

# 6

## CAPACITY BUILDING

Category	Sub-category	Definition
Sector-wise training (6)	Generic training (6.1)	DRR and CCA trainings for national and local government officials and other stakeholders are provided
	Sector-specific training (6.2)	Special training programs are implemented for specific purposes

### GP-6.1: DRR and CCA training, Indonesia

**Description of practice:** BAPPENAS has developed a 2-week training course on integrating DRR and CCA in the local development plan for government officials, which was piloted and refined in cooperation with Bandung City. The training course is organized 2 times a year for around 40 participants each. There is another 2 week training course on environmental planning including development of local climate change action plans. The training programmes, direct or indirect, play important roles in the capacity development on DRR and/or CCA. The curriculum covers a range of subjects starting from the introduction to basics of disaster risk reduction and developmental planning and touches upon various stages of disaster risk reduction cycle and implications for climate change adaptation.

**Scalability potential:** The training programme can be scaled up so as to increase the number of staff engaged in the integration of DRR and CCA.

- **Social and political acceptability:** Since the capacity development in the field of the DRR and CCA integration plays an important role in the human resources development of the government, there exists a clear-cut social and political acceptability.
- **Economic viability and sustainability:** Since the integration of DRR and CCA will be implemented by trained personnel under government budgetary support, there are less risk factors on economic viability and sustainability.
- **Institutional and policy needs:** Specific institutional and policy needs required to implement the capacity development are properly met in the basic policy direction.

**Source/Contact:** GRIPS. 2016. Training of Trainer: Planning and Budgeting for BAPPENAS, Republic of Indonesia. Tokyo, Japan: National Graduate Institute for Policy Studies. Available at <http://www.grips.ac.jp/en/news/20160810-4168/>.

### GP-6.2: Climate field schools, Indonesia

**Description of practice:** Climate field schools (CFS) refers to the farmer field schools that are designed to impart climate-related knowledge and skills to farmers and how to modify the cropping according to the weather and climate information. Indonesia is the first country to introduce climate field schools in Asia in collaboration with ADPC and the climate field school in Indramayu is the first climate field school in Asia. Since 2011, 25 provinces have been implementing three-month CFSs where BMKG staff train farmers every 10 days on how to apply weather and climate information during the planting and growing seasons. More than 6,000 trainers were trained.

**Climate hazards addressed by the practice:**

climate field schools can be designed to address droughts, heat waves, floods, typhoons etc.

**DRR and CCA benefits:** Farmers are able to obtain stable crop yields despite the El Nino weather aberrations. In 2014 corn crop, the production in CFS was 6.48 ton/ha and the normal production in the district of Bali was 3-4 ton/ha which shows the impact of the CFS. Out of this yield benefit, the BMKG attributes about 50% to the provision of climate information. Due to CFS, farmers are increasingly recognizing the importance of observing weather and climate trends to design their cropping decisions.

**Scalability potential:** Highly scalable to a wide range of agro-climatic and cropping conditions.

- ***Social and political acceptability:*** Highly acceptable, initial orientation may be necessary to pursue farmers considering the time to be spent in attending the school.
- ***Economic viability and sustainability:*** Viability and sustainability depends on the constant and high quality weather and climate information and knowledge imparted on how to use it for cropping decisions. There is a need for additional finances to scale up CFS to reach out to more farmers, more types of crops. There is also a need for improving the weather predictions through improved weather forecast models and integrating El Nino and La Nino signals at the local level.
- ***Institutional and policy needs:*** Provide weather observatories, trained personnel are needed to teach farmers on climate and weather observations and their interactions with crops.

**Source/Contact:** Climate field school, Indramayu, Indonesia.