

SDC Network

Climate Change & Environment



Climate Change & Environment Training in the SDC Context: Results of an online dialogue within the CCE Network

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Schweizerische Eidgenossenschaft
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and Cooperation SDC

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Summary of the online dialogue

This online dialogue on Climate Change and Environment (CCE) Training (you can access [other info on SDC CCE related training here](#)) was held in **March 2012 in the Swiss Agency for Development and Cooperation (SDC) CCE Network**.

It was facilitated by Riff Fullan, HELVETAS Swiss Intercooperation, Knowledge Management Advisor of the SDC CCE Network. This document, containing conclusions, next steps and weekly summaries was created by Riff Fullan and Ueli Mauderli, SDC, Focal Point of the SDC CCE Network.

The **objectives** of the dialogue were the following:

- to reflect on the appropriateness of the actual training offered by SDC regarding its own institutional needs and those of partners
- to determine the thematic areas to focus on now and in the future
- to collect and consolidate ideas around the overall training approach, especially *by reflecting general Climate Change Introductory courses versus (“<->”)*

<-> more specified training modules on CCE subtopics

<-> Climate and DRR Checks on country and program level

<-> referral to existing training supported by other stakeholders and agencies

These are our **key conclusions** and **findings**:

1) The dialogue showed a wide range of training activities is going on – SDC funded and non SDC funded training. The discussions on all trainings showed that shaping a training, which is thematically and geographically, i.e. **locally relevant** for the national context, faces several challenges, mainly the following ones:

- a) **“Operationalising” the CCE knowledge in the work context**, rendering it more practice oriented, i.e. rendering participants capable of applying it locally; and
- b) Identifying **local experts** for CCE Training, Networking and Cooperation in the country.

It was stated that that the **mobile** CDE and IC/HELVETAS **modules**, respectively the Climate and DRR Check (new: Climate, Environment and DRR Guidance – CEDRIG) of country strategies and programs are advantageous regarding local relevance because they allow to adapt the offer *topic-wise* to local and country needs, challenges, field level involvement, field visits and direct applicability.

Overcoming the above challenges also in the training in Switzerland will allow to **connect trainings more closely to programs, concrete challenges and examples of climate compatible development** and connect participants to **info, programs and stakeholders/people**, which are key for them.

- 2) Another issue highlighted was that **keeping track with creeping longer term changes** related to Climate Change **might be neglected by concentrating only on immediate challenges related to extreme weather situations**.
- 3) It was highlighted by several participants that personal **contacts and a further leading exchange between training stakeholders and participants** (“networking”) appears to be as **important** as the training itself **for follow up effects**: They were necessary for the generation of new CCE related activities and for spin off effects of training, i.e. participants training other people who didn’t attend the training.

- 4) **A good training empowers and motivates** participants, “ignites a spark” to research further information for their use on their own and to link it practically to their working contexts. A good training prepares for efficient and practical learning on the job.
- 5) The **range of climate change related topics to cover in trainings** is wide (see attached Mind map in Annex 2 of the Dialogue or summaries, mainly the one of week 2), whereas the concrete needs and demands of the partner organizations and agencies of a Swiss Coordination Office (SCO) and the SCO itself will in most cases be much more specific.
It will thus be necessary to define a training by **integrating**
 - a. **a (short ca. 4 h) preparatory module (to be done before training by participants);**
 - b. **a general introduction module containing thematic 1h to 2h Outlooks** on different climate change issues of general interest while giving access to related information sources adaptable to an audience in Switzerland (working with country examples) and adaptable to an audience in a Partner country (working mainly with that country as an example);
 - c. **a consolidation module containing a range of consolidation topics** of 4h to 8h length (compare Mind map in Annex 2), out of which Headquarter & country offices can choose 1 to 3 in relation to the preponderant thematic demand;
 - d. **a follow-up mechanism**, which needs to be defined by the main interlocutors in relation to specific adaptation and mitigation challenges/subtopics.
- 6) SDC needs to concentrate on general and topical introduction training events that allow participants further learning on the job and on allowing CCE networkers choosing an appropriate selection of further leading trainings by facilitating info-access to other training offers

Next steps

- The target audiences of the training concept to be developed by CDE are people with a higher education in SDC and partner organizations and other agencies working in a similar field in Switzerland and in SDC partner countries.
A vision of how the beneficiaries of development programs are to be trained and sensitized – often disposing of no higher formal education at all or no academic education – is to be developed in the coming months in cooperation with other networks, especially ARD, DRR, E&I and Water.
- In the CCE Shareweb the training webpage will include:
 - SDC funded CCE training (2 to max 5 days)
 - non SDC funded CCE training (incl. longer trainings and advanced studies) and,
 - other training offers we consider useful (e.g. negotiation, reaching efficient multi-stakeholder dialogues)

The training webpage will also contain a blog allowing CCE networkers to inform the thematic community about their experience with a training they have attended.

- The CCE backstopper Centre for Development and Environment (CDE), which has been in charge of the planning of 2 to max. 5 day training and learning events on Climate Change for SDC and partners since 2008, is charged to develop a new training concept regarding the mapping of themes based on this online dialogue.

This concept contains for Switzerland and SDC partner countries the following:

Tasks related to training	Type of training info	Who
<p>Promotion (Intraweb & shareweb, Flyer & mails)</p> <p>Specific definition of training (phone calls, direct contact)</p>	<p>First info, first sensitization</p>	<p>GPCC, CCE Network core group role</p>
<p>Preparatory module (cc causes and impacts, challenges and measures, worldwide but also country specific for the country in which participant works) to be done before training by participants, available online</p> <p>Focus: Prepare participants to understand the key topics and key terminology and make participants research and skim first CCE related info for their countries.</p>	<p>Info on CC causes and impacts, challenges and measures</p>	<p>CDE in consultation with other CCE backstoppers</p>
<p>General introduction module (incl. discussion of preparatory module) containing thematic 1h to 2h outlooks (compare Mindmap in Annex 2) balancing requirements of practical and thematic needs of the participants in the region/country, scientific facts and developments, political debate and national transparency</p> <p>Focus: Link contents to concrete development realities of SDC and its partner organizations in the partner countries</p> <p>Options: Program and country cases, country-specific experts, programs, web-info and docs, key stakeholders, organizations & people</p>	<p>Introduction to policies, methodologies, technologies</p>	<p>CDE in consultation with other CCE backstoppers (INFRAS, HELVETAS, TERRACONSULT, EARTHPARTNER, UNIVERSITY OF ZURICH).</p> <p>Thematic outlooks to be prepared by CCE backstoppers in consultation with other backstoppers, compare consolidation module</p> <p>CDE consult GPCC on proposed cases</p> <p>The idea is that all backstoppers will be able to offer the introduction modules incl. the thematic 1h or 2h outlooks.</p>
<p>Consolidation module - A range of consolidation topics of 4h to 8h (compare Mind map in Annex 2) out of which Headquarter & country offices can choose 2 to 3 in relation to the preponderant thematic demand</p> <p>Focus: Link contents to concrete development realities of SDC and its partner organizations in the partner countries. - Ideally CCE Networkers should aim at one country or project oriented application of the Climate and</p>	<p>Deepening of policies, methodologies, technologies, ev. field visits, group work on concrete cases and with Internet Data Sources (country, project and topical info, methodologies - Problem based learning)</p>	<p>Thematic consolidation topics to be prepared by CCE backstoppers in consultation with other backstoppers</p> <p>To be prepared by the CCE backstoppers or GPCC disposing of good and concrete experience with the subtopic, e.g.</p> <ul style="list-style-type: none"> - Adaptation – INFRAS & Earthpartner e.g. WOTR India, HELVETAS e.g. PACC in Peru, - Climate and DRR Check (new: Climate, Environment and DRR Guidance – CEDRIG) INFRAS, HELVETAS & CDE

<p>DRR Check (new: Climate, Environment and DRR Guidance – CEDRIG)</p> <p>Options: Program and country cases (Problem based learning in groups), country topical key experts key programs, key web-info and docs, key stakeholders, organizations & people</p>		<ul style="list-style-type: none"> - AFOLU – HELVETAS - Energy – INFRAS - Policy – GPCC, Earthpartner, HELVETAS, Terraconsult <p>Evaluation & Monitoring – GPCC, University of Zurich Implementable by all (CDE and backstoppers consult GPCC on proposed cases)</p>
<p>Online Evaluation of training allowing quick overview of necessary quantitative & qualitative adaptations regarding each input, training activity</p>	<p>Potential for training adjustments and improvements</p>	<p>CDE in cooperation with FDFA training unit and GPCC</p>
<p>Follow up Mechanism (linking training with country activities)</p>	<p>Training result and outcome related info</p>	<p>To be defined by GPCC and CCE network core group members in exchange with Swiss Cooperation office and partner organizations & agencies</p>

Annex 1 - Dialogue Summaries, Weeks 1 & 2

Dear all,

The first week of our dialogue focused on experiences of network members with CCE-related training (including training funded wholly or partly by SDC as well as training funded by other organisations). A total of 23 messages were sent from CCE network members based in the following countries: Bolivia, Burkina Faso, India, Mali, Pakistan, Peru and Switzerland. (please see the [compilation of all messages here](#) for details). This email provides a brief summary of the ideas raised during the week (note: most of these were highlighted earlier, but as this summary will be translated into French and Spanish, all are included here).

The **overall objectives of the dialogue** are:

- To reflect on whether the current Climate Change and Environment related training offers supported by SDC are appropriate for its own institutional needs and for those of partners
- To determine which thematic areas are the most important to focus on (for training purposes) now and in the near future
- To collect and consolidate ideas around the overall training approach (e.g. traditional CC introductory courses versus more specified training modules on subtopics, traditional CC training versus on-the-job training coaching /traditional training versus country specific Climate and DRR Checks, versus referral to existing training supported by other stakeholders and agencies

The **questions used to initiate sharing of CCE training experiences** during Week 1 were:

- 1) What type of training(s) did you participate in?
- 2) In one or two sentences, how would you describe your experience of the training (e.g, was it difficult/easy, too detailed/not detailed enough/just right, informative/appropriate for your needs, too long/too short/just right)?
- 3) Were you able to use the training in your daily work? If yes, how? If no, why do you think you could not use it?

The **main threads** of the discussion fall into the following categories:

- 1) **Relevance to ongoing work**
 - a. Difficulties in 'operationalising' in the work context what is learned in the training context

- b. Tension between the more immediate development context and longer-term considerations associated with climate change (and possible implications for training curricula)

2) Spin-off effects

- a. Networking and follow-up that occurs from a F2F training
- b. Additional examples of 'spin-off' effects of training received (e.g. the ParyavaranMitra CC Lecture Series in India, training others on using the CC & DRR Check in Mali, the Forest management and CC group in Burkina Faso)

3) Course design issues

- a. Difficulty of offering curricula appropriate to a broad range of trainees (ie. those who have a small amount of climate change-related experience and those who have more). Some suggestions that could help here included:
 - i. That courses might have a first general segment that could help to bring different trainees to a common level of familiarity with the main topics
 - ii. The possibility of tailoring of courses to target audiences (or customizing courses to identified participants)
 - iii. The recommendation that a modular approach could be adopted for more courses, so that customizability to different trainees is enhanced
 - iv. Also related, the desirability of having training curricula focused on topics directly linked to the work of trainee
- b. Tension between generalised information and the need for country or region-specific information (some require very concrete information for specific locations in order to incorporate climate change aspects into development projects).
- c. The added value of combining training with a field visit and/or learning event
- d. The potential deepening of learning associated with practical exercises (e.g. the multidisciplinary teams to create a national level proposal for action in IWE)
- e. Specific to the shorter courses, balancing the tension between a general curriculum and one that is more focused
- f. For the Climate & DRR Check tool itself, the relative emphasis on extreme events (respond to/cope with weather phenomena on a daily-monthly basis) versus chronic CC impacts

4) General observations

- a. Appreciation of getting 'the bigger picture' from general training courses, especially around policy dialogues
- b. The added value of combining training with a field visit and/or learning event
- c. The tension between comprehensiveness and time investment (e.g. the 2-week courses at University of East Anglia and Institute for Water Education [IWE] versus the 3-day CC & Development course coordinated by CDE)

Participants had the following reactions to **course content of specific SDC-funded trainings**:

On the CDE Swiss Module:

- Information on policy work, the SDC position and CC initiatives such as NAMAs and NAPAs was very interesting
- High appreciation of global response mechanism and mitigation, as well as the scientific side of CC causes and impacts

- A particularly appreciated topic was REDD/REDD+
- Being more informed about negotiations in the field of CC in general and in particular in the area of AFOLU was appreciated

On the IC Mobile Module:

- Very helpful for people at field level to become informed about CC as global development issue
- Highlight was a field visit to a power plant benefitting from carbon revenue

On the Climate & DRR Check:

- Immediately applicable to specific projects and programmes at country level
- A possible improvement to its applicability would be to strengthen the perspective on chronic climate change impacts

Finally, a number of **non-SDC-funded trainings** were mentioned, which reinforced the emerging consensus on CCE training, including:

- The need for region- or country-specific information/cases in order for training to be applicable by development practitioners
- The complementary benefit of having training focused on topics which confront trainees in their daily work
- The importance of having relevant and simple methodologies that can be used by practitioners

Best regards,

riff

Dear CCE network members,

The second week of our training dialogue moved from a discussion of past experiences around CCE-related training to looking at present and likely future priorities. A total of 51 messages were sent from CCE network members based in the following countries: Bangladesh, Bolivia, Burkina Faso, China, India, Madagascar, Nicaragua, Pakistan, Peru, South Africa, Switzerland and Tunisia (please see the [compilation of all messages here](#) for details). This email provides a brief summary of the ideas raised during the week. The stated focus for the week was:

Identifying thematic priorities, delivery modes, advisable SDC support role

The depth, richness and variety of contributions cannot be fully enumerated here. Rather, an attempt will be made to capture the **main threads** of the discussion (by means of the following categories) as well as examples of the information provided under those threads, which are:

1) Training course design, methods and tools

- a. A consensus around the importance of having local trainers for national/regional training exercises. Advantages include:
 - i. Greater knowledge of local conditions
 - ii. Capacity building benefits for local trainers
 - iii. Opportunities to strengthen networking among local CCE practitioners within a country as well as between countries
- b. Related to the above, the suggestion that combining international and local trainers could yield positive results, especially as the former might be more exposed to global dialogues and trends that could provide complementary learning to more specific and concrete cases & applied training exercises which local trainers could create help to develop
- c. Desirability of including relevant field visits with training courses, which can help to provide concrete examples of topics covered in training
- d. Potential increased impact/absorption of training if a short theory segment is combined with intensive work on one or more practical cases
- e. Desirability of increased modularity in course design, which would make training courses more flexible to delivery in different contexts
- f. The related point of possibly tailoring training more closely to participants (e.g. by exploring their key interests beforehand and adjusting curricula accordingly). At the same time, many if not most trainings have a wide variety of participants, both in terms of experience and thematic interests)
- g. If development professionals are key client group for SDC-funded training, then such training should be contextualised within a development problematique
- h. The suggestion that participant engagement is a key element of successful training (this can be reinforced by the use of particular methodologies such as Problem-based learning [PBL], by using local cases, by using participants' projects or programs as inputs [as is the case with the Climate & DRR check], working on real climate datasheets where feasible, etc.)
- i. Designing follow-up into training offers to ensure support with implementation/application of tools/methods (including, perhaps, additional post-training information resources)
- j. Exploration of distance learning possibilities (with a realistic understanding of limitations), including combining distance learning with face-to-face (e.g. to ensure participants are at an equivalent level before the f2f training)
- k. The need to take the status of knowledge and science into account in the CCE area regarding impacts and scenarios
- l. Link determination of where SDC should be involved as funder with clarification of intended beneficiaries
- m. Link up with existing structures (e.g. regional thematic working groups) and associated activities to sponsor/deliver training

2) Thematic issues... a variety of possible thematic priorities and issues were suggested, including:

- a. Physical basis of CC – causes and impacts
- b. International CC landscape, agreements, instruments (including the need to be realistic about what needs to be covered and what the benefits are for trainees)
- c. Regarding mitigation:
 - i. Post-Kyoto carbon reduction trading schemes

- ii. NAMA guidelines to implement Nationally Appropriate Mitigation Action [NAMA]
- iii. New market mechanisms (NMMs)
- iv. How to access black carbon fund
- v. REDD, AF, RF in the CDM and VCM (needs to include examination of difficulties of effective access to funding related to mitigation)
- vi. Climate-friendly Agriculture
- vii. Ways & means of promoting use of renewal energy sources at community level
- d. Regarding adaptation
 - i. Climate & DRR Check (though difficult to apply in 'quick and dirty' training)
 - ii. Rainwater Harvesting/water storage and conservation
 - iii. Water security and CC (water budgeting, CCA derived from watershed and ecosystem based development)
 - iv. Climate Resilient Development
 - v. Climate-Resilient Agriculture (food security, low external input sustainable agriculture, optimal water use practices, e.g. drip and sprinkler irrigation)
 - vi. Adaptation-Development continuum approach (incl. adaptation pathways, community-based adaptation)
 - vii. Climate/weather insurance
 - viii. Linking grassroots perspectives and experiences with science and policies at different levels
 - ix. Integration of DRR in CCA
 - x. Country position(s) on issues at national level and in policy dialogues
 - xi. Agro-met: providing farm advisories based on local weather information
- e. Regarding Monitoring & Evaluation
 - i. Performance and impact measurement of mitigation & adaptation projects/programs based on energy and resource constraints
 - ii. Monitoring of CC indicators and co-benefits framework (to inform approaches to fulfilling climate and development goals)
- f. In addition to CCE-specific thematic priorities, a number of other curriculum-related suggestions were made, including:
 - i. The advisability of integrating CCE into broader development topics (e.g. food security, integrated water management, gender, social inclusion)
 - ii. Livelihoods diversification into sectors less affected by CC
 - iii. Ensuring a holistic approach to CCE topic (e.g. the emerging concept of resilience)
 - iv. Mainstreaming CCE training and implementation in development
 - v. Capacity building around accessing financing (Climate Investment Fund, Adaptation Fund, GEF, PES, other bilateral donor opportunities, DR financing). Some work needs to be done here to design appropriate curricula
 - vi. Possible usefulness of complementary non-CCE training (e.g. around facilitation of multistakeholder processes, conflict resolution), though ensuring also a CCE focus

3) Role of SDC

- a. Need to clarify who the main intended beneficiaries are/should be of different types of training (SDC staff, partners, municipalities, businesses/farmers' organisations, students – advanced studies).
- b. Need to assess the costs and benefits of different types of training (e.g., mitigation financing, which is complex, in a state of flux, and relatively difficult to access)

- c. SDC needs to also determine the 'space' it wants to occupy in terms of supporting general CCE training and more specialised training
- d. SDC and partners could support the establishment and maintenance of one or more lists of local trainers that could help to build and sustain local capacity as well as strengthen national and regional training offerings

4) Other resources

In addition to discussions around topics and approach of interest in looking to the future, a number of additional 'portals' or lists of non-SDC-funded CCE training were referenced, which are listed in a link at the bottom of this message.

Best regards,

riff

Annex 2 – Mind Map : Content Clusters Online Dialogue on CCE Training

