**National Adaptation Plan (NAP) country-level training**

**ToT, Bangkok 23 – 28 April 2015**

**Organizational Scheme**

**Day 1, 23 April 2015**

**Total duration of slots of this day: 280 min**

| **Duration** | **Topic** | **Main Goal of session** | **Method/Elements** | **Contents for presentations / Design and key questions for exercises** | **Materials** | **Responsable person** |
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| **Introductory session** |
| 45 min. | Inaugural session |  | Welcome addresses |  |  | MoEGIZ NAP |
| 15 min. | Introduction to the training | * Provide a general understanding on concept and main contents of the training.
 | Presentation with ppt. | * Concept and structure of training.
* Teaching method.
* Overview on agenda and materials.
 | Slides | AE |
| 50 min. | Self-introduction of participants | * Make the trainees familiar with each other.
 | Pairwise interviews | Trainees interview their neighbor and present him / her in the plenary along the following questions:* Which institution do you work for (public administration, consultants, training institute, donor agency - in which country)?
* What are your main working experiences?
* How far were you involved already in NAP processes (H – M – L)?
 |  | AE |
| 45 min. | Why this ToT? – The big picture and context of the ToT | * Provide unterstanding how the training and the ToT contributes to broader NAP roll-out.
 | Presentation / discussion |  |  | UNDP |
| 5 min. | Election of first Co-management Committee (CMC) | * Shared responsibilities trainers/participants
* Goals and tasks of CMC
 | Oral  |  | Flipchart with tasks  | CB  |
| 15 min. | Retrospective Assessment | * Make participants familiar with concept of assessment
 |  |  |  | Angus & Ilaria |
| **Interactive training methods** |
| 30 min. | Concepts and tools for interactive trainings I | * Provide an overall understanding on methods for interactive training.
* Portfolio of interactive training methods
 | Presentation with ppt. | * Principles of adult learning
* Method portfolio
* Principles of dialogue
* HCM Intro
 | Slides | AE |
| 30 min. | What makes a good training? | * Link own training experiences with the methods of this training
 | Structured debate | Exercise:* Think for 5 min. about good trainings that you have attended.
* Then contribute to group discussion: What made it good?
 | Pin-wall | AE |
| 5 min. | 1 - 2 – 3 -clap | * Demonstrate: Action is stronger than words
 | Energizer |  |  | AE |
| 10 min. | Principles for ToT | * Make participants familiar with concept and roles for ToT
 | Presentation with ppt. | * Phases of ToT
* Different roles of participants
* Preparation for trainers on stage
 | Slides | AE |
|  |
| 30 min | Reflections of the day | * Reflection of different methods for interactive training against the background that the trainees will perform own exercises on days 4 + 5.
 | Structured discussion | * What do you expect from the training?
 | Pin-wall | CB |
| 15 min  | Meeting with CMC |  |  |  |  |  |

**Day 2, 24 April 2015**

**Total duration of slots of this day: 365 min**

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| **Intro** |
| 10 min. | Recap day 1 | * Short recap by a member of the Co-management committee
 |  |  |  | Member of co-management committee |
| **Examplary demonstration of training methods** |
| **Example for Corner Game: Module M.I.1 Essentials of adaptation to climate change** |
| 15 min. | Introductory lecture | * Ensure common understanding of all participants regarding basics of climate change and adaptation.
* Analyze the inter-linkages between adaptation and development.
* Reflect challenges and benefits of adaptation.
 |  |  |  | AE |
| 25 min. | Corner Game |  | Action learning: Corner Game | * See instructions by Trainer’s Handbook
 |  | AE |
| 10 min  | Self-retrospective assessment  | * Auto-evaluation by participants about their knowledge of NAP
 |  |  | Printed questionnaires  | Angus&Ilaria |
| **Example for Action learning card exercise: Module I.3 Part B Process overview on NAP** |
| 15 min. | Introductory lecture | * Get introduced to the main elements and basic structure of the NAP Technical Guidelines.
* Reflect which parts of the Technical Guidelines can help to move your NAP process forward and how to they can best be used.
* Understand what supplementary materials and support resources are available upon countries request.
* Know how this training covers the NAP Technical Guidelines.
 |  |  |  | CB |
| 25 min. | Interfacing with existing country processes under the NAP process |  | Card based debate in plenary | * See instructions by Trainer’s Handbook
 |  | CB |
| **Interactive training methods** |
| 20 min. | Concepts and tools for interactive trainings II | * Continue conceptual learning on interactive learning
 | Introductory lecture | * Question-and-answer formats for training.
* Socratic method
 | Slides | AE |
| 20 min. | Open / closed questions |  | Mini-group exercise | Exercise:* Interview your neighbor either with open or closed questions: What are your training experiences?

Wrap-up questions:* What did you observe during the interview?
* How do open and closed questions influence the conversation?
* When would you apply open, when closed questions?
 |  | AE |
| **Example for Matrix Exercise: Module M.II.1 Stocktaking** |
| 15 min | Introductory lecture |  | Presentation |  | Slides | AE |
| 30 min. | Exercise: Stocktaking  | * Learn how to use the results of stocktaking exercises for developing the NAP process.
* Reflect on planning capacities in your country.
 | Group work in 2 sub-groups. | * See instructions by Trainer’s Handbook
 |  | AE |
| 40 min. | Wrap-up stocktaking and SWOT analysis |  | Structured debate in plenary | * See instructions by Trainer’s Handbook
 |  | AE |
| **Example for Mapping Exercise: Module M.III.1 Climate information for Vulnerability Assessment** |
| 15 min. | Flood is coming | * Experience different strategies for flood risk management
 | Energizer |  |  | CB |
| 30 min. | Introductory lecture | * Understand the concept of vulnerability and its components.
* Get introduced to ways how to gather the information.
 | Presentation |  |  | CB |
| 25 min. | Ranking of vulnerabilities |  |  | * See instructions by Trainer’s Handbook
 |  | CB |
| 40 min. | Wrap-up |  |  | * See instructions by Trainer’s Handbook
 | Prepared cards for participants (roles) and in training room. | CB |
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| 30 min | Reflections of the day | * Reflection of different methods for interactive training against the background that the trainees will perform own exercises on day 4 + 5.
 | Structured discussion | * Which methodological challenges did you observe?
* How do you judge the methods applied?
 |  | CB |
| 15min  | CMC  | * Feedback from CMC
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**Day 3, 25 April 2015**

**Total duration of slots of this day: 185 min**

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| **Intro** |
| 10 min. | Recap day 2 | * Short recap by the Co-management committee
 |  |  |  | Member of Co-management Committee |
| **Example for calculation exercise: Module III.3: Appraising adaptation options (CBA)** |
| 20 min | Introductory lecture | * Understand the steps involved in carrying out a Cost Benefit Analysis (CBA) of options (at the project level).
* Understand that the choice of the discount rate and the expected climate damage significantly influence the result of a CBA
* Reflect on the potentials and limits of CBA for appraising adaptation options.
 |  | * Feed-back along key rules for presentations
 |  | AE |
| 20 min. | Calculation exercise |  |  | * See instructions by Trainer’s Handbook
 | 4 notebooks | AE |
| 25 min. | Wrap-up |  |  | * See instructions by Trainer’s Handbook
 |  | AE |
| 20 min | Avalance | * Understand principles of conflicting goals
 | Energizer |  |  | AE |
| **Interactive training methods** |
| 30 min. | Concepts and tools for interactive trainings III | * Continue on method training for interactive training
 | Presentation | * Types of energizers
* Rules for presentations
* Rules for developing new exercises
* Room arrangements and materials
* Challenges in interactive trainings
 | Slides | AE |
| 30 min. | Challenges of interactive trainings |  | Structured debate | Exercise:* Identify challenges found in interactive trainings in an open plenary debate

Wrap-up questions:* What responses to challenges could you imagine?
* With which responses did you make good experiences?
* What remained difficult?
 | Prepared matrix on pin-wall | AE |
| **Preparations for Trainers on stage** |
| 30 min. | Concept of trainers on stage |  |  | * Rules for trainers on stage
* Group formation
* Tips and instructions for the exercises
 |  | AE |
| Rest of the day | Individual preparation  | * Participants prepare for their slots to be performed in ‘Trainers-on-stage’.
 | Separate team work for each module. | * Participants study Trainer’s manual
* They prepare for their individual modules.
* They prepare required material (pin-walls etc.)
* Main trainers are available for bilateral support.
 | Slides | AE / CB |
| 15 min  | CMC meeting  |  |  |  |  |  |

**Day 4, 26 April 2015**

**Total duration of slots of this day: 360 min**

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| **Intro** |
| 10 min. | Recap day 3 | * Short recap by the Co-management committee
 |  |  |  | Member of CMC |
| **Trainers on stage** |
| 10 min. | Specification rules for Trainers on stage | * Clarify concept and rules for feed-back.
 | Presentation with ppt- | * Different aspects of feed-back
* Rules to ensure constructive function of feed-back.
 | Slides | AE |
| **Trainers on stage: Module M.I.2 – Conceptual understanding of the NAP process** |
| 15 min. | Introductory lecture | * Familiarize with the general concept and character of the NAP process
* Reflect on the relation to other national processes
* Get a first overview about existing support channels for NAP
 | Presentation with ppt. | * Follow instructions by Handbook
 |  | Trainer team A |
| 35 min. | Exercise |  | Matrix work | * Follow instructions by Handbook
 |  | Trainer team A |
| 35 min. | Wrap-up |  | Structured debate in plenary | * Follow instructions by Handbook
 |  | Trainer team A |
| 25 min | Feed-back round | * Structured discussion
 |  | * Feed-back along key rules
 |  | AE / CB |
| **Trainers on stage: Module M.II.2 – Institutions for national adaptation planning, Part A + B** |
| 15 min. | Introductory lecture | * Understand the importance of adequate institutional set up for adaptation.
* Identify potential barriers for adaptation and how to overcome them.
* Understand roles of different stakeholder and importance of their adequate involvement.
 | Presentation with ppt. | * Follow instructions by Handbook
 |  | Trainer team B  |
| 15 min. | Exercise Part A |  | Card collection | * Follow instructions by Handbook
 |  | Trainer team B |
| 25 min. | Wrap-up |  | Structured debate in plenary | * Follow instructions by Handbook
 |  | Trainer team B  |
| 25 min. | Exercise Part B |  | Mapping exercise | * Follow instructions by Handbook
 |  | Trainer team B  |
| 25 min. | Wrap-up |  | Structured debate in plenary | * Follow instructions by Handbook
 |  | Trainer team B  |
| 25 min | Feed-back round | * Structured discussion
 |  | * Feed-back along key rules
 |  | AE / CB |
| **Trainers on stage: Module M.III.4 – Mainstream adaptation to development planning** |
| 15 min. | Introductory lecture | * Understand how mainstreaming and political processes are interwoven.
* Understand the purpose of mainstreaming and how it works.
* Reflect on effectiveness of mainstreaming.
 | Presentation with ppt. | * Follow instructions by Handbook
 |  | Trainer team C  |
| 10 min. | Reading time |  |  | * The trainees have to make themselves familiar with the background situation as provided by the exhibit in the manual
 |  |  |
| 30 min. | Exercise |  | Matrix work | * Follow instructions by Handbook
 |  | Trainer team C  |
| 35 min. | Wrap-up |  | Structured debate in plenary | * Follow instructions by Handbook
 |  | Trainer team C  |
| 25 min | Feed-back round | * Structured discussion
 |  | * Feed-back along key rules
 |  | AE / CB |

**Day 5, 27 April 2015**

**Total duration of slots of this day: 340 min**

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| **Trainers on stage: Module M.IV.2 – Financing adaptation** |
| 15 min. | Introductory lecture | * Orient on realistic financing options.
* Understand options and relevance of international climate financing.
* Introduce CPEIR as a tool for tracking climate finance.
 | Presentation with ppt. | * Follow instructions by Handbook
 |  | Trainer team D  |
| 30 min. | Exercise |  | Matrix work | * Follow instructions by Handbook
 |  | Trainer team D  |
| 30 min. | Wrap-up |  | Structured debate in plenary | * Follow instructions by Handbook
 |  | Trainer team D  |
| 25 min | Feed-back round | * Structured discussion
 |  | * Feed-back along key rules
 |  | AE / CB |
| **Trainers on stage: Module M.IV.3 – NAP implementation** |
| 15 min. | Introductory lecture | * Reflected upon important barriers to adaptation implementation (from slide 4 to 7);
* Discussed and understood the importance of both top-down and bottom-up approaches in implementation (from slide 8 to 14);
* Understood a practical way in which to solve problems in implementation (slide 9 and case study).
 | Presentation with ppt. and video projection | * NAP fundamental elements that facilitate adaptation implementation;
* Importance of a complementary (top-down/bottom-up) and holistic approach to adaptation implementation;
* Case study that shows some of the possible solutions to overcome NAP implementation challenges.
 |  | Trainer team E  |
| 45 min. | Exercise | * Matrix exercise
 | New exercise to be developed | * To be developed
 |  | Trainer team E |
| 30 min. | Wrap-up |  | Structured debate in plenary | * To be developed
 |  | Trainer team E  |
| 15 min | Feed-back round | * Structured discussion
 |  | * Feed-back along key rules
 |  | AE / CB |
| **Trainers on stage: Module M.VI.1 – Roadmap development** |
| 15 min. | Introductory lecture | * Familiarize with the general concept and character of the NAP process
* Reflect on the relation to other national processes
* Get a first overview about existing support channels for NAP
 | Presentation with ppt. | * Follow instructions by Handbook
 |  | Trainer team F  |
| 30 min. | Exercise, Part 1 |  | Matrix work | * Follow instructions by Handbook
 |  | Trainer team F  |
| 25 min | Exercise, Part 2 |  | Matrix work | * Follow instructions by Handbook
 |  | Trainer team F  |
| 30 min. | Wrap-up |  | Structured debate in plenary | * Follow instructions by Handbook
 |  | Trainer team F  |
| 25 min | Feed-back round | * Structured discussion
 |  | * Feed-back along key rules
 |  | AE / CB |

**Day 6, 28 April 2015**

**Total duration of slots of this day: 120 min**

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| **Evaluation and closure** |
| 60 min. | Reflection on roll-out process  | * Jointly reflect roll-out process
 | Structured debate  | Reflect key issues:* Which further ToT support is needed
* Roll-out map
* Concrete involvement of trainers
 | Pin-wall | GIZ |
| 15 min. | Training evaluation  | * Feed-back by trainees on key aspects of training performance.
 | Smilies evaluation  | Ranking of the training along the following criteria:* Contents
* Method
* Relevance for my work
* Moderation
* Venue / organization
 | Pin-wallSmily points | AE |
| 30 min  | Self-retrospective assessment – final  |  |  |  | Questionnaires from day 1 | Angus & Ilaria  |
| 15 min. | Closure | Formal closure | Short statement of organizer | * Main conclusions after the training
* Forwarding of certificates to trainees.
 | Certificates | GIZ |