, indigenous communities, etc.

2. Who is the first to respond during a disaster?
   Example: ....

3. Community members are the first responders, and they respond based on their own systems, capacities, and available resources.

Which Perspective is More Appropriate?

Old Perspective	Correct / Incorrect	Alternative Perspective	Correct / Incorrect
People affected by disasters are helpless victims.		People affected by disasters are active agents in rebuilding their lives and livelihoods.	
Affected individuals are passive recipients of external aid.		Community capacities are utilized and developed through participation.	
Damage and needs assessments are done by external experts.		Assessments of damage, needs, and capacities are conducted with community participation considering gender, culture, and age.	
Focused on physical/material assistance and technical solutions.		Assistance includes organizational and motivational aspects, addressing root causes of vulnerability.	
Focused only on individual households.		Emphasizes community empowerment and strengthening local organizations.	
Donors decide what disaster-affected people need.		Community members participatively decide what is most needed in their own context.	
Relief distribution is the sole responsibility of humanitarian organizations.		Disaster management is everyone's responsibility; humanitarian agencies play a supportive role.	
The goal is to fulfill emergency needs and return to the pre-disaster "normal."		The aim is to reduce long-term vulnerability and build community capacity to cope with future disasters.	

Note: In *Community-Based Disaster Risk Reduction and Management (CBDRR)*, we help people become more systematic and organized in their preparedness and response

Essential Characteristics of Community-Based Disaster Risk Reduction and Management:
- Participatory: Active community participation in all phases—planning, implementation, and evaluation.
- Comprehensive: Integrates disaster risk management with development, environment, and other social sectors.
- Proactive: Focuses not just on response, but also prioritizes preparedness and prevention.
- Inclusive: Addresses all possible risks and local solutions at the community level.
- Multi-sectoral and Multi-disciplinary: Ensures coordination among experts and stakeholders from various sectors and disciplines.
- Empowerment-focused: Aims to make communities self-reliant and empowered to manage disaster risks.
- Developmental: Goes beyond emergency management to ensure long-term sustainable development.

Tools for Community-Based Disaster Risk Reduction and Management
1. Hazard Mapping:

   Identifying and mapping potential risk zones within the community.
2. Evacuation Routes:

   Determining safe routes that can be used to reach secure areas during emergencies.
3. Evacuation Centers:

   Designating safe spaces such as schools, churches, mosques, monasteries, or temples for temporary shelter.
4. Early Warning Systems:

   Using tools like bells, radios, televisions, SMS, etc., to deliver timely warnings.
5. Emergency Drills:

   Conducting regular drills to prepare community members for effective disaster response.
6. Grab-and-Go Bags:

   Preparing emergency kits with essential items for quick access during an emergency.
7. Mitigation Measures:

   Constructing protective structures like bridges, embankments, and sandbag barriers.
8. Food Banks:

   Collecting and storing food supplies for use during emergencies.
9. Medicine Banks:

   Managing essential emergency medical supplies in advance.
10. Seasonal Calendars:

    Forecasting disaster and risk periods by tracking seasonal patterns and hazards.

Community-Based Disaster Risk Reduction and Management Tools

1. Hazard Mapping:

Identifying and mapping potential disaster-prone areas in the community. Hazard mapping is a participatory process in which the community uses local resources, experience, and memory to identify and mark possible disaster-prone zones (e.g., flood, landslide, fire) on a map.
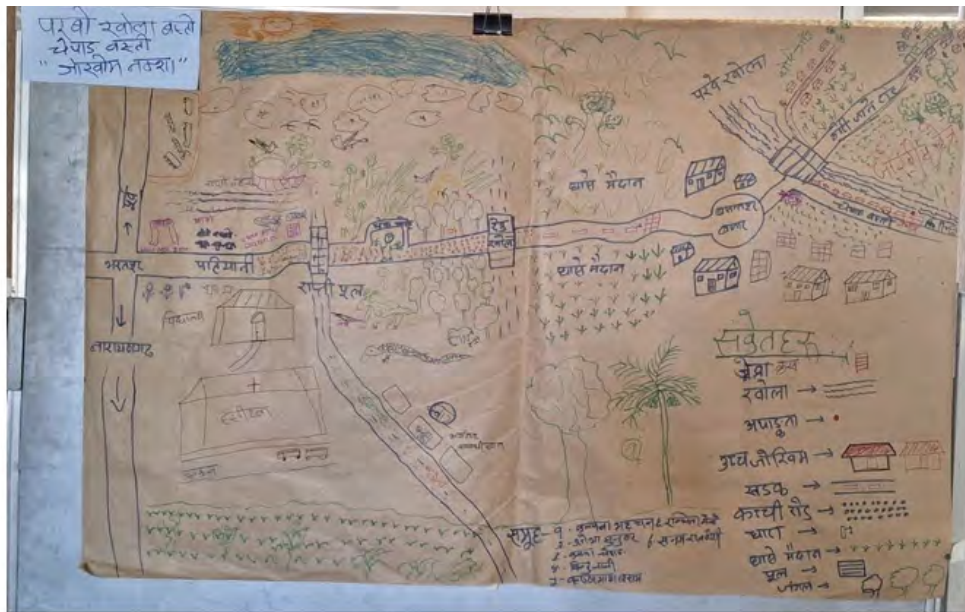
Source: NIWF CBDRRM TOT Training

How to Conduct Mapping:
- Prepare a social map of the village or settlement.
- Ensure participation from local residents, schools, women's groups, and youth.
- Use colors, symbols, or labels to mark hazard zones.
- Include safe areas, evacuation centers, and exit routes on the map.

Importance:
- Visual identification of risks helps in planning.
- Communities become more aware and proactive in reducing risks.
- ....

2. Evacuation Routes:

Identify quick, open, and safe routes to reach secure locations during disasters.

How to Use:
- Identify safe routes based on hazard maps.
- Evaluate roads, footpaths, and bridges to ensure they are clear and accessible.
- Mark routes with signs (arrows, colored lines, etc.).
- Practice route awareness in schools and homes.

Importance:
- Enables timely evacuation.
- Ensures safe exit during emergency situations.

3. Evacuation Centers:

Prepare safe shelters such as schools, churches, mosques, monasteries, and temples for temporary accommodation during disasters.

How to Use:
- Select available public buildings in the community.
- Assess structural safety and reliability.
- Ensure access to water, toilets, lighting, and privacy.
- Prepare storage for food, medicine, and shelter materials.

Importance:
- Provides temporary accommodation to displaced families.
- Functions as a support and relief center.

4. Early Warning Systems:

Use bells, radios, TV, SMS, etc., to issue advance warnings before a disaster.

How to Use:
- Coordinate with government authorities for flood, wildfire, or storm alerts.
- Use radio, sirens, bells, mobile messaging, or loudspeakers.
- Ensure the message is clear, simple, and in a language everyone understands.

Importance:
- Timely alerts help reduce human and material loss.

5. Emergency Drills:

Practice-based training to prepare for disasters before they strike.

How to Use:
- Involve schools, mothers' groups, youth clubs, etc., in drills.
- Use evacuation routes, centers, and signs for practical training.
- Conduct post-drill reflections to identify and improve weaknesses.

Importance:
- Reduces fear and builds practical skills.
- Helps people make faster and better decisions during disasters.

6. Grab-and-Go Bag (Emergency Kit):

A ready bag with essential items to take during emergencies.

How to Use:
- Every family should prepare a bag in advance.
- Include: dry food, water, medicines, torchlight, phone charger, map, clothes, cash, important documents, etc.
- Keep it in a location known to all family members.

Importance:
- Easy to carry necessary items quickly during evacuation.

7. Risk Reduction Measures:

Build infrastructure (e.g., bridges, embankments, sandbag barriers) to prevent or minimize disaster impacts.

How to Use:

- Construct gabion walls, embankments, drainage systems, tree plantations, and riverbank protections in hazard zones.
- Retrofit houses and sheds for structural safety.
- Use community labor and local resources for construction.

Importance:

- Reduces disaster impact in advance.
- Ensures long-term protection.

8. Food Bank:

Collect and store food at the community level for emergency use.

How to Use:

- Use mothers' groups, tole improvement committees, or cooperatives to collect food.
- Store dry and long-lasting food items.
- Set up a system for collection, distribution, and replenishment.

Importance:

- Helps communities remain self-reliant even when external aid is delayed.

9. Medicine Bank:

Store essential medicines for emergency first aid during disasters.

How to Use:

- Prepare a list of basic medicines with advice from health professionals.
- Manage the bank through community health volunteers or FHWs (Female Health Workers).
- Regularly check expiry dates and storage conditions.

Importance:

- Ensures access to life-saving medicines when hospitals are unreachable.

10. Seasonal Calendar:

A chart or calendar predicting disaster risks based on seasonal patterns.

How to Use:

- Gather information from elders, weather records, and past events.
- Create a monthly chart (e.g., floods in June-July, wildfires in March).
- Display the calendar in schools, ward offices, and neighborhoods.

Importance:

- Helps coordinate farming, preparedness, and drill timings.
- Increases awareness and vigilance.

All these tools are based on community participation, use of local knowledge, and the spirit of collective action. The integration of practical exercises, preparedness, infrastructure, and awareness helps communities become self-reliant in disaster management.

Session Five: Code of Conduct for Disaster Response

Session Objective: Participants will be able to explain, follow, and communicate the code of conduct to be adopted while engaging in disaster response activities.

Method: Presentation, discussion, Q&A, and brainstorming.

Materials: Projector, laptop, PowerPoint slides, markers, and newsprint paper.

Time: 60 minutes

Topics Covered: The origin, objectives, and nine core humanitarian standards of the Code of Conduct for Disaster Response.

Process:

- Participants will share their experiences.
- Discussion will include the possible guidelines or directives from the local government.

Origin of the Code of Conduct for Disaster Response

To set ethical standards for institutions involved in disaster response, the *Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief* (often referred to as CoC) was prepared by the **Steering Committee for Humanitarian Response (SCHR)** in 1992. In 1994, SCHR officially adopted it and made its signing mandatory for all its member organizations.

This code includes **10 principles:**

- · **Articles 1 to 4** present fundamental humanitarian principles for assistance work.
- · **Articles 5 to 10** are based on best practices learned from development work.

SCHR is a network of top leadership of various international humanitarian organizations such as the **ICRC, IFRC, Oxfam, CARE International, Save the Children, World Vision International,** among others.

Purpose of the Code of Conduct

- · The Code of Conduct aims to uphold ethical standards in humanitarian assistance. It does **not** provide technical details (e.g., how to determine food quantity or how to set up refugee camps).
- · Its objective is to uphold high standards of **independence, effectiveness,** and **result-oriented actions,** promoted by NGOs and the International Red Cross and Red Crescent Movement involved in disaster response.
- · It provides clear guidance on how NGOs should relate to stakeholders such as **donors, host governments, the UN system, and beneficiaries.**
- · It is a **voluntary code,** and its implementation depends on the **commitment of the signatory organizations.**

- As of August 2014, **536 organizations** had signed this code.
- In case of **armed conflict,** the code must be interpreted and applied in line with **International Humanitarian Law (IHL).**

Code of Conduct Principles for NGOs and the International Red Cross and Red Crescent Movement

1. The humanitarian needs come first.

2. Aid is given regardless of race, creed, or nationality and without adverse distinction. Prioritization is based on need only.

3. Aid will not be used to further a particular political or religious standpoint.

4. We shall not act as instruments of the government's foreign policy.

5. We shall respect culture and custom.

6. We shall build disaster response on local capacities.

7. We shall find ways to involve program beneficiaries in the management of relief aid.

8. Relief aid should strive to reduce future vulnerabilities while meeting basic needs.

9. We are accountable to both those we seek to assist and those from whom we accept resources.

10. In our publicity, we shall recognize disaster victims as dignified humans, not helpless objects.

Core Humanitarian Standards (CHS) for Quality and Accountability

The **Core Humanitarian Standards (CHS)** present **nine commitments** for people and communities affected by crises.

They outline what people can expect from humanitarian organizations and individuals providing aid. Each commitment is guided by **quality and accountability standards,** offering direction to humanitarian organizations and staff on **how to act and respond** effectively and ethically.

Nine Commitments to Disaster-Affected People and Communities (with Quality Standards)

1. Disaster-affected individuals and communities receive appropriate and relevant assistance according to their needs.
   Quality Standard: Humanitarian response is appropriate and relevant.

2. Disaster-affected individuals and communities have access to humanitarian assistance in a timely manner.
   Quality Standard: Humanitarian response is effective and timely.

3. Disaster-affected individuals and communities are not negatively affected. As a result of humanitarian actions, they become more aware and face less risk during reconstruction.
   Quality Standard: Humanitarian response strengthens local capacities and minimizes negative impacts.

4. Disaster-affected individuals and communities know their legal rights. They have access to information and the decision-making processes that affect them.
   Quality Standard: Humanitarian response is based on communication, participation, and support.

5. Disaster-affected individuals and communities have access to safe and appropriate mechanisms to raise concerns or complaints.

   Quality Standard: Complaints are welcomed and addressed.

6. Disaster-affected individuals and communities receive coordinated and complementary support.

   Quality Standard: Humanitarian assistance is coherent and complementary.

7. Disaster-affected individuals and communities can expect continued assistance, while organizations learn from experience and reflection.

   Quality Standard: Humanitarian actors continually learn and improve.

8. Disaster-affected individuals and communities receive assistance from competent and well-managed staff and volunteers.

   Quality Standard: Staff are supported to do their job effectively and are treated fairly and equitably.

9. Disaster-affected individuals and communities expect that resources provided by supporting organizations will be used effectively and responsibly.

   Quality Standard: Resources are managed and used responsibly for their intended purpose.

Updated Core Humanitarian Standards (CHS) – 2024

The **Core Humanitarian Standard (CHS)** was updated in **2024** to respond to increasingly complex global challenges such as humanitarian crises, climate change, pandemics, and protracted conflicts that have intensified since 2014. This updated version presents commitments written in clear, community-centered, and rights-based language, making it more accessible for local and national organizations. Feedback from over **4,000 people across 90 countries** was collected during the revision. The new CHS is now **simpler, more measurable, and more accountable**, placing the voices of crisis-affected people at its core.

1. People and communities can exercise their rights and participate in actions and decisions that affect them.

2. People and communities access timely and effective support in accordance with their specific needs and priorities.

3. People and communities are respected for their culture, knowledge, skills, and experience

4. People and communities are kept safe and treated with dignity during the process of receiving assistance.)

5. People and communities can complain and receive redress.

6. Organizations providing support are accountable.

7. The quality and effectiveness of the support provided to people and communities are improved.

8. Organizations providing assistance to people and communities manage resources efficiently and effectively.

9. People and communities can hold those who support them to account.

Source: CHS Alliance

These **nine commitments** and their related requirements are designed to make humanitarian work more **effective, ethical,** and **people-centered.** They prioritize the **rights, accountability, and quality** of humanitarian response for those affected by the crisis.

Disaster Risk Management and Response Standards at the Local Level in Nepal

In Nepal, disaster risk management and response standards at the local level—especially at the municipality and ward levels—are based on decentralization, local body leadership, and coordination with national and provincial structures. This system is developed with the aim of strengthening disaster preparedness and resilience at the local level. Below is a summary of the disaster risk management standards applied at the local government level:

1. Legal and Institutional Framework
- Disaster Risk Reduction and Management Act, 2017: The principal legal foundation for disaster management, clearly defining the role of local levels.
- National Policy, 2018: Establishes responsibilities for local governments.
- Local Government Operation Act, 2017: Grants municipalities and rural municipalities the authority to lead in disaster management.

2. Local Disaster Management Committees (LDMCs)

At Municipality Level:
- Municipal Disaster Management Committee (MDMC): Formed under the leadership of the mayor.
- Functions: Planning, coordination, public awareness, monitoring, and relief distribution.

At Ward Level:
- Ward Disaster Management Committee (WDMC): Formed with the participation of local representatives, volunteers, and stakeholders.
- Functions: Risk assessment, resource management, local initiatives, and protection of vulnerable groups.

3. Disaster Risk Reduction and Management Plan
- Municipalities develop Local Disaster and Climate Resilience Plans (LDCRP), and wards prepare Ward-level Disaster Management Plans (WDMPs). These plans guide risk identification, preparedness, and rehabilitation.

4. Early Warning System (EWS)
- Community-Based Early Warning System (CBEWS): Supports the dissemination of early warnings for disasters such as floods, landslides, and earthquakes.
- National Coordination: Information exchange with DHM (Department of Hydrology and Meteorology), Meteorological Office, Red Cross, and others.

5. Resource Management and Emergency Response
- Local Emergency Fund: Used for rescue, relief, and shelter.
- Provincial and National Coordination: For additional resources and support.
- Volunteer Mobilization: Engaged in rescue, relief, and distribution of materials.

6. Community Participation and Public Awareness
- Preparedness Activities: Risk mapping, training, mock drills, etc.
- Vulnerability Mapping: Identification and prioritization of children, elderly, and persons with disabilities.

7. Rehabilitation and Reconstruction
- Rehabilitation Plans: Local leadership in rebuilding infrastructure, livelihoods, and sustainable reconstruction.
- Monitoring and Evaluation: Assessing the effectiveness of interventions.

8. Capacity Building and Training

Local governments conduct training in disaster response, rescue, first aid, and communication, contributing to enhanced overall response capacity.

Nepal's local disaster risk management system is multi-tiered and inclusive, ensuring effective response through community participation, planning, early warning systems, resource mobilization, and coordination. Municipalities and wards are the focal points for local risk management and play a crucial role in building resilient and sustainable communities.

Session Six: The Role of Indigenous Women in Community-Based Disaster Risk Reduction in Nepal

Title: The Role of Indigenous Women in Community-Based Disaster Risk Reduction in Nepal

Session Objective: Participants will be able to explain the roles played by Indigenous women in disaster risk reduction and identify the challenges they face.

Method: Presentation, discussion, Q&A, group work, and roundtable discussion

Materials: Projector, laptop, PowerPoint slides, markers, and newsprint paper

Time: 120 minutes

Topics Covered:
- The role, contributions, and challenges of Indigenous women in community-based disaster risk reduction

Process:
Present a case study or example of roles played by women in disaster risk reduction to the whole group for discussion.

Course Materials

The Role of Indigenous Women in Community-Based Disaster Risk Reduction in Nepal

Indigenous women in Nepal play significant and multifaceted roles in community-based disaster risk reduction. Their deep connection with the local environment, traditional knowledge, and active participation in community affairs contribute substantially to disaster risk reduction efforts. These contributions are now considered essential for building inclusive and sustainable communities.

Key Roles and Contributions

1. Preservation and Use of Traditional Knowledge
· Indigenous women possess extensive traditional knowledge about natural resources, weather patterns, and early warning signs.
· For example, women from the Tharu, Sherpa, and Tamang communities have developed flood forecasting methods and sustainable agricultural practices to reduce disaster risks.

2. Community Networking and Awareness Raising
· Women often lead local groups such as mothers' groups or cooperatives that conduct disaster preparedness and education programs.
· Indigenous women actively contribute to raising awareness about disaster risks and preparedness strategies in rural communities.

3. Sustainable Resource Management
· Indigenous women are known as caretakers and managers of resources such as water, forests, and agricultural land. Their sustainable practices help reduce disaster risks.
· For instance, Chepang women follow specific sustainable practices to prevent landslides and soil erosion by wisely using forest resources.

4. Disaster Preparedness and Resilience Building
· Indigenous women are actively involved in food preservation, seed storage, and preparation of emergency supplies, which ensures the availability of essential resources during disasters.
· In the Terai region, indigenous women engage in building traditional boats and preparing local emergency evacuation plans to cope with flood risks.

5. Cultural and Social Resilience
· Indigenous women strengthen community networks through cultural traditions and social practices, which play a key role in mutual support during disasters.
· Through customs, festivals, and storytelling, they transmit disaster preparedness and resilience messages to younger generations.

6. Leadership in Reconstruction and Recovery
· After disasters, indigenous women take the lead in rebuilding homes, reviving local economies, and restoring the community's social structure.

· For example, during the 2015 Gorkha earthquake, many indigenous women coordinated food distribution, temporary shelter, and provided psychosocial support.

Challenges Faced by Indigenous Women

1. Lack of Resources and Training

Despite their contributions, indigenous women often lack access to formal disaster training, grants, and government support.

2. Cultural and Social Barriers

Patriarchal norms in society limit their participation in decision-making processes.

3. Impact of Climate Change

Climate change has challenged traditional knowledge and practices, making adaptation processes more difficult.

4. Economic Constraints

Indigenous women often belong to economically marginalized groups, reducing their ability to invest in preparedness and recovery.

Recommendations to Strengthen the Role of Indigenous Women

1. Integrate Traditional Knowledge into Policies

Incorporate indigenous women's traditional practices into national disaster management plans.

2. Capacity Building and Training

Organize programs that train them in modern disaster risk reduction (DRR) technologies.

3. Promote Leadership Roles

Create platforms that ensure their participation in decision-making processes at local, provincial, and national levels.

4. Access to Resources

Provide special grants and resources to empower indigenous women in DRR efforts.

5. Strengthen Networks

Support indigenous women's organizations and networks that amplify their voices and foster community collaboration.

Examples of the Role and Contributions of Indigenous Women in Community-Based DRR in Nepal

Tharu Women and Flood Management

Tharu women, especially in flood-prone Terai areas, have deep knowledge of the local environment. They are often the first to notice rising water levels and play a key role in alerting the community. During the

monsoon season, they traditionally build small boats called *khurpi* (made from bamboo and grass), used to transport people and goods during floods. They play an essential role in strengthening community-based early warning systems and managing food supplies in preparation for floods.

Sherpa Women and Himalayan Disaster Preparedness

Sherpa women from Solukhumbu, particularly in high-altitude communities, are actively involved in disaster preparedness. They manage food storage during winter and times of snow or avalanche risks. Skilled in constructing emergency shelters, they also possess traditional knowledge for protecting homes from landslides and snowfall. Sherpa women are also active in awareness campaigns, teaching children and other women how to identify and prepare for potential disasters based on signs such as early return of yaks or low-flying birds, interpreted as indicators of incoming storms.

Tamang Women and Landslide Risk Reduction

Tamang women from Sindhupalchok district play a vital role in managing agricultural lands in this landslide-prone region. They have developed specific agricultural techniques to prevent soil erosion, such as planting trees along hillsides and practicing organic farming. After the devastating 2015 earthquake, many Tamang women emerged as leaders in reconstruction. For example, Muna Tamang led efforts in shelter construction, water and sanitation, and rebuilding. They organised collective labour to rebuild homes and structures, and educated youth about using locally available, disaster-resilient materials and construction techniques.

Chepang Women and Forest Resource Management

In Chitwan district, Chepang women play a critical role in sustainable forest resource management. Using intergenerational knowledge, they apply traditional methods to control forest fires, manage hunting, and prevent deforestation. For example, during dry seasons, they create fire lines by clearing dry leaves, grass, and shrubs along designated paths to prevent wildfire spread. During emergencies such as wildfires or floods, Chepang women often take the lead in organizing the community, preparing evacuation plans, and sharing available resources. Their traditional environmental management practices enhance community resilience and help reduce natural disaster risks like landslides and erosion.

Indigenous Women and Post-Earthquake Reconstruction

After the 2015 Gorkha earthquake, women from various indigenous communities actively engaged in reconstruction and rehabilitation. Women from Magar, Rai, and Limbu communities played significant roles in food distribution, temporary shelter construction, and psychosocial support for those affected. They collaborated with local authorities in relief distribution and helped make relief efforts culturally relevant and inclusive. Many women also took active roles in rebuilding homes using traditional techniques and locally sourced materials, which made homes more affordable, environmentally compatible, and earthquake-resistant.

Local Advocacy and Policy Influence

Indigenous women from Tharu, Magar, and Limbu communities have formed groups to advocate for inclusive perspectives in disaster management policies. For instance, mother groups have served as common platforms to increase women's active participation in disaster preparedness planning. These

groups often organize training sessions and workshops related to disaster preparedness, and their advocacy has encouraged local governments to recognize the role of women in disaster risk reduction.

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Module 4: Training Facilitation Methods

- Orientation on participatory methods
- Microteaching / Individual Presentation / Practice Session – based on community context, followed by Feedback Session (individual/group-based)
  (15 minutes – preparation, 45 minutes – role play, 15 minutes – feedback session)

Session Plan

<table>
<tr><td colspan="6" align="center">**Session Plan**</td></tr>
<tr><td>**Module**</td><td colspan="5">● Training Facilitation Methods</td></tr>
<tr><td>**Main Topic**</td><td colspan="5">● Training Facilitation Methods</td></tr>
<tr><td>**Sub-topics**</td><td colspan="5">Understanding participatory methods

Microteaching / Individual presentations / Practice sessions tailored to community context

Feedback sessions (individual or group based)</td></tr>
<tr><td>**Session Objectives**</td><td colspan="5">By the end of this session:
● Participants will be able to explain participatory methods.
● Participants will conduct microteaching/individual presentations.</td></tr>
<tr><td>**Time**</td><td>**Content**</td><td>**Method/ Process**</td><td>**Materials Required**</td><td>**Facilitator**</td><td>**Remarks**</td></tr>
<tr><td>10 minutes</td><td>Review of the previous session</td><td></td><td></td><td>Facilitator</td><td></td></tr>
<tr><td>2 hours</td><td>Orientation on participatory methods</td><td>Participatory discussion and presentation</td><td>Metacards, markers, newsprint paper, masking tape, facilitator's guidebook</td><td>Facilitator</td><td></td></tr>
<tr><td>9 hours 50 minutes</td><td>Microteaching / Individual Presentation / Practice Session (based on community); Feedback Session (individual/ group-based) (15 min prep, 45 min roleplay, 15 min feedback)</td><td>Participatory discussion and presentation</td><td>Metacards, markers, newsprint paper, masking tape, facilitator's guidebook</td><td>Facilitator</td><td></td></tr>
<tr><td>10 minutes</td><td>Review and Closing</td><td></td><td>Ball of wool or paper ball/balloon</td><td>Facilitator</td><td></td></tr>
</table>

Activity 1: Introduction to Participatory Methods

Process

- Ask participants about their understanding of participatory methods.
- Present an overview of these methods.
- Divide participants into groups and facilitate discussions and presentations on participatory methods.
- Conduct a brainstorming session on the qualities of a good facilitator.
- Finally, the facilitator will summarize the methods and the qualities required in an effective facilitator.

Learning Materials

Overview of Participatory Methods

A. Brainstorming

Brainstorming is a method that allows individuals to express their thoughts freely on a given topic or question. This approach provides participants with the opportunity to think and share on the presented issue. It integrates personal knowledge and imaginative capacity. It also offers a free and open space to express personal interest, understanding, and learning. It fosters an environment for critical thinking, creativity, spontaneous idea sharing, group-based decision-making, and the quick generation of new ideas. Moreover, it promotes respectful acknowledgment of individual experiences and conclusions through group selection.

Points to consider:

- Clearly communicate the topic or question for brainstorming.
- Encourage participants to share their ideas in small or large groups and record them as-is.
- Review and reflect on each idea after all have been shared—do not demand clarification during idea generation.
- Create an informal, enjoyable, motivational, and engaging environment.
- Encourage collective idea generation and self-refinement of thoughts.
- Reinforce key takeaways and prevent digression from the topic.

B. Group Discussion / Participatory Discussion

Group discussion involves small or large groups deliberating on a topic to reach a collective conclusion. It is highly effective for participatory training. When facilitating discussions in small groups, ensure clarity about the tasks. A supportive environment must be created where every member can freely express their views. Understand the core purpose of using group discussions—to meet the objectives of the activity. It provides opportunities to learn from diverse viewpoints by interacting with different people.

Points to consider:

- Form groups based on the needs of the session.
- Provide a brief background and context for the discussion topic.
- Create a setting where every member can contribute and help reach a group consensus.

- Use open-ended questions to enrich discussions when necessary.
- Allow all groups to present their conclusions, followed by a comprehensive summary.

C. Question and Answer

This method can be conducted in multiple ways. The facilitator may ask participants questions, participants may ask the facilitator, or participants may ask each other and respond. This method can be used to assess participants' understanding of specific topics.

Points to consider:
- Prepare questions and topics in advance.
- Ask questions either to individuals or the group collectively.
- Encourage peer feedback on the given answers.
- Conclude with either the facilitator or the group identifying the correct answers.

D. Games

Games engage participants actively. They help stimulate participants, explore alternatives, remove laziness, and provide enjoyment. Games are rule-based; when conducted properly, they help develop a sense of competition and prepare the environment for thematic learning. Games support the development of creativity, knowledge, and skills, and bring positive emotional shifts. Physical games activate both gross and fine motor skills and stimulate blood circulation. However, games should be interesting and topic-related. Some games are purely motivational, while others are content-specific. Learning through games becomes enjoyable and lasting. It's good to conduct a brief discussion after playing.

Points to consider:
- Be clear about the required time, materials, number of players, rules, and objectives.
- Clearly explain the rules and follow them; allow a trial round if necessary.
- Motivate and encourage all participants.
- Discuss the game and relate it to the learning objectives.

E. Role Play

Role play involves participants enacting a scenario, issue, behavior, or skill based on their own knowledge, ideas, and experiences—spontaneously and without rehearsal. This method helps activate participants, remove shyness, and aid in understanding content. Role plays allow fun learning while delivering clear messages and addressing problems and solutions simultaneously.

Points to consider:
- The facilitator should be clear on the purpose of the role play.
- Divide groups to ensure all characters can be represented and allow preparation time.
- Ensure preparation remains focused on the objective.

- After the presentation, ask the group or characters to share their reflections or experiences and exchange feedback with others.

- Discuss what was learned, what messages were conveyed, and whether the objectives were met.

F. Picture Discussion

This method involves showing images or posters related to the topic and facilitating discussions or idea exchanges among participants. It can be used with both small and large groups and is especially effective in changing perceptions and behaviors. It is highly impactful for groups with low literacy, helping to enhance learning speed.

Points to consider:

- Show relevant pictures or posters.

- Ask what the participants see in the images.

- Facilitate discussion in either small or large groups and present summaries.

G. Mini Lecture

A mini lecture is a short, focused presentation or information session using verbal or informational materials within a set timeframe. Since lectures can make participants passive, they are discouraged in participatory training. However, they are useful for briefly presenting a topic or summarizing key points. It is best used for content that can be covered in a short time. Often, other methods naturally incorporate this one. Hence, methods are often interconnected.

Points to consider:

- Prepare the topics and main points using cards, newsprint, charts, boards, or handouts in advance.

- Present points in a logical sequence and regularly check for understanding.

- Maintain participant engagement and respectfully address their queries.

- Keep it under 30 minutes and ensure the presentation is engaging.

Qualities of a Good Facilitator

A good facilitator should be able to build rapport with participants and communicate the subject matter clearly. To ensure effective facilitation, one should focus on the following:

Respect for Diverse Opinions

Creating an environment where participants can share their perspectives is crucial. The facilitator should focus on asking questions to open up discussion, summarizing expressions, and encouraging participants to reflect on possible outcomes.

Reducing Hesitation

Participants may feel hesitant during discussions. Facilitators should have thorough knowledge of the subject to avoid such issues and must prepare well.

Discouraging Gender and Caste-Based Comments

Facilitators should avoid making remarks based on gender or caste. It's essential to model respectful behavior and ensure that questions or discussions do not harm gender sensitivity.

Prior Preparation of Content Knowledge

Facilitators must thoroughly study the training materials, including any facilitator's guide, before the session to effectively meet participants' learning needs.

Summarization

Facilitators should check if all participants have understood the content in the same way. Allow space for open-minded thinking and avoid assuming one's perspective is the only valid one. Summarizing discussions helps ensure shared understanding.

Addressing Participants' Concerns

If a new or unknown topic arises, the facilitator should commit to understanding it and provide follow-up information, rather than offering vague or incorrect answers.

Encouraging Speakers

Avoid interrupting or modifying participants' statements. Encourage them with supportive comments and ask open-ended, contextual questions—not just yes/no ones. Avoid discouraging difficult questions. Practice active listening.

Building and Managing Positive Group Dynamics

Establish expectations that promote working together, fostering friendship, and encouraging participation. Suggestions include:

Active Listening Skills

Active listening involves paying close attention to what others say and responding thoughtfully. When participants feel heard, they are more likely to engage actively.

Confidentiality

During sensitive discussions, assure participants that confidentiality will be respected. This can be managed through visual storytelling or allowing participants to share personal stories under a pseudonym. Avoid naming others in sensitive topics, such as health or personal relationships. Raise group awareness about maintaining confidentiality.

Activity 2: Microteaching / Individual Presentation / Practice Session

Tailored to the Community Context, with Feedback Sessions (Individual/Group-Based)
15 minutes – Preparation
45 minutes – Role Play
15 minutes – Feedback Session

Process:

- Explain the lesson plan format to the participants.
- Facilitate practice on how to use the lesson plan.

Sample Lesson Plan Template:

Module	Session	Topic	Sub-Topic	Objective	Activities	Methods	Process	Time	Required Materials	Tangible Outcomes	Objective Assessment	Facilitator

Lesson Plan: Opening Session

Module: Opening and Introduction

Session: 1

Title: Opening

Sub-title: Opening

Objective: The training will begin with an opening ceremony conducted according to an Indigenous tradition.

Activities	Methods/Approach	Process	Required Time	Required Materials	Tangible Outcomes	Objective Assessment	Facilitator
Opening according to Indigenous tradition	Demonstration and Role Play	A community will be requested in advance to conduct the opening. They will be asked to prepare the necessary materials. The community will be invited to perform a nature worship ceremony and opening in 5 minutes as per their tradition.	15 minutes	Plants, fruits, tika materials, water, grains (as per Indigenous tradition)	Knowledge sharing and experience exchange about Indigenous nature worship practices	Q&A, Discussion	Nita Gurung

Lesson Plan: Concepts Related to Weather and Climate

Activities	Methods/Approach	Process	Required Time	Required Materials	Tangible Outcomes	Objective Assessment	Facilitator
Opening according to Indigenous tradition	Demonstration and Role Play	A community will be requested in advance to conduct the opening. They will be asked to prepare the necessary materials. The community will be invited to perform a nature worship ceremony and opening in 5 minutes as per their tradition.	15 minutes	Plants, fruits, tika materials, water, grains (as per Indigenous tradition)	Knowledge sharing and experience exchange about Indigenous nature worship practices	Q&A, Discussion	Nita Gurung

Module	S. No	Title	Subtitle	Objective	Activity	Method	Process	Times	Material	Tangible Outcome	Objective Review	Facilitator
Weather and Climate	2	Weather and Climate	Concepts Related to Weather and Climate	By the end of this session, participants will clearly understand the concepts of weather and climate.	Discussion on images related to weather and climate	Image discussion and presentation	Participants will be divided into two groups. One group will receive a picture related to weather, and the other a picture related to climate. Each group will discuss it for 5 minutes. Then, each group will present their discussion. After the presentations, the facilitator will summarize the key points using slides or newsprint. Finally, there will be a review to assess participants' understanding of the topic.	30 minutes	Posters related to weather and climate, newsprint, markers, tape, PPT	Partici-pants will be able to explain the concepts of weather and climate	Questions, reflections	Nitaa Gurung

Module 5: Closing

- **Action Plan Development and Presentation**

- **Post Evaluation**

- **Review and Closing**

Session Plan

Session Plan					
Module	Closing				
Main Topic	Closing				
Sub-Topics	• Action Plan Development and Presentation • Post Evaluation • Review and Closing				
Objective of Session	By the end of session, • The participants will be able to develop an action plan, presentation of an action plan and also do post evaluation of the training by adopting a self-evaluation tool.				
Time/ Duration	**Topic**	**Method/ Process**	**Required Materials**	**Responsibility**	**Remarks**
10 Minutes	Review of Previous Session				
1 Hour	• Action Plan Development	Participatory Discussion and Presentation	Metacards, Markers, Newsprint Paper, Masking Tape	Facilitator	
50 Minute	• Post-Evaluation	Participatory Discussion and Presentation	Metacards, Markers, Newsprint Paper, Masking Tape	Facilitator	

1 Hour	• Review and Closing
	  • Certificate distribution
	  • Closing
		Participatory Discussion	Woolen Ball or Paper Ball, Certificates for Participants	Facilitator	

Activity 1. Action Plan Development and Presentation

Process:

Facilitate the participants to develop an action plan based on the format provided below.

Action Plan					
S.N.	What to do? (Activity)	When to do it?	Who?	Where?	Resources (what resources do we need?)

Activity 2: Final Evaluation

Process:

- Distribute the final evaluation questionnaire to all participants.
- Provide 20 minutes for all participants to write their answers.
- Then, distribute the answer sheets to each participant.
- Instruct all participants to conduct a self-evaluation based on the answer sheet.
- Request each participant to write their score/marks from the self-evaluation on a small piece of paper along with their name and number, and submit it to the facilitator.

Activity 3: Review and Closing

Method: Participatory Discussion

Required Materials: A ball of woolen thread or a paper ball, certificates

Process:

- Review and closing session
- Distribution of certificates
- Formal closing

Annexure

Training of Trainers on Climate Change Mitigation & Adaptation and Community-Based Disaster Risk Reduction
Pre/Post Evaluation

Question 1: What do you understand by the term *weather*?

Question 2: What do you understand about climate or *atmospheric conditions*?

Question 3: What do you understand about weather *change*?

Question 4: What do you understand about climate *change*?

Question 5: What are the causes of climate change?

Question 6: What are the impacts of climate change?

Question 7: What do you understand about the term *disaster*?

Question 8: Write about the *emergency go-bag* (*Jhatpat Jhola*).

Question 9: What do you understand about disaster *risk reduction*?

Question 10: Write about the *Community Seed Bank*.

Annex 2: Answer Sheet for Pre and Final Evaluation

Training of Trainers on Climate Change Mitigation & Adaptation and Community-Based Disaster Risk Reduction

Pre/Final Evaluation Answer Sheet

Question 1: What do you understand about the term *weather*?

Weather refers to atmospheric conditions that change frequently. Elements of weather include temperature, rainfall, air pressure and wind direction, humidity, etc. These elements change from moment to moment. This is what we call *weather change*. For example, a rainy day, a sunny day, etc. Therefore, the state of temperature, rainfall, air pressure, humidity, etc., that changes daily in the Earth's atmosphere is called *weather*. It changes every day, week, and month.

चित्र न. १
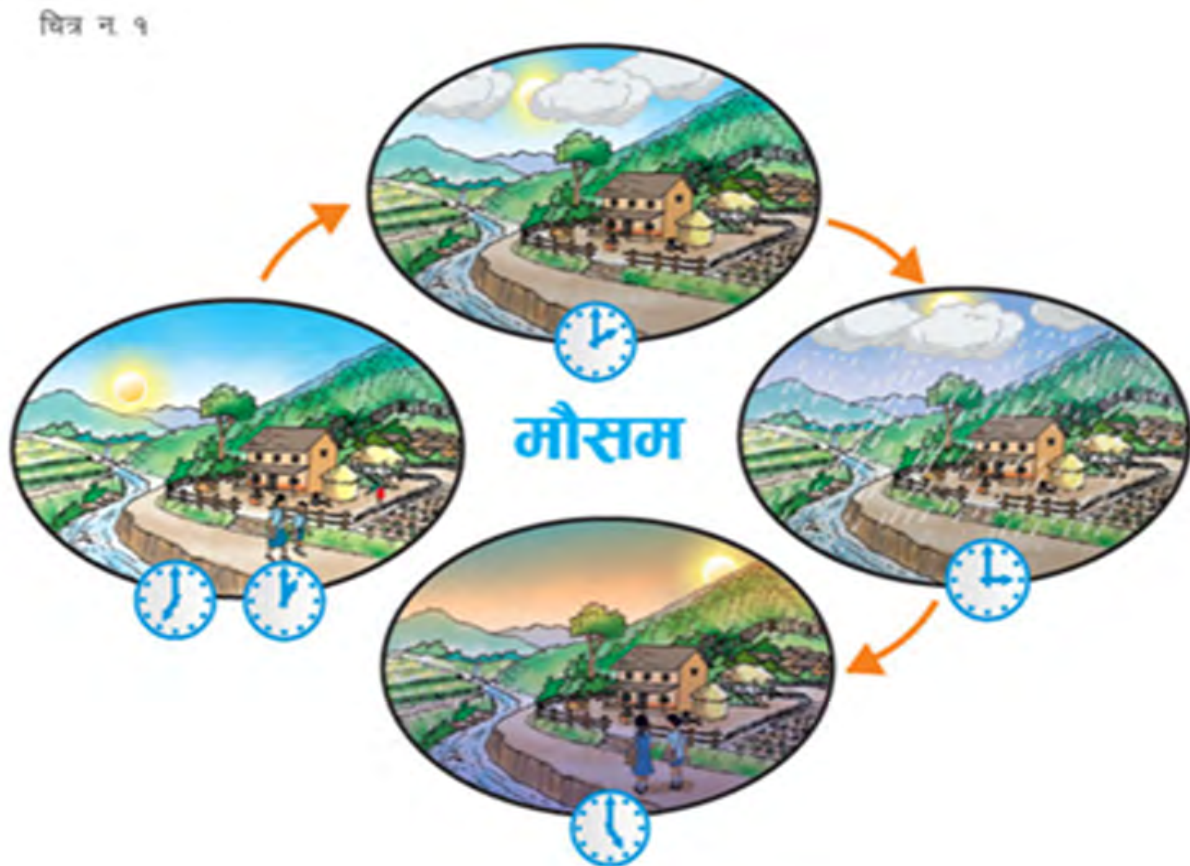
Question 2: What do you understand about climate or *atmospheric conditions*?

Climate refers to the average state of weather elements observed over a long period. Generally, the climate remains stable depending on location and specific seasons.

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Question 3: What do you understand about weather *change*?

Weather change refers to short-term changes in the atmosphere. It includes changes occurring within an hour, a day, a month, or throughout the year. Seasonal change is also an example. For instance, sudden wind, unexpected rainfall, and immediate sunshine.

Elements of weather include temperature, rainfall, air pressure and direction, humidity, etc. These elements change from moment to moment. This is called *weather change*. For example, a rainy day, a sunny day, etc. Therefore, the continuously changing state of temperature, rainfall, air pressure, and humidity in the Earth's atmosphere is called *weather*. It changes every day, week, and month.

Question 4: What do you understand about climate *change*?

Climate change refers to abnormal changes observed in the overall environment over a long period. It is a situation where sudden changes in natural events that were experienced or observed in the past begin to affect human life.

Question 5: What are the causes of climate change?

Among various causes of climate change, the main ones are:

- Increasing population
- Deforestation
- Wildfires
- Growing transportation
- Rising industrialization
- Unplanned urbanization
- Volcanic eruptions, etc.

Question 6: What are the impacts of climate change?

Many effects of climate change have been observed. Some of them are listed below:

(a) Due to climate change, our mountains are melting rapidly. As a result, flooding in rivers and streams is increasing, and water scarcity may arise later.

(b) The formation of glacial lakes is increasing. As their size grows, people living in downstream areas are at risk of loss of life and property.

(c) Rivers and streams are drying up, rainfall patterns are changing, and new types of diseases are emerging— leading to a steady decline in agricultural productivity. Natural disasters like floods, landslides, and droughts are increasing, causing great losses.

(d) Extreme cold and heat waves, outbreaks of mosquito-borne diseases, and waterborne illnesses like diarrhea, cholera, and typhoid are increasing, negatively impacting public health.

(e) Coastal settlements in countries like the Maldives and Bangladesh are at risk due to rising sea levels, potentially leading to the disappearance of centuries-old civilizations. All these factors severely affect the lives of humans and other living beings.

(f) As temperatures rise, suitable environments for animals and plants disappear, threatening biodiversity.

Impacts of Climate Change in Nepal

Nepal is considered to be among the most affected countries by climate change. A recent study ranks Nepal as the 4th most climate-vulnerable country in the world. Factors like fragile geological structure, rain-fed agriculture, glacial river systems, dependence on natural resources, poverty, and illiteracy make Nepal extremely sensitive to climate change.

Even though Nepal contributes only about 0.025% of the global greenhouse gas emissions, it is still highly vulnerable to its negative impacts. Nepal's glaciers, water resources, agriculture, forests, biodiversity, and public health are particularly affected.

Impacts of Climate Change on Indigenous Peoples

Indigenous communities are among the most affected groups:

- Loss of traditional livelihoods (e.g., agriculture, hunting, fishing skills)
- Disruption or loss of culture (e.g., sacred places and traditional practices)

- Loss of traditional knowledge (e.g., local weather forecasting, environmental knowledge, traditional healing)
- Health risks (e.g., waterborne diseases, malnutrition, and mental health effects due to displacement)
- Adaptation challenges due to lack of resources to build mitigation and adaptation infrastructure
- Resource conflicts, especially after the declaration of conservation areas
- Even climate mitigation activities (e.g., carbon sequestration in agriculture, forestry, and land use) may threaten the food and water security, timber supply, livelihoods, land rights, and traditional practices of Indigenous communities.

Question 7: What do you understand about a disaster?

A disaster refers to a situation where there is loss of life and property due to a hazardous event. It includes people dying, going missing, getting injured, domestic animals dying, or farmlands being destroyed—forcing people to be displaced and dependent on others for help.

Question 8: Write about the *emergency go-bag* (*Jhatpat Jhola*)

An emergency go-bag should be stored in an easily accessible place and packed in a way that it can be quickly carried during an emergency. You can prepare and keep this bag at home. If you are asked to evacuate, stay prepared, or if emergency rescue is required, you can use this go-bag.

Your go-bag should include the following items to help you survive for at least 72 hours during a disaster:
- Battery-operated radio
- Torchlight
- Water – 4 liters (1 gallon) per person per day for drinking and sanitation
- Ready-to-eat, packaged, and dry nutritious food
- Extra batteries (note: batteries lose charge even when not in use)
- First aid kit and necessary medications
- Candles and matches/lighter (keep in waterproof bag)
- Extra keys for house and vehicle, money (including coins/mobile recharge cards)
- Important documents (ID, birth certificate, marriage certificate, will, insurance papers, vaccination records, etc.) securely stored in a waterproof pouch
- Toilet paper and other personal items
- Clothing and shoes (one set per person)
- Emergency contact card
- Whistle

Question 9: What do you understand about disaster *risk reduction*?

Disaster Risk Reduction (DRR) is the overall process of planning, policies, practices, and activities carried out to reduce the potential risks of natural and human-made disasters. It aims to identify risks before a disaster strikes, minimize them, strengthen community and infrastructure resilience, and reduce post-disaster impacts.

The main objective of DRR is to protect human lives and safeguard physical, social, economic, and environmental assets. It involves preparedness, capacity building, risk assessment, and collaboration.

Examples:
- Applying engineering standards in safe building construction
- Conducting disaster awareness and education campaigns
- Installing early warning systems in areas prone to floods, earthquakes, and landslides
- Developing effective disaster management plans

Disaster Risk Management:

A systematic process that includes implementing strategies, policies, and capacity-building programs to reduce adverse effects of disasters and their possibilities, using administrative directives, organizational structures, practical skills, and capabilities.

Question 10: Write about the *Community Seed Bank*.

The concept of the Community Seed Bank is important in addressing food insecurity caused by climate change and disasters. Its significance includes:
- Ensuring food security by adapting to climate change
- Conserving organic and local seeds
- Preparing seed kits with a list of seeds suitable for different seasons and types of farming

Thank you

Annex 3: Conversation between Grandfather and Grandson.

Dialogue

Grandson:	Look, Grandpa! It seems like it will rain today. But why is it raining in Kartik and Mangsir (Oct–Dec) when it's supposed to rain in Asar and Saun (June–Aug)?
Grandfather:	Listen, son! Nothing really happens according to the seasons like before. You're right to notice the unusual timing. But nowadays, I hear even crops are ripening earlier than before!
Grandson:	That's true! I once heard rhododendrons bloom in mid-winter. What other changes have you noticed between the past and now?
Grandfather:	There are no cold waves in the Terai like in our time. I hear the cold waves have lessened. Even in the high hills, mosquitoes are starting to cause trouble because it's getting warmer! *(Grandmother enters while Grandfather and Grandson are talking.)*
Grandmother:	What are you two chatting about this early in the morning?
Grandson:	Oh, nothing much, Grandma. I just asked Grandpa what changes he's noticed between the past and now. You should tell me too—what changes have you seen in your time?
Grandmother:	What should I say, son! The nearby spring dried up years ago. It's been months since water has stopped coming from the tap. I have to spend two hours a day fetching water from the stream. The rivers and streams are not as big as they used to be. In winter, they dry up to the size of a haystring. Men don't care about these things, but we women suffer the most.
Grandfather:	Hey now, everyone suffers when water sources dry up—men or women! Instead of complaining, we should focus on storing rainwater and using it wisely. Let's reduce our water use. Let's protect trees around the water sources and manage them properly. These are ways to adapt so we don't suffer from water shortages.
Grandson:	But Grandpa, what is causing all these problems?
Grandfather:	Well son, I don't know the exact cause, but based on what I've read in newspapers, heard on the radio and TV, and from friends, they say it's due to climate change.
Grandmother:	Since the child is showing interest, you should explain what climate change is!
Grandfather:	How can I explain it? It's a bit complex. But from what knowledgeable people say, the weather patterns on this Earth are changing. Some years bring heavy rain, floods, and landslides, while others bring droughts and heat so intense that it feels like even mountaintops might get heatstroke. These long-term shifts in weather patterns affecting people's lives are called climate change.

Grandson:	And what causes climate change, Grandpa?
Grandfather:	There are many causes, but one major reason is population growth. More people means more deforestation. When forests are cleared, water sources dry up. This reduces irrigation and affects all life. Similarly, increasing transportation, industrialization, and unplanned urbanization also cause climate change.
Grandson:	What are some adaptation measures for climate change, Grandma?
Grandfather (laughing):	Look at you acting like Grandma knows all about it!
Grandmother:	Hey! I know just as much as you do! Listen, child: adapting to climate change means protecting forests. If one tree is cut, we must plant 3 or 4 more. Also, we should use less energy, avoid switching on unnecessary lights… that's all I know. If you want more, ask your Grandpa!
Grandfather:	Alright, that's enough for today. Don't forget to share what you learned with your friends.
Grandson:	Oh, Grandpa! How can I forget such an important topic? I'll tell my friends right away!

After the dialogue, ask participants to return to their seats and facilitate a discussion based on the following questions:

Discussion Questions
1. What other causes and impacts of climate change can you think of, apart from those mentioned in the dialogue?
2. What are some additional climate change adaptation measures beyond those discussed in the dialogue?
3. Who can contribute and how in adapting to the causes of climate change?

After the discussion, the facilitator will summarize key points about climate change, its causes, effects, and adaptation strategies so that all participants can hear clearly. Finally, conduct a brief review to assess understanding, and close the session.

Review & Reflection:

Ask the participants to take turns sharing what they learned from today's session by playing the Hot Potato game or using a ball of yarn or a paper ball.

Reference for this session:
● **Transformation Module 10: Natural Disasters and Climate Change**

Annex 4: Seven-Day Training of Trainers (ToT) Schedule on CCDRR

TOT on Climate Change Mitigation & Adaptation and Community-Based Disaster Risk Reduction
(7 Days)

Major Topics:

- Opening session
- Introduction
- Objective of the TOT and training manual
- Division of roles and Responsibility for Seven Days (Management, Rapporteur, Evaluation, Entertainment)
- Expectation Collection
- Group norms and Time Table
- Pre-Test
- Existing practices of Community about CC and DRR including the strengths, best practices, key learnings, challenges and arrears to be improved
- Concept of Indigenous rights and its related principles (National & International conventions and principles)
- Climate change policies (national and international)
- Types of resources
- Concept of Weather and climate
- Climate change and its effects
- Climate change mitigation and adaptation in the context of indigenous community
- Community-focused Climate Risk Assessment
- Disaster and risk
- Disaster Risk Reduction
- Disaster Risk Management and Assessment
- Tools for Community-Based Disaster Risk Reduction
- Code of Conduct for Disaster Response
- Role of Indigenous women in the context of Community-Based Disaster Risk Reduction
- Concept of Participatory Methods
- Micro-Teaching- Individual Presentation, Practice Session- community wise micro teaching and feedback session (15 Min Preparation, 45 Min-Micro Teaching by using Roleplay/Game or any relevant method, 15 min feedback for each)
- Action Plan Development and Presentation
- Post-Evaluation
- Review and closing

	Day 1				
Time/Duration	Topic	Method/Process	Required Materials	Responsibility	Remarks
8:00-9:30AM	Breakfast, Registration				
9:30 - 10:30 (1 Hour)	Opening session	Demonstration and Role Play	Plants, fruits, tika materials, water, and ankhora (ceremonial grains) according to the indigenous community.	Facilitator	
10:30 - 11:30 (1 hour)	Introduction	**Method 1:** Name, organization, position, address, interests, experience (presented through drawings) **OR** **Method 2:** Name, organization, position, address, interests, experience (shared/ presented orally)	A4 paper, meta cards, markers, colors, pencils, sign pens, masking tape.	Facilitator	All participants
11:30-11:45 (15 Minutes)	Tea Break				

Time	Session	Method	Materials	Responsible
11:45-12:00 (15 minutes)	Objective of the TOT and training manual	Mini-lecture method, presentation.	A4 paper, meta cards, markers, colors, pencils, sign pens, masking tape, PPT.	Facilitator
12:00-1:00	Lunch Break			
1:00-1:15 (15 minutes)	Expectation Collection	Participatory discussion	Meta cards, markers, newsprint paper, masking tape.	Facilitator
1:15-1:30 (15 minutes)	Group Norms	Participatory discussion	Meta cards, markers, newsprint paper, masking tape.	Facilitator
1:30-1:45 (15 minutes)	Time Table	Participatory discussion	Meta cards, markers, newsprint paper, masking tape.	Facilitator
1:45-2:00 (15 minutes)	Division of roles and Responsibility for Seven Days (Management, Rapporteur, Evaluation, Entertainment)	Participatory discussion	Meta cards, markers, newsprint paper, masking tape.	Facilitator
2:00-3:00 (1 hour)	Pre-Test	**Method 1:** Distribute questionnaires **Method 2:** Ask orally and record responses (according to the pre-assessment questionnaire)	Pre-assessment questionnaires	Facilitator

Time	Activity	Method	Materials	Responsible
3:00-3:15	Tea Break			
3:15-4:45 (1 Hour 30 Min)	Sharing experiences of each community's existing practices in CC & DRR — strengths, good practices, key learnings, challenges, and areas needing improvement	Participatory discussion and presentation	Meta cards, markers, newsprint paper, masking tape	Facilitator
4:45-5:00 (15 minutes)	Review and closing of this session	Participatory discussion, games	Ball of wool, or paper ball	Facilitator

Time/Duration	Topic	Method/Process	Required Materials	Responsibility	Remarks
	Day 2				
8:00-9:30AM	Breakfast				
9:30-9:45 (15 min)	Review of previous session				
9:45-10:15 (30 min)	Concept of indigenous rights and underlying principles (national, international conventions and principles)	Participatory discussion, Q&A, brainstorming	Meta cards, markers, newsprint paper, masking tape	Facilitator	
10:15-10:45 (30 min)	Climate change policies (national & international)	Participatory discussion, Q&A, brainstorming	Meta cards, markers, newsprint paper, masking tape	Facilitator	
10:45-11:15 (30 min)	Types of resources	Participatory discussion, Q&A, brainstorming	Meta cards, markers, newsprint paper, masking tape	Facilitator	
11:15-11:30	Tea Break				
11:30-12:30 min	Information on disasters, risks, and risk management	Participatory discussion, Q&A, brainstorming	Meta cards, markers, newsprint paper, masking tape	Facilitator	
12:30-1:30	Lunch Break				
1:30-2:00 (30 min)	Information on weather and climate	Picture discussion	Weather and climate posters, masking tape	Facilitator	

2:00-3:00 (1 hour)	Climate change and its impacts	Dialogue	Dialogue between a grandfather and a grandson	Facilitator
3:00-3:15	Tea Break			
3:15-4:00 (45 min)	Climate change adaptation and mitigation in the context of indigenous communities	Participatory discussion, Q&A, brainstorming	Meta cards, markers, newsprint paper, masking tape	Facilitator
4:00-4:50 (50 min)	Community-level focused climate risk assessment	Participatory discussion, Q&A, brainstorming	Meta cards, markers, newsprint paper, masking tape	Facilitator
4:50-5:00 (10 min)	Review and closing	Participatory discussion, Q&A, brainstorming	Meta cards, markers, newsprint paper, masking tape	Facilitator

Day 3

Time/Duration	Topic	Method/Process	Required Materials	Responsibility	Remarks
8:00-9:00	Breakfast				
9:00-9:10 (10 minutes)	Review of the previous session			Facilitator	
9:10 -11:10 (120 minutes)	Disaster and Risk	Presentation, Discussion, Q&A, Brainstorming	Projector, Laptop, PowerPoint Slides, Marker, Newsprint Paper	Facilitator	
11:10-11:25 (15 Minutes)	Tea Break				
11:25-12:25 (60 minutes)	Disaster Risk Reduction	Presentation, Discussion, Q&A, Group Work	Projector, Laptop, PowerPoint Slides, Marker, Newsprint Paper	Facilitator	
12:25-1:25	Lunch Break				
1:25-3:25) (120 minutes)	Disaster Risk Reduction	Presentation, Discussion, Q&A, Group Work	Projector, Laptop, PowerPoint Slides, Marker, Newsprint Paper	Facilitator	
3:25-3:40	Tea Break				
3:40-4:50 (70 minutes)	Disaster Risk Management and Record Keeping	Presentation, Discussion, Q&A, Brainstorming	Projector, Laptop, PowerPoint Slides, Marker, Newsprint Paper	Facilitator	
4:50-5:00 (10 minutes)	Review and Closing of the Session	Participatory Discussion, Game	Wool Yarn Ball or Paper Ball	Facilitator	

Day 4

Time/Duration	Topic	Method/Process	Required Materials	Responsibility	Remarks
8:00-9:00	Breakfast				
9:00-9:10 (10 minutes)	Review of the previous session			Facilitator	
9:10-10:00 (50 minutes)	Disaster Risk Management and Record Keeping	Presentation, Discussion, Q&A, Brainstorming	Projector, Laptop, PowerPoint Slides, Marker, Newsprint Paper	Facilitator	
10:00-11:00 (60 minutes)	Tools for Community-Based Disaster Risk Reduction	Presentation, Discussion, Q&A, Brainstorming	Projector, Laptop, PowerPoint Slides, Marker, Newsprint Paper	Facilitator	
11:00-11:15	Tea Break				
11:15-12:15 (60 minutes)	Tools for Community-Based Disaster Risk Reduction	Presentation, Discussion, Q&A, Brainstorming	Projector, Laptop, PowerPoint Slides, Marker, Newsprint Paper	Facilitator	
12:15-1:15	Lunch Break				
1:15-2:15 (60 minutes)	Tools for Community-Based Disaster Risk Reduction	Presentation, Discussion, Q&A, Brainstorming	Projector, Laptop, PowerPoint Slides, Marker, Newsprint Paper	Facilitator	
2:15-3:15 (60 minutes)	Code of Conduct Related to Disaster Response	Presentation, Discussion, Q&A, Brainstorming	Projector, Laptop, PowerPoint Slides, Marker, Newsprint Paper	Facilitator	
3:15-3:30	Tea Break				

3:30–4:50 (80 minutes)	Role of Indigenous Women in Community-Based Disaster Risk Reduction in Nepal	Presentation, Discussion, Q&A, Group Work, Roundtable Discussion, etc.	Projector, Laptop, PowerPoint Slides, Marker, Newsprint Paper	Facilitator
4:50–5:00 (10 minutes)	Review and Closing of the Session	Participatory Discussion, Game	Wool Yarn Ball or Paper Ball	Facilitator

Day 5

Time	Content	Method/ Process	Materials Required	Facilitator	Remarks
8:00-9:00	Breakfast				
9:00-9:10 (10 minutes)	Review of the previous session			Facilitator	
9:10-11:10 (2 hours)	Orientation on participatory methods	Participatory discussion and presentation	Metacards, markers, newsprint paper, masking tape, facilitator's guidebook	Facilitator	
11:10-11:25	Tea Break				
11:25-12:00 (35 Min)	Micro Teaching	Participatory discussion and presentation	Metacards, markers, newsprint paper, masking tape, facilitator's guidebook	Facilitator	
12:00-1:00	Lunch Break				
1:00-3:00 (2 hours)	Microteaching / Individual Presentation / Practice Session (based on community); Feedback Session (individual/group-based) (15 min prep, 45 min roleplay, 15 min feedback)	Participatory discussion and presentation	Metacards, markers, newsprint paper, masking tape, facilitator's guidebook	Facilitator	
3:00-3:15	Tea Break				

Time	Content	Method/Process	Materials Required	Facilitator	Remarks
3:15-4:50 (1 hour 35 minutes)	Microteaching / Individual Presentation / Practice Session (based on community); Feedback Session (individual/group-based) (15 min prep, 45 min roleplay, 15 min feedback)	Participatory discussion and presentation	Metacards, markers, newsprint paper, masking tape, facilitator's guidebook	Facilitator	
4:50-5:00 (10 minutes)	Review and Closing		Ball of wool or paper ball/ balloon	Facilitator	

Day 6

Time	Content	Method/Process	Materials Required	Facilitator	Remarks
8:00-9:00	Breakfast				
9:00-9:10 (10 minutes)	Review of the previous session			Facilitator	
9:10-11:00 (1 hour 50 Min)	Microteaching / Individual Presentation / Practice Session (based on community); Feedback Session (individual/group-based) (15 min prep, 45 min roleplay, 15 min feedback)	Participatory discussion and presentation	Metacards, markers, newsprint paper, masking tape, facilitator's guidebook	Facilitator	
11:10-11:25	Tea Break				
11:25-12:00 (35 Min)	Micro Teaching	Participatory discussion and presentation	Metacards, markers, newsprint paper, masking tape, facilitator's guidebook	Facilitator	

12:00-1:00	Lunch Break			
1:00-3:00 (2 hours)	Microteaching / Individual Presentation / Practice Session (based on community); Feedback Session (individual/group-based) (15 min prep, 45 min roleplay, 15 min feedback)	Participatory discussion and presentation	Metacards, markers, newsprint paper, masking tape, facilitator's guidebook	Facilitator
3:00-3:15	Tea Break			
3:15-4:50 (1 hour 35 minutes)	Microteaching / Individual Presentation / Practice Session (based on community); Feedback Session (individual/group-based) (15 min prep, 45 min roleplay, 15 min feedback)	Participatory discussion and presentation	Metacards, markers, newsprint paper, masking tape, facilitator's guidebook	Facilitator
4:50-5:00 (10 minutes)	Review and Closing		Ball of wool or paper ball/ balloon	Facilitator

Time/ Duration	Topic	Method/Process	Required Materials	Responsibility	Remarks
		Day 7			
8:00-9:00	Breakfast				
9:00-9:10 (10 Minutes)	Review of Previous Session				
9:10-11:00 (1 hour 50 minutes)	Microteaching / Individual Presentation / Practice Session (based on community); Feedback Session (individual/group-based) (15 min prep, 45 min roleplay, 15 min feedback)	Participatory discussion and presentation	Metacards, markers, newsprint paper, masking tape, facilitator's guidebook	Facilitator	
11:00-11:15	Tea Break				
11:15-12:00 (45 minutes)	Microteaching / Individual Presentation / Practice Session (based on community); Feedback Session (individual/group-based) (15 min prep, 45 min roleplay, 15 min feedback)	Participatory discussion and presentation	Metacards, markers, newsprint paper, masking tape, facilitator's guidebook	Facilitator	
12:00-1:00	Lunch Break				
1:00-2:00 (1 Hour)	Microteaching / Individual Presentation / Practice Session (based on community); Feedback Session (individual/group-based) (15 min prep, 45 min roleplay, 15 min feedback)	Participatory discussion and presentation	Metacards, markers, newsprint paper, masking tape, facilitator's guidebook	Facilitator	

Time	Activity	Method	Materials	Facilitator
2:00-3:00 (1 Hour)	Action Plan Development	Participatory Discussion and Presentation	Metacards, Markers, Newsprint Paper, Masking Tape	Facilitator
3:00-3:10	Tea Break			
3:10-4:00 (50 Minute)	Post-Evaluation	Participatory Discussion and Presentation	Metacards, Markers, Newsprint Paper, Masking Tape	Facilitator
4:00-5:00 (1 Hour)	Review and Closing Certificate distribution Closing	Participatory Discussion	Woolen Ball or Paper Ball, Certificates for Participants	Facilitator

Thank You!