



Training of Trainers (ToT) Module 1

# CLIMATE CHANGE ADAPTATION AND RESPONSE IN SOMALIA

ToGETHER 2.0 Programme

Target Group: **Local Humanitarian Partners (LHPs)**

Developed by:



## ACKNOWLEDGEMENT

This Training of Trainers (ToT) Manual on Climate Change Adaptation and Response in Somalia has been developed through a collaborative and consultative process involving national and local humanitarian actors committed to strengthening climate resilience and locally led action.

The module was supported by the **DKH (Deutsche Kinderhilfe)** under **ToGETHER 2.0 Programme**, through the technical leadership of **Puntland Minority of Women Development Organization (PMWDO)** in partnership with **Abyan Consulting Ltd** for the development and publications.

We acknowledge the strategic guidance, oversight, and institutional support provided by the programme and partners, as well as the field insights and operational experience contributed by local organizations working directly with communities affected by climate shocks.

### Special appreciation is extended to:

- ◇ DKH (Deutsche Kinderhilfe) for the financial and leadership support to capacity strengthening in localization programming.
- ◇ PMWDO for technical support, coordination, stakeholder engagement, and validation of content priorities
- ◇ Local Humanitarian Partners (LHPs) including SOLO, CPD, AADSOM, and SYPD for sharing field evidence, contextual knowledge, and practical experience.
- ◇ The technical development team led by Abyan Consulting Ltd, for module design, drafting, facilitation tools, and quality assurance

This manual reflects the collective commitment of all stakeholders to ensure that climate adaptation knowledge is practical, context-appropriate, and directly usable by local humanitarian actors to improve preparedness, response, and resilience outcomes across Somalia.

We thank all contributors for their time, expertise, and collaboration

## ACRONYMS & ABBREVIATIONS

Acronym	Description
AADSOM	Action Against Disasters Somalia
AAP	Accountability to Affected Populations
CBA	Community-Based Adaptation
CB	Cross-Boarder
CBO	Community-Based Organization
CPD	Center for Peace and Democracy
CS	Conflict Sensitivity
CSO	Civil Society Organization
DKH	Diakonie Katastrophenhilfe
DPO	Disabled Persons' Organization
DR	Displacement Risk
DRR	Disaster Risk Reduction

<b>FBF</b>	Forecast-based Financing
<b>FEWSNET</b>	Famine Early Warning Systems Network
<b>FSP</b>	Financial Service Provider
<b>GBV</b>	Gender-Based Violence
<b>GCF</b>	Green Climate Fund
<b>GE</b>	Gender Equality
<b>GIS</b>	Geographic Information System
<b>HDP</b>	Humanitarian–Development–Peace Nexus
<b>IASC</b>	Inter-Agency Standing Committee
<b>IDP</b>	Internally Displaced Person
<b>IE</b>	Inclusion and Equity
<b>KAP</b>	Knowledge, Attitudes, and Practices
<b>LG</b>	Local Governance
<b>LHP</b>	Local Humanitarian Partner
<b>LR</b>	Localisation
<b>MEAL</b>	Monitoring, Evaluation, Accountability, and Learning
<b>MHPSS</b>	Mental Health and Psychosocial Support
<b>NAP</b>	National Adaptation Plan
<b>NDC</b>	Nationally Determined Contribution
<b>NGO</b>	Non-Governmental Organization
<b>PMWDO</b>	Puntland Minority Women Development and Organization
<b>PSEA</b>	Protection from Sexual Exploitation and Abuse
<b>RFP</b>	Request for Proposal
<b>SMS</b>	Short Message Service
<b>SME</b>	Small and Medium Enterprise
<b>SoDMA</b>	Somali Disaster Management Agency
<b>SYPD</b>	Sustainable Development and Peace Building Initiatives
<b>SOLO</b>	Somali Lifeline Organization
<b>SOP</b>	Standard Operating Procedure
<b>TOGETHER</b>	Towards Greater Effectiveness and Timeliness in Humanitarian Emergency Response
<b>ToT</b>	Training of Trainers
<b>UNFCCC</b>	United Nations Framework Convention on Climate Change – global climate treaty under which Somalia reports commitments
<b>WASH</b>	Water, Sanitation, and Hygiene

## GLOSSARY OF KEY TERMS

---

Term	Practical Definition (Somalia Humanitarian Context)
<b>Adaptation</b>	Actions taken to reduce harm or take advantage of opportunities created by climate change, such as drought-resistant crops, flood protection, or diversified livelihoods.
<b>Anticipatory Action</b>	Early measures taken before a forecasted shock (drought, flood, cyclone) to reduce impact, loss, and response costs.
<b>Climate</b>	The average pattern of weather (rainfall, temperature, winds) over many years in a place.
<b>Climate Change</b>	Long-term shifts in climate patterns that increase the frequency and intensity of droughts, floods, heatwaves, and other hazards.
<b>Climate Variability</b>	Normal short-term fluctuations in weather, such as good and bad rainfall years, without a long-term trend.
<b>Climate Hazard</b>	A climate-related event that can cause harm, such as drought, flood, extreme heat, or storms.
<b>Climate Risk</b>	The likelihood that a climate hazard will cause damage or loss. Often determined by hazard + exposure + vulnerability.
<b>Community Resilience</b>	The ability of individuals and communities to prepare for, cope with, and recover from shocks while maintaining livelihoods and wellbeing.
<b>Conflict Sensitivity</b>	Designing programmes in ways that avoid worsening tensions and instead support social cohesion and peace.
<b>Contingency Planning</b>	Preparing clear actions, roles, and resources in advance to respond quickly when a shock occurs.
<b>Do No Harm</b>	Ensuring that humanitarian actions do not unintentionally increase risks, tensions, or inequalities.
<b>Early Warning System</b>	Information and monitoring systems that alert communities and agencies about upcoming climate hazards.
<b>Exposure</b>	People, assets, or services located in areas that could be affected by hazards (e.g., settlements in flood plains).
<b>Gender-Responsive Programming</b>	Designing actions that address the different needs, roles, and risks faced by women, men, girls, and boys.
<b>Humanitarian Programming</b>	Actions aimed at saving lives, reducing suffering, and protecting dignity during and after crises.
<b>Integration (Mainstreaming)</b>	Including climate considerations within regular project design, budgets, and implementation rather than treating them as separate activities.

<b>Livelihoods</b>	The ways people earn income and meet basic needs, such as farming, livestock, trade, or daily labor.
<b>Mitigation (Climate)</b>	Actions that reduce greenhouse gas emissions. This ToT focuses mainly on adaptation rather than mitigation.
<b>Preparedness</b>	Steps taken in advance to strengthen readiness and reduce the impact of future shocks.
<b>Protection Risks</b>	Threats to safety and dignity, including GBV, exploitation, eviction, and insecurity that may increase during crises.
<b>Resilience</b>	The capacity to absorb shocks, adapt, and continue functioning without long-term damage.
<b>Risk Assessment</b>	A structured process to identify hazards, analyze who or what is vulnerable, and prioritize actions.
<b>Safeguarding</b>	Measures to protect communities, especially children and vulnerable groups, from abuse, exploitation, or harm.
<b>Shock</b>	A sudden event that disrupts lives and services, such as drought, flood, conflict, or disease outbreak.
<b>Vulnerability</b>	The degree to which people or systems are likely to be harmed due to poverty, marginalization, weak services, or limited coping capacity.

## Table Contents

<b>ACKNOWLEDGEMENT .....</b>	<b>1</b>
<b>ACRONYMS &amp; ABBREVIATIONS.....</b>	<b>1</b>
<b>Glossary of Key Terms.....</b>	<b>3</b>
<b>1. BACKGROUND &amp; INTRODUCTION .....</b>	<b>10</b>
1.1 Background and Rationale .....	10
1.3 Purpose of this ToT .....	10
1.3 Target Participants .....	10
1.4 Learning Objectives .....	11
1.5 Training Approach .....	11
1.6 Expected Outputs .....	11
1.7 Training Units Overview .....	11
1.8 Training Delivery Plan .....	11
<b>UNIT 0: TOT ORIENTATION &amp; FACILITATION SKILLS.....</b>	<b>13</b>
Overview .....	13
Objectives.....	13
Key Concepts .....	13
Core Sessions & Activities.....	14
Session 1. Expectations & Roles.....	14
Session 2. Principles of Adult Learning .....	14
Session 3. Facilitation Skills Practice .....	14
Session 4. Micro-Teaching.....	14
<b>UNIT 1: CLIMATE CONTEXT &amp; RISK FOUNDATIONS.....</b>	<b>16</b>
Key Concepts .....	17
Methods .....	17
Core Sessions & Activities.....	17
Session 1. Climate as Lived Reality.....	17
Session 2. Climate Variability vs Climate Change .....	18
Session 3. Major Climate Hazards in Somalia.....	18

Session 4. Understanding Risk (Framework Exercise) .....	18
Session 5. Impacts on People & Systems .....	19
Session 6. Groups at Higher Risk .....	20
Session 7: Urban Climate Vulnerability .....	21
Session 8: .....	21
<b>UNIT 2: IMPACTS ON PEOPLE &amp; SYSTEMS .....</b>	<b>23</b>
Overview .....	23
Key Concepts .....	23
Session 2.1 – Climate Impacts on Livelihoods .....	24
Session 2.2 – Impacts on Basic Services .....	24
Session 2.3 – Protection & Social Risks .....	25
Session 2.4 – Displacement, Conflict & Urban Stress .....	25
Session 2.5 – Systems Thinking: From Shock to Crisis .....	25
<b>UNIT 3: Risk Assessment Tools .....</b>	<b>27</b>
Overview .....	27
Objectives .....	28
Key Concepts .....	28
Practical Risk Assessment Steps .....	29
Session 3.2 – Understanding Exposure .....	29
Session 3.3 – Analyzing Vulnerability .....	30
Session 3.4 – Risk Matrix & Prioritization .....	30
Session 3.5 – Using Existing Humanitarian Assessment .....	30
<b>UNIT 4: ADAPTATION &amp; RESILIENCE SOLUTIONS .....</b>	<b>33</b>
Overview .....	33
Key Concepts .....	34
Session 4.1 – From Risk to Action .....	34
Session 4.2 – Sector-Based Adaptation Options .....	34
Session 4.3 – Using Local Knowledge & Coping Practices .....	35
Session 4.4 – Prioritization & Feasibility .....	36

Session 4.5 – Sector Action Planning .....	37
<b>UNIT 5: INTEGRATION INTO PROGRAMMING .....</b>	<b>38</b>
Overview .....	38
Objectives.....	38
Key Concepts .....	39
Session 5.1 – Why Mainstream Climate in Programming .....	39
Session 5.2 – Climate Screening of Projects .....	40
Session 5.3 – Sector Integration in Practice .....	40
Session 5.4 – Gender, Protection & Conflict Sensitivity .....	41
Session 5.5 – From Plan to Proposal .....	41
<b>UNIT 6: PREPAREDNESS AND EARLY ACTION .....</b>	<b>43</b>
Overview .....	43
Objectives.....	44
Session 6.1 – Why Preparedness Matters .....	44
Session 6.2 – Early Warning Signals & Triggers .....	44
Session 6.3 – Contingency Planning.....	45
Session 6.4 – Community Engagement & Local Preparedness	45
Session 6.5 – Simulation Exercise .....	45
<b>UNIT 7: MONITORING, LEARNING AND FINANCE .....</b>	<b>47</b>
Overview .....	47
Objectives.....	48
Key Concepts .....	48
Session 7.1 – Why Monitoring Matters.....	48
Session 7.2 – Selecting Practical Indicators .....	49
Session 7.3 – Integrating Climate into MEAL Systems .....	49
Session 7.4 – Learning, Reflection & Accountability.....	49
Session 7.5 – Linking Adaptation to Finance .....	50
Accountability and Learning.....	52
Final Training Notes .....	52

<b>UNIT 8: HUMANITARIAN-DEVELOPMENT-PEACE (HDP)</b> .....	<b>53</b>
Overview .....	53
Objectives.....	54
Key Concepts .....	54
Session 8.1 – Understanding the HDP Nexus.....	55
Session 8.2 – Why the Nexus Matters in Somalia .....	55
Session 8.3 – Linking Emergency Response, Climate .....	55
Session 8.4 – Working with Clans, Local Governance .....	56
Session 8.5 – Embedding Cross-Cutting Principles.....	56
Session 8.6 – Applying the Nexus in Practice .....	56
<b>UNIT 9: CASCADE &amp; ACTION PLANNING</b> .....	<b>58</b>
Overview .....	58
Key Concepts .....	59
Session 9.1 – Cascade Training Approach .....	59
Session 9.2 – Planning Short Training Sessions.....	59
Session 9.3 – Micro-Teaching Practice .....	60
Session 9.4 – Organizational Action Planning .....	60
Session 9.5 – Commitments & Next Steps.....	61
<b>ANNEX</b> .....	<b>63</b>
<b>ANNEX 1. Hazard Mapping Template</b> .....	<b>63</b>
<b>ANNEX 2. Climate Risk &amp; Vulnerability Matrix</b> .....	<b>66</b>
<b>ANNEX 3. Seasonal Calendar &amp; Livelihood Analysis Tool</b> .....	<b>69</b>
<b>ANNEX 4. Climate Adaptation &amp; Resilience Checklist</b> .....	<b>71</b>



Training of Trainers (ToT) Module 1

# CLIMATE CHANGE ADAPTATION AND RESPONSE IN SOMALIA

ToGETHER 2.0 Programme

Target Group: **Local Humanitarian Partners (LHPs)**

## BACKGROUND & INTRODUCTION

### 1.1 Background and Rationale

Somalia faces recurrent and intensifying climate shocks including prolonged droughts, flash floods, rising temperatures, erratic rainfall, environmental degradation, and pest outbreaks. These hazards interact with fragile livelihoods, displacement, weak infrastructure, and limited basic services, resulting in repeated humanitarian crises across rural, urban, and internally displaced settings.

Climate impacts are not experienced equally. Women, children, older persons, persons with disabilities, minority groups, and displaced households often face higher exposure and fewer coping options. Pastoralists lose livestock, farmers face crop failure, and urban and IDP settlements experience flooding, disease outbreaks, fire risks, and overcrowded living conditions. Climate stress also contributes to competition over land and water, increasing protection risks and local tensions. Local Humanitarian Partners are frequently the first and most consistent responders at community level. However, climate risks are not always systematically assessed or integrated into programme design, preparedness planning, or service delivery. As a result, some interventions address immediate needs but miss opportunities to reduce long-term vulnerability and strengthen resilience. Strengthening the practical capacity of local actors to understand climate risks, conduct simple assessments, and implement climate-smart and conflict-sensitive actions is essential to improving humanitarian effectiveness and supporting sustainable recovery.

Under the ToGETHER 2.0 Programme, this Training of Trainers module has been developed to support PMWDO and partner Local Humanitarian Partners to mainstream anticipatory humanitarian actions into everyday humanitarian operations and decision-making. This includes putting an emphasize on early warning and early action to prevent or mitigate the impacts of forecasted climate hazards. Participants will be enabled to explore how to integrate anticipatory planning into humanitarian workflows such as pre-positioning resources, triggering early response protocols, and engaging communities in preparedness activities thereby shifting the focus from reactive crisis response to proactive risk management. By combining climate adaptation, resilience-building, and anticipatory action, this ToT enhances the effectiveness and sustainability of local humanitarian efforts in the face of escalating climate challenges.

### 1.2 Purpose of this ToT

- ◇ This Training of Trainers module equips participants with the knowledge, tools, and facilitation skills required to integrate climate adaptation into humanitarian programming and to cascade this learning to field teams and communities.
- ◇ The ToT focuses on practical application rather than theory. Participants will learn how to assess risks, design feasible solutions, integrate climate considerations into projects, and train others using simple and participatory methods suitable for local contexts.

### 1.3 Target Participants

This training is designed for:

- ◇ PMWDO technical and programme staff
- ◇ SOLO, CPD, AADSOM, and SYPD officers
- ◇ Field coordinators and project managers
- ◇ Sector leads (livelihoods, WASH, health, protection, urban resilience)
- ◇ Trainers responsible for cascading capacity building

No prior climate or technical expertise is required. The module is tailored for humanitarian practitioners with operational responsibilities.

## 1.4 Learning Objectives

By the end of the training, participants will be able to:

- ◇ Explain key climate risks affecting Somalia
- ◇ Analyze how climate impacts livelihoods, health, protection, and displacement
- ◇ Conduct simple climate risk and vulnerability assessments
- ◇ Identify practical and sector-specific adaptation options
- ◇ Integrate climate considerations into project design and implementation
- ◇ Facilitate climate adaptation training for colleagues and communities

## 1.5 Training Approach

This ToT applies adult learning and participatory methods that prioritize practice and real-world application. *Training methods include:*

- ◇ Group discussion and experience sharing
- ◇ Somalia-based case studies
- ◇ Hands-on exercises and tools
- ◇ Problem-solving tasks
- ◇ Peer learning
- ◇ Trainer practice and micro-teaching

Approximately 70 percent of training time is dedicated to exercises and applied learning.

## 1.6 Expected Outputs

By the end of the training, each participating organization will develop:

- ◇ Simple climate risk profile for its operational area
- ◇ Shortlist of priority adaptation actions
- ◇ Climate integration checklist for ongoing projects
- ◇ Basic contingency or preparedness plan
- ◇ Cascade training and follow-up plan

These outputs are intended for immediate use in field operations.

## 1.7 Training Units Overview

The module is organized into practical, field-oriented units that follow the natural humanitarian programming cycle: build facilitation skills, understand climate risk, assess impacts, design and integrate solutions, prepare for shocks, strengthen learning systems, connect humanitarian work with development and peace outcomes, and finally cascade knowledge to others.

Unit	Title	Purpose
0	ToT Orientation & Facilitation Skills	Build trainer confidence and cascade capacity
1	Climate Context & Risk Foundations	Establish shared understanding of climate risks

2	Impacts on People & Systems	Understand humanitarian consequences
3	Risk Assessment Tools	Analyze and prioritize risks
4	Adaptation & Resilience Solutions	Design practical, sector-based actions
5	Integration into Programming	Mainstream climate into projects and proposals
6	Preparedness & Early Action	Plan anticipatory and early responses
7	Monitoring, Learning & Finance	Track progress, learn, and manage resources
8	Humanitarian–Development–Peace (HDP) Nexus	Link relief, resilience, and social stability
9	Cascade & Action Planning	Replicate training and institutionalize learning

## 1.8 Training Delivery Plan

This module can be delivered in different formats depending on time and participant needs:

- ◇ 1-day orientation
- ◇ 2-day condensed training
- ◇ 3-day standard ToT (recommended)

Standard 3-Day Training Flow

Day	Focus Area	What Participants Will Cover
Day 1	Understanding Climate Risk	Climate context in Somalia, key hazards, impacts on people and systems, basic risk and vulnerability assessment tools
Day 2	Planning Adaptation	Practical adaptation options by sector, resilience solutions, integrating climate into project design and programming
Day 3	Practice & Cascade	Preparedness and early action, monitoring and learning tools, training replication and organizational action planning

## Unit 0:

# TOT ORIENTATION & FACILITATION SKILLS

### Overview

This opening unit prepares participants to function as effective trainers and multipliers of climate adaptation knowledge within their organizations. It introduces the Training of Trainers approach, clarifies expectations for cascade learning, and strengthens practical facilitation skills required to deliver participatory, field-oriented sessions. The emphasis is on enabling Local Humanitarian Partners to confidently train others and sustain capacity beyond the workshop.

### Objectives

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

- ◇ Explain the purpose of Training of Trainers and cascade learning
- ◇ Apply adult learning principles in humanitarian training contexts
- ◇ Facilitate interactive and participatory sessions rather than lecture-based teaching
- ◇ Manage group dynamics and encourage inclusive participation
- ◇ Prepare and plan replication training within their organizations

### Key Concepts

- ◇ Training of Trainers (ToT): A structured approach where selected participants gain both technical knowledge and facilitation skills so they can train colleagues and community teams.
- ◇ Cascade Learning: Knowledge flows from trained staff → field teams → communities, ensuring wider reach and sustainability.
- ◇ Adult Learning Principles: Adults learn best when training is practical, problem-focused, participatory, and directly linked to their work.

### Methods

- ◇ Short interactive presentation
- ◇ Group reflection
- ◇ Facilitation demonstration
- ◇ Small group practice
- ◇ Micro-teaching exercises

## Core Sessions & Activities

### Session 1. Expectations & Roles

Participants clarify training goals and their responsibilities as future trainers.

#### Activity

- ◇ expectations mapping on flipchart
- ◇ discussion: “What makes a good trainer?”

#### Output

- ◇ shared expectations list

### Session 2. Principles of Adult Learning

Introduces practical facilitation techniques suitable for humanitarian staff.

#### Activity

- ◇ compare lecture vs participatory styles
- ◇ group brainstorm on learning preferences

#### “ Key Message:

Adults learn by doing, discussing, and solving real problems.

### Session 3. Facilitation Skills Practice

Focus on delivery techniques.

#### Topics Covered

- ◇ asking open questions
- ◇ managing time
- ◇ encouraging quiet participants
- ◇ handling dominant voices
- ◇ using visuals and tools

#### Activity

- ◇ live facilitation demonstration

### Session 4. Micro-Teaching

Participants practice short sessions.

#### Activity

- ◇ each group delivers a 5–10 minute mini lesson
- ◇ peer feedback

#### Output

- ◇ improved facilitation confidence

#### Tools

- ◇ ToT facilitation checklist
- ◇ session planning template
- ◇ feedback form
- ◇ cascade planning worksheet

“

**Key Messages:**

- ◇ Trainers facilitate learning, not lecture content
- ◇ Participation improves retention
- ◇ Practical examples matter more than theory
- ◇ Confidence grows through practice
- ◇ Training must continue beyond this workshop

**Expected Outputs**

By the end of Unit 0, participants will produce:

- ◇ individual cascade training plan
- ◇ draft session plan for one topic
- ◇ personal facilitation improvement goals

**Facilitator Tips**

- ◇ keep energy high and interactive
- ◇ model the techniques you expect participants to use
- ◇ avoid long presentations
- ◇ give constructive, respectful feedback
- ◇ create a safe space for practice

## Unit 1:

# CLIMATE CONTEXT & RISK FOUNDATIONS

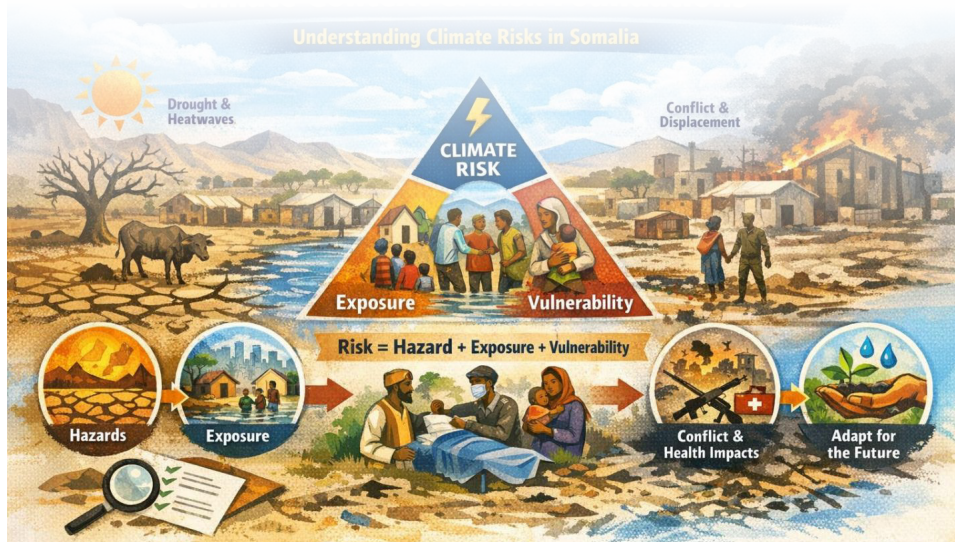
### Overview:

This unit builds a shared and practical understanding of climate risk in Somalia. It grounds climate change in participants' lived experience and links hazards directly to humanitarian realities such as displacement, food insecurity, health risks, and protection concerns. The focus is not theory, but helping Local Humanitarian Partners recognize how climate risk already affects their daily work and programmes. This unit establishes the foundation for all subsequent units on assessment, planning, and adaptation.

### Objectives

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

- ◇ Distinguish climate variability from climate change using simple language
- ◇ Identify major climate hazards affecting Somalia
- ◇ Explain the concept of risk as hazard + exposure + vulnerability
- ◇ Recognize which groups and systems are most affected
- ◇ Connect climate risks to conflict, displacement, health, and protection outcomes



## Key Concepts

- ◇ **Climate variability:** Normal year-to-year changes in weather patterns. These include good and bad seasons that communities traditionally expect and plan for through coping practices such as migration or crop adjustment.
- ◇ **Climate change:** Long-term shifts that make droughts, floods, and heat more frequent and severe. These changes reduce predictability and overwhelm traditional coping mechanisms, increasing humanitarian needs.
- ◇ **Climate risk framework:** Risk = Hazard + Exposure + Vulnerability. Disasters occur not only because of hazards, but because people and systems are exposed and lack the capacity to cope or adapt.
- ◇ **Risk multiplier effect:** Climate stress increases existing fragility such as poverty, displacement, and conflict. It amplifies underlying vulnerabilities, turning manageable shocks into humanitarian crises.

## Methods

- ◇ Storytelling and experience sharing
- ◇ Group discussion
- ◇ Hazard mapping
- ◇ Timeline exercise
- ◇ Visual diagrams
- ◇ Participatory analysis

## Core Sessions & Activities

### Session 1. Climate as Lived Reality

In this session we will invite participants to share recent climate events affecting their communities and programmes, Participants begin with their own lived, field experience rather than theory.

#### Activity

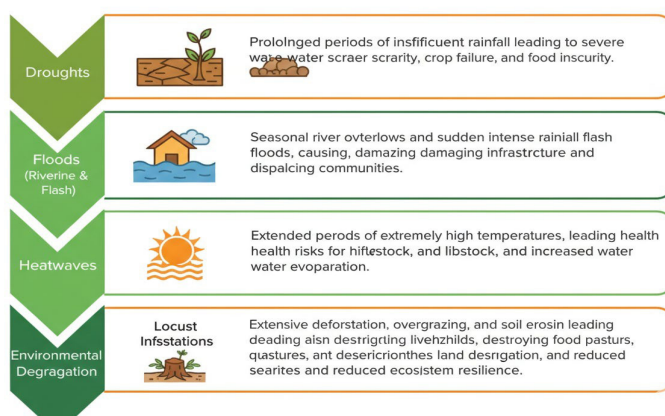
- ◇ small groups discuss recent climate events in their areas
- ◇ share impacts on livelihoods, health, and displacement

**Output:** list of common climate shocks

### “ Key Message:

Climate change is already happening.  
It is not a future problem.

### Major Climate Hazards in Somalia



## Session 2. Climate Variability vs Climate Change

This session explores the difference between normal seasonal fluctuations and long-term climate change, helping participants understand why shocks are becoming more frequent, severe, and unpredictable in Somalia.

Simple explanation using Somalia examples.

### Activity

- ◇ “Before vs Now” rainfall timeline
- ◇ compare parents’ generation with today

### Output

- ◇ comparison chart

### “ Key Message:

Weather changes naturally, but climate change makes extremes more frequent and less predictable.

## Session 3. Major Climate Hazards in Somalia

In this session we will identify the main hazards affecting Somalia, including droughts, floods, heatwaves, storms, and environmental degradation, and discuss how these often overlap and compound impacts.

Trainer introduces typical national hazards.

### Topics

- ◇ drought
- ◇ floods (riverine and flash)
- ◇ heatwaves
- ◇ storms
- ◇ environmental degradation

**Activity: hazard mapping by region or district**

**Output: group hazard map**

### “ Key Message:

Hazards differ by location. Planning must be context-specific.

## Session 4. Understanding Risk (Framework Exercise)

This session introduces a simple risk framework to explain how disasters occur when hazards interact with exposed and vulnerable people, assets, and services.



### Concept

Risk = Hazard + Exposure + Vulnerability

### Activity

- ◇ identify one hazard
- ◇ identify who is exposed
- ◇ identify why they are vulnerable
- ◇ discuss possible consequences

**Output:** simple risk analysis table

### “ Key Message:

Hazards alone do not cause disasters.  
Risk increases when people and systems are exposed and vulnerable.

## Session 5. Impacts on People & Systems

In this session we will examine how climate shocks disrupt livelihoods, food security, WASH, health, protection, and displacement, linking climate risks directly to humanitarian outcomes. Link climate to humanitarian outcomes.

### Discussion areas

- ◇ food insecurity and livelihoods loss
- ◇ displacement and urban pressure
- ◇ disease outbreaks
- ◇ protection risks and GBV
- ◇ service disruption

**Activity:** urban vs rural vs IDP comparison

**Output:** prioritized vulnerable groups list

**Key Message**

“ **Key Message:**







Climate impacts are unequal and affect marginalized groups most.

### Session 6. Groups at Higher Risk

This session explores why certain groups face higher risks, including women, children, persons with disabilities, minorities, IDPs, and pastoralists, and highlights the importance of inclusive and protection-sensitive programming.

Identify who needs targeted support and Guide participants to analyze unequal impacts:

**Groups often at higher risk:**

	Groups	Description	Risk Factors
	<b>Women and female-headed households</b>	Women and female-headed households	• Greater vulnerability due to caregiving responsibilities, lack of access to reso-
	<b>Children and elderly</b>	Children and elderly	• Higher dependence, increased susceptibility to health impacts
	<b>Persons with disabilities</b>	Persons with disabilities	• Reduced mobility, limited access to services and support
	<b>Minority or marginalized groups</b>	Minority or marginalized groups	• Displacement, precarious housing, lack of services
	<b>IDPs and informal settlements</b>	IDPs and informal settlements	• Displacement, precarious housing, lack of services
	<b>Pastoralists in remote areas</b>	Pastoralists in remote areas	• Isolation, dependence on weather and water resources

**Figure 6. Risk matrix grid**

**Focus groups**

- ◇ women and female-headed households
- ◇ children and elderly
- ◇ persons with disabilities
- ◇ minority groups
- ◇ IDPs and informal settlements
- ◇ remote pastoralists

**Activity:** vulnerability matrix

**Output:** vulnerability profile

## “ Key Message:

Inclusive programming reduces harm and improves resilience.

### Session 7: Urban Climate Vulnerability

Correct the common assumption that climate change is only a rural issue.

#### Cities to Highlight:

- ◇ Mogadishu
- ◇ Baidoa
- ◇ Kismayo
- ◇ Hargeisa

#### Urban Climate Risks:

- ◇ Flash flooding due to poor drainage
- ◇ Extreme heat in dense settlements
- ◇ Fire risks in IDP camps
- ◇ Waste accumulation and disease outbreaks
- ◇ Insecure land tenure

#### Trainer Activity:

Ask participants working in urban areas:

- ◇ What climate risks do IDPs face that rural communities do not?

### Session 8:

#### a. Case Study – 2016–2017 Drought

#### Case Summary (Trainer Reads or Distributes):

- ◇ Severe drought across Somalia
- ◇ Massive livestock losses
- ◇ Large-scale displacement to urban centers
- ◇ Increased GBV and child labor in IDP settlements

#### Small Group Questions:

- ◇ What were the immediate impacts?
- ◇ What were the long-term effects?
- ◇ What could have reduced harm?

## b. Practical Exercise – Climate Timeline & Urban–Rural Mapping

### Exercise Part 1:

**Climate Timeline:** Groups create a 10-year timeline of climate shocks  
Mark impacts on livelihoods, health, displacement

### Exercise Part 2:

#### Urban–Rural Comparison

**Compare:** Risks Coping strategies Protection concerns

**Output:** One flipchart per group

**Trainer Role:** Facilitate, probe gently, synthesize learning

### 1. Key Takeaways for Participants

- ◇ Climate change affects **all contexts**, including cities
- ◇ Vulnerability is shaped by **gender, displacement, disability, and poverty**
- ◇ Climate change multiplies existing humanitarian challenges
- ◇ Understanding context is the first step to effective adaptation

### 2. Trainer Reflection & Transition

- ◇ Trainer Reflection Questions (for yourself):
- ◇ Were urban risks clearly understood?
- ◇ Did participants link climate to conflict and displacement?
- ◇ Who spoke most? Who spoke least?

### Facilitator Tips

- ◇ Keep language simple and non-technical
- ◇ Use participants' field examples
- ◇ Avoid academic climate science
- ◇ Encourage all voices, especially women and quieter participants
- ◇ Relate every concept to humanitarian operations

“

#### Key Messages:

- ◇ Climate risk is already affecting humanitarian work
- ◇ Risk depends on who is exposed and vulnerable
- ◇ Impacts are unequal
- ◇ Understanding context is the first step to adaptation
- ◇ Local knowledge is critical

### Expected Outputs

By the end of Unit 1, participants will produce:

- ◇ Hazard map for their operational areas
- ◇ Climate timeline of recent shocks
- ◇ Prioritized vulnerable groups list
- ◇ Simple local risk summary

## Unit 2:

# IMPACTS ON PEOPLE & SYSTEMS

### Overview

This unit examines how climate hazards translate into real humanitarian consequences for people, livelihoods, services, and local systems. Participants move from understanding climate events to analyzing impacts on food security, health, WASH, protection, displacement, and social stability across rural, urban, and IDP settings. The focus is practical and operational, enabling Local Humanitarian Partners to recognize how climate risks directly affect daily programming decisions and response priorities.

### Objectives

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

- ◇ Explain how climate shocks affect households, services, and institutions
- ◇ Analyze impacts on livelihoods, health, wash, protection, and displacement
- ◇ Identify groups at higher risk and explain why
- ◇ Understand the climate–conflict–migration relationship
- ◇ Prioritize impacts that require urgent action

### Key Concepts

- ◇ **Impact:** The immediate and longer-term effects on people, livelihoods, services, and systems, such as crop loss, illness, displacement, or service disruption.
- ◇ **Vulnerability:** Social, economic, or physical conditions that reduce people’s ability to cope, including poverty, disability, weak shelter, limited services, or exclusion.
- ◇ **System stress:** Pressure on water systems, health facilities, schools, supply chains, or markets that limits access to essential services during and after shocks.
- ◇ **Risk multiplier:** Climate hazards intensify existing problems, turning manageable challenges into crises by increasing inequality, resource competition, and humanitarian needs.

### c. Table: Key Sessions and Activities Plan

Session	Focus	Method	Output
2.1	Livelihood impacts	Mapping	Livelihood risks list
2.2	Service disruptions (WASH/Health/Education)	Case study	Service gaps map
2.3	Protection & gender risks	Scenario analysis	High-risk groups profile
2.4	Displacement & conflict pressures	Group mapping	Displacement risks map
2.5	Shock cascade thinking	Flowchart	Impact pathway diagram

#### Session 2.1 – Climate Impacts on Livelihoods

**Key Concept:** In this session we explore how droughts, floods, and heat affect crops, livestock, income, and markets, and how these losses contribute to food insecurity and displacement.

##### Methods

- ◇ group discussion
- ◇ livelihood mapping
- ◇ experience sharing

##### Exercises:

- ◇ “shock → livelihood → coping” chain mapping
- ◇ identify most affected livelihoods

**Output:** prioritized livelihood risks list

#### Session 2.2 – Impacts on Basic Services (WASH, Health, Education)

**Key Concept:** This session examines how climate shocks disrupt water supply, sanitation, disease control, clinics, and schools, increasing health risks and service gaps.

##### Methods

- ◇ Case study review
- ◇ Group analysis

##### Exercises:

- ◇ Flood or drought service disruption mapping
- ◇ Identify service breakdown points

**Output:** service vulnerability map

## Session 2.3 – Protection & Social Risks

**Key Concept:** This session explores how climate stress increases protection risks such as GBV, child labor, unsafe migration, and exploitation, particularly in IDP and informal settlements.

### Methods

- ◇ Facilitated discussion
- ◇ Protection scenario analysis

### Exercises

- ◇ Identify “who is most at risk and why”
- ◇ protection risk ranking

**Output:** high-risk group profile

## Session 2.4 – Displacement, Conflict & Urban Stress

**Key Concept:** In this session we analyze how climate shocks contribute to displacement, pressure on host communities, and resource tensions in towns and cities.

### Methods

- ◇ Group mapping
- ◇ Conflict-sensitive discussion

### Exercises:

- ◇ Migration route mapping
- ◇ Idp settlement risk analysis

**Output:** displacement risk map

## Session 2.5 – Systems Thinking: From Shock to Crisis

**Key Concept:** This session links impacts together, showing how one hazard can trigger cascading effects across multiple systems and sectors.

### Methods

- ◇ visual flowchart
- ◇ group synthesis

### Exercises:

- ◇ “shock cascade” diagram (drought → crop loss → price rise → malnutrition → displacement)

**Output:** impact pathway diagram

### Facilitator Tips

- ◇ Use local examples from participants’ districts
- ◇ Balance rural and urban perspectives
- ◇ Encourage participation from women and quieter voices
- ◇ Avoid technical jargon
- ◇ Keep discussions practical and solution-oriented

“

**Key Messages:**

- ◇ Climate impacts affect all sectors
- ◇ Risks are unequal across population groups
- ◇ Impacts are interconnected and cumulative
- ◇ Protection and inclusion must be integrated
- ◇ Early action reduces cascading crises

**Key Takeaways for Participants**

By the end of this unit, participants understand that:

- ◇ climate shocks directly create humanitarian needs
- ◇ vulnerable groups face disproportionate harm
- ◇ service breakdown quickly escalates risk
- ◇ impacts must guide planning and prioritization
- ◇ consequences must be understood before designing solutions

**Trainer Reflection & Transition Trainer reflection questions:**

- ◇ Did participants connect climate impacts to their own programmes?
- ◇ Were vulnerable groups clearly identified?
- ◇ Were both rural and urban realities discussed?
- ◇ Are impact pathways clearly understood?

**Transition:** Explain that the next unit moves from understanding impacts to analyzing risks using practical assessment tools that support prioritization and decision-making.

## Unit 3:

# RISK ASSESSMENT TOOLS

### Overview

This unit introduces practical and easy-to-use tools that help Local Humanitarian Partners systematically analyze climate risks in their operational areas. Participants move from understanding impacts to identifying hazards, exposure, and vulnerabilities, and prioritizing risks that require action. The focus is on simple field-based methods that can be integrated into existing humanitarian assessments, rather than creating new or complex systems.



Figure 8. Risk to action pathway diagram

## Objectives

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

- ◇ Identify key climate hazards affecting their areas
- ◇ Determine who and what is exposed to these hazards
- ◇ Analyze vulnerability factors that increase risk
- ◇ Use simple tools to assess and prioritize risks
- ◇ Produce a basic climate risk profile to inform planning

## Key Concepts

- ◇ **Hazard:** A potentially damaging event such as drought, flood, heatwave, or storm.
- ◇ **Exposure:** People, assets, or services located in areas where hazards occur.
- ◇ **Vulnerability:** Conditions that reduce the ability to anticipate, cope, or recover, such as poverty, displacement, weak housing, or limited services.
- ◇ **Risk:** The likelihood and severity of harm, calculated as Hazard + Exposure + Vulnerability.
- ◇ **Prioritization:** Focusing resources on the most severe, frequent, or high-impact risks first.

**Table: Key Sessions and Activities Plan**

Session	Focus	Method	Output
3.1	Hazard mapping	Participatory mapping	Local hazard mapping
3.2	Exposure & vulnerability analysis	Checklist	Vulnerable groups list
3.3	Risk scoring matrix	Group scoring	Ranked risks
3.4	Seasonal calendar	Timeline tool	Seasonal risk chart
3.5	Prioritization	Group decision	Top 3–5 risks

### *Session 3.1 – Identifying Hazards*

**Key Concept:** In this session we identify the most frequent and damaging climate shocks affecting participants' locations and programmes.

## Practical Risk Assessment Steps



Figure 7. Assessment flowchart (hazard → exposure → vulnerability → action)

### Methods

- ◇ Storytelling
- ◇ Group brainstorming
- ◇ Mapping exercise

#### Exercises:

- ◇ List recent climate events
- ◇ Hazard ranking (frequency and severity)
- ◇ Local hazard mapping

**Output:** prioritized hazard list

## Session 3.2 – Understanding Exposure

**Key Concept:** This session examines who and what is located in risk areas, including communities, infrastructure, services, and livelihoods.

### Methods

- ◇ Small group discussion
- ◇ Area mapping

#### Exercises:

- ◇ Identify exposed groups and assets
- ◇ Map schools, clinics, markets, water points, idp sites

**Output:** exposure map

### Session 3.3 – Analyzing Vulnerability

**Key Concept:** In this session we explore why some groups are more affected than others due to social, economic, or physical factors.

#### Methods

- ◇ Facilitated discussion
- ◇ Vulnerability analysis

#### Exercises:

- ◇ Identify high-risk groups
- ◇ Vulnerability checklist scoring
- ◇ “who suffers most and why” exercise

**Output:** vulnerability profile

### Session 3.4 – Risk Matrix & Prioritization

**Key Concept:** This session combines hazards, exposure, and vulnerability to determine which risks require immediate action.

#### Methods

- ◇ Tool demonstration
- ◇ Group scoring

#### Exercises:

- ◇ complete risk matrix
- ◇ score likelihood vs impact
- ◇ rank top five risks

**Output:** prioritized risk matrix

### Session 3.5 – Using Existing Humanitarian Assessments

**Key Concept:** This session shows how climate risk analysis can be integrated into tools already used by LHPs, such as rapid needs assessments, seasonal calendars, and community consultations.



Figure 5. Seasonal calendar explain how climate shocks affect timing and livelihoods.

**Table: Integrating Climate Risk into Existing Humanitarian Assessments**

Assessment Tool	Add a Climate Lens	Example Output
Rapid Needs Assessment	Ask what climate event caused or worsened the crisis	Climate-sensitive needs priorities
Seasonal Calendar	Mark drought, flood, and heat periods	Seasonal risk timeline
Vulnerability Mapping	Identify hazard-prone settlements and exposed groups	Hazard & risk map
Protection Risk Analysis	Link GBV, child protection, and safety risks to climate stress	Protection risk notes
Community Consultations	Ask communities about weather changes and coping strategies	Local adaptation ideas
Livelihoods/Market Assessments	Analyze how climate affects income and prices	Resilient livelihood options
WASH/Infrastructure Checks	Assess resilience of water points, shelters, drainage	Risk reduction actions

## Methods

- ◇ Tool review
- ◇ Peer learning

### Exercises:

- ◇ Adapt an existing assessment tool to include climate questions
- ◇ Add climate indicators to current forms

**Output:** updated assessment checklist

## Facilitator Tips

- ◇ Use participants' real districts as examples
- ◇ Avoid technical or academic explanations
- ◇ Emphasize simplicity and practicality
- ◇ Connect tools directly to programme decisions
- ◇ Remind participants that assessments should support action

“

### Key Messages:

- ◇ Risk assessment should be simple and practical
- ◇ Existing tools can be adapted instead of creating new burdens
- ◇ Evidence improves decision-making
- ◇ Prioritize the most severe and frequent risks
- ◇ Assessment must lead to action

## Key Takeaways for Participants

By the end of this unit, participants understand that:

- ◇ Risks can be systematically analyzed
- ◇ Vulnerability explains unequal impacts
- ◇ Simple tools are sufficient for field use
- ◇ Prioritization helps allocate limited resources
- ◇ Assessment is only useful when it informs decisions

## Trainer Reflection & Transition Trainer reflection questions:

- ◇ Did participants clearly distinguish hazard, exposure, and vulnerability?
- ◇ Were tools understood and applied correctly?
- ◇ Did groups prioritize risks realistically?
- ◇ Can participants use these tools independently in the field?

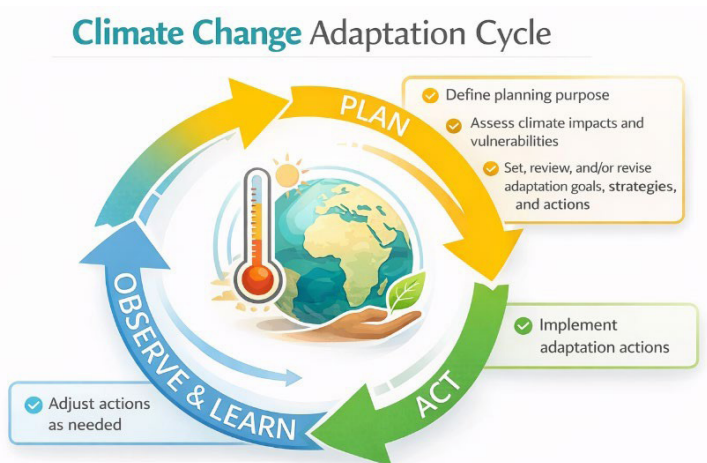
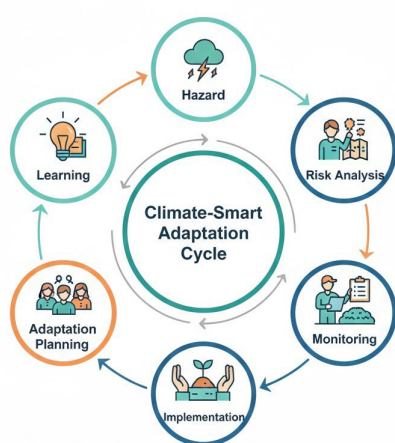
**Transition:** Explain that the next unit moves from analyzing risks to identifying practical adaptation and resilience solutions that reduce those risks

## Unit 4:

# ADAPTATION & RESILIENCE SOLUTIONS

### Overview

This unit moves participants from risk analysis to practical solutions. It focuses on identifying feasible, low-cost, and locally appropriate adaptation actions that reduce climate risks across sectors. Participants explore how to strengthen livelihoods, protect services, and support community coping capacity using measures that can be implemented within existing humanitarian programmes. The emphasis is on realistic actions that Local Humanitarian Partners can apply immediately, rather than large or infrastructure-heavy interventions.



### Objectives

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

- ◇ Explain what adaptation means in humanitarian programming
- ◇ Identify practical sector-specific adaptation options
- ◇ Match risks with appropriate solutions
- ◇ Assess feasibility and prioritization of actions
- ◇ Develop simple sector adaptation plans

## Key Concepts

- ◇ **Adaptation:** Adjusting activities, systems, and behaviors to reduce harm from climate risks.
- ◇ **Resilience:** The ability of people and systems to absorb shocks, recover, and continue functioning.
- ◇ **Feasibility:** Selecting solutions that are affordable, acceptable, and realistic within local capacity.
- ◇ **No-regret actions:** Measures that provide benefits even without a disaster, such as improved water storage or savings groups.
- ◇ **Local knowledge:** Community practices and experience that strengthen coping and recovery.

**Table: Key Sessions and Activities Plan**

Session	Focus	Method	Output
4.1	Sector impacts review	Group work	Sector risks
4.2	Adaptation options brainstorming	Workshop	Option list
4.3	Feasibility & prioritization	Scoring	Selected actions
4.4	Sector action planning	Planning tool	Draft sector plan
4.5	Peer review	Presentation	Improved plan

### Session 4.1 – From Risk to Action

**Key Concept:** In this session we explain how assessment results should directly inform decisions, turning identified risks into concrete actions.

#### Methods

- ◇ Mini lecture
- ◇ Group reflection

#### Exercises:

- ◇ Link top risks from Unit 3 to possible responses
- ◇ “Risk → Action” Matching

**Output:** risk-to-solution list

### Session 4.2 – Sector-Based Adaptation Options

**Key Concept:** This session explores practical adaptation examples across livelihoods, WASH, health, protection, and urban contexts.

#### d. Practical Exercises for Sector Adaptation Planning

Exercise	Purpose	Method	Key Task	Output
Exercise 1: Sector Risk Matching	Link identified climate risks to realistic solutions	Small group matching	Pair Unit 2 risks with suitable adaptation options	Risk-to-solution list
Exercise 2: Adaptation Menu	Prioritize feasible actions	Group discussion & ranking	Select top five actions based on feasibility criteria	Prioritized solutions
Exercise 3: Sector Action Planning	Convert ideas into implementation steps	Action planning template	Define problem, action, timeline, responsibility, resources	Draft sector adaptation plan
Exercise 4: Peer Review	Improve quality and realism of plans	Group presentations & feedback	Present plans and receive structured peer comments	Refined and realistic plans

#### Methods

- ◇ small group work
- ◇ case study review

#### Exercises:

- ◇ Identify sector-specific solutions
- ◇ Select relevant actions for local areas

**Output:** sector adaptation options list

#### Session 4.3 – Using Local Knowledge & Coping Practices

**Key Concept:** In this session we recognize traditional and community-based strategies that already reduce risk and can be strengthened.



## Methods

- ◇ Experience sharing
- ◇ Group discussion

### Exercises:

- ◇ Map existing coping practices
- ◇ Identify practices to scale up

**Output:** local practice inventory

## Session 4.4 – Prioritization & Feasibility

**Key Concept:** This session helps participants assess which actions are realistic based on cost, time, skills, and community acceptance.

Participants will assess these :



Figure 5. Prioritization & Feasibility

## Methods

- ◇ group scoring
- ◇ decision matrix

### Exercises:

- ◇ feasibility ranking
- ◇ select top five actions

**Output:** prioritized adaptation list

## Session 4.5 – Sector Action Planning

**Key Concept:** In this session participants develop simple, implementable plans that translate ideas into responsibilities and timelines.

### Methods

- ◇ planning workshop
- ◇ peer review

### Exercises:

- ◇ develop action plan (problem, action, timeline, responsibility, resources)
- ◇ group feedback

**Output:** draft sector adaptation plan

### Facilitator Tips

- ◇ Emphasize simple and low-cost solutions
- ◇ Avoid over-technical or infrastructure-heavy ideas
- ◇ Encourage use of local knowledge
- ◇ Connect solutions directly to current projects
- ◇ Keep plans realistic and achievable



### Key Messages:

- ◇ Adaptation is practical and action-oriented
- ◇ Small improvements can significantly reduce risk
- ◇ Solutions must fit local capacity
- ◇ Community knowledge is valuable
- ◇ Prioritization ensures effective use of resources

### Key Takeaways for Participants

By the end of this unit, participants understand that:

- ◇ Adaptation converts risk information into action
- ◇ Every sector has feasible solutions
- ◇ Local practices strengthen resilience
- ◇ Not all actions are equally realistic
- ◇ Planning improves implementation

### Trainer Reflection & Transition Trainer reflection questions:

- ◇ Did participants identify practical rather than theoretical solutions?
- ◇ Were local practices recognized?
- ◇ Are selected actions feasible within current resources?
- ◇ Did groups develop clear and simple plans?

**Transition:** Explain that the next unit focuses on integrating these adaptation actions into regular project design and programming processes to ensure climate considerations are mainstreamed.

## Unit 5:

# INTEGRATION INTO PROGRAMMING

### Overview

This unit focuses on mainstreaming climate considerations into everyday humanitarian programming. Rather than creating separate climate projects, participants learn how to integrate climate risks and adaptation measures into existing sector activities, proposals, budgets, and implementation plans. The emphasis is on making climate thinking routine and practical, so that all projects reduce risk and avoid unintentionally increasing vulnerability or conflict.



### Objectives

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

- ◇ Integrate climate risks into project design and planning
- ◇ Screen activities for potential climate vulnerabilities
- ◇ Apply gender, protection, and do no harm lenses
- ◇ Adjust sector interventions to be climate-smart
- ◇ Use simple checklists to strengthen proposals and implementation

## Key Concepts

- ◇ **Mainstreaming:** Embedding climate considerations into normal programming, not as separate activities.
- ◇ **Climate screening:** Checking whether a project may be affected by or worsen climate risks.
- ◇ **Do No Harm:** Ensuring interventions do not increase tensions, exclusion, or vulnerability.
- ◇ **Inclusion:** Designing programmes that consider women, persons with disabilities, minorities, and displaced groups.
- ◇ **Climate-smart programming:** Activities that both deliver services and reduce future risks.

**Table: Key Sessions and Activities Plan**

Session	Focus	Method	Output
5.1	Climate screening basics	Checklist exercise	Screening notes
5.2	Project redesign	Group work	Revised design
5.3	Gender & safeguarding lens	Case analysis	Inclusion actions
5.4	Do No Harm & conflict sensitivity	Discussion	Risk mitigation ideas
5.5	Integration planning	Planning	Integration checklist

## Session 5.1 – Why Mainstream Climate in Programming

**Key Concept:** In this session we explore why climate-blind projects often fail or create new risks, while climate-aware design improves sustainability and impact.



*Clarify: adaptation is not only infrastructure. It includes behaviour, systems, and planning.*

## Methods

- ◇ Mini lecture
- ◇ Plenary discussion

### Exercises:

- ◇ Reflect on past projects affected by droughts or floods
- ◇ Identify missed climate considerations

**Output:** list of common programming gaps

## Session 5.2 – Climate Screening of Projects

**Key Concept:** This session introduces simple tools to check how climate hazards may affect activities, locations, or target groups.

### Methods

- ◇ Tool demonstration
- ◇ Small group analysis

### Exercises:

- ◇ Apply screening checklist to a sample project
- ◇ Identify risks and adjustments

**Output:** screened project risk notes

## Session 5.3 – Sector Integration in Practice

**Key Concept:** In this session participants modify sector activities so they reduce exposure and strengthen resilience.

### Methods

- ◇ Group work
- ◇ Case examples

### Exercises:

- ◇ redesign an activity to be climate-smart
- ◇ identify sector-specific improvements

**Output:** climate-integrated activity design

## Session 5.4 – Gender, Protection & Conflict Sensitivity

**Key Concept:** This session highlights how climate impacts are unequal and how inclusive planning reduces harm and tension.



### Methods

- ◇ Facilitated discussion
- ◇ Scenario analysis

### Exercises:

- ◇ Apply inclusion lens to project
- ◇ Identify groups at higher risk
- ◇ Suggest protective measures

**Output:** inclusion and safeguarding notes

## Session 5.5 – From Plan to Proposal

**Key Concept:** In this session we connect climate integration to proposals, budgets, and implementation plans to ensure actions are funded and executed.

### Methods

- ◇ Checklist practice
- ◇ Planning workshop

### Exercises:

- ◇ Revise project logframe or plan
- ◇ Add climate actions and indicators

**Output:** revised climate-integrated project outline

### Facilitator Tips

- ◇ Use real project examples from participants
- ◇ Keep tools simple and quick to apply
- ◇ Emphasize improvement, not criticism
- ◇ Connect integration to donor expectations
- ◇ Focus on practical adjustments, not complex redesign



### Key Messages:

- ◇ Climate is cross-cutting across all sectors
- ◇ Small design changes reduce future losses
- ◇ Inclusion improves effectiveness
- ◇ Poor design can increase risk
- ◇ Climate integration strengthens sustainability

### Key Takeaways for Participants

By the end of this unit, participants understand that:

- ◇ Climate should be considered in every project
- ◇ Screening helps prevent avoidable losses
- ◇ Adaptation can be built into normal activities
- ◇ Inclusive design reduces vulnerability
- ◇ Mainstreaming makes programmes more resilient

### Trainer Reflection & Transition Trainer reflection questions:

- ◇ Did participants understand how to use screening tools?
- ◇ Are integration steps practical and realistic?
- ◇ Were gender and protection concerns addressed?
- ◇ Can participants apply this to their current projects?

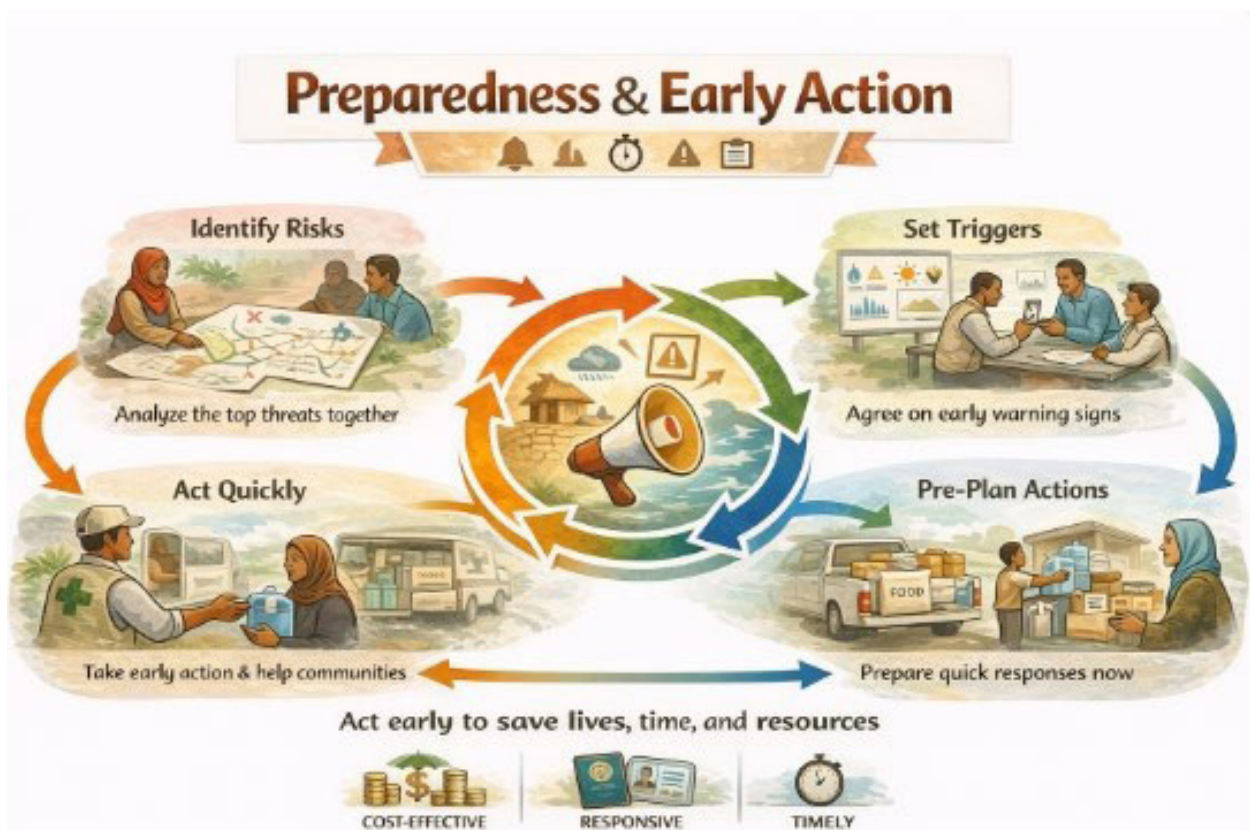
**Transition:** Explain that the next unit focuses on preparedness and early action, moving from project design to acting before shocks occur to reduce losses.

## Unit 6:

# PREPAREDNESS AND EARLY ACTION

### Overview

This unit focuses on acting before disasters escalate into crises. Participants learn how preparedness, early warning, and anticipatory action reduce losses, protect lives and livelihoods, and lower response costs. Rather than reacting after shocks occur, Local Humanitarian Partners are guided to plan simple, realistic measures that can be activated when risks increase. The emphasis is on practical readiness at community and organizational levels.



## Objectives

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

- ◇ Explain the value of preparedness and early action
- ◇ Identify early warning signs and triggers
- ◇ Develop simple contingency plans
- ◇ Define roles and responsibilities before crises
- ◇ Engage communities in preparedness actions
- ◇ Reduce response delays and losses

## Key concepts

- ◇ **Preparedness:** actions taken before a shock to reduce impact and improve response.
- ◇ **early warning:** information that signals increased risk, such as rainfall forecasts, river levels, disease alerts, or market changes.
- ◇ **early action:** steps taken immediately when risk thresholds are reached, not after disaster occurs.
- ◇ **contingency planning:** pre-agreed actions, roles, and resources for rapid response.
- ◇ **anticipatory action:** acting based on forecasts to prevent or minimize harm.

**Table: Key Sessions and Activities Plan**

Session	Focus	Method	Output
6.1	Early warning basics	Discussion	Trigger list
6.2	Trigger-action matrix	Tool exercise	Action plan
6.3	Contingency planning	Group planning	Contingency draft
6.4	Roles & coordination	Role mapping	Responsibility chart
6.5	Simulation drill	Scenario	Lessons learned

### Session 6.1 – Why Preparedness Matters

**Key Concept:** In this session we explore how early planning reduces displacement, losses, and humanitarian costs compared to late response.

#### Methods

- ◇ mini lecture
- ◇ experience sharing

#### Exercises

- ◇ compare “late response vs early action” examples
- ◇ identify costs of delayed action

**Output:** list of benefits of preparedness

### Session 6.2 – Early Warning Signals & Triggers

**Key Concept:** This session examines how to monitor simple indicators that show rising risk, such as weather forecasts, livestock deaths, food prices, or disease outbreaks.

#### Methods

- ◇ Group discussion
- ◇ Indicator identification

#### Exercises:

- ◇ Identify local warning signs
- ◇ Define trigger thresholds for action

**Output:** early warning indicator list

### Session 6.3 – Contingency Planning

**Key Concept:** In this session we develop clear and practical plans that define what to do, who does it, and when.

#### Methods

- ◇ Planning workshop
- ◇ Small group design

#### Exercises:

- ◇ Create contingency plan template
- ◇ Assign roles and responsibilities

**Output:** Draft contingency plan

### Session 6.4 – Community Engagement & Local Preparedness

**Key Concept:** This session highlights that communities are the first responders and must be involved in planning and action.

#### Methods

- ◇ participatory discussion
- ◇ scenario analysis

#### Exercises:

- ◇ map community resources and capacities
- ◇ identify local preparedness actions

**Output:** community preparedness actions list

### Session 6.5 – Simulation Exercise: From Warning to Action

**Key Concept:** In this session participants practice decision-making when a risk threshold is reached.

#### Methods

- ◇ Simulation
- ◇ group role play

### Exercises:

- ◇ Activate contingency plan for a drought or flood scenario
- ◇ Test coordination steps

**Output:** tested and refined action plan

### Facilitator Tips

- ◇ Use real examples from participants' districts
- ◇ Keep plans simple and realistic
- ◇ Focus on actions within LHP capacity
- ◇ Emphasize coordination with local authorities
- ◇ Encourage community leadership

### Key Messages

- ◇ Early action saves lives and resources
- ◇ Preparedness reduces emergency pressure
- ◇ Planning must happen before crises
- ◇ Communities are central to resilience
- ◇ Small actions can prevent major losses

### Key Takeaways for Participants

By the end of this unit, participants understand that:

“

#### Key Messages:

- ◇ Reacting late increases costs and harm
- ◇ Early warning enables timely decisions
- ◇ Contingency plans clarify roles and reduce confusion
- ◇ Preparedness strengthens resilience
- ◇ Anticipatory action is more effective than emergency response

### Trainer Reflection & Transition Trainer reflection questions:

- ◇ Did participants identify realistic early warning indicators?
- ◇ Are contingency plans simple and actionable?
- ◇ Was community engagement emphasized?
- ◇ Can participants apply this immediately in their programs?

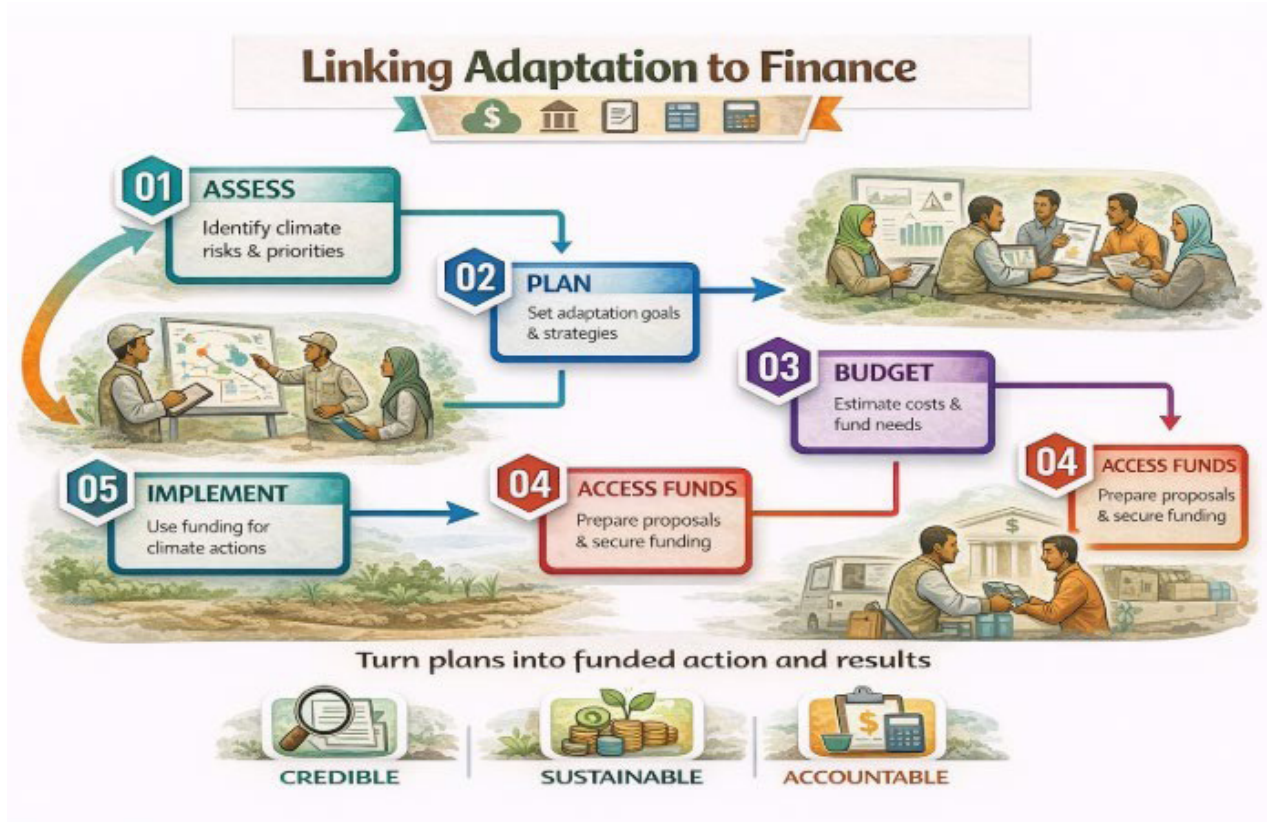
**Transition:** Explain that the next unit focuses on monitoring, learning, and accountability to ensure adaptation efforts are tracked, improved, and sustained over time.

## Unit 7:

# MONITORING, LEARNING AND FINANCE

### Overview

This unit focuses on ensuring that climate adaptation efforts are tracked, improved, and sustained over time. Participants learn how to monitor results, measure resilience outcomes, capture lessons, and link adaptation actions to available funding opportunities. The emphasis is on simple, practical systems that Local Humanitarian Partners can manage with existing tools rather than complex reporting frameworks.



## Objectives

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

- ◇ Define simple indicators to track adaptation progress
- ◇ Monitor risks, actions, and outcomes
- ◇ Apply learning and reflection to improve programming
- ◇ Document good practices and lessons learned
- ◇ Integrate climate into routine meal systems
- ◇ Understand basic pathways to climate and resilience financing

## Key Concepts

- ◇ **Monitoring:** Regular tracking of activities and results to ensure progress.
- ◇ **Learning:** Using experience and evidence to improve future actions.
- ◇ **Accountability:** Ensuring programmes respond to community needs and feedback.
- ◇ **Resilience indicators:** Signs that communities are better able to cope and recover.
- ◇ **Climate finance:** Funding that supports adaptation, preparedness, and resilience actions.

**Table: Key Sessions and Activities Plan**

Session	Focus	Method	Output
7.1	Indicators selection	Group work	Indicator list
7.2	Tracking tools	Practice	Monitoring sheet
7.3	Reflection & learning loops	Discussion	Key lessons
7.4	Accountability & feedback	Case exercise	Feedback plan
7.5	Linking actions to budgets	Planning	Resource plan

## Session 7.1 – Why Monitoring Matters

**Key Concept:** In this session we explore how tracking results helps identify what works, what fails, and where adjustments are needed.

### Methods

- ◇ Guided discussion
- ◇ Example review

### Exercises:

- ◇ compare monitored vs non-monitored projects
- ◇ identify risks of not tracking results

**Output:** benefits of monitoring list

## Session 7.2 – Selecting Practical Indicators

**Key Concept:** This session shows how to choose simple and measurable indicators that reflect real improvements in resilience and preparedness.

### Methods

- ◇ Tool demonstration
- ◇ Group design

#### Exercises:

- ◇ select 3–5 indicators per sector
- ◇ classify input, output, and outcome indicators

**Output:** draft indicator list

## Session 7.3 – Integrating Climate into MEAL Systems

**Key Concept:** In this session we integrate climate considerations into existing Monitoring, Evaluation, Accountability, and Learning systems instead of creating parallel processes.

### Methods

- ◇ Checklist application
- ◇ Group work

#### Exercises:

- ◇ Adapt an existing logframe or reporting tool
- ◇ Add climate-related indicators

**Output:** updated monitoring framework

## Session 7.4 – Learning, Reflection & Accountability

**Key Concept:** This session emphasizes continuous improvement through reflection, community feedback, and adaptive management.

### Methods

- ◇ Peer reflection
- ◇ Case discussion

#### Exercises:

- ◇ After-action review
- ◇ Identify lessons and improvements

**Output:** lessons learned summary

## Session 7.5 – Linking Adaptation to Finance

**Key Concept:** In this session we explore how adaptation actions can be budgeted and supported through local and international funding sources.



### Methods

- ◇ Short presentation
- ◇ Discussion

### Exercises:

- ◇ Identify potential funding sources
- ◇ Align actions with donor requirements

**Output:** basic resource mobilization plan

### Facilitator Tips

- ◇ Keep indicators simple and realistic
- ◇ Avoid overcomplicated data systems
- ◇ Focus on what teams can actually measure
- ◇ Encourage learning, not blame
- ◇ Use real examples from current projects



### **Key Messages:**

- ◇ What gets measured improves
- ◇ Learning strengthens resilience
- ◇ Monitoring supports accountability
- ◇ Adaptation requires continuous adjustment
- ◇ Finance enables sustainability

### **Key Takeaways for Participants**

By the end of this unit, participants understand that:

- ◇ Adaptation results must be tracked
- ◇ Simple indicators are more useful than complex ones
- ◇ Learning improves future programming
- ◇ Community feedback strengthens accountability
- ◇ Linking actions to funding sustains impact

### **Trainer Reflection & Transition Trainer reflection questions:**

- ◇ Are indicators realistic and measurable?
- ◇ Do participants understand how to integrate climate into existing MEAL systems?
- ◇ Is learning treated as improvement rather than compliance?
- ◇ Can teams immediately apply these tools?

**Transition:** Explain that the final unit focuses on cascade training and action planning, enabling participants to replicate learning within their organizations and communities.

## **CASE STUDY**

---

### **Riverine Areas: Measuring Flood Resilience**

#### **Context**

Communities along the Shabelle river implement flood preparedness activities.

#### **Indicators Used**

- ◇ Reduced flood damage
- ◇ Faster recovery time
- ◇ Fewer displacement events

#### **Learning**

Simple indicators provided powerful evidence of resilience improvement.

## Accountability and Learning

### Accountability to Affected Populations (AAP)

- a) Feedback mechanisms
- b) Complaints response
- c) Community meetings

### Learning and Adaptation

- ◇ Regular reflection sessions
- ◇ Adjust programming based on feedback
- ◇ Share lessons across partners

#### FINAL TRAINER NOTES

**Keep MEAL practical and light**  
**Use community voices Focus on learning, not compliance**  
Link evidence to advocacy and funding

## PRACTICAL EXERCISE

Designing Resilience Indicators (45 minutes) Participants: **Identify one climate risk Define 3 community indicators Decide how to measure them**

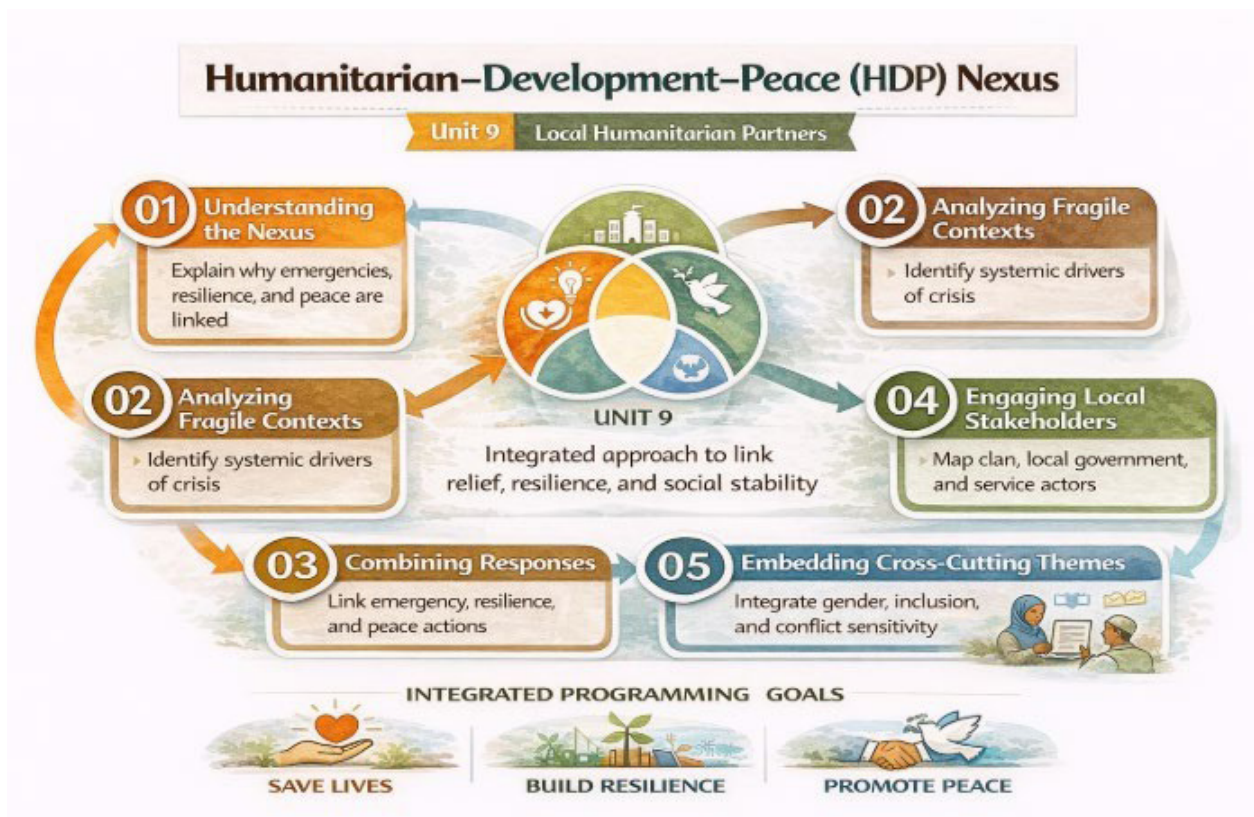
## Unit 8:

# HUMANITARIAN-DEVELOPMENT-PEACE (HDP) NEXUS

### Overview

This unit introduces the Humanitarian–Development–Peace (HDP) Nexus as a practical way of working across relief, resilience, and social stability in Somalia’s fragile and climate-affected context. Rather than treating emergencies, development, and peacebuilding separately, Local

Humanitarian Partners learn how to design programmes that address immediate needs while strengthening systems and reducing conflict risks. The focus is operational. Participants explore how everyday activities such as water services, livelihoods support, and community engagement can simultaneously save lives, build resilience, and promote peaceful coexistence.



## Objectives

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

- ◇ Explain the HDP Nexus in simple operational terms
- ◇ Apply integrated thinking in fragile Somali settings
- ◇ Connect emergency response, climate adaptation, and peace outcomes
- ◇ Engage clans, local governance, and service systems constructively
- ◇ Integrate conflict sensitivity, inclusion, and localization into programmes

## Key Concepts

- ◇ **Humanitarian action:** immediate, life-saving support during crises
- ◇ **Development action:** strengthening systems and services for long-term resilience
- ◇ **Peace contribution:** reducing tensions, improving trust, and preventing conflict
- ◇ **Nexus approach:** designing programmes that address all three together
- ◇ **Conflict sensitivity:** avoiding harm and reducing tensions through inclusive planning

## Table Session Plan

Ses- sion	Topic	Purpose	Method	Time	Output
9.1	Understanding the HDP Nexus	Build shared understanding of humanitarian, development, and peace linkages	Minilecture + discussion	30 min	Nexus concept clarified
9.2	Why the Nexus Matters in Somalia	Analyze recurring shocks, fragility, and systemic drivers of crisis	Problem tree + plenary	45 min	Root causes list
9.3	Linking Response, Adaptation & Peace	Connect emergency, resilience, and peace actions in one programme	Case study + group design	60 min	Integrated response map
9.4	Engaging Clans, Governance & Services	Identify safe and inclusive local engagement strategies	Stakeholder mapping	45 min	Stakeholder map
9.5	Gender, Protection & Conflict Sensitivity	Apply safeguarding and inclusion lenses to programming	Checklist review + groupwork	45 min	Risk mitigation actions
9.6	Nexus Simulation Exercise	Practice designing an integrated nexus programme	Group simulation + presentations	60 min	Draft nexus programme concept
9.7	Reflection & Wrap-up	Consolidate learning and link to next unit	Plenary reflection	15 min	Key insights & commitments

## Session 8.1 – Understanding the HDP Nexus

### Key Concept:

In this session we clarify what the HDP Nexus means and why working in silos limits sustainable impact in Somalia.

### Methods

- ◇ mini lecture
- ◇ group reflection
- ◇ comparison exercise

### Activity

- ◇ match examples to humanitarian, development, and peace columns
- ◇ discuss where activities overlap

### Output

- ◇ shared understanding of nexus framework

## Session 8.2 – Why the Nexus Matters in Somalia

### Key Concept:

This session explores how recurrent droughts, displacement, weak services, and local conflicts require integrated solutions rather than isolated projects.

### Methods

- ◇ problem tree
- ◇ plenary discussion

### Activity

- ◇ identify “root causes vs symptoms” of crises

### Output

- ◇ list of systemic drivers of vulnerability

## Session 8.3 – Linking Emergency Response, Climate Adaptation & Peace

### Key Concept:

In this session we examine how one programme can simultaneously save lives, strengthen resilience, and reduce resource tensions.

### Methods

- ◇ case study
- ◇ group design exercise

### Activity

- ◇ nexus mapping: drought → humanitarian → development → peace actions

### Output

- ◇ integrated response plan per group

## Session 8.4 – Working with Clans, Local Governance & Services

### Key Concept:

This session analyzes how clan systems, district authorities, and service providers influence sustainability, legitimacy, and conflict risks.

### Methods

- ◇ stakeholder mapping
- ◇ facilitated discussion

### Activity

- ◇ identify safe engagement strategies for clans, elders, women, youth, and local authorities

### Output

- ◇ stakeholder engagement map

## Session 8.5 – Embedding Cross-Cutting Principles

### Key Concept:

In this session we integrate gender equality, safeguarding, conflict sensitivity, and localization into all nexus programming decisions.

### Methods

- ◇ checklist review
- ◇ small group analysis

### Activity

- ◇ conflict sensitivity and inclusion screening of a sample project

### Output

- ◇ risk mitigation actions

## Session 8.6 – Applying the Nexus in Practice (Case & Simulation)

### Key Concept:

Participants apply nexus thinking to real Somalia scenarios such as drought, IDP settlements, or flood-prone areas.

### Methods

- ◇ group simulation
- ◇ presentation

### Activity

- ◇ design an integrated programme combining relief, resilience, and peace elements

### Output

- ◇ draft nexus programme concept

## Facilitator Tips

- ◇ use local examples (Baidoa, Mogadishu, riverine areas)
- ◇ avoid heavy theory or policy language
- ◇ emphasize practical integration
- ◇ encourage participation of women and minority voices
- ◇ focus on realistic actions within LHP capacity

“

### Key Messages:

- ◇ emergencies are recurrent, not one-time events
- ◇ services, resilience, and peace must be built together
- ◇ climate stress can increase conflict if unmanaged
- ◇ inclusive planning reduces risks
- ◇ nexus is a mindset, not a separate project

## Key Takeaways for Participants

By the end of this unit, participants understand that:

- ◇ humanitarian response alone is not sufficient
- ◇ development without conflict sensitivity can fail
- ◇ service delivery can strengthen social cohesion
- ◇ integrated programming improves sustainability
- ◇ local leadership is central to lasting impact

## Trainer Reflection & Transition

Trainer reflection questions:

- ◇ Did participants connect nexus thinking to their own programmes?
- ◇ Were local systems and governance considered?
- ◇ Did groups identify both risks and peace opportunities?
- ◇ Are cross-cutting issues integrated, not separate?

### Transition:

Explain that the next unit focuses on strengthening programme effectiveness through monitoring, learning, and financing to sustain integrated outcomes.

# Unit 9:

## CASCADE & ACTION PLANNING

### Overview

This final unit prepares participants to translate learning into action within their own organizations and communities. It focuses on cascading knowledge, planning follow-up training, and integrating climate adaptation into ongoing programmes. Participants move from individual understanding to organizational ownership, ensuring that the Training of Trainers approach results in real capacity strengthening beyond the workshop.

The emphasis is on practical replication, not theory.



### Objectives

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

- ◇ Explain the cascade training approach
- ◇ Plan and deliver short climate adaptation sessions for their teams
- ◇ Adapt materials for local contexts and languages
- ◇ Develop realistic organizational action plans
- ◇ Assign responsibilities and timelines
- ◇ Commit to immediate next steps

## Key Concepts

- ◇ **Cascade training:** Knowledge passed from trained participants to colleagues and communities.
- ◇ **Localization:** Local actors leading planning, delivery, and decision-making.
- ◇ **Ownership:** Responsibility for continuing actions beyond the training.
- ◇ **Action planning:** Turning ideas into clear tasks with timelines and accountability.
- ◇ **Practical replication:** Short, simple sessions that can be delivered quickly in the field.

**Table: Key Sessions and Activities Plan**

Session	Focus	Method	Output
9.1	Cascade strategy	Discussion	Training approach
9.2	Localization planning	Group work	Context adaptations
9.3	Micro-teaching	Practice	Trainer feedback
9.4	Organizational action plan	Planning	LHP action plan
9.5	Commitments & close	Reflection	Next steps list

### Session 9.1 – Cascade Training Approach

**Key Concept:** In this session we clarify how ToT works and how knowledge spreads from trainers to teams, and from teams to communities.

#### Methods

- ◇ mini lecture
- ◇ group reflection

#### Exercises:

- ◇ identify who needs training in each organization
- ◇ map cascade pathways (HQ → field → community)

**Output:** cascade pathway map

### Session 9.2 – Planning Short Training Sessions

**Key Concept:** This session focuses on converting module content into short, practical sessions suitable for field staff and volunteers.

#### Methods

- ◇ Demonstration
- ◇ Small group work

### Exercises:

- ◇ Design a 60–90 minute mini-session
- ◇ Define objectives, activities, and materials

**Output:** draft session plan

### Session 9.3 – Micro-Teaching Practice

**Key Concept:** In this session participants practice facilitation skills and receive feedback to improve clarity and confidence.

#### Methods

- ◇ micro-teaching
- ◇ peer review

### Exercises:

- ◇ 10-minute teaching demonstration
- ◇ structured peer feedback

**Output:** improved facilitation skills

### Session 9.4 – Organizational Action Planning

**Key Concept:** This session ensures that learning leads to concrete steps by defining what actions will be implemented, by whom, and when.



## Methods

- ◇ Planning workshop
- ◇ Group discussion

### Exercises:

- ◇ complete action planning template (problem → action → timeline → responsibility → resources)
- ◇ prioritize first three actions

**Output:** draft organizational action plan

## Session 9.5 – Commitments & Next Steps

**Key Concept:** In this session participants confirm commitments and timelines to ensure follow-up after the training.

## Methods

- ◇ Plenary reflection
- ◇ Commitment sharing

### Exercises:

- ◇ Identify immediate next steps
- ◇ Assign focal persons

**Output:** commitment list

## Facilitator Tips

- ◇ Keep training plans simple and realistic
- ◇ Encourage use of local language and examples
- ◇ Avoid overloading field teams
- ◇ Promote peer learning within organizations
- ◇ Emphasize immediate application after the workshop

“

### Key Messages:

- ◇ Learning must spread beyond the room
- ◇ Local actors lead change
- ◇ Short, practical training works best
- ◇ Ownership ensures sustainability
- ◇ Action is more important than perfect plans

## Key Takeaways for Participants

By the end of this unit, participants understand that:

- ◇ Tot is successful only if knowledge is shared
- ◇ Training should be simple and field-focused
- ◇ Clear plans improve implementation
- ◇ Responsibilities and timelines matter
- ◇ Each organization can start immediately

## Trainer Reflection & Transition Trainer reflection questions:

- ◇ Are cascade plans realistic and time-bound?
- ◇ Do participants feel confident to train others?
- ◇ Are responsibilities clearly assigned?
- ◇ Is there commitment to immediate follow-up?

**Transition:** Close the training by summarizing key learning from all units and reinforcing that climate adaptation is an ongoing process embedded in daily humanitarian work.

# ANNEXES

## **ANNEX 1. Hazard Mapping Template**

### **Participatory Climate Hazard & Risk Mapping Tool**

This annex is written in a simple operational format that Local Humanitarian Partners can directly use during community sessions, assessments, or ToT exercises. Language is practical, not technical.

#### **Purpose**

This tool helps teams and communities visually identify:

- ◇ main climate hazards
- ◇ exposed people, assets, and services
- ◇ vulnerable groups
- ◇ high-risk locations
- ◇ priority actions

It supports **rapid analysis for planning, not reporting.**

#### **When to Use**

Apply during:

- ◇ baseline or rapid assessments
- ◇ programme design
- ◇ seasonal planning
- ◇ contingency planning
- ◇ community consultations
- ◇ ToT practical exercises
- ◇ field missions

#### **How to Facilitate (Trainer Steps)**

**Step 1.** Form small groups (6–8 participants)

**Step 2.** Provide flipchart paper and markers

**Step 3.** Ask groups to draw a simple map of their area

**Step 4.** Mark hazards and risk locations

**Step 5.** Identify exposed people, assets, and services

**Step 6.** Discuss vulnerabilities **Step 7.** Prioritize top 3–5 risks **Step 8.** Identify immediate actions

**Facilitator Tip: Keep it simple and based on local experience.**

**Template A. Participatory Hazard Map (Drawing Tool) Instructions**

Draw your area and add symbols to show risks.

Symbol	Meaning
X	Flood-prone area
☀	Heat stress area
~	Drought/water shortage
⚠	Conflict hotspot
○	Vulnerable population
+	Critical service (health, water, school, market)

**Output:** One hand-drawn hazard map per group

**Template B. Hazard Identification Table**

Hazard Type	Location	Frequency (Low/Med/High)	Season	Impacts Observed	Most Affected Groups
Drought					
Flood					
Heatwave					
Disease outbreak					
Other					

**Output:** List of priority hazards

### Template C. Exposure & Vulnerability Analysis

Who/What is Exposed	How are they affected	Why vulnerable	Existing coping strategies	Additional support needed
Women-headed HH				
IDP households				
Pastoralists				
Children				
Persons with disability				
Health centers				

Output: Clear picture of vulnerable groups and gaps

### Template D. Risk Prioritization Matrix

#### Scoring Guide

Likelihood: 1–3

Impact: 1–3

Risk Score = Likelihood × Impact

Hazard	Likelihood	Impact	Risk Score	Priority (High/Med/Low)

Focus only on **highest risks first**.

**Output:** Top 3–5 priority risks

### Template E. Immediate Actions Brainstorm

Priority Hazard	Quick Actions (0–3 months)	Responsible Actor	Timeline

**Output:** Initial action list

## Facilitator Tips

- ◇ Encourage women and minority voices
- ◇ Validate local knowledge
- ◇ Keep discussion practical
- ◇ Avoid overcomplicating
- ◇ Limit to 3–5 priorities
- ◇ Translate into Somali if needed
- ◇ Focus on solutions, not only problems

## ANNEX 2. Climate Risk & Vulnerability Matrix

### Simple Climate Risk Prioritization Tool for Local Humanitarian Partners

This tool supports Local Humanitarian Partners to quickly assess, compare, and prioritize climate risks affecting their operational areas. It converts local knowledge and field observations into clear priorities that guide adaptation, preparedness, and resource allocation. The matrix is intentionally simple and designed for field use during planning meetings, assessments, or training exercises. It does not require technical modelling or software.

#### Purpose

Use this tool to:

- ◇ identify key climate hazards
- ◇ understand who and what is exposed
- ◇ analyze vulnerability factors
- ◇ compare risks objectively
- ◇ prioritize actions
- ◇ inform project design and contingency plans

#### When to Use

Apply during:

- ◇ project design and proposal writing
- ◇ seasonal or contingency planning
- ◇ baseline or rapid assessments
- ◇ Unit 3 Risk Assessment sessions
- ◇ community consultations

#### Key Concept (Trainer Explanation)

Explain in plain language: **Risk = Hazard × Exposure × Vulnerability**

If any one factor is high, overall risk increases. Reducing exposure or vulnerability lowers risk even when hazards cannot be controlled.

#### How to Facilitate (Trainer Steps)

1. List main hazards in the area
2. Identify exposed people, assets, and services
3. Discuss vulnerability factors
4. Score likelihood and impact
5. Calculate risk scores
6. Rank priorities

Select top 3–5 risks for action Keep scoring simple and discussion-based. **Template A. Hazard Screening Table**

Purpose: Identify all relevant risks before prioritizing.

**Template B. Climate Risk & Vulnerability Matrix**

**Scoring Guide**

Likelihood: 1 Low 2 Medium 3 High

Impact: 1 Low 2 Medium 3 High

**Risk Score = Likelihood × Impact**

Hazard	Likelihood (1–3)	Impact (1–3)	Risk Score	Risk Level	Priority Rank

**Risk Level Guide**

Score	Level	Action Guidance
1–2	Low	Monitor
3–4	Medium	Prepare
6–9	High	Immediate action

**Template C. Exposure & Vulnerability Checklist**

Tick those affected:

**People**

- Women
- Children
- Elderly
- Persons with disability
- IDPs
- Minority groups
- Pastoralists
- Urban poor

**Assets & Services**

- Water sources
- Livestock
- Crops
- Roads
- Health facilities
- Schools
- Markets
- Shelters

Purpose: Identify who/what is most at risk.

### Template D. Vulnerability Analysis Questions

Question	Notes
Do livelihoods depend on rainfall?	
Are coping mechanisms weak or exhausted?	
Is infrastructure fragile?	
Are services limited or overstretched?	
Are women/children at higher risk?	
Is displacement likely during shocks?	

More “Yes” answers = higher vulnerability.

### Template E. Priority Action Planning

High-Risk Hazard	Key Impacts	Immediate Actions	Medium-Term Actions	Responsible

*Purpose: Move directly from analysis to action.*

#### Facilitator Tips

- ◇ keep scoring simple
- ◇ rely on local experience, not estimates only
- ◇ include women and marginalized voices
- ◇ focus on top priorities only
- ◇ connect immediately to adaptation planning

### ANNEX 3. Seasonal Calendar & Livelihood Analysis Tool

Participatory Seasonal Risk and Livelihood Planning Tool for Local Humanitarian Partners  
This tool helps Local Humanitarian Partners understand how climate patterns, livelihoods, and risks change throughout the year. It supports practical planning by identifying when households are most exposed, when services are stressed, and when early action is most effective. The calendar uses local knowledge and does not require technical or meteorological data.

#### Purpose

##### Use this tool to:

- ◇ understand seasonal rainfall and hazard patterns
- ◇ identify livelihood cycles (planting, grazing, migration, markets)
- ◇ detect high-risk months
- ◇ plan preparedness and early actions
- ◇ align activities with community realities
- ◇ strengthen timing of interventions

#### When to Use

Apply during:

- ◇ baseline or rapid assessments
- ◇ seasonal planning
- ◇ contingency planning
- ◇ community consultations
- ◇ Unit 3 Risk Assessment exercises
- ◇ Unit 6 Preparedness planning

#### Key Concept (Trainer Explanation)

Explain simply:

Climate risks are **not constant**.

Risk increases when **hazards + exposure + vulnerability overlap in certain months**. Good timing reduces harm.

#### Examples:

- ◇ floods during planting → crop loss
- ◇ drought during dry season → livestock deaths
- ◇ disease peaks after floods → health pressure Planning must follow seasons.

#### How to Facilitate (Trainer Steps)

- Step 1. Draw months across the top of a flipchart
- Step 2. Ask participants to describe rainfall and hazards by month
- Step 3. Add livelihood activities (farming, grazing, markets, migration)
- Step 4. Mark “stress months” when food, income, or services are weakest
- Step 5. Identify early actions before those months
- Step 6. Agree on priority preparedness measures

**Facilitator Tip: Encourage participants to speak from experience.**

**Templates**

**Template A. Seasonal Calendar Matrix**

Activity / Risk	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Rainfall level												
Drought risk												
Flood risk												
Disease peaks												
Planting												
Harvest												
Grazing/migration												
Market prices												
Food shortages												

Purpose: Visualize seasonal overlap between risks and livelihoods.

**Template B. Livelihood Sensitivity Table**

Livelihood Group	Main Income Source	Most Risky Months	Main Hazard	Typical Impact	Current Coping
Pastoralists					
Farmers					
IDPs					
Urban poor					
Women-headed HH					

Purpose: Identify who is most affected and when.

**Template C. Seasonal Vulnerability Analysis**

Month/Period	Who is Most at Risk	Why Vulnerable	Service Gaps	Protection Risks
--------------	---------------------	----------------	--------------	------------------

Purpose: Connect seasonal stress to protection and service issues.

## Template D. Early Action Planning

Risk Period	Early Warning Sign	Action Before Peak	Responsible	Timeline

Purpose: Move from seasonal analysis to preparedness.

### Facilitator Tips

- ◇ use local language
  - ◇ encourage women and minority voices
  - ◇ focus on practical timing, not perfect data
  - ◇ use symbols or colors for low literacy groups
  - ◇ limit to key activities only
  - ◇ validate results with community members

## ANNEX 4. Climate Adaptation & Resilience Checklist

### Practical Action Planning Tool for Local Humanitarian Partners (LHPs)

This checklist supports Local Humanitarian Partners to move from risk assessment to concrete, feasible actions. It helps teams identify low-cost, practical measures that can be integrated into ongoing humanitarian and development programmes. The focus is operational. The tool avoids complex technical designs and emphasizes actions that field teams can implement immediately.

### Purpose

Use this tool to:

- ◇ identify realistic adaptation measures
- ◇ prioritize low-cost, high-impact actions
- ◇ strengthen sector resilience
- ◇ integrate climate considerations into daily programming
- ◇ improve preparedness and sustainability
- ◇ translate analysis into implementation

### When to Use

Apply during:

- ◇ programme and proposal design
- ◇ work planning and budgeting
- ◇ seasonal or contingency planning

- ◇ community consultations
- ◇ Unit 4 Adaptation & Resilience sessions
- ◇ Unit 5 Integration exercises

### Key Concept (Trainer Explanation)

Explain simply:

Assessment tells us **what the risks are**. Adaptation decides **what we will do about them**.

#### Good adaptation:

- ◇ reduces exposure
- ◇ strengthens coping
- ◇ protects livelihoods
- ◇ is affordable and practical

Small actions often reduce large risks.

#### How to Facilitate (Trainer Steps)

- Step 1.** Review priority risks from Risk Matrix or Hazard Map
- Step 2.** Divide participants by sector (Livelihoods, WASH, Health, Protection, etc.)
- Step 3.** Brainstorm possible actions
- Step 4.** Screen for feasibility and cost
- Step 5.** Select top priorities only
- Step 6.** Assign responsibility and timeline

Encourage practical solutions, not large infrastructure projects.

### Templates

#### Template A. Sector Adaptation Brainstorm

Sector	Identified Risk	Possible Adaptation Actions
Livelihoods		
WASH		
Health/Nutrition		
Protection/Gender		
Shelter/Urban		
Other		

Purpose: generate ideas before prioritizing.

## Template B. Feasibility & Impact Screening

Score each action:

**Feasibility:** 1 = difficult 2 = moderate 3 = easy

**Impact:** 1 = difficult 2 = moderate 3 = easy Priority Score = Feasibility × Impact

Action	Cost (L/M/H)	Feasibility	Impact	Score	Select (✓)

Purpose: choose only realistic actions.

## Template C. Climate Adaptation Checklist by Sector Livelihoods & Food Security

- drought-resistant seeds/crops
- water harvesting or small irrigation
- fodder storage
- livestock vaccination/health campaigns
- income diversification
- savings or VSLA groups
- soil and land restoration

### WASH

- raised or flood-safe latrines
- protected wells/boreholes
- drainage improvement
- water storage tanks
- water quality testing
- hygiene promotion during floods

### Health & Nutrition

- heat stress awareness
- disease surveillance
- mobile clinics/outreach
- outbreak preparedness
- safe water treatment
- nutrition screening during drought

### Protection & Gender

- safe spaces for women/children
- lighting in camps/settlements
- referral pathways
- inclusive evacuation plans
- disability access measures
- community protection committees

### Shelter & Urban/IDP

- safer site planning
- improved drainage
- fire prevention
- waste management
- shelter reinforcement
- secure service access

Purpose: quick reference for field teams.

### Template D. Adaptation Action Plan

Priority Action	Hazard Addressed	Responsible	Timeline	Resources Needed	Indicator

Purpose: convert ideas into implementation.

### Facilitator Tips

- ◇ prioritize actions within LHP control
- ◇ avoid costly or complex infrastructure
- ◇ use local knowledge first
- ◇ keep list short (3–5 priorities only)
- ◇ integrate gender and inclusion in every action
- ◇ connect directly to budgets and work plans



## About This ToT Module

This Training of Trainers module on Climate Change Adaptation and response in Somalia is developed under the ToGETHER 2.0 Programme to strengthen Local Humanitarian Partners in integrating climate risk into humanitarian programming.

It provides practical tools for climate risk analysis, sector impact assessment, adaptation planning and preparedness integration. Designed for PMWDO technical teams, LHP programme officers and trainers, the module supports cascade delivery at district and community levels.

Grounded in Somali realities and aligned with localization and risk-informed programming, it enables partners to design more resilient, proactive and sustainable interventions

Developed by:



Copyright © 2026

This publication is the intellectual property of DKH and PMWDO.