

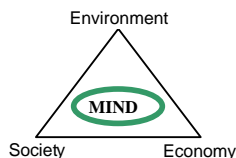
MIND-C3D India Training Course 1

Report

Training Course for Senior Civil Servants on Climate Change and Sustainable Development

1-7 February 2006
TERI University, New Delhi, India

Prepared by:



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**TRAINING COURSE FOR SENIOR CIVIL SERVANTS ON
CLIMATE CHANGE AND SUSTAINABLE DEVELOPMENT
1-7 FEBRUARY 2007, NEW DELHI, INDIA**

COURSE REPORT

1. BACKGROUND

The M.A. (Public Policy and Sustainable Development) offered by the TERI University, New Delhi, is an accredited degree programme for senior civil servants of the government as well as the non-government and corporate sectors with a view to facilitating development oriented policy decision-making. The course deals with the various facets of policies in the much-changed scenario of economic reforms and sustainable development. The special module on sustainable development and climate change offered by the Munasinghe Institute of Development (MIND) is a key part of the core course requirement.

In the first year of the programme during which the primary requirement is coursework, the students are exposed to basic concepts of the public policy environment. This segment has a practical orientation, and new methodologies and tools are demonstrated to the students. The first year of the programme includes a set of core and elective courses at the TERI University in New Delhi, with a brief term of five weeks at the Lyndon B Johnson School of Public Affairs, University of Texas at Austin, USA, and one week at the School of Forestry and Environmental Studies, Yale University, USA.

A major portion of the second year is devoted to project or dissertation work in an area chosen by the participant and to be undertaken at his or her workplace. Towards the end of the second year, participants return with their completed dissertations and spend about three weeks at TERI University, during which they present their projects and complete the remaining requirements for the award of the degree.

2. COURSE OBJECTIVES AND ROLE OF MIND

MIND was entrusted with the key task of providing training to 22 senior government and private sector officials and managers, on sustainable development and its linkages with climate change – within the C3D framework (see Annexe 1 for the list of participants). This module spanned 15 hours of lectures and participatory classroom exercises over six days, including detailed Action Impact Matrix (AIM) training by MIND trainers (Prof. Mohan Munasinghe and Ms. Sria Munasinghe). The lectures provided participants understand critical sustainable development issues, and introduced them to the sustainomics transdisciplinary framework for making development more sustainable, applied to the Indian context (see Annex 2 for course photographs).

Special attention was paid to interactions among three key elements i.e. national development policies and goals, key vulnerability and adaptation areas, and climate change adaptation response options. Key objectives of the AIM training included making the participants aware of the main characteristics of the analytical tool, and

training them in screening and problem identification by preparing a preliminary matrix for India that identified broad relationships between development goals and economic-environment-social issues arising from Climate Change.

One of the major objectives of the training course was to strengthen the understanding and research on the processes and mechanisms of climate change in order to combat negative impacts, and analyse the complicated interactions between sustainable development and climate change. In addition the MIND module sought to upgrade the knowledge of participants on the latest research results, as well as advances in research methods and concepts in the world.

3. SESSIONS DETAILS -- MIND CC-SD TRAINING MODULE

The MIND module on climate change and sustainable development was delivered during 6 sessions of 2.5 hours each, totalling 15 hours -- including lectures and participative classroom exercises.

Session 1: Introduction to Sustainable Development and Sustainomics Framework

Self-introduction, course description, specific modules and topics, course requirements, etc.
Sustainable development challenges, worldwide status and basic facts
Relevance of Agenda 21, millennium development goals, WSSD targets, etc.
Globalization: internationalization of goods, capital and labour markets
Future global scenarios
Framework for making development more sustainable: sustainomics approach
Basic SD concepts: Bruntland report, other definitions, criticisms and practical problems
Sustainomics core concepts and principles: MDMS, SD triangle, transcending boundaries, integrative full cycle analysis
Economic, social and environmental dimensions of SD, definitions of sustainability (Hicks-Lindahl, resilience, etc.).
Key concepts and illustrative examples: poverty, equity, sustainability of growth, economic efficiency, etc.
Integrating economic, social and environmental approaches -- optimality and durability models
Sustainable development assessment (SDA) and evaluation, multiple indicators of SD
Analytical methods used in economics: cost-benefit analysis, decision rules
Willingness to pay (WTP), economic valuation of environmental and social impacts
Role of markets and shadow prices, internalizing externalities
Environmental and social assessment (EA and SA)
Multi-criteria analysis (MCA)
Macropolicies and the environment, Macro-models, Green national accounting, SEEA, real savings
Action impact matrix (AIM)
Practical case studies illustrating CC-SD interactions at the global, trans-national, national, sub-national, local and project levels.

Session 2: Climate Change and Sustainable Development

Circular linkages between climate change and sustainable development
Challenges, worldwide status, concepts, definitions, models and analytical methods.
Key findings of the IPCC, issues and options

Kyoto protocol and post-Kyoto issues – Clean Dev. Mechanism (CDM), Joint Implementation (JI), emissions trading
Global negotiations and bargaining strategies
Vulnerability, impacts, adaptation, and adaptive capacity
Mitigation and mitigative capacity
Introduction to Action impact matrix (AIM)
Example of practical application to Sri Lanka -- preliminary Action Impact Matrix (AIM) linking CC and SD in Sri Lanka
Vulnerability of agriculture to climate change in Asia, Africa and Latin America
Case study of agricultural vulnerability in Sri Lanka

Lecture 3: Sustainable Energy Development (SED)

Sustainable energy development (SED): challenges, worldwide status and facts, concepts, and definitions.
Commercial energy – electricity, oil, gas and coal
Traditional fuels and renewables – fuelwood, biomass, solar, small hydro, wind, etc.
Integrated national energy planning (INEP) framework and analytical methods
Energy policy instruments: sustainable pricing policy, demand management and conservation, command and control
Energy sector reform and restructuring
CASE STUDY 1: SED analysis of small hydro in Sri Lanka
CASE STUDY 2: Large dams and sustainable development – multistakeholder, multilevel processes and participation

Lecture 4: Practical Application of AIM - Sustainable Adaptation to Climate Change in India

Overview of CC-SD linkages in India
Vulnerability and adaptation issues in India
Mitigation issues in India
Form student teams for classroom exercises
CLASSROOM PARTICIPATIVE EXERCISE 1: Action Impact Matrix (AIM) – Application to Sustainable Adaptation to Climate Change in India
Climate Change Vulnerability and Adaptation-SD Linkages

- Determining the most important national goals and policies
- Determining critical vulnerable areas relevant to SD and climate change
- Incorporating the impacts of Climate Change
- Identifying how development goals/policies affect vulnerable areas (DEA-AIM)
- Identifying how vulnerable areas affect development goals/policies (AED-AIM)

Climate Change Vulnerability and Adaptation Policy Options

- Menu of vulnerability and adaptation policy options in India
- Prioritizing most important adaptation-SD interactions and determining appropriate adaptation policies and measures (preliminary AIM), integrated into national SD strategy
- How to perform more detailed studies and analyses of key interactions and adaptation policy options identified above
- How to update and refine above steps to revise the preliminary AIM

Lecture 6: Developing Practical Skills In CC-SD Policy Analysis, Research and Communication:

Determining priority issues
Formulating problems
Building trans-disciplinary teams
Identifying data and applying analytical tools
Determining and prioritizing policy options
Presenting results to decision makers.

CLASSROOM PARTICIPATIVE EXERCISE 2: Presentation of projects by student teams

The main readings for the MIND module were:

1. Munasinghe, M. and Swart, R. (2005), *Primer on Climate Change and Sustainable Development: Facts, Policy Analysis and Applications*, Cambridge University Press, Cambridge, UK.
2. MIND (2004) *Action Impact Matrix Guide – Application to Climate Change Adaptation*, Munasinghe Institute for Development, Colombo, Sri Lanka (URL: www.mindlanka.org).
3. MIND (2004) *Action Impact Matrix Guide – Application to Climate Change Mitigation*, Munasinghe Institute for Development, Colombo, Sri Lanka (URL: www.mindlanka.org).

5. CONCLUSIONS

Several factors posed a significant challenge, including the limited knowledge of SD issues among participants, diverse disciplinary backgrounds, the natural scepticism of senior officials who tend to be more action oriented, and the complexity and large size of the country (India).

However, the MIND training team was able to overcome these difficulties, especially since the students were keen, attentive, intelligent, and responded very well to the participatory classroom exercises. Evidence of success is demonstrated by several outcomes:

1. Post-training evaluations by students gave the highest rating to the MIND module (compared to other components of the programme).
2. MIND has been invited already to repeat the same course in 2008.
3. Participants indicated their desire to apply the sustainomics framework and AIM methodology in their work, using their classroom project exercises as templates.

ANNEX 1: LIST OF PARTICIPANTS

No.	Name	Designation	Organisation	Education
1	Mr Nikhil Chandra	Deputy Secretary (PAC)	Dept.of Revenue, Central Board - Customs & Excise	M.A.; LLB
2	Mr Chiranjiv Choudhary	Deputy Director (Senior)	LBS National Academy of Administration	M.A.; Dipl. in Forestry
3	Mr Ashok Kumar Dash	Joint Secretary	Union Public Service Commission	M.Sc.; PGDM
4	Mr Dinesh Kapila	Deputy Secretary (External Assistance)	Ministry of Water Resources	B.com
5	Mr Rajeev Kumar	Joint Secretary	Ministry of Tribal Welfares	L.L.B; PGDM
6	Mr Manoj Kumar	Director	Ministry of Chemicals and Fertilizers, Dept.of Fertilizers	M.A., LLB
7	Ms Seema Malik	Commissioner, Central Excise & Service Tax	3rd floor, Central Revenue (Annexe) Building	B.Sc; M.Ed; LLB; M.Phil
8	Mr Satyendra Kumar Mishra	Director, Administration & Vigilance	Ministry of Non-conventional Energy Sources (MNES)	M.Sc.
9	Ms Chandni Raina	Deputy Director	International Labour Affairs, Ministry of Labour and Employment	M.A.
10	Mr Akshay Kumar Rout	Additional Director General (News)	News Service Division, All India Radio, New Delhi	M.A.
11	Mr Mahesh Kumar Rustogi	Officer on Special Duty	Ministry of Finance, Department of Revenue	B.Tech.
12	Mr Kuntal Sensarma	Deputy Secretary	Dept. of Agriculture & Cooperation	M.A.
13	Mr B Narayanan	Joint Director	Ministry of Information & Broadcasting	B.Sc
14	Mr Amitabh Singh	Director, Postal Services	Department of Posts	M.A.; PG Dip in IRPM
15	Mr Anil Singhal	Controller of Stores, COFMOW	Ministry of Railways	B.Sc (Eng.I; Dipl. In Public Admn.
16	Mr Deepak Kumar Sinha	Dy Conservator of Forests	Panipat Forest Division	M.Sc.; PGD in Forestry Management
17	Mr T Venkatesh	PS to Minister of State of Mines	Ministry of Mines	M.Tech.
18	Mr Aswini Kumar Choudhury	PS to Minister of Commerce, Transp., Labour & Employment	Minister of Commerce, Transport, Labour, Employment, Orrisa	M.A.; PGDM
19	Mr Sukan Singh	Director (Tpt)	Planning Commission	M.A.
20	Dr Bhabaranjan Ray	FA & CAO/F&B/S.Rly	Ministry of Railways	BA, MA, Ph.D (Econ)
21	Dr S Venkata Reddy	Additional Director (Scientific)	Ozone Cell, Ministry of Environment and Forests	M.Sc. Ph.D

ANNEX 2. CONFERENCE PHOTOGRAPHS



Photo 1: MIND India Training Workshop 1, New Delhi, February 2007 – Participants



Photo 2: MIND India Training Workshop 1, New Delhi, February 2007 – participant making his presentation during interactive session.