



SPREP
Secretariat of the Pacific Regional
Environment Programme



Sustainability Plan

Delivering further Capacity Building Programs by the Pacific Climate Change Centre

Contents

| | |
|--|----|
| 1. Background | 1 |
| 2. Objectives and structure of the sustainability plan | 2 |
| 3. Outputs of training programs delivered under the CBCRP-PCCC..... | 2 |
| 3.1 Objectives of training programs..... | 2 |
| 3.2 Approaches, structures and contents of the training programs | 2 |
| 3.3 Delivery of the training programs..... | 4 |
| 3.4 Monitoring and evaluation of the training programs | 7 |
| 3.5 Key outcomes of the training programs..... | 7 |
| 3.6 Lessons for future training programs..... | 8 |
| 4. Further training programs delivered by the PCCC | 8 |
| 4.1 Needs of human resource development in the Pacific..... | 8 |
| 4.2 Modules, Learning resources and Experts/Lecturers..... | 9 |
| 4.3 Operation of the training programs..... | 9 |
| 4.4 Partnership..... | 10 |
| 4.5 Monitoring and evaluation | 10 |

1. Background

The Project for Capacity Building on Climate Resilience in the Pacific (CBCRP-PCCC) aims to operationalize the capacity building function of the Pacific Climate Change Centre (PCCC). The project is a partnership between the Government of Samoa, the Secretariat of the Pacific Regional Environment Programme (SPREP), and the Japan International Cooperation Agency (JICA). The project has delivered 12 training programs targeting practitioners in the Pacific Islands Countries and Territories (PICTs) during the project period, July 2019 to January 2023.

In addition to delivering training programs, the development of the sustainability plan of the training outcomes is one of the objectively verifiable indicators under the Project Design Matrix (PDM) of the

CBCRP-PCCC. The elements of the plan were discussed during the second and third meetings of the Joint Coordination Committee (JCC) and finalized at the 4th meeting on 3rd October 2022.

2. Objectives and structure of the sustainability plan

The sustainability plan aims to set out approaches for the PCCC to deliver further training programs using the outcomes and outputs of the CBCRP-PCCC. The approaches are to be aligned with the PCCC Strategy and Business Plan, where the capacity building function of the PCCC aims to improve “skills and expertise within the region through the training provided”.

This plan consists of 4 sections. The first section discusses the background and the second section discusses the objective and structure of the plan. The following third section presents a summary of the outputs of the CBCRP-PCCC including objectives, contents, participants, delivery of the training programs, and key outcomes and lessons learned. The fourth section discusses further actions expected by the PCCC to enhance its response to capacity building needs in the Pacific and partnerships to deliver the training programs.

This sustainability plan will be a part of the final report of this project, which will be publicized by JICA.

3. Outputs of training programs delivered under the CBCRP-PCCC

3.1 Objectives of training programs

The training programs under the CBCRP-PCCC aims to enhance the capacities on climate resilience in the Pacific. There are increasing needs for the successful implementation of national climate change policies and strategies including the Nationally Determined Contribution (NDC), develop the National Adaptation Plan (NAP), and the scaling-up of pilot projects, thus the modules of the training programs are designed to enhance understanding of important and practical knowledge and information of climate risks, adaptation and mitigation options, and strengthen skills to prepare indispensable elements of climate change projects through collaborative approaches of stakeholders.

3.2 Approaches, structures and contents of the training programs

The CBCRP-PCCC has delivered four training programs on Understanding Access to Climate Finance and eight programs on adaptation and mitigation focusing on Climate Science and prioritized sectors. This sub-section presents the approaches and structures of these training programs. The detailed contents of the twelve training programs delivered by the CBCRP-PCCC are summarized in the annex.

3.2.1 Training programs on Understanding Access to Climate Finance

The training programs on Understanding Access to Climate Finance aims to enhance capacities to access climate financing by designing courses focusing on the requirements and essential concepts of climate finance, especially GCF, and improving the capacity of project planning and management in the Pacific. To develop and implement projects through climate finance, there are multiple requirements including presenting a clear climate rationale of key interventions, and addressing cross-cutting issues especially gender, environment and social safeguards. The officials and practitioners who are responsible for the development of project proposal need the capacity to respond to those requirements. There are also essential knowledge and skills, such as project budgeting, management and monitoring and evaluation, which should be acquired as the capacity of those practitioners.

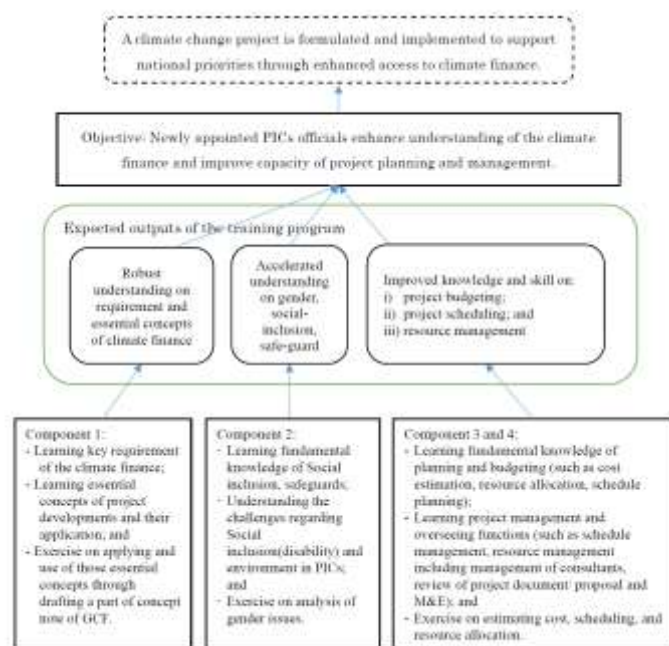


Figure 1: Four training programs on access to finance

Four training programs on Understanding Access to Climate Finance covering these essential knowledge, information and skills are developed as one package to support officials and practitioners (Figure 1). The first two training programs focused on essential requirements to be addressed in a project proposal. Part 1 focused on essential strategies, policies and guidelines of climate finance, with a short exercise of project preparation through development of problem and objective trees and logical framework. Part 2 put more focus on gender, social inclusion and safeguards, with exercises on gender analysis. The second two training programs focuses on project formation and management. Part 3 delivers modules of project formation, schedule and budget, and Part 4 provide modules on project management, and monitoring and evaluation (M&E).

As for participants, this package targets practitioners with relatively less or no experience in project development and management. This is because government officials rotate positions in few years, and there are constantly junior officials in the relevant departments and units who needs capacity building for this area. It is also recognized that mainstreaming climate change in various sectors has been progressed and officials and practitioners in those sectors need to build the capacity to access climate finance.

3.2.2 Training programs on adaptation and mitigation

The training programs on adaptation and mitigation of prioritized themes and sectors aim to contribute to the implementation of National Adaptation Plans (NAPs) and Nationally Determined Contributions (NDCs). These programs consist of three modules: climate science (module 1); sectoral adaptation (and mitigation) options (module 2); and logical framework (module 3) (Figure 2).

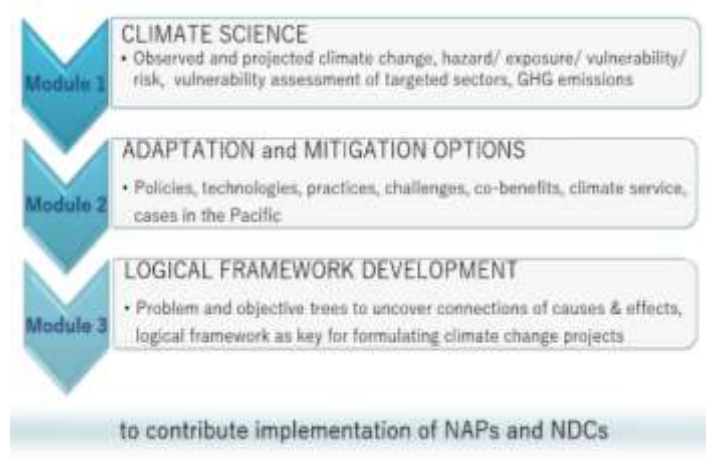


Figure 2: modules of training program on sectors

Module 1 and 2 provide key information to be discussed in project documents. They aim to ensure that participants understand updated scientific evidence and uncertainties of climate projections, and learn adaptation and mitigation options and case studies in the Pacific. They are followed by module 3 and group exercise of problem and objective trees analysis and logical framework development. This exercise is designed to enhance understanding of cause-effect relations of climate risks and science-based approach to prepare a project proposal. Participants of the same country or territory from various departments and units are requested to collaborate as a group to produce exercise outputs. This process ensures that they learn different priorities, ideas and knowledges from other participants and strengthen and deepen their understanding of key contents of the climate change project to advance climate actions.

In order to enhance communication and coordination in-country when implementing climate change activities and projects, these sector training programs target officials and practitioners of governments and NGOs and private sector who are working in the climate change departments/units and relevant departments/units (e.g., coastal protection, disaster risk management, ecosystems, food).

The relevant information and tips of project formation is compiled as a handbook for practitioners to facilitate development of project proposals and for the PCCC to deliver future capacity building programs on this theme.

3.3 Delivery of the training programs

3.3.1 Development of agenda and identification of experts/lectures

The project teams developed the draft agenda of the training program using the structures discussed in 3.2. Details of themes and topics, as well as candidate experts/lecturers are identified through the consultation with relevant unit of SPREP as well as the technical institutions in the region. The project

teams approached candidate experts/lecturers to request and confirm their supports for the training programs. Honorarium are paid as appropriate.

3.3.2 Nomination of participants

The training programs under the CBCRP-PCCC are “executive courses”, which are closed and available only for nominated participants. For this process, the official letters from SPREP are sent to the countries’ Climate Change Focal Points to request to nominate and endorse those participants for the executive courses.

The maximum number of participants per country/territory for one training program is two for in-person, and between eight to ten for the online format. This number depends on the budget, the capacity of the E-learning Platform, and the effective implementation of a group exercise within each country. It is also requested that nomination is gender balanced where possible.

3.3.3 Development and delivery of learning materials

The project teams continue to communicate with experts/lectures during the preparation of the learning materials to avoid duplication of contents among experts and to make sure all the important themes and topics are included. During the training programs, the project team communicates with experts/lectures to make sure that they respond to all the questions from participants, provide live summary lectures as well as provide feedbacks for the group exercise outputs.

3.3.4 Delivery formats

(1) In-person and online formats

The CBCRP-PCCC originally planned to deliver in-person training programs at the PCCC, and the first training program was delivered at the PCCC in November 2019. Due to COVID-19 pandemic and restriction of international travels, the remaining eleven programs were delivered online through the PCCC E-learning Platform launched in March 2021. The 8th program on climate science in 2020 used various tools for live session, discussion, Q&A, and sharing materials. After the launch of the PCCC E-learning Platform in March 2021, all the training program in 2021 and 2022 have been delivered through this Platform.

In-person and online formats have their advantages and disadvantages (Table 1). During the COVID-19 pandemic, various online tools (e.g. Zoom, Slack) become more useful and accessible than before, and choice of delivery formats of the training program become also flexible according to the objectives and contents of the program.

On the PCCC E-learning Platform, each course has a dedicated page and provides materials, Q&A and discussion forum, quiz, virtual session, course evaluation and certificate. The Platform also has useful functions for the management of the training program such as monitoring the progress of each participant and sending reminders. These functions contribute to strengthening the effectiveness of the training programs.

Table 1: comparison of in-person and virtual format

| | In-person | Virtual |
|--|--|---|
| Contents | Field visits and technical/practical skills to use devices or machineries could be included. | Relying on self-paced learning, online lectures and in-country group exercises through learning materials and discussion in online session and virtual platform. |
| Maximum duration | Two weeks, because participants might have difficulties to travel for a longer period | Flexible, depending on contents. |
| Maximum number of participants per country | Relatively small, because of high travel cost | Flexible and larger than in-person format, depending on capacity of E-learning Platform (maximum number of registration), and contents. |
| Learning hours | Long hours of lectures and intensive discussion could enhance learning experiences. | One live session will be for maximum two hours, because longer hours may lose focus from participants. |
| Completion | It can expect all participants complete the program. | All of the registered participants will not be able to complete the program. Organizer should follow-up the progress, and provide alternative ways to complete requirements, e.g., requirement: attending live session, and alternative action: reviewing recorded video of the session and producing note. |

(2) Closed and open learning

As discussed in section 3.3.2, the training programs have been delivered as Executive Courses only for nominated participants enrolled by the project team. However, resources of these courses are also relevant for many practitioners in the Pacific. Accordingly, the project has created “Open-learning courses” on the Platform for anyone who is interested in the themes. The open learning courses are self-paced and interested participants registered themselves and learn from the materials and exercise tools used for the closed “executive courses”.

The major difference between these two formats is the availability of live communication between experts and participants. The closed executive courses are delivered within a specific period and experts and participants can communicate on the Platform and live sessions. On the other hand, open-learning courses consist of a self-paced learning program, and two-ways communication functions including discussion forums and live sessions are not available for participants.

When creating an open-learning course, the project revised material to introduce exercise of problem and objective trees analysis and logical framework development from group work to self-exercise, and prepared additional materials for open-learning courses such as FAQs on learning materials based on the questions and responses during the closed training programs, including check list for self-review of exercise outputs.

3.4 Monitoring and evaluation of the training programs

The project team monitored the progress of delivery of the training programs, and evaluates the outcomes of the training program through course evaluation by the participants at the end of each training program as well as post-training course evaluation after six (6) months of delivery of the training.

The course evaluation included questionnaires on contents such as the usefulness and effectiveness of materials and experts, and how the participants will apply the knowledge and skills acquired in the training program. The course evaluation also included questionnaires on logistical arrangements.

For the post-training course evaluation, questionnaires were sent to participants to review their use of knowledge, information, tools and methodologies provided through the programs, and to ask what action they have taken in their countries and territories. The project team also implemented group interviews with participants in July and August 2022 to hear their activities and comments on further training programs of the PCCC.

3.5 Key outcomes of the training programs

There are 2 key outcomes of the project: operationalization of the capacity building function of the PCCC; and capacity development of the practitioners of the Pacific regarding climate change adaptation, mitigation and access to climate finance. With the series of training programs delivered by the CBCRP-PCCC, the PCCC has been well recognized as a capable institution to deliver the training programs on climate change, and succeeded in securing further budget and support from several donors and contracted as delivery partners of the training programs.

As for the capacity development of the practitioners of the PICs, group exercise on logical framework development has been evaluated as very useful and effective methodologies for enhancing their capacities to develop a project proposal. After the training programs, participants actually use these tools and methodologies for their works such as development or improvement of a project and workshop with stakeholders to identify core problems caused by climate change. For example, a participant from Samoa used the problem and objective tree analysis method for the community agriculture workshop. Another participant from PNG refined the logical framework for a micro-hydro

project after the training and utilized it for a funding application.

The project team has recognized that this is the key capacity and role of the practitioners in PICs for initiating project formation in their departments, governments and communities. Based on this observation and needs of the PICs, the project team has implemented two (2) follow-up activities: the mentoring services to support individual project development processes; and development and dissemination of the handbook for facilitation of project formation. They aim that practitioners can further enhance their capacity and contribute to the implementation of the climate policies and strategies through project development and implementation.

3.6 Lessons for future training programs

The contexts of climate change and its impacts vary among PICs, or even among communities within one country, and so as the status and experiences of implementation of the climate change policies and strategies. However, there are also many similarities and common characteristics and trends regarding geographies and projected climate change, for example experiences of tropical cyclones, floods, storm surges and severe droughts. Hence, mutual learning among participants is one of the most important values of the regional training programs. It is also expected that many climate change projects aim for replicating and scaling-up activities. Sharing successful cases and their lessons through the training programs could support the process of those process of project formulation.

The importance and values of group exercise have been highly recognized. The participants have a certain level of knowledge of climate change, but do not necessarily have experiences in project formation or discussion with other departments or different sectors on climate projects. Through the exercise of problem and objective trees analysis and logical framework development, they can undergo the core steps of project formation such as clarifying cause-effect and means-results relations and producing a statement of project impacts, outcomes, outputs and activities. The exercise group of each country, consisting of participants from government units of climate change and relevant sectors as well as occasionally non-state stakeholders, has enhanced sharing the different ideas, knowledge, information and insights of these various practitioners, and enriched each participant's understanding of contexts and adaptation and mitigation options. It is also recognized that targeted participants as well as members of an exercise group are equally important to achieving expected outcomes.

4. Further training programs delivered by the PCCC

4.1 Needs of human resource development in the Pacific

The PCCC is expected to deliver training programs by using outputs and resources of the CBCRP-PCCC to respond to the needs of human resources development of both public and private sectors in

the Pacific. Information, knowledge and expertise on climate change are continuously updated, and officials with relevant educational or professional backgrounds may need to keep up with updated information and enhance their knowledge. Also, there are high turnovers and changes/movement of government officials and institutional memory may not be well shared among new staff. Hence capacity development opportunities and services for both preliminary and advanced practitioners in the Pacific should always be available and accessible through the PCCC.

4.2 Modules, Learning resources and Experts/Lecturers

The PCCC is expected to make the best use of the structured modules, learning resources and experts of the training programs developed and identified through the CBCRP-PCCC. Scientific evidence, knowledge and cases of climate change in the Pacific are updated continuously, and the resources produced by the CBCRP-PCCC should be updated accordingly for future training programs. The PCCC and SPREP have a good pool of experts in climate science, climate finance and ecosystem-based approaches to climate change, and the PCCC will lead the coordination of the work to update these relevant resources as needed and deliver the training program. The PCCC will also collaborate with external experts and institutions who have supported the CBCRP-PCCC training programs to update and execute the capacity program of the PCCC for the priority sectors.

As for the group exercises of development of the logical framework and M&E plan, the handbook for facilitators of the project formation¹ and other relevant materials can be also utilized for future training programs. The PCCC will also be able to implement follow-up activities to support development of project proposals.

4.3 Operation of the training programs

The PCCC will designate an officer (internationally recruited) to continue delivering the capacity building and training programs of the PCCC. The capacity building officer will work together with the three existing technical advisors of the PCCC to collectively contribute to the development of training and workshop materials using the various outputs and products of the CBCRP-PCCC. CBCRP-PCCC has engaged in-house technical expertise available within the Climate Change Resilience Programme and other programmes of SPREP, and they will continue to assist with developing and delivering the modules of the capacity building courses of the PCCC. Other organizations, including experts/lecturers of the CBCRP-PCCC, will also provide valuable training on climate change issues across the Pacific where there will be a potential and joint partnership with the PCCC for the delivery of those courses

¹ As of September 2022, the draft handbook is under editorial work and will be finalized and disseminated in December 2022.

As discussed in the section 3, outputs and products of the CBCRP-PCCC, including learning materials and network with experts/lecturers for priority sectors of the Pacific, and handbooks and templates for project formulation, are available for the PCCC training and courses. The PCCC has also operationalized the E-learning Platform. Not only the learning materials but also operational/logistical documents and templates, including a list of tasks and due dates of the preparatory works, official invitations and nomination forms, and course evaluations for the of the training programs developed by the CBCRP-PCCC, are also available for the PCCC.

The PCCC plans to deliver one in-person training program on climate change and water for the Polynesian subregion in the second week of October 2022 by its own budget with in-kind support from the project team. This in-person program has been developed as a follow-up of the virtual training program on climate change and water in May 2022, and will expand modules on project formation and management by using some of updated learning materials of the training program on access to climate finance delivered in July-August 2022. The PCCC will deliver the same in-person program for countries of the Micronesia and Melanesia subregions in the second Quarter of 2023, and these experiences should strengthen the sustainability of outcomes of CBCRP-PCCC.

4.4 Partnership

The PCCC has developed the Partnerships and Communications Strategy and Action Plan to identify target partners and areas of collaboration including bilateral and regional institutions and climate finances in order to respond to the needs of the Pacific. The PCCC has already reached out to multiple partners, universities, donors, UN agencies and NGOs to execute its Strategy and Business Plan. As for the capacity building function, it establishes a partnership with Rocky Mountain Institute (RMI) through the contract to develop and deliver curriculum content for the Advisor Training Program of Climate Access Finance Network (CFAN). It also secured tangible financial support for all of the four functions including training and capacity development from the Government of Australia for the period June 2022 to 2026.

With the successful case of RMI and financial support from the Government of Australia, further possibility to access bilateral and international donors to deliver capacity building programs will be pursued by the PCCC. The existing training products of the CBCRP-PCCC as well as knowledge and information on the functions of the PCCC, in particular knowledge brokerage, applied research, and innovation should be used effectively to strengthen the capacity building function of the PCCC.

4.5 Monitoring and evaluation

PCCC develops the Monitoring, Evaluation, Reflection and Learning Framework to set out the

approach for assessing the performance of the PCCC including its function of capacity building, and also measures the impact the PCCC is having in the Pacific region. The PCCC Manager is responsible for leading the implementation of this framework.

Annex: Modules of training programs of CBCRP-PCCC (as of September 2022)

Training programs on Understanding Access to Climate Finance

Part 1 Essential aspects for access to climate finance

- 1) Strategies, policies, and guidelines and supporting programs of climate finance: basics of climate finance, strategies, policies and guidelines and supporting programs of Multilateral climate fund: Green Climate Fund (GCF).
- 2) Essential concepts to formulate climate projects: centrality of the climate rationale, rationale for choosing the specific adaptation interventions, project/programme objectives, public participation.
- 3) Group Exercise: problem and objective trees analysis and log-frame development including analysis of the climate rationale which can be the basis for a concept note for GCF.

Part 2 Gender, Social Inclusion and Safeguards

- 1) Principles of gender streaming and environmental and social safeguards: climate change impact on gender in the Pacific Islands Countries (PICs), policies and relevant documents on gender equality and social inclusion, environmental and social safeguards.
- 2) Key aspects to address gender, social inclusion and environmental safeguard: gender and social inclusion, environmental safeguard.
- 3) Group Exercise: gender analysis which can be used for a concept note for GCF.

◆ Finance Part 1: Essential aspects for access to climate finance

Module 1.1: Strategies, policies and guidelines and supporting programs of climate finance

1.1 Basics of climate finance:

1.2 strategies, policies and guidelines and supporting programs of GCF

1.2.1 Strategies, policies, and guidelines of GCF

1.2.2 Project Preparation Facility (PPF)

1.2.3 Concept notes

1.2.4 Full project proposal and simplified approval process

1.3 Strategies, policies, and guidelines of Adaptation Fund (AF)

Module 1.2: Essential concepts to formulate climate projects

2.1 Centrality of the climate rationale

2.2 Adaptation options

2.3 Project/programme objectives

2.4 Public participation:

Module 1.3: Exercise

To develop problem tree and objective tree analysis, and logical framework to address a problem from the national climate change strategy documents.

◆ Finance Part 2: Gender, social inclusion, and safeguards

Module 2.1: Principles of gender, social inclusion, and safeguards of GCF

- 1.1 Climate change impacts on gender in the Pacific Islands Countries (PICs)
- 1.2 Policies and relevant documents on gender and social inclusion
- 1.3 Environmental and social safeguards

Module 2.2: Key aspects to address gender, social inclusion, and environmental safeguards in PICs

- 2.1 Gender and social inclusion
- 2.2 Environmental safeguard

Module 2.3: Exercise

To work on gender analysis by using three methods: activity profile, daily activity profile and access and control profile.

◆ Finance Part 3: Project planning, budgeting and scheduling

Module 3.1: Facilitation of project planning

- Revisiting problem and objectives analysis and logical framework development; and
- Draft project formulation handbook for essentials of project planning

Module 3.2: Project schedule and budget

- Project schedule: Milestones and deliverables of a project, work breakdown structure (WBS)
- Project budget: Key elements of a project budget, project budgeting process, key budget items for climate change related projects, cost planning, basic formulas for project budgeting, annual budgets and multi-year budget

Module 3.3: Group exercise

To develop log frame, schedule plan and budget plan of a hypothetical project on EbA or safe water access.

◆ Finance Part 4: Project execution, monitoring and evaluation

Module 4.1: Project management

- Fundamentals on project management including project life cycle, quality management, risk management and contingency planning.
- Major challenges of project implementation and possible solutions.

Module 4.2: Monitoring and Evaluation: from basic to practice

- Basics of M&E: Key terminologies and their definition: indicators, baseline, targets, data sources/means of verification, assumptions and M&E plan.
- M&E plan required for a project proposal for climate finance: Tips to make a good M&E plan, steps to develop a monitoring plan and best practice, key elements of an evaluation plan and types of evaluation, funders, M&E requirements, M&E reporting and learning.

- Additional information: Regional initiative to measure climate resilience

Module 4.3: Group Exercise

To develop M&E plan of a hypothetical project.

Training programs on adaptation and mitigation

◆ Hazard and Risk Assessment for Coastal Area Management by using Remote Sensing Technology

Module 1: Sharing National policies, priorities and status

Module 2: Understanding and assessing risk

2.1 terminologies, process, steps

2.2 data and resources

2.3 cases of climate risk assessment for coastal area management

2.4 group work: plan of activities to conduct a risk assessment

Module 3: Remote sensing technologies

3.1 methodologies, devices, outputs(data and images)

3.2 availability, cost-effectiveness, limitation, detailed data

3.3 interpretation of data and outputs

3.4 alternative technologies/methodologies

3.5 cases: the project by MOEJ in Fiji, Samoa and Vanuatu

3.6 group work: interpretation of data and output

Module 4: GIS tool

4.1 tools

4.2 data and information

4.3 group work: create a risk map

◆ Climate Science – observed climate change and future climate projections

Module 1: Demonstrate knowledge of climate science and impact of climate change

1.1 Basics of climate change

1.2 Observed climate change (global)

1.3 Observed climate change (regional)

1.4 Impact of climate change on the Pacific region

Module 2: Projections of climate change

2.1 Projected climate change (global)

2.2 Projected climate change (regional)

Group Work

Discussion I: to select one aspect of climate change that is considered to affect your countries/territories most seriously and discuss causes and mechanism of climate change

Discussion II: to discuss the projection of the selected climate change in your countries/territories

Discussion III: to assess the impact of the selected climate change considering its current status and future projection

Discussion IV: to produce a report of discussion.

◆ Climate Change Adaptation and Disaster Risk Reduction through structural approaches

Module 1: Understanding the vulnerability of structures

1.1 Climate and non-climate impacts on structures

1.2 Basic knowledge of the vulnerability assessment of structures

Module 2: CCA and DRR activities focusing on structural approaches

2.1 Buildings

2.2 Coastal protection structure

Module 3: Problem and Objective trees and Logical framework

3.1 Project objectives

3.2 Exercise

◆ Ecosystem-based Adaptation and Mitigation

Module 1: Understanding the vulnerability of ecosystem

1.1 Climate and non-climate impacts on ecosystem

1.2 Basic knowledge of the vulnerability assessment of ecosystem

Module 2: Ecosystem-based adaptation and mitigation

2.1 Terrestrial and freshwater ecosystems

2.2 Marine and coastal ecosystems

2.3 EbA implementation: Cross-cutting issues and Approaches

Module 3: Problem and Objective trees and Logical framework

3.1 Project objectives

3.2 Exercise

◆ Food Production Systems

Module 1: Understanding of climate risk and vulnerability of food production systems

1.1 Climate and non-climate impacts on food production systems

1.2 GHG emissions from food production systems

Module 2: Climate mitigation and adaptation options for food production systems

2.1 The nexus of climate change, gender and agriculture and key international decisions under the United National Framework Convention on Climate Change (UNFCCC)

2.2 Adaptation and mitigation options of agriculture

2.3 Adaptation options of coastal fisheries

2.4 Climate Information Services

Module 3: Problem and Objective trees and Logical framework

3.1 Project objectives

3.2 Exercise

◆ Enhancing Climate Resilience in Tourism in the Pacific

Module 1: Understanding of risks of climate change impacts on tourism sector

1.1 Risks of climate change impacts on tourism

1.2 Basic knowledge of business implication of climate change

1.3 GHG emissions from the tourism sector

Module 2: Opportunities of the tourism to respond to climate change

2.1 possible options for tourism sector to respond to climate change

2.1.1 Ecosystem based approaches: coast, ocean, lake, forest and mountain

2.1.2 Resilient and low-carbon infrastructure, facilities and information management

2.1.3 Business risk management and recovery

2.2 Enhancing mainstreaming climate change in national tourism strategies and plans

Module 3: Problem and Objective trees and Logical framework

3.1 Project objectives

3.2 Exercise

◆ Enhancing climate resilience and safe water access in rural areas in the Pacific

Module 1: Understanding climate change risks and vulnerability of rural water access

Module 2: Adaptation and Mitigation options with innovative approaches

2.1 Technical solutions for safe water access from water source to households

2.2 Community-based management for rural safe water access: Case in Samoa

2.3 Cases in the Pacific

Module 3: Project formation and management

3.1 Problem and Objective trees and Logical Framework

3.1.1 Project objectives

3.1.2 Exercise on project logical framework

3.2 Project management, schedule and budget

3.2.1 Fundamentals of project management, schedule and budget planning

3.2.2 Group exercise on project schedule and budget

◆ Health Systems and Climate Change: Enhancing Resilient and Low-carbon Development in the Pacific

Module 1: Understanding of risks of climate change impacts on human health and health services, and GHG emission from health services

1.1 Risks of climate change impacts

1.2 Vulnerability and adaptation assessment

1.3 GHG emissions from health service

Module 2: Climate adaptation and mitigation options of health systems

2.1 Health workforce: surveillance, assessment, risk communication and planning

2.2 Facilities and Infrastructures

2.3 Policies and regulations

Module 3: Project planning

3.1 Logical Framework development

3.2 Exercise on project logical framework