



Instructor's Guide

Short course 4: *Fundamentals of Developing a Climate Rationale*

Table of content

Table of content.....	1
Overview.....	3
Why this course?.....	3
What will be achieved by this course?.....	4
.....	4
Who is expected to take this course?.....	4
How long is the course?.....	4
What to find in this course and where?.....	4
<i>Figure 1: Course Sessions</i>	5
Structure of the instructor’s guide.....	5
Modalities of course delivery.....	5
1. Plenary lectures.....	6
2. Audience Discussion Questions.....	6
SESSION ONE: CLIMATE SCIENCE AS A FOUNDATION FOR CLIMATE FINANCE.....	7
Introduction.....	7
Learning objectives.....	7
Session approach.....	7
Guidance on the use of slides:.....	7
Suggested Answers to Q&A.....	10
SESSION TWO: CONCEPTUALISING A CLIMATE RATIONALE.....	11
Introduction.....	11
Learning objectives.....	11
Session approach.....	11
Guidance on the use of slides:.....	11
SESSION THREE: DEVELOPING A CLIMATE RATIONALE.....	13
Introduction.....	13
Learning objectives.....	13
Session approach.....	13
Guidance on use of slides.....	13
SESSION FOUR: AVAILABLE PLATFORMS TO ACCESS CLIMATE DATA.....	18
Introduction.....	18
Learning objectives.....	18
Session approach.....	18
Guidance on the use of slides.....	18

Overview

This instructor's guide introduces the course, provides context for the material in this course, and emphasises particular key junctures related to aiding the instructor in explaining the content. The instructor's guide also elaborates how the course modules have been structured, how these modules contribute to the overall objectives of the course, and how this course should be taught in the context of providing capacity strengthening on climate finance for government officials and other experts who may benefit from the material offered in this course.



Why this course?

The *Fundamentals of Developing a Climate Rationale* course unpacks the connection between the use of evidence-based climate science in accessing climate finance. The course examines how the articulation of climate impacts and (proposed) benefits can require a range of tools and resources, and is foundational to articulating the need for resources for precise actions. A well-developed climate rationale, which describes the risks and impacts of climate change, is an essential element of a successful proposal to the Green Climate Fund (GCF) and other climate finance entities. This course is designed to provide participants with a comprehensive understanding of how to develop and articulate a compelling climate rationale, based on the climate context, encompassing the science of climate change, its impacts, and the importance of adaptation measures. With its emphasis on climate rationale development, this course is strongly linked to Short Course 5 on developing climate finance concept notes.

What will be achieved by this course?

Strong understanding of the linkage between climate science (and evidence based approaches therein) and climate finance access

Overview of key principles and concepts associated with climate rationale development

Strong understanding of the steps and key considerations for developing a climate rationale

Access to resources for, among others, climate data, vulnerability assessments, and climate rationale development

Who is expected to take this course?

This course is targeted at governmental officials, and non-governmental agencies and organisations involved in accessing climate finance. This course is particularly oriented to officials involved in climate change negotiations, development of climate related project-proposals and programmes, and their implementation.

How long is the course?

The total time required to complete the course is estimated to be **three (3) hours**.

What to find in this course and where?

The content of the *Fundamentals of Developing a Climate Rationale* course responds to the objectives and outcomes of the course as illustrated in figure 1. The course is comprised of four sessions:

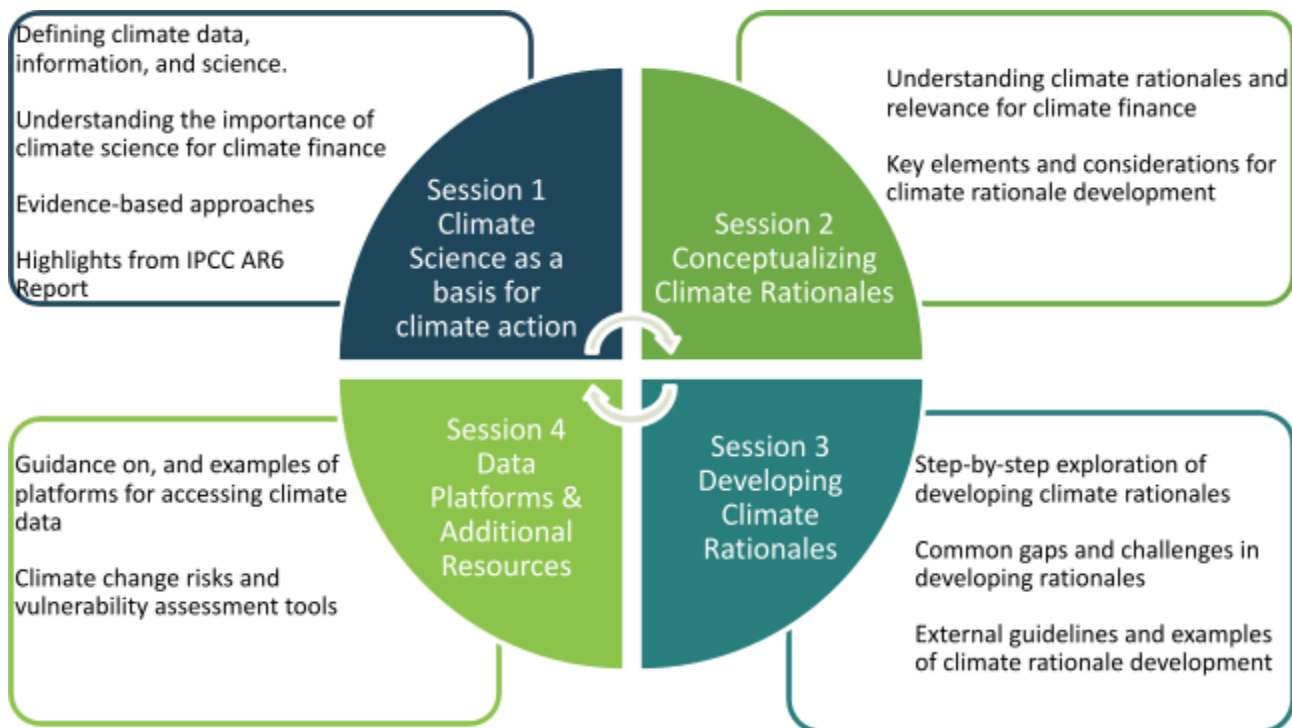


Figure 1: Course Sessions

Structure of the instructor’s guide

For the instructor’s guide, each of the four sessions is made up of the following:

Introduction that provides an overview of the session and its objectives.

Learning objectives for the session, stating what the participant can expect to learn in the session.

Timing: a breakdown of the specific activities and time allocation for each of them in the session.

Guidance on use of slides provides information that is needed by the trainer in deciphering messages from the slides as well as an indication on which of the slides may need attention or specific action to be taken during engagements.

Exercises: this section indicates the type of exercises to be taken for the session and possible answers, as well as indications of where they can be placed during the session.

Modalities of course delivery

This course employs a diversity of methods, including lectures (PowerPoint and informal engagement) and participatory sessions (e.g. group work, pair work and discussions, brainstorming and exercises).

1. Plenary lectures

The plenary sessions are designed to be structured around the Powerpoint presentation, which is in-turn structured around the course workbook. During lectures, the facilitator should encourage active participation and discussion around the introduced concepts and topics, and is encouraged to elicit discussion and field questions. In addition to presenting course content, the plenary sessions are meant to encourage participants to brainstorm and debate on concepts and issues extensively as a precursor to any presentations that are given.

2. Audience discussion questions

These are designed to elicit participation through group and individual reflection moments, that serve to unpack key concepts. In some cases, these will be direct questions to which audience members can provide possible answers, while others will be more open-ended to facilitate discussion to gauge the level of understanding gained from the session, and allow participants to contribute their own professional experiences and context-specific insights. In addition to guiding the participants through the exercises, the facilitator should also be able to address any misconceptions and misunderstandings of the concepts.

Sessions

SESSION ONE: *Climate science as a foundation for climate finance*

Slides 4-15 of the Powerpoint and pages 8-15 of the workbook

Note: It is recommended that the instructor review the relevant workbook pages prior to conducting the training session.

Introduction

This session focuses on the importance of climate science and evidence-based approaches to accessing climate finance. The context within this section will inform the subsequent sessions on developing a climate rationale.

Learning objectives

On completion of the session, participants are expected to be able to understand:

- The definition and scope of key concepts in climate science
- The importance of evidence-based approaches and climate rationales for accessing climate finance, as well as the related limitations prevalent LDCs; and
- The tools, resources, and examples that can support in developing and presenting climate rationales.

Session approach

The session will employ a PowerPoint presentation to explain the importance of climate science and evidence-based approaches for accessing international climate financing. Some examples of questions that could be posed to the audience are also provided, and should be used at the discretion of the presenter to maintain active engagement and participation.

Guidance on the use of slides:

The resource material for these slides can be found in the workbook version of the course. That information is intended to aid the instructor in expanding on messages from the slides. Brief explanations of key talking points (take-home messages) of select slides are included below; these are the slides for which more explanation is needed.

To be able to understand the interface between climate science and finance, it is important to understand some basic concepts that come up frequently. Most of these will be intuitive to the audience but it is still important to explicitly define them to be able to understand the parameters within which this discussion will operate.

Slides 4-7: These slides introduce key concepts associated with climate rationale development. The information on the slides is fairly self-explanatory, showcasing how evidence-based approaches can yield substantial benefits and include multiple stakeholders, thus making them appealing to multilateral climate funders, like the Green Climate Fund, Adaptation Fund, or Global Environmental Facility. The presenter should emphasise the logical connections between climate science, evidence-based approaches, and viable funding proposals.

- By using verifiable and reputable *climate information* (Slide 8), one can articulate climate impacts and potential solutions through an *evidence-based approach*, which provides the benefits summarised in Slide 7.
- It is especially important to emphasise the last point on Slide 7 regarding climate financiers. The Green Climate Fund, Adaptation Fund, the GEF and multilateral development banks (like the World Bank or AfDB) have explicit minimum requirements for how to demonstrate the need (and expected viability) for funding. Consequently, multilateral funders favour a clear demonstration of evidence-based approaches for funding proposals, as they are grounded in reliable and verifiable information.

Audience Discussion Q&A: Are there any other reasons that the audience can think of, where evidence-based approaches can be useful?

The remaining slides in session 1 will highlight how evidence-based approaches and climate information have been leveraged and presented in various contexts, and discuss some of the related bottlenecks and limitations that countries in the “Global South” grapple with.

Slide 8: One of the most reputable sources of climate information through evidence-based approaches is the Intergovernmental Panel on Climate Change (IPCC), which, through a global collaboration of scientists and governments, produces an iterative series of Assessment Reports that summarize the state of the climate around the world through different disaggregated lenses. The immediate following slides will show some key observations and projected trends for Africa and Asia as per the most recent 6th Assessment Report of the IPCC.

Audience Discussion Question: What evidence-based approaches might be useful for demonstrating climate vulnerability in your country or region?

Slide 9: Highlights the broad projected impacts and drivers of climate change in Africa. The presenter should try and pinpoint a few relevant observations, including a high confidence in increasing temperatures and extreme heat in West Africa (WAF), Northern East Africa (NEAF), and Southern East Africa (SEAF). Similarly high confidence in increases in sea levels, coastal floods, coastal erosion, marine heatwaves, ocean acidity, etc.

Aside from demonstrating how climate information or evidence-based approaches can be used to highlight a range of different climate impacts (both observed and projected), this information can direct prospective project proponents/applicants towards some of the most pressing

climate threats observed in a certain region. This exploration can then guide the search for more localised climate data and information. For example, there is a high confidence in the likelihood of rising temperatures and coastal floods across *all* regions in Africa. Supporting efforts to mitigate and adapt to these threats could therefore be viable areas of intervention for local, national, or even regional initiatives seeking climate finance.

Slide 10: The presenter should highlight the observation of heat waves (the right-most graph) and extreme rainfall variability in South Asia (with precipitation declining during the December-January-February season, and increasing during the June-July-August season). Observed mean rainfall trends are not spatially coherent or consistent across datasets and seasons (high confidence). Future warming will be slightly less than the global average (high confidence). Rainfall will increase in northern parts and decrease in the Maritime Continent (medium confidence).

Similar to the previous slide, the implications of changing seasonal precipitation may, for example, have implications for agricultural resilience. This could therefore provide an opening for further investigation into viable interventions that respond to observed and/or projected climate change impacts. Audience members should be encouraged to consider this in their local contexts, and ensure that the representation and genuine empowerment of diverse sources of knowledge and voices should be considered for inclusion and integration where relevant.

Slide 11: While the preceding slides present some key findings from the IPCC's 6th Assessment Report (AR6), and how they interpret the current climate change landscape in Africa and Asia, it is important to understand the context of climate science within those regions.

There are deep inequalities and mismatches in climate science information (and precision) across different regions. Especially in the most climate vulnerable regions, the volume and quality of climate data and information can be quite lacking, especially at the national or subnational level. As a result, broader projection models (like the ones for global analyses at the IPCC) have outlooks for regions like Africa that have changed over the years due to improving technology and availability of information. Nonetheless, substantial gaps remain and hamper the precision and certainty of forecasts and projections.

These information and data gaps have substantial implications for the accuracy of projected impacts, and for informing responses to them. The lack of information contributes to entrenching vulnerabilities and inequities, and can lead to maladaptation. All of this is largely underscored by a weak financing landscape, with most vulnerable regions receiving only a fraction of the resources needed for comprehensive research. The need to fill this gap should be emphasised, while also underscoring the importance of making use of available information and data to the best extent possible in order to inform future interventions. Session 4 of the presentation and the workbook provides insights on how to navigate these data challenges, and some shares resources that could help proponents get started in understanding the climate information base for their area of focus.

Slides 12-13: Given these shortcomings, and the more high-level nature of the IPCC, resources like the AR6 should only be seen as starting points for more detailed explorations and more directly relevant climate information. It is important to use data that is as directly close to the proposed target area, climate impacts, and proposed activities as possible.

The presenter should emphasise the fact that climate information does not stop at the IPCC, and that country-level information exists and can be utilised. Climate rationales are fundamentally meant to specify how climate change impacts will manifest in a more localised context – either regionally, nationally, or subnationally.

Slide 13 shows some of the minimum conditions for climate information to be considered acceptable in most climate financing contexts. In particular, the information should be considered verifiable and emerging from a recognizable source (including the national government, established universities, or reputed international organisations such as the Food and Agriculture Organization, UNFCCC, and others).

Much like with the IPCC AR6 information, this national- and regional-level climate information can be summarised and presented in manners that emphasise a particular climate change impact, geographical area of focus, resource, or any other relevant area of focus. Some examples are shown in the next slides.

Slides 14-15: The slides highlight some examples of ways in which information can be visually presented, and the sources from which they are derived. The examples were chosen based on their regional relevance (one was selected from West Africa, and another from South Asia). The examples are climate rationales from approved/successful funding proposals to the GCF. The presenter can emphasise the fact that climate data/information can be presented visually to succinctly summarise some major points regarding climate impacts. They can also point out the source of information/data in each case, and how non-IPCC sources (including data from the World Bank, FAO, and G20) have been leveraged to highlight specific climate change impacts/projections at a national level. These include precipitation change projections (in Slide 14) and temperature/precipitation historical trends (Slide 15). The graphics required data related to historical temperature/precipitation observations, and models that could then project future trends and implications.

Audience Discussion Question: Can the audience think of any other examples of relevant national-level climate data that has been/could be collected and presented as climate information?

Suggested Answers to Q&A

In the event that audience engagement/participation is limited to begin with, it might be useful to suggest or guide audience members towards potential answers to some of the discussion questions. The objective of providing some potential answers is not to force audience members

towards these specific topics, but to provide the presenter with some examples that could be referenced for inspiring and supporting participants to think about potential answers.

- Q&A engagement during Slides 5-8: Are there any other reasons that the audience can think of, where evidence-based approaches can be useful?
 - It can ensure alignment between proposed solutions and national priorities
 - It can facilitate greater exchange of information between academia, CSOs, funds, countries, etc
- Q&A engagement during Slide 9: What might evidence-based approaches be useful for demonstrating in relation to climate vulnerability in your country or region?
 - Impacts of natural disasters? E.g cyclones, droughts, or rising sea levels
 - Land use, land use change, and forestry (LULUCF) dynamics
 - Sectoral vulnerabilities to climate change impacts (e.g. changing precipitation impacts on crop farming, or ocean acidification on coastal blue economy livelihoods)
- Q&A engagement during Slides 15-16: Can the audience think of any other examples of interesting national-level climate data that has been/could be collected and presented as climate information?
 - National or regional data on crop yields, or food security during droughts
 - Mapped ecosystems/key natural resources, and records of ecosystem services

SESSION TWO: *Conceptualising a climate rationale*

Slides 16-20 of the Powerpoint and pages 16-24 of the workbook

Note: It is recommended that the instructor review the relevant workbook pages prior to conducting the training session.

Introduction

The preceding examination around the foundational connections between climate science and climate action provides context for this session's focus on leveraging the climate rationale to connect the two. This session takes participants through the fundamentals of a climate rationale, and its relevant principles and considerations. The examination undertaken in this session will serve as a basis for the next session, which explores how to develop a climate rationale.

Learning objectives

On completion of the session, participants will be able to understand:

- The definition and relevance of climate rationales in the context of accessing climate finance, and

- The key elements and considerations that should inform a robust climate rationale, including the climate rationale expectations of multilateral funders like the GCF.

Session approach

The session will employ a PowerPoint presentation to clearly highlight key definitions and concepts associated with development of a climate rationale. Some of the slides also feature key questions that could be posed to the audience for consideration and plenary discussion, depending on the amount of time available, and the audience's understanding of the definitions, key concepts, and considerations covered.

Guidance on the use of slides:

The resource material for these slides can be found in the workbook version of the course. That information is intended to aid the instructor in expanding on messages from the slides. Brief explanations of key talking points (take-home messages) of select slides are included below; these are the slides for which more explanation is needed.

Slide 17: In essence, a climate rationale is the most explicit way to connect climate science to climate finance. They are central components of funding proposals, with major climate funds like the Green Climate Fund, GEF, and Adaptation Fund all requiring some form of a climate rationale within the proposal.

Slide 18: The GCF Funding Proposal is very explicit and thorough in its demands for a climate rationale. The parts highlighted in the quote show that a rationale should:

- Describe the climate-relevant problem (how is climate change impacting the target area?);
- Describe the mitigation or adaptation needs of the target country and/or community (how are the proposed interventions relevant to what is needed on the ground?);
- Explain what the “business-as-usual” scenario would entail (what would happen if we did nothing?); and
- Show how and where all this information was derived.

Note: This short course is focused on the GCF climate rationale because it is stringent and has applicability to climate rationales required from other climate finance funders.

Slide 19: The slide highlights the key components of a rationale, as encapsulated by the Green Climate Fund.

The trainer should emphasise the progressive nature of the climate rationale. It should first and foremost be informed by verifiable climate science as an overarching requirement for all proposals.

From here, it is important to identify the climate change impacts that the proposed project seeks to respond to. These can vary based on whether the proposal has an adaptation or mitigation focus. Adaptation-focused rationales should describe climate change impacts in relation to impacts, vulnerability and resilience, while mitigation-focused rationales should emphasise emissions profiles and pathways.

An understanding of these climate change risks and impacts should then lead to the selection and prioritisation of interventions in a clear and methodical manner.

Slide 20: poses some of the questions that serve as **Audience Discussion Questions** to spark discussions surrounding specific climate change impacts and/or interventions. The facilitator could consider pausing here to discuss these questions in the context of national priorities (for the participants) related to sectors, risks, and adaptation responses. There are no strictly correct or expected answers in this case. Instead, this slide should be leveraged as an opportunity to encourage the audience to start proactively thinking of the climate rationale within their relevant contexts.

SESSION THREE: *Developing a climate rationale*

Slides 21-45 of the Powerpoint and pages 25-39 of the workbook

Note: It is recommended that the instructor review the relevant workbook pages prior to conducting the training session.

Introduction

Given the understanding built from the previous session on the foundational concepts and principles surrounding a climate rationale, this session focuses on practical guidance for developing a climate rationale.

Learning objectives

On completion of the session, participants will be able to:

- Understand the step-by-step processes associated with the development of a climate rationale
- Understand common gaps and challenges encountered in developing a climate rationale, and possible mitigation measures
- Review available external guidelines and examples of climate rationale development
- Demonstrate an understanding of the different principles informing climate rationales focused on adaptation and mitigation respectively.

Session approach

The session will employ a PowerPoint presentation to provide a visual breakdown of the steps for developing a robust climate rationale for adaptation- and mitigation-focused projects respectively. The presentation has been interspersed with case studies and examples/lessons learnt from climate rationales in successful and unsuccessful funding proposals.

The information in this session is quite dense, and entails going through a large amount of information relatively quickly. To this end, participants should be encouraged to ask questions (and the presenter should pause at various points to provide the opportunity for this). It should also be underscored to participants that this is not the only resource or opportunity to explore the climate rationale, and much of what is discussed here can also be leveraged or expounded upon through resources like the accompanying workbook version of the course on *Developing a Climate Rationale*.

Guidance on use of slides

The resource material for these slides can be found in the workbook version of the course. That information is intended to aid the instructor in expanding on messages from the slides. Brief explanations of key talking points (take-home messages) of select slides are included below; these are the slides for which more explanation is needed.

Slide 22: highlights how key considerations, principles, and elements of a climate rationale discussed in Session 2 are integrated into the GCF's Board decisions relevant to adaptation. Climate rationales (and proposals more broadly) that meet these requirements are more likely to receive funding. The presenter should use this slide to underscore the direct connection between a robust climate rationale and the funding proposal requirements of multilateral funders; the former is a foundational element of a compelling, viable, and ultimately successful funding proposal.

Slide 23: The presenter should emphasize that there are four key steps or considerations that need to be accounted for when developing a climate rationale related to adaptation: identification, response, alignment, and M&E. Combined, these can effectively demonstrate the threat of climate change, and the need for financing to facilitate adaptation. It is important to note that adaptation-focused climate rationales tend to have a greater emphasis on the *impacts* of climate change on various groups. The identification of vulnerable groups, and the quantification and/or assessment of their vulnerability are central to this type of climate rationale. Even the proposed interventions and beneficiaries must be discussed with regards to the quantitative and qualitative implications on vulnerability and resilience.

Slide 24-25: These slides provide key guiding questions that can help the participants consider how to approach developing the key elements of an adaptation-specific climate rationale. When discussing alignment in Slide 26, it is important to also underscore that these national plans and climate strategies can also serve as excellent starting points for identifying potential priority

areas for intervention. Alignment with these priority areas is not only required for funding proposals with the GCF, but may also imply the availability of robust climate information and data that can inform the climate rationale.

The slides also provide a good opportunity for **Audience Discussion**, where the participants can either be allowed to express their general impressions of how to adhere to these principles, or could be guided towards discussing foreseeable challenges in answering the guiding questions and adhering to the key principles.

Slide 26: Some approaches for assessing mitigation potential are highlighted on this slide. The presenter should emphasise that mitigation-specific climate rationales should be focused on emissions. The rationales should be able to demonstrate what climate change impacts are **attributable** to increased (global or national) GHG emissions, the sectors with greatest **emissions mitigation potential**, and how the **proposed interventions** will reduce emissions. Given the quantifiable nature of GHG emissions, all these components should be quantified to the best extent possible. Baselines and projected reductions of emissions should particularly be clearly quantified.

For the GCF, an activity is considered additional if it can be shown that the GHG emission reductions would not occur in the absence of the GCF funding.

Slide 27: Guiding questions that can help one think about how to approach developing the key elements of a mitigation-specific climate rationale. Similar to adaptation-focused rationales, alignment with national policies and priorities is crucial, as it demonstrates the capacity of the proposed interventions to advance transformative national development and action by contributing to identified priorities.

Similar to Slides 24-25, this slide provides a good opportunity for **Audience Discussion**, where the participants can either be allowed to express their general impressions of how to adhere to these principles, or could be guided towards discussing foreseeable challenges in answering the guiding questions and adhering to the key principles.

Slide 28: Having seen what the climate rationale elements look like more concretely, it is clear that there might be areas where project proponents might encounter challenges. These are highlighted on the slide, with data constraints and gaps being some of the most prominent challenges.

The first challenge, however, regarding distinguishing between adaptation actions/projects and broader development initiatives is quite crucial. The two are fundamentally intertwined but not mutually inclusive. A climate change project – especially those focused on adaptation – can have development co-benefits, as they often aim to enhance the resilience and capacities of multiple state and non-state beneficiaries. However, a development project does not necessarily result in climate or environmental co-benefits. For example, simply building a

hospital in a rural area does not qualify as an adaptation project, as the relevance to climate change is ambiguous.

Conversely, a project proposal to build or refurbish hospitals as a means of climate-proofing infrastructure, institutional arrangements, and policies in the face of increasing floods, hurricanes, or cyclones would be considered adaptation-focused, as it is clearly focused on and informed by climate impact observations and projections. To this end, evidence-based approaches pertaining to climate change vulnerability and impacts is central to distinguishing between adaptation and development projects. The two can certainly overlap, but the climate change angle must be clear, with evidence-based climate rationales serving as a vital tool for doing so.

Audience Discussion Question: Audience Q&A: The presenter can take this opportunity to ask the audience about the challenges that they think they might anticipate when developing a climate rationale.

Slide 29-30: The presentation will now go into further details about the precise steps through which these various principles and considerations discussed prior can be conveyed to create a holistic climate rationale. The steps have been drawn from a guide developed by the WMO and GCF, as seen on Slide 31.

Slide 31: Shows the 4 steps that will be discussed. While we will discuss some salient points and observations for each step, participants are encouraged to access the material, which is available in the workbook, in their own time to fully appreciate the details provided by the WMO and GCF. For each of the slides showing the key steps, it is important for the presenter to highlight the outcomes in green, as these are essentially the objectives of each step. The text in grey provides details on how the step can be achieved, and only the most crucial or noteworthy of these will be discussed during the presentation.

Slide 32: Step 1 is focused on identifying a specific climate priority, sector(s), and/or region that the proposal is targeted towards. It is important to emphasise that the area of focus should be aligned with the priorities of the most important/relevant stakeholders (including national government entities, private sector representatives, civil society, academia, etc). These priorities can either be articulated through stakeholder consultations, or have already been expressed in key policy documents like those highlighted in point 2.

Slide 33: Step 2 aims to identify the climatic contributing factors that have had repercussions or impacts within the chosen area of focus. The figure on the slide summarises the process for understanding the impacts of climate change in the area of focus. While it is not strictly necessary for the audience members to do every single activity on this slide (in developing a climate rationale), it is important to understand the process.

Broadly speaking, climate data must be first gathered (both historical/observed and projections), as shown in Points 1a & 1b.

Points 2b & 3 show how this must then be analyzed to understand the direction and magnitude of change (i.e. how the climate has changed in a particular area over time, and how it might change in the coming years).

These must then all be reconciled and interpreted in relation to one-another (point 5) to ultimately show how climate change is causally related to the impacts being addressed in the area of choice.

Slide 34: Step 3 should ideally result in a clear articulation of the non-climatic factors that contribute to the climate-related impacts in the area of focus. It is equally important to contextualise the climate impacts that the audience might seek to address, and this can be done by exploring various non-climatic factors, such as sociopolitical, economic, gender-based considerations, that might be influencing vulnerability and interacting with climate change impacts. The step is essential for articulating the operational context within which an intervention is being proposed, and for compellingly demonstrating that an area of focus is indeed facing a climate problem, as opposed to merely (for example) a political or economic one.

Slide 35: After having assessed the landscape within which climate change is causally linked to impacts (and interacting with non-climatic factors), it is important to highlight how the selected interventions are responsive to the climate impacts identified.

While there is plenty of space in other parts of a funding proposal to articulate it further, the climate rationale should be able to summarise how the proposed solutions are linked to climate contributing factors, are feasible and cost effective, and are capable of being tailored to local conditions and contexts.

Slide 36-37: Having seen all 4 steps, these slides try to summarise some of the most important considerations when developing a climate rationale. These are drawn from the steps discussed earlier, as well as case studies that will be explored shortly. The presenter should simply highlight the messages in the tables, as they are already a summary of what has been discussed.

Slide 38-39: To give a better sense of how these Do's and Don'ts as well as the 4 steps discussed earlier are realised in actual climate proposals, the presentation will now focus on a few case studies. The first is an example of a successful proposal.

This material comes directly from a climate rationale of a successful GCF proposal. It is intended to highlight key elements that went into a strong rationale. It is important to highlight that the table shows projected changes in precipitation and temperature **for each relevant district in the project site**. The rationale also **draws on government studies** for National Adaptation Planning.

The textbox shows how **the rationale clearly identifies** the projected climate impacts, including more frequent and intense droughts, floods, and landslides.

Slide 40: This table explains the **sectoral importance** e.g. how certain regions are especially important for agriculture (e.g. Siwalik/Terai region). This is complemented by the **descriptive analysis**, which highlights the importance of agriculture to the Nepali GDP/economic activity and employment. This underscores the extent of vulnerability, and the potential negative impact of climate impacts on subsistence farmers and the economy more broadly.

Slide 41: Highlights the various lessons in adaptation interventions that have been learnt from previous projects, which shows a capacity to **understand and prioritise the best interventions** (based on previous experience).

Slide 42: Further shows how the proposed interventions are aligned with key priorities at the national level through **reference to key national frameworks, commitments, and policies**.

Slide 43: Having seen an example of a successful funding proposal, the presentation can now focus on one that was initially rejected due to insufficiencies in the climate rationale. The GCF proposal shown on the slide was initially rejected when submitted for consideration, and ultimately approved in October 2017 when the Board recommended changes to be undertaken, including conducting a water-balance study that could inform the evidence-based approach of the climate rationale.

Slide 44: Highlights the specific issues that were identified with the climate rationale-relevant components of the funding proposal. In particular, there was a lack of socioeconomic analysis to inform the interventions, suggesting that an appropriate demonstration of Step 3 (identifying non-climatic contributing factors) was not done well.

Even the recommendations clearly push it towards being aligned with best practices for climate rationales, including identifying a clearly important area of focus (water infrastructure and management), and to conduct a hydrological study that could provide a science-based justification of the proposed interventions (i.e., how they would contribute to improving the water infrastructure and management in an area where the resource is threatened by climate change).

Slide 45: The slide provides additional information and resources that can be used to support the participants when they actually develop a climate rationale. It is important for the presenter to emphasise that the climate rationale development process is lengthy and comprehensive, and it is therefore understandable that all the information presented cannot be digested easily. The resources on this slide can therefore support them with further details and examples when seeking to work on rationales in further detail.

It is also important to emphasise that Short Course 5 will include further material on developing a climate rationale in the context of concept note development.

SESSION FOUR: *Available platforms to access climate data*

Slides 46-50 of the Powerpoint and pages 40-47 of the workbook

Note: It is recommended that the instructor review the relevant workbook pages prior to conducting the training session.

Introduction

This session briefly shares crucial resources through which participants can access further information and tools to help them in developing a climate rationale.

Learning objectives

On completion of the session, participants will be able to;

- Understand the availability of a wide range of resources on climate rationales that can support various areas of climate rational development, including data platforms for understanding impacts, conducting risk and vulnerability assessments, etc.
- Understand the key considerations and good practices for navigating the various climate data platforms and resources available in order to select the most appropriate information

Session approach

The session will employ a PowerPoint presentation to convey some of the key resources. This will mainly be done using hyperlinks that can then be accessed by the participants at their own time. It is therefore important for the presenter to emphasise that the audience will have the opportunity to engage with all these materials at their own pace, including in further detail through the workbook version of the Short Course.

Guidance on the use of slides

The resource material for these slides can be found in the workbook version of the course. That information is intended to aid the instructor in expanding on messages from the slides. Brief explanations of key talking points (take-home messages) of select slides are included below; these are the slides for which more explanation is needed.

Slide 47: It is important to underscore that **Platforms will vary in their scope, accuracy, and intention**. The audience should therefore be encouraged to conduct further robust analysis to determine the viability of any climate information they may use.

Slide 48: As has been stated at the very beginning of the short course, the AR6 and the IPCC can serve as crucial starting points for identifying high-level or baseline climate change observations, impacts, and analyses. These can be used to narrow down on particular priority

areas or climate impacts within an area of focus, but the IPCC's work is highly limited in geographical granularity.

Slide 49: Some other examples of resources for climate information are summarised here. It is crucial to emphasise that these resources are listed because they are considered reputable and verifiable, and are generally also recognized by national governments as legitimate sources of information. That being said, it is still crucial to ensure that due diligence is done, and that the source of the participants' climate data and information is verifiable, reputable, and aligned with national priorities.

Slide 50: Further information and resources on climate data and information platforms for climate rationales has been provided in the Workbook version of the Short Course. Participants are encouraged to view this at their own time, as it provides a more detailed and disaggregated breakdown of different data platforms, which may make it easier to narrow down to relevant resources.

Further information on conducting climate risk and vulnerability assessments – which is especially vital for adaptation-focused rationales – is provided in the workbook as well, alongside useful tools that could support.