

Programme outline

Week programme (lectures + exercises)

- JCR / 2010-11-28

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:45	Arrival	Welcome (NONAM, course programme, etc) <i>Refsgaard and/or Perrels</i>	Uncertainty - concepts and tools - Part 1 <i>Refsgaard</i>	Stakeholder involvement methodologies - Part 2 <i>Hare</i>	Acceptability/risk willingness risk management - Part 2 <i>Eriksson</i>	Exercise work - how to combine into a general adaptive management framework <i>PhD students</i>
10:45 - 11:00		Coffee	Coffee	Coffee	Coffee	Coffee
11:00 - 12:45		Stakeholder involvement methodologies - Part 1 <i>Hare</i>	Exercise work <i>PhD students</i>	Scenario building methodologies - Part 2 <i>Kok</i>	Uncertainty - concepts and tools - Part 2 <i>Refsgaard</i>	Case in adaptive management <i>Henriksen</i>
12:45 - 13:45		Lunch	Lunch	Lunch	Lunch	Lunch
13:45 - 15:30		Scenario building methodologies - Part 1 <i>Kok</i>	Exercise work <i>PhD students</i>	Exercise work <i>PhD students</i>	Exercise work <i>PhD students</i>	Exercise work - plenary <i>PhD students</i>
15:30 - 15:45		Coffee	Coffee	Coffee	Coffee	Coffee
15:45 - 17:30		Acceptability/risk willingness risk management - Part 1 <i>Eriksson</i>	Exercise work - plenary <i>PhD students</i>	PhD presentation of own projects - 5 minutes per student	Exercise work - plenary. End of separate topics Poster session + refreshment	Course evaluation
19:00 -			Course dinner			

Lecturers and instructors

Kasper Kok, Wageningen University
 Matt Hare, Seecon
 Louise Eriksson, Umeå University
 Hans Jørgen Henriksen, GEUS
 Jens Christian Refsgaard, GEUS
 Adriaan Perrels, FMI

Lectures

Scenario building
 Stakeholder involvement
 Acceptability/risk willingness
 Adaptive management - general
 Uncertainty

Instructors - case study

Part time
 Part time
 Part time
 Full time
 Full time
 Full time

Course participants

Max 25 participants.

Limited to participants from the five Nordic Countries.

In selecting course participants from the applicants, first priority will be given to PhD students, and second priorities to Postdocs. If not filled by these two groups professionals working in the subject area can participate.

Exercises

- 1 Students form break-out groups that work together throughout the week. The students present the results of their work in plenary during the week and in a brief written report at the end of the course. A break-out group is composed of 2-3 students.
- 2 Imagine that the group is part of a policy agency responsible for designing a long term (20 years) planning process that should enable the society to cope with the climate change effects and its uncertainties allowing sufficiently robust and flexible management practices. We would then ask the groups to describe the different steps or actions in such a planning process and describe which tools should be used within their topic (see below) and how they should be used.
- 3 Two overall case studies will be used as basis for the exercises:
 - (a) Water resources management in the Horsens area. This is a case with decentralised management involving many strong stakeholders that are used to "fight" and negotiate
 - (b) The national road sector in Finland. This is a case with a more centralised management dominated by the national ministry.
- 4 The different aspects of adaptive management are distributed among the groups, so that they collectively cover the entire adaptive management procedure. Each of the groups study one of the aspects of adaptive management in detail by using specific tools. They report back to plenary on these tools and the groups should attempt jointly to arrive at integrating the different tools into an adaptive management methodology.
- 5 Break-out groups are created for the following topics:
 - stakeholder involvement
 - scenario building
 - acceptability of risks and risk management
 - uncertainty assessments
- 6 The course teachers will act as resource persons and may also play the role of various stakeholders if some groups want to consult with stakeholder views in designing how to use their tools.
- 7 The students are requested to inform about their preference for break-out group topics beforehand.

Course material

We will make course material ready before the start of the course and encourage students to read some specific material beforehand.

ECTS

The course will give 5 ECTS credits. This assumes that students have read some material beforehand and hand in a brief written report at the end of the course.