



**SPREP**  
Secretariat of the Pacific Regional  
Environment Programme



# Project Completion Report

## Independent State of Samoa

### Project for Capacity Building on Climate Resilience in the Pacific

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## Acronyms

Acronyms	Description
AE	Accredited Entity
CBCRP-PCCCC	Project for Capacity Building on Climate Resilience in the Pacific
CCR	Climate Change Resilience
CFAN	Climate Finance Access Network
EU	European Union
FRDP	Framework for Resilient Development in the Pacific: An Integrated Approach to Address Climate Change and Disaster Risk Management 2017-2030
GCF	Green Climate Fund
GI	General Information of training
GIZ	German Agency for International Cooperation
IGES	Institute for Global Environmental Strategies
IOE	Island and Ocean Ecosystem
JICA	Japan International Cooperation Agency
M&E	Monitoring and Evaluation
MFAT	Ministry of Foreign Affairs and Trade
MNRE	Ministry of Natural Resources and Environment
MoF	Ministry of Finance
NAP	National Adaptation Plan
NDA	National Designated Authority
NDC	Nationally Determined Contribution
PACRES	Global Climate Change Alliance Plus Intra ACP - Pacific Adaptation to Climate Change and Resilience Building Project
PALM	Pacific Islands Leaders Meeting
PCCC	Pacific Climate Change Centre
PDM	Project Design Matrix
PICs	Pacific Island Countries
PIF	Pacific Island Forum
PIP	Performance Implementation Plan
PRIF	Pacific Regional Infrastructure Facility
R/D	Record of Discussions
RMI	Rocky Mountain Institute
RTSM	Regional Technical Support Mechanism
SPC	Pacific Community
SPREP	Secretariat of the Pacific Regional Environment Programme
STOP	Pacific Tourism Organisation
UNFAO	Food and Agriculture Organization of the United Nations
USP	University of the South Pacific
WHO	World Health Organization

## I. Basic Information of the Project

### Background

The Pacific Island Countries (PICs) are extremely vulnerable to natural disasters and climate change, such as sea-level rise, cyclones, and drought. There are concerns that the intensity of those extreme events will increase due to climate change. With this background, the Government of Japan announced Japan's intention to provide comprehensive assistance to PICs, in collaboration with SPREP, including the development of the Pacific Climate Change Centre and capacity-building to support the efforts for tackling climate change by the Pacific region as a whole during the Seventh Pacific Islands Leaders Meeting (PALM 7) in 2015.

The Governments of Samoa and Japan signed the Exchange of Notes for the Grant Aid "Project for Construction of the Pacific Climate Change Center" in 2016. The construction of the PCCC was completed, and the Centre officially opened in November 2019. Developing its strategy and business plan, the PCCC started to deliver four mutually reinforcing functions: knowledge brokerage, applied research, capacity building through training and learning, and supporting innovation of the SPREP members.

As for the Technical Cooperation "Project for Capacity Building on Climate Resilience in the Pacific," the Record of Discussions (R/D) was signed in December 2018 between the Government of Samoa, SPREP, and JICA. Accordingly, the Project started in July 2019 to operationalize the training function of the PCCC.

**Table I-1: Overview of JICA Technical Cooperation**

<b>Title of the Project</b>	The Project for Capacity Building on Climate Resilience in the Pacific
<b>Country</b>	Samoa (in the form of the bilateral cooperation). *The training beneficiaries are SPREP members and Timor-Leste.
<b>Duration of the Project</b>	1 July 2019 - 17 January 2023 (42 months) *The original project duration was 1 July 2019 - 17 July 2022 (36 months). Due to the COVID-19 pandemic, a 6-month extension was agreed during

	the second Joint Coordination Committee (JCC) meeting in December 2020.
<b>Implementing Agency</b>	<ul style="list-style-type: none"> <li>- Ministry of Foreign Affairs and Trade (MFAT), Samoa</li> <li>- Ministry of Finance (MoF), Samoa</li> <li>- Ministry of Natural Resources and Environment (MNRE), Samoa</li> <li>- Secretariat of the Pacific Regional Environment Programme (SPREP)</li> </ul> <p>*MFAT was included as an implementing agency during the first JCC in February 2020.</p>
<b>Overall Goal</b>	Capacities on climate resilience in the Pacific region are enhanced through establishment of training function of Pacific Climate Change Center (PCCC) as stated in the Vision for PCCC.
<b>Project Purpose</b>	Training function of PCCC is operationalized by enhancing its capacities in the areas of climate change (adaptation, access to finance and mitigation) in the Pacific region.
<b>Project Outputs</b>	<ol style="list-style-type: none"> <li>1. Regular training program on climate change adaptation is established by PCCC.</li> <li>2. Regular training program on improvement of access to climate finance is established by PCCC.</li> <li>3. Ad-hoc training program on mitigation is established by PCCC.</li> </ol>

## II. Results of the Project

### 1. Results of the Project

#### 1-1 Input by the Japanese side (Planned and Actual)

JICA has provided the following inputs to the Project.

**(1) Amount of input by the Japanese side: Approx. 204 million Japanese Yen**

**(2) Dispatch of Japanese Experts**

- **JICA long-term experts**

Two (2) experts were dispatched for overall project management and coordination from July 2019 to the end of the project. Their work included the training concept and module development, identification of lecturers from third countries through the SPREP/PCCC network, administration of the PCCC e-learning platform, project monitoring, public relations activities, etc.

Name	Role	Period
Ms. Masako Ogawa	Chief Advisor	16 July 2019 to 17 January 2023
Mr. Yuji Ueno	Project Coordinator	1 July 2019 to 31 December 2022

**- JICA short-term experts (Total 36.31 person-months)**

A total of fifteen (15) short-team experts were dispatched for technical support for different training courses. While the Remote Sensing Technology Center of Japan (RESTEC) was assigned solely to the first training in November 2019, the Joint Venture of consultant companies headed by Pacific Consultants Ltd. was assigned to the rest of the training courses.

**RESTEC for the first training (2.1 person-months)**

Name	Organization
Mr. Tsugutoshi Nagano	Remote Sensing Technology Center of Japan
Mr. Shinya Odagawa	Remote Sensing Technology Center of Japan
Ms. Honami Watanabe	Remote Sensing Technology Center of Japan

The experts developed the detailed modules and training materials and delivered the training in the PCCC with lecturers from the third country.

**The Joint Venture for the second to twelfth training (32.21 person-months)**

Name	Duties	Organization
Mr. Yoshihiro Mizuno	Leader	Pacific Consultants
Mr. Koji Kuroiwa	Climate Science	Japan Weather Association
Mr. Tetsuya Yoshida	Climate Finance	Oriental Consultants Global
Mr. Muneo Matsukawa	Gender and social inclusion	Japan Weather Association
Dr. Daiki Tsujio	DRR	Pacific Consultants
Mr. Yusuke Yamazaki	DRR	Pacific Consultants
Mr. Takuya Shiraishi	Ecosystem	Oriental Consultants Global
Mr. Eiko Watatsu	Agriculture	Oriental Consultants Global
Mr. Yasuki Shirakawa	Tourism	ALMEC Corporation

Mr. Kazushige Mizui	Water	Pacific Consultants
Dr. Akampumuza Precious	Health	Japan Weather Association
Ms. Ayase Yazaki	Administrator	Pacific Consultants

Due to the global COVID-19 pandemic, the short-term experts basically remotely delivered their assigned activities. Their work included training concept and module development support, coordination with lecturers from third countries, development of training materials and a handbook, training delivery, technical inputs to follow-up activities, etc. The final report (Training program on climate change) of the Joint Venture's work will be available on the JICA Library Portal.

### (3) Acceptance of trainees to Japan

None.

### (4) Equipment

The equipment in the list below, which had been utilized for the Project, was handed over to the PCCC on 21 December 2022.

Item	Qty
Single-lens reflex camera (Canon, EOS 850D)	1
Printer (HP Color Laser Jet Pro MFP M479fdw)	1

### (5) Overseas Operation Cost

The total amount of Overseas Operation Cost is WST 509,359.64, equivalent to 27 million Japanese Yen (WST1.00 = ¥ 53.662500, JICA's monthly exchange rate as of November 2022).

- Miscellaneous : WST 125,372.37

(e.g., goods purchase, communication, and administrative staff)

This includes one administrative staff, who was mobilized under the JICA's budget to support the implementation of the project activities from 1 October 2019 to 27 May 2022.

- Travels : WST 383,987.27

(e.g., regional training and business travel to COP conferences)



## **(6) Other**

### **- Lecturers (experts from third countries)**

Lecturers from third countries also provided technical support for the training courses (Ref. Annex 1). JICA funded the honorarium as necessary through the consultants.

## **1-2 Input by the SPREP/PCCC side (Planned and Actual)**

SPREP/PCCC provided the following inputs during this period

### **(1) Counterpart Assignment**

#### **- Project director and project managers**

<b>Name</b>	<b>Title</b>	<b>Role</b>	<b>Period</b>
Ms. Tagaloa Cooper-Halo	Director, Climate Change Resilience (CCR)	Project Director	July 2019 – January 2023
Mr. Espen Ronneberg	Climate Change Adviser, CCR	Project Manager	July 2019 - February 2020
Ms. Filomena Nelson	Climate Change Adaptation Adviser, CCR	Project Manager	February 2020 – December 2020
Ms. 'Ofa Ma'asi-Kaisamy	Manager, PCCC	Project Manager	December 2020 – January 2023

#### **- Other relevant counterparts and lecturers**

The project team, comprised of both JICA long- and short-term experts, worked closely with the PCCC staff. The Project also received support from CCR and relevant units including the Environmental Monitoring & Governance

Programme (EMG) and the Island and Ocean Ecosystems Programme (IOE) of SPREP<sup>1</sup> (Ref. Annex 1-2).

- **Project delivery services**

SPREP provided other services for IT, communications, etc.

**(2) Provision of offices, etc.**

- **Office space in the PCCC**

- **Training facility and equipment in the PCCC**

The training rooms, mics, projectors, screens, and computers.

**(3) Others**

- **PCCC e-learning platform**

The PCCC launched the PCCC E-Learning Platform in March 2021, and the Project used the platform from the 5th training on Disaster Risk Reduction (DRR) in March 2021. It cost yearly approximately 2,000 Australian dollars.

- **Follow-up activities: Face-To-Face Training On “Strengthening Climate Resilience and Safe Water Access in Rural Areas in the Pacific (Polynesia)” 11-14 October 2022.**

As a follow-up on the virtual training program on climate change and water delivered by the Project in May 2022, the PCCC initiated the first in-person training for the Polynesia sub-region with its fund. The project supported its development and preparation, such as developing the first draft agenda based on the virtual training, sharing the list of candidate experts and targeted participants, and contributing some project planning and management sub-

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<sup>1</sup> It should be noted that SPREP staff are hired either on a project basis or under their fixed-term contracts. The ex-post evaluation by JICA may be carried out considering this human resource arrangement of SPREP.

modules. The same in-person training programs will be delivered for Micronesia and Melanesia sub-regions by the PCCC in the second quarter of 2023. It cost around 71,000 US dollars.

### **1-3 Activities (Planned and Actual)**

#### **Activity 0-1. Review existing resources (tools, modules, materials and experiences of regional trainings in climate change area)**

Activity 0-1 was required as the basis for developing the PCCC training courses for creating synergies and avoiding duplications with the other ongoing climate change initiatives. After the launch of the Project in July 2019, the Project started this activity by developing the “Concept Note - Design of Capacity Development Training Courses of the PCCC” and mapping out the key initiatives in the Pacific. Based on the desktop reviews of existing initiatives and resources and through consultations with the relevant programs and units of SPREP, government entities, and key stakeholders, the Project set the basic design and implementation plan of the training courses, including overall course objectives, target areas, expected outcomes, target themes and subjects, course structure, expected participants, etc.

In addition to the concept note development, the Project reviewed the existing initiatives and resources in detail in the process of developing the agenda and modules of each training course to collaborate with those initiatives and add value to the PCCC training.

#### **Activity 0-2. Explore opportunities for coordination with other climate change training initiatives in the Pacific**

Through the process of developing each training course, the Project had discussions with key stakeholders in the Pacific to collaborate and avoid duplications with existing initiatives (Ref. Table II 2: Summary of Training Courses (Activity 1, 2, and 3 combined)).

**Activity 0-3. Feed outputs and experiences of the Project into the process of developing PCCC as the centre for climate change training other than tertiary education in the Pacific**

As the PCCC was newly established in 2019, there was a need to disseminate information about the PCCC functions, including capacity building, to officials of the Pacific through public relations activities. The Project took various opportunities to disseminate experiences by publishing news stories through the SPREP websites, Facebook, and Twitter and holding side events at COP conferences and regional events, including the SPREP Meetings and Executive Board Meetings.

**Table II 1: Summary of UNFCCC COP Side Events**

Title	Date	Speakers/Panelists	Key messages
<b>UNFCCC COP25 in Madrid</b>			
Towards Enhancing Climate Resilience in the Pacific: Increasing capacity-building opportunities for the private sector (Japan Pavilion)	5 December 2019	Cook Islands, Samoa, SPREP, PIFS, OECC, JICA	The size of the private sector in the Pacific is “micro” and they have difficulties in access to finance. Expanding partnership is crucial to engage the private sector in climate resilience actions, and there are ongoing efforts made by the public sectors. JICA’s capacity building project will deliver training courses and invite both state and non-state actors. The nomination shall be through the governments, and each government is expected to consider the private sector participation to maximize the benefit of the trainings.
Enhancing Climate Resilience in the Pacific supported by the Pacific Climate Change Centre (PCCC) (Pacific Pavilion)	11 December 2019	Samoa, Cook Islands, Japan, New Zealand, SPREP	PICTs have high expectations for the PCCC as a centre of excellence to support and accelerate their climate actions through its four functions. The development and ongoing management of partnerships will be critical to the effectiveness of the PCCC. In this context, Japan and New Zealand committed to providing continuous support to the PCCC and the region.
<b>UNFCCC COP26 in Glasgow</b>			
Strengthened Resilience to Climate Change in the Pacific: from Capacity Building to Climate Investment (Japan Pavilion)	3 November 2021	Samoa, SPREP, PCCC, Solomon Islands, IGES, OECC	The Pacific Island countries (PICs) are strengthening climate actions amid COVID-19 and promoting capacity building and climate investment in partnership with the relevant regional organizations and donors such as the PCCC, OECC, and IGES. PICs have challenges accessing climate finance and other relevant support. It is necessary to promote regional and innovative approaches and long-term solutions considering the Pacific region’s own challenges. The PCCC will continue to work with existing partners and seek to expand new partnerships for boosting climate investment.
<b>UNFCCC COP27 Sharm El-Sheikh</b>			
Pacific Climate Change Centre - Strengthening Climate Resilience in the Pacific through Capacity Building	10 November 2022	Samoa, SPREP, JICA, PCCC, FSM, Niue, PNG	Government officials from FSM, Niue and PNG, who joined the PCCC training programs, shared their experience and how they are using the knowledge gained from the training to build resilience. They also expressed the continuous need for capacity building opportunities. The Manager of the PCCC committed to the continuous delivery of capacity building and training programs.
Pacific Climate Change Centre – Supporting the Pacific to Access Climate Innovative Solution	11 November 2022	Tonga, SPREP, PCCC, Fiji, Niue	The event featured examples of innovative solutions that are being explored and adopted in the Pacific including the Fiji Electric Vehicle Public Transport, the Niue Ocean Conservation Credit, and Tonga Carbon/NBS Project Development. The Manager of the PCCC also expressed that the Pacific Islands need novel, useful, fit for purpose and sustainable innovative solutions to strengthen the resilience to climate change and introduced the newly approved project on climate innovative solutions, funded by the Government of Japan through JICA in partnership with the Government of Samoa and the Pacific Climate Change Centre starting in 2023.

Internally, the Project made suggestions for future training programs through each training completion report. The details are summarized in the Sustainability Plan and Item “IV 3. Recommendations” in this report.

**Output 1: Regular training program on climate change adaptation is established by PCCC.**

**Activity 1-1. Conduct needs assessment on target groups in the Pacific region**

Through the process of developing the Concept Note and agenda, and modules of each training, the project reviewed the strategies, policies, and plans of PICs and consulted with key stakeholders. It was found that there is an increasing need for the successful implementation of national climate change policies and strategies, including the Nationally Determined Contribution (NDC) and the National Adaptation Plan (NAP), and the scaling-up of pilot projects. Thus, the modules of the training programs are designed to enhance understanding of important and practical knowledge and information about climate risks, adaptation and mitigation options and strengthen skills to prepare indispensable elements of climate change projects through collaborative approaches of stakeholders.

The courses were designed for Government officials and practitioners of non-state stakeholders in PICs which will contribute to the formulation and implementation of the NAPs.

**Activity 1-2. Identify appropriate training experts through the Regional Technical Support Mechanism (RTSM) and/or other resources.**

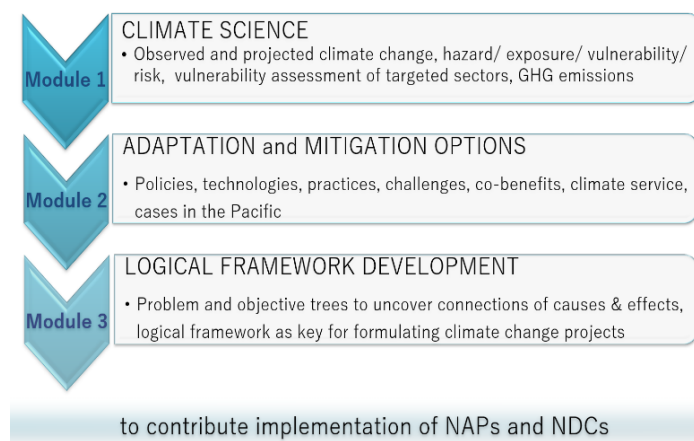
RTSM was not used because this did not provide updated information. Therefore, alternatively, the Project identified appropriate training experts using the SPREP/PCCC’s network and contacted the key stakeholders as stated in Activity 0-2.

**Activity 1-3. Develop curriculum and materials for regular-basis training**

The project developed the draft agenda and modules (curriculum) based on the concept note. The details of themes and topics, as well as candidate experts/lecturers, were identified through consultation with the relevant units of SPREP as well as the technical institutions in the region.

These programs were designed to include three modules: climate science (module 1); sectoral adaptation (and mitigation) options (module 2); and logical framework (module 3), as shown in Figure II-1.

**Figure II-1: Structure of Adaptation/Mitigation Training**



Modules 1 and 2 provide key information to be discussed in project documents. These modules aim to ensure that participants understand updated scientific evidence and uncertainties of climate projections and learn adaptation and mitigation options and case studies in the Pacific. These are followed by Module 3, including the group exercise to develop the problem and objective trees and logical framework. This exercise is designed to enhance understanding of cause-effect relations of climate risks and a science-based approach to preparing a project proposal. Participants from the same country or territory but from various departments and units are requested to collaborate as a group to produce exercise outputs. This process ensures that they learn different priorities, ideas, and knowledge from other participants and strengthen and deepen their understanding of key contents of the climate change project to advance climate actions.

To enhance communication and coordination in the country when implementing climate change activities and projects, these sector training programs target officials and practitioners of governments, NGOs, and the private sector who are working in the climate change departments/units and relevant departments/units (e.g., coastal protection, disaster risk management, ecosystems, food).

The training materials include lecture videos converted from narrated PowerPoint files, live lectures, reading documents, discussion boards, quizzes, exercise materials, and live consultation sessions for exercise outputs. And the relevant information and tips for project formulation were compiled as a handbook for practitioners to facilitate the development of project proposals and for the PCCC to deliver future capacity building programs on this theme.

#### **Activity 1-4. Conduct trainings for relevant ministries and institutions of countries in the Pacific**

The training programs under the Project are “executive courses”, which are closed and available only for nominated participants. For this process, the Project utilized the existing communication procedures with PICs to request their nominations of participants. The official letter from SPREP with General Information (GI) of a course, including the background, objectives, expected participants, modules, and logistical information, was sent to the Climate Change Focal Points of PICs, and they nominated and endorsed participants to the executive courses. In addition to PICs, the territories were also invited to the training from the 1<sup>st</sup> training as SPREP members, and Timor-Leste started to join from the 5<sup>th</sup> training under the collaboration with another SPREP initiative, Global Climate Change Alliance Plus Intra ACP - Pacific Adaptation to Climate Change and Resilience Building Project (PACRES).

It should be noted that the global COVID-19 pandemic was an external factor that significantly affected the planned training. Due to the travel restrictions, there were delays in the training delivery in early 2020. SPREP took strong initiatives to shift its service delivery to online, and the Project successfully restarted the 2nd training in the online format in September 2020 using several online tools. Then, in March 2020, SPREP introduced the PCCC e-Learning Platform, which uses a course management system (CMS) called Moodle, which allowed the



Project to manage the training delivery more efficiently on one platform. One thing to note is that while a country was able to nominate up to 2 participants for the 1st in-person training, the online training was able to accept more participants: 5 participants in the 2<sup>nd</sup> training, 6 participants in the 3<sup>rd</sup>-5<sup>th</sup> training, 8 participants in the 6<sup>th</sup>-7<sup>th</sup> training, 10 in the 8<sup>th</sup>-12<sup>th</sup> training.

While the training programs have been delivered as the “Executive Courses” only for nominated participants enrolled by the project team, however, the resources of these courses are also useful for many practitioners in the Pacific. Therefore, the project has created “Open-learning courses” on the Platform for anyone interested in the themes to register themselves. The major difference between these two formats is the availability of live communication among experts and participants. The closed courses are delivered during a specific period, and experts and participants can communicate on the Platform and in live sessions. On the other hand, open-learning courses consist of a self-paced learning program, and two-ways communication functions, including discussion forums and live sessions, are not available for participants.

When creating an open-learning course, the project revises material to introduce exercise of the problem and objective trees analysis and logical framework development from group work to self-exercise and prepares additional materials for open-learning courses such as FAQs on learning materials based on the questions and responses during the closed training programs, and checklist for self-review of exercise outputs.

**Table II 2: Summary of Training Courses (Activity 1, 2, and 3 combined)**

	<b>Course name</b>	<b>Date</b>	<b>Modality</b>	<b>No. of Participants*</b>	<b>Pct. of High evaluation*</b>	<b>Pct. of Utilization of training outcomes*</b>	<b>Key external partners</b>
1	Hazard and Risk Assessment in the Coastal Area Management by using the Remote Sensing Technology	11-15 November 2019	In-person	No of seats: 2 Nominations: 26 (24) Completion: 24 (23)	86% (=12/14) (86% (=12/14))	75% (=6/8) (75% (=6/8))	SPC
2	Climate Science – observed climate change and future climate projections	16 - 25 September 2020	Online (mixture of several tools)	No of seats: 5 Nominations: 52 (44) Completion: 40 (37)	62% (=16/26) (60% (=15/25))	93% (=13/14) (92% (=11/12))	University of Newcastle, Australia
3	Understanding Access to Climate Finance, Part 1: Essential aspects for access to climate finance	12 Nov. – 7 Dec. 2020	Online (mixture of several tools)	No of seats: 6 Nominations: 44 (44) Completion: 32 (32)	80% (=16/20) (80% (=16/20))	69% (=9/13) (69% (=9/13))	Institute for Global Environmental Strategies (IGES)
4	Understanding Access to Climate Finance, Part 2: Gender, social inclusion, and safeguards	23 Nov. – 23 Dec. 2020	Online (mixture of several tools)	No of seats: 6 Nominations: 44 (44) Completion: 20 (20)	80% (=16/20) (80% (=16/20))	69% (=9/13) (69% (=9/13))	UN Women
5	Climate Change Adaptation (CCA) and Disaster Risk Reduction (DRR) through structural approaches	8 Mar. – 20 Mar. 2021	Online (PCCC E-learning Platform)	No of seats: 6 Nominations: 54 (42) Completion: 35 (26)	71% (=25/35) (71% (=20/28))	80% (=8/10) (71% (=5/7))	Pacific Regional Infrastructure Facility (PRIF)
6	Ecosystem-based Adaptation and Mitigation	23 Jun. – 28 Jul. 2021	Online (PCCC E-learning Platform)	No of seats: 8 Nominations: 59 (52) Completion: 41 (37)	76% (=32/42) (76% (=28/37))	100% (=6/6) (100% (=6/6))	N/A
7	Climate Resilience and Food Production Systems – agriculture and coastal fisheries	20 Sept. – 15 Oct. 2021	Online (PCCC E-learning Platform)	No of seats: 8 Nominations: 77 (60) Completion: 39 (29)	74% (=29/39) (79% (=23/29))	71% (=10/14) (67% (=8/12))	Food and Agriculture Organization of the United Nations (FAO)
8	Enhancing Climate Resilience in Tourism in the Pacific	24 January – 18 February 2022	Online (PCCC E-learning Platform)	No of seats: 10 Nominations: 44 (30) Completion: 28 (21)	61% (=17/28) (71% (=15/21))	62% (=8/13) (55% (=6/11))	Pacific Tourism Organisation (STPO)

9	Enhancing Climate Resilience and Safe Water Access in Rural Areas in the Pacific	2-27 May 2022	Online (PCCC E-learning Platform)	No of seats: 10 Nominations: 73 (68) Completion: 56 (54)	62% (=35/56) (67% (=36/54))	79% (=15/19) (78% (=14/18))	SPC, Samoa Independent Water Schemes Association
10, 11	Understanding Access to Climate Finance: Part 3 & 4: Project planning and management	4 July – 12 August 2022	Online (PCCC E-learning Platform)	No of seats: 10 Nominations: 62 (62) Completion: 30 (30)	73% (=22/30) (73% (=22/30))	67% (=6/9) (67% (=6/9))	Climate Finance Access Network (CFAN), USP
12	Health Systems and Climate Change: Enhancing Resilient and Low-carbon Development in the Pacific	29 August – 6 October 2022	Online (PCCC E-learning Platform)	No of seats: 10 Nominations: 55 (55) Completion: 24 (24)	75% (n=18/24) (75% (n=18/24))	0% (=0/4) (0% (=0/4))	World Health Organization (WHO), University of Notre Dame, University of Gothenburg, University of Melbourne, USP

\* The numbers in brackets are only those from 14 PICs.

### **Activity 1-5. Review the curriculum based on the result of training**

The Project conducted pre- and post-assessment and course evaluations in each training to assess the impact of the training on participants and receive feedback from them. The project summarized the results, including those assessments and evaluations from training participants, and shared the lessons learned for future course development in the training completion reports. Also, that feedback was reflected in the following courses as details explained in Section “III 3. Evaluation on the results of the Project Risk Management” and “III 4. Lessons learnt”.

### **Activity 1-6. Conduct follow-up activity for a country/countries after training**

The Project also conducted a mentoring service from June 2022 for the following three former participants, who are working on a project concept development in line with their climate change policies and strategies. This aimed to support the development of a draft concept note or proposal for a feasibility study or any preparatory activities through technical advice to promote access to climate finance.

- Papua New Guinea (agriculture)

A draft project concept note on agriculture by the PNG team has been improved based on advice from the mentoring team. They identified a candidate Accredited Entity (AE) and committed to continuing the development of the project in coordination with the National Designated Authority (NDA) and AE.

- Papua New Guinea (infrastructure)

The other PNG team on infrastructure continued consultation with NDA on the scope of its project concept based on advice from the mentoring team and clarification of its scope to avoid duplication with another similar project concept on road rehabilitation.

- Solomon Islands (ecosystem-based adaptation),

The Solomon Island team updated its draft project concept note based on advice from the mentoring team and continued consultation with NDA to clarify the scope of the project as well as the candidate AE.

The PCCC and the Project also delivered face-to-face training on “Strengthening Climate Resilience and Safe Water Access in Rural Areas in the Pacific (Polynesia)” from 11-14 October 2022 as a follow-up of the virtual training program on climate change and water delivered in May 2022. The same in-person training programs will be delivered for Micronesia and Melanesia sub-regions by the PCCC in the second quarter of 2023.

The Project also conducted a questionnaire survey to follow up with participants for their utilization of training outcomes through online questionnaires every 6 months after each training. Also, online interviews were conducted to further collect feedback from former participants. The result is shown in Table II 2: Summary of Training Courses (Activity 1, 2, and 3 combined).

**Output 2: Regular training program on improvement of access to climate finance is established by PCCC.**

**2-1. Conduct needs assessment on target groups in the Pacific region**

Same as Activity 1-1.

**2-2. Identify appropriate training experts through the Regional Technical Support Mechanism (RTSM) and/or other resources.**

Same as Activity 1-2.

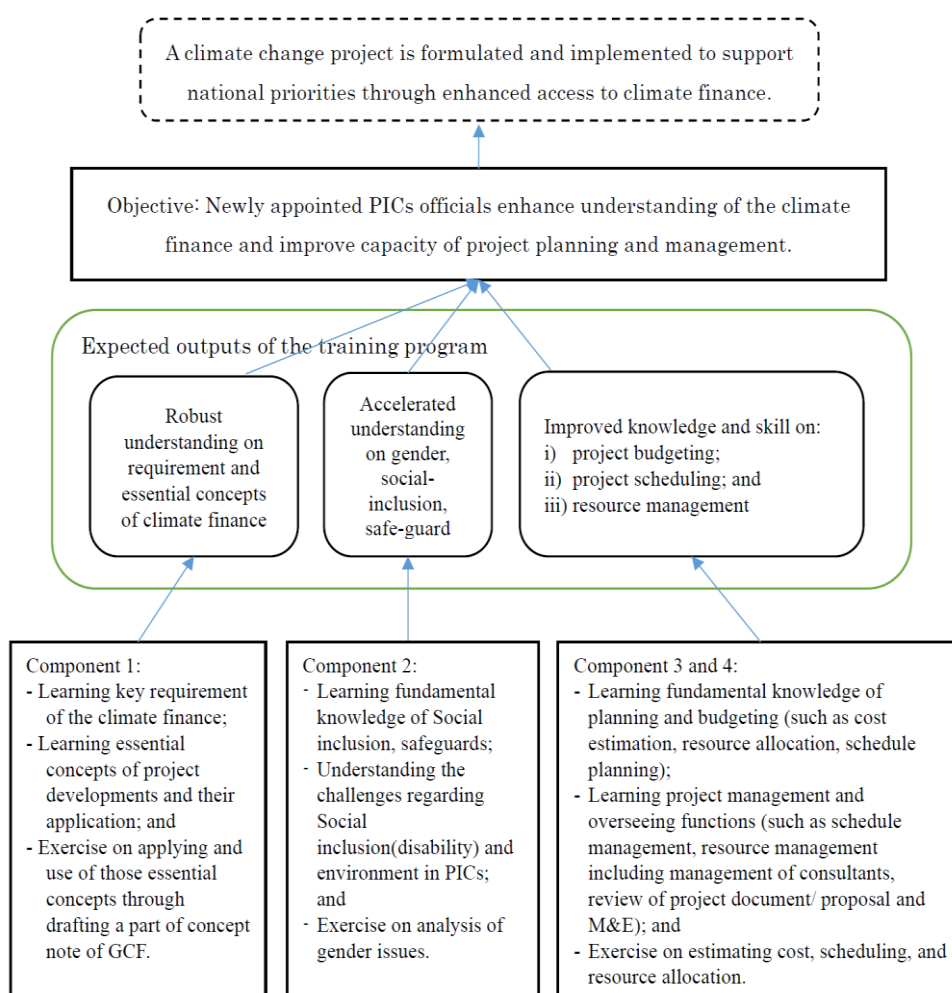
**2-3. Develop curriculum and materials for regular-basis training**

The training programs on Understanding Access to Climate Finance aim to enhance capacities to access climate financing by designing courses focusing on the requirements and essential concepts of climate finance, especially the Green Climate Fund (GCF), and improving the capacity of project planning and management in the Pacific. To develop and implement projects through climate finance, there are multiple requirements, including presenting a clear climate rationale of key interventions and addressing cross-cutting issues, especially gender, environment, and social safeguards. The officials and practitioners responsible for developing project proposals need the capacity to respond to

those requirements. There are also essential knowledge and skills, such as project budgeting, management, and monitoring and evaluation, which should be acquired as the capacity of those practitioners.

Four training programs on Understanding Access to Climate Finance covering this essential knowledge, information, and skills are developed as one package to support officials and practitioners (Figure II 2: Structure of Training on Access to Climate Finance).

**Figure II-2: Structure of Training on Access to Climate Finance**



The first two training programs focused on essential requirements to be addressed in a project proposal. Part 1 focused on essential strategies, policies, and guidelines of climate finance, with a short exercise of project preparation

through developing problem and objective trees and a logical framework. Part 2 focused more on gender, social inclusion, and safeguards, with exercises on gender analysis. The second two training programs focused on project formation and management. Part 3 included modules on project formulation, schedule, and budget, and Part 4 provided modules on project management, and monitoring and evaluation (M&E).

As for participants, this package targets practitioners with relatively less or no experience in project development and management. This is because government officials rotate positions in a few years, and there are constantly junior officials in the relevant departments and units who need capacity building for this area. It is also recognized that mainstreaming climate change in various sectors has progressed and officials and practitioners in those sectors need to build the capacity to access climate finance.

#### **2-4. Conduct trainings for relevant ministries and institutions of countries in the Pacific**

Same as Activity 1-4.

#### **2-5. Review the curriculum based on the result of training**

Same as Activity 1-5.

#### **2-6. Conduct follow-up activity for a country/countries after training**

Same as Activity 1-6.

### **Output 3: Ad-hoc training program on mitigation is established by PCCC.**

As explained in the Project Design Matrix (PDM), an “Ad-hoc training program on mitigation” means “training sessions that are conducted as part of the adaptation training program.” The Project included mitigation components in the 5 training courses on ecosystem, food, tourism, water, and health. Those 5 courses are counted as ad-hoc mitigation training programs.

### **3-1. Conduct needs assessment on target groups in the Pacific region**

Same as Activity 1-1.

### **3-2. Identify appropriate training experts through the Regional Technical Support Mechanism (RTSM) and/or other resources.**

Same as Activity 1-2.

### **3-3. Develop curriculum and materials for occasional-basis training**

Same as Activity 1-3.

### **3-4. Conduct trainings for relevant ministries and institutions of countries in the Pacific**

Same as Activity 1-4.

### **3-5. Review the curriculum based on the result of training**

Same as Activity 1-5.

## **2. Achievements of the Project**

### **2-1 Outputs and indicators**

At the start of the Project, the numerical indicators were blank. Therefore, the first JCC meeting in February 2020 set the following indicators with the justifications below.

**Table II 3: Output indicators and Justification (JCC-1)**

<b>Item</b>	<b>Proposed amendment in RED</b>	<b>Justification</b>
VIs of Outputs 1 (adaptation)	1-2. <b>8</b> of experts are identified. 1-4. <b>8</b> times of training are conducted.	1-2: At least one expert for each training will be identified. 1-4: Eight trainings will include: 1) coastal management/GIS/remote sensing; 2) DRR; 3) ecosystem; 4)



	<p>1-5. <b>201</b> of participants are trained.</p> <p>1-6. <b>XX%</b> of participants highly evaluate the training program.</p>	<p>water; 5) health; 6) tourism; 7) transport; and 8) agriculture.</p> <p>1-5: <math>14 \text{ countries} \times 2 \text{ participants per country} \times 8 \text{ trainings} \times 0.9 \text{ (for adjustment)} = 201</math></p> <p>1-6: The project team proposes to consider this target in the next JCC meeting based on the scheduled trainings (DRR, ecosystem, water etc.). The project team will consult with JCC member.</p>
VIs of Output 2 (access to climate finance)	<p>2-2. <b>5</b> of experts are identified.</p> <p>2-4. <b>4</b> times of training are conducted.</p> <p>2-5. <b>100</b> of participants are trained.</p> <p>2-6. <b>XX%</b> of participants highly evaluate the training program.</p>	<p>2-2: 5 experts includes 1) Strategic planning, 2) monitoring and evaluation, 3) project budgeting, 4) safeguards (gender, disability, social), 5) safeguards (environment)</p> <p>2-4: Four trainings will include strategic planning and 1) monitoring and evaluation, 2) project budgeting; 3) safeguards (gender, disability, social, environment); and 4) follow-up.</p> <p>2-5: <math>14 \times 2 \times 4 \times 0.9 = 100</math></p> <p>2-6: (same as above 1-6)</p>
VIs of Output 3 (mitigation)	<p>3-2. <b>3</b> of experts are identified.</p> <p>3-4. <b>5</b> times of training sessions are conducted <b>as part of the above adaptation training program.</b></p> <p>3-5. <b>126</b> of participants are trained.</p> <p>3-6. <b>XX%</b> of participants highly evaluate the training program.</p>	<p>3-2: Three experts will be identified for: 1) renewable energy; 2) energy efficiency; and 3) measurement, reporting and verification (MRV).</p> <p>3-4: The mitigation trainings will be incorporate in five trainings on water, tourism, health, transport infrastructure, agriculture.</p> <p>3-5: <math>14 \times 2 \times 5 \times 0.9 = 126</math></p> <p>3-6: (same as above 1-6)</p>

The indicators for 1-6, 2-6 were supposed to be set during the 2nd JCC meeting. However, it was postponed to the 3rd JCC due to the delay in training delivery

and the change of the training format from in-person to online caused by the COVID-19 pandemic. By the time of the 3<sup>rd</sup> JCC meeting, each training program had been evaluated by participants using 4 scales from “excellent” to “poor”. As of August 2021, the training had been highly evaluated as "excellent" by 75% of participants on average across the 6 training courses. In addition to this progress, the project reviewed the values of indicators of the past JICA’s capacity-building projects in Southeast Asia and Vietnam for reference and found that the Southeast Asia project sets the values at 70% for the same indicator, and the Vietnam project at 85% as shown in Table II-1. Based on that information, the 3<sup>rd</sup> JCC meeting agreed to set 70% as the indicators in Table II 5.

**Table II 4: Sample indicators of other JICA projects**

<b>Project</b>	<b>Indicator in PDM</b>
Project for Capacity Development on Mitigation/Adaptation for Climate Change in the Southeast Asia Region	At least 70% of trainees are satisfied (80% evaluation score) about course contents
Project for Strengthening Capacity of Ho Chi Minh National Academy of Politics and Academy of Public Administration in Training of Public Leaders and Civil Servants	Satisfaction ratings reach average more than 85% (60% evaluation score)

**Table II 5: Output indicators (JCC-3)**

<b>Item</b>	<b>Proposed indicators in RED</b>
VIs of Outputs 1 (adaptation)	1-6. <b>70%</b> of participants highly evaluate the training program.
VIs Outputs 2 (access to climate finance)	2-6. <b>70%</b> of participants highly evaluate the training program
VIs Outputs 3 (mitigation)	3-6. <b>70%</b> of participants highly evaluate the training program.

The Project has produced a number of deliverables according to the PDM, and the indicators are considered fully achieved, as shown in Table II 6.

**Table II 6: List of the Deliverables for Outputs**

<b>Output</b>	<b>Objectively Verifiable Indicators</b>	<b>Means of Verification</b>	<b>Project Deliverables</b>	<b>Achievement</b>
1. Regular training program on climate change adaptation is established by PCCC	1-1. Curriculum is developed based on the needs assessment.	1-1. Needs assessment report and developed curriculum	<ul style="list-style-type: none"> <li>● Concept Note</li> <li>● General Information</li> </ul>	Based on the policies and plans of PICs, the Concept Note and the training modules (curriculum) of 8 training courses were developed.
	1-2. 8 of experts are identified.	1-2. List of identified experts	<ul style="list-style-type: none"> <li>● List of experts</li> </ul>	In total 26 experts have been identified.
	1-3. Training materials are developed.	1-3. Developed training materials	<ul style="list-style-type: none"> <li>● Training materials</li> </ul>	Training materials of 8 training courses were developed.
	1-4. 8 times of training are conducted.	1-4. Record/reports of training	<ul style="list-style-type: none"> <li>● Training completion reports</li> </ul>	8 training courses was conducted
	1-5. 201 of participants are trained.	1-5. Record/reports of training	<ul style="list-style-type: none"> <li>● Training completion reports</li> <li>● List of participants</li> </ul>	251 participants from PICs have been trained.
	1-6. 70% of participants highly evaluate the training program.	1-6. Evaluation sheets submitted by training participants	<ul style="list-style-type: none"> <li>● Training completion reports</li> <li>● Course evaluations</li> </ul>	73% of participants from PICs highly evaluated as “excellent” on average across the past 8 adaptation training.
2. Regular training program on improvement of access to climate finance is established by PCCC	2-1. Curriculum is developed based on the needs assessment.	2-1. Needs assessment report and developed curriculum	<ul style="list-style-type: none"> <li>● Concept Note</li> <li>● General Information</li> </ul>	Based on the policies and plans of PICs, the Concept Note and the training modules (curriculum) of 4 training courses were developed.
	2-2. 5 of experts are identified.	2-2. List of identified experts	<ul style="list-style-type: none"> <li>● List of experts</li> </ul>	In total 8 experts have been identified.
	2-3. Training materials are developed.	2-3. Developed training materials	<ul style="list-style-type: none"> <li>● Training materials</li> </ul>	Training materials of 4 training courses were developed.
	2-4. 4 times of training are conducted.	2-4. Record/reports of training	<ul style="list-style-type: none"> <li>● Training completion reports</li> </ul>	4 training courses was conducted
	2-5. 100 of participants are trained.	2-5. Record/reports of training	<ul style="list-style-type: none"> <li>● Training completion reports</li> </ul>	111 participants from PICs have been trained.

			<ul style="list-style-type: none"> <li>● List of participants</li> </ul>	
	2-6. 70% of participants highly evaluate the training program.	2-6. Evaluation sheets submitted by training participants	<ul style="list-style-type: none"> <li>● Training completion reports</li> <li>● Course evaluations</li> </ul>	The training has been highly evaluated as "excellent" by 77% of participants.
3. Ad-hoc training program on mitigation is established by PCCC	3-1. Curriculum is developed based on the needs assessment.	3-1. Needs assessment report and developed curriculum	<ul style="list-style-type: none"> <li>● Concept Note</li> <li>● General Information</li> </ul>	Based on the policies and plans of PICs, the Concept Note and the training modules (curriculum) of 5 training courses were developed.
	3-2. 3 of experts are identified.	3-2. List of identified experts	<ul style="list-style-type: none"> <li>● List of experts</li> </ul>	12 experts on mitigation have been identified.
	3-3. Training materials are developed.	3-3. Developed training materials	<ul style="list-style-type: none"> <li>● Training materials</li> </ul>	Training materials of 5 training courses were developed.
	3-4. 5 times of training sessions are conducted together with the above adaptation training program.	3-4. Record/reports of training	<ul style="list-style-type: none"> <li>● Training completion reports</li> </ul>	5 training courses was conducted
	3-5. 126 of participants are trained.	3-5. Record/reports of training	<ul style="list-style-type: none"> <li>● Training completion reports</li> <li>● List of participants</li> </ul>	165 participants from PICs have been trained.
	3-6. 70% of participants highly evaluate the training program.	3-6. Evaluation sheets submitted by training participants	<ul style="list-style-type: none"> <li>● Training completion reports</li> <li>● Course evaluations</li> </ul>	74% of participants from PICs highly evaluated as "excellent" on average across the past 5 training.

## 2-2 Project Purpose and indicators

At the start of the Project, the numerical indicator (“**XX%** of training participants utilize training outcomes in their relevant work”) was blank. Therefore, the third JCC meeting in September 2021 discussed the indicator and justifications.

Through the online questionnaires to former participants by September 2021, it was found that 77% of total valid respondents have utilized the training outcomes in their relevant work. One thing to consider is that the 2nd training on Climate Science had an exceptionally higher value at 92%. It is inferred that climate science is a basis for adaptation and mitigation, and thus almost all former participants may have used their learnings and training outcomes in their work. If we disregard the data from the 2nd training, the percentage becomes 71.88% (Ref. Table II 2). Based on these results, “70%” were proposed and agreed upon as the indicators for the project purpose.

**Table II 7: Project Purpose Indicator**

Item	Proposed indicators in RED
VIs of Project Purpose	2. <b>70%</b> of training participants utilize training outcomes in their relevant work.

The Project has produced deliverables according to the PDM, and the indicators are considered achieved, as shown in Table II 8.

Regarding the 1<sup>st</sup> indicator, “SPREP/PCCC develops the sustainability plan of training outcomes as part of SPREP/PCCC's Performance Implementation Plan (PIP)” and PIP as a means of verification, PIP consists of the Regional Strategic Objectives and relevant high-level key activities. It does not include detailed activity descriptions, such as activities discussed in the Sustainable Plan. On the other hand, the Workplan of the PCCC includes its detailed activities. Therefore, the Sustainability Plan was integrated into this PCCC Workplan. This will be shared during the PCCC Advisory Board meeting in January 2023.

**Table II 8: List of the Deliverables for Project Purpose**

Project Purpose	Objectively Verifiable Indicators	Means of Verification	Project Deliverables	Achievement
<p>Training function of PCCC is operationalized by enhancing its capacities in the areas of climate change (adaptation, access to finance and mitigation) in the Pacific region.</p>	<p>1. SPREP/PCCC develops sustainability plan of training outcomes as part of SPREP/PCCC's Performance Implementation Plan (PIP).</p>	<p>1. Sustainability Plan and PIP</p>	<ul style="list-style-type: none"> <li>● Sustainability Plan</li> <li>● PCCC Workplan</li> </ul>	<p>The 3rd JCC meeting reviewed the draft Sustainability Plan and finalized it in the 4th JCC meeting in October 2022. The PIP does not usually include detailed activity descriptions and therefore the Sustainability Plan was integrated into the PCCC Workplan 2020-2023, and it is expected to be shared during the PCCC Advisory Board meeting in January 2023.</p>
	<p>2. 70% of training participants utilize training outcomes in their relevant work.</p>	<p>2. Follow-up report</p>	<ul style="list-style-type: none"> <li>● Summary result of the post-training questionnaire survey</li> </ul>	<p>70% of participants from PICs (n=86/122) have utilized their training outcomes.</p>

### 3. History of PDM Modification

During the implementation period, the PDM has been jointly revisited by SPREP, the Government of Samoa and JICA, especially on the numerical indicators. As stated in Item “2.1 Outputs and indicators” and “2.2 Project Purpose and indicators”, the indicators of Project Purpose and Outputs were set during the 1<sup>st</sup> and 3<sup>rd</sup> JCC meetings. The indicators of the Project Goal were also discussed during those meetings and agreed upon as follows.

**Table II 9: Project Goal Indicator**

Item	Proposed amendment in <b>RED</b>	Justification
Verification indicators (VIs) of Overall Goal	1. PCCC conducted <b>12</b> times of training by utilizing resources for training developed by the Project.  2. <b>70%</b> of training participants in the 3 training programs in climate change area utilize training outcomes in their relevant work.	1. Number of the trainings follows the original Plan of Operation.  2. Same justification as Project Purpose

### 4. Others

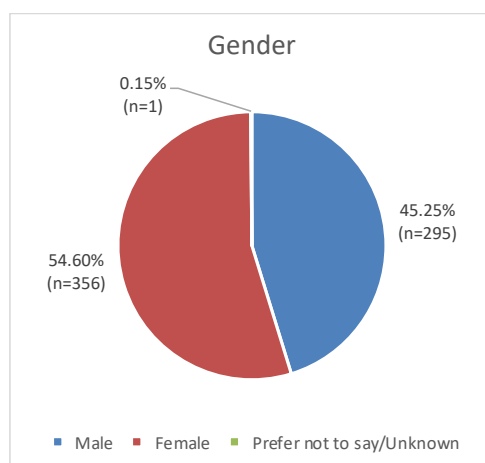
#### 4-1 Results of Environmental and Social Considerations

The Project did not spark any Environmental and Social considerations.

#### 4-2 Results of Considerations on Gender/Peace Building/Poverty Reduction, Disability, Disease infection, Social System, Human Wellbeing, Human Right, and Gender Equality

In the nomination process, gender-balanced nominations were requested to the Climate Change Focal Points where possible. 55% of participants were female, and 45 % were male.

**Figure II-3: Gender balance of participants**



### III. Results of Joint Review

#### 1. Results of Review based on DAC Evaluation Criteria

Based on the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC)'s evaluation criteria, the results of the project were reviewed and rated by 4 scales: 1) Very high, 2) High, 3) [Mostly] Achieved as planned, and 4) Low.

##### (1) Relevance – High

##### - Alignment with the Pacific regional policies and needs - High

The Pacific Islands Forum (PIF) leaders in 2016 endorsed the “Framework for Resilient Development in the Pacific: An Integrated Approach to Address Climate Change and Disaster Risk Management (FRDP) 2017-2030”, which provides high-level strategic guidance to different stakeholder groups on how to enhance resilience to climate change and disasters. This includes the following priority actions by regional organisations:

- ✓ Facilitate and support technical and financial capacity development for building resilience.
- ✓ Build the capacity of PICs to comply with their obligations as agreed to under the UNFCCC Paris Agreement on Climate Change.
- ✓ Support PICs to build capacity to develop fundable projects appropriate for the access criteria of the Green Climate Fund, Adaptation Fund, and Global Environment Facility.



- ✓ Work in close collaboration with member countries and other stakeholders to develop and deliver relevant capacity-building programmes
- ✓ Support and build capacity in research, development and training in specific skill requirements of low carbon energy technologies and practices in the region.

**- Alignment with Samoa’s policies and needs - High**

“Pathway for the Development of Samoa FY2021/2022-FY2025/2026” sets the “Key Strategic Outcome 4: Secured Environment and Climate Change” where the Government aims to strengthen climate adaptation, resilience, and disaster risk management capabilities across their society, within households, businesses, public services, and across communities. In addition, Samoa has “Samoa Climate Change Policy 2020”, which represents the overarching guidance intended to identify the key interventions needed across the nation to build resilience to climate change and to transition to a low-carbon economy. Implementing this policy emphasizes the importance of further improving and sustaining human resource and institutional capacity within the sector, NGOs, local community, and civil society through training/ skills upgrade at relevant educational institutions.

To respond to those policies and needs, the Project operationalized the training function of the PCCC by establishing regular training programs on adaptation and access to climate finance as well as the ad-hoc training program on mitigation, targeting not only government officials but also the private sector, including NGOs. The training concepts were developed through consultation with the relevant programmes of SPREP, regional organisations, government entities, and partners/donors. Through this process, the Project included key sectors and topics in relation to climate resilience and low-carbon development to respond to the needs of PICs.

**(2) Coherence - Very high**

**- Alignment with Japan’s Policy - High**

In 2015 during the Seventh Pacific Islands Leaders Meeting (PALM7), the Government of Japan announced its intention to provide comprehensive

assistance, in collaboration with SPREP, including the development of the PCCC and capacity-building which supports the efforts for tackling climate change by the Pacific region. Subsequently, the Leaders' Declarations of PALM8 and PALM9 included climate change as a pillar or priority action.

Also, climate change is the focus area in the Country Assistance Policy for Samoa and other countries, which emphasize capacity building.

**- Alignment with Japan's other initiatives- High**

The Government of Japan funded the "Project for Construction of the Pacific Climate Change Center" under its grant assistance. In parallel with this grant aid, SPREP set up the "PCCC Strategy and Business Plan," where the vision and four functions are articulated. As the PCCC is a fairly new organization and requires partners' support for its operationalization, CBCRP-PCCC aims to operationalize the training function on capacity building out of the four functions: 1) Knowledge Brokerage, 2) Applied Research, 3) Capacity building through training and learning and 4) Supporting Innovation. This can be considered with the alignment with the grant aid.

**- Alignment with other assistance – Very high**

The personnel of the Pacific Climate Change Centre is funded by New Zealand MFAT, and the Project collaboratively works with all those officials through the project period. In addition, the Climate Change Resilience Programme of SPREP implements many projects and initiatives with other donors and partners, including the EU, Ireland, and GIZ. The Project collaborated with technical advisers of those initiatives in training programs to deliver lecturers from the Pacific regional aspects.

**(3) Effectiveness**

**- The level of achievement of the Project Purpose – High**

As explained in Sections 2-1 and 2-2, the COVID-19 pandemic impacted the project activities. Still, the project was able to effectively shift its training mode to online and achieve its indicators of project outputs and purpose as planned.

#### **(4) Impact**

##### **- Prospect to achieve Overall Goal – High**

As referred to in the PDM, there are three indicators below.

- 1. PCCC conducted 12 times of training by utilizing resources for training developed by the Project.*
- 2. 70% of training participants in the 3 training programs in climate change area utilize training outcomes in their relevant work.*
- 3. PCCC coordination mechanism for climate change training is working.*

As for the first indicator, an important assumption is that the PCCC is required to ensure that financial and human resources are available to continuously deliver the training programs for achieving the overall goal.

On human resources, the PCCC will designate a capacity building officer to continue delivering the capacity building and training programs. This officer will use various outputs and products of the Project to develop and operate the training program. For example, the PCCC could develop information notes presenting its annual training programs and share them with stakeholders to implement the nomination process smoothly and engage as many participants as possible.

Regarding the financial resources, the PCCC has the item “Partnership Management” in its PCCC Strategy and Business Plan to identify target partners and areas of collaboration, including bilateral and regional institutions and climate finances, in order to respond to the needs of the Pacific. As for the capacity building function, the PCCC established a partnership with Rocky Mountain Institute (RMI) through a contract to develop and deliver curriculum content for the Advisor Training Program of the Climate Finance Access Network (CFAN). PCCC also secured tangible financial support in June 2022 from the Government

of Australia to strengthen the four key functions of the PCCC, including training and capacity development from 2022 to 2026.

With those resources, it is expected that the PCCC will continue to deliver training courses.

As for the second indicator, it is recognized that the training outcomes have been utilized by 70% of survey respondents through the online survey and interviews conducted under the Project. In addition, the training topics and contents are highly evaluated after each training.

As for the third indicator, the PCCC has shared its work plan and progress through the regular meetings of the PCCC Advisory Board, and coordination mechanism is in place.

The positive impacts have been found through the mentioned online interviews with former participants. Examples of the use of training outcomes include the followings:

- Participant A: "I formulated the proposal using the knowledge and skills gained through the training for three projects related to nature-based solutions, including marine conservation. In the past 6 months, I secured over 10 million for 3 different projects."
- Participant B: "I'm involved in the implementing phase and now working on the procurement of materials and installation, closely working and communicating with communities. The training reminded me how I can better improve my strategy for implementation from now to the next year until the completion of the project."
- Participant C: "After the training, I was able to understand more the project implementation, policy and strategy development, etc. As for the project implementation, stakeholder engagement, data and information collection, and monitoring helped me better manage several ongoing projects in water management, such as the one of SPC."
- Participant D: "My responsibility includes accessing finance, including GCF, GEF, and AF. I'm coordinating with AE and engaging stakeholders to develop concept notes. The training improved my understanding, including the theory of change, building a log frame, and building a climate

rationale to justify the climate financing proposal.”

- Participant E: “The training on Finance for budgeting and M&E was useful as the Vanuatu government is establishing the national M&E system. I got a good understanding of those and the knowledge is used for my own work.”

No negative impacts from the environment, social and economic aspects are expected at this moment.

## **(5) Efficiency**

### **Relations with the achievement level of outputs and input, etc. - High**

As explained in Sections 2-1 and 2-2, the indicators of project outputs and purpose are considered achieved as planned.

As the Project's main activities are to develop and deliver training programs, the inputs are basically experts and lecturers and necessary operational costs, mainly the travel cost of participants. Those are considered appropriate inputs.

As for the operational cost in Samoa, due to the global COVID-19 pandemic, the Project changed the training format from in-person to online in early 2020 under the SPREP initiative for introducing the PCCC e-learning platform. It significantly reduced the expenditure for travel arrangements, including flights, accommodation, and remunerations for participants. This change in the training modality provided meaningful insights to the PCCC because projects in the Pacific usually spare a lot of budgets for travel costs. While participants often propose in-person training for more interactions among participants and experts, online training through the PCCC e-learning platform has been highly evaluated by an average of 73% of former participants across the past 8 online training programs from 5<sup>th</sup> training to 12<sup>th</sup> training. Also, 70% of former participants who responded to a questionnaire survey or an online interview have utilized their training outcomes in their relevant work. This proves that the training programs were well established in the online modality. This experience may be reflected in future project designing and planning.

As for the project period, the Project suspended the 2nd training in March 2020 due to the COVID-19 pandemic. While the long-term experts were repatriated to Japan in April 2020, SPREP initiated to shift its service delivery from in-person to online including the training under this Project. The project had discussions to make necessary arrangements for three online training programs to be delivered in September, November and December 2020. As restrictions due to the COVID-19 pandemic continued, the second Joint Coordination Committee in December 2020 reviewed the draft revised schedule of training programs and agreed to extend the project period for 6 months until January 2023 to deliver all 12 training programs as originally committed by the project (total of 42 months = 117% increase from the originally planned duration). This extension is the minimum length to compensate for the suspension of the training delivery from March 2020 to September 2020, and it can be considered reasonable as the modality has been totally changed from the initial project design.

As for the total cost of the project, the planned input was 350 million Japanese Yen as of 2019, and the actual input was 204 million Japanese Yen at the end of the project. This reduction is largely because of the reduction of travel cost of the participants due to COVID-19 and change of modality of the training programs from in-person to online. The training program delivered online could accommodate more participants, e.g. maximum 10 participants per country for online training compared 2 participants for in-person, and this has achieved the intended project efficiency and effectiveness.

While the efficiency of operational budget expenditure for the short-term consultancy component might require a separate evaluation, the Project achieved the indicators with the appropriate inputs, costs, and project period.

## **(6) Sustainability – High**

### **- Policy and environment aspect – Very high**

As stated in Section “(1) Relevance”, the Pacific region and Samoa have strategies and plans for climate change, which include human resource development and capacity building to respond to climate change. These priorities are expected to remain as they are. Also, the PCCC Strategy Business Plan

articulates the four functions, including capacity building through training and learning, and the PCCC Workplan 2020-2023 now includes the Sustainability Plan developed through the Project. Therefore, positive conditions from the policy and environment aspects are expected to be sustained even after the project.

- **Institutional and human resource aspect - High**

In addition to the SPREP's existing institutional arrangements for holding events and training, the PCCC has gained the detailed know-how to implement training courses throughout the project period, including the consultation process with stakeholders, the development of necessary documents such as General Information, and the use of the e-Learning Platform.

The PCCC will designate one advisor for the capacity building and training programs apart from the existing five officers funded by the Government of New Zealand. This officer is expected to develop and operate the training program using the project deliverables.

- **Technical aspect– Very high**

SPREP has experience in strategic planning, readiness support, climate science, ecosystem, etc.. Therefore, the PCCC will be able to continue updating the training materials using internal human resources. For expertise that SPREP/PCCC does not have, the PCCC will continue working with external lecturers to develop and update training materials and deliver training.

- **Financial aspect - High**

As stated in Item "(4) Impact", the partnership is required for continuing training programs, especially from the aspect of financial and human sources. The PCCC is closely communicating with the existing donor, the Government of New Zealand. It also secured the tangible financial support of 5 million Australian dollars from the Government of Australia for the period from June 2022 to 2026 for all four functions, including training and capacity development. The PCCC is reaching out to multiple partners, universities, donors, UN agencies, and NGOs based on the item "Partnership Management" of the PCCC Strategy and

Business Plan. It is expected that the PCCC will be able to secure funding support through key partners.

## **2. Key Factors Affecting Implementation and Outcomes**

As discussed, the global COVID-19 pandemic was an external factor that significantly affected the planned training. Due to the travel restrictions, there were delays in the training delivery in early 2020.

## **3. Evaluation on the results of the Project Risk Management**

### **(1) Risk management results**

As mentioned above, the key risk was the global COVID-19 pandemic. Against this risk, SPREP took strong initiatives to shift its service delivery online, and introduced the PCCC e-Learning Platform, which uses a course management system (CMS) called Moodle, in March 2020. Under this initiative, the Project successfully restarted the 2nd training in the online format in September 2020, and the e-Learning Platform allowed the Project to manage the training delivery more efficiently on one platform.

### **(2) Results of the use of lessons learnt**

The project has continued to improve the contents and delivery modalities of the training programs throughout its implementation period based on participants' suggestions and the training programs' evaluation results.

#### **- Dates and length of the training program**

The training program delivered in November and December 2020 overlapped with the regional and international meetings on climate change and activities towards the end of the year. As a result, many participants were busy with their duties, and the schedules of live sessions were changed or canceled. Based on this experience, the project avoided delivery of the training program in the 4<sup>th</sup> quarter of 2021. Also, the official invitation for the first training program in Jan/Feb



2022 was issued before the COP26 in October 2021 to allow sufficient time for the nomination process.

- **Arrangement of the group exercises**

The group work has been implemented from the first training program in November 2019 as an important content to enhance the capacity of participants. The first online program on climate science in September 2020 arranged a group exercise as a live session and requested participants to discuss the projected climate change, affected sectors, and impacts with other participants from different countries through facilitation by a lecturer/expert. However, this arrangement did not necessarily work well because participants from multiple countries were requested to work together, even though they had different contexts, priorities, and experiences of climate impacts. As a result, discussion outputs were not necessarily well coordinated, and suggestions were suggestions to re-organize the group with individual countries.

From the training program in November 2020, the arrangement of group exercises has been changed. The participants from the same country were requested to work together on templates prepared by the project. They send their outputs to the project ahead of the live consultation so that experts and lecturers would review them and provide feedback and comments during the following live consultation. This arrangement has improved the effectiveness of group work, as scores of course evaluation on group exercises were always higher than other modules.

- **Lecture and introduction materials for group exercises**

The group exercise on the problem and objective trees analysis and logical framework development has been implemented for a total of 8 training programs since the 3<sup>rd</sup> training in November 2020. The project continued to improve the lecture and introduction materials for these group works through this period. For example, the 5<sup>th</sup> training program focused on climate change adaptation and disaster risk reduction through structural approaches, but some countries analyzed climate change impacts on water and food security. The project revised

the introduction material and stressed focusing on the relevant topics and using information and knowledge provided in module 1 and 2 of the respective program.

Also, through the live consultation on exercise outputs, the project recognized common feedback from experts, such as limited outputs of capacity building and awareness raising and lack of investment components in the logical framework. There were also misunderstandings of outcomes, outputs, and activities. The project added an explanation of important terminologies and prepared a checklist to ensure that participants would avoid these shortcomings and produce well-considered outputs.

The project also supports participants' learning experiences so that they would benefit from all the contents provided by the training program. The project has continued reminders to encourage their engagement and organized the orientation sessions to explain all the materials provided on the E-learning Platform, particularly the expected outputs produced through the group exercise. This orientation has been evaluated highly, and it could be understood that this has supported the effectiveness of the training program.

#### **4. Lessons Learnt**

##### **(1) Contents of the capacity building programs**

The contexts of climate change and its impacts vary among PICs or even among communities within one country, and so as the status and experiences of implementing the climate change policies and strategies. However, there are also many similarities and common characteristics and trends regarding geographies and projected climate change, for example, experiences of tropical cyclones, floods, storm surges, and severe droughts. Hence, mutual learning among participants is one of the most important values of the regional training programs. It is also expected that many climate change projects aim to replicate and scale up activities. Sharing successful cases and their lessons through the training programs could support the process of project formulation.

The importance and values of group exercise have been highly recognized. The participants have a certain level of knowledge of climate change but do not

necessarily have experience in project formulation or discussion with other departments or different sectors on climate projects. Through the exercise of problem and object trees analysis and logical framework development, they can undergo the core steps of project formation, such as clarifying cause-effect and means-results relation and producing a statement of project impacts, outcomes, outputs, and activities. The exercise group of each country, consisting of participants from government units of climate change and relevant sectors as well as occasionally non-state stakeholders, has enhanced sharing of the different ideas, knowledge, information, and insights of these various practitioners and enriched each participant's understanding of contexts and adaptation and mitigation options. It is also recognized that targeted participants, as well as members of an exercise group, are equally important to achieve expected outcomes.

## **(2) Delivering modalities of the capacity building program**

### **(i) Nomination of participants**

The training programs under the CBCRP-PCCC are “executive courses”, which are closed and available only for nominated participants. For this process, official letters are sent from SPREP to the countries' Climate Change Focal Points to request them to nominate and endorse their participants for the executive courses.

The maximum number of participants per country/territory was originally only two at the beginning. Then, it increased to eight to ten after introducing the online format. This number depends on the budget, the capacity of the E-learning Platform, and the effective implementation of a group exercise within each country. The focal points were also requested that nomination is gender balanced where possible.

As discussed, the participants are from both climate change and relevant units/divisions. This ensures mainstreaming and coordination and enhances experiences and learning among participants with different backgrounds, experiences, and knowledge in the same country, particularly for developing a logical framework.

## (ii) In-person and online formats

The Project originally planned to deliver in-person training programs at the PCCC, and the first training program was delivered at the PCCC in November 2019. Due to the COVID-19 pandemic and international travel restrictions, the remaining eleven programs were delivered online through the PCCC e-learning platform launched in March 2021. The 8<sup>th</sup> program on climate science in 2020 used various tools for a live session, discussion, Q&A, and sharing of materials. After the launch of the PCCC E-learning Platform in March 2021, all the training programs in 2021 and 2022 have been delivered through this Platform.

In-person and online formats have their advantages and disadvantages (Table III 1). During the COVID-19 pandemic, various online tools have become more useful and accessible than before, and the choice of delivery formats of the training program has also become flexible according to the objectives and contents of the program.

On the PCCC E-learning Platform, each course has a dedicated page and provides materials, Q&A and discussion forum, quizzes, virtual sessions, course evaluation, and certificate. The Platform also has useful functions for managing the training program, such as monitoring the progress of each participant and sending reminders. These functions contribute to strengthening the effectiveness of the training programs.

**Table III-1: Comparison of the in-person and online format**

	<b>In-person</b>	<b>Online</b>
Contents	Field visits and technical/practical skills to use devices or machineries could be included.	Relying on self-paced learning, online lectures and in-country group exercises through learning materials and discussion in online session and virtual platform.
Maximum duration	Two weeks, because participants might have difficulties to travel for a longer period	Flexible, depending on contents.
Maximum number of	Relatively small, because of high travel cost	Flexible and larger than in-person format, depending on capacity of E-learning Platform (maximum

participants per country		number of registration), and contents.
Learning hours	Long hours of lectures and intensive discussion could enhance learning experiences.	One live session will be for maximum two hours, because longer hours may lose focus from participants.
Completion	It can expect all participants complete the program.	All of the registered participants will not be able to complete the program. Organizer should follow-up the progress, and provide alternative ways to complete requirements, e.g., requirement: attending live session, and alternative action: reviewing recorded video of the session and producing note.

### **(iii) Closed and open learning**

The training programs have been delivered as Executive Courses only for nominated participants enrolled by the project team. However, the resources of these courses are also relevant for many practitioners in the Pacific. Accordingly, the project has created “Open-learning courses” on the Platform for anyone interested in the themes. The open learning courses are self-paced, and interested participants can register and learn from the materials and exercise tools used for the closed “executive courses”.

The major difference between these two formats is the availability of live communication between experts and participants. The closed executive courses are delivered within a specific period, and experts and participants can communicate on the Platform and in live sessions. On the other hand, open-learning courses consist of a self-paced learning program, and two-ways communication functions, including discussion forums and live sessions, are not available for participants.

When creating an open-learning course, the project revised material to introduce exercise of the problem and objective trees analysis and logical framework development from group work to self-exercise and prepared additional materials for open-learning courses such as FAQs on learning materials based on the

questions and responses during the closed training programs, including a checklist for self-review of exercise outputs.

## **5. Performance**

### **(1) Engaging expertise of SPREP**

The delivered training program has always been supported by officers of SPREP. The first training program focused on coastal protection, and SPREP introduced leading officials and training lecturers of SPC. The second training on climate science needed a package of knowledge and information on climate change. It was largely supported by members of the Pacific Meteorology Desk and the relevant project, including the University of Newcastle. The 4<sup>th</sup> training on ecosystem-based adaptation and mitigation utilized both resources and experts from the Pacific Ecosystem-based Adaptation to Climate Change (PEBACC) project implemented by the Island and Ocean Ecosystem (IOE) programme at SPREP, which was the most relevant for practitioners in the Pacific.

### **(2) Response to changes during the COVID-19 pandemic**

Due to the COVID-19 pandemic, the project canceled the second training program on disaster risk reduction planned to be delivered in March 2020. With the efforts made by SPREP to operationalize online tools and devices, the project restarted its preparation and delivered 3 training programs before the end of 2020. These three programs used various tools for online meetings, document sharing, and message exchanges.

In March 2021, the PCCC E-learning Platform was operationalized, and the project has made most of its function for the rest of the training programs, such as one dedicated page with materials, Q&A, discussion forum, quiz, and course evaluation, as well as a function to monitor the progress of each participant. The PCCC E-learning Platform provides useful functions, such as monitoring progress and sending messages and reminders to participants, which strengthens the training programs' effectiveness. The project secretariat continues to use Zoom for live sessions, as this is a familiar tool for participants and experts.

## **6. Additionality**

The unique approach of this project is that key themes of the training programs, namely adaptation, mitigation, and access to climate finance, are identified as the outputs of the project, but the details of the contents of training and targeted participants are flexible and could be decided by the needs of the beneficiaries of the PICs. The project reviews all the climate change strategies and policies of the PICs and identifies priority sectors, not only disaster risk management and water but also tourism and health, which are very important sectors for the Pacific. The project also summarizes these relevant climate change policies and strategies of each prioritized sector. It is attached to the general information of its training program annexed to the official invitation.

It is worth noting that the project has effectively utilized the resources of a similar JICA project implemented in Thailand. This capacity building project on climate change has implemented some modules regarding project formation. The project of the PCCC has replicated relevant modules and their experts for the training programs on project formation and group exercise of the problem and objective trees analysis and development of the logical frameworks.

## **IV. For the Achievement of Overall Goals after the Project Completion**

### **1. Prospects to achieve Overall Goal**

There are two (2) key outcomes the project will achieve: operationalization of the capacity building function of the PCCC; and improved capacity of the practitioners of the Pacific regarding climate change adaptation, mitigation, and access to climate finance. These outcomes ensure the positive prospects of achieving the overall goals of strengthened climate resilience in the Pacific.

With the series of training programs delivered by the CBCRP-PCCC, the PCCC has been well recognized as a capable institution in delivering the training programs on climate change and succeeded in securing further budget and support from several donors and contracted as delivery partners of the training programs.

As for the capacity development of the practitioners of the PICs, group exercise on logical framework development has been evaluated as very useful and effective methodologies for enhancing their capacities to develop a project proposal. After the training programs, participants actually use these tools and methodologies for their work, such as developing or improving a project and workshop with stakeholders to identify core problems caused by climate change. For example, a participant from Samoa used the problem and objective tree analysis method for the community agriculture workshop. Another participant from PNG refined the logical framework for a micro-hydro project after the training and utilized it for a funding application.

The project team has recognized that this is the key capacity and role of the practitioners in PICs for initiating project formation in their departments, governments, and communities. Based on this observation and the needs of the PICs, the project team has implemented two (2) follow-up activities: the mentoring services to support individual project development processes; and the development and dissemination of the handbook for the facilitation of project formation. They aim that practitioners can further enhance their capacity and contribute to implementing climate policies and strategies through project development and implementation.

## **2. Plan of Operation and Implementation Structure of the PCCC side to achieve Overall Goal**

### **(1) Training modules, learning resources and experts/lecturers**

The PCCC is expected to make the best use of the structured modules, learning resources, and experts of the training programs developed and identified through the CBCRP-PCCC. Scientific evidence, knowledge, and cases of climate change in the Pacific are updated continuously, and the resources produced by the CBCRP-PCCC should be updated accordingly for future training programs. The PCCC and SPREP have a good pool of experts in climate science, climate finance, and ecosystem-based approaches to climate change. The PCCC will lead the coordination of the work to update these relevant resources as needed



and deliver the training program. The PCCC will also collaborate with external experts and institutions who have supported the CBCRP-PCCC training programs to update and execute the capacity program of the PCCC for the priority sectors.

As for the group exercises of development of the logical framework and M&E plan, the handbook for facilitators of project formulation and other relevant materials can also be utilized for future training programs. The PCCC will also be able to implement follow-up activities to support the development of project proposals.

## **(2) Operation of the training program**

The PCCC will designate an officer (internationally recruited) to continue delivering the capacity building and training programs of the PCCC. The capacity building officer will work together with the three existing technical advisors of the PCCC to collectively contribute to developing training and workshop materials using the various outputs and products of the CBCRP-PCCC. CBCRP-PCCC has engaged in-house technical expertise available within the CCR and other programmes of SPREP, and they will continue to assist with developing and delivering the modules of the capacity building courses of the PCCC. Other organizations, including experts/lecturers of the CBCRP-PCCC, will also provide valuable training on climate change issues across the Pacific, where there will be a potential joint partnership with the PCCC to deliver those courses.

As discussed in Section II and III, outputs and products of the CBCRP-PCCC, including learning materials and network with experts/lecturers for priority sectors of the Pacific, and handbooks and templates for project formulation, are available for the PCCC training and courses. The PCCC has also operationalized the E-learning Platform. Not only the learning materials but also operational/logistical documents and templates, including a list of tasks and due dates of the preparatory works, official invitations, nomination forms, and course evaluations of the training programs developed by the CBCRP-PCCC, are also available for the PCCC.

The PCCC plans to deliver one in-person training program on climate change and water for the Polynesian subregion in the second week of October 2022 on

its budget with in-kind support from the project team. This in-person program has been developed as a follow-up of the virtual training program on climate change and water in May 2022. It will expand modules on project formation and management by using some of the updated learning materials of the training program on access to climate finance delivered in July-August 2022. The PCCC will deliver the same in-person program for countries of the Micronesia and Melanesia subregions in the second Quarter of 2023. These experiences should strengthen the sustainability of the outcomes of CBCRP-PCCC.

### **3. Recommendations for the PCCC**

The partnership is the key element for achieving overall goals after the project completion. The PCCC has the item “Partnership Management” in its Strategy and Business Plan to identify target partners and areas of collaboration, including bilateral and regional institutions and climate finances, to respond to the needs of the Pacific. The PCCC has already reached out to multiple partners, universities, donors, UN agencies, and NGOs to execute its Strategy and Business Plan. As for the capacity building function, the PCCC establishes a partnership with Rocky Mountain Institute (RMI) through the contract to develop and deliver curriculum content for the Advisor Training Program of Climate Access Finance Network (CFAN). It also secured tangible financial support for all of the four functions, including training and capacity development, from the Government of Australia for the period from June 2022 to 2026.

With the successful case of RMI and financial support from the Government of Australia, further possibility to access bilateral and international donors to deliver capacity building programs will be pursued by the PCCC. The existing training products of the CBCRP-PCCC, as well as knowledge and information on the functions of the PCCC, in particular knowledge brokerage, applied research, and innovation, should be used effectively to strengthen the capacity building function of the PCCC.

### **4. Monitoring Plan from the end of the Project to Ex-post Evaluation**

PCCC develops the Monitoring, Evaluation, Reflection and Learning Framework to set out the approach for assessing the performance of the PCCC, including its capacity building function, and also measures the impact the PCCC is having in the Pacific region. The PCCC Manager is responsible for leading the implementation of this framework.

**Annex 1: Results of the Project**

**1-1 List of JICA Experts**

**1-2 List of Experts from Third Countries**

**1-3 List of Counterparts**

**1-4 Final PO (Plan of Operation)**

**1-5 Sustainability Plan**

**ANNEX 2: List of Products Produced by the Project**

**ANNEX 3: PDM (Project Design Matrix)**

**3-0 PDM Ver 0 (Dec. 2018) \*Original**

**3-1 PDM Ver. 1 (Feb. 2020)**

**3-2 PDM Ver. 2 (Mar. 2021)**

**3-3 PDM Ver. 3 (Sep. 2021)**

**3-4 PDM Ver. 4 (Jul. 2022)**

**\*Ver.1 and Ver.2 are the same PDM. Ver.3 and Ver.4 are the same PDM.**

**List of long-term experts**

<b>Name</b>	<b>Role</b>	<b>Period</b>
Ms. Masako Ogawa	Chief Advisor	16 July 2019 to 17 January 2023
Mr. Yuji Ueno	Project Coordinator	1 July 2019 to 31 December 2022

**List of short-term experts****RESTEC for the first training**

<b>Name</b>	<b>Organization</b>
Mr. Tsugutoshi Nagano	Remote Sensing Technology Center of Japan
Mr. Shinya Odagawa	Remote Sensing Technology Center of Japan
Ms. Honami Watanabe	Remote Sensing Technology Center of Japan

**The Joint Venture for the second to twelfth training**

<b>Name</b>	<b>Duties</b>	<b>Organization</b>
Mr. Yoshihiro Mizuno	Leader	Pacific Consultants
Mr. Koji Kuroiwa	Climate Science	Japan Weather Association
Mr. Tetsuya Yoshida	Climate Finance	Oriental Consultants Global
Mr. Muneo Matsukawa	Gender and social inclusion	Japan Weather Association
Dr. Daiki Tsujio	DRR	Pacific Consultants
Mr. Yusuke Yamazaki	DRR	Pacific Consultants
Mr. Takuya Shiraishi	Ecosystem	Oriental Consultants Global
Mr. Eiko Watatsu	Agriculture	Oriental Consultants Global
Mr. Yasuki Shirakawa	Tourism	ALMEC Corporation
Mr. Kazushige Mizui	Water	Pacific Consultants
Dr. Akampumuza Precious	Health	Japan Weather Association
Ms. Ayase Yazaki	Administrator	Pacific Consultants

## Annex 1-2 List of Experts from Third Countries

Training	Name	Organization	Title	Expertise	Expert category*			Note
					Adaptation	Climate finance	Mitigation	
1st Hazard Risk Assessment in the Coastal Area Management by using the Remote Sensing Technology (Nov. 2019)	Mr. Noa Tokavou	Pacific Community (SPC)	Officer Disaster Risk Management	Disaster risk management, risk	x			Contract with SPC completed.
	Ms. Jowana Nabuci Koroiuinakelo	Pacific Community (SPC)	Disaster Risk Management Advisor	ditto	x			ditto
	Mr. Tsugutoshi Nagano	Remote Sensing Technology Center of Japan	Deputy Manager	Remote sensing, GIS	x			
	Mr. Shinya Odagawa	Remote Sensing Technology Center of Japan	Senior Researcher	ditto	x			
	Ms. Honami Watanabe	Remote Sensing Technology Center of Japan	Researcher	ditto	x			
2nd Climate Science – observed climate change and future climate projections (Sept 2020)	Dr. Andrew Magee	Centre for Water, Climate and Land (CWCL), School of Environmental and Life Sciences, Faculty of Science, The University of Newcastle	Postdoctoral Fellow	Climate change science	x			
	Mr. Salesa Nihmei	Climate Change Resilience Programme, SPREP	Meteorology & Climatology Adviser	Meteorology & Climatology	x			
	Mr. Koji Kuroiwa	Japan Weather Association		Meteorology & Climatology	x			
3rd Understanding Access to Climate Finance, Part 1 Essential aspects for access to climate finance (Nov. 2020)	Dr. Peter KING	Institute for Global Environmental Strategies (IGES) Bangkok Regional Centre	Senior Policy Advisor	Environmental science, project management and financing, etc.		x		
	Mr. Tetsuya Yoshida	Oriental Consultants Global		Climate finance, Strategic planning		x		
4th Understanding Access to Climate Finance, Part 2 Gender, Social Inclusion and Safeguards (Dec. 2020)	Dr. Gregory Barbara	Environmental Monitoring & Governance Programme, SPREP	Environmental Assessment and Planning Officer	Environmental assessment		x		
	Ms. Papali'i Mele Maualaivao	UN Women, Samoa	Country Programme Coordinator (Samoa)	Gender		x		
	Ms. Lanieta Veileqe Tokalauvere	UN Women, Fiji		Gender		x		
	Mr. Muneo Matsukawa	Japan Weather Association		Safeguards		x		
	Dr. Peter KING	Institute for Global Environmental Strategies (IGES) Bangkok Regional Centre	Senior Policy Advisor	Environmental science, project management and financing, etc.		x		
	Mr. Tetsuya Yoshida	Oriental Consultants Global		Climate finance, Strategic planning		x		
5th Climate Change Resilience and Disaster Risk Reduction through Structural approaches (Mar 2021)	Dr. Jane Romero	Pacific Region Infrastructure Facility (PRIF)	Technical Assistance Officer	Structural and transport engineering, building code	x			
	Dr. Daiki Tsujio	Pacific Consultants		Civil engineering	x			
	Mr. Koji Kuroiwa	Japan Weather Association		Meteorology & Climatology	x			
	Dr. Peter King	Institute for Global Environmental Strategies (IGES) Bangkok Regional Centre	Senior Policy Advisor	Environmental science, project management and financing, etc.		x		
6th Ecosystem-based Adaptation and Mitigation (June-July 2021)	Mr. Fred Patison	Pacific Climate Change Centre	Climate Change Finance Readiness Adviser	Climate science	x		x	
	Mr. Peter Davis	Island and Ocean Ecosystem Programme, SPREP	Coastal and Marine Ecosystems Adviser	Coastal and Marine Ecosystems	x		x	
	Mr. Nicolas Rocle	Island and Ocean Ecosystem Programme, SPREP	Marine Environment and Conservation Specialist	Marine Environment and Conservation	x		x	
	Mr. Herman Timmermans			Ecosystem	x		x	Previously worked as PEBACC Project Manager
	Mr. Takuya SHIRAISHI	Oriental Consultants Global, Co., Ltd.		Ecosystem	x		x	
	Mr. Koji Kuroiwa	Japan Weather Association		Meteorology & Climatology	x			
	Dr. Peter King	Institute for Global Environmental Strategies (IGES) Bangkok Regional Centre	Senior Policy Advisor	Environmental science, project management and financing, etc.		x		
	Mr. Tetsuya Yoshida	Oriental Consultants Global		Climate finance, Strategic planning		x		
7th Climate Resilience and Food Production Systems – Agriculture and Coastal Fisheries (September - October 2021)	Mr. Philip Malsale	Climate Change Resilience Programme, SPREP	COSPac Climatology Officer	climatology	x			
	Mr. Sunny Seuseu	Climate Change Resilience Programme, SPREP	Acting Project Manager / Climate Information Services Officer, Vanuatu CISRD Project	Climate information	x			
	Dr. Siosua Moala Halavatau	Independent Consultant		Agriculture	x		x	Working with FAO
	Ms. Malia Talakai	FAO		Agriculture	x		x	
	Ms. Jessica Sanders	FAO	Fishery Officer	Fisheries	x			
	Ms. Mele Tauati	FAO	Small-scale Fisheries Expert	Fisheries	x			
	Mr. Eiko Watatsu	Oriental Consultants Global		Agriculture	x		x	
	Mr. Koji Kuroiwa	Japan Weather Association		Meteorology & Climatology	x			
	Dr. Peter King	Institute for Global Environmental Strategies (IGES) Bangkok Regional Centre	Senior Policy Advisor	Environmental science, project management and financing, etc.		x		
Mr. Tetsuya Yoshida	Oriental Consultants Global		Climate finance, Strategic planning		x			

Training	Name	Organization	Title	Expertise	Expert category*			Note
					Adaptation	Climate finance	Mitigation	
8th Enhancing Climate Resilience in Tourism in the Pacific (January-February 2022)	Ms. Vanda Faasoa-Chan Ting	SPREP	Technical Adviser, Pacific NDC Hub	nationally determined contribution			x	
	Mr. Nicolas Rocle	SPREP	Marine Environment and Conservation Specialist	Ocean ecosystem	x		x	Already counted as an expert for Ecosystem.
	Mr. Semi Qamese	SPREP	Monitoring and Evaluation Officer, PACRES	Monitoring, evaluation, ecosystem	x		x	
	Ms. Azarel Mariner-Maiai	SPREP	COSPPac Capacity Building Officer	Meteorology & Climatology, capacity building	x			
	Ms. Yvette Kerslake	Pacific Climate Change Centre	Technical Adviser, Science to Services	Climate research	x		x	
	Ms. Christina Leala Gale	Pacific Tourism Organisation (SPTO)	Sustainable Tourism Manager	Tourism	x		x	
	Mr. Yasuki Shirakawa	ALMEC Corporation		Tourism	x			
	Mr. Koji Kuroiwa	Japan Weather Association		Meteorology & Climatology	x			
	Dr. Peter King	Institute for Global Environmental Strategies (IGES) Bangkok Regional Centre	Senior Policy Advisor	Environmental science, project management and financing, etc.		x		
Mr. Tetsuya Yoshida	Oriental Consultants Global		Climate finance, Strategic planning		x			
9th Water (May 2022)	Mr. Dave Hebblethwaite	Geoscience, Energy, and Maritime Division (GEM), Pacific Community (SPC)	Water Security and Governance Coordinator	Water	x			
	Mr. Peter Sinclair	Geoscience, Energy, and Maritime Division (GEM), Pacific Community (SPC)	Water Resources Assessment and Monitoring Coordinator	Water	x			
	Dr. Mat Francis	Moerk Water Solutions Asia Pacific Pty Ltd		Water	x			
	Ms. Clarissa Laulala	Independent Water Schemes Association, Samoa		Water	x			
	Mr. Kazushige Mizui	Pacific Consultants Co., Ltd.		Water	x		x	
	Mr. Fred Patison	Pacific Climate Change Centre	Climate Change Finance Readiness Adviser	Climate finance		x		Newly counted as an expert for climate finance (planning and budgeting).
	Mr. Koji Kuroiwa	Japan Weather Association		Meteorology & Climatology	x			
	Dr. Peter King	Institute for Global Environmental Strategies (IGES) Bangkok Regional Centre	Senior Policy Advisor	Environmental science, project management and financing, etc.		x		
	Mr. Tetsuya Yoshida	Oriental Consultants Global		Climate finance, Strategic planning		x		
10 and 11th on climate finance	Mr. Semi Qamese	SPREP		Project management, M&E		x		Newly counted as an expert for climate finance.
	Mr. Lano Fonua	Global Green Growth Institute (GGGI)	Climate Finance Access Network (CFAN) Advisor (Tonga)	Project management, planning		x		
	Mr. Fred Patison	Pacific Climate Change Centre	Climate Change Finance Readiness Adviser	Climate finance, budgeting		x		
	Ms. Linda Vaike	USP	Acting Project Team Leader & M&E Coordinator: PACRES-USP Component	M&E		x		
	Ms. Christine Serreyn	Global Green Growth Institute (GGGI)	Climate Finance Access Network (CFAN) Advisor (Kiribati)	M&E		x		
	Dr. Peter King	Institute for Global Environmental Strategies (IGES) Bangkok Regional Centre	Senior Policy Advisor	Environmental science, project management and financing, etc.		x		
	Mr. Tetsuya Yoshida	Oriental Consultants Global		Climate finance, Strategic planning		x		
12th on health	Mr. Koji Kuroiwa	Japan Weather Association		Meteorology & Climatology	x			
	Dr. Akampumuza Precious	Japan Weather Association		vulnerability and adaptation assessment	x			
	Dr Aditya Vyas	University of Notre Dame, Sydney, Australia	Public health physician	GHG emissions from health services			x	
	Dr. Axel Kroeger	University of Gothenburg	Professor	early warning, alert and response systems	x			
	Dr. Laith Hussain-Alkhateeb	University of Gothenburg	Associate Professor	early warning, alert and response systems	x			

Training	Name	Organization	Title	Expertise	Expert category*			Note
					Adaptation	Climate finance	Mitigation	
	Dr. Kathryn Bowen	University of Melbourne	Professor	policies and regulations	x		x	
	Ms. Yvette Kerslake	Pacific Climate Change Centre	Technical Adviser, Science to Services	Climate research	x		x	
	Mr. Fred Patison	Pacific Climate Change Centre	Climate Change Finance Readiness Adviser	Climate finance		x		
	Ms. Linda Vaike	USP	Acting Project Team Leader & M&E Coordinator: PACRES-USP Component	M&E		x		
	Dr. Peter King	Institute for Global Environmental Strategies (IGES) Bangkok Regional Centre	Senior Policy Advisor	Environmental science, project management and financing, etc.		x		
	Mr. Tetsuya Yoshida	Oriental Consultants Global		Climate finance, Strategic planning		x		

\* The highlighted experts are counted for indicators.

Annex 1-3 List of Counterparts
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### List of Counterpart

#### Project Director

Name	Title	Period
Ms. Tagaloa Cooper-Halo	Director, Climate Change Resilience (CCR)	July 2019 – January 2023

#### Project Manager

Name	Title	Period
Mr. Espen Ronneberg	Climate Change Adviser, CCR	July 2019 - February 2020
Ms. Filomena Nelson	Climate Change Adaptation Adviser, CCR	February 2020 – December 2020
Ms. 'Ofa Ma'asi-Kaisamy	Manager, PCCC	December 2020 – January 2023

#### Other relevant counterparts

Name	Title
Ms. Yvette Kerlake	Technical Adviser - Science to Services, PCCC
Ms. Rachel Nunn-Crichton	Technical Adviser - Information, Knowledge Management and Brokerage, PCCC
Mr. Fred Patison	Climate Change Finance Readiness Adviser, PCCC



Plan of Operation

Version 4.2

Dated January 2023

Project Title: The Project for Capacity Building on Climate Resilience in the Pacific

Inputs		Year	2019				2020				2021				2022				2023	Remarks	Monitoring	
			I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV			Issue	Solution
<b>Expert</b>																						
	Chief Advisor	Plan																				
	Project Coordinator	Plan																				
	Short-term expert [GIS/RST]	Plan																				
	Short-term expert [Team leader]	Plan																				
	Short-term expert [Adaptation/science]	Plan																				
	Short-term expert [DRR1]	Plan																				
	Short-term expert [DRR2]	Plan																				
	Short-term expert [Ecosystem]	Plan																				
	Short-term expert [Agriculture]	Plan																				
	Short-term expert [Tourism]	Plan																				
	Short-term expert [Health]	Plan																				
	Short-term expert [Water]	Plan																				
	Short-term expert [Access to Finance]	Plan																				
	Short-term expert [Safeguards, gender]	Plan																				
	Actual																					
<b>Equipment</b>																						
	Equipment for training (TBC)	Plan																				
	Actual																					
<b>Activities</b>																						
<b>Sub-Activities</b>																						
	0-1. Review existing resources (tools, modules, materials and experiences of regional trainings in climate change)	Plan																				
	Actual																					
	0-2. Explore opportunities for coordination with other climate change training initiatives in the Pacific	Plan																				
	Actual																					
	0-3. Feed outputs and experiences of the Project into the process of developing PCCC as the centre for climate change training other than tertiary education in the Pacific	Plan																				
	Actual																					
<b>Output 1: Regular training program on climate change adaptation is established by PCCC.</b>																						
	1-1. Conduct needs assessment on target groups in the Pacific region	Plan																				
	Actual																					
	1-2. Identify appropriate training experts through the Regional Technical Support Mechanism (RTSM) and/or other resources	Plan																				
	Actual																					
	1-3. Develop curriculum and materials for regular-basis training	Plan																				
	Actual																					
	1-4. Conduct trainings for relevant ministries and institutions of countries in the Pacific	Plan																				
	Actual																					
	1-5. Review the curriculum based on the result of training	Plan																				
	Actual																					
	1-6. Conduct follow-up activity for a country/countries after training	Plan																				
	Actual																					

Output 2: Regular training program on improvement of access to climate finance is established by PCCC.																								
2-1. Conduct needs assessment on target groups in the Pacific region	Plan									Plan											JICA	SPREP/PCCC	Conducted a desktop survey in the process to develop training concepts for the courses on access to climate finance (Part 1 "essentials", Part 2 "gender, social inclusion and safeguards", Part 3 "Project planning, budgeting and scheduling" and Part 4 "Project execution, monitoring and evaluation" were developed.)	
	Actual									Actual														
2-2. Identify appropriate training experts through the Regional Technical Support Mechanism (RTSM) and/or other resources	Plan									Plan											JICA	SPREP/PCCC	8 experts (1 for climate finance essentials, 2 for gender, 1 for Environmental assessment, 2 for planning and 3 for monitoring and evaluation) were identified.	
	Actual									Actual														
2-3. Develop curriculum and materials for regular-basis training	Plan									Plan											JICA	SPREP/PCCC	4 sets of curriculum and materials for access to climate finance (part 1-4) were developed.	
	Actual									Actual														
2-4. Conduct trainings for relevant ministries and institutions of countries in the Pacific	Plan									Plan											JICA	SPREP/PCCC	4 sets of curriculum and materials for access to climate finance (part 1-4) were conducted.	
	Actual									Actual														
2-5. Review the curriculum based on the result of training	Plan									Plan											JICA	SPREP/PCCC	Suggestions for the future training were made in the training completion reports of access to climate finance (part 1-4).	
	Actual									Actual														
2-6. Conduct follow-up activity for a country/countries after training	Plan									Plan											JICA	SPREP/PCCC	Conducted a questionnaire to training participants of access to climate finance (part 1-4). Conducted a mentoring service to 3 former participants to promote access to climate finance.	
	Actual									Actual														
<b>Output 3: Ad-hoc training program on mitigation is established by PCCC.</b>																								
3-1. Conduct needs assessment on target groups in the Pacific region	Plan									Plan											JICA	SPREP/PCCC	Conducted a desktop survey in the process to develop training concepts for the courses on ecosystem, food, tourism, water and health.	
	Actual									Actual														
3-2. Identify appropriate training experts through the Regional Technical Support Mechanism (RTSM) and/or other resources	Plan									Plan											JICA	SPREP/PCCC	12 experts (4 for ecosystem, 2 for food and 4 for tourism, 2 for health) were identified.	
	Actual									Actual														
3-3. Develop curriculum and materials for occasional-basis training	Plan									Plan											JICA	SPREP/PCCC	5 set of curriculum and materials for ecosystem, food, tourism, water and health were developed.	
	Actual									Actual														
3-4. Conduct trainings for relevant ministries and institutions of countries in the Pacific	Plan									Plan											JICA	SPREP/PCCC	5 trainings on ecosystem, food, tourism, water and health were conducted.	
	Actual									Actual														
3-5. Review the curriculum based on the result of training	Plan									Plan											JICA	SPREP/PCCC	Suggestions for the future training were made in the 5 training completion report of ecosystem, food, tourism, water and health.	
	Actual									Actual														
<b>Duration / Phasing</b>																								
Plan																								
Actual																								
<b>Monitoring Plan</b>																								
Year																								
2019																								
2020																								
2021																								
2022																								
2023																								
										Remarks		Issue	Solution											
<b>Monitoring</b>																								
Joint Coordinating Committee																								
Plan																								
Actual																								
Set-up the Detailed Plan of Operation																								
Plan																								
Actual																								
Submission of Monitoring Sheet/Joint Monitoring																								
Plan																								
Actual																								
<b>Reports/Documents</b>																								
TBC (needs assessment report, training evaluation report etc.)																								
Plan																								
Actual																								
Project Completion Report																								
Plan																								
Actual																								
<b>Public Relations</b>																								
Project information uploaded and updated in Pacific Climate Change Portal																								
Plan																								
Actual																								
Project information included in the CCR Monthly Report (TBC)																								
Plan																								
Actual																								



**SPREP**  
Secretariat of the Pacific Regional  
Environment Programme



## Sustainability Plan

### Delivering further Capacity Building Programs by the Pacific Climate Change Centre

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#### 1. Background

The Project for Capacity Building on Climate Resilience in the Pacific (CBCRP-PCCC) aims to operationalize the capacity building function of the Pacific Climate Change Centre (PCCC). The project is a partnership between the Government of Samoa, the Secretariat of the Pacific Regional Environment Programme (SPREP), and the Japan International Cooperation Agency (JICA). The project has delivered 12 training programs targeting practitioners in the Pacific Islands Countries and Territories (PICTs) during the project period, July 2019 to January 2023.

In addition to delivering training programs, the development of the sustainability plan of the training outcomes is one of the objectively verifiable indicators under the Project Design Matrix (PDM) of the

CBCRP-PCCC. The elements of the plan were discussed during the second and third meetings of the Joint Coordination Committee (JCC) and finalized at the 4th meeting on 3<sup>rd</sup> October 2022.

## 2. Objectives and structure of the sustainability plan

The sustainability plan aims to set out approaches for the PCCC to deliver further training programs using the outcomes and outputs of the CBCRP-PCCC. The approaches are to be aligned with the PCCC Strategy and Business Plan, where the capacity building function of the PCCC aims to improve “skills and expertise within the region through the training provided”.

This plan consists of 4 sections. The first section discusses the background and the second section discusses the objective and structure of the plan. The following third section presents a summary of the outputs of the CBCRP-PCCC including objectives, contents, participants, delivery of the training programs, and key outcomes and lessons learned. The fourth section discusses further actions expected by the PCCC to enhance its response to capacity building needs in the Pacific and partnerships to deliver the training programs.

This sustainability plan will be a part of the final report of this project, which will be publicized by JICA.

## 3. Outputs of training programs delivered under the CBCRP-PCCC

### 3.1 Objectives of training programs

The training programs under the CBCRP-PCCC aims to enhance the capacities on climate resilience in the Pacific. There are increasing needs for the successful implementation of national climate change policies and strategies including the Nationally Determined Contribution (NDC), develop the National Adaptation Plan (NAP), and the scaling-up of pilot projects, thus the modules of the training programs are designed to enhance understanding of important and practical knowledge and information of climate risks, adaptation and mitigation options, and strengthen skills to prepare indispensable elements of climate change projects through collaborative approaches of stakeholders.

### 3.2 Approaches, structures and contents of the training programs

The CBCRP-PCCC has delivered four training programs on Understanding Access to Climate Finance and eight programs on adaptation and mitigation focusing on Climate Science and prioritized sectors. This sub-section presents the approaches and structures of these training programs. The detailed contents of the twelve training programs delivered by the CBCRP-PCCC are summarized in the annex.

#### 3.2.1 Training programs on Understanding Access to Climate Finance

The training programs on Understanding Access to Climate Finance aims to enhance capacities to access climate financing by designing courses focusing on the requirements and essential concepts of climate finance, especially GCF, and improving the capacity of project planning and management in the Pacific. To develop and implement projects through climate finance, there are multiple requirements including presenting a clear climate rationale of key interventions, and addressing cross-cutting issues especially gender, environment and social safeguards. The officials and practitioners who are responsible for the development of project proposal need the capacity to respond to those requirements. There are also essential knowledge and skills, such as project budgeting, management and monitoring and evaluation, which should be acquired as the capacity of those practitioners.

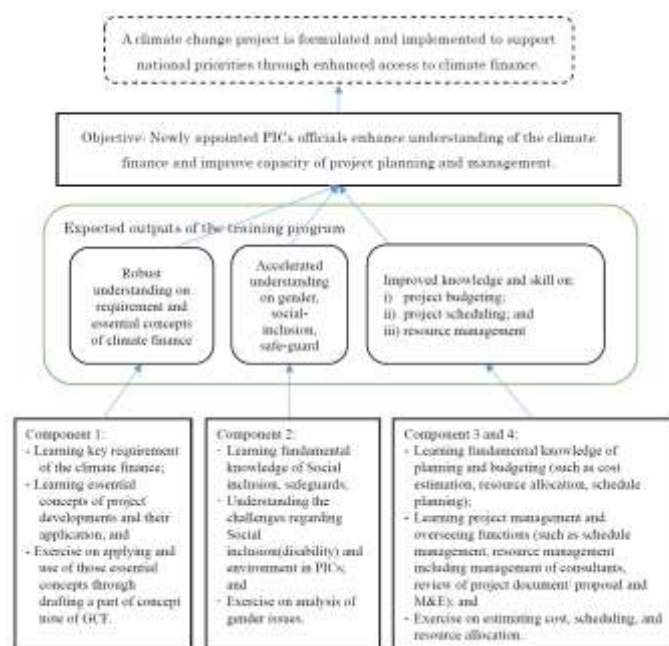


Figure 1: Four training programs on access to finance

Four training programs on Understanding Access to Climate Finance covering these essential knowledge, information and skills are developed as one package to support officials and practitioners (Figure 1). The first two training programs focused on essential requirements to be addressed in a project proposal. Part 1 focused on essential strategies, policies and guidelines of climate finance, with a short exercise of project preparation through development of problem and objective trees and logical framework. Part 2 put more focus on gender, social inclusion and safeguards, with exercises on gender analysis. The second two training programs focuses on project formation and management. Part 3 delivers modules of project formation, schedule and budget, and Part 4 provide modules on project management, and monitoring and evaluation (M&E).

As for participants, this package targets practitioners with relatively less or no experience in project development and management. This is because government officials rotate positions in few years, and there are constantly junior officials in the relevant departments and units who needs capacity building for this area. It is also recognized that mainstreaming climate change in various sectors has been progressed and officials and practitioners in those sectors need to build the capacity to access climate finance.

### 3.2.2 Training programs on adaptation and mitigation

The training programs on adaptation and mitigation of prioritized themes and sectors aim to contribute to the implementation of National Adaptation Plans (NAPs) and Nationally Determined Contributions (NDCs). These programs consist of three modules: climate science (module 1); sectoral adaptation (and mitigation) options (module 2); and logical framework (module 3) (Figure 2).

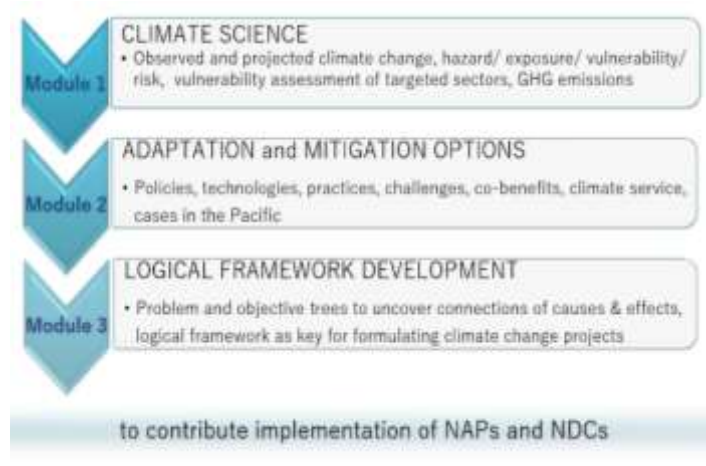


Figure 2: modules of training program on sectors

Module 1 and 2 provide key information to be discussed in project documents. They aim to ensure that participants understand updated scientific evidence and uncertainties of climate projections, and learn adaptation and mitigation options and case studies in the Pacific. They are followed by module 3 and group exercise of problem and objective trees analysis and logical framework development. This exercise is designed to enhance understanding of cause-effect relations of climate risks and science-based approach to prepare a project proposal. Participants of the same country or territory from various departments and units are requested to collaborate as a group to produce exercise outputs. This process ensures that they learn different priorities, ideas and knowledges from other participants and strengthen and deepen their understanding of key contents of the climate change project to advance climate actions.

In order to enhance communication and coordination in-country when implementing climate change activities and projects, these sector training programs target officials and practitioners of governments and NGOs and private sector who are working in the climate change departments/units and relevant departments/units (e.g., coastal protection, disaster risk management, ecosystems, food).

The relevant information and tips of project formation is compiled as a handbook for practitioners to facilitate development of project proposals and for the PCCC to deliver future capacity building programs on this theme.

### 3.3 Delivery of the training programs

#### 3.3.1 Development of agenda and identification of experts/lectures

The project teams developed the draft agenda of the training program using the structures discussed in 3.2. Details of themes and topics, as well as candidate experts/lecturers are identified through the consultation with relevant unit of SPREP as well as the technical institutions in the region. The project

teams approached candidate experts/lecturers to request and confirm their supports for the training programs. Honorarium are paid as appropriate.

### 3.3.2 Nomination of participants

The training programs under the CBCRP-PCCC are “executive courses”, which are closed and available only for nominated participants. For this process, the official letters from SPREP are sent to the countries’ Climate Change Focal Points to request to nominate and endorse those participants for the executive courses.

The maximum number of participants per country/territory for one training program is two for in-person, and between eight to ten for the online format. This number depends on the budget, the capacity of the E-learning Platform, and the effective implementation of a group exercise within each country. It is also requested that nomination is gender balanced where possible.

### 3.3.3 Development and delivery of learning materials

The project teams continue to communicate with experts/lectures during the preparation of the learning materials to avoid duplication of contents among experts and to make sure all the important themes and topics are included. During the training programs, the project team communicates with experts/lectures to make sure that they respond to all the questions from participants, provide live summary lectures as well as provide feedbacks for the group exercise outputs.

### 3.3.4 Delivery formats

#### (1) In-person and online formats

The CBCRP-PCCC originally planned to deliver in-person training programs at the PCCC, and the first training program was delivered at the PCCC in November 2019. Due to COVID-19 pandemic and restriction of international travels, the remaining eleven programs were delivered online through the PCCC E-learning Platform launched in March 2021. The 8<sup>th</sup> program on climate science in 2020 used various tools for live session, discussion, Q&A, and sharing materials. After the launch of the PCCC E-learning Platform in March 2021, all the training program in 2021 and 2022 have been delivered through this Platform.

In-person and online formats have their advantages and disadvantages (Table 1). During the COVID-19 pandemic, various online tools (e.g. Zoom, Slack) become more useful and accessible than before, and choice of delivery formats of the training program become also flexible according to the objectives and contents of the program.

On the PCCC E-learning Platform, each course has a dedicated page and provides materials, Q&A and discussion forum, quiz, virtual session, course evaluation and certificate. The Platform also has useful functions for the management of the training program such as monitoring the progress of each participant and sending reminders. These functions contribute to strengthening the effectiveness of the training programs.

Table 1: comparison of in-person and virtual format

	In-person	Virtual
Contents	Field visits and technical/practical skills to use devices or machineries could be included.	Relying on self-paced learning, online lectures and in-country group exercises through learning materials and discussion in online session and virtual platform.
Maximum duration	Two weeks, because participants might have difficulties to travel for a longer period	Flexible, depending on contents.
Maximum number of participants per country	Relatively small, because of high travel cost	Flexible and larger than in-person format, depending on capacity of E-learning Platform (maximum number of registration), and contents.
Learning hours	Long hours of lectures and intensive discussion could enhance learning experiences.	One live session will be for maximum two hours, because longer hours may lose focus from participants.
Completion	It can expect all participants complete the program.	All of the registered participants will not be able to complete the program. Organizer should follow-up the progress, and provide alternative ways to complete requirements, e.g., requirement: attending live session, and alternative action: reviewing recorded video of the session and producing note.

(2) Closed and open learning

As discussed in section 3.3.2, the training programs have been delivered as Executive Courses only for nominated participants enrolled by the project team. However, resources of these courses are also relevant for many practitioners in the Pacific. Accordingly, the project has created “Open-learning courses” on the Platform for anyone who is interested in the themes. The open learning courses are self-paced and interested participants registered themselves and learn from the materials and exercise tools used for the closed “executive courses”.

The major difference between these two formats is the availability of live communication between experts and participants. The closed executive courses are delivered within a specific period and experts and participants can communicate on the Platform and live sessions. On the other hand, open-learning courses consist of a self-paced learning program, and two-ways communication functions including discussion forums and live sessions are not available for participants.



When creating an open-learning course, the project revised material to introduce exercise of problem and objective trees analysis and logical framework development from group work to self-exercise, and prepared additional materials for open-learning courses such as FAQs on learning materials based on the questions and responses during the closed training programs, including check list for self-review of exercise outputs.

#### 3.4 Monitoring and evaluation of the training programs

The project team monitored the progress of delivery of the training programs, and evaluates the outcomes of the training program through course evaluation by the participants at the end of each training program as well as post-training course evaluation after six (6) months of delivery of the training.

The course evaluation included questionnaires on contents such as the usefulness and effectiveness of materials and experts, and how the participants will apply the knowledge and skills acquired in the training program. The course evaluation also included questionnaires on logistical arrangements.

For the post-training course evaluation, questionnaires were sent to participants to review their use of knowledge, information, tools and methodologies provided through the programs, and to ask what action they have taken in their countries and territories. The project team also implemented group interviews with participants in July and August 2022 to hear their activities and comments on further training programs of the PCCC.

#### 3.5 Key outcomes of the training programs

There are 2 key outcomes of the project: operationalization of the capacity building function of the PCCC; and capacity development of the practitioners of the Pacific regarding climate change adaptation, mitigation and access to climate finance. With the series of training programs delivered by the CBCRP-PCCC, the PCCC has been well recognized as a capable institution to deliver the training programs on climate change, and succeeded in securing further budget and support from several donors and contracted as delivery partners of the training programs.

As for the capacity development of the practitioners of the PICs, group exercise on logical framework development has been evaluated as very useful and effective methodologies for enhancing their capacities to develop a project proposal. After the training programs, participants actually use these tools and methodologies for their works such as development or improvement of a project and workshop with stakeholders to identify core problems caused by climate change. For example, a participant from Samoa used the problem and objective tree analysis method for the community agriculture workshop. Another participant from PNG refined the logical framework for a micro-hydro

project after the training and utilized it for a funding application.

The project team has recognized that this is the key capacity and role of the practitioners in PICs for initiating project formation in their departments, governments and communities. Based on this observation and needs of the PICs, the project team has implemented two (2) follow-up activities: the mentoring services to support individual project development processes; and development and dissemination of the handbook for facilitation of project formation. They aim that practitioners can further enhance their capacity and contribute to the implementation of the climate policies and strategies through project development and implementation.

### 3.6 Lessons for future training programs

The contexts of climate change and its impacts vary among PICs, or even among communities within one country, and so as the status and experiences of implementation of the climate change policies and strategies. However, there are also many similarities and common characteristics and trends regarding geographies and projected climate change, for example experiences of tropical cyclones, floods, storm surges and severe droughts. Hence, mutual learning among participants is one of the most important values of the regional training programs. It is also expected that many climate change projects aim for replicating and scaling-up activities. Sharing successful cases and their lessons through the training programs could support the process of those process of project formulation.

The importance and values of group exercise have been highly recognized. The participants have a certain level of knowledge of climate change, but do not necessarily have experiences in project formation or discussion with other departments or different sectors on climate projects. Through the exercise of problem and objective trees analysis and logical framework development, they can undergo the core steps of project formation such as clarifying cause-effect and means-results relations and producing a statement of project impacts, outcomes, outputs and activities. The exercise group of each country, consisting of participants from government units of climate change and relevant sectors as well as occasionally non-state stakeholders, has enhanced sharing the different ideas, knowledge, information and insights of these various practitioners, and enriched each participant's understanding of contexts and adaptation and mitigation options. It is also recognized that targeted participants as well as members of an exercise group are equally important to achieving expected outcomes.

## 4. Further training programs delivered by the PCCC

### 4.1 Needs of human resource development in the Pacific

The PCCC is expected to deliver training programs by using outputs and resources of the CBCRP-PCCC to respond to the needs of human resources development of both public and private sectors in

the Pacific. Information, knowledge and expertise on climate change are continuously updated, and officials with relevant educational or professional backgrounds may need to keep up with updated information and enhance their knowledge. Also, there are high turnovers and changes/movement of government officials and institutional memory may not be well shared among new staff. Hence capacity development opportunities and services for both preliminary and advanced practitioners in the Pacific should always be available and accessible through the PCCC.

#### 4.2 Modules, Learning resources and Experts/Lecturers

The PCCC is expected to make the best use of the structured modules, learning resources and experts of the training programs developed and identified through the CBCRP-PCCC. Scientific evidence, knowledge and cases of climate change in the Pacific are updated continuously, and the resources produced by the CBCRP-PCCC should be updated accordingly for future training programs. The PCCC and SPREP have a good pool of experts in climate science, climate finance and ecosystem-based approaches to climate change, and the PCCC will lead the coordination of the work to update these relevant resources as needed and deliver the training program. The PCCC will also collaborate with external experts and institutions who have supported the CBCRP-PCCC training programs to update and execute the capacity program of the PCCC for the priority sectors.

As for the group exercises of development of the logical framework and M&E plan, the handbook for facilitators of the project formation<sup>1</sup> and other relevant materials can be also utilized for future training programs. The PCCC will also be able to implement follow-up activities to support development of project proposals.

#### 4.3 Operation of the training programs

The PCCC will designate an officer (internationally recruited) to continue delivering the capacity building and training programs of the PCCC. The capacity building officer will work together with the three existing technical advisors of the PCCC to collectively contribute to the development of training and workshop materials using the various outputs and products of the CBCRP-PCCC. CBCRP-PCCC has engaged in-house technical expertise available within the Climate Change Resilience Programme and other programmes of SPREP, and they will continue to assist with developing and delivering the modules of the capacity building courses of the PCCC. Other organizations, including experts/lecturers of the CBCRP-PCCC, will also provide valuable training on climate change issues across the Pacific where there will be a potential and joint partnership with the PCCC for the delivery of those courses

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<sup>1</sup> As of September 2022, the draft handbook is under editorial work and will be finalized and disseminated in December 2022.

As discussed in the section 3, outputs and products of the CBCRP-PCCC, including learning materials and network with experts/lecturers for priority sectors of the Pacific, and handbooks and templates for project formulation, are available for the PCCC training and courses. The PCCC has also operationalized the E-learning Platform. Not only the learning materials but also operational/logistical documents and templates, including a list of tasks and due dates of the preparatory works, official invitations and nomination forms, and course evaluations for the of the training programs developed by the CBCRP-PCCC, are also available for the PCCC.

The PCCC plans to deliver one in-person training program on climate change and water for the Polynesian subregion in the second week of October 2022 by its own budget with in-kind support from the project team. This in-person program has been developed as a follow-up of the virtual training program on climate change and water in May 2022, and will expand modules on project formation and management by using some of updated learning materials of the training program on access to climate finance delivered in July-August 2022. The PCCC will deliver the same in-person program for countries of the Micronesia and Melanesia subregions in the second Quarter of 2023, and these experiences should strengthen the sustainability of outcomes of CBCRP-PCCC.

#### 4.4 Partnership

The PCCC has developed the Partnerships and Communications Strategy and Action Plan to identify target partners and areas of collaboration including bilateral and regional institutions and climate finances in order to respond to the needs of the Pacific. The PCCC has already reached out to multiple partners, universities, donors, UN agencies and NGOs to execute its Strategy and Business Plan. As for the capacity building function, it establishes a partnership with Rocky Mountain Institute (RMI) through the contract to develop and deliver curriculum content for the Advisor Training Program of Climate Access Finance Network (CFAN). It also secured tangible financial support for all of the four functions including training and capacity development from the Government of Australia for the period June 2022 to 2026.

With the successful case of RMI and financial support from the Government of Australia, further possibility to access bilateral and international donors to deliver capacity building programs will be pursued by the PCCC. The existing training products of the CBCRP-PCCC as well as knowledge and information on the functions of the PCCC, in particular knowledge brokerage, applied research, and innovation should be used effectively to strengthen the capacity building function of the PCCC.

#### 4.5 Monitoring and evaluation

PCCC develops the Monitoring, Evaluation, Reflection and Learning Framework to set out the

approach for assessing the performance of the PCCC including its function of capacity building, and also measures the impact the PCCC is having in the Pacific region. The PCCC Manager is responsible for leading the implementation of this framework.

## **Annex: Modules of training programs of CBCRP-PCCC (as of September 2022)**

### **Training programs on Understanding Access to Climate Finance**

#### **Part 1 Essential aspects for access to climate finance**

- 1) Strategies, policies, and guidelines and supporting programs of climate finance: basics of climate finance, strategies, policies and guidelines and supporting programs of Multilateral climate fund: Green Climate Fund (GCF).
- 2) Essential concepts to formulate climate projects: centrality of the climate rationale, rationale for choosing the specific adaptation interventions, project/programme objectives, public participation.
- 3) Group Exercise: problem and objective trees analysis and log-frame development including analysis of the climate rationale which can be the basis for a concept note for GCF.

#### **Part 2 Gender, Social Inclusion and Safeguards**

- 1) Principles of gender streaming and environmental and social safeguards: climate change impact on gender in the Pacific Islands Countries (PICs), policies and relevant documents on gender equality and social inclusion, environmental and social safeguards.
- 2) Key aspects to address gender, social inclusion and environmental safeguard: gender and social inclusion, environmental safeguard.
- 3) Group Exercise: gender analysis which can be used for a concept note for GCF.

#### **◆ Finance Part 1: Essential aspects for access to climate finance**

##### Module 1.1: Strategies, policies and guidelines and supporting programs of climate finance

###### 1.1 Basics of climate finance:

###### 1.2 strategies, policies and guidelines and supporting programs of GCF

###### 1.2.1 Strategies, policies, and guidelines of GCF

###### 1.2.2 Project Preparation Facility (PPF)

###### 1.2.3 Concept notes

###### 1.2.4 Full project proposal and simplified approval process

###### 1.3 Strategies, policies, and guidelines of Adaptation Fund (AF)

##### Module 1.2: Essential concepts to formulate climate projects

###### 2.1 Centrality of the climate rationale

###### 2.2 Adaptation options

###### 2.3 Project/programme objectives

###### 2.4 Public participation:

##### Module 1.3: Exercise

To develop problem tree and objective tree analysis, and logical framework to address a problem from the national climate change strategy documents.

◆ Finance Part 2: Gender, social inclusion, and safeguards

Module 2.1: Principles of gender, social inclusion, and safeguards of GCF

- 1.1 Climate change impacts on gender in the Pacific Islands Countries (PICs)
- 1.2 Policies and relevant documents on gender and social inclusion
- 1.3 Environmental and social safeguards

Module 2.2: Key aspects to address gender, social inclusion, and environmental safeguards in PICs

- 2.1 Gender and social inclusion
- 2.2 Environmental safeguard

Module 2.3: Exercise

To work on gender analysis by using three methods: activity profile, daily activity profile and access and control profile.

◆ Finance Part 3: Project planning, budgeting and scheduling

Module 3.1: Facilitation of project planning

- Revisiting problem and objectives analysis and logical framework development; and
- Draft project formulation handbook for essentials of project planning

Module 3.2: Project schedule and budget

- Project schedule: Milestones and deliverables of a project, work breakdown structure (WBS)
- Project budget: Key elements of a project budget, project budgeting process, key budget items for climate change related projects, cost planning, basic formulas for project budgeting, annual budgets and multi-year budget

Module 3.3: Group exercise

To develop log frame, schedule plan and budget plan of a hypothetical project on EbA or safe water access.

◆ Finance Part 4: Project execution, monitoring and evaluation

Module 4.1: Project management

- Fundamentals on project management including project life cycle, quality management, risk management and contingency planning.
- Major challenges of project implementation and possible solutions.

Module 4.2: Monitoring and Evaluation: from basic to practice

- Basics of M&E: Key terminologies and their definition: indicators, baseline, targets, data sources/means of verification, assumptions and M&E plan.
- M&E plan required for a project proposal for climate finance: Tips to make a good M&E plan, steps to develop a monitoring plan and best practice, key elements of an evaluation plan and types of evaluation, funders, M&E requirements, M&E reporting and learning.

- Additional information: Regional initiative to measure climate resilience

#### Module 4.3: Group Exercise

To develop M&E plan of a hypothetical project.

### **Training programs on adaptation and mitigation**

#### ◆ Hazard and Risk Assessment for Coastal Area Management by using Remote Sensing Technology

Module 1: Sharing National policies, priorities and status

Module 2: Understanding and assessing risk

2.1 terminologies, process, steps

2.2 data and resources

2.3 cases of climate risk assessment for coastal area management

2.4 group work: plan of activities to conduct a risk assessment

Module 3: Remote sensing technologies

3.1 methodologies, devices, outputs(data and images)

3.2 availability, cost-effectiveness, limitation, detailed data

3.3 interpretation of data and outputs

3.4 alternative technologies/methodologies

3.5 cases: the project by MOEJ in Fiji, Samoa and Vanuatu

3.6 group work: interpretation of data and output

Module 4: GIS tool

4.1 tools

4.2 data and information

4.3 group work: create a risk map

#### ◆ Climate Science – observed climate change and future climate projections

Module 1: Demonstrate knowledge of climate science and impact of climate change

1.1 Basics of climate change

1.2 Observed climate change (global)

1.3 Observed climate change (regional)

1.4 Impact of climate change on the Pacific region

Module 2: Projections of climate change

2.1 Projected climate change (global)

2.2 Projected climate change (regional)

Group Work

Discussion I: to select one aspect of climate change that is considered to affect your countries/territories most seriously and discuss causes and mechanism of climate change



Discussion II: to discuss the projection of the selected climate change in your countries/territories

Discussion III: to assess the impact of the selected climate change considering its current status and future projection

Discussion IV: to produce a report of discussion.

◆ Climate Change Adaptation and Disaster Risk Reduction through structural approaches

Module 1: Understanding the vulnerability of structures

1.1 Climate and non-climate impacts on structures

1.2 Basic knowledge of the vulnerability assessment of structures

Module 2: CCA and DRR activities focusing on structural approaches

2.1 Buildings

2.2 Coastal protection structure

Module 3: Problem and Objective trees and Logical framework

3.1 Project objectives

3.2 Exercise

◆ Ecosystem-based Adaptation and Mitigation

Module 1: Understanding the vulnerability of ecosystem

1.1 Climate and non-climate impacts on ecosystem

1.2 Basic knowledge of the vulnerability assessment of ecosystem

Module 2: Ecosystem-based adaptation and mitigation

2.1 Terrestrial and freshwater ecosystems

2.2 Marine and coastal ecosystems

2.3 EbA implementation: Cross-cutting issues and Approaches

Module 3: Problem and Objective trees and Logical framework

3.1 Project objectives

3.2 Exercise

◆ Food Production Systems

Module 1: Understanding of climate risk and vulnerability of food production systems

1.1 Climate and non-climate impacts on food production systems

1.2 GHG emissions from food production systems

Module 2: Climate mitigation and adaptation options for food production systems

2.1 The nexus of climate change, gender and agriculture and key international decisions under the United National Framework Convention on Climate Change (UNFCCC)

2.2 Adaptation and mitigation options of agriculture

2.3 Adaptation options of coastal fisheries

2.4 Climate Information Services

Module 3: Problem and Objective trees and Logical framework

3.1 Project objectives

3.2 Exercise

◆ Enhancing Climate Resilience in Tourism in the Pacific

Module 1: Understanding of risks of climate change impacts on tourism sector

1.1 Risks of climate change impacts on tourism

1.2 Basic knowledge of business implication of climate change

1.3 GHG emissions from the tourism sector

Module 2: Opportunities of the tourism to respond to climate change

2.1 possible options for tourism sector to respond to climate change

2.1.1 Ecosystem based approaches: coast, ocean, lake, forest and mountain

2.1.2 Resilient and low-carbon infrastructure, facilities and information management

2.1.3 Business risk management and recovery

2.2 Enhancing mainstreaming climate change in national tourism strategies and plans

Module 3: Problem and Objective trees and Logical framework

3.1 Project objectives

3.2 Exercise

◆ Enhancing climate resilience and safe water access in rural areas in the Pacific

Module 1: Understanding climate change risks and vulnerability of rural water access

Module 2: Adaptation and Mitigation options with innovative approaches

2.1 Technical solutions for safe water access from water source to households

2.2 Community-based management for rural safe water access: Case in Samoa

2.3 Cases in the Pacific

Module 3: Project formation and management

3.1 Problem and Objective trees and Logical Framework

3.1.1 Project objectives

3.1.2 Exercise on project logical framework

3.2 Project management, schedule and budget

3.2.1 Fundamentals of project management, schedule and budget planning

3.2.2 Group exercise on project schedule and budget

◆ Health Systems and Climate Change: Enhancing Resilient and Low-carbon Development in the Pacific

Module 1: Understanding of risks of climate change impacts on human health and health services, and GHG emission from health services

1.1 Risks of climate change impacts

1.2 Vulnerability and adaptation assessment

1.3 GHG emissions from health service

Module 2: Climate adaptation and mitigation options of health systems

2.1 Health workforce: surveillance, assessment, risk communication and planning

2.2 Facilities and Infrastructures

2.3 Policies and regulations

Module 3: Project planning

3.1 Logical Framework development

3.2 Exercise on project logical framework

Annex 2. List of Product Produced by the Project

**List of Product Produced by the Project**

1	Draft Concept Note - Design of Capacity Development Training Courses of the PCCC
2	Official invitations including the general information of training
3	Training materials
4	Training completion reports
5	List of participants
6	Call for applications for a mentoring service
7	Project formulation handbook for the practitioners in the Pacific
8	Online interview, post-6 months questionnaire survey.
9	Sustainability Plan - Delivering further Capacity Building Programs by the Pacific Climate Change Centre

## Project Design Matrix

**Project Title:** The Project for Capacity Building on Climate Resilience in the Pacific

**Implementing Agency:** Ministry of Natural Resources and Environment (MNRE)

**Version 0**


**Dated October 26, 2018**

**Target Group:** relevant ministries and institutions in 14 countries in the Pacific\*

**Period of Project:** 3 years (XX 2019 - XX 2022)

**Project Site:** Apia

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
<p><b>Overall Goal</b></p> <p>Capacities on climate resilience in the Pacific region are enhanced through establishment of training function of Pacific Climate Change Center (PCCC) as stated in the Vision for PCCC.</p>	<p>1. PCCC conducted XX** times of training by utilizing resources for training developed by the Project.</p> <p>2. XX%** of training participants in the 3 training programs in climate change area utilize training outcomes in their relevant work.</p> <p>3. PCCC coordination mechanism for climate change training is working.</p>	<p>1. Report of PCCC Advisory Board</p> <p>2. Tracer study of training participants</p> <p>3. PCCC Advisory Board report/PCCC training report</p>	/		
<p><b>Project Purpose</b></p> <p>Training function of PCCC is operationalized by enhancing its capacities in the areas of climate change (adaptation, access to finance and mitigation) in the Pacific region.</p>	<p>1. SPREP/PCCC develops sustainability plan of training outcomes as part of SPREP/PCCC's Performance Implementation Plan (PIP).</p> <p>2. XX%** of training participants utilize training outcomes in their relevant work.</p>	<p>1. Sustainability Plan and PIP</p> <p>2. Follow-up report</p>	<p>1. PCCC Strategy and Business Plan endorsed by member countries of SPREP does not change significantly to negatively affect on the project sustainability.</p> <p>2. SPREP continues training activities of PCCC by securing financial and human resources.</p>		
<p><b>Outputs</b></p> <p>1. Regular training program on climate change <b>adaptation</b> is established by PCCC.</p> <p>2. Regular training program on improvement of <b>access to climate finance</b> is established by PCCC.</p> <p>3. Ad-hoc training program on <b>mitigation</b> is established by PCCC.</p>	<p>1-1. Curriculum is developed based on the needs assessment.</p> <p>1-2. XX** (required No.) of experts are identified.</p> <p>1-3. Training materials are developed.</p> <p>1-4. XX** times of training are conducted.</p> <p>1-5. XX** of participants are trained.</p> <p>1-6. XX%** of participants highly evaluate the training program.</p> <p>2-1. Curriculum is developed based on the needs assessment.</p> <p>2-2. XX** (required No.) of experts are identified.</p> <p>2-3. Training materials are developed.</p> <p>2-4. XX** times of training are conducted.</p> <p>2-5. XX** of participants are trained.</p> <p>2-6. XX%** of participants highly evaluate the training program.</p> <p>3-1. Curriculum is developed based on the needs assessment.</p> <p>3-2. XX** (required No.) of experts are identified.</p> <p>3-3. Training materials are developed.</p> <p>3-4. XX** times of training are conducted.</p> <p>3-5. XX** of participants are trained.</p> <p>3-6. XX%** of participants highly evaluate the training program.</p>	<p>1-1. Needs assessment report and developed curriculum</p> <p>1-2. List of identified experts</p> <p>1-3. Developed training materials</p> <p>1-4. Record/reports of training</p> <p>1-5. Record/reports of training</p> <p>1-6. Evaluation sheets submitted by training participants</p> <p>2-1. Needs assessment report and developed curriculum</p> <p>2-2. List of identified experts</p> <p>2-3. Developed training materials</p> <p>2-4. Record/reports of training</p> <p>2-5. Record/reports of training</p> <p>2-6. Evaluation sheets submitted by training participants</p> <p>3-1. Needs assessment report and developed curriculum</p> <p>3-2. List of identified experts</p> <p>3-3. Developed training materials</p> <p>3-4. Record/reports of training</p> <p>3-5. Record/reports of training</p> <p>3-6. Evaluation sheets submitted by training participants</p>	<p>1. Counterpart staff continuously engage in the Project.</p> <p>2. SPREP/PCCC establishes PCCC's function as the centre for climate change training.</p>		

Activities	Inputs		Important Assumption
	The Japanese Side	The Samoan Side	
<p>0-1. Review existing resources (tools, modules, materials and experiences of regional trainings in climate change area)</p> <p>0-2. Explore opportunities for coordination with other climate change training initiatives in the Pacific</p> <p>0-3. Feed outputs and experiences of the Project into the process of developing PCCC as the centre for climate change training other than tertiary education in the Pacific</p> <p><b>1. Adaptation</b></p> <p>1-1. Conduct needs assessment on target groups in the Pacific region</p> <p>1-2. Identify appropriate training experts through the Regional Technical Support Mechanism (RTSM) and/or other resources.</p> <p>1-3. Develop curriculum and materials for regular-basis training</p> <p>1-4. Conduct trainings for relevant ministries and institutions of countries in the Pacific</p> <p>1-5. Review the curriculum based on the result of training</p> <p>1-6. Conduct follow-up activity for a country/countries after training</p>	<p>1) Long-term expert -Chief advisor -Project coordinator</p> <p>2) Short-term expert for specific technical issues</p> <p>3) Equipment for training if necessary</p> <p>4) Operational cost as necessary</p>	<p>1) Project director</p> <p>2) Project manager</p> <p>3) Relevant counterpart</p> <p>4) Office space in PCCC</p> <p>5) Training facility and equipment in PCCC</p> <p>6) Operational cost as necessary</p>	<p>Experts registered in RTSM collaborate by providing appropriate and necessary expertise and experiences for training curriculum.</p>
			Pre-Conditions
			<p>All the required actions are properly taken to assure that necessary facilities, equipment and staff for PCCC operation are installed in proper timing for the opening of PCCC.</p> <div style="text-align: center;">  </div>
			<Issues and countermeasures>
<p><b>2. Access to climate finance</b></p> <p>2-1. Conduct needs assessment on target groups in the Pacific region</p> <p>2-2. Identify appropriate training experts through the Regional Technical Support Mechanism (RTSM) and/or other resources.</p> <p>2-3. Develop curriculum and materials for regular-basis training</p> <p>2-4. Conduct trainings for relevant ministries and institutions of countries in the Pacific</p> <p>2-5. Review the curriculum based on the result of training</p> <p>2-6. Conduct follow-up activity for a country/countries after training</p> <p><b>3. Mitigation</b></p> <p>3-1. Conduct needs assessment on target groups in the Pacific region</p> <p>3-2. Identify appropriate training experts through the Regional Technical Support Mechanism (RTSM) and/or other resources.</p> <p>3-3. Develop curriculum and materials for occasional-basis training</p> <p>3-4. Conduct trainings for relevant ministries and institutions of countries in the Pacific</p>			

3-5. Review the curriculum based on the result of training			
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Note: \* 14 countries are Cook Islands, FSM, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, PNG, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu.

\*\* Target figures will be decided in the first 6 months of the project period.

## Annex 3-1 PDM Ver 1 (Feb. 2020)

## Project Design Matrix


**Project Title:** The Project for Capacity Building on Climate Resilience in the Pacific  
**Implementing Agency:** Ministry of Natural Resources and Environment (MNRE)  
 Secretariat of the Pacific Regional Environment Programme (SPREP)  
**Target Group:** relevant ministries and institutions in 14 countries in the Pacific\*  
**Period of Project:** 3 years (July 2019 - July 2022)  
**Project Site:** Apia

Version 1

Dated 6 February 2020

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
<b>Overall Goal</b> Capacities on climate resilience in the Pacific region are enhanced through establishment of training function of Pacific Climate Change Center (PCCC) as stated in the Vision for PCCC.	1. PCCC conducted 12 times of training by utilizing resources for training developed by the Project. 2. XX%** of training participants in the 3 training programs in climate change area utilize training outcomes in their relevant work. 3. PCCC coordination mechanism for climate change training is working.	1. Report of PCCC Advisory Board 2. Tracer study of training participants 23. PCCC Advisory Board report/PCCC training report			
<b>Project Purpose</b> Training function of PCCC is operationalized by enhancing its capacities in the areas of climate change (adaptation, access to finance and mitigation) in the Pacific region.	1. SPREP/PCCC develops sustainability plan of training outcomes as part of SPREP/PCCC's Performance Implementation Plan (PIP). 2. XX%** of training participants utilize training outcomes in their relevant work.	1. Sustainability Plan and PIP 2. Follow-up report	1. PCCC Strategy and Business Plan endorsed by member countries of SPREP does not change significantly to negatively affect on the project sustainability.  2. SPREP continues training activities of PCCC by securing financial and human resources.		
<b>Outputs</b> 1. Regular training program on climate change adaptation is established by PCCC.  2. Regular training program on improvement of access to climate finance is established by PCCC.  3. Ad-hoc training program on mitigation is established by PCCC.	1-1. Curriculum s developed based on the needs assessment. 1-2. 8 of experts are identified. 1-3. Training materials are developed. 1-4. 8 times of training are conducted. 1-5. 201 of participants are trained. 1-6. XX%** of participants highly evaluate the training program.  2-1. Curriculum s developed based on the needs assessment. 2-2. 5 (required No.) of experts are identified. 2-3. Training materials are developed. 2-4. 4 times of training are conducted. 2-5. 100 of participants are trained. 2-6. XX%** of participants highly evaluate the training program.  3-1. Curriculum is developed based on the needs assessment. 3-2. 3 of experts are identified. 3-3. Training materials are developed. 3-4. 5 times of training sessions are conducted as part of the above adaptation training program. 3-5. 120 of participants are trained. 3-6. XX%** of participants highly evaluate the training program.	1-1. Needs assessment report and developed curriculum 1-2. List of identified experts 1-3. Developed training materials 1-4. Record/reports of training 1-5. Record/reports of training 1-6. Evaluation sheets submitted by training participants  2-1. Needs assessment report and developed curriculum 2-2. List of identified experts 2-3. Developed training materials 2-4. Record/reports of training 2-5. Record/reports of training 2-6. Evaluation sheets submitted by training participants  3-1. Needs assessment report and developed curriculum 3-2. List of identified experts 3-3. Developed training materials 3-4. Record/reports of training 3-5. Record/reports of training 3-6. Evaluation sheets submitted by training participants	1. Counterpart staff continuously engage in the Project.  2. SPREP/PCCC establishes PCCC's function as the centre for climate change training.		



Activities	Inputs		Important Assumption
	The Japanese Side	The Samoan Side	
0-1. Review existing resources (tools, modules, materials and experiences of regional trainings in climate change area) 0-2. Explore opportunities for coordination with other climate change training initiatives in the Pacific 0-3. Feed outputs and experiences of the Project into the process of developing PCCC as the centre for climate change training other than tertiary education in the Pacific	1) Long-term expert - Chief advisor - Project coordinator  2) Short-term expert for specific technical issues  3) Equipment for training if necessary  4) Operational cost as necessary	1) Project director  2) Project manager  3) Relevant counterpart  4) Office space in PCCC  5) Training facility and equipment in PCCC  6) Operational cost as necessary	Experts registered in RTSM collaborate by providing appropriate and necessary expertise and experiences for training curriculum.
<b>1. Adaptation</b> 1-1. Conduct needs assessment on target groups in the Pacific region 1-2. Identify appropriate training experts through the Regional Technical Support Mechanism (RTSM) and/or other resources. 1-3. Develop curriculum and materials for regular-basis training 1-4. Conduct trainings for relevant ministries and institutions of countries in the Pacific 1-5. Review the curriculum based on the result of training 1-6. Conduct follow-up activity for a country/countries after training			<b>Pre-Conditions</b>  All the required actions are properly taken to assure that necessary facilities, equipment and staff for PCCC operation are installed in proper timing for the opening of PCCC.  
<b>3. Mitigation</b> 3-1. Conduct needs assessment on target groups in the Pacific region 3-2. Identify appropriate training experts through the Regional Technical Support Mechanism (RTSM) and/or other resources. 3-3. Develop curriculum and materials for occasional-basis training 3-4. Conduct trainings for relevant ministries and institutions of countries in the Pacific 3-5. Review the curriculum based on the result of training			<b>&lt;Issues and countermeasures&gt;</b>

Note: \* 14 countries are Cook Islands, FSM, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, PNG, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu.

\*\* Target figures will be decided in the first 6 months of the project period.

**Annex 3-2 PDM Ver 2 (Mar. 2021)**

**Annex2: Project Design Matrix**

**Project Title:** The Project for Capacity Building on Climate Resilience in the Pacific  
**Implementing Agency:** Ministry of Natural Resources and Environment (MNRE)  
 Secretariat of the Pacific Regional Environment Programme (SPREP)  
**Target Group:** relevant ministries and institutions in 14 countries in the Pacific\*  
**Period of Project:** 3.5 years (July 2019 - January 2023)  
**Project Site:** Apia

**Version 2**  
**Dated 5 March 2021**

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
<b>Overall Goal</b> Capacities on climate resilience in the Pacific region are enhanced through establishment of training function of Pacific Climate Change Center (PCCC) as stated in the Vision for PCCC.	1. PCCC conducted 12 times of training by utilizing resources for training developed by the Project. 2. XX%** of training participants in the 3 training programs in climate change area utilize training outcomes in their relevant work. 3. PCCC coordination mechanism for climate change training is working.	1. Report of PCCC Advisory Board 2. Tracer study of training participants 3. PCCC Advisory Board report/PCCC training report	/	1. Conducted 4 times of training. 2. Conducted a questionnaire survey to training participants of the 1st training in September 2019. At this moment, the project office confirmed that 75% of participants (n=6/8) are utilizing / utilized training outcomes. The indicator will be proposed and discussed during the 3rd JCC meeting. 3. The PCCC Advisory Board meeting was held in December 2020 and board members discussed and endorsed the PCCC Workplan 2020-2023 including CBCRP-PCCC training.	
<b>Project Purpose</b> Training function of PCCC is operationalized by enhancing its capacities in the areas of climate change (adaptation, access to finance and mitigation) in the Pacific region.	1. SPREP/PCCC develops sustainability plan of training outcomes as part of SPREP/PCCC's Performance Implementation Plan (PIP). 2. XX%** of training participants utilize training outcomes in their relevant work.	1. Sustainability Plan and PIP 2. Follow-up report	1. PCCC Strategy and Business Plan endorsed by member countries of SPREP does not change significantly to negatively affect on the project sustainability.  2. SPREP continues training activities of PCCC by securing financial and human resources.	1. Reviewed discussion paper on the sustainability plan during the 2nd JCC meeting and decided to discuss the sustainability plan in the 3rd JCC meeting. 2. Conducted a questionnaire survey to training participants who joined the 1st training in September 2019. At this moment, the project office confirmed that 75% of participants (n=6/8) are utilizing / utilized training outcomes.	
<b>Outputs</b> 1. Regular training program on climate change <b>adaptation</b> is established by PCCC.  2. Regular training program on improvement of <b>access to climate finance</b> is established by PCCC.  3. Ad-hoc training program on <b>mitigation</b> is established by PCCC.	1-1. Curriculum is developed based on the needs assessment. 1-2. 8 of experts are identified. 1-3. Training materials are developed. 1-4. 8 times of training are conducted. 1-5. 201 of participants are trained. 1-6. XX%** of participants highly evaluate the training program.  2-1. Curriculum is developed based on the needs assessment. 2-2. 5 of experts are identified. 2-3. Training materials are developed. 2-4. 4 times of training are conducted. 2-5. 100 of participants are trained. 2-6. XX%** of participants highly evaluate the training program.  3-1. Curriculum is developed based on the needs assessment. 3-2. 3 of experts are identified. 3-3. Training materials are developed. 3-4. 5 times of training sessions are conducted together with the above adaptation training program. 3-5. 126 of participants are trained. 3-6. XX%** of participants highly evaluate the training program.	1-1. Needs assessment report and developed curriculum 1-2. List of identified experts 1-3. Developed training materials 1-4. Record/reports of training 1-5. Record/reports of training 1-6. Evaluation sheets submitted by training participants  2-1. Needs assessment report and developed curriculum 2-2. List of identified experts 2-3. Developed training materials 2-4. Record/reports of training 2-5. Record/reports of training 2-6. Evaluation sheets submitted by training participants  3-1. Needs assessment report and developed curriculum 3-2. List of identified experts 3-3. Developed training materials 3-4. Record/reports of training 3-5. Record/reports of training 3-6. Evaluation sheets submitted by training participants	1. Counterpart staff continuously engage in the Project.  2. SPREP/PCCC establishes PCCC's function as the centre for climate change training.	1-1. 2 curriculums for coastal management and climate science were developed. 1-2. 4 experts (2 for coastal management and 2 for climate science) were identified. 1-3. 2 sets of training materials for coastal management and climate science were developed. 1-4. 2 trainings on coastal management and climate science were conducted. 1-5. 64 participants (24 for coastal management and 40 for climate science) completed the training. 1-6. The 1st training in Nov. 2019 was highly evaluated as "excellent" by 85% of participants (n=12/14) and the 2nd training in Sept 2020 by 62% (n=16/26) (average of 2 program is 73%). The indicator will be proposed and discussed during the 3rd JCC meeting. 2-1. 2 curriculums for "essentials", and "gender, social inclusion and safeguards" were developed. 1-2. 4 experts were identified. 1-3. 2 sets of training materials for "essentials", and "gender, social inclusion and safeguards" were developed. 1-4. 2 trainings on "essentials", and "gender, social inclusion and safeguards" were conducted. 1-5. 52 participants (32 for "essentials" and 20 for "gender, social inclusion and safeguards") completed the training. 1-6. The training was highly evaluated as "excellent" by 76% of participants (n=16/21). The indicator will be proposed and discussed during the 3rd JCC meeting. 3-1. 2, 3, 4, 5, 6. N/A	

all, [Signature], [Signature], [Signature], [Signature]





**Annex 3-3 PDM Ver 3 (Sep. 2021)**

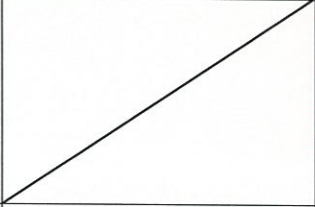
**Project Design Matrix**

**Project Title:** The Project for Capacity Building on Climate Resilience in the Pacific  
**Implementing Agency:** Ministry of Natural Resources and Environment (MNRE)  
 Secretariat of the Pacific Regional Environment Programme (SPREP)  
**Target Group:** relevant ministries and institutions in 14 countries in the Pacific\*  
**Period of Project:** 3.5 years (July 2019 - January 2023)  
**Project Site:** Apia


**Version 3**

**Annex 7**

**Dated 27 September 2021**

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
<p><b>Overall Goal</b>                      Capacities on climate resilience in the Pacific region are enhanced through establishment of training function of Pacific Climate Change Center (PCCC) as stated in the Vision for PCCC.</p>	<p>1. PCCC conducted 12 times of training by utilizing resources for training developed by the Project.                      2. 70%** of training participants in the 3 training programs in climate change area utilize training outcomes in their relevant work.                      3. PCCC coordination mechanism for climate change training is working.</p>	<p>1. Report of PCCC Advisory Board                      2. Tracer study of training participants                      3. PCCC Advisory Board report/PCCC training report</p>		<p>1. Conducted 6 times of training.                      2. Conducted a questionnaire survey to ex-participants of the 1st to 4th training. At this moment, 77% of participants (n=34/44) have utilized their training outcomes.                      3. The PCCC Advisory Board meeting was held in May 2021 and board members shared the updates and discussed other substantive matters including the CBCRP-PCCC training programs.</p>	
<p><b>Project Purpose</b>                      Training function of PCCC is operationalized by enhancing its capacities in the areas of climate change (adaptation, access to finance and mitigation) in the Pacific region.</p>	<p>1. SPREP/PCCC develops sustainability plan of training outcomes as part of SPREP/PCCC's Performance Implementation Plan (PIP).                      2. 70%** of training participants utilize training outcomes in their relevant work.</p>	<p>1. Sustainability Plan and PIP                      2. Follow-up report</p>	<p>1. PCCC Strategy and Business Plan endorsed by member countries of SPREP does not change significantly to negatively affect on the project sustainability.                       2. SPREP continues training activities of PCCC by securing financial and human resources.</p>	<p>1. The 2nd JCC meeting reviewed discussion paper on the sustainability plan.                      2. Conducted a questionnaire survey to ex-participants of the 1st to 4th training. At this moment, 77% of participants (n=34/44) have utilized their training outcomes.</p>	
<p><b>Outputs</b>                      1. Regular training program on climate change adaptation is established by PCCC.                       2. Regular training program on improvement of access to climate finance is established by PCCC.</p>	<p>1-1. Curriculum is developed based on the needs assessment.                      1-2. 8 of experts are identified.                      1-3. Training materials are developed.                      1-4. 8 times of training are conducted.                      1-5. 201 of participants are trained.                      1-6. 70%** of participants highly evaluate the training program.                       2-1. Curriculum is developed based on the needs assessment.                      2-2. 5 of experts are identified.                      2-3. Training materials are developed.                      2-4. 4 times of training are conducted.                      2-5. 100 of participants are trained.                      2-6. 70%** of participants highly evaluate the training program.</p>	<p>1-1. Needs assessment report and developed curriculum                      1-2. List of identified experts                      1-3. Developed training materials                      1-4. Record/reports of training                      1-5. Record/reports of training                      1-6. Evaluation sheets submitted by training participants                       2-1. Needs assessment report and developed curriculum                      2-2. List of identified experts                      2-3. Developed training materials                      2-4. Record/reports of training                      2-5. Record/reports of training                      2-6. Evaluation sheets submitted by training participants</p>	<p>1. Counterpart staff continuously engage in the Project.                       2. SPREP/PCCC establishes PCCC's function as the centre for climate change training.</p>	<p>1-1. 5 curriculums for coastal management, climate science, disaster risk reduction, ecosystem, food production system were developed.                      1-2. X experts (2 for coastal management, 2 for climate science, 1 for DRR, 4 for ecosystem and X for food) were identified.                      1-3. 5 sets of training materials for coastal management, climate science, DRR, ecosystem and food were developed.                      1-4. 4 trainings on coastal management, climate science, DRR, ecosystem were conducted.                      1-5. 127 participants (23 for coastal management, 37 for climate science, 26 for DRR, and 37 for ecosystem) completed the training.                      1-6. The training has been highly evaluated as "excellent" by 73.36% of participants on average across 4 adaptation training (coastal management: 85.71%, climate science: 60.00%, DRR: 71.43%, ecosystem: 76.32%)                       2-1. 2 curriculums for "essentials", and "gender, social inclusion and safeguards" were developed.                      1-2. 4 experts (1 for climate finance essentials, 2 for gender, 1 for Environmental assessment) were identified.                      1-3. 2 sets of training materials for "essentials", and "gender, social inclusion and safeguards" were developed.                      1-4. 2 trainings on "essentials", and "gender, social inclusion and safeguards" were conducted.                      1-5. 52 participants (32 for "essentials" and 20 for "gender, social inclusion and safeguards") completed the training.                      1-6. The training has been highly evaluated as "excellent" by 80% of participants.</p>	

<p>3. Ad-hoc training program on <b>mitigation</b> is established by PCCC.</p>	<p>3-1. Curriculum is developed based on the needs assessment.          3-2. 3 of experts are identified.          3-3. Training materials are developed.          3-4. 5 times of training sessions are conducted together with the above adaptation training program.          3-5. 126 of participants are trained.          3-6. <b>70%**</b> of participants highly evaluate the training program.</p>	<p>3-1. Needs assessment report and developed curriculum          3-2. List of identified experts          3-3. Developed training materials          3-4. Record/reports of training          3-5. Record/reports of training          3-6. Evaluation sheets submitted by training participants</p>	<p><b>1-1. 2 curriculums for ecosystem and food production system were developed.</b>  <b>1-2. X experts (4 for ecosystem and X for food) were identified.</b>  <b>1-3. 2 sets of training materials for ecosystem and food were developed.</b>  <b>1-4. 1 training on ecosystem were conducted.</b>  <b>1-5. 41 participants for ecosystem completed the training.</b>  <b>1-6. The training has been highly evaluated as "excellent" by 76.32% of participants of 1 mitigation ad-hoc training on ecosystem.</b></p>
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Activities	Inputs		Important Assumption
	The Japanese Side	The Samoan Side	
<p>0-1. Review existing resources (tools, modules, materials and experiences of regional trainings in climate change area)</p> <p>0-2. Explore opportunities for coordination with other climate change training initiatives in the Pacific</p> <p>0-3. Feed outputs and experiences of the Project into the process of developing PCCC as the centre for climate change training other than tertiary education in the Pacific</p> <p><b>1. Adaptation</b></p> <p>1-1. Conduct needs assessment on target groups in the Pacific region</p> <p>1-2. Identify appropriate training experts through the Regional Technical Support Mechanism (RTSM) and/or other resources.</p> <p>1-3. Develop curriculum and materials for regular-basis training</p> <p>1-4. Conduct trainings for relevant ministries and institutions of countries in the Pacific</p> <p>1-5. Review the curriculum based on the result of training</p> <p>1-6. Conduct follow-up activity for a country/countries after training</p> <p><b>2. Access to climate finance</b></p> <p>2-1. Conduct needs assessment on target groups in the Pacific region</p> <p>2-2. Identify appropriate training experts through the Regional Technical Support Mechanism (RTSM) and/or other resources.</p> <p>2-3. Develop curriculum and materials for regular-basis training</p> <p>2-4. Conduct trainings for relevant ministries and institutions of countries in the Pacific</p> <p>2-5. Review the curriculum based on the result of training</p> <p>2-6. Conduct follow-up activity for a country/countries after training</p> <p><b>3. Mitigation</b></p> <p>3-1. Conduct needs assessment on target groups in the Pacific region</p> <p>3-2. Identify appropriate training experts through the Regional Technical Support Mechanism (RTSM) and/or other resources.</p> <p>3-3. Develop curriculum and materials for occasional-basis training</p> <p>3-4. Conduct trainings for relevant ministries and institutions of countries in the Pacific</p> <p>3-5. Review the curriculum based on the result of training</p>	<p>1) Long-term expert -Chief advisor -Project coordinator</p> <p>2) Short-term expert for specific technical issues</p> <p>3) Equipment for training if necessary</p> <p>4) Operational cost as necessary</p>	<p>1) Project director</p> <p>2) Project manager</p> <p>3) Relevant counterpart</p> <p>4) Office space in PCCC</p> <p>5) Training facility and equipment in PCCC</p> <p>6) Operational cost as necessary</p>	<p>Experts registered in RTSM collaborate by providing appropriate and necessary expertise and experiences for training curriculum.</p> <hr/> <p style="text-align: center;"><b>Pre-Conditions</b></p> <p>All the required actions are properly taken to assure that necessary facilities, equipment and staff for PCCC operation are installed in proper timing for the opening of PCCC.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">&lt;Issues and countermeasures&gt;</p>

Note: \* 14 countries are Cook Islands, FSM, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Palau, PNG, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu.  
 \*\* Target figures will be decided in the first 6 months of the project period.

## Annex 3-4 PDM Ver 4 (Jul. 2022)

## Project Design Matrix

**Project Title:** The Project for Capacity Building on Climate Resilience in the Pacific  
**Implementing Agency:** Ministry of Natural Resources and Environment (MNRE)  
 Secretariat of the Pacific Regional Environment Programme (SPREP)

**Target Group:** relevant ministries and institutions in 14 countries in the Pacific\*

**Period of Project:** 3.5 years (July 2019 - January 2023)

**Project Site:** Apia

**Version 4**

**Dated July 2022**

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
<p><b>Overall Goal</b>            Capacities on climate resilience in the Pacific region are enhanced through establishment of training function of Pacific Climate Change Center (PCCC) as stated in the Vision for PCCC.</p>	<p>1. PCCC conducted 12 times of training by utilizing resources for training developed by the Project.            2. 70% of training participants in the 3 training programs in climate change area utilize training outcomes in their relevant work.            3. PCCC coordination mechanism for climate change training is working.</p>	<p>1. Report of PCCC Advisory Board            2. Tracer study of training participants            3. PCCC Advisory Board report/PCCC training report</p>	/	<p>1. Conducted 9 times of training.            2. Conducted a questionnaire survey to former-participants of the 1st to 7th training. 74% of participants from PICs (n=46/62) have utilized their training outcomes.            3. PCCC has periodically held the Advisory Board meeting and board members discussed substantive matters including the CBCRP-PCCC training programs.</p>	
<p><b>Project Purpose</b>            Training function of PCCC is operationalized by enhancing its capacities in the areas of climate change (adaptation, access to finance and mitigation) in the Pacific region.</p>	<p>1. SPREP/PCCC develops sustainability plan of training outcomes as part of SPREP/PCCC's Performance Implementation Plan (PIP).            2. 70% of training participants utilize training outcomes in their relevant work.</p>	<p>1. Sustainability Plan and PIP            2. Follow-up report</p>	<p>1. PCCC Strategy and Business Plan endorsed by member countries of SPREP does not change significantly to negatively affect on the project sustainability.             2. SPREP continues training activities of PCCC by securing financial and human resources.</p>	<p>1. The 3rd JCC meeting reviewed the draft sustainability plan and agreed to finalize the plan in the 4th JCC meeting in October 2022.            2. Conducted a questionnaire survey to former-participants of the 1st to 7th training. 74% of participants from PICs (n=46/62) have utilized their training outcomes.</p>	
<p><b>Outputs</b>            1. Regular training program on climate change <b>adaptation</b> is established by PCCC.             2. Regular training program on improvement of <b>access to climate finance</b> is established by PCCC.</p>	<p>1-1. Curriculum is developed based on the needs assessment.            1-2. 8 of experts are identified.            1-3. Training materials are developed.            1-4. 8 times of training are conducted.            1-5. 201 of participants are trained.            1-6. 70% of participants highly evaluate the training program.             2-1. Curriculum is developed based on the needs assessment.            2-2. 5 of experts are identified.            2-3. Training materials are developed.            2-4. 4 times of training are conducted.            2-5. 100 of participants are trained.            2-6. 70% of participants highly evaluate the training program.</p>	<p>1-1. Needs assessment report and developed curriculum            1-2. List of identified experts            1-3. Developed training materials            1-4. Record/reports of training            1-5. Record/reports of training            1-6. Evaluation sheets submitted by training participants             2-1. Needs assessment report and developed curriculum            2-2. List of identified experts            2-3. Developed training materials            2-4. Record/reports of training            2-5. Record/reports of training            2-6. Evaluation sheets submitted by training participants</p>	<p>1. Counterpart staff continuously engage in the Project.             2. SPREP/PCCC establishes PCCC's function as the centre for climate change training.</p>	<p>1-1. 8 curriculums for coastal management, climate science, disaster risk reduction, ecosystem, food, tourism, water and health were developed.            1-2. 26 experts (2 for coastal management, 2 for climate science, 1 for DRR, 4 for ecosystem, 6 for food and 4 for tourism, 4 for water, and 3 for health) were identified.            1-3. 7 sets of training materials for coastal management, climate science, DRR, ecosystem, food, tourism, and water were developed.            1-4. 7 times of training on coastal management, climate science, DRR, ecosystem, food, tourism, and water were conducted.            1-5. 227 participants from PICs (23 for coastal management, 37 for climate science, 26 for DRR, 37 for ecosystem, 29 for food, 21 for tourism, 54 for water) completed the training.            1-6. The training has been highly evaluated as "excellent" by 72.89% of participants from PICs on average across 5 adaptation training (coastal management: 85.71% (=12/14), climate science: 60.00% (=15/25), DRR: 71.43% (=20/28), ecosystem: 75.68% (=28/37), food: 79.31% (=23/29), tourism 71.43 (=15/21), water 66.67% (=36/54)).             2-1. 4 curriculums for "essentials", "gender, social inclusion and safeguards", "Project planning, budgeting and scheduling" and "Project execution, monitoring and evaluation" were developed.            2-2. 8 experts (1 for climate finance essentials, 2 for gender, 1 for Environmental assessment, 2 for planning and 3 for monitoring and evaluation) were identified.            2-3. 4 sets of training materials were developed.            2-4. 2 times of training on "essentials", and "gender, social inclusion and safeguards" were conducted.            2-5. 52 participants from PICs (32 for "essentials" and 20 for</p>	

<p>3. Ad-hoc training program on <b>mitigation</b> is established by PCCC.</p>	<p>3-1. Curriculum is developed based on the needs assessment.  3-2. 3 of experts are identified.  3-3. Training materials are developed.  3-4. 5 times of training sessions are conducted together with the above adaptation training program.  3-5. 126 of participants are trained.  3-6. 70% of participants highly evaluate the training program.</p>	<p>3-1. Needs assessment report and developed curriculum  3-2. List of identified experts  3-3. Developed training materials  3-4. Record/reports of training  3-5. Record/reports of training  3-6. Evaluation sheets submitted by training participants</p>	<p>"gender, social inclusion and safeguards") completed the training.  2-6. The training has been highly evaluated as "excellent" by 80% of participants ("essentials": 80% (=16/20), "gender, social inclusion and safeguards": 80% (=16/20))</p> <p>3-1. 5 curriculums for ecosystem, food, tourism, water and health were developed.  3-2. 12 experts (4 for ecosystem, 2 for food and 4 for tourism, 2 for health) were identified.  3-3. 4 sets of training materials for ecosystem, food, tourism and water) was developed.  3-4. 4 times of training on ecosystem, food, tourism, and water were conducted.  3-5. 141 participants from PICs (37 for ecosystem, 29 for food, 21 for tourism, 54 for water) completed the training.  3-6. The training has been highly evaluated as "excellent" by 73.27% of participants from PICs on average across 2 adaptation training (ecosystem: 75.68% (=28/37), food: 79.31% (=23/29), tourism 71.43 (=15/21), water 66.67% (=36/54)).</p>
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