A Regional Approach to Skills Development for Climate Policy and Public Finance in Asia and the Pacific

Final Concept Note

August 2014
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Introduction

Objectives

This Note presents a regional approach to skills development for public sector officials in Asia and the Pacific, working at the nexus between climate change and public finance. The Note addresses the need to strengthen long term capacities to provide ‘training leading to measurable results’, among training institutions in South East Asia. Part I provides the overarching rationale which underpins the approach, while Part II proposes immediate activities to launch a process aligned with two national training needs assessments carried out in Cambodia and Thailand in March 2014.

This note should be read in conjunction with the national training needs assessment reports for Cambodia and Thailand. The proposed regional approach has been designed to initiate, support and ensure longer term sustainability of national level training programmes, through which the bulk of the activities and required funding would flow.

Context

Research carried out by UNDP and its partners over the past few years has identified strong demand for support from Asia-Pacific countries in linking national policy on climate change with public finance, including budget formulation and implementation. Much has already been done in support of this demand, for example through the development and application of Climate Public Expenditure and Institutional Reviews (CPEIRs) to determine climate related expenditure allocations within national budgets.

The use of CPEIRs in several countries (Bangladesh, Cambodia, Indonesia, Nepal, Thailand and Samoa) has heightened understanding of the need to strengthen skills across the region in order to optimise the use of national budgetary funds for climate change and to resource necessary recurrent analytical functions linked to the normal budget process. This logic has informed the development an initiative to Strengthen the Governance of Climate Change Finance to Benefit the Poor and Vulnerable in Asia and the Pacific, implemented by the UN Development Programme (UNDP) with support from the Swedish International Development Cooperation Agency (SIDA).

This Note responds to discussions with the UNDP Asia Pacific Regional Centre to scope out an approach that would support the SIDA funded project, focusing specifically on Output 3 - Strengthening the Capacities of Regional Institutions. The Note provides annexes outlining:

- Annex 1 - UNITAR’s methodological approach to learning;
- Annex 2 - a summary of two national training needs assessments carried out in Cambodia and Thailand; and
- Annex 3 - an offer of services to develop and implement intermediate level training support for sector ministries on “Climate Change Responsive Budgeting”.

Role of UNITAR

The United Nations Institute for Training and Research (UNITAR) is a training service provider within the United Nations system. The mission of UNITAR is to deliver innovative training and conduct research on knowledge systems in order to develop the capacities of beneficiaries, mainly in development countries. This implies developing both individual skills and institutional capabilities, but achieving this by promoting South-South-North collaboration. UNITAR has specific and relevant comparative advantage in this area, through its long standing support for capacity development for research and training institutions in development countries in climate change adaptation and mitigation.¹

¹ The Capacity Development for Adaptation to Climate Change & GHG Mitigation in Non-Annex 1 Countries (C3D+) project.
Part I: Regional Training Approach

Training Needs Assessments

In March 2014 UNITAR carried out training needs assessments for public sector officials in Cambodia and Thailand\(^2\), also holding initial discussions with national and regional training institutions located in South East Asia. The needs assessments applied a pre-defined competency framework of individual skills tailored to climate change policy and public finance issues\(^3\). This work, which covered several ministries in both countries, has helped to establish a baseline from which to plan future skills development programmes in the region.

The assessments also helped to better understand how training institutions in the region can act as service providers, some of the constraints that they are facing, as well as where support may be needed. For example, national training institutions tend to have access to a relatively small cadre of appropriate experts and do not usually have enough of the necessary skill sets to deliver a whole training curriculum. Further, they sometimes need support in applying more robust learning methodologies to content development, such as the use of pre- and post-evaluation techniques.

The assessments have informed the development of a regional approach which envisages recurrent delivery of trainings to public sector officials by national institutions, backed by additional technical and organizational capacity provided by regional institutions.

A Regional Collaboration

![Diagram](Image)

Figure 1: Building a Regional Network of Training Institutions for Learning on Climate Change and Public Finance

\(^2\) Available as separate reports (UNITAR, 2014).

\(^3\) Competency Framework for Public Sector Officials on Climate Change Policy and Public Finance (UNITAR, 2013).
Figure 1 presents an approach towards South-South-North collaboration between UNITAR, national and regional training institutions. This model would help countries to move away from ad hoc training towards more recurrent approaches, so that skills acquired in Year 1 are re-enforced in later years, while also catering for normal attrition levels experienced by public sector institutions.

The diagram represents the regional network in its initial stages with UNITAR initiating and supporting the engagement of regional institutions during an initial three year training cycle. Future iterations would see the role of UNITAR progressively declining and regional training institutions increasingly taking full responsibility for supporting the network.

**Implementation Approach**

Following the logic presented in Figure 1, during Year 1 UNITAR would conclude agreements with one regional training institution and national training institutions drawn from two priority countries. Over the year UNITAR would provide a package of support to these institutions comprising a mix of the following elements:

A – Instructional Design Skills  
B - Content Development (distance and face-to-face)  
C – Training Delivery  
D – Training Evaluation  
E – Small Grants (national institutions)

During Year 2, support would be extended to further priority countries. While the support package would remain the same as in Year 1, the responsibility for the delivery of this package would shift away from UNITAR and towards the regional training institution. UNITAR would provide methodological support, some direct services and trouble shooting.

During Year 3, support would be extended potentially, to a second regional training institution. A similar cycle of responsibilities vis-à-vis UNITAR and the new regional training institution would follow.

Implementation of this approach would lead to two specific deliverables by the end of the third year, contributing towards the UNDP/SIDA overall regional project:

1) Two regional training institutions become credible service providers in training and skills development for climate change and public finance with the ability to deliver a package of support to national training institutions comprising all 5 elements listed above;

2) These services are effectively provided to beneficiaries in at least three countries drawn from the public sector and other stakeholders, in collaboration with national training institutions, including (i) overall syllabus and training approach, (ii) completed training modules, (iii) the delivery of training events, and (iv) evaluation and reporting.

The total number of beneficiaries over the three year period will be in the range of 500-600 for face-to-face (f2f) delivery and 400-500 for e-learning.

**Timeline (Indicative)**

Figure 2 below provides a visual representation of the proposed approach, focusing initially on immediate training needs expressed by countries and using this initial demand and injection of resources as a basis for the establishment of a ‘network’ of regionally based training institutions. It is expected that over time, and with increasing demand for training services, that this network and its experience could grow organically with a steadily expanding number of beneficiaries. Over the initial 3 year phase UNITAR plays the role of initiator, adviser and quality controller.
The further growth of this model during succeeding years would depend on a number of factors, most notably the quality of the training provided, the level of engagement provided by training institutions in the region, and level of demand for related training services coming from governments. Currently this demand is high and likely to continue to grow as the impacts of climate change on economies become increasingly evident, and as large scale international climate change financing mechanisms become operational.
Part II: Launching a Regional Training Approach

In launching a regional training approach, it is likely that interested parties (national governments, development agencies, training institutions) will have immediate priorities, necessarily influencing choices to be made about where to start. In most cases stakeholders will have practical training needs to be addressed early on so that they can demonstrate added value from the outset and build the case for doing more. Therefore implementation of the regional training approach would likely proceed incrementally.

Given that the training needs assessments were carried out in Cambodia and Thailand, it would be logical for the regional approach to be launched in one or both of these countries. In each case one or two specific topics would be identified drawn from the national learning plans which have already been prepared in both countries (see Annex 2). The proposed topics detailed below draw from this body of work. The implementation modality would be regional to national, as outlined in Figure 1.

The scenario described below envisions a kick-start of the programme in Thailand and Cambodia in Year 1 with a possible extension to a further country in Year 2.

Initiation of the Programme in Thailand (Year 1)

As indicated in the national needs assessment (2014) skills development in climate change policy and public finance Thailand should be “skewed towards strengthening abilities to apply theory in practice, at the intermediary level”.

Where training is provided at a basic level, this should be organised in ways that “reinforce cross government working” and would initially focus on strengthening the capacity and cohesiveness of the Climate Change Convention Officer (CCCO) mechanism.

Proposed topics (national funding):
- Basic level – An Introduction to Climate Change and Public Finance, to be delivered to MNRE, MoAC and PMO, as well as the CCCO network, including the following modules:
  1. The fundamentals of climate change and climate science
  2. Effects of public policy on climate change
  3. Domestic modalities for climate change public finance
  4. External modalities for climate change public finance

Proposed topics (regional funding):
- Intermediate level⁴ - Climate Change Responsive Budgeting for Sector Ministries, to be delivered for MoAC staff in alignment with the budget cycle for preparation of the 2015/16 fiscal year, including the following modules:
  1. Module 1: e-tutorial (90 mins) covering climate risks in the agriculture sector; public policy effects; policy appraisal techniques; and climate change finance basics.
  2. Module 2: face to face training event (3 days) covering policy and legal frameworks; future scenarios; integration into planning and budgeting; defining sector entry points for the budget cycle; project appraisal techniques; case studies.

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⁴ Other training modules at the intermediate level that countries could choose from include: Public policy analysis and evaluation; The adaptation and mitigation effects of public policies; Integrating climate change into sector programmes and plans; National systems for classifying, allocating and monitoring climate change finance; Investment appraisal for climate change; Climate change advocacy and influencing; Learning and instructional design (for training institutions).
3. Module 3: face to face applied support (3 days) for the preparation of draft budget submissions.

National training institution:

The Fiscal Policy and Research Institute (FPRI) provides recurrent training for Ministry of Finance staff on core public finance and economic analysis skills. FPRI also has past experience in the provision of climate change related training, mainly relating to carbon finance.

Strengths: Long-standing experience and strong reputation as training provider for the Ministry of Finance, with a sound understanding of learning methodologies.

Challenges: Relatively small team of internal trainers. Finding qualified trainers that can cover climate finance issues might take some time.

Opportunities: Well positioned training institution to work in the area of national climate finance. Climate finance issues could be integrated in existing trainings for Ministry of Finance officials or a dedicated workshop series could be developed.

Timeframe:

- The Introduction to Climate Change and Public Finance would be run once during Year 1.
- Climate Change Responsive Budgeting would be delivered in two sessions over the budget cycle, most likely in January or early February of 2015 and during April 2015.

Number of beneficiaries during Year 1:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Basic Level</th>
<th>Intermediate Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 x Training of Trainers (ToT)</td>
<td>1 x training</td>
</tr>
<tr>
<td></td>
<td>25 f2f beneficiaries (including national and regional institutions)</td>
<td>25 f2f beneficiaries</td>
</tr>
<tr>
<td></td>
<td>1 x training</td>
<td>1 x e-course</td>
</tr>
<tr>
<td></td>
<td>25 f2f beneficiaries</td>
<td>25 online beneficiaries</td>
</tr>
<tr>
<td></td>
<td>1 x e-course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50 online beneficiaries</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>50 f2f beneficiaries</td>
<td>25 f2f beneficiaries</td>
</tr>
<tr>
<td></td>
<td>50 online beneficiaries</td>
<td>25 online beneficiaries</td>
</tr>
</tbody>
</table>

Initiation of the Programme in Cambodia (Year 1)

As indicated in the Cambodia national needs assessment (2014) strengthening the capacities of members of the national Climate Change Technical Team (CCTT) will be central to the effective roll out of Cambodia’s Climate Change Fiscal Framework (CCFF). The needs assessment concluded that if the CCTT is to be able to play a decisive role in the implementation of the CCFF, “their ability to effectively communicate its objectives [the CCFF] and principles within their ministries will need to be strengthened”.

The assessment further identified the need to work with Climate Change Department staff, to achieve more advanced level skills in understanding and accessing both domestic and external modalities for climate finance. All CCD staff should be “equipped with a practical understanding of how existing public financing modalities can be used to achieve the stated aims of national climate change policy”.

Proposed topics (national funding):
Basic level – **An Introduction to Climate Change and Public Finance** to be delivered in cross sector mode for the Climate Change Technical Team (CCTT) and Ministry of Economy and Finance (MEF), through a ToT approach, to include the following modules:

1. The fundamentals of climate change and climate science
2. Effects of public policy on climate change
3. Domestic modalities for climate change public finance
4. External modalities for climate change public finance

Proposed topics (regional funding):

- **Intermediate level – (OPTION 1) Climate Change Responsive Budgeting for Sector Ministries** to be delivered jointly for up to three sectors including agriculture, water resources and public infrastructure, as well as the Climate Change Department.
- **Intermediate level – (OPTION 2) National Systems for Classifying, Allocating and Monitoring Climate Finance** to be delivered to all CCD staff to strengthen their understanding of public financing modalities. This training will help CCD staff to better implement their existing and recognised roll in providing technical advice to sectors, through the CCTT.

Selected national training institution:

The Economic and Finance Institute (EFI) is a public institution attached to the Ministry of Economy and Finance. While EFI does not have direct experience of delivering training on climate change related topics, it has expressed strong interest in doing so and is well positioned to be able to embed related learning into core public finance training provided to bureaucrats.

**Strengths:** EFI has expertise in providing training on public financial management to government officials.

**Challenges:** EFI is encountering financial challenges, and is therefore interested in investing time and resources in projects that provide a sustainable source of funding.

**Opportunities:** EFI has close linkages with the MEF and could thus be an interesting partner to support training in that ministry.

**Timeframe:**

- The Introduction to Climate Change and Public Finance would be run once during Year 1.
- Climate Change Responsive budgeting would be delivered in line with the budget cycle in one or two sessions, informing the 2016 budget process.

**Number of beneficiaries during Year 1:**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Basic Level</th>
<th>Intermediate Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Training of Trainers (ToT)</td>
<td>1 x training</td>
</tr>
<tr>
<td></td>
<td>25 f2f beneficiaries (including national and regional institutions)</td>
<td>25 f2f beneficiaries</td>
</tr>
<tr>
<td></td>
<td>1 x training</td>
<td>1 x e-course</td>
</tr>
<tr>
<td></td>
<td>25 f2f beneficiaries</td>
<td>25 online beneficiaries</td>
</tr>
<tr>
<td></td>
<td>1 x e-course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50 online beneficiaries</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50 f2f beneficiaries</td>
<td>25 f2f beneficiaries</td>
</tr>
<tr>
<td></td>
<td>50 online beneficiaries</td>
<td>25 online beneficiaries</td>
</tr>
</tbody>
</table>
Regional Training Institution

The Lee Kuan Yew School’s Centre on Asia and Globalisation (CAG) focuses on the concept of regional public goods relating to the environment, energy, water, health and international financial stability. CAG has convened regional conferences on environmental policies in Asia as well as global economic governance.

Other Countries and Regional Institutions

Additional countries from the Asia-Pacific region could be drawn into the programme incrementally. This would require the identification of new national training partners (at least one for each new country) and may also justify the addition of a further regional training institution depending on levels of demand for regional support services.

The following table provides a desk based analysis carried out by UNITAR, partially based on a previous UNDP study on regional institutions within Asia and the Pacific (2012). The proposed approach would be to initiate discussions with the Lee Kuan Yew School during year 1, and to simultaneously seek expressions of interest from BCAS, ERIA and potentially ICCCAD for potential engagement during years 2-3.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Rating</th>
<th>Note</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Energy and Resources Institute (TERI)</td>
<td>India</td>
<td>3</td>
<td>Demonstrated work on sector level work for climate change</td>
<td><a href="mailto:mailbox@teri.res.in">mailbox@teri.res.in</a>; <a href="mailto:pmc@teri.res.in">pmc@teri.res.in</a> (Mr. K Rajagopal, Project Monitoring)</td>
</tr>
<tr>
<td>Bangladesh Centre for Advanced Studies (BCAS)</td>
<td>Bangladesh</td>
<td>3</td>
<td>Recognised strength in multiple aspects of climate change.</td>
<td><a href="mailto:Info@bcas.net">Info@bcas.net</a></td>
</tr>
<tr>
<td>Economic Research Institute for ASEAN and East Asia (ERIA)</td>
<td>Indonesia</td>
<td>4</td>
<td>There is no current work on climate finance.</td>
<td><a href="mailto:info@eria.org">info@eria.org</a></td>
</tr>
<tr>
<td>National University of Singapore (NUS) and Lee Kuan Yew School of Public Policy</td>
<td>Singapore</td>
<td>4</td>
<td>They currently run one project on climate finance.</td>
<td></td>
</tr>
<tr>
<td>Indonesia Institute of Sciences (LIPI)</td>
<td>Indonesia</td>
<td>3</td>
<td>Seeks to be research centered / Academic</td>
<td><a href="mailto:ddsantika@gmail.com">ddsantika@gmail.com</a></td>
</tr>
<tr>
<td>Asian Institute of Technologies (AIT)</td>
<td>Thailand</td>
<td>4</td>
<td>Seeks to be very academic</td>
<td></td>
</tr>
<tr>
<td>International Centre for Climate Change and Development (ICCCAD)</td>
<td>Bangladesh</td>
<td>4</td>
<td>Brainchild of Saleem-ul-Huq. Focus on adaptation and training future leaders</td>
<td><a href="mailto:i.islam@icccad.iub.edu.bd">i.islam@icccad.iub.edu.bd</a></td>
</tr>
<tr>
<td>Mekong Economics (MKE)</td>
<td>Vietnam (HQ)</td>
<td>3</td>
<td>Economics and social development consulting firm</td>
<td><a href="mailto:mekongeconomics@hn.vnn.vn">mekongeconomics@hn.vnn.vn</a></td>
</tr>
<tr>
<td>Climate Change International Technical and Training Centre (CITC)</td>
<td>Thailand</td>
<td>3</td>
<td>Recently established in partnership with the Thailand Greenhouse Gas Management Organization (TGO) and the Japanese International Cooperation Agency</td>
<td><a href="mailto:jakkanit.k@tgo.or.th">jakkanit.k@tgo.or.th</a></td>
</tr>
</tbody>
</table>

* 1 = no evidence of relevant capacity; 2 = anecdotal evidence of capacity; 3 = partially developed capacity; 4 = widespread but not comprehensive evidence of capacity; 5 = fully developed capacity.
Annex 1: UNITAR Approach to Learning
**Learning Approach** - Typically UNITAR applies a mix of the following steps in designing and implementing a learning process: establish target group; develop learning objectives; plan 'learning trajectory'; develop training methods; pilot test; evaluate and revise for success; up-scale through institution building and partnership development. Several cycles of these activities are commonly envisaged resulting in a 3 year rolling programme.

**Establish target group** – This begins with the identification of national or regional training institutions that are well positioned to undertake work on climate policy and public finance, with an interest in building their capacities in this area. Year 1 activities would focus on working with professionals within these three institutions.

**Develop learning objectives** – These are developed in a collaborative way with each target group. The learning objectives for the training institutions (able to support delivery of learning activities on climate change and public finance) would be different from those of the ultimate beneficiaries – civil servants, government institutions and other stakeholders. Learning objectives need to be clearly measurable, achievable within the available time and resources and linked to the overall objectives of the Governance of Climate Change Finance project. Possible learning outcomes for participants from training institutions could include:

- Able to identify and differentiate between categories of climate change finance (public, private, international, domestic);
- Able to identify and explain all key stages in a national budget cycle;
- Able to understand and apply the main elements of the CPEIR methodology to a selected sector budget;
- Able to develop learning objectives and design a learning trajectory;
- Able to successfully deliver formal face-to-face training to government officials and other stakeholders on climate change and public finance.

**Plan learning trajectory** - Rather than delivering ‘one-off’ training events UNITAR applies the concept of a ‘learning trajectory’ which recognizes that both individual and institutions go through several learning phases, including preparatory elements, self-learning elements, output based tasks, face-to-face engagement, evaluation and review. These phases need to be planned, agreed and mapped out in advance and engage the learners themselves in the process.

**Develop training methods and materials** – Usually following a blended learning approach where participants are invited to carry out (1) initial self-learning tasks before being introduced to more in depth material in the form of (2) formal learning interventions, and (3) on the job learning/application.

**Pilot test, evaluate, and revise** –Selected learning trajectories and associated training methods and materials would be deployed through training institutions and evaluated for success. This usually entails pre- and post-evaluations of individual training events in order to establish the level of knowledge acquired. UNITAR commonly applies the Kirkpatrick model which recognizes four levels of evaluation from reaction, to learning acquisition, to behaviour change, to achieving results.
Annex 2: The Cambodia and Thailand Training Needs Assessments
In March 2014 UNITAR carried out national level training needs assessments in Cambodia and Thailand. The assessments covered five government ministries, a cross government network of climate change focal points (in Cambodia), as well as national training institutions. A total of 60 public sector officials were interviewed on an individual basis, with reference to a pre-defined ‘Competency Framework for Public Sector Officials on Climate Change Policy and Public Finance’\(^5\), developed by UNITAR.

The Competency Framework covers 17 specific skill sets derived largely from a key 2012 UNDP paper – “Making Sense of Climate Finance”. The competencies are grouped into the following main areas:

- Fundamentals of climate change and climate science
- Effects of public policy on climate change
- Domestic funding modalities to deliver climate change finance
- External funding modalities to deliver climate change finance.

Respondents, selected at both technical (Band B) and managerial levels (Band A), were assessed individually through face-to-face interviews at three cognitive levels\(^6\):

- Knowledge of basic concepts (level 1, basic)
- Ability to apply concepts to functions and tasks (level 2, intermediate)
- Ability to deliver a specific policy product (level 3, advanced).

The interviews consisted of a short conversation about the respondent’s functions (10 mins), completion of a written questionnaire (15 mins), and a structured discussion around selected open-ended questions (35 mins). Based on the acquired information a standardized set of results were produced according to whether a particular competency was ‘fully acquired’, ‘partially acquired’ or ‘not acquired’.

Individual profiles were recorded for all 60 respondents and stored in a database held by UNITAR. The data where then analysed at the level of each institution, thereby preserving the anonymity of each respondent.

The Figure on the right provides an example of the results generated through this process, for the Ministry of Economy and Finance (MEF) of the Royal Government of Cambodia. The area marked in red in the graph indicates where competencies need strengthening in the area of climate change fundamentals, for MEF staff.

Data collection also included internet based research on national training institutions with the potential to provide services in climate change policy and public finance, complemented by face-to-face meetings. A total of five national institutions in Cambodia and Thailand were interviewed to review potential to act as future service providers for climate change and public finance learning activities. The box below provides a summary assessment of Thailand’s Fiscal Policy Research Institute (FPRI) which is linked to the Fiscal Policy Office of the Ministry of Finance.

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\(^5\) A Competency Framework for Public Sector Officials on Climate Change and Public Finance: Explanatory Note. UNITAR, September 2013.

\(^6\) Bloom’s Taxonomy of the Cognitive Domain (1956)
**Thailand: Fiscal Policy and Research Institute**

**Strengths:** Long-standing experience and strong reputation as training provider for the Ministry of Finance, as well as sound understanding of learning methodologies.

**Challenges:** Relatively small team of internal trainers. Finding qualified trainers that can cover climate finance issues might take some time.

**Opportunities:** Well positioned training institution to work in the area of national climate finance. Climate finance issues could be integrated in existing trainings for Ministry of Finance officials or a dedicated workshop series could be developed.

### National Learning Plans

The national training needs assessments led to the development of 3 year training strategies and implementation plans for both Cambodia and Thailand. These plans envisage training provision to around 500 public sector officials in each country with increasing responsibility delegated to national trainers over time. The following provides an example learning plan for Cambodia.

**Proposed Learning Plan (Cambodia)**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interventions:</strong></td>
<td><strong>Interventions:</strong></td>
<td><strong>Interventions:</strong></td>
</tr>
<tr>
<td>Selection and formal engagement of 2 national training institutions</td>
<td>Extended level 1 training delivered for CCTT and MEF (2 x 25 staff)</td>
<td>Extended level 1 training delivered for CCTT and MEF (2 x 25 staff)</td>
</tr>
<tr>
<td>Design level 1 training materials (blended); in combination with ToT (up to 25 trainers)</td>
<td>Design level 2 training materials; in combination with ToT (up to 25 trainers)</td>
<td>Extended level 2 training for MoE and CCTT (2 x 25 staff)</td>
</tr>
<tr>
<td>Pre-testing and revision of level 1 modules in collaboration with national training institutions</td>
<td>Pretesting and revision of level 2 modules, in collaboration with national training institutions</td>
<td>Detailed identification of level 3 (advanced) training needs and cost efficiencies</td>
</tr>
<tr>
<td>Translation of modules into Khmer by national training institutions</td>
<td>Translation of modules into Khmer by national training institutions</td>
<td>Formal evaluation of level 1 and level 2 skills acquired</td>
</tr>
<tr>
<td>Initial two week level 1 training delivery for CCTT and MEF (1 x 25 staff)</td>
<td>Initial 5-7 day level 2 training delivery for MoE and CCTT (1 x 25 staff)</td>
<td>Review and adjustment of medium term learning strategy, including potential integration into broader education frameworks</td>
</tr>
</tbody>
</table>

**Optional:**

- Training needs assessment work within additional sectors linked to CCTT
- Extended programme level 1 (basic) training delivery for 5 sectoral ministries
- Regional or international accreditation of selected training courses provided by national institutions
<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Outcomes:</th>
<th>Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretested and finalized level 1 <em>(basic)</em> training modules</td>
<td>Pretested and finalized level 2 <em>(intermediate)</em> training programme</td>
<td>Level 3 <em>(advanced)</em> learning strategy agreed and financing identified.</td>
</tr>
<tr>
<td>National training institutions fully oriented for training delivery and evaluation at level 1 <em>(basic)</em></td>
<td>National training institutions fully oriented for training delivery and evaluation at level 2 <em>(intermediary)</em></td>
<td>Level 1 and level 2 competencies across Government support wider awareness and effective implementation of CCFF</td>
</tr>
<tr>
<td>MEF staff and CCTT members achieve learning objectives in climate change and public finance at level 1 <em>(basic)</em></td>
<td>MoE and CCTT staff achieve their learning objectives in climate change and public finance at level 2 <em>(intermediary)</em></td>
<td>Initial iteration of the three year learning cycle evaluated and adjusted</td>
</tr>
<tr>
<td><strong>Beneficiaries:</strong> 50 <em>(f2f)</em>; additional 50 <em>(e-learning)</em></td>
<td><strong>Beneficiaries:</strong> 100 <em>(f2f)</em>; additional 100 <em>(e-learning)</em></td>
<td><strong>Beneficiaries:</strong> 100 <em>(f2f)</em>; additional 100 <em>(e-learning)</em></td>
</tr>
<tr>
<td><strong>Indicative Cost:</strong> USD 240,000 <em>(not inclusive of additional TNA work)</em></td>
<td><strong>Indicative Cost:</strong> USD 170,000 <em>(not inclusive of training delivery to 5 sectors)</em></td>
<td><strong>Indicative Cost:</strong> USD 140,000 <em>(not inclusive of accreditation work)</em></td>
</tr>
</tbody>
</table>
Annex 3: Offer for Training Services – Climate Change Responsive Budgeting for Sector Ministries
A. Scope of Work

To design, develop, pre-test, deliver and evaluate training that will engage, inform and support Ministry of Agriculture and Cooperatives (MoAC) officials responsible for budget preparation for the 2015/2016 fiscal year (1 October 2015 to 30 September 2016).

For government agencies the high point in the budget cycle runs from cabinet approval of the Budget Allocation Strategy up to and including cabinet approval of their respective draft and revised budget proposals. Within this overarching national cycle there are corresponding departmental cycles followed by each sector to which this proposed training will be adjusted. In other words for it be effective the training will need to be attuned first and foremost to the internal process that MoAC follows in compiling its draft and revised budgets, prior to submission to the Bureau of Budget.

The main departments/staff within MoAC to be targeted by the training include: the Committee on Policy and Planning (CPPACD); the Office of Agricultural Economics (OAE); selected Departmental Planning Committees (DPC); selected programme managers (including managers responsible for 'special programmes'); as well as relevant focal points within the Bureau of Budget.

As a direct result of this initiative it is expected that key MoAC officials will have the skills, tools and understanding necessary to be able to prepare a climate change responsive budget submission. The expected broader outcome is that MoAC’s budget submission for the 2015/16 fiscal year will include visible measures for offsetting emerging climate change related risks, both through the re-prioritisation of existing expenditures and/or the identification and inclusion of new climate change specific expenditures.

A further desired result is that the experience gained from working with the MoAC in Thailand will allow wider application of training on climate responsive budgeting, both within other sectors in Thailand, as well as in other South East Asian countries.

The proposed training will build on existing technical assistance being provided to the MoAC through UNDP to “Strengthen Thailand’s Capacity to Link Climate Policy and Public Finance”.

B. Training Content and Delivery

Detailed development of training content, including the precise phasing of interventions, will be carried out as a part of this offer as indicated in the proposed expenditures detailed below. The approach taken includes both distance-learning (Module I) and face to face events (Modules II and III, see details below). Distance based learning is web-based and will be introductory only, including up to 120 mins of content together with automated knowledge assessment tests. The face to face Modules will be 2-3 day events, which is the amount of time that officials can most commonly justify taking into account their other responsibilities.

The training approach takes into account the need for it to be used in two different ways: to provide support of an applied nature to MoAC Thailand, having already benefitted from a technical assistance support project (scenario A); and for new sectors that have not had such support previously (scenario B).

All three modules (I, II and III) would be required in the context of scenario B. In the context of scenario A, Module III which provides more applied support, would be most relevant. Module I could also be useful under scenario A both as a means of providing a ‘refresher’ for those already aware of climate resilient budgeting but equally as a means of sensitising a wider group of staff within MoAC.

I. E-tutorial (120 mins)

- Climate change risks in the agriculture sector
- The effects of public policy
- Policy appraisal techniques
- Understanding climate change finance
II. **Climate Responsive Budgeting (3 days)**

- Climate change policy and legal frameworks
- Climate change scenarios – what the future holds
- Climate change planning and budgeting for sectors
- Entry points for climate change in the budget cycle
- Project appraisal techniques (economic, social, environmental)
- Case studies in benefits based budgeting

III. **Preparing a Climate Responsive Budget Submission (3 days)**

The precise design of this Module will vary from case to case. It will focus on applied approaches and coaching in supporting the preparation of budget submissions based on templates provided by the Bureau of Budget. This module will require specialist TA support.