



Climate & Development
Knowledge Network

Learning on Capacity Building

#RecoverBetterTogether

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Ministry of Foreign Affairs of the
Netherlands



IDRC | CRDI

International Development Research Centre
Centre de recherches pour le développement international

Canada

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CDKN

Brokering (translating/ adapting/ communicating/ sharing) **knowledge** (academic, experiential, indigenous, social, scientific, regional, global) *so that it is useful and relevant* and *thereby maximising the impact* of this evidence and learning and ultimately **enhancing leadership and collaboration in implementation.**



Knowledge

Tailoring evidence and learning, and producing targeted knowledge and tools in response to developing country needs.



Engagement

Supporting knowledge-into action initiatives in countries in Africa, Asia and Latin America
Sharing the latest climate knowledge and learning to inform key global debates.



Peer learning

Bringing developing countries together to learn and share experiences related to delivering climate action on the ground.

CAPACITY BUILDING

Learning from Capacity Building activities in CDKN

ZEINAB

The Environmental Management Officer

You finished your Bachelors degree in natural resource management two years ago. Now you work as a civil servant in Government.

Your job is to lead a climate vulnerability and risk assessment of Kul-Bayne. You must draw up and oversee the delivery of climate adaptation plans.



GAME PLAY INSTRUCTIONS

Your character is the discussion group leader. As participants start sharing their experiences, you realise the diversity of needs and views. You are sympathetic to all participants and make sure that everyone has a chance to speak up and be heard.

Round One You call an open meeting for all residents and business owners of Kul-Bayne to discuss how the drought impacts their lives. The meeting runs from 6–8pm, when temperatures are cooler. Sadly, hardly anyone comes! You decide to knock on people's doors, instead, to ask why they couldn't come to the consultation, and enquire about their drought-related concerns.

Round Two It is one year later. Well done! You managed to canvass opinions from a wide variety of Kul-Bayne residents and now you have a draft adaptation plan with several priority areas:

- Improve liaison with meteorological service on climate and hydrological projections, to better anticipate drought risks, and also heatwaves (short term extreme heat events).
- Make a proposal to partner with community radio stations for more effective roll-out of weather forecasts. When heatwaves are forecast, too, these improved weather information services could alert vulnerable people and their carers.
- Use the information to access support from national government and NGOs for locally appropriate technologies to save water and use water more efficiently, especially for growing crops, watering livestock and providing for household needs.
- Target a savings and loan scheme at women to allow them to access technologies and seeds.
- Organise some kitchen gardens using bio-fertiliser and water saving technologies to boost vegetable production.
- Organise disaster risk reduction (DRR) support networks in the town, so that people who are more able can check on the welfare of those who are most vulnerable to heat stress especially during heatwaves (e.g. older, disabled, living alone, etc) – and can help them to access further support, if needed.

Do the participants raise issues you hadn't considered, about implementing these plans?

Relationship building

Learning from South Asians: local government training used as a way for city officials to meet each other, form relationships and begin collaborations outside of official capacity building activities.

Learning from South Asians: The manner and frequency and time period of interactions is more important than the information being shared. Use local champions.



Strengthening capacity of women farmers in Maharashtra, India. Credit: Swayam Shikshan Prayog.

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Rich capacity exists in the global South

*Learning from the global South: Southern experts have the knowledge, expertise, context and relationships to lead capacity building efforts. They often **don't have** access to international conferences, donors, networks and so can take more time and effort to source such experts.*



Peru – Ecuador peer learning Credit: Michelle du Toit

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Covid-19

- The online space **can** be effective
- Innovation
- "We are in it together" collaborations

HOWEVER

- Relationship building activities **significantly** hampered.
 - No virtual corridor to bump in to people, no virtual coffee stands.
 - Existing power dynamics strengthened – role of the chair, technical issues, language
 - The digital divide

