



Strengthening Endogenous Capacities of Least Developed Countries to Access Finance for Climate Change Adaptation

Part I: Project Information

GEF ID

10525

Project Type

MSP

Type of Trust Fund

LDCF

CBIT/NGI

CBIT **No**

NGI **No**

Project Title

Strengthening Endogenous Capacities of Least Developed Countries to Access Finance for Climate Change Adaptation

Countries

Global

Agency(ies)

UNEP

Other Executing Partner(s)

START International

Executing Partner Type

Others

GEF Focal Area

Climate Change

Taxonomy

Focal Areas, Mainstreaming adaptation, Climate Change Adaptation, Climate Change, Innovation, Least Developed Countries, Climate finance, Influencing models, Strengthen institutional capacity and decision-making, Demonstrate innovative approaches, Stakeholders, Civil Society, Academia, Communications, Education, Awareness Raising, Beneficiaries, Gender Equality, Gender results areas, Knowledge Generation and Exchange, Access to benefits and services, Gender Mainstreaming, Capacity, Knowledge and Research, Capacity Development, Knowledge Generation, Course, Training, Workshop, Knowledge Exchange, South-South, Twinning, Peer-to-Peer, North-South, Learning, Adaptive management

Rio Markers

Climate Change Mitigation

Climate Change Mitigation 0

Climate Change Adaptation

Climate Change Adaptation 2

Submission Date

3/19/2020

Expected Implementation Start

12/1/2021

Expected Completion Date

12/1/2023

Duration

24in Months

Agency Fee(\$)

188,100.00

A. FOCAL/NON-FOCAL AREA ELEMENTS

Objectives/Programs	Focal Area Outcomes	Trust Fund	GEF Amount(\$)	Co-Fin Amount(\$)
CCA-3	Outcome 3.2 Increased ability of country to access and/or manage climate finance or other relevant large scale programmatic investment as a support to NAP process and/or for enabling activities in response to COP guidance Outcome 3.3 Institutional and human capacities strengthened to identify and implement adaptation measures as a support to NAP process and/ or for enabling activities in response to COP guidance	LDC F	1,980,000.00	2,074,424.00
Total Project Cost(\$)			1,980,000.00	2,074,424.00

B. Project description summary

Project Objective

To strengthen capacities of Least Developed Countries (LDCs) to achieve scaled up and effective adaptation by fostering sustained endogenous technical services for project development, policy mainstreaming and creation of an enabling environment for adaptation to climate change.

Project Component	Financing Type	Expected Outcomes	Expected Outputs	Trust Fund	GEF Project Financing(\$)	Confirmed Co-Financing(\$)
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Project Component	Financing Type	Expected Outcomes	Expected Outputs	Trust Fund	GEF Project Financing(\$)	Confirmed Co-Financing(\$)
Component 1: Collaborative mechanism for sustained endogenous capacity on climate change adaptation finance	Technical Assistance	Outcome 1.1: LUC CC universities effectively facilitate access to climate finance in their respective countries	Output 1.1.1: 13 LUCCC universities formulate engagement plans with host LDC governments to provide specific technical services to government agencies	LDC F	661,000.00	1,551,403.00
		Outcome 1.2: Select LDC universities have institutional capacity to support adaptation policy and project formulation	Output 1.1.2: LUCCC capacity development hub established with at least 8 web-based capacity building modules (2 focusing on GESI/CC themes) responding to LUCCC university priority capacity gaps			
			Output 1.1.3: At least 5 short course programs inclusive of GESI/CC developed for use by LUCCC institutions for technical service delivery to host governments on a fee-basis; at least five training of trainers conducted			

Project Component	Financing Type	Expected Outcomes	Expected Outputs	Trust Fund	GEF Project Financing(\$)	Confirmed Co-Financing(\$)
Component 2: Technical capacity building for LDC governments	Technical Assistance	Outcome 2.1: Think tanks at select LDC universities provide technical services that meet government demands	<p>Output 2.1.1. Small grants program set up with proposal guidelines, procedures, and evaluation criteria to support demand-led policy research and technical services.</p> <p>Output 2.1.2. At least 20 demand-led and policy relevant technical outputs prepared across university thinktanks in a minimum of 5 countries.</p>	LDC F	1,050,000.00	381,125.00

Project Component	Financing Type	Expected Outcomes	Expected Outputs	Trust Fund	GEF Project Financing(\$)	Confirmed Co-Financing(\$)
Component 3: Scaling up	Technical Assistance	Outcome 3.1: Think tank model incorporated into LUCCC expansion and scale up plan	<p>Output 3.1.1. Two meetings (1 per year of project implementation) conducted to a) share knowledge and learning about the thinktank experience; b) strengthen the overall LUCCC thinktank network; and c) increase regional and global awareness of the thinktanks and their capabilities.</p> <p>Output 3.1.2. LUCCC thinktank network upscaling and sustainability strategy developed</p> <p>Output 3.1.3. At least 2 knowledge products developed to synthesize and disseminate lessons learned and best practices from the thinktank network</p>	LDC F	30,000.00	109,000.00

Project Component	Financing Type	Expected Outcomes	Expected Outputs	Trust Fund	GEF Project Financing(\$)	Confirmed Co-Financing(\$)
M&E	Technical Assistance	Monitoring and Evaluation	Monitoring and Evaluation of project outcomes and outputs	LDCF	59,000.00	
Sub Total (\$)					1,800,000.00	2,041,528.00
Project Management Cost (PMC)						
			LDCF	180,000.00	32,896.00	
			Sub Total(\$)	180,000.00	32,896.00	
			Total Project Cost(\$)	1,980,000.00	2,074,424.00	

C. Sources of Co-financing for the Project by name and by type

Sources of Co-financing	Name of Co-financier	Type of Co-financing	Investment Mobilized	Amount(\$)
Beneficiaries	LUCCC University members	In-kind	Recurrent expenditures	687,844.00
Beneficiaries	LUCCC University members	Grant	Recurrent expenditures	731,560.00
GEF Agency	UNEP Global Adaptation Network	Grant	Investment mobilized	100,000.00
Other	START	Grant	Recurrent expenditures	454,124.00
Other	START	In-kind	Recurrent expenditures	100,896.00
Total Co-Financing(\$)				2,074,424.00

Describe how any "Investment Mobilized" was identified

Investment mobilised was identified through funds available for activities under the regular budget of the Global Adaptation Network

D. Trust Fund Resources Requested by Agency(ies), Country(ies), Focal Area and the Programming of Funds

Agency	Trust Fund	Country	Focal Area	Programming of Funds	Amount(\$)	Fee(\$)
UNEP	LDC F	Global	Climate Change	NA	1,980,000	188,100
Total Grant Resources(\$)					1,980,000.00	188,100.00

E. Non Grant Instrument

NON-GRANT INSTRUMENT at CEO Endorsement

Includes Non grant instruments? **No**

Includes reflow to GEF? **No**

F. Project Preparation Grant (PPG)

PPG Required **true**

PPG Amount (\$)

50,000

PPG Agency Fee (\$)

4,750

Agency	Trust Fund	Country	Focal Area	Programmin g of Funds	Amount(\$)	Fee(\$)
UNEP	LDC F	Global	Climate Change	NA	50,000	4,750
Total Project Costs(\$)					50,000.00	4,750.00

Part II. Project Justification

1a. Project Description

A. Describe Any Changes in Alignment with the Project Design with the Original PIF

The overall objective of the proposed project is **to strengthen capacities of Least Developed Countries (LDCs) to achieve scaled up and effective climate change adaptation by fostering sustained endogenous technical services for project development, policy mainstreaming and the creation of an enabling environment for adaptation to climate change.** To achieve this goal, the project will work closely with the Least Developed Countries Group (LDC Group) and its subsidiary organization, the Least Developed Countries Universities Consortium on Climate Change (LUCCC). The main mechanism for implementing the project will be through capacity building and institutional strengthening outputs and activities at LUCCC member universities. Some project activities and outputs will target all 15 of the LUCCC members and will serve to strengthen the LUCCC network. Other activities and outputs will focus on a subset of the LUCCC universities to establish technical service providers (referred to hereafter as "thinktanks"). These thinktanks will function as specialized units embedded within existing universities and will provide critical services to LDC government relating to the design and implementation of climate change adaptation policies and project/programmes. These thinktanks will operate on a fee-for-services model and will provide professional and academic growth opportunities to university faculty and students, which will in turn enable them to play a larger role in host countries' adaptation responses, and in accessing additional climate finance. The project has been designed to address key institutional and capacity gaps that undermine the ability of LDCs to effectively mainstream climate change adaptation into public sector planning processes and programmes. The project also addresses issues within LDCs that contribute to the broader problem that LDCs are not able to access an equitable share of global climate finance flows without the support of international intermediary institutions.

The project combines and builds on lessons learned and best practices from previous interventions in both climate change adaptation capacity development, and tertiary education/research institutional strengthening. By supporting the development of 1) the LDC-based LUCCC network; 2) individual universities within the LUCCC; and 3) climate change adaptation policy and technical thinktanks. The project was designed in close coordination with the LUCCC university members and responds to their priorities and needs, which are representative of needs across all of the LDCs. The project will improve endogenous capacities of LDCs to formulate effective, evidence-based climate change policies and to develop, implement, and monitor fundable climate change adaptation projects, thereby enhancing LDC access to public and private sector finance from other international and domestic sources. The project will also establish a scalable and sustainable model for expanding the network of thinktanks to additional universities in the future.

The project includes three mutually-supporting components aimed at enhancing coordination and cooperation among LDC universities and also for creating a strong foundation for the LDC-based technical services providers. The first component ("Collaborative mechanism for sustained

endogenous capacity on climate change adaptation finance?) will provide two tiers of support to LUCCC universities. The first tier will consist of capacity development and institutional strengthening activities for all 15 members that respond to issues identified by the LUCCC members themselves. This will include the development of training packages that respond to the identified needs of LDC governments with respect to climate change adaptation policy mainstreaming and project/programme development. The second tier will provide more comprehensive support to LUCCC universities that decide to establish new thinktanks. In both tiers the executing agency (EA) will draw on its experience and will leverage additional technical resources to support the universities. In addition, the project will engage two 'mentor institutions'; these will be institutions with established climate change technical programs. These institutions will provide mentoring to all 15 LUCCC members for the first tier of component 1, and then will work more closely with thinktank institutions in the second tier. The mentor institutions will provide capacity development to the staff of the newly-established thinktanks and will draw on their own experiences to apply best practices in assisting in the establishment of institutional arrangements between the new thinktanks and their host institutions. Mentor institutions will also provide guidance and support to thinktanks in establishing effective coordination with governments and other stakeholders and in marketing the specialized technical services to be offered by the thinktanks. In addition, the project will support thinktanks in formulating business and sustainability plans.

The project's second component (**'Government technical service demands met by established service providers'**) will serve as a catalytic proof-of-concept by providing support to the LDC thinktanks to produce demand-led technical products that provide decision-support and policy-relevant information to the LDC governments in relation to climate change adaptation policy development and project design tasks. The project will provide grants to support the development of the initial technical products (at least 20), which will provide an opportunity for the LDC thinktanks to hone their procedures and services, ultimately demonstrating the utility of the LDC thinktanks' role as technical service providers to LDC governments. This will in turn foster an ongoing demand for the thinktanks' services, creating a continuing relationship between the thinktanks and their host governments which continues to improve the endogenous technical capacity of each country and at the same time promote country ownership over climate change adaptation policy and project development. This eventually will lead to more effective policies and projects, which will contribute to improved flows of funds for climate change adaptation in LDCs.

The project's third component (**'model upscaled to additional universities'**) will aim to capture the lessons learned from the establishment of the LDC thinktanks and will create the enabling conditions so that similar thinktanks can be established in additional LUCCC members and LDCs, thus expanding the network of thinktanks. This outcome will be achieved by convening virtual meetings of potential LDC host institutions, including LDC-based universities to share lessons learned, success stories, and to provide specific guidance and advice for establishing new LDC thinktanks. In addition, an online platform will be established to share and disseminate information, making information products developed for the original LDC thinktanks available to new institutions.

The proposed project contributes to Objective 3 of the LDCF/SCCF programming strategy 2018-2022: *Foster enabling conditions for effective and integrated climate change adaptation*. In particular, the capacity development model will:

- ? Enhance the capacity of LDC countries to engage in adaptation planning processes;
- ? Advance integrated approaches to allow countries to address their urgent and immediate adaptation needs while also strengthening institutional frameworks and capacities;
- ? Facilitate replication of successful approaches and incorporate learning opportunities embedded within management practices;
- ? Enhance efforts to develop strong climate information and decision-support services tailored to the local context to support for short and long-term adaptation planning;
- ? Invest in LDC capacities to monitor and evaluate their adaptation processes at various levels; and
- ? Strengthen the enabling environment for adaptation investments.

The project is also consistent with the United Nations Framework Convention on Climate Change (UNFCCC) guidance to the GEF, specifically in decision 11/CP.22, in which the CoP requests that the Global Environment Facility, as the operating entity of the Financial Mechanism of the Convention, entrusted with the operation of the Least Developed Countries Fund, to continue to enhance capacity development in the least developed countries for the development of project proposals with a focus on identifying potential funding sources, both national and international, and enhancing long-term domestic institutional capacities?.

Changes to the project design.

The changes in the design of the project between the PIF and the PPG are summarized in the table below. Full elaboration and justification for the changes follows the table.

Outcome/Output as written in the PIF	Outcome/Output revised or added during PPG	Additional details and justifications for changes
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<p>Component 1 originally contained only 1 outcome</p>	<p>An additional outcome, 1.1. ?Universities effectively facilitate access to climate finance in their respective countries?, has been added. Outputs have been reordered and numbered as described in the cells below.</p> <p>One new output has been added: 1.1.1. 13 LUCCC Universities formulate engagement plans with host LDC governments to provide specific technical services to government agencies.</p>	<p>Outcome 1.1 has been added to implement the outputs and activities for all 15 LUCCC universities. This new outcome consists of four outputs. Two of these outputs (1.1.3 and 1.1.4) have been moved from other outcomes and components. The reasoning for this is that while they originally targeted the four thinktanks under the original PIF, these outputs and their associated activities could be broadened to apply to all 15 members of the LUCCC with little if any additional costs, as requested by the LDC Chair?s office. Output 1.1.3 involves the development of short course that can be marketed to host governments (and other paying stakeholders), and so there are no added costs to distributing these short courses to additional universities. Similarly, output 1.1.4 involved making tools, methodologies, and other materials available to all the thinktanks in the original PIF, and so it was originally included in component 3. However, this output provides an opportunity to provide these resources to all LUCCC members and strengthen the overall LUCCC network. In addition, this output aligns well with the LUCCC?s ?hub and spokes? model in which universities are designated as the overall focal point for a given area of specialization for the entire network . In this case, the ?hub? will be a university selected by the LUCCC members themselves to be designated as the capacity building center for the network. For these reasons, this output was moved from component 3 to component 1.</p>
<p>Outcome 1: Adaptation-focused policy and technical service providers established in four LDCs in four different regions</p>	<p>Outcome 1.2. Adaptation-focused policy and technical services providers established at LUCCC universities</p>	<p>The wording of outcome 1.2 has been changed to ?Select LDC universities have institutional capacity to support adaptation policy and project formulation?.</p>
<p>Output 1.1.: Twinning arrangements made and collaboration agreements signed between 4 universities/local non-profit or knowledge organization in 4 LDCs, which will serve as policy and technical service providers for their respective governments, and at least one international climate change policy and technical think-tanks.</p>	<p>Output 1.1.4. Knowledge and information resource management system set up at the capacity development hub with procedures for updating and disseminating resources repository contents.</p> <p>Twinning arrangements have been modified as there are too many institutions, see narrative for details</p>	<p>Two new outputs have been added (1.1.1 and 1.1.2) based on consultations with LUCCC members. Output 1.1.1 will take a structured approach to improving coordination between the LUCCC</p>
<p>Output 1.2. Engagement and support strategy developed including short course training packages for LDC institutions selected in 1.1.</p>	<p>Output 1.2.1. At least 5 short course programs developed for use by LUCCC institutions for technical service delivery to host governments on a fee-basis; at least five training-of-trainers conducted</p> <p>Output 1.2.2. Business and sustainability plans formulated for each thinktank (no less than 5)</p>	<p>Two new outputs have been added (1.1.1 and 1.1.2) based on consultations with LUCCC members. Output 1.1.1 will take a structured approach to improving coordination between the LUCCC</p>

<p>Output 1.3. Technical working clusters established to provide technical goods and services consistent with engagement and Support Strategy</p>	<p>Output 1.3.1. At least 2 multidisciplinary technical working clusters (to provide specialized technical services to host governments and other clients) established at each thinktank (no less than 5).</p>	<p>universities and their host governments. This output was added because, based on consultations with the LUCCC members, this is an area where almost all universities said there was need for support.</p>
<p>Output 1.4. Business plans and technical service list offerings to each to the four governments developed by the four country service providers</p>	<p>Output 1.4.1 Business and sustainability plans formulated for each thinktank (no less than 5)</p>	<p>The second added output (1.1.2: LUCCC online capacity development program established) addresses a wide range of issues associated with human capacities and procedures that the LUCCC have in common. This output aims to improve the capability of all LUCCC members to provide technical resources within their existing program structures. The topics of these capacity building activities will be determined by the LUCCC members themselves. In addition, it was reasoned that the investments that all LUCCC members have made in teleconferencing software and hardware, and the increasing acceptance of online delivery of capacity development due to the coronavirus, that this output would have a significant impact across the LUCCC universities.</p> <p>Lastly, the selection process for the thinktank host universities has been changed. The original PIF called for the host universities to be identified in the design stage, but the LDC Group and the LUCCC suggested that it would be better to have a more deliberative approach to choosing the thinktanks to be led by the LUCCC members themselves, thereby increasing LUCCC/LDC Group ownership over the network of thinktanks and integrating them into the overall growth trajectory of the LUCCC. In addition, it was agreed that there should not be a limit placed on the number of thinktanks, but rather that the project should support thinktanks in as many LUCCC universities as decided to host them. Therefore, the selection process for the thinktanks has been moved to the project's first year of implementation, and will include a more detailed scoping exercise with all LUCCC universities that are interested in hosting thinktanks</p>

<p>Outcome 2: Government technical service demands met by established service providers.</p>	<p>Outcome 2: Think tanks at select LDC universities provide technical services that meet government demands</p>	<p>This component is largely the same as described in the PIF with two notable changes. First, the PIF indicated that small grants (approximately USD50,000 each) to the four thinktanks. The PIF allocated USD1,000,000 to capitalize these small grants, and set a target of 20 technical products developed through the thinktanks with the support of the small grants. The total amount allocated for the small grants is now USD800,000, which would provide an average of USD40,000 each to 20 grants to support technical services. This is deemed reasonable because it is expected that some of the small projects and activities funded by the grants will be significantly less than USD40,000, and so the reduction in overall funding does not compromise the project's ability to reach its target of 20 technical products funded by the grants. The reduction in the overall amount available for the grants was deemed necessary to fund the additional activities that were added to component 1.</p>
<p>Output 2.1. Call for proposals process established for applied demand-led policy research</p>	<p>Output 2.1.1. Small grants program set up with proposal guidelines, procedures, and evaluation criteria to support demand-led policy research and technical services.</p>	<p></p>
<p>Output 2.2. At least 20 demand-led and policy relevant technical outputs prepared across the four countries</p>	<p>Output 2.1.2. At least 20 demand-led and policy relevant technical outputs prepared across university thinktanks in a minimum of 5 countries</p>	<p></p>
<p>Output 2.3. Develop of strengthen curricula and short training packages on climate change aimed to involve policy makers and government staff on a regular basis</p>	<p>Output 1.1.3. At least 5 short course programs developed for use by LUCCC institutions for technical service delivery to host governments on a fee-basis; at least five training-of-trainers conducted</p>	<p>Lastly, in the original approved PIF, component 2 included an output to develop/strengthen curricula and short training packages on climate change aimed at policymakers and government staff on a regular basis (formerly output 2.3). As noted in the description of component 1, this output has been moved there so that it applies to all 15 members of the LUCCC rather than just the thinktanks.</p> <p>The wording of outcome 2.1 has been changed to "Think tanks at select LDC universities provide technical services that meet government demands".</p>
<p>Outcome 3: Results disseminated for upscaling of the model</p>	<p>Outcome 3: Think tank model incorporated into LUCCC expansion and scale up plan</p>	<p>The outcome statement was revised to reflect higher level change.</p> <p>In addition, several changes have been made to this component since the PIF</p>

<p>Output 3.1. A meeting held for an LDC university network to raise awareness of the model and discuss enhancement, upscaling, and financial sustainability</p>	<p>Output 3.1.1. Two meetings (1 per year of project implementation) conducted to a) share knowledge and learning about the thinktank experience; b) strengthen the overall LUCCC thinktank network; and c) increase regional and global awareness of thinktanks and their capabilities</p>	<p>was approved. The most notable of these is that the component's budget has been decreased significantly. There are several reasons for this. The first is that one of the outputs described in the PIF (3.3. an online platform developed to share material and progress with the LDC network that can be replicated in other LDCs) has been moved to component 1 for reasons described below. In addition, the component's budget originally included support for two conference-type meetings of the thinktank network. These two meetings, which were previously separate outputs, have been merged into the same output.</p>
<p>Output 3.2. A meeting held for representatives from government and universities of all LDCs to raise awareness of the model and discuss enhancement, up scaling and financial sustainability.</p>	<p>Output 3.1.1. Two meetings (1 per year of project implementation) conducted to a) share knowledge and learning about the thinktank experience; b) strengthen the overall LUCCC thinktank network; and c) increase regional and global awareness of thinktanks and their capabilities</p>	<p>In the original PIF, the budget for the meetings was intended to cover travel related expenses for representatives from the four thinktanks as well as some other LDC stakeholders. However, since the project has been redesigned to include all 15 LUCCC member universities, sponsoring travel to two meetings for representatives from 15 institutions would consume too much of the project's budget.</p>
<p>Output 3.3. An online platform developed to share materials and progress with the LDC network than can be replicated in other LDCs</p>	<p>Output 1.1.2. LUCCC capacity development hub established with at least 8 capacity building modules responding to LUCCC university priority capacity gaps</p> <p>Output 1.1.4. Knowledge and information resource management system set up at capacity development hub with procedures for updating and disseminating resource and repository contents.</p>	<p>Therefore, the two meetings in this component will be conducted online. It is expected that this will not compromise the effectiveness of the meetings. At the same time, this adjustment will provide additional budget that can be used to fund the activities in component 1.</p> <p>Second, as noted above, the output to produce an online platform to share materials and progress was moved to Component 1, which includes other capacity development activities.</p>
<p>Output 3.4. Sustainability and upscaling strategy developed</p>	<p>Output 3.1.2. LUCCC thinktank network upscaling and sustainability strategy developed.</p>	<p>The wording of outcome 3.1. has been changed to "Think tank model incorporated into LUCCC expansion and scale up plan".</p>
<p>Output 3.5. Branding and communications materials developed and disseminated</p>	<p>Output 3.1.3. At least 2 knowledge products developed to synthesize and disseminate lessons learned and best practices from thinktank network</p>	

With respect to the role of the **mentor institutions**, the original PIF planned for four mentoring institutions to be selected and to be twinned with the four thinktanks to be established under the project. Because of the adjustments to the project design, the role of the mentoring institutions has also been adjusted. First, the number of mentor institutions has been reduced from four to two. Second, because the number of thinktanks to be supported by the project will be determined in the second year, it is impossible to ensure that there will be a one-to-one relationship with respect to the number of thinktanks and mentor institutions. In addition, with the inclusion of new outputs and activities to provide support to all 15 LUCCC universities, it was determined that the mentor institutions should also play a role in supporting the entire network. Therefore, the thinktank institutions will be selected based on two general considerations: 1) their ability to provide practical, experience-based guidance and support to all of the universities with respect to providing technical services to governments and other paying stakeholders; and 2) a specific specialization that can be imparted to capacity development and institutional strengthening. Thus, the two mentor institutions will have different, but complementary strengths and specializations in the broader area of climate change adaptation.

These changes have resulted in alterations to the amount budgeted to the three project components as described in the table below:

Component	Amount budgeted in PIF	Amount budgeted in PPG phase
Component 1	500,000	661,000
Component 2	1,000,000	1,050,000
Component 3	300,000	30,000
Monitoring and evaluation	--	59,000
Project Management costs	--	180,000
Total project budget	1,980,000	1,980,000

1) The global environmental and/or adaptation problems, root causes and barriers that need to be addressed (systems description)

The following paragraphs provide an update to the adaptation problem, root causes and barrier analysis provided in the PIF.

Anthropogenic climate change has been recognized as one of the most pressing global issues currently facing humanity. However, it has also been recognized that the impacts of climate change are not distributed evenly, and that in many cases, LDCs stand to absorb a disproportionate share of these

impacts, whilst at the same time these LDCs lack the resources and capacities to address the impacts. Analysis by the UNEP indicates that adaptation needs will be greater in LDCs and Small Island Developing States (SIDS), whilst the failure to implement early adaptation in these countries will contribute to an increase in vulnerability and disproportionate impacts after 2020[1]¹. More recently, UNEP's 2020 Adaptation Gap Report has estimated that current (2020) annual adaptation costs to meet the needs of all developing countries are on the order of USD70 billion, with expectations of reaching USD140-300 billion by 2030 and USD280-500 billion by 2050.[2]²

A cornerstone of the United Nations Framework Convention on Climate Change (UNFCCC) is the understanding that developing countries, and especially LDCs, have historically contributed the least to the phenomenon of anthropogenic global warming, which is the primary driver of climate change. Because of this, the UNFCCC is predicated on the principle that developed countries provide support to developing countries as the latter work to develop and implement initiatives for both mitigation of global warming and adaptation to climate change. Specifically, article 4.9 of the UNFCCC states that all Parties must "take full account of the specific needs and special situations of the least developed countries in their actions with regard to funding and transfer of technology"[3]³. To address the inequity of impacts, developed country Parties to the UNFCCC have committed to channeling "new and additional" financing to developing countries to assist with climate change mitigation and adaptation activities. "New and additional" means that financial resources related to fulfilling their obligations under the UNFCCC should not reduce the funds currently allocated by developed countries to existing and future development programs. Most notably, at the 15th Conference of the Parties (COP15) to the UNFCCC in 2009, the developed countries agreed to a goal of mobilizing USD100 billion per year in climate finance by 2020. More recently, this goal was elaborated in the "Roadmap to USD100 billion"[4]⁴, which was submitted by 38 countries and the European Union in accordance with paragraph 114 1.cp/21[5]⁵ of the COP21 meeting in 2015.

However, as 2020 has come and gone, it is clear that financing for adaptation continues to lag behind the need. Estimates and analyses of total global flows of climate finance vary widely. According to the OECD, total climate finance provided and mobilized by developed countries for developing countries through bilateral and multilateral channels reached USD78.9 billion in 2018 (the most recent year for which data was available)[6]⁶. This represented an increase of 11% from 2017, though it must be noted that this estimate includes both adaptation and mitigation finance. However, the more critical Climate Finance Shadow Report[7]⁷ (Oxfam) estimated that climate-specific net assistance was much lower, at USD19-22 billion in 2017-2018. The Oxfam report further noted that in 2017-2018 only 20.5% of adaptation finance went to LDCs, mostly in the form of loans and other non-grant instruments.

This has fueled calls for a greater emphasis on scaling up climate finance, particularly for adaptation, to LDCs. In February, 2021, Malawian President Lazarus Chakwera appealed to the UN Security Council to enhance climate adaptation and resilience for the most vulnerable countries. President Chakwera also demanded a binding commitment by developed countries at CoP26 to meet the USD100 billion benchmark. The LDC Group has also pressed for scaled up climate financing to LDC in recent events.

Next to the official financial mechanisms of the UNFCCC and the Paris Agreement - the Global Environmental Facility (GEF) and the Green Climate Fund (GCF), several other multilateral mechanisms have been established to facilitate this mobilization of funds, such as the Climate Investment Funds (CIF), the Adaptation Fund (AF) and the Least Developed Countries Fund (LDCF), managed by the GEF. Supplementing these multilateral funds, regional development banks (e.g. African Development Bank, Asian Development Bank, Inter-American Development Bank, etc.), bilateral aid agencies and other stakeholders administer a wide range of funds financing climate change adaptation. In addition to these efforts, some developing countries have even taken the initiative to establish funds at national level to finance adaptation and mitigation activities at sub-national level. Some of these funds have been capitalized by donors and development partners (e.g. Bangladesh Climate Change Resilience Fund; Indonesian Climate Change Trust Fund), while the funds for some others have been allocated by national governments from their existing budgets (e.g. Philippines Peoples? Survival Fund; Bangladesh Climate Change Trust Fund). In addition to these public sources of financing, there has been a dramatic increase in private sector investment in mitigation activities and there is a growing recognition of the role that private sector financing could potentially play in adaptation investments through innovative mechanisms such as green bonds, certification of adaptation benefits and public-private partnerships.

However, obstacles to scaled-up action to support climate change adaptation in LDCs continue to persist and continue to impede the effective delivery of finance to where it is most needed. Despite progress in establishing direct access entities, bottlenecks still exist in terms of project identification, design, and implementation. As climate finance is scaled up in the future, if these obstacles are not addressed they will continue to have a significant impact on the ability to improve the resilience and adaptive capacity of the people and places most vulnerable to the impacts of climate change. These obstacles can be grouped generally into three related categories:

1. Mobilization of public and private sector climate finance. A key factor in determining the amount of financial resources that are available to LDCs for addressing climate change is the diversity of available financing options and especially the level of private sector engagement in climate change activities. Based on the research and tracking efforts of several organizations, it can be stated that the vast majority of financing for climate change-related activities originates in the private sector^[8]. However, most private sector investment is for mitigation activities, and most of this money remains in the same country. As far as encouraging and upscaling financing investments in adaptation, there are obstacles that must be overcome, and diversifying financing for adaptation away from an overreliance on grants
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and concessionary loans has been recognized as a major priority. The mobilization of funds is a significant concern.

2. Flow and delivery of funds. These obstacles relate to the channelling of financial resources from developed countries to developing countries. Obstacles related to delivery and accessibility include the institutional capacity of developing countries to effectively manage and track funds to the standards that have been established by the climate funds. To improve the flow of funds via the direct access modality, a wide range of readiness activities have been implemented by various multilateral agencies and development partners. As a result, there is a fairly well-developed landscape of capacity building initiatives which have begun to bear fruit in the form of an increased number of national entities that are accredited to access financiers such as the GCF, however capacities for the design of projects remains low.
3. Fundability of projects. While mobilization, delivery and accessibility of funds are important parts of the equation, the climate finance must also be programmed effectively. However, obstacles revolving around the selection, design, and implementation of climate change adaptation projects in LDCs impede the access to funds, as well as the efficient and effective utilization of climate finance. According to the "Summary and recommendations of the Standing Committee on Finance on the 2016 biennial Assessment and overview of climate finance flows"^[9], low levels of technical capacity to design and develop projects and programmes and to monitor and evaluate progress, next to difficulties in following procedures from the funds to access finance, and low levels of awareness of the need for action, and available sources of funding can present challenges in accessing climate finance by those who need it most. It is worth noting that improvements of capacity within LDCs related to project selection, design and implementation to access and use of funds will also lead to improvements in mobilization (both in terms of public and private sector financing) and delivery/accessibility.

This project will focus on building endogenous capacity to address the third category of obstacles.

In addition to these structural issues, the ongoing Covid-19 pandemic has made the situation worse for least developed countries with respect to addressing adaptation needs and accessing climate finance. The impact of the pandemic has negatively affected both the demand and delivery of climate finance overall. Funding priorities have shifted to addressing the public health emergencies experienced in various countries and also towards stabilizing economies and protecting livelihoods in developed countries, and so climate-related investments have slowed down in many countries. Many low and some middle income countries are facing a mounting debt crisis, which is forcing many countries to scale back expenditures on public services. A recent analysis indicated that no African country was able to access sovereign debt markets between February and December 2020, and that year also saw more downgrades in credit rating than any other previous year in history^[10].

2) The baseline scenario and any associated baseline projects

It has been widely recognized that a major obstacle to developing effective climate change adaptation policies and projects in LDCs is a persistent lack of endogenous capacity to conduct essential tasks related to policy formulation and project design and implementation. The overall impact of this situation serves to curtail the resources available to LDC governments from domestic public sources, international climate change financiers, and the private sector to support adaptation efforts. This in turn undermines scaled-up adaptation action and the transformative change that is necessary to move LDCs into climate-resilient economic and social development pathways.

The issue ultimately contributes to an adaptation gap between LDCs, middle income countries (MICs) and high income countries (HICs) which will have increasingly dire consequences in the future. The total annual costs to implement the post-2020 climate action plans of all LDCs are estimated to be approximately US\$93 billion annually, and as noted above, UN Environment estimates that total adaptation needs could run as high as US\$500 billion annually by 2050. However, LDCs currently face an uphill battle in attracting financing for adaptation activities. UNEP's Adaptation Gap report indicates that the current flow of adaptation finance is highly uneven, with LDCs facing difficulties in attracting private sector investment as well accessing private sector debt to finance adaptation initiatives. Research by Adelphi indicates that Sub-Saharan African states have lagged, capturing only 16% of public adaptation finance in 2013; during the same period LDCs in general captured 22% of adaptation finance, with 43% flowing to middle-income countries[11]¹¹. A major reason cited by key informants is that the ability to design fundable adaptation projects is lacking, implying that better project preparation capacity would improve access to climate finance for LDCs. To underscore this point, a recent survey conducted by the European Union-funded Low Carbon Cities Lab programme (LoCaL) indicated that poor project preparation has been a major barrier in mobilizing finance for climate change projects in the urban sector[12]¹². In other words, it has become clear that an important root factor contributing to the aforementioned adaptation gap is a failure to identify and develop effective adaptation measures, which itself is rooted in institutional and human resource capacity gaps.

This dynamic creates a clear bottleneck when it comes to equitably distributing the adaptation finance that is currently available, and the future potential to increase adaptation finance flows to LDCs in the case that developed countries do provide additional financing. For example, the Green Climate Fund, which also includes a direct access modality, has actively worked to improve access to its resources by national and subnational actors. The Simplified Approval Process (SAP) explicitly targets direct access entities (DAEs) and aims to make it easier for them to have projects approved. Likewise, the Enhanced Direct Access (EDA) mechanism was established to provide a pathway for national entities to distribute funds more efficiently to support subnational projects. However, in early 2021 most SAP project approvals were still for projects developed by international accredited entities, and the EDA had only been used two times. As of February 2021, 81% of the GCF's finance was accessed through international intermediaries, and only 34.4% of the current pipeline of funding proposals was from direct access entities, accounting for just 21% of new GCF funding sought. Though these efforts need

to be improved significantly, they represent a step in the right direction in terms of expanding access to climate finance. However, developing countries find that simply gaining direct access to the Fund is not sufficient to gain access to funding. In many countries where direct access exists, there are still significant deficiencies with respect to the skills needed to develop fundable proposals. This includes developing the climate change evidence base, conducting research and formulating rigorous theories of change, mainstreaming gender equality and social inclusion (GESI) considerations into project design, and developing effective monitoring, evaluation, and learning systems. In many LDCs these specific technical skills are absent or weak. At the same time, many LDCs host universities with faculty and researchers that have in depth knowledge of climate change, climate change impacts, and related subjects, but they do not have the aforementioned technical skills to connect that knowledge to project development or policy support.

If the global goal of scaled up adaptation finance is to be reached, greater in-country capacity will need to be brought online. This is important for ensuring country ownership and for connecting climate finance to local innovations, but it is also important for the very practical reason that multilateral agencies have limited absorptive capacity to design and implement projects. Therefore, even if adaptation finance were to be scaled up, at some point, multilateral agencies will reach a limit regarding the number of projects they can administer. In addition, if the capacity to develop and implement fundable projects was improved in developing countries, it is reasonable to expect that additional climate finance might be made available.

The lack of in-country capacity means that LDC governments and development partners must rely on international experts and multilateral intermediaries, which significantly increases the costs of project preparation and does not resolve the capacity deficit within the country. A recent CDKN study (2016) indicated that on average, 34 person-months over a period of six and a half months is required to develop a full GCF proposal, at a cost of up to US\$150,000[13]¹³. Where project preparation grants are not available (for some national and international funds and for accessing private sector finance), the costs of employing external consultants can make project design prohibitively expensive for many LDCs, which, as noted above, are among the most vulnerable countries in the world to climate change impacts. A lack of human resource support is widely perceived to be a major obstacle to successful direct access; this includes a lack of budget support for staff that have the requisite skills for project development tasks[14]¹⁴.

In addition to the expense, international experts, while well qualified, are generally not as familiar with relevant political, economic, social, and cultural dynamics which are important to engage at local level and for identifying entry points for paradigm shifting interventions and opportunities for transformative change. A recently-convened (February 2021) meeting of experts from both developing and developed countries echoed this sentiment, noting that the current system of climate finance incentivizes technical solutions that are 'helicoptered in' rather than building capacities or enabling local

experimentation[15]¹⁵. Moreover, the use of international experts for project design does little to enhance the country's endogenous technical capacity to design climate change adaptation initiatives, as there is generally little to no transfer of skills and competencies, unless specific activities to this end are built into the project's design. In addition, continued reliance on international experts may serve as a disincentive for mainstreaming climate change adaptation considerations into day-to-day processes of governance in priority sectors, which further undermines the enabling environment for programme-based approaches to adaptation (as opposed to project-based ones), as government stakeholders outside the agency responsible for climate change action continue to have low levels of awareness with respect to the need for action on climate change as well as appropriate adaptation measures. Lastly, an over-reliance on international experts, consulting firms, and donor-driven approaches can lead to a lack of tailoring interventions to suit the country's specific circumstances. Indeed, an emerging critique of some adaptation projects is that many of them do not fulfil the paradigm shifting, 'transformative spirit' demanded by climate change financiers[16]¹⁶. Others argue that there is a more general need to involve local government and communities in determining how climate-related decisions are made and how resources are allocated[17]¹⁷. Continued reliance on external expertise also prevents LDCs from developing the endogenous expertise necessary for these countries to identify additional and innovative sources of financing for climate change adaptation, including advancing country-specific approaches that would facilitate involvement of private sector stakeholders and access to private sector finance. This failure to develop endogenous expertise also ensures the continuation of a pattern of dependency in which the LDCs are forced to rely on external actors to develop solutions to their climate change problems. It also inhibits South-South learning and collaboration, and the emergence of a community of practice within the LDCs.

For the development of this project's PIF, an extensive literature review was conducted and supplemented with key informant interviews with LDC representatives, project development experts, and professionals involved in previous capacity building activities for climate change adaptation. The key areas for improvement at that time included:

Policy

- ? Identifying entry points for policy mainstreaming climate change at the national and sub-national levels and carrying out the necessary technical work;
 - ? Mainstreaming climate change into sectoral performance management frameworks;
 - ? Designing public private approaches to adaptation;
 - ? Revising building standards;
 - ? Mainstreaming climate change adaptation into urban development planning;
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- ? Mainstreaming climate change adaptation into transboundary management processes and legal frameworks; and
- ? Developing climate change adaptation strategies at national and sub-national levels.

Project development

- ? Insufficient awareness of the climate finance landscape, the role of different forms of financing (e.g. locally-generated funds, grants, loans, equity investments, etc) and the capability to bundle and blend various sources of climate finance, including domestic and international funding from both the public and private sectors;
- ? Confusion over financier priorities, procedures, eligibility requirements, and evaluation criteria; information on funds is often scattered across different agencies;
- ? Matching project concepts to the appropriate financier and assessing options for the appropriate financier;
- ? Matching projects to domestic sources of financing, including locally generated public sources;
- ? Availability/accessibility of appropriate data and information on climate change physical processes, impacts, risks and vulnerabilities;
- ? Identification and prioritization of sector-specific risks, vulnerabilities and adaptation solutions;
- ? Procedures for effective and meaningful stakeholder engagement and consultations;
- ? Economic and financial appraisal of project concepts and economic analysis in project design;
- ? Effective monitoring and evaluation framework to capture lessons learned; and
- ? Capacity to articulate a coherent and evidence-based logical framework with inputs, activities, outputs, outcomes, and impacts specific to financier requirements and format.

Subsequent to the PIF's approval, UNEP conducted stakeholder consultations with representatives of 14 of the 15 LUCCC universities that will participate in this project to determine their priorities and needs, as well as key obstacles and barriers facing universities with respect to providing technical services to governments for climate change adaptation. Although the different universities in the LUCCC have varying degrees of human and institutional capabilities, and while some are more advanced than others in terms of their contribution to their countries' adaptation responses to climate change, they all identified similar issues that need to be addressed. These issues can be broken down into the following four categories, each of which the project will address. It should be noted that there is some overlap between these categories, and all of them reinforce one another to some extent.

1. Research related capacities. To some degree all universities reported difficulties related to conducting policy-relevant research. One of the most cited limitations is a lack of access to funding to conduct research. This was traced to a lack of skills among faculty to apply for research funding and to develop winning proposals, though they were universally aware of international research funds, and in some cases there exist government research funding mechanisms. Another root of this issue was that there is a lack of coordination between the university and government (see issue #2) and so the connections that are needed to link the government's need for data and information to university researchers are not being made. Related to this, several LUCCC representatives noted that research that is being conducted is not being used by governments for decision support; the roots to this were that the research is not relevant, or that government officials are unaware of the work or lack basic scientific literacy skills to know how to apply the research. In some cases, LUCCC representatives indicated that faculty need assistance and training in identifying relevant research questions and in research project design. This lack of research is extremely important for at least three reasons related to this project:

- ? It prevents the development of a knowledge and evidence base that will support project design for climate financiers such as the GCF; failure to elaborate a rigorous climate change evidence base is understood to be one of the biggest issues with many proposals to the GCF;
- ? It hinders evidence-based policy making, budgeting, and decision-making processes on the part of government, the private sector, and other stakeholders. A lack of research means that climate risks are not well understood in many LDCs; and
- ? It impedes the development of endogenous capacity, as not only faculty miss out on professional growth through research, but undergraduate and graduate students also are not provided with critical opportunities to do relevant research. This may drive some of them to seek education and training in other countries, which contributes to the ongoing brain drain that many LDCs face.

2. Coordination related challenges. All the university representatives described coordination related issues as well. This included coordination between different individuals and departments working on some aspect on the same campus; a common refrain was that there are capable researchers working on climate change in various disciplines, but the universities lack a platform or mechanism to bring them together to work collaboratively and on multidisciplinary tasks. Some representatives in countries with multiple universities or federated university systems indicated that there is a lack of coordination between institutions; in some cases there is national mandate for coordination, but as noted above, the formal institutional mechanisms do not exist to support inter-institutional coordination. Though a minority of LUCCC institutions reported very good coordination with the government, most indicated that coordination with government agencies is ad hoc at best, and at worst non-existent. Virtually all representatives agreed that coordination could be improved and structured more regularly and formally. Several representatives indicated that their universities have MoUs in place with various government agencies, but there is no regular follow up, in some cases because there is no institutional capacity at the universities to facilitate it. This issue is relevant to this project because the lack of coordination can:

- ? Hinder creativity and innovation with respect to identifying adaptation options, as researchers miss out on the synergistic and generative aspects of working with other researchers from different disciplines;
- ? Prevent universities from assembling multidisciplinary teams that can respond to request for proposals or which could provide technical services to governments; and
- ? Lead to the true value of universities to host countries? adaptation response being unrealized.

3. *Technical capacity related issues.* All the universities reported gaps with respect to technical capacities, both at the institutional level and among faculty and staff. Most of the missing technical skills among individuals mirror those identified during the PIF stage (see list above); notable among these were capabilities related to vulnerability and risk assessment, identifying and evaluating specific sectoral impacts of climate change (e.g., modelling), monitoring and evaluation, and conducting feasibility studies. All university representatives noted that providing professional training outreach and extension to government and other stakeholders is part of their institutional mandate, and many reported difficulties in developing appropriate materials, delivering them, and managing the logistics and administrative issues of professional development programs. Several representatives also noted that they do not have up-to-date tools and methodologies for technical tasks (e.g., risk assessment, economic valuation of losses due to climate change, impact modelling), which prevents them from providing these services to governments. This is a key area where LUCCC members requested support and is important to the project for the following reasons:

- ? There is a strong demand for short courses and other forms of technical training on issues related to climate change among governments and other stakeholders, and training can help LDC universities generate revenue while improving overall human capacities in their host countries;
- ? If LUCCC university personnel lack technical capacities, the universities (and thinktanks) cannot be competitive in terms of offering technical services, and so these end up being supplied by external (foreign) entities;
- ? As more and more direct access entities come online, there is a greater demand for technical services related to project design and implementation. Universities are ideally placed to fulfil this demand and train their graduates to do this work, thereby increasing professional qualifications, but they are currently not playing this role.

4. *Management capacity related issues.* Most of the LUCCC university representatives reported management-related issues. For example, a common issue is a lack of support structure for providing technical services. This means that there are no standard operating procedures for handling administrative tasks, and a lack of staff means that faculty and researchers must handle administrative tasks themselves. This is not only outside of their core competencies, but also an additional work burden that serves as a disincentive for responding to requests for proposals (RFPs), developing tenders

to provide technical services, and other tasks that are necessary to the success of a technical service provider.

Therefore, there is a clear need to support endogenous institutions in LDCs so that they can function as technical service providers for other adaptation-related initiatives. For example, currently there are several programs aimed at improving capacities of national designated authorities, accredited entities, and other government and non-government stakeholders responsible for the formulation of climate change adaptation policies and projects. A case in point is the Green Climate Fund's Readiness Support Programme, which provides grants for projects that build NDA capacity, support the development of strategic frameworks and planning for adaptation, and other technical tasks. These grants are implemented through "delivery partners", and while these projects have made considerable progress, most that are implemented in LDCs are conducted by external partners: of the 64 Readiness projects that have been approved for LDCs, less than 25% (n=15) are being implemented by endogenous LDC-based institutions (an additional 12 are being implemented by regional entities), while the majority (n=37) are being implemented by international delivery partners (e.g. UNDP, UN ENVIRONMENT, PwC, GGGI, GIZ)[18]¹⁸. Clearly LDC-based institutions can play a larger role in providing Readiness and other adaptation-related services to LDC governments. At the same time, many LDCs have collaborated with development partners to submit larger Readiness proposals to the GCF to support their NAP processes. As these proposals are approved and move into implementation, there will be a strong demand for service providers to implement a wide range of tasks and activities related to adaptation planning, capacity development, prioritization, and project development, all tasks that LDC-based institutions could perform with the appropriate capacity strengthening support. Thus, there is a clear need to strengthen endogenous institutions in LDCs so that they can provide Readiness and other services to government entities. In this way, the proposed project strongly complements the readiness programs that have been established by GCF and other entities. The non-exhaustive nature of GCF's Readiness funds (each country may apply for US\$1,000,000 in grants per year) creates a clear opportunity[19]¹⁹ for the proposed project's TSP's to support government adaptation efforts beyond the life of the proposed project.

The project aims to address the gaps noted above and build the requisite capacities among LDC institutions. It is innovative in that it envisions a long-term, sustained institutional approach to addressing the underlying capacity gaps that have been identified. Through institutional strengthening and mentoring, the project aims to move the locus of capacity development from development partners to the LDCs themselves. In this way the proposed project's approach represents a significant departure from existing approaches. The project will incorporate lessons learned and successful pedagogical approaches from previous project preparation capacity development activities. Over the years there have been several initiatives aimed at building capacities related to developing climate change adaptation projects among stakeholders in developing countries, and several guides and toolkits have emerged. Notable among these was the **USAID's Climate Change Project Preparation Facility for Asia and the Pacific (Adapt) initiative**, which was active from 2011-2017 and included a capacity building component focusing on climate change adaptation project preparation. The **Adapt initiative**

implemented approximately ten project preparation and finance workshops with various partners (UNDP, ADB, International Center for Climate Change and Development) with several hundred participants, including many from ten LDCs within the Adapt initiative's target regions. An analysis of participant evaluations of this initiative indicated demand for capacity strengthening in all areas related to project preparation, for understanding the landscape of climate finance, financiers' requirements and procedures, and the technical aspects of project preparation. The Adapt initiative also worked with the Asian Institute of Technology to establish a **prototype for institutionalizing capacity building efforts** with developed country institutions. Other similar initiatives include the **GEF-funded National Adaptation Plans Global Support Programme (NAP-GSP)**, the LDCF-funded project **Building capacity for LDCs to participate effectively in intergovernmental climate change processes**, both implemented jointly by UN Environment and the UNDP in collaboration with partners, **USAID's Climate Ready project**, the European Union-funded projects **Low Carbon Cities Lab programme (LoCaL)** and **ClimSouth**, all of which include components related to improving fundability of climate change adaptation projects. The European Union's **Global Climate Change Alliance (GCCA)**, which was initiated in 2007 and is currently active in several LDCs, also provides a platform for policy dialogue and South-South learning as well as technical and financial support for adaptation. However, these projects have a lifecycle, and whilst they achieve meaningful outcomes, a widespread problem is that the lessons learned from the project, as well as the capacity building activities, are often not captured by LDC-based entities and institutionalized and mainstreamed within the planning processes of LDCs. Thus, the longer-term impacts are limited. Another weakness is that the existing, predominant approach to project preparation capacity development initiatives often do not include longer-term engagement with LDC agencies and organizations to provide ongoing mentoring and support.

Co-financing initiatives

Working through the LUCCC group increases the level of in-kind co-financing provided to the project. This arrangement also takes advantage of and strengthens the existing network ties between the LUCCC members. Several of the LUCCC members participating in the project will provide in-kind cofinancing to support the implementation of the project. The levels of cofinancing are indicated in each of the project's four outcomes. In addition, the LUCCC members are also providing grant co-financing in the form of projects and other initiatives that support the achievement of the GEF's project's objectives. The amounts of in-kind and grant cofinancing from the universities is listed in the tables below. Co-finance letters received so far reflect potential co-financing of the LUCCC universities that will end up fully participating in the mechanism. Co-financing budgeting will be undertaken and recorded as the project implementation progresses.

IN KIND COFINANCING FROM UNIVERSITIES	
University	Amount
Royal University of Bhutan	112,250
University Joseph Ki-Zerbo (Burkina Faso)	305,000
University of The Gambia	65,000

Addis Ababa University (Ethiopia)	62,962
University of Liberia	11,360
Lilongwe University of Agriculture and Natural Resources (Malawi)	109,000
Pokhara University (Nepal)	22,272
TOTAL	USD687,844

GRANT COFINANCING FROM UNIVERSITIES		
Initiative	Country	Amount
Sustainable Natural Resource Management in the High Mountain and the Arctic (SUNRAISE)	Bhutan	USD49,600 grant from EU Erasmus+
Sustainable Development of Smart Agriculture (SUNSPACE)	Bhutan	USD49,600 grant from EU Erasmus+
Building Capacity for Climate Smart Agriculture	Bhutan	USD56,000 grant from Bhutan Trust Fund for Environmental Conservation
West African Science Service Centre on Climate Change and Adaptation Land Use	The Gambia	USD336,000 grant from BMBF
Renewable Energy Project	The Gambia	USD112,000 grant from BMBF
Climate Change and Land Use and Land Management Project	The Gambia	USD73,000 grant from BMBF
Developing Short Courses for Liberia's Environmental Protection Agency	Liberia	USD360 grant from GoL EPA
CBIT Implementation for Liberia's Environmental Protection Agency	Liberia	USD5,000 grant from GoL EPA
National Ecosystem Assessment Project	Malawi	USD50,000 grant from UNEP
total		USD731,560

The executing agency, START, is also providing in-kind cofinancing of approximately USD100,896 of additional technical support for the project's activities that will be sourced from START's regular operating budget (USD68,000 to support activities, USD32,896 to support project management). START will also provide grant co-financing through several concurrent projects that it will implement

during the life of the GEF project. These initiative are closely aligned with the goals of the GEF project and will improve the overall execution of the GEF project.

GRANT COFINANCING FROM EXECUTING ENTITY (START)		
Initiative	Funder	Amount
PROGREEN project	Research Fund of Quebec	USD83,999
EPIC project	Ministry of Environment Japan	USD75,000
START Regional program for capacity development in Asia	USAID	USD76,130
Collaboration of Adaptation and Resilience in Mali (COfARM)	International Development Research Centre (IDRC)	USD218,995
Total		USD454,124

The breakdown by outcome of grant cofinancing initiatives from both the LUCCC members and the EA are described in detail in each of the project's four outcomes.

The project will also coordinate with the Commonwealth Secretariat, which has an ongoing program to strengthen technical capacities and access to finance on Commonwealth nations (8 LUCCC countries are also Commonwealth countries). The Commonwealth climate advisors program installs long-serving (typically more than 1 year) technical consultants within climate change authorities within countries, and has developed technical capacity building resources which the GEF project will be able to access and apply.

The project will also coordinate with the Climate Finance Action Network (CFAN), which aims to support developing countries in securing finance for climate investments. CFAN is based on the problem that while the overall volume of climate finance flowing to developing countries has increased in the past decade, the system for delivering and accessing the finance has complex for many countries. By cultivating a network of highly trained, embedded climate finance advisors, the CFAN program seeks to build the capacity of developing countries to more quickly access climate finance. CFAN has a strong focus on training, and its connections to governments provide entry points for the GEF project. The CFAN initiative focuses on 1) identifying the sources and instruments for delivering climate finance; 2) establishing relationships with climate finance providers; and 3) structuring financing for mitigation and adaptation investments in compliance with complex rules and

regulations. These emphases are highly complementary to the proposed GEF project; while the GEF project will build capabilities to inform effective policy formation and adaptation project design, the CFAN project provides capabilities, training, and tools to connect viable projects to international sources of finance. Thus by coordinating with and working hand in hand with the CFAN initiative, this GEF process will strengthen an overall "value chain" that will ultimately contribute to scaled up financing for adaptation in the LDCs.

Lastly, the UNEP-coordinated Global Adaptation Network (GAN) and other platforms such as Friends of EbA (FEBA) will be used to disseminate project findings and knowledge products. Opportunities for featuring the project at various international and regional events will also be capitalized on, to enhance the sharing of knowledge with other countries. Furthermore, UNEP's GEF and climate change adaptation communications teams will support the development of informational materials (e.g. fact sheets, articles, short documentaries) on the project. The **Global Adaptation Network** will provide 100,000 USD which will be used to convene / bring universities and stakeholders to share knowledge under Component 3 of the project. Contributions can be used toward funding for a training on the EPIC model with the think tanks / university connections that are set up. The Global Adaptation Network (GAN) provides a worldwide platform to distribute and exchange climate change adaptation knowledge in a variety of ways. As an umbrella organization spanning most continents, GAN is composed of many regional networks and partners, each of which provide knowledge services in their respective regions.

3) The proposed alternative scenario with a description of outcomes and components of the project

This section describes the project's components, outcomes, outputs, and indicative activities. Specific changes made are described after each outcome. The proposed alternative scenario is built around three components comprising seven outputs in total. As noted in the introductory section, the project was designed in close coordination with the LUCCC and in alignment with the priorities of the LDC Group. A detailed record of consultative processes is included in the annexes.

Component 1: Collaborative mechanism for sustained endogenous capacity on climate change adaptation finance.

This component seeks to build the human and institutional capabilities of LDC universities to provide fee-based technical services to governments and other stakeholders. The component will be implemented based on two tiers of support. The first tier will target all 15 LUCCC members and will be delivered in coordination with points of contact at the LUCCC universities. The second tier of support will provide more focused support to those LUCCC universities that choose to host thinktanks.

The LUCCC network and the points of contact (PoCs) at its constituent universities provide a framework for improved coordination, and the PoCs can support implementation of the project at their universities.

Outcome 1.1: LUCCC universities effectively facilitate access to climate finance in their respective countries.

The first outcome of component 1 includes outputs and activities to deliver the first tier of support to all LUCCC universities. These outputs and activities will be delivered largely online through collaboration between the executing agency, the project's mentor institutions, and points of contact at the 15 LUCCC members.

LDCF resources will be used to support the following outputs and activities.

Output 1.1.1. 13 LUCCC universities formulate engagement plans with host LDC governments to provide specific technical services to government agencies. The project team will work with the points of contact for each of the LUCCC university members based on a standard procedure developed by the project team. This will include LUCCC-led analysis of the strategy and policy landscape for climate change in each host country (e.g., NAPs and other relevant documents). Based on this analysis, each university will produce a stakeholder map of the relevant ministries, agencies and non-government organizations which could be potential clients for the thinktanks' fee-based technical services. In addition, the analysis will be used to compile a draft needs assessment for technical goods and services required by host governments. The next step will be to develop an outreach and engagement strategy which will be used to establish/strengthen coordination with the aforementioned government agencies. Then the EA and the mentor institutions will provide technical support to LUCCC members to implement the engagement plan and reach formal agreements for collaboration and service delivery with relevant government agencies. Indicative activities will include:

- ? 1.1.1.1. Develop a best practice guidance manual for university-government collaboration. This will be a guidebook based on a review of cases where universities work effectively with governments and will present several models of collaboration between universities and governments that may be appropriate to LDC LUCCC universities. It will also describe enabling conditions and key steps for establishing and improving coordination.
- ? 1.1.1.2. Conduct policy and institutional mapping for climate change at each LUCCC university. LUCCC university teams (led by each LUCCC university LUCCC) will be assisted in conducting a review of national policies and strategies related to climate change adaptation to identify potential entry points for university collaboration. This review will also identify the relevant government ministries and departments for collaboration. This activity will be implemented by the Institutional Strengthening Program officer, who will develop a procedure for the LUCCC university PoCs to follow. The policy and institutional review will include gender and GESI-relevant (gender equality and social inclusion) policies, strategies, plans, and initiatives as well as the responsible agencies and relevant NGOs. The mapping exercise will include actionable points in which universities can advance GESI policy objectives through climate change adaptation support activities.
- ? 1.1.1.3. Formulate roadmaps for establishing/strengthening coordination with government. Based on the policy and institutional maps developed in 1.1.1.2, LUCCC university teams will receive assistance for formulate roadmaps and action plans for strengthening coordination and collaboration with government agencies. Roadmaps will include enabling conditions needed at the universities, key departments/staff responsible for these actions, and a timeline. The EA and/or mentoring institutions will provide support to the universities to establish formalized

procedures that will encourage regular and productive cooperation and coordination with government agencies. The roadmaps will also include goals and benchmarks for the universities to mark progress towards setting up the internal enabling conditions to support improved coordination. The action plan/roadmaps developed through this activity will include concrete steps for GESI-relevant coordination and support to governments so that the universities can act on the entry points identified in activities 1.1.1.2.

- ? 1.1.1.4. Establish collaboration agreements and workplans with government agencies. LUCCC universities will receive ongoing technical support from the executing agency and/or mentoring institutions to implement the roadmaps developed in 1.1.1.3. These workplans will describe specific areas of collaboration between the universities and the agencies and will include details about how the collaborative activities will be financed. The workplans will also identify government agency training needs related to climate change adaptation and will link to the short courses developed for output 1.1.3 (below). It is expected that financing will come from governments and will be consistent with the project's fee-for-services model, but the EA will facilitate discussions with development partners to identify potential sources of finance for activities. Additional results of this activity will depend on the different LUCCC universities; expected deliverables may include MoUs between universities and government agencies, training plans, collaborative research plans, and contracts for services to be provided

Output 1.1.2. LUCCC capacity development hub established with at least 8 web-based capacity building modules (2 focusing on GESI/CC themes responding to LUCCC university priority capacity gaps) This output will establish a permanent online capacity development system for the LUCCC members to be hosted and maintained by a capacity development hub institution. The hub institution will be one of the LUCCC members to be determined by the LUCCC itself. This system will be used to deliver several training webinar series designed to build capacity of LUCCC university staff so that they are more able to provide technical services to governments. Indicative activities will include:

- ? 1.1.2.1. Establish capacity development coordination infrastructure at 'hub' institution. In consultation with the LUCCC universities and the LDC group, the EA will support a 'hub' institution that will function as the node for the project's capacity building activities, and which will serve as the host of all materials both during project implementation and beyond the life of the project. The EA will provide support to the hub institution to establish the appropriate administrative and digital infrastructure to conduct the subsequent activities in this output. This activity will also include the establishment of an advisory/steering mechanism so that all LUCCC member institutions can regularly and formally provide input into future capacity development activities (i.e., a LUCCC subcommittee for capacity development).
The EA will also support the hub institution in developing a sustainability plan. In establishing the administrative procedures for the hub institution, the project will ensure that GESI considerations are mainstreamed into all operating procedures. The advisory/steering mechanism established for this activity will also include a provision for ensuring equitable gender representation in the composition for the steering mechanism.
- ? 1.1.2.2. Conduct validation & baseline surveys and consultation with LUCCC members to determine subject matter for webinars. The executing agency and the capacity development

hub will conduct an online survey and follow-up consultations with the LUCCC universities to determine the final list of topics to be covered in the webinar series. The EA will conduct a baseline survey and rapid assessment to determine the existing capabilities of each of the LUCCC universities on the selected topics. This assessment will be used to fine-tune the content and approach of the webinars to be conducted under 1.1.2.3, and will be used to determine the results of the training through an online monitoring system to be established at the capacity building hub institution. At the beginning of the second year of implementation, the EA and hub institution will re-validate the list of webinar topics to make sure they are still consistent with LUCCC university needs and priorities.

- ? 1.1.2.3. Conduct training webinars. The project will implement 8-10 webinar series each consisting of 4-5 sessions each. Webinar series will include workbooks and guidance materials. The webinars will address topics to be determined through ongoing consultative processes with the LUCCC members and will be designed to complement the coordination strengthening activities in output 1.1.1. Webinars will be designed and conducted by mentor institutions (each of the 2 mentor institutions will be expected to provide at least 2 webinars), project partners, and consultants where necessary and depending on topics. These webinars will include English, French, Portuguese, and Arabic translation, using translation services available at LUCCC universities where possible. The EA will work to identify co-financing for Arabic and Portuguese translation. For simultaneous/consecutive translation during webinars the EA will coordinate with UNDP country offices in the host countries when possible. Webinar courses will be archived by the capacity building hub institution and will be made available online consistent with the upscaling plan developed in component 3. Initial topics will likely include (subject to validation): Developing proposals for small adaptation grants; Understanding and mainstreaming gender issues in climate change technical services; Managing externally-funded projects in the university setting; Establishing and implementing effective short course programs; Co-creative decision-support research design; Responding effectively to RFPs. All of the training webinars developed under this activity will include a focus on relevant GESI considerations, and at least two of the webinars will have an overall thematic focus on some GESI-climate change adaptation topic (e.g., understanding and conducting research on socially-differentiated climate change impacts; conducting gender analysis and developing gender action plans for project and policy design; etc.)

Output 1.1.3: At least 5 short course programs inclusive of GESI/CC developed for use by LUCCC institutions for technical service delivery to host governments on a fee basis; at least 5 training of trainers conducted. This output will develop 4-5 short course curricula along with supporting materials for the LUCCC members to use to provide fee-based services to host governments. These short courses are not targeted at the LUCCC members but are rather a product that LUCCC members will be able to provide to governments and other paying stakeholders. Topics will be determined by the analyses conducted in Output 1.1.1. There will also be a training of trainers for LUCCC staff on the effective delivery of the modules. The project will also assist LUCCC institutions in establishing an online registration and course management system for the short course offerings. Indicative activities will include:

- ? 1.1.3.1. Establish gender-responsive technical training plans for LUCCC universities. The EA and mentor institutions will provide support to the LUCCC universities through the PoCs to develop training plans which detail the most appropriate modalities for non-degree technical training programs in each country. These plans will be based on analyses and consultative processes and will include actions to address potential barriers to participation for women and other groups as described in the project's gender analysis annex. The training plans developed under this activity will identify potential barriers which would limit women's participation in the training programs, and will prescribe steps to address these barriers.
- ? 1.1.3.2. Develop 4-5 short course curricula and guidance material for facilitators on TBD topics in English and French. Topics will be determined by the EA and the LUCCC institutions and will be demand driven, focusing on topics that are most likely to be marketable in the highest number of LUCCC countries. Short course materials will include coverage of GESI topics relevant to the subject matter of the short courses.
- ? 1.1.3.3. Conduct online training-of-trainers in English and French. The EA and capacity development specialist based at the capacity development hub will conduct ToTs for facilitators so that they can deliver the short courses in their countries. The EA and capacity building specialist will develop procedures to ensure equitable gender representation among those that are trained to provide the short-courses.
- ? 1.1.3.4. Customize short courses to specific LUCCC country contexts. The EA and the capacity development specialist will work with PoCs at the LUCCC universities to ensure that the short courses are customized to the country of delivery. Mentor institutions will also provide support for this activity.

Output 1.1.4: Knowledge and information resource management system set up at the capacity development hub with procedures for updating and disseminating resources repository contents. This output includes activities to strengthen the coordination role and support services of the capacity building hub institution. These activities will ensure that LUCCC institutions have access to up-to-date tools and other resources to support their provision of fee-based technical services to governments and other stakeholders. The project will carry out an extensive review of existing tools, methodologies, and curriculum materials that can be used by the LUCCC members to provide fee-based services to governments and other stakeholders. In keeping with the hub-and-spokes model favored by the LUCCC group, the project will establish an online repository for these tools within the existing web-architecture of one of the LUCCC members, as described in output 1.1.2. This repository will be updated on a regular basis. Indicative activities will include:

- ? 1.1.4.1. Review and synthesize existing tools, methodologies, curriculum materials. This review will be of materials that can be adapted and used by LUCCC institutions. The activity will compile useful materials into a repository system that is accessible to all LUCCC members via the capacity development hub.

1.1.4.2. Establish review and dissemination system for new tools and methodologies and training opportunities. This activity will establish review procedures that the hub's capacity

building officer will follow to conduct quarterly reviews for new materials that have been developed by UN agencies, multilateral banks, international NGOs and others. This will help to ensure that the resources being used by LUCCC training and extension programs are up to date. The activity will also establish a tracking system for external training and capacity building opportunities of interest to LUCCC members. This will include reaching out to development partners, international organizations, and other stakeholders to establish regular communication. This will enable the capacity building hub to effectively communicate these opportunities to the LUCCC network. The activity will also establish a quarterly electronic newsletter of new materials with short profiles and capsule descriptions which will be disseminated to LUCCC PoCs.

Outcome 1.1 will be supported by both in-kind and grant financing from the following sources:

In-kind co-financing. In-kind support will come from the participating LUCCC universities in the form of staff support, facilities, faculty time, utilities, hardware and software, office supplies, and duplication and printing. Contributions from each of the participating universities is indicated in the table below.

University	Amount (USD)
Royal University of Bhutan	56,125
University Joseph Ki-Zerbo (Burkina Faso)	152,500
University of The Gambia	32,500
Addis Ababa University	31,481
University of Liberia	5,680
Lilongwe University of Agriculture and Natural Resources	54,500
Pokhara University	11,136
Total LUCCC in-kind co-financing	343,922

In addition, the executing agency (START) will contribute off-project technical support for the activities in outcome 1.1 according to the following estimates:

- ? 1.1.1.1. Research and editorial assistance on activity deliverable: USD5,000
- ? 1.1.1.2. Technical inputs and research to support institutional mapping: USD1,000
- ? 1.1.1.3. Technical inputs and research support for activity deliverable: USD2,000
- ? 1.1.1.4. Outreach to development partners to explore additional funding and linkages to external programs: USD2,000

? 1.1.2.1. Technical support for establishing hub institution steering mechanism: USD1,000

? 1.1.2.2. Technical support for webinar development: USD10,000

? 1.1.2.3. Quality control for translation of webinars into French: USD4,000

? 1.1.3.1. Technical support for the development of training plans: USD2,000

? 1.1.3.2-1.1.3.4. Technical and research support for short-course development, training-of-trainer implementation, and customization of short course materials for each participating LUCCC institution: USD10,000

? 1.1.4.1. Technical support and quality control for online repository: USD1,000

Total co-financing from the executing entity for outcome 1.1 total: USD38,000

Grant co-financing

The participating LUCCC universities will provide grant co-financing through externally funded projects and initiatives that they are currently implementing. The table below indicates the relevant activities, all of which serve to advance the objectives of the GEF project. It should be noted that these projects and initiatives will also support outcome 1.2, and so the table below includes 50% of the total amount, with the balance 50% indicated in the table for outcome 1.2.

Initiative	Country	Amount
Sustainable Natural Resource Management in the High Mountain and the Arctic (SUNRAISE)	Bhutan	USD24,800 grant from EU Erasmus+
Sustainable Development of Smart Agriculture (SUNSPACE)	Bhutan	USD24,800 grant from EU Erasmus+
Building Capacity for Climate Smart Agriculture	Bhutan	USD28,000 grant from Bhutan Trust Fund for Environmental Conservation
West African Science Service Centre on Climate Change and Adaptation Land Use	The Gambia	USD168,000 grant from BMBF (German Federal Ministry of Education and Research)
Renewable Energy Project	The Gambia	USD56,000 grant from BMBF
Climate Change and Land Use and Land Management Project	The Gambia	USD36,500 grant from BMBF
Developing Short Courses for Liberia's Environmental Protection Agency	Liberia	USD180 grant from GoL EPA (Environmental Protection Agency)

CBIT Implementation for Liberia's Environmental Protection Agency	Liberia	USD2,500 grant from GoL EPA
National Ecosystem Assessment Project	Malawi	USD25,000 grant from UNEP
Total grant co-financing from LUCCC members		USD365,780

The executing entity will also provide grant co-financing for outcome 1.1. through the following initiatives:

- ? Promoting Gains in Renewable Energy in West Africa (PROGREEN) project. PROGREEN emphasizes needs assessments co-designed and co-executed by universities and relevant government agencies, NGOs, and the private sector for green energy development in Burkina Faso and Senegal, as well as advanced institutes and follow-on action to carry out work. The GEF project will benefit from activities to improve coordination between universities and government agencies. Start date: 1 June 2017; end 30 April 2022. Funded by Research Fund of Quebec. Total funding USD839,998; prorated funding USD83,999.

Outcome 1.2: Select LDC universities have institutional capacity to support adaptation policy and project formulation.

The second outcome in Component 1 includes activities to implement the second tier of support. The second tier focuses on establishing new thinktank institutions at LUCCC universities that will serve as fee-based technical service providers. The outcome includes activities to help the LUCCC members self-select; that is, these activities will provide information to interested LUCCC members about the costs and enabling conditions necessary for establishing a sustainable thinktank so that they can decide whether or not to host a thinktank. Additional technical support will be provided to all universities that opt-in to establishing thinktanks.

LDCF resources will be used to support the following outputs and activities.

Output 1.2.1: At least 5 thinktank institutions formalized through MoU or similar mechanisms at 5 LUCCC universities. This output will result in the identification of LUCCC universities that are willing to host thinktank institutions. It includes assessments and analysis coordinated by the executing agency to provide decision support information to LUCCC universities. Indicative activities include:

- ? 1.2.1.1. Conduct institutional capacity and needs assessment at interested universities. The EA will work with LUCCC universities PoCs to conduct a capacity and needs assessment to identify current capabilities to support a thinktank, as well as institutional and administrative enabling conditions that need to be put into place. This activity will result in roadmaps for establishing thinktanks for each of the participating universities, whether they ultimately decide to host thinktanks under the project or not. The analysis and roadmap will help the universities decide if they want to commit to supporting a thinktank; if they ultimately decide

not to support a thinktank, the analyses will help them to establish enabling conditions should they decide to start a thinktank at some point in the future.

- ? 1.2.1.2. Conduct financial analysis of thinktank costs and benefits and market analysis of potential demand. To support university decision making processes, the project will conduct an analysis of each interested university's financial situation to determine their ability to provide co-financing to support a thinktank. This activity will also include an analysis of current and future demand for technical services in the host countries to estimate potential future revenue that could be generated by the thinktanks.
- ? 1.2.1.3. Develop thinktank plans and sign cooperative agreements. After the LUCCC universities have made their decisions with respect to hosting thinktanks, the EA will work with those universities that have decided to support a thinktank to develop an initial thinktank plan and to establish a cooperative agreement with the project. Thinktank plans will include provisions for GESI-integration and collaboration with relevant departments and agencies on gender and social inclusion issues.

Output 1.2.2: Thinktanks formally operational through development of organizational charters, staffing plans and steering committees. At least 2 multidisciplinary technical working clusters established at each thinktank. For this output, LUCCC universities hosting thinktanks will be supported in establishing the institutional and administrative arrangements to effectively embed the thinktanks within the broader host university umbrella. The EA will apply a 'gender lens' to each of these activities so that the new thinktanks are structured in such a way that they contribute to addressing the on-campus and persistent structural gender issues described in this project's gender analysis. This support will be provided by the EA and mentoring institutions. Indicative activities will include:

- ? 1.2.2.1. Formulate staffing plan and organizational structure for thinktanks. This activity will involve identifying the staffing needs based on the thinktank plan developed in 1.2.1.3. The EA will provide technical support to thinktanks and host universities to identify cost-sharing and joint-appointment arrangements between the thinktanks and their host universities, as well as organizational charts and staff terms of references.
- ? 1.2.2.2. Establish organizational charter and formulate foundational documents for thinktanks. Thinktanks will receive technical support to develop foundational documents, visions, operating principles, and bylaws. All organizational documents will be consistent with university and national policies on gender equality, sexual harassment, and other issues. Where these policies do not exist, organizational documents will incorporate international best practice and standards to ensure that gender equality and social inclusion are built into the structure, principles, vision, and procedures of the newly established thinktanks.
- ? 1.2.2.3. Establish thinktank steering committees. This activity establishes advisory/steering panels for thinktanks which will provide strategic direction. Advisory panels will include university and non-university members (including observer members from development partners). The EA will work with universities to ensure that there is adequate gender representation and expertise on the steering committees to help ensure that the thinktanks

provide opportunities to improve gender equity on university campuses. They will help determine the scope of services to be provided by the thinktanks and will facilitate contact between the thinktanks and government agencies and other potential clients.

- ? 1.2.2.4. Formalize institutional and administrative arrangements and standard operating procedures with host universities. The EA will provide specialized technical assistance to thinktanks to formalize arrangements with host universities with respect to procurement, human resources support, and other administrative and back-office functions. This activity will also involve identifying contract modalities through which existing faculty and contribute to thinktank activities and services and receive monetary and non-monetary compensation.
- ? 1.2.2.5. Establish MoUs with affiliate departments. Thinktanks will sign formal MoUs with other university departments to facilitate multidisciplinary coordination and collaboration, and to make existing university resources available to thinktanks. To the extent possible, MoUs will also enable undergraduate and graduate students in other departments to contribute to research and other technical services provided by the thinktanks so that they are able to develop professional skills through the thinktanks' activities. All thinktanks will establish MoUs with university departments and offices specializing in gender and GESI issues.
- ? 1.2.2.6. Establish thinktank web space. Thinktanks will receive support to establish web pages embedded within the host university's existing internet architecture.

Output 1.2.3: Technical working clusters and support system established to provide technical goods and services. This output focuses on utilizing the thinktanks as centers of coordination to promote interdisciplinary work between researchers and faculty from different departments and schools across the host universities. The technical working clusters will be geared towards the specific technical services that each thinktank will provide. Technical working clusters will help to develop the thinktanks capabilities and offerings but will also enable the thinktank to effectively and efficiently respond to request for proposals and other opportunities. Indicative activities include:

- ? 1.2.3.1. Conduct outreach to university faculty and staff. The focus of this activity is to raise awareness across the broader university about the existence and functioning of the thinktanks. Thinktank institutions will be supported to produce brochures describing the thinktanks' goals and services. Each thinktank will also conduct informational presentations for staff at the university.
- ? 1.2.3.2. Formulate list of fee-based services for thinktanks. This activity builds on the previous activities to enhance coordination between universities and governments. Thinktanks will be supported by the EA and mentor institutions to identify specific services that the thinktanks will provide. These lists of services will be based on consultations with relevant government agencies and an analysis of demand and need within the country.

- ? 1.2.3.3. Establish multidisciplinary collaborative teams to provide services. Teams of university personnel will be assembled to provide the services determined in activity. 1.2.3.2. The thinktanks will be supported by the EA and mentor institutions to develop appropriate procedures for formalizing the teams and for facilitating their work. The project team will work with each of the thinktanks and their host institutions to establish targets for participation of female faculty, researchers, and graduate students in multidisciplinary collaborative teams. All teams will include expertise in GESI issues from existing university departments or partner NGOs with the relevant expertise.
- ? 1.2.3.4. Establish procedures and tools expedite administrative processes. Each thinktank will receive support to put in place procedures and systems to increase the efficiency of administrative processes (e.g., standardized forms and boilerplate language to assist in responding to requests for proposals; standardized consultancy forms, etc.). These procedures will be based on mentor institutions' experience and best practices and the EA's leveraging of experiences from other projects.
- ? 1.2.3.5. Setup online management system and workflow management for thinktanks. Technical support will be provided to set up online management tools to regularize thinktank operations. The online management system will also assist in scheduling meetings and consultations and tracking potential business opportunities for the thinktanks.

Output 1.2.4: Business and sustainability plans formulated for each thinktank. This output focuses on ensuring the sustainability of the thinktanks. The EA and mentor institutions will provide support to the new thinktanks to develop strategy business development plans and plans for expanding the thinktanks' services and identifying new markets for services.

- ? 1.2.4.1. Develop business plans and plans for further thinktank development. Thinktanks will receive support to develop business plans for continuation and possible expansion of thinktank activities beyond the life of the project. The business plans will focus on establishing sustainable revenue streams and improving thinktanks balance of income and expenditure.
- ? 1.2.4.2. Establish strategic engagement plan. Based on consultations with government agencies, development partners, and other clients, each thinktank will develop a medium-term (5 year) plan which identifies opportunities to engage with current and in-the-pipeline projects related to climate change adaptation.

Outcome 1.2 will be supported by both in-kind and grant financing from the following sources:

In-kind co-financing. In-kind support will come from the participating LUCCC universities in the form of staff support, facilities, faculty time, utilities, hardware and software, office supplies, and duplication and printing. Contributions from each of the participating universities is indicated in the table below.

University	Amount (USD)
Royal University of Bhutan	56,125
University Joseph Ki-Zerbo (Burkina Faso)	152,500
University of The Gambia	32,500
Addis Ababa University	31,481
University of Liberia	5,680
Lilongwe University of Agriculture and Natural Resources	54,500
Pokhara University	11,136
Total LUCCC in-kind co-financing	343,922

In addition, the executing agency (START) will contribute off-project technical support for the activities in outcome 1.2 according to the following estimates:

- ? 1.2.1.1. & 1.2.2.3. Technical support for ensuring gender equity and strong gender representation: USD2,000
- ? 1.2.2.4. & 1.2.2.5. Technical support for SOP and MoU formulation: USD2,000
- ? 1.2.3.1-1.2.3.5. Additional technical support for all activities and deliverables: USD3,000
- ? 1.2.4.1. & 1.2.4.2. Technical support to develop business plans and outreach to development partners to identify potential external resources to bolster thinktanks: USD3,000

Total co-financing from the executing entity for outcome 1.2 total: USD10,000

Grant co-financing

The participating LUCCC universities will provide grant co-financing through externally funded projects and initiatives that they are currently implementing. The table below indicates the relevant activities, all of which serve to advance the objectives of the GEF project. It should be noted that these projects and initiatives will also support outcome 1.1, and so the table below includes 50% of the total amount, with the balance 50% indicated in the table for outcome 1.1.

Initiative	Country	Amount
Sustainable Natural Resource Management in the High Mountain and the Arctic (SUNRAISE)	Bhutan	USD24,800 grant from EU Erasmus+
Sustainable Development of Smart Agriculture (SUNSPACE)	Bhutan	USD24,800 grant from EU Erasmus+
Building Capacity for Climate Smart Agriculture	Bhutan	USD28,000 grant from Bhutan Trust Fund for Environmental Conservation
West African Science Service Centre on Climate Change and Adaptation Land Use	The Gambia	USD168,000 grant from BMBF
Renewable Energy Project	The Gambia	USD56,000 grant from BMBF
Climate Change and Land Use and Land Management Project	The Gambia	USD36,500 grant from BMBF
Developing Short Courses for Liberia's Environmental Protection Agency	Liberia	USD180 grant from GoL EPA
CBIT Implementation for Liberia's Environmental Protection Agency	Liberia	USD2,500 grant from GoL EPA
National Ecosystem Assessment Project	Malawi	USD25,000 grant from UNEP
Total grant co-fianancing from LUCCC members		USD365,780

Component 2: Technical capacity building for LDC governments.

This component of the project intends to provide small grants primarily to the thinktanks established in component 1 to support the production of technical service products that are needed by host governments to support climate change adaptation planning and project development. As noted in the PIF, this project is based partially on the fact that endogenous capacities are lacking to support climate change adaptation processes among individuals and institutions in the LDCs, and this in turn is contributing to the larger problem that LDCs are not accessing their fair share of global climate change finance to support adaptation efforts. While there exists demand for high-quality technical services in LDCs, much of this demand is met by external consultants and consulting firms. The preferred solution is to therefore build up LDC universities so that they can provide high-quality, fee-based technical services to meet the demand.

However, the project understands that simply by capacitating universities to provide technical services, it will not necessarily lead governments and other paying clients to enter into agreements and contracts with the universities, because in many cases these universities have no track record and may be

considered an unproven variable. In other words, the existence of thinktanks in and of itself is no guarantee that potential clients will start to procure services from the thinktanks. Therefore the grants provided by the second component will fill a critical funding gap and will allow the newly established thinktanks to demonstrate their competencies and capabilities to prospective clients, which will ultimately catalyze demand for additional paid work for the thinktanks, which in turn will contribute to their sustainability.

Outcome 2.1: Think tanks at select LDC universities provide technical services that meet government demands.

This outcome intends to catalyze demand for thinktank services by providing small grants to the LUCCC institutions to produce technical products/services that are needed by host governments.

LDCF resources will be used to support the following outputs and activities.

Output 2.1.1. Small grants program set up with proposal guidelines, procedures, and evaluation criteria to support demand-led policy research and technical services. The EA will coordinate the establishment of procedures for administering small grants and will subsequently issue one or more calls for proposals to thinktanks and to the wider LUCCC group. During the second year of the project, the EA will explore the possibility of making the small grants facility permanent and embedding it within the LUCCC structure, or within the LDC Group secretariat that the LDC Chair is currently working to establish. The procedures and evaluation criteria that are developed for this call for proposals will include mechanisms to encourage women and other underrepresented groups to submit project proposals, and will include evaluation criteria to ensure that GESI considerations are mainstreamed into project proposals. Indicative activities include:

- ? 2.1.1.1. Establish procedures, evaluation criteria, and target distribution for small grants (Up to USD40000 each). The EA will establish the procedures and rules for the small grants program. This will include determining the distribution of the grants; it is expected that no less than 60% of the grant funds will be provided to thinktanks, whereas the balance of grant funds will be open to all LUCCC members on a competitive basis. The procedures, criteria, and distribution will be subject to approval by the LUCCC group and the project steering committee.
- ? 2.1.1.2. Execute one or more requests for proposals. The EA will issue at least one RFP and will provide detailed written guidance to LUCCC universities on how to develop a competitive proposal.
- ? 2.1.1.3. Administer small grants. The EA will oversee the transfer of funds to grantees, will ensure that grantees provide regular reports on grant implementation, and will conduct monitoring and evaluation on the small grants program.

Output 2.1.2. At least 20 demand-led and policy relevant technical outputs prepared across LUCCC university thinktanks in a minimum of 5 countries. This output applies the small grants from 2.1.1 to

develop technical products. Grantees will receive technical support from mentor institutions in executing the grants. Indicative activities will include:

- ? 2.1.2.1. Support thinktanks and LUCCC grantees to execute grants.
- ? 2.1.2.2. Compile results of small grants into best practice knowledge product. Based on the results of the small grants, the EA will develop a knowledge product analyzing lessons learned and identifying best practices.

The executing agency (START) will contribute off-project technical support for the activities in outcome 2.1 according to the following estimates:

- ? 2.1.1.1. Technical support to develop evaluation criteria and target distribution for small grants program: USD1,000
- ? 2.1.1.3. Technical support and quality assurance for small grants: USD2,000
- ? 2.1.2.1. & 2.1.2.2. Technical support for the development of technical outputs: USD8,000

Total co-financing from the executing entity for outcome 2.1 total: USD11,000

The executing entity will also provide grant co-financing for outcome 2.1 through the following initiatives:

- ? EPIC project. The EPIC project promotes collaboration between universities and local governments with a focus on strengthening capacities in the Asia-Pacific region. The GEF project will benefit from these activities to improve coordination and cooperation between universities and government agencies. Start date: June 2020; end June 2022. Funded by UNEP-GAN through Ministry of Environment of Japan. Total funding USD100,000; prorated funding USD75,000.
- ? START regional program promoting capacity development in Asia for universities and local governments working together to promote climate resilience, collaboration with the Institute of Global Environmental Strategies (IGES, JAPAN) for efforts in South and Southeast Asia. Start date: 14 Sept 2015; end 30 May 2022. Funded by USAID. Total funding: USD1,065,822; prorated funding USD76,130.
- ? Collaboration of Adaptation and Resilience in Mali (COFARM). COFARM builds capacities of researchers to work with societal partners in promoting adaptation in the agricultural sector in semi-arid lands. The GEF project will benefit from tools and knowledge products developed for COFARM, as well as the application of best practices. Start date: 1 April 2020; end 31 Dec 2021. Funded by IDRC. Total funding: USD218,995.

Component 3: Scaling Up

This component supports outputs and activities to encourage greater communication and sharing among members of the LUCCC group. It is expected that after the project ends, the thinktank network will be embedded within the existing structure of the LUCCC, and so this component helps to establish the enabling conditions for a successful phase over. In addition, the component will develop a sustainability and upscaling strategy to facilitate the entry of more thinktanks into the network in the future.

LDCF resources will be used to support the following outputs and activities.

Outcome 3.1. Think tank model incorporated into LUCCC expansion and scale up plan

Output 3.1.1. Two meetings conducted to a) share knowledge and learning about the thinktank experience; b) strengthn the overall LUCCC thinktank network; and c) increase regional and global awareness of the thinktanks and their capabilities. The EA will arrange and facilitate meetings to improve coordination between the thinktanks and the LUCCC group, to raise awareness about the thinktanks, to disseminate learning and experience from the thinktanks to the broader LUCCC and other LDC stakeholders, and to encourage additional universities to consider hosting thinktanks.

Activities will include:

- ? 3.1.1.1. Conduct midterm LDC/LUCCC network meeting. A meeting will be conducted towards the end of the first year to raise awareness of the model and discuss enhancement, up scaling, and financial sustainability.
- ? 3.1.1.2. Conduct learning and sustainability meeting. A second meeting will be conducted towards the end of the second year of the project with representative LDC governments and universities to disseminate lessons from the project and to discuss enhancement, up scaling, and financial sustainability.

Output 3.1.2. LUCCC thinktank network upscaling and sustainability strategy developed. The EA, the LUCCC, the LDC Group, and project partners will work to develop a sustainability and upscaling strategy. This will include identifying additional ?clients? for the thinktanks as well as opportunities for further enhancement of the capabilities thinktanks and the LUCCC members. It is expected that there will be significant interest from development partners, multilateral banks, and other stakeholders in partnering with the thinktanks after the project ends. Indicative activities include:

- ? 3.1.2.1. Identify potential partners for thinktank network. The EA will conduct ongoing consultation with development partners, multilateral banks, NGOs, academic institutions and other stakeholders to identify partners/clients to support thinktank activities in the future.
- ? 3.1.2.2. Establish procedures for the establishment of additional thinktank. Procedures will include institutional requirements and expected costs for establishing new thinktanks. These

procedures will be approved by the LUCCC group and will be consistent with their overall plans for expanding the LUCCC network.

- ? 3.1.2.3. Compile sustainability and upscaling strategy. The EA will work with the project steering committee to compile the sustainability and upscaling strategy. This strategy will be used by the LUCCC group to guide expansion of the network in the future.

Output 3.1.3. At least 2 knowledge products developed to synthesize and disseminate lessons learned and best practices from the thinktank network. The EA will develop a branding strategy that is consistent with LUCCC's existing branding. The EA will also develop press releases and other communications materials to disseminate the existence of the thinktank network to stakeholders within and outside the LDCs.

- ? 3.1.4.1. Develop logos and related branding materials.
- ? 3.1.4.2. Formulate a communications and outreach strategy. The EA will develop a communications and outreach strategy with targeted messaging for different stakeholder groups, including LDC government and universities, development partners, international NGOs, regional and international academic associations, developed country universities.

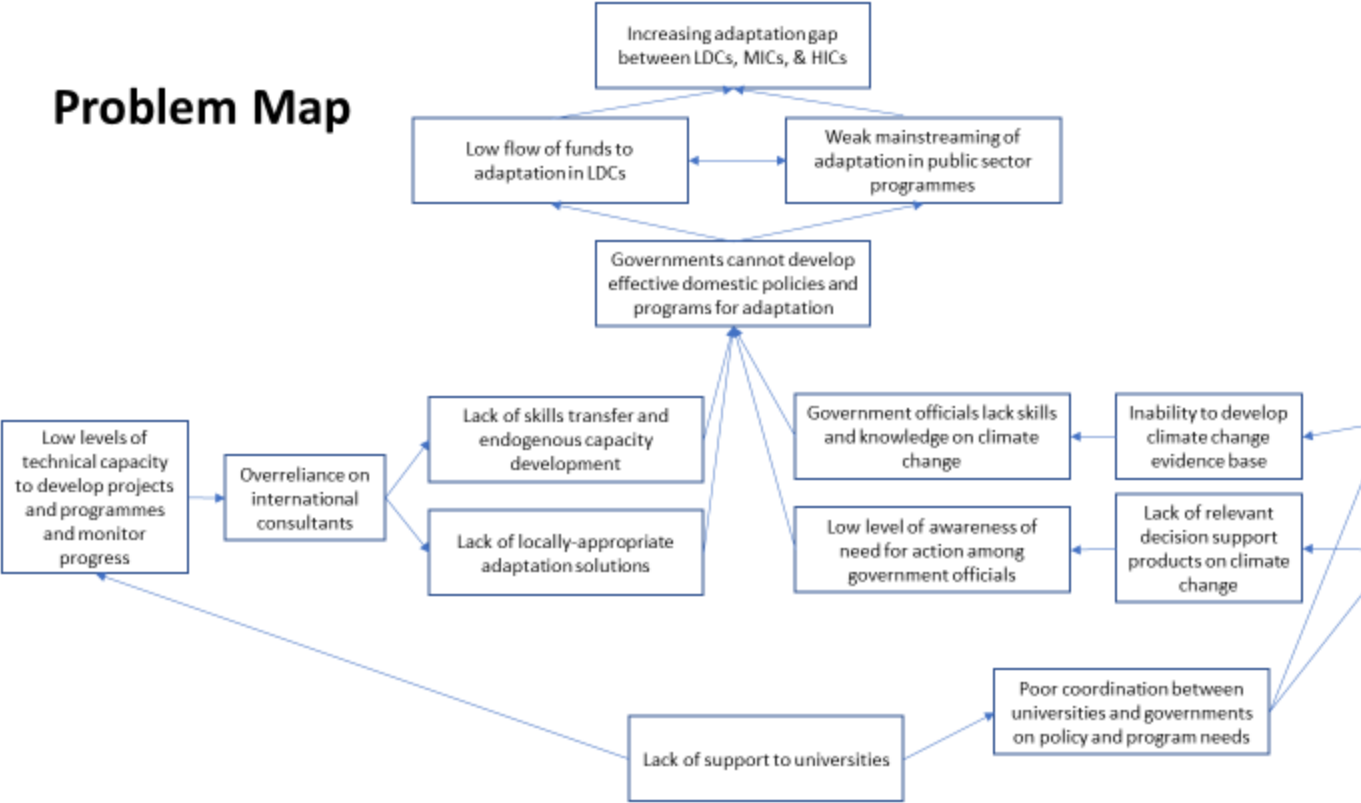
The executing agency (START) will contribute off-project technical support for the activities in outcome 3.1 according to the following estimates:

- ? 3.1.1.1. & 3.1.1.2. Technical support, beyond administrative and project management costs to ensure effective meeting outcomes: USD4,000
- ? 3.1.2.2. Technical support for the establishment of additional thinktanks: USD2,000
- ? 3.1.2.3. Technical support for the development of thinktank network upscaling strategy: USD3,000

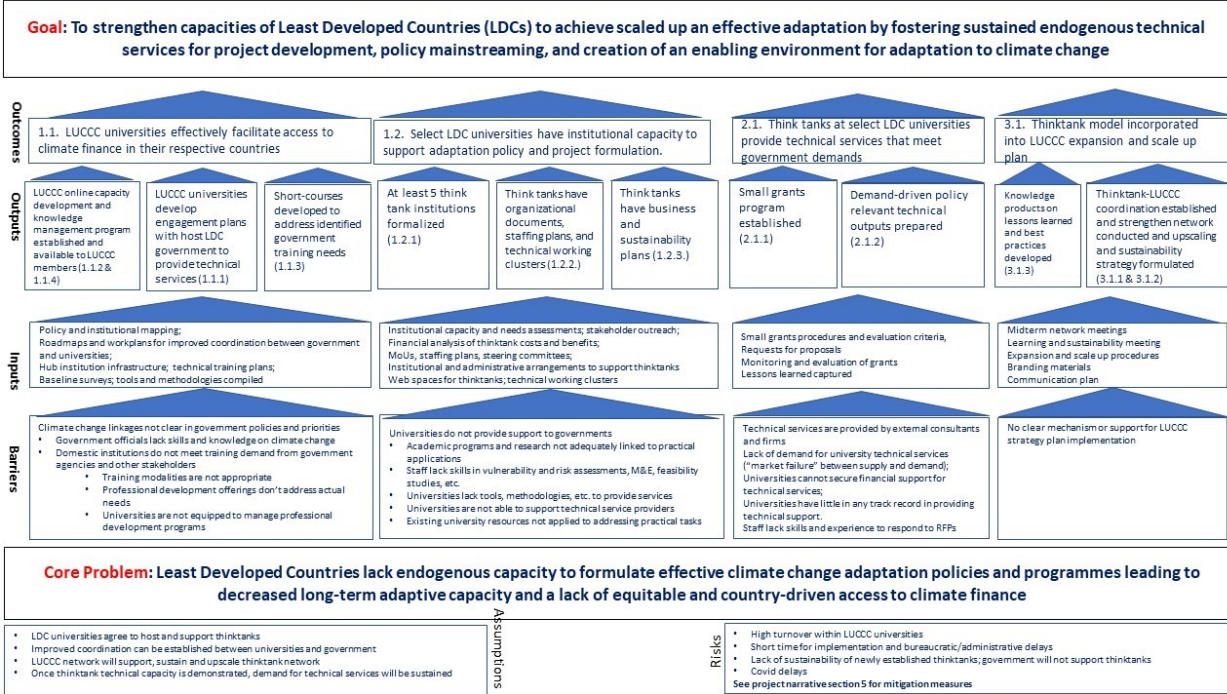
Total co-financing from the executing entity for outcome 3.1: USD9,000

Lastly, the **Global Adaptation Network** will provide 100,000 USD towards component 3 of the project which will be used to convene / bring universities and stakeholders to share knowledge under Component 3 of the project. Contributions can be used toward funding for a training on the EPIC model with the think tanks / university connections that are set up. The Global Adaptation Network (GAN) provides a worldwide platform to distribute and exchange climate change adaptation knowledge in a variety of ways. As an umbrella organization spanning most continents, GAN is composed of many regional networks and partners, each of which provide knowledge services in their respective region.

Problem Map



Theory of change diagram



5) Additional cost reasoning and expected contributions from the baseline

The project has been developed to build the capacity of universities to support governments in addressing the impacts of climate change, to which the participating countries have historically made little/negligible contribution to. In other words, the project is necessitated by the emergence of a larger problem that the LDCs did not cause. As is widely understood, this creates an additional burden for LDC governments to dedicate public funds to addressing climate change impacts, which diminishes the ability of the same governments to address other critical development challenges. In the baseline scenario, LDC universities, which are underfunded and under resourced like most institutions in the LDCs, will not be able to support host governments in addressing climate change issues, and will not be able to dedicate scarce resources to establish programs to train people to be part of the countries' adaptation response. With LDCF funding, the countries will not have to draw down support for other development priorities to establish effective programs at universities, and they will benefit from the thinktanks and the overall thinktank network.

In addition, as noted in the project's theory of change, there are structural issues in the global system that parses out finance for adaptation that have led to LDCs not getting their fair share. Without this project these structural issues will continue into the future, and the LDCs will continue to have low endogenous capacity to develop projects and policies to effectively address the increasing impacts of climate change. Without the project, costs of adapting to climate change will increase for LDCs, as they will be less able to take action to mitigate future costs.

The primary alternative to the global approach utilized by this project would be to implement separate capacity strengthening projects targeting individual countries/universities or regional groupings. The global approach offers several advantages with respect to cost effectiveness. The global approach exploits economies of scale, with a single project management unit coordinating all activities across

multiple countries. In addition, the project takes advantage of the LUCCC's existing institutional infrastructure to support coordination between the universities and knowledge sharing.

Separate projects would also entail higher administrative costs as well as the potential for inefficiency through redundancy. The global approach involves creating capacity development materials (training curricula, webinars) and tools and methodologies and then localizing them at the university level. This ensures that the materials developed can be used by all LDC universities whether or not they participate in the project. On the other hand, separate, uncoordinated projects risk developing substantially similar knowledge products, curricula, and tools in multiple countries, thus significantly increasing costs. For example, five separate university support projects may each include an activity to develop and implement workshops on mainstreaming gender into adaptation policy and project design. In this hypothetical case, the costs associated with this activity are duplicated multiple times. With the global approach, the materials are developed one time and are then implemented across all of the universities in the network.

In addition, with the global approach, the marginal costs to include additional universities in many of the project's activities is small since the project utilizes online delivery for much of its capacity development. Therefore, the global approach creates the potential to add additional beneficiaries to the project during implementation without significantly increasing costs. As noted elsewhere, the LUCCC is currently finalizing its 2021-2030 strategy, which includes plans to bring in universities from all LDCs over this timeframe. Therefore, there is a strong possibility that additional universities can be added. A country-specific approach would not offer this kind of low-cost scalability.

Moreover, the post-project costs of maintaining the network are far less in the global approach. Since the project is working with the LUCCC group, the costs of maintaining the network of thinktanks can be shared among all members of the LUCCC. This includes maintaining and updating the information and knowledge base which will support the thinktank network. This eases the financial and administrative burden on each member university. With individual projects, this burden must be shouldered by each university individually, which is beyond the means of most LDC universities.

The baseline scenario also features climate change adaptation project and policy development being driven by donors and development partners, continuing to employ external consultants and consulting firms to provide technical services and support. This will continue to impede the identification of locally-driven and locally-appropriate approaches to climate change adaptation. This has in fact been a major critique of the current state of international climate finance; there is an overreliance on externally driven solutions that lack innovation and transformative potential because local stakeholders are not sufficiently engaged in the design of the intervention. With LDCF funds, the LDC-based university thinktanks can be the tip of the spear for shifting to more locally generated adaptation projects.

6) Global environmental benefits (GEFTF) and/or adaptation benefits (LDCF/SCCF)

The project will have significant adaptation benefits that will accrue at multiple levels.

At the **international level**, the project will contribute to improved effectiveness and equity in terms of the distribution and application of global climate finance. As described in the context section of this project document, LDCs have received a disproportionately small share of adaptation funding when compared to middle income countries. At the same time, the world's most vulnerable populations tend to be concentrated in the LDCs. Therefore, by improving the domestic human and institutional capacities within LDCs to execute policy-relevant and decision support research, and to provide demand-driven technical services, the project will create enabling conditions whereby more funding can flow to the LDCs for adaptation. This will increase the overall absorptive capacity of the LDCs allowing adaptation finance to be used more readily and efficiently in these countries. As a result, the per-dollar adaptation benefits of global adaptation investments will increase since there will be a greater focus on these most vulnerable communities and populations.

Related to this, by improving endogenous capacities, the ability of domestic institutions to access climate finance will increase as well. For example, the number of direct access entities (DAEs) to the Green Climate Fund in LDCs; currently there are 14 DAEs in LDCs, and eight of the countries represented by this project host at least one DAE. The GCF has prioritized funding adaptation projects through DAEs, but according to a recently released report (February 2021) by the GCF's Independent Evaluation Unit, 87% of the GCF's adaptation finance is committed through international accredited entities. This demonstrates clearly that, as difficult as it is, achieving accreditation is insufficient for funds to start flowing to countries. The DAEs also need to be able to produce fundable projects, and this requires access to highly specialized technical skills and services. The project's work to strengthen technical service provision at universities, and also to enhance current and future human resources will help supply the national DAEs with these needed resources, eventually resulting in more financing and improved adaptation globally.

At the **regional level**, adaptation benefits will be manifested by the increased ability of participating universities and countries to contribute to regional adaptation efforts, including improved data and information sharing and knowledge exchange. It is expected that the project will have a strong demonstration effect, and that additional universities in neighboring countries will be encouraged to join the LUCCC network. In addition, the participating universities and their host countries will be better able to plan and coordinate multi-country and transboundary adaptation programmes, which is expected to contribute to the medium and long-term enhancement of adaptive capacity for water resources (e.g., rivers and wetlands), transboundary ecosystems and habitats, and coastal and marine resources.

Adaptation benefits at the **national and subnational levels** will be manifold. The project will contribute to the establishment of a sustainable pipeline of graduates with applicable and marketable skills in climate change adaptation. The improvement in human capacities for adaptation work will have a cascading effect beginning with the universities themselves, which will play a stronger role in adaptation planning and implementation, to government agencies, private sector entities, and civil society organizations where university graduates find employment. Host countries will also benefit from the improved coordination between government agencies (information consumers) and university thinktanks (information producers). The project's improvements in data, information, technical services, and capacity will contribute to improved decision making processes in government agencies.

In addition, by improving the flow of adaptation finance to the countries, the project will make a significant contribution to improved adaptive capacity. Lastly, by working through national universities and fostering endogenous talent the project will facilitate the development of more locally-rooted adaptation measures that are more effective in providing adaptation benefits.

7) Innovativeness, sustainability, and potential for scaling up

Innovation

The project builds on previous efforts to build capacities at LDC universities. However, a major weakness of some past efforts is that they have been limited to the project, and even if they do include activities to establish networks among the various partners, these networks are often not sustainable beyond the life of the project. This project's major innovation is that it goes beyond these previous efforts by partnering with the LUCCC, an *existing network fully owned by the LDCs themselves*. The project is very clearly aligned with the mission of the LUCCC and has strong buy-in from the LUCCC members. Therefore, the project is very responsive to specific institutional needs of the individual LUCCC members, while including activities to strengthen the network as a whole. In addition, the project is aligned with the "hub and spokes" model preferred by the LUCCC network; this means that one of the LUCCC institutions serves as a central coordinating node (in this case, for capacity development), and provides assistance and information to all of the members, and coordinates joint activities and knowledge sharing. This project is the first of its kind to work directly with the LDC Group and the LUCCC, and represents a promising new implementation pathway for the GEF and other financiers.

In addition, the project takes an innovative approach to capacity development in that it is demand driven, rather than donor driven. Some previous projects have provided capacity development and institutional strengthening, building capabilities to provide services with the assumption that once the project is completed, the demand for the new services will manifest itself. This project instead will conduct analyses in each of the participating countries to understand what the specific needs are of those countries based on their adaptation priorities and trajectories (i.e., by analyzing NAPs and conducting institutional assessments of universities and coordinating government agencies), and will then tailor capacity and skills development activities and knowledge product design to address the needs.

The project is also innovative in its use of a small grants mechanism to catalyze demand for the newly established thinktanks' services. The project understands host governments and other stakeholders as *clients* for the technical services the thinktanks will provide, and so the small grants will enable the thinktanks to demonstrate their capabilities, establish a track record, and reduce uncertainties among these clients, eventually contributing to sustained demand for the technical services from the thinktanks. Lastly, by incorporating mentor institutions, the project incorporates an element of south-south learning that will help the LUCCC member draw on established best practice to design systems to address issues that are commonly faced in LDCs and in LDC universities.

Sustainability and potential for scaling up

The sustainability of the project comes from several elements. First of all, the project is embedded within the existing structure of the LUCCC, which will take ownership of the network of thinktanks after the project has completed. The project is also aligned with the existing missions of several of the participating universities; for example, many of the universities have a mandate to provide decision support research and technical services to host governments. Some of the universities have already indicated their intention to host thinktanks, as the thinktank aligns with the strategic vision and programming priorities of the universities; at least two universities have committed informally to providing financial support to the new thinktanks. This alignment supports the medium and long-term sustainability of the thinktanks to be established by the project.

The project also includes activities and outputs designed to strengthen the sustainability of the thinktanks and the thinktank network. First, the project will work with all of the universities to develop engagement plans and partnership activities with relevant climate change agencies within their host governments. This will improve overall coordination between the universities and the host governments, which should support the post-project sustainability of the project's investments in capacity development and tools for all of the LUCCC members. Second, at the universities that choose to establish new thinktanks, the project will work with the new thinktanks to formulate sustainability and business plans based on sound research and analysis. These plans will outline actions to support the longevity of the thinktanks and the transition to self-sufficiency (where the thinktanks are generating revenue from technical services to offset their operational costs). Third, the project includes a robust plan for sharing knowledge from the thinktanks and for creating procedures whereby new thinktanks can be established by the LUCCC. This plan includes an overall sustainability plan for the thinktank network.

Lastly, the project design team has been working with other development partners and initiatives to identify sources of support for the newly established thinktanks after the project ends. This is based on the understanding that the thinktanks will require some initial support at least over the short term until they generate enough business to offset their costs of operations. Continued support from other initiatives will prevent the thinktanks from falling off a fiscal cliff, and will support a medium-term transition to self-sufficiency for the thinktanks. The design team has already identified at least one potential partner and is advanced stages of negotiation. UNEP and the executing agency will continue to work to identify additional partners throughout the life of the project, both in terms of supporting thinktanks during the transition to self-sufficiency, and in creating increasing demand for the thinktanks' services.

[1] UNEP (2014), *The UNEP Adaptation Gap Report 2014*. Nairobi

[2] UNEP (2021). *The UNEP Adaptation Gap Report 2020*. Nairobi

- [3] <https://unfccc.int/resource/docs/convkp/conveng.pdf>, last accessed 18/10/2017
- [4] [http://www4.unfccc.int/Submissions/Lists/OSPSubmissionUpload/261_295_131233554162587561-Roadmap%20to%20the%20US\\$100bn%20\(UNFCCC\).pdf](http://www4.unfccc.int/Submissions/Lists/OSPSubmissionUpload/261_295_131233554162587561-Roadmap%20to%20the%20US$100bn%20(UNFCCC).pdf), last accessed 18/10/2017
- [5] <http://unfccc.int/resource/docs/2015/cop21/eng/10a01.pdf#page=2>, last accessed 18/10/2017
- [6] OECD. 2020. Climate Finance Provided and Mobilized by Developed Countries in 2013-2018. OECD Publishing, Paris.
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- [8] <http://climatepolicyinitiative.org/wp-content/uploads/2015/11/Global-Landscape-of-Climate-Finance-2015.pdf>, last accessed 20/10/2017
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- [10] Averchenkova, Alina, et al. 2020. Delivering on the \$100 Billion climate Finance Commitment and Transforming Climate Finance. Independent expert group on climate finance.
- [11] <https://www.newclimateforpeace.org/blog/financing-resilience-3-lessons-be-learned-climate-finance>, last accessed 18/10/17
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- [14] Shakya, Clare. 2021. Access to Climate Finance: Workshop Report. International Institute for Environment and Development.
- [15] Shakya, Clare. 2021. Access to Climate Finance: Workshop Report. International Institute for Environment and Development.
- [16] <https://www.ecoltdgroup.com/all-issues/green-climate-fund-paradigm-shift-survey-sheds-light-on-decision-making/>, last accessed 18/10/17
- [17] <https://www.iied.org/expediting-direct-access-gcf-for-least-developed-countries>, last accessed 18/10/17
- [18] These numbers are based on projects approved by January, 2019.

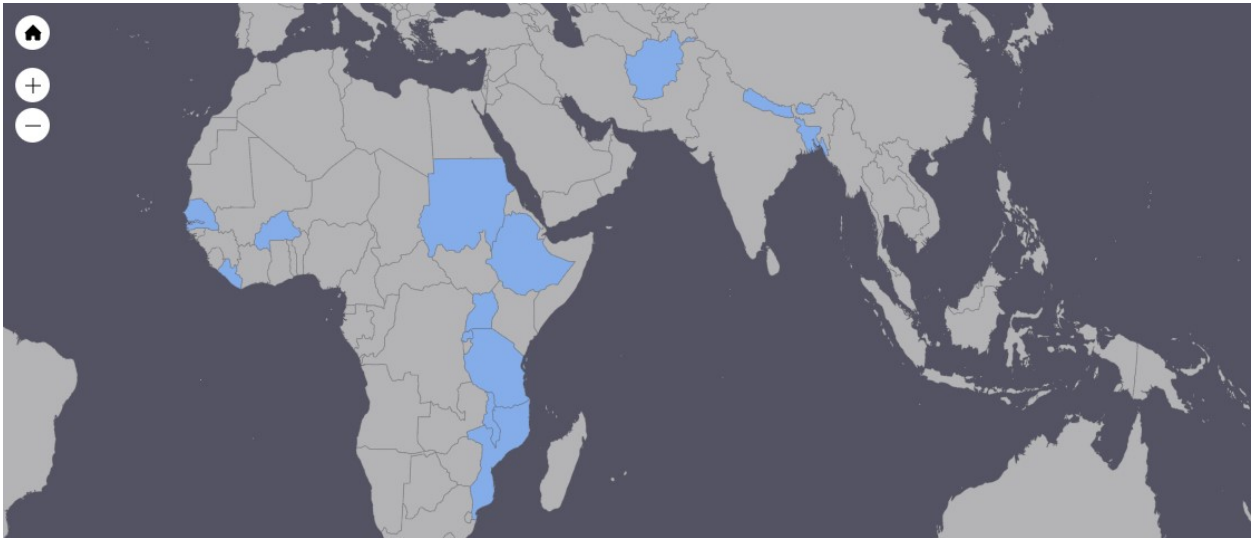
[19] This should not be taken to suggest that this PIF aims solely at increasng ?readiness? for readiness grants and projects; rather the example is illustrative of one potentially many drivers of demand for the services the PIF aims to provide.

1b. Project Map and Coordinates

Please provide geo-referenced information and map where the project interventions will take place.

The project will take place at 15 universities, most of which are located in the capitals of the following countries:

1. Afghanistan (Kabul University)
2. Bangladesh (Independent University of Bangladesh)
3. Bhutan (Royal University of Bangladesh)
4. Burkina Faso (University Joseph Ki-Zerbo)
5. Ethiopia (Addis Ababa University)
6. The Gambia (University of the Gambia)
7. Liberia (University of Liberia)
8. Malawi (Lilongwe University of Agriculture and Natural Resources)
9. Mozambique (Eduardo Mondland University)
10. Nepal (Pokhara University)
11. Rwanda (University of Rwanda)
12. Senegal (University of Cheikh Anta Diop)
13. Sudan (University of Khartoum)
14. Tanzania (University of Dar-Salaam)
15. Uganda (Makerere University)



es-

1c. Child Project?

If this is a child project under a program, describe how the components contribute to the overall program impact.

Not a child project

2. Stakeholders

Select the stakeholders that have participated in consultations during the project identification phase:

Civil Society Organizations Yes

Indigenous Peoples and Local Communities

Private Sector Entities

If none of the above, please explain why:

Please refer to the stakeholder consultations Annex J

Please provide the Stakeholder Engagement Plan or equivalent assessment.

A stakeholder engagement plan for the project implementation phase has been developed (see table below) and will be further reviewed and elaborated on during the project inception phase. Stakeholders will be consulted throughout the implementation phase to: i) promote understanding of the project's outcomes and approaches among different stakeholders; ii) promote local ownership of the project through engagement in planning, implementation and monitoring of the interventions; iii) solicit technical inputs for the successful design, implementation and monitoring of the interventions; iv) communicate to the public in a consistent supportive and effective manner; v) ensure gender equality; and vi) maximize complementarity with other ongoing projects.

The following table summarizes the project's stakeholder engagement plan. The stakeholders have been grouped according to three levels:

- ? Level 1: persons and groups who are able to influence and decide the outcomes and the manner of the project implementation or make decisions based on the outputs of the project;
- ? Level 2: persons and groups that participate in the project directly;
- ? Level 3: persons and groups affected directly or indirectly by the outcomes of the project's implementation.

Stakeholder Engagement Plan

Stakeholder group	Description and relevance to the project	Proposed roles in the project	Means of engagement
Level 1 stakeholders			

<p>LDC University LUCCC coordinators</p>	<p>Each of the participating universities has a designated LUCCC coordinator(s) (usually faculty members) that is responsible for representing the university in the LUCCC. These coordinators have been heavily involved in the design of the project, and will serve as the project's focal points at the universities during implementation. These coordinators are critical to the success of the project. All of the coordinators are experts in climate change adaptation, and the project will provide an opportunity for these coordinators to develop skills to bridge the gap between data/information production (in academic institutions), and information consumption (in government agencies). These LUCCC coordinators will be responsible for ensuring that the project's outputs and outcomes continue to provide benefits beyond the life of the project.</p>	<p>LUCCC coordinators will serve as the focal points for the project implementation at each participating university. In coordination with the executing agency (START), the coordinators will manage several of the project activities, including</p> <ul style="list-style-type: none"> --1.1.1.2: Institutional mapping --1.1.1.3: Formulate roadmaps --1.1.1.4: Establish collaboration agreements and workplans. <p>Coordinators will also be responsible for disseminating information about the project to the wider faculty at their universities, and for making intra-university connections with other relevant departments (e.g., science & social science faculties, departments and offices responsible for gender studies and gender policy, etc.). The coordinators will recruit a diverse range of professors,</p>	<p><u>Participation in planning and implementation of project activities.</u> Coordinators will lead the implementation of several activities over the course of the project and will support the implementation of others. Throughout the project the executing agency (START) will hold bilateral and group consultations with the coordinators to obtain input on how activities should be implemented. There will be an open communication channel between the coordinators and the project management unit.</p> <p> </p> <p><u>Ongoing monitoring.</u> Regular check-in calls for monitoring and updates with executing agency (START). Coordinators will advise on implementation progress, potential issues, and will provide inputs on content and topics for capacity development activities.</p> <p> </p> <p><u>Project planning.</u> LUCCC coordinators will provide written and verbal inputs into project implementation workplan and reporting documents.</p> <p> </p> <p><u>Network maintenance and consultation.</u> Participation in monthly conference calls with executing agency and other participating universities.</p> <p> </p> <p><u>Lessons learned.</u> Coordinators will make contributions to information products and best-practice materials; inputs to web stories about the project</p>
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<p>LDC Group and LUCCC</p>	<p>The project is being conducted in partnership with the LUCCC, which is a part of the LDC Group, and so the project has been designed in coordination with the LDC Group, which has provided important inputs and direction in the project's design. The project must be conducted in a manner consistent with the LDC Group's priorities and directions. At the end of the project, the thinktank network established by the project is expected to be incorporated into the overall LUCCC network structure.</p> <p>The project is also the first one to be implemented in close coordination and partnership with the LDC Group and the LUCCC, though the LDC Group has prioritized playing a greater role in the design and implementation of climate change-related project in LDCs. Therefore the development and implementation</p>	<p>The role LDC Group is strategic oversight. The LUCCC will serve as an implementation partner for the project. The LUCCC country contacts will serve as the points of contact for the project in each of the 15 LUCCC universities. They will also play an important part in the implementation of the project, and the so the project budget includes allocations for each university to support the role of the PoCs.</p> <p>The LDC Group and the LUCCC will be actively involved in the planning and implementation of the learning and scaling up activities, including:</p> <p>3.1.1.1. Midterm network meeting (planning and participation)</p> <p>3.1.1.2. Learning and sustainability meeting (planning and participation)</p> <p>3.1.2.1. Identifying partners for thinktank network</p>	<p>Participation in steering committee. The LDC Group Chair will serve as the chair of the project steering committee. Five representatives from the LUCCC universities will also be on the steering committee. This means that they will have strategic oversight of the project.</p> <p>Regular communication with executing agency (START). START will liaise regularly with the LDC Group, providing formal and informal updates. START will also provide updates at LUCCC online meetings.</p> <p>Inputs into workplans and implementation of activities. The LUCCC will be invited to provide inputs into annual workplans, as well as guidance for the topics and delivery modality of the project's capacity development activities.</p> <p>Participation in project activities. The LDC Group and the LUCCC</p> <p>Strategic planning. UNEP and START will engage with the LUCCC to incorporate the project's outcomes and the thinktanks (and thinktank upscaling strategy) into LUCCC's 10-year plan (2021-2030).</p>
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<p>START (executing agency)</p>	<p>As the executing agency START will manage the day-to-day implementation of the project. In addition, START will identify synergies with its other existing programs that are related to university strengthening, and will incorporate materials from previous projects into the current project when applicable. START will also continuously liaise with other organizations to identify potential areas of collaboration, as well as opportunities to expand the network of thinktanks and potentially bring additional universities into some of the project activities where this can be done without increasing costs.</p>	<p>START will have a wide range of roles:</p> <ul style="list-style-type: none"> --Day-to-day management --coordinating with and mentoring university points of contact; --Monitoring all project activities; --Managing risks and handling course corrections 	<p>Participation in steering committee meetings</p> <p>Regular contact with UNEP</p> <p>Official project emails and written reports</p> <p>Regular written and verbal communication with university points of contact</p>
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<p>UNEP</p>	<p>UNEP is the GEF Implementing agency responsible for the project and will be responsible for oversight. UNEP will also play an important role in identifying potential linkages to other initiatives as the project is implemented, in raising the profile of the project, the LUCCC, and the thinktanks, and in identifying ?clients? for the thinktanks.</p>	<p>UNEP will have a wide range of roles including</p> <ul style="list-style-type: none"> --Reviewing project workplans, budgets, and reports --Helping to resolve any disputes --Establishing linkages with other initiatives --Publicizing project results, successes, and lessons learned 	<p>Participation in steering committee meetings</p> <p> </p> <p>Regular contact with START (executing agency)</p> <p> </p> <p>Official project emails and written reports</p> <p> </p> <p>Regular outreach to other development partners, international NGOs, multilateral development banks, etc.</p>
<p>Level 2 stakeholders</p>			

University faculties

University faculty are among the primary beneficiaries of this project and will be key to its implementation and sustainability.

University faculty members have technical skills and knowledge that can be leveraged to provide improved technical services to governments. In some cases, this expertise may be directly related to climate change, but in other cases faculty members have sectoral expertise that is required to identify entry points for climate change adaptation work in various sectors. According to consultations with LUCCC members coordination between different faculty members and departments is poor with respect to climate change.

Some university faculty members (and their departments) have existing relationships

University professors will have the opportunity to play role in the implementation of the project in several ways, and the project implementation team (through the LUCCC coordinators) will work to reach out to faculty, explain the goals of the project and the relevance and value of the project to faculty members and departments, and incorporate them into the project's activities.

Engagement with university faculty will be carried out primarily by the LUCCC university points of contact that will facilitate the project's activities at each participating institution. The executing agency will also leverage their experience from previous initiatives to conduct outreach to university factor to raise awareness and interest in the project.

Key areas where faculty will play a role in the project include:

--1.1.1.3:

Awareness raising and outreach. During the inception stage of the project, the LUCCC points of contact will develop a list of faculties that would potentially be interested in the project. This list will be updated as the project is implemented. Each PoC will determine appropriate ways to disseminate information about the project to the people on the list (e.g., listserv, campus mail announcements), and will reach out individually to relevant faculty members and departments to discuss the project and opportunities for participation in both the planning of activities, and activity implementation.

Consultation and feedback. To prepare for outputs 1.1.1 and 1.1.2 (improving engagement with government and building capacity), the PoC will host an informational session for university faculty and will conduct person-to-person outreach to engage faculty in these activities. Through these consultations, the LUCCC coordinators will solicit feedback on how to best implement specific activities in each country.

Participation in activities. At the universities where thinktanks are established, thinktank coordinators will conduct information presentations and outreach as the thinktanks are being set up. Interested faculty will be invited to service on the technical working clusters that are established to provide technical services. For faculty, this will provide a way to be involved in funded research/technical projects. Faculty will also can serve on thinktank steering committees. The thinktanks will also establish affiliation MoU with relevant university departments, which will make it easier for faculty to participate in thinktank activities.

Faculty will be invited to provide inputs into project implementation through meetings and contacts with LUCCC coordinators throughout project implementation

All faculty outreach and engagement will be guided by the project's gender action plan.

<p>University students (graduate)</p>	<p>University graduate students (MA and PhD students) are a critical part in building future human capacities to support LDCs climate change adaptation efforts. However, there are often few opportunities at LDC universities to conduct funded research for theses and dissertations. Opportunities to gain practical technical experience on projects is also limited in many cases. Lack of research and work opportunities also hinders opportunities to develop outputs for peer-reviewed academic journals, which impedes professional development and advancement. Overall, graduate students face funding hurdles to further their studies. These factors contribute to many promising students seeking education in other countries.</p>	<p>Graduate students will be provided with opportunities to work with the thinktanks established by the project. The specific opportunities for graduate students will be determined at the university level.</p> <p>This may include working on technical projects, conducting research, and other tasks. This will provide invaluable professional development opportunities for graduate students, and will increase their engagement with government and other stakeholders in the host countries, thus increasing their job prospects.</p> <p>START and the university coordinators will develop procedures to ensure that female graduate students are encouraged to participate in and benefit from project activities, and that there are no barriers to female participation.</p>	<p><u>Awareness raising and outreach.</u> LUCCC points of contact and thinktank coordinators will host informational presentations for graduate students. In outcome 1.2, the project will work to establish formal procedures for the thinktanks that will facilitate administrative processes that will allow graduate students to work with the thinktank and be compensated for work on technical products and research.</p> <p><u>Consultation and input.</u> Where feasible and applicable, graduate students will participate in consultations with the university coordinators and with START to inform topic selection for capacity building activities. They will also be consulted to understand how thinktanks can help meet the academic and professional development needs of graduate students. Graduate students will also participate in surveys to determine topics for webinars.</p> <p><u>Participation in project activities.</u> Graduate students will be invited to participate in web-based capacity development activities. Where feasible, graduate students will be able to participate in teams to develop technical products (component 2). START and the university coordinators will also explore the potential for providing part-time employment to graduate students in the thinktanks.</p>
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<p>University administrators</p>	<p>University administrators are extremely influential in terms of the project's objectives will play a key role in the success of the project. Administrators have some control over university budgets, allocation of staff and faculty, and administrative procedures. They also are key focal points for negotiations with host governments about overall levels of government support for the university. University leaders can also facilitate contacts between the thinktanks and government agencies, private sector stakeholders, and international partners.</p> <p>The project is important to these stakeholders because it will help the universities fulfill their mandates to the host governments and will also lead to scaled up external support for the universities.</p>	<p>For this project, it is expected that university leaders and administrators will be advocates for the scaling up of technical services for climate change adaptation at the LUCCC universities and for the establishment of the thinktanks.</p> <p>The project will coordinate with university administrators to establish the institutional arrangements to support thinktanks, and to ensure that appropriate levels of funding and in-kind support are provided to ensure the sustainability of the thinktanks.</p>	<p><u>Awareness raising.</u> During the inception phase of the project, the executing agency and the LUCCC points of contact will initiate a process of engagement with university administrators to raise awareness about the goals of the project, and to increase support for the establishment of thinktanks. As the project advances, this engagement will continue. This will involve negotiations with university administrations to provide co-financing for the establishment of thinktanks, and to set up administrative arrangements to facilitate the functioning of the thinktanks.</p> <p><u>Monitoring and updates.</u> Throughout the project, the LUCCC coordinators will provide regular updates to university administration about the progress of the project's annual reports will also be disseminated to administrators.</p> <p>Outcome 1.2 also includes analyses that are aimed at identifying the costs and benefits of establishing thinktanks, and the steps that would be required on the part of the universities. The project consultants will prepare briefing products and presentations for university administrators and will participate remotely in information meetings with administrators to present the results of these analyses to inform decision making processes.</p> <p><u>Steering committee and strategy guidance.</u> Representatives of the university administration will serve on thinktank steering committees.</p>
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Host country governments

Host country governments are important to the project for at least two reasons. First, they will provide the ?market? for the technical services to be provided by the thinktanks (and in general for the LUCCC universities), and so good coordination and communication is critical. The needs of the government establish the relevance for the thinktanks and for the project. Second, governments provide funding to most of the universities in the LUCCC, and so their support is necessary to ensure the sustainability of the think tanks.

The specific government agencies involved will vary from country to country, and it is beyond the scope of this stakeholder engagement plan to identify all of the government agencies for 15 different countries. However, in all countries this stakeholder group includes the national government

The role of the host country governments is primarily as the prime client for the thinktanks? technical services. Related to this, government agencies will be partners in shaping the services that the thinktanks will provide by providing inputs about the technical and capacity development needs of the government, and in providing direction to the future development of the LUCCC universities and the LUCCC network overall. The improved government-university coordination that is brought about by the project will enable the universities to develop research programs that result in outputs that are consistent with government needs for improved planning and project/program development for climate change adaptation. These consultations will also help the LUCCC universities tailor their capacity building and professional development activities to meet the needs of the

Awareness raising and outreach. Outreach to governments will take place primarily in output 1.1.1, which includes a structured process to guide engagement between the LUCCC universities, and which will result in an engagement plan which details the technical service and research that the LUCCC universities will provide to governments. The overall process of engagement will inform the development of short course packages that the LUCCC members will use to train government officials.

Contributing to activity design and implementation. There will be ongoing engagement throughout the project and beyond between the universities and government agencies, as the activities in output 1.1.1 will seek to formalize coordination with the government. Through this regularized communication, government agencies will provide inputs to help determine the subject matter for the short courses to be developed for the project.

Sustainability and ongoing engagement. In addition, the project will develop business plans for the thinktanks that are established under the project. These business plans will include ongoing engagement with government agencies to expand the demand for thinktank services.

Strategic planning. Representatives of government agencies will be invited to serve on the steering/advisory committees of the thinktanks, which will further improve coordination.

Level 3 stakeholders

<p>UN country teams, resident coordinators and offices</p>	<p>The UN country teams can serve as an important resource to assist with the implementation of the project and to coordinate other forms of assistance with the GEF project. UN country teams have in depth knowledge of each country's context, as well as the overall landscape of development partner activities in the host countries. UN country offices may occasionally be able to provide technical or administrative support to the project implementation team (e.g., translation services).</p>	<p>UN country teams will provide additional support to the project in a manner to be determined during implementation.</p>	<p><u>Regular updates.</u> The UNEP task manager will touch base with UN country offices on at least a quarterly basis to apprise the country teams on the status of the project. Relevant project reports and workplans will be disseminated to the country teams as well.</p> <p> </p> <p><u>Consultation and strategic planning.</u> The implementation team will communicate with the UN country teams to solicit information about potentially complementary initiatives, and to discuss entry points for UN country office engagement, as well as support services that the country offices may be able to provide (e.g., translation).</p> <p> </p> <p><u>Initial consultation.</u> During the inception phase of the project, UNEP will reach out to all of the country offices to provide a briefing and background on the GEF project, and to solicit suggestions and concerns about the project's activities.</p>
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Development partners

Development partners are key stakeholders in the success of the project for at least two reasons. First, they provide much of the funding that governments use to procure the technical services that the thinktanks will provide (i.e., through technical assistance projects that they fund that procure consulting services). Therefore, it will be important for the project to liaise regularly with development partners to raise awareness about the project and to identify pipeline projects to be implemented by the development partners which may potentially provide opportunities for the thinktanks. Second, development partners may provide additional support to the thinktank network to expand the services of the thinktanks, to improve coordination capacity in the LUCCC network, to provide transition funding to offset

Development partners will have an advisory role and will serve as indirect customers for the thinktank services.

Strategic planning. 1-2 development partner agencies will have observer status on the project steering committee, where they will provide strategic advice to the PSC.

Awareness raising. UNEP and START will disseminate project knowledge products and success stories to development partners, national and international NGOs, multi-lateral development banks, and others. UNEP and START will also engage in direct consultation with these stakeholders to gain insights about how to best ensure the sustainability of the project and scale up the network.

Consultation and learning. Development partners will be invited to participate in the year 1 and year 2 learning workshops conducted as part of component 3.

Coordination for implementation. the executing agency will coordinate closely with development partners throughout the life of the project to identify complementary initiatives and potential areas for collaboration. This will include working actively to identify future clients for the thinktanks and for the LUCCC universities.

<p>Private sector stakeholders</p>	<p>The private sector is a peripheral but important stakeholder group for this project. Though the project activities don't directly benefit or involve the private sector, the project will generate knowledge and human capital that will ultimately be useful for the private sector.</p> <p>In addition, the scaleup and expansion plans for the thinktanks will include a focus on how the thinktanks can market themselves to private sector stakeholders. For example, the private sector may be interested in technical services and capacity development to integrate climate risks into business plans, or methodologies for identifying and addressing value chain vulnerabilities.</p>	<p>Private sector stakeholders may provide employment for students that are trained by the universities and who benefit from the thinktanks? Private sector stakeholder may also be clients for capacity development services (and technical services) provided by the thinktanks.</p>	<p><u>Awareness raising.</u> The project will conduct trade and industry groups in each of the target countries to provide information about the project and the function of the thinktanks that are being established.</p> <p><u>Consultation and input.</u> Where possible, university LUCCC coordinators will conduct consultations with private sector groups to determine the potential demand for technical and capacity development services from the university, and will also solicit inputs on topics and effective delivery modalities.</p>
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In addition, provide a summary on how stakeholders will be consulted in project execution, the means and timing of engagement, how information will be disseminated,

and an explanation of any resource requirements throughout the project/program cycle to ensure proper and meaningful stakeholder engagement

Please refer to the above stakeholder engagement plan with details on how stakeholders will be consulted throughout the project lifespan.

Select what role civil society will play in the project:

Consulted only;

Member of Advisory Body; Contractor;

Co-financier;

Member of project steering committee or equivalent decision-making body;

Executor or co-executor; Yes

Other (Please explain)

3. Gender Equality and Women's Empowerment

Provide the gender analysis or equivalent socio-economic assesment.

A gender assessment and action plan has been prepared as an input to the LDCF project ?Strengthening endogenous capacities of least developed countries to access finance for climate change adaptation?. The project will provide capacity development and institutional strengthening activities for at least 15 universities in least developed countries (LDCs). The project is being implemented in partnership with the LDC Group and the Least Developed Countries Universities Consortium on Climate Change (LUCCC). The Gender Assessment provides background on gender issues in each of the 15 project countries as it relates to the education sector, and also presents as much relevant information about gender issues in tertiary education and at the target universities as is possible.

From a broader perspective, issues of gender equality and educational opportunity are intertwined. Existing gender equalities within countries are generally reflected within the educational system and among educational outcomes, and educational systems often serve to reinforce and even exacerbate underlying inequalities and inequities that exist within broader society. At the same time, the educational system, and especially institutions of higher education, can have an outsized role in advancing gender equality. Globally women are more educated today than at any other point in history, and in almost every country, women have more education and more access to education than they did 50 years ago (Evans et al 2020). However, despite increases in schooling, women are still not as educated as men on the whole. In 2010, women's educational attainment lagged behind that of men

in approximately 75% of all countries, and in 30 countries the gap in attainment was greater than one year.

This situation is clearly evidence in the LDCs. In many LDCs women and girls are denied access to schooling. No country has achieved gender parity with respect to teachers and administrators at all levels in the education system. In general though, LDCs have made progress, though some have advanced farther than others. Most LDCs are characterized by significant participation gaps starting at the secondary education level, widening at the tertiary level. At the same time women are in most LDCs underrepresented among university faculty and administrators. General issues associated with gender inequality among faculty in universities include:

- ? A reflection of general societal norms and stereotypes towards women reflected in the workplace;
- ? Opaque or male-centric promotion procedures, with promotion trajectories that do not allow for parenting interludes;
- ? Differential access to research grants;
- ? Lack of opportunities for women to attend conferences and international workshops;
- ? A lack of female role models and mentoring.

It is within this overall context that this project will be implemented. This gender analysis and action plan has been written with several objectives in mind.

- ? The analysis and plan will help to ensure that gender considerations are mainstreamed into the overall design of the project, including the project's theory of change and its outcomes, outputs, and activities;
- ? The analysis and associated actions will help to ensure that potential barriers to the participation of women in the project are identified and addressed;
- ? The analysis and actions will help to ensure that women are able to benefit from the capacity development and institutional strengthening activities of the project; and
- ? The analysis will help to ensure that the project aligns with existing national and university-level initiatives to encourage the advancement of gender equality in tertiary education at the LDCs and at the targeted universities.

The project aligns with Sustainable Development Goal 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all?), and specifically addresses target 4.5: by 2030 eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people, and children in vulnerable situations.

Please refer to the detailed gender analysis and action plan attached

Does the project expect to include any gender-responsive measures to address gender gaps or promote gender equality and women empowerment?

Yes

Closing gender gaps in access to and control over natural resources;

Improving women's participation and decision making Yes

Generating socio-economic benefits or services or women

Does the project's results framework or logical framework include gender-sensitive indicators?

Yes

4. Private sector engagement

Elaborate on the private sector's engagement in the project, if any.

The project works directly with publicly-funded universities and therefore there is no role for the private sector in this project. The project will contribute indirectly to strengthening the private sector in that it will improve capacities of individuals in the target countries to provide specialized technical services for climate change adaptation. There is currently a strong market for people with these skills, but in most LDCs this demand is being met by people from outside the country. The project will increase the competitiveness of endogenous professionals, increasing their ability to secure contracts for services.

5. Risks to Achieving Project Objectives

Elaborate on indicated risks, including climate change, potential social and environmental risks that might prevent the project objectives from being achieved, and, if possible, the proposed measures that address these risks at the time of project implementation.(table format acceptable):

Risk Description	Category	Probability/ Impact	Consequence	Mitigation
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<p>LUCCC universities will not participate in the project</p>	<p>Implementation</p>	<p>Low/High</p>	<p>If LUCCC university members do not participate in the project, the activities cannot be implemented at those universities. The project will not have the overall, synergistic network strengthening effect that it intends to have</p>	<p>This risk is largely mitigated by the fact that the LDC Group asked for the project to be redesigned to work directly with the LUCCC, which is a subsidiary body of the LDC Group. Further mitigating this risk: The design team has conducted two consultations with all the LUCCC members to seek input and to validate the project approach. The project document has been circulated for review and comment, and we have received and incorporated suggestions from LUCCC members. We have also conducted bilateral consultations or have received written feedback with 13 of the 15 members of the LUCCC group. The project will conduct check-in consultations throughout the project to ensure that LUCCC members' perceptions are heard and incorporated into implementation when appropriate. In addition, the project steering committee will include strong representation from the LUCCC members, with 5 members selected by the group. This will create an additional layer of ownership over the project. Enthusiasm for the project among the LUCCC members is high.</p>
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<p>High turnover within the LUCCC universities? faculties and staff</p>	<p>Implementation/ Sustainability</p>	<p>Med/Med</p>	<p>High staff turnover can reduce the overall impact of the project as faculty and staff leave the university for other opportunities, reducing institutional memory. Ultimately this can reduce the competitiveness of the LUCCC universities and the thinktanks vis-?-vis external consulting firms. In addition, when faculty leave, they take their network of contacts with them.</p>	<p>This is an ever-present risk in capacity development project, but for this particular project, there is a bright side. The main goal of the project is to increase endogenous capacities in LDCs to provide technical services, and so if faculty end up leaving for better opportunities, it is an indicator that the project is achieving its goal.</p> <p>Nevertheless, there are some mitigation measures that should reduce the impact of turnover on the LUCCC universities and the thinktanks. First, the project has activities and outputs to formalize coordination and communication with government agencies, making this more regular and less a function of personal networks and contacts. Second, the project works to create standard operating procedures and develop task management tools. In most LUCCC universities, these aspects are handled in an ad-hoc manner by the faculty members themselves because there is often a lack of administrative support. Therefore, if someone leaves the department/center, they take the ad-hoc systems and knowledge they have developed with them. By setting up SoPs and documenting them in office management manuals, it will make staff transitions easier and will make department management and administration easier. This is one aspect where the mentor universities will play a strong role. Third, the project supports training-of-trainer activities for the short courses that are to be delivered by the LUCCC members and thinktanks, and so there will be some built-in redundancy in terms of the people that are qualified to facilitate these short courses. Lastly, the project establishes a capacity development hub at one of the LUCCC members that will serve as a repository of</p>
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<p>During implementation, LUCCC university staff/faculty will not have time to work with the project.</p>	<p>Implementation</p>	<p>Low/High</p>	<p>The project relies on support from the LUCCC members to implement the activities at the individual university level. This includes conducting assessments under the guidance of the EA, and organizing participants for webinars.</p>	<p>The LUCCC members have agreed to support the project throughout implementation. But it is recognized that implementation will require time and effort on the part of LUCCC university faculty, and they already have teaching and administrative duties. To address this, the project budget includes funds for ?teaching releases? for participating faculty. As is common for projects that rely on existing university faculty for implementation, this project will provide resources so universities can hire adjunct professors or lecturers to teach the courses that the faculty participating in the project would normally teach. This helps to ensure effective implementation because the participating faculty have time to work with the project.</p>
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<p>LUCCC universities that establish thinktanks will not support them after the project ends</p>	<p>Sustainability</p>	<p>Medium/High</p>	<p>If the universities do not support the thinktanks, then they will not function effectively over the medium and long term and will not be able to make the expected contribution to improving human capacities for adaptation work and for increasing the flow of financing to the LDCs.</p>	<p>This risk is mitigated by several factors. First, the participatory design of the project ensures that universities have some level of base commitment to the project. The core of the project, improving service delivery to host governments, is part of the mandate of most if not all the LUCCC universities. Several have already stated that they are committed to providing the resources to host a thinktank after the project ends. In addition, during the first year of implementation, the project will conduct institutional and market assessments that will provide good information on the costs and benefits of hosting a thinktank so that universities can make informed decisions. To participate in the thinktank development part of the project, the universities will sign a letter of intent committing to supporting the thinktank once the project closes. During the thinktank support of the project, the project will also work with the host universities to develop sustainability and business plans that describe the process of building out the thinktanks so that they generate revenues to offset their costs for operations. The project design team is also in discussions with other programs to provide transition period funding for thinktank staff beyond the life of the project.</p>
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<p>Governments will not utilize the services of the thinktanks</p>	<p>Sustainability</p>	<p>Low/High</p>	<p>If the host governments do not procure services from the thinktanks, they will not generate any revenue to support themselves, and there will not be any application for the thinktanks? services. In addition, thinktank collaborators and university students will not gain the practical experience they need to support the country?s adaptation response.</p>	<p>The project mitigates this risk in several ways: 1) the first component includes activities and outputs to strengthen coordination and collaboration between governments and the universities, and to identify governments? technical needs. This will help ensure the thinktanks are providing technical services that the governments need. 2) the small grants component of the project is designed to mitigate this risk; the technical products that are produced by the small grants will address specific technical needs and will showcase the thinktanks? capabilities, stimulating further demand from government. 3) Much of the funding that governments use to procure technical goods and services comes from development partner projects and support activities. Thus during implementation, the project will have strong outreach to development partners to ensure that they are aware of the thinktanks. Initial exploratory discussions with development partners indicates that they would be enthusiastic about working through local universities, if those universities are able to provide the technical services required.</p>
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<p>The ongoing Covid-19 pandemic prevents the project from implementing its activities</p>	<p>Implementation</p>	<p>Medium/Low</p>	<p>If the project cannot conduct its workshops and meetings, then the thinktank staff will not be able to build the skills they need to support thinktank activities. If thinktank staff cannot have consultation meetings with government officials, then the project?s work to improve coordination between government agencies and the universities will be stymied.</p>	<p>It is expected that Covid-19 will still be an issue in LDCs while the project is being implemented. However, all the workshops to build capacity for university personnel will be conducted online, and so there will be no international travel. In addition, the project?s midterm and 2nd year learning meetings have been moved online in part due to an increase in participation, but also due to potential travel restrictions. Given that all the universities have been experiencing the pandemic for over a year and have made adjustments to their instructional delivery (including offering online instruction and making investments in teleconferencing and remote learning), the reliance on online delivery for meetings and webinars is not expected to pose any problems. In addition, during the inception phase, the project management team will work out Covid-19 management and contingency plans with each of the 15 universities. These plans will be consistent with the rules that are in place in each country and will be revisited monthly to ensure that they are current with the situation in each country.</p>
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<p>Limited sharing and learning among participating universities</p>	<p>Organizational</p>	<p>Low/Medium</p>	<p>If the participating universities do not share lessons and coordinate with one another, the project will not have the network effect that is expected, and there may be redundancies in terms of content development. Universities will not be able to learn from one another's experience.</p>	<p>This risk is largely mitigated by the fact that the project operates through an existing network: the LUCCC. The project is also consistent with the medium- and long-term development vision that the LUCCC has for itself, and so it is expected that after the life of the project, the LUCCC will take full ownership of the network of thinktanks and will ensure cross-learning and coordination through regular meetings. In addition, the project includes a role for a permanent 'capacity building hub'; this is consistent with the LUCCC's 'hub and spokes' model of organization. The capacity building hub will assume the role of ongoing coordination between the various universities and thinktanks with respect to technical service delivery. The project supports setting up a coordination and information dissemination apparatus at the capacity development hub that will ensure that the LUCCC members always have access to the latest information, and one another's experiences.</p>
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<p>Project activities do not benefit women and end up reinforcing existing gender inequalities</p>	<p>Structural</p>	<p>Medium/High</p>	<p>In many of the LDCs, gender inequality is a major issue, especially in universities. If the project does not address the structural and institutional issues associated with gender inequality, it will miss an important opportunity to increase the role of women in technical fields related to climate change adaptation, and could contribute to the reproduction of unequal gender norms in the university setting.</p>	<p>The project recognizes that many universities currently reflect prevailing gender inequalities in society, but also the fact that universities can be at the tip of the spear in terms of contributing to medium- and long-term efforts to address these same inequalities. The project includes a gender analysis and gender action plan that examines the specific gender issues in all the participating universities. For each of the 15 universities, the project will develop a gender engagement plan that facilitates the participation of women in the capacity building activities, and in providing the technical services to governments. These plans will be consistent with universities' existing gender plans where applicable. In addition, the project design team has mapped out programs related to gender empowerment, and so representatives from these programs will be included in project implementation.</p>
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<p>Project activities are impacted by climate change processes (e.g., flooding, storms)</p>	<p>Implementation</p>	<p>Low/Low</p>	<p>All of the participating LDCs are highly vulnerable to the impacts of climate change and are experiencing these impacts. There is the potential for extreme events (e.g., flooding, storms, heat waves) to cause disruption to the project in certain locations through power outages or limiting physical access to facilities.</p>	<p>The risk of disruption is minimal due to the fact that much of the project is delivered online, and so there is significant flexibility in terms of the timing and location of various activities. However, the project management team will monitor conditions in each country, and if circumstances require, will coordinate with the LUGCC coordinators to ensure that scheduling and location of activities ensure that no one is exposed to danger. In addition, if required, the project management team will work with UN country teams to identify alternative locations for project activities, and to ensure that project participants and beneficiaries have access to internet resources to minimize the chance of disruption.</p>
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Covid-19 Issues

The design documents for this project have been formulated in the midst of an unprecedented global pandemic which seems certain to continue into the near future. Even as this project document is being finalized, some of the participating countries are experiencing lockdowns or other restrictions due to covid-19. The pandemic has made it more difficult to complete the project development process, as many of the LUCCC representatives are working remotely and have faced difficulties in obtaining the required information. Because of this continuing situation, the potential impacts of covid-19 on the implementation of the project must be considered.

The major covid-19 related risks associated with a project like this are mainly related to travel (for consultants to do work and project beneficiaries to attend meetings) and gatherings (workshops, planning meetings, etc.). These risks are significantly mitigated by the ongoing transformation to online and web-based work that has been hastened by the pandemic. However, to manage these risks, during the inception stage the executing agency's project management team will work with each of the participating LUCCC points of contact to develop country- and institution-specific covid-19 risk management plans. These plans will include contingency procedures for how to implement the project amidst various levels of restrictions, and will also include procedures to minimize the risk of spreading the coronavirus through project activities. These plans will include the latest guidance from the World Health Organization (WHO), the US Centers for Disease Control (CDC; since the EA is US-based), and the relevant authorities in each of the participating countries, and will be updated as guidance is updated. In addition, the covid-19 risk management plans will include procedures to ensure that groups that are more vulnerable to covid-19 (and who are forced to take extra precautions even in the midst of loosened restrictions) are not excluded from participating in and benefiting from the project's activities.

The project management team will also develop a centralized tracking system to monitor the status of the coronavirus in each country, along with the level of restrictions in each country and at each participating university. Where necessary, the project management team will work to ensure that the project's staff are equipped with personal protective equipment (PPE). Where possible, the project will utilize flexible scheduling for online events and will archive all meetings and workshops so that they can be viewed after the live event. In addition, to deal with delays associated with unforeseeable events related to covid-19, the project management team will explore using contingency deadlines for deliverables that are triggered in case of emergencies that prevent work from progressing. The project management team will also evaluate emerging best practices for managing pandemic risks and apply them as appropriate and feasible. The project management team will include covid-19 updates in its formal and informal reporting to UNEP, and UNEP will regularly update the GEF as to the impacts of covid-19 on project implementation. In the case that unmanageable events arise, the EA will request that the project board meet, and will seek guidance from UNEP and the GEF.

Specific risks associated with each output are addressed below:

- ? 1.1.1. *Coordination established/strengthened between LUCCC members and host governments.*
Activities 1.1.1.1 and 1.1.1.2 can be conducted largely online, and so the primary risk associated with this output stem from the consultations and meetings that will be conducted with government officials to inform activities 1.1.1.3 and 1.1.1.4. To the extent possible these consultations will be

conducted online, but it is expected that some in-person meetings will be necessary, especially to build rapport with government officials. These meetings will follow the aforementioned national covid-19 plans.

? 1.1.2. *LUCCC online capacity development program established.* The activities for this output can all be conducted online. Any in-person work associated with activity 1.1.2.1 at the LUCCC capacity building hub will follow the country-specific risk management plan.

? 1.1.3. *Short courses for use by LUCCC universities developed.* All activities associated with this output will be conducted online. As noted above, training-of-trainers presentations will be recorded and archived for later use.

? 1.1.4. *LUCCC members gain access to tools, methodologies, curriculum materials and other resources for providing adaptation technical services.* This output does not require any in-person work and would be conducted online even in the absence of covid-19.

? 1.2.1. *Thinktank hosts identified.* In-person consultations and one-on-one meetings conducted for activity 1.2.1.1 will be conducted according to each participating country's covid-19 risk management plan. Other activities can be conducted online, but since they rely on information provided by the administrative and financial divisions of the participating universities, there may be delays if lockdowns are imposed and if university staff can't go to work. In these cases the project management team will track restrictions and will develop alternative scheduling plans.

? 1.2.2. *Institutional arrangement established for thinktanks.* Virtually all of the work associated with this output can be conducted online and remotely if necessary, though there may be delays associated with this. As above, all in-person meetings and consultations will follow country-specific guidelines, and if necessary, flexible scheduling will be used for deliverables.

? 1.2.3. *Technical working clusters and support system established to provide technical goods and services.* If covid-19 restrictions and precautions do not allow for on-campus events for activity 1.2.3.1, outreach will be conducted through webinars and using other online tools. The work to establish and capacitate the multidisciplinary teams in 1.2.3.3 will be conducted in person when it is possible to comply with covid-19 guidelines and each participating country's covid-19 risk management plan. Where it is not possible to meet in person, the project management team will work with the thinktank coordinators and additional partners where appropriate to explore and utilize online collaboration and team management tools.

? 1.2.4. *Business plans developed for technical service providers.* The work for this output can be conducted online.

? 2.1.1. *Call for proposals process established for applied, demand-led policy research and technical services.* The work for this output can be conducted online.

? 2.1.2. *At least 20 demand-led and policy relevant technical outputs prepared across LUCCC universities.* In person team meeting will be guided by each country's covid-19 risk management

plan. In addition, the executing agency and mentoring institutions will identify additional expertise (e.g., university research program managers) to provide guidance and mentoring to the thinktanks teams on effective strategies and methods for online proposal development and technical product formulation.

? 3.1.1. *Thinktank-LUCCC network coordination established.* In the original design of the project, the two meetings associated with this output were to be held in person. Now the project plans for these meetings to be conducted online to minimize covid-19 risks. The budget of the project has been adjusted accordingly, as no travel will be required.

? 3.1.2. *Sustainability and upscaling strategy developed.* This output can be executed online.

? 3.1.3. *Branding and communications materials developed and disseminated.* This output can be executed online.

Given that the project relies heavily on online activities, and given that the internet infrastructure is substandard in some LDCs, there is a risk of delays and disruption to project activities, especially online meetings. Most of the universities that are participating in this project have made investments in improving their internet and online conferencing infrastructure and capabilities, but there is still the possibility of disruption, especially when LUCCC contacts are forced to work remotely. The project management team will track any difficulties that emerge and will liaise with partners (e.g., UNDP country offices) to identify technical resources to address the issues.

6. Institutional Arrangement and Coordination

Describe the institutional arrangement for project implementation. Elaborate on the planned coordination with other relevant GEF-financed projects and other initiatives.

Implementing Agency (IA): The Ecosystems Division of the UNEP's Climate Change Adaptation Unit (CCAU) will serve as the Implementing Agency for the project. The IA will be responsible for the overall supervision of the project and will oversee its progress through the monitoring and evaluation of activities and through progress reports. The IA will report on the project implementation progress to the GEF and will take part in the Project Steering Committee (PSC). The IA will provide guidance and oversight of project execution by the Executing Agency (EA) including through the review and approval of work plans, budget allocations and budget revisions by the Executing Agency. The IA will, throughout the project's implementation, work to raise the profile of the project among UN agencies, multilateral finance institutions, international NGOs, and other relevant stakeholders to expand the project's constituency and also to identify potential 'clients' for the thinktanks' technical services beyond the life of the project.

UNEP's comparative advantage is evident from UNEP's core mandate which is to link the science-policy interface. UNEP has implemented several projects related to building capacity of LDCs and creating the link between science and policy within the adaptation sphere- most notably the GEF-funded 'National Adaptation Plans Global Support Programme (NAP-GSPs)' and the LDCF-funded project 'Building capacity for LDCs to participate effectively in intergovernmental climate change processes'. Furthermore,

UNEP through the Global Adaptation Network has funded the EPIC project which aims to promote collaboration between universities and local governments with a focus on strengthening capacities in the Asia-Pacific region.

Project Steering Committee (PSC): The PSC will be established and will carry out the function of a Project Board. The PSC will consist of the following members:

- ? 5 representatives from the LUCCC countries selected by the LUCCC members themselves;
- ? Capacity development hub university
- ? IA representative;
- ? LDC Chair or LDC Chair's representative;
- ? UNDP representative; and
- ? 1-2 At-large representatives from climate change financiers and multilateral development banks (e.g., AfDB). At large representatives will have observer status.

The role of the PSC will include the following:

- ? Provide strategic oversight and direction for the project;
- ? Ensure coordination among all parties;
- ? Provide overall supervision for project implementation;
- ? Approve the annual work plan and budget;
- ? Oversee the implementation of corrective actions;
- ? Enhance synergy between the project and other relevant initiatives;
- ? Ensure that the project is consistent with the strategic direction of the LUCCC and the LDC Group.

The project management unit will serve as the Secretariat for the PSC. The PSC will meet during the project's inception phase, and then on a semi-annual basis. Additional meetings will be scheduled if needed. Routine meetings will consist of progress updates by the project manager. Additional stakeholder representatives from private sector, academia, CSOs, NGOs, etc. can be invited to join the PSC during the project execution as observers. At all times, the PSC and its activities will comply with the policies, conditions, and regulations of the UN and the GEF.

Executing Agency (EA): The executing agency for the project is START International. START was founded in 1992 to strengthen capacities for global environmental change science in Africa and Asia that addresses critical sustainability challenges. START's programs and partnerships provide opportunities for training, research, education and networking that strengthen scientific skills and inspire leadership. The main focus of START's work concerns climate change and extremes in the context of disaster risk reduction land-use and land-cover change, natural resources and ecosystems, water and food security and urban development. START has a long track record of successful capacity building and institutional strengthening in universities in developing countries, including many of the universities in the LUCCCC network. START was selected through a competitive process that included proposals from five organizations.

Additionally, START has a long history of partnership with UNEP through the following initiatives:

1. START is currently implementing the Educational Partnerships for Innovation in Communities (EPIC) effort in Asia on behalf of the UNEP-Global Adaptation Network (2020-present).
2. START implemented 4 fellowships in Africa and Asia on behalf of UNEP's PROVIA Fellowship program (2015-16)
3. START implemented an IPCC outreach project with the European Commission and UNEP joint funding and with WMO management (2009-2014). The project featured national climate dialogues and climate assessments with university partners in nine countries across Africa and South Asia.
4. START implemented the Assessments of Impacts and Adaptation to Climate Change-AIACC (2002-2007); a GEF project led by START in partnership with UNEP, TWAS, and the IPCC that featured 24 sub-regional climate change assessments in Africa, Asia, Latin America, and small island states involving over 300 scientists, experts, and students from more than 50 developing countries.
5. START has accreditation as an observer to the governing body of UNEA.

The EA was selected based on a competitive process. A call for proposals was advertised on the UNEP website for 4 weeks. A total of 5 applications were received, and a selection process was conducted based on an agreed upon criteria.

The EA will report on implementation progress to the IA. The EA will organize the PSC and will act as the Secretariat to the PSC. The EA will be responsible for, inter alia, the following required activities to achieve the project objectives, outputs, and outcomes:

- ? Establishing, hosting, and supervising the Project Management Unit (PMU);
- ? Ensuring that the project is executed according to the agreed work plan and budget;
- ? Identifying synergies between the project and other initiatives implemented by the EA and other organizations;

- ? Ensuring that the project draws on lessons learned from other relevant initiatives and applies best practice and international standards of quality and ethics pertinent to universities;
- ? Review and submit required reporting obligations to the IA, including quarterly expenditure reports and annual Project implementation Reports (PIR);
- ? Ensuring that all procurement is done in compliance with UN and GEF standards;
- ? Communicating with and disseminating information to all project stakeholders; and
- ? Managing and overseeing the project's Mentor Institutions.

The EA will be responsible for the establishment, adequate staffing and uninterrupted functioning, throughout the project's life span, of the PMU.

Project Management Unit (PMU). The PMU will be established and hosted by the EA and will be funded by the project management costs from the project budget. Staffing of the PMU will be the responsibility of the EA, which will designate the appropriate personnel to the PMU, and may choose to supplement the PMU with existing in-house capacity. The PMU will manage the day-to-day operations of the project, with functions including (but not limited to) the following:

- ? Prepare annual and monthly workplans for the project;
- ? Prepare quarterly and annual reporting;
- ? Procure project consultants through transparent competitive processes consistent with UNEP and GEF rules;
- ? Formulate and implement the project's monitoring and evaluation framework;
- ? Serve as a point of contact for the project and handle media outreach as appropriate;
- ? Maintain accounting and financial records for the project's implementation;
- ? Maintain and implement the stakeholder engagement plan;
- ? Maintain and implement the gender action plan;
- ? Monitors project risks and works with the EA, IA and other partnering organizations to rectify the risks/risks;
- ? Schedules meetings and serves as secretariat for the PSC.

As noted, the exact composition of the PMU will be determined by the EA, but the project will support two full-time service contractors who will report directly to the project manager. These contractors will facilitate the implementation of project outputs and activities. These positions and indicative terms-of-reference are:

- ? Institutional Strengthening Specialist. This specialist will work on outcomes for components 1 and 2 that center on building the institutional arrangements at the universities and also the relationships between universities and governments. Key responsibilities of this specialist will include:
 - o Provide technical inputs to workplans, reports, and monitoring;
 - o Design and implement (in partnership with LUCCC points of contact) procedure for conducting institutional and policy review and technical services needs assessment;
 - o Formulate and implement government engagement plans with LUCCC points of contacts;
 - o Provide mentoring to LUCCC points of contact and other university stakeholders; and
 - o Oversee the formulation and implementation of gender engagement plans with each LUCCC university.

- ? Capacity Building Specialist. This specialist will coordinate all component 1 activities associated with capacity development and will be based at the capacity building hub institution, which will be selected by the LUCCC members themselves. Key responsibilities of this specialist will include:
 - o Provide technical inputs to workplans, reports, and monitoring;
 - o Establish knowledge management and dissemination systems at capacity building hub and ensure that systems are institutionalized;
 - o Oversee the development of content and implementation of instructional webinars for LUCCC universities;
 - o Oversee the development of content for short course curricula;
 - o Assist with implement training-of-trainers (ToT) for LUCCC faculty for short course curricula;
 - o Coordinate the localization of all materials so that they are consistent with the local context in each LUCCC country;
 - o Conduct review of existing capacity development content to identify useful material for LUCCC universities and thinktanks; and

- o Ensure the implementation of the gender action plan with respect to capacity building activities.

Mentor Institutions. The project will engage two mentor institutions that have existing programs and/or expertise that are consistent with the thinktanks that the project aims to establish in the LUCCC universities. These two thinktanks will be selected by the EA and will have complementary specializations to maximize the benefits that they can provide to the project beneficiary institutions. The mentor institutions will support all three of the project components. On a semiannual basis, the project manager, the institutional strengthening specialist, the capacity development specialist, and the two mentor institutions will develop workplans for the mentor institutions. The mentor institutions will follow these workplans to provide flexible support to the LUCCC universities on a set schedule. In addition, the project manager will issue task orders to each of the mentor institutions to supply specific and targeted support as the need arises.

Execution at the National Level. National level execution will be at the LUCCC universities. Each university has designated a department to be the recipient of the project's activities. For each university, the LUCCC focal point will serve as the project's point-of-contact (or will designate a PoC) that will coordinate and assist in the implementation of the project's activities at the university and in the host country. The PoCs will receive a teaching release from their universities arranged through the project so that they can support the project half time. Participating universities will also provide additional staffing and administrative support. The recipient units at each university are listed in the table below.

Country/University	Recipient Department
Afghanistan/Kabul University	Faculty of Environment
Bangladesh/Independent University of Bangladesh	Department of Environmental Science and Management
Bhutan/Royal University of Bhutan	College of Natural Resources
Burkina Faso/University Joseph Ki-Zerbo	TBD
Ethiopia/Addis Ababa University	Climate Science Centre
The Gambia/University of The Gambia	School of Agriculture and Environmental Science
Liberia/University of Liberia	Department of Environmental Studies and Climate Change
Malawi/Lilongwe University of Agriculture and Natural Resources	Department of Environment and Natural Resources
Mozambique/Eduardo Mondlane University	Centre for Agriculture Research and Natural Resources (CEAGRE)

Nepal/Pokara University	School of Environmental Science and Management (CchEMS)
Rwanda/University of Rwanda	Center of Excellence in Biodiversity and Natural Resource Management
Senegal/University of Cheikh Anta Diop	Institute of Environmental Studies
Sudan/University of Khartoum	Institute of Environmental Studies
Tanzania/University of Dar-Es-Salaam	Centre for Climate Change Studies (CCCS)
Uganda/Makerere University	Centre for Climate Change Research and Innovation (MUCCRI)

Rationale and justification for working with the LUCCC

The project is being conducted in partnership with the Least Developed Countries Group under the UNFCCC and its subsidiary organization, the Least Developed Countries Universities Consortium on Climate Change. Implementation of the project will focus on the 15 current LUCCC members. This represents a change from the PIF stage, where the project was designed to have an open call for participating universities from all LDCs, and the CEO endorsement stage. . The reasons for working through the LUCCC network are described below.

Ownership and buy-in

Providing capacity development for climate change adaptation (especially with the goal of enhancing LDC access to additional climate finance) has long been a goal of both the LDCF and the LDC Group. Over the years in its statements to the UNFCCC's various subsidiary bodies, the LDC Group has emphasized the importance of providing continuing support to LDCs for NAPAs, NAPs, the WIM, and other priorities. The LDC Group has also long advocated for increasing ownership of LDCs over climate change adaptation initiatives involving the LDCs.

The establishment of the LUCCC in 2017 is a manifestation of the aforementioned LDC Group priorities. It has also been established as an important part of the implementation of Article 11 of the Paris Agreement, which mandates that capacity-building be "country-driven, based on and responsive to national needs, and foster country ownership of the Parties".

The LUCCC is wholly owned by all 47 members of the LDC Group. The LUCCC currently has 15 members, but eventually membership will expand to all 47 countries by 2030. The LUCCC operates according to a "hub-and-spokes" concept in which each member country has a focal point university, which then serves as the point of contact for all other institutions in the country. In this way the LUCCC is intended to establish a network of all LDC universities. The LUCCC is intended to be the conduit through which LDC Group-owned capacity development activities are to be operationalized.

This is clear in the official statements for the LDC Group. For example, the Submission by the Kingdom of Bhutan on behalf of the Least Developed Countries Group regarding the agenda for the 7th in-session Dialogue on Action for Climate Empowerment^[1] specifically mentions the establishment of the LUCCC, which "aims to strengthen South-South, South-North, and South-North-South learning primarily through universities in LDCs". Further, "recognizing the central role that universities play in society in nurturing discourse and generating solutions to local and global issues, the LDC Group believes that enhancing the capacity of universities to strengthen endogenous capacity with a long-term outlook is essential to addressing climate change at all levels".

- ? The important role of the education sector at the national and sub-national levels, including especially the role of universities, in building endogenous capacity and long-term capacity-building systems;
- ? Education and training as a means to strengthen climate adaptation and address loss and damage, including in relation to the preparation or revision of National Adaptation Plans (NAPs);
- ? Ways of promoting innovation through knowledge and skills transfer and experience sharing between countries;
- ? Ways of promoting education and learning by capturing best practices and increasing institutional memory, including through the use of universities and other academic institution.

Hence the design of the project is consistent with the priorities and vision of the LDC Group, whose endorsement is needed for the project to be approved and implemented.

The role of the LUCCC was further solidified as the capacity development arm of the LDC Group with the selection of Sonam Phuntsho Wangdi of the Kingdom of Bhutan as Chair of the LDC Group in 2019. The Chair has prioritized bringing activities involving the LDCs under the supervision of the LDC Chair, as well as taking a more active role in the design and implementation of projects. To assist with this and to advise the LDC Group, the Chair has established the LDC Elders Group.

During consultation with the UNEP design team in 2020 and 2021, the LDC Chair and LDC Elders emphasized the importance of implementing the project through the LUCCC group, and indicated that the LDC Group would not approve the project under any other arrangement. Therefore engagement with the LUCCC is a key prerequisite to securing the buy-in from the LDC Group, which represents all of the LDCs.

Alignment of visions and objectives

The project's objective is also aligned with the objectives of the LUCCC as laid out in the LUCCC's 2021-2030 draft Ten Year Plan:

- ? To foster a South-South collaborative network for promoting education and skills, research capacity and developing multi-dimensional expertise in climate change;

- ? To enhance the capacity of LDC universities through joint research programmes and implement teaching and demand-driven training programs in various climate change issues;
- ? To develop capacity and work with the most vulnerable countries and communities to foster two-way collaborative learning and capacity building, blending action and scientific research;
- ? To enable LDC universities and affiliated research/training institutes to serve as repositories of knowledge and generators-suppliers of capacity; and
- ? To provide policy support to governments in handling climate change impacts, both nationally and internationally.

Efficiency and effectiveness

The current members of the LUCCC represent the major geographic and linguistic groupings of the LDC group with the exception of the small island developing states. Therefore, working through the LUCCC provides wide geographic and linguistic coverage. In addition, LUCCC universities are among the most advanced in the LDCs in terms of human and institutional capacities, and so working through the LUCCC enables the project to leverage existing investments at these universities and to exploit emergent opportunities to work with other departments within the universities. Many of the LUCCC universities also play a coordination role within their host countries in terms of curriculum development and capacity development with other universities (e.g., the University of The Gambia), and so this expands the reach of the project. The LUCCC universities are also broadly representative of the challenges facing LDC universities in general, as the network was established not to serve only the member countries, but all universities in the LDCs.

The LUCCC has also established a Gender and Climate Change Group to strengthen the consortium with respect to gender and climate change issues. The LUCCC has recognized the need for increasing female participation in university activities and has incorporated this into its 10-year plan. This demonstrates a pre-existing commitment to raising awareness about gender issues as they relate to climate change which can be leveraged through the project. As noted in the gender analysis, there are significant gender inequalities at virtually all of the participating universities[2], and so with the backing of the LUCCC, the project will be able to take advantage of this commitment and organization to establish and support gender champions at each of the universities. This would likely be much more difficult without the support of the network.

Lastly, the LUCCC has already identified and addressed many of the challenges associated with establishing, maintaining, and expanding a network of LDC universities, and so the project will not have to re-learn these lessons. This will greatly enhance the efficiency and effectiveness of implementation.

Scalability and sustainability

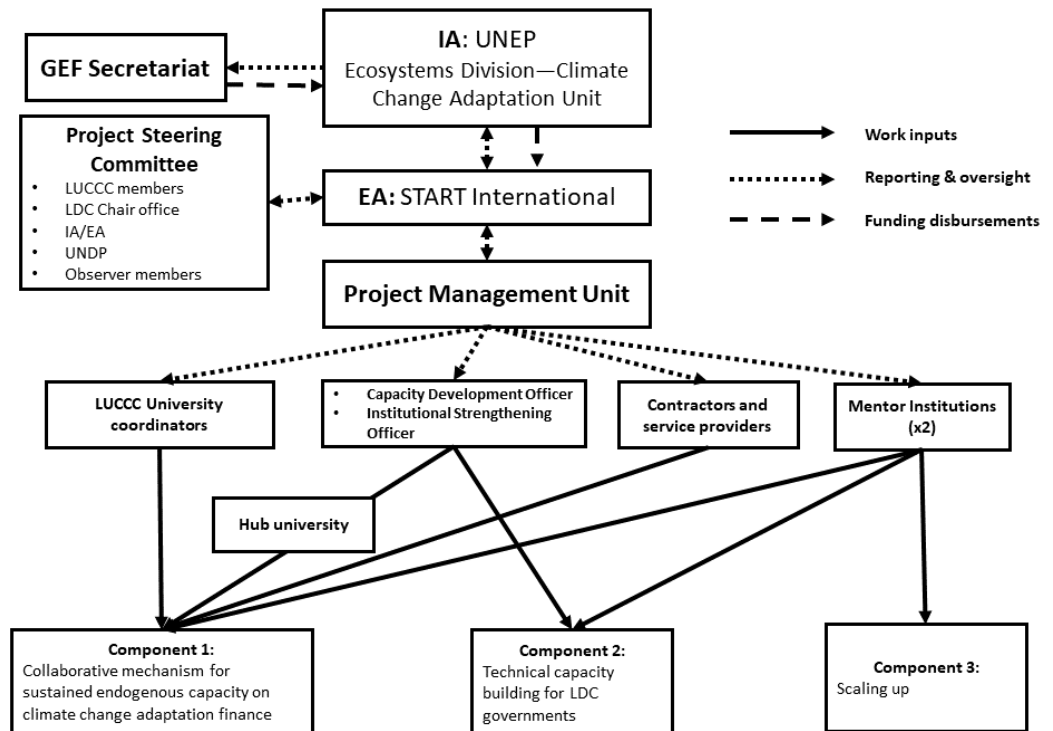
Currently there are no barriers to entry, and so any LDC university that wants to join the LUCCC need only submit a letter of intent to do so. There are no membership fees or requirements, and so it is possible for any LDC to join, and it is expected that in the future the LUCCC's membership will increase, as it was

only recently established (2019). Thus, working with the LUCCC network creates a ready pathway for expanding the network of thinktanks, while the resources developed through the project will further incentivize additional universities to join the LUCCC. As noted elsewhere, this contributes to the overall sustainability of both the thinktank network and the project's benefits. As the LUCCC is a part of the LDC Group under the UNFCCC and as such is fully owned by all of the LDCs, the GEF project's ability to strengthen the LUCCC and advance its objectives **should be seen as a significant co-benefit.**

The LUCCC also has its own momentum and support outside of the project and so there is less risk that the network will weaken and be abandoned over time. This is a major concern for this project and others like it; establishing new, ad hoc networks means that some agency or institution must maintain the network, and that some office or point of contact at each participating node of the network must coordinate participation. This creates many ways by which the network can be degraded. However, working with the LUCCC allows the project to "piggy back" on an existing network. The LUCCC was established without any financial support from any external donors, and therefore is not dependent on donor financing and does not exist on a project-to-project basis. The LUCCC had formulated a draft 10-year plan (2021-2030) that includes establishing a fully operational governance mechanism by 2021, expanding the LUCCC network to all LDCs by 2025, and fundraising to support a transition to self-sufficiency by 2030. Thus as the LUCCC implements this plan, it will contribute to the sustainability of the project's outputs and outcomes.

Working with the LUCCC also increases the likelihood of attracting additional support in the future. This may come in the form of attracting additional paying "clients" for the thinktank services, or to help additional universities establish thinktanks and transition through the startup phase. The LUCCC is currently negotiating support from organizations included UNDP, the International Institute for Environment and Development (IIED), the World Resources Institute (WRI), UNEP, and the Global Green Growth Institute (GGGI). These ongoing partnerships will enhance the sustainability of the network as well as the reach of the GEF project.

The implementation arrangements for the project are illustrated in the organogram on the next page.



[1] Text available [here](#).

[2] It should be noted that these inequalities are not unique to the participating universities but are extremely prevalent across the majority of tertiary institutions in the LDCs.

7. Consistency with National Priorities

Describe the consistency of the project with national strategies and plans or reports and assessments under relevant conventions from below:

NAPAs, NAPs, ASGM NAPs, MIAs, NBSAPs, NCs, TNAs, NCSAs, NIPs, PRSPs, NPFE, BURs, INDCs, etc.

The project is aligned with the Least Developed Countries Work programme, which, under UNFCCC Decision 16/CP.24 called for "supporting the process to formulate and implement national adaptation plans and related relevant adaptation strategies, including national adaptation programmes of action". The project's work to improve endogenous capacities for policy formulation and project development clearly responds to this call for enhanced implementation of NAPs and NAPAs.

The project is consistent with the adaptation priorities of each of the countries in the LUCCC network. The tables below highlight how the project connects to the countries climate change adaptation policies,

strategies, and plans. As can be seen, each of the countries prioritizes the improvement of research capabilities, human technical capacities, and universities. The referenced policies also point out gaps with respect to research, the provision of technical services, and related issues. This supports the overall theory behind the project: that a lack of endogenous capacity hinders LDCs' adaptation efforts and access to climate finance. More practically, this lack of internal capacity forces governments and development partners to bring in external consultants and consulting firms to provide technical support services for adaptation policies and projects, creating a vicious cycle such that local technical expertise is not developed and nurtured. As indicated in the policies referenced below, support for universities would help to break this cycle and empower them to provide technical services, capacity development, and relevant technical training and learn-by-doing opportunities for their students.

Afghanistan

Policy	Linkage
Nationally Determined Contribution (NDC)	The NDC prioritizes capacity building at universities and establishing 'climate science institutes with universities; it also points to the need to establish a 'practitioners group built in university'. Further the NDC calls for development of a system to monitor and assess vulnerability and adaptation to climate change. All of these indicate that improving the universities' capabilities to provide technical support to Afghanistan's adaptation response is a major priority.
Second National Communication to the UNFCCC (SNC)	The SNC highlights the need for increased scientific understanding and increased capabilities to improve the quality of vulnerability assessments, identification of adaptation measures, conducting cost-benefit analyses. It also highlights the need to improve capacities to conduct climate-change related research.

Bangladesh

Policy	Linkage
Third National Communication to the UNFCCC (TNC)	Bangladesh's TNC states that there is a need to improve human and institutional capacity to conduct research and generate data to support the country's response to climate change. It also notes also that a constraint in preparing the TNC was the limited number of available research on climate change variability and climate change impacts in Bangladesh.
Climate Change Policy (CCP)	Programme T4P1 of the Climate Change Policy calls for the establishment of a center for research, knowledge management and training on climate change; The programme's objective is to increase institutional and human capacity on research and knowledge management related to climate change, and to train sector professionals.

National Adaptation Programme of Action (NAPA)	Notes that the establishment of a research system or sub-systems within existing institutions would help to support the country's adaptation response to climate change; Identified 'establish a centre for research and knowledge management on climate change (or a network of centres) to ensure Bangladesh has access to the latest ideas and technologies from around the world)' as an adaptation priority.
National Adaptation Plan (NAP) process	Small grants and capacity built in LUCCC universities can support the countries NAP process e.g. specific expertise on climate risk assessments or economic analysis

Bhutan

Policy	Linkage
Third National Communication (to the UNFCCC)	The TNC notes that human capacity is among the high priority barriers that need to be addressed to improve the country's climate change response. The TNC further notes that lack of coordination and integration among stakeholders, and the absence of detailed research are other important issues to resolve; The TNC notes the lack of policy-relevant research related to agriculture and human health. Overall research on climate change mitigation and adaptation 'are in their infancy', indicating a need for further development.
Climate Change Policy (CCP)	The CCP highlights the need for international support for capacity building and to improve research capabilities and indicates that the Royal Government of Bhutan will strive to address these issues
National Adaptation Plan (NAP) process	Small grants and capacity built in LUCCC universities can support the countries NAP process e.g. specific expertise on climate risk assessments or economic analysis

Burkina Faso

Policy	Linkage
Nationally Determined Contribution (NDC)	The NDC includes the development of research programs on the impacts of climate change and adaptation measures on the health sector, forests, wildlife, and fish species.

National Adaptation Plan (NAP)	<p>The NAP recommends intensification of scientific research into climate change and incorporating climate risks into teaching and research programs. The NAP also recommends research to inform adaptation measures in several priority sectors, indicating the importance of decision support research.</p> <p>The NAP specifically references the need for improved vulnerability assessments, forecasting climate change impacts on key development sectors, identifying interrelationships between climate and society, identifying new crop varieties, and studying climate-sensitive emerging diseases. These priorities indicate the importance of improving coordination between universities and the government to support research and technical outputs that will inform the government's adaptation response.</p>
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Ethiopia

Policy	Linkage
Second National Communication (SNC)	The SNC points to the absence of an institution for research and development on climate change adaptation. It also highlights the need to develop skilled human resources to support the country's development processes and by extension, its climate change response. It further highlights the need to improve science and technology.
National Adaptation Programme of Action (NAPA)	The NAPA prioritizes strengthening research in the health sector and establishing health awareness training and research programs, indicating the need for technical services.
National Adaptation Plan (NAP) process	Small grants and capacity built in LUCCC universities can support the countries NAP process e.g. specific expertise on climate risk assessments or economic analysis

The Gambia

Policy	Linkage
Climate Change Policy (CCP)	The CCP prioritizes developing research and education capabilities for building national capacity and for assessing the impacts of climate change. Specifically the CCP calls for the establishment of programs at the University of the Gambia to implement the National Research Framework on Climate Change. The CCP further points to the need to promote research and technical cooperation on climate change issues. The CCP states that the University of the Gambia will lead the development and implementation of the National Research Framework and should be supported to do so. The CCP also notes that the Government of The Gambia will seek funding for the University to develop training modules for local governments to help them understand and facilitate local vulnerability assessments and to mainstream climate change into local planning, implementation, and monitoring and evaluation.

Third National Communication to the UNFCCC (TNC)	The TNC notes that although new and country-driven scientific research is beginning to take root, postgraduate research needs to be guided by a national agenda that that takes advantage of new datasets (from state-of-the-art scientific infrastructure) to narrow down specific knowledge gaps, provide deeper insights on climate risks and other environmentally-related themes of public interest, creates/demonstrates the need for new data, and stimulate integration of new knowledge in climate-sensitive sectors. In parallel, new knowledge needs to be disseminated through informal and formal channels including school curricula, websites, public symposia, and written policy briefs. The TNC also points to the need to ?establish a premier climate change research cluster? to undertake high-level issues-based research contributing to full implementation of the UNFCCC. The document also highlights weak integration of science and public policy.
National Adaptation Plan (NAP) process	Small grants and capacity built in LUCCC universities can support the countries NAP process e.g. specific expertise on climate risk assessments or economic analysis

Liberia

Policy	Linkage
Nationally Determined Contribution (NDC)	The NDC calls for expanded and improved research on health vulnerabilities and impacts, as well as improving energy sector resilience. This indicates a need for improved policy-support research and outputs, and coordination between universities and government agencies.
Second National Communication to the UNFCCC (SNC)	The SNC highlights the limited capacity within higher learning institutions to facilitate climate change knowledge sharing. It also highlights the need for research to improve forest management practices. Overall the SNC points to the fact that there is very limited support for research in government institutions, but notes that improving research capacity is a high priority.
National Adaptation Plan (NAP) process	Small grants and capacity built in LUCCC universities can support the countries NAP process e.g. specific expertise on climate risk assessments or economic analysis

Malawi

Policy	Linkage
Nationally Determined Contribution (NDC)	The NDC points to the need for capacity development in government for climate change adaptation and mitigation and improved research to support planning and implementation for climate change.

Third National Communication to the UNFCCC (TNC)	The TNC calls for improvements in research and research outputs to support the country's adaptation response. Key areas include water resources management and agriculture.
Climate Change Policy (CCP)	The CCP highlights the need for more research and training on climate change issues in Malawi. It further points out the need to improve linkages between universities and the government, stating that scientific knowledge from research must be used for decision making and practical solutions that are user friendly and sensitive to local needs.
National Adaptation Plan (NAP) process	Small grants and capacity built in LUCCC universities can support the countries NAP process e.g. specific expertise on climate risk assessments or economic analysis

Mozambique

Policy	Linkage
Nationally Determined Contribution (NDC)	The NDC calls for strengthened research related to vulnerability assessments and adaptation to climate change, indicating the importance of linking climate change research to technical outputs that can be used in adaptation planning and to inform projects and programs. The NDC also specifically points to weak capacity to evaluate losses and damage from climate change impacts, and the ability to identify adaptation measures.
Initial National Communication to the UNFCCC (INC)	The INC notes that the capacity to conduct relevant research in Mozambique is poor, and highlights the need to develop human and institutional skills for the efficient use of data in scientific, technological, and socio-economic research.
National Adaptation Plan (NAP) process	Small grants and capacity built in LUCCC universities can support the countries NAP process e.g. specific expertise on climate risk assessments or economic analysis

Nepal

Policy	Linkage
Climate Change Policy (CCP)	The CCP notes that there have been negative impacts of climate change on the national economy and points to the 'absence of uniformity in understanding the multi-sectoral issues of climate change among the inter-sectoral agencies and the lack of coordination among them'. The CCP also points to a lack of studies, research, and basic data about climate change impacts and potential losses and damage and adaptation measures. All of this points to significant gaps that could be addressed with improved university capacity.

National Adaptation Plan (NAP) process	Small grants and capacity built in LUCCC universities can support the countries NAP process e.g. specific expertise on climate risk assessments or economic analysis
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Rwanda

Policy	Linkage
Third National Communication	The TNC prioritizes encouraging and facilitating universities to conduct research on existing gaps to improve policies and programs. This includes improving environmental and climate change information, pursuing bilateral research and technology development cooperation between government and universities, and improved coordination between researchers and research units working on climate change.
National Adaptation Plan (NAP) process	Small grants and capacity built in LUCCC universities can support the countries NAP process e.g. specific expertise on climate risk assessments or economic analysis

Sudan

Policy	Linkage
National Adaptation Plan	The NAP has several priorities relating to universities. These include integrating climate change into university curricula, improving research capacity in key areas to improve the country's adaptation, improving coordination and cooperation between government and universities, and providing more support to conduct research in agriculture, forestry, water resources management, and other areas.
Second National Communication (SNC)	The SNC points to the need to improve linkages between research and action on climate change. It also notes that while there are many universities in Sudan, few have strong programs and focus related to climate change.

Tanzania

Policy	Linkage
Nationally Determined Contribution (NDC)	The NDC calls for strengthened research capacity (specifically in agriculture) to conduct applied research. There is also a need for improved institutional capacity and coordination on climate change research

Second National Communication to the UNFCCC (SNC)	The SNC points to a general decline in research funds, and notes that national research institutions need to improve their capacities to provide useful and relevant data and information. Key areas that need to be addressed are the development of a climate change policy and legislation to coordinate and consolidate climate change activities at the national level so climate change issues are mainstreamed into national development priorities and plans.
National Adaptation Plan (NAP) process	Small grants and capacity built in LUCCC universities can support the countries NAP process e.g. specific expertise on climate risk assessments or economic analysis

Uganda

Policy	Linkage
Nationally Determined Contribution (NDC)	The NDC prioritizes expanding research capabilities, specifically in agriculture, to inform the country's adaptation response to climate change.
Second National Communication to the UNFCCC (SNC)	The SNC notes that there are limited opportunities for capacity building and training of technical staff and researchers. The SNC also notes that there is need for a critical mass of technical staff and researchers to support the country's adaptation response. In addition, the SNC notes that there is weak inter-institutional collaboration between government and academic institutions, and that current activities are uncoordinated. Uganda has a severe shortage of technical expertise in modelling and policy relevant research.
Climate Change Policy (CCP)	The CCP calls for improved research to determine potential impacts of climate change to improve the country's adaptation response.
National Adaptation Plan (NAP) process	Small grants and capacity built in LUCCC universities can support the countries NAP process e.g. specific expertise on climate risk assessments or economic analysis

Lastly the project is also consistent with UNEP's Medium Term Strategy 2022-2025:

The project aligns Outcome 1 ('Decision makers at all levels adopt decarbonization, dematerialization and resilience pathways' of the Climate Action subprogram of UNEP's Medium-Term Strategy 2022-2025. By strengthening the ability of LDC universities to provide policy relevant and decision support analysis and information related to climate change and resilience building, the project will foster a greater embrace of climate resilient development pathways by high level decision makers in 15 of the world's most vulnerable countries.

8. Knowledge Management

Elaborate the "Knowledge Management Approach" for the project, including a budget, key deliverables and a timeline, and explain how it will contribute to the project's overall impact.

Knowledge management is a key part of this project. There are three pillars to improving knowledge management that are embedded in this project's approach.

Development of knowledge and information products. The project will develop a range of knowledge and information products aimed at improving capacities among the LUCCC members themselves, and also to enable them to provide demand-driven fee-based services to their host governments. The products include a series of webinars developed and delivered by mentor institutions and subject matter experts. Short course curricula will also be developed by the project. These materials will be maintained by the capacity development hub institution (see description below). In addition, the project includes activities and outputs designed to consolidate lessons learned and best practices from the thinktank network experience, and to disseminate to other LDCs and beyond.

Supporting a network of knowledge sharing and a community of practice. Among the most innovative aspects of this project is that it works not only to strengthen individual institutions, but an entire network of institutions (the LUCCC). As a relatively new network, the LUCCC is still in the nascent stages of development. Whereas the network was established in part to facilitate south-south learning between LDC universities, the role has not been fully realized yet. The project will improve overall knowledge management and sharing and will contribute to a community of practice among LUCCC members by establishing a capacity development hub at one of the LUCCC member universities (selected by the LUCCC members themselves). At the hub, the project will support the establishment of systems to maintain, update, and disseminate knowledge and information that will help the LUCCC members more efficiently access up-to-date tools, methodologies, knowledge products, and other resources. This is expected to improve each LUCCC member's ability to provide technical services to their host governments. Part of this network-wide knowledge management system will be to send out regular bulletins on new resources as they become available. The hub will also serve as a repository for the webinars, short courses, and other materials produced by the project so that they are easily accessible to all LUCCC members.

Institutionalizing and formalizing practices and knowledge management. A major part of knowledge management for the project is to work with the participating universities to formalize and institutionalize knowledge and processes that are currently informal and ad-hoc. This will be achieved through the outputs and activities aimed at formalizing institutional arrangements and coordination. Specific elements of this include:

- ? Output 1.1.1: LUCCC Universities formulate engagement plans with host LDC governments to provide specific technical services to government agencies. Currently there are varying degrees of engagement between LUCCC universities and government agencies in their host countries. Where coordination exists, it is largely ad-hoc and operations on a person-to-person basis, and there are no formalized systems or procedures to analyse the host country's technical services needs related to climate change adaptation. The project will work with all of the participating LUCCC universities to set up and implement procedures to systematically analyze and track technical service needs based on existing policies and strategies (e.g., NDCs, NAPs, etc.). This

will provide a solid evidence base to guide each university's technical services and action research. In addition, the output will establish formal and regular communication between the universities and relevant government agencies to improve universities' understanding of evolving government needs with respect to research and technical services. Among the deliverables of this output will be formal collaboration agreements and workplans with government agencies. In addition, this output includes the development of a guidebook that consolidates best practices for establishing effective coordination between universities and government agencies.

- ? Output 1.2.3: At least 2 multidisciplinary technical working clusters established at each thinktank. Like output 1.1.1, output 1.2.3 includes activities to formalize ad-hoc procedures for managing workflows, team management, and information related to various tasks such as responding to requests for proposals and formulating technical products. By establishing procedures for task management and knowledge management, the output is expected to improve the functioning of the thinktanks. It will also make it easier for the thinktanks to retain information and learning from the thinktanks' activities, which can be used to share lessons between universities in the LUCCC, and also to further improve professional development programs. This information can also be used to inform formal university curricula to make courses and degree programs adhere more closely to skills that are needed by the government for its adaptation response. In other words, improving overall knowledge management at the thinktanks will enable the universities to produce graduates that have marketable skills related to climate change adaptation.

All outputs relevant to knowledge management are listed in the table below, along with allocated budget and an expected timeline.

Output	Budget (USD)	Expected timeline
1.1.1. LUCCC universities formulate engagement plans with host LDC governments to provide specific technical services to government agencies	10,000	A best practice manual and guide on building effective collaboration between universities and governments will support this output and will be completed by the end of Y1Q2
1.1.2. LUCCC capacity development hub established with at least 8 web-based capacity building modules responding to LUCCC university priority gaps.	46,000	These webinars, which include French translation, are expected to be introduced approximately every quarter of the project.
1.1.3. At least 5 short course programs developed for use by LUCCC institutions for technical service delivery; at least four training of trainers conducted	75,000	Two short courses and training activities will be completed in Y1-Q3/4, an additional two will be completed in Y2Q1/2, and a final short course and ToT will be completed in Y2Q3

1.1.4. Knowledge and information resource management system set up at the capacity development hub with procedures for updating and disseminating resource repository contents	50,000	The cost here is for the capacity development specialist that will implement this output (among others). The knowledge management system is expected to be set up by Y1Q3 with information dissemination continuing throughout the life of the project.
1.2.3. At least 2 multidisciplinary technical working clusters established at each thinktank.	15,000	This cost is for IT contractors to set up online management systems to help organize thinktank information resources. This is expected to be completed by Y2Q4.
3.1.3. At least 2 knowledge products developed to synthesize and disseminate lessons learned and best practices from the thinktank network.	10,000	These 2 knowledge products will be completed in Y2Q3/4

9. Monitoring and Evaluation

Describe the budgeted M and E plan

The project will follow UNEP standard monitoring, reporting and evaluation processes and procedures. Reporting requirements and templates are an integral part of the UNEP legal instrument to be signed by the executing agency and UNEP. The project Monitoring and Evaluation (M&E) Plan is consistent with the GEF Monitoring and Evaluation policy. The Project Results Framework presented in Annex A includes SMART indicators for each expected outcome and end-of-project targets. These indicators along with the key deliverables will be the main tools for assessing project implementation progress and whether project results are being achieved. Other M&E related costs are also presented in the Costed M&E Plan and are fully integrated in the overall project budget.

The M&E plan will be reviewed and revised as necessary during the project inception workshop to ensure project stakeholders understand their roles and responsibilities vis-?-vis project monitoring and evaluation. Indicators and their means of verification may also be fine-tuned at the inception workshop. The project baseline study, to be undertaken in the project inception phase, will further validate the indicators and their targets, and establish mid-term targets. It will also further develop the M&E plan into a detailed project M&E framework.

Project Start

Upon establishment of a project management unit, the executing agency will formulate a draft monitoring and evaluation plan and first year workplan. The M&E plan will mainstream best practices for gender equality and social inclusion (GESI), including the use of disaggregated targets and indicators where appropriate. The M&E plan will directly reference the project's gender action plan. The project officer

responsible for maintaining the M&E framework will utilize a software package that is accessible to all LUCCC members for transparency, and the working M&E framework will be stored on a PMU computer, with both on-sight and cloud-based backup. Monitoring costs for the project will be covered by the overall budget for project management costs, while USD52,000 has been allocated for the terminal evaluation, consistent with UNEP's standard arrangements with GEF.

A project inception workshop will be conducted online within the first 2 months of the project start, with the participation of UNEP, the executing entity, the project management unit, LUCCC points of contact, and the additional members of the project board. The inception workshop will help to build ownership and mutual understanding about how the project will be implemented and the project's goals. The workshop participants will also review, fine-tune, and validate the M&E plan and first year workplan. The workshop will result in the production of an Inception Workshop Report, which (along with the GEF-approved Project Document) will be a key reference document for the project and which will be prepared and shared with participants to clarify and formalized various agreements and plans decided during the inception meeting. Based on the project's results framework, SMART targets and indicators will be developed for the appropriate activities for each participating university. The inception workshop will also discuss financial reporting procedures and obligations.

Day-to-day project monitoring will be the responsibility of the project management team, but LUCCC university points of contact, mentor institutions, and service contractors will have responsibilities to collect specific data and information relevant to the indicators. It is the responsibility of the Project Manager to inform UNEP of any delays or difficulties faced during implementation so that the appropriate support or corrective measures can be adopted in a timely fashion.

As noted in the implementation arrangements section, Project Steering Committee meetings will be conducted approximately every six months. During these meeting the PSC will receive updates from the project management unit about implementation progress. These updates will also include information about the M&E framework. The project manager, through the EA, will be responsible for informing UNEP and the PSC of any delays or difficulties faced during implementation.

Project supervision will take an adaptive management approach. The Task Manager will develop a project supervision plan at the inception of the project which will be communicated to the project partners during the inception workshop. The emphasis of the Task Manager supervision will be on outcome monitoring but without neglecting project financial management and implementation monitoring. Progress vis-?-vis delivering the agreed project global environmental benefits will be assessed with the Steering Committee at agreed intervals. Project risks and assumptions will be regularly monitored both by project partners and UNEP. Risk assessment and rating is an integral part of the annual Project Implementation Review (PIR) process. The quality of project monitoring and evaluation will also be reviewed and rated as part of the PIR. Key financial parameters will be monitored quarterly to ensure cost-effective use of financial resources.

Quarterly and Annually.

The project manager will be responsible for providing written quarterly updates to UNEP and the project steering committee. Quarterly reports will include:

- ? Overall progress made towards the project's goals, and specific progress made towards achieving the targets in the M&E framework;
- ? Project outputs and deliverables;
- ? Lessons learned (positive and negative) and emerging best practices;
- ? Risk and adaptive management; and
- ? Results of any consultations with development partners or other stakeholder to provide additional support for the project.

At the end of the first year of implementation, the project manager will compile a first year/mid-term report. This report will include all of the information that would be in the Y1Q4 quarterly report, plus additional analysis and reflection on the progress of the project. This mid-term report will identify any course corrections that are needed and will include information about the effectiveness, efficiency, and timeliness of project implementation.

At the end of the second year, the project manager will coordinate the compilation of a final report which will include all of the information that would normally be contained in the Y2Q4 quarterly report. Like the midterm report, the final report will include reflections on overall implementation and how effective the project was at achieving its goals. The report will include best practices and lessons learned, including areas for improvement. The final report will also include reflections from all 15 LUCCC universities, and a short section on next steps for the thinktank network.

Terminal Evaluation

In-line with the GEF Evaluation requirements and the UNEP Evaluation Policy, the project will be subject to a Terminal Evaluation. The Evaluation Office will be responsible for the Terminal Evaluation (TE) and will liaise with the task manager, the EA, and the LUCCC throughout the process.

The TE will provide an independent assessment of project performance (in terms of relevance, effectiveness and efficiency), and determine the likelihood of impact and sustainability. The project performance will be assessed against standard evaluation criteria using a six-point rating scheme. It will have two primary purposes: (i) to provide evidence of results to meet accountability requirements, and (ii) to promote learning, feedback, and knowledge sharing through results and lessons learned among UNEP staff and implementing partners. The direct costs of the evaluation will be charged against the project evaluation budget. The TE will typically be initiated after the project's operational completion. If a follow-on phase of the project is envisaged, the timing of the evaluation will be discussed with the Evaluation Office to feed into the submission of the follow-on proposal.

The draft TE report will be sent by the Evaluation Office to project stakeholders for comment. Formal comments on the report will be shared by the Evaluation Office in an open and transparent manner. The final determination of project ratings will be made by the Evaluation Office when the report is finalised.

The evaluation report will be publicly disclosed and will be followed by a recommendation compliance process. The evaluation recommendations will be entered into a Recommendations Implementation Plan template by the Evaluation Office. Formal submission of the completed Recommendations Implementation Plan by the project manager is required within one month of its delivery to the project team. The Evaluation Office will monitor compliance with this plan every six months for a total period of 12 months from the finalisation of the Recommendations Implementation Plan. The compliance performance against the recommendations is then reported to senior management on a six-monthly basis and to member States in the Biennial Evaluation Synthesis Report.

Costed M&E Plan

Type of M&E activity	Responsible Parties	Budget US (Excluding project team staff time)	Time frame
Inception workshop and report	Project manager Executing agency UNEP TM	0	Within the first two months of project start up.
Baseline study and End of Project study	PM M&E Specialist (contracted) UNEP TM	USD7,000	Baseline study conducted during inception phase; end of project study conducted prior to project closeout
Annual project report (APR)	PM LUCCC members UNEP TM UNEP FMO (Fund Management Officer)	None	End of year 1
PIR	PM LUCCC members UNEP TM UNEP FMO (Fund Management Officer)	None	Annually

Type of M&E activity	Responsible Parties	Budget US (Excluding project team staff time)	Time frame
Periodic status/ progress reports	PM LUCCC members UNEP TM	None	Quarterly
Terminal Evaluation (TE)	Evaluation Office of UNEP	Indicative cost: US\$52,000	At least three months before the end of project implementation.
Project terminal report	PM UNEP FMO UNEP TM	None	On completion of the terminal evaluation.
TOTAL indicative COST Excluding project team staff time and UNEP staff and travel expenses		Estimated to cost US\$59,000	

10. Benefits

Describe the socioeconomic benefits to be delivered by the project at the national and local levels, as appropriate. How do these benefits translate in supporting the achievement of global environment benefits (GEF Trust Fund) or adaptation benefits (LDCF/SCCF)?

The project's innovative approach to building endogenous capacities will have significant co-benefits over the long term. By improving overall planning for climate change, the project will contribute to resilience building that will safeguard livelihoods and fortify development trajectories against climate shocks and stressors in 15 of the most vulnerable countries in the world. In addition, the project's contribution to increasing climate finance flows to least developed countries will improve other aspects of socioeconomic development as well, since the projects funded by climate change funds have development co-benefits. In addition, by strengthening the endogenous pool of experts in each of the 15 countries, the project will help ensure that more project finance stays in the target country, rather than flowing to external consultants and firms. This will have a positive multiplier effect in the target countries and will more broadly contribute to the development and maintenance of local communities of practice. The project's focus on national universities will also contribute to the adoption of more locally led climate change adaptation initiatives, which will likely prove to be more effective than externally driven approaches over the long run.

Lastly, the project will have positive benefits with respect to gender equality, as it will help improve opportunities for women in universities in terms of accessing funding to advance research and also in terms of technical and vocational training in technical fields.

11. Environmental and Social Safeguard (ESS) Risks

Provide information on the identified environmental and social risks and potential impacts associated with the project/program based on your organization's ESS systems and procedures

Overall Project/Program Risk Classification *

PIF	CEO Endorsement/Approval	MTR	TE
Low			

Measures to address identified risks and impacts

Elaborate on the types and risk classifications/ratings of any identified environmental and social risks and impacts (considering the GEF ESS Minimum Standards) and any measures undertaken as well as planned management measures to address these risks during implementation.

This project consists exclusively of "soft" measures, including capacity development, institutional strengthening, and research and analysis activities. Therefore the project has no footprint with respect to environmental impacts. In addition, the project will work with existing universities based in Least Developed Countries, and so the project is not creating new institutions, though it will support the establishment of new operational units within the existing universities. When establishing these new units, the project will ensure that they incorporate the highest standards of gender equality and social inclusion.

The project features a high degree of participation and buy-in from LUCCC members. The project will work with the LUCCC to ensure equitable gender representation on the project steering committee, and also to ensure that the project contributes to advancing inclusiveness at the participating universities.

A detailed Safeguard Risk Identification form (SRIF) has been reviewed by the UNEP safeguards team and is attached

Supporting Documents

Upload available ESS supporting documents.

Title

Module

Submitted

**Safeguard Risk Identification
Form (SRIF)**

CEO Endorsement ESS

ANNEX A: PROJECT RESULTS FRAMEWORK (either copy and paste here the framework from the Agency document, or provide reference to the page in the project document where the framework could be found).

Project Outcomes	Indicators	Baseline	Target	Means of Verification	Assumptions
Project Objectives: to strengthen capacities of LDCs to achieve scaled up and effective adaptation by fostering endogenous technical services for project development, policy mainstreaming, and creation of an enabling environment for adaptation to climate change	Positive satisfaction ratings in Government for think tank services to support in scaling up of adaptation finance	0	5 countries that have positive feedback on think tank services	Questionnaires/ Surveys Project reports	Governments and LDC universities will participate in the project Government agencies will be willing to conduct consultations and enter into agreements with universities for formalized coordination and technical service provision.
Component 1: Collaborative mechanism for sustained endogenous capacity on climate change adaptation finance					
Project Outcomes	Indicators	Baseline	Target	Means of Verification	Assumptions

<p>Outcome 1.1: LUCCC universities effectively facilitate access to climate finance in their respective countries</p>	<p>Number of institutions with increased ability to access and/or manage climate finance</p> <p>(aligned with GEF Amat indicator 3.2.1)</p>	<p>0</p>	<p>4 institutions with level 3 ability to access climate finance[1]</p>	<p>Scorecards, surveys and questionnaires</p>	<p>At least 4 universities will agree to host thinktanks</p> <p>The project will be able to facilitate the formulation and approval of organizational charters within the timeframe of the project..</p> <p>Capacity built and institutional mechanisms in place will result in increased access to climate finance</p>
<p>Outcome 1.2: Select LDC universities have institutional capacity to support adaptation policy and project formulation</p>	<p>Number of people trained through capacity building activities/initiatives</p>	<p>0</p>	<p>300 people [2] (to be validated) ? of which 120 are women and 180 are men.</p>	<p>Training workshop reports and feedback</p>	<p>LUCCC members will agree on short course topics that will be of use to all of them</p> <p>Online training modality will reach a wide group of stakeholders with the required level of detail</p>
<p>Component 2: Technical capacity building for LDC governments</p>					

Outcome 2.1: Think tanks at select LDC universities provide technical services that meet government demands	Number of people made aware of think tank services and their ability to assist with appropriate adaptation responses (aligned with GEF AMAT indicator 3.3.2)	0	250 people (50 technical officers/planners per each country[3]) The project would use a scorecard approach to measure levels of awareness[4]	Scorecards Questionnaires and project reports	The small grants leads to larger awareness in Government institutions of technical services The small grants program will receive at least 20 fundable applications from thinktank institutions
Component 3: Scaling up					
Outcome 3.1: Think tank model incorporated into LUCCC expansion and scale up plan	No. of additional institutions with confirmed interest and funded workplan to pilot the model (aligned with GEF AMAT 3.2.3)	0	2 Institutions	Expressions of interest from additional universities Project reports	Additional universities will express interest in joining the thinktank network The project implementation team will be able to identify additional partners to potentially support the growth of the network

[1] A scorecard will be defined based on project outputs. Will be based on a 3 level approach ? Level 1 = Institutions have some capacity, Level 2 = Institutions have capacity and a coordination mechanism in place, Level 3= Institutions have systems and processes in place

[2] Assuming 20 people per University

[3] Assuming on average we would affect 4 national institutes and 2 sub-national.

[4] Level 1 ? awareness of services, Level 2 ? aware of information needs regarding climate change impacts and adaptation needs, Level 3 ? intention to commission assignments from think tanks

ANNEX B: RESPONSES TO PROJECT REVIEWS (from GEF Secretariat and GEF Agencies, and Responses to Comments from Council at work program inclusion and the Convention Secretariat and STAP at PIF).

No major comments from GEF secretariat.

No comments from council or STAP

**ANNEX C: Status of Utilization of Project Preparation Grant (PPG).
(Provide detailed funding amount of the PPG activities financing status in the table below:**

<i>Project Preparation Activities Implemented</i>	<i>GETF/LDCF/SCCF Amount (\$)</i>		
	<i>Budgeted Amount</i>	<i>Amount Spent To date</i>	<i>Amount Committed</i>
International consultant - project development	35,000	17,000	18,000
Consultation workshops and meetings	15,000	0	15,000
Total	50,000	17,000	33,000

ANNEX D: Project Map(s) and Coordinates

Please attach the geographical location of the project area, if possible.



ANNEX E: Project Budget Table

Please attach a project budget table.

Budget Summary

Description	Total
COMPONENT 1	661,000
Staff & Personnel (including consultants)	425,000
Contract Services	236,000
COMPONENT 2	1,050,000
Staff & Personnel (including consultants)	250,000
Contract Services	100,000
Grants Out	700,000
COMPONENT 3	30,000
Contract Services	20,000
Supplies, Commodities & Materials	10,000
MONITORING AND EVALUATION	59,000
Staff & Personnel (including consultants)	7,000
Contract Services	52,000
Subtotal Activity Components	1,741,000
Subtotal Monitoring and Evaluation	59,000
PROJECT MANAGEMENT COSTS	180,000
Staff & Personnel (including consultants)	180,000
TOTAL	1,980,000

PROJECT BUDGET - GEF FUNDS								
PROJECT TITLE		Strengthening endogenous capacities of LDCs to access finance for climate change adaptation						
PROJECT NUMBER		GEF 10525						
Project implementing agency/organization:		TBD						
Project implementation period:		From:	Q42021					
		Year 1		Year 2		Total		
Class	Description	Executing Partner	UNEP	Executing Partner	UNEP	Executing Partner	UNEP	TOTAL
	COMPONENT 1							

010	Staff & Personnel (Including Consultants)	210,000		215,000		425,000	-	425,000
120	Contract Services	98,000		138,000		236,000	-	236,000
160	Travel					-	-	-
	Component Total	308,000		353,000		661,000	-	661,000
	COMPONENT 2							
010	Staff & Personnel (Including Consultants)			250,000		250,000	-	250,000
120	Contract Services	50,000		50,000		100,000	-	100,000
145	Grants Out			700,000		700,000	-	700,000
	Component Total	50,000		1,000,000		1,050,000	-	1,050,000
	COMPONENT 3							
120	Contract Services	10,000		10,000		20,000	-	20,000
130	Supplies, Commodities & Materials	5,000		5,000		10,000	-	10,000
	Component Total	15,000		15,000		30,000	-	30,000
	MONITORING & (M&E)							
010	Staff & Personnel (Including Consultants)		7,000			-	7,000	7,000
120	Contract Services				52,000	-	52,000	52,000
	M&E Total	-	-	-	-	-	59,000	59,000
	PROJECT MANAGEMENT COSTS (PMC)							

010	Staff & Personnel (Including Consultants)	90,000		90,000		180,000	-	180,000
	PMC Total	90,000		90,000		180,000	-	180,000
	GRAND TOTAL	448,000		1,443,000		1,891,000	59,000	1,980,000

GEF Project Budget Template

Expenditure Category	Detailed Description	Component (USDeq.)							Total (USDeq.)	Responsible Entity (Executing Entity receiving funds from the GEF Agency)[1]
		Component 1		Component 2	Component 3	Sub-Total	M&E	PMC		
		Outcome 1.1	Outcome 1.2	Outcome 2.1	Outcome 3.1					
Works	?					0			0	
Goods	Equipment 1					0			0	
	?					0			0	
Vehicles						0			0	
Grants/ Sub-grants	Small grants to support technical services for outcome 2			700000		700000			700000	Executing Agency (START)
Revolving funds/ Seed funds / Equity	?					0			0	
Sub-contract to executing partner/ entity						0			0	

Contractual Services ? Individual	Consulting contract to conduct financial analysis of thinktank costs and benefits for 1.2.1.2		50000			50000		50000	Executing Agency (START)
	Consultant contract to develop business plans for thinktanks for 1.2.4.1		90000			90000		90000	Executing Agency (START)
	Develop logos and relevant branding materials for 3.1.3.1				10000	10000		10000	Executing Agency (START)
	Develop 2 synthesis knowledge products for 3.1.4.2				10000	10000		10000	Executing Agency (START)
Contractual Services ? Company	Consulting firm to develop webinars for 1.1.2.3	30000				30000		30000	Executing Agency (START)
	Consulting firm to translate webinars into French for 1.1.2.3	16000				16000		16000	Executing Agency (START)
	2 contract with mentor institutions to support all activities in component 1	50000	50000	100000		200000		200000	Executing Agency (START)

	Consulting firm to develop short course curricula for 1.1.3.1	75000				75000			75000	Executing Agency (START)
International Consultants	Int'l consultant to develop best practice manual for 1.1.1.1	10000				10000			10000	Executing Agency (START)
Local Consultants	IT consultants to set up online management system and workflow management for thinktanks		15000			15000			15000	Executing Agency (START)
Salary and benefits / Staff costs	Capacity development specialist	50000		xxx		50000			50000	Executing Agency (START)
	Institutional strengthening specialist	50000	50000			100000			100000	Executing Agency (START)
	University points of contact (x15) to support all component 1 activities	60000	65000			125000			125000	Executing Agency (START)
	Thinktank coordinators (x5) to support activities at newly established thinktanks	50000	50000	150000		250000			250000	Executing Agency (START)

Trainings, Workshops, Meetings	Midterm LDC/LUC CC network meeting for 3.1.1.1				5000	5000		5000	Executing Agency (START)
	Learning and sustainability meeting for 3.1.1.2				5000	5000		5000	Executing Agency (START)
Travel	?					0		0	
	?					0		0	
Office Supplies	?					0		0	
	?					0		0	
Other Operating Costs	Monitoring and Evaluation	14750	14750	14750	14750	59000		59000	UNEP and START
	Project Management Costs	45000	45000	45000	45000	180000		180000	Executing Agency (START)
Grand Total		450750	429750	1009750	89750	198000		198000	

CO-FINANCING PROJECT BUDGET - GEF FUNDS		-	-	
PROJECT TITLE		Strengthening endogenous capacities of LDCs to access finance for climate change adaptation		
PROJECT NUMBER		10525		
Project implementing agency/organization:		START		
Project implementation period:		From:	Q4/2021	2 years
Class	Description	Co-finance Partners		TOTAL
		START	LUCCC members	UNEP-GAN
10	Staff & Personnel (Including Consultants)	68,000	334,898	402,898

120	Contract Services	11,430			11,430
125	Operating & Other Costs	18,840	231,246		250,086
130	Supplies, Commodities & Materials	2,626	71,700		74,326
135	Equipment, Vehicles & Furniture		50,000		50,000
140	Transfers & Grants to Implementing Partners				-
145	Grants Out	454,124	731,560	100,000	1,285,684
150	Implementing Partners Programme Support Costs				-
155	UN Programme Support Costs				-
160	Travel				-
	Total	555,020	1,419,404	100,000	2,074,424

ANNEX F: (For NGI only) Termsheet

Instructions. Please submit an finalized termsheet in this section. The NGI Program Call for Proposals provided a template in Annex A of the Call for Proposals that can be used by the Agency. Agencies can use their own termsheets but must add sections on Currency Risk, Co-financing Ratio and Financial Additionality as defined in the template provided in Annex A of the Call for proposals. Termsheets submitted at CEO endorsement stage should include final terms and conditions of the financing.

ANNEX G: (For NGI only) Reflows

Instructions. Please submit a reflows table as provided in Annex B of the NGI Program Call for Proposals and the Trustee excel sheet for reflows (as provided by the Secretariat or the Trustee) in the Document Section of the CEO endorsement. The Agencies is required to quantify any expected financial return/gains/interests earned on non-grant instruments that will be transferred to the GEF Trust Fund as noted in the Guidelines on the Project and Program Cycle Policy. Partner Agencies will be required to comply with the reflows procedures established in their respective Financial Procedures Agreement with the GEF Trustee. Agencies are welcomed to provide assumptions that explain expected financial reflow schedules.

ANNEX H: (For NGI only) Agency Capacity to generate reflows

Instructions. The GEF Agency submitting the CEO endorsement request is required to respond to any questions raised as part of the PIF review process that required clarifications on the Agency Capacity to manage reflows. This Annex seeks to demonstrate Agencies' capacity and eligibility to administer NGI resources as established in the Guidelines on the Project and Program Cycle Policy, GEF/C.52/Inf.06/Rev.01, June 9, 2017 (Annex 5).