



STRATEGY

NAP Global Network Peer Learning Strategy

Sustaining learning between adaptation decision-makers



August 2024

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About the NAP Global Network

The NAP Global Network was created in 2014 to support developing countries in advancing their NAP processes, and help accelerate adaptation efforts around the world. To achieve this, the Network facilitates South-South peer learning and exchange, supports national-level action on NAP formulation and implementation, and generates, synthesizes, and shares knowledge. The Network's members include individual participants from more than 155 countries involved in developing and implementing National Adaptation Plans. Financial support for the Network has been provided by Austria, Canada, Germany, Ireland, the United Kingdom and the United States. The Secretariat is hosted by the International Institute for Sustainable Development (IISD). For more information, visit www.napglobalnetwork.org.

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NAP Global Network Peer Learning Strategy

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Abbreviations and Acronyms

GESI	gender equality and social inclusion
LEG	Least Developed Countries Expert Group
MEL	monitoring, evaluation, and learning
NAP	National Adaptation Plan
TTF	Targeted Topics Forum
PLE	peer learning event
PLF	Peer Learning Forum

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Introduction

As the impacts of the climate crisis intensify around the world, there is growing urgency to develop and implement National Adaptation Plans (NAPs) to reduce vulnerability and build resilience to climate change. Today, almost all developing countries have a NAP process underway to prepare for and respond to climate change impacts and risks (United Nations Framework Convention on Climate Change [UNFCCC], 2023).¹

Peer learning is widely recognized as an important tool for capacity development and climate action. Through peer learning, policy-makers and practitioners can have open, honest exchanges on what works and does not work to address common challenges and to share good practices.

Established in December 2014, the NAP Global Network has made “South-South peer learning and exchange” a key pillar of its support to developing countries on NAP processes over the past decade.

Peer Learning Strategy Objectives

The Peer Learning Strategy complements the Network’s [strategic plan to 2025](#) (NAP Global Network, 2021a) which outlines the Network’s overall vision, mission, and priorities for achieving its medium- and longer-term outcomes and impacts. This peer learning strategy serves as an input into the next 5-year NAP Global Network strategic plan, which will be renewed in June 2025. The time horizon for this strategy aligns with the Network’s overall strategic plan, and a mid-strategy review will be conducted.

This strategy aims to achieve the following objectives:

1. Consolidate and share what the Network has achieved on peer learning since 2014.
2. Enhance monitoring, evaluation, and learning (MEL) of peer learning through the Network’s overall MEL framework.
3. Draw on lessons identified through MEL, identify approaches for strengthening and improving the Network’s peer learning activities, particularly through the integration of gender equality and social inclusion (GESI).²

¹ 142 of the 154 countries categorized as Non-Annex I or “developing countries” under the UNFCCC have reported having “launched or initiated” a NAP process (UNFCCC, 2023).

² Read the NAP Global Network’s guidance on gender-responsive NAP processes at <https://napglobalnetwork.org/resource/toolkit-for-gender-responsive-national-adaptation-plans/> and Appendix B of this strategy for more information.

4. Articulate how the Network can deliver more effective, sustained, inclusive peer learning *processes* (as opposed to one-off peer learning events [PLEs]).

The *NAP Global Network's Strategy to 2025* has established a set of activities and targets to achieve effective and strategic peer learning. This document will revisit and expand on these objectives, priorities, and targets.

2

Defining South-South Peer Learning

Building climate resilience through NAP processes is often complex and challenging. It is also urgent and there are high stakes—as we plan our future in a changing climate, it is imperative to make effective use of human and financial resources and to avoid maladaptation at all costs.

Peer learning has been widely recognized as an effective approach to strengthening capacity, especially in the context of climate change (Fisher, 2022; Task Team on South–South Cooperation, 2010; Effective Institutions Platform, 2021). This strategy uses the following definition of peer learning:

“Peer learning occurs when two or more people learn **with** and **from** one another. This learning is reciprocal, intentional, and focused on issues, challenges, or a context that peers have in common. Peers are equal, as everyone has knowledge and experience for their peers to learn from” (Harvey et al., 2022, p.11).

South-South learning between adaptation practitioners and policy-makers from low- and middle-income countries is especially important in the context of the NAP process. Approaches to adaptation researched and identified by and for the Global North may not be practical or appropriate in the contexts of developing countries.³ Policy-makers and adaptation practitioners from developing countries often share common challenges due to capacity and resource constraints, thus are more likely to have relevant knowledge and experience to share among peers (Das & Bandyopadhyay, 2015; Fisher, 2022; Jerez Columbié, 2022; Gali, 2023).

South-South peer learning is an opportunity for adaptation policy-makers and practitioners from developing countries to exchange tacit knowledge, i.e., “know-how that has not been made explicit or codified, either because it is not easily accessible by the knowledge holders or they are not yet aware of their knowledge” (Burbules, 2008). Faced with capacity constraints, government staff often have limited bandwidth to document lessons, learning, and experiences. Thus, peer learning provides a valuable platform and means through which such knowledge may emerge and get disseminated to other developing countries.

Designing sustained peer learning that encourages joint ownership by Global South countries can also address pitfalls and limitations of the typical North-South approach to capacity development in international development, including support on adaptation. Table 1 outlines how South-

³ 154 countries are classified as “developing countries” under the UNFCCC, also referred to as “Non-Annex I” countries. Industrialized countries or “developed countries” are classified as “Annex I.” For more information, see: <https://unfccc.int/process-and-meetings/what-is-the-united-nations-framework-convention-on-climate-change>.

South peer learning is different from such an approach, which may at its worst, lead to “supply-driven, expensive, poorly planned and integrated...failing to promote country ownership” (Lucas, 2009, p. 1).

Table 1. Comparison of typical capacity development and peer learning approaches

	Typical capacity development	Peer learning
Starting point	Deficiency and gap filling	Strengthening what exists
Focus on	What should be	What is working and what might work in different contexts
Whose knowledge	External international experts' knowledge, often from the Global North	Peers' knowledge, complemented by knowledge from other sources where appropriate
Type of knowledge	Often formal, heavily mediated, or distant from its source	Emergent, experiential, tacit, contextual
Purpose	To deliver on specific tasks or meet standards	To identify and address challenges that participants are experiencing
Content	Determined in advance	Responsive to questions and interest
Results	Technical knowledge and skills	Cognitive, relational, functional, and motivational

Source: Fisher, 2022, adapted from Government of Bangladesh & World Bank, 2008.

Recognizing the advantages of peer learning, the NAP Global Network has prioritized South-South peer learning and exchange as a form of support to partner countries on NAP processes since 2014. This approach to capacity development and strengthening seeks to empower decision-makers from developing countries to develop more effective, inclusive NAP processes, while fostering peer-to-peer, mutual learning and cooperation.

How We Approach Peer Learning

Across all peer learning activities facilitated by the NAP Global Network, four components have been identified and incorporated as key factors for effective peer learning and exchanges:

1. **Technical** inputs from experts that enhance understanding, frame discussions, and complement national expertise around specific issues,
2. **Relational** opportunities for participants to exchange knowledge and experiences, and to learn from and connect with their peers from around the world,
3. **Reflexive** activities where country representatives take time to unpack what they have learned from the technical inputs and peer interactions and to apply it in their home contexts, and
4. **Experiential** activities where participants observe and experience the technical or theoretical concepts applied in a real-world context.

Figure 1. Four components of South-South peer learning activities



Source: Authors, adapted from Fisher & Harvey, 2019.

A glossary including key terms and definitions related to peer learning is included in Appendix A.

Peer Learning for NAP Processes

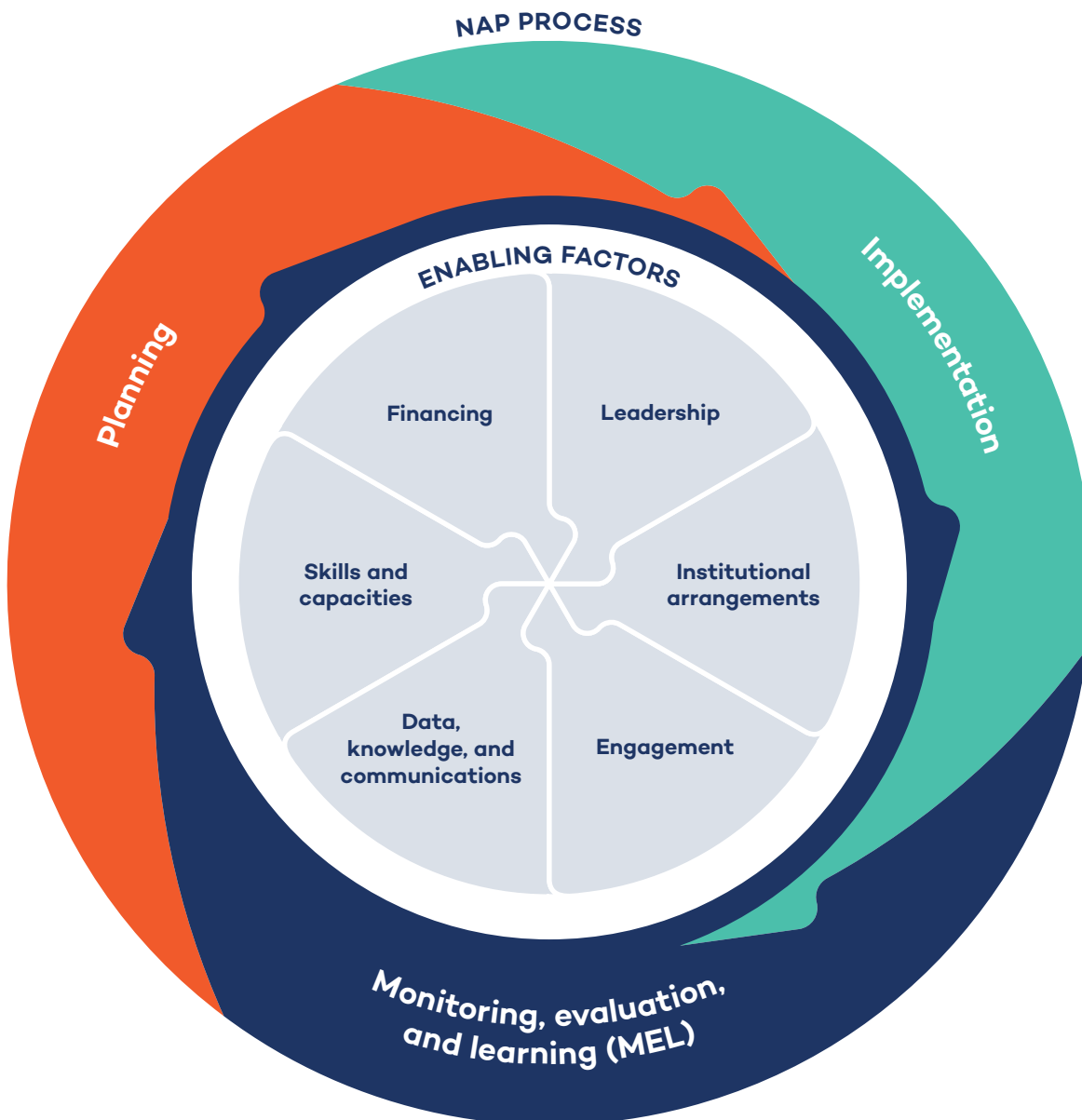
In simple terms, the NAP process is a strategic approach that countries use to identify and address medium- and long-term priorities for adapting to climate change (Hammill et al., 2020; Least Developed Countries Expert Group [LEG], 2012).

Established in 2010 under the Cancun Adaptation Framework, the two objectives of the NAP process are “to reduce vulnerability to the impacts of climate change, by building adaptive

capacity and resilience” and to integrate adaptation into development planning and budgeting across sectors and levels of governance (UNFCCC, 2010, p. 80).

The LEG published official guidance (LEG, 2012) on the NAP process in 2012, and many technical partners—including the NAP Global Network—have published supplementary guidance on the NAP process.

Figure 2. Overview of the NAP process and its enabling factors



Note: This figure is aligned with the NAP process as defined in the LEG 2012 NAP technical guidelines. It is simplified for communication purposes.

Source: NAP Global Network, 2023.

Figure 2, developed in 2023, illustrates the Secretariat’s conceptualization of the NAP process and its enabling factors (Hammill et al., 2020; NAP Global Network, 2023), which is a simplified illustration of NAP process as defined in the LEG guidelines.

Though each country’s NAP process is unique and there is no one-size-fits-all approach to adaptation planning, there is a significant opportunity for countries to learn from one another’s knowledge, experience, and expertise to exchange good practices and lessons learned on the NAP process—on what works and what doesn’t, in what contexts, for whom, and why. South-South peer learning is a deliberate, proactive, country-driven approach to acquiring the relevant knowledge, reflecting on and applying lessons from one’s own country and others, and building communities of learners on adaptation policies and practices. Through these efforts, each country that engages in peer learning can effectively, strategically, and iteratively advance and improve its NAP process.

The NAP Global Network’s Track Record on Peer Learning

Since 2014, the NAP Global Network has brought together more than 600 people from over 70 countries through South-South peer learning events and exchanges. Figure 3 summarizes some key numbers in the Network’s peer learning offerings throughout 10 years.

Figure 3. The NAP Global Network’s peer learning statistics as of July 31, 2024



Source: Authors.

The Network’s initial offering on peer learning was two series of global-level **Targeted Topics Forums** (TTFs), which piloted a “cohort model” to convene representatives from the same group of countries on an annual basis. Two cohorts⁴ of countries routinely convened between

⁴ The first TTF cohort met annually from 2015 to 2018, with participation from nine countries: Albania, Brazil, Grenada, Jamaica, Kenya, Malawi, Peru, Philippines, and Togo. The second TTF cohort convened annually from 2016 to 2019, with 14 countries participating: Benin, Cambodia, Colombia, Fiji, Kiribati, Madagascar, Mexico, Samoa, Solomon Islands, South Africa, Thailand, Tuvalu, United Republic of Tanzania, and Vanuatu.

2015 and 2019, with both cohorts joining in a shared event in Fiji in 2018. The TTFs covered a range of selected topics related to the NAP process, including sector integration, finance, monitoring and evaluation, to gender, communication and knowledge sharing, and preparing for the transition from planning to implementation.

More information about approaches used in TTFs is available via the guidance note [Facilitating Peer Learning with Adaptation Policy-Makers: Approaches and insights from the NAP Global Network’s Targeted Topics Forums](#) (Fisher & Harvey, 2019).

In 2016, the NAP Global Network launched a **South-South Peer Exchange Program** to complement global-level TTFs through focused exchanges that provided an opportunity for adaptation planners to share their knowledge and experience on the NAP process. The South-South Peer Exchange Program was offered from 2016 to 2020, and the Network has continued to support individual exchanges on an ad hoc basis, most often through events involving representatives from two to four countries.

Since 2017, the NAP Global Network has also hosted or co-hosted a number of standalone PLEs, primarily at the regional level. These events are tailored to areas of support needed from countries, focusing on themes such as MEL and climate risk and vulnerability assessments.

In 2018, the NAP Global Network began hosting global-level **Peer Learning Forums** (PLFs)⁵ which built on the TTFs, but are standalone events structured around a particular theme. PLFs offered greater flexibility in terms of participation and topics than multi-year convening through cohorts. The shift from TTFs to PLFs was also linked to the NAP Global Network’s funding—committing to the cohort model for TTFs was only possible because the Network had secured multi-year funding. However, as standalone events, PLFs may not sufficiently support sustained interactions and partnership-building among participating countries.

When travel restrictions due to the COVID-19 pandemic were put in place in March 2020, the Network’s in-person peer learning activities were put on pause. Like most convenings, peer learning facilitated by the NAP Global Network moved from in-person to virtual platforms between 2020 and 2021. Efforts to hold virtual-only sessions of peer learning and exchanges helped sustain the conversations on NAP processes and adaptation planning during this period, though not without challenges. The NAP Global Network and partners reflected on these experiences to identify [challenges and lessons of virtual approaches](#), in terms of quality, connection building, and the depth of learning (Fisher et al., 2022).

Although in-person peer learning events and exchanges resumed in 2022 as travel restrictions related to the pandemic were lifted, the Network Secretariat intends to try to draw on insights from virtual peer learning activities to inform the Network’s future efforts on peer learning, combining in-person and virtual facilitation methods. Recognizing in-person peer learning

⁵ Note: These events were previously called “Peer Learning Summits” but have been changed to “Forums” for clarity and to reflect that they are technical events, as the term “Summit” can indicate high-level participation and related protocol in some contexts.

involves a significant carbon emissions footprint because of long-haul air travel, the NAP Global Network Secretariat aims to use virtual peer meetings and exchanges to complement in-person convenings.

An independent evaluation of the NAP Global Network's support to countries between 2015 and 2020 praised its peer learning activities as “a relevant and effective approach to supporting climate change adaptation efforts” (Le Groupe-conseil baastel ltée, 2020).

For a complete list of NAP Global Network's PLEs, please refer to Appendix C.

Lessons on NAP Global Network's Peer Learning

The NAP Global Network Secretariat prepared the following reflections on its first 5 years of peer learning and exchange activities between 2015 and 2020 (NAP Global Network, 2021b), which were validated by the Network's Steering Committee. These lessons informed the peer learning priorities outlined in the Network's *Strategy to 2025* and a revised Theory of Change adopted by the Network (see Appendix D).

- **The NAP Global Network Secretariat remains convinced of the importance of South-South peer learning** as a form of support to NAP teams in developing countries. Peer learning is a valuable and effective approach to accelerating climate change adaptation and the NAP processes.
- **The cohort model is unique, valuable, and worth replicating.** Through this peer learning strategy, the Network Secretariat is seeking to renew and reinvigorate this model. To address challenges such as staff turnover among the cohort, the Network is adjusting its approach to cohorts (see the section “Peer Learning Activities” below).
- **Individual peer exchanges require dedicated human and financial resources** in order to maximize their potential for learning and relationship building (this refers to the exchanges offered through the South-South Peer Exchange Program from 2015 to 2020).
- **The longer-term results and changes that occur because of peer learning are difficult to track**, though this is possible with the right tools and relationships. For more on how the Network Secretariat is addressing this, please see the section “MEL Approach to Peer Learning” below.
- **Facilitation matters.** The NAP Global Network has developed a strong set of facilitation methods for participatory, engaging, and inclusive peer learning. Facilitation training is an area the Secretariat can offer training on to NAP teams.
- **A Community of Practice on NAPs was established—albeit informally.** This strategy aims to strengthen and reinforce the connections and relationships that were made.

As noted above, the Network Secretariat undertook a study reflecting on its virtual peer learning efforts from 2020 to 2022 when in-person activities were not possible due to travel restrictions related to the COVID-19 pandemic. This study identified a number of challenges—including

the perceived lack of gravitas in virtual events, and limitations on facilitation techniques supporting the relational, experiential, and reflexive elements that had been key for the success of previous PLEs.

Despite these limitations, the study's authors advised: "Though challenging, virtual peer learning can work when it is sustained (not one-off) and builds on existing trust, collaboration, and joint enterprise" (Harvey et al., 2022, p.3). The study recommended that the NAP Global Network develop an overall peer learning strategy to provide a clear orientation and agenda for the overarching purpose of virtual peer learning, which is one of the objectives of this strategy.

By shifting to long-term peer learning processes beyond one-off, standalone events and sessions, countries gain more opportunities to reflect on their progress over time, to monitor and evaluate any new learning acquired and how it informs subsequent decision making, and potentially to generate learning outputs that serve as a record for progress in adaptation planning (Cundill, 2010; Pisano & Berger, 2016).

The study also recommended the establishment of a dedicated role within the NAP Global Network Secretariat focused on implementing and tracking peer learning. A peer learning officer role has now been established within the Secretariat.

3

NAP Global Network’s Peer Learning Strategy

As one of the NAP Global Network’s three overall objectives, “**Facilitating sustained South-South peer learning and exchange**” is a fundamental part of how the NAP Global Network will achieve its vision, mission, and goals. The Network’s Theory of Change (see Appendix D) articulates the role that we see sustained South-South peer learning and exchange playing in creating outcomes and impacts we hope to contribute to.

Principles of Peer Learning

Informed by the previous reflections and lessons on peer learning, the NAP Global Network Secretariat determines the following to be guiding principles for its peer learning and exchange activities:

- **Sustained, continuous learning:** Recognizing the success and results of its flagship TTFs (see below), the Network prioritizes long-term, sustained peer learning process for countries to make the most of these continuous partnerships.
- **Participatory learning:** The Network has placed a strong emphasis on using participatory, dynamic, engaging methods and activities to empower country partners to take ownership of peer learning and sustain conversations to focus on their needs and experiences.
- **Joint ownership:** Similarly, the Network promotes joint ownership of the peer learning process by all participating countries. Countries are encouraged to play an active role and practise agency in planning, conducting, and tracking the outcomes of all peer learning initiatives.
- **Equal, transparent, open communications:** All participants in peer learning are equal “peers” and partners who can make the most of the process through open and transparent communications. Resources and publications from the peer learning initiatives may be shared among participants and publicly on the NAP Global Network website.
- **Gender-responsive and inclusive learning:** Integrating inclusion and gender equality considerations throughout the planning and delivery of peer learning—from the nomination of participants, structure of activities and content, and identifying learning objectives. For information on GESI considerations the Network Secretariat uses in developing peer learning activities, see Appendix B.

- **Recognizing and celebrating the results of learning:** The Secretariat will use its MEL framework to track and enhance outcomes and results of peer learning efforts and track progress on learning over time.

Targets

The Network’s strategic plan for 2020–2025 set the following overall targets for Network activities (measured against a June 2020 baseline):

- Reaching 30 developing countries that have not previously accessed Network support.
- Ensuring at least 30% of technical support and peer learning opportunities go to least developed countries.
- Working with at least 15 countries on the transition from planning to implementation.

For peer learning and exchange, the Network’s strategic plan further established the following targets for 2020–2025:

- Organize 10 global-level PLFs (two per year).
- Establish at least one multi-year peer learning cohort.
- Organize at least 50 peer exchanges, 10 of which should be “on-the-job” exchanges.

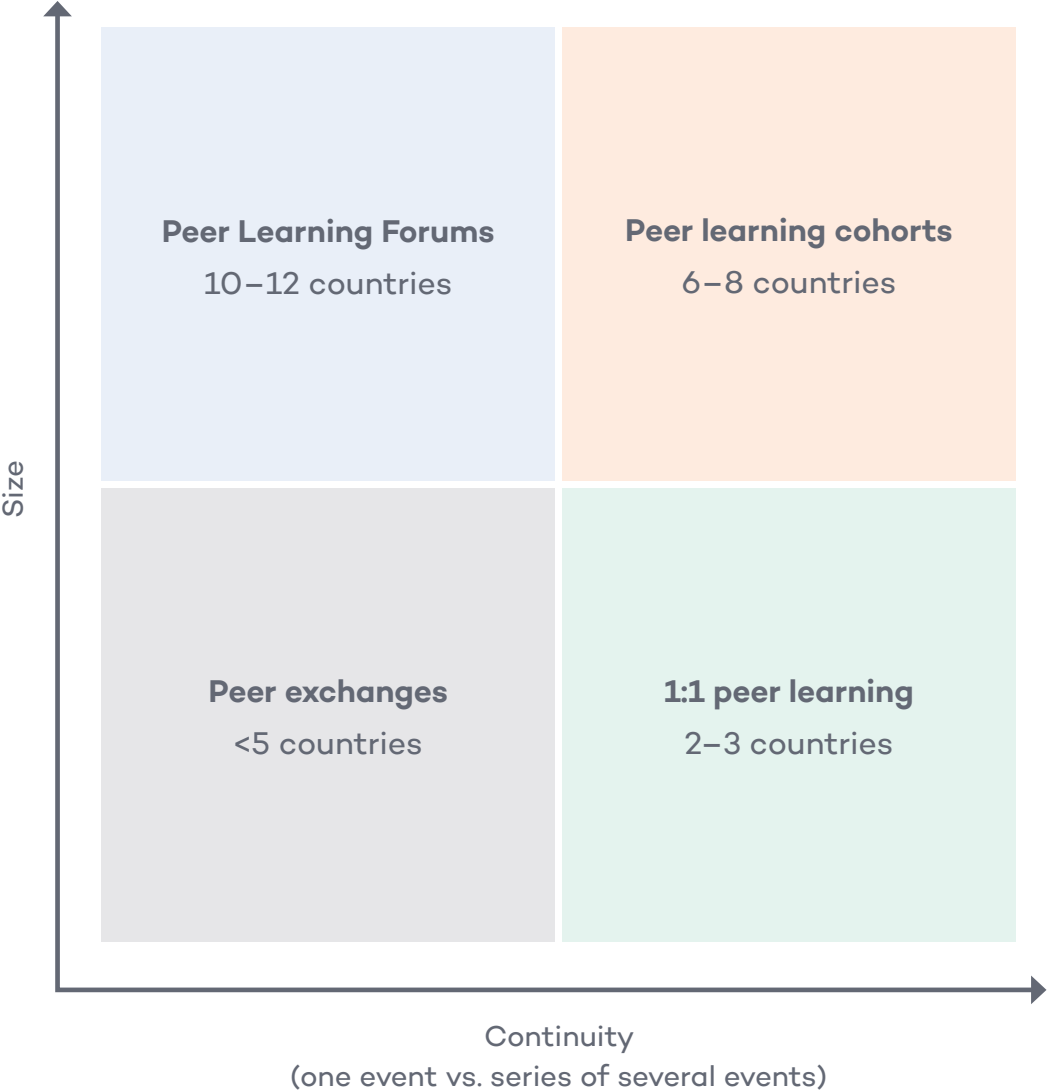
Beyond these targets, the strategy also emphasized the importance of building cohorts and exploring new modes of sustained peer learning. It also highlights the need to innovate and experiment with virtual peer learning, to help support the achievement of effective combined virtual and in-person activities.

The NAP Global Network’s next strategic plan will set new targets for 2025–2030, with targets related to its peer learning pillar informed by this strategy.

Our Offer on Peer Learning and Exchange

To align its priorities and offerings with the objectives and targets set in the strategic plan to 2025, the NAP Global Network identifies four types of activities (Figure 4) that balance continuity and flexibility, as well as consistency and variety. These four types of activities seek to also sufficiently cater to countries’ needs and the Network Secretariat’s capacity and availability to support peer learning.

Figure 4. Guideline for NAP Global Network peer learning activities visualized by scale and continuity



Note: In this context, continuity refers to whether the peers will convene once or several times.
Source: Authors.

Peer Learning Forums

PLFs involve 10 or more developing countries from at least three global regions⁶ on a specific theme in the NAP process. These forums involve representatives of developing country NAP

⁶ Regions defined here following the United Nations regional groups of member states: Africa, Asia-Pacific, Eastern Europe, Latin America and Caribbean, Western Europe, and other states. More information: <https://www.un.org/en/model-united-nations/groups-member-states>.

teams and actors involved in NAP processes, as well as experts from partner institutions, in conversations and peer learning activities over at least 3 days. They are opportunities for diverse actors from several regions to share experiences and lessons on the NAP process. Global-level forums are standalone events that provide a platform for exchange among a wide range of perspectives, without mandating the participants to a commitment of recurring meetings, thus offering high flexibility.

Peer Exchanges

Peer exchanges are smaller scale and involve fewer than five countries in one peer exchange focused on a specific theme in the NAP process, ideally determined and planned by the participating countries alongside the Secretariat. Peer exchanges may take place virtually or in-person, and duration may vary between a half-day session to multiple days depending on the exchange's objectives and budget. Peer exchanges, like PLFs, are often standalone events that provide high flexibility for participants.

Peer Learning Cohorts

Peer learning cohorts are groups of approximately six to eight countries that meet regularly over the course of at least 3 years. To promote greater connection and cohesion among cohort participants, the NAP Global Network is prioritizing supporting the formation of cohorts within the same geographic region or among countries that have expressed shared interest in a specific theme. As discussed above, the cohort model is designed to promote continuous, sustained peer learning on NAP processes, through the multi-year commitment and cohesion among the participating countries. Members of the cohort take turns to host and play an active role in planning the priorities and structure of the meetings, elevating the sense of ownership over learning by the member countries.

1:1 Peer Learning Partnerships

The 1:1 Peer Learning Partnerships approach is a new type of peer learning activity offered by the NAP Global Network to promote sustained relationships among NAP teams from a small number (two to three) of countries. This approach can involve a series of peer learning meetings (either in-person or virtual) to convene NAP teams from these countries, or be structured as “on-the-job” peer exchanges, that is, visits and participation from an adaptation practitioner or decision-maker to another country to gain and share technical and experiential learning in the context of the host country. The partnerships among these two to three countries (over a minimum of 2 years) are built on common interests or priorities in the NAP process and reflect shared and ongoing progress made by the countries.

1:1 peer learning is country-driven and relies on the ownership of learning processes by participants. The NAP Global Network Secretariat provides logistical and technical support

throughout the partnerships, as well as opportunities for countries to share their insights and experiences in other platforms (e.g., UNFCCC conferences and events, webinars).

A Hybrid Approach: Combining virtual and in-person peer learning

All four types of peer learning and exchange activities may take place virtually or in person. As peers are more likely to establish connections during in-person events, the Network Secretariat will use virtual events to sustain these connections—i.e., to continue ongoing conversations, explore new topics, and for peers to share updates with one another on the next steps identified during the in-person sessions. Virtual convenings also provide a flexible way of meeting and support more regular meetings between peers. Informed by the lessons from past virtual learning (Harvey et al., 2022), the NAP Global Network Secretariat will continue to improve its facilitation approaches for virtual events and exchanges.

Monitoring, Evaluation, and Learning of the Peer Learning Strategy

The NAP Global Network developed a MEL framework in 2023 to enhance the Network Secretariat’s capacity to measure the collective progress and impact of Network activities and promote organizational learning. The MEL framework aims to keep the Network’s activities relevant and responsive to partner countries’ needs and sets out MEL approaches and tools for each level of the Network’s Theory of Change (see Appendix D).

The Network Secretariat reports its progress in multiple ways: through reporting to its Steering Committee on an annual basis, publishing an annual progress report, and through regular financial and narrative reporting to its funders.

For the tracking activity and output level, the Network Secretariat tracks a series of qualitative and quantitative indicators, some of which are published in the annual progress report.

For tracking and understanding changes occurring at the outcome level of its Theory of Change, the Network Secretariat conducts surveys and interviews with peer learning participants. To demonstrate the changes resulting from peer learning, the Network Secretariat seeks to identify examples of one of the following signals of change linked to peer learning:

- **Change in policy (commitments):** Approval or adoption of an adaptation-related law, policy, strategy, or planning document.
- **Change in knowledge:** Acquisition of new knowledge and/or new approaches to facilitate adaptation action.

- **Change in practice:** Application of knowledge/evidence of behavioural change at the individual and collective/institutional level (e.g., application of gender analysis, more systematic integration of climate adaptation in development planning and budgeting).
- **Change in collaboration:** People or institutions working together in new or different ways to advance the NAP process.
- **Enhanced investment in adaptation:** Allocation of resources (financial, human) for the NAP process, at any stage, including from government budgets or external sources.

The Network Secretariat has also committed to an emphasis on learning as part of its MEL approach, which is it piloting through establishing periodic reflection events.

Table 2 summarizes the approaches and tools employed to monitor, evaluate, and learn from peer learning activities across the various components of the Network’s Theory of Change.

Table 2. MEL approaches and tools at each level of the NAP Global Network’s Theory of Change

Result level	Approaches	Tools
Learning	Periodic reflection events	Set of guiding questions
Outcome	Change stories	<ul style="list-style-type: none"> • Country interview guide • Data analysis template • Signals of change • Thematic evaluation
	Indicators	<ul style="list-style-type: none"> • Event evaluation forms • Knowledge survey • Country Support Hub (CSH) delivery survey • PLE follow-up surveys
Output	Indicators	Ongoing tracking by Secretariat
Activity	Indicators	Ongoing tracking by Secretariat

Source: NAP Global Network Secretariat.

An Integrated Approach: Linking peer learning with the Network’s objectives on national-level action and knowledge

In addition to meeting targets on peer learning set in the Network’s strategic plan, the Network Secretariat will also aim to create strategic and intentional linkages between its peer learning activities and its two other objectives: national-level action and knowledge.

Box 1. A value chain of NAP support on private sector engagement

In April 2019, the NAP Global Network published guidance on private sector engagement in the NAP process (Crawford & Church, 2019), which was the thematic foundation for a global-level PLF hosted by the Netherlands in July 2019. Representatives from Vietnam’s NAP team attended the forum and drew lessons and inspiration from peer countries—including Ghana and Saint Lucia, each of which had developed NAP private sector engagement strategies. Following the forum, the NAP team from Vietnam requested technical support from the NAP Global Network to develop a NAP private sector engagement strategy (Nguyen et al., 2020). Vietnam’s experience then informed a toolkit on this theme, co-developed by the NAP Global Network and the UNFCCC Adaptation Committee in 2020 (NAP Global Network, 2020). A representative of the Kenya Private Sector Alliance who attended the forum in Netherlands also took forward lessons from peers in developing the Kenya private sector strategy on climate change solutions 2022–2030 (Kenya Private Sector Alliance, 2022).

National-level action. Through PLEs, NAP teams have often identified gaps and needs in the NAP process that can be addressed through technical and financial support from the NAP Global Network (Fisher & Harvey, 2019). For example, following a PLE on gender in the NAP process in 2019, four participating countries (Benin, Jamaica, Madagascar, and Togo) requested technical and financial support on integrating gender in the NAP process via the Network’s [Country Support Hub](#).

Knowledge. The Network Secretariat’s knowledge products have often been used as the basis for framing and understanding technical issues discussed at PLEs. These resources are designed to be useful for NAP teams when they return to office following peer learning activities. In turn, country experiences, good practices, and lessons learned that are shared and exchanged during PLEs can also be profiled through new knowledge products. For example, Benin, Madagascar, and Togo’s experiences mentioned above were the basis for a [briefing note](#) exploring gender analysis for NAP processes (Ceinos & Dazé, 2023).

When well designed, the links between the NAP Global Network’s three objectives can form a **value chain of NAP support** in which technical support, peer learning and exchange, and knowledge are mutually reinforcing and complementary for helping NAP teams to transform learning into action.

Figure 5. A value chain for shifting learning to action: An example from private sector engagement in the NAP process



Source: Catherine Fisher.

4

Conclusion

Climate change is the greatest threat facing communities, ecosystems, and economies today. NAP processes, alongside ambitious mitigation, are helping scale up the urgent action we need to respond to the climate change impacts already being felt around the world.

South-South peer learning and exchange on the NAP process has an important role to play. Countries need to share knowledge, experience, approaches, and lessons to keep pace with fast-escalating climate change risks. Learning among peers who are engaged in NAP processes can help accelerate more effective, timely, and inclusive adaptation, and deliver support to the most vulnerable people and places to build climate resilience.

This strategy has drawn on the NAP Global Network Secretariat's lessons and reflections based on nearly 10 years of supporting South-South peer learning and exchange on NAP processes. We hope that by delivering on this strategy, we can support adaptation decision-makers and practitioners in accessing the knowledge and support they need, and in turning this learning into action.

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Appendix A. Peer Learning and Exchange Glossary

Terms related to NAP Global Network peer learning activities

Cohort model	A group of participants (in a program, event, or project) who complete activities, requirements, and tasks together throughout a specific duration.
Targeted Topics Forums	Global-level, cohort-based events that brought together adaptation planners from developing countries to learn and exchange with peers on key topics related to the NAP process, active between 2015 and 2019. (NAP Global Network)
“On-the-job” peer exchanges	Exchanges that involve visits and participation from a NAP practitioner to another country to gain and share technical and experiential learning in the context of the host country.
Peer learning cohorts	Groups of developing countries that meet regularly over the course of at least 3 years. They may represent the same geographic region or have expressed shared interest in a specific theme related to the NAP process.
Peer Learning Forums	Global-level standalone events that involve 10 or more developing countries from at least three global regions on a specific theme in the NAP process.
South-South Peer Exchange Program	A program implemented by the NAP Global Network between 2016 and 2020 that provide support for participants from developing countries to exchange lessons and best practices on the NAP process with adaptation planners in other developing countries. (NAP Global Network)

Key concepts related to peer learning and exchange

Asynchronous participation	A form of participation that allows participants to engage and learn at their own pace, without having to interact and complete activities in real time. Participation can be aided by online discussion platforms or other tools for virtual communication.
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Community of practice	A group of people who share a common interest or have a set of related goals, and come together to learn, share information, and reach their individual and group objectives. (Research Impact Canada)
Experiential learning	Learning activities and arrangements that encourage learners to engage with practical, hands-on experiences and learn through the process of doing. This form of learning combines experiencing through senses and observations, reflecting, thinking, and action. (Institute for Experiential Learning)
Gender equality	Equal rights, responsibilities, conditions, treatment, and opportunities for people of different genders to realize their full potential, human rights and dignity, and that the similarities and differences of people of different genders, and the roles they play, are equally valued by society. (UN Women , UNICEF)
Global South	A category of countries classified by the United Nations and other global organizations as low- or middle-income that are located in Africa, Asia, Oceania, Latin America and the Caribbean. (United Nations Conference on Trade and Development)
Hybrid peer learning	A mode of peer learning that allows for both in-person and virtual participation.
Peer learning	Learning that occurs when two or more people learn with and from one another. This learning is reciprocal, intentional, and focused on issues, challenges, or a context that peers have in common. (NAP Global Network)
Reflexive learning	Learning activities and arrangements that emphasize the self-reflection or self-assessment of learners on what knowledge or skills they have acquired from the technical inputs and peer interactions and consider how they might apply it in their home contexts.
Relational learning	Learning activities and arrangements that emphasize the sharing of experiences and mutual connections among peers. Learning is interactive, participatory, and focused on building connections.

South-South peer learning	Initiatives among Global South countries that provide policy-makers and practitioners with a platform to have open, honest exchanges on what works and does not work to overcome common challenges and share good practices. (NAP Global Network)
Synchronous participation	A form of participation that requires discussions, interactions, and activities to occur in real time.
Tacit knowledge	Know-how that has not been made explicit or codified, either because it is not easily accessible by the knowledge holders or they are not yet aware of their knowledge. (Burbules, 2008)
Virtual peer learning	Peer learning activities, sessions, and events that take place online. These incorporate principles of peer learning while adopting best practices and tools in conducting virtual communication.

Appendix B. Integrating Gender Equality and Social Inclusion

The NAP Global Network aims to mainstream gender equality and social inclusion (GESI) considerations across all of its work, recognizing that climate change adaptation will only be effective and sustainable if it addresses structural vulnerabilities.

A review of the NAP Global Network’s peer learning activities noted: “Participants have vastly different constraints and enablers related to their social identities (i.e., gender, race, ethnicity, etc.) and professional roles (e.g., responsibilities, organizational hierarchy) that will influence on their effective participation to events. Proactively seeking to understand and mitigate any of those constraints will be key to facilitate effective socially inclusive and gender-responsive participation” (Fisher et al., 2022).

The following table provides an overview of internal minimum requirements and preferred approaches for integrating GESI into the NAP Global Network’s peer learning activities.

Table B1. Integrating GESI in peer learning activities

When		Minimum requirements	Preferred
Planning	Organizing committee	Set a goal for integrating gender equality and social inclusion	Choose a diverse/representative organizing committee. Have at least 50% of women in committee.
	Participants	Ensure the participation of women and other underrepresented groups	Ensure participation of at least 50% of women.
		Ensure the participation of representatives of the ministry and/or governmental institutions in charge of gender and/or social inclusion	Ensure the participation of representatives from women’s organizations (women-led, women-rights or feminist organizations), and underrepresented groups. Participation of gender and social inclusion experts.

When		Minimum requirements	Preferred
	Barriers to participation	Ensure the venue is accessible for people with specific needs/ disabilities	<p>Consider whether meeting in-person is necessary or whether virtual attendance is possible.</p> <p>Record as many talks as possible.</p> <hr/> <p>Ensure the venue is safe enough and that the date and time works for people of all genders and underrepresented groups (safety, other obligations, cultural or religious holidays).</p> <p>Propose childcare options.</p>
Implementation of the peer learning events	Facilitation	Invite questions from women wherever possible	Ensure translation is available if necessary
	Content	Ensure GESI issues are covered in at least one of the speeches/ sessions	Ensure GESI issues are also mainstreamed in the agenda where relevant/in most of the speeches where it is relevant
		Ensure content can be understandable by all	Share some content in advance if necessary to allow people to process it and be up to speed or organize pre-sessions for those who need them
Speakers	Ensure gender balance among the speakers	Involve speakers that represent the diversity of the population targeted by the NAP process	
MEL of peer learning events	Final survey	Ensure gender-disaggregated data is collected and analyzed on satisfaction with the event	Integrate some questions in final survey to capture participation-inclusion related information (ability to participate/be listened to) and quality of the discussions held on GESI issues (if any)

Source: Source: NAP Global Network Secretariat.

Appendix C. List of NAP Global Network's Peer Learning Events

Title	Date	Host country	Type	Cohort	Participating countries	Mode	Funder
High-level Political Support and Sectoral Integration in NAP Processes	July 1–2, 2015	Brazil	Targeted Topics Forum	TTF 1st Cohort	Albania, Brazil, Grenada, Jamaica, Kenya, Malawi, Peru, Philippines, Togo	In person	Germany
Financing NAPs: Options for Implementation	March 15–17, 2016	Jamaica	Targeted Topics Forum	TTF 1st Cohort	Albania, Brazil, Grenada, Jamaica, Kenya, Malawi, Peru, Philippines, Togo	In person	United States
Integration and High-Level Political Support in the NAP Process	September 21–23, 2016	Cambodia	Targeted Topics Forum	TTF 2nd Cohort	Benin, Cambodia, Colombia, Madagascar, Mexico, South Africa, Tanzania, Thailand	In person	United States
Monitoring and Evaluation in the NAP Process	February 7–9, 2017	Malawi	Targeted Topics Forum	TTF 1st Cohort	Albania, Brazil, Grenada, Jamaica, Kenya, Peru, Philippines, Togo	In person	United States
Financing NAP Processes	June 20–22, 2017	Mexico	Targeted Topics Forum	TTF 2nd Cohort	Benin, Colombia, Madagascar, Mexico, Solomon Islands, South Africa, Tanzania, Thailand, Vanuatu	In person	United States

Title	Date	Host country	Type	Cohort	Participating countries	Mode	Funder
Communications, Knowledge Sharing, and Gender in the NAP Process	February 5–7, 2018	Fiji	Targeted Topics Forum	TTF 1st Cohort	Albania, Brazil, Grenada, Jamaica, Kenya, Malawi, Peru, Philippines, Togo	In person	Canada
Gender and Monitoring and Evaluation in the NAP Process	February 7–9, 2018	Fiji	Targeted Topics Forum	TTF 2nd Cohort	Benin, Cambodia, Colombia, Fiji, Madagascar, Mexico, Solomon Islands, South Africa, Tanzania, Thailand, Tuvalu, Samoa, Kiribati and Vanuatu	In person	Canada
The role of the NAP process in advancing the implementation of the adaptation goals under the Paris Agreement	October 1–2, 2018	Thailand	Peer Learning Forum*	not applicable	Thailand, Philippines, Nepal, Vietnam, Sri Lanka, Malawi, Togo, Benin, Burkina Faso, Ethiopia, Kenya, Colombia, Jamaica, Brazil, Morocco, Uganda	In person	Germany
Troubleshooting for NAP implementation, and building support for the NAP process through strategic communications	February 12–14, 2019	Zanzibar, United Republic of Tanzania	Targeted Topics Forum	TTF 2nd Cohort	Benin, Cambodia, Colombia, Fiji, Kiribati, Malawi, Madagascar, Mexico, South Africa, Peru, United Republic of Tanzania, and Thailand	In person	United States

Title	Date	Host country	Type	Cohort	Participating countries	Mode	Funder
Engaging the Private Sector in National Adaptation Planning Processes	July 9–11, 2019	Netherlands	Peer Learning Forum*	not applicable	Ghana, Saint Lucia, Rwanda, Morocco, Vietnam, Brazil, Colombia, Jamaica, Côte d'Ivoire, Kenya, Sierra Leone and Jordan	In person	United States
Monitoring and Evaluation (M&E) for National Adaptation in Pacific Small Island Developing States	September 2020 (multiple dates)	Virtual	Regional Peer Learning Event	not applicable	Kiribati, Fiji, Papua New Guinea, Vanuatu, Republic of Marshall Islands, Federated States of Micronesia (FSM), Palau, Cook Islands, Niue, Solomon Islands, Tonga, and Tuvalu	Virtual	United States
Addressing Climate Change Through Integrated Responses	May 2021 (multiple dates)	Virtual	Peer Learning Forum*	not applicable	Brazil, Colombia, Ethiopia, Kenya, Mexico, Peru, Saint Lucia, South Africa, Sudan, Uganda	Virtual	Germany
Gender-responsive National Adaptation Plan (NAP) Processes	July 26–28, 2022	Jamaica	Peer Learning Forum*	not applicable	Belize, Botswana, Central African Republic, Chad, Cote d'Ivoire, Ghana, Haiti, Jamaica, Senegal, Zambia	In person	Canada

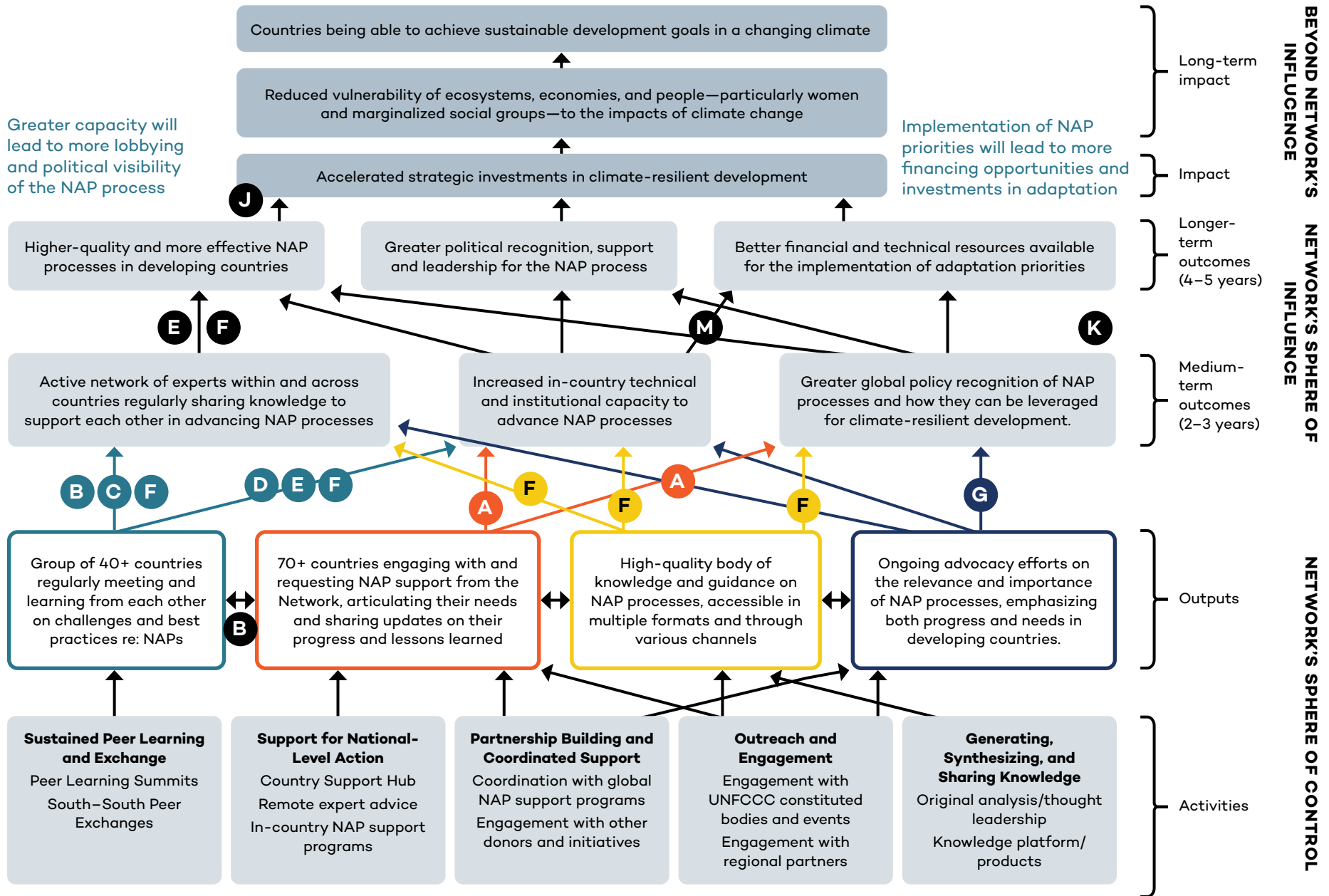
Title	Date	Host country	Type	Cohort	Participating countries	Mode	Funder
Monitoring, evaluation, and learning (MEL) of the NAP process	August 21, 2022	Botswana	Regional Peer Learning Event	not applicable	Botswana, Kenya, Liberia, Namibia, Nigeria, Rwanda, Somalia	In person	Germany
Advancing the use of Risk and Vulnerability Assessments (RVAs) in NAP processes	February 21–23, 2023	Senegal	Regional Peer Learning Event	not applicable	Benin, Burkina Faso, Ghana, Lebanon, Lesotho, Senegal, Somalia, and Togo	In person	Germany
Partnerships for adaptation in the Central American region	June 16–17, 2023	No host—held in Bonn, Germany	Peer Learning Cohort	Central American Cohort	Belize, Costa Rica, Honduras, the Dominican Republic, Panama	In person	United States
Alliances to enhance adaptation in the Central American region	September 21, 2023	Virtual	Peer Learning Cohort	Central American Cohort	Belize, Costa Rica, Honduras, the Dominican Republic, Panama	Virtual	United States
Vertical Integration in the NAP Process	October 11–13, 2023	Kenya	Peer Learning Forum*	not applicable	Belize, the Dominican Republic, the Democratic Republic of the Congo, Eswatini, Ethiopia, Ghana, Kenya, São Tomé and Príncipe, Tuvalu, Zimbabwe	In person	Canada

Title	Date	Host country	Type	Cohort	Participating countries	Mode	Funder
Transitioning from Planning to Implementation in the NAP Process	February 27–29, 2024	Zimbabwe	Peer Learning Forum*	not applicable	Antigua and Barbuda, Armenia, Bhutan, Cambodia, Colombia, Ethiopia, Grenada, Kenya, Lesotho, Liberia, Namibia, Paraguay, Saint Lucia, Timor Leste, and Zambia	In person	Germany
National Adaptation Planning and Coastal Adaptation	May 1–3, 2024	Maldives	Peer Learning Cohort	Coalition of Atoll Nations on Climate Change (CANCC)	Kiribati, the Maldives, the Republic of the Marshall Islands, Tokelau, and Tuvalu	In person	Germany
Partnerships with Civil Society Organizations (CSOs)	June 27–29, 2024	Honduras	Peer Learning Cohort	Central American Cohort	Belize, Costa Rica, El Salvador, Guatemala, Honduras, the Dominican Republic, Panama	In person	United States

*Peer learning summits have been relabeled as **Peer Learning Forums** since January 2024.

Source: NAP Global Network Secretariat.

Appendix D. NAP Global Network Theory of Change



ASSUMPTIONS

- A** Demand-driven and responsive design increases relevance and value-add of Network support for priorities identified in NAP processes.
- B** The provision of an unofficial “safe” space for sharing and having frank discussions leads to deeper engagement both among countries and between countries and the Network.
- C** A multi-dimensional, integrated and sustained approach to learning enhances capacity.
- D** The country team approach leads to broadened (e.g., across a wider range of actors) and sustained in-country capacity.
- E** Participating countries find lessons from outside of their regions to be applicable and informative in their own contexts.
- F** The absence of up-to-date analysis and documented country experiences with NAPs is constraining efforts to advance NAP processes.
- G** The presence of a consistent, non-United Nations voice on the progress, lessons, needs, and strategic relevance of NAPs will reinforce their perceived legitimacy and importance.
- H** Countries have the capacity and resources to act on lessons and best practices that emerge through peer learning and exchange.
- I** The lack of a clear articulation of adaptation priorities, as well as strategies and needs for addressing them, have been limiting strategic investments in adaptation.
- J** Greater in-country technical and institutional capacity will lead to more lobbying and political visibility of the NAP process.
- K** Greater political profile of the NAP process will encourage funders to better understand and support the adaptation priorities of developing countries.
- L** Implementation of NAP priorities will lead to more financing opportunities and investments in adaptation.
- M** Greater capacity will lead to improved identification of needs and requests for corresponding support.
- N** Greater capacity will lead to more lobbying and political visibility of the NAP process.



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