GLOBAL CENTER ON ADAPTATION

International Institute for Environment and Development

Locally Led Adaptation

Workshop Design and Facilitation Manual

Practical guidance for integrating locally led adaptation into programmes, planning systems and institutional processes

AUTHORS & ACKNOWLEDGEMENTS

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All photos taken during the joint World Bank Cameroon and CAR workshop in Douala, April 2026.

FOREWORD

Welcome to this manual on designing and delivering workshops that help organisations explore how Locally Led Adaptation (LLA) can be interpreted and embedded within real programme and governance contexts

This manual was developed by the International Institute for Environment and Development (IIED) in collaboration with the Global Center on Adaptation (GCA), drawing on experiences from a series of in-country LLA training sessions linked to ongoing development and adaptation programmes.

The training sessions were designed as an in-person counterpart and follow-up to the online GCA/IIED *LLA Masterclass*, which introduces the core concepts and principles of LLA through interactive learning modules and case studies from around the world. While the Masterclass provides a shared conceptual foundation, the in-country workshops were intended to take this further by exploring how LLA could be interpreted, adapted and operationalised within specific institutional and programme contexts.

The manual draws particularly on experiences from:

- A three-day workshop linked to the World Bank Gulf of Guinea Northern Regions Social Cohesion (SOCO) project in Ghana (October 2025), and
- A joint three-day workshop for the World Bank Projet Gouvernance Locale et Communautés Résilientes (PROLOG) project in Cameroon and the World Bank République Centrafricaine - Projet de Gouvernance Locale et Communautés Résilientes (E-KPENGBA) project in the Central African Republic (April 2026).

These workshops brought together project teams, government actors and technical stakeholders to explore how LLA could be integrated both within project implementation and, more ambitiously, within wider decentralised planning and governance systems.

The experiences from these workshops shaped both the structure and philosophy of this manual. Rather than offering a fixed curriculum or prescriptive facilitation guide, the manual is intended as a practical and adaptable resource to support facilitators, organisers and programme teams in co-designing training sessions suited to their own contexts.

Throughout the workshops, a recurring theme emerged: understanding LLA requires more than understanding climate risks or learning the eight LLA principles in isolation. It also requires understanding how systems function in practice — including how decisions are made, where power sits, how resources flow and how institutional change can realistically take place.

The experiences also reinforced an important lesson. At first sight, it may seem counterintuitive that workshops intended to strengthen the influence of local actors need to involve many of the same national, programme and institutional stakeholders who traditionally drive top-down adaptation planning and implementation processes. In practice, however, this reflects both a pragmatic reality and an institutional necessity.

Opportunities to introduce or strengthen LLA frequently emerge through existing programmes, donor initiatives, policy commitments and planning processes rather than through entirely new initiatives designed from the ground up. At the same time, these important actors play critical roles in shaping the wider environment within which locally led approaches operate. They influence planning systems, financing arrangements, institutional incentives and accountability processes. Building understanding, ownership and support across these actors is, therefore, an important part of creating the conditions in which greater local influence and empowerment can take root.

As a result, this manual places particular emphasis on:

- Understanding systems and decision making processes in practice

- Exploring how climate adaptation is integrated into existing programmes and governance systems
- Identifying realistic pathways for institutional change, and
- Adapting training design to different political and institutional contexts.

The manual should therefore be understood as a flexible and evolving resource grounded in practical experience, rather than a prescriptive blueprint. We hope it will support facilitators, programme teams and institutions in designing thoughtful, context-appropriate training sessions that help move LLA from principle to practice.

With best wishes,

Global Center on Adaptation (GCA)
International Institute for Environment and Development (IIED)

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1. INTRODUCTION: PURPOSE, AUDIENCE AND USE

1.1 Purpose of this manual

This manual supports the design and delivery of workshops that help organisations explore how Locally Led Adaptation (LLA) can be interpreted and embedded within real programme and governance contexts. Rather than providing an introductory guide to LLA concepts, it focuses on the next step: helping participants move from understanding principles in the abstract to exploring what they may imply in practice.

The approach supported by this manual is intended for projects, programmes and government administrations (both national and local) seeking to explore how LLA can be integrated into existing planning, financing, implementation and accountability processes. It is not limited to large externally funded programmes and may also support NGOs, bilateral initiatives, national platforms and decentralised systems seeking to strengthen locally led approaches.

The co-design of the workshop itself forms part of this process. There is no single model for implementing LLA; its meaning and practical implications need to be discussed, interpreted and negotiated within particular institutional settings.

Box 1. Important framing note: LLA and institutional change

Locally Led Adaptation involves more than integrating climate considerations into existing programmes and systems. It can also involve changes in how different actors relate to one another: who participates in decision making, who controls resources, whose knowledge informs priorities, and who is accountable to whom.

At the same time, strengthening local influence does not mean working only with local actors. Lasting institutional change frequently depends on engagement across multiple levels of a system. While LLA seeks to strengthen the influence of local actors, progress often also requires awareness, ownership and support from those responsible for planning, financing, coordination and policy decisions at national and regional levels.

Workshops supported by this manual are intended to support early stages of institutional reflection, sensitisation and pathway development. For example, they may help participants:

- Identify opportunities for integrating LLA into existing projects or planning systems
- Scope out possible pilot activities or reforms
- Identify key actors, gatekeepers and institutional constraints, and
- Build awareness and buy-in among decision makers and technical stakeholders.

The approach places particular emphasis on:

- Understanding how systems currently function in practice
- Identifying where decision making authority sits
- Examining how climate adaptation is currently integrated into systems and programmes, and
- Identifying realistic entry points and pathways for institutional change.

At the same time, the workshops have clear limits. They are not intended to produce a fully designed pilot, a detailed implementation blueprint, or substitute for longer-term institutional processes. Instead, they aim to create conditions for these processes by supporting shared analysis, dialogue and strategic reflection. In contexts where there is sufficient readiness and institutional support, workshops may also help generate more concrete actions, commitments or next steps.

1.2 Why this manual now?

Interest in LLA has grown rapidly in recent years. The LLA principles have gained visibility across the international adaptation and climate finance landscape and have been endorsed by a wide range of governments, donors, development agencies and practitioners. Increasingly, programmes and institutions are being encouraged to demonstrate how locally led approaches are reflected in their work.

> The challenge is no longer simply understanding LLA in the abstract, but understanding what they imply in practice within real institutional settings.

For many national and local actors, however, an important implementation gap remains. The language of LLA often overlaps with concepts that are already familiar — participation, decentralisation, community engagement, local ownership and climate mainstreaming. As a result, organisations may initially conclude that they are already "doing LLA". Yet taken together, the principles imply something more demanding: not only improving existing systems and practices, but also examining how decisions are made, how resources flow, and who holds influence and accountability within these systems.

This manual has been developed to help bridge that gap between principles and practice. It is intended as a practical resource for institutions and programmes seeking to explore what introducing LLA might mean in their own contexts. Rather than providing a universal model or implementation recipe, it creates space for participants to work through the practical implications of LLA in relation to their own political, institutional, constitutional and capacity realities. The process is intended to be exploratory and at times challenging, requiring participants to move beyond abstract discussion and engage with difficult questions about systems, relationships and change.

Emerging initiatives such as LIFE-AR illustrate how this process is already being explored in practice. In these settings, governments and partners are experimenting with ways of embedding LLA within existing governance, planning and financing arrangements, seeking to understand how locally led approaches can become part of routine government systems rather than remaining parallel initiatives.

1.3 Audience: who this manual is for

This manual is intended for people involved in commissioning or developing practically grounded LLA training courses aimed at exploring how LLA can be institutionalised within project or government planning contexts.

There are two main audiences:

- Experienced lead facilitators/trainers who are responsible for designing and delivering the training, and
- Training organisers and commissioning partners who are responsible for convening participants and shaping the objectives of the training.

While both groups will find the guidance useful, the manual is written primarily from the perspective of the lead facilitator/trainer, who plays the central role in translating objectives into a coherent and context-appropriate training design.

The manual may also be useful for other members of the wider planning team, for example, county/context experts, supporting facilitators and project or government focal points involved with the design and delivery of the training.

Note that while it is expected that the lead trainer will be experienced in advanced facilitation techniques, some sections in this manual do provide more detailed examples or facilitation guidance. This is in recognition of the fact that the workshops will often involve mixed facilitation teams with differing levels of experience and contextual familiarity. The team may want to reference these in the pre-workshop briefing.

1.4 How to use this manual

This manual is designed to support a collaborative co-design process involving members of the planning team who represent different stakeholders within an initiative. It assumes that workshop design is itself a shared process involving facilitators, organisers and individuals with contextual and technical expertise.

Different stakeholders may use the manual in different ways:

- Lead facilitators/trainers can use it to design and adapt training in response to different contexts
- Organisers can use it to engage an appropriate training team, clarify expectations and engage more effectively in shaping the training process with the lead facilitator/trainer, and
- Context experts can use it to ensure that the design reflects institutional realities, opportunities and constraints.

The manual assumes that the lead facilitator/trainer will already have experience in designing and delivering training courses. It is not intended as a training-of-trainers manual, a fixed curriculum or a definitive facilitation guide. It does not provide detailed agendas, nor does it set out step-by-step instructions for running individual sessions.

Instead, the manual is intended to support informed design choices by providing:

- A set of design principles
- A core structure with recommended sessions
- Facilitation tips and suggested approaches for running those sessions
- Optional and supplementary sessions, and
- Illustrative, detailed session plans for inspiration.

These elements are intended to support informed decision making rather than prescribe a single way of delivering LLA training. The manual is modular and adaptable. Its purpose is to:

- Provide a clear core structure
- Support adaptation to context, and
- Guide stakeholders in making informed co-design choices.

1.5 How this manual is organised

This manual is organised as follows:

Chapter 1 introduces the purpose of the manual and its intended audience.

Chapter 2 outlines the rationale and principles underpinning the manual, including the recommended learning and facilitation approach.

Chapter 3 describes the key operational steps that should be completed in advance of the workshop.

Chapter 4 discusses key workshop design considerations, including understanding the local context, assessing institutional readiness for LLA and clarifying organisers' expectations and objectives.

Chapter 5 forms the core of the manual and explains how to use the three-day workshop structure, including the distinction between core and optional sessions. It provides an overview of the workshop format, suggested session structures for each day and practical insights drawn from workshop delivery in different contexts.

Chapter 6 provides guidance on facilitation, including roles within the facilitation team, selecting a lead facilitator and broader facilitation considerations.

Chapter 7 explores how to prepare for workshop outputs and possible next steps following the workshop process.

Chapter 8 contains supporting annexes and practical workshop resources. These include illustrative case studies that can be used alongside the accompanying PowerPoint slides, together with workshop handouts and supporting materials organised by core session.

2. RATIONALE AND APPROACH

This LLA Training Manual seeks to help stakeholders develop LLA initiatives or integrate LLA into existing institutional, governance and programme contexts. The manual is designed as a flexible facilitation guide that can be adapted across different country contexts. However, the approach is not neutral or arbitrary. It is grounded in a set of clear pedagogical foundations that reflect both the nature of LLA and the realities of how institutional change happens in practice.

These foundations shape:

- How the training is designed
- How sessions are facilitated, and
- How participants engage with content and with each other.

Importantly, these are not abstract principles. They are operational choices that should inform facilitation decisions throughout the training process.

2.1 LLA principles

Figure 1 The Principles of Locally Led Adaptation

From principles to practice

The eight LLA principles provide the conceptual foundation for both the content and the overall approach of this training manual. This manual is not intended to provide a detailed introduction to the principles themselves or their origins. Rather, it assumes that workshop organisers, facilitators and participants have already received some form of introductory orientation or training on LLA principles — for example, through the GCA LLA Masterclass or an equivalent learning process. The purpose of this manual is to support the next step: helping participants explore what these principles mean in practice and how they might be interpreted and applied within real institutional and programme contexts.

The principles were not designed to be used as a simplistic compliance checklist or implementation recipe. Different contexts will interpret and operationalise them in different ways. The workshop described in this manual creates a space for participants to explore how principles might be interpreted, prioritised and applied within particular institutional settings, rather than treating them as a set of requirements to be checked off.

In many ways, the training approach itself is intended to reflect the principles in action. Rather than offering a universal syllabus or a fixed delivery model, the manual encourages a process of co-design in which facilitators, organisers and local actors collectively shape the training according to their own experiences, priorities and institutional realities. This creates space for localisation, meaningful participation and shared interpretation.

The emphasis is therefore less on compliance with a predefined model and more on a process of discovery, reflection and negotiation. Similarly, the focus is not on creating parallel structures, but on understanding and working through existing systems in ways that can support more lasting institutional change.

2.2 Experiential and participatory learning

Facilitation philosophy and workshop delivery

The facilitation approach underpinning this manual draws heavily on experiential and participatory learning traditions (Kolb 1984, Chambers 1997). It assumes that effective LLA training cannot simply be designed externally and delivered unchanged across contexts. LLA is inherently shaped by political economy, institutional arrangements, social norms, financing structures and existing adaptation practices. Participants therefore bring important pieces of the puzzle: practical experience, institutional knowledge, tacit understandings and lived realities that are often not captured in formal plans or technical guidance. Learning is not about presenting prepackaged concepts and theories; it comes from creating opportunities for participants to share experiences, reflect collectively and connect those experiences to broader ideas and practical action.

As a result, workshops should be highly interactive and avoid a predominantly lecture-based approach. Short presentations may be useful, but mainly as a way of introducing an activity or opening a discussion rather than delivering large amounts of content. The role of the facilitator is closer to that of a guide or shepherd than a lecturer. Facilitators help participants surface assumptions, connect ideas, identify tensions and collectively interpret what LLA might mean in their own contexts. They should avoid bringing discussions to a premature close or imposing conclusions before participants have had the opportunity to analyse, debate and reflect. Synthesis remains important, but it should emerge through discussion and sense-making rather than simple transmission of answers.

Facilitation should remain adaptive and responsive throughout the process. Understanding context is not a one-off preparatory step but an ongoing process that continues throughout the workshop. Facilitators may need to adjust emphasis based on emerging insights, revisit earlier ideas, or allow space for disagreement, ambiguity and multiple interpretations. Workshops should be treated as iterative learning journeys in which each stage builds on the last, and participants are gradually prepared for deeper reflection and analysis.

Participatory approaches during a workshop in Douala, Cameroon. (Photo: IIED)

Facilitators are not neutral observers. Their own experiences, disciplinary backgrounds and assumptions may influence which issues receive attention and how discussions unfold. Facilitators should remain attentive to whose perspectives are being heard, avoid steering participants towards preferred answers, and create space for different interpretations and experiences to emerge.

3. FIRST STEPS: PREPARING FOR TRAINING

Effective training begins before the workshop itself. A well-designed LLA training depends on early conversations and preparation to ensure that the content, structure and participants are aligned with the expectations and ambitions of those commissioning and attending the training.

Selecting and engaging the lead facilitator

The selection of the lead facilitator is a critical early decision, as this individual will play a central role in shaping the design and delivery of the workshop. In most cases, the lead facilitator is engaged by the organisers or commissioning partners, and this choice will significantly influence the overall quality and effectiveness of the training.

Ideally, the lead facilitator should be engaged early enough in the process to contribute to discussions on objectives, participant selection and overall approach. Where facilitators are brought in after key decisions have been made, it is important to take stock of what has been fixed (for example, participants, timelines, expectations) and where there is still flexibility to adapt the design.

In selecting a lead facilitator, organisers should consider:

- Experience in facilitation, particularly of interactive and participant-led processes
- Ability to adapt content and approach to different institutional and political contexts
- Familiarity with governance systems, decentralisation and/or LLA-related concepts
- Credibility with participants, including the ability to engage both senior decision makers and technical staff, and
- Comfort working with uncertainty and responding to emerging dynamics during the workshop.

Supporting facilitators or LLA technical experts may also be identified at this stage, depending on the scale and complexity of the training. These may provide technical input, support group work, or assist with logistics and coordination. In practice, it is often beneficial for the lead facilitator to work with a small team of supporting facilitators with whom they have an established working relationship and a shared understanding of LLA and the facilitation approach. This can improve coherence, enable more responsive facilitation and reduce the time required for alignment during preparation.

Workshop design and preparation

Preparation is best carried out by a small planning team, typically led by the lead facilitator and working closely with organisers and key programme or project staff with responsibility for delivery and decision making. This stage involves a combination of practical preparation and strategic alignment. The lead facilitator should work closely with organisers to clarify what they are hoping to achieve and why. This includes understanding their motivation for commissioning the training, their familiarity with LLA concepts and their expectations in terms of outcomes.

In particular, the lead facilitator should seek to clarify:

- The overall objectives of the training (for example, awareness-raising, identifying entry points and developing actionable plans)
- The level of ambition — including how far there is willingness to explore shifts in decision making, accountability and resource allocation, and
- The expected outputs (for example, reflection, prioritisation, pilot design or concrete next steps).

These early discussions directly shape key design decisions, including:

- Who needs to be invited (for example, decision makers, technical staff, local actors, supporting facilitators, gatekeepers)
- The duration and pacing of the training, and
- The level of detail and type of outputs that are feasible.

This is also the point at which roles and responsibilities should be clarified — including the identification of focal points who can support preparation (particularly in-country logistics and operational planning), provide access to information and help anchor the training within the project or programme.

Preparation should begin as early as possible. Timelines will vary depending on context, but planning is often shaped by practical constraints such as the availability of key participants, programme cycles, elections, holidays or other national events. Busy calendars fill quickly, particularly for senior stakeholders, so invitations should be issued well in advance and by individuals with sufficient authority and institutional legitimacy to secure participation.

Communication with participants ahead of the workshop is critical. Clear messaging about the purpose, expected outputs and relevance of the workshop can help ensure that participants arrive prepared and engaged, while also creating a stronger foundation for any preparatory activities.

Where possible, the planning team should agree on appropriate pre-work in advance. This may include reviewing key documents, completing introductory LLA materials (for example, the online GCA LLA Masterclass or an equivalent orientation process), or undertaking other activities intended to establish a common starting point for participants.

At the same time, expectations need to be realistic. Participants may face competing priorities, limited time or unreliable internet access. Experience from Cameroon and Ghana suggests that completion of pre-work cannot be assumed and may need to be actively supported or be incorporated into the workshop design. For example, this may involve scheduling an additional day and providing dedicated time and space for participants to complete the Masterclass together.

Overall, effective preparation helps ensure that workshops are appropriately scoped, grounded in participant needs and institutional realities, and designed as part of a wider process rather than delivered as a generic standalone event.

4. UNDERSTANDING CONTEXT AND STARTING POINT

Alongside initial preparation, it is important to develop a clear and shared understanding of the context in which the workshop will take place, together with the starting points of both participants and the wider programme of work.

LLA training must be grounded in the reality of the programme and its context. This goes beyond mapping institutional structures or reviewing formal documentation. It involves understanding how the programme actually functions in practice, including its underlying logic, the constraints it operates under and the tensions it is navigating. In many cases, there will be a difference between how systems are intended to work and how they operate in reality. This gap is often where the most important insights lie.

This process is best carried out collaboratively by the planning team, drawing on the knowledge of organisers, focal points and other stakeholders who are closely involved in the programme.

Key dimensions to explore

The aim is not to produce a comprehensive analysis, but to develop a sufficiently rich understanding to inform training design. Key areas to explore include:

- Programme maturity and cycle
  At what stage is the programme or initiative? Is it in early design, implementation, or review? What decisions are currently being made, and by whom?

- Decision making structures and power dynamics
  How are decisions made in practice? Who has influence, and who is excluded? To what extent are local actors currently involved in planning, finance and accountability processes?

- Degree of climate integration
  To what extent are climate and adaptation considerations already reflected in existing planning, design or implementation processes? Is this an established area of work or a relatively new focus? Are there existing tools, frameworks, or entry points?

- Governance and decentralisation context
  What is the broader institutional environment? To what extent is governance decentralised? What are the key institutions and frameworks shaping development planning and climate action? What legislation or policies exist around participation, transparency and accountability?

- Institutional capacities and constraints
  What technical, financial and human capacities are in place? Where are the key bottlenecks? Which limits can realistically be overcome?

- Stakeholder landscape and variation across participants
  Who will be in the room, and what are their roles, levels of authority and experience? Are there significant differences between participant groups that will shape how they engage?

Understanding ambition and space for change

A critical aspect of this analysis is understanding the *degree of openness to change* within the programme and its institutional context.

Programmes can differ considerably in the degree of change they are willing and able to pursue in strengthening LLA. Some may focus on incremental improvements, while others may be open to more structural shifts in how decisions are made, resources are allocated and accountability is exercised. Understanding where a programme sits on this spectrum is essential for calibrating both the tone and ambition of the training.

In some contexts, the training may focus on:

- Building awareness and shared understanding

- Identifying entry points within existing systems
- Generating buy-in across institutions.

In others, there may be scope to move further towards:

- Designing concrete interventions (for example, pilot projects)
- Identifying institutional changes and implementation pathways.

The role of the training is not to impose a particular level of ambition, but to create space for informed reflection and choice, while being clear about what different levels of ambition imply in practice.

Using context to shape design

Insights from this process should directly inform key design decisions, including:

- The depth and pace of sessions
- The balance between conceptual framing and practical application
- The selection and framing of exercises, and
- The level and type of outputs that are realistic within the available time.

Context understanding can also help identify opportunities to incorporate specific interests or priority themes into the training. For example, organisers may wish to explore particular approaches with which they are familiar (such as social audits or participatory planning mechanisms). These can be integrated into sessions as illustrative examples or used more directly to anchor discussions around "what this could look like in our context", including the actors, resources and challenges involved.

Overall, this process helps ensure that the training is grounded, relevant, and appropriately calibrated — avoiding both over-ambition (which can lead to frustration or disengagement) and under-challenging participants (which can limit the value of the training).

Box 2 Practice tip: When context understanding is limited

If it is not possible to develop a sufficiently detailed understanding of the context in advance, this can still be built into the workshop itself. Interactive exercises and structured discussions can be used to surface key information about how the programme functions in practice.

However, this approach requires additional time and careful facilitation. It is helpful to involve a local expert or focal point who can provide a concise overview of the context early in the workshop and help validate emerging insights.

While this in-workshop discovery can be effective where necessary, prior understanding remains preferable, as it allows for a more focused and efficient use of workshop time.

An iterative process

Building an understanding of context is not a one-off step. It is an iterative process that begins during preparation but continues into the workshop itself, as new information emerges and participants reflect on how their own programmes, institutions, and decision making processes function in practice.

Facilitators should remain open to adjusting the training design in response to this evolving understanding while maintaining a clear sense of the overall objectives and structure of the training.

Using a variety of visual thinking tools at a workshop in Douala, Cameroon. (Photo: IIED)

5. SESSION DELIVERY GUIDANCE

Box 3 Important: Using the session guidance

This session guidance should be treated as a collection of building blocks or recipes that support workshop design. Before delivery, workshop organisers and the facilitation design team should review and adapt the sessions to reflect the specific context, participants, objectives, timing, institutional realities and workshop ambitions. During the planning process, these elements should normally be refined into more detailed facilitation plans that specify:

- Selected exercises and facilitation approaches
- Timing and sequencing
- Group composition and participant roles
- Required materials and visual aids
- Responsibilities within the facilitation team, and
- Expected outputs and documentation arrangements.

Illustrative examples and detailed session plans included elsewhere in this manual show how this process might be carried out in practice.

The training approach presented in this manual is organised around a three-day reference structure that reflects a typical learning journey (see Figure 2, below)

Figure 2 Reference structure

The structure is intentionally progressive, moving participants from building shared understanding, through analysis and diagnosis, towards identifying practical pathways for change. However, this progression should not be interpreted rigidly. In practice, facilitators may need to revisit earlier discussions, spend additional time on particular areas, or adapt the sequencing in response to participant needs, workshop objectives and emerging insights.

Core and optional sessions

This manual distinguishes between:

- Core sessions, which form the central learning sequence, and
- Optional sessions, which can be used selectively depending on context, overall workshop objectives, participant interests and available time.

The core sessions are designed to support the overall learning logic of the training and are generally expected to remain part of the workshop structure, even where timing or emphasis changes.

The optional sessions are intended to:

- Provide additional thematic depth
- Introduce specific case studies or tools
- Explore particular institutional or sectoral issues, or
- Respond to priorities identified during preparation or emerging during the workshop itself.

Not all sessions need to be delivered, and facilitators should avoid trying to cover everything. In most cases, deeper discussion and reflection on a smaller number of issues will be more valuable than moving quickly through a large number of activities.

Facilitators should therefore approach the sessions as:

- Building blocks rather than a checklist, and
- A framework for structured co-analysis rather than content delivery alone.

The emphasis throughout should remain on participation, reflection and context-specific application, rather than presentation or technical coverage alone.

Illustrative core learning journey

The table below sets out the recommended core sessions.

DAY	CORE SESSIONS	MAIN PURPOSE
DAY 1: FRAMING AND FOUNDATIONS	Establish a shared understanding of climate realities, LLA concepts and the wider institutional context	
	Understanding climate realities and context	Surface different understandings of climate risks, experiences and perspectives
	LLA principles, participation and power	Introduce LLA concepts and explore implications for participation, decision making and systems
	Reflection and synthesis	Consolidate insights and identify emerging themes and questions
DAY 2: DIAGNOSIS AND APPLICATION	Explore how systems currently function and identify opportunities for integrating LLA	
	Mapping systems and decision-making cycles	Understand how systems currently function in practice
	Diagnosing opportunities and constraints for change	Explore opportunities and constraints for integrating LLA
	Prioritising strategic entry points	Identify and prioritise promising areas for further development
DAY 3: PATHWAYS AND NEXT STEPS	Translate analysis into realistic pathways and identify practical next steps	
	Designing pathways for change	Explore what implementation pathways could look like in practice
	Reflection, commitments and next steps	Develop realistic next steps or commitments appropriate to participant mandate and readiness

The sessions within each day can be adapted, reordered or expanded depending on context and priorities.

Figure 3 Core Learning Journey

5.1 Day 1: framing and foundations

Objective of the day

Day 1 establishes the conceptual and contextual foundation of the training. It focuses on developing a shared understanding of:

- Climate risks and realities in the specific context
- The principles and intent of LLA
- Underlying power dynamics shaping adaptation decisions
- Institutional starting points and existing approaches

The aim is not to build technical expertise but to ensure that all participants — regardless of background — have a common baseline understanding that can support deeper system analysis on Day 2.

Learning logic of the day

The structure of Day 1 follows a deliberate progression from context to concepts to critical reflection. It begins by grounding participants in the realities of climate risk, then introduces LLA as an approach and finally encourages participants to reflect on how power operates within their own systems.

During the day, participants are guided through:

- Understanding climate risks and how they impact local communities and livelihoods
- Interpreting LLA as a shift in decision making and agency
- Identifying power dynamics and institutional constraints
- Reflecting on gaps between current approaches and LLA principles

5.1.1 Workshop opening and orientation

LLA workshops will often begin with a formal opening session involving organisers, government representatives, project focal points or other senior stakeholders. While the format and level of formality will vary across contexts, these opening moments can play an important role in:

- Signalling institutional support and legitimacy
- Clarifying the purpose and ambition of the workshop
- Positioning the training within broader programme or policy processes, and
- Encouraging participant engagement and ownership.

Facilitators should work closely with organisers in advance to ensure that opening remarks remain aligned with the workshop's objectives and tone. In many cases, shorter, more focused contributions will help conserve time and energy for participatory discussion later in the day.

Following the formal opening, facilitators should introduce

- The objectives and structure of the workshop
- The overall learning journey across the different days
- Expectations around participation and discussion, and
- Any practical or logistical arrangements relevant to the workshop process.

This initial orientation phase helps establish a shared understanding of the purpose, scope and approach of the training before moving into the substantive sessions.

5.1.2 Core session 1: Climate risk, lived experience and local realities

Purpose

To explore how climate risks are experienced, understood and prioritised differently by different actors and to establish a shared understanding of why local realities and lived experience matter for LLA.

Suggested learning outcomes

Participants should:

- Recognise that climate risks and impacts may be experienced differently across locations, livelihoods and social groups
- Compare institutional understandings of climate risk with local perspectives and experiences
- Reflect on how different forms of knowledge shape the selection of adaptation priorities and responses, and
- Identify potential implications for adaptation planning and decision making.

Suggested facilitation approach

Facilitators should guide participants through a gradual exploration of how climate risks and impacts are experienced, represented and interpreted in practice.

The session may begin with reflection on lived experiences of climate variability and environmental change before moving towards wider consideration of how climate risks and their associated impacts are typically represented within projects, policies and planning systems.

Discussion should then encourage participants to compare these different perspectives and consider whether some experiences or concerns become more visible than others within adaptation planning and decision making processes.

The session should lead towards a synthesis discussion around three related questions:

- Who defines what counts as climate risk?
- What forms of information and evidence inform these definitions? and
- Who becomes more visible or less visible within the process?

Possible exercises /tools

Possible approaches may include reflection on lived experiences of climate variability and environmental change to surface differentiated experiences of risk; using case studies, testimonies, interviews or invited speakers to introduce perspectives from different communities or social groups; comparing institutional and community perspectives using mapping or visualisation exercises, as well as participatory approaches that explore how different actors perceive and prioritise climate risks.

Box 4 Training insight: Climate risk assessment and LLA

Many participants may initially expect discussion of climate risk to focus on participatory climate risk assessment (PCRA) approaches and tools. Facilitators should make clear from the outset that this session is not intended as technical training on how to conduct PCRAs; discussion should avoid drifting into detailed methodology.

PCRAs are one important way of incorporating local experiences and priorities into planning processes, but they represent only one possible mechanism within a wider system. The purpose of this session is to step back and examine more broadly how climate risks are defined and represented, how different forms of knowledge enter planning and decision making processes and whose experiences may become more or less visible as a result.

Facilitator notes /tips

- Participants may interpret institutional understandings of climate risk differently. Here, the term refers to the ways climate risks are formally defined and prioritised within planning systems, for example, through assessments, project documents, technical studies or policy priorities.

- Reflection on lived experience should provide a starting point for analysis rather than become an extended story-sharing exercise. Encourage movement from individual examples towards broader patterns and implications.

- Institutional and local understandings of climate risk should not be treated as competing perspectives. Different forms of knowledge may highlight different risks and experiences and can complement one another. Where participants have limited familiarity with particular communities or social groups, consider using case studies, testimonies, interviews or invited representatives.

Box 5 From the field: Comparing different risk perspectives

The Cameroon workshop used a "two maps" exercise comparing institutional perspectives on climate risk with community-level perspectives. The exercise helped participants explore how different forms of knowledge become visible within planning systems and provided useful material that could be revisited in later sessions.

For this exercise, participants were split into two groups. One group examined how climate risks are represented and summarised within institutionalised planning environments, for example, in project documents, government assessments, donor country profiles, IPCC reports and technical analyses (charts, maps, summary statistics, etc). The second group explored how climate risks and impacts might be experienced and described by specific groups of people on the ground (for example, by pastoral households, women farmers or local leaders).

The two groups compared their findings, with a special emphasis on how and whether lived experience of climate risk, particularly by vulnerable or underrepresented groups, is currently captured in the planning process. Participants reflected on the question 'Who gets to define climate risk within the system, and at what stages and through which processes do climate considerations enter and shape decision making?'

5.1.3 Core session 2: LLA principles, participation and power

Purpose

To develop a shared understanding of the LLA principles and explore how LLA relates to questions of participation, authority, accountability and decision making.

Outcomes /learning objectives

Participants will be able to:

- Describe the eight LLA principles and their underlying rationale
- Distinguish between technical integration of adaptation and shifts in decision making power and authority
- Reflect on how participation, accountability and local influence currently function within programmes and planning systems, and
- Identify areas where existing systems align with — or diverge from — LLA principles.

Suggested facilitation approaches and exercises

Facilitators begin with a short recap or consolidation exercise on the eight LLA principles, building on the LLA Masterclass (or an equivalent introductory resource on LLA), which participants should ideally have completed in advance. The aim is not to reteach the principles in detail, but to briefly refresh key concepts and reconnect them to the workshop context. Possible approaches might include:

- Brief participant-led recall or summary exercises
- Small-group discussion of selected principles
- Ranking or prioritisation exercises, or
- Reflection on which principles appear easiest or hardest to operationalise within existing systems.

The discussion should then gradually move beyond simple recall and towards a more analytical exploration of how the principles function in practice within real institutional and programme settings.

Possible guiding questions include:

- Which principles feel easiest to support institutionally?
- Which principles create the greatest tension or uncertainty?

- Which principles would require the greatest changes to current systems or ways of working?
- Where do local actors currently have genuine influence over decisions?
- Where are decisions still largely shaped elsewhere?

As the discussion develops, facilitators should encourage participants to move beyond viewing the principles as isolated technical components and instead explore how they play out in practice. Participants should be encouraged to look for patterns across the principles and reflect on how some may focus more strongly on improving existing systems and processes, while others raise broader questions about participation, accountability, authority and institutional change. The role of the facilitator is not to impose rigid distinctions, but to help participants surface and interpret these relationships themselves. Alternatively, the workshop planning team may decide a more explicit approach is appropriate in their context (see Box 6, From the Field: Using principles to move beyond compliance).

These discussions help participants reflect on existing systems and assess the impact of proposed innovations in Days 2 and 3. Facilitators may wish to leave flipchart sheets with the findings from this session available for later reference.

Notes from workshop sessions at a workshop in Douala, Cameroon. (Photo: IIED)

Box 6 From the field: Using principles to move beyond compliance

When reviewing the LLA principles, there is a risk that discussions become a compliance exercise in which participants conclude that they already do most of these things and that LLA adds little that is new. This situation arose during the Ghana workshop, where some participants quickly recognised familiar concepts, such as participation, climate risk assessment, coordination and learning, and initially viewed the principles largely as extensions of existing practice

Figure 4 An example of exploring different ways to view the principles

To encourage deeper reflection on their context, the Cameroon workshop planning team introduced a practical distinction between two groups of principles: Block A: Strengthening Systems and Practice and Block B: Shaping Decisions and Accountability. Broadly speaking, Block A principles focus on improving how existing systems function by introducing or strengthening technical and institutional aspects of climate adaptation, while Block B principles focus more directly on questions of influence, accountability and who participates in decision making.

The facilitator suggested that introducing only Block A elements might strengthen climate mainstreaming within existing systems, whereas the addition of Block B principles brings in questions around influence, accountability and local agency that are more distinctive to LLA and may require more significant shifts in decision making relationships.

In Cameroon, this distinction became a useful discussion tool. Working groups selected a principle from Block B and explored who might find it challenging within existing systems, and why. This helped move the conversation away from "Do we already do this?" and toward discussion of how institutional relationships and decision making processes might need to change. These insights informed all the subsequent core sessions, helping participants to understand the degree and quality of systems change they wanted to introduce.

Remember that this distinction was introduced as a practical facilitation device rather than a fixed categorisation of the principles. The boundaries are not always clear, as participants may themselves point out. Some principles that initially appear technical — such as climate risk assessment or strengthening local institutions — can also involve significant shifts in roles, relationships and influence.

5.1.4 Day 1 reflection and synthesis

Facilitators conclude the day by drawing together key reflections emerging from the discussions on climate risk, lived experience, participation and decision making.

The aim is to reinforce several key themes:

- Climate risks are experienced differently across groups and contexts

- Institutional systems do not automatically reflect these experiences equally
- Participation alone does not necessarily shift authority or influence, and
- LLA raises wider questions about how adaptation priorities and decisions are shaped in practice.

Where appropriate, project focal points, organisers or designated rapporteurs may be invited to contribute to the synthesis discussion. This can help:

- Connect reflections to programme realities and institutional contexts
- Validate or clarify emerging findings
- Strengthen ownership of the discussion, and
- Support continuity going forward to subsequent sessions or follow-up processes.

This discussion should also help prepare participants for Day 2, which focuses on understanding how planning, financing, implementation and accountability systems function in practice.

5.1.5 Day 1 optional sessions

The sessions described in this section can be incorporated into the training programme, depending on available time, participant needs, workshop objectives and the specific institutional or programme context. They are intended to provide additional depth, practical grounding or targeted discussion on issues that emerge during the workshop process.

Facilitators should use these sessions selectively rather than attempting to cover all possible topics. In many cases, a deeper exploration of a smaller number of issues will be more valuable than broad coverage of multiple themes.

Incorporating some of these optional sessions may be particularly useful where:

- Participants have differing levels of familiarity with LLA concepts
- Additional technical grounding is needed
- Particular institutional or sectoral issues require deeper discussion, or
- Organisers wish to connect the training more directly to ongoing programme or policy processes.

While some of these sessions may be useful during Day 1 to strengthen conceptual grounding or contextual understanding, facilitators may also incorporate them into later stages of the workshop where this supports the overall learning process or responds to emerging participant needs.

For example, some optional sessions may help:

- Prepare participants for systems analysis during Day 2
- Provide additional institutional or technical grounding for pathway discussions on Day 3, or
- Revisit issues that emerge during earlier sessions and require deeper exploration.

Facilitators should therefore treat these sessions as flexible supporting components that can be adapted and sequenced in response to the evolving workshop dynamics.

5.1.5.1 Case study presentations

Case studies can be used to provide concrete examples of LLA in practice. These are generally most effective when used to illustrate:

- How decisions were made
- How trade-offs were negotiated
- How institutional barriers were addressed, or
- How programmes attempted to shift participation, accountability or decision making processes in practice.

Facilitators should avoid presenting case studies simply as success stories. Participants should instead be encouraged to reflect on:

- Tensions and constraints
- Political or institutional challenges
- Unintended consequences, and
- Lessons emerging from the implementation experience.

In most cases, shorter and more focused case studies will be more effective than long presentations that cover entire programmes or projects.

Refer to Annex 8 for examples of case studies that may be adapted for use.

5.1.5.2 Climate governance and institutional context mapping

In some contexts, it may be useful to include a session that helps participants map the wider institutional, legal, policy and financing landscape shaping climate adaptation and LLA within the country or programme context.

The purpose of this session is not to provide a comprehensive technical overview of climate governance systems. Instead, it is intended to help participants identify the frameworks, institutions and processes that influence how adaptation priorities are shaped, funded, approved and implemented in practice.

Possible areas of discussion might include:

- National climate policies and strategies
- National Adaptation Plan (NAP) processes
- Decentralisation and local governance frameworks
- Public participation and accountability mechanisms
- Gender and social inclusion frameworks
- Climate finance mechanisms and funding priorities
- Accreditation and access to climate funds
- Institutional mandates and coordination arrangements, or
- UNFCCC reporting and planning processes.

Facilitators should avoid turning this session into a long technical presentation or policy lecture. Instead, the emphasis should remain on helping participants build a shared map of the institutional environment that can later be drawn upon when discussing pathways, constraints, opportunities and implementation challenges during Days 2 and 3.

Where relevant, facilitators may also wish to invite short contributions from participants or guest speakers with specific institutional, technical or policy expertise. This can help ground the discussion in current institutional realities and strengthen connections with ongoing policy, financing or governance processes.

However, these contributions should remain tightly facilitated and clearly linked to the session's objectives. Facilitators should avoid allowing the discussion to become dominated by long institutional presentations, formal reporting or individual “showcasing” exercises, as this can reduce participation and shift attention away from collective analysis and reflection.

Short, focused inputs linked to specific themes, frameworks or institutional questions are generally more effective than broad overviews.

5.1.5.3 Additional technical inputs: Climate risk analysis approaches

In some contexts, participants may expect additional discussion of climate risk analysis methods and tools, particularly where programmes are already using, or planning to use, PCRA approaches.

Short technical inputs can therefore be used to introduce examples of how climate risks, local experiences and adaptation priorities may be explored through participatory approaches.

Possible example approaches include:

- Participatory mapping
- Seasonal calendars
- Livelihood and vulnerability analysis
- Scenario discussions, or
- Community-based identification of adaptation priorities.

These sessions are generally most useful as illustrative or exploratory exercises rather than detailed technical training. Facilitators may wish to include a short interactive activity to help participants experience how different forms of climate knowledge and lived experience can emerge through participatory processes.

Facilitators should ensure that discussion remains connected to the broader objectives of the training, including how climate information is interpreted, prioritised and incorporated into institutional decision making processes.

This session should not attempt to provide full training on PCRA methodologies or implementation processes.

5.2 Day 2: diagnosis and application

Objective of the day

Day 2 builds on the diagnostic work of Day 1 by moving from principles to practice. It focuses on how development planning and project cycles function in reality, including planning, financing, implementation and monitoring, evaluation and learning (MEL).

The objective is to understand how these processes operate in practice, including both formal structures and informal dynamics, and to identify where LLA can be realistically embedded.

Particular attention is given to questions of power:

Who really makes decisions, and to whom are they accountable?

Learning logic of the day

Across the day, participants are guided through a structured sequence:

- Understanding how development and project cycles function in practice (planning, financing, implementation, MEL)
- Identifying potential entry points for LLA
- Assessing feasibility and constraints, and
- Prioritising realistic opportunities for change.

5.2.1 Core Session 3: Mapping systems and decision making cycles

Understanding the way things are done now

Underlying question:
How does the planning or governance system currently function in practice?

Purpose

A development planning or project cycle consists of a series of process steps, each of which includes a variety of actors and institutions coming together to share information, weigh options and make decisions (for example, planning, deciding, financing, implementing, MEL).

This exercise works with participants to build a shared understanding of these actors, institutions, processes and decision making pathways through the co-production of a simple planning system diagram that represents the participants' own system.

The aim is not to assess or critique the system at this stage, but to develop a shared representation of how it currently operates in practice.

Suggested learning outcomes

By the end of this session, participants should be able to:

- Identify the steps in the planning cycle, the main actors and institutions and their formal roles in the process
- Explain how decision making and information sharing actually function, where this differs from the formal project description
- Identify where climate risk considerations currently enter the system, and
- Recognise where and how communities currently participate in the process.

Key outputs

By the end of this session, participants should have produced a clear visual representation of the steps and decision making nodes in the system, which can be used in subsequent sessions. This diagram can be annotated with post-it notes representing important insights about system dynamics relevant to LLA.

Suggested facilitation approaches and exercises

Facilitators should guide participants through a process of mapping out the key steps in the project cycle and identifying who is involved, what kinds of information are shared and what kinds of decisions are made.

Remember that the purpose of the exercise is not to produce a perfect systems map. The value of the exercise often lies in the discussion that takes place while participants negotiate how the process actually functions. Different groups may produce different representations of the same process; this is productive, as differences are often analytically useful.

The process may be summarised as follows:

1. Map the process

Participants identify the major stages within the planning or programme cycle. The following example is illustrative but may not apply in a specific context.

Figure 5 A sample map of a programme cycle

2. Add actors, functions and roles

For each stage in the cycle, participants identify:

- What the purpose of this step is
- Which actors and institutions are involved in this step
- Who has formal responsibility for taking decisions and who is actually decisive in practice
- Who provides information or resources, and
- Where communities participate and what role they play (if any).

3. Add climate risk considerations

For each stage in the cycle, participants consider: where and whether climate risk enters the process; what kinds of climate information are used; how and whether local knowledge and lived experience are incorporated, and whose knowledge or experience becomes visible within these processes (see Day 1, session 1).

Facilitator notes /tips

The level of probing and time allocated to system mapping will depend partly on how much prior analysis has been conducted during workshop preparation. Where facilitators and design teams already have a working understanding of the system, for example, through prior research, local experts, project focal points or earlier engagement, the session can focus more quickly on testing assumptions, probing decision points and exploring how processes function in practice. Facilitators may also choose to prepare a draft or skeletal process map in advance (for example, showing major stages in a planning or project cycle) and use this as a starting point for discussion. This should be treated as a prompt rather than a definitive representation, allowing participants to amend, challenge and expand it during the session.

Participants often begin by describing how systems are intended to function rather than how they actually function in practice. If sufficient trust exists among participants, facilitators can gradually move the discussion towards real practice through prompts such as:

- Who normally initiates this step?
- Does this always happen in practice?
- Can you think of a recent example?

Exploring actual practice helps reveal informal processes, variations and decision making dynamics that may not be visible in formal structures. Avoid moving too quickly into diagnosing power relationships or bottlenecks, as these will be explored in the next session.

Box 7 From the field: Looking beyond the project boundary

During the World Bank SOCO programme workshop in Ghana, participants initially focused discussions on how climate adaptation could be integrated into SOCO project planning processes. However, the inclusion of representatives from the Environmental Protection Agency revealed that climate considerations were already entering decision making through a mandatory process external to the project: statutory environmental review and technical approval procedures for investment proposals.

This highlighted an important point for system mapping. Adaptation-related decisions are not always contained within the project itself. Climate risk may already be considered through parallel institutional processes, regulatory mechanisms or actors operating outside the immediate project structure.

Including these actors in the discussion broadened understanding of how climate considerations entered the wider planning cycle and revealed additional decision points influencing adaptation outcomes. It also created opportunities for dialogue across institutions and sectors that would not normally be considered part of the project itself, helping participants see how different mandates, forms of expertise and decision making processes interacted in practice. Equally, it exposed institutions operating outside the project to discussions around LLA, potentially helping to build wider awareness and support for LLA principles within systems that shape routine planning and investment decisions.

This suggests that facilitators should avoid limiting analysis to the project boundary alone and consider whether other institutions, mandates, or review processes may already shape climate-related decisions.

5.2.2 Core session 4: Diagnosing opportunities and constraints for change

Underlying question:
Where are the opportunities and constraints for introducing or strengthening LLA within this system?

Purpose

To build on the system map developed previously and examine how the structures, relationships and decision making arrangements identified influence adaptation outcomes in practice.

The aim is to move from describing how the system works towards interpreting its implications for LLA and identifying opportunities for strengthening LLA principles within existing systems.

Outcomes /learning objectives

By the end of this session, participants should be able to:

- Identify where important decisions influencing adaptation outcomes are made within the system
- Examine how communities currently influence, or are constrained from influencing, these decisions
- Analyse how different forms of knowledge and evidence become visible within the system
- Identify institutional opportunities and constraints affecting the introduction or strengthening of LLA, and
- Recognise possible entry points where changes in processes, relationships, responsibilities or decision making arrangements may strengthen locally led approaches.

Key outputs

By the end of this session, participants should have produced:

- An annotated version of the system map developed in session 1, with
- Key decision points and areas of influence highlighted

- Opportunities and barriers identified, and
- An initial set of possible entry points for strengthening LLA.

Suggested facilitation approaches and exercises

This session builds directly on the system map developed in Session 1. Facilitators should guide participants to revisit a subset of the steps in the project cycle map and explore the implications of applying LLA to those parts of the process.

Rather than examining every step of the process in equal detail, participants should select a limited number of important stages or decision points for closer examination (such as evidence gathering and assessments, consultation, prioritisation, budgeting or MEL). The selection could be made in advance by the workshop organisers if there is general agreement on specific areas they want to focus on (for example, if there is particular interest in introducing social audits, or on empowering existing community institutions).

Facilitators can support analysis of each stage through questions such as:

Decision making and influence

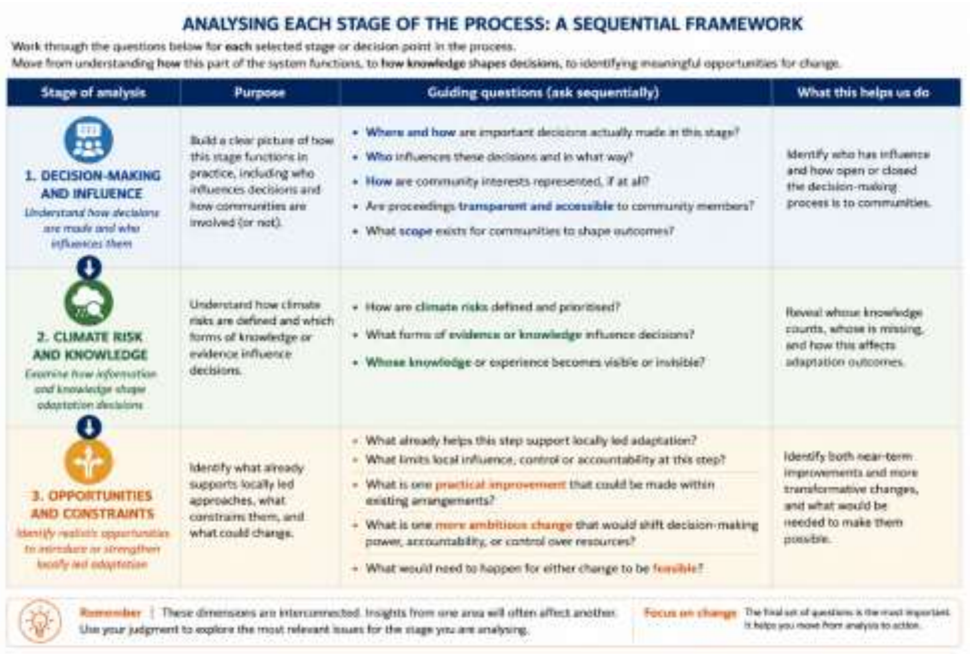
- Where and how are important decisions actually made in this stage?
- Who influences these decisions and in what way?
- How are resources used and allocated?
- How are community interests represented, if at all?
- Are proceedings transparent and accessible to community members?
- What scope exists for communities to shape outcomes?

Climate risk and knowledge

- How are climate risks defined and prioritised?
- What forms of evidence or knowledge influence decisions?
- Whose knowledge or experience becomes visible or invisible?

Opportunities and constraints

- What already helps this step support LLA?
- What limits local influence, control or accountability at this step?
- What is one practical improvement that could be made within existing arrangements?
- What is one more ambitious change that would shift decision making power, accountability or control over resources?
- What would need to happen for either change to be feasible?



ANALYSING EACH STAGE OF THE PROCESS: A SEQUENTIAL FRAMEWORK

Work through the questions below for **each** selected stage or decision point in the process.
Move from understanding **how** this part of the system functions, to **how knowledge** shapes decisions, to identifying meaningful opportunities for change.

Stage of analysis	Purpose	Guiding questions (ask sequentially)	What this helps us do
1. DECISION-MAKING AND INFLUENCE *Understand how decisions are made and who influences them*	Build a clear picture of how this stage functions in practice, including who influences decisions and how communities are involved (or not).	• **Where and how** are important decisions actually made in this stage? • **Who** influences these decisions and in what way? • **How** are community interests represented, if at all? • Are proceedings **transparent and accessible** to community members? • What **scope** exists for communities to shape outcomes?	Identify who has influence and how open or closed the decision-making process is to communities.
2. CLIMATE RISK AND KNOWLEDGE *Examine how information and knowledge shape adaptation decisions*	Understand how climate risks are defined and which forms of knowledge or evidence influence decisions.	• How are **climate risks** defined and prioritised? • What forms of **evidence or knowledge** influence decisions? • **Whose knowledge** or experience becomes visible or invisible?	Reveal whose knowledge counts, whose is missing, and how this affects adaptation outcomes.
3. OPPORTUNITIES AND CONSTRAINTS *Identify realistic opportunities to introduce or strengthen locally led adaptation*	Identify what already supports locally led approaches, what constrains them, and what could change.	• What already helps this step support locally led adaptation? • What limits local influence, control or accountability at this step? • What is one **practical improvement** that could be made within existing arrangements? • What is one **more ambitious change** that would shift decision-making power, accountability, or control over resources? • What would need to happen for either change to be **feasible**?	Identify both near-term improvements and more transformative changes, and what would be needed to make them possible.

Remember \| These dimensions are interconnected. Insights from one area will often affect another. Use your judgment to explore the most relevant issues for the stage you are analysing.

Focus on change The final set of questions is the most important. It helps you move from analysis to action.

Figure 6 Possible handout for use in Day 2, core session 4

Facilitator notes/tips

Participants may be tempted to assess each process step against individual LLA principles in turn. While this may provide a useful starting point in some contexts, facilitators should avoid turning the exercise into a compliance-style assessment. The principles are highly interconnected and often operate together within the same decision point. A more useful approach is to focus the discussion on how a particular stage currently functions, what supports or constrains locally led approaches, and what changes might realistically strengthen them.

Participants often move quickly towards proposing solutions. Facilitators should encourage sufficient time for interpretation and diagnosis before moving into redesign.

As opportunities emerge, participants may naturally focus on practical adjustments within existing systems, procedures or coordination arrangements. These can be important and may help strengthen current practice. However, facilitators may also wish to encourage reflection on more ambitious changes involving accountability relationships, decision making authority or control over resources. These different forms of change should be viewed as complementary rather than competing approaches.

Box 8 From the field: A more explicit focus on power and community influence

In Cameroon, the design team decided to use a diagnostic approach that focused directly on questions of power, influence and community agency within the system. Rather than beginning with a broad exploration of opportunities and constraints for introducing LLA, participants were encouraged to focus on community power more explicitly. For selected points in the system, they examined exactly where decision making authority sat and the extent to which communities could realistically influence outcomes.

After answering these questions, groups used a simple traffic-light approach to classify decision points:

- Red: Communities have little or no ability to initiate, modify or influence decisions.
- Amber: Consultation mechanisms exist, but influence remains limited.
- Green: Communities have meaningful opportunities to shape outcomes.

Groups then explored what would need to change to move selected decision points towards greater community influence.

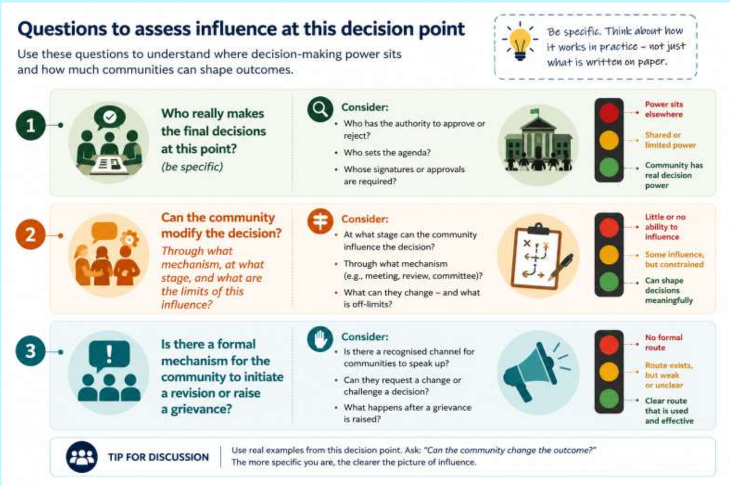


Figure 7 A traffic-light approach to classify decision points

This approach places particular emphasis on empowerment, accountability and decision-making relationships rather than broader procedural or incremental improvements to existing systems. It can provide a powerful lens where workshop organisers wish to explicitly examine power dynamics and where sufficient trust and shared ambition exist for more critical discussion of institutional realities.

5.2.3 Core session 5: Prioritising strategic entry points

Purpose

To identify and prioritise the most effective and feasible entry points for embedding LLA within existing systems and processes.

Outcomes /learning objectives

Participants will develop:

- The ability to assess feasibility versus potential impact
- A clearer understanding of institutional and political constraints, and
- The ability to prioritise a limited number of realistic, actionable opportunities.

Suggested facilitation approaches and exercises

This session builds directly on the entry points identified in Session 2. Facilitators should guide participants to move from a broad set of possible opportunities to a more focused and disciplined process of prioritisation.

Begin by asking participants to review the full list of entry points they have identified and select a small number (between four and six) for closer consideration. It is important to limit the number of options at this stage in order to enable meaningful comparison and avoid superficial assessment.

Facilitators should then introduce a simple prioritisation approach (for example, [an impact-versus-feasibility matrix](), see Figure 8, below) to support structured decision making, clarifying "impact" as the extent to which an option would lead to meaningful change in practice and "feasibility" as the degree to which it can be realistically implemented within existing constraints (including mandate, capacity and political context). Participants should be encouraged to position their selected entry points within this framework and reflect on the trade-offs involved.

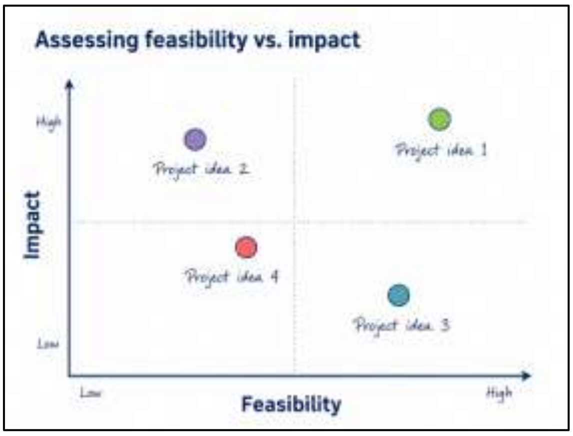


Figure 8 Assessing feasibility vs impact

To support this process, facilitators should guide group analysis using questions such as:

- What would actually change in practice if this entry point were pursued? (impact)
- To what extent would power dynamics change in practice? (impact)
- Who would need to agree for this to happen? (feasibility)
- Is this feasible within the current programme, or does it require changes beyond its mandate? (feasibility)
- What level of effort or coordination would this require? (feasibility)
- What are the main risks or constraints? (feasibility)

Facilitators should encourage participants to test and challenge their assumptions through discussion, drawing on concrete examples and recent experience, where possible. Particular attention should be paid to distinguishing between aspirational ideas and realistic opportunities for action.

Throughout the exercise, facilitators should actively guide participants towards a small number of well-justified priorities, rather than an extensive list of possibilities. This may require gently challenging overly ambitious proposals and reinforcing the importance of focus and feasibility.

The aim is to encourage participants to make explicit choices between options, recognising that not all entry points can be pursued simultaneously.

Key outputs

By the end of this session, participants should have produced:

- A prioritised shortlist of strategic entry points, with a clear rationale for selection, that can be taken forward within the current programme context.

5.2.4 Day 2 optional sessions

Day 2 is already very full. These optional sessions are not part of the core sequence, but can be used selectively where additional introductory focus or thematic depth is required. Some of these areas of interest may have been identified during the initial scoping exercise in steps 3 and 4.

- Deeper exploration of how resources and funding reach the local level, particularly where initial consultations with training organisers and project focal points have identified financing arrangements as a key constraint. Discussions may include institutional and governance arrangements for channelling resources more directly to local actors and priorities, such as local climate funds, devolved financing arrangements, community-managed structures or integration within existing public financial management systems. Governance and decentralisation discussions, where institutional roles, mandates or coordination challenges require further unpacking, or where decentralisation arrangements are relatively new in the context. In many countries, decentralised governance structures provide important entry points for integrating LLA into routine planning and delivery systems. These discussions may also support peer learning where participants have different levels of experience with decentralised approaches.
- Case studies illustrating particular LLA innovations. Sometimes the organisers have an interest in specific LLA-related innovations that they would like to consider introducing into the project. These can be used as illustrative case studies in session 2 and may be used to inform the discussion of options in session 3. (See also the case studies presented in the Annex for ideas.)

Comparing experiences at a workshop in Douala, Cameroon. (Photo: IIED)

5.3 Day 3: Pathways and next steps

Objective of the day

To identify a small number of realistic, high-impact opportunities for strengthening LLA and clarify what would be required to move these forward in practice.

Day 3 focuses on moving from analysis to action. It builds on the climate risks explored on Day 1 and the entry points identified and analysed on Day 2.

Point of clarification: While Day 2 focuses on identifying and analysing potential entry points, Day 3 focuses on convergence: exploring which opportunities appear most promising and what would be required to move them forward in practice.

Working with ambition and readiness

The level of concreteness that can be achieved on Day 3 will vary depending on context. Facilitators should calibrate expectations based on several factors, including:

- The ambition and expected outputs defined by organisers at the outset
- The level of trust and openness among participants
- Whether participants have the authority or mandate to commit to specific actions, and
- The maturity and readiness of the programme or initiative.

In some cases, participants may be able to define concrete next steps or pilot activities. In others, the outcome may be a clearer set of entry points, conditions for change, or areas requiring further discussion.

Facilitators should avoid rushing participants towards premature closure or forcing agreement where it does not exist. It is often preferable to arrive at a smaller number of well-considered priorities than to produce unrealistic commitments or extensive action plans.

It is also important to remain flexible in how the day is structured. If additional time is needed to complete the analysis from Day 2, facilitators should prioritise depth and understanding over completing all planned sessions.

Day 3 should be understood as a process of careful convergence rather than forced decision making.

Learning logic of the day

- Revisit priority entry points identified on Day 2
- Deepen understanding of what these would require in practice
- Identify pathways for moving them forward, and
- Consolidate learning and clarify realistic next steps.

5.3.1 Core session 6: Prioritising and grounding strategic pathways

Purpose

To identify a small number of promising opportunities for integrating LLA and explore what would be required to move them forward within existing systems and processes.

Suggested learning outcomes

Participants should:

- Develop the ability to assess potential opportunities in terms of both impact and feasibility
- Strengthen understanding of institutional, political and practical constraints affecting implementation, and
- Identify realistic pathways for moving from ideas to action.

Suggested facilitation approach

This session builds directly on the entry points identified during Day 2. Facilitators should guide participants to move from a broad range of possible opportunities towards a smaller number of realistic, well-justified priorities.

Participants should review the full list of identified opportunities and select a limited number (for example, between four and six) for more detailed consideration. Facilitators should encourage participants to move iteratively between consideration of likely impact and institutional realities rather than treating these as separate stages.

Discussion should encourage participants to examine not only what a proposed change could achieve, but also what would be required for it to happen in practice.

Possible guiding questions include:

- What would actually change in practice if this option were pursued?
- To what extent could it strengthen local influence or improve adaptation outcomes?
- Where in the planning or programme cycle would this change occur?
- Which institutions and actors would need to be involved?
- Who would need to approve, support, or enable it?
- What existing mandates, resources, or constraints might affect feasibility?
- What risks or bottlenecks should be anticipated?

Facilitators should encourage participants to distinguish between aspirational ideas and realistic opportunities while avoiding premature closure of discussion.

Possible exercises /tools

Possible approaches may include impact-versus-feasibility matrices, structured ranking exercises, small-group analysis of selected pathways, or visual mapping of institutional actors and decision making processes.

Facilitator notes /tips

- Encourage participants to move beyond abstract ideas and anchor discussions in existing systems and recent experiences.
- Participants may naturally move back and forth between discussions of impact and feasibility; this should be encouraged rather than treated as a problem.
- The aim is not to identify every possible opportunity but to support informed choices and realistic prioritisation.

Key outputs

Participants should produce:

- A prioritised shortlist of strategic pathways for integrating LLA
- An initial description of how these pathways fit within existing systems, and
- Identification of key actors, enabling conditions and constraints.

5.3.2 Core session 7: Reflection, commitments and next steps

Purpose

To consolidate learning from the workshop and identify realistic next steps appropriate to the participant mandate, readiness and programme context.

Suggested learning outcomes

Participants should:

- Reflect on key insights emerging from the workshop process
- Identify realistic opportunities for follow-up and continued dialogue, and
- Distinguish between immediate actions, longer-term processes and areas requiring further exploration.

Suggested facilitation approach

Facilitators should guide participants through a structured reflection on the overall workshop journey and the pathways identified during previous sessions. The discussion should encourage participants to consider both what has been learned and what may realistically happen next.

Participants should be encouraged to avoid over-commitment and instead focus on actions that align with existing responsibilities, institutional mandates and programme realities.

Depending on the workshop's ambition and the participant's mandate, outputs may range from broad areas for future exploration through to more concrete next steps or pilot ideas.

Possible guiding questions include:

- What are the most important insights emerging from the workshop?
- Which pathways appear most promising for further development?
- What could realistically happen next?
- Which actors or institutions should take forward particular actions?
- What additional consultation, evidence, or support may be needed?

Possible exercises /tools

Possible approaches may include structured reflection exercises, prioritisation of next steps, individual or group commitments and facilitated plenary discussion.

Facilitator notes /tips

- Encourage realistic and proportionate commitments rather than extensive action plans
- Distinguish between actions that can be taken immediately and those requiring wider consultation or institutional approval, and
- Reinforce that the workshop is generally intended to initiate a process rather than provide a complete implementation design.

Key outputs

Participants should produce:

- A shared summary of key reflections and learning
- A small number of realistic next steps or areas for further exploration, and
- Identification of actors responsible for supporting follow-up actions.

5.3.3 Day 3 optional sessions

Developing an institutional roadmap

Supports participants in linking prioritised options into a more structured implementation pathway, including sequencing and dependencies.

Commitments and follow-up mechanisms

Focuses on formalising commitments, identifying responsible actors and agreeing on follow-up processes. This is most appropriate where participants have the mandate and willingness to commit.

Interactive discussions at a workshop in Douala, Cameroon. (Photo: IIED)

6. FACILITATION GUIDANCE AND TIPS

This section provides practical guidance to support facilitators to deliver the training effectively. While the sessions are structured, the success of the training depends heavily on how facilitators manage group dynamics, adapt to context and create space for meaningful reflection and dialogue.

The guidance below is intended to support facilitators in navigating common challenges and making informed decisions in real time.

6.1 Facilitation team structure and roles

The design and delivery of LLA training are best carried out by a small planning team that brings together complementary forms of expertise. While the same individual may fulfil more than one role in practice, it is helpful to distinguish them conceptually:

- Lead facilitator
  Responsible for shaping the overall design of the training, facilitating key sessions and adapting the approach to the context. The lead facilitator brings expertise in structuring interactive learning processes and translating objectives into a workable training design. They also play a critical role in assessing the group's dynamics and progress, and adjusting pacing, depth and emphasis as needed.

- Context expert (local or programme-specific)
  Brings in-depth knowledge of the country or institutional context, including governance frameworks, political economy dynamics and programme-specific realities. This role ensures that discussions remain grounded in how systems actually function, rather than remaining abstract or theoretical.

- Organisers /commissioning partners
  Responsible for setting the ambition and vision for the training, identifying participants and ensuring alignment with broader programme objectives. Their role is important in linking the training to real decision making processes and follow-up actions.

- Supporting facilitators
  Provide support during delivery (for example, managing group work, documenting outputs, providing technical inputs, translation and logistics). They are essential for ensuring that sessions run smoothly and that participant contributions are captured effectively.

In practice, the lead facilitator coordinates the process, working closely with organisers and context experts to ensure that the training is both relevant and feasible within the given context. Selection of a competent lead facilitator is therefore crucial.

6.2 Managing group dynamics and participation

LLA training relies on active participation and the exchange of perspectives. Facilitators should pay close attention to how participants engage and ensure that discussions are inclusive and balanced.

Key challenges

- Dominance of the discussions by a few participants
- Hesitancy on the part of junior or less confident participants
- Differences in communication styles across sectors or cultures.

Practical facilitation strategies

- Set clear expectations early: Emphasise that all perspectives are valuable and that the training is participatory.
- Use structured formats: Small-group discussions, round-robin sharing or guided exercises can help ensure balanced participation.
- Actively manage airtime: Gently intervene if individuals dominate, for example, by using phrases such as: "Let’s hear from someone who hasn’t spoken yet."
- Vary participation methods: Combine verbal discussion with visual tools (maps, diagrams, sticky notes) to engage different types of participants.
- Group composition matters: Mix participants across roles and institutions, where possible, to encourage diverse perspectives.

Practice tip: encouraging participation

If participation is low, shift from asking open-ended questions to using more specific prompts or asking participants to reflect individually before sharing.

6.3 Working with mixed levels of knowledge and authority

Participants often come with different levels of technical knowledge, institutional authority and experience. This can influence both participation and the direction of discussions.

Key challenges:

- Senior participants influencing or limiting open discussion
- Technical experts dominating conceptual discussions, or

- Less experienced participants feeling hesitant to contribute.

6.4 Navigating sensitive topics (power, governance, politics)

Discussions on power, governance and institutional constraints are central to LLA, but can be sensitive and politically charged.

Key challenges

- Participants may be reluctant to speak openly
- There is a risk of discussions becoming personal or defensive, or
- A tendency to default to "safe" or formal narratives.

Practical facilitation strategies

- Frame discussions as system-focused: Emphasise that the goal is to understand how systems work, not to assign blame.
- Use neutral language: Refer to "processes", "structures" and "decision making systems" rather than individuals or institutions.
- Encourage examples without attribution: "In some cases…" or "In certain contexts…"
- Normalise challenges: Reinforce that these issues are common across many countries and programmes.
- Manage tone actively: If discussions become confrontational, refocus on shared objectives and learning.

6.5 Adapting in real time: Balancing structure and flexibility

While this manual provides potential session structures, facilitators should avoid delivering them in a rigid or overly scripted way. Effective facilitation depends on the ability to gauge the mood of the room and respond to participant needs, adjusting the approach in ways that maintain both relevance and engagement.

This requires balancing two complementary elements: structure provides direction and ensures that key objectives are met, while flexibility allows facilitators to respond to how participants are engaging, the pace of discussion and the dynamics of the group. The aim is not to follow the agenda exactly as planned, but to use it as a guide while remaining responsive to the learning process as it unfolds.

Facilitators should remain attentive to signals that indicate when adaptation may be needed. These often include:

- Low energy or visible disengagement
- Confusion about concepts, instructions or the purpose of exercises
- Discussions becoming repetitive, abstract or superficial
- Dominance of certain voices, limiting broader participation, or
- Time running significantly over or under.

In response, facilitators should be prepared to adapt both the pace and format of the training in response to participant engagement and emerging discussion. The aim is not to follow a fixed script but to maintain a productive balance between structure and responsiveness.

Adaptation should focus primarily on how content is delivered rather than on removing essential elements. Facilitators should ensure that:

- The progression from understanding → reflection → application is maintained
- Core concepts (for example, LLA principles and power dynamics) are sufficiently explored, and
- Clear links are maintained between sessions and outputs

Simple check-ins can also support real-time adjustment. Questions such as:

- "Is this discussion useful for your context?"
- "Would you like to explore this further or move on?"
- "Are there perspectives we haven't heard yet?"

can help facilitators gauge whether adjustments are needed while reinforcing the participatory nature of the training.

Practical adaptation strategies for facilitators

Adjust pacing: Spend more time on discussions that are generating useful insight, and move more quickly through sections that feel less relevant or repetitive.

Simplify when needed: If participants are struggling, reframe questions in simpler terms or provide concrete, context-specific examples.

Deepen where possible: When participants are engaged and the discussion is productive, allow space for deeper reflection rather than moving on prematurely.

Adapt formats: Shift between plenary, small group and individual reflection if engagement drops or participation is uneven.

Be flexible with outputs: Focus on meaningful discussion and insight rather than completing every planned activity or producing perfectly structured outputs.

7. DESIGNING OUTPUTS AND NEXT STEPS

7.1 Purpose of outputs: reflection, planning or commitment

The outputs produced during the workshop should reflect:

- The objectives and ambition of the training
- The readiness and mandate of participants and
- The stage of development of the programme or institutional process concerned.

Facilitators and organisers should avoid treating all workshops as if they are expected to produce detailed action plans or formal commitments. In many cases, the workshop may primarily support:

- Reflection and shared understanding
- Identification of possible entry points or pathways
- Institutional mapping and analysis, or
- The early stages of discussion around future reforms or pilot activities.

In other cases, particularly where participants have stronger institutional mandates or where preparatory work has already taken place, it may be appropriate to develop more concrete outputs, such as:

- Draft action plans
- Institutional roadmaps
- Initial proposals for LLA integration pilot projects
- Sequenced next steps, or
- Agreed areas for further technical work or consultation.

Facilitators should therefore distinguish carefully between:

- Outputs intended to support reflection and learning

- Outputs intended to support planning and design processes, and
- Outputs representing formal commitments or agreed actions.

This distinction can help avoid unrealistic expectations, premature commitments or pressure to produce artificial consensus during the workshop itself.

7.2 Planning for workshop outputs

Expected workshop outputs should be discussed during the initial consultation and workshop design phase. Where specific outputs are required by organisers or projects, these should be clearly agreed in advance, including:

- The purpose of the outputs
- Expected formats and levels of detail
- Who will contribute to producing them, and
- How they will be used after the workshop.

Useful outputs may include:

- Workshop reports and summaries
- Annotated systems maps
- Summaries of key discussions or institutional barriers
- Draft action plans or roadmap elements
- Records of agreed next steps, or
- Materials that may serve as "seed" inputs for future programme design or consultation processes.

Where possible, facilitators should involve project focal points, supporting facilitators, rapporteurs, or designated participants in documenting and synthesising workshop outputs. This can help strengthen ownership, continuity, transparency and institutional follow-through.

Facilitators may also wish to periodically summarise and display emerging outputs during the workshop itself — for example, through revised diagrams, summary charts or draft synthesis notes — so that participants can review, clarify, and refine them collectively.

7.3 Next steps and follow-through

In most cases, the workshop should be understood as the beginning of a longer process. For example, where participants identify potential pilot activities or institutional reforms, further work will usually be required to:

- Refine the design
- Consult additional stakeholders
- Assess local constraints and implementation realities
- Align proposals with institutional mandates and planning cycles, and
- Secure approval or support from relevant decision makers and gatekeepers.

Additional technical support, consultation, or design work may therefore be needed following the workshop. In some cases, aspects of this follow-on work may continue with members of the original workshop design and facilitation team in order to maintain continuity and build on established understanding, while bringing in additional technical expertise, focal points or institutional leadership where needed.

Facilitators should encourage participants to identify and explore realistic and sequenced next steps rather than overly ambitious commitments that may be difficult to sustain once the workshop concludes.

8. ANNEXES

8.1 Case studies

Using case studies

Two case studies are included with this manual as illustrative learning tools rather than mandatory workshop sessions. Their purpose (as with any case study introduced during a workshop – and workshop designers may choose to use others) is not to provide models that participants should replicate directly, but to help participants explore the design logic behind specific governance innovations, showing how the LLA principles can be translated into institutions, processes and practical mechanisms.

Case studies can support several learning objectives (and can be included on different days of the workshop, depending on their function), including:

- Building ambition by showing that alternative approaches are possible
- Illustrating how LLA principles can be operationalised in practice
- Supporting detailed reflection on specific institutional arrangements and governance systems and how they instantiate the LLA principles, and
- Stimulating discussion around opportunities, constraints and adaptation to local contexts.

However, case studies should be used carefully. At their least useful, they become polished success stories that participants consume passively without examining the assumptions, trade-offs and enabling conditions that shaped them. Facilitators should therefore encourage participants to move beyond asking *"What happened?"* and instead consider questions such as:

- Why did this approach emerge? What problem was it trying to solve?
- What was the design of the solution? What mechanisms made it work?
- What conditions enabled or constrained implementation?
- Which elements might transfer to other contexts?
- Which elements may not?

Using the accompanying supporting slide decks

The case studies are presented as accompanying slide decks that support this manual. The detailed content of the case studies is embedded within the slides and accompanying notes. They are designed as learning journeys rather than conventional information-delivery presentations. While facilitators can adapt them as needed, they generally follow a sequence that:

- Introduces the broader context or challenge
- Identifies the mechanism or innovation being explored
- Examines how it functions in practice
- Highlights key features, tensions or lessons, and
- Invites participants to reflect on implications for their own contexts.

Facilitators do not need to follow the slides rigidly. Slides can be paused for reflection, discussion or small-group exercises depending on workshop objectives and available time.

8.1.1 Case study 1: County Climate Change Funds (Kenya)

Overview

County Climate Change Funds (CCCFs) in Kenya were developed to support locally informed adaptation planning and investment in dryland counties. The approach combines dedicated climate finance with institutional arrangements intended to strengthen community participation and influence over investment decisions. A key feature is the use of local and county-level institutional structures that connect community priorities with formal planning and budgeting systems.

CCCF is one example of a broader approach known as [decentralised climate finance (DCF)](), which has been implemented in Kenya, Mali, Senegal and Tanzania. Please see Chapter 9 for follow-up resources on the topic.

Why this case?

The DCF approach has been highly influential and played a formative role in the development of the LLA principles themselves. CCCF was among the most developed of the original pilot initiatives and provides a particularly clear example of how LLA principles can be translated into institutional and governance arrangements, in this case through four interconnected dimensions.

The case study focuses particularly on representative community decision making institutions (the Ward Climate Change Planning Committees) and the enabling environment that allows them to make concrete investment choices reflecting local priorities and needs.

Supporting materials

The supporting slide deck presents the case through a guided learning sequence and discussion exercises. Other materials are available in Chapter 9 of this guide.

8.1.2 Case Study 2: Social Audits under MGNREGS (India)

Overview

India's Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS) is one of the world's largest public employment programmes and includes legally mandated social audit processes intended to strengthen transparency and accountability. Social audits enable communities to review records, monitor implementation and publicly question officials regarding programme delivery through structured public forums. In doing so, they can contribute to more responsive investment choices, strengthen local oversight and improve transparency in the allocation and use of public funds.

Why this case?

While MGNREGS is primarily a social protection programme, it can contribute to climate resilience through [a variety of pathways](): for example, direct wage payments to households in return for labour, public works focused on landscape-level resilience interventions and support for livelihood diversification. Over time, social audits have evolved into important mechanisms for strengthening bottom-up accountability, transparency and local oversight.

The case is particularly relevant to LLA because it demonstrates that locally led approaches are not only about devolving resources or decision making authority, but also about creating institutional mechanisms that allow communities to influence, scrutinise and shape implementation processes. Social audits can be powerful governance mechanisms, although their effectiveness depends on supportive enabling conditions, including independent institutional arrangements, civil society engagement and resources to support meaningful participation by local actors.

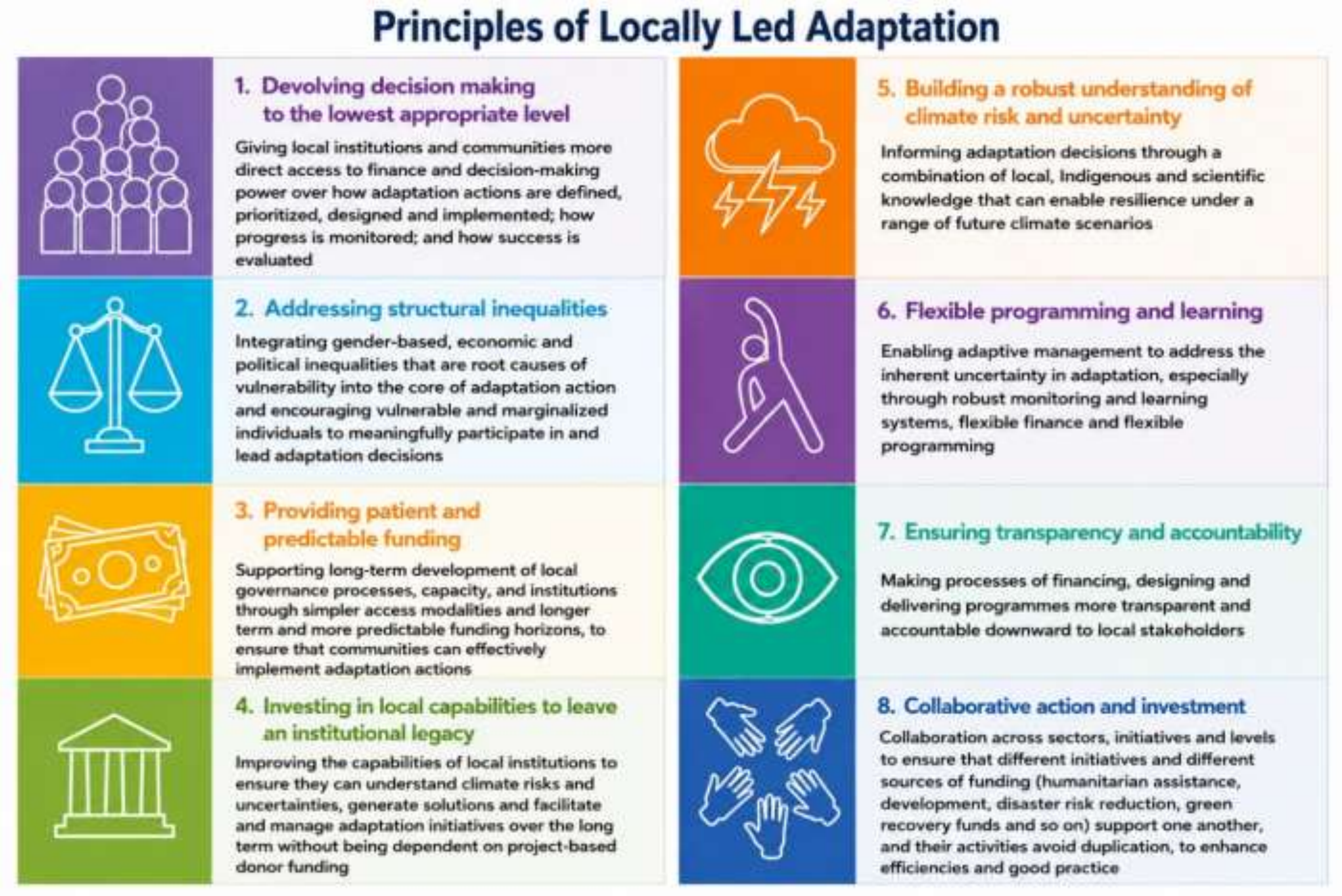
Supporting materials

The supporting slide deck presents the case through a guided learning sequence and discussion exercises. Other materials are available in Chapter 9 of this guide.

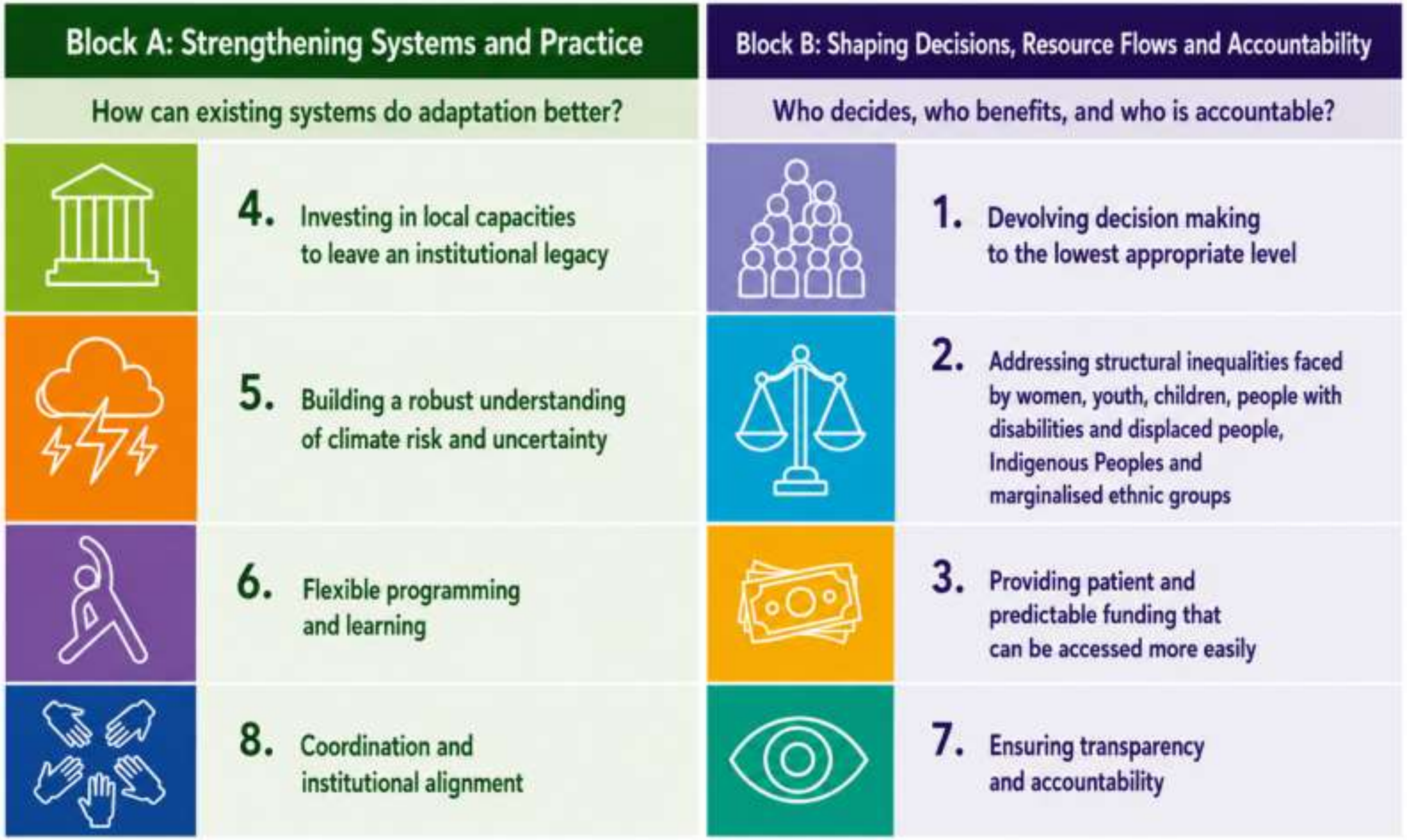
8.2 Handouts

The following figures can be printed out and used as supporting materials with participants during group work. Apart from the principles in 8.2.1, the titles indicate the core session to which they belong and with which they can be used.

8.2.1 Principles of Locally Led Adaptation



8.2.2 Day 1 Core session 2: LLA principles, participation and power



8.2.3 Day 2 Core Session 4: Diagnosing opportunities and constraints for change.

ANALYSING EACH STAGE OF THE PROCESS: A SEQUENTIAL FRAMEWORK

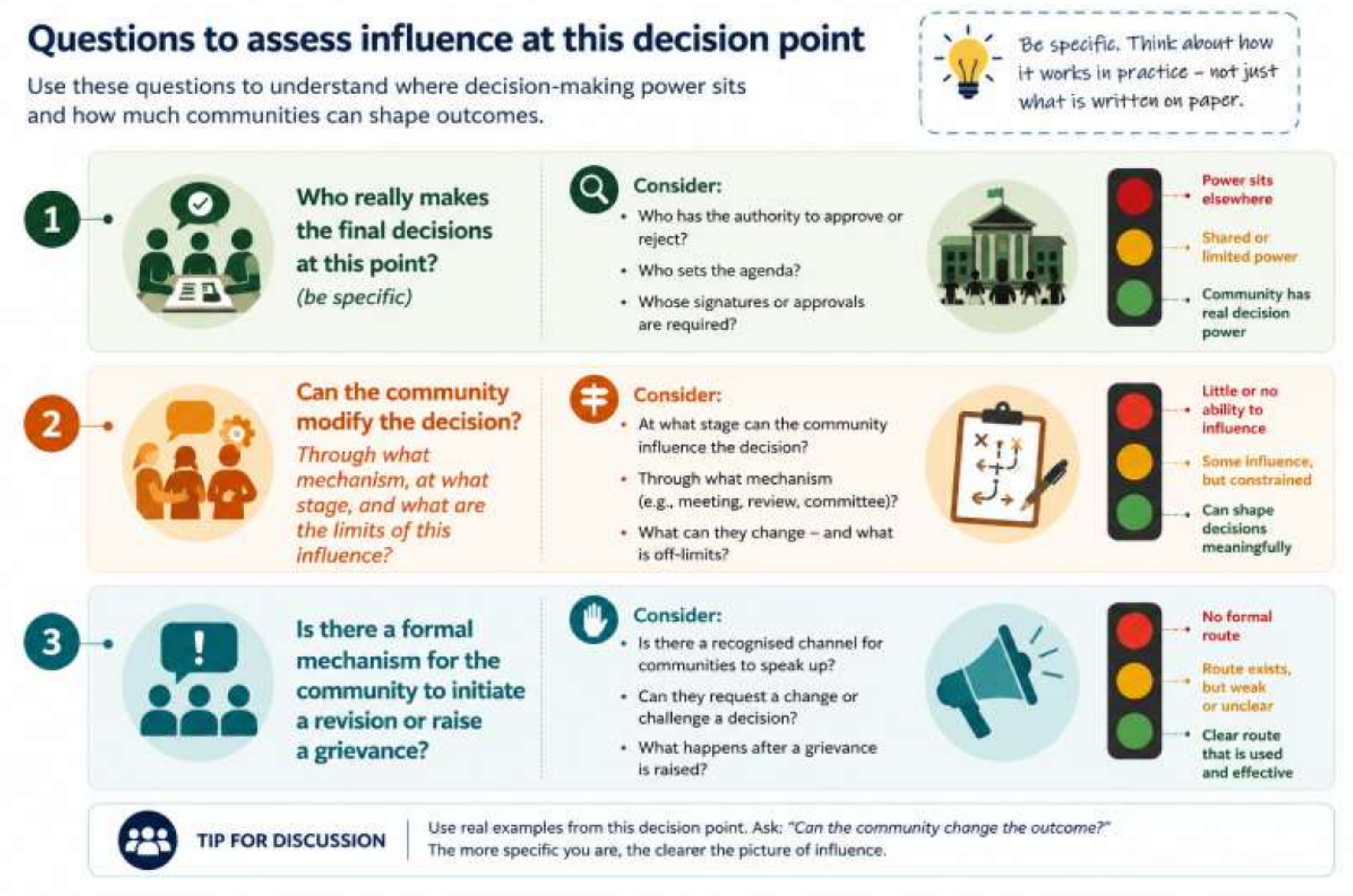
Work through the questions below for **each** selected stage or decision point in the process.
Move from understanding **how** this part of the system functions, to **how knowledge shapes decisions**, to identifying meaningful opportunities for change.

Stage of analysis	Purpose	Guiding questions (ask sequentially)	What this helps us do
1. DECISION-MAKING AND INFLUENCE *Understand how decisions are made and who influences them*	Build a clear picture of how this stage functions in practice, including who influences decisions and how communities are involved (or not).	• **Where and how** are important decisions actually made in this stage? • **Who** influences these decisions and in what way? • **How** are community interests represented, if at all? • Are proceedings **transparent and accessible** to community members? • What **scope** exists for communities to shape outcomes?	Identify who has influence and how open or closed the decision-making process is to communities.
2. CLIMATE RISK AND KNOWLEDGE *Examine how information and knowledge shape adaptation decisions*	Understand how climate risks are defined and which forms of knowledge or evidence influence decisions.	• How are **climate risks** defined and prioritised? • What forms of **evidence or knowledge** influence decisions? • **Whose knowledge** or experience becomes visible or invisible?	Reveal whose knowledge counts, whose is missing, and how this affects adaptation outcomes.
3. OPPORTUNITIES AND CONSTRAINTS *Identify realistic opportunities to introduce or strengthen locally led adaptation*	Identify what already supports locally led approaches, what constrains them, and what could change.	• What already helps this step support locally led adaptation? • What limits local influence, control or accountability at this step? • What is one **practical improvement** that could be made within existing arrangements? • What is one **more ambitious change** that would shift decision-making power, accountability, or control over resources? • What would need to happen for either change to be **feasible**?	Identify both near-term improvements and more transformative changes, and what would be needed to make them possible.

Remember | These dimensions are interconnected. Insights from one area will often affect another. Use your judgment to explore the most relevant issues for the stage you are analysing.

Focus on change The final set of questions is the most important. It helps you move from analysis to action.

8.2.4 Day 2 Core Session 4: Diagnosing opportunities and constraints for change (Community voice version).



9. RELATED READING, RESOURCES AND FURTHER LEARNING

The following resources are organised by theme and are intended to support further exploration of ideas, methods and practical examples introduced in this manual.

9.1 Locally Led Adaptation

The following are key resources on the LLA principles:

Global Center on Adaptation (GCA) (2025) GCA LLA Masterclass

International Institute for Environment and Development (IIED) (n.d.) Principles for Locally Led Adaptation

Soanes, M, Bahadur, A, Shakya, C, Smith, B, et al. (2021) Principles for locally led adaptation. IIED, London.

9.2 Participatory and experiential learning

The following are key references on the facilitation approach used in this manual:

Chambers, R (1997) Whose Reality Counts? Putting the First Last. Intermediate Technology Publications, London.

Kolb, DA (1984) Experiential Learning: Experience as the Source of Learning and Development. Journal of Business Ethics. Prentice Hall, Englewood Cliffs, New Jersey.

9.3 Tools and toolkits

This series of publications covers many participatory tools which could be used in conjunction with this manual:

IIED (n.d.) Participatory Learning and Action (PLA): A series of participatory methods, case studies and practitioner resources.

9.4 Case study resources

County Climate Change Fund/Devolved climate finance

A background piece on devolved climate finance (DCF)[1]:

IIED (14 November 2016) How devolved climate finance can deliver climate resilience at the local level.

Reports covering the Decentralised Climate Funds Initiative in Kenya, Mali, Senegal and Tanzania:

Crick, F, Hesse, C, Orindi, VA, Bonaya, M and Kiiru, J (2019) Delivering climate finance at the local level to support adaptation: experiences of County Climate Change Funds in Kenya. IIED, London.

DCF Alliance (2019) The devolved climate finance mechanisms: principles, implementation and lessons from four semi-arid countries. DCF Alliance.

An introductory video:

IIED (2022) Understanding Devolved Climate Finance. YouTube.
https://www.youtube.com/watch?v=T86kXG1UVk0

[1] An older expansion of the acronym DCF is 'Decentralised Climate Funds'.

MGNREGS and social audits

For a review of evidence and debates around social audit mechanisms as tools for transparency, accountability and citizen participation, including the conditions under which they can strengthen governance outcomes:

Open Government Partnership (2022) Social Audits. In: A Skeptic's Guide to Open Government.

A background article explaining how the MGRNEGS social protection scheme contributes to building resilience, but without a description of social audits:

Kaur, N, Agrawal, A, Steinbach, D, Panjiyar, A, et al. (2019) Building resilience to climate change through social protection: Lessons from MGNREGS, India. IIED, London.

Articles outlining the experience of social audits with MGRNEGS in India:

Dey, N, Kidambi, S, and Pande, S (2024) Auditing by the people: The collective conceptualization of public and social audits in India. Accountability Research Center.

Pande, S (2022) State-led Social Audits: Enabling Citizen Oversight in India's National Rural Employment Guarantee Program. Case Study. Accountability Research Center.

These video resources provide relevant background information, but should be used sparingly in a workshop setting:

Mazdoor Kisan Shakti Sangathan (2009) Social Audit in MGNREGA Andhra Pradesh, India. Provides a step-by-step explanation of how social audits are organised and implemented in practice, including community verification, public hearings and follow-up mechanisms.

Singh, A (2013) Our Money, Our Accounts. A documentary on the early development of public hearings and transparency movements in India that later influenced the evolution of social audit mechanisms.

Building resilience in Ethiopia (BRE)

A case study describing integrating LLA into local government planning in Ethiopia:

Pertaub, D, Greene, S, Crick, F, Tizazu, B, et al. (2024) Piloting climate-smart development planning for local government in Ethiopia: lessons learned from the BRE programme. IIED, London.

LDC Initiative for Effective Adaptation and Resilience (LIFE-AR)

LIFE-AR is an LDC-led initiative that seeks to institutionalise LLA through government systems and financing arrangements. It provides practical examples of how LLA principles can move from abstract commitments to functioning governance and delivery mechanisms:

LIFE-AR (n.d.) LDC Initiative for Effective Adaptation and Resilience.

LIFE-AR (n.d.) How to channel climate funds to the Local Level with the Right Delivery Mechanism

:

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