

Risk Analysis and the Risks and Reconstruction Model in Population Resettlement

Training Course Syllabus, Training Modules and Supporting Materials

Introduction

Objectives and Structure of the Training Course

This training course is one of the knowledge enhancement and dissemination tools developed as part of ADB's 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 the People's Republic of China, India and Cambodia, 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, China. 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 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) mode* 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 boarder 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 7 distinct modules. Each of these modules is prefaced by a substantive “Introductory Note” which highlights the main themes of the particular module and its links with prior or subsequent modules.

The entire training course is structured in 3 parts. Part I (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 benefits-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 is designed to foster versatility and adaptability in employing various modules in actual training courses. As is explained in more detail in the "Users Guide", the modules can be used either in exactly the sequence presented here, or in very 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 power points 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 which 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 the Asian Development Bank, or to the author of the course.

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