
Acknowledgments

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Introduction

Objectives and Structure of the Training Course

This training course is one of the knowledge enhancement and dissemination tools developed as part of the Asian Development Bank's (ADB) Regional Technical Assistance on Capacity Building for Resettlement Risk Management (RETA 6091). The theme of this RETA program, as well as of this training course, is specifically focused on "building capacity for resettlement risks management." The countries covered directly by RETA 6091 are Cambodia, People's Republic of China (PRC), and India, but this training instrument is designed to be employed as needed, in other Asian and Pacific countries as well.

To prepare this training course, an initial version was delivered and tested at the National Research Center on Resettlement of the Hohai University in Nanjing, PRC. Based on that initial test run, the training course was subsequently considerably revised and enriched, incorporating a broader set of risk management

dimensions and content-issues. Some of these were suggested directly by the country teams that worked under the RETA program for identifying emerging issues and local experiences, positive and negative, specifically related to the management of impoverishment risks and to problem-solving in resettlement processes.

Training Objectives

This training course, like RETA 6091 in its entirety, is designed to support the implementation of ADB's Involuntary Resettlement Policy (1995) and Poverty Reduction Strategy.

The direct objective of this training course in the context of RETA 6091 is to describe, explain, and facilitate the use of a specific and important tool for risk analysis, the Impoverishment Risks and Reconstruction (IRR) model for resettling displaced populations. The use of this model is regarded as able to improve the capacity for managing resettlement risks and generally the quality

of project components dedicated to resettlement. The impoverishment risks and resettlement model is a cognitive analytical tool: it incorporates knowledge about the main general risk in displacement and resettlement operation and it allows focused analysis for assessing these risks, ranking their intensity, understanding their inter-linkages, and devising counter-risks measures, pivotal to successful reconstruction of resettlers' incomes and livelihoods.

This course is designed and targeted to specifically address resettlement managers, decision makers, and policy-making officials, who are generally familiar with the issues and difficulties of resettlement from their own work. It, therefore, responds to both their immediate operational decision-making needs and to their long-term interests for exploring in-depth the issues of risks and risk mitigation, the bridges for integrating resettlement work into the overarching poverty reduction paradigm, and the options for making existing policy or regulations more effective. At the same time, an important objective of the training course is to explore how the on-the-ground direct managers of resettlement operations can increase their effectiveness in identifying, controlling, preventing,

or mitigating the risks. Therefore, the training offers to managers located on the entire spectrum of resettlement project design, planning, and implementation, a body of knowledge condensed from good experiences in diminishing the risks intrinsic in resettlement.

Overall, because risk analysis is part of the broader arsenal of analytical procedures employed for project preparation, the training integrates the analysis of social risks through the IRR model in the broader methodology of project social assessments.

Structure of the Training Course

The course consists of eight distinct modules. Each of these modules is prefaced by a substantive "Introductory Note" that highlights the main themes of the particular module and its links with prior or subsequent modules.

The entire training course is structured in three parts. Part One (first three modules) explains the broader methodological framework for social assessment and risk analysis, describes and classifies various types of displacement, and explores the institutional and behavioral aspects of managing risks.

Part Two (the next three modules) explains, in detail, the IRR model itself. It is structured into three presentations; one (module IV) is dedicated to basic concepts and to the functions of the IRR model: risk prediction; risk diagnosis; problem-solving; and research on risk, and to a discussion of managers' ways of thinking about risks, recognizing or denying them, being transparent or being afraid and silent about risks. The next lecture (module V) explains the content of resettlers' de-capitalization and then defines, one by one, resettlers' fundamental impoverishment risks from displacement: landlessness, joblessness, homelessness, food insecurity, and so on. The third module of this part (module VI) focuses on two possible alternative project approaches in post-displacement assistance and on explaining a set of targeted reconstruction strategies that could counteract the impoverishment risk defined earlier. This module asks also an important question about projects as vehicles for development intervention with resettlement effect: namely, what kind of project vehicles are best suited to "contain and manage" successfully the complex activities of displacement and resettlement? Is this the "project-

component," or is it a special, full-scale project designed to carry out "resettlement with development"?

Part Three of the training course is dedicated to the discussion of a set of important economic, financial, investment, and benefit-sharing issues, including valuation, compensation, and project cost-benefit analysis, all relevant to reconstruction. Valuation, compensation, investment, and benefit-sharing are all directly related to countering the effects of displacement and expropriation risks and to achieving the policy objective of restoring and improving resettlers' livelihoods and income levels.

Many of the issues addressed in this third part of the course are currently the subject of intense discussions and further exploration by resettlement practitioners and researchers. The training course aims at informing about these issues, to foster increased awareness and discussion during the training course itself, helping highlight alternative approaches possible in addressing the difficulties of resettlement.

The presentation of the model is interspersed with examples of good practices or negative practices in addressing risk. The course strongly argues for an early

identification of risks and for transparency, involving of resettlers themselves in effective coping with, and overcoming, risks. The alternatives in project approaches are discussed for increasing the instruments available to resettlement management.

Versatility and Adaptability

The structure of the training course and the content of each module are designed to foster versatility and adaptability in employing various modules in actual training courses. As is explained in more detail in the “User’s Guide,” the modules can be used either in exactly the sequence presented here, or in different sequences, to be decided upon by the trainers themselves in light of their audience’s needs and time availability.

Moreover, the in-built flexibility of modules and PowerPoint slides will allow trainers even to split one module in two presentations as they see fit for the given audiences and for allowing more time for class discussion. The intention is that this course will be employed first for the “training of trainers” who, in turn, will then use their knowledge and the training modules for courses with broader groups of practitioners.

An important objective pursued in composing these modules is to encourage not only the one-way delivery of ideas and information from the trainer to the audience but also engage course participants in active discussions, based on their own experiences. Each module includes questions and issues that are explicitly signaled as starting points for group discussion during the training and for elucidating the issues based directly on the participants’ experiences.

We much hope that the use of this training course will, in turn, raise new questions and help identify original experiences, good practices, or locally specific difficulties that call for alternative problem-solving matters. The trainers and the course participants are, therefore, encouraged to share their questions and comments about the issues addressed and any other proposals they may have by writing to ADB or to the author of the course.

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User's Guide

This User's Guide contains a few "pointers" to help trainers employ the eight modules of the training course in ways suited best to their audiences, or to the issues of central concern in that particular location.

First, it is recommended that the trainers familiarize themselves from the outside with the entire set of modules, rather than only with the session or sessions that they plan to deliver. This is because the modules are at the same time both distinct and tightly complementary.

The course is best delivered in its entirety, if the training venue allows for the needed time (say, 1 week at least, at a rate of 1–2 modules per day, or better 10 days, for a full training). However, the modules are conceived in ways that allow the trainer to select either only one module for delivering, when that particular issue is of immediate interest, or various combinations of modules. For instance, modules 4, 5, and 6, which are the core of the training course, can be delivered distinctly, or in combination with modules 7 and 8. Also, module 3 on management

of risks can be either subject of one lecture/session (say, within another general course on management) when the audience is particularly interested and wants to discuss those issues more in-depth or can be combined with modules 4, 5, and 6; and so on. Furthermore, virtually all of the modules are rich enough to be divided in two parts and presented in two successive seminars, with more group discussion of each point. This is what the trainer is well advised to initiate.

The "Introductory Note" at the beginning of each module, which summarizes the main topics, could help the trainer deliver an introduction in advance of presenting the content power-points of each session.

The list of references at the end of the course was kept within tight limits and the trainers are advised to cover it as part of their own absorption of the course and its issues. Certainly, additional references are available easily. ADB is preparing a special publication on the IRR model, keyed to specifically this training course. The

course participants should also be given the references from the outset, to enable them to absorb more fully the modules' content and the workshop discussions.

Trainers are invited to use some of the explicit questions included in the modules to stimulate open discussion in the group and elicit contribution of participants from their own experience in order to answer the questions.

While the modules refer to one or another project case, or country, particularly when those reflect good practices,

it is important that the trainer deliberately attempts to bring into discussion examples from among the projects with which participants are involved directly. When the trainers consider appropriate, they may intersperse in between modules one or more case study discussions as additional sessions, focused on examining one or another project experience presented in detail, in light of the type of risks and counter-risk measure highlighted in the course.

General Syllabus

(Eight Modules)

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Social Assessment and Risk Analysis in Development
Investment Projects

Module II

Typologies of Displacement and Resettlement as
Processes in Development: Causes, Types, Concepts,
Size, and Frequency

Module III

Improving the Management of Risks:
Alternative Options for Resettlement Project Design

Part Two

Module IV

The Impoverishment Risks and Reconstruction Model
Part I—Basic Concepts and Functions: How to think
about risks?

Module V

IRR Part II—The Multiple Faces of Impoverishment
Risks: The De-Capitalization of Resettlers

Module VI

IRR Part III—Countering Poverty Risks through
Reconstruction of Resettlers' Income and Livelihood

Part Three

Module VII

Economic Issues in Risks Management

The Economics of Valuation and Eminent Domain

Module VIII

Valuation, Compensation, Investment in Resettlers'

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