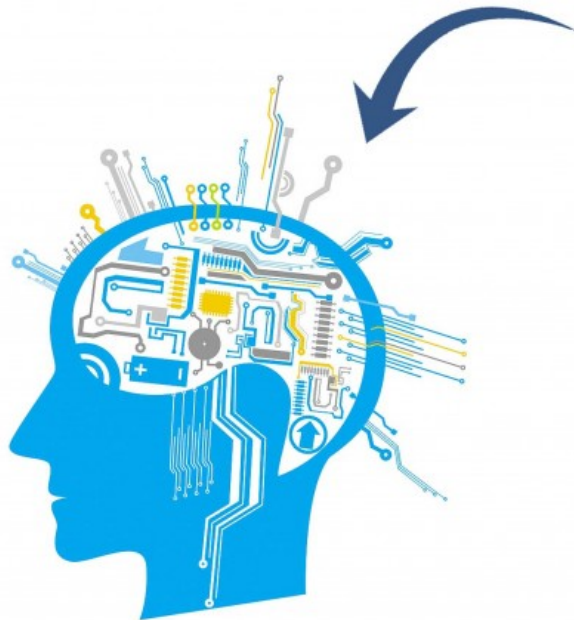# EXPERT FORUM
"Lessons Learned about Lessons Learned about Disaster Risk Reduction in a Changing Climate."
February 10-13, 2015
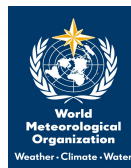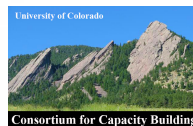## Antalya, Turkey

risk
learn
seismic
humanitarian
communicate
resilience
community
evidence
lessonslearned\
recovery
reconstruction
earthquake repair haiti flooding

Learning Lessons Learned

buildbackbetter
response
disaster ownerdriven shelter

View Book & Agenda

Michael H. Glantz

http://resilienturbanism.org/dlallemant/
learning-lessons-learned-from-past-disasters/

Commemorating 3.11: Lessons Learned & Projects

What Disaster Response in Tohoku Has Taught Us. Click here ...

Lessons Learned

Lessons Learned

Every organization searches for lessons

	Unintended, but successful
Planned and successful	failed and not planned
Planned but failed	

PLANNED — UNPLANNED

FAILURE

A startup is a temporary organization formed to search for a sustainable*, repeatable and scalable business model.
- Steve Blank (*Ash Maurya helped me with "sustainable")

LESSONS LEARNED

Lessons Learned

2

DAY 1

Tuesday, February 10, 2015

Opening Session

Notes

- **USAID**
- **Office of Foreign Disaster Assistance**
- **World Meteorological Organization**
- **Turkish State Meteorological Service**
- **Global Facility for Disaster Reduction and Recovery**
- **National Oceanic and Atmospheric Administration**
- **Consortium for Capacity Building/ INSTAAR/CU**

1st Session, Tuesday
   9:00-9:45am

Why an Expert Forum:
Hydro-meteorological Disaster Risk Reduction (DRR) and a search for "resilient adaptation" to a changing climate

- **Enhance existing effectiveness and efficiency of DRR programs**
- **Share experiences among the DRR programs**
- **Heighten awareness and concern about climate change and its consequences for extreme hydro-meteorological events**
- **Increase in the number and intensity of hydro-meteorological extremes in an age of flat-lined disaster-assistance budgets**
- **To make more effective the linkage between DRR & CCA**
- **Diagnosing institutional and individual resistance or obstacles to change**

Adapted from: http://baybridgehouse.org

4

Forum Background:
What we hope to address

Source: anon.

At Issue: Share and listen to perspectives on "Lessons Learning about Lessons Learned" for DRR and CCA

At Issue: To outline 5 or more steps to improve the Lessons Learning process

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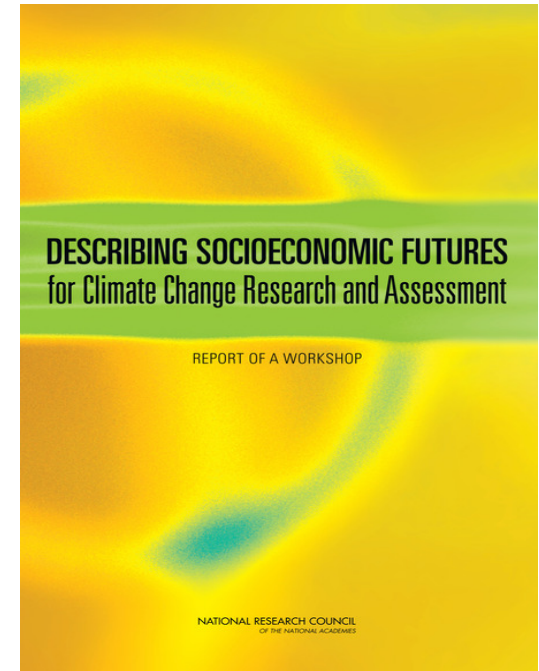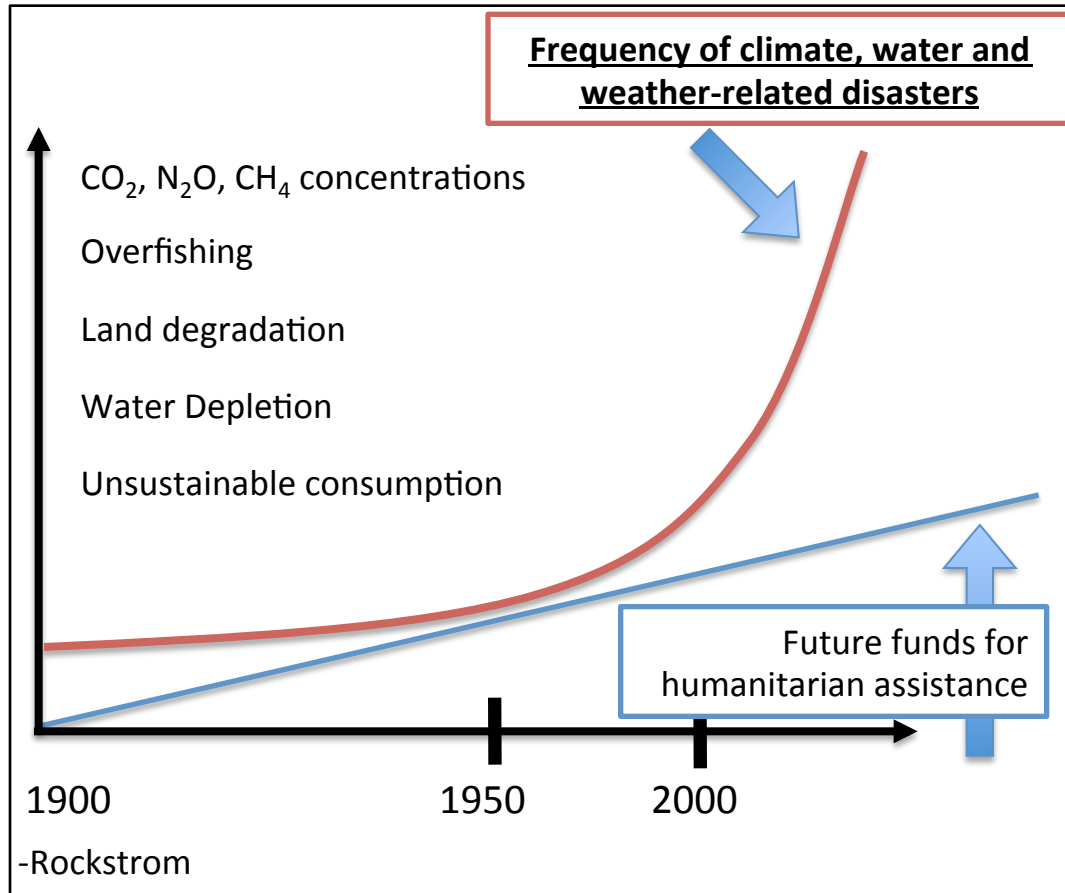
Disaster risk reduction

The concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including (1) through reduced exposure to hazards,(2) lessened vulnerability of people and property, (3) wise management of land and the environment, and (4) improved preparedness for adverse events.

-UNISDR Terminology

2nd Session, Tuesday
9:45-10:30am

The past 50 years has seen a dramatic degradation of the earth's natural capital

CO$_2$, N$_2$O, CH$_4$ concentrations

Overfishing

Land degradation

Water Depletion

Unsustainable consumption

Frequency of climate, water and weather-related disasters

Future funds for humanitarian assistance

1900   1950   2000

-Rockstrom

DESCRIBING SOCIOECONOMIC FUTURES
for Climate Change Research and Assessment

REPORT OF A WORKSHOP

NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

Global setting for DRR and for CCA

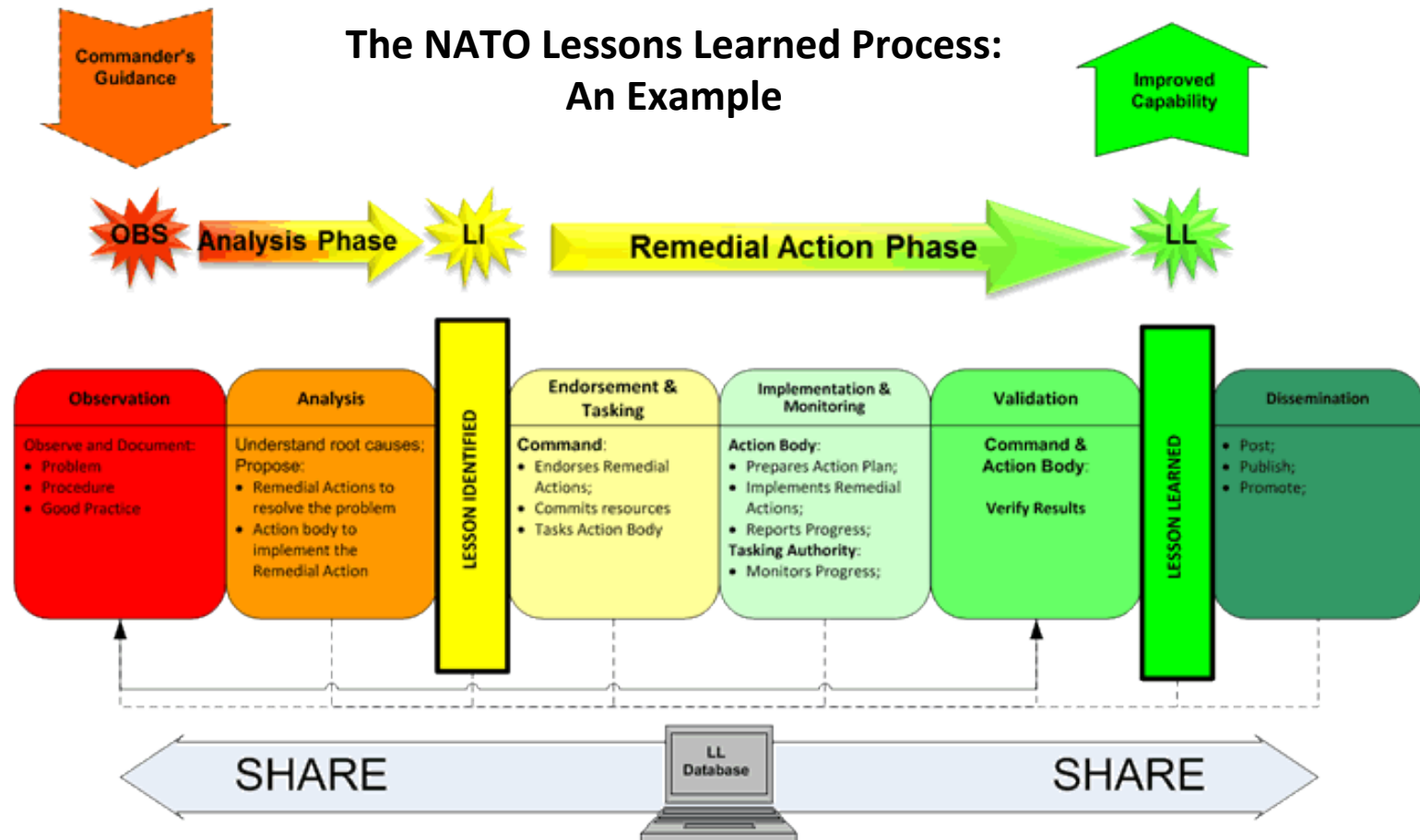**At Issue: Are we learning as fast as the world is changing?**

- Global warming continues
- Sustainable Development Goals (Post 2015 Agenda)
- The World Conference on Disaster Risk Reduction (HFA2)
- UNFCCC COP21, Paris
- The Kyoto Protocol era ends.
- Geo-political tensions
- Worldwide Economic Slowdown, Budget Constraints

https://blogs.state.gov/stories/2014/04/17/fossil-fuel-subsidy-reform-roundtable-highlights-global-problem

3rd Session, Tuesday

   11:00- 11:45am

The NATO Lessons Learned Process:
An Example

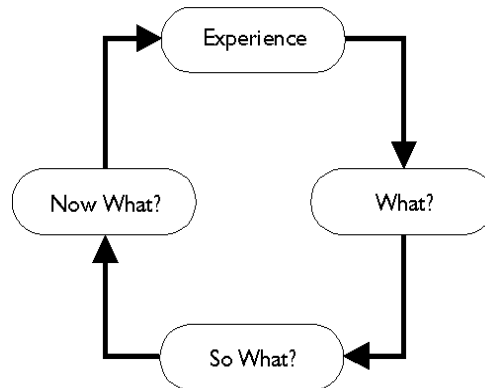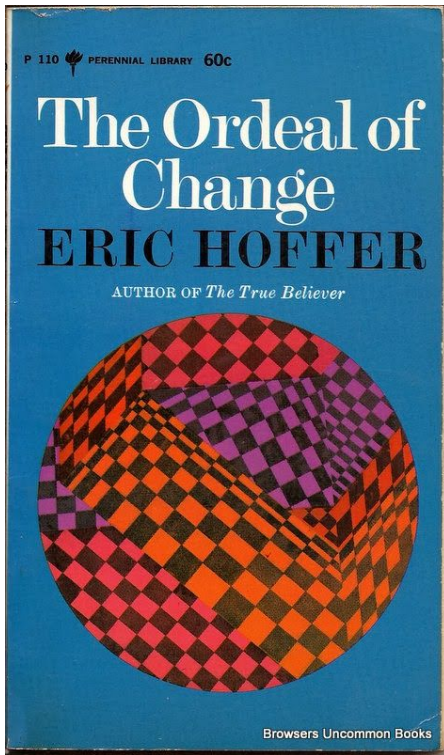

http://www.jallc.nato.int/activities/llcapability.asp

"The purpose of the NATO Lessons Learned capability is to learn efficiently from experience and to provide validated justifications for amending the existing way of doing things, in order to improve performance for (subsequent) operations."

About Change. About Lessons.

At Issue: Is the "Lessons Learning Process" Working Effectively?
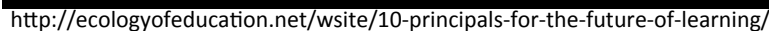
Do people fear change?

http://trinidadjoebert.blogspot.com

http://www.drawkkwast.com/2011/06/the-strong-links/

"A chain is as strong as its weakest link"

4th Session, Tuesday
   11:45-12:30pm

ENGAGE
EVALUATE
EXPLORE
ELABORATE
EXPLAIN

The Learning Process

The Cone of Learning

sparkinsight.com

I see and I forget.
I hear and I remember.
I do and I understand.
— Confucius

After 2 weeks,
we tend to remember ...

Pyramid level	Remember
Reading	• 10% of what we READ
Hearing Words	• 20% of what we HEAR
Seeing	• 30% of what we SEE
Watching a Movie / Looking at an Exhibit / Watching a Demonstration / Seeing It Done on Location	• 50% of what we SEE & HEAR
Participating in a Discussion / Giving a Talk	• 70% of what we SAY
Doing a Dramatic Presentation / Simulating the Real Experience / Doing the Real Thing	• 90% of what we SAY & DO

Passive
Active

www.extension.iastate.edu/4h/page/curricula-alignment

Source: Edgar Dale (1969)

http://ecologyofeducation.net/wsite/10-principals-for-the-future-of-learning/

A Learning Framework

Notes

Question: Where do lessons come from?
Answer: Case Studies and Experience

At Issue: Do DRR Case Study Lessons and Experience from past disasters "have a future?"

<u>Notes</u>

Future of **Disaster** History

www.middleweb.com/17899/todays-music-builds-understanding-history/

The Value of Case Studies
How to Scale Up

Case Study
and Scenario:
Why and how
to use??

Aspects of a Case Study

Notes

One definition of a case study –
 a careful study of some social unit
 (as a corporation or division within a
corporation) that attempts to determine
what factors led to its success or failure

Why DRR lessons about past hazards and disasters matter

"You can't connect the
dots looking forward…"

-Steve Jobs

"And before you can
connect the dots, you have
to see the dots…"

– Mickey Glantz
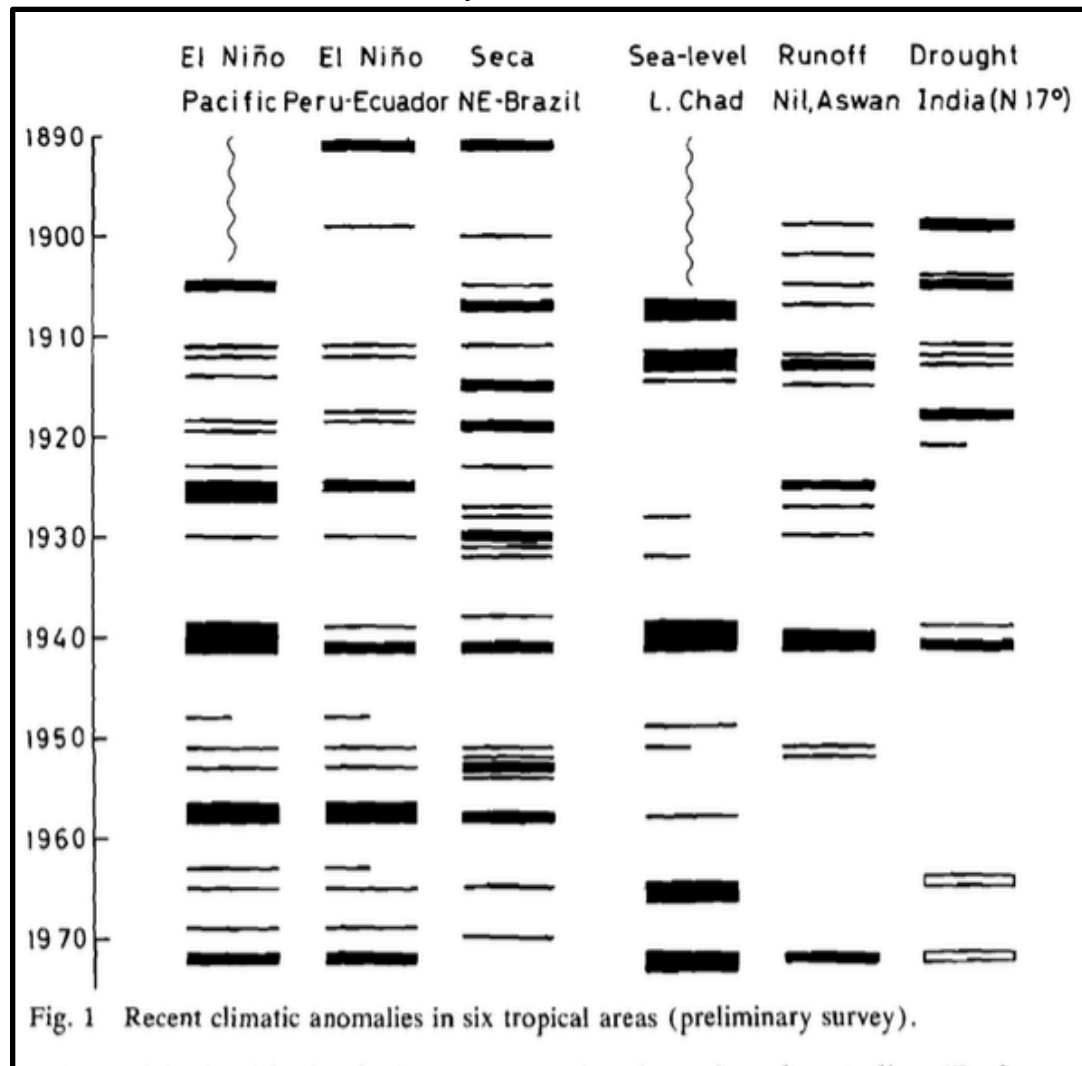
However, if you don't admit there is a problem, then you don't even look for dots!

El Niño Teleconnections
As identified by Flohn and Fleer, 1975*

Fig. 1   Recent climatic anomalies in six tropical areas (preliminary survey).
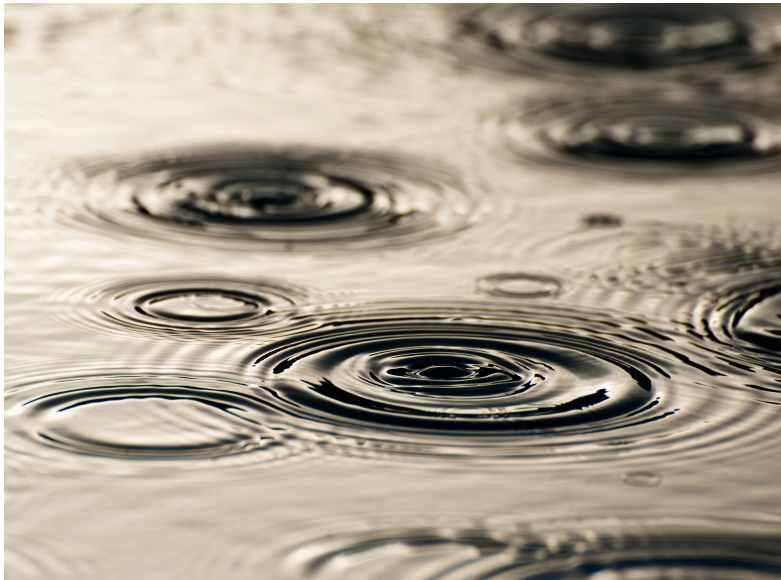
*Flohn and Fleer 1975. Climatic teleconnections with the equatorial pacific and the role of ocean/atmosphere coupling. www.tandfonline.com/loi/tato19
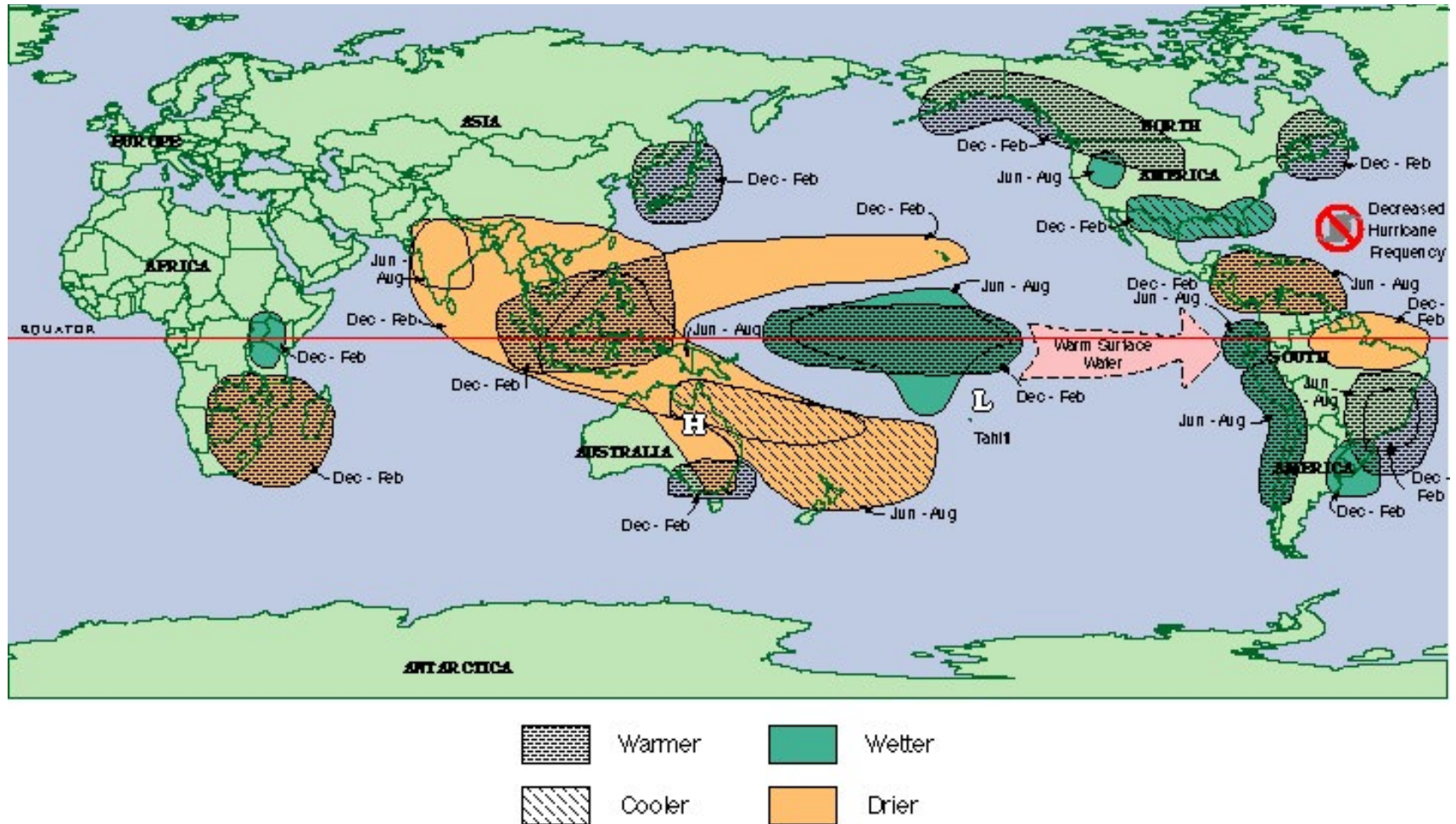
El Niño and Teleconnections
Lessons from case Studies

At Issue: Can case studies of reliable El Niño forecasts provide "re-usable" DRR (and CCA) information about its worldwide impacts (teleconnections)?"

http://528squarefeet.blogspot.com/2014/11/the-ripple-effect.html

6th Session, Tuesday
2:30-3:15pm

El Niño can spawn Climate, Water & Weather hazards
(called "**teleconnections**")

Impacts of Climate Change, Climate Variability including El Niño & La Niña on each of these concerns:

- Food
  - Agriculture
    - Crops
    - Rangelands
  - Marine
    - Open ocean
    - Coastal & aquaculture
  - Rain fed
  - Irrigated
- Energy
  - Hot, cold (air conditioning/heat)
  - Hydropower
- Water
  - Stream flow
  - Scarcity
- Public health
- Public safety
- Manufacturing
- Trade and Aid

Venezuela's deadly flood and mudslides 1999

www.media.pearson.com.au/schools/cw/
au_sch_stacey_atlas_5/cs/004/case.html

Pakistan flood 2010

http://www.thestar.com/news/world/2010/08/10/outrage
_at_absent_leader_swells_amid_pakistan_flood_disaster.html

17

Case Study SWOC Analysis

Strengths	*Weaknesses*
•	•
•	•
•	•
•	•

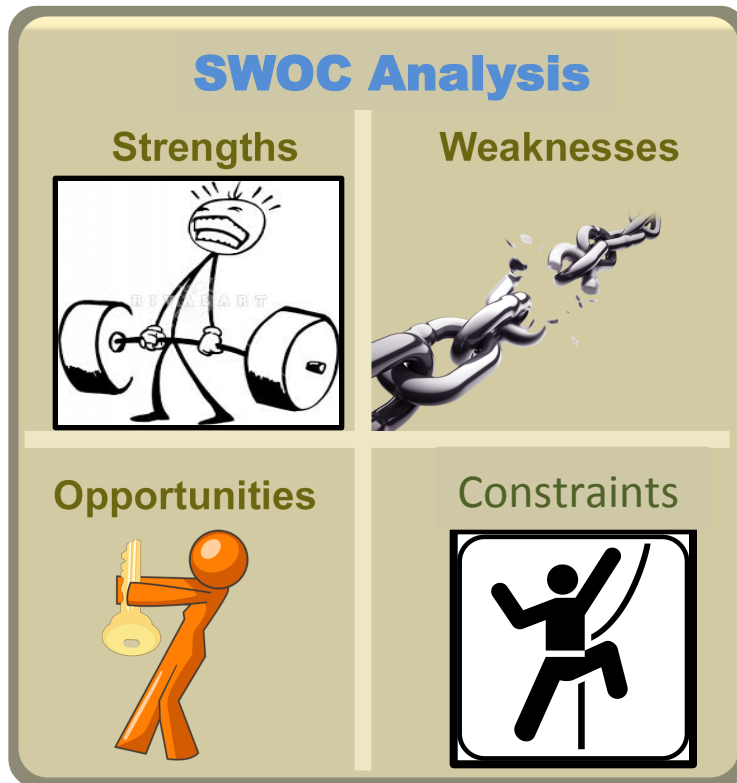| *Opportunities*	*Challenges*
•	•
•	•
•	•
•	•

Breakout Session: Case Study SWOC

At Issue: A usable understanding of the pro and con of relying on case studies for DRR planning

SWOC Analysis

Strengths	Weaknesses
Opportunities	Constraints

Adapted from: http://aspire4business.com/appling-swot-analysis-to-your-small-business-part-i/

7th & 8th Session, Tuesday
3:30-5:00pm

Organizational Learning and Change

Four Elements of Organizational Learning

Leaders are committed to Organizational Learning:
- Clear Vision and Goals
- Champions and role models

Supportive Leaders

Culture of Continuous Improvements

Culture values Organizational Learning:
- Aligned beliefs and values
- Reinforcing incentives
- Commitment to measurement of results

Intuitive Knowledge Processes

Defined Learning Structure

Organizational learning processes are embedded into daily work flows:
- Defined process to set learning agenda and capture, distill, apply, and share knowledge
- Technology platforms

Organizational structure is aligned to support organizational support:
- Defined roles and responsibilities for capturing, distilling, applying, and sharing knowledge
- Networks and coordination

Adapted from: http://hrmt4125.blogspot.com/2013/07/building-competitive-advantage-through.html`

DAY 2
1ˢᵀ Session, Wednesday
8:30am-9:15am

<u>Lesson Learning processes in organizations and networks.</u>

At Issue: Can institutions learn?

Notes

What is needed for Organizational Learning?

Adapted from: www.slideshare.net

"Organizations do not learn, individuals do."
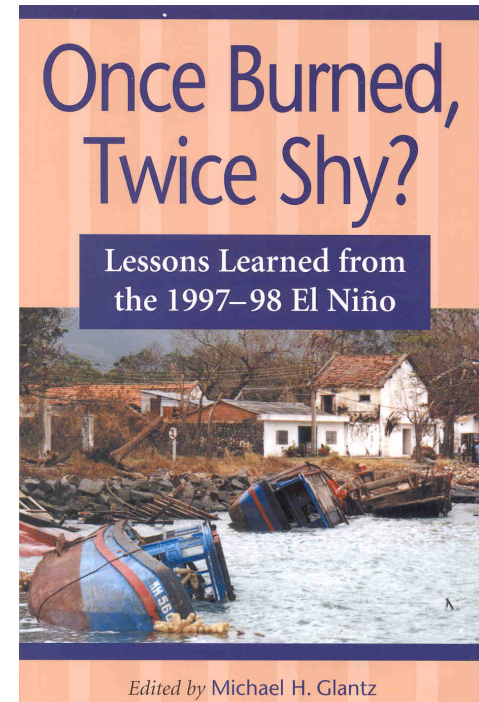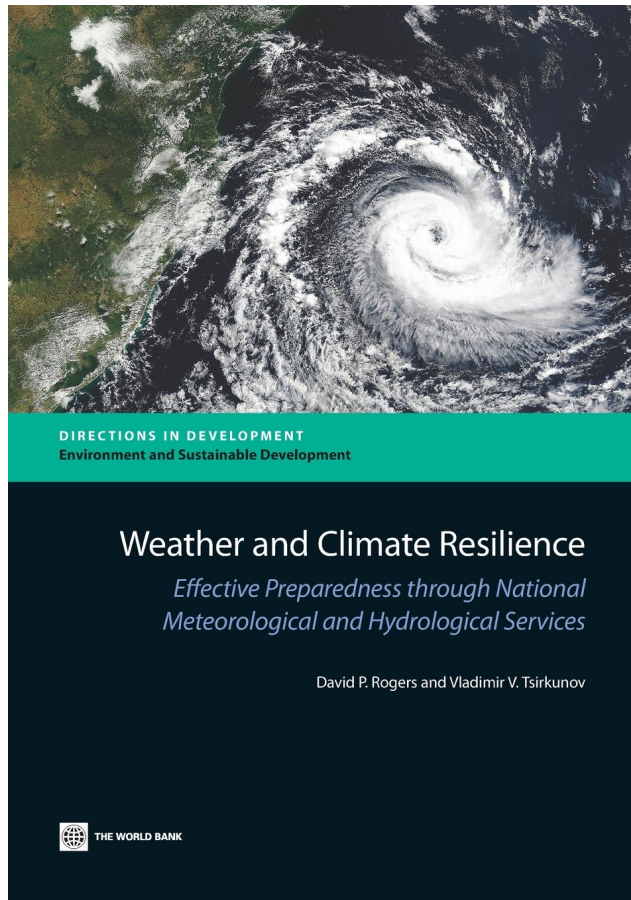
- Elliot Berg (2000)

A "Lessons Learning" Problem

- **So-called Lessons are identified after each disaster**
    - **Are they really learned?**

- **Why are some lessons identified applied, and others not?**

- **"Why do we still find change so difficulty both as organizations and as individuals?" HBR (Winter 2014)**

Once Burned, Twice Shy?

Lessons Learned from the 1997–98 El Niño

Edited by Michael H. Glantz

Is the phrase "lessons learned" part of the problem?

Analysis of Lessons Learned during
World Bank-funded hydro-met projects

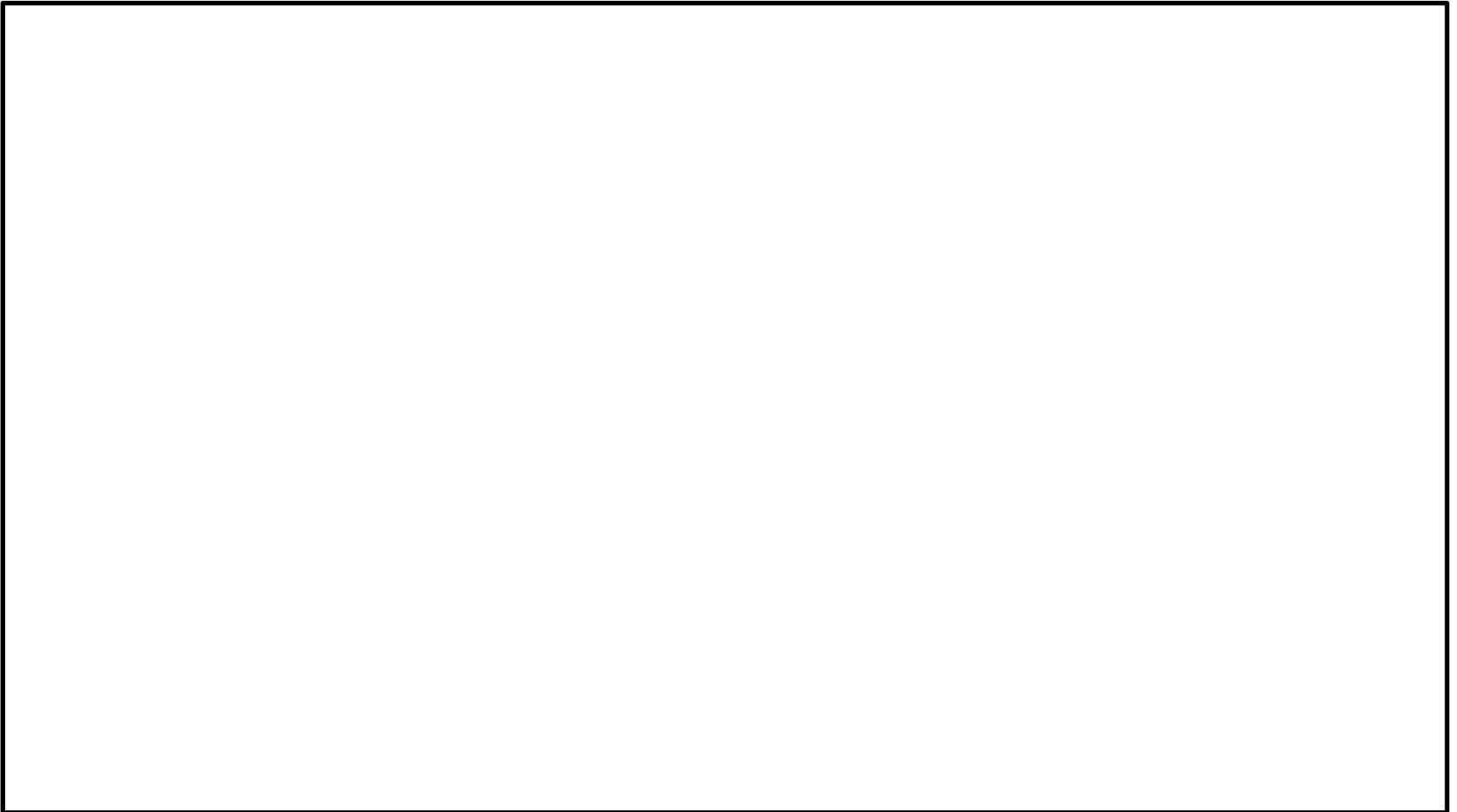DIRECTIONS IN DEVELOPMENT
Environment and Sustainable Development

Weather and Climate Resilience

Effective Preparedness through National
Meteorological and Hydrological Services

David P. Rogers and Vladimir V. Tsirkunov

THE WORLD BANK

At Issue: Awareness-raising of the Lessons Identified/Lessons Learned in an organizational context

Notes

Discussion Notes for Donor-led Roundtable

Donor-led Roundtable
"Lessons in Lending"
Discussion on how to scale-up and coordinate support to hydro-met activities

http://fourc.ca/meeting-of-the-minds/

When to Identify Lessons:
Introduction to 3 phases of the Culture of "Learning in Lending"

Learning into Lending
(Bring knowledge into the Project Design)
Learning while Lending
(Gaining and using knowledge in modification and implementation of an ongoing project e.g. mid-course correction)
Learning from Lending
Transmitting or feeding back lessons from project to other projects or follow-on projects

Source: IEG/World Bank Group, Learning and Results in World Bank Operations: How the Bank Learns. (July 2014, p. 20)

At Issue: Identifying ways and means to reduce knowledge discontinuities in hydro-met modernization activities

**3rd Session, Wednesday
11:00am-11:45am**

Global Networking of NGOs for DRR

"A comprehensive approach to DRR requires a combination of changes in practices and behaviours at the local level, with changes to national and international policies. Furthermore, a 'DRR movement' cannot be built without the active participation of NGOs and the civil society at large." **(UNISDR)**

Notes

ISDR
International Strategy for Disaster Reduction

Building a
Global Network of NGOs
for Community Resilience
to Disasters

United Nations

NGOs and DRR:
Lessons Identified and Lessons Learned

At Issue: NGOs and other grassroots activities establish a way that local DRR-related ideas can "bubble up" to national and donor decision makers. One way is to establish a "Community-Based DRR Idea Bank."

http://depositphotos.com/vector-images/creative.html

4th Session, Wednesday 11:45am-12:30pm

Social Media Networks and DRR

At Issue: Pro and Con of using social media networks for improving efficiency and effectiveness of DRR in changing physical and technological climates.

http://i.ytimg.com/vi/y-j7F3gd9M0/maxresdefault.jpg

<u>Next Generation and DRR:</u>
<u>Youth and young professionals</u>

<u>Social Media networks and DRR</u>

The NEXT GENERATION IS ALREADY HERE !!

At Issue: The enhancement of the value of DRR activities by integrating the enrollment of the next generation of discussion makers, youth and young professionals.

<u>5th & 6th Sessions, Wednesday</u>
       <u>1:45pm-3:15pm</u>

What is Disaster Management?

Preparedness -- activities prior to a disaster.
Examples: preparedness plans; emergency exercises/training; warning systems.

Response -- activities during a disaster.
Examples: public warning systems; emergency operations; search and rescue.

Recovery -- activities following a disaster.
Examples: temporary housing; claims processing and grants; long-term medical care and counseling.

Mitigation - activities that reduce the effects of disasters.
Examples: building codes and zoning; vulnerability analyses; public education.

Source: Information and Communication Technology in Disaster Risk Management - presentation prepared by Sujit Mohanty, Manager-Disaster Information Systems, GOI-UNDP Programme, Ministry of Home Affairs, GOI, 2005

http://globalvoicesonline.org/wp-content/uploads/2009/10/ict-in-disaster-risk-reduction-india-
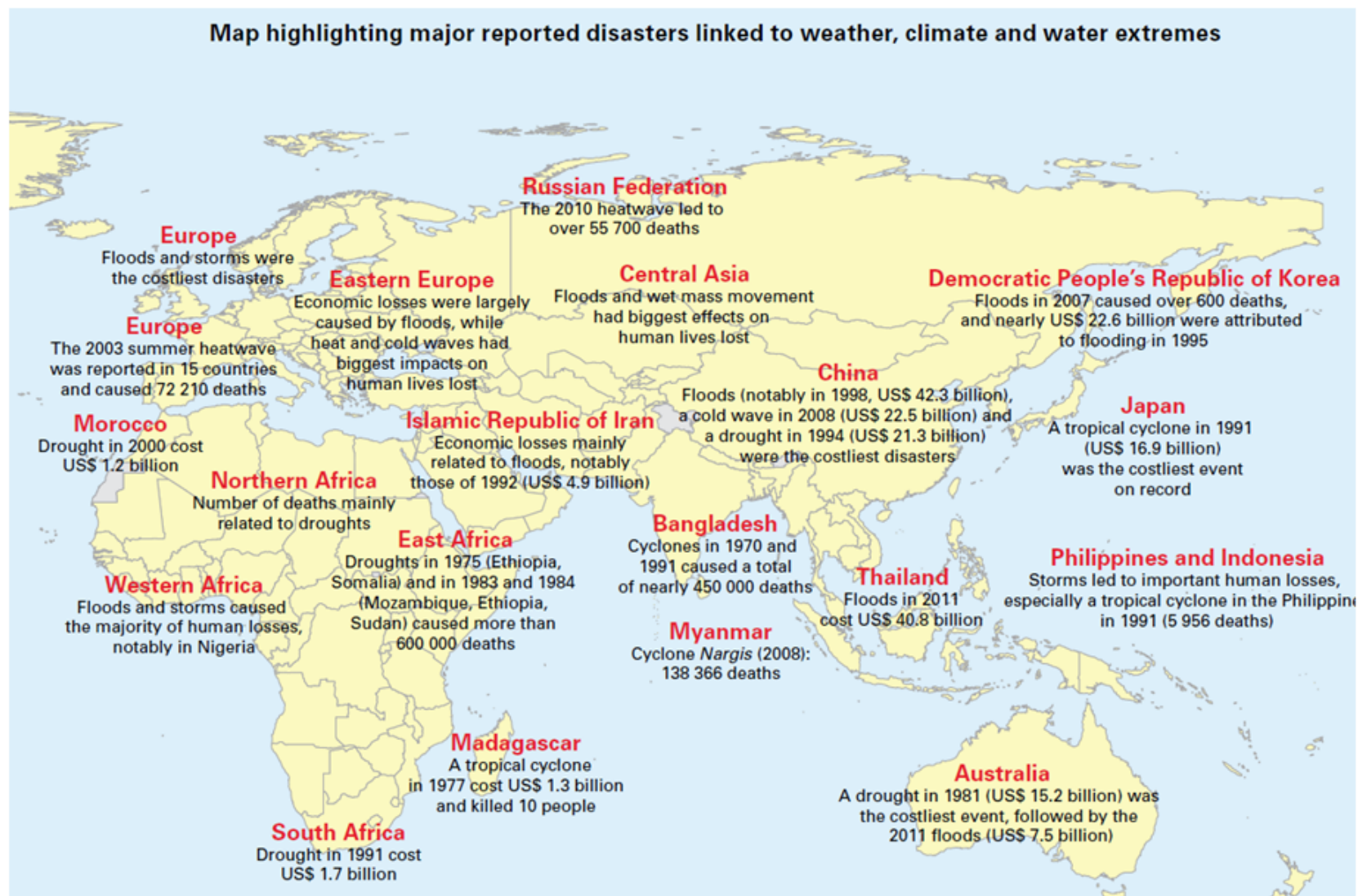
Breakout Session

How do DRR organizations "manage" the knowledge process?

At Issue: Effectiveness of organizational management to accumulate, use and share previously identified lessons

- **Break into groups by kind of organization. Each group will discuss what works and doesn't work in knowledge management where they work**
- **After discussion, return and share with the entire group**

7th & 8th Sessions, Wednesday
3:30pm-5:00pm

WMO 2014 ATLAS OF MORTALITY AND ECONOMIC LOSSES FROM WEATHER, CLIMATE AND WATER EXTREMES (1970–2012)

Map highlighting major reported disasters linked to weather, climate and water extremes

Russian Federation
The 2010 heatwave led to over 55 700 deaths

Europe
Floods and storms were the costliest disasters

Eastern Europe
Economic losses were largely caused by floods, while heat and cold waves had biggest impacts on human lives lost

Central Asia
Floods and wet mass movement had biggest effects on human lives lost

Democratic People's Republic of Korea
Floods in 2007 caused over 600 deaths, and nearly US$ 22.6 billion were attributed to flooding in 1995

Europe
The 2003 summer heatwave was reported in 15 countries and caused 72 210 deaths

China
Floods (notably in 1998, US$ 42.3 billion), a cold wave in 2008 (US$ 22.5 billion) and a drought in 1994 (US$ 21.3 billion) were the costliest disasters

Morocco
Drought in 2000 cost US$ 1.2 billion

Islamic Republic of Iran
Economic losses mainly related to floods, notably those of 1992 (US$ 4.9 billion)

Japan
A tropical cyclone in 1991 (US$ 16.9 billion) was the costliest event on record

Northern Africa
Number of deaths mainly related to droughts

East Africa
Droughts in 1975 (Ethiopia, Somalia) and in 1983 and 1984 (Mozambique, Ethiopia, Sudan) caused more than 600 000 deaths

Bangladesh
Cyclones in 1970 and 1991 caused a total of nearly 450 000 deaths

Thailand
Floods in 2011 cost US$ 40.8 billion

Philippines and Indonesia
Storms led to important human losses, especially a tropical cyclone in the Philippine in 1991 (5 956 deaths)

Western Africa
Floods and storms caused the majority of human losses, notably in Nigeria

Myanmar
Cyclone *Nargis* (2008): 138 366 deaths

Madagascar
A tropical cyclone in 1977 cost US$ 1.3 billion and killed 10 people

Australia
A drought in 1981 (US$ 15.2 billion) was the costliest event, followed by the 2011 floods (US$ 7.5 billion)

South Africa
Drought in 1991 cost US$ 1.7 billion

Wednesday Evening

(Voluntary Session)

Likeminded disciplinary breakout groups: DRR Idea Sharing

At Issue: Disaster and DRR Lessons-Sharing among participants

"If speaking is silver,
than listening is gold."

-Turkish Proverb

A Changing Climate and DRR?
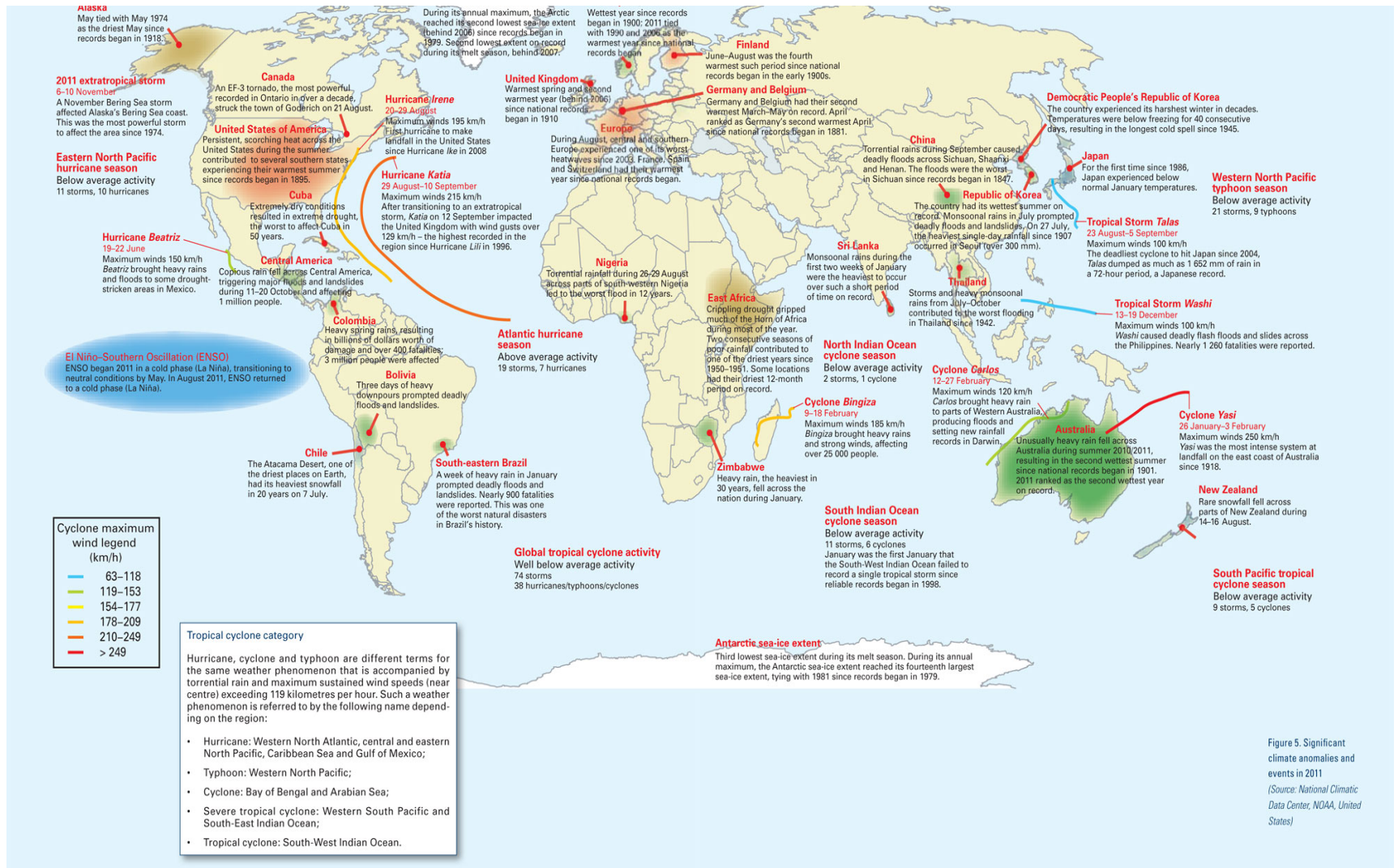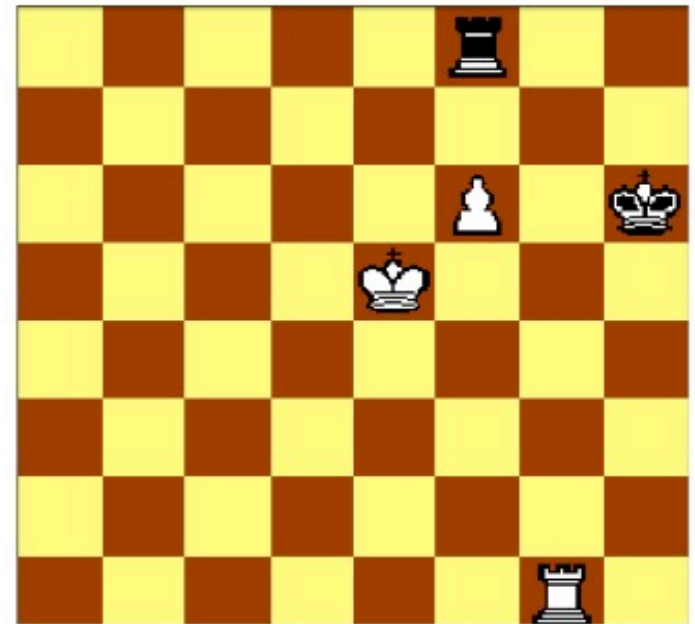## 2001-2010 as the warmest decade on record

Figure 5. Significant climate anomalies and events in 2011
(Source: National Climatic Data Center, NOAA, United States)

"No place to hide"…
from hydro-meteorological risks

White to Move

Linking or Sinking: Blending DRR and CCA

- **Are bureaucracies of the previous centuries not designed to cope with complex 21st century problems in an holistic way?**

- **Can we make the whole greater than the sum of the parts by linking DRR an CCA without losing their strengths?**

    - **For DRR: Build back better but different**

    - **For CCA: make longer-term development relevant to today's civil society's concerns**

- **What are the positive <u>&</u> adverse effects of CCA or DRR "mission creep"? (definition: the tendency for a task, especially a military operation, to become unintentionally wider in scope than its initial objectives)**

Day 3
1st Session, Thursday
9:00am-9:45am

Comparing the consequences of
Bridging, Integrating or Blending DRR and CCA

At Issue: Identifying, Testing and Enhancing opportunities for effective linking of DRR & CCA.

Poet of the Sea
-Winslow Homer

DRR and CCA: Linking or sinking?

When should 'red' and 'yellow' cooperate?

CCA

DRR

Adapted from: http://mamapapabubba.com/page/3/

When a new color is needed --- orange!

Shared Activities

CCA

DRR
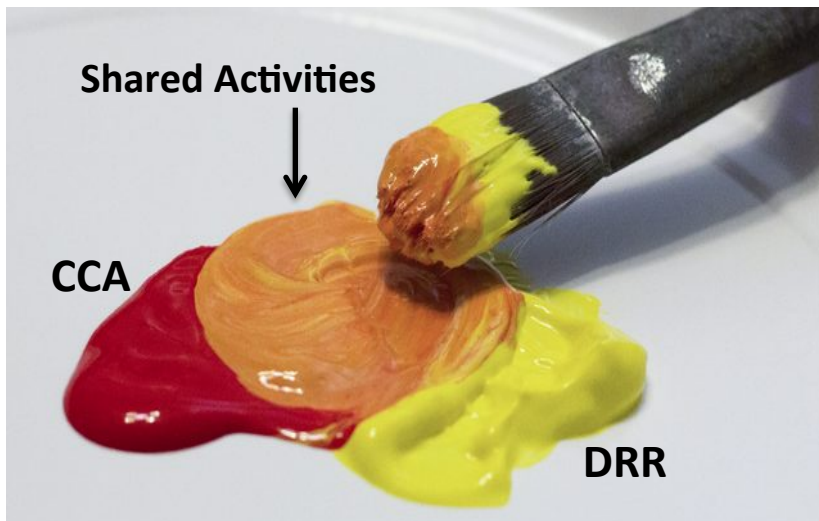
Adapted from: www.ehow.com/how_5575583_make-color-black-paint.html

Do disaster preparedness and disaster recovery provide an linkage between DRR and CCA

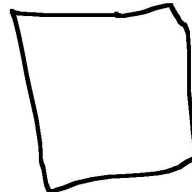## At issue: How to fast track blending of DRR and CCA activities

Hydrology — Hydro-met — Meteorology

Agriculture — Agro-met — Meteorology

DRR — SDRR* — CCA

*SDRR (Sustainable Disaster Risk Reduction)
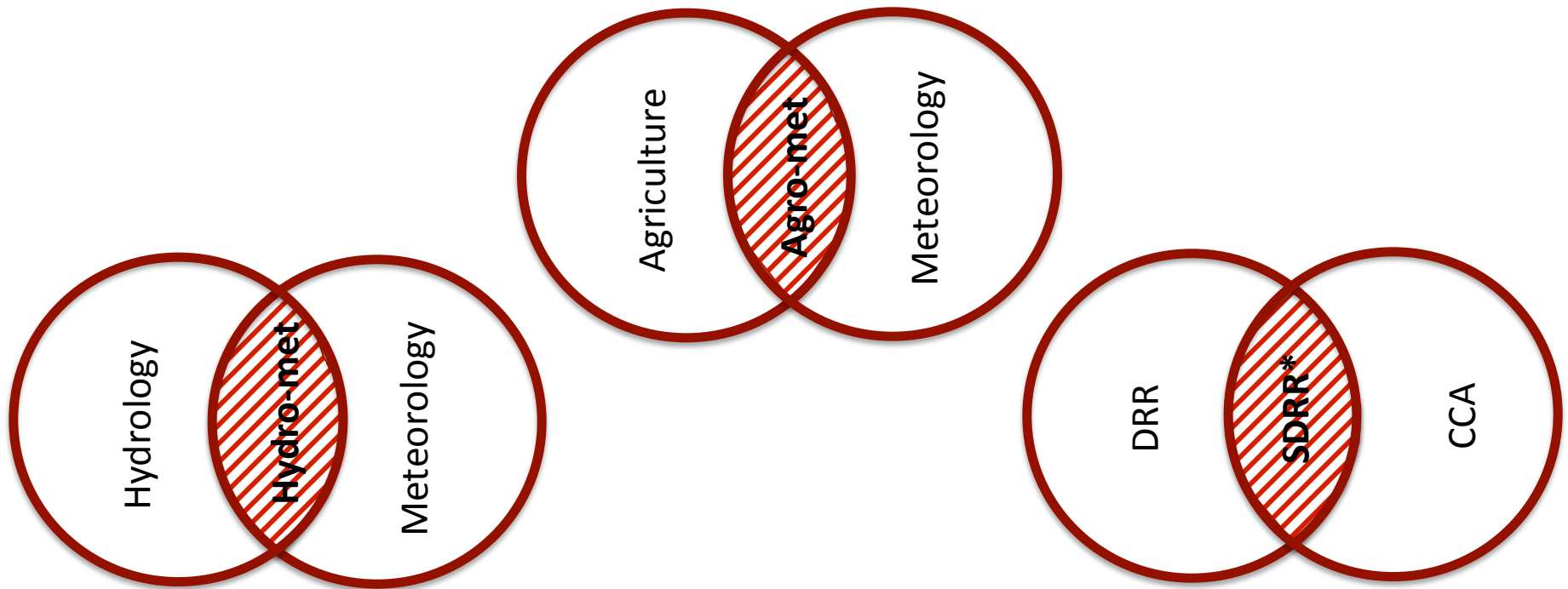
2ⁿᵈ Session, Thursday
9:45am-10:30am

The *Pilot* Project

PROS	CONS
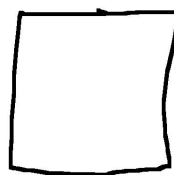
GO?   NO GO?

DRR Pilot Projects: Pros and Cons

At Issue: Identifying the value of Pilot Projects: Whether, When and How to use pilot projects for DRR

**3rd Session, Thursday
   11:00am-11:45am**

Technology and DRR

Vulnerability Analysis | Response Planning | Disaster Identification

Preparedness

Prediction

Forecast Models | Vigilance System

Relief

Recovery

Rehabilitation | Impact Study

Lessons Identified

www.slideshare.net/iskd/spce-technologies-for-disaster-in-thailand

42
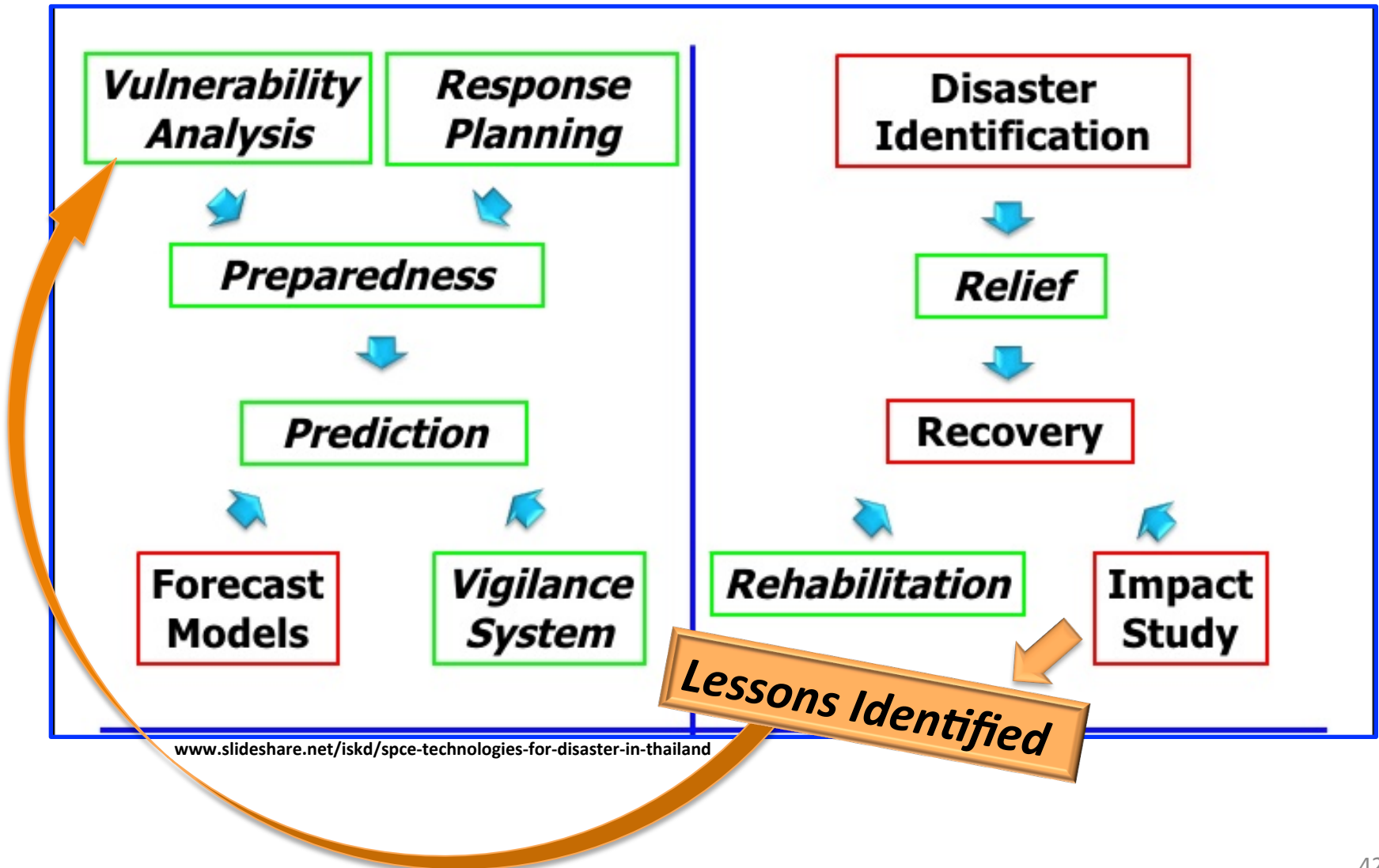
Technology and DRR

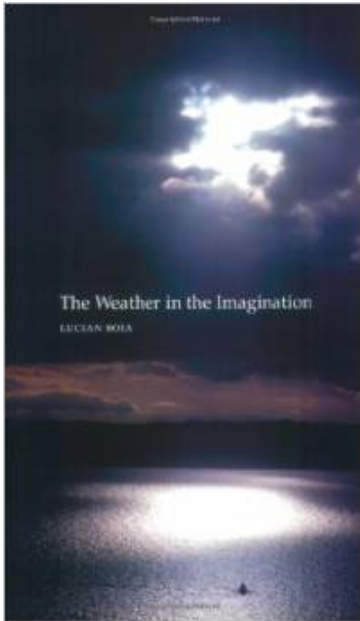**At Issue: Enhancing the value of technological solutions to DRR by addressing societal considerations.**

UNITED NATIONS | UNOOSA | UN-SPIDER

Space technology in DRR & climate change

Trans-boundary Rivers
- Flood early warning
- Flood plain management
- Water management

Shared Coastline
- Cyclone/tsunami early warning
- Threats due to Sea level rise

Shared Eco-systems
- Integrated ecosystem management
- Sustained bioresource utilization
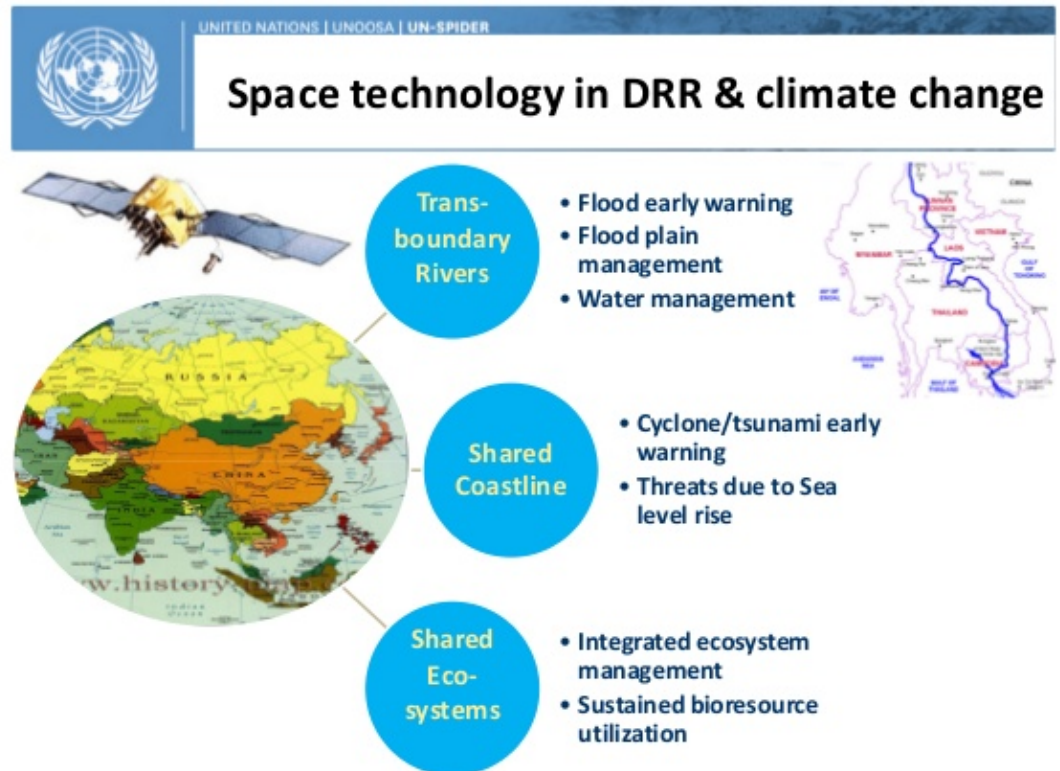
"Weather in the Imagination"

"Man believed he could dominate Nature and bend it to his will, but Nature is now turning against him and he finds himself caught in a trap."

"Nor does technological man - at least now or in the foreseeable future - seem capable of freeing himself from the constraints of the natural world and inventing a completely 'artificial' civilization."

- Lucian Boia
Romanian historian (2005)

The Weather in the Imagination

LUCIAN BOIA

Changing role of science

Science and Society

- **Before the 1970s:**
  "Science for Science"

http://www.gettyimages.com/detail/photo/
silhouette-of-man-holding-measuring-beaker-
royalty-free-image/sb10068346ce-001

In 1970s:
   "Science for the People"

www.auroralevinsmorales.com/
main-blog/the-science-of-
solidarity

Uppsala Universitet: Field Season 1999 Sharing
Science with the People (called stakeholders)

After 2000:
   "Science with the People"

45

Examples of Effective Early Warning Systems

Bangladesh Cyclone Preparedness Programme

Cuba Tropical Cyclone Early Warning System

Shanghai City: Multi-Hazard Early Warning and Emergency Response Programme

France Vigilance System

www.slideshare.net/UNISDR/wmo-disaster-risk-reduction-programme

Breakout Session
Early Warning Systems and DRR:
Where the technical meets the social

At Issue: The EWS is only as good as its weakest link. Lessons Learned about Lessons Learned about EWS for DRR.

5th and 6th Sessions, Thursday 1:45pm-3:15pm

3 "O's" + 1

- **The 3 "O's" + 1**
  - Outreach
  - Outputs
  - Outcomes

    (e.g. sustainable)

  - +1 = Opportunities

- **Enhance the process toward achieving stated goals**
- **Enhance capacity building, self-sufficiency**

What governments see:

Outreach

Outputs

Difficult to see

Outcomes
e.g. sustainable

Opportunities
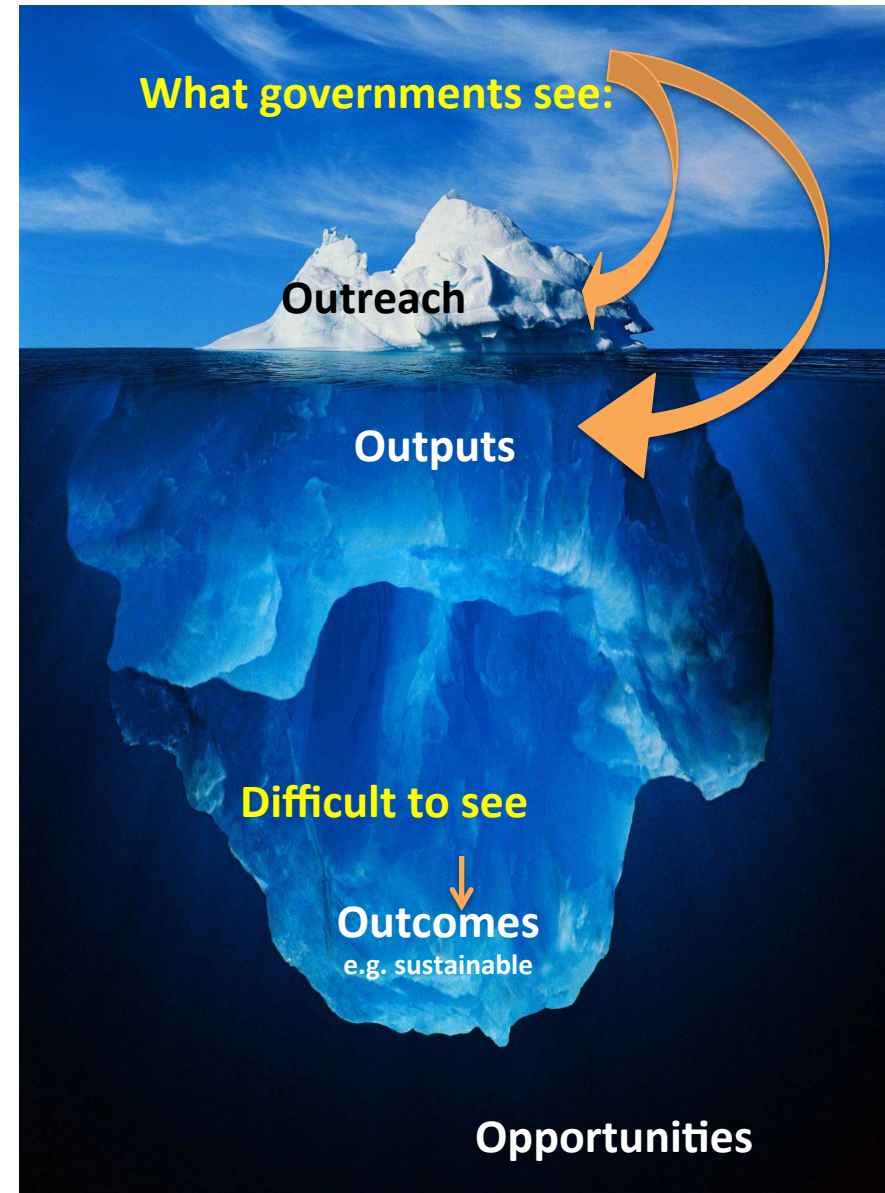
http://hdwyn.com/glacier_iceberg_under_water_hd-wallpaper-14494/

Evaluation of DRR

At Issue:
- **What is the role of DRR project Evaluation in the lessons learning process?**
- **To whom does it matter that the DRR activity is "successful"?**
- **How to best measure success of a project or program: optimize or satisfice?**
- **How can objective, transparent evaluation help to improve DRR effectiveness?**
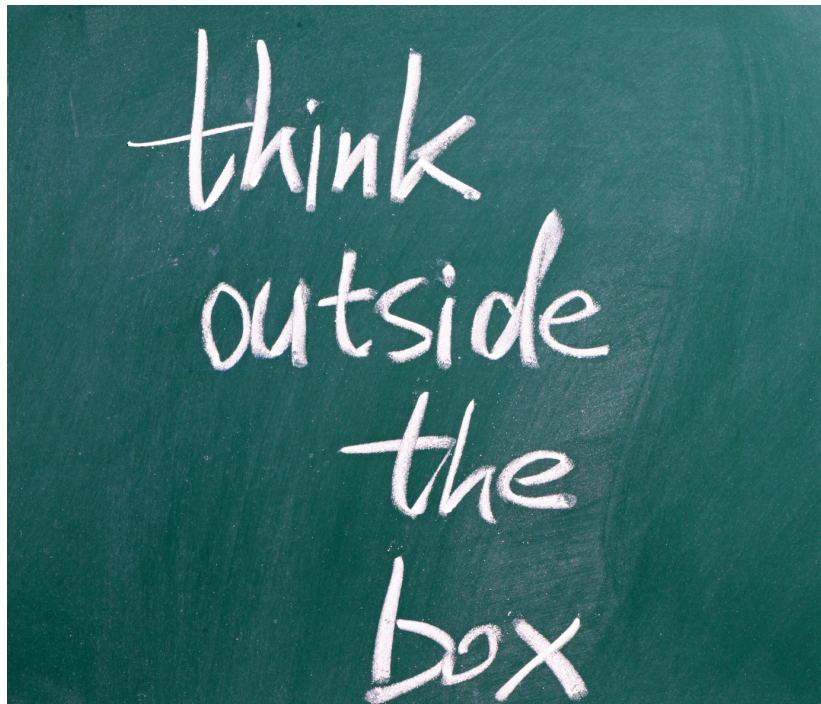

www.rminsight.co.uk/about-us.html

Aspects of Evaluation

Day 4

Breakout Session
Mixed Groups: The Way Forward

think outside the box

OR …

"Never, ever, think outside the box."

?

Day 4

1st Session, Friday
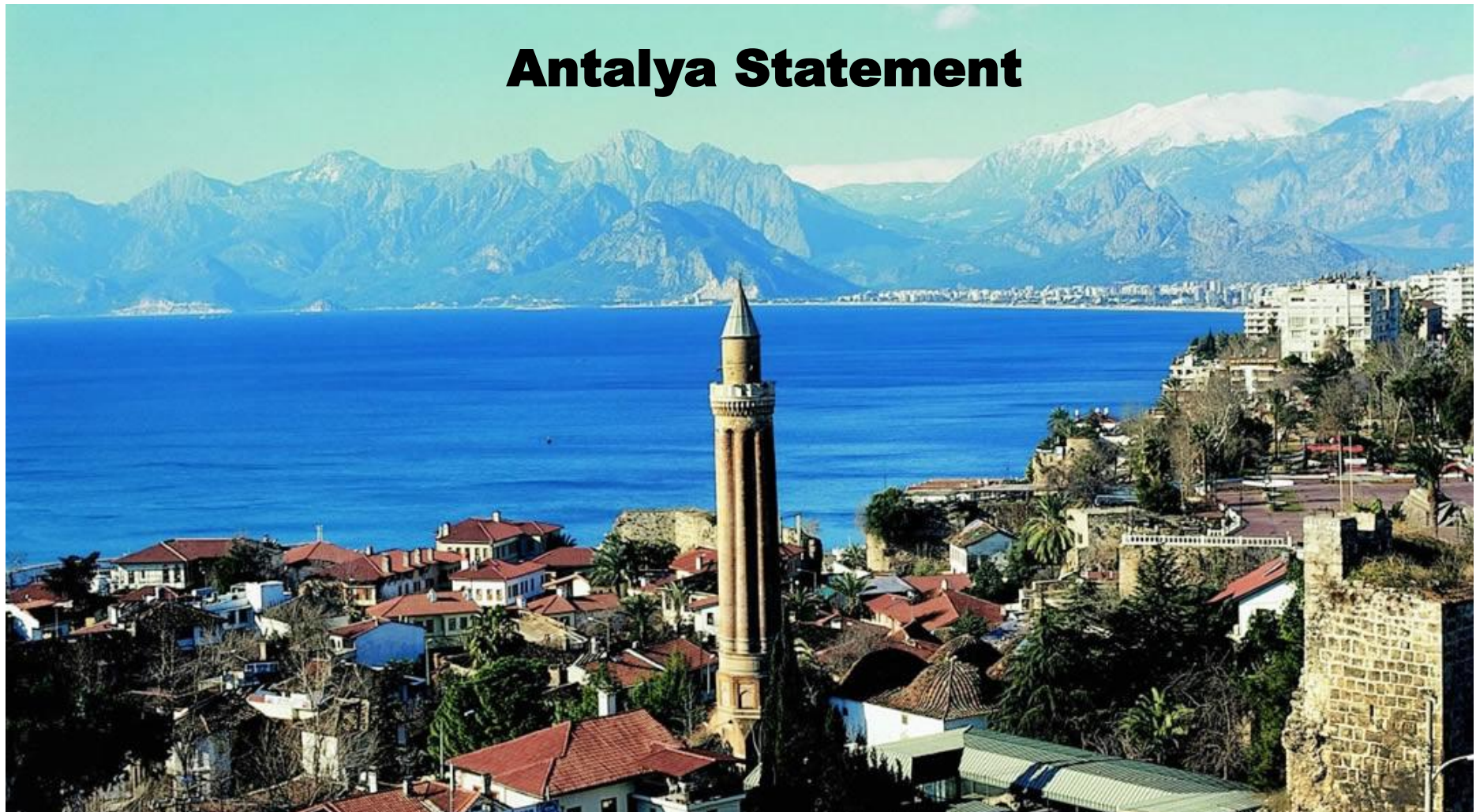**9:00am-10:00am**

Next Steps
Introducing the Antalya Statement

Breakout Session
Mixed groups will work toward the Statement

At Issue: Each group will be asked to identify 5 actions for the Antalya Statement

Antalya Statement

Presentation of breakout items to the plenary

"Antalya Statement"

At Issue: To produce a consensus statement that expresses the breakout groups' agreement about 5 recommendation statements and accompanying 5 ramification statements in the event the recommendations are not pursued

Drafting the *Antalya Statement*

At Issue: Discussion and selection of the 5 action items for the Antalya Statement

Action Items

1.

2.

3.
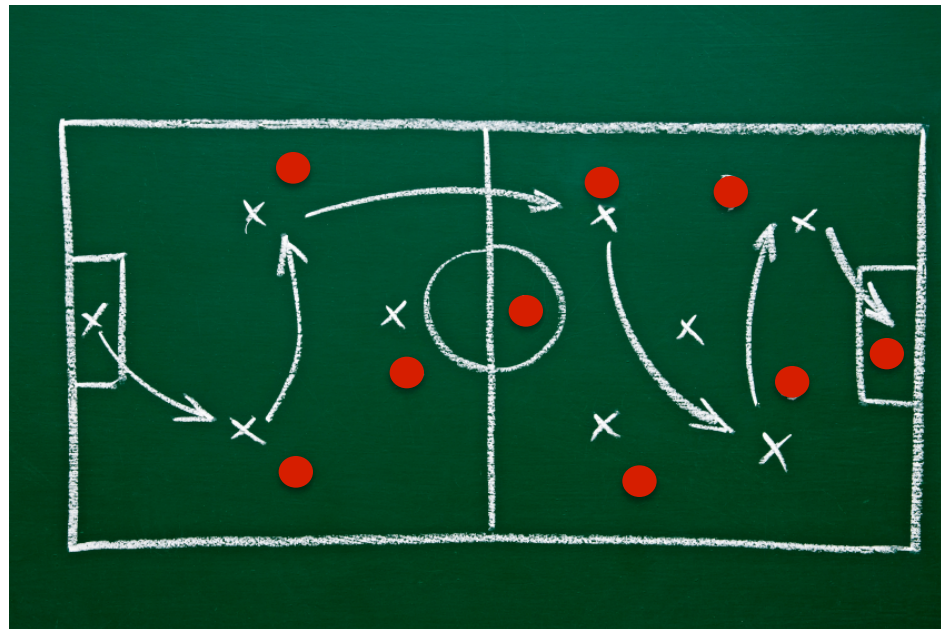
4.

5.

Ramification Statements

1.

2.

3.

4.

5.

**3rd Session, Friday
   11:00am-12:00pm**

Develop a Plan of Action (next steps) based on the Antalya Statement

5 recommendations with associated ramification statements

Adapted from: http://www.knd.com.au/wp-content/uploads/strategy-field.jpg

Crosscutting lessons identified in our DRR Lessons Learned OFDA Survey* (April, 2014)

EWSs	Education & Training	Reality
E-2-E (-2-E) Make explicit the feedback loop (E) from stakeholders: Add a third "E" to an End-2-End EWS **Dissemination** An EWS must reach risk takers as well as the risk averse. Improve warnings' reach to remote communities? **Communication** Face2face? Language? Electronically? **Foreseeability** Use qualitative & anecdotal info not just model output & probabilities. **Forecast By Analogy** Review lessons from other times, places and events **Effectiveness** What are measures of effectiveness of EWs or EWSs? **Efficiency** Timeliness depends on sector or development level **Hotspots pyramid** It is useful for EWs related to land-use change progression **Transparency** Involve the beneficiaries/stakeholders in the process of making and issuing of EWs	**Capacity Building** Must consider absorptive as well as adaptive capacity. Must think about incentives to avoid a "brain drain" **Re-education** "Once is not enough." Need follow-up refresher workshops **Awareness raising** Civil society can learn the basics about their regional and local hydro-met hazards and DRR in face of 'changing climate' **Local, ordinary knowledge** The more people know, however acquired, the more questions they will be able to resolve. Local ordinary knowledge is useful to build an effective, inclusive EWS **Improvization** Teach people in high risk areas to improvise, eg, the "MacGuyver Effect	**What is / What ought to be** This can help to separate real life from rhetoric. **Stretch goal** Identify a goal to strive for that is known to be just out of reach **"Climate proof- not"** Climate proofing is not possible but working toward it is. **Donor budget constraints** Foster eventual project ownership by recipients **"Satisficing"** "Good enough" results can prove to be good enough for DRR and CCA assistance **CEPs** See EWS hotspots pyramid **Technological vs. Social Solution** Minimize over-dependence on tech solutions. And if one argues that science is the answer, one **must** ask, "But...what was the question"? **Funding** DRR demands will outstrip funding **Risk making** Some decisions create risk **Conflicts of interest** Bureaucratic, political, economic, cultural, demographic, visions about the future, and so forth

*Not independent or mutually exclusive categories & can be put in more than one category, eg education and training cut across the columns

M.H. Glantz & M-A Baudoin 2014

Management Process	Cooperation & Understanding	Institutional Vision	Funding
CCRBD (Climate change risk & benefits disclosure)	Multidisciplinary	Bridge DRR/CCA?	Lack of donor coordination
Identify climate change risks & benefits in advance	Among disciplines	We vote for "BLENDING"	Would enhanced effective donor coordination reduce the costs of collective DRR activities?
Re-function	Multisectoral	Clearly defined targets	Pilot vs Long-term
Development community's apparent shift to resilience begs a review of goals of aid bureaucracies	Among sectors	1st and 2nd order targets	If a pilot project proves successful, Does the donor be obligation to continue it through a second phase before sun-setting their funding for it?
Monitoring	Multinational	Whose priority rules?	Donor budget constraints
Necessary from project onset, as is mid-course review	Among countries and between them by common concerns and analogues	Among donors, governments, ministries, at risk people?	In this era of global financial stress, humanitarian budgets are likely not to increase in a time when more hydro-met extremes are expected to occur?
Documenting	Regional	Reversing triage	Satisficing
Have a project scribe record lessons at the project's onset	Difficult among neighbors because of regional conflicting interests and because of regional differences among capacities (financial, material, skills)	Help the worst-off most at risk first not last	Good enough as opposed to perfect must be a consideration for DRR projects.
Evaluating Pilot vs Long-term	Cooperation between regional and	Resilient Adaptation	Funding efficiency
Donor & client must be aware of pro and con of pilot projects.	sub-national organizations	A flexible approach to an uncertain climate future for DRR and for CCA as new scientific information becomes available.	Should "value for money" for DRR be a relevant criterion for assistance to at-risk populations?
Disaster Risk Management	Locals know more about local issues and factors that can affect outcomes for DRR. Listen to them and respect their ordinary knowledge	Social Inventions	Hotspots pyramid
DRM includes DRR and CCA.	Partnership vs Ownership	Like tech solutions, ideas can change climate change attitudes and behavior	The longer you wait to address potential hydro-met hazards, the more costly it will be in the future when a disaster does occur.
Transparency		DRR Idea Bank	
Having a scribe and external monitor can identify problems.	Make obligations by both sides clear at the project's onset	Collect victims' (ZORs, zero-order responders) responses to disaster taken before 1st responders arrive.	
Conflicting priorities	Lack of donor coordination	Mitigate (i.e. lessen) DRR/CCA impacts	
"The one with the gold (donors) should not make the rules" without input from recipients.	Make it effective	Identify the 2nd order downstream impacts of any proposed adaptation.	
	Conflicting priorities	DRR RANN (Research Applied to	
	Often top-down vs bottom up approach issue	National Needs	
		Devise focused research	
		Work with change	
		Change is constant as are societal adjustments to change.	
		Mainstream DRR-CCA	
		Get the blended aspects of DRR-CCA into decision processes	
		Satisficing	
		"What could be": do not let "the perfect become the enemy of the good."	

CLOSING SESSION

~

A Way Forward

http://businessconcerto.com/tag/social-media/

Mark participants' locations

Expert Forum 2015 Agenda

Tuesday	Wednesday	Thursday	Friday
7:30-8:45am Registration	**9:00-9:45am** Lesson Learning Processes in Organizations and Networks	**9:00-9:45am** Comparing the consequences of "Bridging, Integrating or Blending DDR and CCA"	**9:00-9:45am** Breakout Session Mixed Groups: The Way Forward
9:00-9:45am Forum Introduction			
9:45-10:30am Forum Background: What we hope to accomplish	**9:45-10:30am** Analysis of Lessons World Bank teams identified/learned	**9:45-10:30am** Do disaster preparedness & disaster recovery provide a linkage between DRR & CCA?	**9:45-10:30am** Presentation of breakout action items for the next session
Break 10:30-11:00	Break 10:30-11:00	Break 10:30-11:00	Break 10:30-11:00
11:00-11:45am The Global Setting of DRR & CCA	**11:00-11:45am** Donor-led Roundtable: "Learning in Lending"	**11:00-11:45am** DRR Pilot Projects: Pros and Cons	**11:00-11:45am** The "Antalya Statement" discussion
11:45-12:30pm About Lessons	**11:45-12:30pm** NGOs and DRR Lessons Identified & Lessons Learned	**11:45-12:30pm** Technology and DRR	**11:45-12:30pm** Develop a Plan of Action for Next Steps
Lunch 12:30-1:30pm	Lunch 12:30-1:30pm	Lunch 12:30-1:30pm	Lunch 12:30-1:30pm
1:45-2:30pm Where lessons come from: Case Studies	**1:45-3:15pm** Next Generation and DRR	**1:45-3:15pm** Breakout Session Early Warning Systems and DRR: Where the technical meets the social	**1:45-2:30pm** Closing Session: The Way Forward:
2:30-3:15pm El Niño & Tele-connections: Case Study Lessons			
Break 3:15-3:30pm	Break 3:15-3:30pm	Break 3:15-3:30pm	
3:30-5:00pm Breakout Session Case Study SWOC	**3:30-5:00pm** Breakout Session How do DRR organizations "manage" the knowledge process?	**3:30-5:00pm** Evaluation of DRR & CCA	

Wednesday Evening 7:30pm – 9:30pm Voluntary (Like-minded research and operational groups: Idea sharing)