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NATIONAL ADAPTATION PLAN GLOBAL SUPPORT PROGRAMME

Skills Assessment for National Adaptation Planning

A NEW AND INTERACTIVE METHODOLOGY

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NAP-GSP
NATIONAL ADAPTATION PLAN GLOBAL SUPPORT PROGRAMME

The National Adaptation Plan Global Support Programme (NAP-GSP) is implemented by UNDP and UN Environment, financed by the Special Climate Change Fund (SCCF) and the Least Developed Countries Fund (LDCF). The NAP-GSP provides a global support mechanism to enable developing countries, including Least Developed Countries (LDCs) to identify, finance, and implement appropriate medium to long term adaptation actions at national, sub-national and local levels. The NAP-GSP is a collaborative effort, with more than ten international organizations involved. The programme supports countries in the following areas:

I. Institutional support
II. Technical support
III. Knowledge brokering

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1. Introduction

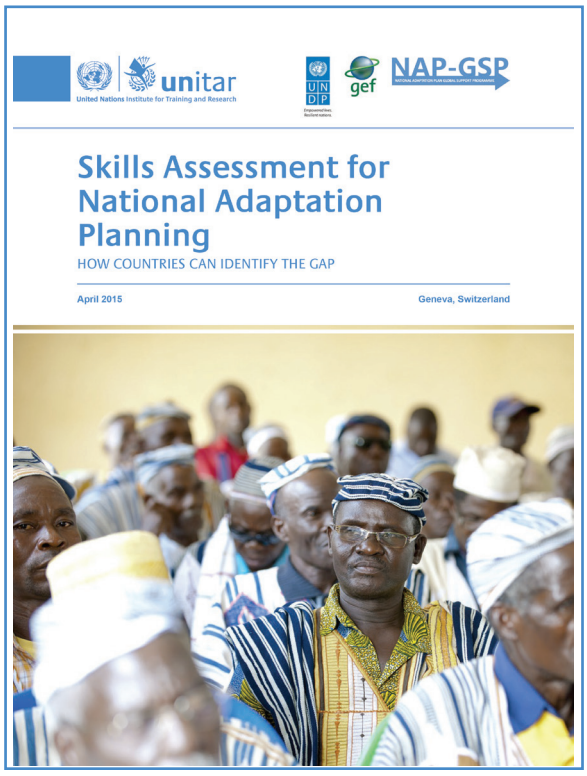
Skills Assessment can be lengthy and very procedural. Through the introduction of a playing card concept, the NAP-GSP is introducing a new and more interactive way of undertaking this all important step in the NAP process. We hope that users will find this engaging and useful in their work

1.1 Context

National Adaptation Plans (NAPs) are part of a global effort to support all developing and least developed countries in designing, coordinating, implementing and monitoring medium term response to climate change risks and vulnerabilities. The formulation of NAPs is an iterative process that includes many sectors, stakeholders and planning levels with cooperation required across institutions, management structures, and decision-making processes. Decision makers and planners working on NAPs in these countries are dependent on institutions with clearly delineated responsibilities and functions, backed by individual skills and knowledge. National skills assessments for adaptation planning can support this process by clarifying the types of skills that a country may need to achieve its goals, as well as where those skills should be located [1,2].

To support the overall NAP process and, specifically, the undertaking of National Skills Assessments, the NAP Global Support Programme (NAP-GSP) led the development of a skills assessment methodology (UNITAR, 2015) in line with Element A1 of the UNFCCC NAP Technical Guidelines (2012) on '*Initiating and Launching the NAP Process*'. The skills assessment can help countries to better understand the training needs of those most involved in adaptation planning. This is achieved by:

I. Identifying and describing existing skills-sets in place (management, technical, and participatory);
II. Locating these skills-sets at different implementation levels (policy, organizational, and operational); and
III. Identifying the gaps where additional skills development is required.



UNFCCC, 2012, National Adaptation Plans - Technical guidelines for the national adaptation plan process, http://unfccc.int/resource/docs/publications/publication_ldc_nap_techguidelines.pdf

UNITAR, 2015, Skills Assessment for National Adaptation Planning - How Countries Can Identify the Gap, http://www.uncclearn.org/sites/default/files/inventory/nap16062015.pdf

1.2 The Skills Assessment Framework

The skills assessment framework is a field based tool that was created to provide a rapid mean of collecting and analyzing information on a country's existing skills profile for national adaptation planning. In order to understand the skills gaps, it is very important to have an organized approach and tools that assist those assigned to carry out the assessment.

The skills assessment framework is made up of two elements:

A. An **assessment tool** that facilitates the gathering, organization, categorization, and analysis of complex data sets collected from interviews, discussions, and focus groups using the Socio-Cultural Action Analysis (SoCAA) methodology;
B. A **reference set of implementation levels and individual skills** against which a country can assess national adaptation capacity.

The reference list identifies three implementation levels - Policy, Organizational and Operational (Table 1) - and 36 individual skills - 12 Technical, 12 Management and 12 Participatory (Table 2).

Technical skills are necessary to understand the science of climate change, issues of vulnerability and risk, and the prioritization of adaptation options. A person with technical skills can apply knowledge and experience gained in a specific field to support effective adaptation solutions. For instance, a technical specialist may be required to examine the economic benefits of an adaptation project, or use GIS-based methods to analyze land use, meteorological, and hydrological data (Table 2).

Management skills are required to organize and maintain complex social organizations. Skills include leadership, supervisory and delegation, enabling an individual to oversee the process of mainstreaming climate change, while inspiring others. People with management skills can build an environment conducive to progress and change by creating space for concrete adaptation action. They may also bring in resources for programs necessary to ensure that deadlines are met and that results are monitored and evaluated (Table 2).

Participatory skills are required to promote and sustain cooperation, ownership and action. A person with participatory skills can create a welcoming and engaging environment that brings people and organizations together, and can encourage individuals to express diverse views, create consensus and build ownership over decisions made. Adaptation planners use participatory skills to liaise with counterparts in another ministry, or between national and sub-national levels (Table 2).

The assessment cards encourage group discussions

1.3 The Skills Assessment Challenge

The skills assessment framework and associated tool is a good step towards supporting countries in undertaking national skills assessments, however there remains several challenges that need to be addressed to better streamline the process. A few of them were identified during a field-testing mission of the skills assessment framework and tool carried out by the NAP-GSP in Niger in mid-2014. The field testing identified several issues that were of relevance to further develop the skills assessment framework:

- **Common understanding of the skills assessment framework:** To be successful, the approach requires consistency among team members in the application of the skills assessment framework. It is vital for the team members to have a common understanding of the framework, its objectives, outputs, and a harmonized methodology for data collection clearly referring to the skills coding system (P.1, P.2, M.1, M.2, T.1, T.2, etc.).

- **Use of the skills assessment framework:** Team members should be systematically trained prior to embarking in the assessment process, specifically on the scope and objective of the assessment, methodology, research and communication protocols.

- **Data management:** Due to tight mission schedules, assessment teams may not have time to compile data which leads to loss of data or data remaining in note form only (never gets circulated more widely). An agreed data gathering protocol is needed in advance with one individual tasked with ensuring that all data is gathered and organized, ideally by the end of the mission.

- **Longer term data collection:** Systematic data collection has proved to be very time consuming. To overcome this challenge, support from local full-time researcher for longer periods is advisable, specifically to ensure full and consistent data collection as well as country ownership and participation.

- **Visual presentation of findings:** Having collected and analyzed data, strong visualization can significantly increase the impact of findings.

The issues identified above indicate the need for standardized assessments protocols that allow for national skills assessments to be undertaken in a consistent manner but remaining flexible enough to meet the non-prescriptive nature of national adaptation planning process.

Benefits of standardized guidelines and protocols enable research activities to be undertaken in a coherent manner; enable researchers to familiarize themselves with the research methodology quickly; allow for greater independence from other researchers as any researcher should be able to produce same or similar data; and provide consistent recording and presentation of data.

In supporting countries in undertaking national skills assessments for national adaptation planning in a standardized and systematized manner, the authors identified three useful tools which are presented and discussed:

1. A **glossary of research terminology** that defines key terms and qualitative research protocols used in National Adaptation Planning and Skills Assessments (Annex 1);
2. The **Skills Assessment Cards** and sub-skills that can be used to stimulate discussions and learning on national adaptation skill sets (Section 2; Annex 2);
3. A standardized and systematized approach to support national skills assessments for national adaptation planning using the skills assessment cards – the **Skills Assessment Methodology** (Section 3).

2. The Skills Assessment Cards

The skills assessment cards are designed to encourage group discussion and learning around what skills may exist or are required at different implementation levels for a country to undertake national adaptation planning. The cards have been field tested in several locations, including the Middle East and North Africa NAP regional workshop. In addition to the skills assessment cards, a more robust, systematized skills assessment can be undertaken using the skills assessment manual (Annex 2).

The skills assessments card pack is made up of two different types of cards (Figure 1):

I. **Implementation Level Cards** (3 cards) identify the three levels of implementation in which adaptation planning occurs - the policy level, the organizational level and the operational level.

II. **Individual Skills Cards** (36 cards) identify a range of technical, management and participatory skills that are essential to national adaptation planning (see Annex 2).

The skills assessment cards can be used to identify current adaptation skill sets at different implementation levels in countries or to identify the required adaptation skills sets at different implementation levels. The cards can be used to generate a discussion in small work environments, by managers, or in workshops.

Figure 1 - The Skills Assessment Card Pack

2.1 Implementation Level Assessment Cards

There are **3 implementation level assessment cards**, each one providing a summary of a specific implementation level of a specific implementation level (see table 1).

Table 1 - Description of the implementation level cards

POLICY LEVEL	The policy level is concerned with the context of national adaptation planning, including the linkages between beliefs, social values, and cultural norms. At this level, activities are related to the conceptualization and definition of a country's national vision on adaptation issues. Individual skills are needed to give effect to this context to be able to understand the dynamics of climate change, policy, strategy, goals, and outcomes.
ORGANIZATIONAL LEVEL	The organizational level transforms or carries into effect the vision and intent in policy, strategy, and legislation. Through the efforts of people and institutions, concrete programs, partnerships, and cooperative management structures are put in place. Organizational activities require skills to enforce/implement the mandates and strategies that have been designed at the policy level. It is at this level that clear roles, responsibilities, and decision-making rules are put in place.
OPERATIONAL LEVEL	The operational level focuses on the skills needed to implement and manage discrete adaptation activities. This includes project administration, work planning, data, and knowledge management, making use of the results of evaluation to modify adaptation projects, among others.

These cards allow players to identify and discuss the implementation levels in which they operate and to associate them with the individual skills. Players can match individual skills to different implementation levels highlighting both sets of skills that have already been acquired and those that are required for each implementation level.

2.2 Individual Skills Assessment Cards

There are **36 individual skills assessment cards**, comprising of 12 cards each for Technical, Management and Participatory skills (see table 2). Each individual skills assessment card presents a specific skill and its related competencies, allowing players to discuss and learn about the skill, as a basis for being able to better define those skills that have already been acquired, as well as those that have not yet been acquired. Prioritisation can also be discussed at this point.

Table 2 - Description of individual skill areas and list of individual skills

INDIVIDUAL SKILLS AREAS	LIST OF INDIVIDUAL SKILLS
TECHNICAL SKILLS - required to understand the science of climate change, issues of vulnerability and risk, and the prioritisation of adaptation options.	T1 Climate Change Science and Policy T2 Climate Change Education and Training T3 Climate Change Mainstreaming and Implementation T4 Legal and Negotiation Skills T5 Climate Change Economics and Finance T6 Climate Risk Assessment T7 ICT, GIS and Data Management T8 Sustainable Forest Management T9 Integrated Water Resource Management T10 Sustainable Land Management T11 Disaster Risk Management T12 Climate Change Modelling and Scenarios
MANAGEMENT SKILLS - are required to organize and maintain complex social organizations. These include leadership, supervisory, and delegation skills.	M1 Strategic Leadership M2 Social Responsibility M3 Visioning, Innovation and Inspiration M4 Advocacy M5 Time Management M6 Results Based Management M7 Financial Management M8 Organizational Conflict Management M9 International Diplomacy M10 Project Management M11 Human Resources Management M12 Reporting
PARTICIPATORY SKILLS - are required to promote and sustain cooperation, ownership and action	P1 Coordination P2 Communication P3 Team Building P4 Public Speaking P5 Active Listening P6 Relationship Building P7 Cross-Cultural Understanding P8 Consensus Building P9 Participatory Planning and Decision Making P10 Participatory Learning and Action P11 Networking P12 Gender Mainstreaming

The cards are organized around three implementation levels: policy, organizational, and operational

2.3 The Skills Assessment Card Games

The skills assessment cards are designed to stimulate discussion and learning about adaptation skills sets. The cards are easy to use and are applicable in a wide variety of situations. They can be used in small teams or office environments to strengthen the capacity or competency of the team, or to detect skills that are lacking. The cards can also be used in larger NAP workshops to gain an insight into the current or required national capacities necessary for national adaptation planning.

There are various ways to use the cards. Below are two examples of skills assessment card games.

GAME 1: TEAM BUILDER

The Objective: To define the level(s) of implementation in which your team operates, and to identify the individual skills required to accomplish your team's goals.

Requirements:
1. One deck of cards per team
2. Minimum 2 players
3. Pen & paper

How to play:
1. Separate into teams.
2. Identify your team goals (E.g. National Adaptation Planning).
3. Select the implementation level card(s) – policy, organizational and/or operational - which best suit your team's role(s).
4. Choose the appropriate technical, management and participatory skills from the pack that are essential for your team to achieve its goal(s) for each implementation level(s). These skills should reflect both the skills that your team already has, and those that you need to acquire or develop further.
5. Make a record of the cards that your team selected in order to stimulate further group discussion or to undertake a more robust skills assessment using the skills assessment manual.

GAME 2: SKILLS TRADER

The Objective: An interactive game where teams identify, trade and prioritize individual skills for different implementation levels.

Requirements:
1. One deck of cards
2. Three teams, minimum 2 players in each team
3. Pen & paper

How to play:
1. Identify a group goal (e.g. National Adaptation Planning)
2. Separate into 3 teams.
3. Randomly assign one implementation level card to each team.
4. Identify your team's goal(s) based on the implementation level that you have been given.
5. From the list of possible skills, prioritize 12 skills cards across the technical, management and participatory skill areas that could be essential for your team to achieve its goal at that level. These should be skills that the team needs to develop in addition to those that they have already acquired.
6. Shuffle the individual skills cards and deal them equally amongst the teams.
7. Trade the individual skills cards between teams until your team is happy that the set of cards you possess best matches the prioritized skills and equips you with the skills you need to achieve your goal as well as the group goal.
8. Make a record of the cards chosen for further group discussion, or to undertake a more robust skills assessment using the skills assessment manual.

3. The Skills Assessment Methodology

The skills assessment methodology provides a step by step approach helping countries to identify both their institutional and individual capacity development needs, backed with the cards. Worksheets are included as Annex 3 for use when completing an assessment. The skills assessment method is instrumental in supporting a more robust assessment of adaptation skills and capacity.

3.1 Assessing Institutional Capacity

Assessment begins with institutional needs, which are considered at policy, organisational and operational levels (see table 3). A questionnaire worksheet is included in Annex 3 for use in the assessment, enabling the user to tick the box that corresponds to their answer (i.e. not applicable/ no/ partially/yes/fully) and to provide a qualitative justification where necessary. The implementation levels also allow for additional questions to be added.

Table 3 - Institutional capacity assessment questions for assessing perceived capacity at the different implementation levels

IMPLEMENTATION LEVEL	QUESTIONS ON INSTITUTIONAL CAPACITY AT DIFFERENT LEVELS
POLICY	• Is there a clear mandate for climate change adaptation in place? • Is climate change adaptation integrated into national development strategies? • Is climate change adaptation integrated into key sector strategies and plans? • Is climate change adaptation recognized within the budget allocation policy? • Have the costs of climate change adaptation been assessed?
ORGANIZATIONAL	• Are functioning mechanisms for climate change coordination in place? • Do key sectors have climate change adaptation focal points in place? • Is the role of NGOs, academia and private sector in adaptation planning clearly defined? • Is climate change adaptation visibly integrated into budget management systems? • Does a shared climate change financing framework for adaptation exist (public and private)? • Is there a national climate change adaptation monitoring framework in place? • Are there national training institutions in place with the capacity to design and deliver course on NAP?
OPERATIONAL	• Are sectors able to apply analytical tools for adaptation to planning (V&A, scenarios, CBA, mainstreaming)? • Are local authorities able to apply analytical tools for adaptation to planning (V&A, scenarios, CBA, mainstreaming)? • Is data regularly being collected on weather and climatic parameters? • Are seasonal forecasting information available farmers on a recurrent basis? • Is climate change adaptation integrated into national curriculums (primary and secondary)?

The skills assessment framework identifies several questions that are key in the assessment of institutional capacities at the different implementation levels.

Table 4 presents an example of how information can be gathered, providing boxes to be ticked, and some space for providing a justification/comment for the answers.

Table 4 - Institutional capacity assessment form for assessing perceived capacity at the policy level

INSTITUTIONAL CAPACITY						
Policy Level						
Question	Answer [tick relevant box)					Justification/Comment
	N/a	No	Partially	Don't know	Yes, fully	
Is there a clear mandate for climate change adaptation in place?						
Is climate change adaptation integrated into national development strategies?						
Is climate change adaptation integrated into key sector strategies and plans?						
Is adaptation recognized within the budget allocation policy?						
Have the costs of climate change adaptation been assessed?						

Having considered institutional needs at 3 levels, related individual skills can then be defined. The level of implementation can be identified using the skills assessment cards and games, as outlined above. The assessment worksheets can be completed individually (by the researcher, the skills assessment mission leader or by departmental members) or as a group operating at the same implementation level(s) or in the same department(s).

3.2 Assessing Individual Skills

In order to assess the individual capacities needed to support NAPs, a total of 36 adaptation planning skills are presented (12 Technical, 12 Management, and 12 Participatory). Each skill has associated sub-skill areas, as provided in Annex 2. Assessment of the sub-skills can be undertaken using a scorecard methodology. Scorecards are often used as an assessment and monitoring tool to establish baselines and to allow for monitoring over time. These are flexible, and can be adapted to specific project environments[3].

A competency rating is selected for each sub-skill to quantify proficiency in each one. The chosen rating system is based on the Kirkpatrick model of learning and is focused on competency. The scoring for the chosen skills level is defined by three levels of achievement:

3 GEF, 2008, Monitoring Guidelines of Capacity Development in GEF Operations

A. **Acquiring:** Minimal experience or knowledge from brief, unstructured or informal observations. Basic ability to apply the skill in a practical situation.
B. **Competent:** Experience has been acquired. The skill has been practiced and is usable in a practical situation. Knowledge has been acquired and can be articulated to others in a practical situation.
C. **Highly Competent:** Extensive experience has been acquired. The skill has been frequently practiced and is highly usable in a practical situation. In-depth knowledge has been acquired and can be articulated to others in practical situations. Analysis of the acquired knowledge can be manipulated and re-utilized to achieve more complex alternatives.

The skills level or competence of users can be assessed according to the sub-skills and underlying scores (A-C) on the worksheet provided (Annex 3). A user that achieves C for all sub-skills is considered highly competent and skilled (see example in Table 5). The value of this methodology is useful when aggregating data because data can be aggregated at any level (working group, office, organization, region, country), and can be applied to the sub-skill level or to the overall skill in order to identify skills development needs and capacity development support.

Table 5 – Example of scoring of individual skills at managerial level in the Ministry of Environment and Department of Climate Change

Organization: Min. of Environment Department/Level: Manager: Climate Change Date: 20/07/1999

INDIVIDUAL SKILLS					
Skill (e.g. T1, T2, M4, P6)	Sub-skill (e.g. T1.1, P6,1)	Competence Level			Justification/Comment
		A	B	C	
T1	T1.1.	✓		✓	
	T1.2.			✓	
	T1.3.		✓		
	T1.4.	✓			
	T1.5.			✓	
T2	T8.1.			✓	
	T8.2.		✓		
	T8.3		✓		
	T8.4	✓			

*A – Acquiring B – Competent C – Highly Competent

3.3 Using the Skills Assessment Method

The skills assessment cards and method are designed to be flexible and adaptable to the scope and scale of national skills assessments. The method can be used to assess both institutional capacity at the implementation level and the corresponding individual skill set, or to assess each of these categories individually. Use of the skills assessment method can be summarized in a few easy steps:

1. **Define the scope and scale** of the National Skills Assessment and identify the teams, departments and individuals that will be taking part;
2. **Identify the institutional levels** to be assessed. The skills assessment cards can be used to help identify which implementation level(s) to prioritise, although in many cases all three will be necessary. Desk reviews (see Annex 1) can be used to identify the key policy and previous capacity assessments including key documents of relevance and potential stakeholders;
3. **Identify the individual skills** required at the identified institutional levels. The skills assessment cards and games outlined in previous sections can be useful identifying the skills that the team has already acquired, and those that may be lacking or require further development;
4. Based on the specific implementation level and identified skills, **complete the assessment worksheets** provided in the manual by conducting interviews (this method can be run through either structured or unstructured interviews – see Annex 1) or focus group discussions and collecting data in the worksheets (Annex 3). The scorecards are completed by the identified individuals (mission leader; researcher) with the support of a research group/company/UN/IO etc.;
5. **Aggregate and analyze** the qualitative and quantitative information provided on the worksheets;
6. **Present results and provide recommendations** on strengths and weaknesses for possible use in a prioritised 2-3 year skills development plan.

To better illustrate the ways in which the skills assessment cards and manual can be used to support national skills assessments, the following examples are given. Figure 2 and Figure 3 illustrate two examples of countries that wish to assess individual skills and institutional capacity at different levels.

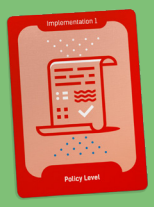
Figure 2 shows an example (Example A) of a country that would like to assess institutional capacity at the policy level and four related skills (T1, T8, M6 & P12).

Figure 2 - Example A: Country that would like to assess four individual technical skills and institutional capacity at the policy level of implementation.

INSTITUTIONAL CAPACITIES	INDIVIDUAL SKILLS		
	TECHNICAL	MANAGEMENT	PARTICIPATORY
POLICY LEVEL - Beliefs, political ideals, government and other organizational vision, goals and priorities			
			

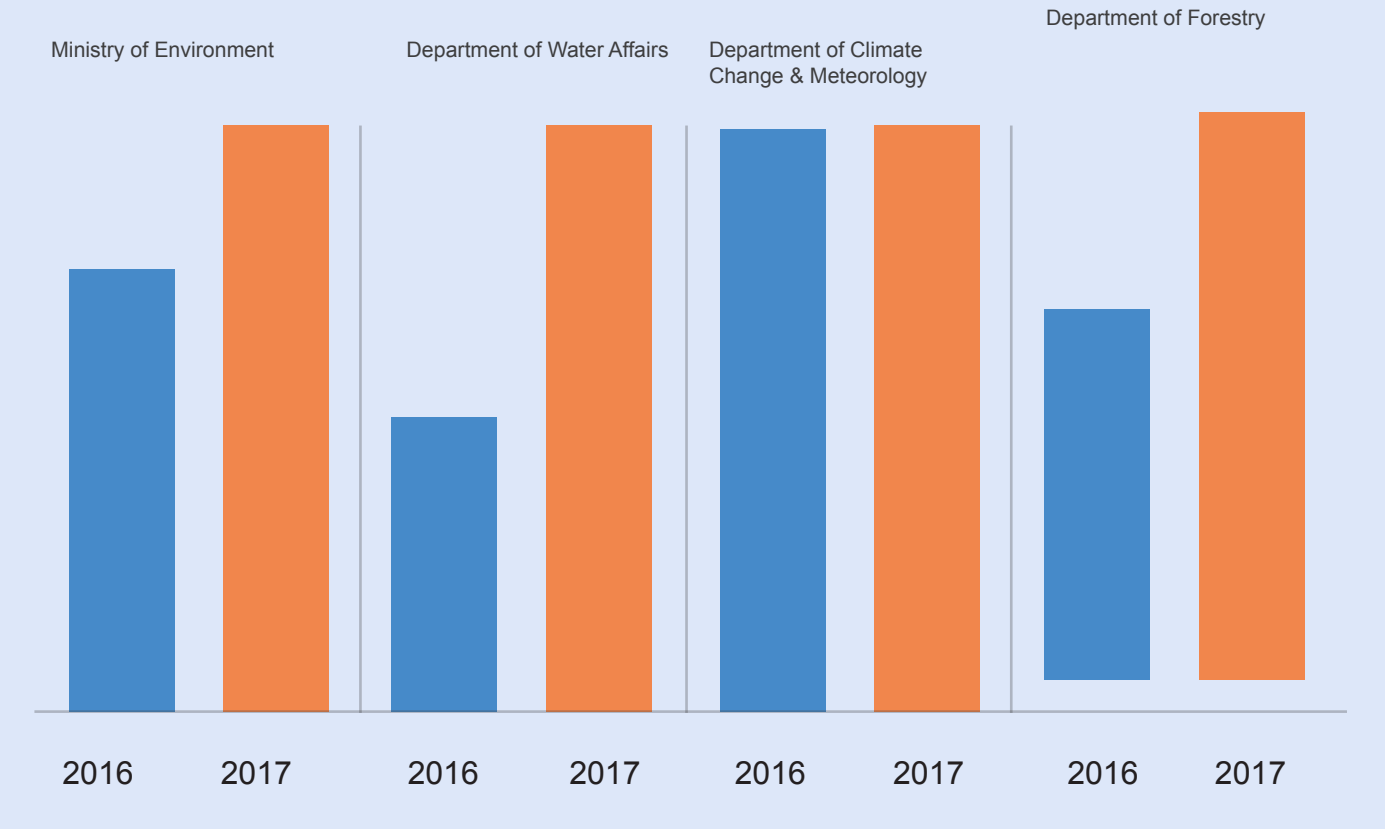
Figure 3 presents an example (Example B) of a country wishing to assess Technical skills (T1 & T8) at the policy level; Technical and Management Skills at the organizational level (T1, M6); and Technical & Participatory skills at the operational level (T8 & P12). The examples are overlaid onto the skills assessment tool to support the explanation and illustrate how the assessment and use of the cards can be structured.

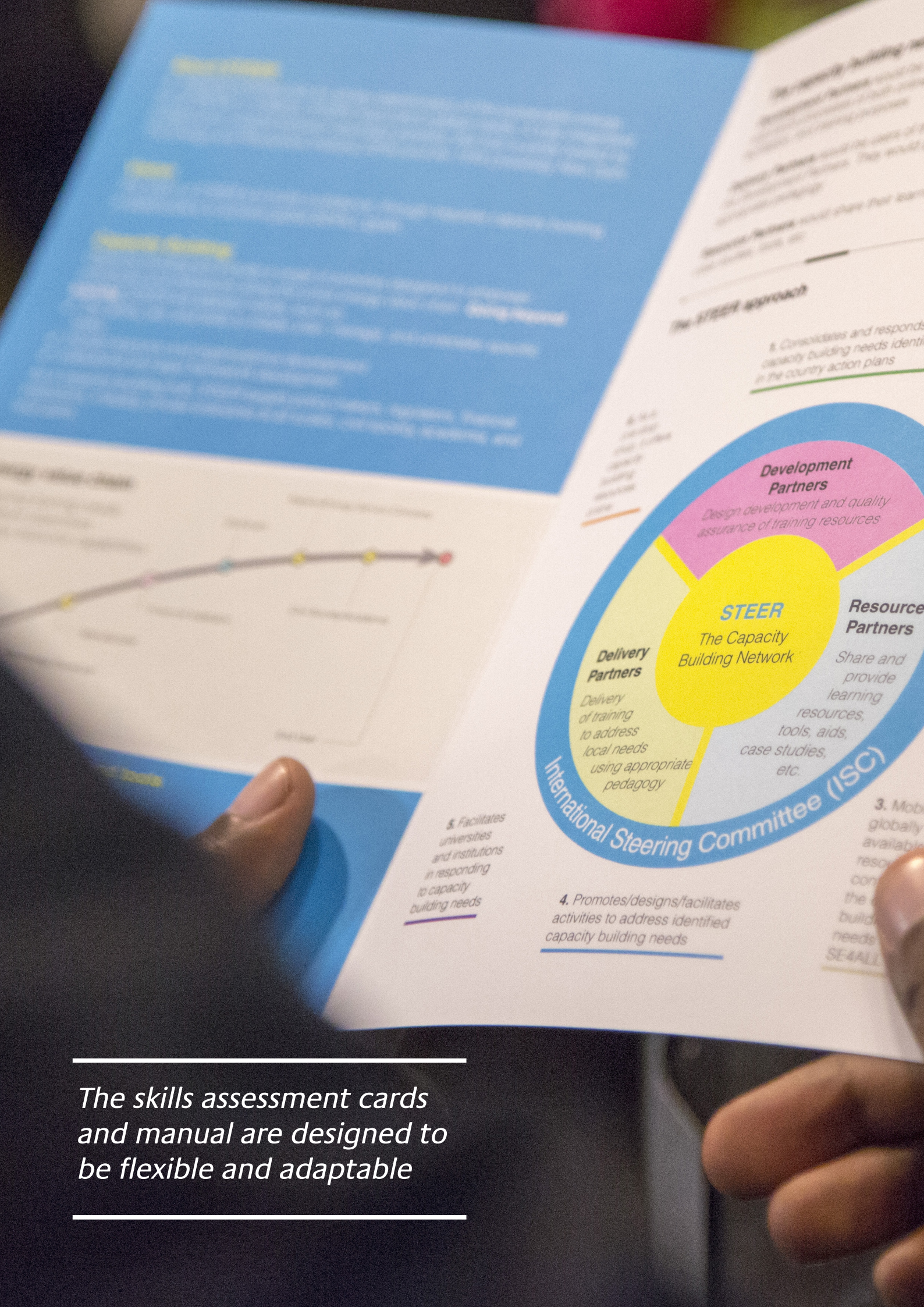
Figure 3 - Example B: Country that would like to assess multiple individual skills and institutional capacities across different implementation levels.

INSTITUTIONAL CAPACITIES	INDIVIDUAL SKILLS		
	TECHNICAL	MANAGEMENT	PARTICIPATORY
POLICY LEVEL - Beliefs, political ideals, government and other organizational vision, goals and priorities			
			
ORGANIZATIONAL LEVEL - How people, groups and organizations are organized, managed and function			
			
OPERATIONAL LEVEL - Project administration, knowledge sharing, skills development, monitoring			
			

Using the method for the completion of the skills assessment will allow for a quantitative and qualitative assessment of individuals, institutions, regions or countries in a systematized manner. The assessment can be undertaken individually or in a group setting with the support of an experienced researcher. Analyzing the information will assist in identifying strengths and weaknesses in institutional capacities and individual skills and key areas or stakeholders needing targeted support. The quantitative interpretation of the qualitative data provides a rapid and visual interpretation which will be useful to aggregate local/national/regional/global skills (see example in Figure 4 below), in designing country/regional/global support as well as monitoring progress.

Example of aggregated data and progress of "T1 - climate change science and policy" skills across departments and time





The skills assessment cards and manual are designed to be flexible and adaptable

4. The Benefits of using the Skills Assessment Cards and Manual

The skills assessment cards and manual provide a useful and practical solution when undertaking national skills assessments that address both the issues and needs identified through field testing, and calls for a standardized approach.

A standardized approach when using skills assessment cards is useful for several reasons:

- **Common understanding of the skills assessment framework:** The skills assessment cards and manual define a set of skills, sub-skills and a competence rating that promote consistency in the assessment across individuals, teams, countries, regions and languages. They present a harmonized, simplified methodology for data collection and analysis.

- **Use of the skills assessment framework:** The skills assessment cards and manual follow the defined skills assessment framework, presented in a user-friendly format that is easy to apply to the country context. Training on the completion of the manual and assessment and analysis of data is straightforward.

- **Data management:** Due to the simplicity and standardized methodology of the skills assessment manual through predefined questions, sub-skills and competence ratings, the data generated can be recorded and stored on a scoring sheet, spreadsheet or database for further analysis. Data obtained should be both quantitative and qualitative in nature where the ratings for the indicators are quantitative and a qualitative justification is given.

- **Longer term data collection:** The skills assessment cards and assessments undertaken using the manual allow for systematic data collection. The rapid assessment approach facilitates assessment from the start to set baselines, and further assessments can be undertaken to monitor progress, benchmark and identify areas for capacity development.

- **Visual presentation of findings:** Due to the quantitative interpretation of the largely qualitative information, visual presentation and analysis is simplified.

Annex 1: Research Glossary

Baseline study: The purpose of a baseline study is to provide an information base against which to monitor and assess an activity's progress and effectiveness during implementation and upon completion of an activity. Skills assessments can help institutions create a baseline from which to develop skills to higher levels of proficiency. Baseline studies not only help employees create realistic and achievable individual development plans, they also indicate skills gaps, needs and shortages in an organization.

Benchmark: A standard or set of standards used to evaluate the performance of an organization. Benchmarking is used to compare the institution's position with another best performing institution within the sector. Skill benchmarking refers to the process of identifying the competency levels required for a job.

Data: Information (as measurements or statistics) used as a basis for reasoning, discussion, or calculation. Research data is collected, observed, or created for purposes of analysis to produce research results.

Desk review: The gathering and analysis of information already available in print or published online. Documents to be included in the desk review typically include national skills reports, official government or other state-level policy reports, NGO reports and any other academic or scientific papers related to the local skills development. A desk review has three main objectives:

1. To allow the researcher and team to orient themselves towards major issues and important policy debates;
2. To facilitate the production of a brief report synthesizing relevant information into a user-friendly text that can be read by an international policy-oriented audience;
3. To enable the identification of gaps and locally-specific research questions, and to reflect upon the adaptation of the methodology used for subsequent phases of research.

Field Study: Academic or other investigative studies undertaken in a natural setting, rather than in laboratories, classrooms, or other structured environments. A field study for a skills assessment for NAP can be a community setting where projects are, or should be, implemented e.g. ministerial context.

Focus Groups: A group discussion on a topic organized for research purposes. Focus groups are usually guided, monitored and recorded by the researcher. The purpose is to generate information on collective views, and the reasoning behind these. Focus groups are also useful in generating a rich understanding of a participant's experience and beliefs.

The composition of a focus group has a direct impact on the quality discussion. There is no 'best' solution for group composition, and group mix will always impact on the data according to the mix of age, sex and social status (e.g. community members, community leaders, etc.). It is vital that the researcher gives due consideration to the impact of group mix (e.g. how the group may interact with each other) before the focus group proceeds.

Interaction is key to a successful focus group. Sometimes a pre-existing group may interact best for research purposes, while at other times, this may be a group of strangers. Pre-existing groups may be easier to recruit, have shared experiences and enjoy the comfort and familiarity that can facilitate discussion or the ability to challenge each other with ease. In other settings, it may be that groups of strangers will be speak more freely without fear of further repercussion, leading to richer data results.

Group size is an important consideration in focus group research. Stewart and Shamdasani (1990)[4] encourage over-recruitment for a focus group and the potential consideration of managing a slightly larger group, to avoid the risk of cancellation due to under recruitment, or an unsatisfactory discussion.

This is because groups usually have non-attenders. The optimum size for a focus group is 6-8 participants (excluding researchers), but focus groups can also work successfully with as little as 3, and as many as 14 participants. Small groups risk limited discussion, while large groups can be chaotic, hard to manage and frustrating for participants who may feel that they don't have enough opportunity to speak.

[4] Stewart, D.W. and Shamdasani, P.N. (1990). Focus Groups: Theory and Practice. Newbury Park, USA: Sage Publications

Framework: The theoretical or methodological structure and support that may be used as both the launching point and the on-going guidelines for investigating a research problem.

Information: When data is interpreted, processed, organized, structured or presented in a specific context, it becomes useful and is there considered to be information.

Institutional Capacity: The combination of policies, practices, systems and people that allow for effective functioning of an organization or group.

Interview: A verbal conversation between people with the objective of collecting relevant information for research. Interviews are particularly useful in comprehending a participant's experience, views, beliefs and motivations. The interviewer can pursue in-depth information around a specific topic.

There are three fundamental types of research interviews: structured, semi-structured and unstructured.

- *Structured interviews* are essentially, verbally administered questionnaires, in which a list of predetermined questions are asked, with little or no variation and with no scope for follow-up questions to responses that warrant further elaboration. Consequently, they are relatively quick and easy to carry out and may be of use if clarification of certain questions is required. However, structured interviews limit participant responses by nature and are therefore of little use if 'depth' is required.
- *Unstructured interviews* do not reflect any preconceived theories or ideas and are performed with little or no organization. Such interviews may start with a simple opening question such as 'Can you tell me about your experience…?' and then progress based, primarily, upon the initial response. Unstructured interviews are typically time-consuming and difficult to manage, as the lack of predetermined interview questions provide little guidance on the topic of discussion. Their use is, therefore, only considered where significant 'depth' is required, or where virtually nothing is known about the subject area (or a different perspective of a known subject area is required).
- *Semi-structured interviews* consist of several key questions that help to define the areas to be explored. They also allow the interviewer or interviewee to diverge to pursue an idea or response in more detail. This interview format is most frequently used in social research, as it provides participants with some guidance on the topic of discussion. The flexibility of this approach, particularly compared to structured interviews, also allows for the discovery or elaboration of information that is important to participants which may not have previously been considered as pertinent by the research team.

Literature review: A literature review surveys books, scholarly articles, and other relevant sources to provide a description, summary, and critical evaluation that relates to the topic of research. Literature reviews are designed to demonstrate to the reader how this research fits within a larger field of study.

Participant: An individual who takes part in a study/research project. A person responding to an interview as part of the skills assessment is a participant of the skills assessment.

Climate Policy: Climate change policy can be defined as the sum of processes in different phases, including the documents resulting from these processes, which are pursued by government or administration with the explicit aim to influence adaptation to climate change.

Policy Analysis: Systematic study of the nature, rationale, cost, impact, effectiveness, implications, etc., of existing or alternative policies, using the theories and methodologies of relevant social science disciplines.

Qualitative research: The word qualitative implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity, or frequency. Qualitative researchers stress the socially-constructed nature of reality, the intimate relationship between the researcher and the field of study, and the situational constraints that shape inquiry, emphasizing the value-laden nature of inquiry. Qualitative researchers seek answers to questions that stress how social experience is created and given meaning. In contrast, quantitative studies emphasize the measurement and analysis of causal relationships between variables, not processes[5].

Quantitative research: Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people, or on the explanation of a phenomenon[6].

Questionnaire: Structured sets of questions on specified subjects that are used to gather information, attitudes, or opinions.

Results: This is the main section of the report where the findings of the study or assessment are reported, referring to the totality of outcomes rather than the conclusions or recommendations drawn from them. Results are usually split into thematic sub-sections based on the research questions and data e.g. quotes and vignettes are usually used to report qualitative results and charts, graphs or tables and diagrams are usually used for quantitative results.

Skills assessment: The assessment of an individual's skills while they are on the job is a valuable way of determining performance levels, and whether further training is necessary. It is also used to determine whether the individual has skills that can be utilized in other areas, such as future team leadership or managerial capacity.

A workplace skills assessment involves the observation of a candidate as they perform their daily tasks, often over a specific period, using a variety of methods to gain a comprehensive oversight of the individual's current abilities and future potential. Workplace assessment can determine whether individuals are in the right jobs, whether further training is required, and which employees have the potential to benefit the organization in the long term. These assessments can be done through various methods including observation, simulation, questioning and testing.

Skills gaps: Situations in which the skills level of the employee is less than that required to perform the job adequately, or where the type of skill does not match the requirements of the job[7].

Skills needs: The change in skills that is necessary to adequately fulfil a certain job function in the future. Anticipation and management of skills needs is vital to avoid skills shortages and/or skills gaps in the future[8].

Skills shortages: A situation in which the demand for a skill exceeds the supply of candidates in possession of a particular skill[9]. This is marked by the absence of qualified and experienced workers to undertake roles when employers seek them.

Skills stock-take: The process of identifying the extent and nature of skills that are present and what are the gaps. This can be undertaken using a combination of desk-based and field research instruments including literature reviews, stakeholder interviews and surveys to assess existing skills, and to determine current and future unmet needs in the sector.

Stakeholder: An entity – individual, organization or unorganized group – with a declared or conceivable interest or stake in a policy concern. Stakeholders can be of any form, size and capacity[10]. For purposes of management and decision-making, it is important to identify "primary" and "secondary" stakeholders:

- *Primary stakeholders* are those with a direct interest in the resource, either because they depend on it for their livelihoods or because they are directly involved in its exploitation.
- *Secondary stakeholders* are those with a more indirect interest, such as those involved in institutions or agencies concerned with managing the resource, or those who depend at least partially on wealth or business generated by the resource. They can fall into one or more of these categories: international actors (e.g. donors), national or political actors (e.g. legislators, governors), public sector agencies, interest groups (e.g. unions, medical associations), commercial/private for-profit, non-profit organizations (NGOs, foundations), civil society members, and users/consumers.

[5] Denzin, N. K. and Lincoln, Y. S. (2005). Handbook of Qualitative Research. 2nd edition. Thousand Oaks, CA: Sage

[6] Babbie., E. R. (2010). The Practice of Social Research. 12th ed. Belmont, CA: Wadsworth Cengage, 2010; Muijs, Daniel. Doing Quantitative Research in Education with SPSS. 2nd edition. London: SAGE Publications

[7] CEDEFOP. (2010). The skill matching challenge: Analyzing skill mismatch and policy implications. Luxembourg. Retrieved from: http://www.cedefop.europa.eu/EN/Files/3056_en.pdf

[8] European Commission. (2014). Assessing the implications of climate change adaptation on employment in the EU: Final Report & Annexes. Rotterdam, The Netherlands

[9] CEDEFOP. (2010). The skill matching challenge: Analysing skill mismatch and policy implications. Luxembourg. Retrieved from: http://www.cedefop.europa.eu/EN/Files/3056_en.pdf

[10] Schmeer, K. (1999). Guidelines for Conducting a Stakeholder Analysis. November 1999. Bethesda, MD: Partnerships for Health Reform, Abt Associates Inc.

Annex 2: Individual Cards

TECHNICAL SKILLS

Technical skills are necessary to understand the science of climate change, issues of vulnerability and risk, and the prioritization of adaptation options. A person with technical skills can apply knowledge and experience gained in a specific field to support effective adaptation solutions. For instance, a technical specialist may be required to examine the economic benefits of an adaptation project, or use GIS-based methods to analyze land use, meteorological, and hydrological data.

The following technical skills are complementary to each other and considered useful in the National Adaptation Planning Process:

T1 Climate Change Science and Policy
T2 Climate Change Education and Training
T3 Climate Change Mainstreaming and Implementation
T4 Legal and Negotiation Skills
T5 Climate Change Economics and Finance
T6 Climate Risk Assessment
T7 ICT, GIS and Data Management
T8 Sustainable Forest Management
T9 Integrated Water Resource Management
T10 Sustainable Land Management
T11 Disaster Risk Management
T12 Climate Change Modelling and Scenarios

T1. CLIMATE CHANGE SCIENCE AND POLICY

Definition: Climate change science and policy refers to the understanding of atmospheric processes that drive climate variability and change as well as the policy responses available to address climate change both at international and local levels. The skill is defined by five fundamental sub-skills:

T1.1. **Climate change science:** Knowledge and understanding of the atmospheric processes that drive climate variability and change and the role that the terrestrial biosphere and the oceans play in the global carbon cycle.
T1.2 **Climate change impacts:** Knowledge and understanding of the impacts of global warming on ecosystems and human activities, including biodiversity, global and regional inequality and vulnerabilities.
T1.3 **Climate change mitigation:** Knowledge of and experience in the efforts and technologies available to reduce or prevent the emission of greenhouse gases – limiting the magnitude of future warming.
T1.4 **Climate change adaptation:** Knowledge of and experience in the processes by which strategies to moderate, cope with and take advantage of the consequences of climate change are enhanced, developed, and implemented.
T1.5 **Climate change policy:** Knowledge of and experience in the range of climate change policy responses available, the relevant international environmental treaties being observed, and ability to analyze local and international policies in addressing climate change.

IPCC, 2007: Summary for Policymakers. In: Climate Change 2007: The Physical Science Basis. Contribution of Working Group I to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change [Solomon, S., D. Qin, M. Manning, Z. Chen, M. Marquis, K.B. Averyt, M.Tignor and H.L. Miller (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.

Bernstein, L., Bosch, P., Canziani, O., Chen, Z., Christ, R. and Davidson, O., 2007. Climate change 2007: synthesis report. Summary for policymakers. In Climate change 2007: synthesis report. Summary for policymakers. IPCC.

Schneider, S.H., 2009. Climate change science and policy. Island Press.

T2. CLIMATE CHANGE EDUCATION AND TRAINING

Definition: Climate Change Education and Training focuses on the education sector (primary, secondary and tertiary) as well as on adult-learning (training and skills developments) and is defined by three sub-skills:

T2.1 **Climate change education, training and awareness:** Knowledge of and experience in formalized education for climate change learning and awareness raising, particularly in the design, development and delivery of training events.
T2.2 **Curriculum design and development:** Knowledge of and experience in the design, development and delivery of national climate change education curriculums.
T2.3 **Media communication and training:** Knowledge of and experience in communicating with and training media ssources for large scale awareness raising and learning on climate change.

UNCC: Learn, 2017, Good Learning Practices, Learning Resources, available online.

UNITAR, 2013, Guidance note for developing a National Climate Change Learning Strategy, Strengthening Human Resources and Skills to Advance Green, Low Emission and Climate Resilient Development, The One UN Climate Change Learning Partnership, UNITAR, Switzerland.

T.3 CLIMATE CHANGE MAINSTREAMING AND IMPLEMENTATION

Definition: Climate change mainstreaming and implementation refers to integration and implementation of climate change into all development planning, both at strategic planning levels and in local development. The skill is defined by four sub-skills:

T3.1 **Climate change mainstreaming:** Knowledge and experience of integrating relevant environmental concerns into the decisions of institutions that drive national, local and sectoral development policy, rules, plans, investments and actions.
T3.2 **Policy implementation:** Knowledge and experience in implementing climate change activities that are directed at the achievement of objectives set forth in specific policy decisions.
T3.4 **Sector-wide approaches:** Knowledge and experience in the planning and management of climate change related activities, which identifies interrelated sector constraints and opportunities, and addresses constraints and opportunities that require coordinated action across actors and subsectors.
T3.4 **National budget processes:** Knowledge of the national budget processes and experience in integrating policies/actions plans/activities into the relevant budgeting processes to account for climate change adaptation related activities.

UNDP-UNEP, 2011, Mainstreaming Climate Change Adaptation into Development Planning: A Guide for Practitioners, Poverty Environmental Initiative, UNDP-UNEP.

T4. LEGAL AND NEGOTIATION SKILLS

Definition: Legal and negotiation skills refer to the knowledge of regulatory tools which are explicit state interventions in policy, plan, project or programme (PPPP) processes, in pursuit of specific societal outcomes not achievable through normal market-based or incentive mechanisms. The skill is defined by four sub-skills:

T4.1 **Legislation:** Knowledge of and experience in the relevant national and international legal frameworks on climate change as well as relevant issues such as management of water, soil, agriculture and energy.
T4.2 **Legal drafting and review:** Knowledge of and experience in drafting, analyzing and reviewing national and international legal documents to express legal analysis, rights and duties.
T4.3 **Climate change negotiations:** Knowledge of and experience in negotiating in national and international climate negotiations, including formal and informal negotiation processes under the UNFCCC.
T4.4 **Climate negotiation processes:** Knowledge of and experience in understanding the rules of procedures, procedural motions, points of order, voting arrangement, roles, coalitions of interest and nomenclature of the UN and UNFCCC climate change negotiation.

Richards, M., 2001. A review of the effectiveness of developing country participation in the climate change convention negotiations. London, Overseas Development Institute.

T5. CLIMATE CHANGE ECONOMICS AND FINANCE

Definition: Climate Change Economics concerns the economic aspects of climate change which can inform policies that governments might consider in response. A number of factors make this a difficult problem from both economic and political perspectives: it is a long-term, intergenerational problem; benefits and costs are distributed unequally both within and across countries; and scientific and public opinions may diverge. The skill is defined by four sub-skills:

T5.1 **Environmental Economics:** Knowledge of mainstream economics and environmental economics and the application of environmental economic principles and techniques in addressing environmental issues.

T5.2 **Economics of climate change adaptation:** Knowledge and experience in addressing issues around potential climate-related losses to economies and societies, the adaptation options for averting such losses, and the costs/investment that will be required to fund those options.

T5.3 **Investment and Impact appraisal for climate change adaptation options:** Knowledge of investment and impact appraisal techniques (including cost-benefit analysis) and experience in applying investment and impact appraisals to climate change adaptation options in supporting the identification and prioritization of adaptation options.

T5.4 **Climate change adaptation finance:** Knowledge of key national and international sources of available climate adaptation finance and experience in sourcing and securing funding.

Stern, N.H., 2007. The economics of climate change: The Stern review. Cambridge University press.

World Bank, 2010, The economics of adaptation to climate change, World Bank Group, USA.

T6. CLIMATE RISK ASSESSMENTS

Definition: Climate Risk Assessments include an analysis of the expected impacts, risks and the adaptive capacity of a region or sector to the effects of climate change. The skill is defined by four sub-skills:

T6.1 **Climate impact assessments:** Knowledge and experience in undertaking climate impact assessments. Climate impact assessments provide an estimate of the effect of a change in climate on socioeconomic and environmental conditions, assuming no adaptation.

T6.2 **Climate vulnerability assessments:** Knowledge and experience in undertaking climate vulnerability assessments. Climate vulnerability assessments includes an assessment climate of impacts and autonomous adaptation options to help define climate risks and identify most vulnerable areas, sectors and social groups.

T6.3 **Climate adaptation assessments:** Knowledge and experience in undertaking climate adaptation assessments. Climate adaptation assessments examine adaptation responses including proactive and reactive options to anticipate the impacts of climate change and reduce vulnerability.

T6.4 **Climate change proofing:** Knowledge and experience in climate-proofing activities by analyzing climate change risks to projects, stakeholders and results, and modifying project or implementation plans/strategies to reduce the identified risks.

UNFCCC, 2011, Assessing climate change impacts and vulnerability making informed adaptation decisions, Highlights of the contribution of the Nairobi Work Programme, UNFCCC.

T7. ICT, GIS AND DATA MANAGEMENT

Definition: Information and Communications Technology (ICT) refers to the role of unified communications and the integration of telecommunications, computers and necessary enterprise software that enable users to access, store, transmit and manipulate information. The skill is defined by three sub-skills:

T7.1 **Information and communications technology (ICTs):** Knowledge and experience in using ICTs for electronically capturing, processing, storing, and communicating climate-related data & information.

T7.2 **Data management:** Knowledge and experience in storing, managing, manipulating, and analyzing data on ICTs for application in climate-related assessments and planning.

T7.3 **GIS and Remote Sensing:** Knowledge and experience in using GIS and Remote Sensing techniques and software for analysis and monitoring climate change with applications on climate change impacts and adaptation.

T8. SUSTAINABLE FOREST MANAGEMENT

Definition: Sustainable Forest Management addresses forest degradation, deforestation and issues related to climate change while increasing direct benefits to people and the environment. The skill is defined by four sub-skills:

T8.1 **Forest monitoring and assessments:** Knowledge of forest monitoring and assessment techniques and experience in undertaking forest monitoring and assessments for improved and updated information on the extent and nature of national forest resources.

T8.2 **Forest management planning and practices:** Knowledge of and experience in forest management techniques, disaster risk management and adaptive forestry practices to help to reduce forest vulnerability, maintain forest productivity and biodiversity and foster the adaptive capacity of forest dependent communities.

T8.3 **Forest policy and governance:** Knowledge of the policy approaches to forests and climate change and experience in integrating climate change strategies and plans with national forest policy frameworks and other sectors that affect forests.

T8.4 **Forest products, services and industry:** Knowledge and experience of the types and sources of forest products and services, as well as the industry, the role it plays in climate adaptation and mitigation and the economic importance and viability.

Von Gadow, K., Pukkala, T. and Tomé, M. eds., 2012. Sustainable forest management (Vol. 1). Springer Science & Business Media.

Ross, K., 2015, Measuring sustainable forest management: A report on on-going and emerging global initiatives to develop results frameworks and performance indicators for sustainable development, agriculture and natural resources management, Forest Economics, Policy and Products, Division of the Food and Agriculture Organization of the United Nations, FAO.

T9. INTEGRATED WATER RESOURCES MANAGEMENT (IWRM)

Definition: Integrated Water Resources Management (IWRM) is defined as a process which promotes the coordinated development and management of water, land and related resources, comprising of four sub-skills:

T9.1 **Water resource monitoring and assessments**: Knowledge of water resource monitoring and assessment techniques, and experience in undertaking monitoring and assessments for improved and updated information on the extent and nature of national and trans boundary water resources.

T9.2 **Water resource management planning and practices:** Knowledge of and experience in water resource management, water related disaster risk management and adaptive practices to help to reduce vulnerability to climate change.

T9.3 **Water resource policy and governance**: Knowledge of policy approaches to water resources and climate change, trans boundary issues and experience in integrating climate change strategies and plans with regional and national water resource policy frameworks and other sectors.

T9.4 **Water resource use, services and industry:** Knowledge and experience of water resource use and services, as well as the industry, the role it plays in climate change and the economic importance and viability.

Agarwal, A., delos Angeles, M.S., Bhatia, R., Chéret, I., Davila-Poblete, S., Falkenmark, M., Villarreal, F.G., Jønch-Clausen, T., Kadi, M.A., Kindler, J. and Rees, J., 2000. Integrated water resources management. Global water partnership.

Marino, M.A., 2001. Integrated water resources management (No. 272). International Assn of Hydrological Sciences.

T10. SUSTAINABLE LAND MANAGEMENT (SLM)

Definition: Sustainable Land Management (SLM) is defined as the practices and technologies that aim to integrate the management of land, water, biodiversity, and other environmental resources to meet human needs while ensuring the long-term sustainability of ecosystem services and livelihoods. SLM is defined by four sub-skills:

T10.1 **Participation:** Knowledge of and experience in implementing SLM practices that are land-user-driven and participatory.

T10.2 **Integration:** Knowledge of and experience in implementing SLM practices that promote integrated use of natural resources at ecosystem and farming systems levels.

T10.3 **Involvement:** Knowledge of and experience in implementing SLM practices that promote multi-level and multi-stakeholder involvement.

T10.4 **Targeting:** Knowledge of and experience in implementing SLM practices that utilize targeted policy and institutional support, including the development of incentive mechanisms for SLM adoption and income generation at the local level.

FAO, 2005, Sustainable Land Management, Available Online

Smyth, A.J. and Dumanski, J., 1993. FESLM: An international framework for evaluating sustainable land management (p. 76). Rome: FAO.

T11. DISASTER RISK MANAGEMENT

Definition: Disaster Risk Management is the application of disaster risk reduction policies and strategies to prevent new disaster risk, reduce existing disaster risk and manage residual risk, contributing to the strengthening of resilience and reduction of disaster losses. The skill is defined by five sub-skills:

T11.1 **Risk identification:** Knowledge of risk assessment techniques and methods, and experience in undertaking risk assessments, risk mapping, information campaigns and public outreach activities.

T11.2 **Risk reduction:** Knowledge of and experience in disaster risk reduction practices through structural and non-structural measures including land use planning, policies and regulations, infrastructure etc.

T11.3 **Risk preparedness:** Knowledge of and experience in disaster preparedness techniques including civil protection systems, pre-position emergency response equipment, early warning systems, contingency planning etc.

T11.4 **Disaster risk transfer:** Knowledge and experience in assessing and reducing contingent liabilities, budget appropriation and execution and disaster financing instruments.

T11.5 **Disaster rehabilitation and reconstruction:** Knowledge and experience in resilient recovery and reconstruction policies and the design of institutional response mechanisms.

IPCC, 2012: Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation. A Special Report of Working Groups I and II of the Intergovernmental Panel on Climate Change [Field, C.B., V. Barros, T.F. Stocker, D. Qin, D.J. Dokken, K.L. Ebi, M.D. Mastrandrea, K.J. Mach, G.-K. Plattner, S.K. Allen, M. Tignor, and P.M. Midgley (eds.)]. Cambridge University Press, Cambridge, UK, and New York, NY, USA, 582 pp.

Climate and Development Knowledge Network, 2012, Managing climate extremes and disasters in Africa: Lessons from the SREX report. CDKN.

T12. CLIMATE CHANGE MODELLING AND SCENARIOS

Definition: Climate Change Modelling and Scenarios is defined as the process of projecting future GHG emissions and assessing future vulnerability to climate change according to specific scenarios. The skill is defined by four sub-skills:

T12.1 **Climate data and information:** Knowledge of climate data and information required for robust climate change modelling and scenario development, and experience in collecting, sourcing, storing and analyzing climate data and information.

T12.2 **Climate change modelling:** Knowledge of the principles of quantitative climate modelling, including the strengths and weaknesses and experience in applying various climate modelling techniques such as running Global Climate Models (GCMs) and downscaling techniques for Regional Climate Models (RCMs).

T12.3 **Climate change scenarios:** Knowledge of the principles of climate scenario development, and experience in developing future climate scenarios for explicit use in investigating the potential impacts of anthropogenic climate change.

T12.4 **Interpretation and application:** Knowledge of and experience in understanding, assessing and interpreting outputs from current climate models and future scenarios for application in climate change adaptation planning and policy development.

IPCC, 2001: Climate Change 2001: The Scientific Basis. Contribution of Working Group I to the Third Assessment Report of the Intergovernmental Panel on Climate Change [Houghton, J.T., Y. Ding, D.J. Griggs, M. Noguer, P.J. van der Linden, X. Dai, K. Maskell, and C.A. Johnson (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, 881pp

Mearns, L.O., Giorgi, F., Whetton, P., Pabon, D., Hulme, M. and Lal, M., 2003. Guidelines for use of climate scenarios developed from regional climate model experiments.

MANAGEMENT SKILLS

Management skills are required to organize and maintain complex social organizations. Skills include leadership, supervisory and delegation, enabling an individual to oversee the process of mainstreaming climate change, while inspiring others. People with management skills can build an environment conducive to progress and change by creating space for concrete adaptation action. They may also bring in resources for programs necessary to ensure that deadlines are met and that results are monitored and evaluated. The following management skills are needed for effective overall functioning and are key to managing NAPs process.

M1 Strategic Leadership
M2 Social Responsibility
M3 Visioning, Innovation and Inspiration
M4 Advocacy
M5 Time Management
M6 Results Based Management
M7 Financial Management
M8 Organizational Conflict Management
M9 International Diplomacy
M10 Project Management
M11 Human Resources Management
M12 Reporting

M1. STRATEGIC LEADERSHIP

Definition: Strategic Leadership is the ability to influence others to voluntarily make day-to-day decisions that enhance the long-term viability of the organization. Strategic leadership is characterized by three key sub-skills/indicators:

M1.1 **Strategic Thinking:** Knowledge of and experience in exhibiting a strong understanding of the complex relationship between the organization and its environment, and in conceptualizing the needs of the organization and how to achieve its goals.
M1.2 **Strategic Action**: Knowledge of and experience in taking decisive actions that are consistent with the strategic direction of the organization.
M1.3 **Strategic Influencing:** Knowledge of and experience in supporting the strategic direction of the organization by inviting others into the strategic process, forging relationships inside and outside the organization, and navigating the political landscape.

Rowe, W.G., 2001. Creating wealth in organizations: The role of strategic leadership. The Academy of Management Executive, 15(1), pp.81-94.

M2. SOCIAL RESPONSIBILITY

Definition: Social Responsibility is defined as an obligation to behave ethically and with sensitivity towards social, economic and environmental issues that contribute to sustainable and climate-resilient development by delivering economic, social and environmental benefits for all. Social responsibility is characterized by three key sub-skills/ indicators:

M2.1 **Impacting society:** Knowledge, active interest and participation in activities that benefit and strengthen the sustainable development of society.
M2.2 **Impacting the economy:** Knowledge, active interest and participation in activities that benefit and strengthen the economic development of society.
M2.3 **Impacting the environment:** Knowledge, active interest and participation in activities that address environmental issues, and promote environmental sustainability and climate mitigation.

Crowther, D. and Aras, G., 2008. Corporate social responsibility. Bookboon

M3. VISIONING, INNOVATION AND INSPIRATION

Definition: Visioning, Innovation and Inspiration embraces key management skills and aspects of successful and transformational leadership. It is characterized by three key areas:

M3.1 **Visioning:** Knowledge of and experience in developing plans, goals and a vision for the future that addresses key issues, defines long term strategies and guides the organization into the future.
M3.2 **Innovation:** Knowledge of and experience in introducing innovative ideas and solutions into business practices and in challenging and facilitating the creative potential of peers.
M3.3 **Inspiration:** Knowledge of and experience in recognizing, valuing and utilizing individual and collective skills and strengths that support the creation of a culture of learning, continuous improvement and inspiration.

Karaman, A., Kök, S.B., Hasiloglu, S.B. and Rivera, M., 2008. Vision, creativity, strategic innovation, and transformational leadership. Problems & Perspectives in Management, p.2.

M4 ADVOCACY

Definition: Advocacy is defined as the active support of an idea or cause expressed through strategies and methods that influence the opinions and decisions of people and organizations. Advocacy is characterized by four sub-skills:
M4.1 **Strategy development:** Knowledge of and experience in defining, developing and implementing advocacy strategies that are timely, creating and engaging and based on robust data and information.
M4.2 **Raising awareness:** Knowledge of and experience in raising the organizational profile and organizational goals through the development of evidence-based communications.
M4.3 **Forging relationships:** Knowledge of and experience in building relationships and reaching consensus with key decision-makers, influencers and leaders.
M4.4 **Implementation:** Knowledge of and experience in sourcing and securing funding to support the achievement of the identified activities outlined in the advocacy strategy and implementing the advocacy strategies.

Cohen, D., 1995. Elements of advocacy. Advocacy Institute, Washington.

McConnell, S., 2004. Advocacy in organizations: The elements of success. Generations, 28(1), pp.25-30.

M5. TIME MANAGEMENT

Definition: Time Management is the process of organizing and planning how to divide one's time between specific activities. Time management is characterized by four sub-skills:

M5.1 **Defining activities:** Knowledge of and experience in defining concrete and specific activities as well their prioritization, both short and long-term.
M5.2 **Achieving deadlines**: Knowledge of and experience in setting and achieving specific deadlines for the identified activities.
M5.3 **Monitoring:** Knowledge and experience in monitoring activities to assess whether they are on track.
M5.4 **Flexibility:** Knowledge and experience in changing activities and deadlines based on priorities, demand or importance.

Lussier, R., 2011. Management fundamentals: Concepts, applications, skill development. Cengage Learning.

Claessens, B.J., Van Eerde, W., Rutte, C.G. and Roe, R.A., 2007. A review of the time management literature. Personnel review, 36(2), pp.255-276.

M6. RESULTS BASED MANAGEMENT (RBM)

Definition: Results-Based Management (RBM) is a management strategy which ensures that processes, products and services contribute to the achievement of desired results (outputs, outcomes and goals), with clearly defined accountability and requirements for monitoring and reporting. RBM is characterized by four sub-skills:

M6.1 **RBM in Planning:** Knowledge of and experience in RBM tools and practices (logic frameworks, results chains, risk mitigation strategies, results matrices) and the definition of clear and measurable objectives, selecting targets and indicators during the development of strategic frameworks, programmes and projects.

M6.2 **RBM in Managing:** Knowledge of and experience in effectively managing projects using RBM systems, developing flexibility in strategy and activities, incorporating team-based approaches and ensuring that results matrices are updated.

M6.3 **RBM in Monitoring:** Knowledge of and experience in RBM monitoring and reporting practices including regular and systematic assessments based on participation, reflection, feedback, data collection, analysis of actual performance (using indicators) and regular reporting.

M6.4 **RBM in Evaluation:** Knowledge of and experience participating in or undertaking evaluations focusing on expected and achieved results to determine the relevance, impact, effectiveness and sustainability of interventions.

UNDP, 2011, Results-Based Management Handbook - Harmonizing RBM concepts and approaches for improved development results at country level, United Nations Development Group, USA.

M7. FINANCIAL MANAGEMENT

Definition: Financial Management is the efficient and effective management of funds to accomplish the objectives of the organization. Financial Management is characterized by four sub-skills:

M7.1 **Financial consistency:** Knowledge of financial policies, systems and accounting standards, as well as experience in applying these consistently over time.

M7.2 **Financial accountability:** Knowledge of and experience in financial accountability, particularly in describing how and why resources were used and what was achieved.

M7.3 **Financial transparency:** Knowledge of and experience in financial transparency standards and practices, in being open about finances and making information available to stakeholders.

M7.4 **Financial integrity:** Knowledge of and experience in financial integrity practices and in showing honesty and propriety in the management of financial resources.

Brigham, E.F. and Houston, J.F., 2012. Fundamentals of financial management. Cengage Learning.

Baker, H.K. and Powell, G., 2009. Understanding financial management: A practical guide. John Wiley & Sons.

M8. ORGANIZATIONAL CONFLICT MANAGEMENT

Definition: Organizational Conflict Management is the process of identifying and managing conflict situations in an organization. This is to limit the negative aspects of a conflict situation promoting positive perspectives with the aim of improving overall effectiveness and performance. Conflict management is characterized by four sub-skills:.

M8.1 **Conflict prevention:** Knowledge of and experience in taking proactive steps to prevent the occurrence of crisis situations and unproductive conflicts.

M8.2 **Conflict recognition:** Knowledge of and experience in recognizing a conflict situation and the need for management intervention.

M8.3 **Conflict reaction:** Knowledge of and experience in addressing and managing conflict situations, maximizing productivity from the situation and neutralizing negativity.

M8.4 **Conflict recovery:** Knowledge of and experience in managing post conflict situations, addressing relationships and learning from the conflict episode.

Thomas, K.W., 1992. Conflict and conflict management: Reflections and update. Journal of organizational behaviour, 13(3), pp.265-274

M9. INTERNATIONAL DIPLOMACY

Definition: International Diplomacy is the interface between national interest debates and international cooperation. It is the process through which nation states – and increasingly non-governmental and sub-state actors – determine and work to deliver their international objectives. International Diplomacy is characterized by three sub-skills:

M9.1 **Diplomatic understanding:** Knowledge, experience and capacity to understand how climate change influences and impacts core national interests

M9.2 **Diplomatic intelligence:** Knowledge, experience and capacity to gather and analyze intelligence on the interests, constraints and capacities of other actors and how they perceive your own actions and positions.

M9.3 **Diplomatic influence:** Knowledge, experience and capacity to effectively promote national priorities, and to create and implement clear influencing strategies through political and diplomatic channels.

Mabey, N., Gallagher, L., Born, C., 2013, Understanding Climate Diplomacy - Building diplomatic capacity and systems to avoid dangerous climate change, E3G, London.

M10. PROJECT MANAGEMENT

Definition: Project Management is the application of knowledge, skills, tools and techniques to project activities in order to deliver on-time and on-budget project goals and objectives. It is closely linked to other management skills such as financial management, RBM and Reporting. Project Management is characterized by five sub-skills:

M10.1 **Project conception:** Knowledge of and experience in the conception and analysis of project ideas, determining whether the project benefits the organization, and whether it can be realistically completed and results attained.

M10.2 **Project planning:** Knowledge of and experience in developing project plans, defining the scale and scope of projects and the work to be performed. This includes the prioritization of activities, the design of log frames, outlining budgets and schedules, and determining what resources are needed.

M10.3 **Project launch:** Knowledge of and experience in launching projects and in distributing project resources amongst teams and in defining roles and responsibilities.

M10.4 **Project implementation and monitoring:** Knowledge of and experience in implementing projects, identifying and analyzing project status and progress against actual plans, as well as resource use and adjustment.

M10.5 **Project close:** Knowledge and experience in closing projects, including project evaluations highlighting successes and failures, and identifying lessons for future learning and application in new projects.

PMI, 2017, What is Project Management, Project Management Institute, Inc.

Heagney, J., 2011. Fundamentals of Project Management. Fundamentals of Project Management, 4th Edition.

M11. HUMAN RESOURCE MANAGEMENT

Definition: Human Resource Management (HRM) is a strategic and coherent approach to the management of the people working within an organization who individually and collectively contribute to the achievement of its objectives. HRM is characterized by three sub-skills:

M11.1 **Human resource acquisition:** Knowledge and experience in planning for, recruiting and identifying selected candidates for specific roles, integrating them into an organization following the organization's HR rules and regulations.

M11.2 **Human resource development:** Knowledge and experience in supporting employee personal development to improve employee performance by imparting knowledge, changing attitudes and improving skills.

M11.3 **Human resource motivation:** Knowledge and experience in motivating employees through activities (performance evaluations, compensation management, discipline) which induce and inspire people to increase performance and efficiency.

Armstrong, M. and Taylor, S., 2014. Armstrong's handbook of human resource management practice. Kogan Page Publishers. Vancouver

M12. REPORTING

Definition: Reporting is the process of producing reports as a means of assessing progress against previously identified goals or objectives, most commonly applied in results-based management (RBM), business reporting, financial reporting or sustainability reporting. Reporting is characterized by five sub-skills:

M12.1 **Objectivity:** Knowledge of and experience in reporting results that reflect both positive and negative aspects of performance to enable a reasonable performance assessment.

M12.2 **Comparability:** Knowledge of and experience in selecting, compiling and reporting information consistently and in a manner which enables performance analysis over time.

M12.3 **Accuracy:** Knowledge of and experience in reporting results that are accurate, reliable and detailed for assessing performance.

M12.4 **Timeliness:** Knowledge of and experience in reporting results on a regular basis so that information is timely and available for informed decision making.

M12.5 **Clarity:** Knowledge of and experience in reporting results that present information in a manner that is coherent and accessible.

UNDP, 2011, Results-Based Management Handbook - Harmonizing RBM concepts and approaches for improved development results at country level, United Nations Development Group, USA.

PARTICIPATORY SKILLS

Participatory skills are required to promote and sustain cooperation, ownership and action. A person with participatory skills can create a welcoming and engaging environment that brings people and organizations together, and can encourage individuals to express diverse views, create consensus and build ownership over decisions made. Adaptation planners use participatory skills to liaise with counterparts in another ministry, or between national and sub-national levels. The following participatory skills are considered essential for the National Adaptation Planning Process:

P1 Coordination
P2 Communication
P3 Team Building
P4 Public Speaking
P5 Active Listening
P6 Relationship Building
P7 Cross-Cultural Understanding
P8 Consensus Building
P9 Participatory Planning and Decision Making
P10 Participatory Learning and Action
P11 Networking
P12 Gender Mainstreaming

P1. COORDINATION

Definition: Coordination is a structured arrangement of efforts towards the accomplishment of mutual objectives. Coordination is characterized by four key sub-skills:

P1.1 **Identification:** Knowledge and experience in identifying mutual objectives and stakeholders that would benefit from coordinated planning and implementation.
P1.2 **Consultation:** Knowledge and experience in leading and facilitating group discussions and consultations with identified stakeholders to improve information sharing and consensus building.
P1.3 **Communication**: Knowledge and experience in establishing systematic and effective communication between all stakeholders for improved coordination.
P1.4 **Organization:** Knowledge and experience in setting up mechanisms for the effective coordination of identified activities amongst stakeholders in order to achieve mutual objectives.

Koontz, H. and O'Donnell, C., 1964, Principles of management: an analysis of managerial functions, McGraw-Hill.

P2. COMMUNICATION

Definition: Communication can be defined as the imparting or exchange of information through speech, writing, or other channels. Effective communication is characterized by five sub-skills:

P2.1 **Clarity:** Knowledge and experience in conveying information that is clear and specific, making use of exact, appropriate and concrete words/methods so that information is delivered with confidence and is understood.
P2.2 **Correctness:** Knowledge and experience in conveying clear, factual and reliable information that is supported by facts.
P2.3 **Completeness:** Knowledge and experience in conveying all the information required for an audience to be adequately informed and take action.
P2.4 **Conciseness:** Knowledge and experience in conveying information concisely and within context, allowing for the message to be delivered quickly and succinctly without forgoing clarity or completeness.
P2.5 **Responsiveness:** Knowledge and experience in conveying information to different audiences that resp to specific needs and information gaps.

Kukreja, M. and Bhagat, S., 2015, Successful mantra for management of cross cultural communication, International Journal of Management Research and Reviews, 5(2), p.108.

P3. TEAM BUILDING

Definition: Team Building can be defined as an action or process which enables a group of people to work together effectively as a team, especially by means of activities and events designed to increase motivation and promote cooperation. Team building is characterized by four sub-skills:

P3.1 **Goal Setting:** Knowledge of and experience in setting objectives and the development of individual and team goals.
P3.2 **Interpersonal relations:** Knowledge of and experience in supporting and developing interpersonal relationships through skills such as mutual supportiveness, communication, active listening and empathy to develop trust and confidence within the team.
P3.3 **Problem solving**: Knowledge of and experience in identifying problems within a team environment and defining and implementing actions to resolve the problem.
P3.4 **Role clarification:** Knowledge of and experience in emphasizing communication among team members regarding their respective roles and responsibilities within the team in order to promote transparency and understanding.

Dyer, W.G., 2007. Team building. John Wiley & Sons, Ltd., Vancouver

Goncalves, M., 2006. Fundamentals of Team Building: Challenges and Rewards. In Team Building (The Technical Manager's Survival Guides). ASME Press.

P4. PUBLIC SPEAKING

Definition: Public Speaking involves the preparation and delivery of ideas to a group of people who listen without significant interruption. Public speaking is characterized by four sub-skills:

P4.1 **Ideas:** Knowledge of and experience in developing and refining ideas or arguments for presentation to an audience or group.
P4.2 **Arrangement:** Knowledge of and experience in refining ideas through structured and coherent arguments.
P4.3 **Style:** Knowledge of and experience in identifying and using varied presentation techniques, and effectively using voice and body language to best present an idea and to maximize impact on the audience.
P4.4 **Memory:** Knowledge of and experience in learning and memorizing information through speaking points/ speeches while maintaining a natural interaction with the audience.

Jaffe, C., 2012. Public speaking: Concepts and skills for a diverse society. Cengage Learning.

Nikitina, A., 2012. Successful public speaking. Bookboon. Vancouver

P5. ACTIVE LISTENING

Definition: Active Listening is the active process in which a conscious decision is made by a person to listen to and understand the message of a speaker. Active listening is characterized by five sub-skills:

P5.1 **Attentiveness:** Knowledge of and experience in giving undivided attention and acknowledging messages of speakers.
P5.2 **Body Language:** Knowledge of and experience in expressing and interpreting body language, non-verbal or emotional signs to convey attention.
P5.3 **Understanding:** Knowledge of and experience in understanding the message being delivered by reflecting on what is being said and by questioning the information received.
P5.4 **Deferred Judgment:** Knowledge of and experience in allowing speakers to finish key points during an interaction, without interruption.
P5.5 **Positivity:** Knowledge of and experience in showing respect towards a speaker and expressing positively that the message was well understood and clear.

Brownell, J., 1986. Building active listening skills. Prentice Hall.

Rogers, C. and Farson, R.E., 1979. Active listening. Organizational Psychology, pp.168-180.

P6. RELATIONSHIP BUILDING

Definition: Relationship Building is the process of developing mutual affiliation or connection between individuals or groups for the achievement of common goals. Relationship building is characterized by five sub-skills:

P6.1 **Respect:** Knowledge of and experience in acting in a respectful manner towards others, bearing in mind feelings, beliefs, and values.
P6.2 **Trust:** Knowledge of and experience in being reliable and dependable thereby gaining trust and forging/ strengthening relationships.
P6.3 **Mindfulness:** Knowledge of and experience in taking responsibility for words spoken and actions taken, bearing in mind the impact that these may have on others.
P6.4 **Diversity:** Knowledge of and experience in welcoming diversity and accepting people's beliefs and opinions.
P6.5 **Change:** Knowledge of and experience in effectively communicating issues and creating or changing work systems and processes to support others.

Eyben, R., 2006. Relationships for aid. Routledge

P7. CROSS-CULTURAL UNDERSTANDING

Definition: Cross-Cultural Understanding conveys the recognition of individual cultural differences, gaining the appreciation, respect and knowledge of other cultures. Cross-cultural understanding is characterized by four sub-skills:

P7.1 **Cultural awareness:** Knowledge of and experience in being attentive to and recognizing or acknowledging your own preconceived notions of other cultures and beliefs.
P7.2 **Cultural acceptance**: Knowledge of and experience in realizing and accepting that cultural differences exist.
P7.3 **Cultural knowledge:** Knowledge of and experience in developing cultural knowledge and understanding.
P7.4 **Cultural adaptability:** Knowledge of and experience in successfully adapting to the cultural context of the situation.

Martineau, D., 2015. Cultural and Diversity Considerations. Online

UNESCO, 2001, UNESCO Universal Declaration on Cultural Diversity, General Conference of UNESCO. France

P8. CONSENSUS BUILDING

Definition: Consensus Building is an approach to group decision making that focuses on problem solving to satisfy the interests and concerns of all group members. Consensus building is characterized by four sub-skills:

P8.1 **Facilitation:** Knowledge of and experience in successfully facilitating or mediating group discussions that allow for stakeholders to adequately express concerns, identify goals and gain support and agreement.
P8.2 **Commitment:** Knowledge of and experience in showing commitment to group consensus by following through on agreed and adopted activities.
P8.3 **Patience:** Knowledge of and experience in showing patience by allowing groups to build sufficient capacity to operate under the new consensus while recognizing the need for give and take.
P8.4 **Planning:** Knowledge and experience in mapping and defining clear guidelines on how to plan for and build consensus using formal and informal structures to build upward support for own ideas.

Susskind, L.E., McKearnen, S. and Thomas-Lamar, J., 1999. The consensus building handbook: A comprehensive guide to reaching agreement. Sage Publications.

P9. PARTICIPATORY PLANNING AND DECISION MAKING

Definition: Participatory Planning and Decision Making is a process that convenes a broad base of key stakeholders to generate a diagnosis of the existing situation and develop appropriate strategies to solve jointly identified problems. Participatory planning and decision making is characterized by four sub-skills:

P9.1 **Identification:** Knowledge of and experience in identifying interested stakeholder groups and their needs, priorities and concerns, as well as establishing group targets and goals.
P9.2 **Assessment**: Knowledge of and experience in assessing identified needs and group goals for the prioritization and identification of available resources.
P9.3 **Planning:** Knowledge of and experience in developing action plans and project proposals that integrate the agreed needs, priorities and concerns of all interested stakeholder groups well in advance, as well as the availability of joint organizational resources.
P9.4 **Approval:** Knowledge of and experience in reviewing and managing the approval of proposals through agreed approval authorities/groups.

World Bank, 2013, Social Accountability E-Guide, Department of Social Development, World Bank.

CIFOR, 2007, Towards wellbeing in forest communities: A Sourcebook for Local Governance, Center for International Forestry Research.

P10. PARTICIPATORY LEARNING AND ACTION (PLA)

Definition: Participatory Learning and Action (PLA) is an approach for learning about and engaging with communities. PLA can be used in identifying needs, planning, monitoring or evaluating community-based adaptation projects and is characterized by four sub-skills:

P10.1 **Behavioral awareness:** Knowledge of and experience as a PLA trainer/facilitator ensuring that personal biases have less influence on the outcomes of the PLA activity.
P10.2 **Group learning:** Knowledge of and experience in group learning processes that are iterative, and that change according to evolving perceptions.
P10.3 **Adaptive methods:** Knowledge of and experience in implementing PLA approaches, methods and tools that are designed to meet location situations and which allow flexibility to adapt to a variety of contexts.
P10.4 **Information sharing:** Knowledge of and experience in sharing information throughout the PLA activity to elicit learning and debate, and to influence individual and group perceptions and actions.

Appel, K., Buckingham, E., Jodian, K., Roth, D., 2012, Participatory Learning and Action Toolkit: For Application in BSR's Global Programs, BSR,- France.

Pretty, J et al (1995) Participatory Learning and Action: A Trainer's Guide London: IIED
Thomas, S., 2004. What is participatory learning and action (PLA): an introduction. Centre for International Development and Training (CIDT), London

P11. NETWORKING

Definition: Networking is the interaction between individuals or groups to exchange information and develop professional or social contacts. It is an effective tool for identifying and building mutual working relationships or partnerships. Networking is characterized by four sub-skills:

P11.1 Strategy: Knowledge of and experience in identifying personal or organizational goals and developing a networking strategy to support the identification of key individuals, groups or organizations that culminate in mutually beneficial relationships.
P11.2 **Credibility:** Knowledge of and experience in developing a good rapport and credibility with the identified network through trust and integrity.
P11.3 **Interest:** Knowledge of and experience in showing interest and engaging in the activities of the network or organizations.
P11.4 **Contact:** Knowledge of and experience in maintaining contact with members of the network, sharing information and keeping track of developments, issues, challenges or achievements.

P12. GENDER MAINSTREAMING

Definition: Gender Mainstreaming is a strategy that renders both women's and men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes, to work towards the achievement of gender equality. Gender Mainstreaming is characterized by five sub-skills:

P12.1 **Gender analysis:** Knowledge of and experience in using analytical tools and methods to identify the relationships between men and women, their access to resources, their activities, the constraints that they face, and how they are affected by public policy.

P12.2 **Gender planning:** Knowledge of and experience in policy or programme planning that identifies gender as a key variable and integrates the gender dimension into policies or actions.

P12.3 **Gender-specific actions:** Knowledge of and experience in implementing gender-specific actions and capacity building initiatives.

P12.4 **Gender-sensitive Monitoring and Evaluation:** Knowledge of and experience in implementing gender-sensitive monitoring and evaluation techniques that account for both qualitative and quantitative data.

P12.5 **Knowledge sharing:** Knowledge of and experience in sharing relevant gender-related information and results.

UNDP, 2007, Gender Mainstreaming – A key driver of development in Environment and Energy, Training Manual, United Nations Development Programme, USA.

Annex 3: Skills Assessment Worksheets

The following section provides several worksheets for users to record their answers regarding the specific implementation level(s) and individual skills that have been identified. When completing the individual skills worksheets, the assessment of sub-skills should be evaluated according to the competency criteria listed below. Additional worksheets can be reproduced based on the number of skills and implementation levels to be assessed.

Competency Criteria for Individual Sub-Skills

A. **Acquiring:** Minimal experience or knowledge from brief, unstructured or informal observations. Low ability to apply the skill in a practical situation.
B. **Competent:** Experience has been acquired. The skill has been practiced and can be applied usable in a practical situation. Knowledge has been acquired and can be articulated to others in a practical situation.
C. **Highly Competent:** Extensive experience has been acquired. The skill has been frequently practiced and is highly usable in a practical situation. In-depth knowledge has been acquired and can be articulated to others in practical situations. Analysis of the knowledge can be manipulated and re-utilized to achieve more complex alternatives.

Name: _____ Organization: _____ Date: _____

INSTITUTIONAL CAPACITY - Policy Level						
Question	**Answer (tick relevant box)**					**Justification/Comment**
	N/a	**No**	**Partially**	**Don't know**	**Yes, fully**	
Is there a clear mandate for climate change adaptation in place?						
Is climate change adaptation integrated into national development strategies?						
Is climate change adaptation integrated into key sector strategies and plans?						
Is adaptation recognized within the budget allocation policy?						
Have the costs of climate change adaptation been assessed?						

Name: _____ Organization: _____ Date: _____

INSTITUTIONAL CAPACITY - Organizational Level						
Question	**Answer (tick relevant box)**					**Justification/Comment**
	N/a	**No**	**Partially**	**Don't know**	**Yes, fully**	
Are functioning mechanisms for climate change coordination in place?						
Do key sectors have climate change adaptation focal points in place?						
Is the role of NGOs, academia and private sector in adaptation planning clearly defined?						
Is climate change adaptation visibly integrated into budget management systems?						
Does a shared climate change financing framework for adaptation exist (public and private)?						
Is there a national climate change adaptation monitoring framework in place?						
Are there national training institutions in place with the capacity to design and deliver courses on NAP?						

Name: _____ Organization: _____ Date: _____

INSTITUTIONAL CAPACITY - Operational Level						
Question	**Answer [tick relevant box)**					**Justification/Comment**
	N/a	**No**	**Partially**	**Don't know**	**Yes, fully**	
Are sectors able to apply analytical tools for adaptation to planning (V&A, scenarios, CBA, mainstreaming)?						
Are local authorities able to apply analytical tools for adaptation to planning (V&A, scenarios, CBA, mainstreaming)?						
Is data regularly being collected on weather and climatic parameters?						
Is seasonal forecasting information available to farmers on a recurrent basis?						
Is climate change adaptation integrated into national curricula (primary and secondary)?						

Name: _____ Organization: _____ Date: _____

INSTITUTIONAL CAPACITY - _____ Level						
Question	**Answer [tick relevant box)**					**Justification/Comment**
	N/a	**No**	**Partially**	**Don't know**	**Yes, fully**	

Name: ______________ Organization: ______________________ Date: ________

INDIVIDUAL SKILLS					
Skill *(e.g. T1, T2, M4, P6)*	Sub-skill *(e.g. T1.1, P6.1)*	Competence Level			Justification/Comment
		A	B	C	

Notes:

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