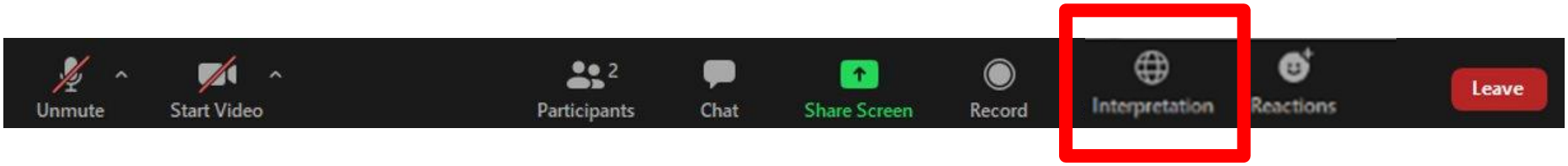
ARA Shared Learning on Climate Risk

Welcome! The workshop will begin shortly.

Please take this opportunity to amend your display name to show your name, organisation, country **e.g. Sarah Tucker, IIED, UK**

We are using live interpretation for this workshop - **please select your language of preference** now using the interpretation button at the bottom of your Zoom Toolbar.

- English
- French



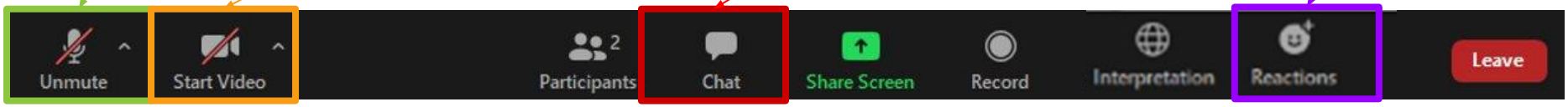
Your Zoom features

Microphones
Be ready to use the microphone on your device, particularly in the discussions. If you are not speaking, please remain muted so we can minimise background noise

Cameras
Using your camera is optional. Cameras can help build connection through the discussion but we understand this can be tiring and not always feasible

Chat
We look forward to receiving your comments and reflections in the chat box. Do also report any technical issues you encounter here

Reactions
We encourage you to raise a virtual hand to contribute. You can also send encouragement and feedback to other participants through the reactions available



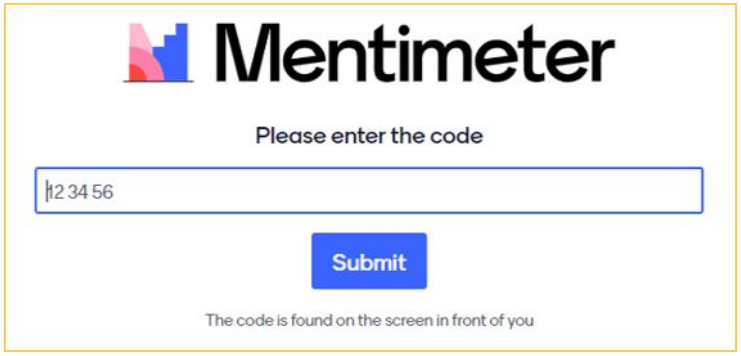
Other features

Mentimeter, Polls and Jamboard

We will be using Mentimeter to hear your views. You will be prompted when you need to visit **www.menti.com**

We will also be using polls, when prompted please let us know your opinion.

During the session we will also be using Jamboard to capture your ideas.



Which organisation do you represent and which country are you based in?

Go to www.menti.com and use code

6608 9906

or follow the link pasted in the chat box

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ARA Shared Learning Process on Climate Risks

Global Workshop

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Understanding Climate Risks: Sharing Learning

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Steps in the learning process

Global Workshop/s	Learning Task	Regional Workshop/s
Catalyse shared learning on understanding climate risks	To appraise the climate risks information knowledge system	Explore approaches for understanding and addressing climate risks.
Identify the challenges that ARA can address and good practices ARA can amplify	Develop a proposal for learning communities for understanding climate risks	Identify key hurdles and challenges
Forge regional networks and communities of practice on understanding and addressing climate risks	Identify the roles for different organisation in the proposed learning communities.	Share learning and agree ways forward
		Forge regional networks and communities of practice

Understanding Climate Risks: A Shared Understanding

- Just a primer to ensure that we are on the same page!
- Some of it may be familiar, some new- accounting for diversity of participants!
- To set up the conversation that will follow

But first-

Menti-metre- first three words that come to mind with "climate risks"

Go to www.menti.com and use code **1559 6364**

Why understand climate risks?

- How climate impacts may undermine wellbeing of people, groups, enterprises and economies and exploit potential opportunities

- Identifying how negative impacts of cc can be reduced
  - Lay the foundation for planning action
  - Prepare an investment plan (access financing)
  - Ensure that initiatives do not inadvertently exacerbate risk to those involved or others

- What else?

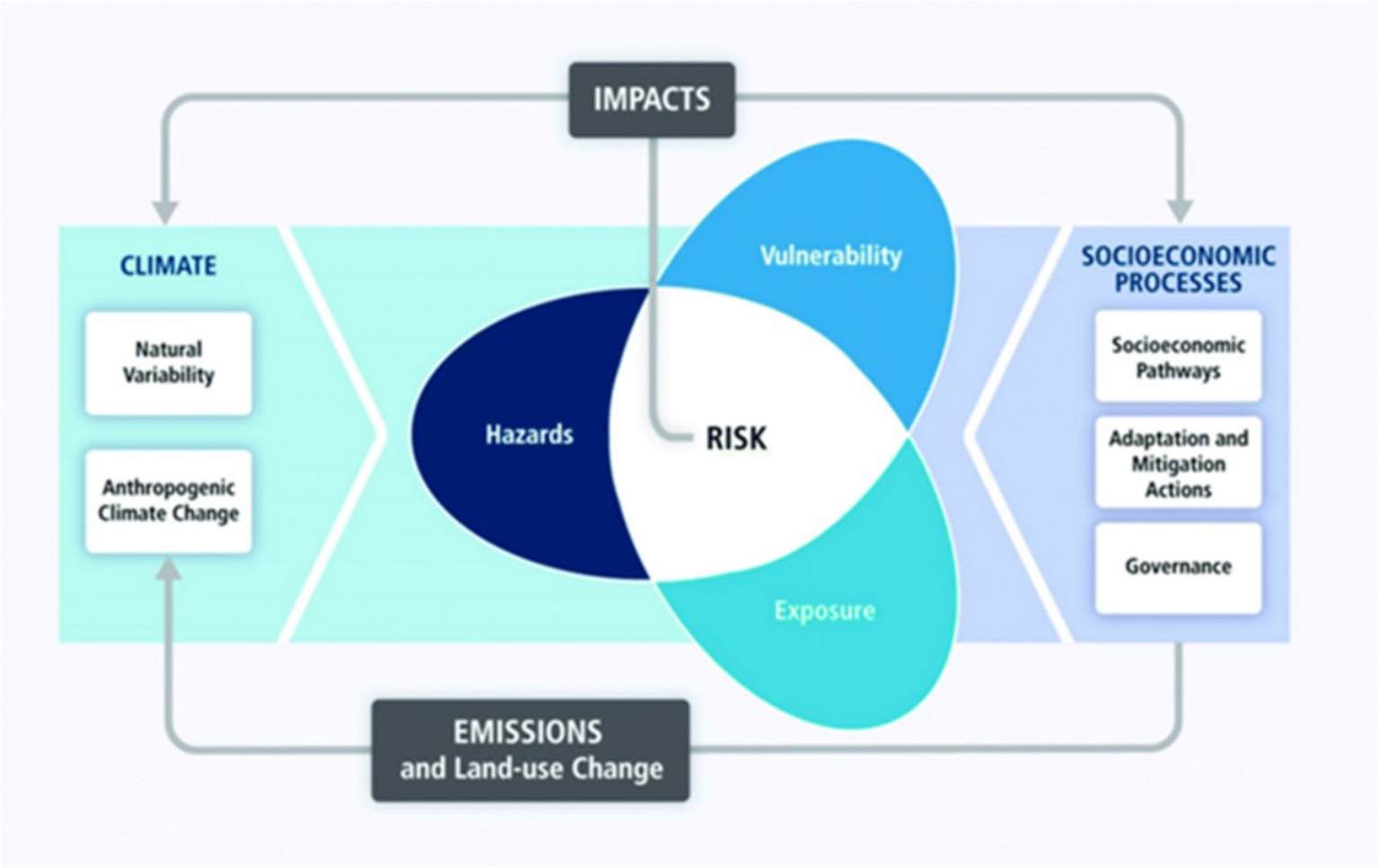
Key Concepts- Understanding Risks

- **EU-** Risk is a function of probability and consequence

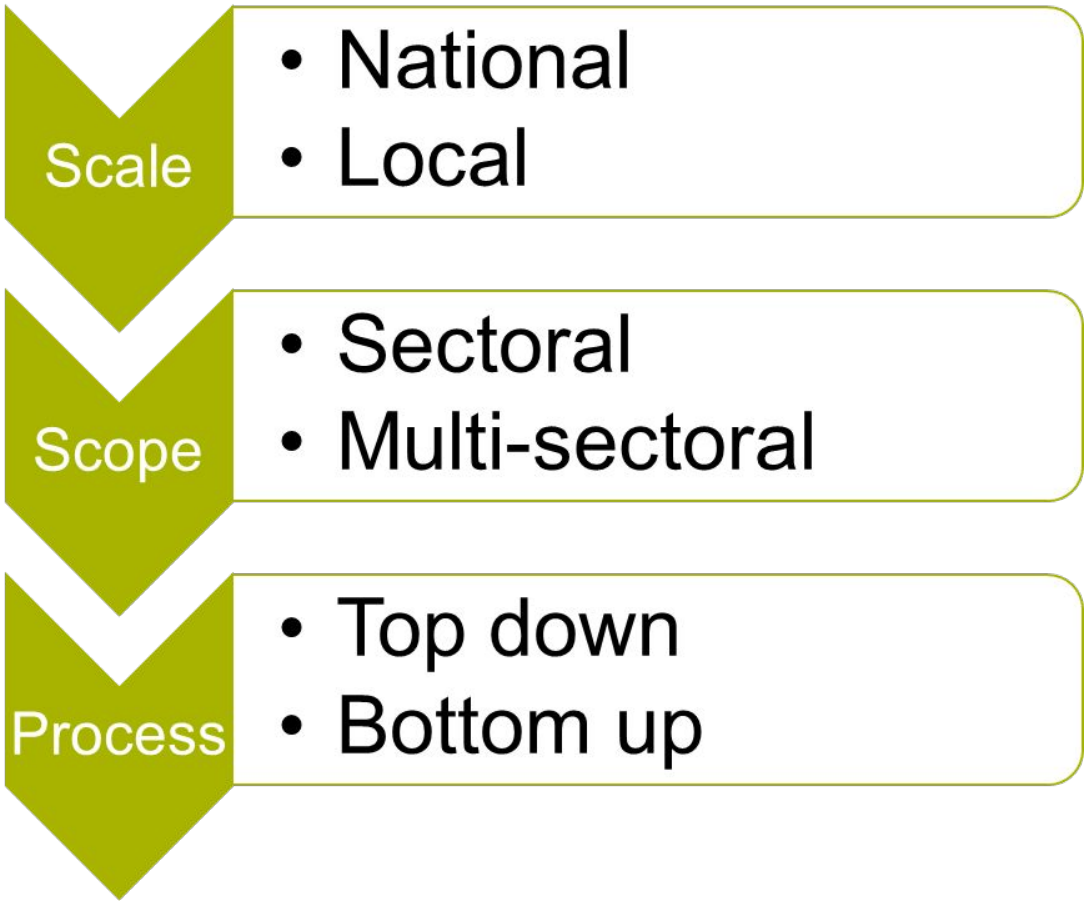
- **World Bank-** The potential for consequences where something of human value (including humans themselves) is at stake and where the outcome is uncertain.

- **IPCC-** Risk signifies the possibility of adverse effects in the future. It derives from the interaction of social and environmental processes, from the combination of physical hazards and the vulnerabilities of exposed elements

Key Concepts- Understanding Risks

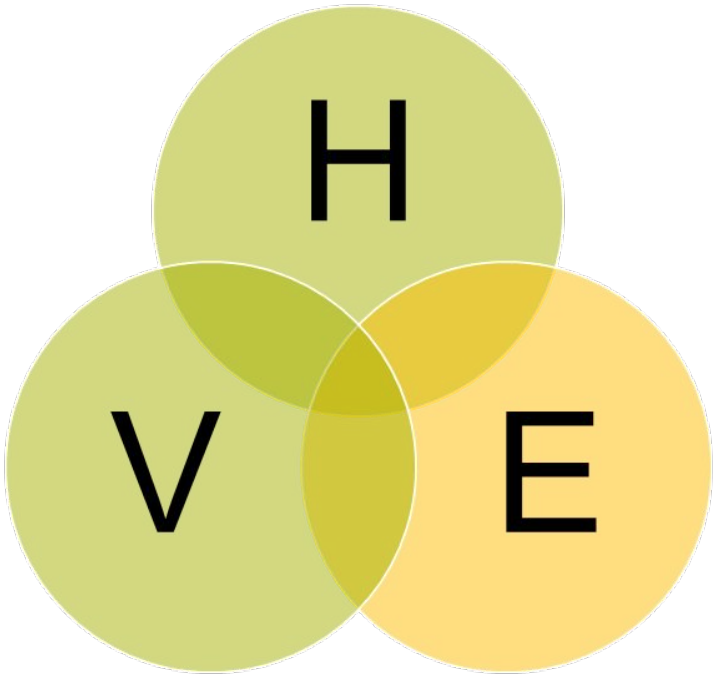


Key Concepts- Understanding Risks



Key Concepts- Exposure

The presence of people, livelihoods, species or ecosystems, environmental functions, services, and resources, infrastructure, or economic, social, or cultural assets in places and settings that could be adversely affected. (IPCC 2014)



Assessed by- SRS, Census &

Participatory approaches

Key Concepts- Vulnerability

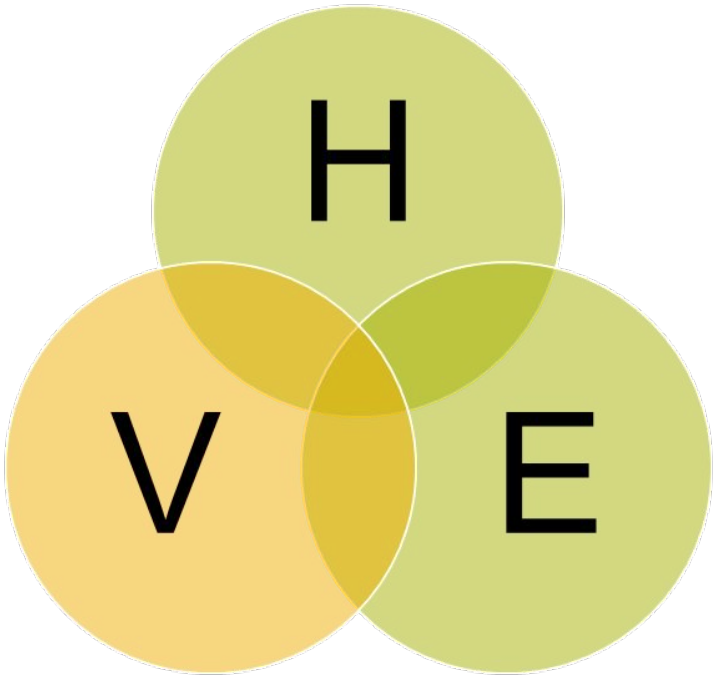
Propensity of exposed elements such as human beings, their livelihoods, and assets to suffer adverse effects when impacted by hazard events (Cardona et al. 2012)

-Vulnerability has two further components:

-Adaptive capacity

-Sensitivity

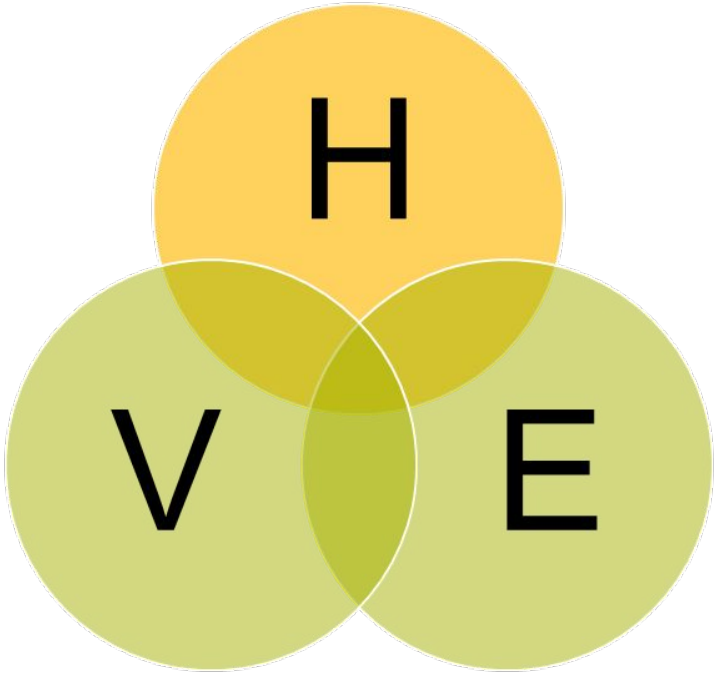
Assessed by- SRS, surveys and participatory approaches.



Key Concepts- Hazards

The potential occurrence of a natural or human induced physical event that may cause loss of life, injury, or other health impacts, as well as damage and loss to property, infrastructure, livelihoods, service provision, and environment

resources. (IPCC 2014)



Assessed by- weather forecasts, climate models, SRS, perception surveys

Combining this data- CRAs

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Research for high impact adaptation and resilience

UKaid
from the British people

Key Steps Cut Across Them

Key Challenges- Examples

- Technical
  - 'Robust' decision making
  - Proclivity to work in averages
  - Static picture
- Functional
  - Ensuring deep and meaningful participation
  - Plethora of frameworks- lack of coordination
- Structural
  - Politics of knowledge
  - Access to data

More on this later!

Mobilising climate knowledge and information: making risks visible

Mobilising climate information for shared understanding - an information and knowledge system

To develop a shared understanding of climate risks we need to exchange **information and knowledge**.

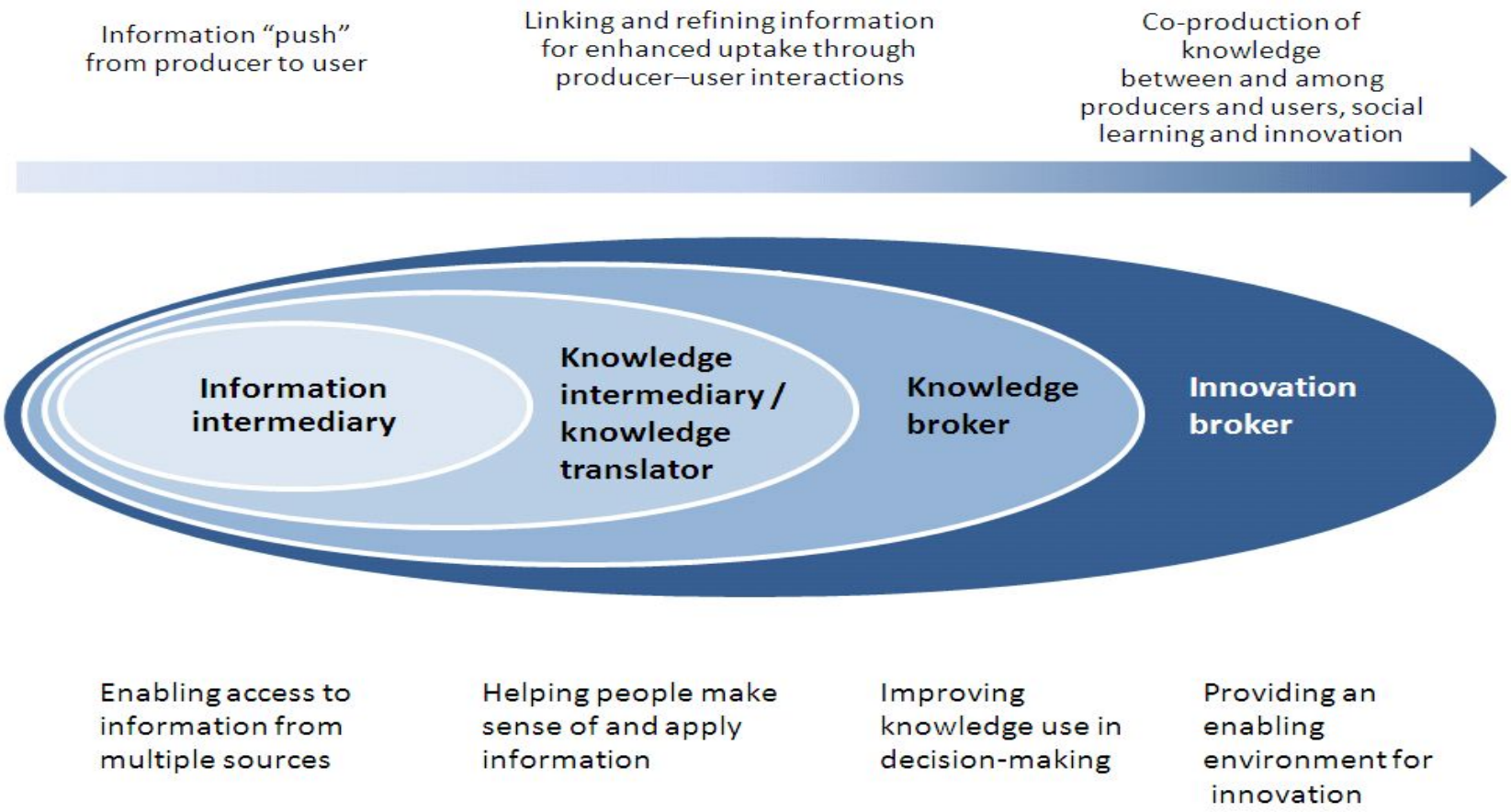
Roles and interactions among those involved in the climate risks information and knowledge ecosystem are important.

A functional information and knowledge ecosystem would mean climate risks are better understood and managed.

Understanding climate risks together to get knowledge into action

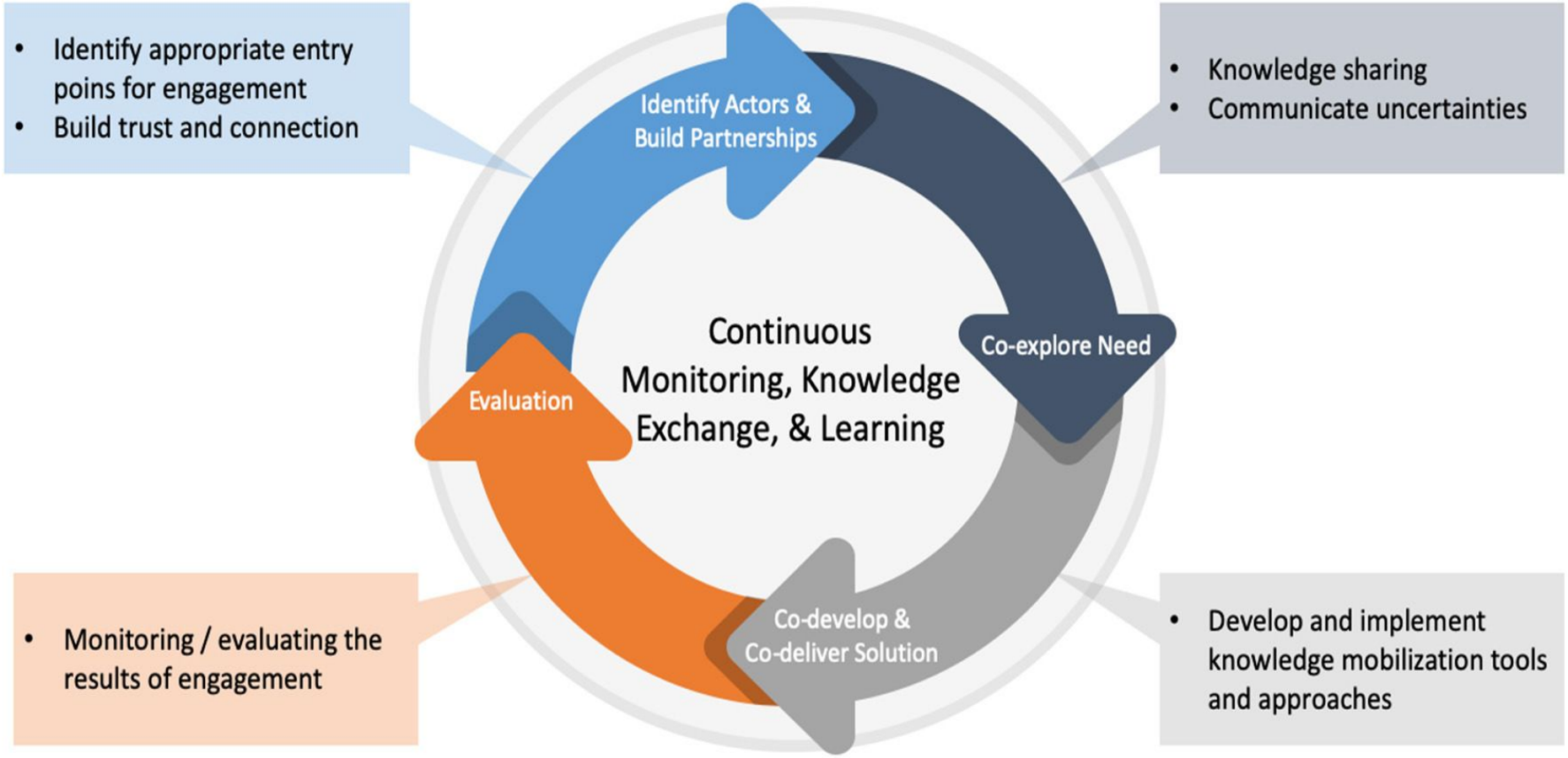
- Traditional models of knowledge production too often are 'top down' and inefficient.
- 'Co-production' methods are being tried to bring together science and society to produce 'legitimate' knowledge accessible and useful to a wider range of stakeholders (WISER/ FCFA).
- Co-production recognises that collaboration between groups of people can generate credible, salient and legitimate knowledge for action.
- Co-producing and thereby sharing understandings of climate risks makes them visible to all.
- The knowledge co-produced maybe current, imported and/or new knowledge.

Different roles for people in co-producing shared understanding of climate risks



Hammill, A., B. Harvey and D. Echeverria. 2013. Paper. Knowledge for action: an analysis of the use of online climate knowledge brokering platforms Knowledge Management for Development Journal 9(1): 72-92 http://journal.km4dev.org/

Stages and indicative strategies for user engagement in knowledge co-production.



Harvey B, Huang Y-S, Araujo J, Vincent K, Roux J-P, Rouhaud E and Visman E (2021) Mobilizing Climate Information for Decision-Making in Africa: Contrasting User-Centered and Knowledge-Centered Approaches. Front. Clim. 2:589282. doi: 10.3389/fclim.2020.589282

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A Learning Community: What, How, Why

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A Learning Community: Why

- **Key outcome of the ARA's ToC**: *"enhanced learning by better engaging the research community in monitoring, evaluation and assessment activities, improved knowledge management and peer to peer networks across the research and action communities."*

- **Efficiency and economy**: avoiding mistakes and scaling up successes

- **Advocacy and influence:** influencing common agendas, policies, programmes and projects

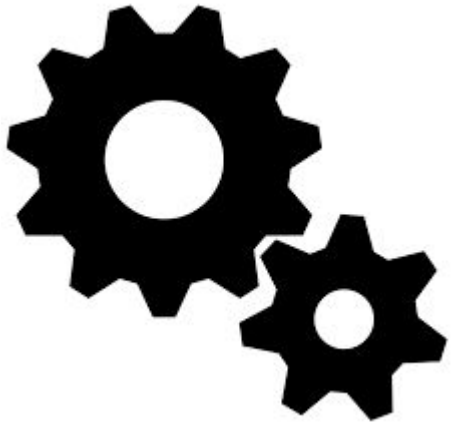
- **Innovation:** reducing the opportunity costs of testing and trialling.

- **Learning and Replication:** allowing members to derive an amplified impact and learn

A Learning Community: How

- **Making a case:** collectively developing an understanding of what LCs will do, how they will function what role all of you will play

- **From the outcomes of this process, the ARA will understand how it can be most useful in supporting peer to peer learning on understanding climate risk and strengthening networks/learning communities.**



- **Regionally focussed:** regional communities to be main locus of activity but link up to global

- **Governed by you:** LCs to determine their own governance procedures

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Shared learning exercise: A Learning Community - a scoping survey

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Review questions for the shared learning process - answers to be developed before the regional workshops

1. Understanding the current climate information knowledge system.
- What roles does your organisation play?
- What roles do other organisations in the knowledge system take on?
- How might you engage better?

2. What have you learned from being part of other learning groups and networks?
- What does a successful learning community look like?
- How will the shared understanding climate risks improve?

3. Looking to a future learning community - what needs to be in place?
- What capacity does your organisation need?
- What would be the incentives necessary for a community to form?
- How should a learning community reach out to the demand side on understanding climate risks?

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Next steps

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Next Steps

- Collate ideas and suggestions from this and yesterday's global workshops to finalise the Shared Learning exercise
- Coaching and peer support
- Regional workshops - w/c 28th February
- Contact:
  - General: sarah.tucker@iied.org
  - Learning task/coaching: nora.nisi@iied.org
  - ARA memberships: aditya.bahadur@iied.org