

## 1.3.1

### SERIES 1

#### Establishing Resilience Principles



# Planning the First Shared Learning Dialogue

### Activity 1.3.1

A Shared Learning Dialogue is intended to bring together local perspectives and observations on current climate hazards, socio-economic and environmental conditions, and existing adaptive capacities with scientific knowledge and perspectives on climate change projections and impacts. SLDs are iterative dialogues between diverse sets of stakeholders. The goals and objectives, and what you discuss during an SLD, will change as relationships and trust are built between stakeholders. The question in this activity will help you plan your first SLD, and can be used to guide the planning of subsequent SLDs.

#### IN THIS ACTIVITY YOU WILL:

- ✓ Answer a series of questions that will help you design the first SLD for your city. You will use what you have learned about the Climate Resilience Framework from Set 1.1 and the list of important stakeholders you identified in Set 1.2 to help you set-up SLD 1.



## TIPS FOR A SUCCESSFUL SLD, AND WAYS TO BETTER INVOLVE WOMEN

### Manage Expectations Carefully

Let participants know how you intend to engage with them and how far they will be able to influence the policy, decision, procedure, etc.

### Pay Attention to Team Composition

Women sometimes are more comfortable talking to other women. The team conducting the discussion should consider having female members who can lead group discussion.

### Group Size is Important for Discussion

Face-to-face discussion may be difficult in groups larger than about 10–12 people. This may limit the structure of the smaller groups and the overall size of the workshop.

### Get More Women in the Room

Make workshops more accessible and convenient for women by, for instance, providing transportation access to and from meeting venue, choosing a time of the day convenient for women, etc.

### Raise Issues of Women as Priority

Active intervention may be required to identify issues that are important to women and to make sure they are given equal agenda time.

!! Keep this tip with you as you begin your SLD as a helpful reminder

## ACTIVITY 1.3.1: PLANNING THE FIRST SHARED LEARNING DIALOGUE

**INSTRUCTIONS:** In the space provided, please answer the following questions.

### SLD Participants

In Set 1.2 activities, you identified agents—from community groups, government departments, non-governmental organizations, universities, and religious organizations, for example—that should be included in your city’s resilience process. Who should you invite to participate in SLD1? Why should you include them?

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Who was not identified in Set 1.2, that you think should be included in SLD 1? Why should you include them?

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Which of the potential SLD attendees are part of a minority group or socially marginalized? How will you make sure that they are able to participate fully and equally in SLD 1?

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How many participants, in total, do you think you will have at the SLD?

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## Meeting Venue

Where should you hold SLD 1 to encourage marginalized groups to participate? Is there a neutral location, such as a school or a community center, where you can hold the SLD?

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How large does the meeting space need to be to accommodate all the participants?

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How should the meeting space be arranged to ensure that all participants are comfortable and feel able to participate? How should you arrange seating to make sure that no representative from a particular stakeholder group is marginalized during the meeting?

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What kind of equipment might you need to facilitate the meeting? A list of potential equipment is provided below to help get you started, but you don't have to use any of the suggested equipment as it might not be appropriate to your meeting context. Feel free to add to this list: Flip charts, large pieces of paper, white boards and sticky notes, colored markers, pens, pencils, electricity, a laptop computer, and a projector

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## Goals of SLD 1

In the first SLD, you should introduce all participants to the concepts of climate hazards, climate variability and change and explore with them how these things might impact your city. What other topics might you want to cover in SLD 1?

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What sort of outside information do you need to introduce these various scientific concepts and the other topics you identified as being important to include in SLD 1? Who are the initial sources of this information—such as national experts, international experts, scientists from the universities, local or regional NGOs?

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What sort of local information, experience and knowledge about impacts and challenges that your city faces should be included in the SLD? Who could present this information?

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Are there any high-risk issues requiring special attention at this stage?

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Are there vulnerable groups in the area that are particularly sensitive?

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Identify issues that are important to women, that will primarily or disproportionately affect women, or that require women's input to understand fully. Are there adaptation actions that are primarily or solely initiated by women?

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Are there issues that are likely to be controversial or disputed? How can these be introduced or managed in a non-confrontational way?

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How will you introduce the concepts of urban resilience to the participants?

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What do you expect as results from this SLD?

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## Meeting Format

What formats will you use during the first SLD—such as small group discussions, plenaries, or one-on-one discussions?

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What kinds of activities will you use to engage participants and introduce concepts—such as brainstorming, community mapping exercises, Chapati diagrams, etc.?

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