



Tailor made training courses on climate change adaptation

A cookbook for different formats and target groups

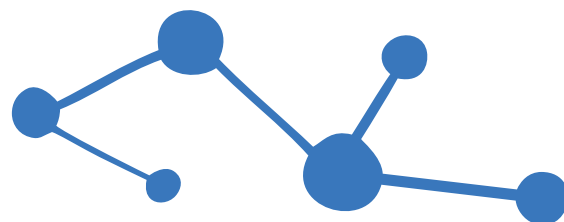


The guidance **Tailor made training courses on climate change adaptation – a cookbook for different formats and target groups** was developed by the Inventory of Methods for Adaptation to Climate Change (IMACC) project, a global project by GIZ funded through the International Climate Initiative (IKI) of the German Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU). The project aims at user-driven application and advancement of existing tools and methods for adaptation, developing capacities for adaptation action and supporting South-to-South exchange, particularly among its seven partner countries: Grenada, India, Indonesia, Mexico, Philippines, Tunisia and South Africa. IMACC operates the platform AdaptationCommunity.net that provides introduction to key topics, examples of adaptation experiences as well as webinar recordings and an exchange forum.

The training course described in this publication and associated materials are based on an OECD Policy Guidance, Integrating Climate Change Adaptation into

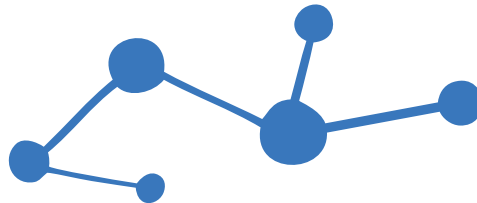
Development Co-operation, published in May 2009. They were generously funded by the German Federal Ministry for Economic Cooperation and Development (BMZ) and developed by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and its Climate Protection Programme for Developing Countries in coordination with OECD and a broad range of reviewers from development agencies, NGOs, and research institutions from around the world. The additional modules on understanding climate science, finding climate information, dealing with uncertainty were developed by IMACC, while the new modules on monitoring and evaluation of adaptation were designed by IMACC in cooperation with the Climate Protection Programme for Developing Countries and the BMZ-funded project M&E Adapt. The training material on Ecosystem-based Adaptation was developed by the BMZ-funded programmes Implementing the Biodiversity Convention and Climate Protection.

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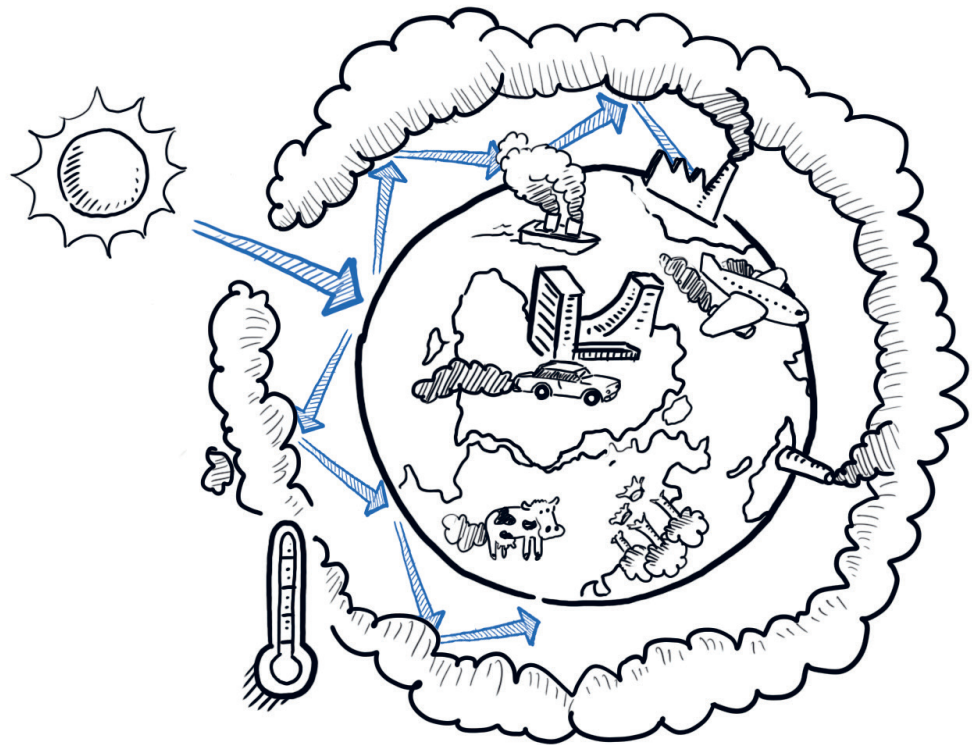


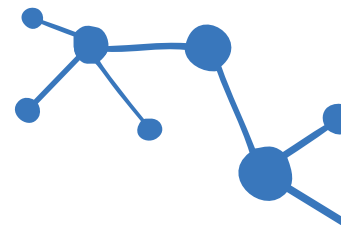
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BACKGROUND AND RATIONALE





The training programme ‘integrating climate change adaptation into development planning’ is based on the relevant OECD policy guidance (2009)¹, and has, since its first edition in 2011, been updated and supplemented with newly discussed topics such as managing uncertainty, Ecosystem-based Adaptation and monitoring and evaluation of adaptation. The training thus includes conceptual insights as well as GIZ’s on-the-ground experience in making adaptation work. The BMZ and the BMU have, through different projects, generously funded the training development process, and many experts, trainers, and participants have contributed valuable advice and feedback.

Since 2011, there have been more than 30 training workshops in various formats: practitioner training, training of multipliers (ToM), and training of trainers (ToT). The training has been conducted in English, French, Spanish, and Portuguese. Recently, part of the material was translated into German for use at the Deutsche Akademie für Internationale Zusammenarbeit (AIZ).

Why this cookbook and how to use it?

The training’s modular structure enables it to be customised to the multiplicity of training conditions and expectations. When designing courses and assembling modules, trainers and commissioners may be uncertain as to which modules to choose, how an effective training programme needs to be composed in order to match capacity development needs – and, even more generally, how to organise a training event from scratch.

We intend this publication to act as a ‘cookbook’ for planning and implementing successful training courses. It is based on three years of practical experience around the world – and thus provides you with hands-on information:

- **Part I** ‘Key “ingredients” for programming a climate change adaptation (CCA) training event’ provides answers to key questions which usually come up in the preparation of a training event.
- **Part II** contains tried and tested ‘recipes’, i. e. training design briefs for different training formats, depending upon the target group and the desired output of specific training.
- **The Annex** presents an overview of available training modules and material, as well as a list of logistical requirements.

¹ The training course and associated materials can be downloaded at: www.oecd.org/dac/environment-development/integratingclimatechange-adaptationintodevelopmentplanningapractice-orientedtrainingbase-dontheoecdpolicyguidance.htm. The OECD Policy Guidance ‘Integrating Climate Change Adaptation into Development Cooperation’ can be accessed here: www.oecd.org/development/integratingclimatechangeadaptationintodevelopmentco-operation-policyguidance.htm. Additionally, application experience with the training course can be found on AdaptationCommunity.net.

Introduction to the course

Aim

The overall aim of this training course is to enhance capacities among development actors and to support institutions in successfully taking action on climate change adaptation.

The teachings of this course provide an introduction to the theory and practical starting points to take action on adaptation to the effects of climate change. Depending on the selected modules, training participants can learn:

- what climate change is and how it is interlinked with development cooperation;
- where to find relevant climate information and how to use it;
- how to see development interventions through a climate lens and integrate adaptation in the planning process (climate proofing);

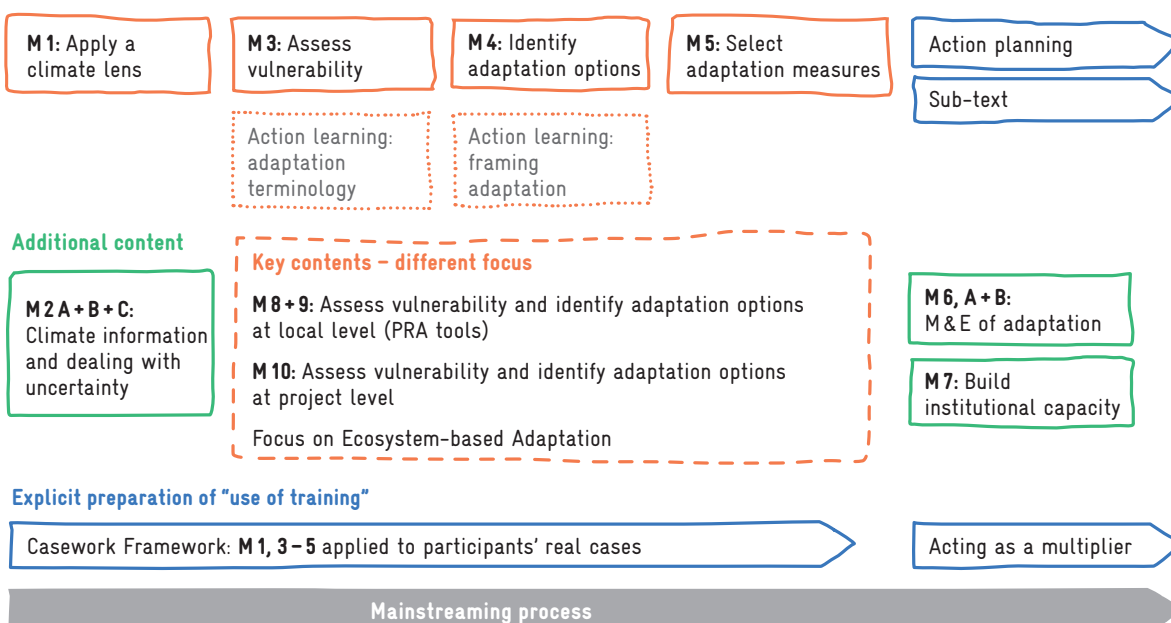
- how to follow systematic steps to define concrete adaptation options at national, sector, local, and project levels;
- how to monitor adaptation actions and measure their results;
- how to define necessary institutional capacities to carry out a change process; and
- how to plan and support processes of mainstreaming adaptation to climate change in their institution.

Beyond technical/methodological content, the training includes features that support 'use of the training content' in participants' work context, e.g. applying the climate proofing approach to participants' projects, acting as a multiplier or engaging in action planning.

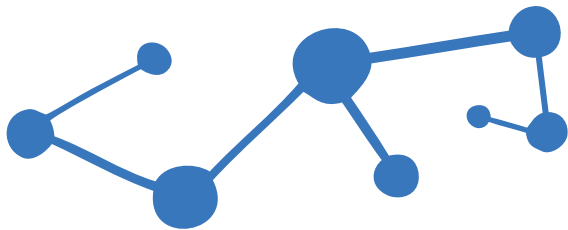
Design and content

The training package consists of modules that can be selected according to participants' training needs. Graph 1 below displays the available training content that can be combined for different practitioner and multiplier training formats. In addition, stand-alone trainings on Ecosystem-based Adaptation (EbA) and on Adaptation M & E are available.

THE BASIC COURSE "CLIMATE PROOFING"



Graph 1 – Overview of available training content



AVAILABLE TRAINING FORMATS

1. **Short Introduction to Climate Proofing: half day programme** (page 17)
Overview for decision-makers and potential training organisers
2. **Practitioner training, 'Integrating CCA into Development Planning': basic course** (page 18)
3 days: introduction to systematic steps for defining concrete adaptation measures (climate proofing), including planning concrete activities using the newly acquired knowledge (action planning) and reflection on professional soft skills (subtext)

The basic course can be 'spiced up' with:

- 2.1 **Use of real cases from participants** (page 20)
+ 1 day for application of climate proofing to participants' real cases
 - 2.2 **Focus on climate information and managing uncertainty** (page 22)
+ ½ day for input and casework on climate information and dealing with uncertainty
 - 2.3 **Focus on Ecosystem-based Adaptation (EbA)** (page 24)
+ 1 day for input and casework on Ecosystem-based Adaptation
 - 2.4 **Focus on Adaptation Monitoring & Evaluation (M & E)** (page 26)
+ ½ – 2 days for input and varying degrees of detailed case work on Adaptation M & E
3. **Training of multipliers** (page 28)
6 days, for basic course + real case (2.1) plus input on 'dealing with uncertainty' and exercise on acting as a multiplier with real cases from participants (includes ½ day break)
 4. **Training of trainers** (page 30)
10 days, introduction to all available training content, selected trainer methods and simulation (includes 3 breaks of 2 days in total)
 5. **Stand-alone training**, i. e. without the casework of the basic course
 - 5.1 **EbA** (page 34)
2 days, introduction to EbA concepts and application to a fictitious or real case (sound practical understanding of the climate-proofing approach is a prerequisite)
 - 5.2 **Adaptation M & E** (page 36)
2 – 3 days, introduction to adaptation M & E and focus on national or project level or both (sound practical understanding of adaptation is a prerequisite)

Target group

Generally, the course target groups are:

- technical staff in government institutions at all levels (e.g. agriculture, water, and NRM sectors, as well as coordinating and planning departments and ministries);
- representatives of NGOs and civil society; and
- national and international development cooperation experts in climate-relevant fields of work

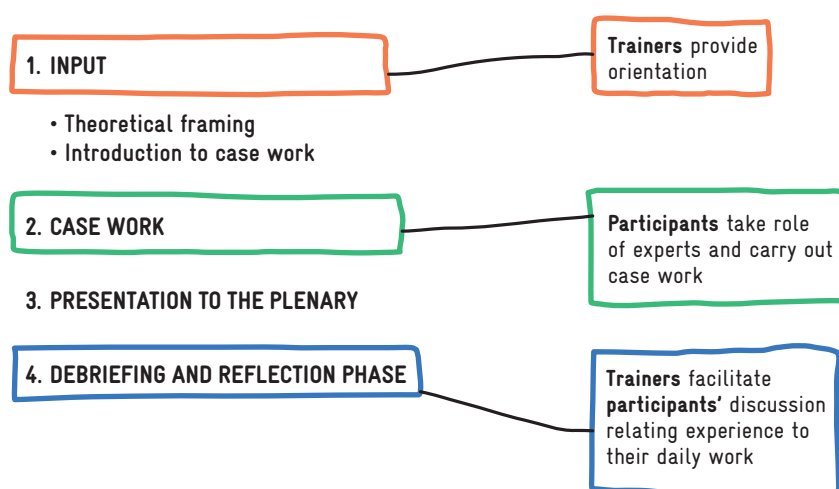
Recommended target groups for each training format are further specified in part II.

Training methodology

The course is based on the Harvard Case Method, which conveys teaching messages mainly through interactive practical work by trainees. The evaluations of previous training workshops have shown that the casework especially promotes the strengthening of practice-oriented and action-oriented capacities. Besides imparting relevant technical and methodological knowledge, the casework method promotes independent, critical analytical thinking, self-responsible acting, and participatory working modes. These skills are valuable contributions towards building institutional adaptive capacity.

All modules follow the same sequence, including the following crucial elements (also see Graph 2 below):

- 1 The **introduction**, given by the trainer, provides the necessary theoretical background and introduces participants to the casework.
- 2 The **casework** gives participants the opportunity to work through the different aspects linked to climate change adaptation in a systematic manner, guided by clear task descriptions (and, if necessary, additional support from the trainers). Participants assume the roles of 'case work experts' in charge of the specific module's task.
- 3 The 'casework experts' **present their results** to the class. This is the opportunity for experience-sharing and mutual learning. Trainers offer alternatives and corrections when necessary.
- 4 In a **final reflection**, the participants reassume their own real-life position. They reflect on their experiences and link them to their own work in order to make the newly gained knowledge more applicable. Trainers provide support through guiding questions.



Graph 2 – Casework sequence

Training material

A comprehensive set of material is available.

- The **Training Manual** addresses the participants. It explains the casework tasks per module and includes all necessary supporting information for completing the exercises.
- The **Handouts** provide a summary of learning points and references for each module. They should only be given to the participants after the relevant module has been completed.
- The **Trainer's Handbook** consists of two parts: Part I presents basics on participatory training methodology and the Case Method and gives hands-on guidance on developing a good training course agenda. Part II provides information as well as suggestions on running the modules and Action Learning exercises. The **Annex to the Trainer's Handbook** provides information on additional exercises. **Specific trainer orientations** are available for the two new topics: Ecosystem-based Adaptation and adaptation M & E.
- A **library of PowerPoint slides** with notes supports the input sessions.

See page 38 for an overview of available training material.

Material can be downloaded free of charge at the OECD website². If you cannot find particular materials online, please contact climate@giz.de.

In addition, the web-based platform **AdaptationCommunity.net**³ offers:

- **Knowledge:** an inventory of methods for adaptation to climate change with a focus on experiences with practical application of methods (with a section on [training](#)).
- **Exchange:** a platform for exchange among practitioners in the field of adaptation to climate change, who use webinars to showcase their experience and discuss online with peers.

Trainer pool

Several Training of Trainer (ToT) courses have been conducted. For information on the pool of national, regional, and international trainers get in touch with climate@giz.de.



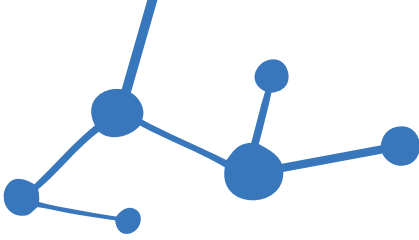
² www.oecd.org/dac/environment-development/integratingclimatechangeadaptationintodevelopmentplanningapractice-orientedtrainingbasedontheoecdpolicyguidance.htm

³ AdaptationCommunity.net addresses four priority areas: climate information and service, vulnerability assessment, monitoring and evaluation, mainstreaming adaptation, and builds on practical experiences in adaptation from multiple countries, particularly India, Indonesia, Mexico, the Philippines, Tunisia, South Africa, Grenada, and Germany, which are all partner countries of the IMACC project.

PART I

KEY 'INGREDIENTS' FOR PROGRAMMING A CCA TRAINING EVENT





The following section provides experience-based orientation on key questions arising during the preparatory phase⁴ of a training event.

What steps are necessary when planning a training event?

The following steps are hints for commissioners (partner institutions and corresponding projects):

- Specify what you want to achieve in the short, middle and long term. How does the training course fit into the overall capacity development strategy and change process? What are entry points? What are existing capacities in the target institution? What are needs at institutional and individual level?
- Check your budget (see below for hints on costs)
- Find a lead trainer and (ask him/her to suggest) a co-trainer (for information on the pool of trainers contact climate@giz.de; for hints on how to compose a team, see below)
- Discuss the strategic framework with the lead trainer; ask for a detailed training concept including the overall objective, learning objectives, participant selection criteria, and a draft programme
- Find an appropriate venue (see the annex for logistical requirements)
- Select participants in a transparent process (for hints see below)
- Make sure participants receive their invitation well ahead of time, including information on logistics (5–8 weeks to obtain travel permissions, visa if applicable, etc.)
- Organise an excursion or social event (recommended for training courses > 3 days)
- Prepare all material (for a list of training material see the annex), as indicated by trainers

Can we change the Zanadu case?

Zanadu is a fictitious country that covers many features of a developing country. There are countries that may not easily relate to Zanadu (and neighbouring Khore-sia) as a rice-growing subtropical country with a coastline and glaciers in the north and therefore wish to make Zanadu fit their specific situation. However, we do not recommend changing Zanadu's fundamentals. Establishing a sound and comprehensive case takes a lot of time; improvised changes will almost certainly lead to inconsistencies later on.

We also do not recommend working with a 'real case' right away. The benefits of a fictitious case are that everybody starts from the same information base. Furthermore, since nobody has any 'stakes' to defend or lose, participants can concentrate on learning the process steps without being distracted or biased.

You could consider a two-step approach: first, learn about climate proofing by doing Zanadu casework and afterwards run another session on applying the approach to real cases from your country or sector (see page 20).

How can we link the training to our sector or country?

Each training module ends with a reflection phase, in which trainers facilitate the step from 'lessons learned from the module's casework' to 'application in participants' work context'.

Additionally, you could include the following in your training programme:

- Work on real cases from your country or sector (see page 20)
- Expert presentations from your country or sector

For more information on how to embed the training course in your overall strategy, see below.

⁴ Trainers will find more information on the steps of preparing a training course in the Trainer Handbook, chapter 7.

How many participants should we include?

Our advice is not to go far beyond 20 participants. The reasons for this are:

- Most work is done in work groups. To be effective a work group should not have more than six participants. Increased numbers of work groups would exceed the time allocated for presentations.
- Every participant should have the opportunity to speak up in class. More than 20 participants would rule this out.
- Every participant should have the opportunity to get support from the trainer team. A team of two trainers cannot effectively attend to more than 20 participants.

How to compose an effective team?

The team running a training event consists of: the trainers, logistics support, and the commissioner (e.g. a partner organisation and its corresponding project).

The training is facilitated by a **team of two trainers** (lead and co-trainer). Both have to be experienced in CCA (as practitioners or advisors) and as participatory trainers in adult learning (thus able to work using the case-work approach, e.g. through participation in a ToT or equivalent experience). Together they should cover required sector and country-specific experiences. Ideally, both trainers should be fully proficient in the training language. As interactive and process-driven training facilitation is very challenging, it is of utmost importance to compose a trainer team in which both feel comfortable. National trainers should be preferred.

It is possible to take on board additional **assistant trainers** for on-the-job training. To be able to fully benefit from the training and assist the trainer team, assistant trainers should have sound background knowledge in CCA and own experience in running participatory training. The maximum are two assistant trainers to ensure smooth operations in the trainer team. Additional work in coaching assistant trainers, especially by the lead trainer, needs to be considered.

Smooth operations require one **person responsible for all logistical matters** (contact person for participants, dealing with all sorts of inquiries, contact person for the venue's management, etc.). During the event, a **seminar assistant** who supports the trainer team (by pinning boards, taking pictures for documentation, etc.) is helpful, otherwise the tasks can be shared with participants.

The **commissioner** of the training (typically a partner organisation and its corresponding project) plays an important role: orient the strategic planning, open and close the training course, and establish the connection to overall capacity development strategy and process. Opening remarks by a high-level person from the **partner organisation** are much appreciated. The responsible **project** should be prepared to act as a sounding board, e.g. for team issues if the trainers are contracted separately.

How much does it cost?

The budget of a training event includes the following line items:

- location rent (including one day ahead for team preparation)
- material
- trainers' fees for preparation (at home and on site), travel, workshop, and report
- trainers' travel costs and accommodation (and per diems if no full board is provided)
- participants' travel costs and accommodation (if applicable, and per diems if no full board is provided)
- food and drink for tea breaks
- lunch and dinner

Possibly also:

- social event
- excursion on a training-related topic

If all costs are covered, no additional per diems, sitting allowances, or attendance fees should be paid to participants. In contrast, participants in a training of trainers could be asked to contribute financially (see page 30).

How long does it take?

The duration of a training event is first and foremost defined by its objectives. Time must be used efficiently in order to create urgency and attention in the group. However, a participatory learning approach takes more time than lectures, as information is not ‘poured into empty heads’ but must be discovered by the participants themselves and ‘built into their mental infrastructure’ (one could also say ‘digested’) to become effective. The training is not only about gaining new knowledge, but also about acquiring new skills; this can only be done by ‘doing’ (working on a case), which is time-consuming. Mutual exchange is an important part of learning that requires time and that cannot easily be squeezed into evening events as most participants still need to run their office after hours. We have observed positive effects if the training event dedicates time to plan for the steps after the training. The different formats in Part II follow this reasoning.

How to select participants?

Selecting the ‘right’ participants is a crucial success factor for a training event and especially for the ultimate goal of implementing effective adaptation action after the training.

The following approaches have proven to be helpful:

- Embed the training in an overall strategic approach to capacity development for effective adaptation; carry out a needs assessment (see GIZ’s Capacity WORKS for the different levels of capacity development⁵) and set up participant selection criteria accordingly.
- Must-have criteria for participant selection are:
 - a function or position coherent with the overall strategy,
 - a clear institutional mandate to use the training content, and
 - active language skills in the training language.
- Other criteria such as level of knowledge in CCA, sector-specific expertise, etc. depend on the training format you choose (see indications for each ‘recipe’ in part II).

- Ask for written applications (Expression of Interest) and CVs (especially for ToTs) and conduct a transparent recruiting process.
- Consider asking participants to financially contribute to the costs of the training (especially for ToTs⁶).

How can we make the training an effective part of mainstreaming climate change adaptation?

Adaptation to climate change requires new technical skills at individual level and expertise in promoting the necessary institutional change. While a training workshop is a good opportunity to initiate and inspire learning, changes in individual and institutional routines take time. For impacts to materialise, political awareness and will at institutional level are necessary. These can only partly be achieved through training, even with clearly mandated multipliers.

Ideally, the overall strategic goal of the process is fixed first, and then training is chosen as means to this end. Training can be a door-opener, leading, for instance, to pilot applications. But trainings have major impacts only if they are embedded in strategically designed capacity-development and mainstreaming processes.



⁵ www.giz.de/en/ourservices/1544.html

⁶ After some trial and error, we recommend asking for a contribution of about one national expert's daily fee. Waivers can be issued to candidates under specific circumstances.

Once the overall objective has been clarified, we recommend the following steps:

Before the training

- 1 Carry out a capacity needs assessment that includes institutional aspects as well as individual needs. This will help you to answer: How is the training strategically relevant? What are the intended outputs and outcomes? Who should be the priority target group(s)? What do the potential participants know? What do they need? What are they interested in?
- 2 Develop a training concept with clear learning objectives, and strive to create significant links to the overall intended impact. Choose the training format according to your objectives.
- 3 Select participants according to strategic criteria.

During the training

- 4 Include a session on applying the climate proofing approach to participants' real cases (see page 20).
- 5 Include exposure visits to demonstration projects.
- 6 Make the institutional change process part of the capacity development approach, e.g. run a force-field analysis⁷ with participants' real cases to define possible entry points at institutional level.
- 7 Plan and facilitate sessions dedicated to dialogue between participants and training commissioners (partner organisation, project) on the way forward, expectations, and future support.
- 8 Include an action-planning session during which participants can map out their next steps after the training (and receive advice from trainers and peers).

- 9 Recommend continuous exchange among participants on their practical experiences (e.g. alumni network, 'community of practice') but suggest self-organisation amongst them⁸.

- 10 Inform participants about advisory services for continuous support (e.g. help desk, hotline).

After the training

- 11 Support implementation, e.g. piloting CCA activities. Make clear what support is realistic; be aware that without additional funding, implementation activities may not be as dynamic as expected.
- 12 Continue to support the exchange among participants, ask for lessons learned to be shared.
- 13 If applicable, offer additional support to 'champions'.
- 14 After some time, catch up with participants to find out which of the acquired competencies are useful and used; possibly run a refresher course.

⁷ The force-field analysis is a change management tool. Factors influencing a concrete situation, potentially favoring or hindering the intended change, are analysed and measures to reinforce or slow down their impact can be proactively discussed.

⁸ AdaptationCommunity.net offers a forum which could be used for ongoing exchange.

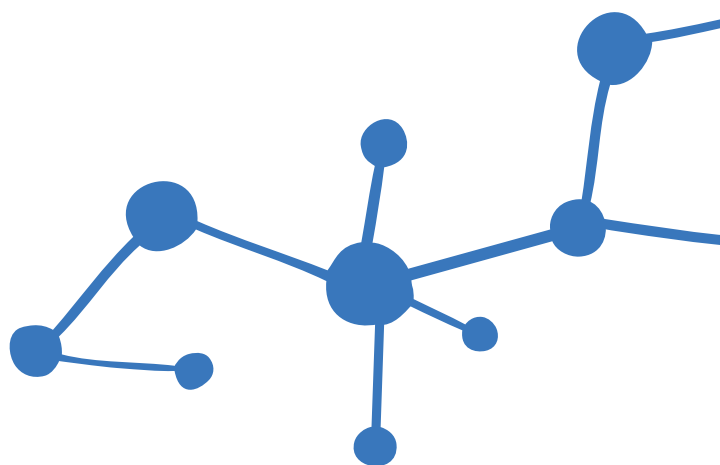
How make the training a meaningful learning event?

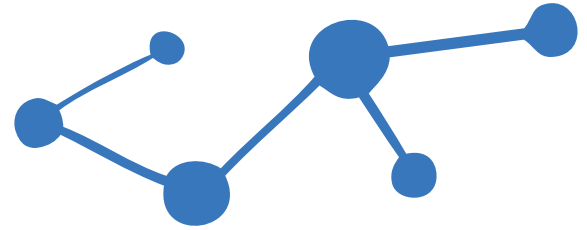
Climate change adaptation is a complex issue, making it challenging to facilitate a fruitful learning process in a limited time without overwhelming participants with too much information. The first magic trick is to 'make it tangible':

- Use interactive rather than PowerPoint-based presentations as much as possible.
- In some cases, especially with participants who possess sound background knowledge on CCA, expert presentations followed by Q&As could be a useful alternative.
- In addition, plenty of reference to practical examples should be made in order to facilitate lessons learned and their transfer to participants' own work context.

To encourage action beyond the training, the second magic trick is to 'make the topic important to the participants': the training has to be communicated as one step of an important change process (e. g. adaptation standing for securing development achievements well into the future) and the training participants are essential in making this process work. To this end, participants need dedicated assistance in developing a picture of how future activities should/could look, what their future efforts will be good for, and why their engagement is important. This framing, beyond strategic objectives, needs to be communicated wisely by the commissioners. During the programme, trainers should provide space and time, and if required assistance, to allow for 'downscaling' to each participant's own understanding.

Also check the trainer handbook, part 1, to obtain more guidance on designing effective participatory learning processes.





PART II

TRAINING 'RECIPES' – DESIGN BRIEFS FOR DIFFERENT TRAINING FORMATS



The following section offers brief descriptions of different training formats and content, depending upon the target group and the desired output of specific training event.

Each design brief contains information on:

- learning objectives,
- specific target group,
- time frame, content (composition of modules), and specific logistics,
- draft training programme,
- examples where this training format has already been carried out.

General information on logistics for the training is listed in the Annex (see page 40).

1. Short introduction to Climate Proofing: half-day programme

Learning objectives

This format serves as a brief introduction to the topic of climate change adaptation (CCA). It can be used as a teaser for a long-term intervention to mainstream CCA that will be followed by a series of training workshops and other activities. It gives a brief insight into the methodology of the training.

Learning objectives for this format include:

- understanding the relevance of the adaptation topic for development planning;
- understanding the terminology and logical connections in the detailed analysis of a climate change adaptation assessment;
- gathering experience of the complexity of such analysis.

Target group

This format is particularly beneficial to decision-makers (who have limited time available), potential organisers of follow-up training workshops, and participants working at the planning level and being actively involved in development and/or adaptation planning. The half-day programme gives a quick overview of the topic and training method. Participants do not necessarily need to have a solid background on CCA; however, if they do not, the introductory part on CCA should be expanded.

Content, time frame and logistics

This format takes **half a day**. The **possible content** is displayed in the training programme below.

If in **addition** to the above-mentioned objectives, the aim is to convince decision-makers about the usefulness of comprehensive training activities, additional information on the local context and focusing on climate vulnerabilities and the urgency for local action will help (an additional 30 minutes should be included in the draft programme below).

Specific logistics: You will need six boards, one flipchart stand, and one workshop and moderation case ('ZOPP box'). Trainers have to prepare material on Module 8 from the Training Manual.

DRAFT PROGRAMME

TIME	CONTENT
15'	Welcome, opening, aims, and programme of the session
25'	Quick overview on climate change and adaptation
20'	Action learning: adaptation terminology
10'	Intro to group work
45'	Group work from Module 8 (short)
15'	Presentation of results
20'	Discussion on relevance for actions with respect to the determined objective (e.g. planning a CCA training, planning climate proofing pilot activities)
Total Duration 2 ½ hours	

2. Practitioner training: basic course⁹

Learning objectives

The learning objectives of the basic course are:

- understand what climate change is and how it is affecting development planning;
- realise what adaptation to climate change is and how it can be incorporated in development planning;
- think through the steps of the systematic adaptation assessment (climate proofing) in order to come up with concrete adaptation actions (vulnerability assessment, identification and prioritisation of adaptation options);
- know how to communicate the need for adaptation and entry points;
- plan own activities.

Target group

This format is particularly beneficial for participants working at the **technical/planning level** and being actively involved in development and adaptation planning. Basic notions of CC and CCA amongst participants are advantageous.

Content, time frame and logistics

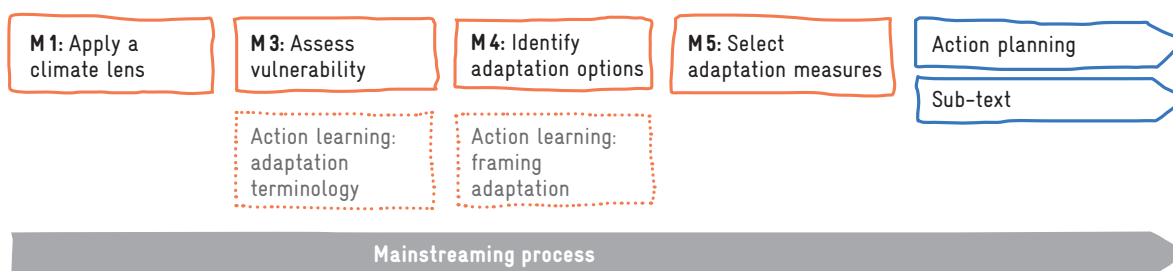
The basic course usually lasts **three days**. **Contents** for the basic course are displayed in Graph 3 and in the training programme below.

All practitioners' courses should include, in addition to the modules,

- an introductory session (welcome, objectives, getting to know each other, and training rules),
- an introductory session on climate change and adaptation to climate change (including reference to real-case examples),
- a session introducing the Zanadu case.

Specific content: An adapted Zanadu case focusing on watershed management is available; it can replace the basic Zanadu case to foster discussions on Forest Ecosystem-based Adaptation¹⁰.

THE BASIC COURSE "CLIMATE PROOFING"



Graph 3 – Key training contents: basic course

⁹ The course 'Anpassung an den Klimawandel in der Projektpraxis' covers the same content as the 'basic course', and is offered five times a year at the Deutsche Akademie für Internationale Zusammenarbeit (AIZ). For more information see www3.giz.de/vez/kursprogramm/entwicklungspolitik/index.php.de

¹⁰ Developed by the GIZ programme Silva Mediterranea CPMF. The material can be obtained on specific request from climate@giz.de or see www.giz-cpmf.org.

DRAFT PROGRAMME

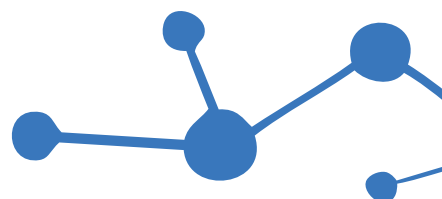
	DAY 1	DAY 2	DAY 3
MORNING SESSION 1	Intro: Welcome, objectives, getting to know each other, training rules	Intro: Systematic adaptation assessment M3 'Assess vulnerability'	M5 'Select adaptation measures'
MORNING SESSION 2	Intro to climate change and CCA Action Learning: Adaptation Terminology	M3 continued	Role-play and reflection on M3-M5
AFTERNOON SESSION 1	Intro to Zanadu case	M4 'Identify adaptation options'	Action planning for next steps
AFTERNOON SESSION 2	M1 'Climate Lens'	M4 continued	Evaluation and closure

Each day has been divided into four sessions of 90 minutes each, with breaks for tea/lunch.

Examples

- **Meghalaya, Shillong** (February 2011): training with officers from different government departments in India's north-eastern states
- **New Delhi** (October 2011): GIZ in-house training
- **Andhra Pradesh** (January 2012): training with technical and project officers of Integrated Watershed Management Programme Andhra Pradesh, from different districts of Andhra Pradesh (supported by GIZ Umbrella Programme Natural Resources Management, UPNRM)
- **Madhya Pradesh, Bhopal** (February – March 2012): training with officers from different government departments and members of the Climate Change Cell of the Environment Planning and Coordination Organisation (EPCO)
- **AIZ** (since 2012): Anpassung an den Klimawandel in der Projektpraxis; 2 ½-day training for outgoing experts and managers (held in German)⁹

For training reports and further information please visit
AdaptationCommunity.net > [Exchange](#) > [Workshops and Trainings](#).



2.1

Practitioner training: including real cases from participants

Learning objectives

In addition to the basic course the learning objectives are:

- apply climate proofing approach to a real case and
- create more concrete ideas on how to use climate proofing in your own work context.

Extending the training with a real case is highly recommended as learning effects and willingness to engage beyond the training course are visibly increased – which is why this format is also called '**gold standard**'.

Target group

This format is particularly beneficial for participants working at the **technical/planning level** and being actively involved in development and adaptation planning. As this format includes working on real cases, some participants should be in a position to bring forward **own projects** that can be discussed. **Participants involved in an adaptation planning process will benefit most.**

Content, timeframe, and logistics

This course lasts **four days**. Due to the highly ambitious programme, participants may get overloaded with newly-acquired knowledge and skills. It is thus strongly recommended to **extend the training for half a day**, use this half-day for a break after the basic climate proofing course, and then continue with real cases. Alternatively or additionally an excursion to an adaptation project can be organised.

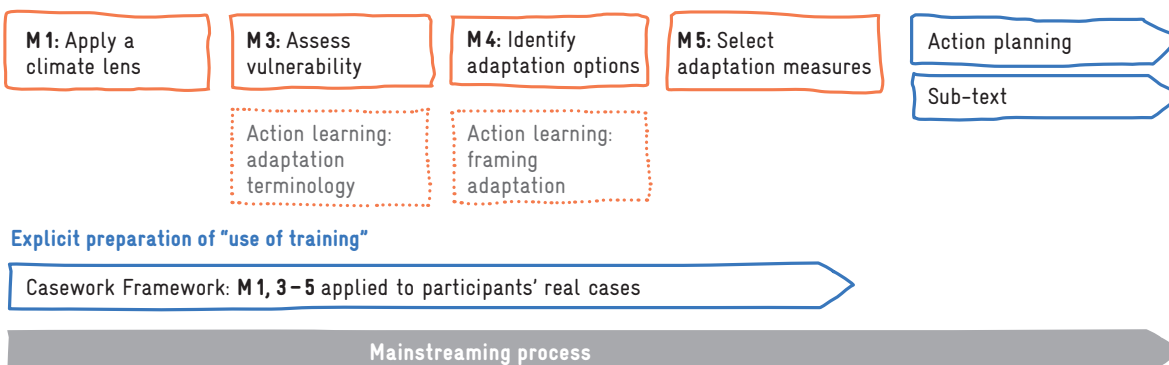
Contents for this training format are displayed in Graph 4 and in the training programme below.

In **addition**, sector and region-specific inputs by experts (from local, national, or regional institutions) can help localise the training workshop and give participants the opportunity to link up with experts they may contact again later on. (Additional time not taken into account in the draft programme below).

Specific logistics: the application of the climate proofing approach to a real case requires an adequate base of relevant information provided by the participants themselves. Trainers need to guide the participants through appropriate pre-workshop assignments,¹¹ based on the 'Casework Framework' (i. e. a template to systematically collect information)¹².

In addition to the manual, trainers must provide participants with copies of 'Guidance to peer discussion on real adaptation cases'.

THE BASIC COURSE "CLIMATE PROOFING"



Graph 4 – Key training contents: real case work

¹¹ In one case the trainer team ran a pre-training field mission to collect and document real case information. While this improved information quality, the approach was definitely more expensive and participants manifested a lack of ownership.

¹² The Casework Framework can be downloaded at [AdaptationCommunity.net > Knowledge > Adaptation Training](https://AdaptationCommunity.net/Knowledge/AdaptationTraining).

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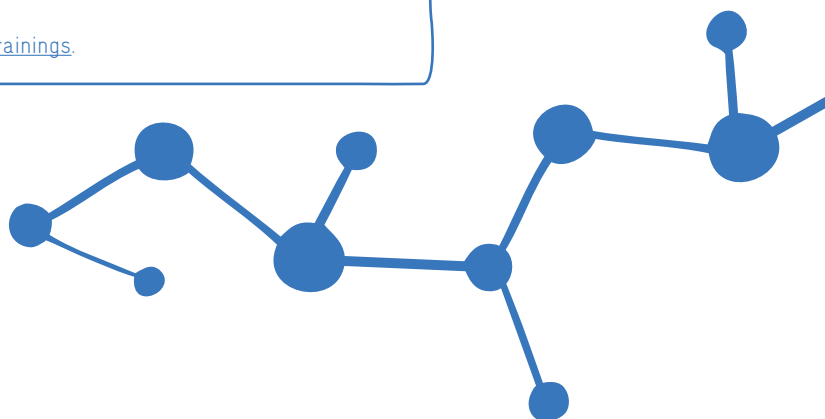
	DAY 1	DAY 2	DAY 3	DAY 4
MORNING SESSION 1	Intro: Welcome, objectives, getting to know each other, training rules	Intro: Systematic adaptation assessment M3 'Assess vulnerability'	M5 'Select adaptation measures'	Presentation and discussion of real cases
MORNING SESSION 2	Intro to climate change and CCA Action Learning: Adaptation Terminology	M3 continued	Role-play and reflection on M3–M5	Action planning for next steps
AFTERNOON SESSION 1	Intro: Zanadu case	M4 'Identify adaptation options'	Casework Framework: M1, M3–M5 applied to participants' real cases	Evaluation and closure
AFTERNOON SESSION 2	M1 'Climate Lens'	M4 continued	Above continued	

Each day has been divided into four sessions of 90 minutes each, with breaks for tea/lunch. Module sessions include input, casework, and reflection.

Examples

- **India** (September 2012): Training of multipliers
- **Kyrgyzstan** (March 2013): Training of multipliers with participants from Central Asia
- **Indonesia** (March 2013): Training of multipliers with participants from ASEAN countries ([report](#))

For training reports and further information please visit
AdaptationCommunity.net > [Exchange](#) > [Workshops and Trainings](#).



2.2

Practitioner training: focus on climate information

Learning objectives

In addition to the basic course the learning objectives are:

- get an overview of the major aspects of climate science: scenarios, models at global and regional level;
- know a set of standard climate data sources: historic versus projected data, data at different geographic resolutions, models and scenarios;
- understand that climate information lays the foundation but does not automatically provide the 'right decision';
- understand why climate information is intrinsically linked to uncertainty, and how to communicate uncertainty proactively in order to motivate political action.

Target group

This format is particularly beneficial for participants working at the **technical/planning level** and being actively involved in development and adaptation planning.

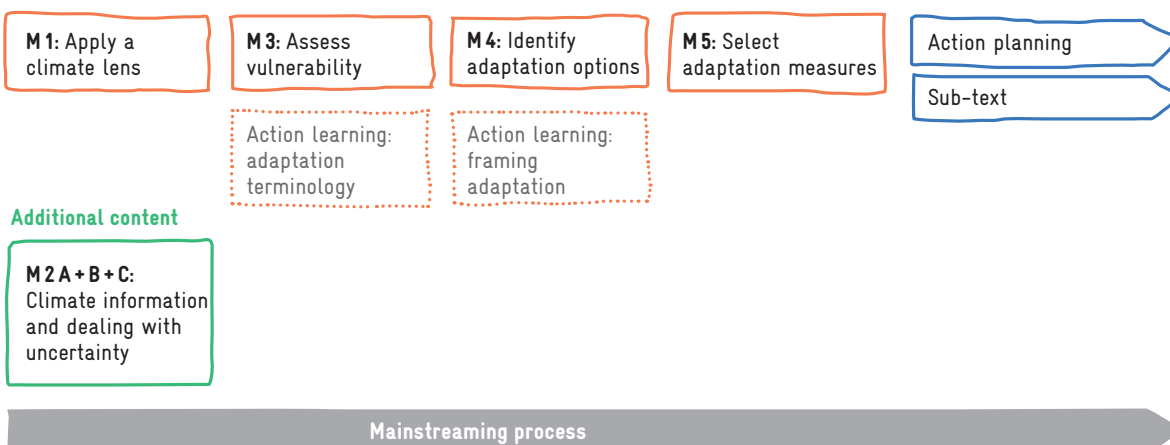
While this topic is always appreciated, it is **especially effective for participants who need basic understanding of climate science** and information in their work context.

Content, time frame, and logistics

This format lasts for **three and a half days**. Content for this training format is displayed in Graph 5 and in the training programme below. Due to time constraints, Module 2 C does not include full casework, but only the introductory PowerPoint presentation and an interactive exercise on the question 'How can you take decisions despite uncertainty?'

In **addition**, it can be very helpful to invite a climate expert from a local/national research institute for a presentation or Q&A to develop participants' confidence in dealing with climate information. Adding in Module 2 B (finding climate information, using the platform ci:grasp¹³), perhaps in an afternoon session at the participants' own pace, reporting back the next morning, can also be considered. (Additional time is not taken into account in the draft programme below).

THE BASIC COURSE "CLIMATE PROOFING"



Graph 5 – Key training content: focus on climate information

¹³ <http://pik-potsdam.de/cigrasp-2>

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	DAY 1	DAY 2	DAY 3	DAY 4
MORNING SESSION 1	Intro: Welcome, objectives, getting to know each other, training rules	M2A 'Climate Information'	M4 'Identify adaptation options'	Action planning for next steps
MORNING SESSION 2	Intro to climate change and CCA Action Learning: Adaptation Terminology	M2C 'Dealing with uncertainty' (shortened)	M4 continued	Evaluation and closure
AFTERNOON SESSION 1	Intro: Zanadu case	Intro: Systematic adaptation assessment M3 'Assess vulnerability'	M5 'Select adaptation measures'	
AFTERNOON SESSION 2	M1 'Climate Lens'	M3 continued	Role-play and reflection on M3–M5	

Each day has been divided into four sessions of 90 minutes each, with breaks for tea/lunch. Module sessions include input, casework, and reflection.

2.3 Practitioner training: focus on Ecosystem- based Adaptation¹⁴

Learning objectives

In addition to the basic course the learning objectives are:

- understand and be able to explain the basic concepts of climate change and climate change adaptation;
- understand the concept of EbA;
- think through systematic steps aiming at defining concrete adaptation options at different levels, e.g. selecting adaptation options at state level, and get an overview of methodological aspects relevant for EbA (vulnerability analysis, assessment and valuation of ecosystem services, identification of suitable EbA options/measures, role of communication, monitoring, and evaluation);

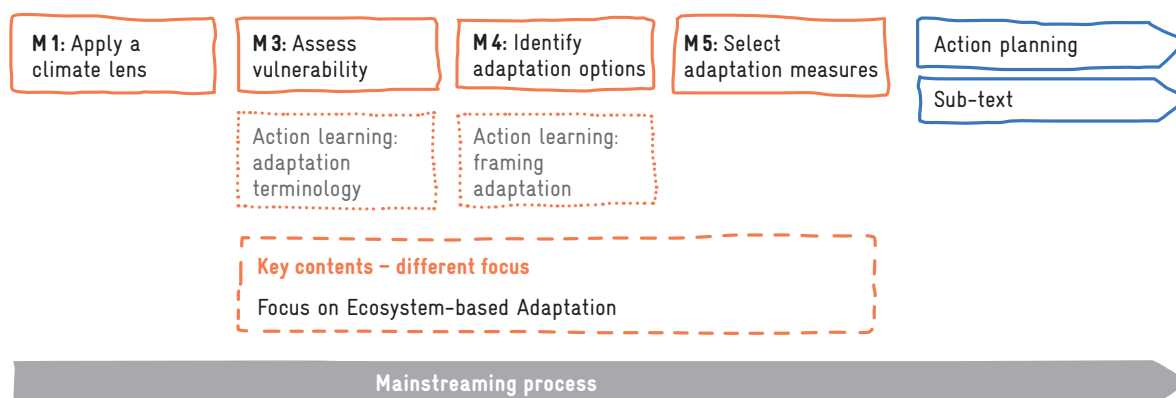
- Get an overview of the history of EbA: origin of the concept, pioneer stakeholders, linkages with international conventions;
- Know and be able to communicate advantages and (co-)benefits of EbA.

Target group

This format is particularly beneficial for participants working at the **technical/planning level** and being actively involved in development and adaptation planning.

The focus on Ecosystem-based Adaptation is especially beneficial for **participants with a biodiversity conservation/natural resource management background** as well as for **participants from sectors (potentially) benefiting from ecosystem services** (e.g. water, urban planning, infrastructure, etc.). A mixed group from different sectors working in one region is especially fruitful.

THE BASIC COURSE "CLIMATE PROOFING"



Graph 6 – Key training content: focus on Ecosystem-based Adaptation

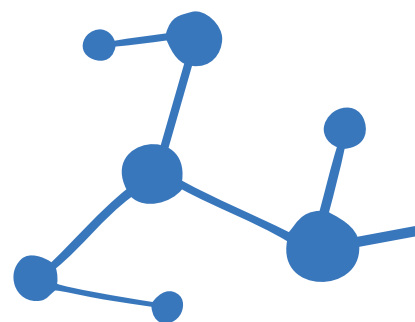
¹⁴ This format can also be run as specialised stand-alone training for advanced experts. See description, page 34.

Content, time frame, and logistics

This format lasts for **three and a half days**. The **content** of this format is displayed in Graph 6 and in the training programme below.¹⁵

In **addition**, trainers could update the existing Power-Point-presentation with regional information, e.g. on specific ecosystem services, examples for payments for ecosystem services schemes, or information on threats to biodiversity conservation. (If this addition takes much more time than considered in the programme below, please adapt the programme.)

Specific logistics: A specific trainer handbook provides guidance on how to run this training format, including all interactive exercises. The application of the climate proofing approach to a real case (Exercise E) requires an adequate base of relevant information provided by the participants themselves. Trainers need to guide the participants through appropriate pre-workshop assignments, based on the 'Casework Framework'. Alternatively, a fictitious project brief is available.



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	DAY 1	DAY 2	DAY 3	DAY 4
MORNING SESSION 1	Intro: Welcome, objectives, getting to know each other, ground rules	Exercise A – 'Climate Lens'	Exercise C continued	Exercise E 'EbA-specific casework'
MORNING SESSION 2	Intro to climate change and CCA Action Learning Adaptation Terminology	Intro Systematic adaptation assessment Exercise B – 'Assess vulnerability'	Exercise D – 'Select adaptation measures'	Exercise E continued
AFTERNOON SESSION 1	Intro to EbA	Exercise B continued	Reflection on Exercises C and D: focus on EbA	Action planning for next steps
AFTERNOON SESSION 2	Intro to Zanadu case	Exercise C – 'Identify adaptation options'	Roleplay and reflection on Exercises A – D	Evaluation and closure

Each day has been divided into four sessions of 90 minutes each, with breaks for tea/lunch. Exercises A – E include input, casework, and reflection discussion.

¹⁵ This training is based on the original Zanadu case. As it was developed in parallel with the stand-alone training (see page 34), the original Modules 1 and 3–5 have been renamed as:

- Exercise A: Apply a climate lens
- Exercise B: Assess vulnerability
- Exercise C: Identify adaptation options
- Exercise D: Select adaptation measures

2.4

Practitioner training: focus on Adaptation M & E¹⁶

Learning objectives

In addition to the basic course the learning objectives are:

- get to know the rationale, potentials, and challenges of adaptation M & E;
- reflect different contexts and purposes of adaptation M & E and understand that there is no one-size-fits-all approach to adaptation M & E;
- learn a systematic process to develop adaptation M & E systems at the project/programme and national level;
- understand how to develop adaptation-specific indicators.

Target group

This format is particularly beneficial for participants working at the **technical/planning level** and being actively involved in development and adaptation planning.

The more specific Modules 6 A and 6 B target **individuals who are involved in designing monitoring and evaluation systems for adaptation at national level (Module 6 A) or project/programme level (Module 6 B)**. For in-depth coverage of these modules a good understanding of CCA is required. Furthermore, it is recommended that participants have some background knowledge on M & E in general.

Content, time frame, and logistics

This training can be run in different combinations of the basic course and the M & E modules, lasting from **three to five days** (see Table 1).

The **contents** of the different versions are shown in Table 1. The training programme shows the 4-day training.

Specific logistics: A specific trainer handbook provides details about the content of each module.

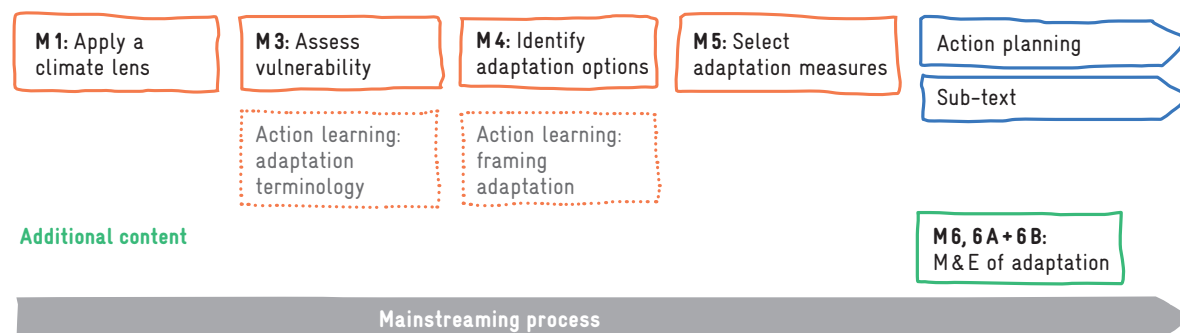
BRIEF CHARACTERISTIC	INCLUDED MODULES / SESSIONS	APPROXIMATE TIME DEMAND
OECD training course with introduction to M & E	M 1 – M 5, M 6	M 6: 90 min. Total: 3 ½ days
OECD training course with focus on national-level M & E	M 1 – M 5, M 6 M 6 A (sessions 7 and 8 can vary in length)	M 6: 90 min. M 6 A: 1 ½ days Total: ~ 4 ½ days
OECD training course with focus on project-level M & E	M 1 – M 5, M 6 M 6 B (sessions 12 and 13 can vary in length)	M 6: 90 min. M 6 B: 1 ½ days Total: ~ 4 ½ days
OECD training course with all M & E modules (introduction, national, and project level) ¹⁷	M 1 – M 5, M 6 M 6 A (sessions 7 and 8 can vary in length) M 6 B (sessions 12 and 13 can vary in length)	M 6: 90 min. M 6 A: 1 ½ days M 6 B: 1 day Total: ~ 5 days

Table 1: Possible combinations of the basic course and the M & E modules

¹⁶ This format can also be run as specialised stand-alone training for advanced experts. See description page 36.

¹⁷ Training courses with emphasis on M & E often focus either on the national or the project-level. If all three M & E modules are conducted together, trainers need to keep in mind that some contents in Modules 6 A and 6 B are similar, particularly on indicator development and road map development.

THE BASIC COURSE “CLIMATE PROOFING”



Graph 6 – Key training content: focus on Monitoring and Evaluation

DRAFT PROGRAMME

	DAY 1	DAY 2	DAY 3	DAY 4
MORNING SESSION 1	Intro: Welcome, objectives, round of introductions	Intro: Systematic adaptation assessment M3 'Assess vulnerability'	M5 'Select adaptation measures'	M6A or B continued
MORNING SESSION 2	Intro: climate change and CCA Action Learning: Adaptation Terminology	M3 continued	M6 'Introduction to adaptation M&E'	M6A or B continued
AFTERNOON SESSION 1	Intro: Zanadu case	M4 'Identify adaptation options'	M6A 'M&E for adaptation at national level' or M6B 'M&E for adaptation at project level'	Action planning for next steps
AFTERNOON SESSION 2	M1 'Climate Lens'	M4 continued	M6A or B continued	Evaluation and closure

Each day has been divided into four sessions of 90 minutes each, with breaks for tea/lunch. Module sessions include input, casework, and reflection discussion.

Example

- **South Africa** (January 2014): Participants from South Africa (planned)

For training reports and further information please visit AdaptationCommunity.net > Exchange > Workshops and Trainings.

3. Training of Multipliers

General objectives and learning objectives

A Training of Multipliers (ToM) workshop aims to **support multipliers in passing on their knowledge of climate change adaptation** to development practitioners (their superiors and colleagues, in and beyond their organisation).

Therefore **learning objectives** for a ToM workshop include the following:

- understand what climate change is and how it affects development planning;
- realise what adaptation to climate change is and how it can be incorporated in development planning;
- know how to think through systematic steps towards concrete adaptation options at different levels of government, e.g. selecting adaptation options at state level;
- be able to systematically address adaptation in participants' own work context;

- be able to act as a multiplier for taking action on adaptation, i.e. communicating and convincing peers to take action, identifying vulnerabilities and defining adaptation measures in own work context, etc.

Target group

This format addresses multipliers (or change agents) for CCA. The ToM addresses their specific task of strategically promoting adaptation as a major topic in development planning within their institutional setting. Skilled and convincing multipliers are crucial for the institutional uptake and mainstreaming of CCA.

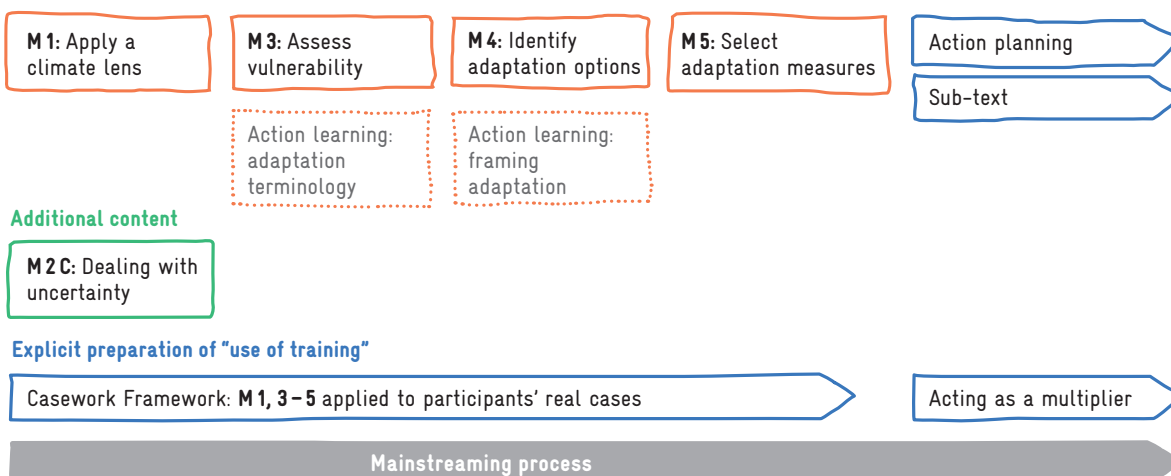
Multipliers can be technical staff, middle management, or independent (e.g. consultants). They need a mandate or task that allows them to address colleagues within their institution, or other stakeholders such as policy/decision makers, implementers, NGOs, media, local communities, etc.

The following criteria should be taken into consideration for the selection of participants:

- familiarity with the concepts of climate change
- good experience in working with groups as a facilitator or in working with multiple stakeholders
- clear mandate/task within his/her organisation to mainstream CCA and/or carry out further CCA activities and/or training.

Ownership can be enhanced if participants have to apply for the training course (e.g. send in Expressions of Interest).

THE BASIC COURSE "CLIMATE PROOFING"



Graph 8 – Key training content: acting as a multiplier

Content, time frame, and logistics

This format usually lasts **six days**, and includes a half-day break. Due to the ambitious programme participants tend to get overloaded with newly-acquired knowledge; the break also serves to finalise the casework framework that will orient the 'application of climate proofing to real cases'. Thus, it is strongly recommended not to compromise on the half-day break. A social event organised on one of the evenings is appreciated.

Contents for this training format are displayed in Graph 8 and the training programme below. Due to the objectives of a ToM above, the programme should be very specific. For the programming this means:

- the training content should be defined according to a preliminary capacity needs assessment;
- a strong focus should be put on bridging the gap from learning to application in participants' individual work contexts: the programme below thus includes 'real cases' for climate proofing and 'Acting as a multiplier' is also based on participants' own cases;
- to enable participants to actually act as multipliers the commissioners should join the training for a session and discuss next steps with participants. Only then will participants' action planning be satisfactorily targeted.

Specific content: For some multipliers it can also be useful to work on Modules 8 and 9 on the local level and have a session on communicating CCA and applying PRA tools for climate proofing on the local level. (The additional input is not taken into account in the draft programme.)

Specific logistics: The application of the climate proofing approach to a real case requires an adequate base of relevant information provided by the participants themselves. Trainers must guide the participants through appropriate pre-workshop assignments, based on the Casework Framework. 'Acting as a Multiplier' needs no preparation before the training.

In addition to the manual, trainers must provide participants with copies of 'Guidance to peer discussion on real adaptation cases'.

Examples

- **India** (September 2012): Training of multipliers
- **Kyrgyzstan** (March 2013): Training of multipliers with participants from Central Asia
- **Indonesia** (March 2013): Training of multipliers with participants from ASEAN countries

For training reports and further information please visit AdaptationCommunity.net > [Exchange](#) > [Workshops and Trainings](#).

DRAFT PROGRAMME

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
MORNING SESSION 1	Intro: Welcome, objectives, getting to know each other, ground rules	Intro: Systematic adaptation assessment M3 'Assess vulnerability'	M5 'Select adaptation measures'	Casework Framework: M1, M3–M5 applied to participants' real cases	Intro to M2C 'Dealing with uncertainty'	Action planning for next steps (input by commissioner, planning by participants)
MORNING SESSION 2	Intro: climate change and CCA Action Learning: Adaptation Terminology	M3 continued	Roleplay and reflection on M3–M5	Casework Framework continued	'Acting as a multiplier': Key qualifications and challenges for CCA multipliers	Evaluation and closure
AFTERNOON SESSION 1	Intro: Zanadu case	M4 'Identify adaptation options'	Free time	Presentation and discussion of real cases	Force-field analysis	
AFTERNOON SESSION 2	M1 'Climate Lens'	M4 continued	Free time	Knowledge sharing, regional/sector input	Force-field analysis continued	

Each day has been divided into four sessions of 90 minutes each, with breaks for tea/lunch. Module sessions include input, casework, and reflection discussion.

4. Training of Trainers

General objectives and learning objectives

A Training-of-Trainers (ToT) workshop aims to **train trainers to pass on their knowledge of climate change adaptation to development practitioners through training events**. Therefore learning objectives for a ToT workshop shall include the following:

- understand thoroughly the systematic steps towards concrete adaptation options at national, sector, local, and project level;
- absorb own experience as 'trainee' with the training modules;
- build training capacities according to the Harvard Case training method and be able to run a training course according to modern participant-centred adult learning
 - select appropriate training tools to activate participants in casework;
 - practise Socratic method for reflection sessions;
 - prepare a participant-centred training script;
 - prepare and conduct a selected training session;
 - reflect on their role as trainers; and
 - learn how to deal with difficult situations and participants.

Specific learning objectives have to be defined for each training workshop depending on the objectives of the host institution (expected output and desired outcome) as well as participants' needs.

Target group

This format addresses trainers, consultants, and representatives from partner organisations, as well as national and international staff in international cooperation working in projects with CCA relevance and in a position to pass on their knowledge of climate change adaptation. For participant selection, the following criteria should be taken into consideration:

- familiarity with concepts of climate change
- good experience in working with groups as a trainer or facilitator or in working with multiple stakeholders
- participatory attitude
- clear mandate to carry out training.

Ownership can be enhanced if participants have to apply for the training course (send Expressions of Interest) and share some of the cost by paying a fee.¹⁸

Content, time frame, and logistics

In order to introduce all training modules to participants and have sufficient time for practical application and learning this format should last **ten days**, including one half-day and one one-day break. Ideally, participants should work through all existing training modules and the action learning exercise 'Adaptation Terminology'. Due to time constraints, however, it will not be possible to work through all modules in the form of casework and reflection sessions; some modules must be simply presentations plus hints for trainers. It is not recommended that a ToT workshop last longer than ten days, a duration already straining the energy level and absorption capacity of participants and trainers alike.

¹⁸ After some trial and error, we recommend asking for a contribution of about one national expert's daily fee. Waivers can be issued to candidates under specific circumstances.

The **contents** for a ToT are displayed in the textbox below.

KEY CONTENTS FOR A TRAINING OF TRAINERS

Technical presentations and general sessions

- Introductory session: Welcome, objectives, getting to know each other, and ground rules
- Introduction to climate change and adaptation to climate change (including reference to real case examples)
- Action Learning: Adaptation Terminology
- Introduction: Zanadu case
- Action planning for next steps

Presentations and modules to conduct as casework and reflection sessions

- **Module 1:** 'Climate Lens'
- **Module 2 A:** Understand climate science (Former Module 2)
- **Module 2 C:** Manage uncertainty (introduction and interactive exercise, see below)
- Systematic adaptation assessment:
 - Module 3** 'Assess vulnerability',
 - Module 4** 'Identify adaptation options',
 - Module 5** 'Select adaptation measures'
- **Module 7** 'Develop institutional capacity'
- **Session** 'Acting as a multiplier' (Intro, exercise 'key qualifications for CCA multipliers', and short version of 'force-field analysis')

Modules to introduce in shorter formats

- **Module 2 B:** Find climate information on ci:grasp
- **Module 6:** 'Introduction to adaptation M & E'
- **Module 6 A:** 'M & E for adaptation at national/subnational level'
- **Module 6 B:** 'M & E for adaptation at project/programme level'
- **Module 8:** 'Local climate stresses, vulnerability and resilience'
- **Module 9:** 'Take action at local level and beyond'
- **Module 10:** 'Integrate adaptation into the project cycle'
- **Casework Framework:** Using real cases
- Basic training with focus on EbA

Presentations and sessions on training methods

- Key methodological concepts: presentations and exercises as needed by participants
- Simulations of future training the trainers will conduct, including facilitated reflection based on different feedback loops, i. e. self-reflection, feedback by observers, feedback by trainers
- A daily co-management committee providing the opportunity for participants to play an active role in shaping the training process

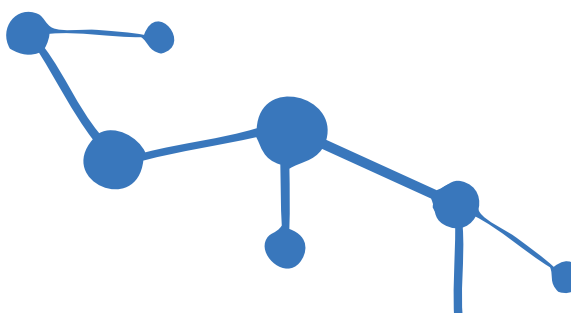
In **addition**, expert presentations can help embed the training workshop into a larger political framework and enable participants to ask questions and profit from experts' knowledge and/or practical experience. (Such additional inputs are not taken into account in the draft programme below; be careful not to overload the already strenuous programme).

Specific logistics: To enable participants to actually apply new skills and knowledge, training organisers should join a session of the training and discuss with participants their next steps in using and applying the training's content.

DRAFT PROGRAMME

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
MORNING SESSION 1	Intro: Welcome, objectives, getting to know each other, ground rules	Intro: Systematic adaptation assessment M3 'Assess vulnerability'	M5 'Select adaptation measures'	Key methodological concepts	M2A 'Climate data'	Free time
MORNING SESSION 2	Intro: climate change and CCA Action Learning: Adaptation Terminology	M3 continued	Roleplay and reflection on M3–M5 Inventory of training methods (prep for Day 4)	Participatory training methods	M2A 'Understand climate science' and Reflection as a trainer	
AFTERNOON SESSION 1	Intro: Zanadu case	M4 'Identify adaptation options'	Free time	Reflection on case study method	Free time	
AFTERNOON SESSION 2	M1 'Climate Lens'	M4 continued Reflection as a trainer		How to design a training programme		

Each day has been divided into four sessions of 90 minutes each, with breaks for tea/lunch. Module sessions include input, casework, and reflection discussion.



Examples

- **Germany** (January 2011): Participants from all over the world
- **India** (August 2011): Participants from India, Nepal, and the Philippines
- **Morocco** (June 2012): Participants from French-speaking African countries
- **Costa Rica** (September 2012): Participants from Central and South America ([report](#))
- **India** (July 2013): Participants from Madhya Pradesh

For training reports and further information please visit
[AdaptationCommunity.net > Exchange > Workshops and Trainings](#).

DAY 7	DAY 8	DAY 9	DAY 10
M7 'Develop institutional adaptive capacity'	Prepare a training programme	Onstage session 1 (includes reflection, feedback by team, observers)	Reflection on the method, open questions
Discovering M2 B, M6 A+B, M8, M9, M10	Presentation and feed-back in plenary session	Onstage session 2	Action planning for next steps
'Acting as a multiplier': Key qualifications for CCA multipliers (casework)	Prepare training script for selected part	Onstage session 3	Evaluation and closure
Input: Casework Framework for real cases & EbA Reflection as a trainer	Above continued	Onstage session 4	

5.1

Stand-alone training: Ecosystem-based Adaptation

In addition to conducting the basic course with a focus on EbA (see page 24), EbA can also be addressed in a 'stand-alone' format. This format is described here.

Learning objectives

- Understand and be able to explain the basic concepts of climate change and climate change adaptation.
- Understand the concept of EbA
 - the twofold link between ecosystems and climate change adaptation,
 - the role of ecosystem services for society (in particular in the context of climate change adaptation),
 - overview of the history of EbA: origin of the concept, pioneer stakeholders, linkages with international conventions,
 - EbA in the context of SLM/NRM,
 - linkages and synergies between EbA and climate change mitigation.
- Get an overview of methodological aspects relevant for EbA: vulnerability analysis, assessment and valuation of ecosystem services, monitoring and evaluation.
- Be able to identify entry points for EbA in the project cycle.
- Know and be able to communicate advantages and (co-)benefits of EbA.
- Be aware of and able to address challenges and enabling conditions for the implementation of EbA: driving and restraining factors for EbA and potential for action.

Target group

This format is particularly beneficial for participants working at the **technical/planning level in biodiversity conservation/natural resource management** as well as for participants working at the **technical/planning level in sectors (potentially) benefitting from ecosystem services** (e.g. water, urban planning, and infrastructure). Inviting participants from different sectors can contribute to awareness-raising on the importance of the systemic view across different sectors.

The stand-alone version does not include the systematic introduction to the climate proofing process of the basic course, but dives straight into working with a real case. **A sound understanding of how to systematically address adaptation is a prerequisite;** practical experience in mainstreaming CCA or in planning/implementing CCA measures is advantageous. (Contrary to many participants' opinion, having heard of or read the brochure will not suffice!)

Content, time frame, and logistics

The training can be delivered in **2 days**. Contents can be derived from the training programme below.

Specific logistics: A specific trainer handbook provides guidance on how to run this training format, including all interactive exercises. The application of the climate proofing approach to a real case (Exercise E) requires an adequate base of relevant information provided by the participants themselves. Trainers must guide participants through appropriate pre-workshop assignments, based on the Casework Framework. Alternatively, a fictitious project brief is available.

DRAFT PROGRAMME

	DAY 1	DAY 2
MORNING SESSION 1	Welcome, objectives, round of introductions Film 'We know enough about CC' and initial brainstorming on EbA	Exercise E (continued)
MORNING SESSION 2	Action Learning: CCA Terminology Introduction to EbA (part 1: definitions and concepts)	Exercise F: Driving and restraining factors for EbA and potential for action
AFTERNOON SESSION 1	Introduction to EbA (part 1, continued)	Exercise F (continued)
AFTERNOON SESSION 2	Exercise E: EbA-specific casework on analysing vulnerabilities and defining adaptation options according to the Analytical Framework	Introduction to EbA (part 2: methodological aspects) Reflection and wrap-up

Each day has been divided into four sessions of 90 minutes each, with breaks for tea/lunch. Module sessions include input, casework, and reflection discussion.

Examples

- **Brasil** (August and September 2013): Participants from Brasil
- **India** (April 2013): Participants from India

For training reports and further information please visit AdaptationCommunity.net > [Exchange](#) > [Workshops and Trainings](#).

5.2

Stand-alone training: Adaptation M&E

In addition to conducting the basic course with a focus on Monitoring and Evaluation (M&E – see page 26), M&E can also be addressed in a 'stand-alone' format. This format is described here.

Learning objectives

- Get to know the rationale, potentials, and challenges of adaptation M&E;
- Reflect different contexts and purposes of adaptation M&E and understand that there is no one-size-fits-all approach to adaptation M&E;
- Learn a systematic process to develop adaptation M&E systems at the project/programme and national level;
- Learn how to develop adaptation-specific indicators.

Target group

The training is especially interesting for **individuals who are involved in designing monitoring and evaluation systems**, whether at national or project/programme level. Since the stand-alone version does not include the systematic introduction to the climate proofing process of the basic course, it is **important that participants have prior knowledge of systematically addressing adaptation to climate change**. Participants should also have some background knowledge on M&E in general.

Content, time frame, and logistics

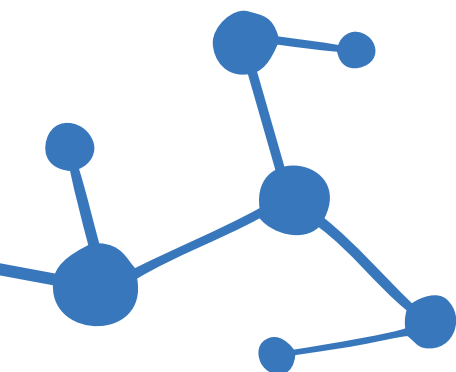
The stand-alone training can last from **two to three days**. The following **content** is available:

- Introduction to climate change and adaptation
- Module 6: **Introduction** to adaptation M&E
- Module 6A: Designing adaptation M&E systems at the **national** level
- Module 6B: Designing adaptation M&E systems at the **project/programme** level.

Module 6 as well as the introduction to adaptation should always be included. Modules 6A and 6B are independent of each other, i. e. trainers can choose to focus either on the national or the project/programme level or both (see table below). The draft training programme (see next page) illustrates the focus on the national level. Beginning with a **recap on climate change and adaptation** has shown demonstrable benefits in aligning participants' knowledge base.

Sessions 7 and 8 (real case reflection and road map development) can be expanded into a workshop towards the development of a national M&E system. This has been practiced in Mexico and Grenada. Further details are described in the trainer's handbook on the M&E modules.

Specific logistics: A specific trainer handbook provides details about the content of each module.



BRIEF CHARACTERISTIC	INCLUDED MODULES / SESSIONS	APPROXIMATE TIME DEMAND
Emphasis on national-level M&E	Introducing the course, introduction to CCA M6 M6A (sessions 7 and 8 can vary in length)	½ days M6: 90 min. M6A: 1 ½ days Total: ~ 2 ½ days
Emphasis on project-level M&E	Introducing the course, introduction to CCA M6 M6B (sessions 12 and 13 can vary in length)	½ days M6: 90 min. M6B: 1 day Total: ~ 2 days
All M&E modules (introduction, national and project level) ¹⁹	Introducing the course, introduction to CCA M6 M6A (sessions 7 and 8 can vary in length) M6B (sessions 12 and 13 can vary in length)	½ days M6: 90 min. M6A: 1 ½ days M6B: 1 day Total: ~ 3 days

Table 2: Possible combinations of the M&E modules for a stand-alone training

DRAFT PROGRAMME (NATIONAL LEVEL²⁰)

	DAY 1	DAY 2	DAY 3
MORNING SESSION 1	Welcome, objectives, round of introductions	M6A continued (session 4)	M6A continued (session 8)
MORNING SESSION 2	Intro: climate change and adaptation Action Learning: Adaptation Terminology	M6A continued (session 5)	(Optional: additional time for session 7 or 8)
AFTERNOON SESSION 1	M6 'Introduction to adaptation M&E', Intro: Zanadu case	M6A continued (session 6)	(Optional: additional time for session 7 or 8)
AFTERNOON SESSION 2	M6A 'M&E for adaptation at national level' (session 3)	M6A continued (session 7)	Evaluation and closure

Each day has been divided into four sessions of 90 minutes each, with breaks for tea/lunch. Module sessions include input, casework, and reflection discussion.

Examples

- **Mexico** (April 2013): Pilot training with participants from Grenada, India, Indonesia, Mexico, Tunisia, the Philippines, South Africa and Tunisia ([report](#))
- **Grenada** (July 2013): Participants from Grenada
- **Mozambique** (October 2013): Participants from Mozambique
- **Mexico** (November 2013): Participants from Mexico
- **Philippines** (November 2013): Participants from the Philippines (planned)

For training reports and further information please visit AdaptationCommunity.net > Exchange > Workshops and Trainings.

19 If all three M&E modules are conducted together, trainers need to keep in mind that some content in Modules 6A and 6B is similar, particularly on indicator development and road map development.

20 In case of a focus on the project level, sessions of Module 6B would replace those of 6A.



ANNEX

	INTRO TO THE MODULE ²²	GUIDANCE FOR PARTICIPANTS' WORK
MODULE 1: Apply a climate lens	PPT	Manual
MODULE 2A: Understand climate science (Former Module 2)	PPT long	Manual
MODULE 2B: Find climate information at ci:grasp	PPT long	Manual
MODULE 2C: Manage uncertainty	PPT long	Manual
MODULE 3: Assess vulnerability	PPT	Manual
MODULE 4: Identify adaptation options	PPT	Manual
MODULE 5: Select adaptation measures	PPT	Manual
MODULE 6: Introduction to adaptation M&E	PPT	Manual
MODULE 6A: National-level adaptation M&E	PPT	Manual
MODULE 6B: Project/programme-level adaptation M&E	PPT	Manual
MODULE 7: Develop institutional capacity	PPT	Manual
MODULE 8: Local climate stresses, vulnerability and resilience	PPT	Manual
MODULE 9: Take action at local level and beyond	PPT	Manual
MODULE 10: Integrate adaptation into the project cycle	PPT	Manual
ACTION LEARNING: Adaptation terminology	Board	–
ACTION LEARNING: Framing adaptation	Board	–
CASEWORK FRAMEWORK for the application of climate proofing to real cases	–	–
SESSION 'Acting as a multiplier'	–	–
EbA²⁴: Exercise A 'Apply a climate lens'	Same as M 1	Trainer Handbook EbA Annex 9
EbA: Exercise B 'Assess vulnerability'	Same as M 3	Trainer Handbook EbA Annex 9
EbA: Exercise C 'Identify adaptation options'	Same as M 4	Trainer Handbook EbA Annex 9
EbA: Exercise D 'Select adaptation measures'	Same as M 5	Trainer Handbook EbA Annex 9
EbA: Exercise E 'EbA-specific case work'	–	Trainer Handbook EbA Annex 4 – 7
EbA: Exercise F 'Driving and restraining factors for EbA'	–	Trainer Handbook EbA Annex 8

Available material

Material can be downloaded free of charge from the OECD website.²¹
GIZ employees can access files [here](#).

HANDOUT ²³	TRAINER INFORMATION TO BE FOUND IN	COMMENTS
2011	Trainer Handbook	-
2012	Trainer Handbook	-
-	Trainer Handbook and Annex	The Climate Impacts: Global and Regional Adaptation Support Platform was updated in 2013 (ci:grasp 2.0); the exercises have not yet been reviewed.
2012	Trainer Handbook and Annex	-
2011	Trainer Handbook	-
2011	Trainer Handbook	-
2011	Trainer Handbook	-
2013	Trainer Handbook	Material for stand-alone training course is available on AdaptationCommunity.net > Knowledge > Monitoring & Evaluation ; find a factsheet about the M&E modules here .
2013	Trainer Handbook	
2013	Trainer Handbook	
2011	Trainer Handbook	-
2011	Trainer Handbook	-
2011	Trainer Handbook	-
2011	Trainer Handbook	-
-	Trainer Handbook	-
-	Trainer Handbook; Trainer Handbook EbA as intro to M 4/Ex B	-
-	Annex to Trainer Handbook	-
-	Annex to Trainer Handbook	-
Same as M 1	Trainer Handbook EbA	-
Same as M 3	Trainer Handbook EbA	-
Same as M 4	Trainer Handbook EbA	-
Same as M 5	Trainer Handbook EbA	-
-	Trainer Handbook EbA	-
-	Trainer Handbook EbA	-

²¹ www.oecd.org/dac/environment-development/integratingclimatechangeadaptationintodevelopmentplanningapractice-orientedtrainingbasedontheoecdpolicyguidance.htm

²² 'Long' means: includes a very detailed introduction to the topic.

²³ Handouts dating from 2012 and later have been reviewed or newly developed with additional expertise, e.g. from Potsdam Institute for Climate Impact Research (PIK).

²⁴ There is no EbA-specific handouts. A GIZ [factsheet](#) provides a comprehensive overview on EbA.

Logistical requirements for training

Venue

A training course with 20 participants should be provided with:

- A conference room of > 80 m² with daylight (and A/C if appropriate).
- 4 breakout rooms of > 12 m² with daylight (if the conference room is much larger, 3 breakout rooms will be enough). If additional rooms are not available or are far from the conference room, consider setting up workspaces in the garden (if available). Just make sure that they offer a good working atmosphere.
- A separate 'trainers' office' where they can leave their documents and preparations is nice to have.

We suggest asking for a conference room with no tables (except the trainer's table plus two or three tables for displaying things) and all the chairs set in a large semi-circle to allow easy movement. If available, chairs with foldable tablets are very much appreciated by participants. Trainers must be prepared to discuss the absence of tables with participants.

Technical equipment

- Video projector
- Laptop
- Screen or white wall
- Camera for photo documentation
- Electricity or generator facilities. Many parts of the training don't require power, but unreliable power supply should be discussed with trainers well in advance.

Training material

The interactive approach requires being well equipped with training material:

- 15 pinboards (double-sided) + 3 for a ToT (plus brown paper)
- 2–5 flipchart stands and paper
- 10 full boxes of pins
- 10 rolls of strong sellotape or sticky tape
- 5 glue sticks
- markers:
 - 50 black
 - 10 red
 - 10 blue
 - 10 green
- cards, rectangular
 - white 2000
 - light yellow 500
 - light red or rose 200
 - light green 200
 - light blue 500
- cards, oval and round (small and big)
 - white 100
 - light yellow 100
 - light red or rose 100
 - light green 100
 - light blue 100

Other

Other preparations include:

Mandatory

- training manual: spiral-bound copies (most pages b/w, some pages in colour)
- handouts: copies for respective modules
- name badges
- for ToT: trainer handbook and annex (b/w)

Nice to have

- writing pads and pens

List of abbreviations

CC	Climate change
CCA	Climate change adaptation
EbA	Ecosystem-based Adaptation
M & E	Monitoring and Evaluation
NRM	Natural Resource Management
OECD	Organisation for Economic Co-operation and Development
SLM	Sustainable Land Management
ToT	Training of Trainers
ToM	Training of Multipliers
ZOPP box	A moderation case full of office materials such as cards, pins and pens (ZOPP stands for 'zielorientierte Projektplanung' which means goal oriented project planning)



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