

1

GREEN

GUIDE TO

OPPORTUNITIES FOR GREEN RECOVERY AND RECONSTRUCTION: AN INTRODUCTION

TRAINER'S GUIDE

MODULE 1: OPPORTUNITIES FOR GREEN RECOVERY AND RECONSTRUCTION: AN INTRODUCTION

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INTRODUCTION

This **Trainer's Guide** provides the information, suggested content, activities, and support materials needed to facilitate a workshop of sixty to ninety minutes in length. This workshop was developed as part of the Green Recovery and Reconstruction Toolkit (GRRT) under the Humanitarian Partnership program between the World Wildlife Fund and the American Red Cross Tsunami Recovery Program.

The workshop covered in this guide is designed to be either a standalone event or given in combination with other GRRT training materials to create a daylong or multiday workshop. When this workshop is combined with another GRRT workshop, the opening session of the other module should be modified to avoid repetition of the introductory material found in this module.

Overall Learning Objectives for a One-day Workshop

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

1. Describe how addressing the environment in a humanitarian response a) is critical to saving lives and livelihoods, b) reduces risk and vulnerability, and c) contributes to successful recovery outcomes
2. Explain the purpose of the Green Recovery and Reconstruction Toolkit and its components.
3. Discuss key opportunities, misconceptions, and challenges for mainstreaming the environment into humanitarian action.

BEFORE THE WORKSHOP

As part of your workshop preparation, you will need to review each of the points below and decide how each one will be addressed. You may need to coordinate some of these issues with the workshop sponsor, host, lead facilitator, and/or the manager at the workshop venue.

Agenda

Update the agenda to incorporate changes in the workshop. A template for the agenda can be found at the end of this Trainer's Guide. Prepare a copy of the agenda for each participant.

If Module 1 is presented as a stand-alone workshop, you may decide that it is unnecessary to distribute an agenda with relatively little information.

Workshop Supplies

Ensure that each participant has sufficient pens, paper, and other materials and that there is a flip chart and marking pens for the workshop exercises. See guidelines for other supplies in *Module A, Toolkit Guide*.

Content Paper and Handouts

It is expected that the content paper for this module will be provided to the participants at the beginning of the workshop. The paper contains a number of references that will be used during the workshop.

Adapting Materials to the Audience

The trainer's guide and materials are designed to have as universal an application as is practical. However, some trainers may feel that the workshop will be more effective if some of the examples, case studies, or other details are adapted to match the specific training needs and interests of the local audience. If so, trainers are encouraged to make those adaptations.

Slide Animation

Slide animation (i.e., the need to "click" to make information appear) is engaged for many slides. The facilitator should feel free to change animation if appropriate.

Day Before the Workshop

Make sure the data projector, computer, screen, extension cords, flip charts, markers, and all the participants' supplies are in place. Do a test run of all PowerPoint files to make sure all animation is working properly and all changes to the files have been made as needed to tailor the content to your audience. Confirm that all printed materials have been copied and are ready to be handed out. For additional workshop planning tips, see *Module A, Toolkit Guide*.

Small-Group Formation

A significant part of the workshop is devoted to group activities. The formation of these groups is an important consideration. You will need to balance the number of participants in the workshop with the mechanics and learning objectives for each group activity.

It is generally recommended that participants sit at large tables in groups of four to six. Whenever practical you may simply form the workgroup based on those table groupings. However, note that some activities specify either an exact number of groups or an exact number of participants in each group. You will need to anticipate this range of circumstances and be prepared to assign participants to groups in order to achieve the activities' objectives.

An additional consideration may be the desire for groups to reflect the diversity of the participants, i.e., each group would incorporate gender balance, and a proportionate representation of humanitarian workers with conservation/environmental workers, government and/or private-sector workers, and expatriate and national staff, where appropriate. Similarly, you might want to balance people who have a lot of relevant experience with those who are newcomers to the field. The main concern is that each group has the combined skills necessary to complete the assigned activity.

WORKSHOP MATERIALS

The following handouts need to be assembled and adequate copies made before the workshop begins.

- Module 1, Opportunities for Green Recovery and Reconstruction: An Introduction
- Agenda (optional), attached to this Trainer's Guide

WORKSHOP PLAN OVERVIEW				
TIMES	ACTIVITY	METHODOLOGY	RESPONSIBLE	TIMING
SESSION: INTRODUCTION TO GREEN RECOVERY AND RECONSTRUCTION				
TBD	Registration, greetings if the workshop is linked to other GRRT workshops	Participants register, collect materials and name badge		30'
TBD	1.1 Introductions and Workshop Ground Rules	Welcome, participant self-introductions		20'
	1.2 Environmental Impact of Recovery Activities	Interactive discussion		25'
	1.3 Principles, Policies, and Practices of Green Recovery and Reconstruction	Small-group discussions with brief presentation		35'
	1.4 Introduction to the Green Recovery and Reconstruction Toolkit	Presentation		10'

SESSION PLAN: INTRODUCTION TO GREEN RECOVERY AND RECONSTRUCTION	
SESSION TIME	90' (plus 30' for registration, if this workshop is linked to another GRRT workshop)
OBJECTIVES	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Describe how addressing the environment in a humanitarian response a) is critical to saving lives and livelihoods, b) reduces risk and vulnerability, and c) contributes to successful recovery outcomes • Explain the purpose of the Green Recovery and Reconstruction Toolkit and its components. • Discuss key opportunities, misconceptions, and challenges for mainstreaming the environment into humanitarian action.
ESSENTIAL CONTENT	<ul style="list-style-type: none"> • This module is an introduction to the concept of green recovery and reconstruction. It provides an overview of the key environmental issues associated with post-disaster recovery and reconstruction, and introduces strategies for addressing these issues. • The module also describes the Green Recovery and Reconstruction Toolkit (GRRT) and its components. The training session for Module 1 is intended to be a session one-hour to hour and a half presented before the other modules (Modules 2 – 10).
OUTPUTS	<p>By the end of the session, participants will have:</p> <ul style="list-style-type: none"> • Explored their own perceptions and experiences related to disaster response and the environment • Made linkages between international policies and practices regarding the environment after disasters and potential local applications
PREPARATION	<ul style="list-style-type: none"> • Create signs directing participants to workshop room if necessary. • Create a welcome sign with name of workshop. • Adapt the PowerPoint slides to the region, if necessary.
RESOURCES	<ul style="list-style-type: none"> • Data projector and screen • One flip chart and markers • Name badges and table tent cards
HANDOUTS	<ul style="list-style-type: none"> • Module 1 Green Recovery and Reconstruction content paper • Workshop agenda (optional) • Green Recovery and Reconstruction Toolkit
FACILITATOR NOTE	<ul style="list-style-type: none"> • Determine well in advance of the workshop what the local customs and expectations are for opening the workshop. In some locations, customs require government participation and traditional ceremonies. Make sure the appropriate people are invited, but endeavor to make their involvement as brief as is practical. Prepare suggested opening comments for a guest speaker, if appropriate. Otherwise, or in addition, invite the workshop host to officially open the workshop, welcome the participants, and comment on the reason the workshop is being held. • If the opening ceremony requires more than the time shown in this Trainer's Guide, then the daily schedule will need to be modified.

Registration and Greetings

(30 minutes)

If Module 1 is presented as a standalone workshop, it is probably not necessary for a formal registration. If it is linked to another workshop, then the recommended guidelines are as follows:

It is important to show the workshop agenda starting at least 30 minutes before the actual beginning of the formal welcome and opening remarks. Otherwise, too many participants will show up a few minutes late, then register, collect their materials, and greet old friends before they take their seats and prepare to start the workshop.

Activity 1.1 Introductions and Workshop Ground Rules

(20 minutes)

Slide # 1, Introduction to Green Recovery and Reconstruction. The workshop host should welcome the participants and introduce the training team (including any person offering administrative or technical support). This should be an upbeat and inspirational welcome in which the host explains the importance of this workshop in the context of appropriate and environmentally sustainable responses to disasters and conflict.

Slide # 2, What This Introduction Is About. Explain that this workshop is a general introduction to green recovery and reconstruction and that it lays the conceptual groundwork for the other nine GRRT modules. Specifically, you expect that by the end of this workshop participants will be able to:

- Describe how taking environmental concerns into consideration in a humanitarian response is critical to saving lives and livelihoods and to a successful recovery process.
- Explain the purpose of the Green Recovery and Reconstruction Toolkit and its components.

Slide # 3, Introductions. Ask the participants to introduce themselves **very briefly**, following the suggestions on the slide. (If there are only 60 minutes for this session, then eliminate the final element: "Name one link between the environment and disasters....")

Ask participants to write the name they want to be called on their nametag and on the table tent card, using large felt-tip pens.

Slide # 4, Ground Rules. Propose the workshop ground rules listed on this slide as those to be followed during the workshop. Explain that these ground rules will help to maintain a positive and collaborative learning environment. Ask if they have any questions about the ground rules or if they would like to add any others.

If any participants disagree with the ground rules they should explain their objections. Assuming no one raises a hand, suggest that this implies that the group is in agreement. If someone raises his hand and objects, listen to the objection and make any modifications agreeable to the group.

Activity 1.2 Environmental Impact of Recovery Activities

(25 minutes)

Slide # 5, Environmental Impact of Recovery Activities. This slide introduces the focus of this section of the workshop. The key point for you to emphasize is that **recovery activities have environmental impacts**. Many participants may have the preconception that this workshop and the GRRT are really about the impact on the environment caused by disasters and conflict, which indeed is important. But we want to take the post-disaster/conflict situation as a starting point to avoid further damage and to look for ways that disaster recovery can also facilitate environmental recovery. The next series of slides explore what we mean by this.

To restate this, in the next set of slides we will consider:

- The environmental implications of disaster response
- Opportunities to implement sustainable environmental practices or solutions

The next seven slides show the pictures from the module. You can modify the text of the question at the top of the slide if you have a preferred way of asking it. This is basically a warm-up exercise to get participants thinking about these issues. Do not spend more than one or two minutes on each slide.

As you ask the question on each slide to participants, encourage a discussion of a range of ideas. If participants seem to be stuck or confused by the question, provide a basic introductory comment on the issue presented in the photo that enables the participants to get into the discussion. The indented text with each slide is taken from the content paper and can be used by you as talking points.

Slide # 6, Can the Natural Resources Base Support an Increased Fishing Effort?

In the rush to restore fisheries livelihoods in the tsunami-affected countries, many aid agencies provided large numbers of boats and fishing gear without consideration as to whether the natural resource base could support existing let alone an increased fishing effort. Over-harvesting of natural resources at an unsustainable rate can cause or worsen food security and create conflict. In this photograph, a newly constructed boat (right) is larger and able to catch more fish faster than the original boat (left). (Module 8, Green Guide to Livelihoods contains additional information on addressing this issue.)

A key point to make with this slide is that when environmental considerations are taken into account it is possible to enhance livelihoods and thereby improve the conditions for survival after the disaster.

Slides # 7, How Much Wood Does It Take for Kilning Clay Bricks for Post-disaster Houses?

The kilning of clay bricks requires a significant quantity of wood for fuel and results in air pollution as shown in this photograph. This can cause health impacts to workers and neighboring residents. Timber harvesting for fuel can also result in destruction of habitat that can lead to soil loss, water quality degradation, and reduction in wildlife which can lead to increased risk, food insecurity, disease and conflict. According to a report by the Food and Agriculture Organization, a typical brickworks in Sumatra, Indonesia, produces approximately 10,000 bricks per week, enough to build one home. It requires approximately 9 cubic meters of wood to fire this number of bricks. Therefore, roughly twice as much wood is needed to fire the bricks for a brick house than to build a wooden house. (Module 5, Green Guide to Materials and the Supply Chain contains additional information on addressing this issue.)

Slide # 8, What Are Potential Consequences of Mining Soil for New Construction?

Uncontrolled soil mining can put communities at risk by increasing landslides, as well as causing soil erosion and sedimentation of rivers as shown in this photo. Rivers and other sources of clean water can be contaminated with soil runoff leading to unsafe or unreliable water supplies and impacts to fisheries. (See Module 5, Green Guide to Materials and the Supply Chain for information on addressing this issue.)

A key point to make with this slide is that mining or harvesting of natural resources can and should be done properly and in ways that reduce a population's disaster risk.

Slide # 9, What Are Potential Environmental Impacts of Illegal Logging?

Illegal logging can result in water pollution, erosion, loss of habitat, and human-wildlife conflict. This can lead to lack of clean water, disease, increased disaster risk, and fewer livelihood opportunities over the long-term. (See Module 6, Green Guide to Construction for ways to address this issue)

Slide # 10, Does This Post-Disaster Settlement Have Adequate Solid Waste Management?

The construction of new shelter settlements after disasters also requires proper planning for solid waste management. In this photograph, solid waste is disposed in an un-lined ditch creating water contamination, health concerns, and foul odor for neighboring communities. (See Module 7, Green Guide to Water and Sanitation for ways to address this issue)

A key point to make with this slide is that a population's health can be negatively impacted when a disaster response results in improper environmental protections, as illustrated in the photo. Instead, the disaster response should be proactive to protect the population from harmful chemicals and disease organisms.

Slide # 11, Was This Post-disaster Housing Sited Properly?

The rush to construct houses after the tsunami resulted in some new homes being constructed in unsafe areas as shown in this photo. Flooded homes can lead to increased risk of water-borne disease and unsafe living conditions. Note: a newly constructed sea wall in the background aggravates the problem because it prevents rainwater from flowing out to sea. (See Module 4, Green Guide to Strategic Site Selection and Development for ways to address this issue)

Slide # 12, How Has New Post-Disaster Settlement Created Human-Wildlife Conflict?

The selection of relocated housing sites resulted in the use of undeveloped land that infringed on elephant habitat, resulting in new incidences of human-wildlife conflict. Human-wildlife conflict can lead to increased injuries, loss of livelihood opportunities, and increased risk. (See Module 4, Green Guide to Strategic Site Selection and Development and Module 3, Green Guide to Environmental Impact Assessment Tools and Techniques for ways to address this issue).

Slide # 13, What Is Your Experience? Ask participants to describe examples with which they are familiar regarding the environmental impacts of disaster response.

The purpose of this question is to move from the awareness raising of the previous slides to the application of the ideas generated in that discussion to their own knowledge and experience.

Activity 1.3 Principles, Policies, and Practices of Green Recovery and Reconstruction

(35 minutes)

Slide # 14, Six Principles of Green Recovery and Reconstruction. Explain that these problems with negative environmental impact of disasters and disaster response have led to the establishment of six principles that support a green approach to recovery and reconstruction. Read and explain each one briefly. You can find the talking points for these principles in the Module 1 content paper under section 1.4, Module Key Concepts.

Slides # 15, Group Discussion. A brief presentation of these principles by the facilitator is not going to lead to the participant actually learning them. Participants need to take the next step and analyze the meaning and implications of the principles before they will be able to remember and apply them. Therefore, divide the participants into six groups and assign one principle to each group. Ask them to follow the instructions on the slide. Allow about four to five minutes for discussion.

In small groups

1. Discuss why this is an important principle that supports green recovery and reconstruction.
2. Describe at least one application of this principle to post-disaster recovery or reconstruction (either an actual example from your knowledge or one that you propose as a good practice).

Slide # 16, Six Principles of Green Recovery and Reconstruction. In order to facilitate the small-group discussion, the same slide is repeated for your reference as you ask each group to report its discussion.

Slide # 17, International Policies and Practices. The importance of this discussion is stated on the slide:

The employment of environmentally sustainable practices as part of disaster response is well-established international policy.

The next few slides are meant to encourage participants to view the practice of supporting sustainable environmental activities after disasters and conflict as something that is mandated by several authoritative international bodies and standards. Ignoring these policies and practices is not an option. Individuals and organizations have an obligation to do their best to implement them.

Slide # 18, IFRC Code of Conduct for Disaster Relief. Note that this and each of the next four slides are animated to help the discussion. First we see the international organization or agreed international standard, then we see the specific standard relating to the environment. The talking points for each of these slides are found in the Module 1 content paper in Section 2.3: Environment in Post-Disaster Recovery International, National, and Local Policy.

Slide # 19, The Sphere Project.

Slide # 20, Hyogo Framework for Action.

Slide # 21, Millennium Development Goals.

Slide # 22, The Cluster System.

Slide # 23, What National and Local Environmental Policies Can Be Applied to Post-Disaster Situations?

The purpose of this slide is to move the discussion of the more abstract scenario (and seemingly theoretical or academic) of the international scene into the realm of personal and local experience. Ask the participants to:

Please tell us about policies with which you are familiar and your knowledge or experience in their implementation.

Discuss these examples for five to 10 minutes.

Activity 1.4 Introduction to the Green Recovery and Reconstruction Toolkit

(10 minutes)

Slide # 24, Green Recovery and Reconstruction Toolkit. Now we bring the discussion around to the Green Recovery and Reconstruction Toolkit. The facilitator can say that the GRRT has been created to bring together all of the points discussed so far and to build capacity to address the environmental opportunities created by disaster recovery and reconstruction.

Discuss the bullet points on this slide: The Green Recovery and Reconstruction training toolkit was developed by WWF and the American Red Cross. It is based on an innovative, five-year partnership between WWF and the American Red Cross that was formed after the 2004 Indian Ocean tsunami and designed to integrate environmental sustainability into the American Red Cross's recovery and reconstruction processes in Indonesia, Sri Lanka, Thailand, and Maldives. It is designed for use globally after disasters – both natural disasters and civil conflict.

Slide # 25, 10 Program Modules. Name the other modules from the slide. Provide a one-sentence description of each. Emphasize that Modules 2 and 3 continue to lay the groundwork for being better prepared to implement the environmental activities that are presented in the last seven modules.

Hand out the Green Recovery and Reconstruction Toolkit document at the end of the presentation, indicating that more information is available in it. You can photocopy this handout, which is the following page.

Slide # 26, Thank You for Your Attention. This is the last slide of the presentation and for this one-session version of the workshop. If this workshop is linked to others, tell the participants that they can take a break and tell them what time to return to the conference room.

If this is a standalone workshop, thank the participants for coming and point out the links on the WWF Web site where they can find additional information about the GRRT.

WORKSHOP AGENDA

Introduction to Green Recovery and Reconstruction

Location

Date

INTRODUCTION TO GREEN RECOVERY AND RECONSTRUCTION

Introductions and workshop ground rules

Environmental impact of recovery activities

Principles, policies, and practices of green recovery and reconstruction

Introduction to the Green Recovery and Reconstruction Toolkit