Key stakeholder?

# National Adaptation Plan (NAP)
# Country-level training

## Institutions for National Adaptation Planning

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On behalf of

Federal Ministry
for Economic Cooperation
and Development

In cooperation with

NAP-GSP
NATIONAL ADAPTATION PLAN GLOBAL SUPPORT PROGRAMME

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# Main messages

- Clear institutional arrangements for NAPs are essential from the outset

- Institutions have a role in delivering specific NAP outcomes, such as coordination and prioritisation

- There are likely to be a number of key institutions that need to be involved (stakeholders)

- There are barriers that institutions commonly face in delivering NAP outcomes

- Yet these barriers have tried and tested solutions: how are countries addressing those barriers?

# What do we need to discuss?

- The key roles that public sector institutions should play in national adaptation planning and budgeting;

- Who the main stakeholders are likely to be and their interests;

- The most common institutional barriers to adaptation planning and how these can be overcome.
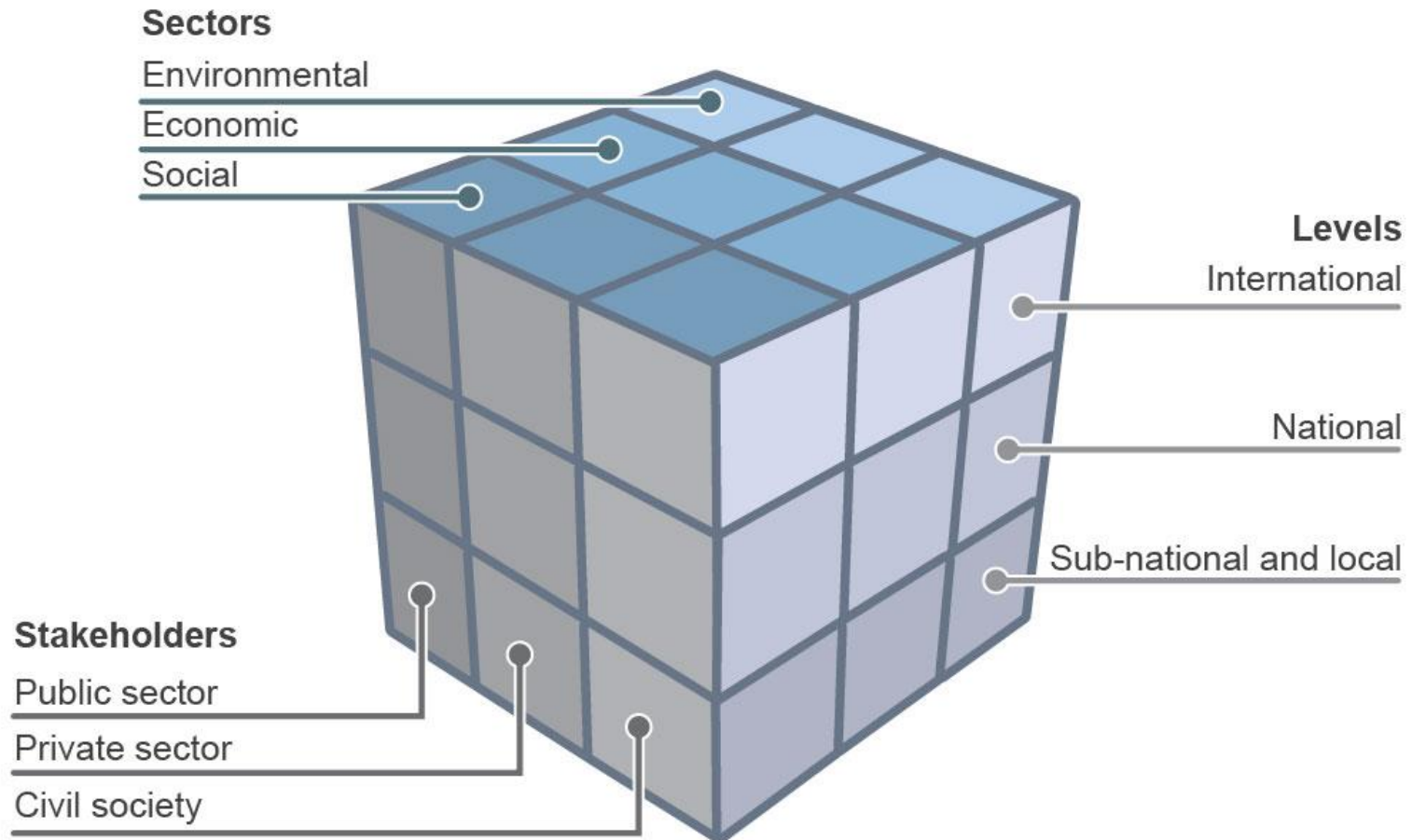
# NAP-relevant institutions

- Cabinet/senate/parliament

- Lead agency

- Departments and ministries

- Key sectors: Planning, Finance, Local Government

- National coordinating committee

- Technical group

- Wider reference group

# A mix of NAP stakeholders to consider



**Sectors**
Environmental
Economic
Social

**Levels**
International
National
Sub-national and local

**Stakeholders**
Public sector
Private sector
Civil society

# The primary role of NAP institutions is to **coordinate** different actors at multiple levels to achieve two key outcomes:

- Consensus on adaptation priorities (Key actor: Ministry of Planning or Economy);

- Sharing of knowledge for decision-making (Key actor: Research and Training institutions).

Enabling factors
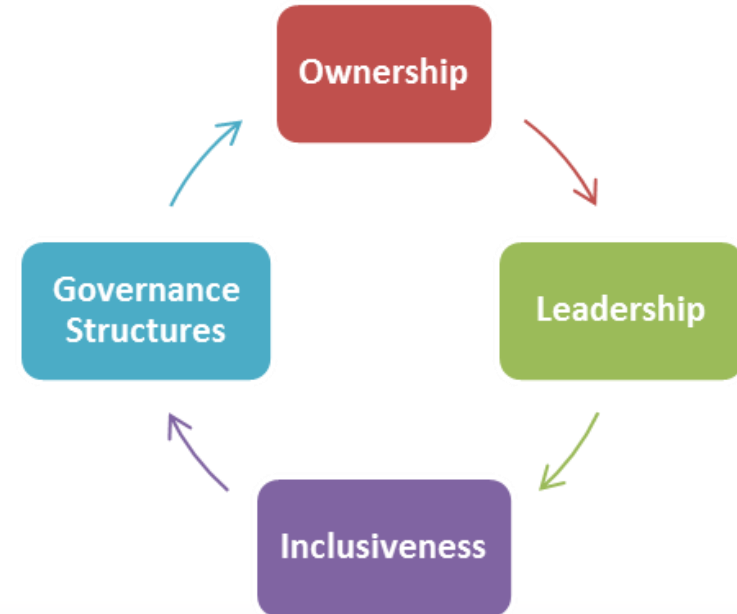
# How institutions lay the groundwork for effective NAPs

| Steps | Activities | Outcomes |
|---|---|---|
| **Element A: Laying the Ground Work (NAP Guidelines)** | | |
| **Initiating and launching the NAP process** | ❑ **Designate coordinating mechanism**<br><br>❑ **Create a national vision and mandate** | Enhanced ability to prioritise through establishment of a multi-stakeholder committee (Example 1) |
| **Stocktaking: identifying available information** | ❑ **Synthesize available knowledge on climate impacts** | Relevant information and knowledge freely available to all sectors through the establishment of a national database (Example 2) |

Source: Adapted from  UNFCCC – LEG, 2012; NAP Technical Guidelines.

# Example 1: national stakeholder coordination in Indonesia



Source: UN CC: Learn, 2013

Indonesia's National Council on Climate Change (DNPI) provides for multi-stakeholder and cross-sectoral coordination on climate change issues.

During 2012 and 2013, fifteen government sectors engaged in developing and agreeing a National Climate Change Learning Strategy for the country.

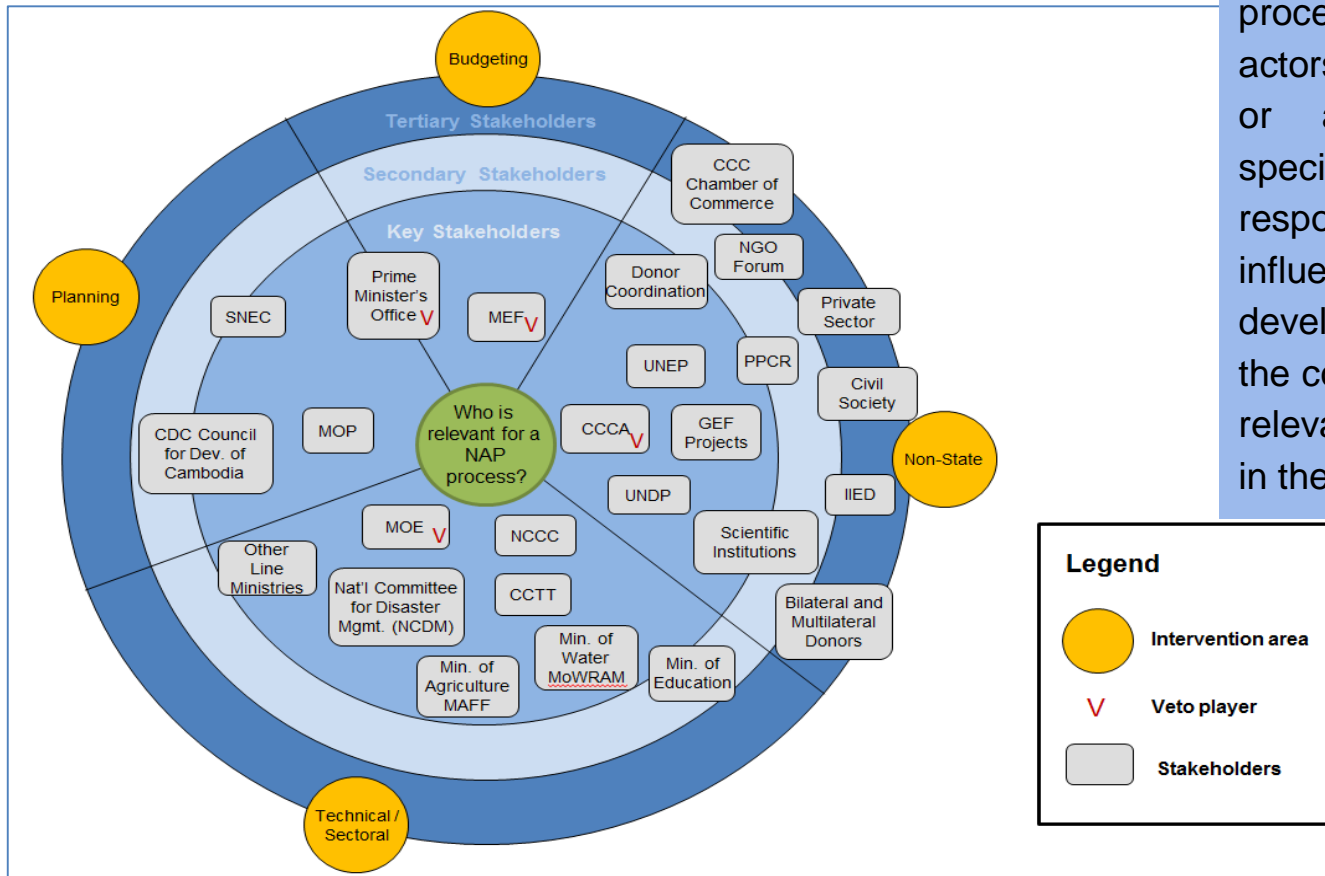# Example 2: sharing climate information in Mali



Source: UN Photo, 2013

When more climate information was needed by farmers about when and what to plant under changing climatic conditions, Met services, the Ministry of Agriculture and researchers collaborated with farmers to form a though a multidisciplinary working group, responsible synthesising information on weather patterns.

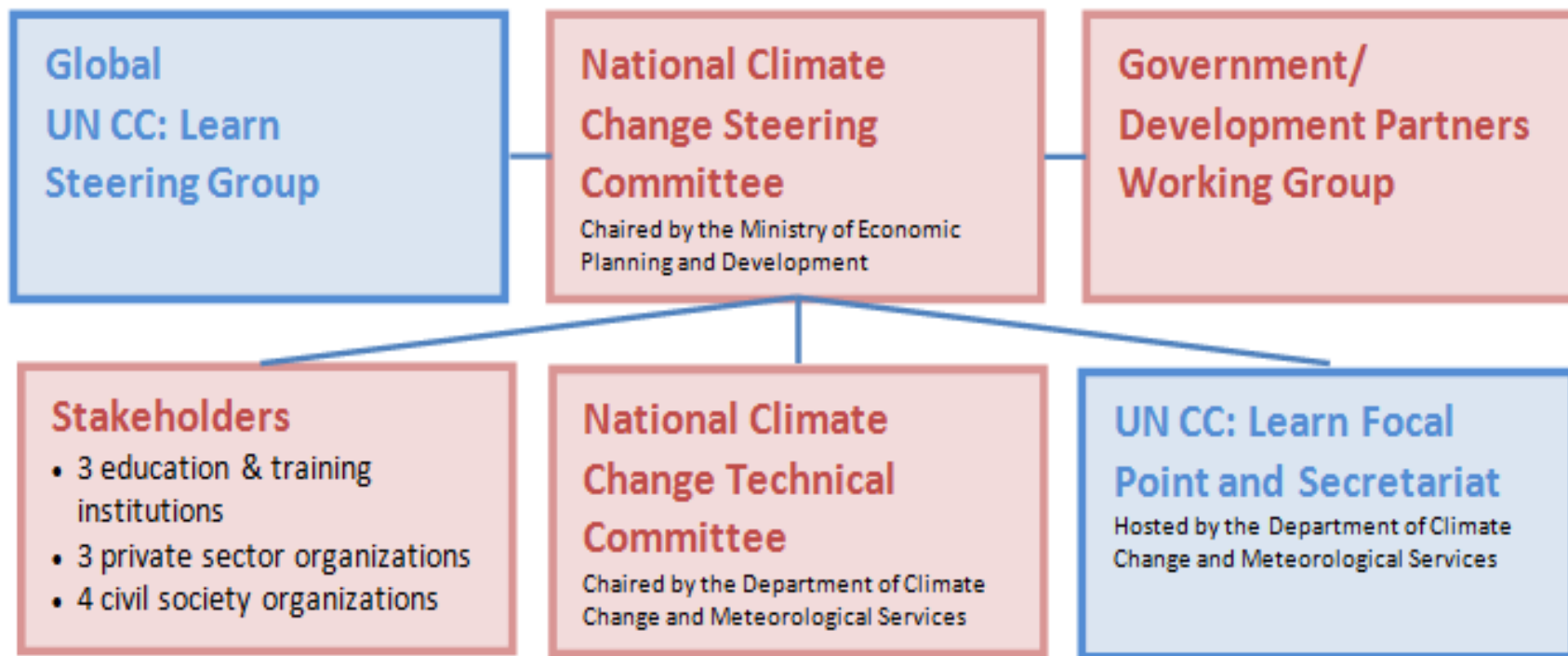# Example 3:Stakeholder mapping in Cambodia



The mapping is divided into four types of actors that are highly relevant for a successful NAP process: (i) non-state actors, (ii) technical actors or actors working in specific sectors, (iii) actors responsible for and influencing the development planning in the country, and (iv) actors relevant for the budgeting in the country.

# Example 4" A climate change coordinating structure – Malawi



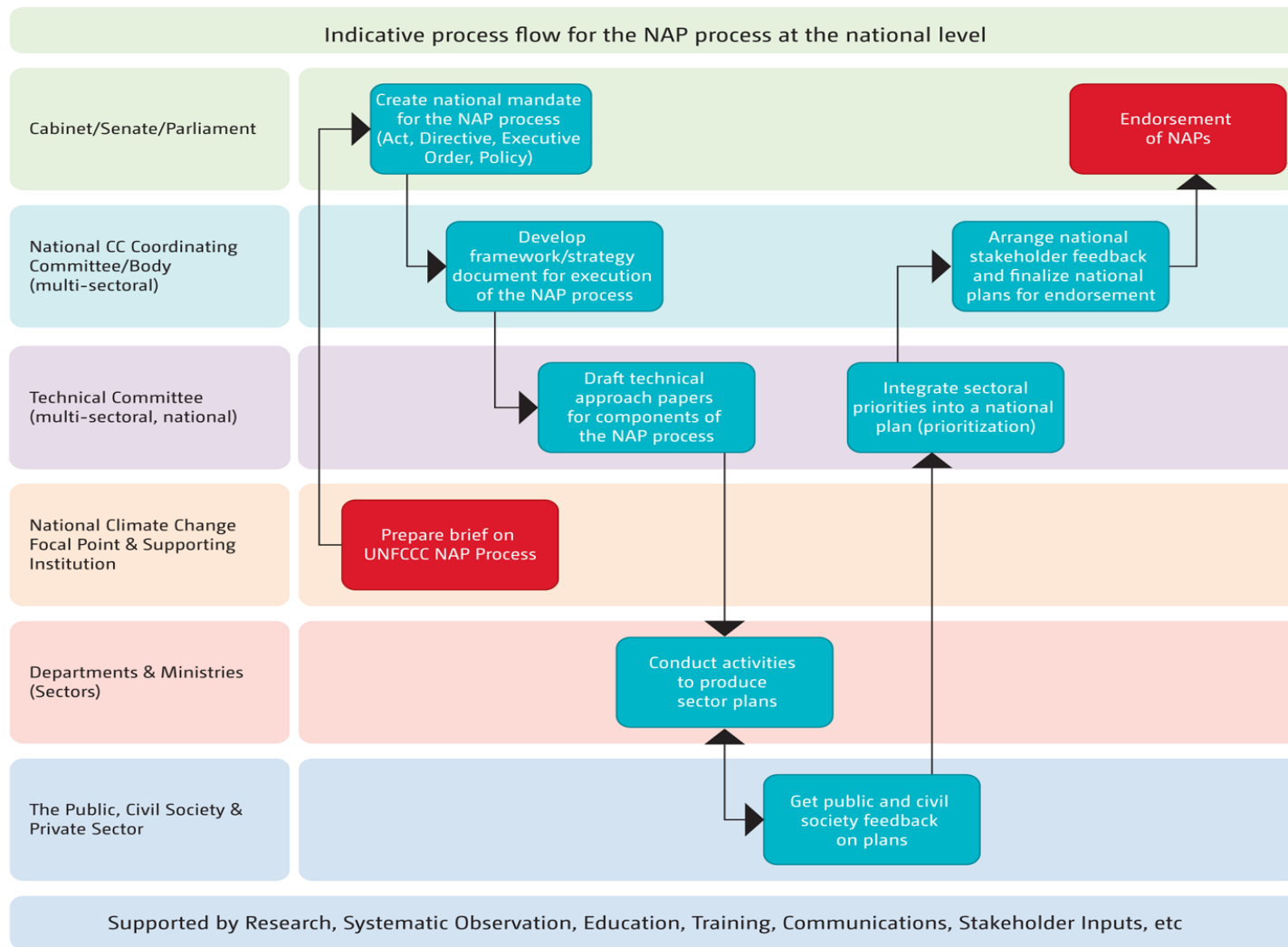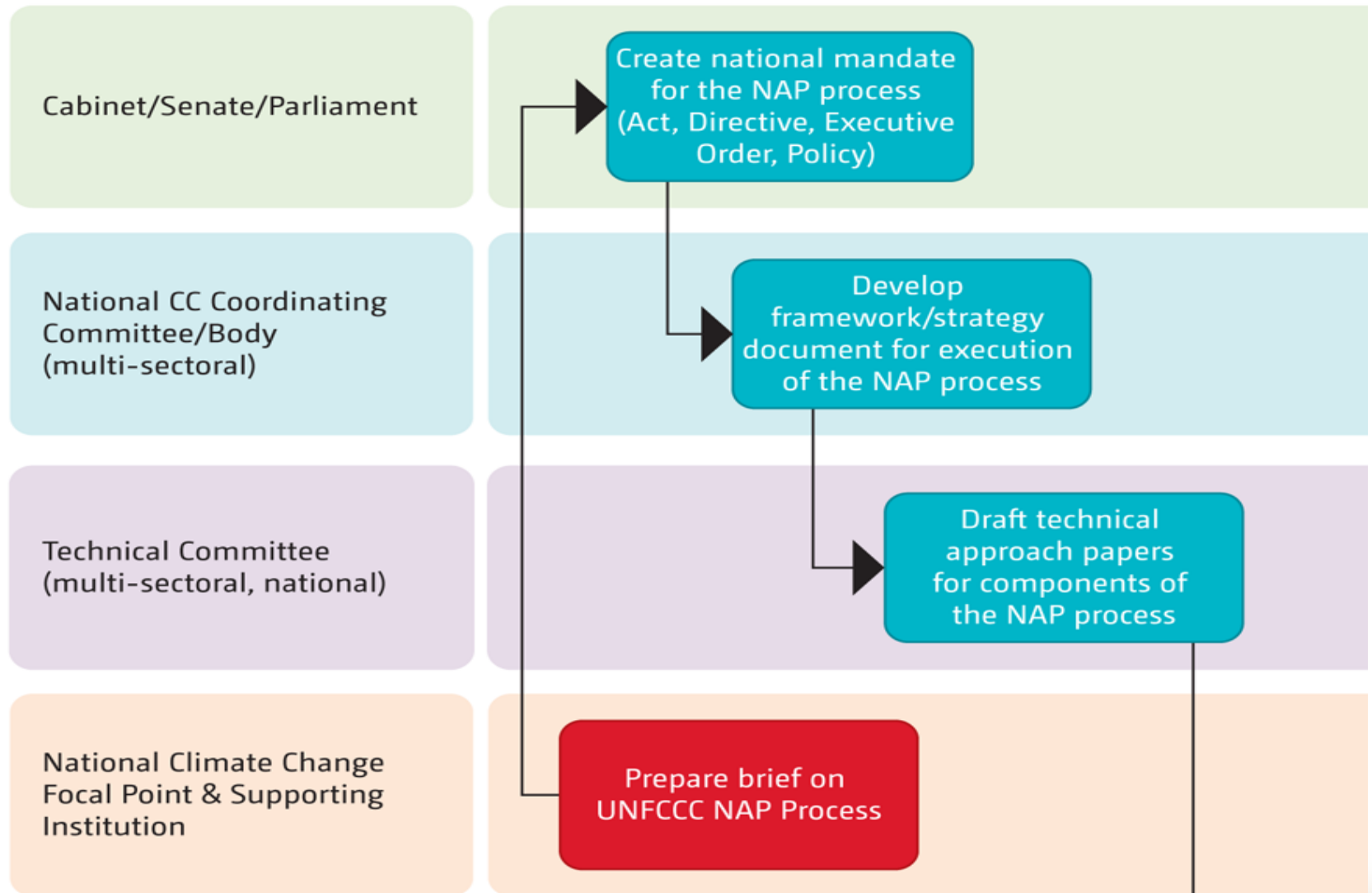| Global UN CC: Learn Steering Group | National Climate Change Steering Committee — Chaired by the Ministry of Economic Planning and Development | Government/ Development Partners Working Group |
|---|---|---|
| Stakeholders — • 3 education & training institutions • 3 private sector organizations • 4 civil society organizations | National Climate Change Technical Committee — Chaired by the Department of Climate Change and Meteorological Services | UN CC: Learn Focal Point and Secretariat — Hosted by the Department of Climate Change and Meteorological Services |

❑ Existing structures
❑ New structures

Source: UNITAR, 2015

# An example NAP process with key stakeholders



Indicative process flow for the NAP process at the national level

**Cabinet/Senate/Parliament**
- Create national mandate for the NAP process (Act, Directive, Executive Order, Policy)
- Endorsement of NAPs

**National CC Coordinating Committee/Body (multi-sectoral)**
- Develop framework/strategy document for execution of the NAP process
- Arrange national stakeholder feedback and finalize national plans for endorsement

**Technical Committee (multi-sectoral, national)**
- Draft technical approach papers for components of the NAP process
- Integrate sectoral priorities into a national plan (prioritization)

**National Climate Change Focal Point & Supporting Institution**
- Prepare brief on UNFCCC NAP Process

**Departments & Ministries (Sectors)**
- Conduct activities to produce sector plans

**The Public, Civil Society & Private Sector**
- Get public and civil society feedback on plans

Supported by Research, Systematic Observation, Education, Training, Communications, Stakeholder Inputs, etc

Source: UNFCCC – LEG, 2012; NAP Technical Guidelines.

# Zoom-in the NAP process: steering function



| | |
|---|---|
| **Cabinet/Senate/Parliament** | Create national mandate for the NAP process (Act, Directive, Executive Order, Policy) |
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| **Technical Committee (multi-sectoral, national)** | Draft technical approach papers for components of the NAP process |
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Source: UNFCCC – LEG, 2012; NAP Technical Guidelines.

# Institutional challenges and barriers for NAPs

- Fragmented national mandates on climate change;

- Uninformed viewpoints leading to polarized positions;

- Patchy political support from parliamentarians and thought leaders;

- Uncertainty over financial resources leads to loss of interest;

- Skewed availability of technical knowledge to handle climate change;

- Levels of communication and dialogue across government on climate change.

What is the main challenge faced in your country?

# Responding to institutional challenges

**Issue 1:**
**Fragmented mandate**

Response:
Use and strengthen existing coordination frameworks as much as possible

**Issue 2:**
**Resource allocation**

Response:
Engage high-level support from the outset; reach out to spending ministries

**Issue 3:**
**Skewed knowledge**

Response:
Be systematic about skills development and engage national training institutions

**Issue 4:**
**Limited dialogue**

Response:
Lead entity engage key stakeholders early; be proactive; strong secretariat functions

# What have we learned?

- Institutional clarity is important: get it right from the outset;

- Institutions for what? Coordination is the most fundamental service that institutions can provide for NAPs;

- Consider your key stakeholders both by sector and level of government national to local;

- Where there are challenges, there are solutions;

- What have you picked up from this session?

# Imprint

This presentation is part of a NAP country-level training that has been developed by GIZ on behalf of BMZ and in cooperation with the NAP Global Support Programme (NAP-GSP), in particular UNDP and UNITAR.

The training is designed to support countries in setting up a National Adaptation Plan (NAP) process. It builds on the NAP Technical Guidelines developed by the Least-Developed Countries Expert Group (LEG).

You are welcome to use the slides, as long as you do not alter its content or design (including the logos), nor this imprint. If you have any questions regarding the training, please contact Michael Brossmann at GIZ.
For questions related to the Technical Guidelines, please refer to the UNFCCC's NAP Central.

As a federally owned enterprise, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH supports the German Government in achieving its objectives in the field of international cooperation for sustainable development. GIZ also engages in human resource development, advanced training and dialogue.

On behalf of

Federal Ministry
for Economic Cooperation
and Development

# Exercise part A: Institutional barriers and possible responses

- You are invited to specify 4 barriers of essential importance for the concrete situation of your country

- Find responses to overcome the constraints

- Orientate yourself on matrix II.2.1

- Note down your findings on cards

# Exercise part B: Stakeholder mapping - I

- The relevant stakeholders' names should first be written on cards using the colours as indicated:

  - Primary stakeholder
  - Veto player
  - Secondary stakeholder

# Exercise part B: stakeholder mapping - II

- Place the cards on the prepared table and develop a stakeholder map

- Please reflect also the strength of influence of the stakeholder by positioning the cards: the closer to the centre, the stronger the influence

- Analyse the interactions between the stakeholders by using the following lines in the stakeholder map:

Strong cooperation: ————

Weak cooperation: - - - - - -

Conflicting relationship: ←——⚡——→

# Exercise part C: Institutional set up

- Allocate the stakeholders, which you identified in the stakeholder map, according to the scheme II.2.2

- Just take the relevant cards from the stakeholder map and place them in the scheme

- In a second step, reflect on adequate solutions for an organizational scheme for the NAP process (you might indicate arrows of cooperation)