

Kingdom of Cambodia
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TA-8179 CAM MAINSTREAMING CLIMATE RESILIENCE
INTO DEVELOPMENT PLANNING – PACKAGE A (45283-001)

*Scoping Workshop on
the 5-year Implementation Plan for
Mainstreaming Climate Resilience into
Development Planning*

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Location: Phnom Penh, Cambodia



Prepared for: Asian Development Bank
Prepared by: Climate Change Department, NCSD
Technical supported by: ICEM



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1 INTRODUCTION

1.1 PROJECT OVERVIEW

The Climate Change Department (CCD) of the General Secretariat of the National Council for Sustainable Development (NCSA) under the Ministry of Environment (MOE) is implementing a technical assistance (TA) project titled “Mainstreaming Climate Resilience into Development Planning in Cambodia (MCRDP TA 8179-CAM) Package 1” with support from the Asian Development Bank (ADB). The TA supports MOE to implement the Royal Government of Cambodia’s (RGC) Strategic Program for Climate Resilience (SPCR). It aims to strengthen the institutional and technical capacity of the government to mainstream climate resilience into development planning, and improve coordination among various sector line Ministries, sub-national government agencies, NGOs and the Private Sector.

The International Centre for Environmental Management (ICEM) has been contracted by ADB to support CCD, MOE to implement Package 1 activities. A second Package of activities to strengthen the capacity of civil society, NGOs and CSOs in climate resilience will be implemented with the support of Plan International.

1.2 WORKSHOP OBJECTIVES

The Scoping Workshop was organized on 7 July 2015 at the Sunway Hotel, Phnom Penh. The overall objective of the workshop was to consult with key ministries and other agencies about the scope, approach and work plan of the TA Package 1 activities. There were also a number of supplementary, specific objectives of the workshop including to:

- Seek feedback from RGC, SPCR and other stakeholders on the proposed implementation plan for Package 1 activities;
- Discuss the capacity building assessment undertaken by the TA consultants during the inception phase of the project and validate the capacity building plan among the concerned stakeholders;
- Establish the necessary institutional relationships to guide and coordinate Package 1 activities;
- Validate the findings of annual monitoring scoring for CIF reporting; and
- Conduct a consultation with universities on the methodology for integrating climate change resilience into university curricula.

1.3 WORKSHOP PARTICIPANTS AND STRUCTURE

The workshop involved nearly 130 participants from government agencies, national and international development agencies, universities and local civil society organizations. The workshop was officially opened by H.E. Say Samal, Minister of Environment and chaired by H.E. Prof. Dr. Sabo Ojano, Secretary of State, MoE and SPCR Coordinator with support from H.E. Dr. Tin Ponlok, Secretary General of the National Council for Sustainable Development and Dr. Ancha Srinivasan, Principal Climate Change Specialist, ADB.

The workshop involved four main sessions and one parallel session on university curriculum development:

Main Sessions

1. Introductory session outlining the SPCR programme;
2. Capacity needs assessment and validation of CIF reporting;

3. Mainstreaming CC into development planning – working with the SPCR projects and developing adaptation project proposals; and
4. Managing knowledge, communications and developing appropriate climate change curricula for universities; summary and conclusions.

Parallel Session

1. Parallel session with MoEYS, university representatives and one representative from each Ministry to consult on approaches to mainstreaming climate change in curriculum.

The full agenda is shown in Appendix 2.

2 WORKSHOP FINDINGS

2.1 KEY FINDINGS

The key points and findings from discussions during the workshop are presented in summary below.

2.1.1 Key Finding 1 – Strengthening coordination of SPCR ministries and relevant stakeholders and New MOE structure will impact on the way the project is implemented

Participants highlighted that strengthening coordination of SPCR ministries and concerned stakeholders is a key task for the Package 1 project team. An immediate challenge for the new project team will be how to manage the recent restructuring of MOE. In particular participants questioned how the recent establishment of the National Council of Sustainable Development (NCSA) will impact on the implementation of the SPCR.

During discussion there was consensus that restructuring will not have a major impact on the functioning of the various SPCR projects. The SPCR Coordination Team will continue to oversee implementation of the SPCR projects and function as normal. The CCD will continue to be the implementing agency of the SPCR program through its Program Management Unit (PMU) under the overall coordination of SPCR Coordination Team chaired by HE Prof Dr Sabo Ojano, Secretary of State of MOE.

2.1.2 Key Finding 2 – Better understanding of mainstreaming capacity and adaptation will help integrate adaptation practices into national planning processes

Mainstreaming climate change into the policies, plans and processes of the SPCR target Ministries requires a strong understanding of the specific capacity gaps and needs that each Ministry has with respect to the issue of climate change and the different entry points in the policy and planning cycle.

During Session 2 of the workshop the project team provided an overview of the approach it has adopted to assess the capacity of target Ministries with respect to climate change and the results of the baseline capacity needs assessment that was carried out in May and June 2015. To assess capacity needs the project team developed a series of 30 questions based on seven key organizational capacities for climate change mainstreaming; namely:

1. **Strategy** - Direction and scope of the agency over the long term.
2. **Structure** – Relationships and responsibilities for strategy and action plan implementation.
3. **System** – Formal and informal procedures that support the CC strategy and structure.
4. **Style** – How key managers support the implementation of CC action plan.
5. **Staff** – the agency's human resources and how they are developed, trained and motivated.

6. **Skills** – Capabilities and competencies for CC resilience within the ministry and its departments.
7. **Support** – Knowledge management systems to support staff in implementing CC action plans.

At a series of roundtable meetings in May and June the project team worked with the SPCR target Ministries to complete the '7S' assessment. The results of the assessment presented by the team illustrated that the Ministries believed that there were considerable gaps in the areas of Staff and Support related to a lack of qualified staff with climate change experience and a dearth of guidelines, procedure and design standard for mainstreaming climate resilience (Figure 1). On the other hand, most Ministries indicated that they possessed relatively high levels of Structure and Strategy relevant to climate change. This reflects to the fact that many of the SPCR Ministries have developed sector Climate Change Strategies and Action Plans.

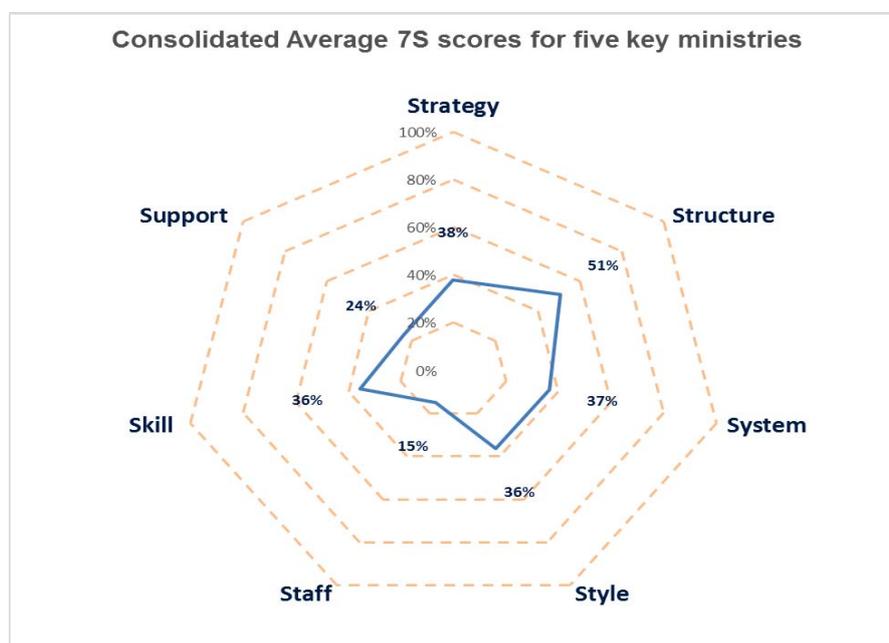


Figure 1. Summary Result of 7S Questions for Five Key SPCR Ministries presented during the workshop

The results of the '7S' assessment were supported by comments made by participants at the workshop who noted that while Ministries have established institutional structures for climate change there was still a lack of understanding regarding the skills required to effectively address specific climate change related issues at a sector level.

The presentation on the capacity needs assessment was followed by a presentation on the policy development processes for mainstreaming climate change. Specifically the team highlighted a series of 'entry points' in the policy and project development process that can be used to mainstream climate resilience into planning processes. The entry points discussed included 1) Climate change strategy and action plan, 2) Sector strategy and action plans, 3) SEA and EIA tool development, 4) Area zoning and safeguards, 5) EIA Screening, 6) Adaptation Plan, 7) Design standard, 8) Safeguard, 9) M&E tools, and 10) Auditing tools. Participants generally supported the approach presented by the team noting that effective mainstreaming will require a systematic approach to climate change from project design and budgeting through to project implementation and monitoring.

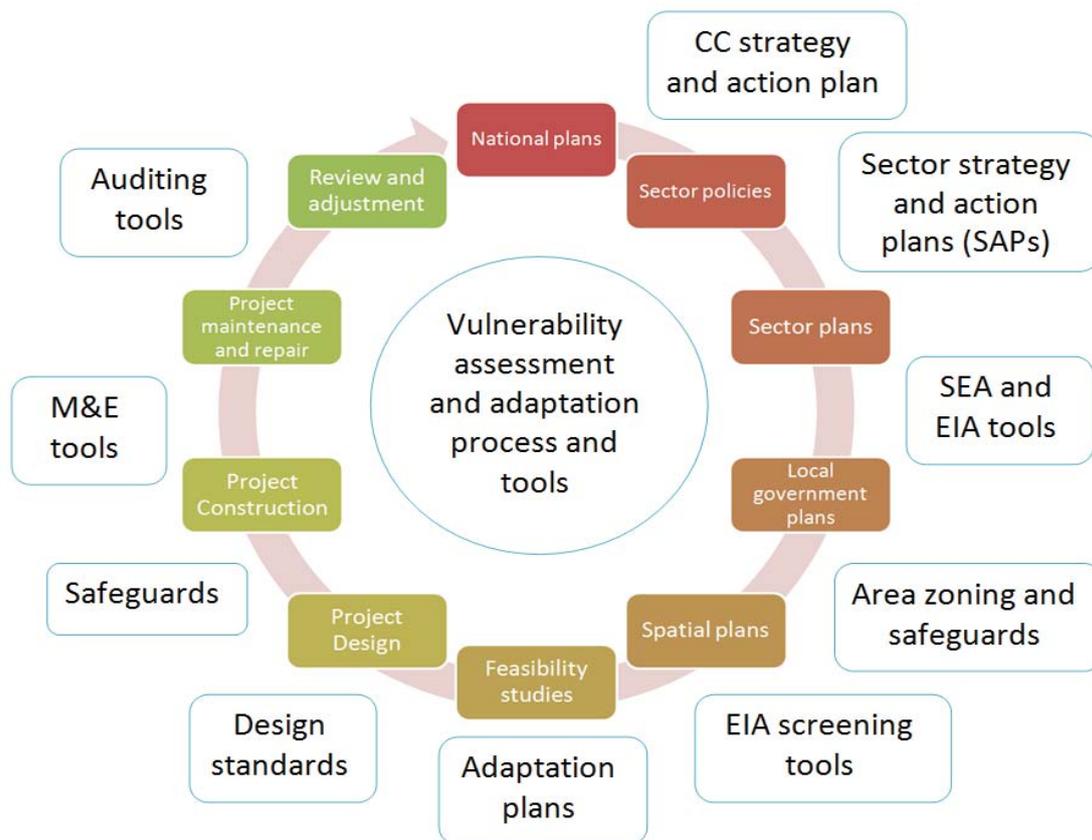


Figure 2. Entry Points of Mainstreaming Climate Resilience into Planning and Implementation

2.1.3 Key Finding 3 – Effective climate change adaptation may be a low cost solution

During Session 3 the project team presented its approach to working with the SPCR investment infrastructure projects and developing adaptation project proposals. The approach proposed by the project team involves reduced focus on the use of ‘traditional infrastructure’ solutions to the problem of climate change in favor of ‘green infrastructure’ and bioengineering solutions.

During discussions noted that government resources are limited and that all infrastructure investment decisions inevitably involve trade-offs. It was also noted that there is a perception that proper accounting for climate change in policies, plans and, particularly, investment projects involves additional costs. Some participants challenged this perception noting building resilience and accounting for potential future impacts can be cheaper than current methods. Participants recommended that the project team incorporate comparative economic analysis of different adaptation options into their program of activities. The project team was also encouraged to adopt an approach that was based on engagement with communities and aimed to accommodate their concerns in action to tackle climate change.

2.1.4 Key Finding 4 – Improved access to climate change information will facilitate more effective adaptation

During discussions on the project team’s approach to the development of new adaptation project feasibility studies and proposals, participants noted that detailed data on climate change in Cambodia is limited and, if the data exists, difficult to access. Generally the most up-to-date climate change data is only available from international sources at considerable cost. Further, the raw data

available is unusable unless it is downscaled to fit the local conditions of Cambodia. Participants noted that there are also challenges for data sharing among government institutions in Cambodia.

While the downscaling of climate change data is outside the terms of reference of the project team, a summary of existing climate change modelling activities in Cambodia had been prepared. The project team indicated that with additional resources it may be possible for the team to access the latest climate change projections for the region developed by CSIRO and turn them into resources for the SPCR Ministries and the RGC. However, it was noted that this issue would require further consideration by ADB and CCD.

2.1.5 Key Finding 4 – Selection of the provinces for detailed analysis will be the result of consultation and a comprehensive set of well-defined criteria

The final presentation of Session 3 was dedicated to the TA team’s proposed criteria for selecting the geographic focus for its work to develop case studies, feasibility studies and project proposals on climate change adaptation and climate resilience. The need for the TA Team to focus its activities is due to its limited resources in terms of consultant inputs, budget and time.

During an introductory presentation the team outlined the process and criteria for identifying where to focus its work. The process involved a synthesis of existing country-wide assessments of different measures of socio-economic and climate vulnerability into an index. The criteria used to shape the index included 1) the results of provincial climate change vulnerability assessments conducted by MOE for the NAPA and the IDRC for its vulnerability mapping exercise; 2) the UNDP Human Development Index; 3) the predominant type of eco-zone in each province; and 4) importantly, whether the province had an SPCR project that the TA Team could investigate and learn from. The process was concluded with a series of consultations with the target Ministries encouraged to identify whether there were any specific preferences for the team to focus TA activities. The process resulted in the selection of six proposed provinces including Prey Veng, Battambang, Kampong Thom, Kampong Cham, Kampong Speu, and Koh Kong. Pursat and Mondul Kiri were reserved should there be resources available for additional work.

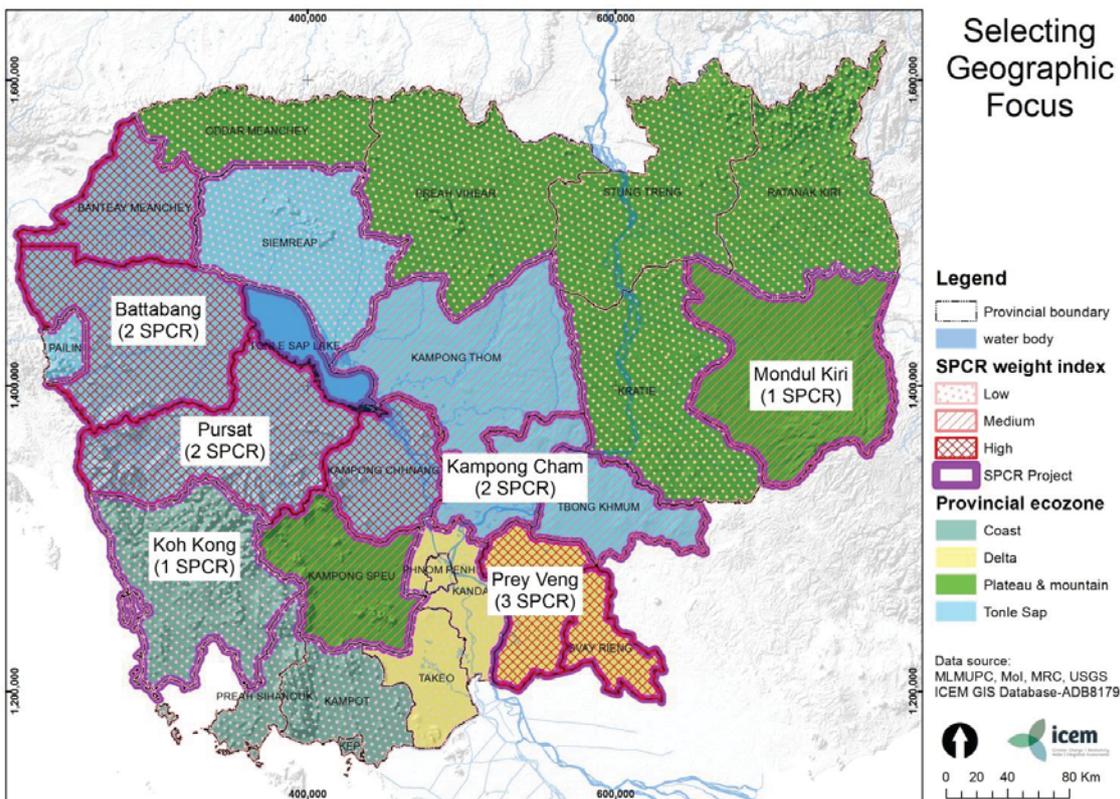


Figure 3. Geographic Focus Selection (Need to be replaced as with provinces suggested during scoping workshop)

Following the presentation, participants noted the limitations of the TA team but also expressed an interest in seeing the TA activities extending beyond SPCR provinces. Participants also noted that additional criteria could be used to select the target provinces. The TA team committed to review their selection of provinces as part of the process to finalize the draft project inception report.

2.1.6 Key Finding 6 – Progress made in integrating climate change resilience into university curricula can be enhanced

A parallel session on integrating climate change into university curriculum was attended by 12 participants from universities, NGOs, and the Ministry of Education, Youth and Sport. Following presentations from the TA team and the Royal University of Phnom Penh and the Royal University of Agriculture on the existing status of climate change curriculum, main gaps and priority actions needed, participants engaged in a series of discussions.

Participants noted that the Cambodian education sector has already made progress on integrating climate change into curriculum including the development of an education climate change strategy and action plan that prioritizes training teachers and educating students at all levels; the existence of a number of supportive projects on the topic in the education sector; and the development of basic curriculum modules on climate change for introductory years.

However, while progress has been made participants also noted that some key gaps existed. These gaps include limited number of lecturers with sufficient knowledge on the topic; limited availability of materials on the topic in Khmer and for specific sector needs; and limited possibilities for universities to undertake their own research on the topic. To address these gaps the participants identified needs for more specialized courses or course content on climate change; more research and teaching on understanding long-term climate changes and their potential impacts; lecturer training; learning materials; and teacher exchanges.

In identifying the way forward participants felt the TA Team needs to help universities prioritize programs for integrating climate resilience; create a university network on climate change research and teaching; and develop their own, institution-specific action plans for mainstreaming climate change. A more detailed summary of the curriculum session is included as Appendix 3.

3 CONCLUSIONS AND NEXT STEPS

3.1 CONCLUSIONS

In concluding the workshop H.E. Dr. Prof. Sabo Ojano, Secretary of State, MoE, SPCR Coordinator, noted that the TA team will document the feedback received during the workshop and incorporate it into the draft inception report. The TA team indicated that once the draft is finalized it will be circulated to Ministries for further review and that the TA team will meet directly with the Ministries to solicit further feedback.

At a broader level, the group was encouraged to use the workshop as an opportunity to consider what form climate change adaptation should take in the Cambodian context. While new technology may be an important part of adaptation, it was noted that it might not need to be highly sophisticated or costly to be effective. The TA team and its partners in implementing the project were encouraged to think about adaptation strategies that will be appropriate for Cambodia and the target beneficiaries' of adaptation actions.

3.2 NEXT STEPS

As an outcome of the workshop the participants identified a number of follow-up tasks for the TA team:

Action	Responsibility	Deadline
1 Finalize Scoping Workshop Report	TA Team	14 August 2015
2 Incorporate feedback from Scoping Workshop into draft Package 1 Inception Report; specifically: <ul style="list-style-type: none"> • Describe how the TA team will work given the recent changes in the structure of MOE; • Incorporate a strategy to assess the economic costs and benefits of different adaptation strategies; • Review the process for selection of geographic focus areas and strengthen justification for provinces chosen; • Investigate opportunities for improving access to climate information; • Describe how the TA team will strengthen the skills of target Ministries to implement adaptation. 	TA Team	21 August 2015
Organize consultations with stakeholder Ministries to review the Inception Report and incorporate further feedback.	TA Team	to be determined

4 PHOTOS



Scoping Workshop the 5-year Implementation Plan for Mainstreaming Climate Resilience into Development Planning, was presided over by H.E. Say Sam AI, Minister of Environment



Welcome remarks delivered by Eric Sidgwick from ADB and H.E. Ros Seilava from Ministry of Economy and Finance during Scoping Workshop on the 5-year Implementation Plan for Mainstreaming Climate Resilience into Development Planning



Group Photo on Scoping Workshop



Group discussion on mainstreaming climate change adaptation into curriculum development

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APPENDIX 2. SCOPING WORKSHOP AGENDA

Time	Session	Notes	
Session 1: Introduction		Speaker	Moderator
08:00-8:30	Registration		
08:30-08:40	Expression speech	His Excellency representative of the Ministry of Economy and Finance	MC
08:40-08:50	Introduction to CIF and global PPCR program	Dr. Ancha Srinivasan, Principal Climate Change Specialist, ADB-Philippines	
08:50-09:10	Opening speech	HE Dr. Say Samal, Minister of Environment	
09:10 – 09:25	Group Photo and Cafe break		
Session 2: Technical session – Building Capacity to mainstream climate resilience			
09:25-09:40	Overview of TA8179	Mr. Ou Chantearith, Deputy Director of CCD and SPCR Programme Manager	HE. Dr. Prof. Sabo Ojano, Secretary of State, MoE, SPCR Coordinator
09:40 – 09:55	Proposed work plan of TA 8179 Package 1 to April 2019	Mr. Peter-John Meynell, ICEM, Team Leader TA8179	
09:55 – 10:10	Q & A		
10:10-10:40	Assessing capacity needs for mainstreaming climate resilience – results from round table meetings with SPCR ministries and developing the capacity strengthening plan	Mr. Peter-John Meynell, ICEM, Team Leader TA8179 & Dr Seak Sophat ICEM, TA 8179 M & E specialist	
10:40 – 11:00	Comment from selected stakeholders (CCCA + key ministries)		
11:00-11:40	Plenary discussion on building capacities for mainstreaming capacity resilience		
11:40-12:00	Policy development processes to mainstream climate resilience – working with other stakeholders	Dr. Jeremy Carew-Reid, ICEM, NAPA development specialist, TA8179	
12:00-13:30	Lunch		
Session 3: Mainstreaming Climate Resilience and SPCR Coordination			
13:30-13:50	Learning from the SPCR investment infrastructure projects – transport and urban development sectors	Mr Tarek Ketelsen and Mr Hak You, ICEM, TA 8179 Infrastructure specialists	HE. Dr Tin Ponlok. Secretary General of the National Council of Green Growth
13:50-14:00	Learning from the SPCR investment agriculture and water projects – agriculture, water and environment sectors	Dr. Mak Sithirith and Dr. Seak Sophat ICEM, TA 8179 Agriculture and water resource specialists	
14:00 – 14:15	Approach for developing adaptation project proposals - Integrated vulnerability assessments and adaptation planning	Dr. Lay Chanthy and Mr Nom Sopenarith, NAPA development specialist, TA8179	

14:15 – 14:30	Geographic focus - Selecting the provinces	Dr. Jeremy Carew-Reid, ICEM, NAPA development specialist, TA8179	
14:30-15:15	Small group discussions to consider: <ul style="list-style-type: none"> • Ideas for integrated Adaptation Projects • Validation of geographic area selection 	Small group discussions	
15:15-15:30	Feedback from small group discussions	Feedback presentations (5 minutes each)	
15:30-15:45	Refreshments		
Session 4: Managing knowledge, Communicating results and collaboration			
15:45-16:00	Managing knowledge and communicating results – the PPCR website and documentation	Ms. Porny You ICEM, TA8179, Knowledge management and communication specialist	HE. Dr. Prof. Sabo Ojano, Secretary of State, MoE, SPCR Coordinator
16:00 – 16:15	Developing appropriate climate resilience curricula for universities	Ms Kathleen McLaughlin ICEM, TA8179, Knowledge management and communication specialists	
16:15 – 16:30	CIF M&R scoring and verification	Ms. Valerie Pacardo, ADB & Mr Pheak Young ICEM, TA 8179 M & E specialist	
16:30 – 17:10	Plenary discussion on CIF M & R scoring		
17:10 -17:20	Conclusions and next steps	Mr Peter-John Meynell	
17:20-17:30	Closing Workshop	HE. Dr. Prof. Sabo Ojano, Secretary of State, MoE, SPCR Coordinator	

APPENDIX 3: SUMMARY OF CURRICULUM DEVELOPMENT SESSIONS

A parallel session on integrating climate change into university curriculum was attended by 12 participants from universities, NGOs, and Ministry of Education, Youth and Sport. The session included a presentation from Kathleen McLaughlin - TA 8179 Knowledge Management Specialist on the proposed Method for Integrating Climate Change into Curriculum. This presentation was followed by two presentations from Dr. Rath Sethik from Dept. Natural Resource Management and Development, Royal University of Phnom Penh and Mr. Kim Soben Director Centre for Agricultural and Environmental Studies, from Royal University of Agriculture on existing status of climate change curriculum, main gaps and priority actions needed.

Following the presentations, the participants had a roundtable discussion on the strengths in status of climate change curriculum in Cambodia, the main gaps and the priority actions needed.

Strengths in status of climate change curriculum

Cambodia education sector has already made progress on integrating climate change into curriculum. Some of the strengths are:

- Cambodia has an education climate change strategy & action plan that prioritizes training teachers and educating students at all levels about climate change;
- Supportive projects are in place (CCCA, SPCR, I/NGOs, development partners) and various research and training materials have been developed;
- Have existing resource centers - Climate Change Corners – in two universities - RUPP, RUA;
- Several basic curriculum modules on climate change have already been developed for university level - in particular for introductory years; existing curriculum covers climate change mitigation and adaptation;
- Various resource materials done by universities, projects, NGOs/CSOs available to share;
- Are already guides and curriculum resource materials for secondary schools students.
- High interest in the topic by students & faculty;
- RUPP is developing a Master's program on Disaster Risk Reduction and one on Climate Change – some questions were raised on the need for separate curriculum on DRR and on Climate Change; participants exchanged viewpoints on this topic. The main consensus was that some overlaps exist and some courses in such programs could be shared between the two streams. However, specialized knowledge is needed in each area at Master level and Cambodia needs more professionals trained in both specializations.

Main Gaps

While progress has been made on integrating climate change into curriculum some key gaps exist:

- Limited number of lecturers have sufficient knowledge related to climate change to teach the subject to students at an adequate level of quality;
- Other projects have developed basic climate change courses (see presentations for list of courses developed); the need now is for more specialized courses especially at master's level; for example specialized content on climate change has to be developed for sub-specialities;
- International climate change materials are not available in Khmer;

- Documents/case studies available about the Cambodian context – but materials are scattered and not in a form that can easily be used to share with students as evidence-based research; while many research projects have been done on climate change in Cambodia the material is not developed into teaching material;
- Many faculty members who teach have not had the chance to do research - are not able to conduct research as a learning tool for students;
- Less teaching about climate change topics in provincial universities – much of the new courses and resource materials have been developed at large Phnom Penh universities and there is a need to extend it to the provinces;
- Need to update learning materials, course books for students.

Priority Actions Needed

Some of the main priorities identified by the group were:

- Develop more specialized courses or course content on climate change; go into more depth in key areas – eg. climatology, eco-systems, fisheries, etc.;
- More research and teaching needed on understanding long-term climate change patterns and their impacts – for long-term impacts still relying on international research more than research done by Cambodian researchers – this fact limits the base knowledge to continue to generate knowledge on climate change and develop pool of specialists/researchers;
- High need for quality Teacher / Faculty training on climate change – in particular for provincial universities; also extend knowledge for teaching beyond the key people involved in climate change networks to lecturers who take on the most teaching;
- Lecturer training includes need for researchers to get scholarships to spend time in universities outside of Cambodia where there are more faculty involved in climate change science;
- Faculty also need more funds to do small research projects on climate change – bring faculty and students to the field and develop case studies and other materials that are tailored to needs of the particular program being taught;
- Need to develop more student learning materials –for example translate international materials in Khmer and create more student-oriented case studies on Cambodian context;
- Have to have more sharing of material and learning about climate change across universities and between university and secondary level.

Next steps

- Need to prioritize which programs to start with and develop concrete action plans – are many consultations on this topic and need to move to developing material.
- Consider creating a university network on climate change research and teaching – strong need for sharing of material and now developing multiple packages that are not shared.
- Universities need to develop their own action plans for mainstreaming climate change – fitting with education sector strategy and action plan; TA 8179 could support some of the implementation of their action plan –mainly training, workshops, technical materials, field visits to conduct research, etc.

- Support from TA 8179 has to be based on university's own action plan – project aim is to accompany and support what the education sector stakeholders determine as priorities and plan to move forward.