



Proceedings

2nd Training Needs Assessment Meeting

Asian Institute of Technology, Bangkok, Thailand

March 11, 2011

APN Funded Project CBA2010-09NSY-Okayama: Scientific Capacity Development of the Trainers and Policy-Makers for Climate Change Adaptation Planning in Asia and the Pacific

UNEP Asia-Pacific Adaptation Network
AIT, Bangkok, Thailand



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Acknowledgements

This is to acknowledge that this meeting would not have been successful without active participation and contribution of the country partners of APN project including Cambodia, Lao PDR, Mongolia, Bangladesh and Nepal. Their hard work on preliminary training needs assessment made the meeting more effective with passionate discussion. We acknowledge the support in varied forms from the Ministry of Environment, Government of Japan; UNEP ROAP and AIT-UNEP RRC.AP.

This activity would not have been successful without the financial support from the Institute for Global Environmental Strategies (IGES) through Asia Pacific Adaptation Network (APAN) and the Asia-Pacific Network for Global Change Research (APN) through funding of the project entitled 'Scientific Capacity Development of the Trainers and Policy-Makers for Climate Change Adaptation Planning in Asia and the Pacific' which is being implemented in Cambodia, Lao PDR, Mongolia, Bangladesh and Nepal. We acknowledge the technical support provided by Dr. S.V.R.K. Prabhakar, Policy Researcher, IGES who has been instrumental in designing and overseeing the methodology for this project and Dr. Le Thi Thu Huong, Climate Change Adaptation Specialist, IGES-APAN for coordinating the activities and compiling the proceedings. The valuable inputs provided by Mr. Voravate Chonsalin, Head of Public Sector Capacity Building Unit, AIT Extension through his lecture has helped the project partners to understand the process of TNA. We also wish to express our thanks to the distinguished guest, Dr. Mozaharul Alam, Regional Climate Change Coordinator, UNEP-ROAP for his valuable closing remarks. Last but not the least, sincere thanks need to be sent to Mr. Bayasgalan Sanduijav, Senior Program Officer of AIT-UNEP RRC.AP, for being an interpreter for Mongolia team during the meeting, Mr. Abhishek Nair, Intern at AIT-UNEP RRC.AP for taking the meeting minutes, and all support staff of IGES and AIT-UNEP RRC.AP.

Toshinao Okayama, Ph.D.

Coordinator

Regional Hub for Asia Pacific Climate Change Adaptation Network

Executive Summary

The meeting consisted of presentations by project partners on the status of the TNA project covering aspects related to the process followed, the establishment of TNA team, recruitment of research assistant, desk review of existing training programs, questionnaire survey process, etc. and certain results. The practical survey of questionnaire brought certain concerns to the country TNA teams as well as the project team such as how to identify who is trainer and who is trainee (since there is an overlap of responsibilities (or without a clear distinction) between these two in some cases); how to determine the sample size while there is an absence of information on prevalence rate of staff which are trained in climate change adaptation in comparison with total population (total number of staff); what should be the sectoral focus since 'agriculture and water related sectors' cover different fields such as animal husbandry, crops, horticulture, etc.; how to apply the questionnaire forms appropriately/effectively to the right persons; how to keep a balance of content between adaptation and mitigation since these two are interrelated and sometimes overlapped in climate change issue, and so on. Summaries of all discussions are as follows:

Identification of Trainer and Trainee:

There was considerable discussion on who is a trainer and who is a trainee especially in countries where there is an overlap of responsibilities (or without a clear distinction). The decision was a trainer is one whose main job is to train others and a trainee is one gets trained and uses the gained skills and knowledge to help others.

Sample size

Determining sample size requires information on variance/prevalence rate of the characteristic (in this project it is the rate of staff which are trained in climate change adaptation) of the population. In absence of such information, it was decided that the each surveyor would determine the sample size by closely monitoring the variation in responses as they survey in an administrative hierarchy. The surveyor can determine to stop sampling in the same level of administration or trainers if the responses they are getting are consistently uniform. It is to be kept in mind that the statistically determining the sample size is not an absolute necessity for this project since most of the government officers are from the same education system and the climate change adaptation is still a relatively new area of intervention in the administrative capacity building provisions.

Sectoral focus

The general decision was to focus on crop agriculture sector. However, it again depends on the country systems, how the job/functions of agriculture staff are organized, and how the OJT and IT are designed for the government officers.

- If the agriculture officers in the country handle all agriculture fields (animal husbandry, crops, horticulture etc) and if the OJT and IT are comprehensive covering all the subjects, then the country TNA team must include all these sectors for the TNA.
- If the agriculture officers' main duty is to support field crops and the OJT and IT are focused on only field crops then the TNA should be focused only on field crops.
- If nothing is available, the country TNA team can review other related sectors for lessons and use for designing the modules for agriculture sector.

Filling of forms

There was considerable confusion on which form is for whom. It will be clear if all TNA teams keep in view that the TNA survey is for both the trainers and trainees, and that the form I, Form II and Form IV are linked, and form III is for assessing the training facilities.

- Form I: Both for government officers (trainees) and for trainers (if there is a hierarchy of trainers starting from national level to the prefecture and district levels).
- Form II: Both for government officers and for trainers
- Form III: For training facilities. The source of information/interviewee could be a senior trainer or the administrative head of a training facility that has an understanding of the training facility. Fill this form for all important training facilities in the country. Training facility could be a training institute, university, NGO, etc.
- Form IV: Both for government officers (trainees) and for trainers.

Balance of content between adaptation and mitigation

In general, the aim of the project is to mainstream CCA into the existing OJT and IT modules. There is no doubt that there are overlaps between adaptation and mitigation. However, the project team expects that there would be lot of contents burden even if it decides to focus only on adaptation. Hence, the better approach would be to aim to design:

- Base module: A generic module touching the principles of adaptation and co-benefits of mitigation
- Ad-on module: To design the specific module based on the job responsibilities of the target staff

Desk review of existing training programs

- Most of the desk reviews so far focused on climate change adaptation (CCA) only training programs. However, the main aim of this project is to mainstream the CCA into the existing on-the job training (OJT) and induction training (IT) programs. Hence, there is a need to review the existing OJT and IT programs in addition to the stand-alone/ad-hoc training programs implemented for CCA.
- The desk review should include both governmental (for OJT and IT for standard training programs and ad-hoc training programs for CCA) and NGO (mostly for ad-hoc training on CCA) initiatives. While reviewing, it is important to capture the following characteristics:
 - Length of the existing OJT and IT (to make sure that incorporating CCA wouldn't prolong them beyond the permissible length of training)
 - Lessons from the training evaluations if available (would give indication on what should be ideal length of training, training facilities, trainer capabilities etc)

Most of the existing training programs appear to be in the form of workshops which cannot be termed as 'training' in real sense. However, if the actual training programs don't exist, the partners need to include these workshops for getting information on the curriculum these workshops implemented.

Some thoughts on contents of the policy suggestions chapter

- Estimation of trainer and subject matter specialist numbers needed: For providing an estimate of how many staff may need to be trained and at what trainer-trainee ratio, it is necessary to come up with approximate estimates of the existing staff working in government agriculture departments (from national to village level) for the entire nation. From this number, it is necessary to use a standard trainer-trainee ratio and arrive at the possible number of trainers need to be produced through TOTs.
- Education curriculum: There is a general consensus that the entire demand of subject matter specialists cannot be met only through ToTs and other means and that there is a need to incorporate the CCA into the subject matter at various stages of formal education. The project partners should think about how this can be done while drafting their country report.

In short, the discussions after each session and at the end of the meeting, more informal than formal, had reached at certain consensuses on how to continue TNA in the specific context of each country. The meeting also came up with an agreement on the schedule of following activities that include the TNA monitoring process, submission of country reports and the preparation for training modules design workshop in July.

1. BACKGROUND AND MEETING OBJECTIVES

Climate change has been projected to have critical impacts on socio-economic development and poverty reduction globally and in the Asia-Pacific region. The Asia-Pacific region, which accounts for two-thirds of the world's poor living on less than \$1 a day depending on primary sectors such as agriculture, is one of the most vulnerable regions to climate change. Thus, effective implementation of adaptation and capacity building actions is the key to reducing vulnerability of the Asia-Pacific countries to climate change.

Since 2008, United Nations Environment Programme (UNEP) in partnership with key UN agencies and international organizations has been facilitating the development of a Global Adaptation Network (GAN) which composes of four Regional Networks in developing regions: Africa, Asia-Pacific, West Asia, and Latin America and the Caribbean. The Asia Pacific Adaptation Network (APAN) was launched in Bangkok as a part of the GAN by Prime Minister of Thailand in October 2009 and began its implementation in March 2010. The APAN's Regional Hub is co-hosted by AIT-UNEP RRC.AP¹ and IGES² and currently located in AIT-UNEP RRC.AP, Bangkok, Thailand.

APAN aims to help countries in the region to build climate resilience of vulnerable human systems, ecosystems and economies through the mobilization and sharing of knowledge and technologies to support adaptation capacity building, policy-setting, planning and practices. One of its objectives is to build the capacity of key stakeholders such as trainers, policymakers and development practitioners in the Asia-Pacific region in order to mainstream climate change adaptation principles and practices into developmental planning and programming in targeted countries, including Bangladesh, Cambodia, Lao PDR, Mongolia and Nepal.

For this capacity building objective, the project entitled "Scientific capacity development of trainers and policy-makers for climate change adaptation planning in the Asia and Pacific" has been approved by the Asia-Pacific Network for Global Change Research (APN) for funding starting November 2010. The main objectives of this project are to:

- Undertake appraisal of training needs (training needs assessment, TNA) in terms of knowledge and skill areas for effective adaptation; and
- Design training modules for imparting knowledge and skills for effective adaptation.

As a pilot initiative, the APN project has aimed to focus on agriculture sector as the most vulnerable sector to climate change in the project countries. However, the extended objectives during and beyond this project duration, that have direct connection to the continuity of the APN project are to:

- Help create enabling environment in project countries for strengthening capacity building through interventions at the policy level.
- Help deliver training programmes for trainers in key training institutions and for key policymakers in the region;
- Enable training institutions and trainers to implement training programs to the ultimate beneficiary i.e. staff employed by agriculture sector; and
- Institutionalize the modalities for assessing the impact of the above activities and provide policy feedback to the countries involved.

¹ AIT-UNEP RRC.AP: Asian Institute of Technology-United Nations Environment Programmes Regional Resource Center for Asia and the Pacific

² IGES: Institute for Global Environmental Strategies

Therefore, as training needs assessment (TNA) is the first step for the design and development of capacity-building programmes, the 1st TNA meeting was organized on 31st of January 2011 to introduce the partners to APAN and its capacity building agenda, reach a consensus on the modalities for implementing APN project on training modules development, obtain preliminary information and discussion on national systems for capacity building, and agree to cooperate to develop national strategies for capacity building (long-term). Since the 1st TNA meeting already came up with certain agreements on the modalities for conducting TNA in five targeted countries, this 2nd TNA meeting aims to:

- Review the process of conducting TNA in five countries by the national partners,
- Discuss on the advantages, constraints, challenges and other issues practically faced by the national partners in conducting TNA,
- Find out the solutions to overcome and the ways forward to continue detailed TNA.

For these purposes, the national partners of the project are requested to prepare a presentation on TNA in their country. The focus of presentation include: (i) current process of conducting TNA such as establishment of TNA team, recruitment of research assistant, questionnaire survey process, desk review of existing training programs, etc.; (ii) results of TNA including complete form I to III of questionnaire and a tested form IV (with notes on the problems faced while filling it); and (iii) details of analysis/desk review of existing training programs or modules (if available). In addition, the meeting will also provide a short lecture on principles of training which helps the partner gain basic understanding on how to design the training modules and evaluate the implementation of training modules in the next phases of the project.

2. MEETING PROCEEDINGS

On behalf of the organizers, Dr. Le, IGES Bangkok Office welcomed all participants, introduced about meeting objectives and informed participants about the agenda. The meeting participants shortly introduced about themselves. Then, the project partners from five targeted countries started their presentations on TNA which has been conducted so far in their countries. Following each presentation was a discussion session led by Dr. Prabhakar, IGES Headquarters, and Dr. Le.

2.1 Cambodia

a) Presentation of Cambodia team:

On behalf of Cambodia team, Dr. Kang, Dean of Faculty of Agricultural Technology and Management, Royal University of Agriculture, presented the methodology of her team for TNA including team composition, process of identifying the trainers and trainees at all levels from national to village, the questionnaire survey at Department of Agriculture Extension and Fisheries Administration. She also described the process and results of collecting existing training programs at several departments of Ministry of Agriculture, Forestry and Fisheries (MAFF) and Ministry of Environment which showed that most of the current training programs are short term for one or half day and in the forms of workshops which are not regularly conducted but very much depended on donor's fund. The workshops covered some climate change related subjects such as global warming and climate change, impacts of climate change to agriculture, GHG and role of forestry, effects of climate change on fishery, etc., however, the curriculums are not yet clear.

b) Discussions:

- Which agencies are mainly used in training and capacity building in your country?
 - Answer: There are no such training agencies. Most of the training is conducted through workshops and National Climate Change Committee (NCCC) has some initiatives for capacity building on CC. Thus, we think induction and on job training programmes need to be conducted more than the workshops.
 - Response: Is there any evaluation after these workshops? If yes, it is necessary to take their evaluation and look into the lessons learned.
- Who did you meet to take the interviewees (according to your presentation you could not meet actual trainers)? So who have you trained? Are they general staff at the national level?
 - Answer: We went to administrators but they were not the actual trainers. Then, we contacted the department heads to get the number of trainees.
- The sample size needs to be discussed.
 - Response: Sample size can be flexibly chosen by your team, for instance, based on the number of interviews that you can conduct with the trainers and trainees. For policy recommendation there is a need to give a national estimation of the number of members (trainers and trainees). Thus, we can suggest increasing the number of trainers and trainees in the recommendation
- How about non-governmental institutions involvement, is it good to train them?
 - Answer: Yes, involvement of NGOs is good as they can train the ground level practitioners as well.
- How do we evaluate training using a common framework?
 - Answer: This is important and has to be developed in the later stages.
- It is good that the Cambodia TNA team also looked at fisheries department. However, the focus still should be agricultural department, more specifically, the field crops.
 - Response: But under agriculture department there are many departments such as forestry, fisheries, etc. → In that case it is better to stick to agriculture sector alone.
- One participant suggested that training module should incorporate adaptation and mitigation:
 - Response: As long as adaptation component is not diluted we can incorporate mitigation, but it is not the overwhelming topic. Mitigation should be a small component in the training programme as the training sessions are small. Mitigation component should be pertinent to the national strategy of the agriculture sector.
- How will we train people in regard to integrating farming practices? How do we deliver this training?
 - Response:
 - Our work is to intervene in the training module to make it more suitable.
 - Training is conducted on the most important sector under/in relation to agriculture
 - Intervention of CCA into existing modules
 - Training of trainer on CCA issues
- What should be the relevant proportion of induction training and on-job training?

→ Response: For induction training, small intervention of content burden about 20% only, but more for “on-job training” (much more ambitious content burden)

- What is the intervention at the training level?

→ Response: Specialize the training programmes and look at the most important sector under agriculture, eg: for Bangladesh it will be field crops, fruit crops and animal husbandry

2.2 Lao PDR

a) Presentation of Lao team:

On behalf of Lao TNA team, Dr. Sacklokham, Vice-Dean of Faculty of Agriculture, National University of Lao, also started her presentation with the methodology of TNA has been done so far. In addition to the team composition, number of questionnaires filled, etc. her presentation showed a nice structure of training line from ministry to village level. Her major concern was how to consider people as trainers or trainees because some of trainees are also the trainers for lower levels of training line. The current state of training programs including training subjects and trainers was put in a cohesive table in which the number of trainees per year was estimated by the team. These existing training programs are mostly on-job training which has evaluation process and good outcomes (responded by 15 of 19 respondents). However, as climate change is a new subject in Lao, there is no curriculum on CCA yet. Similar to the case of Cambodia, these training programs are also depended on the donors' fund.

b) Discussions:

- Some trainers are also trainees, thus how can we consider them? As trainers or trainees, or need to make interviews with them two times?

Response:

- Need to identify master trainers (top level trainers) and train these master trainers
 - Form IV is to be filled by both trainers and trainees
 - Those who have designation as trainers are to be treated as trainers
 - Those who have designation as trainees are to be treated as trainees:
- Training is disseminated from top to bottom and it is important to include technical department in both in induction and on-job training.
 - There is no separate training division in Lao, thus include all possible trainers and trainees in induction and on-job training according to time allowance.
 - For district to lower level, is it necessary to provide induction training?
→ Actually not necessary, but if there is induction training below district level, it has to be included in TNA. The focus should be to train technical persons for on-job training. Universities are good to give training to district level, thus consider them as trainers.
 - Consensus: All those who have designation as trainers are to be treated as trainers, the others else are trainees:
 - From I: trainers/trainees for departments (grouping of officers)
 - From II: Everyone can fill

- From III: Assess training facilities, any person can fill.

2.3 Mongolia

a) Presentation of Mongolia team:

On behalf of Mongolia TNA team, Mr. Purevsuren, Director, Natural Agriculture Extension Center (NAEC), Ministry of Food, Agriculture and Light Industry (MoFALI), started with the overall structure of NAEC in relation with training line in Mongolia for agriculture sector. NAEC has organized both induction and on-job training which covers 6 sectors and involves more than 250 researchers and lecturers. The team has conducted a significant questionnaire survey with about 210 participants through the staff meeting organized by MoFALI in February 2011. The results of survey have given the team several interested subjects that need to be trained for livestock and field crop adaptation.

b) Discussions:

- How many people attended the staff meeting in February from all levels?
→ About 90 at national level, 60 at provincial level, 30 at Soum³ level, 20 represented for national international organization and about 10 were honorary guests.
- Did you fill Form I, II? Do you have induction and on-job training?
→ Everything has been filled. All are for on-job training

2.4 Nepal

a) Presentation of Nepal team:

On behalf of Nepal TNA team, Mr. Paudyal, Program Director, Director of Livestock Services Training and Extension, Department of Livestock Services, Ministry of Agriculture and Cooperatives presented a schematic diagram of training processes. His presentation focused more on the results of questionnaire forms which have been filled by several departments at different levels. At each level, the training needs were assessed in both knowledge and skill that provided a clear picture of the needs. The presentation came up with some suggestions for further exercise that especially stressed on the piloting of training in respective countries and the development of core trainers group.

b) Discussions

Some suggestions emerged throughout the discussion such as NGOs' training module to be reviewed, the concrete responsibilities and roles need to be set, local participants need to be looked as people who can contribute to policy decisions (bottom to top approach for training).

2.5 Bangladesh

a) Presentation of Bangladesh team:

On behalf of Bangladesh TNA team, Dr. Azad, Chief Scientific Officer, Bangladesh Agricultural Research Council (BARC), Ministry of Agriculture firstly provided the information on the national agriculture research system in Bangladesh that showed the number of institutions, departments involved and number of staff working in agriculture sector. He then described the climate change scenario from Bangladesh perspective in relation with agriculture in the country context. In response

³ Soum is a lower unit of province, similar to district of national-level city.

to the serious impacts of climate change to agriculture, the Department of Agriculture Extension (DAE) has played the major role in transferring the technology to the end-users. The training wing of DAE which is in charge of capacity building can be a core actor in conducting TNA. The team has started questionnaire survey at different departments and all forms have been filled with significant information.

b) Discussions (also for other country cases):

Major points of discussion include:

- Priority is more on adaptation and less on mitigation
- Identification of trainers and trainees
- The focus is field crop but it does not need to be limited to field crop only, can expand to other fields under agriculture sector dependently on country specifics.
- The focus of project is mainstreaming CCA into on-job training programs
- Gender is an important cross-cutting issue but should not included in TNA due to time and resource constraints
- Language of training module should be in English and in the native language

2.6 Lecture on Training Principles

Mr. Voravate, Senior Training Specialist, AIT Extension, delivered one-hour lecture on Training Cycle and the Design of Training Programs. The lecture provided basic understanding for the participants on how to identify three domains of learning, how to convert gaps into learning objectives, and how to evaluate the training in both pre- and post-period. It aims to enhance knowledge and review key concepts of training that help the participants conduct TNA more effectively and to be ready for training modules design workshop later. Reading materials were provided and the participants have more discussions throughout the lecture.

2.7 Plan for Next Steps

In order to guide the partners on what to continue, Dr. Le explained the plan for next activities including TNA monitoring in five countries, submission of TNA reports, date proposed for training modules design workshop, and the submission of country final reports. She also briefly provided the outline of TNA and country reports that will be sent in more details to the partners later. All participants have discussed and concluded with a time frame for these activities. In addition, Dr. Prabhakar showed some examples of training modules and explained the contents that need to be designed in the workshop later as the outcomes of this project.

2.8 Concluding remarks

Dr. Alam, UNEP-ROAP, expressed his thanks to all participants for their hard work on TNA and active discussions during the meeting. The meeting is a very useful for the country partners to share their on-going TNA process with certain concerns, difficulties, challenges, as well as positive results. Through the meeting, all partners can learn from each other for going ahead with TNA more effectively. The lesson on training principles also provides a good preparation step to the partners for the training modules design workshop organized later by this APN project. He also stressed on the possibility of implementing the training modules through not only the extended phases of the project

but also other collaborative training programmes that will be organized in October 2011. The continuity of their hard work for this project is very important for the following activities of capacity building programmes.

3. APPENDICES

Appendix 1: Meeting Agenda (March 11, 2011 - TV Room, AIT Conference Center, Thailand)

8:30-8:50	Registration
8:50-9:00	Welcoming remarks Dr. Toshinao Okayama, <i>Coordinator of the Regional Hub for APAN</i>
9:00-10:00	Presentation of Cambodia TNA team Dr. Kang Kroesna, <i>Dean, Faculty of Agricultural Technology and Management, Royal University of Agriculture</i> and Colleagues Discussions: Led by Dr. SVRK Prabhakar, <i>Policy Researcher, IGES Headquarters</i> and Dr. Le Thi Thu Huong, <i>Climate Change Adaptation Specialist, IGES Bangkok Office – APAN</i>
10:00-11:00	Presentation of Lao TNA team Dr. Silinthone Sackloklam, <i>Vice Dean, Faculty of Agriculture, National University of Lao</i> and Colleagues Discussions: Led by Dr. SVRK Prabhakar and Dr. Le Thi Thu Huong
11:00-11:30	Tea break
11:30-12:30	Presentation of Mongolia TNA team Mr. Purevsuren Buyan-Ulzii, <i>Director, Natural Agriculture Extension Center, Ministry of Food, Agriculture and Light Industry</i> Discussions: Led by Dr. SVRK Prabhakar and Dr. Le Thi Thu Huong
12:30-13:30	Lunch break (at AITCC)
13:30-14:30	Presentation of Nepal TNA team Mr. Shyam Prasad Paudyal, <i>Program Director, Director of Livestock Services Training and Extension, Department of Livestock Services, Ministry of Agriculture and Cooperatives</i> Discussions: Led by Dr. SVRK Prabhakar and Dr. Le Thi Thu Huong
14:30-15:30	Presentation of Bangladesh TNA team Dr. Abul Kalam Azad, <i>Chief Scientific Officer, Bangladesh Agricultural Research Council</i> and Colleagues Discussions: Led by Dr. SVRK Prabhakar and Dr. Le Thi Thu Huong
15:30-16:00	Tea break
16:00-17:00	Lecture on training principles Mr. Voravate Chonlasin, <i>Senior Training Specialist, AIT Extension</i>
17:00-17:30	Summaries and Conclusions Dr. SVRK Prabhakar
17:30-17:45	Plans for next steps of TNA Dr. Le Thi Thu Huong
17:45-18:00	Closing remarks Dr. Mozaharul Alam, <i>Regional Climate Change Coordinator, UNEP ROAP</i>
18:00 onward	Reception Dinner

Appendix 2: List of Attended Participants

No.	Name	Position and Organization	Country
Project Partners			
1	Dr. Abul Kalam AZAD (Mr.)	Chief Scientific Officer, Bangladesh Agricultural Research Council (BARC), Ministry of Agriculture	Bangladesh
2	Mr. Md. Fazlul KARIM	Director, Training Wing, Department of Agriculture Extension, Ministry of Agriculture	Bangladesh
3	Dr. KANG Kroesna (Ms.)	Dean, Faculty of Agricultural Technology and Management, Royal University of Agriculture (RUA)	Cambodia
4	Mr. HOK Kimthourn	National Project Manager Project Support Unit, Ministry of Agriculture Forestry and Fisheries (MAFF)	Cambodia
5	Mr. CHEA Chan Thou	Deputy Director, Climate Change Department (CCD), Ministry of Environment (MoE)	Cambodia
6	Dr. Siiinthone SACKLOKHAM (Ms.)	Vice Dean, Faculty of Agriculture, National University of Lao (NUL)	Lao PDR
7	Dr. ERDENETSOGT Tumurtogtokh (Mr.)	Director, School of Ecology and Technological Development, Mongolian State University of Agriculture (MSUA)	Mongolia
8	Mr. PUREVSUREN Buyan-Ulzii	Director, Natural Agriculture Extension Center, Ministry of Food, Agriculture and Light Industry (MoFALI)	Mongolia
9	Mr. Ram Bhakta SHRESTHA	Director, Centre for Organization Development, NASC, Nepal Administrative Staff College (NASC)	Nepal
10	Mr. Shyam Prasad PAUDYAL	Program Director, Director of Livestock Services Training and Extension, Department of Livestock Services, Ministry of Agriculture and Cooperatives	Nepal
Distinguished Participants			
11	Dr. Mozaharul ALAM	Regional Climate Change Coordinator, United Nations Environment Program - Regional Office for Asia and the Pacific (UNEP-ROAP), Thailand	
Resource Persons			
12	Mr. Voravate CHONSALIN	Head of Public Sector Capacity Building Unit, AIT Extension, Asian Institute of Technology (AIT)	
Organizers and Support Staff			
13	Dr. Toshinao OKAYAMA	Coordinator of the Regional Hub for Asia Pacific Climate Change Adaptation Network (APAN) - Institute for Global Environmental Strategies (IGES) Bangkok Office	
14	Dr. LE Thi Thu Huong	Climate Change Adaptation Specialist, APAN - IGES Bangkok Office	
15	Dr. SVRK PRABHAKAR	Policy Researcher (Adaptation Team), Natural Resource Management Group, IGES Headquarters, Japan	
16	Ms. Narudee LERDPHORNSUTTIRAT	Administrative Staff, IGES Bangkok Office	

17	Mr. Abhishek Nair	Intern, Adaptation Knowledge Platform, AIT-UNEP Regional Resource Center for Asia and the Pacific (AIT-UNEP RRC.AP)	
18	Ms. Hiromi Inagaki	Associate Program Officer, Adaptation Knowledge Platform, AIT-UNEP RRC.AP	
19	Mr. Bayasgalan Sanduijav	Senior Program Officer, AIT-UNEP RRC.AP	

Appendix 3: Meeting Photos



Participants of 2nd Training Needs Assessment Meeting - March 11, 2011 - Bangkok, Thailand



Lecture on "Training Cycle and Design of Training Program"