



Proceedings

1st Training Needs Assessment Meeting

Asian Institute of Technology, Bangkok, Thailand

January 31, 2011

APN Funded Project CBA2010-09NSY-Okayama: Scientific Capacity Development of the Trainers and Policy-Makers for Climate Change Adaptation Planning in Asia and the Pacific

UNEP Asia-Pacific Adaptation Network
AIT, Bangkok, Thailand



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Toshinao Okayama

Coordinator

Regional Hub for Asia Pacific Climate Change Adaptation Network

Key Messages

The following key messages have emerged out of the presentations made and ensued discussions during the First Training Needs Assessment Meeting:

1. Climate change adaptation is also an issue of capacity building and capacity building of key stakeholders is of paramount importance for promoting climate change adaptation in some of the most vulnerable sectors and countries in the Asia-Pacific region. Awareness generation and capacity building of policy makers is the key since they are crucial to bring change in various government related processes and the society at large.
2. There have already been several initiatives by various international and national agencies for training and capacity building of key stakeholders. Training and capacity building of various government staff and trainers in the region have been facilitated by both formalized systems consisting of induction and on-the-job training programs and ad-hoc training programs that are conducted from time to time when resources are available. However, they are too few and inadequate in terms of their design and implementation.
3. Discussions revealed the presence of training and capacity needs assessments for adaptation for priority sectors in some of the project countries. However, the nature and details of these training and capacity needs are not yet clear and have to be taken into consideration before making any further interventions in this area.
4. Formulation of draft training modules and pilot programs should not be seen as an end but only as a beginning for creating enabling environment for engagement of different stakeholders. Active and coordinated engagement of national and local governments and other stakeholders is crucial to regularize training and capacity building programs in the Asia-Pacific region.
5. The Asia-Pacific Adaptation Network is well placed to play an important role as a facilitator to bring various stakeholders together and to initiate training needs assessment and formulation of draft training modules and pilot training programs for the most vulnerable sectors in the Asia-Pacific region. However, piloting and scaling up of these initiatives require proactive participation of various stakeholders including the support from governments, NGOs, national and local institutions and donor agencies.

1. BACKGROUND AND MEETING OBJECTIVES

Climate change has been projected to have critical impacts on socio-economic development and poverty reduction globally and in the Asia-Pacific region. The Asia-Pacific region, which accounts for two-thirds of the world's poor living on less than \$1 a day depending on primary sectors such as agriculture, is one of the most vulnerable regions to climate change. Thus, effective implementation of adaptation and capacity building actions is the key to reducing vulnerability of the Asia-Pacific countries to climate change.

Since 2008, United Nations Environment Programme (UNEP) in partnership with key UN agencies and international organizations has been facilitating the development of a Global Adaptation Network (GAN) which composes of four Regional Networks in developing regions: Africa, Asia-Pacific, West Asia, and Latin America and the Caribbean. The Asia Pacific Adaptation Network (APAN) was launched in Bangkok as a part of the GAN by Prime Minister of Thailand in October 2009 and began its implementation in March 2010. The APAN's Regional Hub is co-hosted by AIT-UNEP RRC.AP¹ and IGES² and currently located in AIT-UNEP RRC.AP, Bangkok, Thailand.

APAN aims to help countries in the region to build climate resilience of vulnerable human systems, ecosystems and economies through the mobilization and sharing of knowledge and technologies to support adaptation capacity building, policy-setting, planning and practices. One of its objectives is to build the capacity of key stakeholders such as trainers, policymakers and development practitioners in the Asia-Pacific region in order to mainstream climate change adaptation principles and practices into developmental planning and programming in targeted countries, including Bangladesh, Cambodia, Lao PDR, Mongolia and Nepal.

For this capacity building objective, the project entitled "Scientific capacity development of trainers and policy-makers for climate change adaptation planning in the Asia and Pacific" has been approved by the Asia-Pacific Network for Global Change Research (APN) for funding starting November 2010. The main objectives of this project are to:

- Undertake appraisal of training needs (training needs assessment, TNA) in terms of knowledge and skill areas for effective adaptation; and
- Design training modules for imparting knowledge and skills for effective adaptation.

As a pilot initiative, the APN project has aimed to focus on agriculture sector as the most vulnerable sector to climate change in the project countries. However, the extended objectives during and beyond this project duration that have direct connection to the continuity of the APN project are to:

- Help create enabling environment in project countries for strengthening capacity building through interventions at the policy level.
- Help deliver training programmes for trainers in key training institutions and for key policymakers in the region;
- Enable training institutions and trainers to implement training programs to the ultimate beneficiary i.e. staff employed by agriculture sector; and
- Institutionalize the modalities for assessing the impact of the above activities and provide policy feedback to the countries involved.

¹ AIT-UNEP RRC.AP: Asian Institute of Technology-United Nations Environment Programmes Regional Resource Center for Asia and the Pacific

² IGES: Institute for Global Environmental Strategies

Therefore, as training needs assessment (TNA) is the first step for the design and development of capacity-building programmes, this meeting was organized to:

- Introduce the partners to APAN and its capacity building agenda,
- Reach a consensus on the modalities for implementing APN project on training modules development,
- Obtain preliminary information and discussion on national systems for capacity building, and
- Agree to cooperate to develop national strategies for capacity building (long-term).

As a part of the APN project, key national level training institutions active in training policy makers and other government staff were targeted to survey on their existing training programmes or modules for agriculture sector (and water sector related to agriculture) and to identify the specific needs and gaps of the trainers. The national or sub-national government staff working in these sectors was also invited as they are the end-users of the training modules developed after TNA.

In addition, the national level training institutions, as national partners of APN project and beyond, through this meeting have provided an opportunity to discuss about the APN funded project and roadmap beyond along with some guidelines on how to conduct specific TNA. At the same time, by keeping the national and sub-national level staff informed about APAN, the meeting also has contributed to the expansion of the network to different departments, institutions, and organizations working on climate change adaptation.

2. MEETING PROCEEDINGS

Ms. Izumi Tsurita, IGES Headquarters, welcomed all participants and informed participants about the agenda. The meeting participants shortly introduced about themselves.

2.1 Opening Remarks and Introductions

- **Opening remarks – Dr. Toshinao Okayama, Coordinator of APAN’s Regional Hub:**

Dr. Okayama welcomed all participants and delivered his opening remarks. He informed the audiences about APN project, donors and how the project is getting helps from various partners, especially the adaptation platform which is one of the implementing partners of APAN. He stressed that capacity building is an important aspect of adaptation and it is one of the major components of APAN. The final goal of the project for 2011 is to develop the training modules which then will be piloted in the Asia-Pacific region. APAN activities were initiated in 2010 and have steadily progressed over the past year. The Keio University in Japan also becomes implementing partner for APAN. He hoped that this meeting will be successful and establish a baseline for future meetings.

- **Overview of APAN – Dr. Toshinao Okayama:**

UNFCCC SBSTA has observed the importance of adaptation for most of the developing countries and how networks can help in meeting this objective. To respond to this suggestion, UNEP has organized several consultation meetings, such as international consultation meeting in 2008 and four regional consultation meetings in Asia, Pacific, Latin America, and Caribbean in 2009. It has established 4 regional networks among which Asia Pacific Adaptation Network (APAN) was officially launched on 3rd October 2010. Asia Pacific region is hence a pioneer among the four networks. The Latin America and Caribbean network is also being launched in March 2011.

APAN has three important bodies. Steering Committee is the decision making body of APAN. Under Steering Committee, the Regional Hub is the implementing body of APAN and it is co-hosted by UNEP-AIT/RRC.AP and IGES. The Regional Nodes are nodal points for APAN activities at sub-regional level. Among these bodies, Steering Committee has already been established with the representation from Japan and other countries in the AP region with a total strength of 11 members. Sub-regional nodes have not yet been decided, thus one of the main objectives of APAN in 2011 is to establish the sub-regional nodes in each sub-region.

In the inception phase of APAN, 2010-2011, four included components are (1) Improving availability and accessibility of adaptation knowledge, (2) strengthening knowledge support to governments, communities, and development partners, (3) improving access to adaptation finance mechanism, and (4) building capacity on adaptation knowledge and technology. The first two components are organized through an online portal, organizing forums, etc. This first TNA meeting is one of the activities of component 4.

Dr. Okayama explained about the case of Mongolia which is implementing various knowledge and capacity building activities. He informed that in 2011 the UNFCCC is developing the toolkits to access adaptation fund. Hence, after developing the toolkit, the Adaptation Fund Board will organize regional workshop and APAN will organize sub-regional workshops to disseminate the toolkits. Under capacity building component, he informed that a new project has been established and funded by Japanese government starting from this year. The purpose of this project is to transfer technologies from Japan to Asia and the Pacific through collaboration with international organizations, private companies and research institutes.

Q&A:

Dr. King highlighted the importance of the involvement of sub-regional nodes. It is impossible or a little bit risky to jump from regional to national without involving sub regional nodes. In response, Dr. Okayama said that in the next meeting the role of the sub regional nodes would be defined.

Dr. Kumar highlighted two points: (1) There is a risk of duplication as many other similar projects have been (and being) done. Therefore, there should be the need of establishing collaboration to avoid duplication and to study the projects ongoing at the national level. (2) Often no knowledge is available at the national level, thus there is the need to develop new knowledge to apply. Dr. Okayama responded that APAN is establishing collaborations and sharing knowledge.

- ***Capacity Building Component of APAN – Dr. Le Thi Thu Huong, APAN:***

As adaptation is a multi- and inter-disciplinary solution to cope with the climate change, Dr. Le highlighted that capacity building on adaptation is vital for AP region which is one the most vulnerable areas to climate change impacts. However, capacity building on adaptation is being one of the neglected areas of governance in the region. Thus, under APAN, capacity building component has two main activities which are: (1) strengthening training institutes and training programs and (2) building/developing capacity of public and private decision makers. In other words, through providing training to trainers, it aims to influence the policy makers and practitioners. Under this component, the innovative adaptation knowledge and good practices will also be transferred and shared among countries in the region. She informed the participants about the APN project, its scopes and objectives, expected outputs. Different events and activities under this project and beyond will also be planned with a clear timeframe for 2011 until March 2012.

Q&A:

Dr. King raised a question on the relation of 'capacity building' component to sub-regional nodes. In response, Dr. Okayama said that from beginning APAN did have the sub-regional nodes, thus capacity building component did not consider the sub-regional nodes. Right now, the criteria for identifying sub-regional nodes have not yet been decided. Thus, only after the decision is made, the sub-regional nodes will be involved in project activities. Dr. King also questioned on the training modules developed by APN project, either one synthesis module for all five countries or separate module for each individual country. Dr. Le explained that because the targeted countries have different contexts and characteristics, the project aims to develop separate module for each country (as "no one can fit all").

Dr. Kumar concerned about the linkages between APN project with other capacity building activities on adaptation being done in the region and how can this project benefit from the others. Mr. Haryadi questioned on the sectors and countries covered by the project. In response, Dr. Le explained that APN project is just a part of APAN and it covers only agriculture sector; while capacity building component of APAN covers broader sectors including agriculture and water in the vulnerable areas such as high mountains and glaciers, mega river basins, dry-lands and coastal zones. Dr. Prabhakar explained that the five countries were chosen because they are the most vulnerable areas for agriculture in the AP region and were identified as priority countries during the initial consultation meetings organized for formation of APAN. Dr Prabhakar also has clarified that the project will review the ongoing training and capacity building activities in the project countries and will benefit from those experiences at the national level.

- ***Climate Change Adaptation and System of Rice Intensification (SRI)– Dr. Abha Mishra, AIT:***

Dr. Mishra presented about the project of herself and her colleagues on SRI in relation with climate change. They have reports from various countries on SRI performance not only about rice but also for wheat and sugar cane. She emphasized that we are working with SRI on learning mode rather than on recommendation mode. However, in most cases, SRI is treated as technology rather than concept and so progress has been slow so far. The SRI concept has to be converted into local practices to address the location specific needs.

Q&A:

Dr. Prabhakar questioned on the capacity related challenges of SRI that the project team experienced. Dr. Mishra explained that most of the time, SRI is treated as technology rather than a concept, and so during implementation peoples do not give considerable emphasis on location-specific adaptation rather they operate with 'technology transfer' mode. As for example, one of the SRI principles is to transplant very young seedling i.e. at 2-3 leaf stage or 12-15 day-old. She explained that it is important to consider the 2-3 leaf stage (physiological stage of the plant) rather solely focusing on 12-15 days. Since 2-3 leaf stage will vary according to temperature, humidity and other climatic factors. Location specific approach is necessary to accommodate the bio-physical and socio-economic heterogeneity of the farming system. One of the representatives of Laos told that the technology has not expanded due to the problem related to transplanting.

When conventional, they can easily transplant but now with very young seedling they need to be very careful to transplant. So, this consumes labor and Laos has labor problem. Dr. Mishra explained that this is one of the constraints reported in Thailand as well. However, farmers of Ratchaburi province of Thailand, as a part of adaptation work supported by AIT and funded by UNEP's APFED Showcase Programme, came up with very innovative idea. They integrated Parachute

transplanting method with SRI's young seedling principle to reduce labour, transplanting time, and associated cost.

2.2 Country Presentations

- **Bangladesh:** (there was no presentation but the slides are included in meeting documents)

- **Cambodia:**

Dr. Kang, Dean of Faculty of Agricultural Technology and Management, Royal University of Agriculture, provided the information on education and agriculture capacity building based in her university. She talked about the history, system of providing credits, and constraints in conducting training such as low technical capacity of local staff, lack of climate change research, limited funding and financial resources. The issues raised in relation to climate change studies were the lack of reliable data availability, limited cooperation from institutional agencies on research and studies on climate change, and lack of qualified national climate change experts.

As more than 80% of people in Cambodia are rural population who have been mostly employed in agriculture sector, there is a need to increase the adaptation capacities through training. Therefore, she expected that the Network will help her country to increasing cooperation and collaboration with international agencies, help in building capacity for local staff and improve training materials on subjects related to climate change.

- **Lao:**

Dr. Sacklokham, Vice-Dean of Faculty of Agriculture, National University of Lao, provided general overview of the university such as staff numbers and education programs, especially the bridging program and training for government staff from ministries and departments. Then the national adaptation projects supported by AusAIDs, GEF, and ADB were briefly introduced. She pointed out that there was no information on NGO activities which needs to be explored from now on.

Q&A for both presentations of Cambodia and Lao:

There is a need to increase awareness of policy makers because if they are blinded or do not want to help contribute to issues related to climate change, no change will take place. Therefore, the mindset of these policy makers needs to be changed. In other words, policy makers can represent the barrier to the application of adaptation strategies.

A question was raised on whether there is any self assessment conducted for each project or not. In response, Laos participants said that beyond training needs assessment (TNA), they have also conducted vulnerability assessments for the poor farmers to help increase their capacity. In Cambodia, there have been several assessments conducted for NAPA project which started in 1999 and submitted first report in 2002. The latest report was in 2006 and Cambodia needs updates. In Nepal, climate change adaptation for food security needs TNA. As climate change is a new venture in education and training, every sector needs awareness raising especially for policy makers so that they can make change in policy framework.

- **Mongolia:**

Dr. Tumurtogtokh, Director of School of Ecology and Technological Development, State University of Agriculture, firstly introduced the aim and targets of his university in education and training. Then the general information of Agriculture in Mongolia was presented including the past climatic impacts such as desertification, drought, and dzud. He also presented some planning options for Mongolia to adapt to the changing climate in which the training upon the existing capacity was stressed as one of the most important measures for strengthening the adaptive capacity.

- **Nepal:**

Mr. Shrestha, Director of Center for Organization Development, Nepal Administrative Staff College, presented that his institution is the only national level training institution. He emphasized that climate change training needs awareness raising activities and sustainable approaches to each project. Some challenges ahead in training were also concerned such as lack of training modules and materials, insufficient trainers' competency, as well as little understanding and awareness on the need of training for climate change adaptation.

Q&A for both presentation of Mongolia and Nepal:

Dr. King raised a question on the prioritized level to provide training in Nepal (or all levels at the same time). Mr. Shrestha answered that first priority is to training the policy makers because it is difficult to access and change the attitude of policy makers in applying adaptation knowledge into their policies. Then, through top-down process these policy makers can bring down to the community level. He highlighted the issue of sustaining and institutionalizing the training modules. He also suggested that APAN should meet the national partners more often to keep updated.

One other participant from Nepal, Mr. Paudyal, presented the training needs from government side. According to him, government staff, especially the ministry level staff, needs to be trained on assessment of climate change vulnerability, diversification of climate change and climate change risk or disaster management.

2.3 APN Project and Training Needs Assessment for Agriculture Sector

Dr. Prabhakar, Adaptation Team, IGES Headquarters, presented the purposes and process of TNA. He provided detailed guidelines on how to conduct TNA and explained about the questionnaire forms. He also summed up for what needs to be done after this TNA meeting, especially the need to establish a TNA Team in each country which includes agriculture expert, climate change adaptation expert and departmental expert (i.e. who works within the agriculture department). His presentation was ended with a list of issues for open discussion which is summarized in the following session.

2.4 Discussions

Dr. Prabhakar led the discussion session with the supports from APAN and IGES colleagues.

- **General discussions:**

Questions/issues of concern	Answers/responses
To what level of staff does APN project target to provide training? (Dr. King)	All levels from national to village level

What kind of training will the project provide? (Dr. King)	Induction training and on-the-job training.
How many respondents are needed for questionnaire survey (sample size)? (Mr. Hok)	It is not a quantitative research, thus it is not necessary to fix the sample size. For instance, 2-3 national staff, 4-5 provincial staff, 4-5 departmental staff, etc.
How to analyze questionnaire result (which program will be used, eg. SPSS?) (Mr. Hok)	Cannot use SPSS if the number of respondents in five countries is not comparable. We do not need the statistical analysis.
APAN should produce training materials (manuals) (Mr. Shrestha)	Yes, training modules will be developed and kept for one year to be piloted. Training materials (manuals) will be developed before piloting the modules but not as a part of APN project.
Countries have different context, thus does the same questionnaire can work effectively? Is it better to provide a check list to know what kinds of training they need? (Dr. Alam)	The national context and framework have actually been taken in to account in developing this questionnaire. However, the questionnaire will have to be modified to make it little less open ended by providing a broad categories of checklist of knowledge and skill areas.
How about the climate change adaptation and agriculture experts? Is the project going to train the experts? (Dr. King) We need to create agriculture experts with climate change adaptation knowledge who later will be the trainers in their own countries (Mr. Paudyal)	Not yet included in the current APN project but this group can be included in the suggestions part in each country report and in the synthesis report. This is because the process to produce experts are different from the process and ultimate stakeholders envisaged in the current APN project.
Several modalities of training can be applied to different target groups	These issues will be covered by APAN under capacity building component.

▪ **Overall process of TNA:**

• Establish TNA team:

The national partners of APN project should be the national level training institute like Nepal Administrative Staff College. For the universities (like the case of Lao, Cambodia and Mongolia), they need to link with the training institutes and include them in the TNA Team.

- Characterize the 'ideal capacity' scenario through desk review of: In order to compare the existing knowledge and skill areas, each country needs to characterize what is called an 'ideal knowledge and skill scenario' for each trainer and agriculture officer in their countries for the job duties they perform. This ideal scenario/profile can be formulated by reviewing the following documents.

This should be done through formulation of the TNA team (discussed above) and with the helps of the agriculture and adaptation experts of the team.

- IPCC reports
 - NAPAs
 - Vulnerability & Risk Assessments
 - Technology needs assessments
 - Climate change impact assessments
- Conduct questionnaire survey (forms I, II, III, and IV)

▪ **Funding utilization, financial guidelines, etc.**

The financial regulations of APN were shown and explained such as remuneration, rates for per diem, how to submit receipts/bills, etc. There were several discussions on these such as it is difficult to get receipts for all activities, why there is difference in the rates for accommodation and daily subsistence allowance (DSA) for countries, etc. Especially if the contract is signed though the institutions, there will be a matter of administration, overhead cut, financial auditing, etc.

The APN project team agreed that there was certain constraint in applying these regulations and the team would write a letter to APN for clarification and negotiation.

Questions from partners	Response from APAN team
Funding: Certain collaborators expressed concern over the submission of bills for supporting financial expenditure incurred as a part of the APN project activities.	APN will be informed about the difficulties and partners will be informed about the response.
Differential rates for per diem: Partners from Laos and Cambodia expressed concern over differential rates of per diem and hotel accommodation rates stipulated by APN in its financial regulations.	Partners were explained that those rates were fixed by APN through its internal guidelines and methodologies over which APAN has no jurisdiction and that it would be appreciated if partners follow the financial regulations set forth by APN. However, APAN will write to APN to clarify the differences between certain countries.

▪ **TNA Review meeting:**

Cross-checked with other activities of APAN in February and March, the proposed time for TNA Review Meeting is **from 7th to 11th March 2011**. The participants discussed and agreed with this proposal. For this coming meeting, the national partners (and their TNA teams) are expected to come with:

- A short presentation on what have been done on TNA from now until meeting day, advantages, constraints and issues for further discussions
- Completion of the questionnaire Form I - III and one tested response on Form IV. Guidelines:
 - Form I: Recheck the current version
 - Form II: Fill for all administrative and trainer hierarchy mentioned in Form I

- Form III: Major training institutions training the staff mentioned in Form I (these institutions are necessarily the one where trainers are offering training to all officers mentioned in Form I and II)
- Form IV: just fill a test form of form IV so that you can raise concerns when you come for review meeting. Collaborators are requested to note down the problems they faced while filling this form and to bring those issues to the review meeting in March 2011.
- **Training Module Design Workshop (TMDW)**

From beginning the proposed time for TMDW is July 2011. However, as the APN project started a little bit late in November 2010, the project team planned to extent the activities until November 2011. Therefore, the time for TMDW will be decided later and the project team needed to contact APN for ending time of the project.

2.5 Conclusions and Closing Remarks

a) Important deadlines (for February until 7th-11th of March):

- First week of Feb.:
 - APAN sends draft letters of consent for partners to initiate the project activities without waiting for the Contract/MOU.
 - Partners send list of contacts to APAN for ccing the letters
 - Fax/email the final letters by APAN
 - Send financial guidelines by APAN
 - APAN write to APN about financial concerns raised by partners
- Second week of Feb.: APAN drafts TOR for consideration of partners
- Last week of Feb.: APAN sends the final TOR to partners
- March 7-11: First TNA review meeting

b) Agreed Outline of Country Reports

- Introduction
- Overall objectives and methodology
- National level: Institutional arrangements and policy setup for training and capacity building in the country
- Sector level: Institutional arraignments and policy setup for training and capacity building in agriculture and related sectors (e.g. irrigation for agriculture)
- Training needs assessment (from questionnaire survey) for agriculture sector
 - Evaluation of training programs (curriculums)
 - Evaluation of training facilities (buildings, tools, etc.)
 - Evaluation of trainers and trainees (Form II, job description)
 - Education and training

- On the job functions (current duties and expected changes in roles for climate change adaptation)
- Evaluation of skill and knowledge areas
- Self evaluation of working environment (cross check with the above institutional evaluation)
- Establishing ideal scenario of knowledge and skills areas for agriculture sector
 - Identified priorities for knowledge and skills
 - Needed institutional facilities for supporting above knowledge and skill areas
- Training modules:
 - Officer I:
 - Session outline
 - Prerequisites for implementing training such as number of additional trainers needed, additional financial resources needed, additional institutional facilities needed (class rooms/training tools etc), implementation mechanisms (collaboration with other agencies if needed)
 - Officer II: (the same contents as for officer I)
 - Officer III: (the same contents as for officer I)
- Policy suggestions for promoting capacity building
 - E.g. how to secure resources for scaling up
 - What institutional changes need to be implemented (if any)
 - Implications/linkages in terms of education curriculum and developing expert base (if any)

c) Closing Remarks

Dr. Mozaharul Alam, Regional Climate Change Coordinator, UNEP-ROAP, expressed his thanks to all participants for their attendance and the active and meaningful discussions. He stressed that the success of APN project on TNA and training modules design depends on the national participants and their commitment, not the project team, APAN and himself. The piloting of training modules later all will also depend on the efforts of national partners and the participants.

For the training needs, he mentioned that there were some TNAs conducted at national level, thus the project team and national partners need to look at these. The variety of the countries in terms of context, institutional framework, and governance structure need to be taken into account when developing training modules. Although there is a need to harmonize all together, it is also necessary to keep the specific characteristic and context.

To sum up, Dr. Alam repeated that APN project is just a part of APAN's capacity building component. Therefore, APAN needs to consider the medium term and long term of this component as well. Especially, he highlighted that the Network is open for negotiation with the partners and collaborators.

3. APPENDICES

Appendix 1: Meeting Agenda (January 31, 2011 - AITCC Meeting Room B144B, AIT, Thailand)

8:30-9:00	Registration
9:00-9:30	Welcome speech and introduction of participants Dr. Toshinao Okayama, <i>Coordinator of the Regional Hub for Asia Pacific Climate Change Adaptation Network (APAN)</i>
9:30-10:00	Overview, background and activities of Asia-Pacific Adaptation Network (APAN) Dr. Toshinao Okayama
10:00-10:20	Capacity building component of APAN Dr. Le Thi Thu Huong, <i>Climate Change Adaptation Specialist, Institute for Global Environmental Strategies, Bangkok Office – APAN</i>
10:20-10:40	Tea break and networking
10:40-11:00	Climate change adaptation and SRI@AIT Dr. Abha Mishra, <i>Senior Research Specialist-cum-Affiliated Faculty, Agricultural Systems & Engineering, School of Environment, Resources and Development, Asian Institute of Technology</i>
11:00-12:00 (15' for each presentation and 15' for Q&A)	Brief presentations by national partners on institutional framework and policy priorities for capacity building in agriculture and allied sectors including climate change adaptation <ul style="list-style-type: none"> • Bangladesh: Dr. Abul Kalam Azad, <i>Chief Scientific Officer, Bangladesh Agricultural Research Council</i> • Cambodia: Dr. Kang Kroesna, <i>Dean, Faculty of Agricultural Technology and Management, Royal University of Agriculture</i> • Lao PDR: Dr. Silinthone Sacklokham, <i>Vice Dean, Faculty of Agriculture, National University of Lao</i>
12:00-13:00	Lunch Break (at AITCC)
13:00-13:40 (15' for each presentation and 10' for Q&A)	Brief presentations by national partners on institutional framework and policy priorities for capacity building in agriculture and allied sectors including climate change adaptation (cont.) <ul style="list-style-type: none"> • Mongolia: Dr. Erdenetsogt Tumurtogtokh, <i>Director, School of Ecology and Technological Development, Mongolian State University of Agriculture</i> • Nepal: Mr. Ram Bhakta Shrestha, <i>Director, Centre for Organization Development, Nepal Administrative Staff College</i>
13:40-15:10	APN project: Training Needs Assessment (TNA) for Agriculture Sector (purposes, process, guidelines, and introducing questionnaires) Dr. SVRK Prabhakar, <i>Policy Researcher (Adaptation), Natural Resources Management Group, Institute for Global Environmental Strategies</i> and Dr. Le Thi Thu Huong
15:10-15:30	Tea break and networking
15:30-17:00	Discussion on overall process, TNA questionnaires, national reports, and guidelines, expectations for 2 nd TNA meeting in February 2011, and final outputs. Dr. SVRK Prabhakar and Dr. Le Thi Thu Huong
17:00-17:15	Closing address Dr. Mozaharul Alam, <i>Regional Climate Change Coordinator, United Nations Environment Program (UNEP) - Asia and the Pacific, Thailand</i>

Appendix 2: List of Attended Participants

No.	Name	Position and Organization	Country
Targeted Countries			
1	Dr. KANG Kroesna (Ms.)	Dean, Faculty of Agricultural Technology and Management, Royal University of Agriculture (RUA)	Cambodia
2	Mr. HOK Kimthourn	National Project Manager Project Support Unit, Ministry of Agriculture Forestry and Fisheries (MAFF)	Cambodia
3	Mr. CHEA Chan Thou	Deputy Director, Climate Change Department (CCD), Ministry of Environment (MoE)	Cambodia
4	Dr. Silinthone SACKLOKHAM (Ms.)	Vice Dean, Faculty of Agriculture, National University of Lao (NUL)	Lao PDR
5	Mr. Lonkham ATSANAVONG	Director, Planning and Cooperation Division, Department of Environment, Water Resource and Environment Administration (WREA), Prime Minister's Office	Lao PDR
6	Mr. Salongxay RASABUD	Department of Agriculture, Ministry of Agriculture and Forestry (MAF)	Lao PDR
7	Dr. ERDENETSOGT tumurtogtokh (Mr.)	Director, School of Ecology and Technological Development, Mongolian State University of Agriculture (MSUA)	Mongolia
8	Mrs. BURMAA Badral	Director-General, Department of Information and Monitoring, Ministry of Food, Agriculture, Food and Light Industry (MoFALI)	Mongolia
9	Dr. Abul Kalam AZAD (Mr.) <i>(absent due to late visa)</i>	Chief Scientific Officer, Bangladesh Agricultural Research Council (BARC)	Bangladesh
10	Mr. Ram Bhakta SHRESTHA	Director, Centre for Organization Development, NASC, Nepal Administrative Staff College (NASC)	Nepal
11	Mr. Shyam Prasad PAUDYAL	Program Director, Director of Livestock Services Training and Extension, Department of Livestock Services, Ministry of Agriculture and Cooperatives	Nepal
Asian Institute of Technology (AIT)			
12	Dr. Prabhat KUMAR	Senior Research Specialist	
13	Dr. Abha MISHRA	Senior Research Specialist and Affiliated Faculty	
14	Dr. Mokbul Morshed AHMAD	Associate Professor	
15	Mr. Tomi HARYADI	Project Manager	
UNEP ROAP, AIT-UNEP RRC.AP and USAID			
16	Dr. Mozaharul ALAM	Regional Climate Change Coordinator, United Nations Environment Program - Regional Office for Asia and the Pacific (UNEP-ROAP), Thailand	
17	Mr. Raji Dhital	Assistant Program Officer, UNEP-ROAP	
18	Ms. Hiromi INAGAKI	Associate Program Officer, CCAKP, UNEP-RRC.AP	
19	Ms. Kim JIHYUN	Associate Program Officer, CCAKP, UNEP-RRC.AP	
20	Ms. Mami SHIJO	Intern, UNEP-RRC. AP	

21	Ms. Teresa LEONARDO	Global Climate Change Advisor, United States Agency for International Development (USAID)	
22	Dr. Toshinao OKAYAMA	Coordinator of the Regional Hub for Asia Pacific Climate Change Adaptation Network (APAN) - Institute for Global Environmental Strategies (IGES) Bangkok Office	
23	Dr. Peter N. KING	Senior Policy Advisor, IGES Bangkok Office	
24	Dr. Puja SAWHNEY	Senior Climate Change Adaptation Specialist, APAN - IGES Bangkok Office	
25	Dr. LE Thi Thu Huong	Climate Change Adaptation Specialist, APAN - IGES Bangkok Office	
26	Ms. Narudee LERDPHORN SUTTIRAT	Administrative Staff, IGES Bangkok Office	
27	Dr. SVRK PRABHAKAR	Policy Researcher (Adaptation Team), Natural Resource Management Group, IGES Headquarters, Japan	
28	Ms. Izumi TSURITA	Associate Researcher (Adaptation Team), Natural Resource Management Group, IGES Headquarters, Japan	

Appendix 3: Meeting Photos



Participants of 1st Training Needs Assessment Meeting, 31st January 2011, Bangkok, Thailand



Opening Remarks and Introduction about APAN– Dr. Toshinao Okayama



Discussion Session



Closing Remarks – Dr. Mozaharul Alam