

Saint Lucia's National Adaptation Plan Roadmap and Capacity Development Plan 2018-2028



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Prepared under the guidance of:

Department of Sustainable Development

With the support of:

Government of Japan, through the United Nations Development Programme's Japan-Caribbean Climate Change Partnership (UNDP J-CCCP)

Suggested citation: Government of Saint Lucia. (2018). Saint Lucia's National Adaptation Plan Roadmap and Capacity Development Plan 2018-2028. Department of Sustainable Development, Ministry of Education, Innovation, Gender Relations and Sustainable Development.

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the People of Japan



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Resilient nations.*

Foreword

Saint Lucia's National Adaptation Plan (NAP) has been defined as a ten (10)-year process (2018-2028), consisting of priority cross-sectoral and sectoral adaptation measures for eight key sectors/areas and a segment on the 'limits to adaptation', complemented, incrementally, with Sectoral Adaptation Strategies & Action Plans (SASAPs). Priority sectors for adaptation action include: Tourism; Water; Agriculture; Fisheries; Infrastructure and spatial planning; Natural resource management (terrestrial, coastal and marine); Education; and Health. Other key sectors will be identified through a cyclical, iterative NAP process.

Saint Lucia's NAP process is spearheaded by the Sustainable Development and Environment Division (SDED) of the Department of Sustainable Development, currently housed within the Ministry of Education, Innovation, Gender Relations and Sustainable Development. The NAP process has benefitted from the inputs of multiple stakeholders, comprising public, statutory, academic and private sector bodies. Indeed, this process has involved State and non-State actors, such as media personnel, who play an important role in helping efforts to positively influence thinking, mould outcomes, change behaviour and instigate action across the populace, at all levels.

Saint Lucia's overarching NAP continues to be supplemented by several documents:

- *Saint Lucia's National Adaptation Plan Stocktaking, Climate Risk and Vulnerability Assessment Report*
- *Saint Lucia's National Adaptation Plan Roadmap and Capacity Development Plan 2018-2028*
- *Saint Lucia's Climate Change Communications Strategy*
- *Saint Lucia's Sectoral Adaptation Strategy and Action Plan for the Water Sector (Water SASAP) 2018-2028*
- *Saint Lucia's Sectoral Adaptation Strategy and Action Plan for the Agriculture Sector (Agriculture SASAP) 2018-2028*
- *Saint Lucia's Sectoral Adaptation Strategy and Action Plan for the Fisheries Sector (Fisheries SASAP) 2018-2028*
- *Saint Lucia's Portfolio of Project Concept Notes for the Water Sector 2018-2028*
- *Saint Lucia's Portfolio of Project Concept Notes for the Agriculture Sector 2018-2028*
- *Saint Lucia's Portfolio of Project Concept Notes for the Fisheries Sector 2018-2028*
- *Monitoring and Evaluation Plan of Saint Lucia's National Adaptation Planning Process*
- *Guidelines for the Development of Sectoral Adaptation Strategies and Action Plans: Saint Lucia's experience under its national adaptation planning process*

This process also supported a climate change website, an animated video and training for government entities and journalists in communicating about climate change. A NAP Assembly and Donor Symposium were also all made possible under this process, through the support of several entities.

Specifically, the process has benefited from the financial support of the United Nations Development Programme's (UNDP) Japan- Caribbean Climate Change Partnership (JCCCP). Technical and financial support for Saint Lucia's NAP process has also been provided through the United States (U.S.) In-Country NAP Support Programme (NAP-SP), implemented by the International Institute for

Sustainable Development (IISD). Technical support for the chapter on the 'limits to adaptation' in the NAP was provided under the IMPACT project, funded by the German Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (BMUB), as part of the International Climate Initiative (IKI). The IMPACT project is jointly implemented by Climate Analytics, the Caribbean Community Climate Change Centre (CCCCC), Secretariat of the Pacific Regional Environment Programme (SPREP) and Charles and Associates (CAA) Inc. The Department extends its thanks to all of the foregoing and takes this opportunity to recognise the consultant, Ms. Clara Ariza, for her tireless efforts in Saint Lucia's NAP process, under the able guidance of SDED.

Saint Lucia looks forward to forging partnerships and alliances that will assist in developing additional SASAPs and implementing the measures, programmes, projects and activities outlined in its NAP, SASAPs and other support documents. Saint Lucia is prepared to welcome support, that is, finance, technology transfer and capacity building, from a variety of sources, including public, private, bilateral, multilateral and alternative sources, all in an effort to help the country build climate resilience and address the seemingly insurmountable phenomenon of climate change.

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ACRONYMS

ACP-EC	African, Caribbean and Pacific Group of States
CC	Climate Change
5Cs	Caribbean Community Climate Change Centre
CCORAL	Caribbean Climate Online Risk and Adaptation Tool
CDSF	Common Data Storage Facility
CIF	Climate Investment Fund
CSF	Climate Support Facility
CXC	Caribbean Examinations Council
DoF	Department of Fisheries
DSD	Department of Sustainable Development
EU	European Union
EWS	Early Warning Systems
GCCA	Global Climate Change Alliance
FAO	Food and Agriculture Organization of the United Nations
GDP	Gross Domestic Product
GIS	Geographic Information System
GSP	Global Support Program
ICT	Information and Communications Technology
IIED	International Institute for Environment and Development
IISD	International Institute for Sustainable Development
IT	Information Technology
JCCCP	Japan Caribbean Climate Change Partnership
KAP	Knowledge, Attitudes and Practices
LDC	Least Developed Countries
LEG	Least Developed Countries Expert Group
M&E	Monitoring and evaluation
MEA	Multilateral Environmental Agreements
MENA	Middle East and North Africa region
NAP	National Adaptation Planning
NAP GN	NAP Global Network
NCCC	National Climate Change Committee
NGO	Non-Governmental Organization
NIE	National Implementing Entity
OECD	Organisation for Economic Co-operation and Development
OECS	Organisation of Eastern Caribbean States
PEO	Public Education and Outreach
PLA	Participatory Learning and Action
PPCR	Pilot Program for Climate Resilience
SASAP	Sectoral Adaptation Strategies and Action Plans
RIE	Regional Implementing Entity
SDG	Sustainable Development Goals
SDG-NCC	Sustainable Development Goals National Coordinating Committee
SOER	State of the Environment Report
SWOT	Strengths, Weaknesses, Opportunities and Threats

ToT	Training of Trainers
UN	United Nations
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNFCCC	United Nations Framework Convention on Climate Change
UNITAR	United Nations Institute for Training and Research
V&A	Vulnerability and Adaptation

BACKGROUND

Saint Lucia is highly vulnerable to climate change due to three main conditions: (a) its small geographical area, which accounts for the fact that disasters take country-wide proportions; (b) its location in an area of volcanic and seismic and cyclone activity; and (c) its dependency on economic sectors that are directly affected by climate variability and change. The vulnerability of the island is expected to increase with time as global temperatures rise, making adaptation to climate change an urgent national priority. Without adaptation, lives and livelihoods will be lost, and climate change could cost the country 12.1% of its GDP by 2025, rising to 24.5% by 2050 and 49.1% by 2100.¹

The Government of Saint Lucia recognizes the challenges that climate change poses to its population, natural resources and economy, and has taken considerable measures to identify and address, to the extent possible, current and future climate risks at the policy and operational level. Today, various sectoral policies address climate change and a wide range of interventions have been designed or established as adaptation measures, often facilitated or supported by international donors.

To facilitate the integration of climate change adaptation considerations into all relevant policies and programmes and into development planning, Saint Lucia is engaging in a National Adaptation Planning (NAP) process, with the support of the Japan Caribbean Climate Change Partnership (JCCCP) and UNDP. Through the NAP process, efforts to address critical climate change-related risks and development priorities will take place in an integrated and coordinated manner, utilizing existing and future synergies. The NAP process is expected to reduce existing vulnerabilities by building adaptive capacity and resilience in all sectors and at all levels of society.

In very general terms, NAP processes build upon the progress that countries have already made in terms of climate change adaptation policy and action. They consist of continuous planning and implementation cycles and imply: the iterative assessment of sectoral and cross-sectoral adaptation needs (based on the assessment of risks, vulnerabilities and capacities), the identification and prioritization of actions to address those needs (based on accumulated national and international knowledge and practice), and the implementation of prioritized actions. NAP processes entail strong information management, coordination and communication efforts across sectors and stakeholders, and require the resources and skills needed to assess, plan, prioritize, coordinate, implement, monitor and review progress. NAP processes are flexible, transparent, country owned and country-driven. NAP processes use the knowledge acquired during each review cycle to steer and improve the way they guide national adaptation and to tap into emerging policy integration and funding opportunities. A schematic representation of a NAP process is offered in Figure 1.

Saint Lucia's NAP process is currently in its initial stages of development and is led by the Department of Sustainable Development, at the Ministry of Education, Innovation, Gender Relations and Sustainable Development. Saint Lucia's NAP has been defined as a 10-year process consisting of cross-sectoral and priority sectoral adaptation activities outlined in a NAP document (currently under development) and complemented with Sectoral Adaptation Strategies and Action Plans (SASAPs). The SASAPs will be

¹ Bueno, R. et al. (2008). The Caribbean and Climate Change: The Costs of Inaction. Stockholm Environment Institute—US Center Global Development and Environment Institute, Tufts University. May 2008. Retrieved from: <https://www.sei-international.org/mediamanager/documents/Publications/Climate/inaction-caribbean-es-eng.pdf>

elaborated, as funding becomes available and will include detailed priority measures within sector-specific thematic areas and an investment plan for implementation. The NAP document and the SASAPs will contemplate the implementation of priority activities to start in the short-term (2018-2021), medium-term (2021-2024) and long-term (2024-2028), according to their urgency. As mentioned above, the NAP process is iterative and cyclical, and its implementation (including the implementation of the activities in the SASAPs) will be monitored and periodically reviewed.

One of the initial activities of Saint Lucia's NAP process, was the preparation, in 2017, of a NAP Stocktaking report, which reviewed the progress made by the country in the field of climate change adaptation and established the building blocks for the NAP process, in terms of information, capacity, policy and institutions. The results of the NAP Stocktaking report were discussed in May 2017 during a two-day cross-sectoral multi-stakeholder consultation workshop in Castries. Through various exercises, the consultation allowed participants to agree on a vision for the NAP and to prioritize sectors for the formulation of SASAPs. In order of priority, the following sectors were selected for the formulation of SASAPs during this NAP cycle: water, agriculture and fisheries, infrastructure and spatial planning, natural resource management -terrestrial, coastal and marine, health and education. The participants also proposed measures for strengthening the National Climate Change Committee (NCCC), which acts as the climate change, inclusive of the NAP coordination mechanism, reflected on the capacity gaps and weaknesses identified in the Stocktaking report and delved into the individual skills that need to be strengthened or developed to increase the capacity of Saint Lucia's institutions to implement the NAP.

Based on the results of the NAP Stocktaking report the cross-sectoral, multi-stakeholder consultation held in May 2017 and the follow-up discussions held with representatives of the Department of Sustainable Development, **this document presents Saint Lucia's NAP roadmap, a capacity development plan** with concrete learning activities recommended to build and strengthen the skills required for NAP implementation **and an initial list of entry points for climate change adaptation integration**, identified by the participants of the multi-stakeholder consultation. The roadmap covers the scope of Saint Lucia's NAP, presents a sequence of planning steps and identifies roles, responsibilities and funding sources, to the extent possible.

Given the cyclical nature of the NAP process and the increasing amount of information that is being compiled during the formulation of Saint Lucia's National Adaptation Plan and SASAP documents, [it is suggested that this report operates as a living document](#). The roadmap, capacity building plan and entry points list it contains, can be updated as time goes by and be used as a repository of past, current and future national efforts on adaptation planning.

1. NAP ROADMAP

The NAP Roadmap presented in Table 1 details the sequence of activities that create and organize Saint Lucia's NAP process. It is based on the NAP elements and steps suggested by the Least Developed Countries Expert Group's *Technical Guidelines for the National Adaptation Plan Process* (LEG Guidelines) for the formulation and implementation of NAPs (see Figure 1) and follows, in general terms, the structure offered in the NAP Roadmap Checklist²; which was preferred among other options presented to representatives of the Department of Sustainable Development due to its simplicity and ease of use.

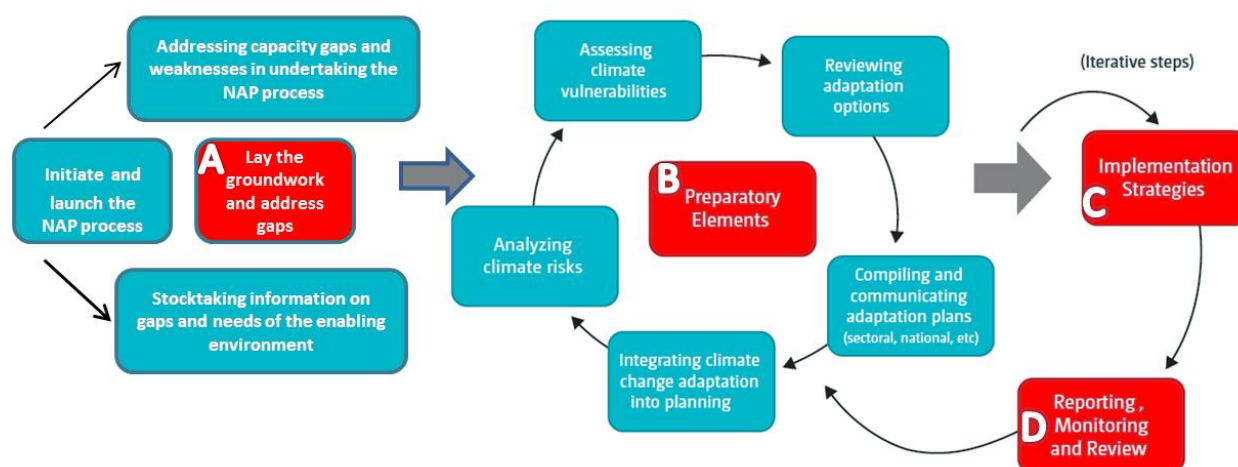


Fig. 1. Schematic representation of the NAP Process. The main elements are presented in red and the suggested steps in blue. *Illustration adapted from the LEG Guidelines*

Elements of a NAP process (as defined by the LEG Guidelines)

Element A. Laying the Groundwork and Addressing Gaps. Includes stocktaking of needs, opportunities, entry points, and key resources for adaptation in the country. Frequently, it also means establishing an institutional home for the NAP process within government and a legal or administrative mandate to legitimize the process.

Element B. Preparatory Elements. Includes analytic activities to fill information gaps identified in the previous stocktaking effort. For example, planners might commission a national climate vulnerability assessment or develop a set of future climate scenarios if these did not yet exist. They also might synthesize existing adaptation plans from line ministries or sub-national governments, and set procedures for integrating adaptation into key economic sectors.

Element C. Implementation Strategies. This element focuses more concretely on who will do what, and how. Planners use information and criteria from Element B to set priorities and decide on the sequence of activities. They also might focus on how to finance adaptation, build needed capacities, and establish roles and responsibilities for coordinated implementation.

Element D. Reporting, Monitoring, and Review. Planners set up systems to track their NAP's progress. This often means choosing effectiveness criteria, setting up a review timeline, and establishing a reporting and outreach plan.

² Available at: https://unfccc.int/files/adaptation/application/vnd.openxmlformats-officedocument.wordprocessingml.document/nap_roadmap_checklist.docx

Table 1. Saint Lucia's NAP Roadmap

ELEMENT A. LAY THE GROUNDWORK AND ADDRESS GAPS					
Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
1. INITIATING AND LAUNCHING OF THE NAP PROCESS	1a. Creation of national mandate for the NAP process and designation of coordinating mechanism	Sustainable Development	The NAP mandate and coordination mechanism (NCCC) have been included in the Climate Change Adaptation Policy (2015)	Medium-term (Finalized)	Climate Investment Fund (Pilot Program for Climate Resilience)
	1b. Initial consultation with stakeholders to brief them about national and sectoral climate change adaptation challenges, the NAP process in particular and creating a national vision for the NAP.	Sustainable Development	National vision statement for the NAP process created and validated	Short-term (Finalized)	JCCCP-UNDP
	1c. Conducting briefings to policymakers about climate change adaptation challenges and opportunities, and the NAP process in particular	Sustainable Development	<ul style="list-style-type: none"> - Presentation to the Cabinet of Ministers made by former Minister responsible for climate change/sustainable development - Presentation made to the Committee of Permanent Secretaries - Several policy briefs on climate change adaptation challenges and opportunities prepared and disseminated - Memo informing the start of the NAP process, including the results of the sectoral ranking that was conducted in May 2017 prepared 	Short-term (Finalized)	National funding

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
			and distributed to all relevant Ministries		
	1d. Operationalize the NAP process through access to support	Sustainable Development; NCCC, Ministries	Financial support for the formulation of SASAPs, for building capacities required to implement NAP activities and for NAP implementation	Short – medium and long- term	International and national funding sources
		Sustainable Development	JCCCP-UNDP Support for the formulation of Saint Lucia’s NAP and one SASAP (water);	Short-term (Ongoing)	JCCCP-UNDP
		Water Resource management Agency	- NAP Global Network support for the formulation of Guidelines for development of SASAPs	Short-term (Ongoing)	NAP GN-IISD
		Departments of Agriculture and Fisheries	- NAP Global Network support for the formulation of SASAPs (starting with the one for Agriculture and Fisheries)		
		Sustainable Development	Chapter on limits to adaptation, consistent with Article 8 of the Paris Agreement elaborated and included in NAP document.	Short-term	
		Sustainable Development, NCCC	NAP Assembly (To leverage and coordinate donor assistance to the implementation of the NAP Process while soliciting buy-in of Ministers and other high-level officials and raising profile and visibility through media presence)	Short-term (1 st quarter of 2018)	NAP GN-IISD
	1e. Define a NAP framework and strategy as well as a road map,	Sustainable Development	- NAP framework and strategy - Roadmap (this document)	Short-term (Ongoing and to	JCCCP-UNDP

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
	including sequencing of various NAPs and a monitoring and evaluation plan for the NAP process		- NAP M&E Plan	be finalized by February 2018)	
2. STOCKTAKING	2a. Conduct a stocktaking of ongoing and past adaptation activities	Sustainable Development	NAP Stocktaking report (main findings validated by stakeholders during consultations)	Short-term (Finalized)	JCCCP-UNDP
	2b. Synthesize available analyses of the current and future climate				
	2c. Conduct a gap analysis to assess strengths and weaknesses regarding the capacity, data and information, and resources required to effectively engage in the NAP process				
	2d. Assess potential barriers to the planning, design and implementation of adaptation activities				
3. ADDRESSING CAPACITY GAPS AND WEAKNESSES IN UNDERTAKING THE NAP PROCESS	3a. Develop and enhance enabling institutional and technical capacity for the formulation of the NAP	Sustainable Development	- Elaboration of a capacity development plan for the NAP process	Short-term (This document)	JCCCP-UNDP
		Sustainable Development, NCCC	- Development of sectoral and cross-sectoral capacities for NAP planning and implementation processes	Short to mid-term	
	3b. Identify and enhance awareness of potential opportunities for integrating climate change adaptation into development planning at different levels	Sustainable Development	- Entry points identified at the 1 st Multi-stakeholder consultation	Short term (Finalized)	JCCCP-UNDP
		NCCC, Ministries	- Additional entry points identified by NCCC Members at their own ministries and with their constituents	Short, medium and long-term	
		Sustainable Development	- Communication programs designed	Short, medium and long-term	

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
	3c. Design and implement programmes on climate change communication, public awareness and education	NCCC, Ministries	- General and sectoral campaigns on climate change adaptation		
		Sustainable Development	- Public Education and Awareness Strategy Implementation Plan (2014) revised and implemented	Short to mid-term (ongoing)	CIF/PPCR
		Sustainable Development	NAP Communications Plan including: <ul style="list-style-type: none"> - a NAP Communications Strategy, - a climate change website, - a video - a workshop for journalists and a workshop for government officers on how to present climate change information to the public (both delivered in June 2017) 	Short-term (Ongoing, to be finalized by first quarter of 2018)	NAP GN-IISD
		Sustainable Development	-Climate change knowledge, attitudes and practices survey	Short to mid-term (ongoing)	JCCCP-UNDP
		Sustainable Development	-Communication campaign plan -Communication materials, including a climate change calypso sung by various local calypsonians, competitions and posters.	Short to mid-term (ongoing)	JCCCP-UNDP
4. COMPREHENSIVELY AND ITERATIVELY ASSESSING DEVELOPMENT NEEDS AND	4a. Compile information on main development objectives, policies, plans and programmes	NCCC and Ministries	Current information has been compiled in various reports, including: <ul style="list-style-type: none"> - JCCCP-UNDP Baseline Report (2017) - NAP Stocktaking Report (2017) 	Short-term (Finalized)	

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
CLIMATE VULNERABILITIES			<ul style="list-style-type: none"> - Third National Communication to the UNFCCC (2017) - State of the Environment Report (SOER, 2015) <p>Updated information to be included in NAP document (under elaboration), in SASAPs as funding is available for their development and in other future main national reports.</p>	Short, medium and long-term (Ongoing)	
	4b. Identify synergies between development and adaptation objectives, policies, plans and programmes with a view to identifying risks to investment and opportunities for collaboration and realizing co-benefits (e.g. climate-proofing), including economic benefits	NCCC and Ministries	<p>Climate change adaptation included as a pillar in the Long-term National Development Plan (under preparation)</p> <p>Synergies between development and adaptation objectives identified in national and sectoral policies, plans and programmes that emerge during the period of NAP implementation and as part of the NAP strategy</p>	<p>Short-term (Ongoing)</p> <p>Medium and long-term</p>	

ELEMENT B. PREPARATORY ELEMENTS

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
1. ANALYSING CURRENT CLIMATE AND FUTURE CLIMATE CHANGE SCENARIOS	1a. Analyse the current climate to identify trends in variables and indices that could be used to support planning and decision-making	Sustainable Development	Climate and vulnerability section included in the NAP stocktaking report	Short-term (Finalized)	JCCCP-UNDP
	1b. Characterize broad future climate risks and levels of uncertainty at the national level.	Sustainable Development	Climate and vulnerability section included in the NAP stocktaking report	Short-term (Finalized)	JCCCP-UNDP
	1c. Communicate projected climate change information to all stakeholders and the public	NCCC and Ministries	Public Education and Awareness Strategy Implementation Plan (2014) revised and implemented	Short, medium and long-term (ongoing)	CIF/PPCR
		Sustainable Development	Stakeholders briefed on climate change implications for the tourism sector	Short-term (2015 Finalized) (2017 Finalized)	EU GCCA 5Cs EU GCCA OECS Project
			Stakeholders briefed on national and sectoral climate change implications during NAP sectoral consultations (1 st multi-stakeholder consultation and sectoral consultations for water and agriculture and fisheries)	Short-term (ongoing)	JCCCP-UNDP; NAP GN-IISD
		Sustainable Development	Pre-COP22 communications efforts including: - Articles published in newspapers and shared by DSD in social media along with videos and soundbites. - “Conversation with the Minister”, a pre-COP media session delivered.	Short-term (October to November 2017 finalized)	

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
		NCCC, Sustainable Development	Stakeholders briefed on national and sectoral climate change implications during NAP consultations for all other priority sectors (infrastructure and spatial planning, natural resource management -terrestrial, coastal and marine, health and education)	Short, to long-term	
		Sustainable Development	Press releases and news clips on 3rd National Communication to the UNFCCC	Short-term (2017)	
		Sustainable Development	Workshop for Journalists on strategies for telling stories about climate change adaptation	Short-term (Delivered on June 25, 2017)	NAP GN-IISD
		Sustainable Development	Workshop on building government representatives' climate change communications skills	Short-term (Delivered on June 21, 2017)	NAP GN-IISD
2. ASSESSING CLIMATE VULNERABILITIES AND IDENTIFYING ADAPTATION OPTIONS AT THE SECTOR, SUBNATIONAL, NATIONAL AND OTHER APPROPRIATE LEVELS	2a. Assess vulnerability to climate change at sector, subnational, national or appropriate levels (by applying applicable frameworks)	Sustainable Development	Sectoral vulnerability assessed and analysed in Vulnerability and Adaptation Chapter of Third National Communication to the UNFCCC	Short-term (2017) (Finalised)	
		Sustainable Development	Sectoral vulnerability to climate change summarized in NAP Stocktaking report	Short-term (Finalized)	JCCCP-UNDP
	2b. Identify, categorize and appraise adaptation options at multiple scales to address priority vulnerabilities	Sustainable Development	Priority adaptation options identified for the water and agriculture and fisheries sectors during sectoral stakeholder consultations) and included in their respective SASAPs	Short-term (July-November 2017)	JCCCP-UNDP; NAP GN-IISD
		NCCC, Sustainable	Priority adaptation options identified for all other sectors included in SASAPs	Short to mid-term	

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
		Development and Ministries			
3. COMPILING AND COMMUNICATING NATIONAL ADAPTATION PLANS	3a. Aggregate sectoral and subnational adaptation priorities into national adaptation plans through stakeholder ranking processes; SASAPs elaborated, reviewed by stakeholders and approved	Sustainable Development	SASAP formulation guidelines developed	Short-term (July – November 2017)	NAP GN-IISD
		Sustainable Development	SASAP document for the water sector elaborated	Short-term (November 2017)	JCCCP-UNDP
		Sustainable Development	SASAP for the Agriculture and Fisheries sector elaborated	Short-term (November 2017)	NAP GN-IISD
		NCCC	SASAP documents elaborated for all other priority sectors (infrastructure and spatial planning, natural resource management -terrestrial, coastal and marine, health and education).	Short to long-term (As funding becomes available)	
	3b. Communicate and disseminate the overarching NAP document and the sectoral adaptation plans widely to all stakeholders in the country	Sustainable Development, NCCC	NAP Communication Strategy formulated (December 2017) and implemented	Short to long-term	NAP GN-IISD
		Saint Lucia's Climate Change website including relevant NAP-related documents and resources launched (available at: http://www.climatechange.govt.lc/)	Short term (Finalized, 2017)	NAP GN-IISD	
4. INTEGRATING CLIMATE CHANGE ADAPTATION INTO NATIONAL AND SUBNATIONAL DEVELOPMENT	4a. Identify opportunities and constraints for integrating climate change into planning	Sustainable Development, NCCC, Ministries	Mechanisms for identifying opportunities and challenges to climate change integration in a consistent manner established within the NCCC and between the NCCC and other coordinating mechanisms (e.g. SDG National Coordinating Committee SDG-NCC).	Short to long-term	

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
AND SECTORAL PLANNING		5Cs	Training on the use of the CCORAL tool delivered across government Ministries CCORAL tool applied at the design-stage of public programs and projects	Finalized Short to long-term	
		Sustainable Development	<ul style="list-style-type: none"> - Constraints and some opportunities identified in the NAP stocktaking report - Entry points discussed during 1st NAP consultation listed in this document and to be included in NAP document 	Short to long-term	JCCCP-UNDP
		Sustainable Development	<ul style="list-style-type: none"> - Challenges in addressing climate change across sectors and solutions discussed during consultations held for the development of Environmental Management Legislation (including the CC Bill and the Environmental Management Bill) 	Short-term (Finalized December 2017)	EU GCCA-OECS Project
		Sustainable Development, NCCC, SDG-NCC, Ministries	Other Opportunities to be identified progressively during the implementation of: <ul style="list-style-type: none"> - The Long-term National Development Plan (under formulation) - SDGs - Climate Change Public Education and Awareness Program (ongoing) 	Short to long-term	

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
	4b. Build and enhance capacity for integrating climate change into planning	Sustainable Development, NCCC and Ministries	Measures to strengthen the NCCC (proposed during the 1 st NAP consultation) implemented	Short to mid-term	JCCCP-UNDP
		Sustainable Development	Seminar for Professionals within the Building Sector delivered.	Short-term (Finalized in September 2017)	PPCR-DVRP
	4c. Facilitate the integration of climate change adaptation into existing national and subnational planning processes	NCCC	Continuous efforts of the NCCC for the integration of climate change in national planning processes.	Short, medium and long-term	-

ELEMENT C. IMPLEMENTATION STRATEGIES

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
1. PRIORITIZING CLIMATE CHANGE ADAPTATION IN NATIONAL PLANNING	1a. Define national criteria for prioritizing implementation	Sustainable Development, NCCC	Criteria defined and included in “Saint Lucia’s NAP Criteria Analysis Tool” (Excel tool)	Short-term (July-August 2017) Finalized	Sustainable Development’s own resources (staff time)
	1b. Identify opportunities for building on and complementing existing adaptation activities	Sustainable Development	Current national level opportunities identified from consultations with Sustainable Development	Short-term (ongoing)	JCCCP-UNDP
		Agencies in charge of the water, agriculture and fisheries sectors	Current sectoral opportunities identified from discussions with agencies in charge of the water; agriculture and fisheries sectors and included in SASAPs.	Short-term (July-November 2017)	JCCCP-UNDP; NAP GN-IISD

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
		NCCC, Ministries	Other national and sectoral opportunities identified	Short to long-term	
2. DEVELOPING A (LONG-TERM) NATIONAL ADAPTATION IMPLEMENTATION STRATEGY	2a. Define a strategy for the implementation of adaptation actions. The strategy will include (to the extent possible) target areas or beneficiaries, responsible authorities, timing, sequencing of activities and mobilization of resources	Sustainable Development	Strategy defined and included in Saint Lucia's NAP. The strategy will consist of Sectoral Adaptation Strategies and Action Plans (SASAPs) for priority sectors and of a series of priority actions for those sectors that do not yet have a sectoral NAP.	<ul style="list-style-type: none"> - Short term (Strategy definition in NAP document, February 2018) - Medium to long - term (the Strategy will be implemented as funding becomes available) 	JCCCP-UNDP
		Sustainable Development, Agencies in charge of the water, agriculture and fisheries sectors	SASAPs for the water and agriculture and fisheries sectors	Short-term (by February 2018)	JCCCP-UNDP, NAP GN-IISD
		Sustainable Development, NCCC	<p>The strategy will be implemented as funding becomes available. Priority actions for those sectors without a SASAP will also be identified through the continued implementation of the NAP process and implemented as funding becomes available.</p> <p>There will be need for a more effective engagement of NCCC members in identifying opportunities for adaptation actions to be implemented.</p>	Medium to long-term (Implemented as funding becomes available)	
	2b. Implement concrete adaptation measures based on	NCCC, Ministries, Stakeholders	Adaptation measures implemented as funding becomes available	Short to long-term	

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
	the national and sectoral adaptation plans through policies, projects and programmes				
3. ENHANCING CAPACITY FOR PLANNING AND IMPLEMENTATION OF ADAPTATION	3a. Strengthen institutional and regulatory frameworks for addressing adaptation in the long-term at national and sectoral level	NCCC, Ministries	NCCC strengthened (increased and more effective engagement and collaboration of its members and outreach to the ministries)	Short to long-term	
		NCCC, Ministries	Climate change adaptation considerations incorporated in new major sectoral legislation. This includes, among others the development of: <ul style="list-style-type: none"> - The Climate Change Act - The Environmental Management Act - The next Five-year Water Resources Management Strategy 	Short to long-term	Various sources
			Regional climate change training seminar for media practitioners (April 2017) attended by Saint Lucia	Short-term (finalized in April 2017)	JCCCP-UNDP
			Regional workshop for NAPs for Latin America and the Caribbean attended by Saint Lucia	Short-term (4-7 September 2017)	JCCCP-UNDP
	3b. Design and implement training on the NAP process on an ongoing basis at sectoral and subnational levels to facilitate	Sustainable Development	Guidelines for the formulation of SASAPs elaborated	Short-term (November 2017)	NAP GN-IISD
		Sustainable Development,	Training on the Formulation of SASAPs delivered (following the Guidelines elaborated)	Short to long-term	NAP GN-IISD (to fund 1 st

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
	adaptation planning at subnational levels	NCCC		(First training to be delivered in 2nd quarter of 2018)	training, follow-up trainings will depend on other available sources)
	3c. Implement outreach on NAP process outputs at the national level and promote international cooperation	Sustainable Development, NCCC	NAP communications strategy and climate change website implemented to: <ul style="list-style-type: none"> - facilitate public access to data and information on the NAP for the public (and specific stakeholders in particular) to understand, address and respond to climate change - Promote public participation in the NAP process, by facilitating feedback, debate and partnership in climate change activities and in governance 	Short to long-term	NAP GN-IISD
		Sustainable Development	Training on website design and management delivered	Short-term (1st quarter of 2018)	NAP GN-IISD
		Sustainable Development, NCCC	NAP Assembly (To leverage and coordinate donor assistance to the implementation of the NAP Process while soliciting buy-in of Ministers and other high-level officials and raising profile and visibility through media presence))	Short -term (1st quarter of 2018)	NAP GN-IISD

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
		Sustainable Development, NCCC	Donor symposium in UN House, Barbados	Short-term (April 2018)	J-CCCP UNDP, NAP GN-IISD
4. PROMOTING COORDINATION AND SYNERGY AT THE REGIONAL LEVEL AND WITH OTHER MULTILATERAL ENVIRONMENTAL AGREEMENTS	4a. Promote coordination of adaptation planning across sectors	Sustainable Development; Economic Planning and National Development; NCCC	Strengthening the NCCC and mechanisms for integration of climate change in national planning	Short to long-term	
	4b. Identify and promote synergy in assessment, planning and implementation of adaptation at the regional level as appropriate	Sustainable Development	Saint Lucia participates in the Common Data Storage Facility (CDSF) by 5Cs	Short to long-term	USAID
			Initial set-up of Saint Lucia as a Node of the 5C's Regional Clearinghouse database	Short-term (ongoing and expected to finalize in 2019)	
			Common Data Storage Facility/Environmental Information Systems set up to facilitate data acquisition and sharing between national agencies for the monitoring and reporting of Multilateral Environmental Agreements.	Short-term (ongoing as part of the MEA Project and expected to finalize in 2019)	GEF
			Technical officers know how to use and put to practice the use of CCORAL	Short to long-term	
Regional Framework for Achieving Development Resilient to Climate Change revised and implemented (ongoing)	Short to long-term				

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
			Identification and promotion of synergies with other regional climate change adaptation initiatives as they emerge during the period of NAP implementation	Short to long-term	
	4c. Identify and promote opportunities for synergy with other multilateral environmental agreements in the formulation of respective plans, in capacity-building and during implementation	Sustainable Development, NCCC, SDG-NCC	Opportunities identified as part of MEA reporting and SDGs implementation and acted upon by the NCCC	Short to long-term	

ELEMENT D. REPORTING, MONITORING AND REVIEW

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
1. MONITORING THE NAP PROCESS	1a. Develop M&E system for the NAP process	Sustainable Development, NCCC	NAP M&E developed	Short-term (Ongoing, final version to be delivered by March, 2018)	JCCCP-UNDP
	1b. Collect information on the indicators throughout the NAP process	NCCC	M&E system implemented	Short to long-term	
2. REVIEWING THE NAP PROCESS TO ASSESS PROGRESS, EFFECTIVENESS AND GAPS	2a. Compile and synthesize information from new assessments and emerging science, as well as the results and outcomes from adaptation activities being implemented, to support the	NCCC and sectoral Ministries	<ul style="list-style-type: none"> - Timelines for NAP review decided - Cyclic NAP review undertaken 	Medium to long-term (Possibly on the 8 th year of implementation)	

Steps	Key Activities	Responsible institutions	Outputs	Timeframe	Funding source
	review and update of the NAPs and related outputs				
	2b. Review, on a regular basis, activities undertaken as part of the NAP process by evaluating the information and metrics collected as part of the monitoring of the process	NCCC and sectoral Ministries	<ul style="list-style-type: none"> - NAP implementation monitoring performed according to the NAP M&E plan - Cyclic NAP review undertaken (Timelines for review to be decided upon) 	Short, medium and long-term Medium to long-term (Possibly on the 8 th year of NAP implementation)	
3. ITERATIVELY UPDATING THE NATIONAL ADAPTATION PLANS	3a. Update the national adaptation plans, and related documentation, at a frequency specified in the national mandate, framework or strategy for the NAP process, by repeating selected steps as appropriate	NCCC and sectoral Ministries	NAP updated (timelines for update process to be established).	Long-term (on a 10-year basis)	
	3b. Work towards aligning the production of updates to the NAPs with relevant national development plans	NCCC and sectoral Ministries	NAP priorities integrated into national development plans		
4. OUTREACH ON THE NAP PROCESS AND REPORTING ON PROGRESS AND EFFECTIVENESS	4a. Disseminate the NAP documents and related outputs to the UNFCCC secretariat and to other relevant stakeholders, as these become available	Sustainable Development	Documents disseminated in an ongoing manner to the UNFCCC and also to all interested stakeholders via the climate change website and the 5Cs portal		
	b. Provide information in national communications on progress in and effectiveness of the NAP process	Sustainable Development	3 rd National Communication to the UNFCCC reports NAP formulation process NAP progress reported in National Communications to the UNFCCC, on the climate change website (launched) and on the existing 5Cs web clearinghouse.	Short-term (included in the Submitted document) Short, medium and long-term	

2. CAPACITY BUILDING PLAN FOR SAINT LUCIA'S NAP DEVELOPMENT

A main endeavour of NAP processes, is to allow multiple stakeholders, from a variety of sectors, to use their complementary skills to work together and in a coordinated manner, to accomplish the national adaptation goals. NAP processes require institutions capable of fulfilling clearly delineated responsibilities and functions and at the policy, organizational and operational levels. This largely depends on the individual skills and knowledge of their staff, including their abilities to understand different institutional cultures, share information, prioritize and allocate resources.³ For this reason, identifying and addressing existing weaknesses and gaps in the individual skills required for NAP implementation is a major early step in any NAP process.

Institutional Functions required for climate change adaptation planning and implementation

Assessment: Assessment is the process of examining available information to guide decision making. Adaptation is likely to require iterative assessments over time, including assessments of a country's vulnerability, climate change impacts, adaptation practices, and the climate sensitivity of development activities.

Prioritization involves assigning special importance to issues, areas, sectors, or populations. For adaptation, prioritization at the national level usually takes into account where climate impacts will be most severe and who among the country's population is the most vulnerable. Effective prioritization will engage a wide range of stakeholders, will be made transparent to the public, and will enable review and adjustment of priorities as circumstances change.

Coordination: Adaptation requires action by disparate actors at multiple levels, both within and outside of government. Coordination of their activities helps avoid duplication or gaps and can create economies of scale in responding to challenges. Coordination may begin as a process of establishing relationships, sharing information, and raising awareness but may move toward the management of joint decision making and action. It may be horizontal (e.g., among ministries), vertical (e.g., among national, global, and subnational actors), or among stakeholders (e.g., between government and business).

Information management consists of collecting, analysing, and disseminating information in support of adaptive activities. Relevant information will vary across sectors, countries, and climate-change impacts but, at a minimum, typically covers climate variables, the status of natural and human systems, and existing coping strategies.

Providing or accessing existing information for conducting vulnerability assessments is critical for most adaptation activities. Good information management will ensure that information is useful and accessible to stakeholders. It may also involve general awareness-raising or building the capacity of stakeholders to use information for adaptation.

Risk management. Addressing climate risks requires a process of identifying the specific risks to a given national or sectoral priority, evaluating the full range of options for addressing the risks, then selecting and implementing risk reduction measures.

Source: LDC Expert Group's Technical Guidelines for the National Adaptation Plan Process

During the cross-sectoral, multi-stakeholder consultation workshop carried out in Castries on May 30 and 31, 2017, a presentation was delivered on the results of the capacity gaps and weaknesses identified by the Strengths, Weaknesses, Opportunities and Threats (SWOT) and gap analyses conducted as part of the NAP Stocktaking report and which could affect the development of the NAP

³ Mackay, A. et al. (2015) Skills Assessment for National Adaptation Planning. UNITAR, UNDP, GEF, NAP-GSP. Published by UNITAR, Geneva

process. The participants reflected on and discussed these results. Further, they deepened the analysis by forming four groups and engaged in an exercise to assess the institutional and individual skills required for national adaptation planning which could be built or strengthened through learning activities. Each of the four groups (health, agriculture, education and a mixed group composed mainly of water sector representatives) were given a reference list of 37 individual skills from which they could select those they deemed weakest and in urgent need of strengthening in their sector and context. They were also requested to propose any other skill not included in the list provided. Each group recorded its skills assessment in a matrix. This exercise followed the general guidelines prepared by UNITAR for NAP skills assessments.⁴ Annex 1 includes the background information, instructions, and materials provided during the workshop for this assessment.

Capacity Development is:

“the process by which individuals, groups, organisations, institutions and societies increase their abilities to perform core functions, solve problems, define and achieve objectives”. OECD (2007)

“a long-term continual process of development that involves all stakeholders, including ministries, local authorities, non-governmental organizations, professionals, community members, academics and more. Capacity development focuses on countries’ human, scientific, technological, organizational, and institutional and resource capabilities.” UNDP (2009)

Individual skills to be strengthened

The analysis of the assessment matrices indicates that participants perceived the following individual skills to be the weakest in their institutions and sectors and in need of strengthening for the fulfilment of institutional functions for NAP implementation.

- Weakest skills
1. Communications and reporting skills (at the policy, coordination and operational levels of all four groups).
 2. Results-based management skills (Planning for outcomes; monitoring and evaluation skills)
 3. Project management skills (Project development; cross-cutting management)
 4. Coordination skills
 5. Climate change education (cc education, training and awareness; training content design and delivery; national curriculum design)
 6. Climate change integration and implementation (cc integration and implementing; policies; sector-wide approach skills; national budget process)
 7. Climate risk assessment (Application of V&A approaches and tools; environmental assessment skills; climate change proofing)
 8. Visioning, creating and inspiring
 9. Human resource management
 10. Strategic leadership
 11. IT, GIS and data management (IT, GIS and data integration; ICT and data management skills; software skills; GIS skills; Geo-referencing skills)
 12. Listening and interpretation
 13. Cooperation

Table 2 presents the capacity development plan. It includes the full set of scores obtained during the exercise, measuring the skills deemed weakest at each government level (policy, organizational and

⁴ Mackay, A. et al. (2015) Skills Assessment for National Adaptation Planning. UNITAR, UNDP, GEF, NAP-GSP. Published by UNITAR, Geneva

operational) and the number of groups which recorded each skill as weak (out of the four groups). The total score reflects the number of times the skills were identified as weakest for the range of institutional functions involved in the NAP. The total scores range from zero to 20, with a score of 20 indicating that all the four groups identified a certain skill as the weakest for each of the five institutional functions.

Next to the scores, the table presents the capacity building activities suggested to strengthen weak individual skills, a tentative framework for implementation and potential funding sources as it became evident that there is, to date, no in-country budget available to accommodate the required training activities on a rolling basis.

The capacity building activities suggested have considered the recommendations provided by workshop participants on the best learning activities for each institutional level and, when appropriate, existing training courses tailored for climate change processes have been proposed.

Concretely, the capacity building activities include:

1. Seminars in climate change leadership for Ministers and Permanent Secretaries.
2. Regional NAP workshop for policy makers in Saint Lucia.
3. Training on climate change adaptation integration into policy, programmes and projects for Heads of Department and Middle managers.
4. A series of short peer-exchange workshops for Heads of Department, middle managers and team leaders.
5. Trainings on climate change communications delivered to Head of Departments, Middle Managers, Team Leaders, Technical officers and Journalists.
6. Training on Integrated Climate Risk Management and tools for Heads of Department, Middle Managers, Team Leaders and Technical Officers.
7. Trainings on climate change adaptation integration into policy, programmes and projects for Technical Officers and Team Leaders from all Ministries and Departments.
8. Training workshop on results-based management of climate adaptation projects targeting Heads of Department, Line Managers, Team Leaders and Technical Officers engaged in climate change adaptation initiatives (all Ministries and Departments).
9. Hands-on Training on climate finance for adaptation projects. This training should target technical officers at all Ministries and Departments.
10. Training of Trainers on Participatory Learning and Action (PLA) approaches and tools for community-based adaptation to be delivered to Technical Officers and NGOs.

It is worth noting, however, that not all skills to be strengthened are included in the suggested capacity building activities. This is because some of the skills are sector-related (for example, skills to introduce climate change into school curricula). In such cases, capacity building activities will be included as adaptation measures for the respective sectors in the NAP document and it is recommended they are considered in the respective SASAPs.

Table 2. NAP Capacity Development Plan.⁵

POLICY LEVEL						
Results of the assessment exercise						
Weakest individual skills	Institutional functions					Total score*
	Assessment	Prioritization	Coordination	Information Management	Risk Management	
Communication	1	1	3	2	1	8
Visioning, creating and inspiring	3	1	1		2	7
Strategic leadership	2	2	1		1	6
Coordination		2	3		1	6
Climate change education (cc education, training and awareness; training content design and delivery; national curriculum design; media communications)	3	3	1	1	2	6
Results-based management (planning for outcomes; monitoring and evaluation skills)	1	1	1	1	1	5
Reporting skills	1	1	1	2		5

Capacity building activities

1. **Activity:** Establish a series of short seminars on **strategic climate change leadership** for Ministers and Permanent Secretaries. The seminars' content and agenda should be designed to use international/regional case studies of effective adaptation activities -applicable to Saint Lucia- which relied on those skills, and include presentations on how to build and use those skills.
Timeframe: This activity could take place on a rolling basis,
Funding source: Bilateral or multilateral donors.
2. **Activity:** Organize a regional NAP workshop for policy makers in Saint Lucia. This activity could help **raise awareness** of the

⁵ The scores presented in this table correspond to the number of groups (out of four groups) which assessed each skill as weak at each government level in their own sector. The total score reflects the number of times the skills were identified as weakest for the range of institutional functions involved in the NAP. The total scores range from zero to 20. A total score of 20, which did not occur in this exercise, would have reflected that each of the four groups identified a certain skill as the weakest for each of the five institutional functions.

Results of the assessment exercise							Capacity building activities
Weakest individual skills	Institutional functions					Total score*	
	Assessment	Prioritization	Coordination	Information Management	Risk Management		
Social responsibility (appreciating/applying social responsibility, sustainability, humanity and ethical considerations)	2	1			1	4	<p>process and increase high level ownership and leadership for adaptation in the country. UNITAR, with the support of NAP GSP successfully conducted a workshop of this type for the MENA region in April 2017. The UNITAR workshop brought together over 30 policy-makers from Environment, Planning and Finance Ministries from 13 countries. The workshop objectives included:</p> <ul style="list-style-type: none"> - Improving the understanding of the NAP process; - Taking stock of the existing guidance, tools and methods relevant to the NAPs to assist countries develop roadmaps/ strategies for their NAPs; - Taking stock of what countries are doing on advancing their respective NAP processes and exchange lessons learnt and experiences; and - Exchanging information on the mechanisms and options for supporting NAPs <p>The content, methodology and participation of high level country representatives and donors in the workshop, which included multiple participatory exercises, allowed building/strengthening many of the skills required for NAP development at the policy level.</p>
International climate change diplomacy	1	2	1			4	
Communicating outward (Face-to-face; phone, email, text)		2	1		1	4	
Financial management (Budgeting skills; Resource mobilization; Resource management)		2			1	3	
Establishing relationships		1	1		1	3	
CC economics and finance (Economics of cc adaptation; cost-benefit analyses; sustainable livelihoods; national development strategy; investment and appraisal for cc options)	1	1		1		3	
Advocacy		1	1			2	
Conflict management		1	1			2	
Cooperation		1	1			2	
Consensus building		1	1			2	

Results of the assessment exercise							Capacity building activities
Weakest individual skills	Institutional functions					Total score*	
	Assessment	Prioritization	Coordination	Information Management	Risk Management		
Participatory planning and decision-making	1		1			2	<p>A workshop like this could be delivered by UNITAR.</p> <p>Timeframe: Short term (2018-2021), to use the momentum generated by the simultaneous start of NAPs in various countries in the region</p> <p>Funding source: NAP Global Support Program (NAP GSP) and bilateral donors. For more information, please see: https://www.unitar.org/middle-east-and-north-african-policy-makers-meet-discuss-climate-change-adaptation</p>
Participatory learning and action (Training skills; community mobilization)			1	1		2	
Gender integration			1	1		2	
Climate change integration and implementation (CC integration and implementing; policies; sector-wide approach skills; national budget process)	1	1				2	
Legal and negotiation skills (Legal drafting and review; cc negotiation skills)			1	1		2	
Climate risk assessment (Application of V&A approaches and tools; environmental assessment skills; climate change proofing)				1	1	2	
IT, GIS and data management (IT, GIS and data integration; ICT and data management skills; software skills; GIS skills; Geo-referencing skills)				1		2	
Time management (managing upwards and sideways)			1			1	

Results of the assessment exercise							Capacity building activities
Weakest individual skills	Institutional functions					Total score*	
	Assessment	Prioritization	Coordination	Information Management	Risk Management		
Project management (Project development; cross-cutting management)					1	1	
Human resource management		1				1	
Speaking and presenting to groups			1			1	
Listening and interpretation			1			1	
Cross-cultural understanding				1		1	
Climate change science and policy (Climate change adaptation policy and science)		1				1	
Climate change modelling and scenarios (Climate monitoring skills; monitoring equipment maintenance)					1	1	

ORGANIZATIONAL LEVEL

Results of the assessment exercise							Capacity building activities
Weakest individual skills	Institutional functions					Total score*	
	Assessment	Prioritization	Coordination	Information Management	Risk Management		
Results-based management (Planning for outcomes; monitoring and evaluation skills)	2	2		1	2	7	<p>3. Activity: Training on climate change adaptation integration into policy, programs and projects <u>for Heads of Department, and Middle managers.</u></p> <p>Through its Climate Support Facility (CSF), the Global Climate Change Alliance (GCCA) delivered in 2014 a workshop on climate change integration into policy and budgeting processes in Saint Lucia. The training modules the GCCA CSF used in this workshop and others they have developed since then perfectly cover the knowledge and skills weaknesses related to adaptation integration identified in this exercise.</p> <p>It is recommended that a request be made for the GCCA-CSF to tailor a 2-day training workshop for Saint Lucia's government (Heads of Department, middle managers and team leaders) and that this training includes elements from all their modules. This includes, among others,</p> <ul style="list-style-type: none"> - Basic climate change science
Communication		1	2	3	1	7	
Project management (Project development; cross-cutting management)	1	2	1		2	6	
Human resource management	2	1	1	1	1	6	
Coordination	2	1	2	1		6	
Reporting skills	1	1		2	1	5	
Climate change integration and implementation (CC integration and implementing; policies; sector-wide approach skills; national budget process)		3			2	5	
Climate change education (cc education, training and awareness; training content design and delivery; national curriculum design; media communications)	1	2			1	4	

Results of the assessment exercise							Capacity building activities
Weakest individual skills	Institutional functions					Total score*	
	Assessment	Prioritization	Coordination	Information Management	Risk Management		
Climate risk assessment (Application of V&A approaches and tools; environmental assessment skills; climate change proofing)		1			2	3	<ul style="list-style-type: none"> - Climate change and development linkages - Why and how to integrate adaptation into policy - Costing, assessing and financing adaptation measures - How to increase institutional capacity for adaptation integration <p>For more information, please see: http://www.gcca.eu/about-the-gcca/intra-accp/training-mainstreaming-climate-change</p> <p>Timeframe: Short (2018-2021) Funding source: Funding can be obtained under the ACP-EC Partnership Agreement. See contact details and further information at: http://www.gcca.eu/technical-and-financial-support/support-services</p> <p>4. Activity: Establish a series of peer-exchange short workshops for Heads of Department, middle managers and team leaders. The workshops would start with a presentation and discussion on a results-based management topic (linked to the NAP process) and be followed by experience and knowledge</p>
Climate change modelling and scenarios (Climate monitoring skills; monitoring equipment maintenance)	1	1			1	3	
IT, GIS and data management (IT, GIS and data integration; ICT and data management skills; software skills; GIS skills; Geo-referencing skills)	1	1		1		3	
Disaster risk management (HIV and AIDS integration skills; flood management skills; flood forecasting skills; drought forecasting skills; EWS development skills; survey and mapping skills; community resilience)		1			1	2	
Advocacy		1	1			2	
Conflict Management	2					2	
Listening and interpretation			1	1		2	
Cooperation			2			2	
Consensus building			2			2	

Results of the assessment exercise							Capacity building activities
Weakest individual skills	Institutional functions					Total score*	
	Assessment	Prioritization	Coordination	Information Management	Risk Management		
Participatory planning and decision-making	1		1			2	
Communicating outward (Face-to-face; phone, email, text)	1			1		2	
Strategic leadership			1			1	
Visioning, creating and inspiring					1	1	
Time management (managing upwards and sideways)				1		1	
Financial Management (Budgeting skills; Resource mobilization; Resource management)	1					1	
International climate change diplomacy	1					1	
Team building	1					1	
Speaking and presenting to groups				1		1	
Establishing relationships				1		1	

exchange activities. The workshops are proposed to improve the individual and institutional capacities required for managing adaptation programs/projects, strengthen/establish cooperation and relationships and learn from others' best management practices. The workshops will also offer an environment for seeking solutions to common problems, discuss and agree on joint support to cross-sectoral adaptation measures, and thus to increase the participants' engagement and ownership of the NAP process. These half-a-day to one-day workshops could take place on a rolling basis (twice per year).

It is suggested that the presentations are designed by an international specialist trainer on project management issues, who trains senior local consultants to deliver the presentations. The workshop presentations should include at least one case-study from an adaptation project in Saint Lucia (prepared and presented by the Head of Department, manager or team leader in charge of the project).

Results of the assessment exercise							Capacity building activities
Weakest individual skills	Institutional functions					Total score*	
	Assessment	Prioritization	Coordination	Information Management	Risk Management		
Cross-cultural understanding				1		1	
Participatory learning and action (Training skills; community mobilization)				1		1	
Legal and negotiation skills (Legal drafting and review; cc negotiation skills)			1			1	

Results of the assessment exercise							Capacity building activities
Weakest individual skills	Institutional functions					Total score*	
	Assessment	Prioritization	Coordination	Information Management	Risk Management		
							<p>5. Activity: Follow-up trainings on climate change communications delivered to Head of Departments, Middle Managers, Team Leaders, Technical officers and Journalists.</p> <p>Timeframe: Medium-term (2021-2024) and long-term (2024-2028)</p> <p>Funding source: NAP GN-IISD</p> <p>6. Activity: Training on Integrated Climate Risk Management and tools for Heads of Department, Middle Managers, Team Leaders and Technical Officers.</p> <p>This training should cover at least the following topics: a) basic climate change science, b) climate change modelling approaches, c) risk, vulnerability and resilience concepts and measures; d) tools and resources available to assess vulnerability and risk, screen climate risks in projects and activities and establish acceptable risk thresholds; e) Risk management options.</p>

Results of the assessment exercise							Capacity building activities
Weakest individual skills	Institutional functions					Total score*	
	Assessment	Prioritization	Coordination	Information Management	Risk Management		
							<p>This training should be delivered at least twice during the NAP cycle and include some hands-on exercises.</p> <p>Timeframe: Short term (2018-2021), Medium-term (2021-2024) and long-term (2024-2028)</p> <p>Funding source: Bilateral and multilateral donors; NAP GSP; NAP GN-IISD; GCF readiness funding</p>

OPERATIONAL LEVEL

Results of the assessment exercise							Capacity building activities
Weakest individual skills	Institutional functions					Total score*	
	Assessment	Prioritization	Coordination	Information Management	Risk Management		
Reporting skills	1	2	2	1	1	7	<p>7. Activity: Trainings on climate change adaptation integration into policy, programs and projects <u>for Technical Officers and Team Leaders</u> from all Ministries and Departments.</p> <p>As in Activity 3 (suggested for Heads of Department and Middle Managers), it is suggested that this training is built based on the GCCA – CSF modules on this topic. However, for technical officers, the training should be wider in scope and thus longer in duration (3.5 days). It should include elements from all their modules, tailored to the Saint Lucia’s government context and focus on technical aspects such as:</p> <ul style="list-style-type: none"> - Costing, assessing and selecting adaptation measures - Integrating climate change adaptation in the budgetary process - Integrating climate change adaptation in monitoring systems - Integrating climate change adaptation within the project cycle - Enhancement of communities’ participation in adaptation action
Communication	1	1	1	2		5	
Communicating outward (Face-to-face; phone, email, text)	1		2	2		5	
Time management (managing upwards and sideways)	1	1	1		1	4	
Results-based management (Planning for outcomes; monitoring and evaluation skills)		1	1		2	4	
Listening and interpretation	1		2	1		4	
Project management (Project development; cross-cutting management)		2			1	3	
Coordination	1		1	1		3	
Cooperation	1			2		3	

Results of the assessment exercise							Capacity building activities
Weakest individual skills	Institutional functions					Total score*	
	Assessment	Prioritization	Coordination	Information Management	Risk Management		
Climate change education (cc education, training and awareness; training content design and delivery; national curriculum design; media communications)	1	1			1	3	<p>For more information, please see: http://www.gcca.eu/about-the-gcca/intra-acp/training-mainstreaming-climate-change</p> <p>Timeframe: Short-term (2018-2021) and Medium-term (2021-2024)</p> <p>Funding source: Funding can be obtained under the ACP-EC Partnership Agreement. See contact details and further information at: http://www.gcca.eu/technical-and-financial-support/support-services</p> <p>8. Activity: Training workshop on results-based management of climate adaptation projects. This training should target Heads of Department, Line Managers, Team Leaders and Technical Officers engaged in climate change adaptation initiatives (all Ministries and Departments). It should include modules on project design, budgeting, monitoring and evaluation, reporting and communicating results and resource mobilization. It should also include a module on organizational skills (including planning, scheduling, deadline setting and time management). Shall funding allow, a Training of Trainers (ToT) course for local consultants to</p>
Climate risk assessment (Application of V&A approaches and tools; environmental assessment skills; climate change proofing)	2				1	3	
Advocacy	1		1			2	
Financial Management (Budgeting skills; Resource mobilization; Resource management)		1	1			2	
Participatory learning and action (Training skills; community mobilization)			2			2	
Climate change integration and implementation (CC integration and implementing; policies; sector-wide approach skills; national budget process)		1			1	2	
IT, GIS and data management (IT, GIS and data integration; ICT and data management skills; software skills; GIS skills; Geo-referencing skills)	2					2	

Results of the assessment exercise							Capacity building activities
Weakest individual skills	Institutional functions					Total score*	
	Assessment	Prioritization	Coordination	Information Management	Risk Management		
Human resource management		1				1	<p>deliver this training as opportunities arise along the course of the NAP 10-year cycle, could be considered.</p> <p>Timeframe: Short-term (2018-2021) and Medium-term (2021-2024)</p> <p>Funding source: UN agencies (e.g. UNDP) / NAP GN-IISD / NAP GSP</p> <p>9. Activity: Hands-on Training on climate finance for adaptation projects. This training should target technical officers at all Ministries and Departments and its content should encompass an overview of the international climate finance landscape, an identification of potential climate finance sources and mechanisms accessible to Saint Lucia's government and hands-on activities and guidance for building a climate adaptation proposal (log frame and concept note) for submission to a funding source.</p> <p>The Frankfurt School - UNEP Collaborating Centre for Climate & Sustainable Energy Finance (http://fs-unep-centre.org/) has delivered successfully such trainings in Central America and the Caribbean in the past, with the trainings consisting first of a webinar covering most of the theory and a short review of</p>
Team building				1		1	
Consensus building			1			1	
Climate change science and policy (Climate change adaptation policy and science)	1					1	
CC economics and finance (Economics of cc adaptation; cost-benefit analyses; sustainable livelihoods; national development strategy; investment and appraisal for cc options)		1				1	
Climate change modelling and scenarios (Climate monitoring skills; monitoring equipment maintenance)		1				1	

Results of the assessment exercise							Capacity building activities
Weakest individual skills	Institutional functions					Total score*	
	Assessment	Prioritization	Coordination	Information Management	Risk Management		
							<p>this theory and all the practical terms of putting a proposal together during a two-day seminar.</p> <p>The large number of people to be trained requires that at least three practical seminars be conducted.</p> <p>Timeframe: Short-term (2018-2022) Funding source: Bilateral donors / NAP GSP</p> <p>10. Activity: Training of Trainers on Participatory Learning and Action (PLA) approaches and tools for community-based adaptation to be delivered to Technical Officers and NGOs.</p> <p>As the demand for community mobilization for adaptation action will increase as the NAP process develops, it is suggested that in-country facilitation capacities are built by a ToT. This will enable Technical Officers and NGO representatives to train community leaders on a project-basis as required.</p> <p>Timeframe: Short-term (2018-2022) Funding source: Bilateral donors / NAP GN-IISD</p>

3. POLICY ENTRY POINTS FOR CLIMATE CHANGE ADAPTATION INTEGRATION

The following opportunities for integrating climate change adaptation into national policies, strategies, plans, programmes and activities were identified by the participants of the cross-sectoral and multi-stakeholder workshop held in May 2017 in Castries.

1. Water Policy Revision
2. Wastewater Management Policy
3. SMART Hospitals Project (currently rolling out)
4. Agricultural National Policy
5. Draft Drought Management Plan
6. Draft National Fisheries Management Plan
7. Draft Organic Standards
8. The Climate Change Act
9. CXC Syllabus -Ministry of Education (ongoing)
10. Coastal Stabilisation project, ongoing
11. Land Policy Review
12. National Visioning and Planning Initiative
13. FAO Land Bank Initiative
14. Medium-Term Development Strategy Revision
15. Coastal Zone Management Strategy and Action Plan
16. Environmental Management Bill/Act
17. 2nd National Biodiversity Strategy and Action Plan
18. Revised National Environmental Policy-National Environment Management Strategy (NEP-NEMS)

On a routine basis:

19. Budget and Throne Addresses (on a regular basis)
20. Addresses to the Nation in observance of national days
21. Sectoral/National exhibitions
22. Public awareness programmes and activities to be used as opportunities for linking sectoral initiatives with climate change adaptation
23. Terms of Reference for consultants
24. Job descriptions of new staff
25. Budget and project submission templates to be modified to include fields for climate change costing, recurrent costs, monitoring and evaluation and others
26. Design of monitoring and evaluation templates and programmes
27. Guidelines, standards, protocols being designed for best practice in various sectors
28. Use Climate Change Public Education and Awareness Strategy and Implementation Plan under PPCR-DVRP

This list is not meant to be exhaustive, but rather, indicative. As a living document, it is expected that there are already many existing and new opportunities not delineated here that would be critical entry points for integrating climate change considerations into policies, strategies, plans, programmes and activities. The coordinating and advisory role of the NCCC would remain central to identifying such opportunities and strategizing to ensure that the opportunities are seized, as far as possible.

Annex 1. Institutional capacity and individual skills assessment exercise materials

Instructions:

Please reflect on the institutional capacities and individual skills needed for integrating climate change adaptation considerations into policy, programmes, projects and activities in your sector. The following sections can be used as reference.

Think of those particularly weak capacities and individual **skills in your sectors/institutions which can be strengthened through learning activities** (trainings, online courses, exchange visits, workshops, seminars, etc.).

Recall any ongoing capacity development program/project in your sector or institution which could be used for building the required capacities

Please work in 'whisper groups' with your neighbours, discuss your thoughts and fill the matrix on the flipchart and be prepared to present your collective findings.

INSTITUTIONAL FUNCTIONS / CAPACITIES REQUIRED FOR CLIMATE CHANGE ADAPTATION PLANNING AND IMPLEMENTATION

Source: LDC Expert Group's *Technical Guidelines for the National Adaptation Plan Process*

1. **Assessment:** Assessment is the process of examining available information to guide decision making. Adaptation is likely to require iterative assessments over time, including assessments of a country's vulnerability, climate change impacts, adaptation practices, and the climate sensitivity of development activities.
2. **Prioritization** involves assigning special importance to particular issues, areas, sectors, or populations. For adaptation, prioritization at the national level usually takes into account where climate impacts will be most severe and who among the country's population is the most vulnerable. Effective prioritization will engage a wide range of stakeholders, will be made transparent to the public, and will enable review and adjustment of priorities as circumstances change.
3. **Coordination:** Adaptation requires action by disparate actors at multiple levels, both within and outside of government. Coordination of their activities helps avoid duplication or gaps and can create economies of scale in responding to challenges. Coordination may begin as a process of establishing relationships, sharing information, and raising awareness but may move toward the management of joint decision making and action. It may be horizontal (e.g., among ministries), vertical (e.g., among national, global, and subnational actors), or among stakeholders (e.g., between government and business).
4. **Information management** consists of collecting, analyzing, and disseminating information in support of adaptive activities. Relevant information will vary across sectors, countries, and climate-change impacts but, at a minimum, typically covers climate variables, the status of natural and human systems, and existing coping strategies.

Providing or accessing existing information for conducting vulnerability assessments is critical for most adaptation activities. Good information management will ensure that information is useful and accessible to stakeholders. It may also involve general awareness-raising or building the capacity of stakeholders to use information for adaptation.

5. Risk management. Addressing climate risks requires a process of identifying the specific risks to a given national or sectoral priority, evaluating the full range of options for addressing the risks, then selecting and implementing risk reduction measures.

REFERENCE LIST OF KEY INDIVIDUAL SKILLS REQUIRED FOR CLIMATE CHANGE ADAPTATION PLANNING AND IMPLEMENTATION

Source: UNITAR

MANAGEMENT SKILLS

M1 STRATEGIC LEADERSHIP	M7 FINANCIAL MANAGEMENT Budgeting skills Resource mobilization Resource management
M2 SOCIAL RESPONSIBILITY Appreciating/applying social responsibility, sustainability, humanity and ethical considerations	M8 CONFLICT MANAGEMENT
M3 VISIONING, CREATING, AND INSPIRING	M9 INTERNATIONAL CLIMATE CHANGE DIPLOMACY
M4 ADVOCACY	M10 PROJECT MANAGEMENT Project development Cross-cutting management
M5 TIME MANAGEMENT Managing upwards and sideways	M11 HUMAN RESOURCES MANAGEMENT
M6 RESULTS BASED MANAGEMENT Planning for outcomes Monitoring and evaluation skills	M12 REPORTING SKILLS

PARTICIPATORY SKILLS

P1 COORDINATION	P8 COOPERATION
P2 COMMUNICATION	P9 CONSENSUS BUILDING
P3 TEAM BUILDING	P10 PARTICIPATORY PLANNING AND DECISION-MAKING
P4 SPEAKING AND PRESENTING TO GROUPS	P11 PARTICIPATORY LEARNING AND ACTION Training skills Community mobilization
P5 LISTENING AND INTERPRETATION	P12 COMMUNICATING OUTWARD Face-to-face, phone, email, text
P6 ESTABLISHING RELATIONSHIPS	P13 GENDER MAINSTREAMING
P7 CROSS-CULTURAL UNDERSTANDING	

TECHNICAL SKILLS

<p>T1 CLIMATE CHANGE SCIENCE AND POLICY Climate change adaptation policy and science</p>	<p>T7 IT, GIS AND DATA MANAGEMENT IT, GIS and data integration ICT and data management skills Software skills GIS skills Geo-referencing skills</p>
<p>T2 CLIMATE CHANGE EDUCATION Climate change education, training, and awareness Training content design and delivery National curriculum design Media communication</p>	<p>T8 FORESTRY Tree nursery management skills Fruit tree management skills Forestry management skills Forestry Inventory management skills Bee keeping skills</p>
<p>T3 CLIMATE CHANGE MAINSTREAMING AND IMPLEMENTATION Climate change mainstreaming and implementing policies Sector-wide approach skills National budget process</p>	<p>T9 WATER MANAGEMENT Water Resources Irrigation engineering skills Hydrology assessment skills Hydro-meteorological statistical analysis skills Sustainable water use management skills Fisheries management skills Fish research skills Fish farming skills</p>
<p>T4 LEGAL AND NEGOTIATION SKILLS Legal drafting and review Climate change negotiation skills</p>	<p>T10 LAND USE MANAGEMENT Sustainable land use management skills Land husbandry skills Sustainable waste management skills Crop production skills Extension delivery skills Livestock production skills Food security skills Income generation skills Processing and marketing skills</p>
<p>T5 CLIMATE CHANGE ECONOMICS AND FINANCE Economics of climate change adaptation Cost-benefit analysis Sustainable livelihoods National development strategy Investment appraisal for climate change options</p>	<p>T11 DISASTER RISK MANAGEMENT HIV and AIDS mainstreaming skills Flood management skills Flood forecasting skills Drought forecasting skills EWS development skills Survey and mapping skills Community resilience</p>
<p>T6 CLIMATE RISK ASSESSMENT Application of V&A approaches and tools Environmental assessment skills Climate change proofing</p>	<p>T12 CLIMATE CHANGE MODELLING AND SCENARIOS Climate monitoring skills Monitoring equipment maintenance</p>

LEVELS OF INSTITUTIONAL FUNCTION

Please remember that an institution / sector may function at different levels (policy, organizational, operational), each requiring a series of technical, management and participatory skills to plan and implement adaptation actions.

Please fill the following matrix after the group discussion

MATRIX

Institutional Capacity	Policy Level	Organizational level	Operational level
Assessment	List the weakest individual skills in your institution/sector (see list above and add more if necessary):	List the weakest individual skills in your institution/sector (see list above and add more if necessary):	List the weakest individual skills in your institution/sector (see list above and add more if necessary):
	Suggested learning activity(ies) to strengthen the skills:	Suggested learning activity(ies) to strengthen the skills:	Suggested learning activity(ies) to strengthen the skills:
	Who should attend the learning activity(ies)?	Who should attend the learning activity(ies)?	Who should attend the learning activity(ies)?
	Time horizon for the activity(ies) (immediate, medium or long-term/rolling basis)	Time horizon for the activity(ies) (immediate, medium or long-term/rolling basis)	Time horizon for the activity(ies) (immediate, medium or long-term/rolling basis)
	Is there a capacity building program in your institution or in other institutions that could integrate this learning activity(ies)? If yes, which?	Is there a capacity building program in your institution or in other institutions that could integrate this learning activity(ies)? If yes, which?	Is there a capacity building program in your institution or in other institutions that could integrate this learning activity(ies)? If yes, which?
	Is there funding for capacity building in your institution?	Is there funding for capacity building in your institution?	Is there funding for capacity building in your institution?
Prioritization	List the weakest individual skills in your institution/sector (see list above and add more if necessary):	List the weakest individual skills in your institution/sector (see list above and add more if necessary):	List the weakest individual skills in your institution/sector (see list above and add more if necessary):
	Suggested learning activity(ies) to strengthen the skills:	Suggested learning activity(ies) to strengthen the skills:	Suggested learning activity(ies) to strengthen the skills:

Institutional Capacity	Policy Level	Organizational level	Operational level
	<p>Who should attend the learning activity(ies)?</p> <p>Time horizon for the activity(ies) (immediate, medium or long-term/rolling basis)</p> <p>Is there a capacity building program in your institution or in other institutions that could integrate this learning activity(ies)? If yes, which?</p> <p>Is there funding for capacity building in your institution?</p>	<p>Who should attend the learning activity(ies)?</p> <p>Time horizon for the activity(ies) (immediate, medium or long-term/rolling basis)</p> <p>Is there a capacity building program in your institution or in other institutions that could integrate this learning activity(ies)? If yes, which?</p> <p>Is there funding for capacity building in your institution?</p>	<p>Who should attend the learning activity(ies)?</p> <p>Time horizon for the activity(ies) (immediate, medium or long-term/rolling basis)</p> <p>Is there a capacity building program in your institution or in other institutions that could integrate this learning activity(ies)? If yes, which?</p> <p>Is there funding for capacity building in your institution?</p>
<p>Coordination</p>	<p>List the weakest individual skills in your institution/sector (see list above and add more if necessary):</p> <p>Suggested learning activity(ies) to strengthen the skills:</p> <p>Who should attend the learning activity(ies)?</p> <p>Time horizon for the activity(ies) (immediate, medium or long-term/rolling basis)</p>	<p>List the weakest individual skills in your institution/sector (see list above and add more if necessary):</p> <p>Suggested learning activity(ies) to strengthen the skills:</p> <p>Who should attend the learning activity(ies)?</p> <p>Time horizon for the activity(ies) (immediate, medium or long-term/rolling basis)</p>	<p>List the weakest individual skills in your institution/sector (see list above and add more if necessary):</p> <p>Suggested learning activity(ies) to strengthen the skills:</p> <p>Who should attend the learning activity(ies)?</p> <p>Time horizon for the activity(ies) (immediate, medium or long-term/rolling basis)</p>

Institutional Capacity	Policy Level	Organizational level	Operational level
	<p>Is there a capacity building program in your institution or in other institutions that could integrate this learning activity(ies)? If yes, which?</p> <p>Is there funding for capacity building in your institution?</p>	<p>Is there a capacity building program in your institution or in other institutions that could integrate this learning activity(ies)? If yes, which?</p> <p>Is there funding for capacity building in your institution?</p>	<p>Is there a capacity building program in your institution or in other institutions that could integrate this learning activity(ies)? If yes, which?</p> <p>Is there funding for capacity building in your institution?</p>
<p>Information management</p>	<p>List the weakest individual skills in your institution/sector (see list above and add more if necessary):</p> <p>Suggested learning activity(ies) to strengthen the skills:</p> <p>Who should attend the learning activity(ies)?</p> <p>Time horizon for the activity(ies) (immediate, medium or long-term/rolling basis)</p> <p>Is there a capacity building program in your institution or in other institutions that could integrate this learning activity(ies)? If yes, which?</p>	<p>List the weakest individual skills in your institution/sector (see list above and add more if necessary):</p> <p>Suggested learning activity(ies) to strengthen the skills:</p> <p>Who should attend the learning activity(ies)?</p> <p>Time horizon for the activity(ies) (immediate, medium or long-term/rolling basis)</p> <p>Is there a capacity building program in your institution or in other institutions that could integrate this learning activity(ies)? If yes, which?</p>	<p>List the weakest individual skills in your institution/sector (see list above and add more if necessary):</p> <p>Suggested learning activity(ies) to strengthen the skills:</p> <p>Who should attend the learning activity(ies)?</p> <p>Time horizon for the activity(ies) (immediate, medium or long-term/rolling basis)</p> <p>Is there a capacity building program in your institution or in other institutions that could integrate this learning activity(ies)? If yes, which?</p>

Institutional Capacity	Policy Level	Organizational level	Operational level
	Is there funding for capacity building in your institution?	Is there funding for capacity building in your institution?	Is there funding for capacity building in your institution?
Climate risk management	List the weakest individual skills in your institution/sector (see list above and add more if necessary):	List the weakest individual skills in your institution/sector (see list above and add more if necessary):	List the weakest individual skills in your institution/sector (see list above and add more if necessary):
	Suggested learning activity(ies) to strengthen the skills:	Suggested learning activity(ies) to strengthen the skills:	Suggested learning activity(ies) to strengthen the skills:
	Who should attend the learning activity(ies)?	Who should attend the learning activity(ies)?	Who should attend the learning activity(ies)?
	Time horizon for the activity(ies) (immediate, medium or long-term/rolling basis)	Time horizon for the activity(ies) (immediate, medium or long-term/rolling basis)	Time horizon for the activity(ies) (immediate, medium or long-term/rolling basis)
	Is there a capacity building program in your institution or in other institutions that could integrate this learning activity(ies)? If yes, which?	Is there a capacity building program in your institution or in other institutions that could integrate this learning activity(ies)? If yes, which?	Is there a capacity building program in your institution or in other institutions that could integrate this learning activity(ies)? If yes, which?
	Is there funding for capacity building in your institution?	Is there funding for capacity building in your institution?	Is there funding for capacity building in your institution?