



Informing climate-resilient development: the application of cost–benefit analysis (CBA) in the Pacific Adaptation to Climate Change (PACC) programme

Experiences and lessons learned on capacity building



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SPREP, PO Box 240, Apia, Samoa

T: +685 21929

F: +685 20231

E: sprep@sprep.org

W: www.sprep.org

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Aaron Buncle



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EXECUTIVE SUMMARY

As part of the Global Environment Fund (GEF)-funded Pacific Adaptation to Climate Change (PACC) programme, a cost-benefit analysis (CBA) work programme was undertaken during 2011 and 2012. The purpose of this work programme was to help improve selection and design of PACC pilot projects, as well as to build Pacific island country (PIC) capacity in the use of CBA. The PACC CBA work programme was the first (substantive) capacity-building programme of its kind known to have been delivered to PIC governments.

The key elements of the PACC CBA capacity building work programme were:

1. Training workshops and development of CBA workplans for PACC pilot projects;
2. Ongoing technical support to help countries implement their CBA workplans (i.e. conduct a CBA of their PACC pilot project); and
3. A follow-up training and lessons learned workshop.

The aim of the capacity-building programme was to provide participants with a basic understanding of the CBA framework and key concepts. It was intended as a first step to generate awareness and interest in CBA, which could be further developed and expanded if found to be useful.

An internal evaluation was undertaken to assess the effectiveness of this CBA capacity-building initiative, and to inform the design of any future CBA capacity-building programmes. The evaluation approach combined both process and impact/outcome evaluation considerations and also combined quantitative and qualitative methodologies to measure success and identify key learnings.

A separate report, PACC Technical Report No. 2, synthesises the CBA reports completed under the work programme and assesses the effectiveness of these CBAs for improving selection and design of PACC pilot projects.

Overall, the PACC CBA work programme achieved some good results and was a worthwhile first step for building PIC capacity in the use of CBA. Participant self-appraisals indicated the work programme had increased their knowledge and skills in the CBA procedure and key concepts, and as a result they were (mostly) confident to undertake a CBA in the future, with some technical backstopping support. Results were strongest for participants who had some background training in economics prior to the capacity building programme and who were active in conducting the CBA of their country's PACC pilot project. Knowledge and skill levels achieved were not as high for participants with a more generalist training background (e.g. project managers or coordinators), and who were not strongly engaged in the conduct of the CBA for their country's PACC pilot project. Training for this group was still however a significant and important outcome of this work programme, as broader awareness and understanding of CBA is needed for it to be properly incorporated into project decision-making, even if officials do not have the in-depth knowledge to conduct a CBA. All those who participated in the entire PACC CBA work programme reported that they thought the application of CBA was useful for their PACC pilot project and said that they planned to undertake (coordinate or manage) a CBA in the future.

Facilitator reflections indicated that a primary success factor of the CBA work programme was the strong collaboration between SPREP (Commonwealth Secretariat), UNDP, GIZ, SPC, and later Pacific Islands Forum Secretariat (PIF) to deliver the capacity-building components of the PACC CBA work programme. Most beneficial was support provided from GIZ, SPC, and later Pacific Islands Forum Secretariat (PIF) economists to help deliver the training workshops. The experience of these economists who were working in the region was particularly beneficial for helping to pitch the training at the right level, and for general communication and engagement.

A second success factor was interest and commitment shown by (select) PIC officials participating in the work programme and leaders within government departments. Officials who showed most interest in the programme involved themselves as much as possible in the conduct of the CBA, made the most of technical backstopping support provided, and ultimately were able to develop their knowledge and skills substantially. Also, where senior government officials recognised CBA as an important decision-making aid and skill-set, they nominated suitable

(and key) staff to participate in the work programme and allocated sufficient time for these staff to complete the exercises. This underscores the importance of training being demand-driven.

Key challenges were:

1. The difficulty attracting people with economics backgrounds to participate;
2. The lateness of introducing CBA into the PACC project;
3. The lack of prior background assessments to input to the CBA;
4. The lack of familiarity of many participants with Microsoft Excel; and
5. The limited number of days that some technical personnel, and particularly consultants, were able to provide backstopping support to help participants conduct the CBA of their PACC pilot project.

Challenges 2 and 3 limited the time available to complete the CBA activities.

Participant feedback in relation to the PACC CBA work programme indicated that good technical backstopping to support learning-by-doing is a critical part of CBA capacity building. While most participants reported that the technical backstopping was of a high quality, this feedback was not unanimous. In future CBA learning-by-doing exercises, participants advised that they must have an active role in recruitment and the ultimate say in selection of technical assistance. They further advised that engagement should be managed through the use of a well-developed terms of reference (ToR). This applies to all technical services provided including paid consultants, in-kind assistance, and internally within country governments.

Other themes from participant feedback were that they thought the practical, hands-on focus of the training programme was appropriate, and that inter-disciplinary work teams are very beneficial for learning purposes. One part of the inter-disciplinary working arrangements that was reported to work well was the use of the CBA workplan template/tool developed for the PACC CBA work programme.

Based on the learning outcome results, facilitator reflections and participant feedback, the following key lessons are drawn from the capacity-building components of the PACC CBA work programme:

1. *Substantial effort is required to attract suitable participants.* This is an ongoing threat to the efficacy of capacity-building efforts to inform the design and selection of climate change adaptation projects. Efforts are needed to find champions who will both support and execute assessments for the benefit of national investments.
2. *In-country delivery of training workshops is preferred to regional or sub-regional workshops.* The key reason for this is that in-country training workshops are able to train a larger number of officials from the same country which in turn helps with communication and understanding of CBA results/findings and helps to build institutional capacity. In-country delivery is also one approach/measure that could help to reduce problems attracting suitable participants. Additionally, country participants have expressed a specific desire for in-country training activities in the future as a way to contextualise presentations and exercises. To this end, there is likely to be value in the wider publication of more Pacific-specific case studies. In-country trainings have subsequently been delivered in Kiribati, Tuvalu and Vanuatu largely as a result of demand generated from the PACC trainings.
3. *A practical, hands-on approach to learning appears to work best in the Pacific.* Excel exercises for CBAs and work-planning sessions in the initial training workshops were well received and found to be very effective. These features should be retained in future training exercises in CBA. Also, having participants further develop their CBA skills within a current project is considered to be a good feature and important for developing more in-depth working knowledge. This has an important added benefit of contributing to current work priorities. The identification of relevant projects prior to the training is a useful way of ensuring that participants are working on examples relevant to their own work programmes and more effort should be made to ensure that this is done in advance of the training.
4. *Plan for CBA, and introduce CBA training at the early stages of project development.* This will ensure sufficient time and flexibility for officials to undertake the CBA and thus learn-by-doing. It will also help ensure that other assessments (e.g. vulnerability assessments and other problem analyses) that input to the CBA are properly planned for and are available to the CBA analysts in a timely fashion.

5. *Adequate technical backstopping arrangements are critical.* Technical backstopping should ideally be provided such that country officials lead on analysis and report writing as much as possible, with technical backstopping guiding this process and providing 'review and comment'. The use of detailed ToRs (for in-kind support, regional economists, consultants, or whoever) can help ensure support provided meets the learning needs.
6. *Communication features should be a core and prominent part of future training exercises in CBA.* Future training workshops would benefit from increased time allocated and a more focused approach to this element of CBA capacity building. The focus in future training work programmes should be on: (i) preparing briefing papers on the CBA; (ii) delivering short presentations to decisions makers, including preparations to answer questions and defend the analysis; (iii) incorporating CBA information into Cabinet submissions; and (iv) incorporating CBA information into project proposal documents to be submitted to donors. These could be included as outputs of any future CBA capacity building programmes.

All participating countries expressed strong interest, and very strong interest in some cases, to gain further capacity and expertise in CBA. A workshop session was run to solicit country input on the type of capacity-building measures that they thought would be most useful as next steps. This session highlighted in-country training workshops (both an introductory workshop similar to the initial training workshop run as part of the PACC CBA work programme, and a more-detailed workshop targeted exclusively at practitioners) as likely to be the most effective capacity-building measures. Medium-term (3–4 months) technical backstopping, a formal short course at a recognised institution, an online course, training-of-trainer workshops (to achieve sustainability of in-country training workshops), and a CBA guide tailored for the Pacific context were also identified as priority measures.

The PACC CBA work programme has helped to generate broad awareness and interest among PIC governments in developing capabilities in this area. Since the initial training workshops, introductory CBA training workshops have been delivered in a range of PICs and departments including the Fiji Agriculture Ministry, the Kiribati Government, Tuvalu Government, and Vanuatu Government using a similar approach to the PACC CBA work programme.

It is hoped that this report will inform similar capacity-building programmes in the Pacific so that they can be better designed and implemented to maximise learning outcomes. To date, the findings of this evaluation have been used to inform the development of a concept for a more systematic regional training programme on CBA in support of resilient development. The envisaged programme builds on the regional partnership established through the PACC CBA work programme, and at the time of finalising this report was in a scoping and consultation stage.

INTRODUCTION

As part of the GEF-funded Pacific Adaptation to Climate Change (PACC) programme, a cost–benefit analysis (CBA) work programme was developed and delivered during 2011 and 2012. The purpose of this work programme was to help improve selection and design of PACC pilot projects, as well as to build Pacific island country (PIC) capacity in the use of CBA.

CBA is a systematic process for identifying, evaluating and comparing costs and benefits of a project. It can be a useful method to help inform decisions about whether to proceed with a project or not, which project option to implement, when best to implement, and/or what refinements can be made to improve project design. CBA helps to ensure there is a solid evidence base for project proposals put forward.

This report sets out the evaluation findings of the capacity-building components of the PACC CBA work programme. A separate report, PACC Technical Report No. 2, synthesises the CBA reports completed under the work programme, and assesses the effectiveness of these CBAs for improving selection and design of the PACC pilot projects.

It is hoped that this report will inform similar capacity-building programmes in the Pacific so that they can be better designed and implemented to maximise learning outcomes. To date, the findings of this evaluation have been used to inform the development of a concept for a more systematic regional training programme on CBA in support of resilient development. The envisaged programme builds on the regional partnership established through the PACC CBA work programme, and at the time of finalising this report was in a scoping and consultation stage.

The structure of this report is as follows:

- Background
- Evaluation methods
- Outputs
- Learning and skills outcomes
- Facilitators' reflections
- Participants' feedback
- Lessons learned
- Next steps for capacity building in CBA
- Concluding remarks.

BACKGROUND

The PACC programme is a US\$13 million, 5-year UNDP/GEF programme which began implementation in February 2009. It covers 13 PICs and aims to reduce climate change and disaster risks at the community level in the water, food security (agriculture), and coastal sectors.

The PACC programme design is based on three main components. These are 'mainstreaming' of climate change risk into relevant government processes, policies and strategies; piloting or demonstration of practical adaptation measures; and communication of climate change risk and lessons learned. More information on the PACC programme can be found at www.sprep.org/pacc-home.

During the first three years of PACC implementation, it was found that some countries were experiencing problems appraising, and setting up monitoring and evaluation frameworks for their pilot projects. More specifically, it was found that:

- Some countries were experiencing difficulties selecting appropriate measures to implement as their demonstration project;
- For some countries who had selected their project, it was not clear whether the option(s) selected were the most worthwhile ones to reduce the identified climate change risk(s); and
- Some countries had not adequately set up data collection and monitoring frameworks to allow for robust evaluation at the end of the project, which would be needed to inform decisions about project upscaling – the primary rationale for the piloting component of the PACC.

Reasons identified for the above-mentioned problems included a lack of guidance and a lack of capacity in-country to undertake adequate economic assessments of these projects. To help address these issues, a decision was made at the second PACC Multipartite Review Meeting in 2011 to introduce a CBA work programme into the PACC. The key capacity-building components of the PACC CBA work programme were carried out during 2011 and 2012.

The PACC CBA work programme was the first substantive capacity-building programme of its kind known to have been delivered to PIC governments. While some PICs have project appraisal guidelines which include a section on describing and quantifying the costs and benefits of budget submissions and proposals, the relevant staff typically have not received training in CBA and do not have the knowhow or confidence to undertake this work.¹ The use of CBA is in its very early stages within PIC governments.

The specific objectives of the capacity-building components of the PACC CBA work programme were to:

- Increase participants' knowledge and skills in CBA; and
- Increase participants' confidence to undertake and/or manage a CBA in the future.

The intention of the capacity-building programme was to provide participants with a basic understanding of the CBA framework and key concepts. The programme was further intended to contribute to the 'groundwork' being laid regionally to generate awareness and interest in CBA, and to be further developed and expanded if found to be useful.

The target audience comprised technical officials (e.g. economists and engineers) as well as generalists (e.g. project managers and policy officers). Expectations for each group were slightly different:

- For technical officials, the expectation was for these participants to build skills towards eventually being able to conduct CBAs. Accordingly, it was expected that these officials would be very active in the conduct of the CBA for their countries' pilot projects.

1 Observations by Marita Manley, Climate Change Adviser, GIZ, March 2013.

- For the generalists, the hope was for them to gain a basic understanding of how to manage and use CBAs but not necessarily conduct the analysis themselves. Accordingly, these participants were expected to play a lesser role in the 'learning-by-doing' component of the programme.

The key elements of the PACC CBA capacity-building work programme were:

1. Training workshops and development of CBA workplans for PACC pilot projects;
2. Ongoing technical support to help countries implement their CBA workplans (i.e. conduct a CBA of their PACC pilot project); and
3. Follow-up training and lessons learned workshop.

EVALUATION METHODS

The evaluation approach to assess the effectiveness of this CBA capacity-building initiative combines both process and impact/outcome evaluation considerations. The evaluation combines quantitative and qualitative methodologies to measure success and identify key learnings.

A programme logic for the PACC CBA work programme is given in Appendix 1. This specifies the assumptions underpinning the initiative, through to the anticipated longer term impacts.

The evaluation activities were principally conducted as part of the two sets of CBA workshops – the 2011/2012 initial workshops and the 2012 follow-up workshop.

Evaluation activities included:

- Participant evaluations at each workshop
- Thematic analysis of participants' feedback
- Facilitator reflections on process and impacts/outcomes
- Summary of learnings.

OUTPUTS

The outputs under each of the three main capacity-building elements of the CBA work programme are summarised below.

1. Training workshops and development of CBA workplans

Three CBA training workshops were delivered. These were four-day workshops comprised of three broad parts:

- i. Introduction to Microsoft Excel;
- ii. Training on the CBA framework, key concepts, and case studies; and
- iii. Planning sessions to scope out analysis tasks and work actions required to conduct CBAs of pilot projects.

The first CBA workshop was held in Nauru on 1–4 November 2011 and focused on assessments of water sector PACC pilot projects. The second was held in Fiji on 24–27 January 2012 and focused on pilot projects in the food-security (agriculture) sector. The third was held in Samoa on 6–9 February 2012 and focused on pilot projects in the coastal sector. Changes and refinements were made to each of the training workshops based on experience and feedback from participants.

More detailed information on training workshop activities undertaken is given in the Interim Report (April 2012) prepared for the PACC CBA work programme, available at www.sprep.org/pacc-home. A copy of the workshop materials can be found at www.sprep.org/Regional-Workshops/cost-benefit-analysis.

Forty-seven officials received training in the three workshops. Participant lists are provided in Appendix 2.

The main facilitators were Aaron Buncl (SPREP/COMSEC), Marita Manley (SPC/GIZ), and Paula Holland (SPC).

2. Ongoing technical support to implement CBA workplans

The second output of the capacity-building component of the PACC CBA work programme was technical backstopping to assist participants conduct CBAs of their countries' PACC pilot projects, following and building on the CBA workplans developed at the training workshops. This was part of a 'learning-by-doing' approach to capacity building. Seven PACC countries participated in this component of the PACC CBA work programme.

Technical backstopping was provided by a mix of staff from SPREP, GIZ, and UNDP, as well as by consultants. Specific support arrangements for each country are summarised in Table 1 (on next page).

The nature and extent of support provided by technical backstopping personnel varied across the seven countries that received this support. For some countries, support was in the form of guidance and review of the draft analysis prepared by the country officials. This support was provided over many months and multiple country visits. For other countries, technical support took a 'front-seat' role in the conduct of analysis and write-up of the report with country officials reviewing and providing comments on this work. Support in these cases was typically provided over one 10-day country visit and a further 10 days of remote assistance to write up and finalise reports. As discussed later, these differences were partly due to differences across countries in their capacity (time available and skills) to do the analysis work as well as the time available to complete this exercise (to inform project selection design and move to implementation).

TABLE 1. Technical backstopping arrangements to support implementation of CBA workplans

Country	Sector	Primary support person
Cook Islands	Coastal	Aaron Buncle (SPREP)
Federated States of Micronesia	Coastal	N/A – ADB already completed
Fiji	Food security	N/A – Fiji National University
Nauru	Water	N/A – did not choose to conduct a CBA
Niue	Water	Aaron Buncle (SPREP)
Palau	Food security	Andrew McGregor (consultant)
Papua New Guinea	Food security	N/A – did not progress because, at the time, it was uncertain whether the PNG PACC project would proceed
Republic of the Marshall Islands	Water	Kirsten Oleson (consultant)
Samoa	Coastal	Marco Arena (UNDP)
Solomon Islands	Food security	Andrew McGregor (consultant)
Tonga	Water	N/A – did not choose to conduct a CBA
Tuvalu	Water	Marita Manley (SPC/GIZ)
Vanuatu ²	Coastal	Liliana Davila (Yale University)

3. Follow-up training and lessons learned workshop

The final output of the capacity-building component of the PACC CBA work programme was a follow-up training and lessons learned workshop. This workshop was conducted from 30 October to 2 November 2012 in Samoa and comprised four broad parts:

- i. Sharing of knowledge and lessons learned from conducting CBAs of PACC demonstration projects and contribution of CBA to PACC demonstration project selection and design;
- ii. Refresher training on the CBA framework, key concepts, and its application to climate change adaptation projects;
- iii. Evaluation of CBA knowledge and skills achieved and identification of next steps for further capacity building in CBA (if any); and
- iv. Training on communicating CBA key results and findings to key stakeholders, including high-level government and donors.

A copy of the agenda is provided in Appendix 3.

The only substantive new training session developed for this workshop was on communicating CBA results in Cabinet submissions. This presentation is available at www.sprep.org/Regional-Workshops/cost-benefit-analysis.

Nine officials received training in this workshop. Invitation to this workshop was limited to countries who had conducted CBAs of their PACC pilot projects, in part because of a lack of funds. The participants list is provided in Appendix 4.

The main facilitators were Aaron Buncle (SPREP/ComSec), Marita Manley (SPC/GIZ), Paula Holland (SPC), Scott Hook (PIFS), Seema Deo (SPREP), and Nannette Woonton (SPREP).

² Cash-flow problems for the Vanuatu case prevented the technical support person from visiting the project site and collecting needed data and information (a vulnerability assessment had not been completed at that stage).

LEARNING AND SKILLS OUTCOMES

The following learning outcomes are based on participants' self-appraisals reported in formal evaluation forms which were distributed at both the initial training workshops and the follow-up training and lessons learned workshop. The evaluation questionnaire was significantly enhanced for the second initial workshop in Fiji and further minor modifications were made for the third workshop in Samoa. The results have been integrated as accurately as possible to account for these differences.

The evaluation forms included sections on: (1) understanding of the CBA process and key concepts; (2) confidence to apply CBA; and (3) knowledge and skills in the use of Microsoft Excel. The follow-up training and lessons learned workshop included a further section on: (4) skills and confidence to incorporate CBA information into and complete a Cabinet submission. The evaluation form for the third sub-regional training workshop and the follow-up training and lessons learned workshop is given in Appendix 5.

Fifty-one evaluations were submitted out of a possible 55. Seventeen of these were from the Nauru sub-regional training workshop, seven were from the Fiji sub-regional training workshop, 20 were from the Samoa sub-regional training workshop, and seven were from the follow-up training and lessons learned workshop. The evaluation below takes into consideration that only seven participants were involved in the work programme from start to finish, and that 46 participants participated in the initial four-day training workshops but not the other components.

LEARNING AND SKILLS OUTCOME 1: Increased knowledge of the CBA procedure and key concepts

INITIAL TRAINING WORKSHOPS

For each of the sub-regional training workshops, it is evident from participants' responses that participation in these workshops did increase knowledge and skills in CBA. For the workshops in Fiji and Samoa, where questions were asked to measure change, all participants except two indicated a positive change in their level of understanding and confidence to undertake CBA.

The following tables summarise the results from participants' self-appraisal of their understanding of the CBA process and key concepts following the sub-regional training workshops.

TABLE 2. Nauru³ CBA workshop, participant rating of their understanding of the CBA process and key concepts

	Strongly agree	Agree	Disagree	No response
After the workshop, do you feel you have a basic understanding of the key concepts of CBA?	12	5	0	0
After the workshop, do you have a basic understanding of how to undertake a simple CBA?	13	4	0	0

3 Note that the evaluation form for the Nauru workshop did not explicitly ask about participant capacity in CBA before the workshop or the increase in capacity achieved as a result of the workshop. Therefore the above ratings are an imperfect assessment of this objective.

TABLE 3. Fiji CBA workshop, participant rating of their understanding of the CBA process and key concepts

	I still have difficulty understanding some of the key concepts and steps of CBA	I (now) have a basic understanding	My understanding of CBA has increased significantly	No response
Understanding of CBA process and key concepts	1	1	3	2

TABLE 4. Samoa CBA workshop, participant rating of their understanding of the CBA process and key concepts

	I still have difficulty understanding some of the key concepts and steps of CBA	I (now) have a basic understanding	My understanding of CBA has increased significantly	No response
Understanding of CBA process and key concepts	3	7	8	2

Results also suggest that the changes and refinements made to workshop structure and materials contributed to better learning outcomes.

FOLLOW-UP TRAINING AND LESSONS LEARNED WORKSHOP

The evaluation forms for this workshop asked participants to rate their understanding of the CBA procedure and when it can usefully applied from 1 to 5⁴ before and after the PACC CBA work programme, with 1 being “I had/have no understanding of the CBA procedure” and 5 being “I had/have a sound working knowledge of the procedure”.

The evaluation forms for the workshop further asked participants to rate their understanding of the key concepts from 1 to 5⁵ before and after the PACC CBA work programme, with 1 being “no understanding of the key concepts of the CBA framework at all” and 5 being “very good understanding of the key concepts of CBA”.

These results are summarised in Figures 1 and 2 on the next page.

It is important to note that four of the seven participants who filled in the evaluation forms did not participate in the initial training workshops. Of these four, one had not been actively involved in the conduct of their country’s PACC CBA.

The results outlined above show that the work programme was successful in increasing knowledge and skills in the CBA procedure and key concepts. Results are strongest for participants who had some background training in economics prior to and who were active in conducting the CBA of their country’s PACC pilot project. Knowledge and skill levels achieved were not as high for participants with a more generalist background (e.g. project managers or coordinators) and who were not strongly engaged in the conduct of the CBA for their country’s PACC pilot project. These participants were still unclear about some of the key concepts underpinning the CBA framework, especially measuring benefits and discounting. Nonetheless, knowledge and skills achieved for ‘generalist’ participants was still a significant and important outcome of this work programme as broader awareness and understanding of CBA is needed for it to be properly incorporated into project decision-making, even if officials do not have the in-depth knowledge to conduct a CBAs.

4 See questionnaire in Appendix 5.

5 See questionnaire in Appendix 5.

FIGURE 1. Participants' rating of their understanding of the CBA process before and after the PACC CBA work programme.

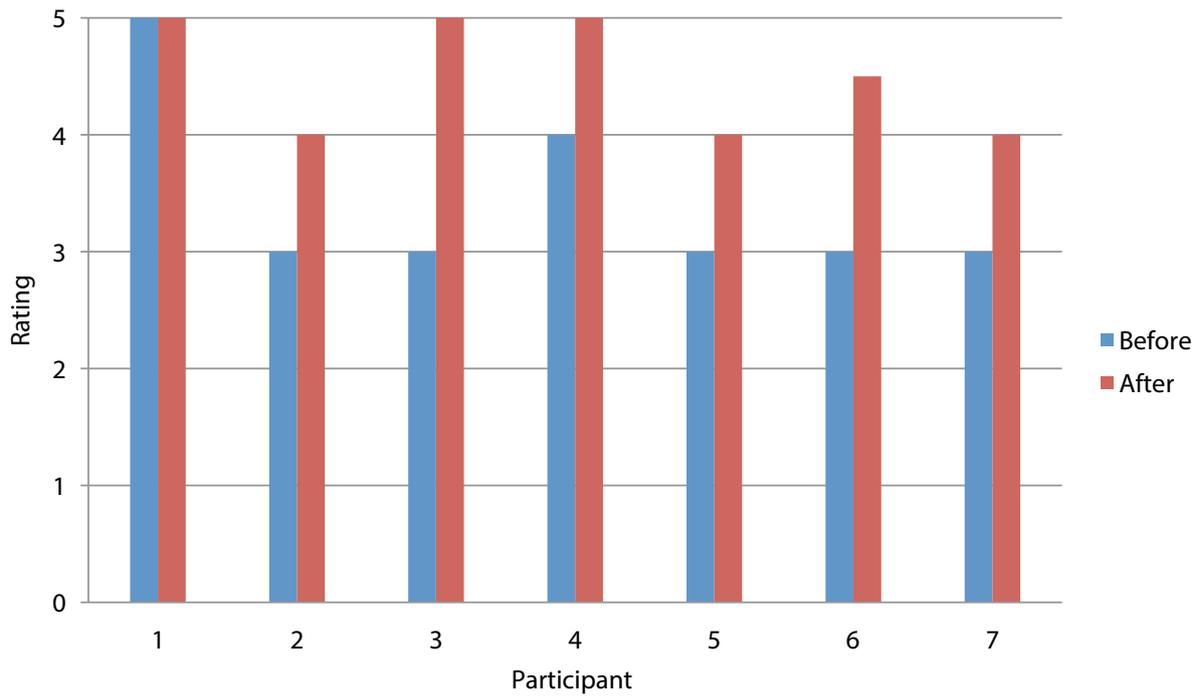
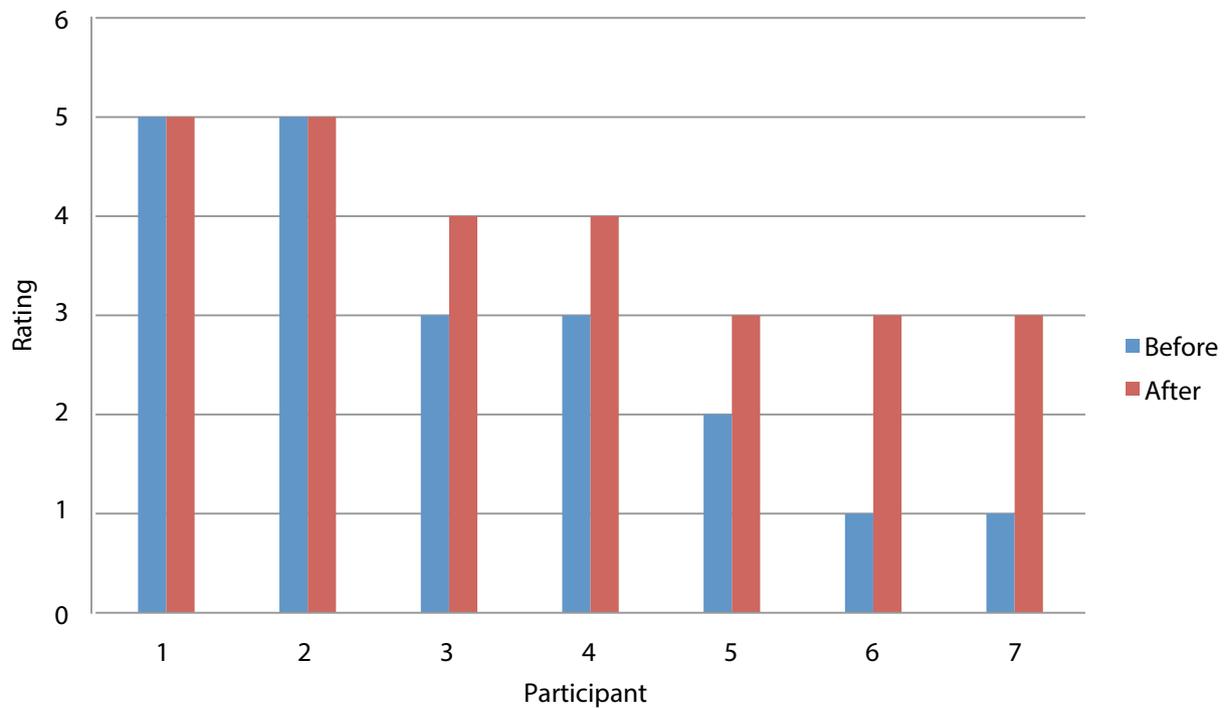


FIGURE 2. Participants' rating of their understanding of key concepts of the CBA framework before and after PACC work programme.



LEARNING AND SKILLS OUTCOME 2: Increased confidence in the use of CBA

INITIAL TRAINING WORKSHOPS

Whilst the changed format of the evaluation questions makes the measure somewhat disjointed, the responses show a definitive improvement in perceived confidence for the majority of the participants (Tables 5–7).

TABLE 5. Nauru⁶ CBA workshop, participants' rating of their confidence to use CBA

	Strongly agree	Agree	Disagree	No response
Do you feel confident you are now able to progress (oversee and/or conduct) a CBA for your country's PACC pilot demonstration project?	6	8	0	2

TABLE 6. Fiji CBA workshop, participants' rating of their confidence to use CBA

	I am still not confident to use CBA	I am more confident to use CBA	I am significantly more confident to use CBA	No response
Confidence in using CBA	1	3	1	2

TABLE 7. Samoa CBA workshop, participants' rating of their confidence to use CBA

	I am still not confident to use CBA	I am more confident to use CBA	I am significantly more confident to use CBA	No response
Confidence in using CBA	2	14	1	1

FOLLOW-UP TRAINING AND LESSONS LEARNED WORKSHOP

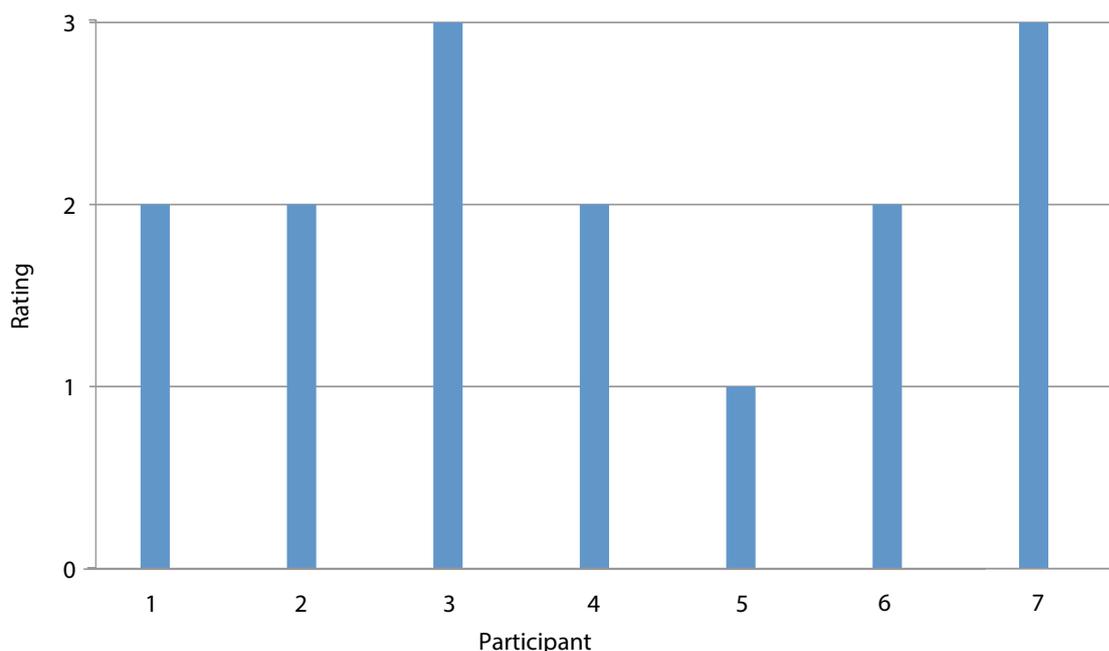
The evaluation forms for this workshop asked participants to rate their ability to manage or coordinate a CBA in the future from 1 to 3, with 1 being "I don't believe I have the necessary skills", 2 being "I believe I do have the skills but would welcome having someone to discuss issues with if they arose" and 3 being "I feel confident to manage or coordinate a CBA in the future". The results of this evaluation item are summarised in Figure 3 (next page).

The two participants who reported that they felt confident to manage or coordinate a CBA in the future were those with some economics training prior to the PACC CBA work programme and who also were active in conducting the CBA for their PACC pilot project. All other participants were generalists, did not participate in the initial sub-regional training workshops, and/or were not actively involved in the conduct of the CBA for their PACC pilot project.

All participating countries reported they planned to undertake a CBA for other projects they are involved with in the future.

⁶ Please note, the evaluation form for the Nauru workshop did not explicitly ask about participant capacity in CBA before workshop or the increase in capacity achieved as a result of the workshop. As such the above ratings are an imperfect assessment of this objective.

FIGURE 3. Participants’ rating of their ability to manage or coordinate a CBA in the future.



LEARNING AND SKILLS OUTCOME 3: Increased knowledge and skills in Microsoft Excel for use in CBA

This measure highlights the knowledge gap in Microsoft Excel, with 24 out of 27 participants indicating a positive learning outcome.

INITIAL TRAINING WORKSHOPS

This outcome was only assessed for the second and third initial training workshops. Participants were asked to rate the extent to which they agreed with the statement that “The workshop improved my understanding of how to use Excel in CBA” on a scale of 1 to 5 with 1 being strongly disagree and 5 being strongly agree. Table 8 summarises the results for this outcome.

TABLE 8. Fiji and Samoa CBA workshops, participants’ rating of their understanding of how to use Excel in CBA

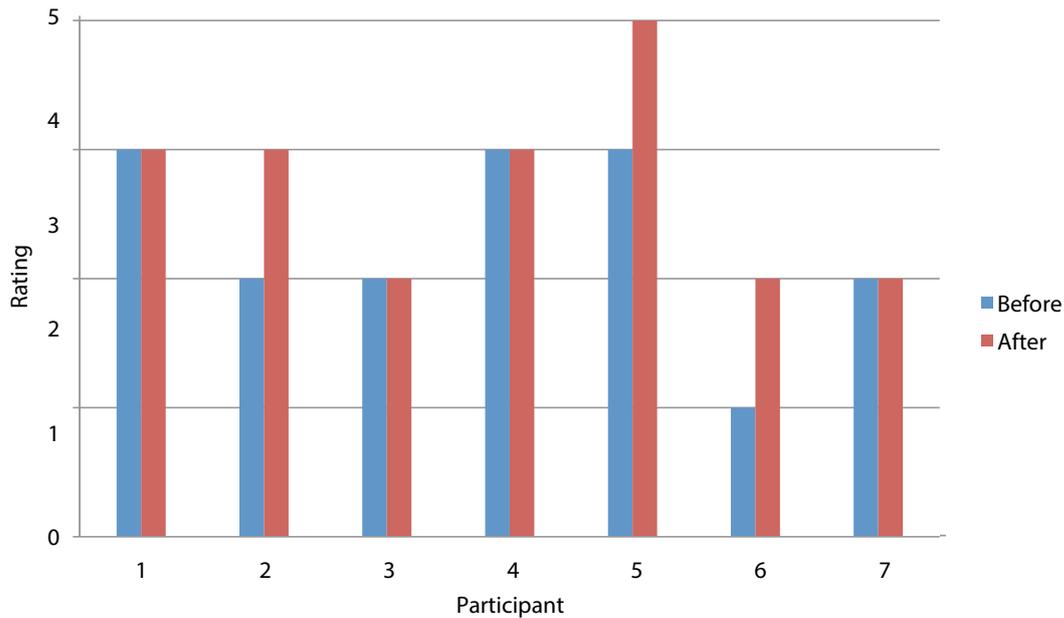
	Strongly disagree		—	Strongly agree	
	1	2	3	4	5
The workshop improved my understanding of how to use Excel in CBA					
Fiji			1	7	12
Samoa				3	4

FOLLOW-UP TRAINING AND LESSONS LEARNED WORKSHOP

The evaluation forms for this workshop asked participants to rate their knowledge and use of Excel from 1 to 4 (1 = “I don’t know how to use Excel at all”; 4 = “Advanced Excel skills”) before and after the PACC CBA work programme. Three out of seven participants indicated an improvement, showing that this group appeared to have greater foundation Excel skills than the participants who attended the initial workshops (Figure 4 next page).

Note, four of the seven participants who filled in the evaluation forms did not participate in the initial training workshops. Of these four, one had not been actively involved in the conduct of their country’s PACC CBA.

FIGURE 4. Participants' rating of their knowledge and skills in Excel before and after the PACC work programme.

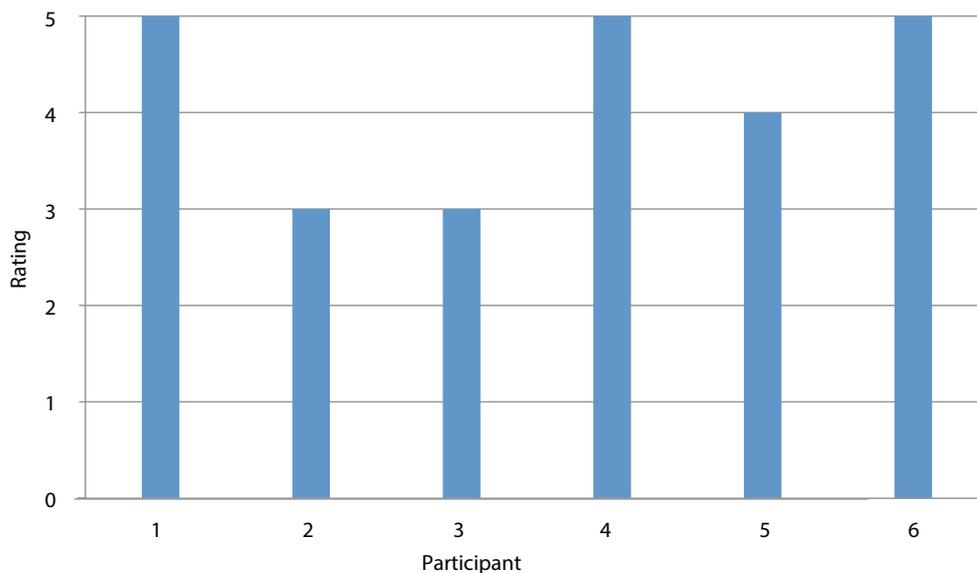


LEARNING AND SKILLS OUTCOME 4: Communicating CBA results in Cabinet submissions

There were several communications sessions run as part of the follow-up and lessons learned workshop. Only the session on communicating CBA results in Cabinet submissions was formally evaluated.

The evaluation forms for the workshop asked participants to rate their confidence and skills to be able to incorporate CBA information into and complete a Cabinet submission, with a rating of 1 denoting "strongly disagree" and 5 denoting "strongly agree". The results of this evaluation item are summarised in Figure 5.

FIGURE 5. Participants' rating of their confidence and skills to incorporate CBA information into and complete a Cabinet submission. *(Note, one of the evaluation forms did not answer this question.)*



A further communications session run at the follow-up training and lessons learned workshop was a role-play activity requiring participants to present their CBA results and findings to a mock decision-making board. It was clear from this exercise that several participants were not confident in explaining the method used to determine the results and findings of the CBA completed for their country's PACC pilot project, and to defend the CBA assumptions and recommendations made in these analyses.

FACILITATORS' REFLECTIONS

These reflections are those of the main facilitators involved in the workshops and are provided here primarily to inform how CBA capacity-building efforts could be improved in the future. The facilitators were Aaron Buncle (SPREP/ComSec), Marita Manley (SPC/GIZ), and Paula Holland (SPC).

ENABLERS

The key factor that facilitated the PACC CBA work programme, and the workshops in particular, was the collaboration between SPREP (ComSec), UNDP, GIZ, SPC, and later PIFS to deliver the capacity-building components of the PACC CBA work programme. Professional conversations and knowledge exchange between regional economists and UNDP consultants (from Yale University) were very helpful for the development of the workshop materials. Perhaps most constructive was support provided from GIZ, SPC, and later PIFS economists to help deliver the training workshops. This included attracting other technical support to deliver additional sessions at the workshops (e.g. Gillian Cambers from SPC to provide a climate change science session and Agam Mishra from SPC to provide Excel training for the training workshop held in Fiji) and was mostly provided out of their own budgets. The regional experience of these economists was also very beneficial for helping to pitch the training at the right level and for general communication and engagement.

A second factor that contributed positively to the PACC CBA workshops was funding support from organisations external to the PACC project. In addition to the support mentioned above from GIZ, SPC and PIFS, the Commonwealth Secretariat and the Australian Government's Pacific Climate Change Science Program (PCCSP) provided very important funding support for the follow-up training and lessons learned workshop. Without this funding support, it is likely this final workshop would not have taken place.

A third factor was the practical, hands-on focus of the work programme and deliberate effort not to spend too much time discussing complex theory. This practical focus – especially through the use of CBA work-planning templates – was considered very helpful for making CBA accessible and useable for participants. This in turn also helped to raise interest in CBA and confidence to take CBA further.

A final success factor identified for the work programme was the interest and commitment shown by the PACC team, some of PIC officials themselves, and leaders within government departments. Officials who showed most interest in the programme involved themselves as much as possible in the conduct of the CBA, made the most of technical backstopping provided, and ultimately were able to develop their knowledge and skills substantially. As stated by a Tuvalu participant, "without the enthusiasm from the PACC team, it would have been too easy for this task to get lost in the wealth of other work going on". Also, where senior government officials recognise CBA as an important decision-making aid and skill-set, they send suitable (often key) staff, and prioritise time for these staff to complete the capacity-building exercises. This highlights the importance of training being demand-driven.

BARRIERS AND DIFFICULTIES

Perhaps the most significant constraint to the CBA work programme was the difficulty attracting people with an economics background to participate. Less than one-third of participants (13 of 56) in the four workshops had any background in economics. Further, of the 13 economists who participated in the initial training workshops, only three were actively involved in the conduct of the CBA for their PACC pilot project. The other 10 were either self-funded and attached to a separate project⁷, their country did not progress a CBA for their PACC pilot project, or in one case was called away to work on other competing priorities. In accordance with CROP/SPREP protocols, participants were formally invited through a circular sent to SPREP focal points as well as the Secretary of the Treasury and relevant line ministries for each participating country.

⁷ There were numerous participants who were not attached to the PACC project but who were invited to attend the trainings by facilitators from GIZ and SPC.

Another difficulty with the CBA work programme was that it was introduced mid-way through the PACC programme. This meant that for some PACC country projects, the 'doing' component of the CBA work programme would not be useful for informing selection of the project option, as this had already been decided and implementation was under way. Accordingly, some six countries opted not to conduct a CBA of their pilot project and thereby did not participate in the practice/'learning-by-doing' or the follow-up and lessons learned workshop components of the PACC CBA work programme. Introducing the CBA mid-way through PACC project also meant that there was significant time pressure to complete the CBAs (in order to inform the option selection and move to implementation) for countries which did proceed with this work. This in turn limited the opportunity and flexibility for participants to work through the CBA analysis and drafting of the report in their own time and so enable maximum learning from this exercise.

A further challenge was the lack of prior background work (e.g. vulnerability analysis) undertaken to help plan the pilot project measures and input to the CBAs. This meant that work-planning sessions at the initial training workshops spent a lot of time working through the preliminary steps of problem analysis (problem, cause of problem, objective) and options analysis, and less time on some of the more technical aspects of CBA such as methods to value benefits and sources of information to do this. This also meant that more time had to be spent during technical backstopping on these preliminary steps, which afforded less time to spend with country participants to collaboratively conduct quantitative analysis and drafting of the CBA report (i.e. sharing expertise).

A constraint experienced with the conduct of the initial training workshops specifically, was the lack of familiarity many participants had with Microsoft Excel. This is related to the abovementioned difficulty in attracting suitably qualified participants, but warrants separate mention here. This affected learning of the economic logic underpinning CBA Excel exercises and reduced the time available for other sessions in the training workshops. To address this, an additional 1/2 day introductory training workshop on Excel was run prior to the second and third workshops. While the additional training did help, low skills in Excel still constrained the learning and progress of the CBA workshops.

Finally, financial and other time constraints limited the number of days that some technical backstopping persons and consultants in particular could provide this support in-country and remotely. This meant that technical backstopping had to streamline the completion of the analysis and report (i.e. focus on delivering the technical reports for informing PACC pilot project selection and design), leaving little time and flexibility for participants to lead and do first drafts of this work. There would be significant value into looking into alternative technical backstopping mechanisms, including the option of short-term country attachments, in order to better provide this much-needed support to achieve learning outcomes.

PARTICIPANTS' FEEDBACK

The following feedback is based on evaluation forms distributed at each of the four workshops (three training, one follow-up training and lessons learned), as well as dedicated evaluation sessions conducted in the final follow-up training and lessons learned workshop. The dedicated evaluation sessions at the follow-up training and lessons learned workshop sought to identify success factors/enablers, barriers/roadblocks, and what could be done differently next time.

The information received provides a range of valuable feedback in relation to the quality of the work programme, benefits for participants, and considerations for the future. Four key themes were identified in the analysis of participant feedback.

PARTICIPANT READINESS

As already indicated, officials participating in the PACC CBA work programme mostly started from a low skill base. Participants' experience in economics, Excel, and CBA prior to the PACC CBA work programme was generally low, with a few notable exceptions.

For the initial training workshops, this limited the value those participants were able to gain from some workshop sessions. It also slowed progress of the workshop in parts, meaning less discussion for more advanced participants on more difficult concepts.

For the learning-by-doing/practical component of actually conducting the CBAs of their PACC pilot projects, participants' baseline skills and knowledge showed to be a big factor for achieving more in-depth knowledge and skill outcomes. Participants who had an economics or technical (e.g. engineer) background were able to undertake a significant part of the analysis themselves, or at least contribute significantly to the drafting of the analysis. In the final evaluation, these participants reported they had a good or very good understanding of the key concepts of CBA and felt confident to manage or coordinate a CBA in the future (though several would welcome having someone to discuss issues with if they arose). In contrast, participants who did not have a technical background tended to take more of a back-seat role in the conduct of their PACC CBA and so did not gain as much from this process.

IMPORTANCE OF TECHNICAL BACKSTOPPING

Technical backstopping was identified in break-out sessions as the most important factor for developing the in-depth working knowledge needed to actually conduct CBAs (see Appendix 6). However, not all technical backstopping provided was considered by countries to meet their needs. In one case, technical backstopping apparently did not adequately engage country team members to ensure that the analysis was a consultative, collaborative effort. Nor did they allocate sufficient time to collect the available data and to assist in writing up the CBA report.

Based on this experience (and from experiences external to the PACC), participant feedback was that countries must have an active role in recruitment and the ultimate say in selection of technical assistance. They further advised that engagement should be managed through the use of a well-defined Terms of Reference (ToR). This applies to all technical services provided including paid consultants, in-kind assistance, and internally within country governments.

PRACTICAL FOCUS

Comments in evaluation forms and dedicated workshop sessions suggested the practical focus of the CBA work programme was highly valued. Participants in the initial training workshops highlighted the work-planning process and practice of Excel exercises for CBA as being particularly useful:

“Final planning sessions were the most useful and nicely rounded up the whole workshop” Fiji participant

“More Excel training and practical training time [would improve this training]” Nauru participant

Further, comments relating to work-planning sessions indicated that participants had thought critically about planning, data collection, and assessment of project achievements and that this had helped them to more rigorously think through their pilot project design.

“Identifying costs and benefits and how to measure them [was a useful outcome of the work-planning sessions]. Also, finding the sources of this information and what to include and what to disregard” Samoa workshop participant

In the break-out evaluation sessions at the final follow-up training and lessons learned workshop, hands-on training and good workplan process at start of CBA was identified by participants as the second-most important success factor for conducting the PACC CBAs, behind good technical backstopping (see Appendix 6).

As one participant remarked:

“The hands-on and practical focus of CBA training is just what we need. This way, we can actually apply it to our work and not get scared off by complicated theories and jargon” Samoa participant

INTER-DISCIPLINARY TEAM APPROACH PROMOTES KNOWLEDGE EXCHANGE

Another theme of participant feedback was that inter-disciplinary work teams are very beneficial for learning purposes, as well as for conducting good quality CBA outputs. Inter-disciplinary teams allowed for exchange of knowledge and ideas. The use of the CBA work-planning tool was identified as a helpful way to facilitate this exchange.

As one participant remarked:

“Working together with other participants on doing a planning proposal was very interesting in a way that we were able to understand each other’s ideas and how we from different Ministries here in Samoa, are able to relate in” Samoa participant

Inter-disciplinary working groups were also identified in break-out evaluation sessions as one of six key success factors of conducting PACC CBAs (see Appendix 6). An inter-disciplinary approach is considered particularly important for CBA exercises, bringing together information and input from different fields and converting it into a form that is useful for decision-making. Also, interdisciplinary working arrangements were further identified as a key part of developing long-term institutional capacity in CBA. This is needed so that key stakeholders have a basic understanding of the CBA process and so can usefully use the results and findings to inform their decision-making.

LESSONS LEARNED

The following section outlines the key lessons learned from delivering the capacity building components of the PACC CBA work programme. These lessons are based on the learning outcomes results, facilitators' reflections and participants' feedback discussed above.

It is hoped that the lessons outlined here will be taken on board in the design and delivery of any future CBA training programmes undertaken in the Pacific.

1. *Substantial effort is required to attract suitable participants.* Additional actions that could have been taken include identifying individuals through networks and including their name in formal invitation letters. Also, a joint CROP agency approach (assuming CROP agencies are involved) in issuing invitations may be useful in future workshops as a single CROP agency does not have established relationships with all relevant ministries required to undertake an inter-disciplinary approach – e.g. finance ministries (PIFS), agriculture (SPC), and environment (SPREP). Identifying and engaging leaders/champions of CBA within PIC governments would also help to ensure the right officials are nominated and that they are able to fully participate in the training.
2. *In-country delivery of training workshops.* Programme participants strongly advocated for in-country delivery of training workshops, in preference to regional or sub-regional workshops. The key reason for this was that in-country delivery of training workshops are able to train a larger number of officials from the same country which in turn helps with communication and understanding of CBA results/findings and helps to build institutional capacity. In-country delivery is also one approach that could help to reduce problems attracting suitable participants.
3. *A practical, hands-on approach to learning CBA* seems to work best in the Pacific. Excel exercises for CBAs and work-planning sessions in the initial training workshops were very well received and seemed to instil confidence in participants to take CBA further. These features should be retained in future training exercises in CBA. CBA work-planning sessions – through the use of the CBA work-planning template/tool – further help to facilitate inter-disciplinary teamwork, which in turn promotes information and knowledge exchange as well as ownership of the end CBA results and findings (and hence likelihood that it will be used to inform the project decision-making process). Also, having participants applying their new CBA skills and knowledge to a current project under development – and further develop these skills through a learning-by-doing approach – is considered to be a good feature and important for developing more in-depth working knowledge and skills. This also has an important added benefit of contributing to current work priorities.
4. *Sufficient time and flexibility should be budgeted for officials to undertake the CBA* and so maximise gains from this learning-by-doing exercise. Introducing the CBA training at the early stages of project development, rather than part-way through the project implementation as with the PACC, will help to provided for this. So will ensuring that other necessary assessments (e.g. vulnerability assessments and other problem analyses) are properly planned for and completed in a timely fashion so that this doesn't take away from the time available to do the CBA.
5. *Adequate technical backstopping arrangements are critical.* Good technical backstopping was identified by participants as being the most important factor for developing in-depth knowledge needed to actually conduct CBAs. In order to maximise learning outcomes, technical backstopping should ideally be provided such that country officials lead on analysis and report-writing as much as possible with technical backstopping guiding this process and providing 'review and comment'. To provide for this arrangement, sufficient time must be provided to conduct the analysis. Also, the use of detailed ToRs (for in-kind support, CROP economists, consultants, or whoever) can help ensure support provided meets the learning needs.
6. *Communication features should be a core and prominent part of future training exercises in CBA.* Good communication is a critical but sometimes underrated part of undertaking CBA, and making sure that it is properly used to inform the project decision-making process. Future training workshops would benefit from increased time allocated to, and a more focused approach to this element of CBA. The focus in future training work programmes should be on: (i) preparing briefing papers on the CBA; (ii) delivering short presentations to decisions makers, including preparations to answer questions and defend the analysis; (iii) incorporating CBA information into Cabinet submissions; and (iv) incorporating CBA information into project proposal documents to be submitted to donors. These could be included as outputs of any future CBA capacity building programmes.

NEXT STEPS FOR CAPACITY BUILDING IN CBA

Country feedback at the CBA workshops was that they fully appreciate the utility of CBA for helping to improve the evidence base and quality of project proposals. Six of the seven countries that participated in the full work programme rated the usefulness of applying/undertaking CBA to their PACC pilot project as being “extremely useful” and the other rated it as “very useful”. All participants reported that they plan to undertake (coordinate or manage) a CBA in the future.

Countries further expressed strong interest, and very strong interest in some cases, to gain further capacity and expertise in the approach.

“It would be great to introduce this process in-country... I will propose that this become a policy process/requirement that projects undertake CBA at some point or at the very beginning. We will need to further develop our capacity in CBA to do this though” Palau participant

Given this interest, a break-out session was run at the follow-up training and lessons learned workshop to map out the type of capacity-building measures that countries think would be most useful as potential next steps. This was done by breaking up into three groups to identify the range of possible measures. Based on the measures identified by each group, a consolidated list of possible measures was then put together on a poster sheet of paper and participants asked to put stickers (four for each participant) next to the measures they thought would be most beneficial. Participants could put multiple stickers on one measure if they wished. The results are summarised in Table 9.

TABLE 9. Priority training measures to strategically develop country capacity in CBA.

Measures	Sticker rating
Additional workshop trainings <ul style="list-style-type: none"> • In-country introductory training • In-country detailed training for practitioners • Training-of-trainers 	***** ***** **
Technical backstopping <ul style="list-style-type: none"> • Attachments/mentoring • Remote technical assistance 	*****
University-based training <ul style="list-style-type: none"> • Short-course • On-line course 	**** **
A Pacific CBA Guide	*

Following this exercise, a group discussion was facilitated on the measures identified and how these measures might be implemented; the outcomes of the discussion are summarised below.

Capacity-building area 1: Additional workshop trainings

In-country training workshops were rated as the most beneficial or valued measure. This included two types of training:

- i. A 4-day or similar introductory-type training similar to that provided in this PACC CBA work programme. The target audience for this training workshop would be a broad audience including generalists (e.g. project managers, policy officers) and technical officials (e.g. engineers, economists). This could build on and refine the materials developed as part of the PACC CBA work programme initial training workshops.
- ii. A week-long, more detailed and more technical training. The target audience for this training would be technical officials (economists, engineers, etc.) who will actually conduct the quantitative aspects of CBAs.

The main reason for the popularity of in-country training was the benefit of being able to train a large number of officials from the same country. This in turn will significantly contribute to awareness and understanding of CBA within and across government ministries and so will make communication of CBA results easier and uptake of CBA findings and recommendations more likely. It will also contribute to the institutionalisation of CBA and help to make it part of standard government decision-making processes.

Participants further voiced that it would be ideal to have country officials help conduct the introductory trainings and eventually lead these trainings. Whilst this was the fifth most rated measure, training-of-trainers is included here as it builds training capacity and was raised as one way to maintain sustainability of CBA capacity building.

Capacity-building area 2: Technical backstopping

Technical backstopping in the form of in-country attachments and mentoring was identified as the third most popular measure. Brief discussions about this measure concluded that easy access to supporting persons on a one-to-one basis was greatly preferred over remote assistance. This modality was seen to enable better communication and discussion, which is important for the sometimes complex issues encountered in CBAs. Discussions also emphasised that this should be for an extended period of time – 3–4 months in order to provide sufficient amounts of contact and to allow flexibility for officials to continue working on their other work priorities and commitments. Such an arrangement could support conduct of multiple CBAs at one time.

Capacity -building area 3: University-based CBA training

The fourth measure identified was to establish a short course at a recognised university such as the University of the South Pacific (USP). This was preferred over an online course. One reason for this is that many countries do not have reliable access to high-speed internet. Discussions on this concluded that the short course should be 2–4 weeks in length; longer than this would make it difficult to take leave from work as well as from family. It should be noted however that the merits of each delivery mechanism were not discussed in detail due to the time available. Participants further noted that, if demand for in-depth CBA training was sufficient, there may be a case for rolling out both a short course and an online course.

Capacity-building area 4: A Pacific CBA guide

A final measure that was identified and supported was production of a Pacific CBA guide. Country input on this measure was that they wanted a simple, step-by-step and succinct overview of the CBA framework that includes examples from the Pacific region. This would be for a broad generalist audience to get a basic understanding of what CBA is, what it is used for, and the broad steps involved. It would also be reference material for the in-country introductory CBA training measures.

The Pacific CBA guide would not attempt to go into detail on theory and technical aspects specific to certain fields (e.g. environmental evaluation). Practitioners would refer to textbooks and other resources for this information.

A Pacific CBA guide is presently under development as part of a collaborative effort between SPREP, Landcare Research NZ, SPC, PIFS, GIZ, UNDP, and the Commonwealth Secretariat.

CONCLUDING REMARKS

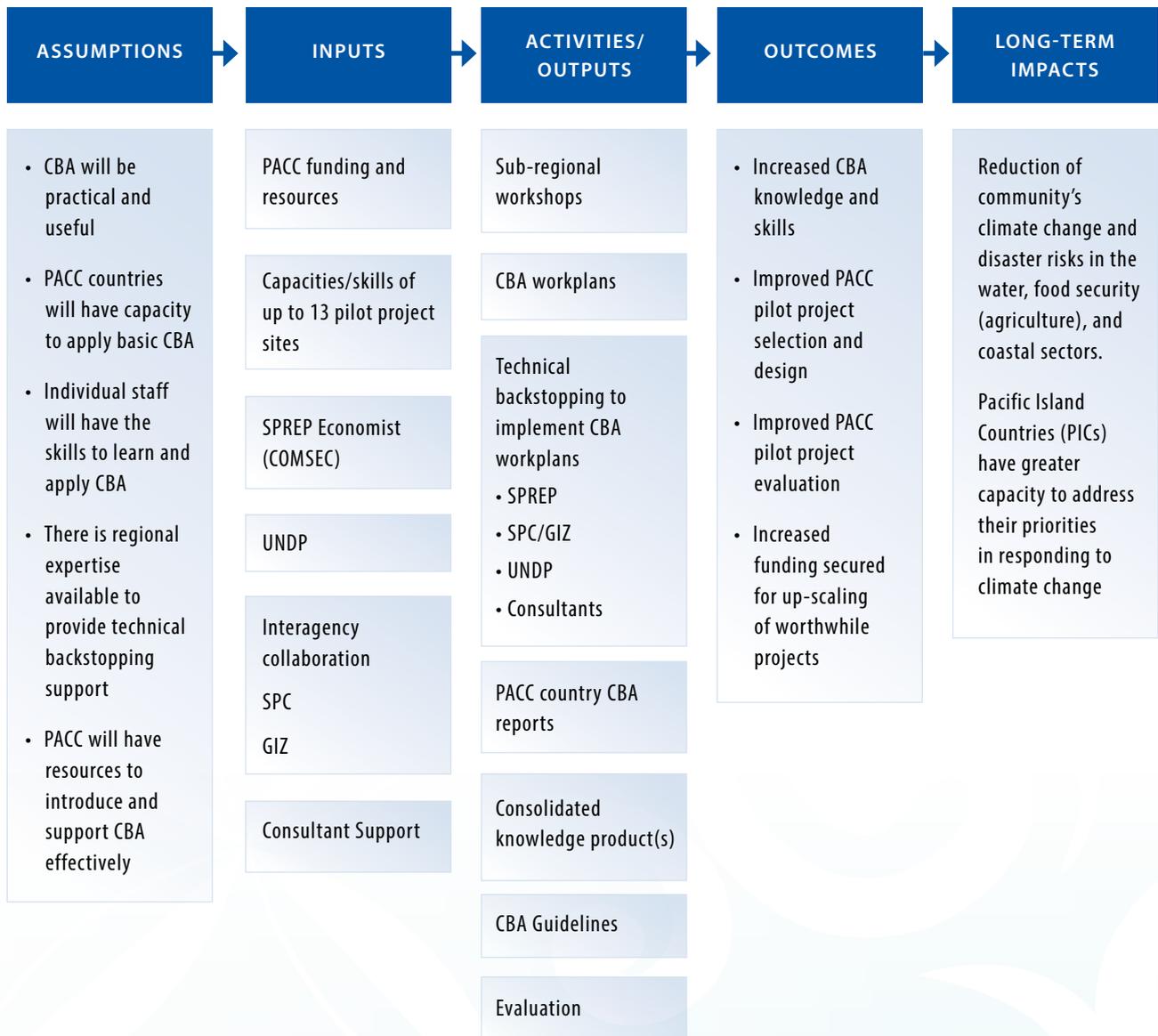
Overall, the PACC CBA work programme achieved some good results and was a very worthwhile first step for building PIC capacity in the use of CBA. Participants' self-appraisals indicated that the work programme had increased their knowledge and skills in the CBA procedure and key concepts, and they were now (mostly) confident to undertake a CBA in the future, with some technical backstopping. Results were strongest for participants who had some background training in economics prior to the capacity building programme and who were active in conducting the CBA of their country's PACC pilot project. Knowledge and skill levels achieved were not as high for participants with a more general background (e.g. project managers or coordinators) and who were not strongly engaged in the conduct of the CBA for their country's PACC pilot project. However, training for this group is still a significant and important outcome of this work programme as broader awareness and understanding of CBA is needed for it to be properly incorporated into project decision-making, even if officials do not have the in-depth knowledge to conduct a CBAs.

All countries that participated in the entire PACC CBA work programme reported that they thought the application of CBA was useful for their PACC pilot project and said that they planned to undertake (coordinate or manage) a CBA in the future.

It is hoped that the lessons learned and country feedback documented in this evaluation report will be used to help inform the design and further improve future CBA capacity building programmes that may be implemented in the Pacific region.

APPENDIX 1

PROGRAMME LOGIC OF PACC CBA WORK PROGRAMME



APPENDIX 2

INITIAL TRAINING WORKSHOPS PARTICIPANT LIST

Name	Position	Email
Nauru workshop		
Benedict Abourke	Project Engineer, Nauru Rehab	elijah_07@yahoo.com
Haden Talagi	PACC Co-ordinator, Niue Department of Environment	h_talagie@mail.nu
Malia Hola	Economist, Tonga Ministry of Finance	mhola@finance.gov.to
Paula Taufua	PACC Co-ordinator, Tonga Ministry of Environment	taufapaula@yahoo.co.nz
Louis Bouchet	PACC consultant, Nauru CIE	pm.bouchet@gmail.com
Bryan Star	Environmental officer, Nauru CIE	bryan.star@naurugov.nr
Ipia Gadabu	Director Statistics, Nauru Department of Statistics	ipia.gadabu@naurugov.nr
Geoffrey Thoma	Senior Supervisor, Nauru Utilities Corporation	geoffreythoma@gmail.com
Isireli Vuanivono	EHO, Nauru Department of Health	isirelivuanivono@naurugov.nr
Seini Puamau	Finance Controller, Nauru Utilities Corporation	finance.manager@naurugov.nr
Roy Harris	Officer, Nauru DRM	roy.harris@naurugov.nr
Simalua Enele	Economic Adviser, Government of Tuvalu	senele@gov.tu
Vincent Scotty	Food Inspector, Nauru Department of Health	vincent.scotty@naurugov.nr
Creiden Fritz	Director, Nauru CIE	creiden.fritz@naurugov.nr
Ivan Bitark	Environment project officer, Nauru CIE	ivan.bitark@naurugov.nr
Loia Tausi	PACC Co-ordinator, Government of Tuvalu	loia_tausi@yahoo.com
Haseldon Burama	IWRM Co-ordinator, Nauru CIE	haseldon.burama@naurugov.nr
Fiji workshop		
Maria Ledua	Economic Planning Officer, Fiji Ministry of Agriculture	mledua@govnet.gov.fj
Jone Waqanidrola	PACC Co-ordinator, Fiji Ministry of Agriculture	jaywaqa@ymail.com
Jerome Temengil	PACC Co-ordinator, Palau Office of the President	jerome.temengil60@gmail.com
Muriell Sinsak	Planning Analyst, Palau Ministry of Finance	msinsak@palaugov.net
Andrew Mika	PACC Co-ordinator, PNG Department of Agriculture	maidallus57@gmail.com
Paul Kumpio	PNG	c/ maidallus57@gmail.com
Emmajil Bogari-Ahai	Policy Analyst, PNG Office of Climate Change and Development	emmajil.rowanna@gmail.com

Luanne Losi Yawingu	Policy Analyst, PNG Office of Climate Change and Development	lulan2431@hotmail.com
Jacob Zikuli	Project Coordinator, UNDP/MECDM AF Project	jacob.zikuli@undp.org
Tevita Fakaosi	Project Coordinator, Tonga MAFF	forestry@kalianet.to
Christopher Bartlett	Technical Adviser, Vanuatu GIZ/SPC	christopher.bartlett@giz.de
Samoa workshop		
Vaipo Mataora	PACC Co-ordinator/GIS Manager, Cook Islands Ministry of Infrastructure and Planning	v.tataora@moip.gov.ck
Solomona Solomona	Administrator, Cook Islands Ministry of Infrastructure and Planning	s.solomona@moip.gov.ck
Paul Joseph	Civil Engineer, Cook Islands Ministry of Infrastructure and Planning	p.maoate@moip.gov.ck
Simpson Abraham	PACC Co-ordinator, Kosrae Island Resource Management Authority	fsmpacc@mail.fm
Switson Robert	Chief Accountant, FSM Department of Administration and Finance	switsonrobert@yahoo.com
Joseph Cain	PACC Co-ordinator, Marshall Islands Office of Environmental Planning and Coordination	jsphcain4@gmail.com
Alington Robert	Admin Manager, Majuro Water and Sewer Company	la_lington@hotmail.com
Moira Faletutulu	PACC Co-ordinator, Samoa Ministry of Natural Resources & Environment	moirafaletutulu@mnre.gov.ws
Renolla Luafau Matatia	Sustainable Development Officer, Samoa Ministry of Natural Resources & Environment	renolla.matatia@mnre.gov.ws
Robert Seugagogo Bartley	Road Safety and Policy Officer, Samoa Ministry of Works, Transport and Infrastructure	robert@mwti.gov.ws
Petone Toia Vatau Taalo	Research Officer, Samoa Ministry of Finance	peteone.tofia@mof.gov.ws
Funefei Tupufia	Research Officer, Samoa Ministry of Finance	funefei.tupufiea@mof.gov.ws
Casper Supa	PACC Co-ordinator, Solomon Islands Ministry of Agriculture & Livestock	ckasie@gmail.com
Mathew Walekoro	Principal Planning Officer, Solomon Islands Ministry of Development, Planning, and Aid Coordination	mwalekoro@planning.gov.sb
Jules Damutalau	Senior Research Officer, Solomon Islands Ministry of Agriculture and Livestock	de.julz@gmail.com
Willie Watson	PACC Co-ordinator, Vanuatu Public Works Department	wwatson@vanuatu.gov.vu
Jerryson Lapi	Policy Analyst (Infrastructure Sector), Vanuatu Office of the Prime Minister	jlapi@vanuatu.gov.vu

Note, some participants in the Fiji and Samoa workshops did not register and thus have not been captured in the above list. Some of these unregistered participants completed evaluation forms.

APPENDIX 3

FOLLOW-UP TRAINING AND LESSONS LEARNED WORKSHOP AGENDA

Pacc Cost Benefit Analysis Work Program

Conclusion Workshop

Apia, 30 October – 2 November 2012

As part of the GEF-funded Pacific Adaptation to Climate Change (PACC) project, a Cost-Benefit Analysis (CBA) Work Program is being undertaken. The purpose of this work program is to help improve demonstration project selection and design, as well as to build PIC capacity in the use of CBA. This is considered important for developing evidence-based policy and project proposals needed to access 'donor' climate change financing.

To date, the CBA activities implemented under the PACC include 3 sub-regional training workshops and various tasks to complete CBA reports of select PACC pilot projects. More information on the PACC CBA Work Program can be found in the PACC CBA Work Program Interim Report available at http://www.sprep.org/attachments/Climate_Change/PACC_CBA_Work_Program_Interim_Report.pdf.

The PACC CBA Conclusion Workshop is the final activity of the PACC CBA Work Program. The objectives of this workshop are to:

- share knowledge and lessons learned from conducting CBAs of PACC demonstration projects and contribution of CBA to PACC demonstration project selection and design.
- further develop / reinforce program participants understanding of the CBA framework and its application to climate change adaptation projects; and
- evaluate CBA knowledge and skills achieved and identify next steps for further capacity building in CBA (if any).
- train participants on how to effectively communicate results/findings of CBAs to key stakeholders, including Cabinet and Donors.

For more information on the PACC CBA Conclusion Workshop or the PACC CBA Work Program more generally, please contact Aaron Buncle on aaronb@sprep.org or +685 21929.

	Activity	Facilitator
Day 1 Tuesday Oct 30th		
Morning	Registration	Joyce Tulua
	Opening prayer and address	David Sheppard (SPREP) Gabor Vereczi (UNDP)
	Introductions	Marita Manley (SPC/GIZ)
	Outline of workshop: objectives and structure	Aaron Buncle (SPREP/ComSec)
	COMPONENT 1: Improving PACC demonstration project selection and design • Introduction	Aaron Buncle
	Morning tea break	
	Country presentations on using CBA in the PACC – PART A ⁸ Water sector	Simalua Enele and Loia Tausi (Tuvalu) Joseph Cain and Mark Stege (Marshall Islands)
	Revision of key concepts – valuing non-market benefits	Marita Manley
Lunch Break		
Afternoon	Country presentations on using CBA in the PACC – PART A ⁸ Food security	Casper Supa (Solomon Islands) Madelsar Ngiraingas and Leonard Basilius (Palau)
	Revision of key concepts – discounting	Paula Holland
	Afternoon tea break	
	Country presentations on using CBA in the PACC – PART A Coastal	Solomona Solomona (Cook Islands) Moira Faletutulu (Samoa)
	Revision of key concepts – uncertainty and expected value analysis	Aaron Buncle

8 PART A will be a brief overview of the CBA report. This should be 7 – 9 slides covering the following sections:

- problem the project is seeking to address (1 slide);
- objective of the project (1 slide);
- options identified/considered (1 slide);
- types of costs and benefits identified for each option (1-2 slides);
- main NPV (and b:c and IRR if calculated) results for each option (1 slide);
- sensitivity analysis results (1 slide); and
- key findings & recommendations based on CBA results (1-2 slides).

Day 2 Wednesday November 1st		
Morning	Recap of Day 1	Scott Hook
	Country presentations on using CBA in the PACC – PART B ⁹ Food Security Coastal	Casper Supa (Solomon Islands) Madelsar Ngiraingas and Leonard Basilius (Palau) Solomona Solomona (Cook Islands) Moira Faletutulu (Samoa)
	Morning tea break	
	Country presentations on using CBA in the PACC – PART B cont.. Water	Simalua Enele and Loia Tausi (Tuvalu) Joseph Cain and Mark Stege (Marshall Islands)
	Wrap up of COMPONENT 1. • Summarise contributions of CBA to PACC demo project design and selection • Summarise learnings, enablers, barriers, how would be done differently	Aaron Buncle Paula Holland Marita Manley Scott Hook
Lunch Break		
Afternoon As above	COMPONENT 2: Building PIC capacity in the use of CBA • Introduction	Aaron Buncle
	Knowledge and skill levels achieved and areas which need further development.	Aaron Buncle (lead) Paula Holland Marita Manley Scott Hook
	Afternoon tea break	
	Success factors/enablers	Marita Manley (lead) Paula Holland Marita Manley Scott Hook Peniamina Leavai (SPREP)

9 PART B is intended to be a reflection on the CBA process, and the usefulness of this process for informing your PACC pilot project design and selection. This should be 1-2 slides for each of the following 4 dot points:

- did the process of working through the steps of the CBA framework help you to better understand your project? if so, what were the most significant understandings/insights gained? has this resulted in any adjustments/modifications to the project design?
- have the CBA results been communicated to decision-makers yet? if so, how were they communicated and were the CBA recommendations adopted/approved?
- what were the 2 main challenges/constraints you experienced for undertaking the CBA study? how could the identified challenges/constraints best be addressed if CBA was undertaken again for projects in the future?
- what were the main success factors/enablers for undertaking the CBA study? how could the identified success factors/enablers be enhanced if CBA was undertaken again for projects in the future?

Day 3 Thursday November 2nd		
Morning	Recap of Day 2	Marita Manley
	Barriers/roadblocks, and what could be done differently next time	Paula Holland (lead) Aaron Buncle Marita Manley Scott Hook Peniamina Leavai
	Morning tea break	
	Next steps for CBA capacity building	Aaron Buncle (lead) Paula Holland Marita Manley Scott Hook Peniamina Leavai
Lunch break		
Afternoon	COMPONENT 3: Communicating CBA results • Introduction	Nanette Woonton Seema Deo
	Communicating CBA results: Cabinet submissions • Hints and tips + example	Scott Hook Diane McFadzien
	Afternoon tea break	
	Communicating CBA results: Cabinet submissions • Break-out groups to draft cab subs, following example/template presented earlier this day ¹⁰	Aaron Buncle Paula Holland Marita Manley Scott Hook Diane McFadzien
	Communicating CBA results: Donor funding applications	Mariana Simoes (UNDP)

10 A deliverable of the workshop are draft Cabinet submissions for PACC demo projects that haven't already done this.

Day 4 Thursday November 1st		
Morning	Recap of Day 3	Aaron Buncle
	The role of good communications: understanding the importance of good communications skills, tips and practical advice to help you become a good communicator Communicating CBA results: presentations to decision-makers/funding bodies	Seema Deo (SPREP) Nanette Woonton (SPREP)
	Morning tea break	
	Cont'd – Communicating CBA results: presentations to decision-makers/funding bodies	Seema Deo Nanette Woonton
Lunch Break		
Afternoon	Communicating CBA results: working with the media	Seema Deo Nanette Woonton
	Afternoon tea break	
	Preparing and finalising the draft deliverable outcomes: Cabinet submission, presentation to decision-makers/funding bodies, press release CBA Communications Challenge: Next steps to be monitored and evaluated	Seema Deo Nanette Woonton
	Closing	Taito Nakalevu (SPREP) Gabor Vereczi (UNDP)

APPENDIX 4

FOLLOW-UP TRAINING AND LESSONS LEARNED WORKSHOP PARTICIPANT LIST

Name	Affiliation
Country reps	
Jo Cain Mark Stege	RMI
Loia Tausi Sima Enele	Tuvalu
Clinton Chapman	Niue
Casper Supa	Solomon Islands
Madelsar Ngiraingas Leonard Basilius	Palau
Solomona Solomona Ewan Cameron	Cook Islands
Moira Faletutulu	Samoa
Technical support staff	
Aaron Buncle	SPREP/ComSec
Peniamina Leavai	SPREP
Seema Deo	SPREP
Gabon Vereczi	UNDP
Purdey Wong	DCCEE
Marita Manley	GIZ/SPC
Scott Hook	PIFS
Paula Holland	SOPAC/SPC

DAY 1: 6 FEBRUARY 2012

Introduction to Excel

	1	2	3	4	5
The objectives of these sessions were well defined					
The content was clearly presented and easily understood					
There was sufficient opportunity to ask questions and interact with other participants					
I found the information too technical and difficult to understand					
This training content will be useful to my work					
This session improved my understanding of how to use Excel in cost benefit analysis					

Introduction to cost benefit analysis

	1	2	3	4	5
The objectives of these sessions were well defined					
The content was clearly presented and easily understood					
There was sufficient opportunity to ask questions and interact with other participants					
I found the information too technical and difficult to understand					
The presenters used a range of different methods that kept me interested and engaged					
This training content will be useful to my work					
This session improved my understanding of cost benefit analysis					

Which aspects of this introduction to CBA session did you *not* understand or could be improved?

Approach to developing CBA workplans for PACC Pilot Projects

	1	2	3	4	5
The objectives of this session were well defined					
The content was presented in a clear manner and easily understood					
There was sufficient opportunity to ask questions and interact with other participants					
I have a better understanding of where to source information					
I am still not clear how to use CBA in my project					
This session improved my understanding of how to develop and implement a CBA workplan					

Any comments you would like to make about Day 1?

DAY 2: 7 FEBRUARY 2012

CBA key concepts

	1	2	3	4	5
The objectives of these sessions were well defined					
The content was clearly presented and easily understood					
There was sufficient opportunity to ask questions and interact with other participants					
I found the information too technical and difficult to understand					
The presenters used a range of different methods that kept me interested and engaged					
This training content will be useful to my work					
This session improved my understanding of cost benefit analysis					

Which aspects of this introduction to CBA session did you *not* understand or could be improved? For example discounting, measuring costs, uncertainty?

Excel exercises for CBA

	1	2	3	4	5
The objectives of these sessions were well defined					
The content was clearly presented and easily understood					
There was sufficient opportunity to ask questions and interact with other participants					
I found the information too technical and difficult to understand					
This training content will be useful to my work					
This session improved my understanding of how to use Excel in cost benefit analysis					

Case study: Samoa flood mitigation project

	1	2	3	4	5
The objectives of these sessions were clearly defined					
The content was presented competently and was easily understood					
There was sufficient opportunity to ask questions and discuss aspects of this case study					
I found the Excel component too complicated and difficult to understand					
This session made me think about similar issues or challenges in my own project					

Which aspects of this case study did you find most useful? Were there any aspects of this case study that you did *not* understand? Other comments?

DAYS 3 & 4: 8 AND 9 FEBRUARY 2012

Incorporating climate change science in cost benefit analysis

	1	2	3	4	5
The objectives this session were well defined					
The content was clearly presented and easily understood					
There was sufficient opportunity for interactive participation					
I found the information too technical and difficult to understand					
I feel confident to use this information in my work					
This session improved my understanding of climate change science in CBA					

Break-out CBA work-planning sessions

	1	2	3	4	5
The objectives of this session were well defined					
The content was presented in a clear manner and easily understood					
There was sufficient opportunity to ask questions and interact with other participants					
I have a better understanding of where to source information					
I am still not clear how to use CBA in my project					
This session improved my understanding of how to develop and implement a CBA workplan					

Which aspects the work-planning sessions did you find the most useful?

Some questions to end with....

How do you rate YOUR understanding of CBA after this 4 day training?

I still have difficulty understanding some of the key concepts and steps for CBA

I have a basic understanding of CBA and its use in climate change adaptation projects

My understanding of CBA has increased significantly

Do you have a clear understanding how a CBA will be useful for your PACC pilot project ?

Yes

No

Not applicable

Do you plan to conduct a CBA for your PACC pilot project?

Yes

No

Not applicable

If yes, why do you plan to do a CBA?

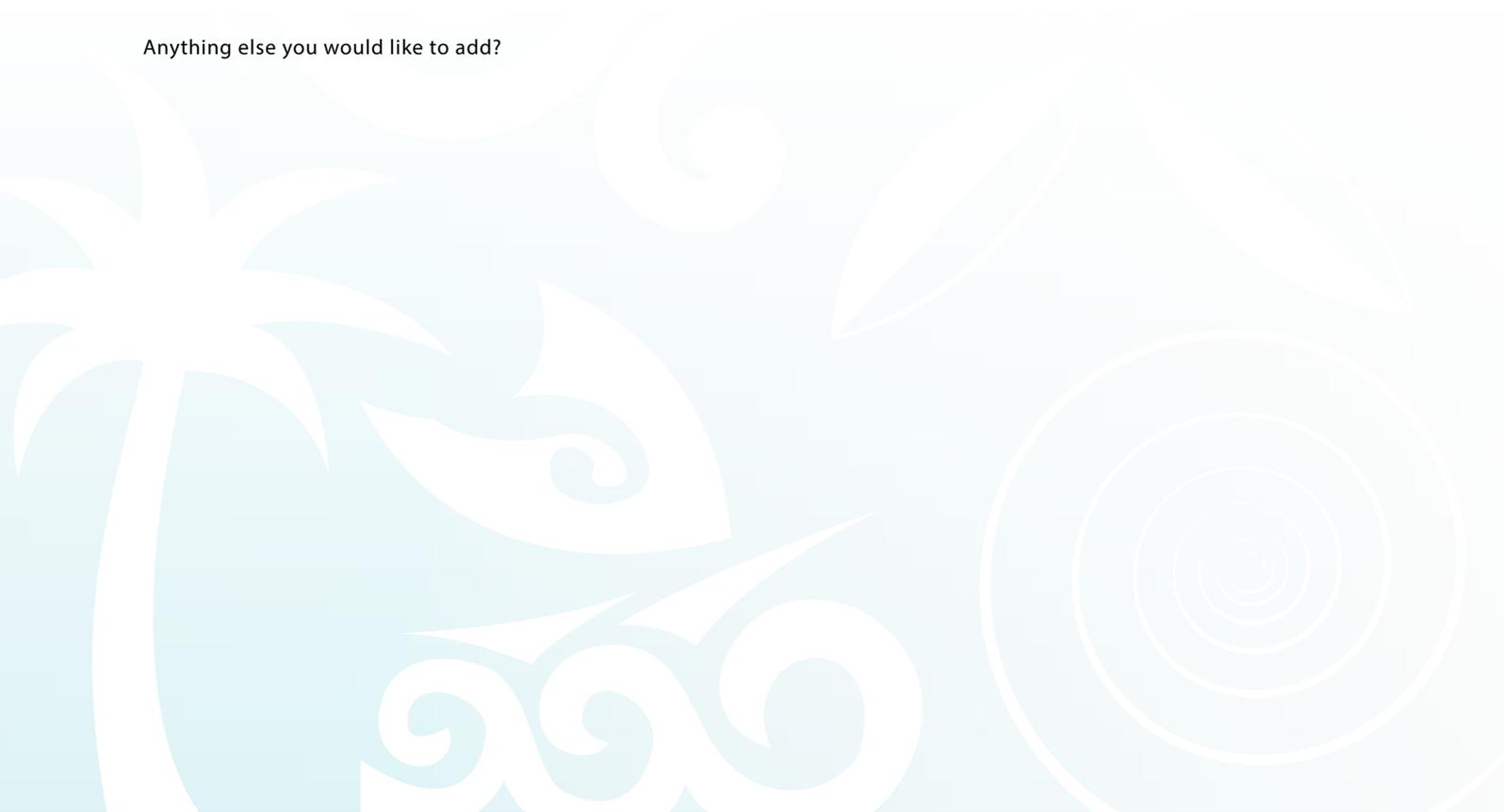
How do you rate YOUR confidence in progressing(overseeing or conducting) a CBA for PACC pilot project after this 4 day training?

- I am still not confident to use CBA
- I am more confident now to use CBA
- I feel significantly more confident to use CBA now

	1	2	3	4	5
The meeting room and related facilities provided a comfortable setting for this training					
The refreshments and food provided were of good quality					
The sessions lasted about the right time					
The facilitators were respectful of the different skills and values in the group					
I plan to share the information I received to assist with the PACC project and related climate change and food sector projects					
The training provided me an opportunity to meet other professionals from different disciplines and backgrounds					
This training is one of the best I have received in relation to CBA use in climate change adaption options.					

Would you like further training on CBA? If so, what form of training do you think would be most useful (e.g. follow-up regional workshop, on-line short-course, CBA guidelines)?

Anything else you would like to add?



Key concepts of CBA

9. Prior to the PACC CBA Work Program, how would you rate your understanding of the key concepts of CBA (i.e. *measuring costs and benefits, discounting, and uncertainty & expected value analysis*)?

- I had no understanding of the key concepts of the CBA framework at all
- I had a low level (i.e. vague) understanding of all of the key concept of the CBA framework
- I had an ok understanding of the key concepts of the CBA framework but was unclear about some of them
Please indicate which key concepts you were unclear about:

measuring costs and benefits

discounting

uncertainty & expected value analysis

- I had a good understanding of the key concepts of CBA but had some difficulty with:

Please indicate which key concepts you were unclear:

measuring costs and benefits

discounting

uncertainty & expected value analysis

- I had a very good understanding of all of the key concepts of CBA

10. How do you rate YOUR understanding of the key concepts of CBA (i.e. *measuring costs and benefits, discounting, and uncertainty & expected value analysis*)now?

- I still have no understanding of the key concepts of the CBA framework at all
- I believe I have a low level (i.e. vague) understanding of all of the key concept of the CBA framework
- I believe I have an ok understanding of the key concepts of the CBA framework but am still unclear about some of them

Please indicate which key concepts you were unclear about:

measuring costs and benefits

discounting

uncertainty & expected value analysis

- I believe I have a good understanding of the key concepts of CBA but am unclear about some of them

Please indicate which key concepts you were unclear:

measuring costs and benefits

discounting

uncertainty & expected value analysis

- I believe I have a very good understanding of all of the key concepts of CBA

Excel

11. Prior to the CBA Work Program, how would you rate your knowledge and use of Excel?

- I had never used Excel and didn't know how to
- I had only a very basic knowledge of Excel and had only ever used it for simple tasks
- I had used Excel regularly before this and feel confident in its application
- I had advanced Excel skills

12. How would you rate your knowledge and use of Excel now?

- I still don't know how to use Excel
- I believe I have a basic working knowledge of Excel only
- I believe I have a good working knowledge of Excel
- I believe I have advanced Excel skills

13. Undertaking the technical elements of a CBA in the future

- I don't believe I have the necessary skills to undertake the technical elements of a CBA in the future
- I believe I do have the necessary skills to undertake the technical elements of a CBA in the future; but would welcome having someone to discuss issues with if they arose
- I feel confident to undertake the technical elements of a CBA in the future

DAY 3: NOVEMBER 1ST 2012
COMMUNICATING CBA RESULTS

Cabinet Submissions

	1	2	3	4	5
The objectives of this session were well defined					
The content was presented in a clear manner and easily understood					
There was sufficient opportunity to ask questions and interact with other participants					
I found the information too complex and difficult to understand					
This training content will be useful to my work					
The presenters used a range of different methods that kept me interested and engaged					
The breakout sessions to draft the Cabinet submission was a useful exercise					
This session improved my understanding of how to incorporate CBA information into Cabinet submissions					
I now have the confidence and skills to incorporate CBA information into and complete my Cabinet submission					
I am still feeling unsure about how to effectively incorporate CBA information into a Cabinet submission					

Which aspects of this session did you find the most useful?

Are there areas that are confusing for you, or that you think required more explanation/guidance?

Anything else you would like to add?

Thank You Very Much for Your Time!

APPENDIX 6

SUMMARY RESULTS FROM 'BREAK-OUT' GROUP SESSIONS ON THE KEY CHALLENGES/ROADBLOCKS AND SUCCESS FACTORS OF CONDUCTING EFFECTIVE CBAS IN THE PACIFIC CONTEXT

TABLE A. Challenges of conducting PACC CBAs

Lack of reliable data	*****
Lack of country capacity (human resources, skills & expertise)	*****
Competing national priorities (political will, competing interests, raising expectations)	***
Inadequate national processes (co-ordination, communication, institutions)	*****

TABLE B. Success factors of conducting PACC CBAs

Inter-disciplinary working group and broad(er) consultative process	****
Hands on training and good work plan process at start of CBA	*****
Supportive leadership (e.g. CEOs) and champions	*****
Good/strong country representatives to conduct CBA	****
Data easily available/accessible	****
Good technical backstopping support	*****



PACIFIC ADAPTATION TO CLIMATE CHANGE (PACC) PROGRAMME

The PACC programme is the largest climate change adaptation initiative in the Pacific region, with activities in 14 countries and territories. The programme began in 2009 and is scheduled to end in December 2014. PACC is building a coordinated and integrated approach to the climate change challenge through three main areas of activity: practical demonstrations of adaptation measures, driving the mainstreaming of climate risks into national development planning and activities, and sharing knowledge in order to build adaptive capacity. The goal of the programme is to reduce vulnerability and to increase adaptive capacity to the adverse effects of climate change in three key climate-sensitive development sectors: coastal zone management, food security and food production, and water resources management.

PACC TECHNICAL REPORTS

The PACC Technical Report series is a collection of the technical knowledge generated by the various PACC activities at both national and regional level. The reports are aimed at climate change adaptation practitioners in the Pacific region and beyond, with the intention of sharing experiences and lessons learned from the diverse components of the PACC programme. The technical knowledge is also feeding into and informing policy processes within the region.

