

Course Guide

Designing climate finance solutions in a shifting investment landscape: A toolbox for innovative practitioners



The Southern Africa
Climate Finance Partnership



IDRC • CRDI

International Development Research Centre
Centre de recherches pour le développement international

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Overview

The impacts of climate change present great risks to developing country economies. However, the shifts in the global investment landscape towards a more sustainable future bring with them great opportunities. In particular, catalytic sources of international climate finance such as the Green Climate Fund (GCF) can unlock new investment opportunities through a range of innovative financing mechanisms.

This online course offering from the University of Cape Town and SouthSouthNorth presents an interactive approach for putting climate finance and design thinking principles into practice across project investment identification, design and implementation. The course is unique in targeting teams from financial institutions exploring and implementing climate finance opportunities in a rapidly changing investment landscape. The course brings teams together to develop new collective skill sets required for financial institutions to seize opportunities in the emerging green financing space. It utilises dynamic approaches and methodologies inspired by design thinking to empower participants to identify opportunities and forge new partnerships that unlock climate positive investments. The course enables participants to begin immediately applying new knowledge to their own operating environment. Centred around engaging discussions and teams-based exercises, the course will give participants the opportunity to work alongside colleagues with similar roles and responsibilities in other southern African financial institutions.

The four Learning Themes of the course (see below) are designed to address key areas where GCF project design typically falls short: articulating a climate rationale that addresses the properly identified needs of various stakeholder groups, matches the investment criteria, and effectively incorporates Gender, Environmental and Social Safeguards (GESS). By supporting teams to apply a design thinking approach to this challenge within their institutional context, this course aims to equip finance institutions to overcome this barrier.

Learning Themes

- I. Introducing climate finance for policymakers and practitioners
- II. Gender, and Environmental and Social Safeguards (GESS)
- III. Practitioner's considerations for conceptualising a GCF project
- IV. Design thinking mindset

Course Outcomes

- I. Participating institutions define and explain the institutional changes needed to respond to opportunities presented by climate finance and become development practitioners for their country or region.
- II. Participating teams are equipped to coordinate across organisational departments and operationalise their institutional strategic objectives for climate finance access and implementation.
- III. Participating individuals are able to apply design thinking methods and principles to support the identification and implementation of climate finance investments for their institutions and become part of a growing community of climate finance practitioners in the southern African region.

Learning Theme 1: Introducing climate finance for policymakers and practitioners

In addition to political will, the availability of sufficient climate finance at scale will ultimately determine our ability to avoid dangerous climate change and transition to the low-carbon, climate resilient society we desire. The climate finance landscape has evolved significantly in the last decade moving beyond sources such as the multilateral climate funds and UNFCCC mechanisms. Climate finance issues traverse both public and private spheres increasing the complexity of decision-making for policymakers and financiers in terms of instrument design, enabling frameworks and impact. This theme will provide an introduction into the salient climate finance issues, the relevant finance methodologies and provide students with both a policy and practitioner perspective.

Learning Outcomes

Upon completion of the lectures and assignments for this Learning Theme, you should be able to:

1. Define and categorise the basics on climate change including the drivers, impacts and management approaches to reduce the causes and effects of climate change. Focus will be placed on key concepts.
2. Define and categorise the climate finance landscape from both a policy and practitioner perspective.
3. Assess, analyse and compare climate projects based on basic financial metrics to determine the attractiveness of projects to investors.
4. Define and explain the enabling policy factors that could strengthen the mobilisation and delivery of climate finance.
5. Present and discuss the financial components of the climate project development process.

Main lecturer

Kamleshan Pillay

Kamleshan Pillay is a climate risk and adaptation finance specialist with nine years of international experience. Kamleshan has had the opportunity to undertake climate finance, climate economics and adaptation finance projects for the South African government (Department of Environmental Affairs), the Norwegian Government (Climate and Environment Department (KLD), Ministry of Foreign Affairs), International Organisations such as UNIDO, SADC, UNDP (Somalia and South Africa) and major donor entities such as NORAD and IDRC. Kamleshan holds an MPhil in Environmental Policy from the University of Cambridge and is currently completing his PhD specialising in Adaptation Finance from the University of the Witwatersrand.

Learning Theme 2: Gender, and Environmental and Social Safeguards (GESS)

The Green Climate Fund (GCF) is well regarded as a forerunner in relation to gender equality, and environmental and social safeguards (ESS) practices - in the development space generally, and the climate finance space specifically. Given the catalytic nature of climate finance, ensuring these concepts are well incorporated into projects is crucial for achieving broad-reaching and inclusive outcomes. In this theme, we will be discussing gender, and environmental and social safeguards (GESS) in developing, implementing and monitoring projects for GCF funding. The theme will introduce and discuss the concepts of ESS and gender, their relevance with regards to climate change, and their application to GCF projects. This will support Accredited Entities (AEs) in the dual objectives of meeting the high requirements of the Fund, and developing projects with transformative potential.

Learning Outcomes

Upon completion of the lectures and assignments for this Learning Theme, you should be able to:

1. Define and explain the background and context of GESS to climate change, climate finance and the GCF specifically.
2. Summarise and exemplify the relevance and application of GESS to your institutional context.
3. Identify and articulate intersectional risks and operationalise responsive/transformative opportunities at ALL project stages (scoping, design, implementation, M&E).
4. Deploy, and interpret GESS tools and roleplayers at ALL project stages (scoping, design, implementation, M&E).

Main lecturers

Emma Jones-Phillipson

Emma Jones-Phillipson is a gender and adaptation specialist with 6+ years experience in developing, implementing and assessing projects and policy in least developed countries (LDCs) in Sub-Saharan Africa, the Middle East, South East Asia, Eastern Europe, the Caribbean and the Pacific. This has included projects for the Green Climate Fund (GCF), Global Environment Facility (GEF) and BioCarbon Fund for clients including UNEP, UNHCR, UNDP, UNICEF, the IFC, Conservation International, WWF and various LDC country governments. In 2019/20, she developed and delivered training on Gender and the GCF to UNEP Task Managers in Nairobi and Bahrain. Emma holds an MSc in Public Policy and Administration from the London School of Economics and Political Science, with specialisms in gender, social protection and environment.

Michael Gerhard

Michael Gerhard is a climate governance specialist, with five years of experience in the climate finance space conducting research, undertaking analysis, and designing interventions, to support the enhancement of individual and institutional capacity. Michael works to assist public and private sector organisations to better understand the challenges they face as emerging agents of the transition to a low-emissions, climate resilient economy. Michael leads the [Southern Africa Climate Finance Partnership's](#) (SACFP) research into gender mainstreaming and has assisted several organisations to enhance their policy frameworks to support their access to and implementation of

climate finance from the GCF. Michael holds a masters in Sustainable Development from the University of the Witwatersrand.

Learning Theme 3: Practitioner's considerations for conceptualising a GCF project

This learning theme aims to touch on some of the practical issues related to the implementation of the GCF. During these particular weeks, the team will introduce you to the landscape of GCF policy and procedure that relate back to *how* practitioners need to conceptualise projects or programmes. The lectures will dive deeper into the GCF's concept note and seek to explore a number of pragmatic tools to bring various stakeholders along on the journey of conceiving of a new GCF project or programme. This theme also touches on the choices available to practitioners in terms of financial instruments and hands-on experiences of managing a portfolio for GCF investments. Finally, the GCF's expectations of AEs with regards to implementation are unpacked through a guest-speaker detailing some of the lived experiences of needing to report on the co-funding provided by the GCF.

Learning Outcomes

Upon completion of the lectures and assignments for this Learning Theme, you should be able to:

1. Summarise and differentiate the broad range of GCF policies and procedures (including the GCF Investment Criteria and Integrated Results Management Framework) that influence the type of projects/programmes that your organisation could pursue.
2. Outline the available financial instruments for a GCF project/programme and be able to contextualise this knowledge within the design of a GCF Concept Note.
3. Demonstrate practical and applied knowledge and understanding of the GCF Project cycle, including the distinction between, and requirements for different GCF fundings windows, and between concept notes and full project proposals.
4. Conceive of, and lead, discussions within your organisation regarding your institution's investment pipeline and develop a GCF Concept Note describing one of the forerunner ideas within this pipeline.

Main lecturers

Charlotte Ellis

Charlotte has 6+ years experience in climate finance, providing research and technical support on issues of climate finance, including work on private sector finance and international climate fund processes. Charlotte plays an integral role in the implementation of the SACFP leading the technical assistance components of the SACFP and stakeholder engagement. She currently also manages IKI Funded support to the African Group of Negotiators and is working on an IKI Funded project exploring the alignment of financial flows in line with Article 2.1c of the Paris Agreement. Her interests lie in sustainable development in the African context, and policy that supports the identification, design and integration of innovative, bottom-up solutions that address climate challenges. Charlotte holds a Master's Degree in Applied Development Economics from the University of Cape Town.

Blaise Dobson

Blaise Dobson works on a number of SSN's projects that interface with the financing of activities taken to address climate change. He is the programme manager of the SACFP and works on SSN's IKI funded project entitled Aligning Financial Flows. Blaise holds a BComm Law (Hons.) and a Masters in Development Finance at the University of Cape Town's Graduate School of Business. His research interests focus on the use of venture capital to drive clean-tech entrepreneurship in South Africa. In his spare time, Blaise ponders about how to have more purposeful impact within the climate change field given the remaining working days until 2030 and 2050 respectively.

Guest expert/s

Rob Kellas

Rob is a Programme Lead at the Hasso Plattner School of Design Thinking at the University of Cape Town, and freelance consultant. He designs and leads programmes to help individuals and teams discover new solutions to complex problems, to practice multidisciplinary collaboration, and to embody the mindsets and skills required to be better change agents in increasingly complex and ambiguous environments.

Muhammed Sayed

Dr. Muhammed Sayed is a Specialist in the Climate Finance Unit at the Development Bank of Southern Africa (DBSA). Muhammed's role is to provide strategic advice to the bank regarding access to various climate financing mechanisms (e.g. GCF) which includes conceptualization and development of proposals responsive to the priorities of the DBSA such as the establishment of a Climate Finance Facility. He provides advisory services to all the Bank's sectors regarding Climate Change matters and maintains continuous dialogues with relevant external climate change partners on behalf of the bank.

Before joining the Climate Finance Unit, he was a Principal Investment Officer for the National Green Fund in South Africa which was managed by the DBSA. Muhammed has extensive experience in Venture Capital and assisted numerous high growth SMMEs and innovators across diverse sectors including Advanced Manufacturing, ICT, Energy and Biotechnology. He holds a PhD in Biochemistry from the University of Cambridge and a MBA from the Gordon Institute of Business Science.

Karl Aribeb

Karl is a Namibian citizen with extensive experience in the environment sector and issues of sustainable development. Having started his career in 1992, he holds 30 years of work experience during which period he worked for national NGOs, international environmental NGOs, UN Agencies and the Namibian government. He is presently employed by the Environmental Investment Fund of Namibia (EIF) where he serves as Chief Operations Officer since 2013. Karl holds a Bachelors of Arts degree, majoring in sociology, from the University of Namibia (1992) and a Masters of Sciences Degree in Integrating Conservation and Development Programmes from the University of Wales, Aberystwyth (2000).

As head of EIF's operations department, Karl was instrumental in raising climate change finances

from the GCF, accessing GEF funding for the government and negotiating the agreement with AFD. In these processes, he conceptualised and physically developed projects, negotiated terms and secured approval. He remains central in overseeing the implementation of these projects.

Learning Theme 4: Design thinking mindset

Design thinking is an approach to understanding and solving complex problems. It is rooted in people, in place, and in a process that unlocks the insights and creative collaboration needed to generate innovation. Climate change presents as a complex, systemic problem, cutting across almost every aspect of society and the planetary systems that support it. Developing climate change projects requires practitioners, governments and civil society to work together in new ways. At the core of design thinking is the recognition that people - their needs, the contextual constraints they experience, their aspirations and preferences - determine the suitability of any solution. Hence design thinking is intrinsically human-centred; and empathy is emphasised in design thinking practice. Training in design thinking provides tools, a process, and ultimately a mindset, that equip practitioners to collaboratively develop human-centred solutions to challenges in contemporary contexts that are dynamic and complex. This learning theme is woven throughout the course, surfacing at key moments to demonstrate to participants the types of design thinking tools and mindsets that are useful for climate finance practitioners. Participants will be given the opportunity to apply these tools and mindsets in practice through the group assignments.

Learning Outcomes

Upon completion of the lectures and assignments for this Learning Theme, you should be able to:

1. Describe what design thinking is and why it is relevant to you and your team in the context of climate finance.
2. Apply a design thinking approach (mindset) to identify problems and to frame these challenges from a human-centred perspective..
3. Map out the system in which your problem exists, identifying relevant role players and their interests.
4. Utilise design thinking tools to generate ideas for solutions to the problem (i.e a climate change response measure), and test the rationale for these ideas in relation to different stakeholders.

Main lecturer

Rob Kellas

Rob is a Programme Lead at the Hasso Plattner School of Design Thinking at the University of Cape Town, and freelance consultant. He designs and leads programmes to help individuals and teams discover new solutions to complex problems, to practice multidisciplinary collaboration, and to embody the mindsets and skills required to be better change agents in increasingly complex and ambiguous environments.

Participant's Group Journey (i.e *The Golden Thread*)

The Green Climate Fund (GCF) is one of the primary operating entities of the financial mechanism of the Paris Agreement. The GCF is the world's single-largest source of public finance dedicated to reducing greenhouse gas emissions and helping developing countries adapt to climate change. Several institutions in the SADC region are seeking to become Accredited Entities to the GCF, which will enable them to play a critical role in accessing climate finance for their countries. Attaining GCF accreditation is in itself a complex undertaking that requires evolving institutional policy frameworks and enhancing capacities. However, once accredited, institutions will likely face yet greater complexity in taking on the role of project developer which necessitates novel individual expertise and novel forms of collaboration amongst teams and across various stakeholders.

To ensure that practitioners are provided with relevant knowledge that can be readily applied in practice, and in particular provided with the experience of working together in novel ways, an overarching Group Assignment centred around the GCF has been integrated into the course. Specifically, the assignment involves the development of a [GCF Concept Note](#) through the iterative process of project identification and design. Each step required in preparation for, and in completing the Concept Note, is linked to the theoretical content presented during the weekly (2 hour) lectures. Each institutional team will complete the weekly Group Assignment with the assistance of their allocated coaches during a weekly (1 hour) coaching session.

Week	Learning Focus	Group Assignment: Iterative steps towards developing a GCF Concept Note
1	Why are we here? Meeting other participants. How does climate finance relate to me, my organisation, and my team? What are our challenges, expectations? How does the course work?	- Develop your Team Charter - Clarify team roles and responsibilities
2	What is climate finance, why is it relevant to my country, and how to identify climate finance investment opportunities?	- Identify sector priorities - Identify key national role players
3	What makes climate finance unique and what does it enable?	- Case study analysis: Undertake a SWOT analysis of different investment structures
4	Financial Modelling	- No GCF Concept Note assignment in Week 4

5	How are climate change and social inclusivity linked?	- Review relevant national and institutional policies, priorities and plans for gender and social inclusivity
6	What tools can be utilised to develop climate finance projects? How can these tools be related to developing a GCF Concept Note (as one step in the entire GCF project lifecycle)?	Complete Section A of the GCF Concept Note - Select a project concept aligned to your national priorities and institutional mandate - Describe the climate rationale - Undertake an initial stakeholder mapping
7	How can practitioners design with parameters but with a human-centred approach? Balancing creativity within frameworks, policies and procedures that are specific to the GCF.	Complete Section B of the GCF Concept Note - Develop a Logframe for the project
8	How to promote social inclusivity in climate finance projects?	- Provided with key gender and ES recommendations, revise/update the project logframe and stakeholder mapping
9	How can climate finance projects be structured?	Complete Section C of the GCF Concept Note - Develop a project budget
10	What elements are required for ensuring gender and social inclusion during climate finance project implementation?	Develop guiding and mitigation activities to manage gender and social inclusion risks and opportunities for the implementation stage
11	How to manage procurement to ensure gender mainstreaming and social inclusion?	Draft TOR for gender and ESS specialists for developing a full funding proposal
12	Sharing your ideas with others is a key skill in any arena and similarly the case with your GCF Concept Note. Your team will prepare a short summative Powerpoint deck to present to the class for feedback. After class, you will be afforded the opportunity to formally submit your complete GCF Concept Note for independent review and a final round of written comment.	Round out Concept Note by completing Section D - Summative Powerpoint sharing your team's concept - Final Concept Note submitted for independent expert review

Lectures and Assignments

Week 1: Introduction to the Course, design thinking and how these relate to me and my team

Date: 3 March

Lecturer: Michael Gerhard, Rob Kells

Individual Assignment 	Group Assignment 	Coaching Session 	Required Reading 
			

Lecture

Part 1: Introduction to the Course

The first part of this week will introduce participants to the course, giving an overview of the four Learning Themes covered by the course and understanding how the course has been structured accordingly. The purpose of teamwork in the design of the course will also be explored to assist practitioners in understanding certain further aspects of the course design. Particulars pertaining to the overall group assignment and the coaching session will be further discussed as well as related logistical and administrative matters.

Part 2: Introduction to design thinking

Part two of this week will introduce design thinking as a concept and assist practitioners to understand what it is and how it can be applied in the context of addressing wicked problems. In particular, the concept of design as a human-centred, iterative process that encourages collaboration and 'designing with' key stakeholders, in order to develop and test solutions that are desirable. The advantages of working collectively in dynamic team structures will be explored. Practitioners will get a sense of how design thinking relates to their individual and institutional roles in relation to the development and funding of climate change projects.

Duration:

2 hours: 30min Intro to the course, 1.5 hours Intro to Design Thinking



Group Assignment (during the Coaching Session)

This week's group assignment seeks to further each institutional team's understanding of the ways in which they will need to work together in the context of developing and implementing climate finance related projects/investments. Although each team member has a specific role to play, many aspects of the project cycle are interrelated and there is consequently a critical need for strong collaboration throughout. Teams will be asked to develop a Team Charter and clarify their roles and responsibilities, and the inter-relations thereof. They will be given an opportunity to revisit these at the end of the course to update them with new understanding and perspective gained.

Description of Group Assignment	Output
Develop your Team Charter using the template provided. Clarify the roles and responsibilities of each team member and how these relate to one another.	- Team Charter (on the Miro Board template) - List of roles and responsibilities of each team member (on the Miro Board template)
Estimate time to complete: 1 hour	When will it be undertaken: During the Coaching Session
Due date: Start of Week 2	



Individual Assignment

Complete the individual self-assessment form to provide the course convenors with insight into the general level of knowledge of the participants going into the course.

Description of Individual Assignment	Output
Complete the online self-assessment form	Completed self-assessment
Estimate time to complete: 10 minutes	When will it be undertaken: In the participants' own time before the start of Week 2
Due date: Start of Week 2	

Week 2: Introduction to Climate Change and Climate Finance

Date: 10 March

Lecturer: Kamleshan Pillay

Individual Assignment 	Group Assignment 	Coaching Session 	Required Reading 
			

Lecture

Introduction to Climate Change and Climate Finance

Part 1: Basics of Climate Change

To ensure that all participants possess a similar baseline of prior knowledge, this part of the course will focus on the climate science that underpins climate change as well as the drivers, impacts and management approaches that could be used to reduce the harmful effects of climate change. In addition, key concepts such as mitigation, adaptation, vulnerability, sensitivity, and tipping points will be discussed to ensure that participants become familiar with climate change technical language and definitions.

Part 2: Understanding the Climate Finance Landscape

This part will initially outline the need for climate finance and its importance in the African context. Thereafter, an overview of financial sector stakeholders involved in enabling and delivering climate finance will be discussed. Stakeholders could include: development financial institutions, regulators and policy-makers (central banks, rating agencies, national governments), institutional investors (insurance, pension funds, sovereign wealth funds), commercial institutions (investment banks, private equity funds, microfinance etc), multilateral and bilateral actors and donors. In addition, focus will be placed on basic climate finance instruments that have been used to mobilise or enable climate finance. This part will focus on both the suite of public and private climate financial instruments and mechanisms. Focus will be placed on the following sub-topics:

- i. Basic financial instruments: grants, debt (loans and bonds), guarantees and equity.
- ii. Innovative climate finance mechanisms focused on capital raising (e.g green bonds).
- iii. Innovative climate finance mechanisms focused on risk management (e.g. climate insurance).

Duration: 2-hour lecture.



Group Assignment (During Lecture)

Working in groups, participants will be requested to discuss pros and cons of different financial instruments. The course facilitator will provide key questions to groups with a selected rapporteur providing feedback to the plenary.

Description of Group Assignment

Discussing pros and cons of different climate finance instruments.

Output

Further understanding of the suite of financial instruments that can be used to support climate projects

Estimated time to complete: 30 minutes

When will it be undertaken: Completed during the lecture session

Due date: During lecture session



Group Assignment (During Coaching Session)

Participants will need to individually read their country's NDC and come together during a coaching session to develop a collective response to the set of questions.

Description of Group Assignment

1. What are the top sectoral priorities included in your NDC?
2. How do these align or misalign with your institutional mandate?
3. Which key role players/stakeholders would be involved in developing projects that address these priorities?

Output

No formal output.

Estimated time to complete: 1 hour

When will it be undertaken:
During the coaching session

Due date:
Before Week 3 lecture



Resources / readings

Optional, highly recommended

1. Hirsch, T., (2018). A resource guide to climate finance: An orientation to sources for funds for climate change programmes and action. Act Alliance, Geneva. Available online: <https://reliefweb.int/sites/reliefweb.int/files/resources/ENGLISH-quick-guide-climate-finance.pdf>
2. OECD (2020), Climate Finance Provided and Mobilised by Developed Countries in 2013-18, OECD Publishing, Paris. Available online: <https://doi.org/10.1787/f0773d55-en>.
3. Buchner, B., Clark, A., Falconer, A., Macquarie, R., Meattle, C., Tolentino, R., and Wetherbee, C., (2019). Global Landscape of Climate Finance 2019. Climate Policy Initiative, London. Available online: <https://www.climatepolicyinitiative.org/wp-content/uploads/2019/11/2019-Global-Landscape-of-Climate-Finance.pdf>

Week 3: Enabling climate finance through policy development and appropriate financial structures

Date: 17 March

Lecturer: Kamleshan Pillay

Individual Assignment 	Group Assignment 	Coaching Session 	Required Reading 
			

Lecture

Enabling climate finance through policy development and appropriate financial structures

Part 1:

Enabling national policies to enhance climate finance mobilisation: Public sector entities may act as direct recipients of climate finance as well as enablers for other market actors through policy setting. This part will provide an overview of enabling policy frameworks and strategies that can be implemented by public sector actors to increase climate finance mobilisation efforts. Focus will be placed on policies, institutions and frameworks that can be implemented to reduce greenwashing and other irregular practices related to climate finance.

Part 2:

Climate Finance Structuring within Project Development: This part will introduce financial structuring techniques to ensure that project concepts are considerate of investment criteria that make projects bankable and attractive to investors and donors beyond grant and loan financing support. The topic will also focus on blended finance approaches, private-public partnerships, and climate markets.

Duration: 2 hour lecture (with 30 mins for group discussion).

 Group Assignment The assignment for this week will be delivered through a group session. Groups will be provided with examples of case studies of financial structures used in climate investments and will be required to assess the financial structure.	
Description of Group Assignment Review the case studies provided, and through a facilitated group discussion evaluate selected financial structures. Groups will write down their analysis during the lecture session.	Output Following on from the output of Week 1, this output is expected to add further clarity on the financial structure and enabling policies that could be used to address expected barriers.

Estimate time to complete: 30 minutes	When will it be undertaken: Initial discussions will be held in the teaching session.
Due date: At the start of Week 4	



Resources / readings

Optional, highly recommended

1. Ellis, J., Caruso, R., Ockenden, S., (2013). Exploring Climate Finance Effectiveness. OECD Publishing. Available online: <https://www.oecd-ilibrary.org/docserver/5jzb44nmnbd2-en.pdf?expires=1633270752&id=id&accname=guest&checksum=AA4C3DD40228F91FE6B9BBBC9F8DD0A2>
2. Nakhooda, S., Watson, C., and Schalteck, L., (2013). The Global Climate Finance Architecture. Overseas Development Institute, 1 – 4.
3. United Nations Environment Programme and the World Bank (2017). A roadmap for a sustainable financial system. Washington D.C. Available online: https://www.greengrowthknowledge.org/sites/default/files/downloads/resource/Roadmap_for_a_Sustainable_Financial_System%2006112017.pdf
4. OECD, (2015). Toolkit to enhance access to adaptation finance. OECD Publishing. Available online: <https://www.oecd.org/environment/cc/Toolkit%20to%20Enhance%20Access%20to%20Adaptation%20Finance.pdf>

Week 4: Financial modelling basics for climate finance practitioners

Date: 24 March

Lecturer: Kamlesh Pillay

Individual Assignment 	Group Assignment 	Coaching Session 	Required Reading 
			

Lecture

Financial modelling basics for climate finance practitioners

This lecture will introduce financial modelling basic concepts and techniques with a specific focus on project finance, cash flow modelling and investment selection. Basic concepts and metrics will include Net Present Value (NPV), Profitability Index (PI), Internal Rate of Return (IRR), Modified Internal Rate of Return (MIRR), Payback Period and Discounted Payback Period.

Duration: 2-hour lecture session, 1 hour to complete assignment in own time.

 Individual Assignment	
A written assignment with short questions on financial modelling. The lecturers will go through very similar examples showing the detailed calculations. For the assignment, variables will be changed but will not be significantly different from the examples. E.g. A loan for a renewable energy plant is offered to a client worth a present value of USD 100 000 000.00. Calculate the future value in 8 years assuming an interest rate of 7.5% compounded monthly.	
Description of Individual Assignment A model set of facts with questions to be provided.	Output Written answers to the questions.
Estimate time to complete: 1 hour	When will it be undertaken: In the participants own time before the start of Week 5
Due date: Start of Week 5	



Resources / readings

Optional, highly recommended

1. Lütken, S. E. (2014). Financial Engineering of Climate Investment in Developing Countries: Nationally Appropriate Mitigation Action and How to Finance It. Anthem Press: London. (Available from ProQuest online library).
2. Corporate Finance Institute (CFI), (2018). Financial modeling best practices. Available online: <https://corporatefinanceinstitute.com/resources/ebooks/financial-modeling-best-practices-ebook/>

Week 5: Introduction to Gender, Environmental and Social Safeguards

Date: 31 March

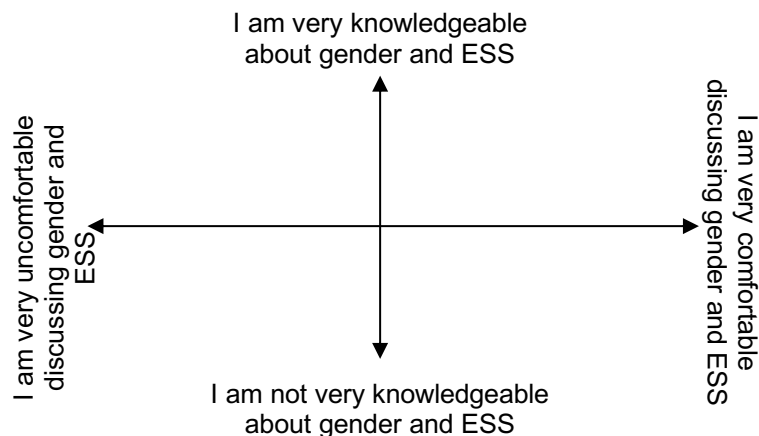
Lecturer: Emma Jones-Phillipson

Individual Assignment 	Group Assignment 	Coaching Session 	Required Reading 
			

Reflection

Before week 5, take some time to reflect on the following questions:

- What is your understanding of gender and ESS?
- How do you think gender and ESS is relevant to your work?
- How would you situate your knowledge and comfort with gender and ESS on the matrix below?



Lecture

Introduction to Gender, Environmental and Social Safeguards

The first lecture for Theme 2 will outline the overarching topics and structure of the theme (see below) and how the gender and ESS content will relate to the progression of the other Learning Themes. After establishing an understanding of practitioner's baseline knowledge and comfort with gender and ESS, the lecture will define and contextualise these concepts as relevant to climate change programming and the GCF in particular. This will include a discussion of the differential impacts of climate change and a reflection of country-specific climate threats and varying sensitivity of men, women, youth, elderly and other markers of social difference. The lecture will also introduce the concepts of gender mainstreaming and social safeguarding as tools for inclusive project development, implementation and M&E.

Overarching topics

1. ESS and Gender (as concepts)

2. Gender/ESS and climate change
3. Gender, ESS and the GCF
4. Gender mainstreaming and ESS in project development, implementation and M&E

Duration: 2 hours: 1 hour lecture, 30 minute discussion, 30 minute Individual Assignment work

Discussion

The week's in-session discussion will present a case study of Fuel-Efficient Cookstoves, and start practitioners reflecting on their own/their institution's positionality to GESS:

- Do you think GESS is relevant to your institution and its usual work?

 Individual Assignment This week's individual assignment will provide an opportunity for participants to familiarise themselves with some of the basic conditions relating to gender and social inclusion in their country.	
Description of Individual Assignment Reflect on conditions (statistics etc.) of gender and social inclusion in your own countries, to prepare for the next lecture. You will be provided a broad overview, but other useful resources include: a. www.genderindex.org/country-profiles/ b. https://www.afdb.org/en/documents/project-operations/country-gender-profiles c. World Bank profiles etc.	Output Brief written submission (on the provided template, 0.5 page) of their observations of notable conditions relating to gender and social inclusion in their country, based on a summary of information provided to them (and/or optional additional research); outputs will be discussed during the lecture in Week 8.
Estimate time to complete: 1/2 hour	When will it be undertaken: During the lecture, refine for submission
Due date: Start of Week 6	

 Group Assignment This week's group assignment provides participants with an opportunity to identify relevant national and institutional policies on gender and social inclusivity, as well as identify relevant national roleplayers.	
Description of Group Assignment 1. Review your institutional policies, and country's climate change documents (NDC, NAP, National Communications, BUR, country	Output Individuals will be allocated different national and institutional policies/documents to review in light of the questions; and will report back to the group.

programme etc) for gender and social considerations (we suggest searching for terms like “gender”, “sex”, “women/men”, “girls/boys”, “vulnerable”, “elderly/youth”, “indigenous” or other terms denoting country-specific vulnerable groups or designations) to answer the following questions: - Do these documents describe differentiated climate impacts? - Do your policies/plans target certain groups? - If so, how? - Are targets and indicators sex-disaggregated? - Do you have an institutional or national gender or social inclusion policy/plan? (How) Is it incorporated into climate change planning? - Who are the relevant external role players? What role do they play and why are they important? - If there aren’t any inclusions, can you identify areas where they could be included? - Where would considering gender and social inclusion be important? - Who are the stakeholders involved in these priorities? - Do you see any gaps? - Do you have any recommendations?	Written answers to the questions submitted as a group, completing a template provided.
Estimate time to complete: 1 hour	When will it be undertaken: During the coaching session.
Due date: Start of week 6	



Resources / readings

Optional, highly recommended

- Katharine Wilkinson “How empowering women and girls can help stop global warming”
https://www.ted.com/talks/katharine_wilkinson_how_empowering_women_and_girls_can_help_stop_global_warming/reading-list

Week 6: Introduction to the developing concepts

Date: 7 April

Lecturers: Charlotte Ellis, Blaise Dobson & Rob Kellas

Individual Assignment 	Group Assignment 	Coaching Session 	Required Reading 
			

Lecture

Part 1: The GCF Project Lifecycle & the role of the Concept Note

The first part of the lecture touches on the GCF's typical project lifecycle but with a focus on contextualising what critical elements are to be considered when *implementing* a GCF Project and, therefore, what are the key considerations when drafting a Concept Note.

Participants will delve into aspects of project implementation and from a GCF perspective and provide insight into the distinguishing features and requirements for the implementation of GCF funded projects. Participants will also, at a high-level, unpack the final three stages of the GCF's project lifecycle so that practitioners are given a sense of what type of management is required to be in place to successfully deliver on a GCF co-funded project/programme. The walk through of Stages 8 (Monitoring for performance, results and compliance), Stage 9 (Adaptive management) and Stage 10 (Evaluation, learning and project closure) is intended to assist practitioners with their efforts in conceptualising a GCF project/programme that would align with their institutional context, abilities and delivery readiness.

We will hear from a person who has walked through the entire project lifecycle to understand, first hand, what leadership is required to take organisational teams through what is often a messy, non-linear, somewhat challenging the norms of "business-as-usual" process of programming climate finance!

Part 2: Design Thinking Mindset - Framing the Problem and Mapping the Solution

In the second part of the lecture participants will explore what it means to frame challenges from a human-centred perspective, and why this is important. Early on in projects, teams are encouraged to frame challenges in ways that encourage exploration, that consider the underlying needs of users, and that do not prematurely jump to a particular solution. In doing this, we will consider the different ways in which one can engage key stakeholders and end users to get feedback early, to ensure that you are working on the right problem in the first place.

This will be followed by a short activity to demonstrate how practitioners in the field can use a systems thinking approach to get key stakeholders to map out their perspective and key assumptions around a particular problem area. In doing this the group is very quickly able to identify gaps and opportunities, and it provides everyone with a much better systems view of the problem.

Duration: 2 hours: Part 1 - 1 hour, Part 2 - 1 hour.



Group Assignment (During Coaching Session)

The Groups will now have an opportunity to think through an appropriate climate problem that their organisations can contribute towards solving through a GCF Concept Note. How do you brainstorm in an orderly fashion? How do you think through what exactly could be a fantastic concept for your organisation to take to the GCF with the hopes of converting it (at a later point) into a project or programme that can run the entire GCF project lifecycle?

Description of Group Assignment

The assessment requests participants to work with their group through a facilitated discussion with their appointed coach. Building off the discussions held in the Group Assignment of Week 1, the participants will dive deeper into the mechanics of the GCF Concept Note document and what level of information is required to communicate a conceptual idea to the GCF and relevant internal/external stakeholders:

1. Select a project concept aligned to your national priorities and institutional mandate
2. Describe:
 - a. The "Problem Statement/s" to inform the selection and climate rationale.
 - b. Adaptation/mitigation or cross cutting
 - c. Public or private sector
 - d. Size
 - e. Country ownership
 - f. Initial stakeholder mapping
 - g. Needs of the recipient
 - h. The climate rationale
3. Complete *Section A of a GCF Concept Note* with the relevant information.

Additional discussion topics / considerations for the Groups:

- Is this a standalone project or a sequenced / series of connected projects (i.e. a programme)?
- How does it fit within the key strategic documents for your specific organisation? (e.g. your GCF Entity Work Plan (if you have one), climate change investment strategy (if you have one), and/or any relevant longer term programmatic intentions of your institution)

Output

1. "Problem Statement/s" to inform the selection and climate rationale.
2. Undertake an initial stakeholder mapping
3. Descriptive climate rationale for identified concept idea
4. Alignment to institutional mandate & GCF Investment Criteria
5. Complete Section A of the GCF Concept Note

In high-level terms, can you see broad alignment between the concept being proposed, the GCF Investment Criteria and Integrated Results Management Framework?	
Estimate time to complete: 1 hour	When will it be undertaken: During the coaching session
Due date: Start of Week 7	



Resources / readings

The following resources are made available as references to the material shared by the lecturers. The participants are welcome to review as many as they wish however, the first resource (i.e., the “GCF Concept Note Users Guide”) will likely be an excellent resource for the entire team to read and familiarise themselves with:

Required:

- [GCF Concept Note Users Guide.](#)
- [GCF Initial Investment Framework.](#)
- [GCF Integrated Results Management Framework.](#)

Optional

- [GCF Programme Manual](#)
- [Webinar on the GCF’s Portfolio Performance Management System](#)
- [GCF Handbook, Chapters I – III.](#)
- [GCF’s Board Document outlining the steps to enhance climate rationale in project proposals.](#)
- [WMO infographic on the core elements of the GCF climate rationale \(1 page\)](#)
- [CDKN, 2013. *How can the Green Climate Fund initiate a paradigm shift?*](#)
- [Fayolle, V. and Odianose, S., 2017. *Green Climate Fund Proposal Toolkit 2017*. London: Acclimatise and Climate and Development Knowledge Network.](#)

Week 7: How design thinking tools can help you

Date: 14 April

Lecturers: Charlotte Ellis, Blaise Dobson & Rob Kells

Individual Assignment 	Group Assignment 	Coaching Session 	Required Reading 
			

Guest Lecturer

Mr. Karl Aribeb, the Operations Director of the Environmental Investment Fund of Namibia.

Lecture

Part 1: Overviews Green Climate Fund policy framework

Unfortunately, one does need to design Concept Notes within constraint. There are various areas of GCF Policy that apply to the project lifecycle (and, therefore, Concept Notes). A flip through the Handbook of policy decisions can be somewhat dizzying!

The lecture will not dive into the detail of how these relate to or are implemented by practitioners as each area is considerable in scope but rather frame those which enable you and your organisation to create a GCF Concept Note. Today's lecture will shine a light on three areas of GCF policy and procedure where the AEs do well to have a general awareness of the overarching policy framework.

One of the aims of the lecture is to introduce you to a baseline awareness of the policy architecture of the GCF so that your organisation's approach to conceptualising GCF projects is informed by the scope of these policies and procedures. Indeed, this baseline awareness will stand you and your team in good stead to chart a pathway ahead with your group assignment of conceptualising a GCF project attributable to your own organisation.

Part 2: Design Thinking Tools - Being Visual

Once a problem has been sufficiently framed, and initial solutions identified, it becomes necessary to identify activities that make up the solution and to test the rationale inherent in the selection of those activities to explore consequences both intended and unintended. This is an iterative process that will play itself out conceptually during the development of a GCF Concept Note, and more practically through the detailed stakeholder consultation process that will be undertaken as part of developing the concept into a full GCF Proposal. Design thinking tools can be utilised to visually represent the interplay between the identified activities and the various elements of the system in which they are situated, particularly that of the different stakeholders involved. User needs can be explored through mechanisms such as user stories and story boards, a collaborative process that benefits greatly from "getting visual".

Duration: 2 hours: Part 1 - 1 hour, Part 2 - 1 hour.



Group Assignment (During Coaching Session)

Utilise available tools to complete Section B of the GCF Concept Note by undertaking the development of a logframe. There will also be a focus on how one uses the GCF's Integrated Results Framework to identify relevant metrics to measure the results of your project/programme.

Description of Group Assignment

Complete Section B of the GCF Concept Note, informed by the:

- Development of a Logframe for the project
- Outline a project M&E Framework and showcase how the project links back to indicators tracked by the GCF's Integrated Results Management Framework.

Output

- Draft logframe complete
- Discussion and potential selection of the most relevant Key Indicators from GCF's Integrated Results Framework
- Completed Section B Concept Note

Estimate time to complete:

1 hour

When will it be undertaken:

During a coaching session

Due date:

Start of Week 8

Week 8: Evolution and spectrum of Gender and ESS

Date: 21 April

Lecturer: Emma Jones-Phillipson

Individual Assignment 	Group Assignment 	Coaching Session 	Required Reading 
			

Lecture

This lecture will build on the concepts introduced in Week 5, and begin the application of gender and environmental and social safeguards (GESS) to the project development concepts and processes described in the other modules. The conceptual element of the lecture will expand upon the background and context of ESS and gender safeguarding, and discuss common vocabulary as well as aspects of inequality and discrimination that practitioners may encounter. Building upon the differential sensitivity discussed in the first week, we will introduce dynamics of adaptive capacity and how this affects beneficiaries' responses to climate change, and their associated needs, interests and preferences for project interventions. The background and evolution of the GCF's gender and ESS policies and requirements will be situated within a presentation of the benefits and advantages of a gender-mainstreamed and safeguarded approach, and a discussion of what a risk-mitigated, gender-responsive project looks like.

Duration: 2 hours: 2 hour lecture and discussions

Discussion:

Reflecting on the findings from Week 5's assignment(s):

- Did any of the findings surprise you?
- Do you see any gaps or opportunities?
- Where do you see gender being most relevant to common climate change impacts?
- What elements make up your institutional GESS frameworks?
- Who are the relevant internal role players related to GESS at your institution, what are their responsibilities?
- How do your institutional policy frameworks support mainstreaming beyond project design?
- Why are GESS considerations important for climate finance projects?



Group Assignment

This week's group assignment provides Teams with an opportunity to expand the level of gender and social inclusion in their project concept through the application of new knowledge and tools.

Description of Group Assignment

Based on your research and coaching sessions in Week 5, revise the logframe and stakeholder map, based on the integration of gender-responsive and socially-inclusive activities and or sub-activities

Output

Revised/updated logframe and stakeholder map; [other sections updated, as required]

Estimate time to complete:

1 hour

When will it be undertaken:

Coaching Session

Due date:
Start of Week 9



Resources / readings

Optional, highly recommended - will help with the assignment

1. GCF Gender Mainstreaming Guideline <https://www.greenclimate.fund/document/mainstreaming-gender-green-climate-fund-projects>
 - Guide on how to include women, girls, men, and boys from socially excluded and vulnerable communities in all aspects of climate finance.

Optional, for your information/reference

2. GCF (Revised) Environmental and Social Policy <https://www.greenclimate.fund/document/revised-environmental-and-social-policy>
 - Articulates how GCF integrates environmental and social considerations into its decision-making and operations to effectively manage environmental and social risks and impacts and improve outcomes.
3. GCF Sustainability guidance note: screening and categorizing GCF-financed activities <https://www.greenclimate.fund/sites/default/files/document/sustainability-guidance-note-screening-and-categorizing-gcf-financed-activities.pdf>
 - Provides: i) an overview of GCF Environmental and Social Policy requirements; ii) information on ES risk screening; iii) the process for determining ES risk categories of activities; and iv) illustrations of the application of the Policy in GCF-funded activities.

Lecture Case Studies:

4. Program on Affirmative Finance Action for Women in Africa (AFAWA): Financing Climate Resilient Agricultural Practices in Ghana
<https://www.greenclimate.fund/project/fp114>

Week 9: Financial models and investment management in relation to the Green Climate Fund

Date: 28 April

Lecturer: Charlotte Ellis and Blaise Dobson

Individual Assignment 	Group Assignment 	Coaching Session 	Required Reading 
			

Guest Lecturer

Dr. Muhammed Sayed, from the Climate Finance Unit at the DBSA.

Lecture

Financial models and investment management in relation to the GCF

Unlike other climate funds, the GCF encourages the use of a range of financial instruments beyond grants, including debt, equity capital and guarantees. This module will allow participants to start to conceptualise climate projects and programmes in mind. The module will provide case examples that demonstrate the different applications of financial instruments, including a discussion on bankability and consideration of risk and return in financing climate projects. This will include exploring aspects of project risk management policies and approaches.

Duration: 2 hours: 1 hour lecture, 30 minute Guest Speaker presentation and Q&A, 30 minutes Group Assignment Preparation.

 Group Assignment	
Description of Group Assignment Participants are to build on from concept note idea generated in previous weeks and then apply the lecture material (of Weeks 1 - 4 in particular) to discuss various funding structures and select a feasible option. Then, develop a sound business and financial model that would allow for the project to be financially sustainable beyond grant financing. The participants are then requested to link the financial structure to envisioned impacts. Complete <i>Section C of the GCF Concept Note</i>: Outline a project budget that covers the indicative financing and cost information for the project your	Output 1. Reasons for selecting a particular financial structure 2. An indicative project budget 3. A completed Section C of the GCF Concept Note

group has selected.	
Estimate time to complete: 1.5 hours	When will it be undertaken: 30 minutes during the lecture session, 1 hour during the Coaching Session.
Due date: Start of Week 10	



Resources / readings

Required:

GCF Programming Manual (document is a core reference material which is optional to read but participants are required to have read Section 4.2.6 Financial instruments and structure (page 28 - 32).

Optional:

1. [World Wildlife Fund, 2018, Financial instruments used by governments for climate change mitigation](#)
2. [Inter-American Development Bank, 2013, Financial instruments and mechanisms for climate change programs in Latin America and the Caribbean: A guide for Ministries of Finance](#)
3. [Climate Policy Initiative, 2020, Scaling Innovative Climate Finance Instruments: Experience from the Lab.](#)
4. [Cost-Benefit Analysis approach \(video series by the Conservation Strategy Fund\)](#)

Week 10: GCF GESS tools and safeguards as risk management

Date: 5 May

Lecturer: Emma Jones-Phillipson

Individual Assignment 	Group Assignment 	Coaching Session 	Required Reading 
			

Lecture

GCF GESS tools and safeguards as risk management

This lecture will expand upon the previous risk conceptualisation of gender and safeguards to also include the transformative opportunities of inclusion. The lecture will also lead practitioners through the GCF's gender and ESS tools, including the gender assessment and action plans, inclusive results frameworks, environmental and social assessments and management frameworks, and stakeholder engagement plans. The lecture will conclude by addressing the AE's role and responsibilities with regards to GESS throughout the project process.

Duration: 2 hours: 1.5h lecture, 30 minute group assignment preparatory discussion

 Group Assignment	
In this week's Group Assignment, participants explore the question of how to ensure the mainstreaming of gender and social inclusion project elements into project implementation, through the integration of the Gender Action Plan-type activities	
Description of Group Assignment Develop Gender Action Plan-type activities, and ESS risk mitigations to manage gender and social inclusion risks and opportunities for the implementation stage	Outputs - Gender Action Plan LITE building on the information gathered from the Gender Assessment (you will be provided with a template) - ESS risks and mitigations table (you will be provided with a template)
Estimate time to complete: 1.5 hour	When will it be undertaken: ½ hour during lecture, 1 hour during Coaching Session
Due date: Week 11	



Resources / readings

Required, review framework and recommendations:

1. Guide to strengthening gender integration in climate finance projects - CDKN / WEDO
https://cdkn.org/resource/guide-strengthening-gender-integration-in-climate-finance-projects/?loclang=en_gb
 - Presents a framework of recommendations for strengthening gender integration in climate finance projects, with concrete examples and resources to show how it can be done. The guide also shares broader enabling factors and recommendations to inform advocacy and action beyond individual projects, at the climate fund level.

Optional, highly recommended:

2. Review Sustainability guidance note: Designing and ensuring meaningful stakeholder engagement on GCF-financed projects <https://www.greenclimate.fund/document/sustainability-guidance-note-designing-and-ensuring-meaningful-stakeholder-engagement-gcf>
 - Offers practical steps for getting started designing stakeholder engagement, and for developing tools and approaches that can benefit all parties over the life of a project and beyond. It provides guidance on how to meet the requirements for stakeholder engagement and consultation outlined in GCF policies.
3. Green Jobs for Women in Africa, 2021
<https://africa.unwomen.org/en/digital-library/publications/2021/11/un-women-green-jobs-policy-briefs-and-reports-en-fr>
 - This policy brief presents findings of a study that applies a gender lens to job creation in the green transition in Sub-Saharan Africa. It assesses opportunities for women's participation in green jobs in key sectors driving growth in African economies, and identifies policy solutions to overcome them and promote job opportunities for women, including through concrete policy recommendations.

Lecture Case Studies:

4. FP028: MSME Business Loan Program for GHG Emission Reduction, Mongolia
<https://www.greenclimate.fund/project/fp028>
5. FP063: Promoting private sector investments in energy efficiency in the industrial sector and in Paraguay
<https://www.greenclimate.fund/project/fp063>
6. Women Entrepreneurs for Latin America and the Caribbean (WeForLAC)
<https://we-fi.org/> <https://we-fi.org/implementing-partners/idb/>

Week 11: Key GESS dynamics in context and practice

Date: 12 May

Lecturer: Emma Jones-Phillipson

Individual Assignment 	Group Assignment 	Coaching Session 	Required Reading 
			

Lecture

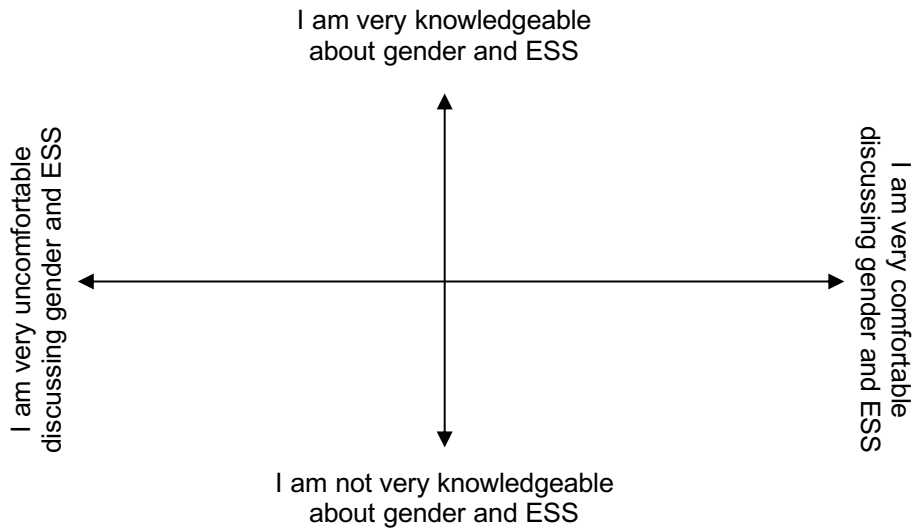
GESS Content in Context

The final lecture for this Learning Theme will deepen the practitioners' conceptual understanding to include the broader intersectional socio-cultural context, which includes other identities such as class, race, poverty level, ethnic group, sexual orientation, age etc. The practical component will round out the module's content by discussing GESS monitoring and evaluation, procurement policies and procedures, and common pitfalls and red flags associated with the various stages of GCF project development, review, and implementation. The lecture will culminate in a forecasting of the further evolution of the GCF's gender and ESS processes, to ensure practitioners stay ahead of the curve in meeting the Fund's evolving requirements.

Duration: 2 hours: 1.5 hour lecture, 0.5 hour group assignment work

Discussion

- What strategic impact can you as an individual play in progressing GESS issues in your country?
- Reflections on gender and ESS learning and understanding - as at the beginning
 - What is your understanding of gender and ESS?
 - How do you think gender and ESS is relevant to your work?
 - How would you situate your knowledge and comfort with gender and ESS on the matrix below?



Group Assignment

In this week's Group Assignment, participants explore the question of how to operationalise the next steps of gender and social inclusion, through developing TOR for hiring gender and ESS specialists, for further proposal development (PPF) or implementation

Description of Group Assignment

Draft TOR for the development of the inputs required for a full funding proposal for a :

- A gender specialist
- An ESS specialist

Consider: How would you ensure these specialists are integrating with your team/other consultants? What type of support would your team/institution specifically require? Would the specialist need to provide any capacity building?

Output

TOR for a:

- A gender specialist
- An ESS specialist

Estimate time to complete:

1.5 hours

When will it be undertaken:

1/2 hour during the Week 11 lecture session, and 1 hour during the coaching session

Due date:

Start of Week 12



Resources / readings

Optional, highly recommended:

1. Advancing gender equality and climate action: A practical guide to setting targets and monitoring progress https://cdkn.org/resource/genderequality/?loclang=en_gb
 - Geared to helping project managers develop appropriate gender-related targets and a suitable Monitoring, Evaluating and Learning (MEL) system to track achievement over time. Includes understanding diverse people's needs and capabilities; assessing gender-responsive solutions and project planning based on local people's knowledge; and setting appropriate gender-related targets and indicators, and preparing a MEL system to track progress and learn from implementation
2. Revised policy on the prevention and protection from Sexual Exploitation, Sexual Abuse, and Sexual Harassment <https://www.greenclimate.fund/document/revised-policy-prevention-and-protection-sexual-exploitation-sexual-abuse-and-sexual>
 - Outlines GCF's zero tolerance approach for all forms of Sexual Exploitation, Sexual Abuse and Sexual Harassment (SEAH) in Fund related activities
3. Indigenous Peoples Policy <https://www.greenclimate.fund/document/indigenous-peoples-policy> and Operational guidelines: Indigenous Peoples Policy <https://www.greenclimate.fund/document/operational-guidelines-indigenous-peoples-policy>
 - Recognises that indigenous peoples often have identities and aspirations that are distinct from mainstream groups in national societies and are disadvantaged by traditional models of mitigation, adaptation and development. Guidelines provide direction to operationalise this approach in the context of ESS

Suggested:

4. Gender and Renewable Energy: Entry points for women's livelihoods and employment <https://www.greengrowthknowledge.org/research/gender-and-renewable-energy-entry-points-womens-livelihoods-and-employment>
 - highlights key issues on women's livelihoods and employment in the renewable energy sector, and provides practical guidance, including checklists and indicators, on integrating gender into the renewable energy project cycle.
5. Gender Tool Kit: Micro, Small, and Medium-Sized Enterprise Finance and Development <https://www.adb.org/documents/gender-tool-kit-micro-small-and-medium-sized-enterprise-finance-and-development>
 - aims to guide staff and consultants [of ADB] in conceptualizing and designing gender-responsive public policy and projects to support micro, small, and medium-sized enterprise development.
6. Guidelines or other tools for integrating gender considerations into climate change related activities under the Convention (UNFCCC) <https://unfccc.int/resource/docs/2016/tp/02.pdf>
 - provides an overview of existing methodologies and tools for the integration of gender considerations into climate change related activities under the Convention
7. Putting People and Planet at the Heart of Green Equity <https://us.boell.org/en/2021/10/13/putting-people-and-planet-heart-green-equity>
 - Over the past two years, the GCF has accelerated its support for equity investments, primarily through its Private Sector Facility (PSF). Equity investments, including the most recent approval of GCF equity investment support for two large private equity funds supporting adaptation, make up 22.1% of GCF private sector investments and focus on de-risking private sector

climate infrastructure projects and programmes and structuring anchor investments in climate equity/debt funds.

8. Climate Finance Fundamentals 10: Gender and Climate Finance (2020)
https://us.boell.org/sites/default/files/cff10_2018_eng-digital.pdf
 - This note outlines some key principles and actions for making climate financing instruments more responsive to the needs of men and women as equal participants in decision-making and as beneficiaries of climate actions and supportive of gender equality more broadly.
9. Mapped: How climate change disproportionately affects women's health (2020)
<https://www.carbonbrief.org/mapped-how-climate-change-disproportionately-affects-womens-health>
 - An analysis of 130 peer-reviewed studies – visualised on an interactive map – finds that women and girls often face disproportionately high health risks from the impacts of climate change when compared to men and boys.

Indigenous Knowledge Resources:

10. Indigenous Peoples and Traditional Knowledge Best Practices, 2012, The International Association for Impact Assessment (IAIA)
https://www.iaia.org/pdf/special-publications/SP9%20Indigenous%20Peoples%20and%20Traditional%20Knowledge_web.pdf
11. Indigenous Knowledge and Climate Change in Africa, UNESCO
<https://en.unesco.org/links/climatechange/africa>
12. Zvobgo, L., Johnston, P., Williams, P.A. et al. The role of indigenous knowledge and local knowledge in water sector adaptation to climate change in Africa: a structured assessment. Sustain Sci (2022).
<https://link.springer.com/article/10.1007/s11625-022-01118-x#citeas>

Reference Resources

13. WWF - "Ecosystem Approach to Fisheries Management, in Eastern Indonesia" Indigenous Peoples Planning Framework (IPPF) -
https://files.worldwildlife.org/wwfmsprod/files/Publication/file/egml8hj0i_IPPF_EAFM_Eastern_Indonesia_FisheriesSept2016FINAL_LM.pdf?ga=2.61195438.302225511.1651837868-1924683386.1641305709
14. WWF - Resettlement Policy Framework & Process Framework
https://files.worldwildlife.org/wwfmsprod/files/Publication/file/14wccbdjzw_Resettlement_Policy_FrameworkSept_2016Final_LM.pdf?ga=2.61195438.302225511.1651837868-1924683386.1641305709
15. Conservation International - "Ecosystem-Based Adaptation and Mitigation in Botswana's Communal Rangelands" ANNEX 6: Environmental and Social Impact Assessment (ESIA) and Environmental and Social Management Plan (ESMP) https://www.conservation.org/docs/default-source/gcf/annex-06-botswana---esia-and-esmp-with-appendices.pdf?sfvrsn=895b29b5_2
16. Conservation International - ESMF Accountability and Grievance Mechanisms for GCF-Funded Projects
https://www.conservation.org/docs/default-source/gcf/ci-gcf-esmf-accountability-and-grievance-mechanism-2019-1.pdf?sfvrsn=e9f75a78_2
17. World Bank/Govt. of Indonesia - Indigenous Peoples Planning Framework (IPPF)
https://ewdata.rightsindevelopment.org/files/documents/44/WB-P166244_MQLKZ63.pdf
18. UNDP - Indicative Outline of Indigenous Peoples Plan
https://info.undp.org/sites/bpps/SES_Toolkit/SES%20Document%20Library/Uploaded%20October%202016/Indicative%20Outline%20of%20Indigenous%20Peoples%20Plan_DEC2020.docx
19. UNDP - Indicative Outline of Indigenous Peoples Planning Framework (IPPF)
https://info.undp.org/sites/bpps/SES_Toolkit/SES%20Document%20Library/Uploaded%20October%202016/Indicative%20Outline%20of%20Indigenous%20Peoples%20Planning%20Framework_DEC2020.docx

Lecture Case Study:

20. Tajikistan Pilot Programme for Climate Resilience (PPCR)

https://www.climateinvestmentfunds.org/sites/cif_enc/files/knowledge-documents/gender_guidance_note_web_september2019final.pdf

- This CIF guidance note explores the gender-responsive elements across the project cycles of three projects under the Tajikistan Pilot Programme for Climate Resilience (PPCR), each under a different implementing entity.
 - The EBRD's Tajikistan Climate Resilience Financing Facility CLIMADAPT (European Bank for Reconstruction and Development) built capacity for targeting financial products such as loans to women.
 - The World Bank's Environmental Land Management and Rural Livelihoods Project ensured women's participation in community led programming through the use of facilitating organisations, local women's councils, and women leaders.
 - The ADB's Enhancing Climate Resilience in the Pyanj River Basin promoted women's engagement in water user groups as well as the percentage of loans going to women.

Week 12: Class presentations and discussions

Date: 19 May

Lecturer: Charlotte Ellis and Blaise Dobson

Individual Assignment 	Group Assignment 	Coaching Session 	Required Reading 
			

Discussion

This week's session marks the end of the journey and will see your team rounding out a reasonable final draft of a GCF Concept note. This week's format shifts from the usual pattern:

1. **Prior to contact time:** Participants are requested to meet for their coaching session in advance of this week's contact time (i.e. prior to Thursday, 19 May). The group assignment (completed during the Coaching Session) is designed to prepare your institutional group for a class presentation and discussion. Your team will be provided with a short *Powerpoint* template that summarises the GCF Concept Note's section headings. Group Presenters are requested to submit their short, summative *Powerpoint* to the Course Administrator no later than midday Wednesday, 18 May.
2. **During contact time:** Each Group Presenter will have 5 minutes to present their summative *Powerpoint* to the class which will be followed by facilitated peer-review discussion. Participants will also be asked to evaluate their experience of the course and the Course Convenor will conclude with a wrap up / next steps discussion.
3. **Following contact time:** Based on the feedback provided and any further reflections from the discussion on your and other Teams' presentations, the Group Presenters are invited to make final edits to their *full GCF Concept Note*. Group Presenters are requested to submit their full GCF Concept Note to the Course Administrator no later than midday Wednesday, 25th May 2022.

Duration: 2 hours: 1.5 hours of presentations from Group Presenters with facilitated peer-review discussion followed by 30 minutes of course wrap up & evaluation.



Group Assignment (During Coaching Session)

This week's Group Assignment is unique in that its Coaching Session comes in advance of participants' contact time with the class. Each team will be provided with a short *Powerpoint* template that summarises the GCF Concept Note's section headings. The time spent with the group will be used to co-design the key content that one member of the team (i.e., "the Group Presenter") will be presenting to the rest of the class for facilitated discussion and feedback.

Description of Group Assignment	Output
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1. Using the short Powerpoint template provided, agree and extract the key summative points that relate to your team's GCF Concept Note. 2. Prepare this Powerpoint for a team member to present to your class. 3. Select / nominate your team's presenter 4. Discuss and agree the final steps to conclude your full GCF Concept Note so that it can be submitted for an independent review (see Final Assessment for Learning Theme 3, below) by no later than Wednesday, 25 May 2022. Some further key reflections for your team may be: • Discuss how to move from your concept identification to proposal development, and implementation? What further steps are required and how could the Project Preparation Facility (PPF) support (if at all) in undertaking these steps? • What work / activities / tasks would you devolve to an Executing Entity? If any are identified, what is your institution's approach to identify and partner with an Executing Entity(ies)? • What work / activities / tasks would you outsource to service providers? If yes, have you made provision for this in your budget?	- Complete the template Powerpoint presentation slide deck - Complete the tick list for Section D of the GCF Concept Note & a short description of the remaining activities to produce any annexures to your Concept Note
Estimate time to complete: 1 hour	When will it be undertaken: 1 hour during the Coaching Session <u>which will be held prior to the class contact time (i.e., anytime between the 12th and 18th of May).</u>
Due date: Midday, 18 May 2022	

Final Assessment

Description of Final Assignment	Intended Output
What is the assignment: Each Group's representative responsible for presenting at this week's lecture will take responsibility to submit a complete Concept Note to their coach & course administrator. The Concept Note will have been built up over the preceding weeks. When is it due: 25 May 2022 How long will it take: Participants are encouraged to take into account any feedback received from the presentations given during this week's lecture slot. Any improvements / additions to the Concept Note should take minimal time. When will it be undertaken: After class and following the Week 12 lecture.	Final Concept Note and any related annexures submitted
How it will be assessed	Due date feedback
An independent GCF expert will assess each of the group's completed Concept Notes with a view to provide commentary on areas of the concept note and an overall qualitative statement of the complete Concept Note provided by each of the groups.	1 month following course completion (i.e., mid-June 2022)

Other resources

Optional extra resources/reading on Gender, and Environmental and Social Safeguards

- Gender and Renewable Energy: Entry points for women's livelihoods and employment <https://www.greengrowthknowledge.org/research/gender-and-renewable-energy-entry-points-womens-livelihoods-and-employment>
 - highlights key issues on women's livelihoods and employment in the renewable energy sector, and provides practical guidance, including checklists and indicators, on integrating gender into the renewable energy project cycle.
- Gender Tool Kit: Micro, Small, and Medium-Sized Enterprise Finance and Development <https://www.adb.org/documents/gender-tool-kit-micro-small-and-medium-sized-enterprise-finance-and-development>
 - aims to guide staff and consultants [of ADB] in conceptualizing and designing gender-responsive public policy and projects to support micro, small, and medium-sized enterprise development.
- Guidelines or other tools for integrating gender considerations into climate change related activities under the Convention (UNFCCC) <https://unfccc.int/resource/docs/2016/tp/02.pdf>
 - provides an overview of existing methodologies and tools for the integration of gender considerations into climate change related activities under the Convention
- Putting People and Planet at the Heart of Green Equity <https://us.boell.org/en/2021/10/13/putting-people-and-planet-heart-green-equity>
 - Campaigns to shift public finance out of fossil fuels and towards greener and cleaner investments have sparked a debate about how best public finance can support this needed transition. This report examines one particular type of finance, which is rapidly gaining popularity among publicly-backed financial institutions: 'green equity'. Green equity is gaining popularity at the GCF...and its proclaimed goal to support a broader portfolio shift towards low-emission and climate-resilient investments through its accreditation and engagement with its implementation partners. Over the past two years, the GCF has accelerated its support for equity investments, primarily through its Private Sector Facility (PSF). Equity investments, including the most recent approval of GCF equity investment support for two large private equity funds supporting adaptation, make up 22.1% of GCF private sector investments and focus on de-risking private sector climate infrastructure projects and programmes and structuring anchor investments in climate equity/debt funds.
- Climate Finance Fundamentals 10: Gender and Climate Finance https://us.boell.org/sites/default/files/cff10_2018_eng-digital.pdf
 - This note outlines some key principles and actions for making climate financing instruments more responsive to the needs of men and women as equal participants in decision-making and as beneficiaries of climate actions and supportive of gender equality more broadly.

Case Studies considered in Gender, and Environmental and Social Safeguards lectures

- Fuel-efficient cookstoves for reducing forest pressures and household pollution <https://www.povertyactionlab.org/policy-insight/biomass-cookstoves-reduce-indoor-air-pollution-and-fuel-use> <https://www.greenclimate.fund/project/fp103>

- Program on Affirmative Finance Action for Women in Africa (AFAWA): Financing Climate Resilient Agricultural Practices in Ghana <https://www.greenclimate.fund/project/fp114>
- MSME Business Loan Program for GHG Emission Reduction <https://www.greenclimate.fund/project/fp028>
- Tajikistan Pilot Programme for Climate Resilience (PPCR) https://www.climateinvestmentfunds.org/sites/cif_enc/files/knowledge-documents/gender_guidance_note_web_september2019final.pdf

Glossary of terms

[Click here](#) to view the glossary of terms.

Lecture schedule

Learning Theme	Lecture Date	Lecture	Lecturer
1	3 March	Week 1: Introduction to the Course and design thinking and how these relate to me and my team	Rob Kellas
4	10 March	Week 2: Introduction to Climate Change and Climate Finance	Kamlesh Pillay
1	17 March	Week 3: Enabling climate finance through policy development and appropriate financial structures	Kamlesh Pillay
1	24 March	Week 4: Financial modelling basics for climate finance practitioners	Kamlesh Pillay
2	31 March	Week 5: Intro: Gender, Environmental and social safeguards	Emma Jones-Phillipson
3 and 4	7 April	Week 6: Introduction to the developing concepts	Charlotte Ellis, Blaise Dobson and Rob Kellas
3 and 4	14 April	Week 7: How design thinking tools can help you	Charlotte Ellis, Blaise Dobson and Rob Kellas Guest speaker: Karl Aribeb (Environmental Investment Fund of Namibia)
2	21 April	Week 8: Evolution and spectrum of Gender and ESS	Emma Jones-Phillipson
3	28 April	Week 9: Financial models and investment management in relation to the GCF	Charlotte Ellis and Blaise Dobson Guest speaker: Muhammed Sayed (Development Bank of Southern Africa)
2	5 May	Week 10: GCF GESS tools & safeguards as risk management	Emma Jones-Phillipson
2	12 May	Week 11: Key GESS dynamics in context and practice	Emma Jones-Phillipson
3	19 May	Week 12: Class presentations and discussions	Charlotte Ellis and Blaise Dobson



The Southern Africa Climate Finance Partnership



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