

NAP-GSP Regional Training Workshop for Pacific LDCs on appraisal and adaptation finance

28 - 30 January 2019 | Government Building |
FUNAFUTI, TUVALU

Summary report



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The overall objective of this training was to enhance technical capacity of national technicians to make better decision as each of their countries progress in their NAP development process.

Both elements of appraisal and project development were combined, and due to time constraints, some topics were addressed in an introductory manner. Several other potential secondary topics highlighted as necessary by the LDC Work Programme decision from CoP24, included; public awareness programmes and cooperative action on adaptation technology and transfer.

The workshop was organised by the joint UNDP-UN Environment National Adaptation Plan Global Support Programme (NAP-GSP) in collaboration with the Secretariat of the Pacific Regional Environment Programme (SPREP) and UN Institute for Training and Research (UNITAR). It was attended by 28 participants from three Pacific countries including Kiribati, Vanuatu and Tuvalu

The workshop combined lecture presentations with group exercises, participatory discussions, and group analysis. A total of 28 participants were registered for the workshop. Twenty-four completed the course. The original agenda was divided into five main sessions:

- **Session 1: Fundamentals of climate adaptation policy and planning**
Introduction to adaptation policy and the NAP process: Cross-cutting issues (including gender, stakeholder engagement, and cultural considerations); a case study on water and food security in Tuvalu.

- **Session 2: Appraisal and prioritisation in the NAP process: Identifying and employing tools for adaptation planning and implementation**
General overview of policy and project identification; policy mainstreaming and alignment; financing sources for resource mobilization; and an overview of the various tools available for appraisal and prioritization.
- **Session 3: Moving from NAPs to projects: Common components and concepts for bankable project proposals**
Bankability criteria and considerations: The project cycle - identifying the problem and generating solutions (problem/solutions tree); Theory of Change (ToC).
- **Session 4: Climate change adaptation project types: Common components and concepts for bankable project proposals**
Climate finance; resource mobilisation: Sources, blended finance, and other funding elements. Continuing from Session 3 to further refining project/policy needs and proposals; identifying key actors, responsibilities, sources of funding; project partners; timelines, budgeting.
- **Session 5: Next steps: Taking your learning home**
On the basis of the information learned, participants were instructed to consider the application of new skills and information to their current work.

Group Activities

A series of iterative activities were included throughout the agenda to put in practice skills and concepts delivered during the presentations. Exercises included:

1. **Participant introductions:** This exercise consisted in selecting an unknown person and exchanging names, institutions, something unique about themselves, and finally completing with specificity the sentence: Climate change will cause _____ in my country; and I know this because _____. They then reported each other's answers to the whole group.
2. **Impact Chain Analysis:** Participants were requested to identify a short list of climate drivers such as Sea Level Rise, Tropical Storms, Decreased Rainfall, or Increased Temperatures. Next, they identified the resulting impacts of the drivers, such as coastal erosion, infrastructure damages, water and food shortages, etc. Subsequently, they identified the impacts of these upon the society, economy, people, such as loss of homes, financial losses, hunger, etc. Each component had to be directly a result of the preceding element. By identifying and demonstrating the impact chain,
3. **Multi-Criteria Analysis** This group exercise consisted of the trainer working through a 'live' climate change problem (accelerated coastal erosion due to SLR), identification of a number of adaptation options to address the problem, and step-wise application of the MCA procedure to appraise and prioritise the options. Participants were then given the opportunity to apply the tool to their own examples derived from the Impact Chain Analysis exercise.
4. **Problem and Objective/Solution Tree exercise:** For this exercise participants were asked to select one of the climate issues they had identified in exercise 2 and then elaborate a problem tree with direct causal impacts. The key was to select a specific problem, rather than a general one, that could have a solution, thus providing the elements for project selection. While participants struggled a bit initially, they quickly figured out how to connect driving forces to

problematic situations and also identify the points of “leverage” where an intervention could make an impact. The first part of the exercise was followed by a solutions phase, where from the problems, participants “inverted” the issues to describe them as solutions. The solutions were then the basis for basic project identification, including specific actions (activities), which would be the components and activities for a project log frame.

5. Theory into Practice Work Plan

Observations

Participant introductions revealed a remarkably high level of understanding of the issue of climate change and the variety of impacts that will result in the Pacific Island region. It also demonstrated that participants were aware of a wide variety of information sources where climate information was available. The level of understanding indicated that basic concepts about climate change were not needed for the beginning of the course, but that we could move directly to skills development.

The majority of participants (22) were drawn from the Government of Tuvalu and were nominated from various departments and ministries, representing an excellent variety of important sectors related to adaptation planning. As such, the training served the double function of communicating new information and providing a valuable opportunity for cross-institutional cooperation and team-building. (See participant list <https://www.globalsupportprogramme.org/nap-gsp-regional-training-workshop-pacific-ldcs-appraisal-and-adaptation-finance>).

Due to an intensive topic load and dense agenda, some sessions required refining and redistribution during the course of the workshop to improve the flow of information and accommodate all key topics into the available time. Ultimately, a few sessions were shifted around slightly to assist with time management. All topics were covered and some were given deeper attention. (See final agenda <https://www.globalsupportprogramme.org/nap-gsp-regional-training-workshop-pacific-ldcs-appraisal-and-adaptation-finance>).

Notably, the objective of teaching the progression of information gathering, analysis, design, and planning was arguable achieved through repeated emphasis on following the impact chain. By stressing the importance of understanding climate rationale (clearly demonstrating that a project or component is linked to climate change impacts), instructors impressed on the students the difference between climate and traditional development planning. By the end of the three days, students’ presentations on their intended work moving forward indicated a strengthened understanding of the climate dimension. Each presentation stressed the use of climate information systems, identification of broader policy contexts, stakeholder engagement, and process-oriented approach towards NAP planning.

The resource team represented a broad array of knowledge and experience, including regional and global perspectives from facilitators. The team worked in a complementary way to fulfill the substantive and logistical requirements of the training. The presence of the regional experts was especially helpful in enriching discussions on topics in order to draw from other regional experiences, which the international experts offered experience from beyond the region.

Recommendations

This workshop covered both project planning and financing considerations. These two components could usefully be treated in distinct segments. Two consecutive workshops could also cover the content in more depth. At least two days are needed for full coverage of each of these major topics. The density of the schedule meant that only one appraisal tool could be covered and only an overview of financing sources. Understanding and managing the fundamental elements was a critical requirement, and that was achieved in this course. More time could also be beneficial for further practical exercises.

Supplementary information

For more information and to download information, presentations and materials highlighting country advances, challenges and support needs for appraisal and prioritisation of adaptation options for NAPs during the three-day workshop, please visit the NAP-GSP website:

<https://www.globalsupportprogramme.org/nap-gsp-regional-training-workshop-pacific-ldcs-appraisal-and-adaptation-finance>
