



Argument

Premise I<sup>R</sup>

Premise II<sup>D</sup>

Conclusion

Write-shop on:

# Climate Finance Readiness

Visual Report

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**The Write-shop was organised by:**

The German Agency for International Cooperation, GIZ, at ACCRA Programme Office at CCARDESA Secretariat, Gaborone, Botswana

**...and conducted by:**

Mr. Frank Udo Höggel, Centre for Development and Environment, University of Bern, Switzerland

Mr. Silas Irea, Development Management Consultants, Publix (Africa) Ltd., P.O.Box 851 - 00502 Nairobi

**...at:** The Blue Tree Café, Gaborone, Botswana



## **Training Course objectives**

Participants are expected to acquire an overview of accessible funding sources and to understand principles of writing project proposals for funding, considering the specific requirements of women and youths. In particular participants are expected to acquire:

- an understanding of main impacts of climate change in the agricultural sector;
- an overview of available funding sources notably for adaptation;
- an understanding of main principles of accessing climate finance;
- an understanding of the principles of establishing coherent bankable investment proposals for climate finance and the logic of environmental and social safeguards;
- an understanding of main processes for submitting project proposals;
- an understanding of typical assessment criteria applied by funding institution;
- the ability to take initial steps to conceptualize funding proposals;

## **Course method**

The write-shop practices the writing of various proposal chapters of the Green Climate Fund, GCF based on cases suggested by participants. The cases are project ideas at various stages of completeness. The write-shop consists of 5 groups, each of them working on one case specifically. Each working group then presents the group's results to their peers. Such feedback and the responses of the peers represents the main learning element of the write-shop. A limited input on climate change basics and on vulnerability analyses preceded the main write-shop.

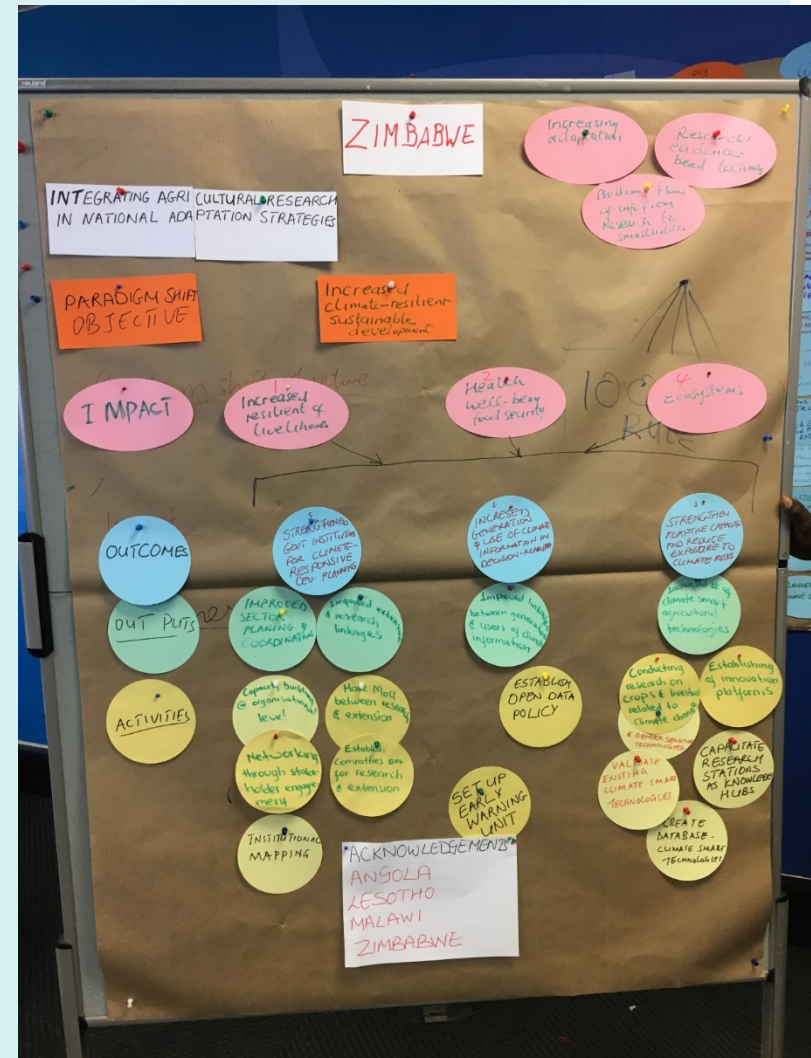


## Report structure

This report describes and analyses the major topics and results of the group works of the write-shop. The report further identifies learnings important for the continued development of the write-shop approach.

This report uses a recurrent chapter structure:

1. Topic
2. Description
3. Learning and Conclusion





# Week's Programme Overview

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Introduction to course</b> <b>Introduction to climate funds</b> <b>Preparation day</b>	<b>Vulnerability analysis &amp; proposal logframe</b>  <b>Core write-shop</b>	<b>Logframe &amp; Justification for Funding</b>  <b>Core write-shop</b>	<b>Paradigm shift potential &amp; sustain. dev.</b>  <b>Core write-shop</b>	<b>Other GCF chapters</b> <b>Further funding</b>  <b>Conclusion</b>
<ul style="list-style-type: none"> <li>• Official opening, <b>Introduction</b> general</li> <li>• Information on Material &amp; Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Revisiting <b>vulnerability analyses (VA), examples</b> from participants</li> <li>• From VA to <b>preparing a funding proposal?</b> Various examples</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Log-Frame &amp; Group work</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Paradigm Shift Potential</b> through GCF involvement &amp; <b>Groupwork</b></li> <li>• <b>Q &amp; A session</b> Dr. Lessolle</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Impact Potential</b> cont.&amp; <b>Groupwork</b></li> <li>• Introduction: Remaining <b>GCF chapters</b></li> <li>• Introduction: Other <b>Climate funding sources</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Climate change basics</b>, Setting a baseline of understanding</li> <li>• <b>Introduction to cases</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>External input:</b> Dr. Lessolle on vulnerability</li> </ul>			
<ul style="list-style-type: none"> <li>• Introduction to <b>GCF proposal</b></li> <li>• Using <b>cases into GCF proposal</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to <b>Social and Environmental Safeguards</b> in GCF proposals</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Value addition</b> from GCF involvement &amp; <b>Group work</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Impact Potential &amp; Groupwork</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Conclusion, evaluation and certification</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Practicing the case method:</b> fitting a case into chapter A3 of the GCF proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to <b>GCF Log-Frame &amp; Groupwork</b> based on cases</li> </ul>			

## Topic: Introduction, material & methods

The introduction to the course presents a course overview, the contents and elaborated on the methods to be used. The importance of the cases for the various sessions to be trained is specifically highlighted.

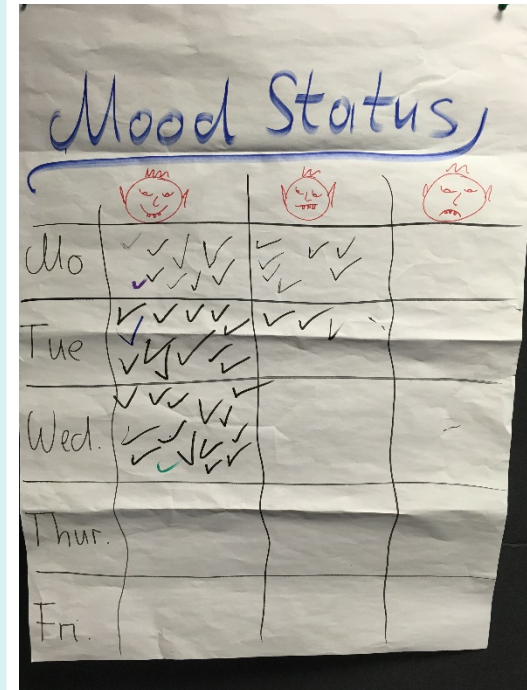
**-Co-Management Committee:** A co-management committee (CMC) supports the course management in terms of observing participants' reactions and suggestion to the conduct of the course in general. The trainers exchange with the CMC member at the end of each day to reflect on the day and discuss modification to the course contents or the course procedure, if required.

**-Left over box:** A box into which participants could place left over questions or additional question on certain topics which could not be dealt with exhaustively and for which they required further explanation is fixed in the room.

**-Mood barometer:** A sheet onto which participants can indicate their daily mood status at the end of each day is used to measure the participants' mood so to be able to react quickly to possible negative mood changes within the group.

**-Electronic course information:** Participants are informed that all modules, presentations and relevant documents will be made available to them at the end of the course on a USB stick.

**-Presenting each other:** Participants introduce each other on a sheet by indicating their professional coordinates and their individual professional backgrounds.



# Topic: Climate change basics & introduction to cases



## Description

The input presentation reflects on basic aspect of climate change and focusses on adaptation and mitigation. Elements important in the context of writing a climate finance proposal, for example the differences between climate signals, effects and impacts, are specifically dwelt on.

A final discussion relates the presentation to the working realities of participants and highlights the importance of understanding climate change basics to the task of drafting climate finance proposals.

The test cases, practical cases suggested from participants, are introduced and reflected on in terms of working on these cases for the course.

## Learning and Conclusion

The presentation contributes to creating a levelled understating about basic aspects of climate change and establishes docking points to climate finance proposals. It is a required input to create a common platform of understanding. This in turn offers the context for entering into discussions about the actual topic at hand, in this case climate finance readiness.

The IPCC and its publications ( 5.assessment report and glossaries) can now be used more meaningfully for the purpose of designing climate finance proposals.

The participants' cases need to be well prepared in advance so that every group member can gain the required insights into the case so to have the participant contributing meaningfully to the group-work.

### Climate Signals

- change in temperature patterns
- change in precipitation patterns
- increase in extreme weather events (storms, heat waves...)
- melting of pole caps, glaciers and permafrost
- sea-level rise
- ocean acidification
- ...

### Effects

- droughts
- change of natural systems' productivity
- increase in forest fires
- exceptional floods
- loss of land
- health issues
- ...

### Impact

- food insecurity
- loss of income
- ...
- vulnerable livelihoods
- economic damages

# Topic: GCF proposal, cases and practicing a test case

## Description

The Proposal format of the GCF is introduced . Each participants has an empty proposal format in the workshop folder. Only those subchapters that are to be trained during this training are explained indetail.

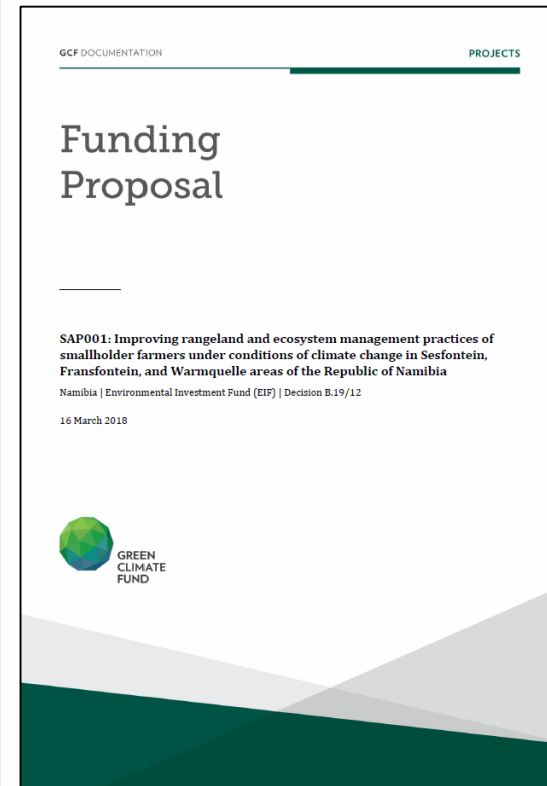
The participants' cases are revisited and the methods and process of practicing the case by using a specific subchapter of the GCF proposal discussed and explained.

## Learning and Conclusion

The complexity and approach of the GCF proposal format is new to most participants. At this moment only those chapters that are important to the coming write-shop days are presented and discussed. By using sample case, like the sanctioned Namibia project on rangelands, participant begin understanding the overall approach of the GCF proposal process.

Testing the practical application of writing a GCF chapter (C3. Strategic Context) by using a participants' case from Mauritius lets participants experience the intention and direction of the write-shop. The test case is well perceived and participants support the approach of the write shop.

Working on a test case prior to the beginning of the writing part of the write-shop prepares participants for working on the reals cases.





# Topic: Understanding vulnerability as the basis for funding proposals, examples



## Description

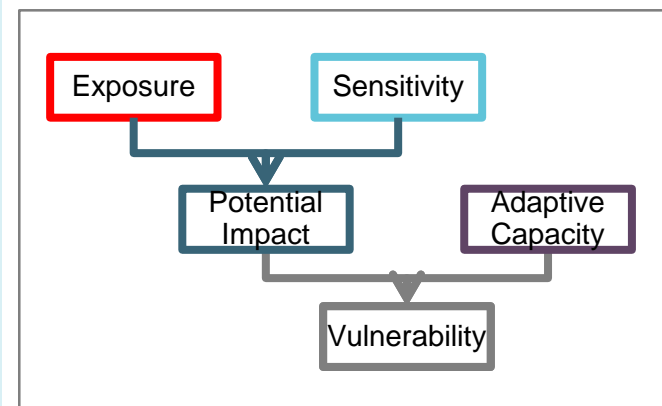
A thorough understanding of the vulnerability context in a given situation is the basis for a well founded proposal for climate finance. One of the vulnerability formulae is presented and explained. The various contributing factor which determine vulnerability are explained and also practiced in a board exercise.

Various examples of vulnerability assessments are shown and briefly discussed. Methods and major lines of argumentation in these vulnerability assessments are highlighted and discussed.

## Learning and Conclusion

The understanding and knowledge on the structure and the messages of vulnerability analyses is basic to arguing for climate finance in GCF proposals. Using sample cases of vulnerability analyses demonstrates clearly the important lines or argument in a GCF proposal which are, in turn informed by vulnerability assessments.

An external input on vulnerability by Dr Lesolle, University of Botswana, presents the very local aspects of vulnerability, specifically those related to gender and youths as well as the inclusion of extreme poor persons into GCF proposals. The input is unanimously well received as it highlights the local (Botswana) situation of vulnerability.



# Topic: Social & environmental safeguards



## Description

The intention of social & environmental safeguards for GCF proposals is explained using various support documents of the GCF.

Examples of how these safeguard measures influence a proposal design are shown using the example of the sanctioned Namibia rangeland project and the Zambia energy project.

## Learning and Conclusion

Specific aspects for consideration, like social and environmental safeguards, in a proposal writing process often suffer from being treated step-motherly as the major attention of a proposal writing process is on securing of funds.

It is important to show that this is not just an act of adding some social and environmental safeguards to an otherwise complete proposal. But that the inclusion of such measures has a functional influences on the proposal development itself.



## Topic: Log frame

### Description

The log frame of the GCF proposal (chapter H) is presented and explained in a wider context, that is by describing the importance of the log frame in any proposal. The linkages of the log frame in a proposal to the problem analysis in a project is also explained.

The specific situation of the GCF log frame in the sense of the higher impact and outcome being predefined is explained. This means that proposal ideas have to fit into the given log frame of the GCF.

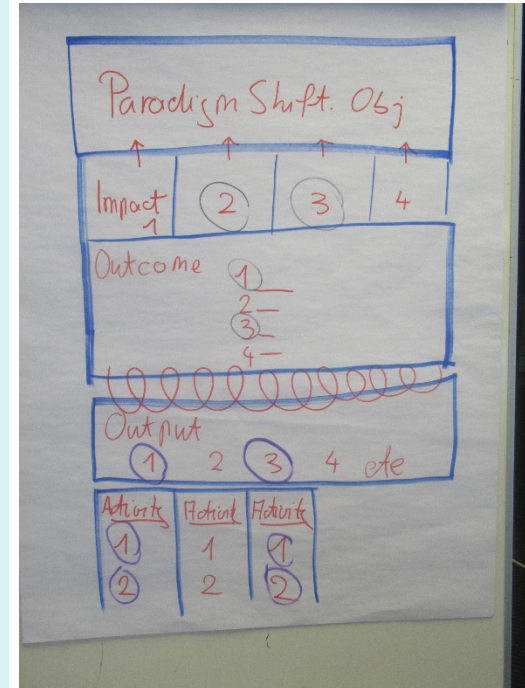
The groups spent the major part of the day on working on their cases, fitting these into the GCF log frame.

The subsequent presentation of the group-work indicates that the procedure itself had been understood but that various gaps in the logic still remained.

### Learning and Conclusion

The situation of major parts of a log frame being predefined is new to participants. Various examples are cited to explain the point that the GCF itself has a higher paradigm shift objective, into which any proposal needs to fit. The actual planning of a proposal therefore, only starts from the output down to activities.

Once again, like in many other trainings, it becomes apparent that 'logic' has a cultural specificity and the logical chain may be perceived differently by actors from various global backgrounds.



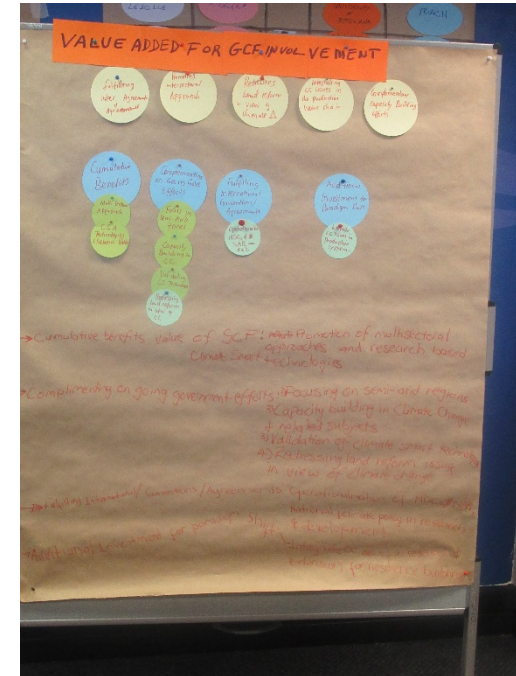
## Topic: Value addition from GCF

### Description

The chapter is explained theoretically as well as by using the example of the Namibia rangeland case. Here the importance of clearly separating the reasoning why GCF support is required as against own resources is stressed.

### Learning and Conclusion

The challenge of this chapter is to describe and justify a combined effort in which a country has own resources for a project yet needs support for the same project due to various climate related challenges which are developing parallel to the project implementation. The exercise focusses on identifying reasons for additional GCF involvement in a project in consideration of other alternatives.



## Topic: Paradigm shift potential

### Description

The intention and approach of this chapter is explained in detail. GCF intends with this chapter to highlight the importance of proposing projects which have a wider change potential than the usual project thinking approach allows for. A degree of 'out of the box' thinking is required.

Various examples from other sanctioned GCF projects are worked on to make the GCF intention clear.

### Learning and Conclusion

This GCF proposal chapter is similarly challenging as the GCF chapter on the log frame. Many participants are used to the 'project – only' thinking, because the working and thinking structures in most of the day-to-day working situations of participants do not allow for a broader project concepts. However, such 'project-only' thinking is exactly what GCF does not want to promote.

By using live examples from the working realities of many participants the concept of 'paradigm shift' as promoted by GCF is discussed lively and understood. This paradigm shift session is later judged in the evaluations as interesting and very informative.



## Topic: Impact potential



### Description

The intention and approach of this chapter is explained in detail. This chapter requires proponents to specify what impact they expect from a GCF involvement and in which way this impact tackles the vulnerability for which a project is proposed. Here again the challenge is to specify the uniqueness of an expected impacted impact over and above the 'usual' impact of a regular project.

### Learning and Conclusion

When doing this case, participants are challenged to think about and define what the unique benefit from a GCF involvement is expected to be and how it can represent an additional achievement over and above the regular interventions.

Participants are still challenged to move away from the 'project only' thinking towards combining and synergising the impact from a proposed GCF involvement with usual Government project interventions.



## Topic: Remaining GCF chapters & other climate finance funds



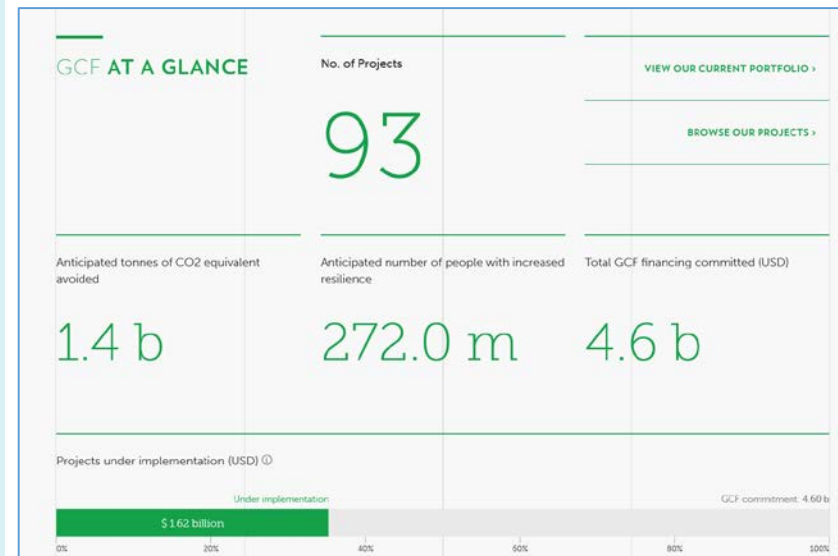
**Description:** a round-up session on the last day aims at completing the picture of the GCF proposal landscape. This helps participants in putting those selected chapters the course worked on over the preceding days into an overall proposal picture. The last session aims at informing participants on other climate finance opportunities specifically for Africa. This information is distributed as hardcopies to participants.

### Learning and Conclusion

Participants ask several questions pertaining to the overall management of a proposal development. In particular questions around the form of support to be requested for, for example a grant, equity, security or a loan are important.

In particular also question around those national agencies which can help in proposal development are important. Another such write shop should ideally also incorporate these aspects.

Regarding the other climate finance opportunities participants requested additional and more detailed information on these funds, especially more information on the proposal details of these funds.



### 3. Closing Session

The internal closing session invites participants to revisit all session and conclude on the benefits of the proceedings and the way in which the training was conducted.

The reflections by the participants are very positive. In particular the interactive and involving learning style was appreciated as well the use of local examples (cases).

A separate written evaluation is conducted thereafter. Results of this evaluation are available with the GIZ office, Gaborone.

The certificates were handed over to all participants by Dr. Mwale, Executive Director of CCARDESA and Dr Nill, Programme Manager, SADC Adaptation to Climate Change in Rural Areas in Southern Africa (ACCRA).

The write shop close at 15:00.

