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GLOSSARY OF TERMS

1. **DBKL** Dewan Bandaraya Kuala Lumpur
2. **KLCH** Kuala Lumpur City Hall
3. **ICA** Inclusive Climate Action
4. **KLCAP2050** Kuala Lumpur Climate Action Plan 2050
5. **KLLCSBP2030** Kuala Lumpur Low Carbon Society Blueprint 2030
6. **KLSP2040** Kuala Lumpur Structure Plan 2040
7. **MER** Monitoring, Evaluation and Reporting
8. **FGD** Focus group discussions
9. **ADU@KL** Aduan (Complaint) Hotlines
10. **M&E** Monitoring and Evaluation
11. **COM-B** Capability Opportunities Motivation-Behaviour framework
12. **LA21** Local Agenda 21 Kuala Lumpur
13. **PWD** People with Disabilities
14. **NGO** Non-governmental organisations
15. **CBD** Central business district
16. **EV** Electric Vehicles
17. **JPRB** Jabatan Perancangan Bandaraya (Department of City Planning)
18. **JPEP** Jabatan Perancangan Ekonomi & Pembangunan (Department of Economic Planning and Development)
19. **JKKB** Jabatan Pembangunan Komuniti & Kesejahteraan Bandar (Department of Community Development and Urban Welfare)
20. **IDB** Institut Latihan DBKL (DBKL Training Institute)
21. **JPLR** Jabatan Pembangunan Landskap Dan Rekreasi (Department of Landscape and Recreation)
22. **JKME** Jabatan Kejuruteraan Mekanikal Dan Elektrikal (Department of Mechanical and Electrical Engineering)



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Executive Summary

This report evaluates the effectiveness of the Inclusive Climate Action (ICA) training conducted for Dewan Bandaraya Kuala Lumpur (DBKL) and outlines a strategy for institutionalising ICA principles into DBKL's governance framework. The training was developed in response to a Needs Assessment conducted in August 2024, which identified significant gaps in the understanding and application of ICA principles among DBKL staff. The assessment revealed challenges such as limited awareness of equity-based climate action, insufficient guidance on inclusive implementation, and inadequate cross-departmental collaboration. To address these issues, a five-day ICA training program was designed and customised to DBKL climate strategy context, focusing on ICA key concepts, stakeholder engagement, inclusive planning, and equitable impact assessment.



Over 90% of participants reported improved awareness of ICA's applicability within their work and department functions.

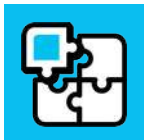


ICA TRAINING

The training received positive feedback, with participants acknowledging its relevance and effectiveness in enhancing their understanding of ICA. **Over 90% of participants reported improved awareness of ICA's applicability within their work and department functions.** However, the training **faced challenges in attendance**, with participation declining from 14 to 10 attendees over five days due to scheduling conflicts and competing priorities. Additionally, while participants expressed confidence in applying ICA concepts, assessment **results revealed gaps in practical application, particularly in equity assessments and monitoring frameworks.**

STRATEGIC RECOMMENDATIONS

To strengthen ICA adoption, the report proposes key strategic recommendations:



First, it is recommended to **restructure the training module to cater different needs of DBKL.** For example, strategic-level Masterclass for the city hall's executive management team as it is crucial to secure stronger leadership support to enhance ICA principles in city planning, and staff participation of training.

Considerations such as relevancy of ICA for each department could be made based on staff's level of community engagement and level of involvement (direct or indirect) in city's climate actions would enhance training participation.



Second, **ICA principles should be institutionalised by integrating the ICA Checklist** into DBKL's project planning, budgeting, monitoring and, evaluation processes.



A pilot implementation is recommended to be initiated in key departments, including JPRB's Local Agenda 21 (LA21), JPEP, and JPKKB..



Lastly, a **structured monitoring and evaluation framework should be established** to track progress and ensure continuous improvement.

By embedding ICA into its governance structure, DBKL can promote equitable, inclusive, and sustainable climate action, ensuring that policies effectively address the needs of marginalised and vulnerable communities in Kuala Lumpur.



1

Introduction



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1.1 Context of Mainstreaming Inclusive Climate Action in Kuala Lumpur

Inclusive Climate Action (ICA) ensures equitable distribution of climate action benefits and burdens¹. Cities implement this through climate mainstreaming - systematically integrating climate considerations into city governance, planning, and operations. Rather than an “add climate and stir”² approach, this integration should become routine practice and transform how administrations deliver services.

The Kuala Lumpur Climate Action Plan 2050 emphasises inclusivity as a key component, particularly focusing on marginalised and vulnerable populations. According to DBKL’s 2020 ICA Summary Report, departments with highest community exposure include Community Development, City Planning, Health and Environment, and Culture. The report identified gaps in stakeholder inclusion, climate action integration, equity parameters, and impact assessment.

To address these needs, C40 Cities has engaged TSIC to develop a training package for DBKL to mainstream ICA into DBKL’s governance and functions, aimed at developing relevant training and guidelines for the department. This training package would include training modules and resources (such as an ICA checklist) which will support the mainstreaming of ICA in DBKL.

¹ C40 (2024). Inclusive Climate Action Communications Toolkit.

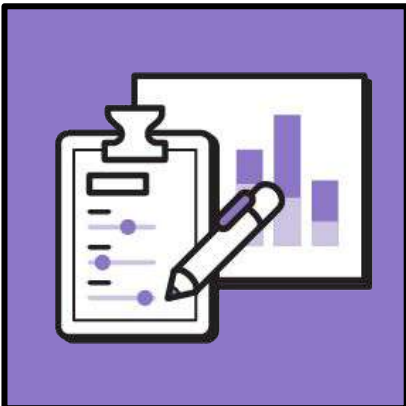
² Lam, S., Novović, G., Skinner, K. and Nguyen-Viet, H., 2024. Greener through gender: What climate mainstreaming can learn from gender mainstreaming. Wiley Interdisciplinary Reviews: Climate Change, p.e887.

1.2 Objectives

The objectives of this report are as follows:



To articulate the process of developing the training package;



Evaluate the implementation of training package developed against a competency framework proposed in Needs Assessment Report;



Develop recommendations for future implementation of the training package and ways forward for ICA checklist institutionalisation in DBKL's planning and project cycle.

2

Development of the ICA Training package

2.1 Needs Assessment

Prior to the development of the training package, TSIC conducted a needs assessment which intended to identify gaps, challenges and limitations faced by city department officers in applying Equity Lens for climate action planning process and project cycle. The assessment utilised document reviews and focus group discussions (FGDs) to gather insights from both marginalised communities (including low-income groups, people with disabilities, and flood-prone areas) and DBKL officers. The COM-B framework was used to conceptually frame the needs assessment, as TSIC posited to look at ICA mainstreaming from the lens of behaviour change amongst DBKL staff. Such an approach will allow us to understand the enablers which influence the behaviour of DBKL staff to adopt an ICA approach within their existing processes and contribute to ICA mainstreaming in their work. This understanding will help us to understand and position the capacity building and competencies needed for DBKL.



Introducing the COM-B framework

The COM-B framework was developed by Michie and colleagues³ who reviewed 19 evidence-based behaviour change frameworks used across a range of interventions. They then synthesised this and proposed a framework which was a comprehensive understanding of behaviour change. The framework articulates that there are three essential components that drive human behaviour.

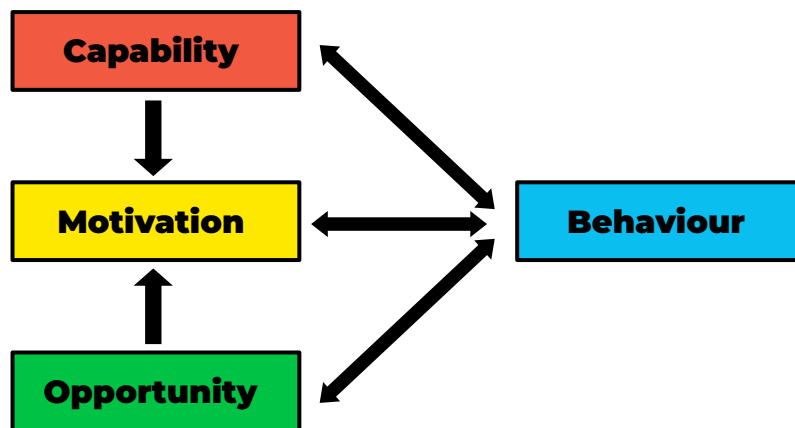


Figure 1: COM-B framework (Source: Michie et al. 2011)
(Colour changes made by C40 Cities)

These are **capability(C)**, **opportunity(O)**, and **motivation(M)**⁴.

Capability: Refers to the availability of knowledge, skills and abilities to engage in a behaviour and includes psychological capability (e.g. feeling capable of performing a behaviour), and physical capability (e.g. knowledge of how to perform a behaviour)

Opportunity: Refers to external factors that make the execution of a behaviour possible

Motivation: Refers to internal processes that influence decision-making and behaviour.

This can be influenced by factors that energise and direct behaviour: intentions and evaluations (collectively known as 'reflective' motivation), and desires, emotions and habits (collectively known as 'automatic' motivation).

COM-B has previously been used as a framework to study the behavioural influences around the use of professional practice guidelines by pharmacists in Australia⁵, develop in-service training of civil servants for more effective public governance in Ukraine⁶, and to understand the adoption and implementation of sustainable construction in South Africa⁷.

³ Michie, S., Van Stralen, M.M. and West, R., 2011. The behaviour change wheel: a new method for characterising and designing behaviour change interventions. *Implementation science*, 6, pp.1-12.

⁴ The Decision Lab (2024). The COM-B model for Behavior Change. Last Accessed here:

<https://thedecisionlab.com/reference-guide/organizational-behavior/the-com-b-model-for-behavior-change>

⁵ Mill, D., Seubert, L., Lee, K., Page, A., Johnson, J., Salter, S., Clifford, R., Murace, E., Fullerton, F., Halliday, M.D. and D'Lima, D., 2023. Understanding influences on the use of professional practice guidelines by pharmacists: a qualitative application of the COM-B model of behaviour. *Research in Social and Administrative Pharmacy*, 19(2), pp.272-285

⁶ Rozskazov, A.G., Chaliuk, Y.O., Anishchenko, V.O., Smal, I. and Matviichuk, O., 2021. Implementing of the COM-B model in in-service training of civil servants as a prerequisite for effective public governance. *Academic J. Interdisciplinary Stud*, 10(3), pp.241-252.

⁷ Understanding the barriers and drivers of sustainable construction adoption and implementation in South Africa: A quantitative study using the Theoretical Domains Framework and COM-B model. *Journal of the South African Institution of Civil Engineering= Joernaal van die Suid-Afrikaanse Instituut van Siviele Ingenieurswese*, 63(4), pp.11-23.

This framework was used to inform the findings and recommendations of the needs assessment. The findings of the needs assessment revealed potential challenges in DBKL's implementation intended mainstreaming of ICA. Staff faced multiple obstacles, including limited awareness of technical aspects (63% unfamiliar with KLCAP2050), insufficient guidance on implementing ICA in daily operations, and inadequate understanding of equity and social impact considerations. Community feedback from three focus groups highlighted limited awareness of climate initiatives and a lack of meaningful engagement, particularly affecting vulnerable populations. The organisation struggles with cross-departmental collaboration, tends to be reactive rather than proactive in addressing climate risks, and lacks technical knowledge in areas like green jobs and renewable energy. Additionally, the current monitoring and evaluation systems are complex and siloed, with ineffective feedback mechanisms that have led to community distrust.

The recommendations, structured around the COM-B Framework, emphasise 4 key areas for improvement:



Build Capability

First, DBKL should build capability through targeted training modules and practical tools for officers, focusing on sustainability, inclusivity, and community engagement strategies.



Streamline Monitoring and Evaluation (M&E)

Second, they need to streamline monitoring and evaluation efforts across departments, incorporating ICA checklists into daily workflows.



Foster Organisational Buy-in and Alignment

Third, the organisation should foster buy-in by actively involving senior management and embedding inclusivity as a core principle.



Engage and Motivate Communities

Finally, DBKL should focus on engaging and motivating communities by communicating successful project outcomes and recognising staff who champion ICA initiatives, thereby building trust and encouraging broader adoption of inclusive practices.

The Needs Assessment also developed a competency framework (see Appendix, page 81-83) for DBKL staff to attend the training and proposed three different levels of competencies required by DBKL staff depending on the impact of ICA principles and tools could have through their work. These levels are as follows:

3 Levels of Competency



- **Baseline:** These are staff who are unlikely to be able to apply any of the ICA tools within their day-to-day work but would value having an understanding of ICA principles and its purpose in the work of the DBKL. Such as Departments of Administration, Human Resource, Legal and Prosecution.



- **Potential:** These are staff from departments which have not adopted an ICA approach but have a mandate which is difficult to apply an ICA approach at the current moment. They could be able to adopt an ICA approach in the future, with support from staff in the "Focus" level. Such as Departments of Internal Audit, Corporate Planning and Enforcement.



- **Focus:** These are staff who are either already engaged in projects which adopt an ICA approach, or in projects which could value from having an ICA lens. These staff should be thought of as the ICA champions of the organisation, who will have the most experience engaging communities and could mentor other staff in the "Potential" level where necessary. This level will include departments such as City Planning, Community Development and Urban Wellbeing, and Economic Planning and Development.

2.2 Implications on Training Package Design

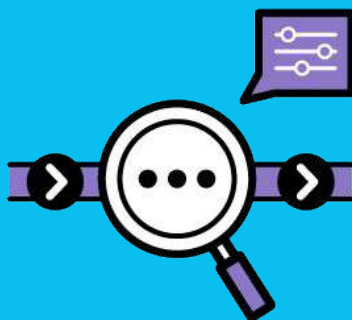
Based on the Needs Assessment Report on Mainstreaming ICA in Kuala Lumpur (August 2024) that analysed challenges and level of competency of DBKL city officers on climate action plans, **ICA training is designed to support DBKL's commitment in climate actions by addressing the following gaps:**

(a) Building Capability



DBKL city departments need to develop a shared understanding of the impact of climate changes on marginalised groups of the city, acquire and apply skills and knowledge of sustainability and inclusivity through training and checklist development. Practical tools like stakeholder mapping and inclusive engagement strategies enable officers to assess equity impacts and maintain effective communications with marginalised communities.

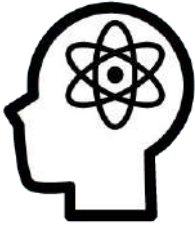
(b) Streamlining Monitoring and Evaluation (M&E) Processes



M&E processes should be made more efficient by incorporating ICA Checklist into DBKL's city planning and project cycle operations. This will help ensure inclusion becomes a criterion in planning and project execution without increasing administrative burdens. These include co-development of effective ICA guidelines that help facilitate alignment between the city's sustainability planning with United Nations Sustainable Development Goals (SDG), the Malaysia National Climate Change Policy 2.0, KLCAP2050, Draft PTKL2040, KLSP2040 and related plans.

2.3 Structure of training package

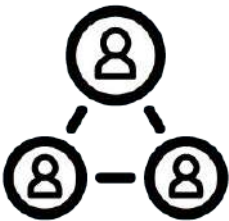
Based on the outcome of the Needs Assessment, a 5-day ICA training course is developed. The key objectives of ICA Training are:



1. Understanding key concepts and principles of ICA and its applications in DBKL's city planning process



2. Learning tools and techniques to assess the needs of impacted and underserved stakeholders



3. Applying equity and inclusion parameters at project or program planning stage



4. Integrating equitable benefits and impacts assessment into Monitoring and Evaluation (M&E) process



2.3.1 Course outline:

Day 1

18 Nov 2024

Module 1 : Basic Concepts and Principles of Inclusive Climate Action

Objectives:

- Discuss the concept of ICA, and its importance and impact potential across C40's work globally.
- Analyse an example of how a city has benefitted from integrating equity and inclusion (E&I) in climate action implementation.

Key topic	Content
1.1 Introduction	Climate Change, Climate Justice, KLCAP2050 Inclusivity and Benefits
1.2 Basic Concept of ICA	Impacted Groups of Climate Change, Equity and Inclusion, Intersectionality, Global Green New Deal, Just Transition
1.3 ICA Global Practices	Application of ICA in Global Cities, challenges and success stories
1.4 ICA Needs Assessment	Gaps, challenges and recommendations for effective city planning and project for DBKL

Module 2 : ICA Key Concepts and Principles

Objectives:


- Interpret key ICA concepts and terms, including sensitivities relating to interpretation in different regional and cultural contexts.
- Understand what the Global Green New Deal is and how it can shape action.
- Explain the concept and importance of Just Transition and adapt the ICA resources for implementing a Just Transition to the context of Kuala Lumpur

Key topic	Content
2.1 Equity and Inclusion	Ensuring equal opportunities to access and benefit from climate action, especially those who are most impacted, marginalised or made vulnerable by multiple crises.
2.2 Intersectionality	Understanding of how marginalised communities experience inequality arising from multiple intersections due to differences in identity and layers of social factors: such as gender, age, socioeconomic status, migrant status, disability, education, religion and temporariness of work.
2.3 Global Green New Deal	Responses of cities to climate actions and policy that address environmental injustices for those disproportionately impacted by climate crisis, especially people living in the Global South.
2.4 Just Transition	Commitment of cities to the process of transitioning from a carbon-based economy to a non-polluting economy, while ensuring that no one is left behind.

Objectives:

- Explain the importance of inclusive community engagement for effective climate action;
- Discuss three benefits of inclusive community engagement with city officials and other key stakeholders;
- Identify key barriers and challenges the city might encounter when integrating inclusive engagement principles and practices in city projects.

Key topic	Content
3.1 Three Pillars of ICA	Inclusive Process, Inclusive Planning, Equitable Impacts
3.2 Inclusive Community Engagement	Process of involving the people and members of community that live and interact with the city in its development, all who have an interest or influence in or are impacted by a local plan, policy or action.
3.3 Vision Setting	Stakeholder engagement that matches a city’s action or policy through outcome mapping, self-assessment and setting SMART targets, which makes the vision manageable, achievable, and promotes inclusivity and equity.
3.4 Mapping and Analysis	Identifying priority stakeholders, understanding their interest and influence on the project, and communicating with them effectively; Applying tools include stakeholder mapping, representation sampling, and vulnerability mapping.
3.5 Design and Implementation	Consultation, information sharing, collaboration, and co-design can be achieved through different methods, for example: surveys, information events, public opinions through informal channels (vox pops), co-mapping exercises.
3.6 Feedback and Evaluation	Evaluation of success of community engagement strategies by analysing if objectives were reached, and whether trust and relationships between the city, its institutions and the communities were strengthened.




Inclusive Process

Engagement of a wide set of communities and stakeholders, with particular attention to increasing the participation and ownership of populations negatively affected by inequality.



Equitable and inclusive policy

Design to ensure equity and accessibility of climate programs, actions and policies.



Equitable impacts

Equitable distribution of the impact of climate programs, actions and policies, together with indicators that can facilitate the monitoring and evaluation of this impact.

Figure 2 : Three Pillars of ICA

Day 3

20 Nov 2024

Module 4 : Inclusive Planning**Objectives:**

- The meaning and importance of equity assessments
- Assess how equitable and inclusive a climate action is
- Key elements to consider while developing an inclusive climate action

Key topic	Content
4.1 Equity Assessments	Equity considerations shall be assessed and applied in the design and implementation of climate actions or policies, ensuring that both the benefits and burdens of policies are equitable, effective, and have a positive impact on employment, health, and other areas. <i>Tools: Equity Wheel</i>
4.2 Equity Assessments in Practice	- Planning stage - Implementation and monitoring stage
4.3 Needs Assessments	Needs assessments help to tackle climate issues based on the needs and vulnerability of a city and residents by (i) establishing a city-wide socio-economic context to situate the city's overall needs and challenges, and assess who the most vulnerable groups are and why; and (ii) help identify the communities who are most vulnerable or sensitive to specific climate actions.

Day 4

25 Nov 2024

Module 5 : Equitable Impacts**Objectives:**

- Importance of climate action or projects to have equitable distribution of benefits.
- Deliver benefits assessments to help identify potential outcomes which can inform and improve climate action plans.
- Formal and informal powers and influences to deliver an equitable climate impact.
- Understand how to use monitoring, evaluation and reporting systems.

Key topic	Content
5.1 Benefit Assessments	Equitable distribution of benefits of climate actions
5.2 Data Management	Data and analysis for successful planning and monitoring results
5.3 Formal and Soft Powers	Executive powers, Legislative powers, Sectoral powers, Fiscal powers; Convening, Collaborating, Enabling, Partnership and coalitions, Symbolic actions
5.4 Monitoring and evaluation	Transparency and accountability, Promoting lessons learned and success stories, Establishing effective policy, Encouraging stakeholder engagement and public support.

Day 5

26 Nov 2024

Module 6 : Applying ICA into City Planning Processes

Key topic	Content
Monitoring, Evaluation and Reporting (MER) Process Mapping workshop	Activity 1: Draw diagrams of MER process of departments Activity 2: Identify gaps where inclusive indicators could be developed Activity 3: Identify resources needed to support strengthening MER Activity 4: Social network analysis for stakeholder communications

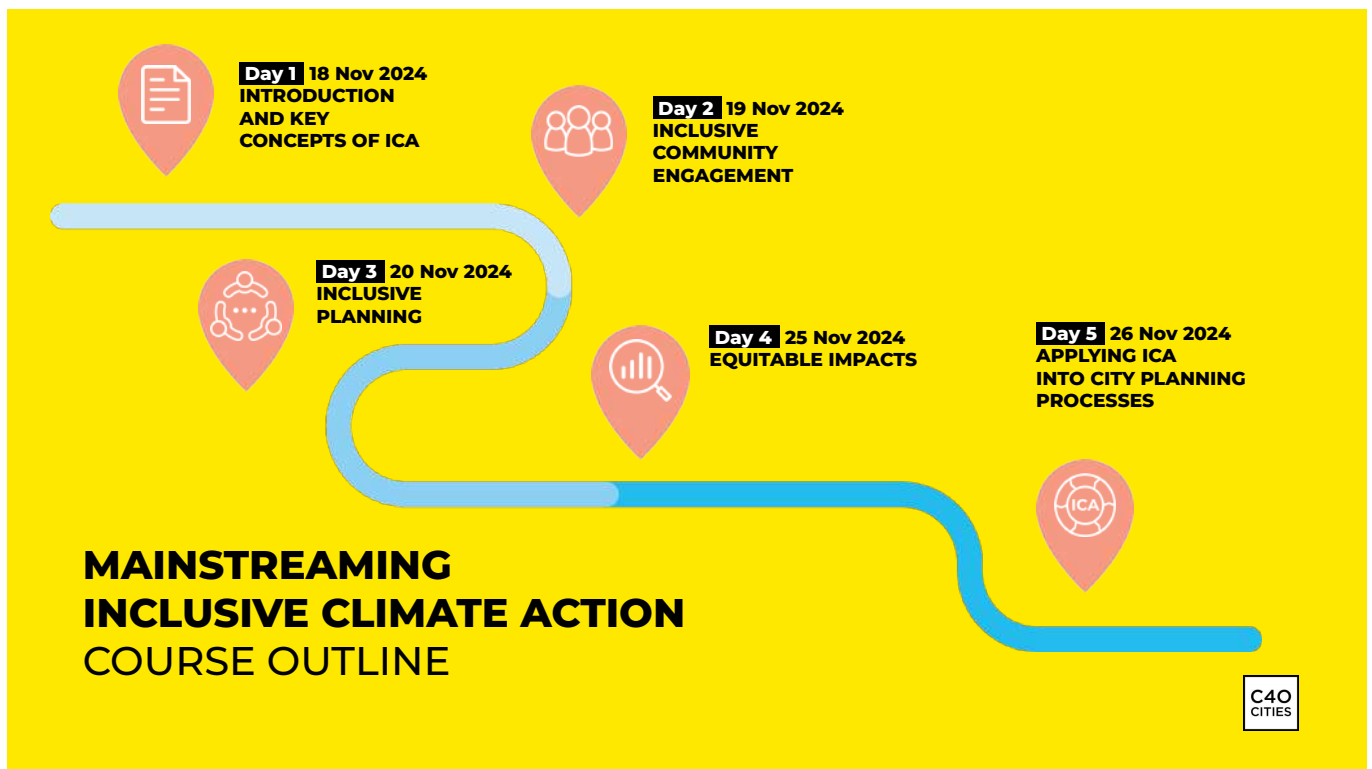
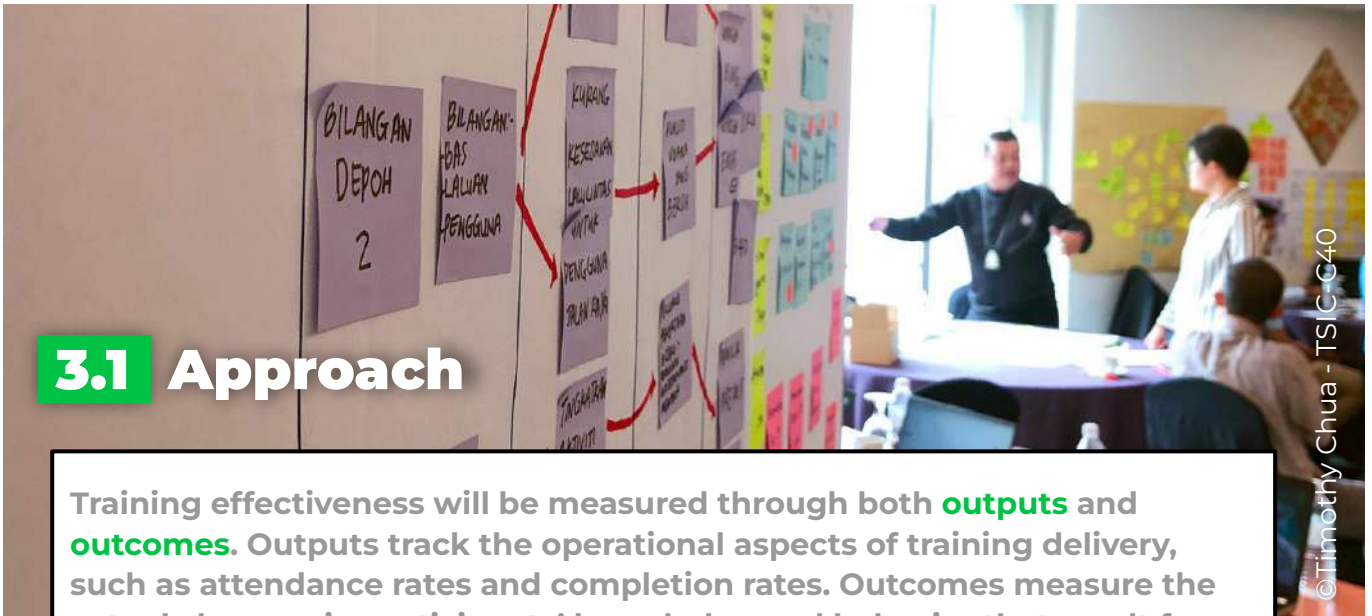


Figure 3 : Course outline of the 5-Day ICA Training Workshop

3

Approach and methodology



3.1 Approach

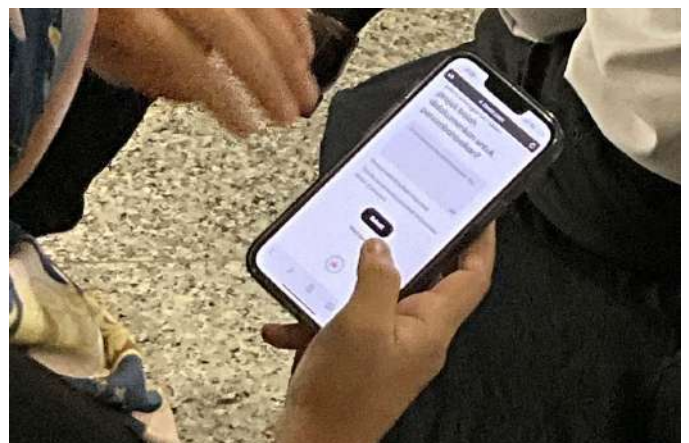
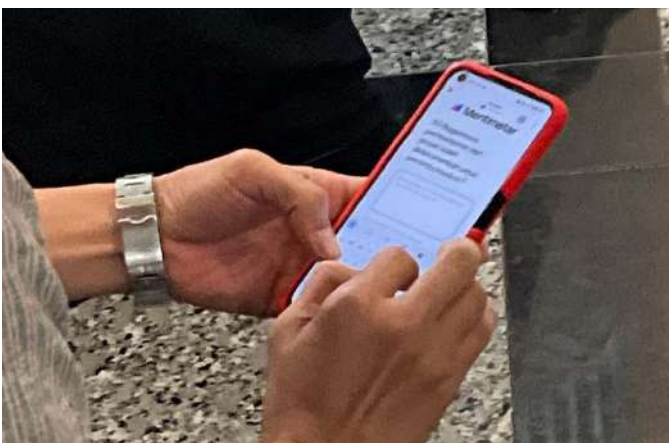
Training effectiveness will be measured through both **outputs** and **outcomes**. Outputs track the operational aspects of training delivery, such as attendance rates and completion rates. Outcomes measure the actual changes in participants' knowledge and behavior that result from the training. Achieving positive outcomes depends first on having strong outputs - in other words, participants need to fully engage with and complete the training before we can expect to see meaningful changes in their knowledge and behavior.

Key Questions	Outputs	Outcomes
What is it?	Outputs help assess what a programme “did” and what are the immediate “results” of the program or activity.	Outcomes are the change that happened as a result of these outputs
What question will it help us answer?	<p>Was the training able to reach the DBKL staff?</p> <p>Was the training content acceptable and appropriate for DBKL staff?</p>	To what extent did training participants achieve competencies described in the competency framework

3.2 Methodology

TSIC implemented a post-training survey to evaluate training outcomes and measure changes in participant competencies. In addition to this we also used the digital platform like Mentimeter to establish baseline understandings throughout the training package. This approach served two strategic purposes: it established baseline competency levels while also providing trainers with real-time insights into participants' existing knowledge, allowing them to adapt content accordingly. Post-surveys were administered at the conclusion of each training day to measure immediate learning gains.

The survey questions, which can be found in Appendix, page 84-101 were carefully developed by TSIC to align with the specific competencies outlined in the competency framework. In the forthcoming sections we describe the findings of the training evaluation broken down by outputs and outcomes.



4

Outputs



4.1 Attendance

To encourage attendance for the training, staff were invited through a series of formal communications, including official invitation letters sent to department heads, follow-up emails, and phone reminders. To further encourage participation, the training's agenda and benefits were highlighted, emphasizing its relevance to their roles. In spite of this, and constant reminders sent to DBKL staff, we received less than half the anticipated turnout. The invited list stated 30 persons from 25 departments and branches, actual turnout was 14 attendees on Day 1, but it reduced to only 10 attendees on the following 3 days, some only attended half day and ended with 13 attendees on the final day.

Challenges in securing attendance included competing priorities within departments, lack of strong support from department heads, overlapping events staff were required to attend, and last-minute cancellations. A lack of response from some branches, despite multiple follow-ups, also contributed to the lower-than-expected attendance, underscoring the need for enhanced engagement strategies in future training sessions.

**Over the five days of training,
the attendance of DBKL staff were as follows:**

Department	Training Day 1 18 Nov 2024	Training Day 2 19 Nov 2024	Training Day 3 20 Nov 2024	Training Day 4 25 Nov 2024	Training Day 5 26 Nov 2024
Department of Legal & Prosecution	1	1	1	1	
Department of Corporate Planning	1	1	1		1
Department of Internal Audit		1	1	1	
Department of Finance	1	1			2
Department of City Planning					1
Department of Infrastructure Planning	1				
Department of Economic Planning & Development		1			1
Department of Enforcement	1	1	1	1	1
Department of Community Development & Urban Wellbeing	3	1	1	3	1
Department of Licensing & Business Development		1	1	1	1
Department of Mechanical & Electrical Engineering	1	1		1	1
Department of Landscape & Recreation Development	1		1	1	
Department of Quantity Surveyor	1		1	1	1
Department of Urban Transportation	1		1		1
Branch Offices	2	1	1		2
Total:	14	10	10	10	13

4.2 Acceptability of training content

To understand the acceptability of the training content we asked training participants to rate the following statements on a 5-point Likert scale:

- The given module is interesting;
- I will recommend my colleagues to take this course to apply the inclusive process in our work at DBKL.

These statements were chosen as they articulated the perceptions of training participants regarding both the engagement value of the content and its practical applicability to their work. The first statement measures immediate engagement with the material, while the second indicates perceived usefulness for others in DBKL. Together, these metrics provide insight into the acceptability of the training package for individual participants and for the larger organisation.

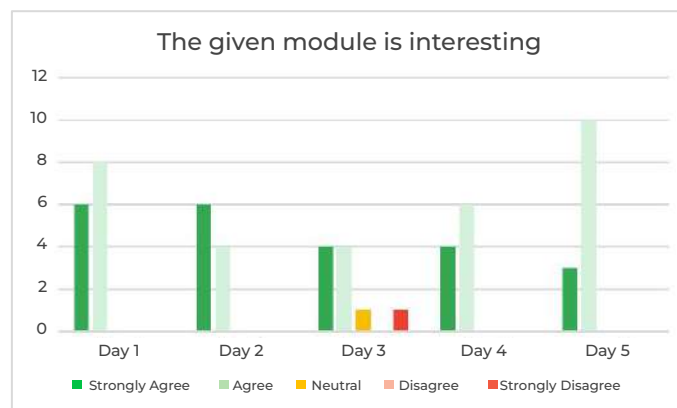
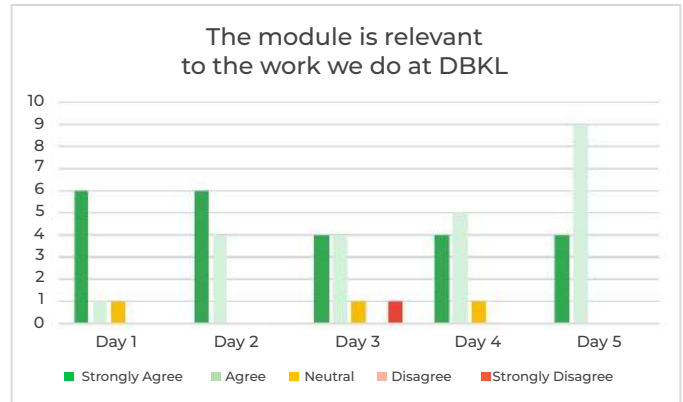
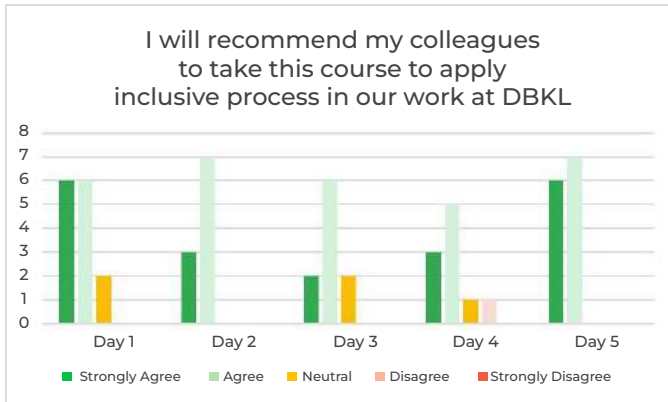


Figure 4: Data on the acceptability of training content

Overall, the module was well-received across all metrics, with participants agreeing with all statements across the 5 days. Participants had found the content engaging, relevant, and impactful, which is further reinforced by their willingness to recommend it to peers. The minimal neutral or negative responses highlight the trainings' effectiveness in addressing its objectives, and the acceptability of the content.

4.3 Experience of the workshop

To learn about the experience of participants at the workshop, TSIC asked training participants to rate the following statements on a 5-point Likert scale:

- Coverage of the topic was sufficient
- Workshop content will support the implementation of climate policies and/or projects in my city or organisation
- The knowledge gained will be applied in my work
- The information provided was interesting and relevant to my work
- Workshop activities kept everyone engaged
- Workshop pace and duration were appropriate
- Workshop objectives were stated and defined
- Pre-workshop communications were timely and informative

These statements were chosen as they articulated different aspects of the workshop experience, as well as the applicability of the knowledge to their day-to-day work in DBKL.

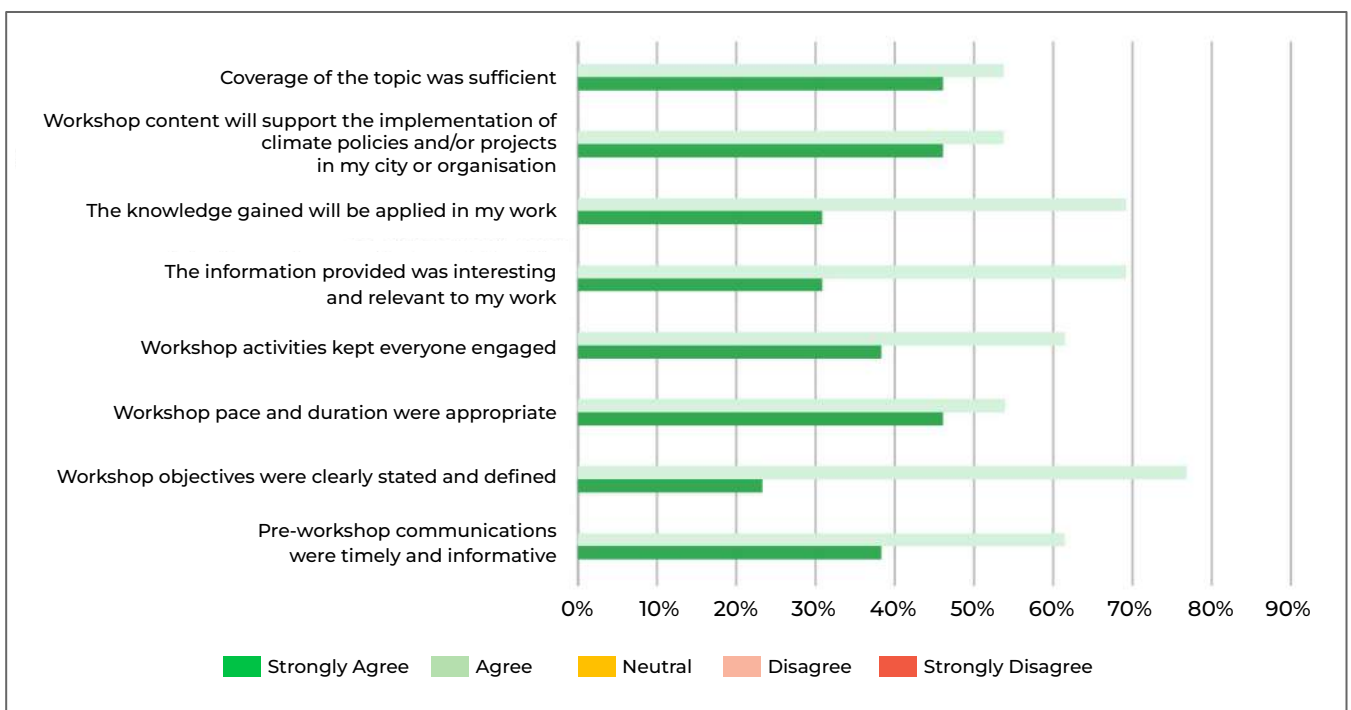
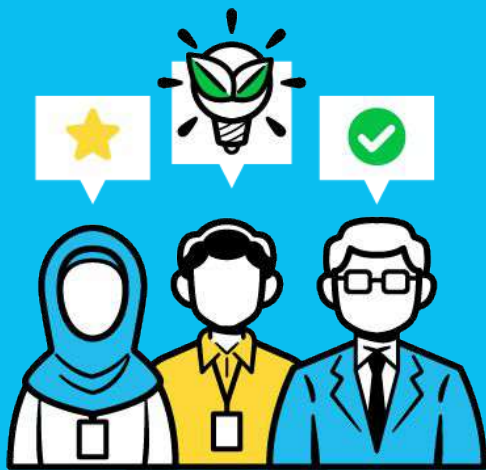


Figure 5: Satisfaction with training

4.4 Discussion and Implications

Positive reception to training content and delivery



Findings from the output data reveal that the content was delivered in an acceptable way to DBKL staff, and all who participated had a positive experience of the training. All participants agreed that the training was engaging and relevant. There was also a strong willingness to recommend the training to other officers in DBKL.

Encouraging attendance at training was a challenge



In spite of multiple efforts to encourage attendance amongst DBKL staff, attendance at the training was poor with some attrition over the 5 modules (Starting with 14 participants, dropping to 10 by the end of the 5th module). Amongst those who attended, there was limited departmental representation, scheduling conflicts, and competing priorities which could have influenced attendance. Future iterations of the training could consider restructuring the training into shorter modules spread over several weeks to accommodate work priorities. To improve attendance, securing buy-in from department heads could be helpful to bolster staff attendance.

5

Outcomes

In this section, we will discuss the evaluation of the outcomes by looking at the competencies of each pillar within the training competency framework.



5.1 Key ICA Principles

Day 1

18 Nov 2024

5.1.1 Defining and explaining key concepts in ICA

Competencies assessed:

- Ability to define and explain the principles of ICA
- Demonstrates understanding of key concepts related to ICA including equity, inclusion and intersectionality.
- Demonstrates an understanding of the three pillars of ICA

To assess if training participants understood and were able to explain the principles of ICA, TSIC developed questions which required participants to choose the correct definition (as articulated in the training) of ICA, equity, and equitable impact amongst several options:

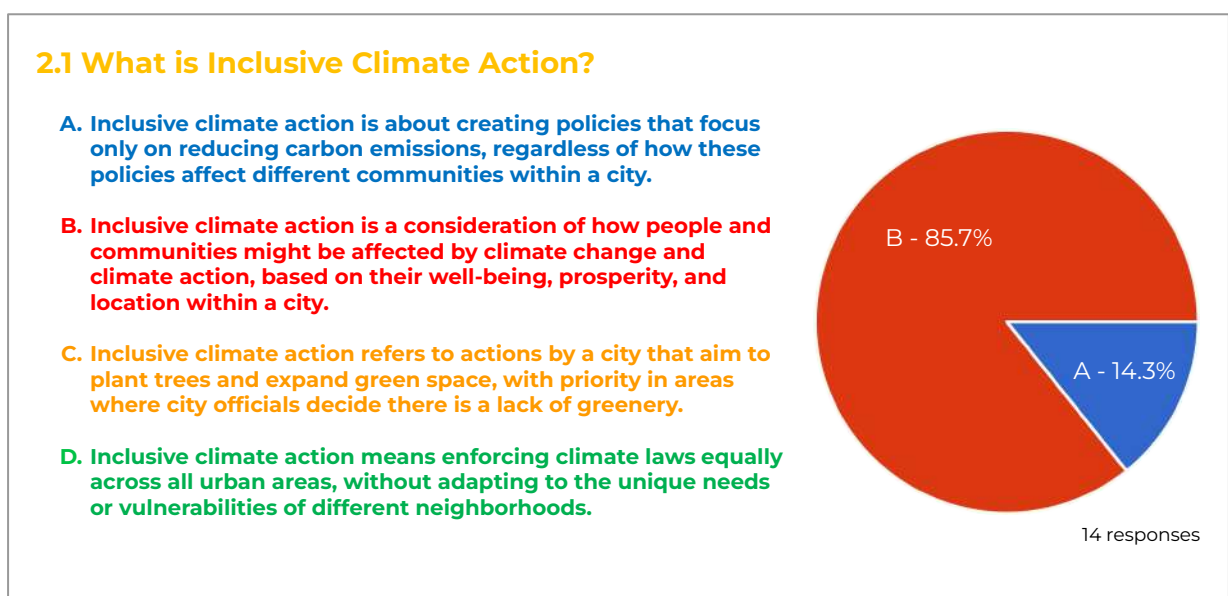
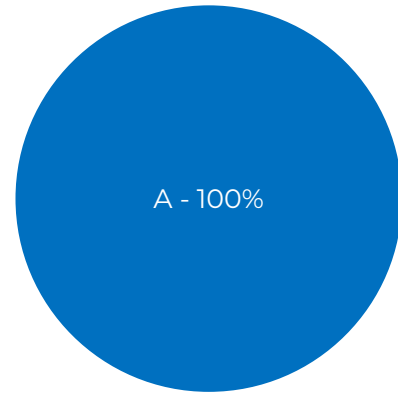


Figure 6: What is Inclusive Climate Action

2.2 What is equity?

A. Everyone should have the opportunity to access and benefit from climate action.

B. Only the communities most affected by climate change should receive support, because they need it the most.



14 responses

Figure 7: What is Equity?

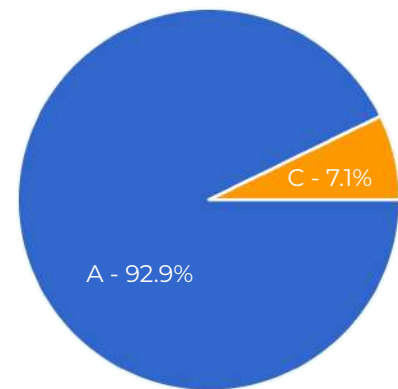
2.3 What does Equitable Impact mean in climate action?

A. Results from design and planning for climate action, ensuring a more equitable distribution of benefits from climate action.

B. The idea that climate action should only focus on the areas most affected by climate change.

C. Focus on implementing climate action as soon as possible, regardless of who benefits.

D. Emphasis on reducing the costs of climate action rather than considering the impact on different communities.



14 responses

Figure 8: What does equitable impact mean in climate action?

When asked to choose the correct definition from a range of incorrect statements, almost all participants could identify the correct statements for each of the three terms. Being able to choose the right understanding (as aligned to training content), demonstrates that training participants have a broad understanding of what ICA is and its key concepts.

When asked about training participants' self-perceived understanding of the three pillars of ICA, more than 90% of respondents perceived themselves to have a good understanding of the three pillars of ICA.

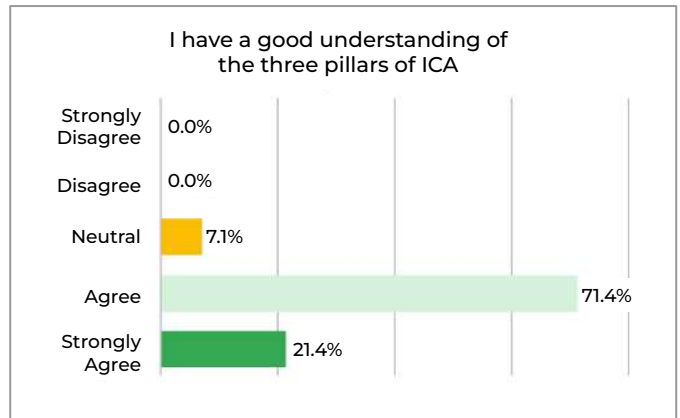


Figure 9: Understanding of the 3 pillars of ICA

5.1.2 Understand the relevance and importance of ICA

Competencies assessed:

- Ability to understand the relevance of ICA to the work at DBKL
- Demonstrates understanding of the importance of ICA
- Develops an understanding of staff and departments who could and will apply an ICA lens on the work they do

To learn about how DBKL staff perceived the relevance and importance of ICA to their work we asked them to rate their agreement with the following statements.

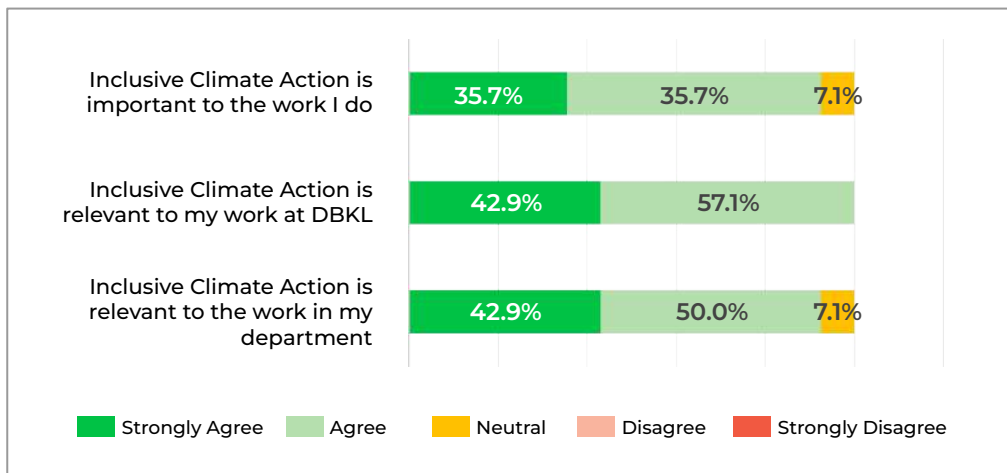


Figure 10: Relevance and importance of ICA in DBKL

The training's impact on staff perceptions was striking. **While the initial needs assessment found that only 64% of surveyed staff viewed their department as involved in inclusive climate action (ICA), post-training results showed a marked shift in perspective. Over 90% of participants now recognised ICA's relevance not only to their day to day work, but also to their departmental functions and DBKL's broader mission.** This increase suggests the training contributed to DBKL staff understanding of how ICA intersects with their work at all levels of the organisation.

To learn more about the departments which DBKL staff perceive could adopt an ICA lens to their work, we asked participants to choose all departments which could use an ICA approach.

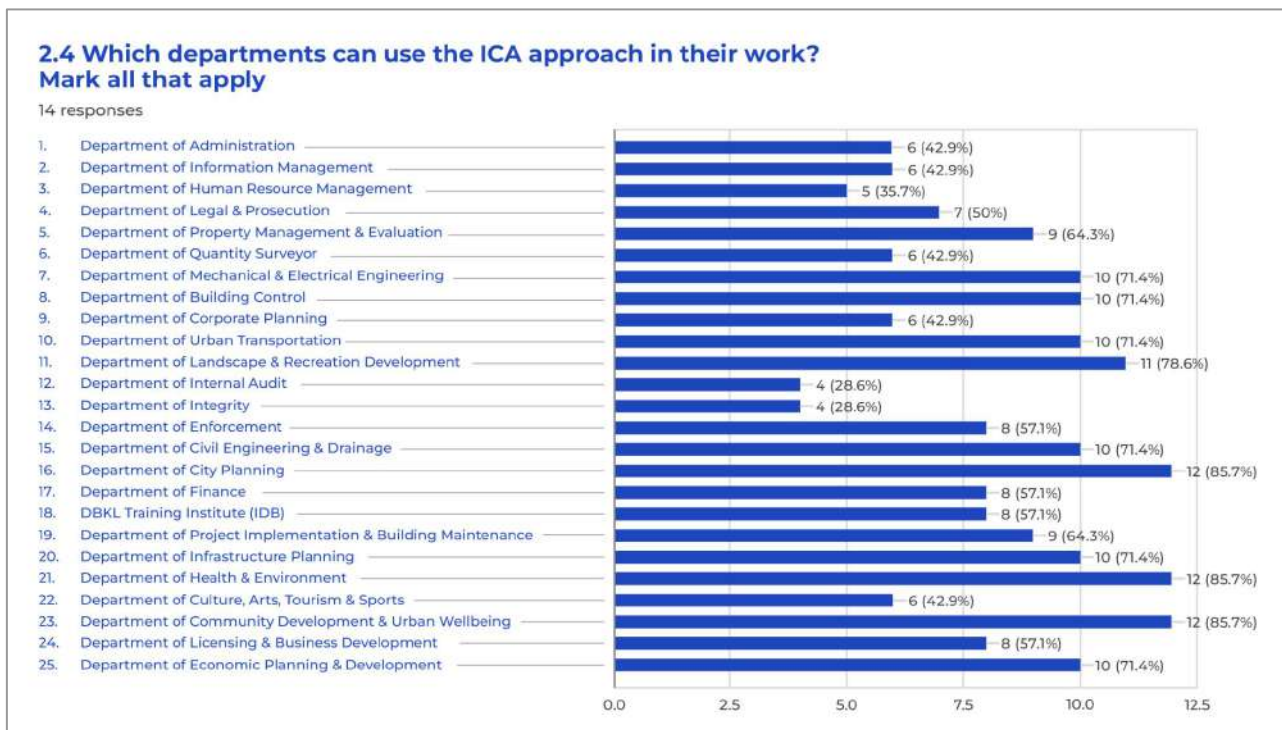


Figure 11: Departments which could benefit from an ICA approach

Training participants recognised ICA's applicability across numerous departments across DBKL's work. **Notably, the following departments were most regularly identified to apply an ICA lens in their work:**

- Department of Community Development and Urban Wellbeing (85.7%)
- Department of Health and Environment (85.7%)
- Department of City Planning (85.7%)
- Department of Landscape and Recreation Development (78.6%)

The departments where an ICA approach was perceived to be least relevant were:

- Department of Human Resource Management (35.7%)
- Department of Internal Audit (28.6%)
- Department of Integrity (28.6%)

These responses reveal the broad relevance of ICA across departments, with certain key areas like environment, planning, and infrastructure management playing central roles. The varying levels of perceived applicability for different DBKL departments also reinforce the need for tailored strategies to integrate and capabilities around ICA effectively, as identified in the Needs Assessment Report.

5.1.3 Just Transition and disadvantaged populations



Competencies assessed:

- Demonstrates an understanding of the populations who are typically disadvantaged in climate action within KL
- Demonstrates an understanding of the concepts of Just Transition

To learn about whether training participants had an understanding of Just Transition applied to their context within their work in KL we asked participants to rate the impact of climate change and the KLCAP2050 on various groups.

Figure 12 highlights that after the training participants perceived the elderly, People with Disabilities and the low income to be heavily impacted by the effects of climate change. Ethnic and religious minorities, migrants, women, youth and children were perceived to be impacted by the effects of climate change but to a lesser extent.

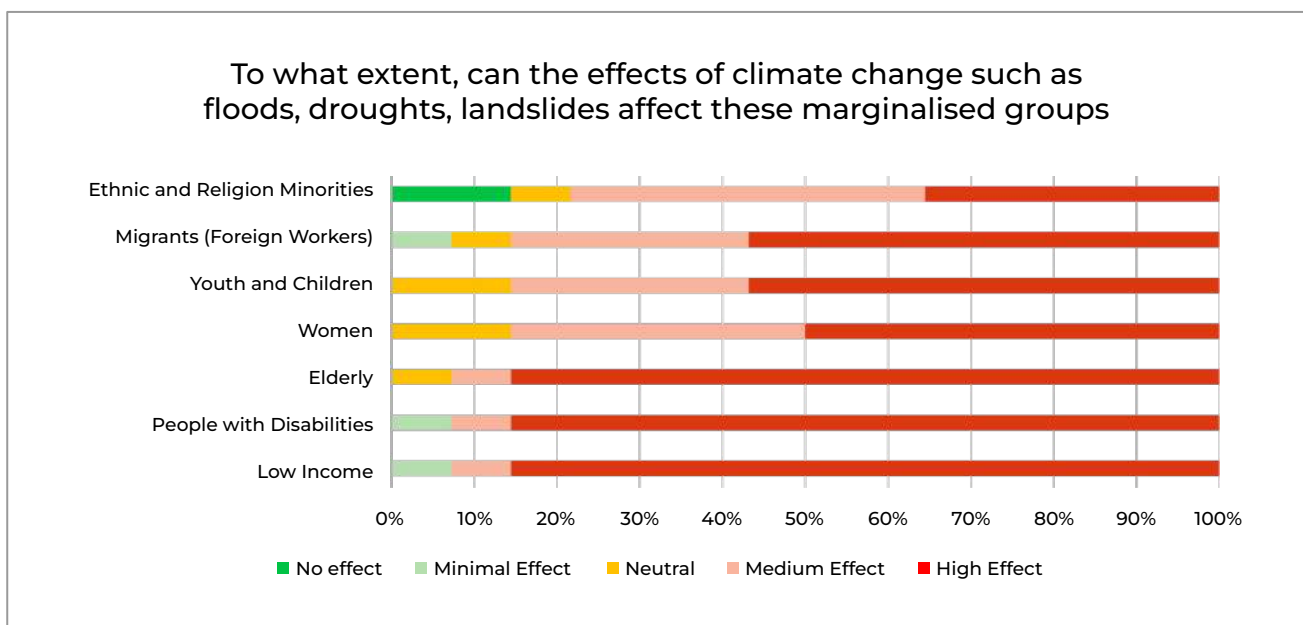
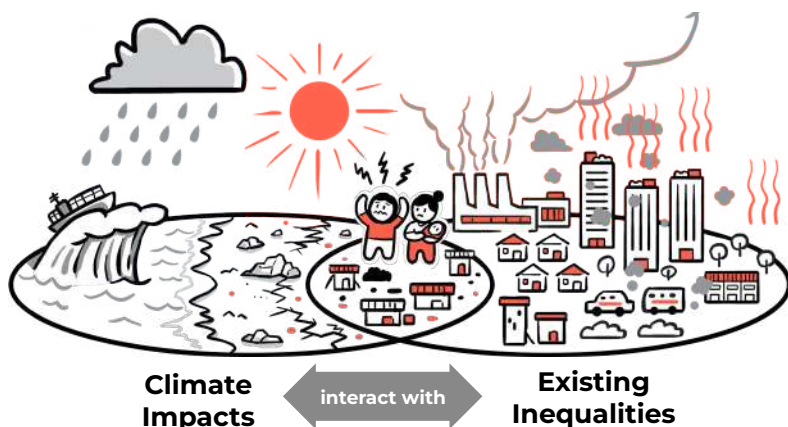


Figure 12: Populations affected by climate change



meaning that marginalised and disenfranchised people experience impacts hardest and first

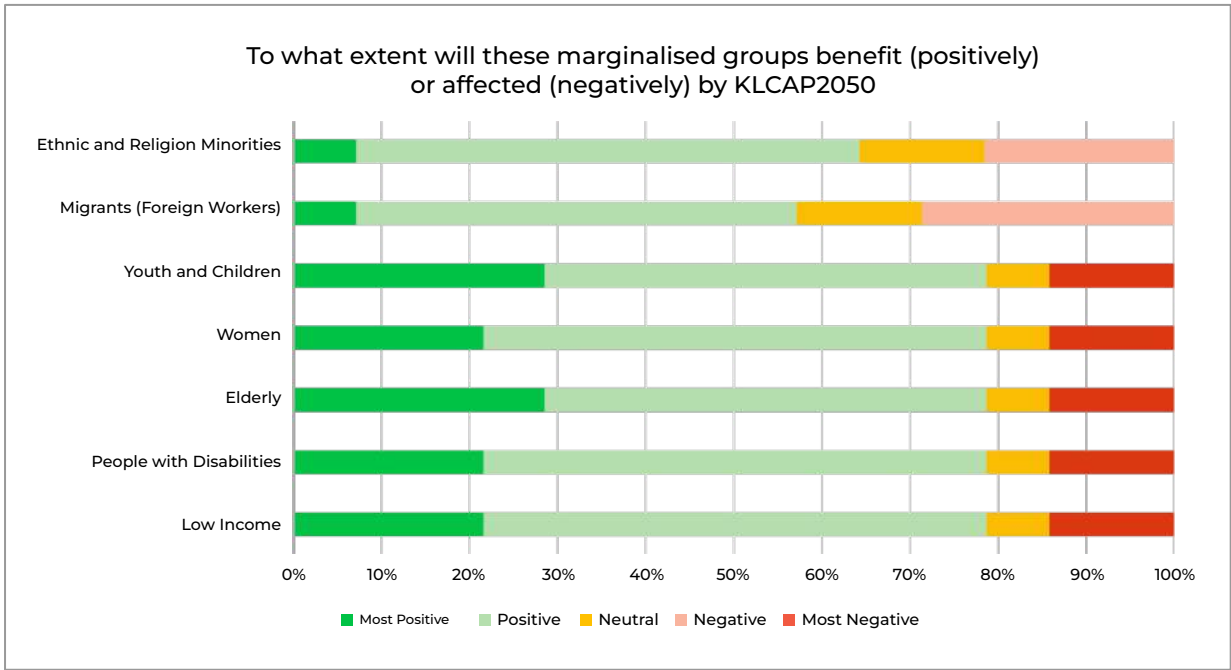
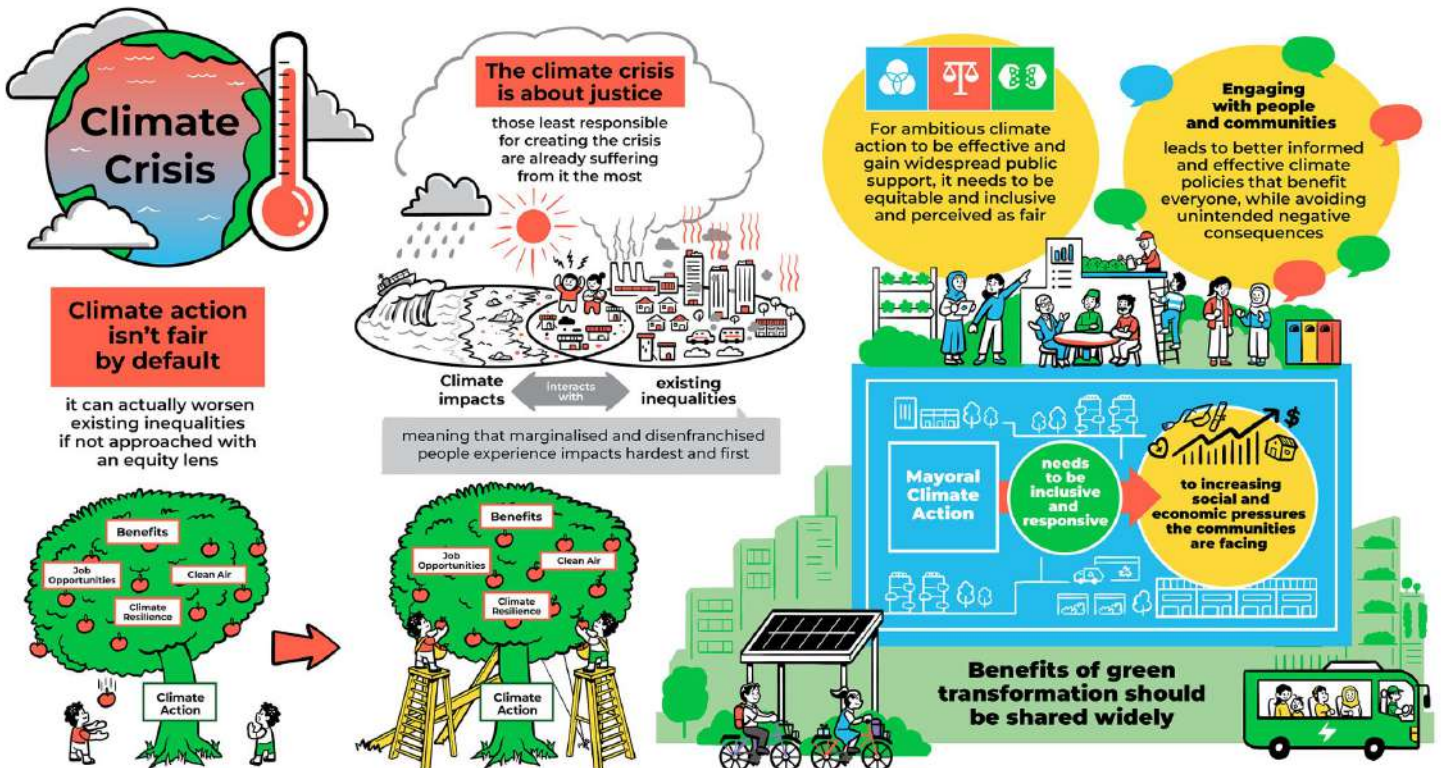


Figure 13: Populations affected by KLCAP2050

Similarly, when asked about their perception of groups who are perceived to benefit or be affected by KLCAP2050, ethnic and religious minorities and migrants were perceived to be less likely to benefit from the KLCAP2050. Together these findings point to the need for future iterations of the training to put more emphasis on the impact of climate change and the KLCAP2050 on migrants and religious or ethnic minorities.



5.1.4 Day 1 workshop activity outcomes

Day 1 focused on global trends and key principles of ICA. No workshop activity throughout the first day. However, “Power Walk” was conducted to enable officers experienced as they were given an identity with various characteristics (age, socio-economic status, gender, education, living condition, social network, financial status, disabilities and so on), and experienced how each of these “underprivileged” or “privileged” citizen were impacted by climate disasters.

The session ended with individual sharing about how they felt during the activity, especially those who were “marginalised”.

Conversely, the “powerful and privileged” ones felt that they learned to empathise with the conditions of the impacted groups in the city.

To improve this activity, training space shall be considered as it requires movement of all participants at the same time. Besides, more time should be allocated for participants to share about what could be improved in the city's planning process in general. This shall prepare them for more engaged learning on Day 2 where stakeholder engagement with community of impacted groups is addressed.



Figure 14: Character cards and prompts for “Power Walk” activity



Figure 15: Participants taking part in "Power Walk"

5.2 Inclusive Process

Day 2

19 Nov 2024



5.2.1 Ability to understand the purpose and application of an inclusive process

Key competencies:

- Ability to explain and apply the key components of an inclusive process
- Develop an understanding of the purpose of inclusive process
- Ability to apply concepts of inclusive process onto a piece of existing or upcoming work

To assess training participants' understanding of the inclusive process, TSIC asked participants to pick out the incorrect statement to two questions about conducting an inclusive process from the content of the training package.

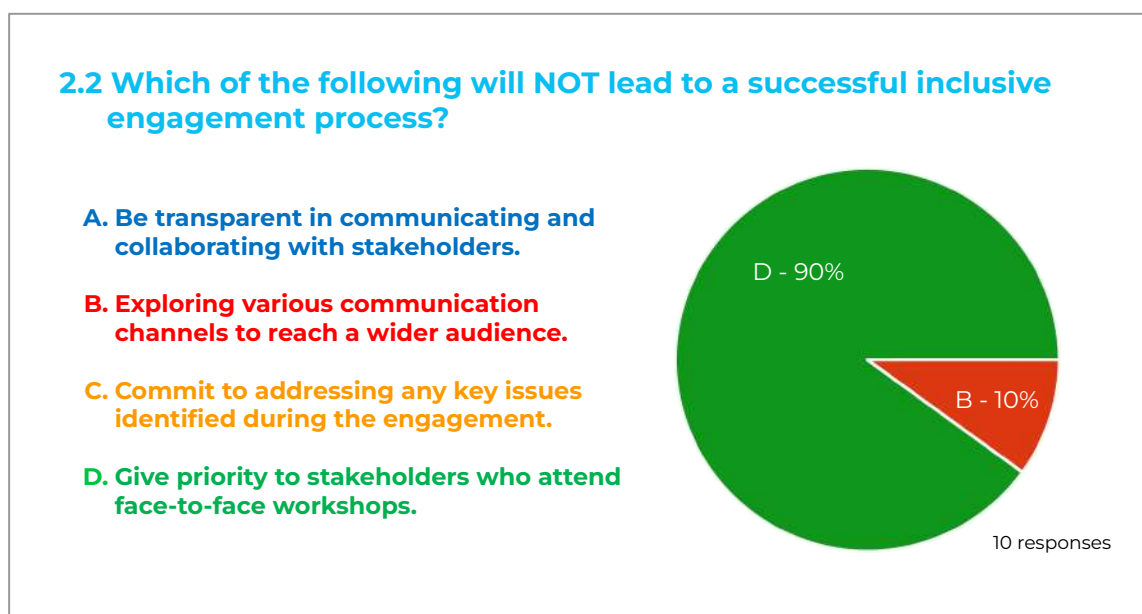


Figure 16: Understanding of inclusive process

When asked about what would not lead to a successful inclusive engagement process, a majority of participants (90%) correctly identified that giving priority to stakeholders who attend face-to-face workshops does not contribute to a successful inclusive engagement process. This reflects an understanding that prioritising only those who can attend physical meetings creates barriers to inclusivity and excludes stakeholders who may not have access to such opportunities. This reflects that most training participants had a good understanding of the conditions necessary to facilitate the inclusive engagement process.



2.3 Which of the following is NOT a major challenge faced during the process of inclusive engagement?

- A. Difficulty identifying relevant stakeholders and diverse communities.**
- B. Skepticism towards political institutions by groups that have been marginalised or discriminated against for a long time.**
- C. Fear of exposure by undocumented immigrants.**
- D. Inability to bear the cost of participation in the engagement process.**

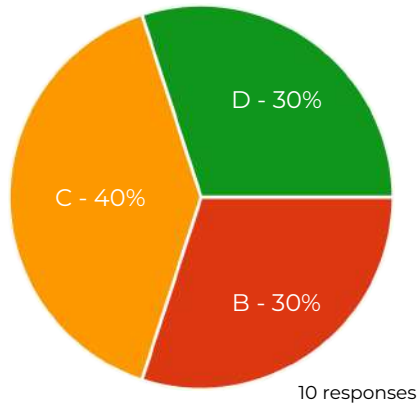


Figure 17: Understanding of the challenges of inclusive engagement

In evaluating participants' understanding of inclusive engagement challenges, the training assessment included a question asking participants to identify which of four options was not a major challenge. The intended correct answer - "inability to bear the cost of participation" - was selected by only 30% of participants. However, this response rate may not necessarily indicate a poor understanding of inclusive engagement principles. Instead, it likely reflects the unique context of DBKL, where staff face distinct practical implementation challenges. The response pattern suggests that DBKL staff view all aspects of inclusive engagement, including cost considerations, as significant hurdles in their specific operational environment.

Additionally, to assess the training's practical impact, we evaluated participants' perceived ability to implement the concepts learned. Specifically, we measured their confidence in conducting inclusive engagement activities. **The results were encouraging: all participants reported feeling confident in their ability to apply these techniques, with many expressing intent to incorporate them into both current and future projects.**

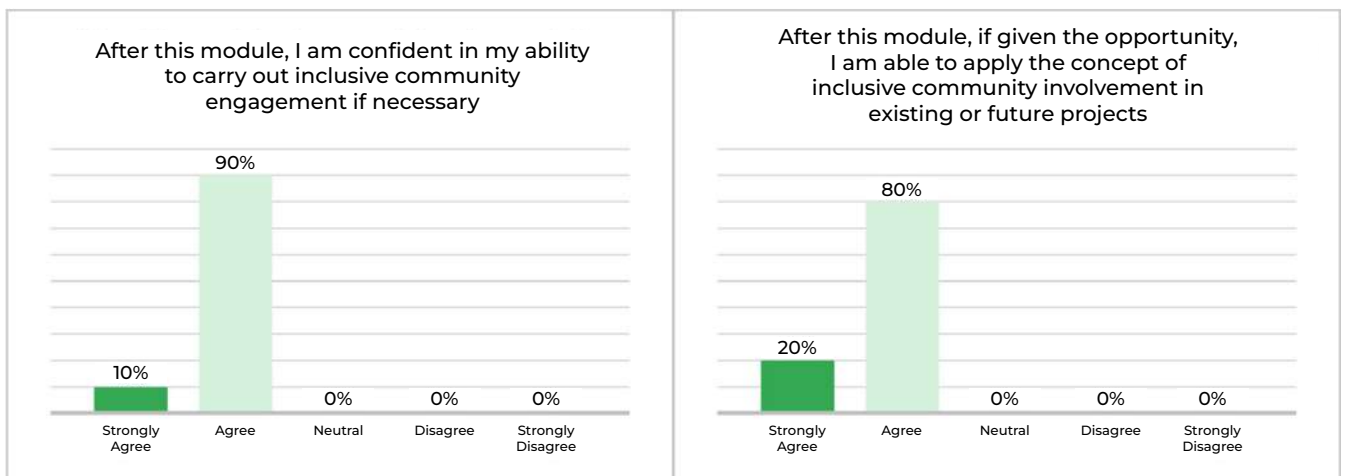


Figure 18: Perceived ability to implement concepts learnt



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- A. Difficulty identifying relevant stakeholders and diverse communities.**
- B. Skepticism towards political institutions by groups that have been marginalised or discriminated against for a long time.**
- C. Fear of exposure by undocumented immigrants.**
- D. Inability to bear the cost of participation in the engagement process.**

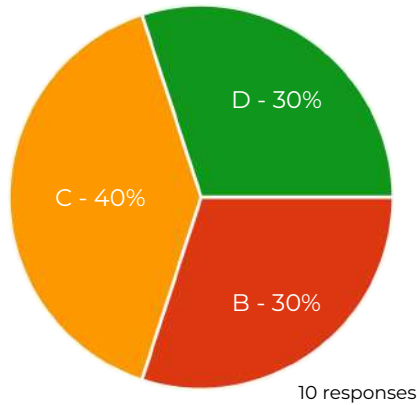


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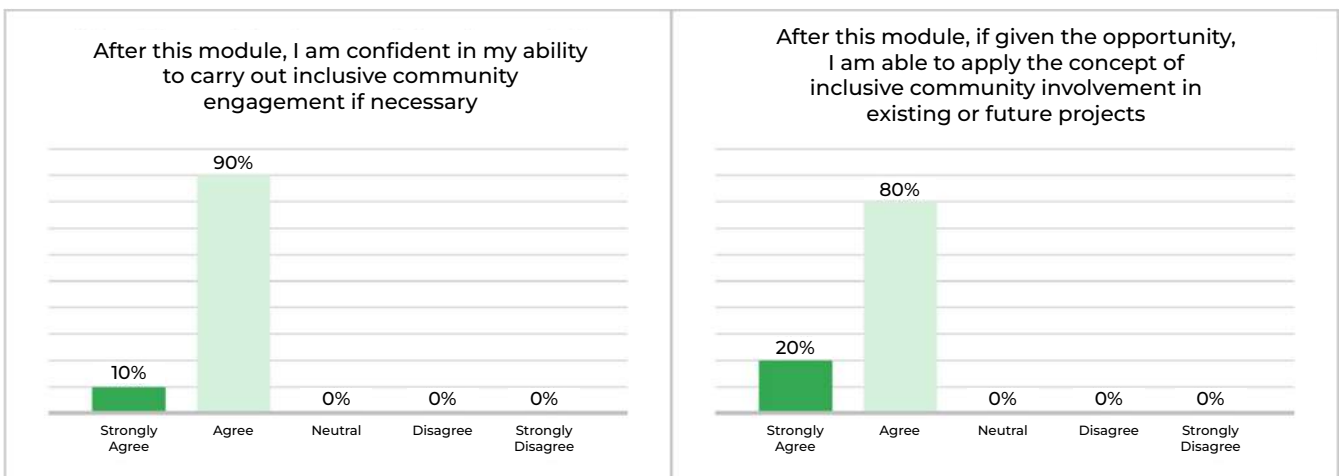


Figure 18: Perceived ability to implement concepts learnt

5.2.2 Ability to use tools and frameworks to support inclusive community engagement

Competencies assessed:

- **Able to apply the frameworks for inclusive community engagement (such as C40 4-part methodology to inclusive participation) and consider when they are most appropriate**
- **Able to understand and apply possible tools for inclusive engagement (e.g. Stakeholder mapping, vulnerability mapping)**

To evaluate training participants perceived willingness and capability to implement community or inclusive engagement approaches, we asked participants the extent to which they agreed with the following statements:

- **If I see an opportunity to implement, I will probably share the community engagement approach**
- **I have a good understanding of the tools I can use to implement inclusive engagement**

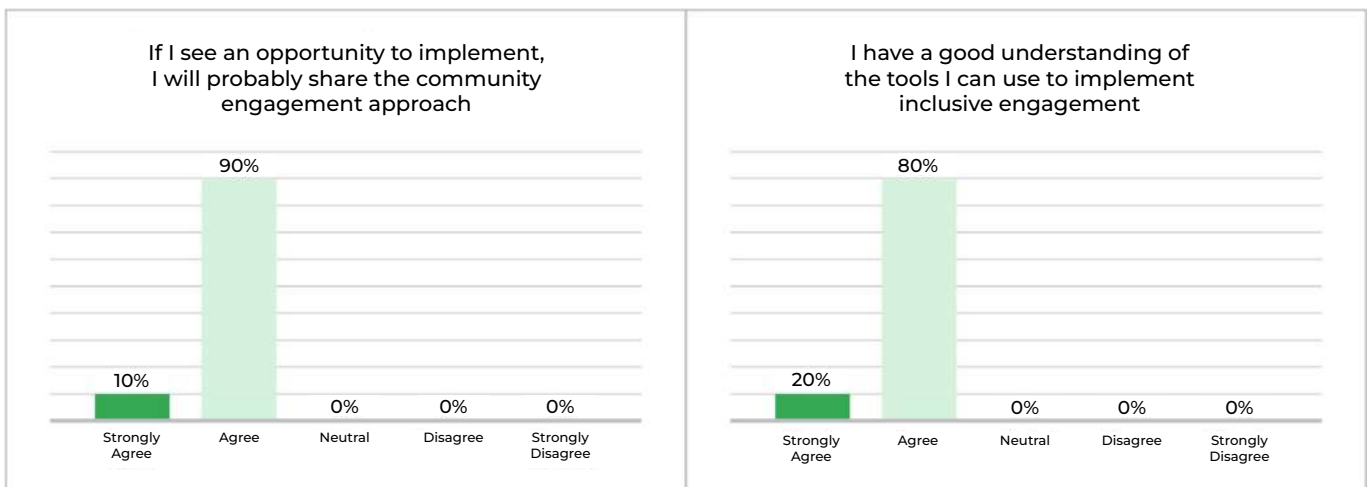


Figure 19: Perceived willingness and capability to implement inclusive engagement approaches



5.2.3 Day 2 workshop activity outcomes

Three representatives from the Community FGD held in August 2024 were invited to join Day 2 class as they discussed with the officers about issues and challenges faced by their respective communities. The representatives are:

- Ms. Kalavathinaidu A/P N Purushothaman, Treasure, KRT Brickfield B
- Tuan Haji Latiff Bin Abu Hassan, President, KRT Seri Perlis 2
- En Mior Khiruddin Bin Mior Mokhtar, Committee Member, KRT Kampung Pasir Baru

Participants were divided into three groups consisting of officers and the community representative, each group focuses on one community and is supported by facilitators to encourage constructive discussions.

First, the officers were given a brief about the community issues and challenges. As most officers do not involve or engage directly with community stakeholders, some of them were intrigued to learn about how climate impact affected the livelihood of various identities living in the respective neighbourhood.

Secondly, each group worked on Stakeholder Mapping to identify stakeholder groups, individuals and/or agencies, both internal and external, that are easy, or difficult to reach out, followed by assessment of their interest and influence on the specific climate action initiatives.

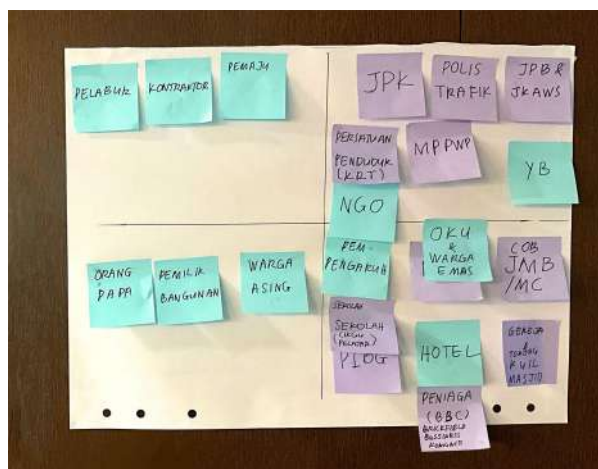
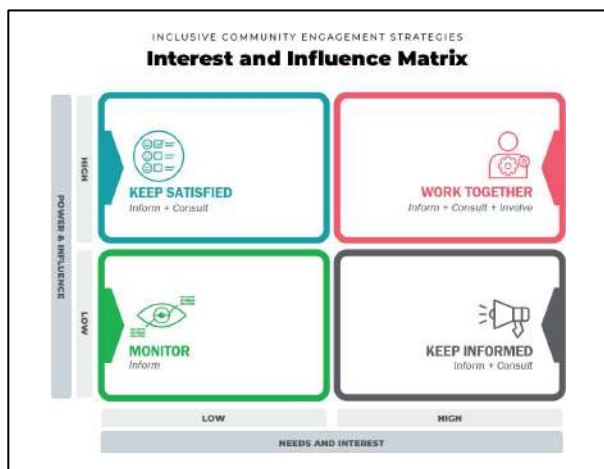


Figure 20: Interest and Influence Matrix for Brickfields Community, Sri Perlis 2 Community, and Kg Pasir Baru Community (Clockwise from top right)

Due to differences in the socio-economic and demographic of all three communities, each group was invited to present their discussion outcomes to all participants, this allowed all participants to gain better insights about each community.

Overall, the group activity provided participants with practical applications on how inclusive stakeholder community engagement could be implemented by using a structured approach, so that outcome from the discussion could be incorporated in the planning process more systematically.

To optimise time and learning of this interactive activity with the stakeholder community, future training may consider a Pre-reading Brief about background and focused issues related to climate actions of the selected community, so that group discussion would prioritise on the activity.

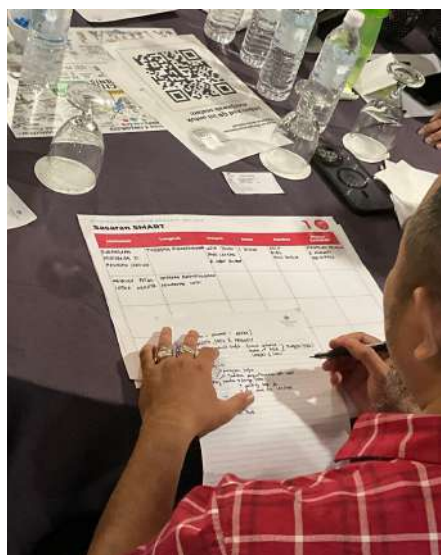


Figure 21: Tuan Haji Latiff explaining the various stakeholders of KRT Seri Perlis 2 (top picture). En Mior and Ms. Kalavathinaidu from KRT Kampung Pasir Baru and KRT Brickfields respectively working with participants to map out stakeholder into the Interest and Influence Matrix (bottom left and right pictures respectively)

5.3 Inclusive Planning

Day 3

20 Nov 2024



Equitable and inclusive policy

5.3.1 Able to apply inclusive planning

Key competencies:

- Ability to explain and apply the key components of inclusive planning
- Develop an understanding of the purpose of inclusive planning for DBKL

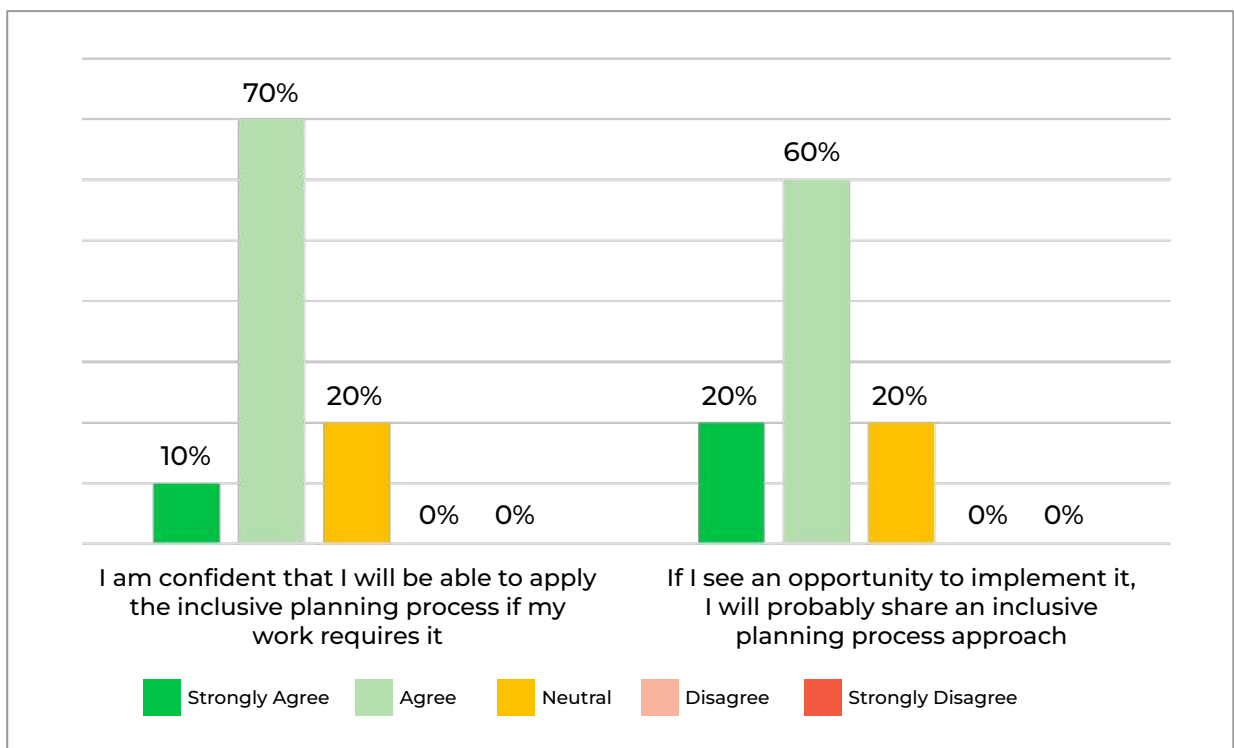


Figure 22: Confidence in suggesting and applying inclusive planning process

When asked about their confidence in suggesting and applying the inclusive planning process when the opportunity arises, **80% of training participants would suggest and felt confident in their ability to apply the inclusive planning process if the work allows for it.**



5.3.2 Understanding of tools available for inclusive planning and Equity wheel

Competencies assessed:

- Able to conduct equity, social impact, and needs assessments, and consider when they are most appropriate to support ICA in DBKL work
- Able to apply the Equity Wheel and consider how it could be applied within the KL context

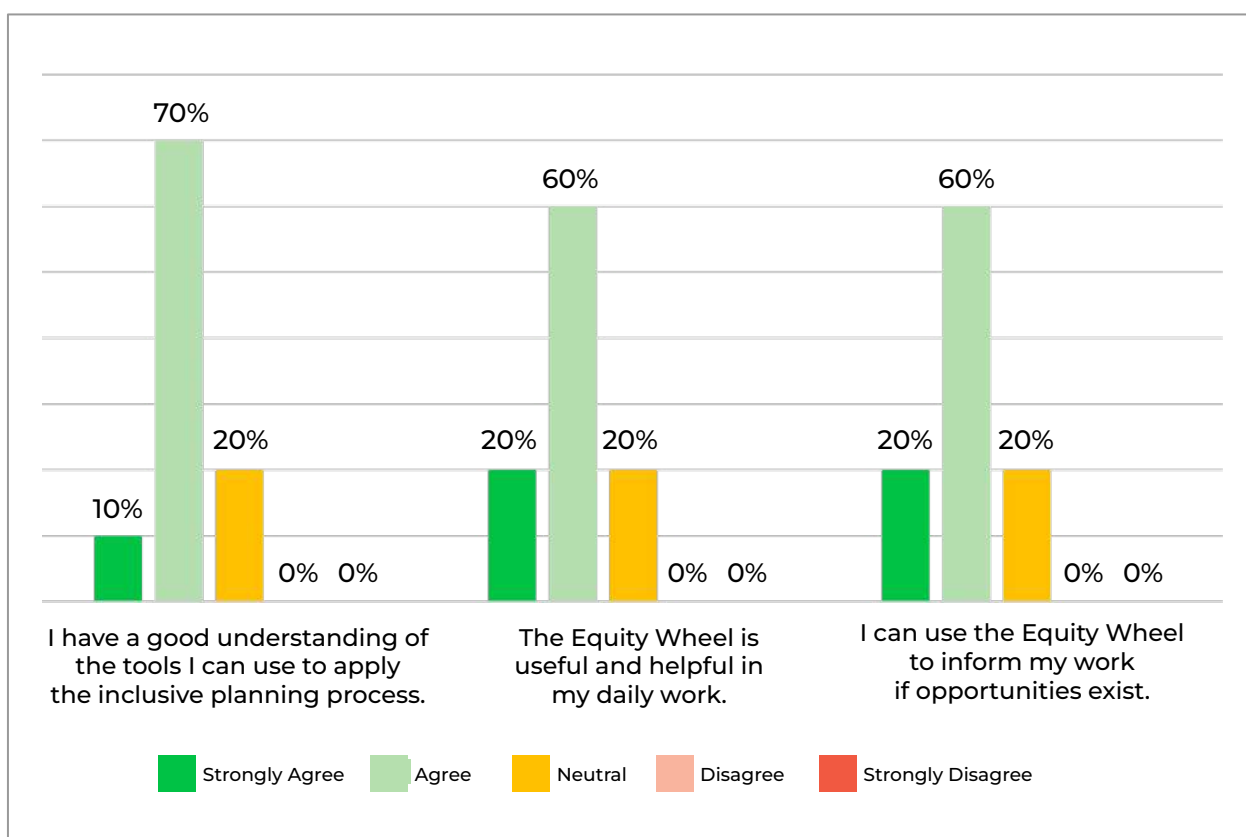


Figure 23: Understanding of tools available for inclusive planning

Similarly when investigating participants' perceptions of their understanding, the usefulness of the Equity Wheel, and its potential application in their work after the training. Majority (80%) of participants agreed with the statements, which **reflect a positive attitude toward the tools (specifically the Equity Wheel) and their relevance to inclusive planning processes.** However, the presence of neutral responses suggests the need for additional training or clearer examples of how the tools can be effectively applied in diverse work environments.

5.3.3 Day 3 workshop activity outcomes

On Day 3, two workshop activities were conducted to enable participants to apply Equity Wheel in an inclusive planning process.

Part A: Assessing current climate actions by DBKL

Group 1 discussed various green and sustainable initiatives in Kuala Lumpur, focusing mainly on electric vehicles (EV). The discussion began by addressing EV charging infrastructure in Bukit Bintang, the central business district of Kuala Lumpur, where participants noted the need for clear guidelines on EV charging stations, especially regarding safety and suitable locations. See Page 41, Figure 25.

Group 2 discussed waste management in Segambut area, emphasising the importance of environmental awareness and effective waste management can benefit health, the economy, education, and society. They deliberated about the importance of starting environmental education at home and involving various parties such as NGOs in this effort. See Page 41, Figure 26.

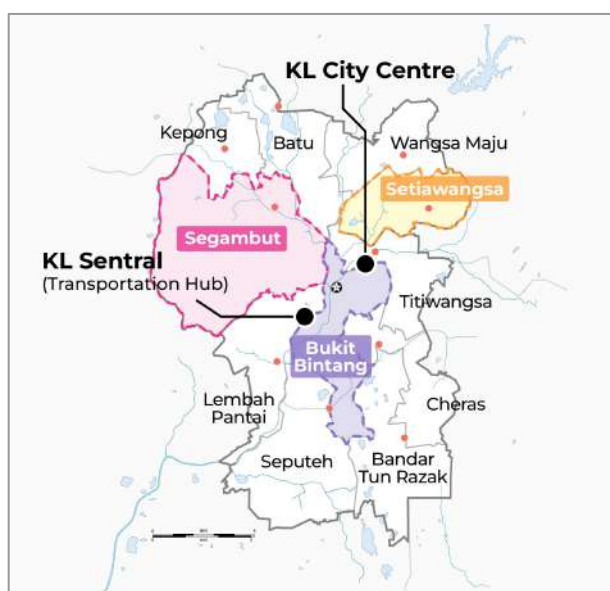


Figure 24: The 3 areas discussed in this inclusive planning exercise

Group 3 presented the Setiawangsa Community Garden project, a community initiative to encourage residents to grow edible greens in their neighborhood. This project is supported by DBKL, the Residents' Association, and corporate funding, aiming to enhance local income, skills, and health. It is seen as a successful example of community empowerment. See Page 42, Figure 27.

Finally, **Group 4** focused on the GoKL Electric Bus, which now operates 84 electric buses covering 11 constituencies. This initiative aims to reduce pollution, traffic congestion, and provide free or low-cost public transport in the city. They highlighted inclusive features such as ramps for the disabled and audio guidance at stations. Despite its advantages, challenges such as high costs and insufficient charging infrastructure were also discussed. See Page 42, Figure 28.

In conclusion, this workshop activity illustrated officers' understanding about Kuala Lumpur's commitment to sustainable development, focusing on green technology, community empowerment, and environmentally-friendly transportation aimed at improving residents' quality of life. Nevertheless, it was also observed that participants who were involved in the workshop activity did not necessarily represent the designated department, for example, on issues related to Waste Management, no representative from the Department of Environment was present, hence, participants had to rely on their limited knowledge and make reasonable assumptions about the city's waste management issue.

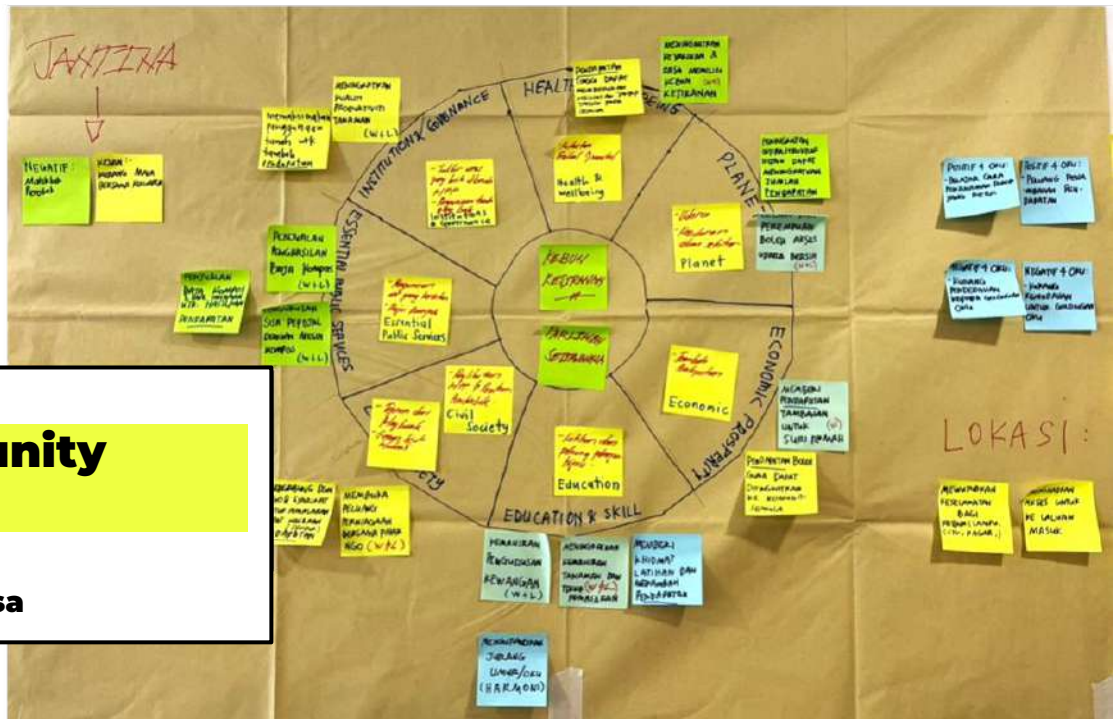


Figure 27: Setiawangsa Community Garden Project

Action:
GoKL EV Bus

Location:
Bukit Bintang

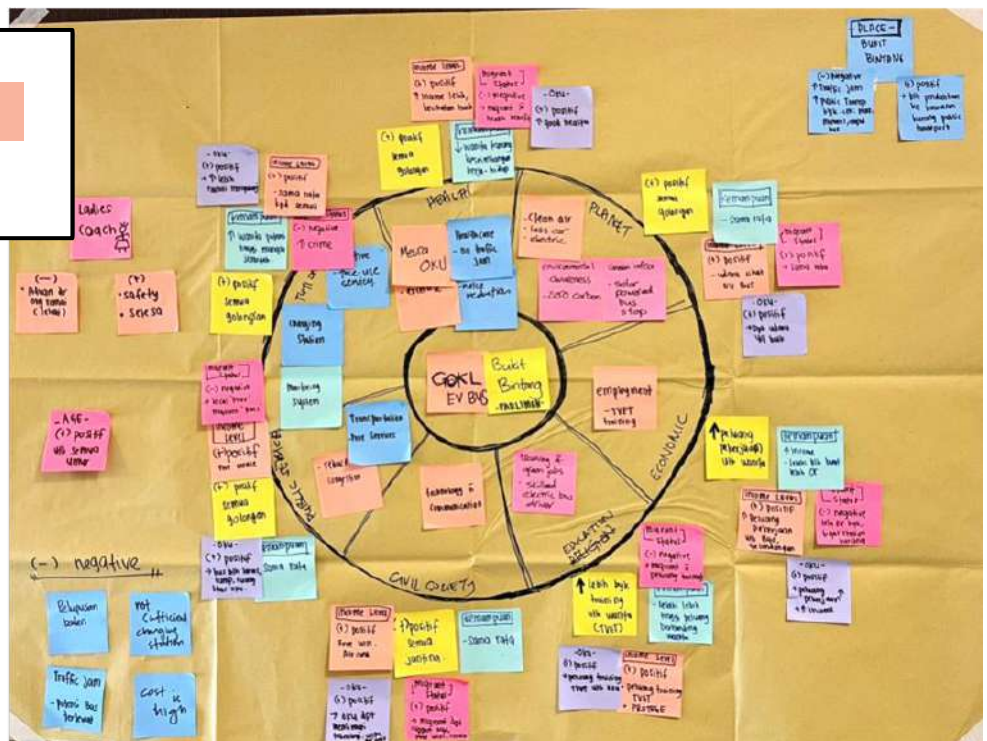


Figure 28: GoKL EV Bus

5.4 Equitable Impacts

Day 4

25 Nov 2024



Equitable Impacts

5.4.1 Understanding of equitable impacts

Competencies assessed:

- Ability to explain what it means to have equitable impacts
- Develop an understanding of the purpose of equitable impacts for DBKL

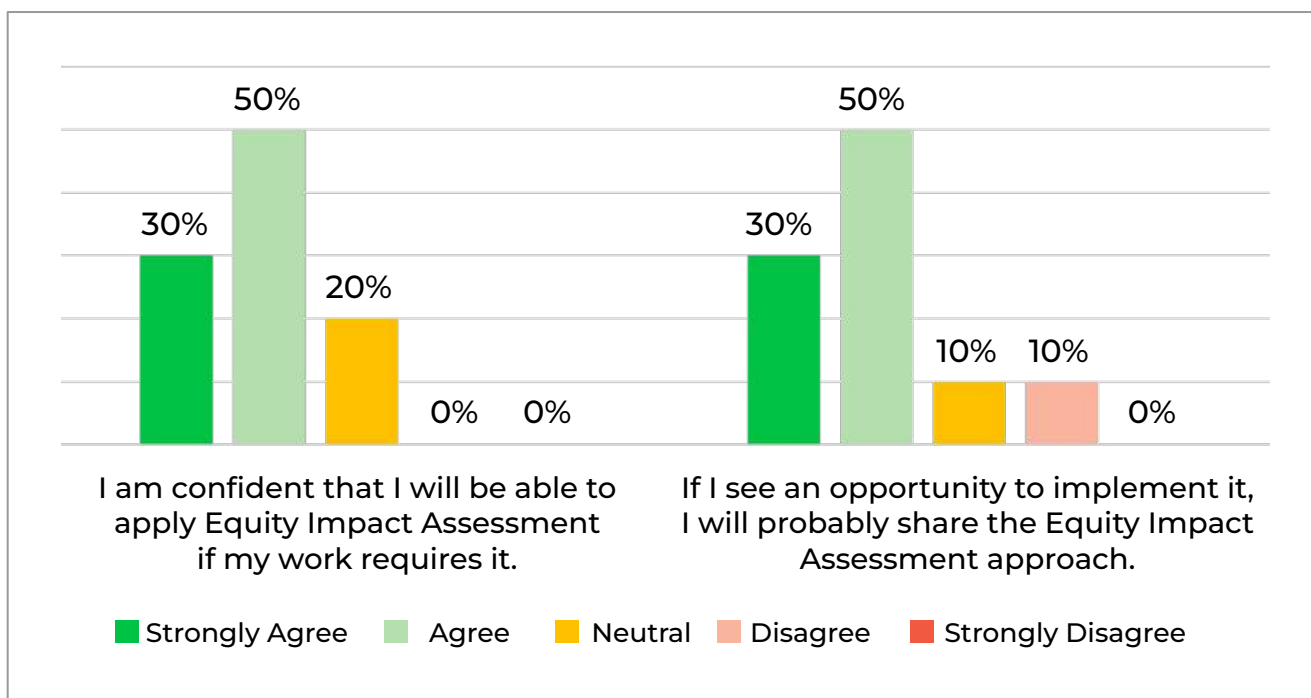


Figure 30: Confidence and willingness to apply and share the equitable impact assessment approach

To explore participants' confidence and willingness to apply and share the equitable impact assessment approach in their work following completion of training. Two statements were presented after training to gauge training participants' confidence and perceived ability to implement equity assessments. While the majority (80%) of participants were willing and confident to apply equity assessments, 10% of participants disagreed that they would share an equitable impact assessment approach if they had the opportunity to implement it. This indicates that a small portion of participants may have reservations or perceive barriers to sharing or implementing the approach.

To examine training participants' understanding of the objectives of conducting an equity assessment in evaluating climate policies or actions, respondents were asked to identify the objective that does not align with the principles of an equity assessment from a list of four options.

2.1 By conducting an equity assessment, a climate policy or action is evaluated through an Equity Lens. The aim is to achieve all EXCEPT one of the following objectives:

A. Ensuring that everyone involved in implementing an action or policy receives equal remuneration.

B. Identify frontline and marginalised communities, and how they will be affected.

C. Highlights who will “pay” and benefit from the project or policy.

D. Ensure more positive outcomes from climate action in wider areas such as health, employment, mobility and others.

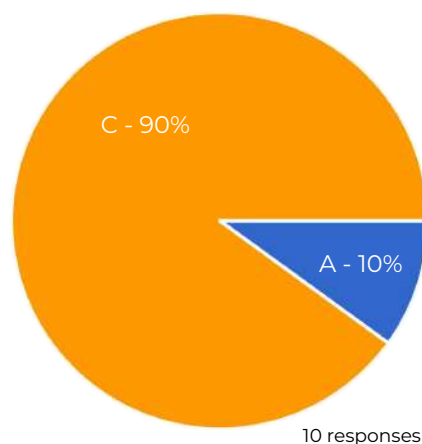


Figure 31: Understanding of the objectives of conducting equity assessment

The objectives aligned with equity principles include:

- 1. Identifying frontline and marginalised communities and assessing how they will be affected by climate action.**
- 2. Highlighting who will “pay” and benefit from the project or policy.**
- 3. Ensuring more positive outcomes from climate action in broader areas, such as health, employment, and mobility.**

A minority (10%) of respondents correctly identified that **ensuring equal remuneration for everyone involved in implementing an action or policy** does not align with the goals of an equity assessment. This suggests a clear lack of understanding among participants that equity assessments are more focused on outcomes for communities rather than operational aspects like remuneration.

5.4.2 Applying equitable assessment of impacts

Competencies assessed:

- **Able to conduct an equitable impact assessment, and to use the outputs to support ICA in DBKL work**

To assess knowledge around equity assessments, participants were provided a series of statements and articulations which were not true about conducting equity assessments

2.3 Which of the following is NOT true about conducting an equity assessment in a C40 project?

- A. Equity assessment can be carried out at both planning and implementation & monitoring stages.**
- B. Methods can vary between qualitative or quantitative, depending on available resources and capacity.**
- C. Workforce equity assessment and equity budget allocation are good case studies for quantitative equity assessment.**
- D. The Equity Wheel is the best quantitative equity assessment tool for projects with high budgets and capacity.**

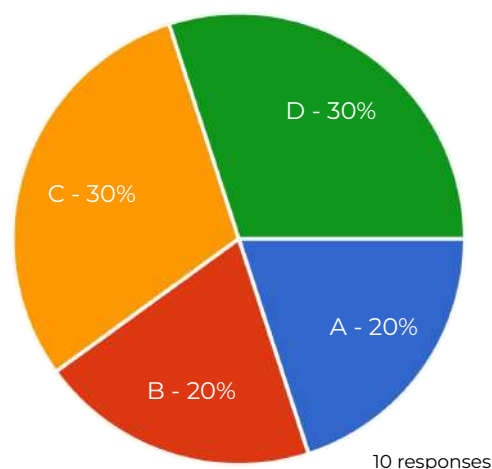


Figure 32: Knowledge of equity assessments

Only 30% of participants responded with the intended “correct” response to the question, “The Equity Wheel is the best quantitative equity assessment tool for projects with high budgets and capacity” is not true. The broad spread of responses highlight misconceptions among participants post-training regarding the correct application and understanding of equity assessments.

2.2 Equity Assessment and Needs Assessment are important ICA tools for evaluating policies or projects. Which of the following statements is NOT true about their application?

- A. Both equity assessments and needs assessments help identify frontline, impacted and marginalised communities.**
- B. The equity assessment aims to understand the potential or existing impact of the project while the needs assessment establishes the overall socio-economic context of the city.**
- C. Equity assessment assesses how costs and benefits will be distributed among groups while needs assessment does not reveal how a policy might address identified needs and challenges.**
- D. Equity assessment must always be carried out before needs assessment.**

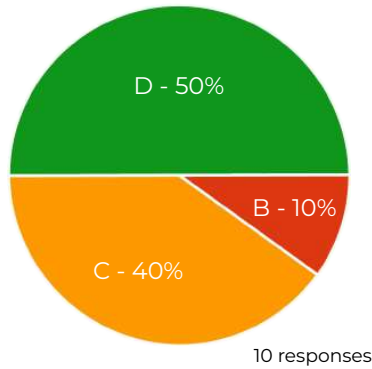


Figure 33: Understanding of equity and needs assessments

When presented with statements to assess their understanding of equity and needs assessments, only half (50%) of the training participants were able to select the correct intended answer “Equity assessment must always be carried out before needs assessment” which is not true about their application. This further compounds the earlier point that the training might not have been effective at developing participants’ understanding of equity assessments.

Using equity assessments to evaluate city decisions, is a key output of the equity assessment process, and to assess training participants’ understanding of this we asked participants to choose from four statements which was not an initial step to evaluate city decisions.

2.4 Which of the following is NOT an initial step to evaluate city decisions:

- A. Set equitable targets to guide the city’s climate response.**
- B. Collect disaggregated data based on relevant local characteristics such as gender, age, ethnicity, disability, location, etc.**
- C. Provide incentives for those who provide positive feedback on the project.**
- D. Set indicators for proposed or specific actions.**

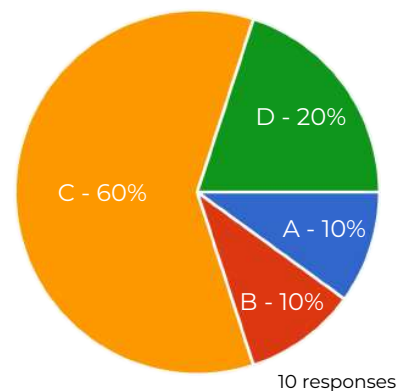


Figure 34: Perception of steps to evaluating city decisions

The responses indicate that the majority of training participants (60%) identified “providing incentives for those who provide positive feedback on the project” as not being an initial step in evaluating city decisions which is the intended “correct” answer. This suggests that there could be some misconceptions about how equity assessments might be applied to evaluate city decisions.

5.4.3 Monitoring and Evaluation

Competencies assessed:

- Ability to appropriately choose and apply the different tools and methodologies which could be used for Monitoring and Evaluation (M&E)
- Develop an understanding of how to apply findings of M&E to support ICA work in DBKL

To assess training participants’ understanding, willingness and perceived competence to integrate Monitoring and Evaluation (M&E) to support ICA work within DBKL, training participants were asked to respond to five statements post-training.

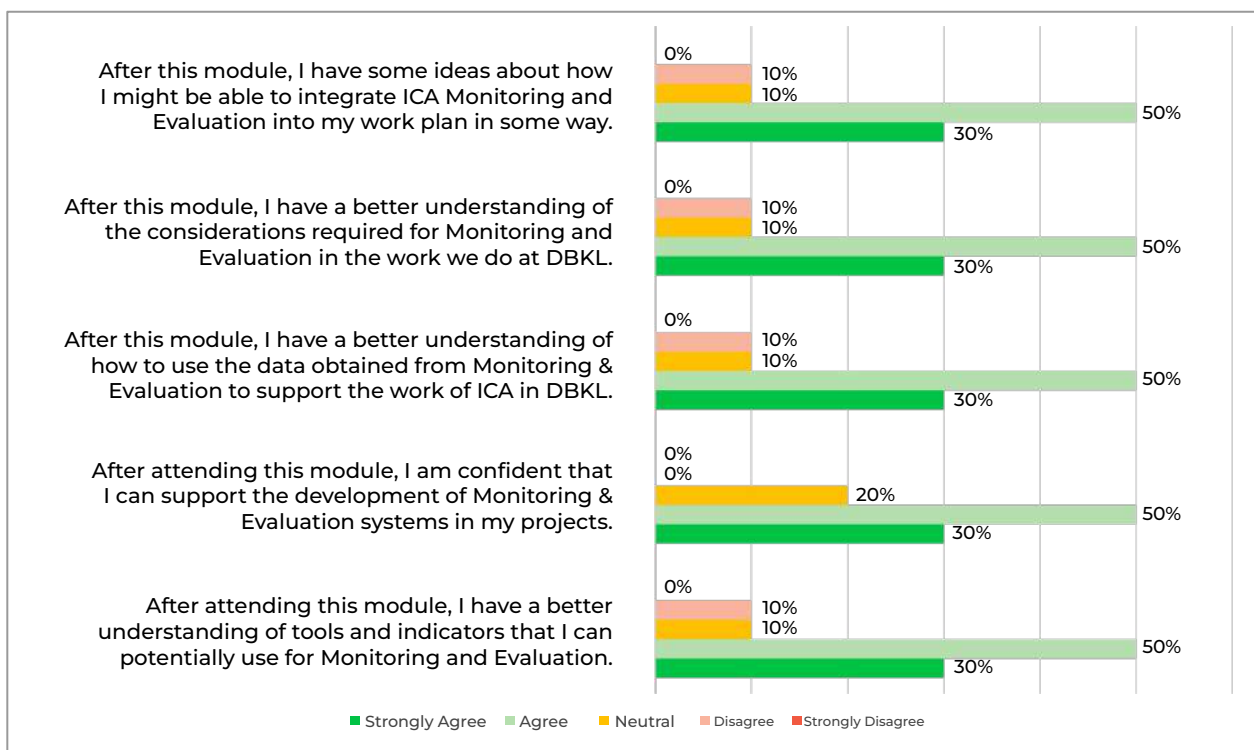


Figure 35: Understanding, willingness and perceived competence to integrate Monitoring and Evaluation for ICA

Across the five statements, most (80%) agreed with the statements indicating they perceived themselves to have the necessary capabilities and tools, and have confidence to implement M&E in some capacity to the ICA work in DBKL. These indicate that the training was broadly effective in supporting participants to develop the necessary skills and confidence around implementing M&E for ICA work.



Group 2: Waste Management (Segambut)

Group 2 discussed the need to improve waste management strategies in the Kuala Lumpur area. The current waste management operation diverts all solid waste to landfill in Bukit Tagar, Selangor. There is currently limited ICIR centre (1 Community 1 Recycling Centre) within the city, efforts to amplify ICIR so that more communities could practice waste segregation and possibly generate side income from valuable waste. Recycling in the city is currently managed by NGOs such as Tzu Chi Foundation and smaller privately-owned entities.

In this session, the group identified several key indicators such as attracting public investors, increasing public awareness, generating income for marginalised groups, and implementing a Zero Waste Management Plan targeted for 2050. One of the participants shared that DBKL is currently working on the Zero Waste Management Plan, led by the Department of Health & Environment. It is hoped that the outcome of this session may be shared with the department so that Inclusive indicators can be incorporated into the M&E plan. See Figure 37.

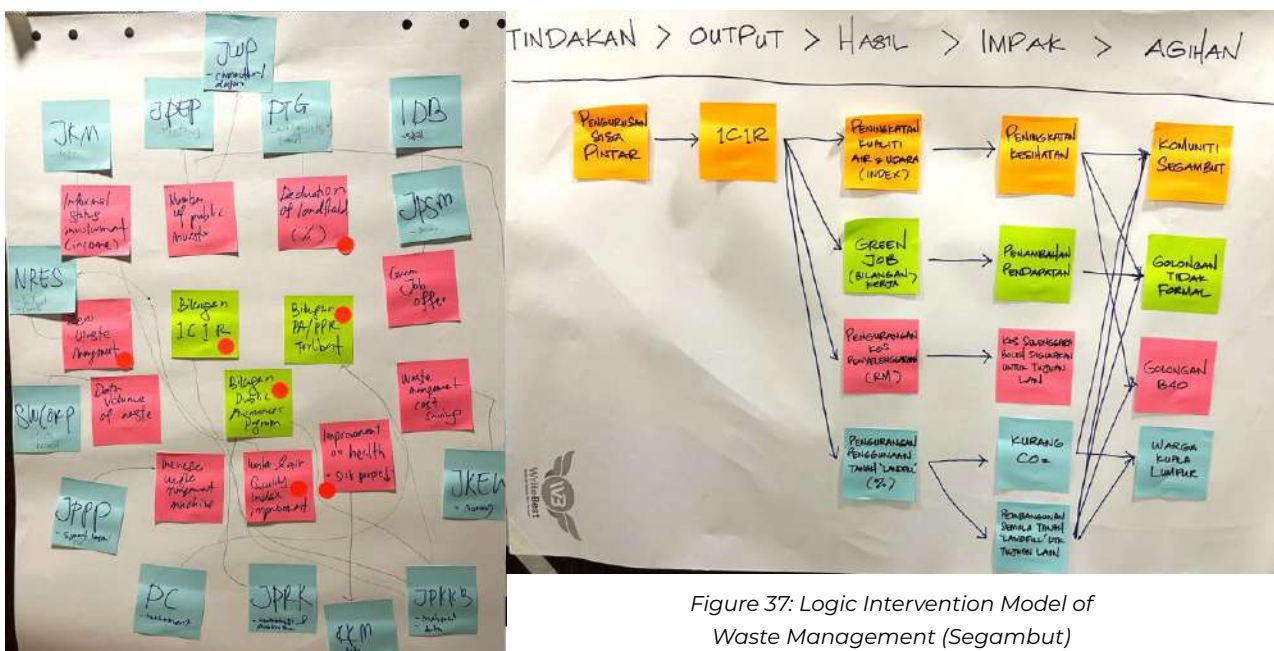


Figure 37: Logic Intervention Model of Waste Management (Segambut)



Group 3: Community Garden (Setiawangsa)

Group 3 discussed a Community Garden project that was initiated in the Setiawangsa neighborhood, with residents who self-funded the initiative at the beginning. This project started from a bottom-up health approach, without receiving direct instructions from the authorities first. They began the initiative by holding meetings and seeking advice from various agencies such as the Department of Agriculture, LA21, and received support from Maybank.

This community garden has several key features that make it successful. Regular meetings are held every week, with daily announcements about crop yields and sales. The garden committee consists of local community members, including retirees who have an interest in agriculture and gardening. They have a fixed schedule for garden maintenance and have installed an automatic irrigation system to reduce disputes.

However, the project faces several challenges. The main shortcomings include financial constraints, difficulty in finding a suitable location for the garden, lack of participation from the younger generation, and a low level of environmental awareness. They also face difficulties involving government agencies and providing facilities for participants with special needs.

Nevertheless, the project has successfully built leadership skills among community members, with members able to make presentations and obtain funding grants. They collaborate with various organisations and have successfully created a social space for local residents, especially retirees, to gather and engage in meaningful activities.

This group also discussed the concept of green adaptation in neighborhood areas, with a primary focus on garden development and community activity programs. The initiative aims to create sustainable areas that can reduce the gap in social interaction, increase the sense of belonging and ownership among residents. It also emphasises the importance of using space optimally, which can produce green areas, increase oxygen supply, and encourage biodiversity in residential areas.

Among the main goals of this project are to empower the community through cooperation among various agencies, including government departments, NGOs, and the private sector. It aims to encourage community leadership, reduce carbon emissions, and create a platform for green initiatives such as composting. Additionally, the project also pays attention to disabled individuals, senior citizens, and the youth, and opens opportunities for corporate social responsibility activities.

In conclusion, this community garden project is a small-scale community effort that has the potential to have a positive impact on the environment and social relationships in the local area, although it still faces various challenges that require ongoing solutions. See Figure 38.

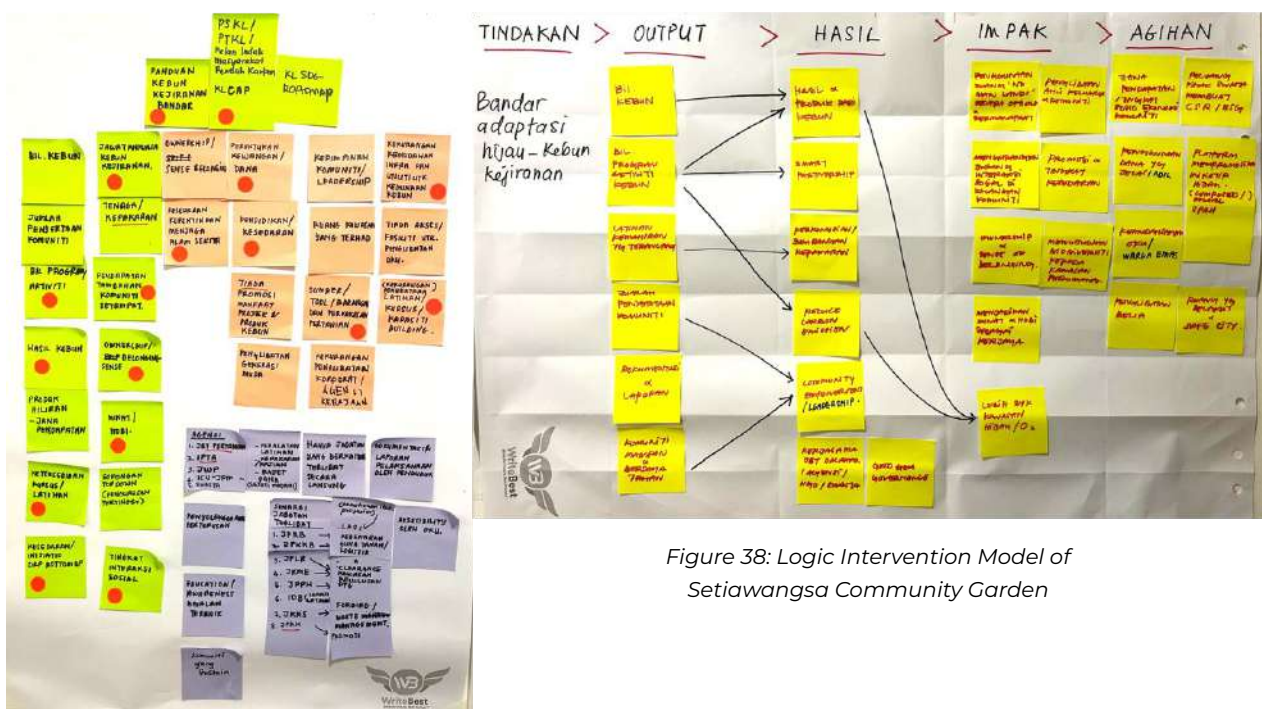


Figure 38: Logic Intervention Model of Setiawangsa Community Garden



Group 4: GoKL Bus (Bukit Bintang)

Group 4 discussed includes several important outputs, including improvements in bus services and transportation areas. In 2023, an estimated 1 million users benefited from the service. The long-term economic impact is expected to be positive, with an increase in business activities, cleaner air quality, and green job opportunities. Special focus is given to the B40 group, the elderly, foreigners, and low-income groups to ensure fair and inclusive benefit distribution.

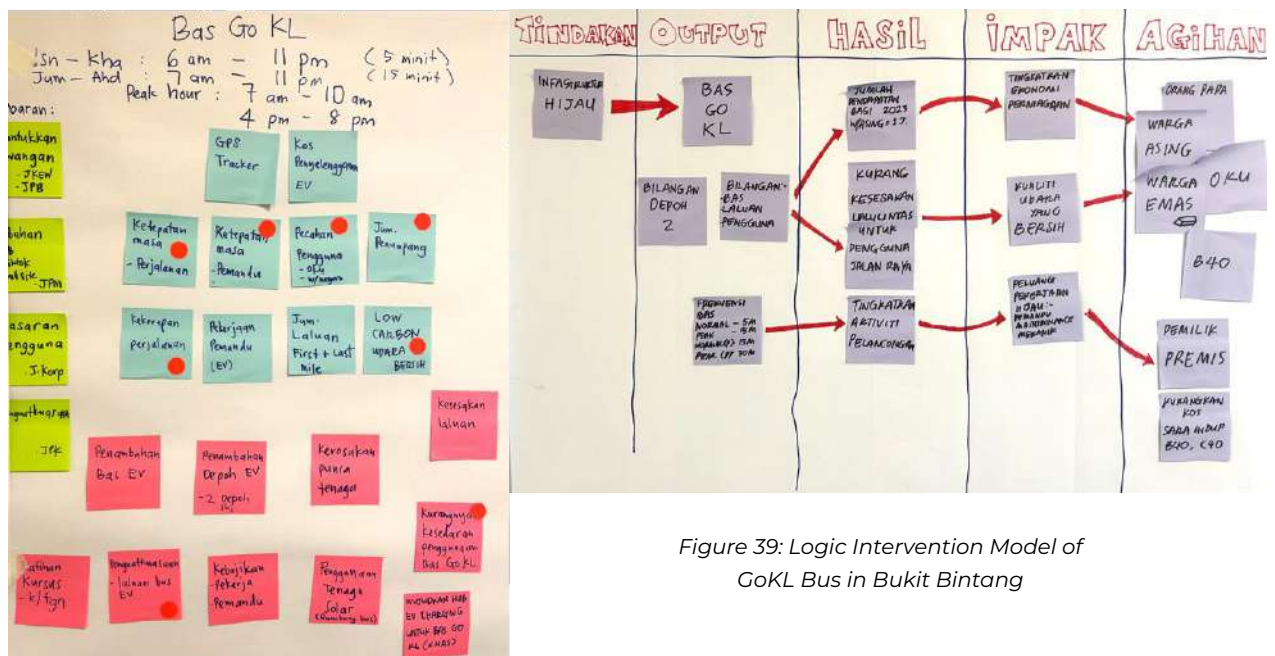


Figure 39: Logic Intervention Model of GoKL Bus in Bukit Bintang

5.5 Putting ICA into action

Day 5

26 Nov 2024

Competencies assessed:

- Develop an understanding of the considerations required to adopt a ICA lens within DBKL workstreams
- Ability to develop a work plan of how to integrate ICA

TSIC asked training participants to rate two statements, to assess if training participants have developed a sufficient understanding of ICA to adopt an ICA lens in the work they do, and actually have ideas to integrate ICA into their work plan within DBKL.

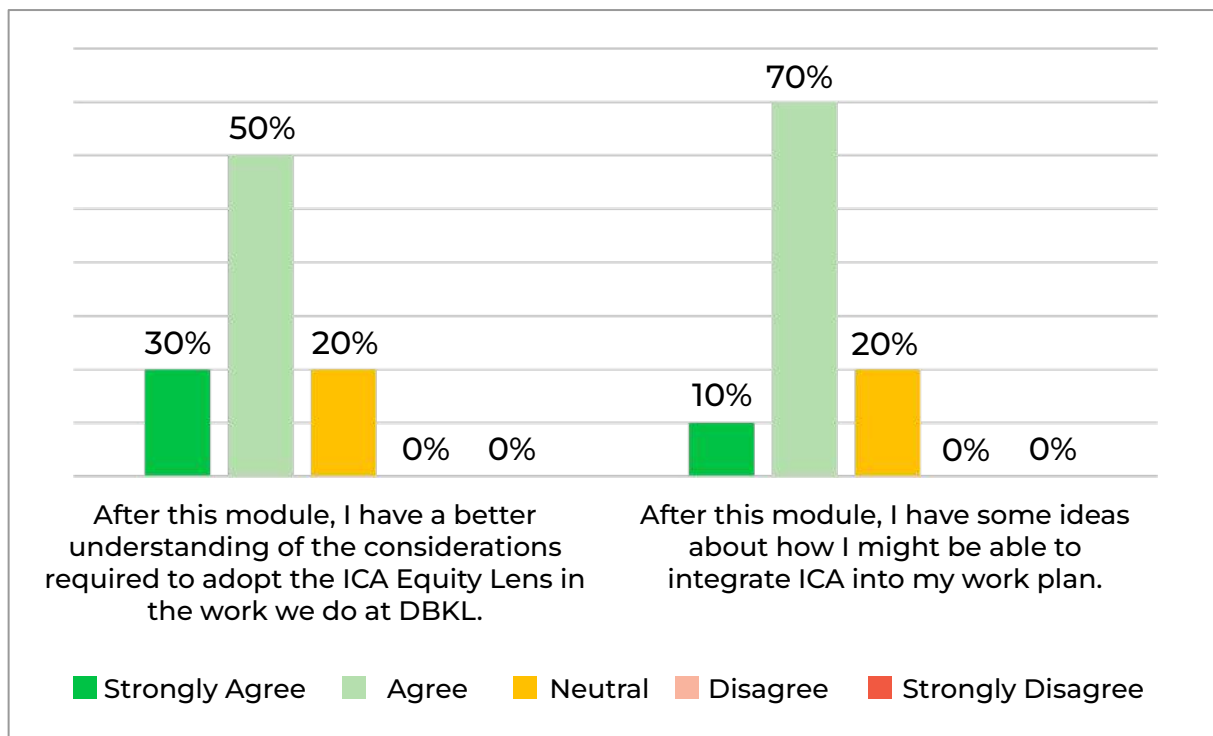


Figure 40: Perception of ICA understanding and willingness to implement

The majority (80%) of training participants felt that they had a better understanding of the considerations required to adopt an ICA Equity Lens in the work at DBKL and had ideas about how they could integrate ICA directly into their work plan. These results highlight the training's value in fostering knowledge and actionable insights, particularly in the context of DBKL's climate initiatives.

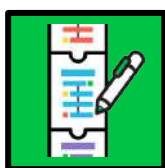
5.5.1 Day 5 workshop activity outcomes

The ICA Training ended with an intensive workshop on Day 5 focused on identifying gaps, challenges, reassessment of MER indicators in the work processes of respective departments.



Part A: Individual Department MER Process Mapping

First, participants were asked to sketch up a work procedure or flow chart that they are most familiar about, without referring to any official guidelines or manual. Based on the flow chart, participants are required to identify **potential inclusive indicators** that could be incorporated so that they would apply Equity Lens (Accessibility, Affordability, Spatial Inclusion) concerning the marginalised groups in the city.



Part B: Integrated MER Process Mapping

Secondly, participants were invited to work together based on similarity or relatedness of their work to identify **potential gaps and opportunities** to enhance the MER process.



Team 1: Illegal Advertisement, Unlicensed Vendors and Enforcement (3 Departments)

Several issues related to enforcement and management of illegal activities were discussed, particularly concerning illegal advertising and unlicensed vendors. Various deficiencies were identified, including the difficulty of monitoring illegal advertisements on lamp posts, enforcement power limited to one department only, and the constantly changing data of vendors.

One of the primary suggestions is to establish a special task force led by the enforcement authorities to address the issues of illegal advertisements and unlicensed vendors. The proposed strategies include offering suitable locations for illegal vendors so they can operate legally by allowing them to rent official premises and pay the required fees.

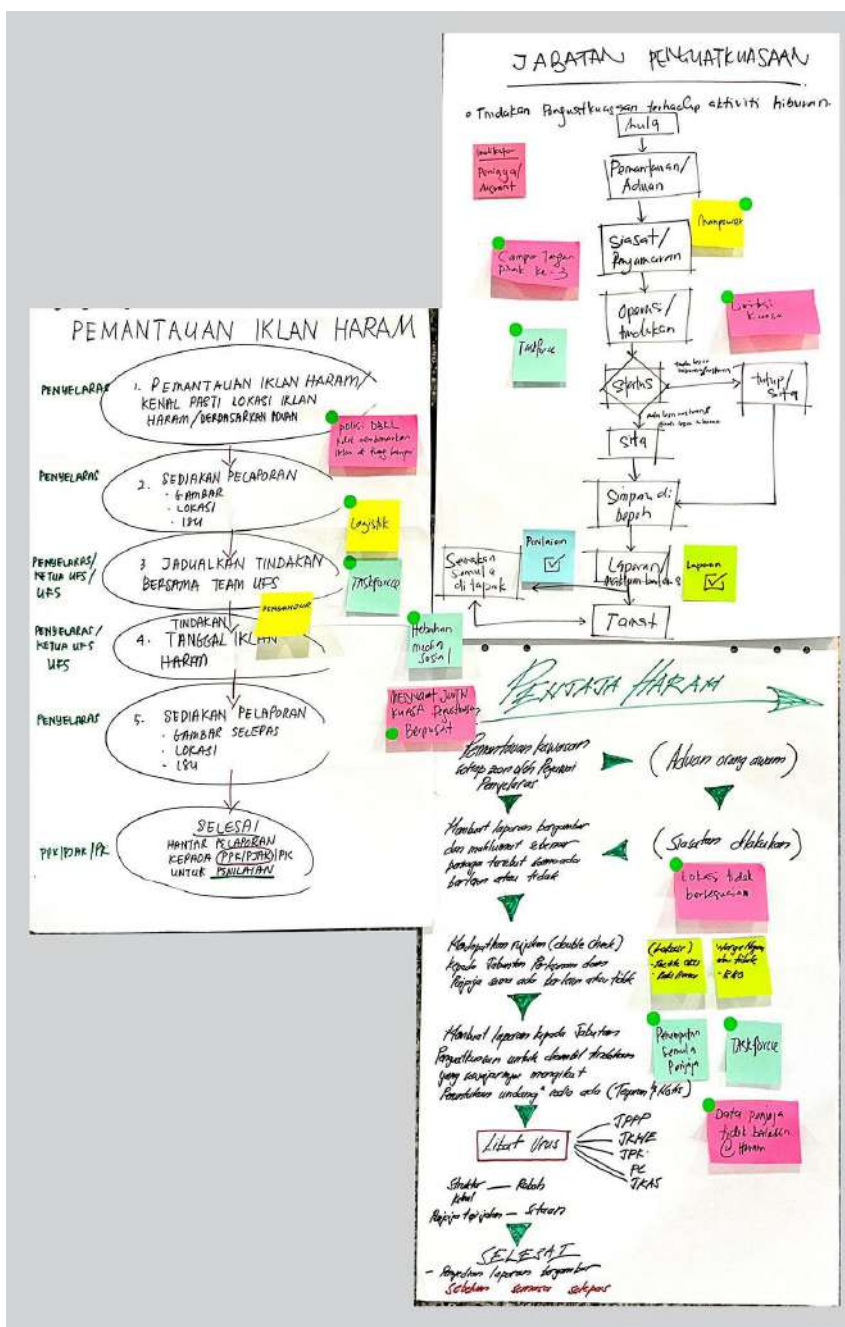


Figure 41: Team 1- Illegal Advertisement, Unlicensed Vendors and Enforcement Joint Processes

Team 2: Landscaping and Mechanical & Electrical Engineering (2 Departments)

Team 2 discussed the relationships between different departments, specifically between Department of Landscape and Recreation (JPLR) and Department of Mechanical and Electrical Engineering (JKME) in landscape projects. It was found there is a lack of early involvement of JKME in the planning stages, which causes coordination problems later. Recommendations for improvement include earlier involvement of JKME in projects and establishing a joint monitoring mechanism to detect any damages or issues that arise.

The team discussed measures for enhancing enforcement systems, managing public spaces, and coordinating between departments to address various current challenges.

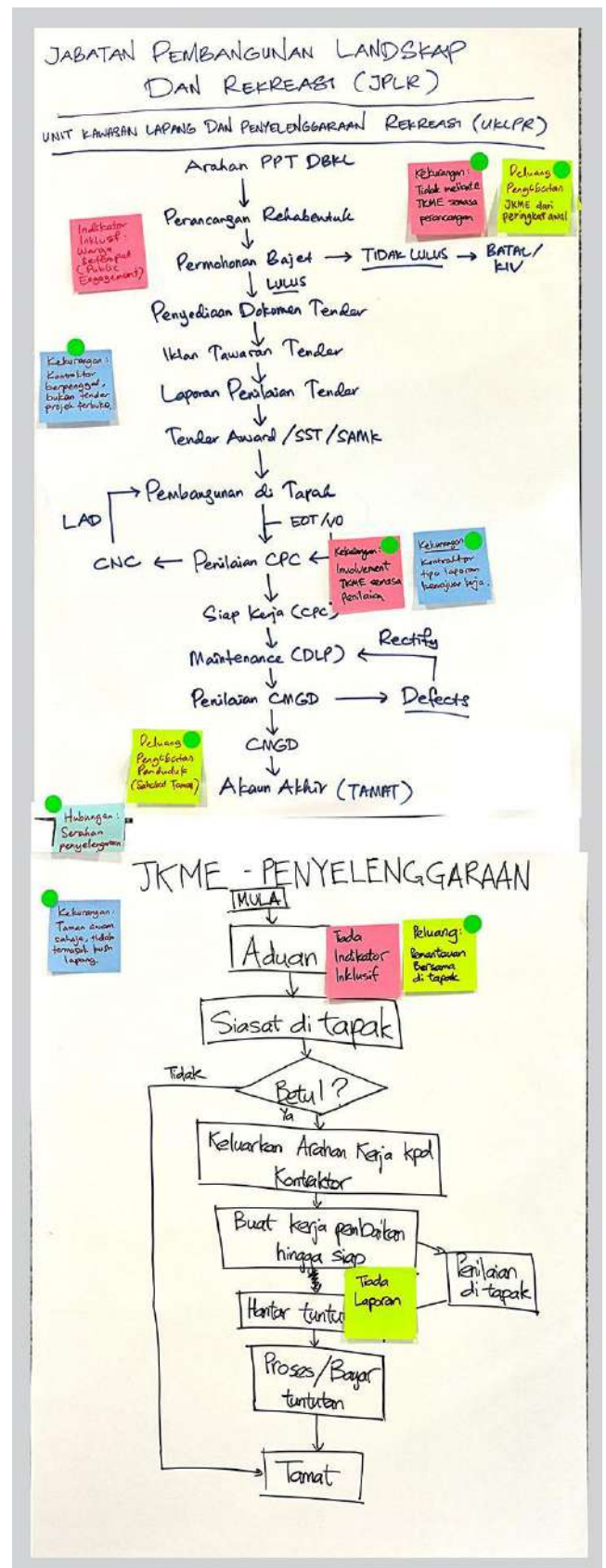


Figure 42: Team 2- Landscaping and Mechanical & Electrical Engineering Joint Processes

Joint Processes

Additionally, the session also unveiled more insights about challenges faced by a few departments in the MER process of the city council, for instance:

Internal audit

The Internal Audit Department faces challenges such as the absence of a project database and difficulty in collecting information, which complicates the audit and reporting processes.

Finance

The budget for the coming year will see significant changes with a new approach called “outcome-based budgeting”, where the each department will be required demonstrate the expected benefits (outcome and impact) from the requested budget allocations. This change is seen as an important transformation that requires open thinking and a willingness to adapt within the organisation.

Corporate communications

The newly launched KL complaint system ADU@KL on March 5, 2024, was also discussed, focusing on improvements in the reporting mechanisms and resolution of complaints across various departments. Major challenges include budget constraints, a lack of skilled staff, and difficulties in handling large-scale complaints. However, management is committed to improving the system through regular meetings and periodic reports to senior management.





5.6 Discussion and Implications

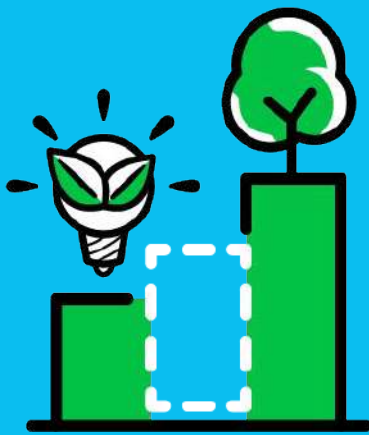
Training was broadly effective at building a foundational understanding of ICA and shifted perceptions about ICA's relevance across DBKL



The training demonstrated significant success in achieving its core educational objectives, as measured against the competency framework. Participants developed a comprehensive understanding of ICA principles and their practical applications, showing strong grasp of both conceptual foundations and key pillars. A notable outcome was the marked shift in perception regarding ICA's organisational relevance - while the initial needs assessment found only 64% of staff viewed ICA as relevant to their work, post-training surveys revealed that over 90% of participants recognised its importance to DBKL's operations. This transformation in perspective was accompanied by participants' ability to strategically identify departments where ICA principles could be most effectively applied.

To capitalise on this positive momentum, we recommend establishing a network of ICA champions across departments. These champions would serve as implementation leaders and knowledge resources, while also facilitating cross-departmental working groups to ensure continued engagement and knowledge sharing. This structure would help institutionalise the training's benefits and support sustained integration of ICA principles throughout DBKL's operations.

Training participants demonstrated strong understanding of ICA concepts but showed some gaps around application

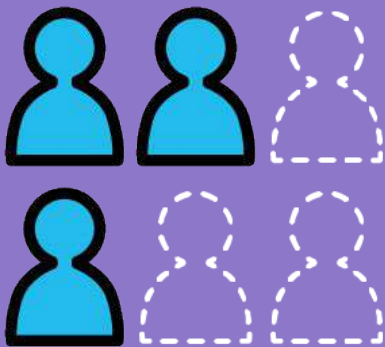


An interesting gap emerged between participants' self-perceived competency and their demonstrated ability to apply ICA tools in practice. While participants consistently reported high levels of confidence in their understanding of ICA principles and implementation capabilities, assessment results revealed significant knowledge gaps in critical areas. This disconnect was particularly evident in participants' grasp of equity assessments - only 30% correctly understood their application, and just half could accurately differentiate between equity and needs assessments.

This finding suggests that while the training successfully built confidence, it may not have provided sufficient opportunities for practical skill development. To address this gap, **future iterations of the training should incorporate more hands-on exercises and real-world case studies. This approach would allow participants to move beyond theoretical understanding to develop practical competency with ICA tools, particularly in complex areas like assessment methodologies.** Additionally, incorporating feedback mechanisms during practical exercises could help participants better calibrate their self-perceived competency against actual performance.

Low attendance rate points to some limitations of this evaluation

The attendance patterns observed may introduce an important sampling bias into our evaluation results. Given the significant barriers to participation, those who attended and completed the training likely represent the most internally motivated staff members - individuals already predisposed to engage with and implement ICA principles. This self-selection bias must be considered when interpreting the strongly positive evaluation outcomes. While the results remain valuable, they may not accurately represent how the broader DBKL staff population would respond to and benefit from the training. The training would benefit from a second evaluation, with a larger group of participants.



6

ICA Checklist and Community Scorecard



6.1 ICA Checklist

ICA Checklist is designed based on outcome co-created from the 5-day ICA Training as presented in preceding sections.

There are three main sections of the checklist which is developed based on **Three Pillars of ICA**:

SECTION 1 :
Inclusive Process

SECTION 2 :
Inclusive Planning

SECTION 3 :
Equitable Impact

Section 3, in particular, has incorporated criteria and consideration of the Data Management System as it was discovered in the MER Process Mapping workshop (Day 5) that current processes in the majority of departments lack competency in effective MER Data Management.

Instructions:



1. Understand the Questions:

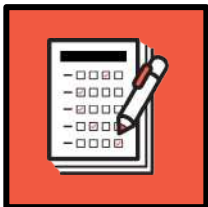
Each row represents a question or item that needs to be assessed based on the context of DBKL's ICA (Inclusive Climate Action) planning process. To ensure effective use of the checklist, user shall possess basic understanding of ICA prior to adoption.



2. Mark Your Response:

For each question in the "QUESTION" column:

- o Tick (✓) **YES** if the item applies or is fulfilled.
- o Tick **NO** if the item does not apply or is not fulfilled.
- o Tick **NOT APPLICABLE** if the question is irrelevant to your context.
- o Tick **UNKNOWN** if you do not have enough information to assess the item.



3. Focus on Completeness:

- o Ensure all questions are addressed.
- o Leave no rows unanswered unless marked as **NOT APPLICABLE**.



4. Review and Complete the Checklist:

After completing the checklist, review all responses to ensure accuracy. Submit the completed checklist as supporting document for project planning.

ICA Checklist

NO	SOALAN	TANDAKAN [✓]			
		ADA	TIADA	TIDAK BERKENAAN	TIDAK TAHU
1.0	BAHAGIAN 1: PROSES INKLUSIF				
1.1	PENETAPAN VISI				
1.1.1	Adakah visi dan objektif projek atau program telah ditetapkan?				
1.1.2	Adakah matlamat projek atau program telah ditentukan?				
1.1.3	Adakah kumpulan sasaran telah dikenal pasti?				
1.1.4	Adakah cara interaksi dengan kumpulan sasaran telah ditentukan, seperti melalui makluman atau rundingan?				
1.1.5	Adakah sumber yang diperlukan untuk pelaksanaan projek atau program ini telah dikenalpasti?				
(a)	<i>Masa</i>				
(b)	<i>Kewangan</i>				
(c)	<i>Kemahiran</i>				
1.1.6	Adakah kajian kebolehsaksaan (<i>Feasibility Study</i>) telah dijalankan?				

1.0 BAHAGIAN 1: PROSES INKLUSIF					
1.2	PEMETAAN PIHAK BERKEPENTINGAN	ADA	TIDAK ADA	TIDAK BERKENAAN	TIDAK TAHU
1.2.1	Adakah golongan yang terpinggir telah diambil kira sebagai pihak berkepentingan?				
(a)	<i>Golongan Berpendapatan Rendah</i>				
(b)	<i>Wanita</i>				
(c)	<i>Warga Emas</i>				
(d)	<i>Belia dan Kanak-kanak</i>				
(e)	<i>Orang Kurang Upaya</i>				
(f)	<i>Migran dan Pendatang Asing</i>				
(g)	<i>Sektor Tidak Formal (Pekerja dan Komuniti Tidak Formal)</i>				
(h)	<i>Minoriti Etnik dan Agama</i>				
1.2.2	Adakah golongan yang terpinggir telah dipetakan sebagai penerima manfaat daripada tindakan iklim, sama ada secara langsung atau tidak langsung?				
(a)	<i>Golongan Berpendapatan Rendah</i>				
(b)	<i>Wanita</i>				
(c)	<i>Warga Emas</i>				
(d)	<i>Belia dan Kanak-kanak</i>				
(e)	<i>Orang Kurang Upaya</i>				
(f)	<i>Migran dan Pendatang Asing</i>				
(g)	<i>Sektor Tidak Formal (Pekerja dan Komuniti Tidak Formal)</i>				
(h)	<i>Minoriti Etnik dan Agama</i>				
1.2.3	Adakah anda mempunyai pangkalan data pihak berkepentingan yang boleh digunakan untuk merancang sesi libat urus?				
1.2.4	Adakah projek atau program ini memerlukan perwakilan daripada golongan yang disenaraikan di bawah?				
(a)	<i>Pendapatan</i>				
(b)	<i>Jantina</i>				
(c)	<i>Umur</i>				
(d)	<i>Ketidakupayaan</i>				
(e)	<i>Status Migran</i>				
(f)	<i>Status Tidak Formal</i>				
(g)	<i>Keadaan Kerja</i>				
(h)	<i>Agama</i>				
(i)	<i>Lokasi</i>				

1.0 BAHAGIAN 1: PROSES INKLUSIF					
1.2	PEMETAAN PIHAK BERKEPENTINGAN	ADA	TIDAK ADA	TIDAK BERKENAAN	TIDAK TAHU
1.2.5	Adakah elemen 'persimpangan identiti'* dalam kalangan pihak berkepentingan, khususnya golongan yang terkesan, telah dikenal pasti? Mohon nyatakan ciri-ciri atau contoh yang relevan :				
(a)	<i>Identiti A</i>				
(b)	<i>Identiti B</i>				
(c)	<i>Identiti C</i>				
(d)	<i>Identiti D</i>				
(e)	<i>Identiti E</i>				
1.2.6	Adakah terdapat pihak berkepentingan yang belum dapat dihubungi atau masih belum memberikan maklum balas? Jika ya, sila nyatakan pihak tersebut :				
(a)	<i>Pihak Berkepentingan A:</i>				
(b)	<i>Pihak Berkepentingan B:</i>				
(c)	<i>Pihak Berkepentingan C:</i>				
(d)	<i>Pihak Berkepentingan D:</i>				
(e)	<i>Pihak Berkepentingan E:</i>				
1.2.7	Adakah keperluan dan minat pihak berkepentingan telah dikenal pasti? Jika ya, sila nyatakan :				
(a)	<i>Pihak Berkepentingan A:</i>				
(b)	<i>Pihak Berkepentingan B:</i>				
(c)	<i>Pihak Berkepentingan C:</i>				
(d)	<i>Pihak Berkepentingan D:</i>				
(e)	<i>Pihak Berkepentingan E:</i>				

*** Persimpangan Identiti (Intersectionality)**

Definisi: Perbezaan dalam identiti dan lapisan faktor sosial yang berkaitan dengan jantina, umur, status sosio-ekonomi, status migran, kurang-upayaan, pendidikan, agama, pekerjaan sementara. Akan tetapi, ia juga terdapat lapisan-lapisan sistem diskriminasi yang bersilang dan mencipta keistimewaan untuk segelintir golongan, menindas mereka yang dianggap sebagai 'lain'. Selalunya, golongan terpinggir mengalami ketidakadilan yang timbul daripada pelbagai 'persimpangan', dan jarang sekali satu isu.

1.0 BAHAGIAN 1: PROSES INKLUSIF					
1.2	PEMETAAN PIHAK BERKEPENTINGAN	ADA	TIDAK ADA	TIDAK BERKENAAN	TIDAK TAHU
1.2.8	Adakah alat komunikasi telah digunakan untuk memahami keperluan dan minat pihak berkepentingan?				
(a)	<i>Tinjauan</i>				
(b)	<i>Temubual</i>				
(c)	<i>Perbincangan dalam kumpulan kecil (<10 orang)</i>				
(d)	<i>Perbincangan dalam kumpulan besar (>10 orang)</i>				
(e)	<i>Acara atau Program</i>				
(f)	<i>Platform Digital</i>				
(g)	<i>Seni dan Budaya</i>				
(h)	<i>Kursus dan Rekabentuk Bersama Komuniti</i>				
1.2.9	Adakah pangkalan data pihak berkepentingan telah dikemas kini selepas sesi libat urus?				
1.2.10	Adakah maklum balas telah dikumpulkan selepas sesi libat urus? Mohon nyatakan kaedah yang digunakan:				
(a)	<i>Maklumbalas Bersemuka</i>				
(b)	<i>Borang Maklumbalas</i>				
(c)	<i>Kad Skor</i>				
1.12.11	Adakah wakil-wakil yang terlibat dalam sesi libat urus telah dimaklumkan tentang bagaimana pendapat dan maklum balas mereka akan dipertimbangkan dan dianalisis?				
1.12.12	Adakah wakil-wakil yang terlibat dalam sesi libat urus telah dimaklumkan mengenai langkah yang seterusnya, seperti perkembangan projek atau program?				

2.0 BAHAGIAN 2: PERANCANGAN INKLUSIF					
2.1	KANTA SAKSAMA: DOMAIN	ADA	TIDAK ADA	TIDAK BERKENAAN	TIDAK TAHU
2.1.1	Adakah kesan-kesan terhadap domain (bidang) telah dikenal pasti dalam perancangan Tindakan Iklim dengan menggunakan Roda Ekuiti (<i>Equity Wheel</i>)?				
(a)	<i>Planet</i>				
(b)	<i>Kesihatan dan Kesejahteraan</i>				
(c)	<i>Kemakmuran Ekonomi</i>				
(d)	<i>Pendidikan dan Kemahiran</i>				
(e)	<i>Perkhidmatan Awam Asas</i>				
(f)	<i>Masyarakat Sivil</i>				
(g)	<i>Institusi dan Tadbir Urus</i>				
2.1.2	Berdasarkan setiap kesan yang telah dikenal pasti dalam 2.1.1, adakah golongan tertentu mungkin terjejas sama ada mereka akan atau tidak akan menerima manfaat daripada tindakan tersebut? (<i>Sila jawab 'Ada' untuk golongan yang akan menerima manfaat; 'Tiada' untuk golongan yang tidak akan menerima manfaat.</i>)				
(a)	<i>Golongan Berpendapatan Rendah</i>				
(b)	<i>Wanita</i>				
(c)	<i>Warga Emas</i>				
(d)	<i>Belia dan Kanak-kanak</i>				
(e)	<i>Orang Kurang Upaya</i>				
(f)	<i>Migran dan Pendatang Asing</i>				
(g)	<i>Sektor Tidak Formal (Pekerja dan Komuniti Tidak Formal)</i>				
(h)	<i>Minoriti Etnik dan Agama</i>				

2.0 BAHAGIAN 2: PERANCANGAN INKLUSIF					
2.2	KANTA SAKSAMA: AKSES (KETERSEDIAAN)	ADA	TIDAK ADA	TIDAK BERKENAAN	TIDAK TAHU
2.2.1	Dari segi Akses atau Ketersediaan, adakah golongan terkesan di bawah ini dapat memperoleh manfaat daripada Tindakan Iklim ini? <i>(Sila jawab 'Ada' jika mereka mempunyai akses kepada manfaat, dan 'Tiada' jika mereka tidak mempunyai akses untuk mendapat manfaat)</i>				
(a)	<i>Golongan Berpendapatan Rendah</i>				
(b)	<i>Wanita</i>				
(c)	<i>Warga Emas</i>				
(d)	<i>Belia dan Kanak-kanak</i>				
(e)	<i>Orang Kurang Upaya</i>				
(f)	<i>Migran dan Pendatang Asing</i>				
(g)	<i>Sektor Tidak Formal (Pekerja dan Komuniti Tidak Formal)</i>				
(h)	<i>Minoriti Etnik dan Agama</i>				
2.3	KANTA SAKSAMA: KEMAMPUAN				
2.3.1	Dari segi Kemampuan, adakah golongan terkesan di bawah ini boleh mendapat manfaat daripada Tindakan Iklim ini? <i>(Sila jawab 'Ada' untuk mereka yang berkemampuan untuk mendapat manfaat; 'Tiada' untuk mereka yang tidak berkemampuan untuk mendapat manfaat).</i>				
(a)	<i>Golongan Berpendapatan Rendah</i>				
(b)	<i>Wanita</i>				
(c)	<i>Warga Emas</i>				
(d)	<i>Belia dan Kanak-kanak</i>				
(e)	<i>Orang Kurang Upaya</i>				
(f)	<i>Migran dan Pendatang Asing</i>				
(g)	<i>Sektor Tidak Formal (Pekerja dan Komuniti Tidak Formal)</i>				
(h)	<i>Minoriti Etnik dan Agama</i>				

2.0 BAHAGIAN 2: PERANCANGAN INKLUSIF					
2.4	KANTA SAKSAMA: LOKASI	ADA	TIDAK ADA	TIDAK BERKENAAN	TIDAK TAHU
2.4.1	Dari segi Lokasi, Ruang atau Spatial, adakah golongan terkesan di bawah boleh mendapat manfaat daripada Tindakan Iklim ini? (Sila jawab 'Ada' jika mereka berada di lokasi yang sesuai atau diberi ruang yang secukupnya, dan 'Tiada' jika mereka tidak berada di lokasi yang sesuai atau tidak diberi ruang yang secukupnya)				
(a)	<i>Golongan Berpendapatan Rendah</i>				
(b)	<i>Wanita</i>				
(c)	<i>Warga Emas</i>				
(d)	<i>Belia dan Kanak-kanak</i>				
(e)	<i>Orang Kurang Upaya</i>				
(f)	<i>Migran dan Pendatang Asing</i>				
(g)	<i>Sektor Tidak Formal (Pekerja dan Komuniti Tidak Formal)</i>				
(h)	<i>Minoriti Etnik dan Agama</i>				
3.0 BAHAGIAN 3: IMPAK SAKSAMA					
3.1	PENILAIAN KESAKSAMAAN				
3.1.1	Adakah indikator untuk mengukur dan menilai prestasi projek ini telah dikenal pasti?				
3.1.2	Adakah indikator tersebut mengambil kira pertimbangan inklusif dalam penilaiannya?				
(a)	<i>Adakah indikator yang berkaitan dengan Akses atau Ketersediaan untuk golongan terkesan telah dikenal pasti?</i>				
(b)	<i>Adakah indikator yang berkaitan dengan Kemampuan golongan terkesan telah dikenal pasti?</i>				
(c)	<i>Adakah indikator yang berkaitan dengan Lokasi, Ruang atau Spatial yang secukupnya untuk golongan terkesan telah dikenal pasti?</i>				

3.0 BAHAGIAN 3: IMPAK SAKSAMA					
3.1	PENILAIAN KESAKSAMAAN	ADA	TIDAK ADA	TIDAK BERKENAAN	TIDAK TAHU
3.1.3	Adakah manfaat yang dijana oleh projek ini saksama untuk semua golongan, termasuk golongan yang terpinggir?				
(a)	<i>Golongan Berpendapatan Rendah</i>				
(b)	<i>Wanita</i>				
(c)	<i>Warga Emas</i>				
(d)	<i>Belia dan Kanak-kanak</i>				
(e)	<i>Orang Kurang Upaya</i>				
(f)	<i>Migran dan Pendatang Asing</i>				
(g)	<i>Sektor Tidak Formal (Pekerja dan Komuniti Tidak Formal)</i>				
(h)	<i>Minoriti Etnik dan Agama</i>				
3.1.4	Adakah manfaat yang dimaksudkan di 3.1.3 boleh diukur dengan indikator yang ditetapkan di 3.1.2 ?				
	Jika 'Ya', sila senaraikan indikator-indikator yang dapat mengukur manfaat inklusif:				
(a)					
(b)					
(c)					
(d)					
(e)					
3.1.5	Adakah isu-isu, risiko, atau cabaran yang mungkin dihadapi dalam usaha mencapai kesaksamaan dan keterangkuman telah dikenal pasti serta diuruskan oleh jabatan atau jawatankuasa yang berkaitan?				
3.1.6	Adakah rancangan mitigasi risiko telah disediakan?				

3.0 BAHAGIAN 3: IMPAK SAKSAMA					
3.1	PENILAIAN KESAKSAMAAN	ADA	TIDAK ADA	TIDAK BERKENAAN	TIDAK TAHU
3.1.7	Adakah OUTPUT, HASIL, IMPAK dan AGIHAN manfaat projek atau tindakan ini telah dikenal pasti? (Rujuk Model Logik)				
(a)	<i>Output</i>				
(b)	<i>Hasil</i>				
(c)	<i>Impak</i>				
(d)	<i>Agihan</i>				
3.1.8	Adakah manfaat yang akan dijanakan oleh projek atau tindakan ini merangkumi Domain ICA?				
(a)	<i>Planet</i>				
(b)	<i>Kesihatan dan Kesejahteraan</i>				
(c)	<i>Kemakmuran Ekonomi</i>				
(d)	<i>Pendidikan dan Kemahiran</i>				
(e)	<i>Perkhidmatan Awam Asas</i>				
(f)	<i>Masyarakat Sivil</i>				
(g)	<i>Institusi dan Tadbir Urus</i>				
3.2	SISTEM PENGURUSAN MAKLUMAT				
3.2.1	Adakah sistem pengurusan maklumat telah disediakan untuk mengumpul data untuk mengesan kemajuan projek ini di peringkat berikut?				
(a)	<i>Sistem Maklumat untuk Pemantauan</i>				
(b)	<i>Sistem Maklumat untuk Penilaian</i>				
(c)	<i>Sistem Maklumat untuk Pelaporan</i>				

3.0 BAHAGIAN 3: IMPAK SAKSAMA					
3.2	SISTEM PENGURUSAN MAKLUMAT	ADA	TIDAK ADA	TIDAK BERKENAAN	TIDAK TAHU
3.2.2	Adakah sistem pengurusan maklumat telah disediakan bagi menganalisis data untuk menilai OUTPUT, HASIL, IMPAK dan AGIHAN di peringkat berikut?				
(a)	<i>Sistem Maklumat untuk Pemantauan</i>				
(b)	<i>Sistem Maklumat untuk Penilaian</i>				
(c)	<i>Sistem Maklumat untuk Pelaporan</i>				
3.2.3	Adakah sistem pengurusan maklumat telah disediakan untuk mengumpul maklum balas termasuk kepuasan, isu-isu, pendapat dan idea baru yang berkaitan daripada pihak berkepentingan (termasuk penerima manfaat)?				
(a)	<i>Pihak Berkepentingan A:</i>				
(b)	<i>Pihak Berkepentingan B:</i>				
(c)	<i>Pihak Berkepentingan C:</i>				
(d)	<i>Pihak Berkepentingan D:</i>				
(e)	<i>Pihak Berkepentingan E:</i>				

3.0 BAHAGIAN 3: IMPAK SAKSAMA					
3.2	SISTEM PENGURUSAN MAKLUMAT	ADA	TIDAK ADA	TIDAK BERKENAAN	TIDAK TAHU
3.2.4	Adakah mekanisme untuk mendokumentasikan pembelajaran daripada projek ini telah dikenal pasti bagi membolehkan penambahbaikan boleh dirancang dan dilaksanakan?				
3.2.5	Adakah pangkalan data pihak berkepentingan telah dikemas kini pada peringkat pemantauan, penilaian dan pelaporan?				
3.2.6	Adakah Laporan Hasil Penilaian yang dihasilkan merangkumi indikator-indikator yang menilai impak secara saksama?				
3.2.7	Adakah prosedur aliran kerja (SOP) dan sumber yang diperlukan untuk pengumpulan data dalam projek atau tindakan ini telah dikenal pasti?				
(a)	<i>Aliran kerja (SOP)</i>				
(b)	<i>Jabatan atau Jawantakuasa yang bertanggungjawab</i>				
(c)	<i>Masa</i>				
(d)	<i>Kewangan</i>				
(e)	<i>Pihak berkepentingan seperti NGO, Persatuan Penduduk dll</i>				
(f)	<i>Agensi yang berkenaan</i>				



6.2 Community Scorecard

To ensure effectiveness of stakeholder engagement in the ICA planning process, it is recommended that community or stakeholders evaluate their experience of engagement using Community Scorecard. This scorecard is aligned with item 1.2.10 in the ICA Checklist as a triangulated measure to improve transparency in communication between city planners and the stakeholders.

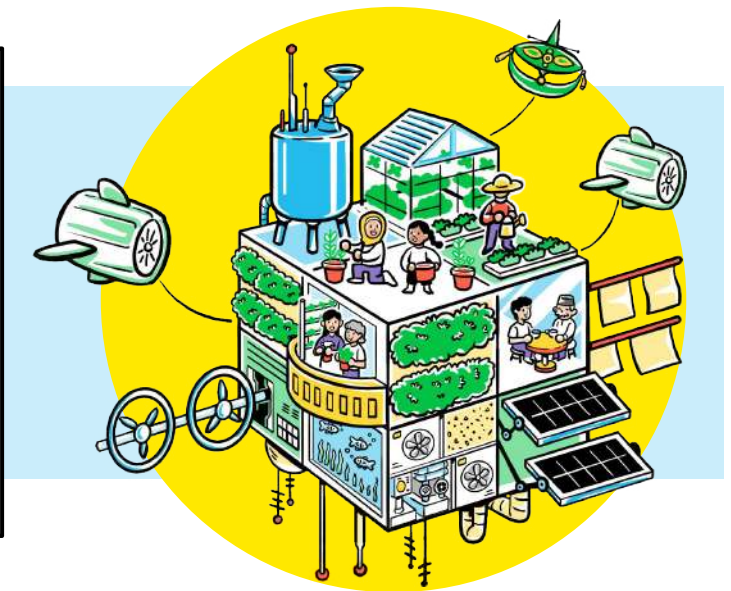
Example criteria of Community Scorecard:

No	Criteria	Score	Notes
1.	<i>Attitude of government staff during engagement</i>	Rating 1 to 5	
2.	<i>I was made to feel valued during the engagement</i>	Rating 1 to 5	
3.	<i>The relevant authorised parties have explained how and when the issues discussed will be addressed after this engagement session</i>	Yes / No	
4.	<i>The next meeting has been scheduled</i>	Yes / No	

7

Strategy for Institutionalisation

To institutionalise Inclusive Climate Action (ICA) in DBKL, a comprehensive approach that includes targeted training programs, effective implementation of the ICA Checklist, and long-term strategies for institutionalisation is essential. The following outlines key recommendations and strategies to achieve this goal.



7.1 Capacity Building

Training programs are a critical starting point for embedding ICA principles across departments. Our experience with delivering the training has found that trying to secure attendance for the duration of the full training was challenging within the context of the DBKL officers workload. **Hence, a one-day strategic-level training program could be designed and delivered to departmental directors, deputy directors, and top management.** This program should provide an overview of ICA, focusing on its principles, objectives, and relevance to departmental and city-level operations. Furthermore, the training should emphasise the critical role of leadership in championing ICA initiatives and ensuring their integration into the city's broader climate strategies.

In addition to strategic-level training, **training content may incorporate practical examples of current or recent project and process of key departments**, particularly for projects involved multiple departments serving a targeted area or impacted groups and stakeholders. These examples should equip participants with pragmatic knowledge and tools necessary for implementing ICA. More practical hands-on workshops can be further integrated to demonstrate ICA Checklist application on real-life projects. To enhance collaboration, the training should also facilitate cross-departmental engagement through group exercises and case studies.

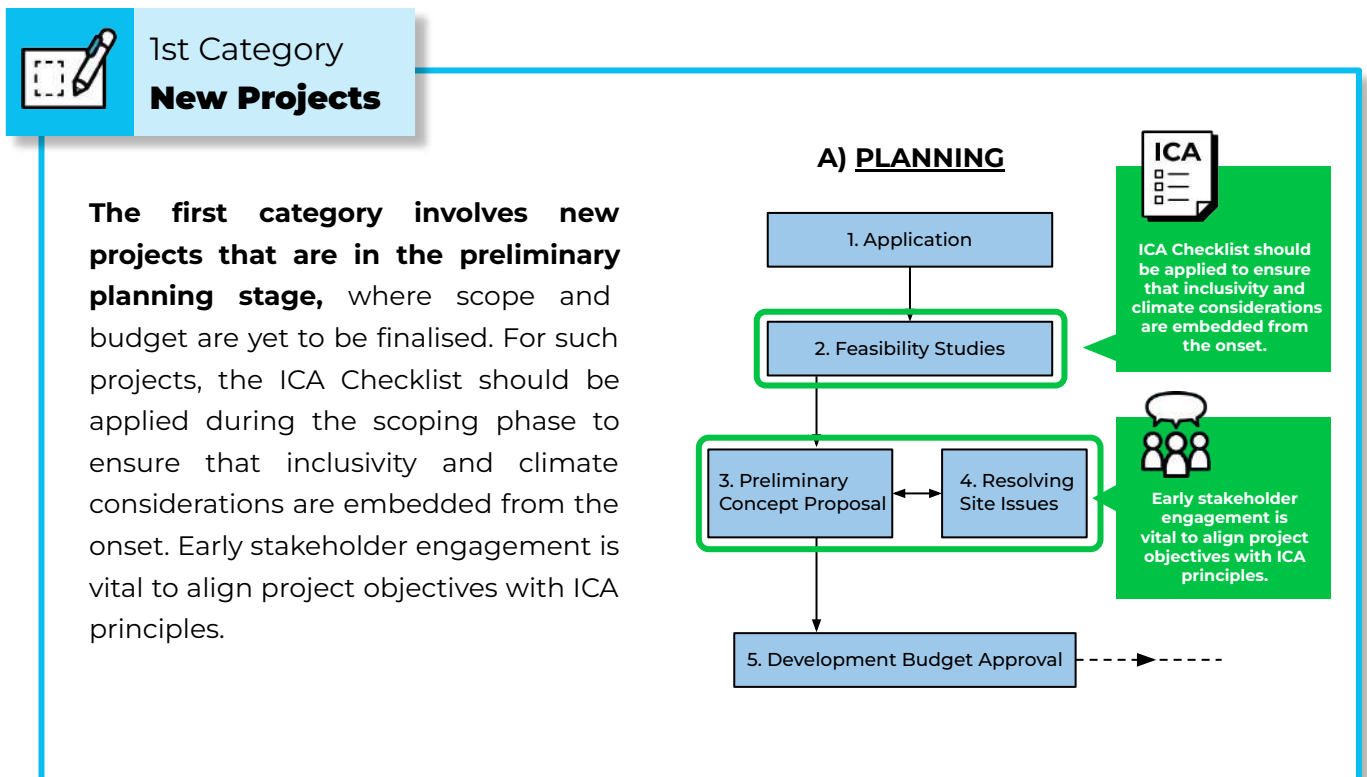
7.2 ICA Checklist Implementation

The implementation of the ICA Checklist requires a phased and structured approach. The pilot phase should begin with the selection of champion departments based on their readiness and strategic alignment with ICA goals, as identified in the meeting summary to DBKL by C40 Cities on 29 November 2024.

DBKL has identified three key pathways for institutionalising the ICA Checklist:

1. **LA 21** (Local Agenda 21 under JPRB)
2. **JPEP** (Jabatan Perancangan Ekonomi dan Pembangunan)
3. **JPKKB** (Jabatan Pembangunan Komuniti dan Kesejahteraan Bandar)

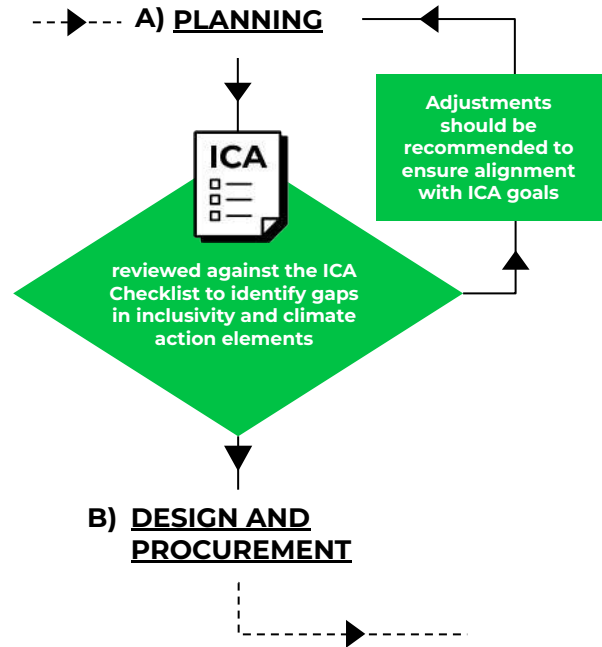
Within these departments, **a pilot application of the ICA Checklist should be conducted** to evaluate its effectiveness and identify areas for improvement. During the pilot phase, it is essential to categorise projects into **three distinct types** to focus efforts appropriately.





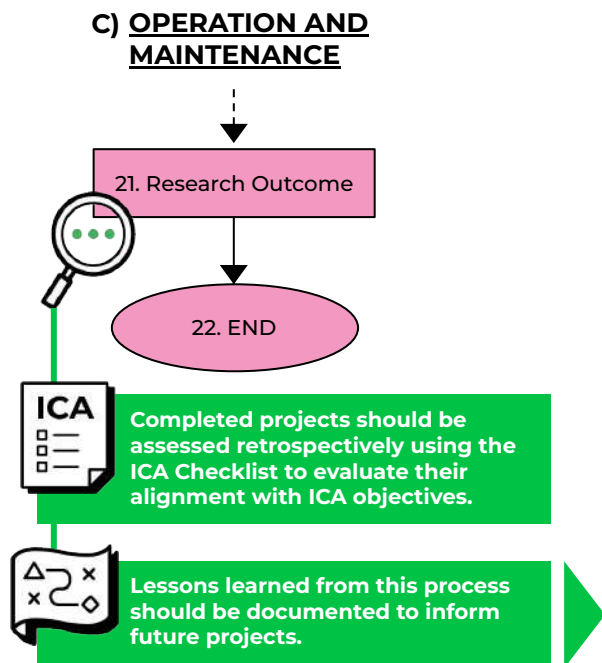
2nd Category On-Going Projects

The second category pertains to current projects that have already completed the stakeholder engagement process. These projects should be reviewed against the ICA Checklist to identify gaps in inclusivity and climate action elements. Adjustments should then be recommended to ensure alignment with ICA goals before these projects proceed to subsequent stages.



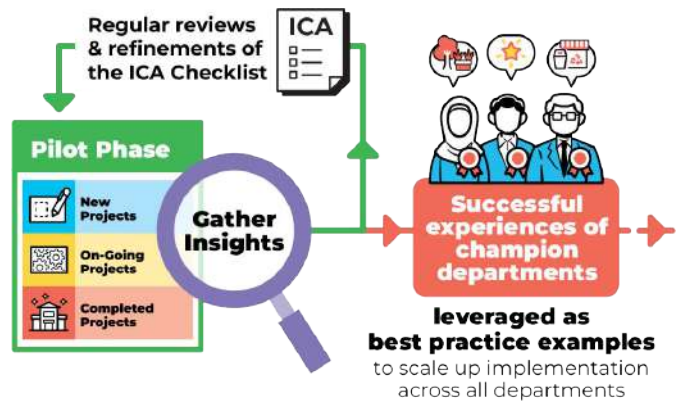
3rd Category Completed Projects

The third category includes completed projects that have been implemented but are yet to undergo the Monitoring, Evaluation, and Reporting (MER) process. These projects should be assessed retrospectively using the ICA Checklist to evaluate their alignment with ICA objectives. Lessons learned from this process should be documented to inform future projects.



Proposed work flow is based on the Kuala Lumpur City Mayor's, Physical Development Project Flow Chart 2022 (Carta Alir Projek Pembangunan Fizikal Datuk Bandar Kuala Lumpur 2022) See Appendix.

To ensure the successful implementation of the ICA Checklist, a robust monitoring and feedback mechanism must be established. This mechanism should gather insights from the pilot phase, including challenges encountered, successes achieved, and areas for improvement. Regular reviews and refinements of the ICA Checklist should be conducted based on the feedback and outcomes of the pilot phase. The successful experiences of champion departments can then be leveraged as best practice examples to scale up implementation across all departments.



Institutionalising ICA requires **embedding its principles and tools into the city's official project planning and approval processes**. Policies and standard operating procedures (SOPs) should be developed to make ICA a mandatory consideration for all city projects.

Additionally, a dedicated **ICA task force or working group should be established to oversee the implementation, monitor progress, and provide ongoing support to departments**. Long-term sustainability can be further achieved by **fostering a culture of inclusivity and climate responsibility**. This can be done through continuous capacity building, public engagement, and transparent reporting of ICA outcomes.

By adopting these strategies, DBKL can effectively institutionalise Inclusive Climate Action, ensuring that inclusivity and sustainability are foundational principles in urban development and climate resilience efforts.



Embed ICA principles and tools into policies and SOP



Establish an ICA task force or working group



Foster a culture of inclusivity and climate responsibility



Appendix

Proposed training competency framework based on findings from the needs assessment:

Group 1: Baseline	Group 2: Potential	Group 3: Focus
<ul style="list-style-type: none"> • Dept of Administration • Dept of Information Management • Dept of Human Resource Management • Dept of Legal & Prosecution • Dept of Property Management & Evaluation • Dept of Quantity Surveyor • Dept of Mechanical and Electrical Engineering • Dept of Building Control 	<ul style="list-style-type: none"> • Dept of Corporate Planning • Dept of Urban Transportation • Dept of Landscape and Recreation Development • Dept of Internal Audit • Dept of Integrity • Dept of Enforcement • Dept of Civil Engineering and Drainage 	<ul style="list-style-type: none"> • Dept of City Planning • Dept of Finance • DBKL Training Institute • Dept of Project Implementation & Building Maintenance • Dept of Infrastructure Planning • Dept of Health & Environment • Dept of Culture, Arts, Tourism and Sports • Dept of Community Development and Urban Wellbeing • Dept of Licensing and Business Development • Dept of Economic and Development Planning • All 11 Branches

Recommendation of ICA training participation group mapping

Baseline	
Key ICA principles	<ul style="list-style-type: none"> • Ability to define and explain the principles of ICA • Ability to understand the relevance of ICA to the work at DBKL • Demonstrates understanding of key concepts related to ICA including equity, inclusion and intersectionality • Demonstrates understanding of the importance of ICA • Demonstrates an understanding of the populations are typically disadvantaged in climate action within KL • Demonstrates an understanding of the concepts of Just Transition • Demonstrates an understanding of the three pillars of ICA • Develops an understanding of staff and departments who could and will apply an ICA lens on the work they do
Inclusive Process	Not Applicable
Inclusive Planning	
Equitable impacts	
Putting ICA into action	

Potential	
Key ICA principles	<ul style="list-style-type: none"> ● Ability to define and explain the principles of ICA ● Ability to understand the relevance of ICA to the work at DBKL ● Demonstrates understanding of key concepts related to ICA including equity, inclusion and intersectionality ● Demonstrates understanding of the importance of ICA ● Demonstrates an understanding of the populations are typically disadvantaged in climate action within KL ● Demonstrates an understanding of the concepts of Just Transition ● Demonstrates an understanding of the three pillars of ICA ● Develops an understanding of staff and departments who could and will apply an ICA lens on the work they do
Inclusive Process	<ul style="list-style-type: none"> ● Ability to explain the key components of an inclusive process ● Develop an understanding of the purpose of inclusive process for DBKL ● Develop an understanding of the frameworks for inclusive community engagement (such as C40 4-part methodology to inclusive participation) ● Develop an understanding of the possible tools for inclusive engagement (e.g. stakeholder mapping, vulnerability mapping)
Inclusive Planning	<ul style="list-style-type: none"> ● Ability to explain the key components of inclusive planning ● Develop an understanding of the purpose of inclusive planning for DBKL ● Develop an understanding of equity, social impact, and needs assessments, are conducted and how the outputs could be used ● Develop an understanding of the Equity Wheel and how it could be used for inclusive planning
Equitable impacts	<ul style="list-style-type: none"> ● Ability to explain the what it means to have equitable impacts ● Develop an understanding of the purpose of equitable impacts for DBKL ● Develop an understanding of how to do a benefits assessment, and how the outputs could be used ● Develop an understanding of the different tools and methodologies which could be used for Monitoring and Evaluation (M&E) and their limitations ● Develop an understanding of how to make sense of data collected from M&E
Putting ICA into action	<ul style="list-style-type: none"> ● Develop an understanding of the considerations required to adopt a ICA lens into existing processes

Focus	
Key ICA principles	<ul style="list-style-type: none"> • Ability to define and explain the principles of ICA • Ability to understand the relevance of ICA to the work at DBKL • Demonstrates understanding of key concepts related to ICA including equity, inclusion and intersectionality • Demonstrates understanding of the importance of ICA • Demonstrates an understanding of the populations are typically disadvantaged in climate action within KL • Demonstrates an understanding of the concepts of Just Transition • Demonstrates an understanding of the three pillars of ICA • Develops an understanding of staff and departments who could and will apply an ICA lens on the work they do
Inclusive Process	<ul style="list-style-type: none"> • Ability to explain and apply the key components of an inclusive process • Develop an understanding of the purpose of inclusive process • Able to apply the frameworks for inclusive community engagement (such as C40 4-part methodology to inclusive participation) and consider when they are most appropriate • Able to understand and apply possible tools for inclusive engagement (e.g. stakeholder mapping, vulnerability mapping) • Ability to apply concepts of inclusive process onto a piece of existing or upcoming work
Inclusive Planning	<ul style="list-style-type: none"> • Ability to explain and apply the key components of inclusive planning • Develop an understanding of the purpose of inclusive planning for DBKL • Able to conduct equity, social impact, and needs assessments, and consider when they are most appropriate to support ICA in DBKL work • Able to apply the Equity Wheel and consider how it could be applied within the KL context
Equitable impacts	<ul style="list-style-type: none"> • Ability to explain what it means to have equitable impacts • Develop an understanding of the purpose of equitable impacts for DBKL • Able to conduct a benefits assessment, and to use the outputs to support ICA in DBKL work • Ability to appropriately choose and apply the different tools and methodologies which could be used for Monitoring and Evaluation • Develop an understanding of how to apply findings of M&E to support ICA work in DBKL
Putting ICA into action	<ul style="list-style-type: none"> • Develop an understanding of the considerations required to adopt a ICA lens within DBKL workstreams • Ability to develop a workplan of how to integrate ICA

Post Training Survey conducted after each training day of the 5-day ICA workshop with DBKL staff (18-20, 25-26 November 2024)

Post Training Survey - Day 1 (18 Nov 2024)

Module 1: Basic Concepts and Principles of Inclusive Climate Action

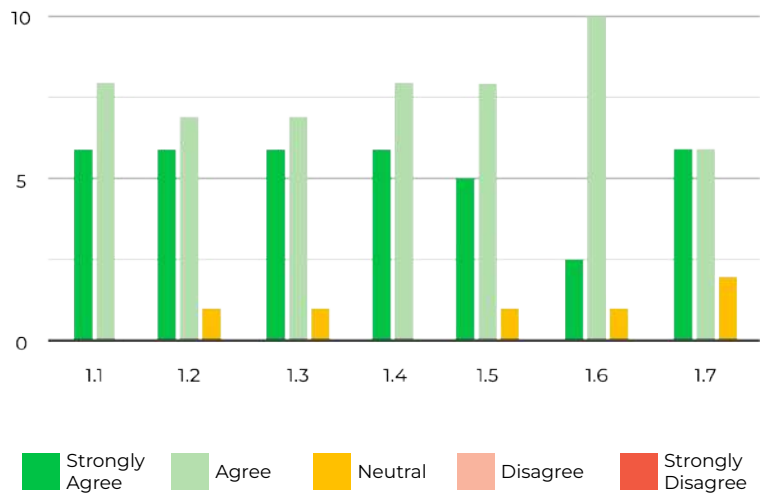
Module 2: ICA Key Concepts and Principles

Department Representatives In-Attendance

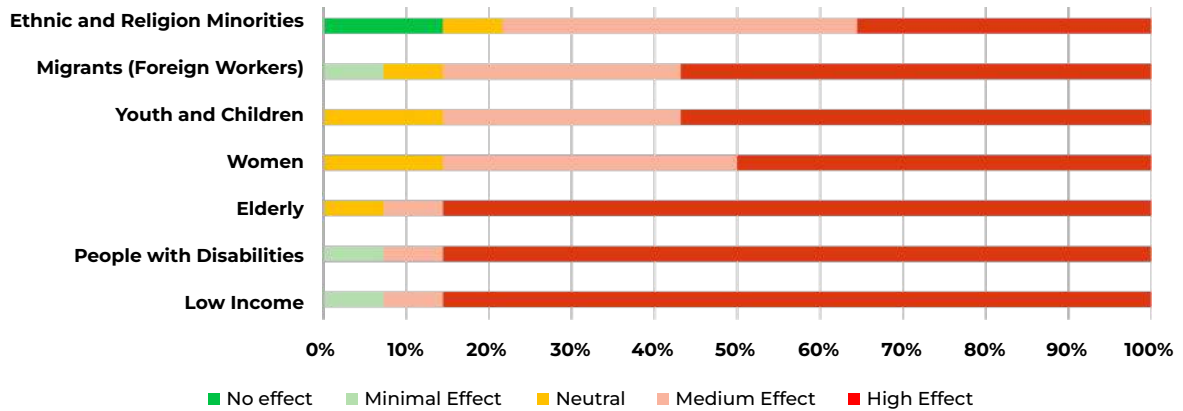
No.	Department	Number of Attendees
1	Department of Legal & Prosecution	1
2	Department of Corporate Planning	1
3	Department of Finance	1
4	Department of Infrastructure Planning	1
5	Department of Enforcement	1
6	Department of Community Development & Urban Wellbeing	3
7	Department of Mechanical & Electrical Engineering	1
8	Department of Landscape & Recreation Development	1
9	Department of Quantity Surveyor	1
10	Department of Urban Transportation	1
11	Branch Offices	2
Total Attendees		14

1. To what extent do you agree with the following statements:

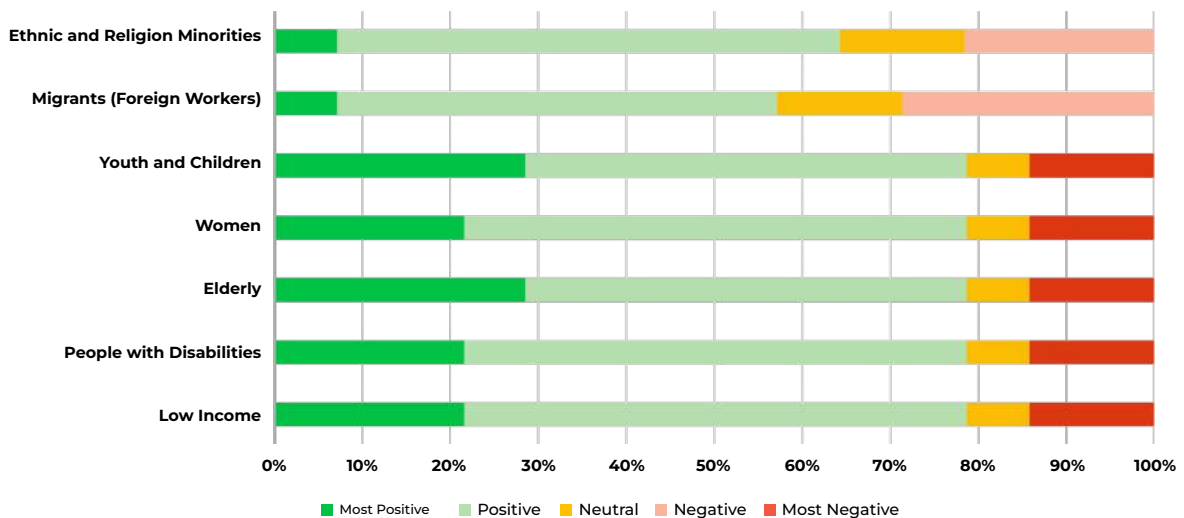
- 1.1 The given module is interesting.
- 1.2 This module is relevant to the work we do at DBKL.
- 1.3 Inclusive climate action is relevant to the work in my department.
- 1.4 Inclusive Climate Action is relevant to my work at DBKL.
- 1.5 Inclusive climate action is important to the work I do.
- 1.6 I have a good understanding of the three pillars of ICA.
- 1.7 I will recommend my colleagues to take this course to apply the inclusive process in our work at DBKL.



1.8 To what extent can the effects of climate change such as floods, droughts, landslides affect these marginalised groups?

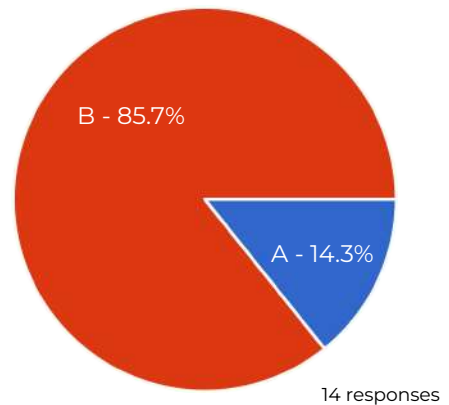


1.9 To what extent will these marginalised groups benefit (positively) or be affected (negatively) by KLCAP2050?



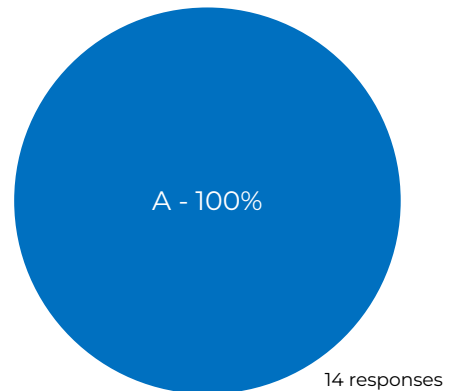
2.1 What is Inclusive Climate Action?

- A. Inclusive climate action is about creating policies that focus only on reducing carbon emissions, regardless of how these policies affect different communities within a city.**
- B. Inclusive climate action is a consideration of how people and communities might be affected by climate change and climate action, based on their well-being, prosperity, and location within a city.**
- C. Inclusive climate action refers to actions by a city that aim to plant trees and expand green space, with priority in areas where city officials decide there is a lack of greenery.**
- D. Inclusive climate action means enforcing climate laws equally across all urban areas, without adapting to the unique needs or vulnerabilities of different neighborhoods.**



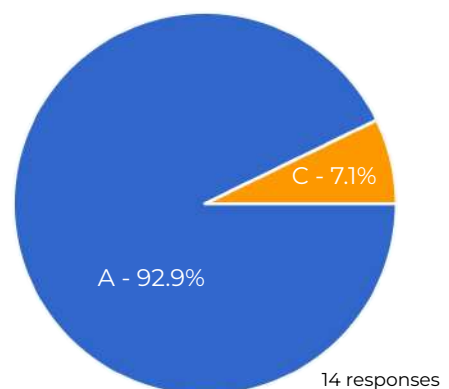
2.2 What is equity?

- A. Everyone should have the opportunity to access and benefit from climate action.**
- B. Only the communities most affected by climate change should receive support, because they need it the most.**



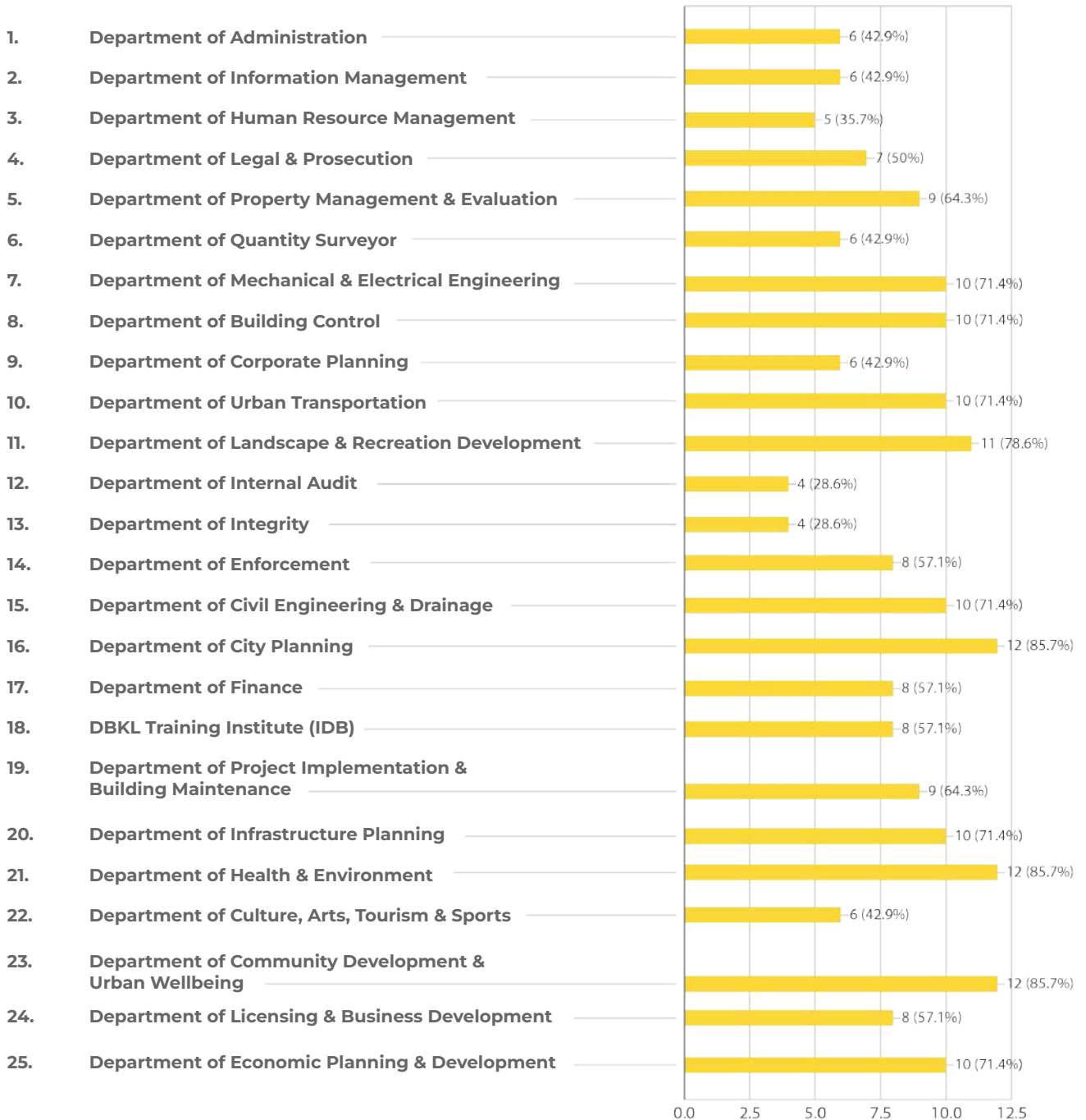
2.3 What does Equitable Impact mean in climate action?

- A. Results from design and planning for climate action, ensuring a more equitable distribution of benefits from climate action.**
- B. The idea that climate action should only focus on the areas most affected by climate change.**
- C. Focus on implementing climate action as soon as possible, regardless of who benefits.**
- D. Emphasis on reducing the costs of climate action rather than considering the impact on different communities.**



2.4 Which departments can use the ICA approach in their work? Mark all that apply

10 responses



Post Training Survey - Day 2 (19 Nov 2024)

Module 3 : Inclusive Community Engagement

Department Representatives In-Attendance

No.	Department	Number of Attendees
1	Department of Legal & Prosecution	1
2	Department of Corporate Planning	1
3	Department of Internal Audit	1
4	Department of Finance	1
5	Department of Economic Planning & Development	1
6	Department of Enforcement	1
7	Department of Community Development & Urban Wellbeing	1
8	Department of Licensing & Business Development	1
9	Department of Mechanical & Electrical Engineering	1
10	Branch Offices	1
Total Attendees		10

1. To what extent do you agree with the following statements:

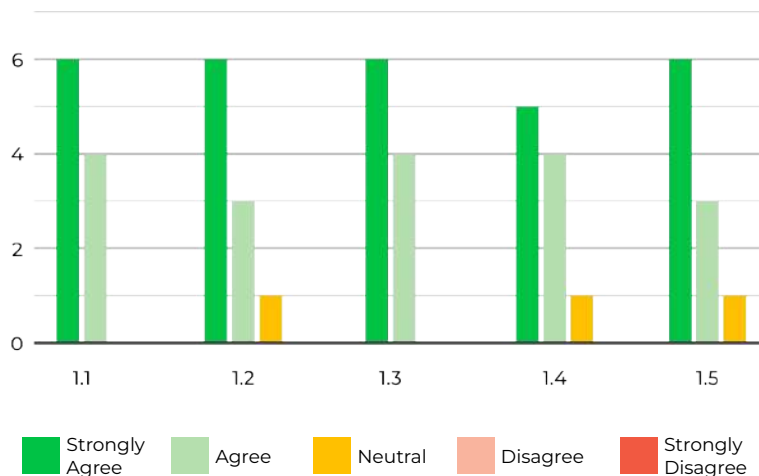
1.1 The given module is interesting.

1.2 Community involvement is relevant to the work in my department.

1.3 Community involvement is relevant to my work at DBKL.

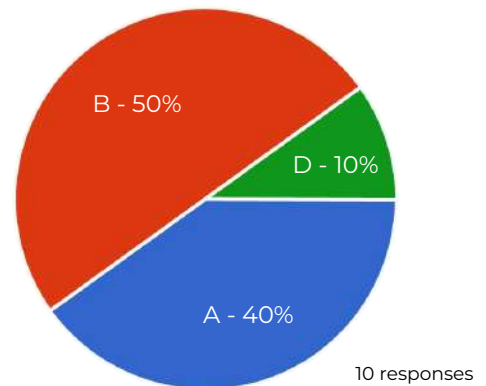
1.4 Community Involvement is important to the work I do.

1.5 I have a good understanding of how to implement inclusive community engagement.



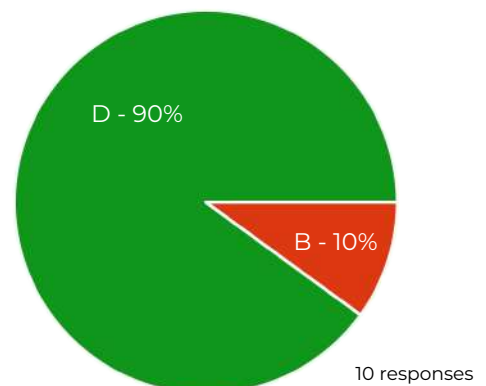
2.1 Why is inclusive community engagement important when designing climate action?

- A. To increase community awareness and knowledge about climate and sustainability**
- B. To better understand the needs of various stakeholders and relevant communities**
- C. To build trust between the DBKL department and the community**
- D. To ensure that marginalised communities are not negatively affected during implementation.**



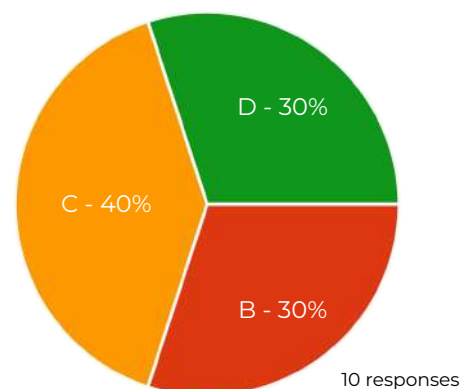
2.2 Which of the following will NOT lead to a successful inclusive engagement process?

- A. Be transparent in communicating and collaborating with stakeholders.**
- B. Exploring various communication channels to reach a wider audience.**
- C. Commit to addressing any key issues identified during the engagement.**
- D. Give priority to stakeholders who attend face-to-face workshops.**



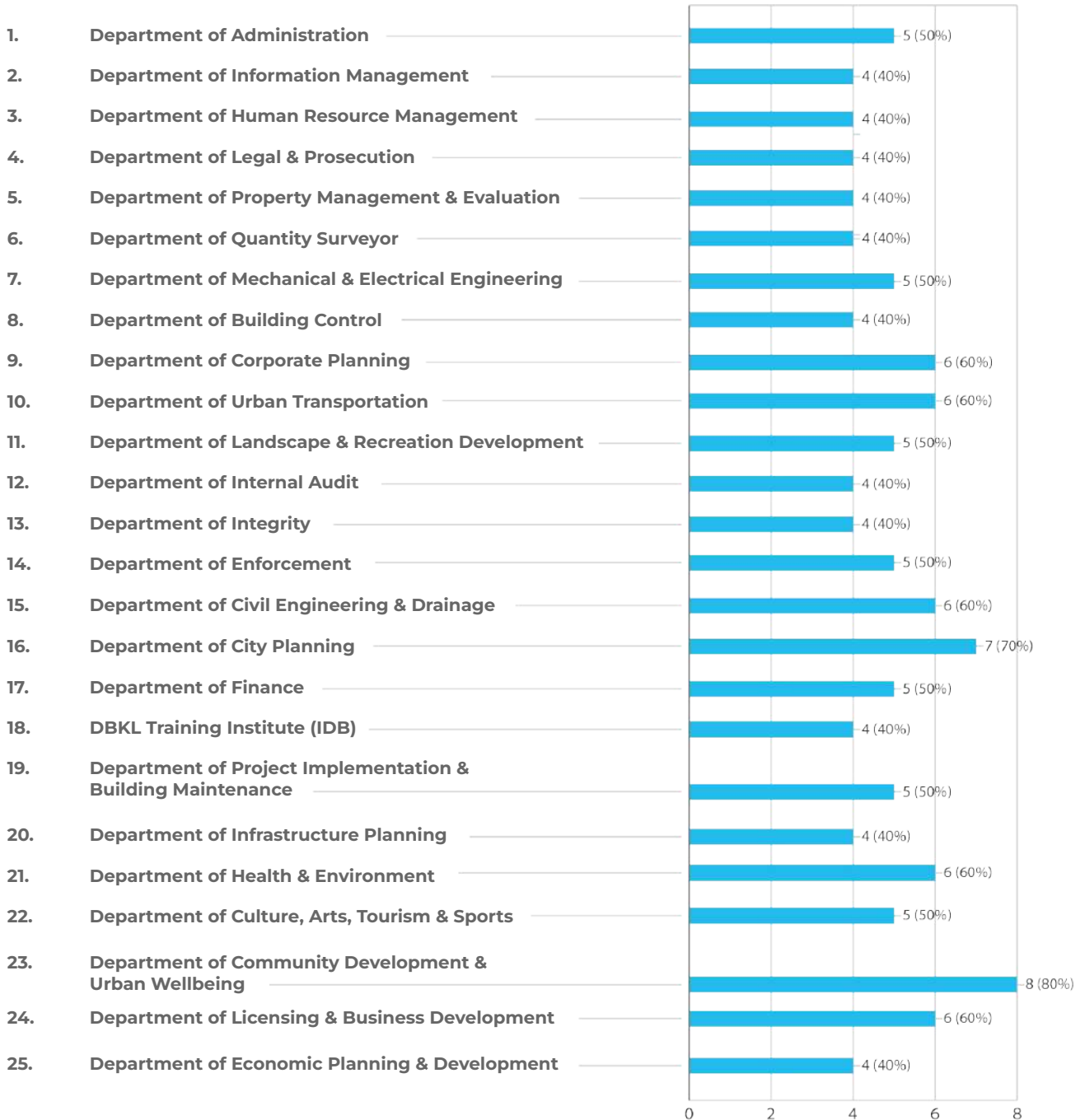
2.3 Which of the following is NOT a major challenge faced during the process of inclusive engagement?

- A. Difficulty identifying relevant stakeholders and diverse communities.**
- B. Skepticism towards political institutions by groups that have been marginalised or discriminated against for a long time.**
- C. Fear of exposure by undocumented immigrants.**
- D. Inability to bear the cost of participation in the engagement process.**



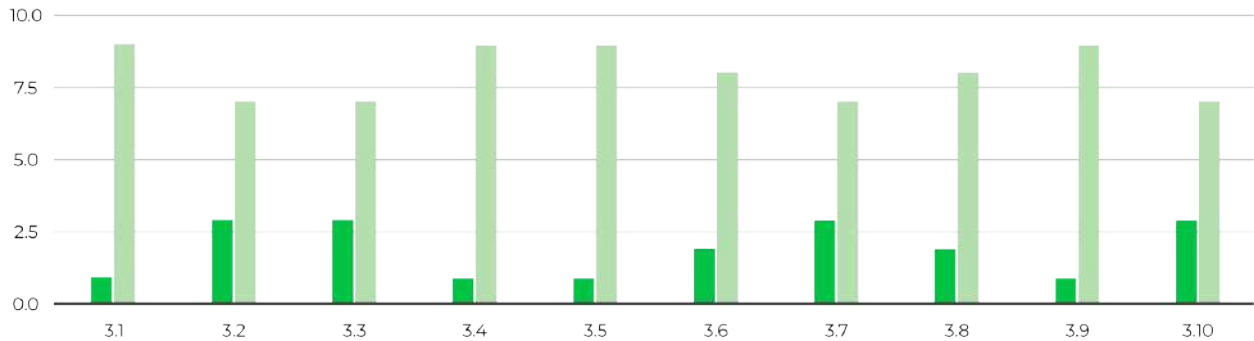
2.4 Which departments can apply the Inclusive Community Engagement Process in their work? Mark all that apply.

10 responses



3. To what extent do you agree with the following statements. After this module,

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree



3.1 I am confident in my ability to carry out inclusive community engagement if necessary.

3.2 I am confident that I will be able to apply community involvement if my work requires it.

3.3 I am more confident interacting and understanding the needs of stakeholders relevant to my work or my department.

3.4 If I see an opportunity to implement it, I will probably share the community engagement approach in the work involved.

3.5 I have a good understanding of the tools I can use to implement inclusive engagement.

3.6 If given the opportunity, I am able to apply the concept of inclusive community involvement in existing or future projects.

3.7 I have a better understanding of the considerations required to adopt an Equity Lens in the work we do at DBKL.

3.8 I have some ideas about how I might be able to integrate ICA into my work plan.

3.9 I am more confident in using communication methods or tools to give feedback to stakeholders.

3.10 I will recommend my colleagues to take this course to apply the inclusive process in our work at DBKL.

Post Training Survey - Day 3 (20 Nov 2024)

Module 4 : Inclusive Planning

Department Representatives In-Attendance

No.	Department	Number of Attendees
1	Department of Legal & Prosecution	1
2	Department of Corporate Planning	1
3	Department of Internal Audit	1
4	Department of Enforcement	1
5	Department of Community Development & Urban Wellbeing	1
6	Department of Licensing & Business Development	1
7	Department of Landscape & Recreation Development	1
8	Department of Quantity Surveyor	1
9	Department of Urban Transportation	1
10	Branch Offices	1
Total Attendees		10

1. To what extent do you agree with the following statements:

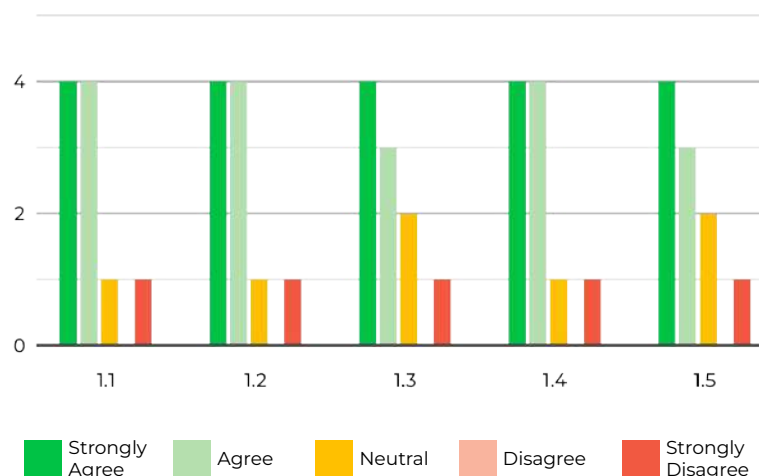
1.1 The given module is interesting.

1.2 This module is relevant to the work we do at DBKL.

1.3 The Inclusive Planning Process is relevant to the work in my department.

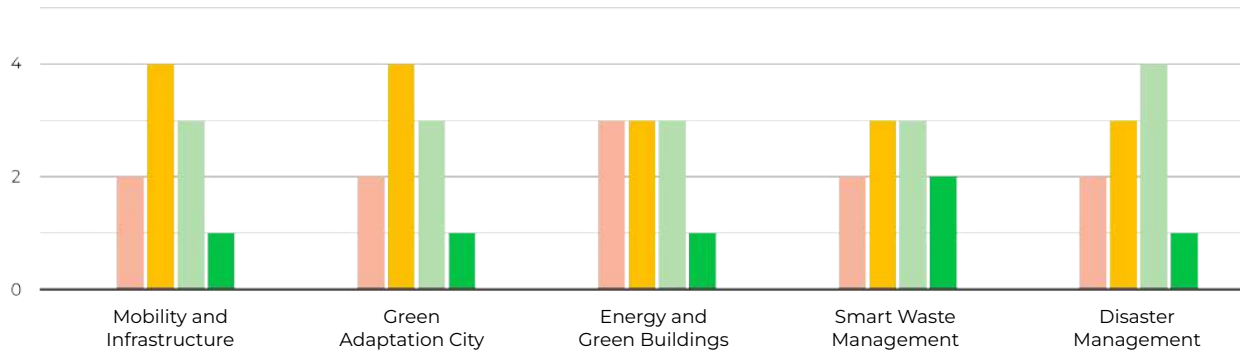
1.4 The Inclusive Planning Process is relevant to my work at DBKL.

1.5 The Inclusive Planning Process is essential to the work I do.



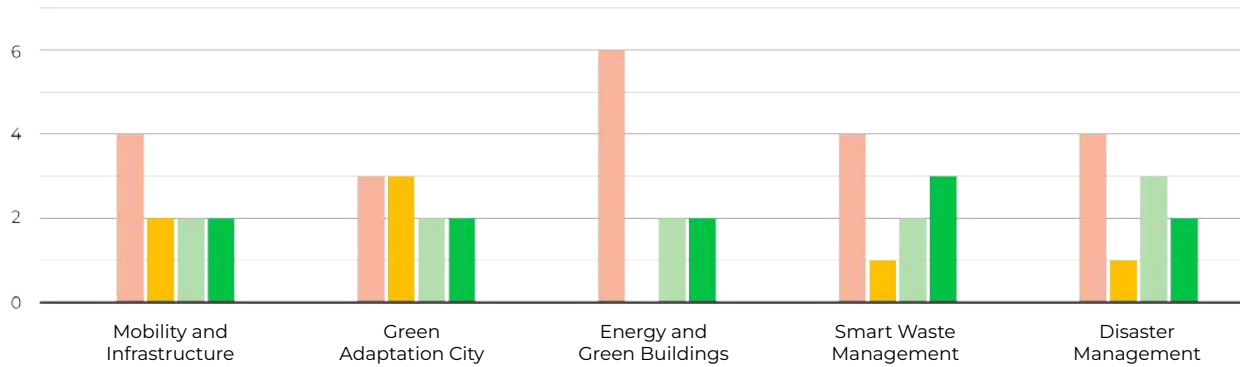
2.1 To what extent do these marginalised groups have ACCESS to climate action facilities?

Very Difficult Difficult Neutral Easy Very Easy



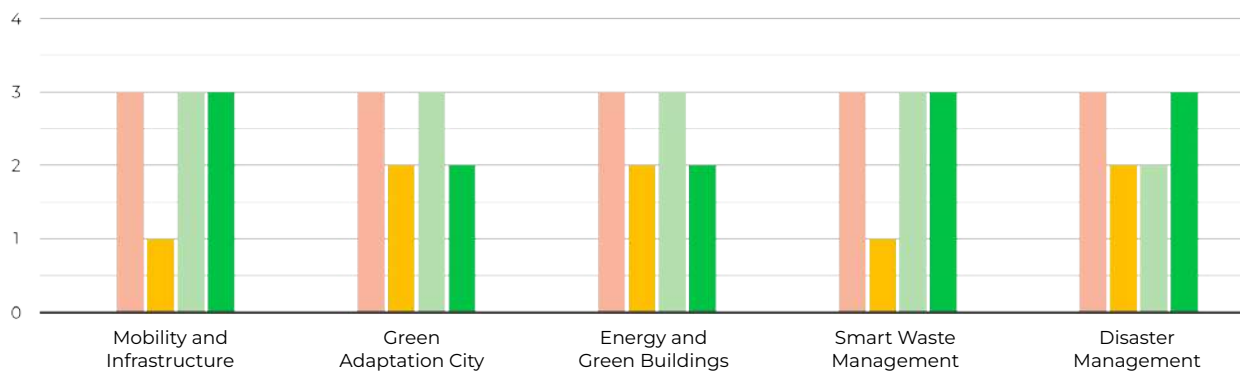
2.2 How AFFORDABLE are these climate action facilities to these marginalised groups?

Not affordable Low affordability Neutral Medium affordability Very affordable



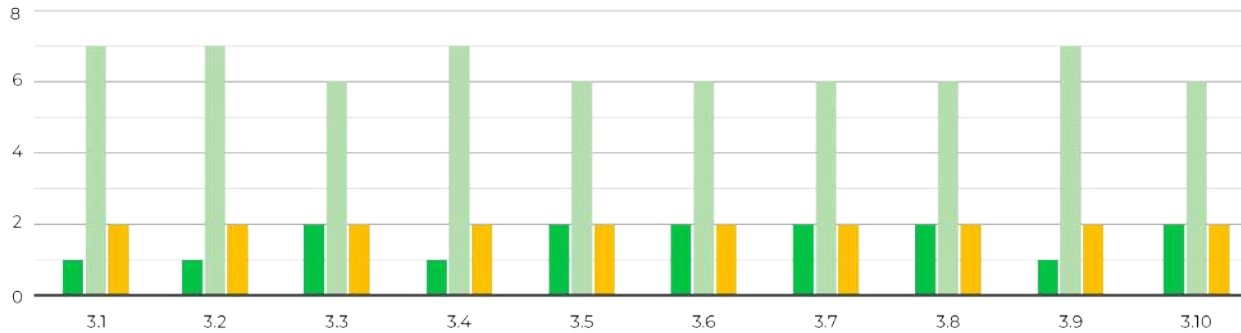
2.3 To what extent are these marginalised groups SPATIAL to climate action facilities?

No space Limited space Neutral Medium space Wide space



**3. To what extent do you agree with the following statements.
After this module,**

Strongly Agree Agree Neutral Disagree Strongly Disagree



3.1 I am confident in my ability to carry out an inclusive planning process if necessary.

3.2 I am confident that I will be able to apply the inclusive planning process if my work requires it.

3.3 If I see an opportunity to implement it, I will probably share an inclusive planning process approach.

3.4 I have a good understanding of the tools I can use to apply the inclusive planning process.

3.5 If given the opportunity, I am able to apply the concept of an inclusive planning process in existing or future projects.

3.6 The Equity Wheel is useful and helpful in my daily work.

3.7 I can use the Equity Wheel to inform my work if opportunities exist.

3.8 I have a better understanding of the considerations required to adopt the ICA Equity Lens in the work we do at DBKL.

3.9 I have some ideas about how I might be able to integrate ICA into my work plan.

3.10 I would recommend my colleagues to take this course to apply the inclusive process in our work at DBKL.

ICA Course Evaluation - Day 4 (25 Nov 2024)

Module 5 : Equitable Impacts

Department Representatives In-Attendance

No.	Department	Number of Attendees
1	Department of Legal & Prosecution	1
2	Department of Internal Audit	1
3	Department of Enforcement	1
4	Department of Community Development & Urban Wellbeing	3
5	Department of Licensing & Business Development	1
6	Department of Mechanical & Electrical Engineering	1
7	Department of Landscape & Recreation Development	1
8	Department of Quantity Surveyor	1
Total Attendees		10

1. Please rate how much you agree with the following statements:

1.1 The given module is interesting.

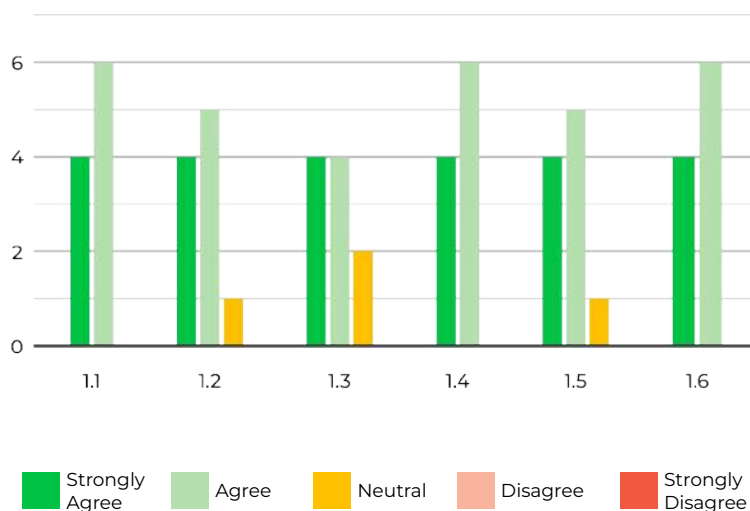
1.2 This module is relevant to the work we do at DBKL.

1.3 Equity Impact Assessment is relevant to the work in my department.

1.4 Equity Impact Assessment is relevant to my work at DBKL.

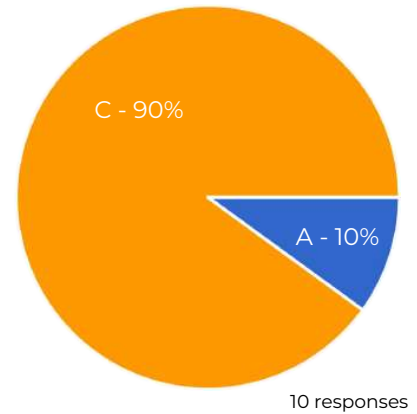
1.5 Equity Impact Assessment is essential to the work I do.

1.6 I have a good understanding of how to carry out a Equity Impact Assessment.



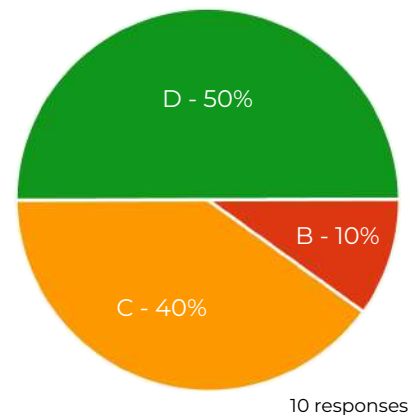
2.1 By conducting an equity assessment, a climate policy or action is evaluated through an equity lens. The aim is to achieve all EXCEPT one of the following objectives:

- A. Ensuring that everyone involved in implementing an action or policy receives equal remuneration.**
- B. Identify frontline and marginalised communities, and how they will be affected.**
- C. Highlights who will “pay” and benefit from the project or policy.**
- D. Ensure more positive outcomes from climate action in wider areas such as health, employment, mobility and others.**



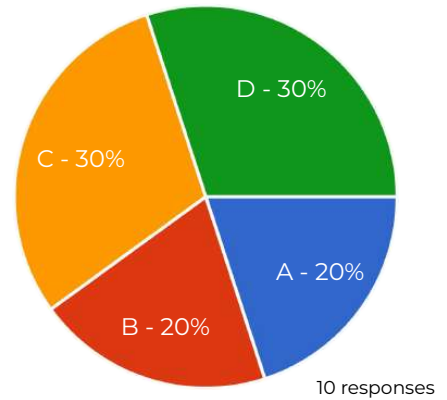
2.2 Equity assessment and needs assessment are important ICA tools for evaluating policies or projects. Which of the following statements is NOT true about their application?

- A. Both equity assessments and needs assessments help identify frontline, impacted and marginalised communities.**
- B. The equity assessment aims to understand the potential or existing impact of the project while the needs assessment establishes the overall socio-economic context of the city.**
- C. Equity assessment assesses how costs and benefits will be distributed among groups while needs assessment does not reveal how a policy might address identified needs and challenges.**
- D. Equity assessment must always be carried out before needs assessment.**



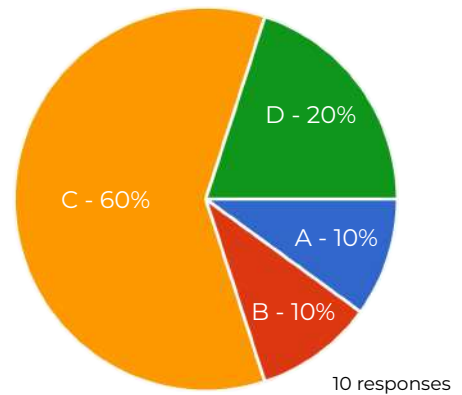
2.3 Which of the following is NOT true about conducting an equity assessment in a C40 project?

- A. Equity assessment can be carried out at both planning and implementation & monitoring stages.**
- B. Methods can vary between qualitative or quantitative, depending on available resources and capacity.**
- C. Workforce equity assessment and equity budget allocation are good case studies for quantitative equity assessment.**
- D. The Equity Wheel is the best quantitative equity assessment tool for projects with high budgets and capacity.**



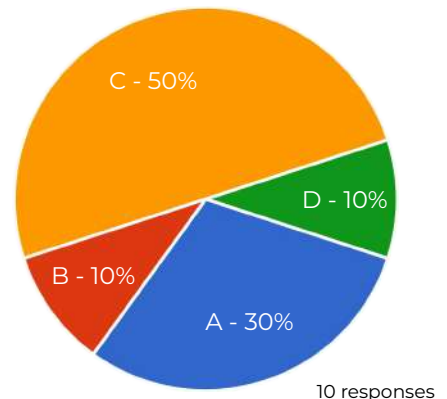
2.4 Which of the following is NOT an initial step to evaluate city decisions:

- A. Set equitable targets to guide the city's climate response.**
- B. Collect disaggregated data based on relevant local characteristics such as gender, age, ethnicity, disability, location, etc.**
- C. Provide incentives for those who provide positive feedback on the project.**
- D. Set indicators for proposed or specific actions.**



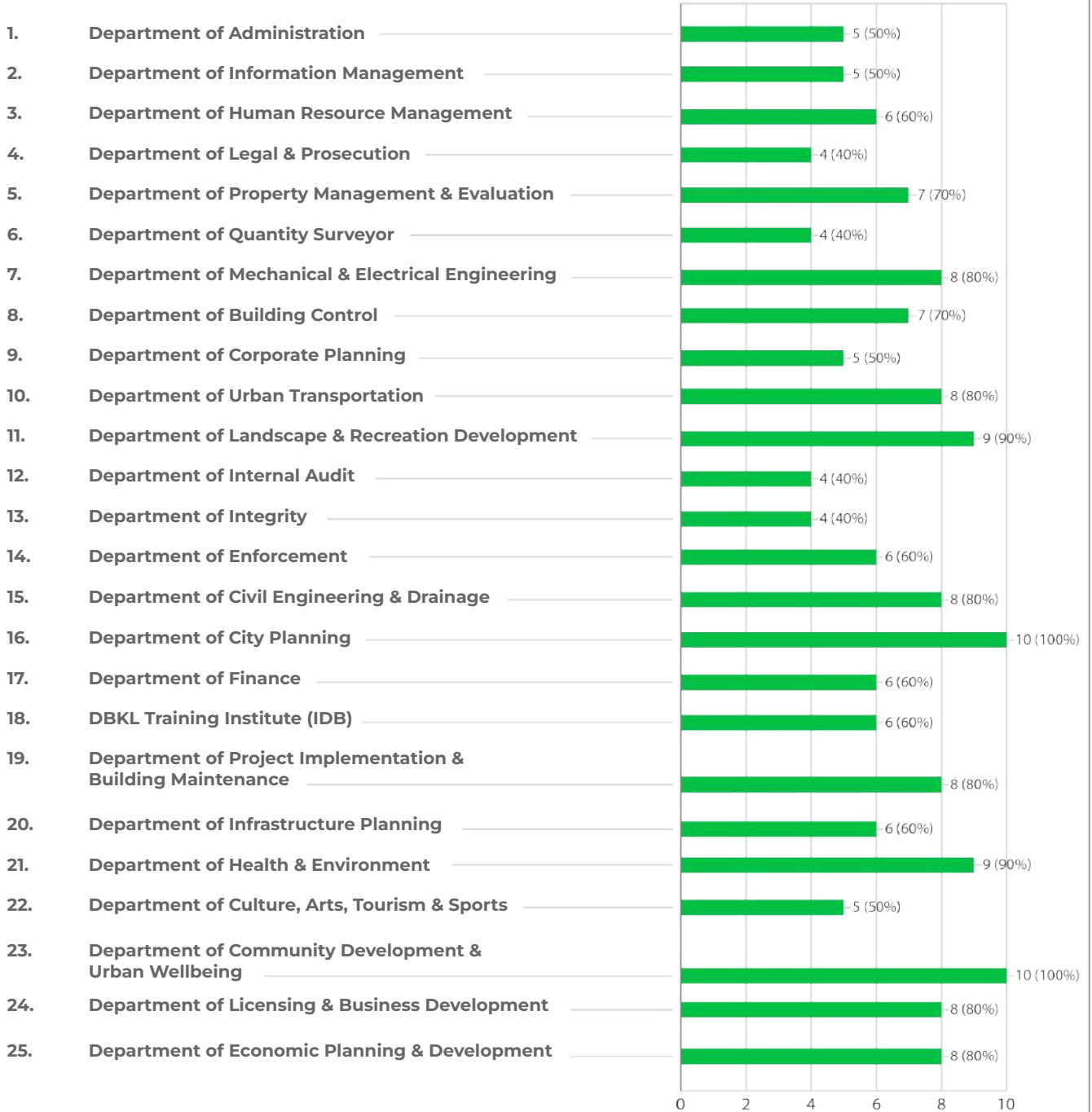
2.5 What are the benefits of the Monitoring and Evaluation system? (choose all that are correct)

- A. To increase transparency and accountability.**
- B. To promote lessons learned and increase equitable impact.**
- C. To encourage participation and engagement with stakeholders.**
- D. To demonstrate the benefits of climate action that fosters public and political support.**



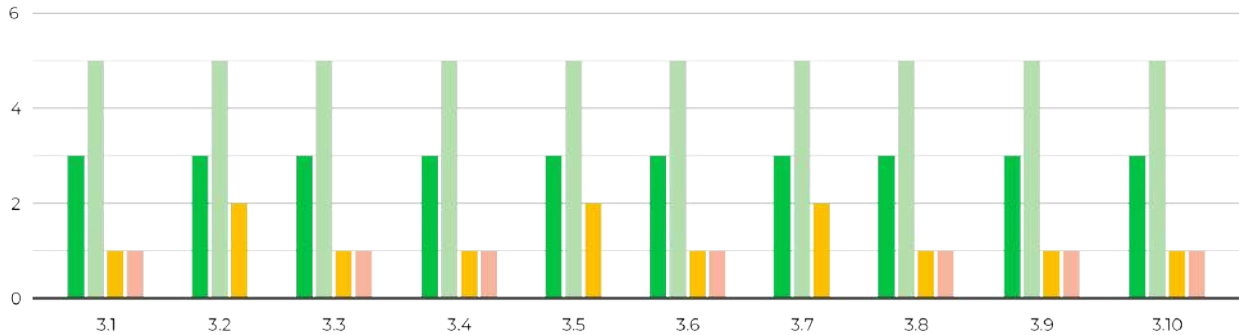
2.6 Which departments can apply Equitable Impact Assessment in their work? Mark all that apply.

10 responses



3. To what extent do you agree with the following statements.

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree



3.1 After this module, I am confident in my ability to conduct Equity Impact Assessments if necessary.

3.2 I am confident that I will be able to apply Equity Impact Assessment if my work requires it.

3.3 If I see an opportunity to implement it, I will probably share the Equity Impact Assessment approach.

3.4 I have a good understanding of the tools I can use to apply Equity Impact Assessment.

3.5 If given the opportunity, I am able to apply the concept of Equity Impact Assessment in existing or future projects.

3.6 After attending this module, I have a better understanding of tools and indicators that I can potentially use for Monitoring and Evaluation.

3.7 After attending this module, I am confident that I can support the development of Monitoring & Evaluation systems in my projects.

3.8 After this module, I have a better understanding of how to use the data obtained from Monitoring & Evaluation to support the work of ICA in DBKL.

3.9 After this module, I have a better understanding of the considerations required for Monitoring and Evaluation in the work we do at DBKL.

3.10 After this module, I have some ideas about how I might be able to integrate ICA Monitoring and Evaluation into my work plan in some way.

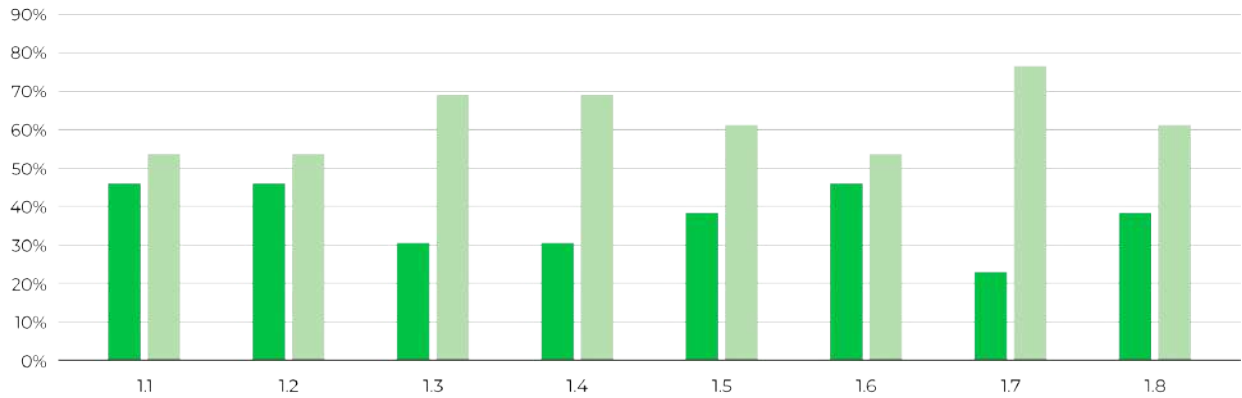
Module 6 : Applying ICA into City Planning Processes

Department Representatives In-Attendance

No.	Department	Number of Attendees
1	Department of Corporate Planning	1
2	Department of Finance	2
3	Department of City Planning	1
4	Department of Economic Planning & Development	1
5	Department of Enforcement	1
6	Department of Community Development & Urban Wellbeing	1
7	Department of Licensing & Business Development	1
8	Department of Mechanical & Electrical Engineering	1
9	Department of Quantity Surveyor	1
10	Department of Urban Transportation	1
11	Branch Offices	2
Total Attendees		13

1. Please rate how much you agree with the following statements:

Strongly Agree Agree Neutral Disagree Strongly Disagree



1.1 Coverage of the topic was sufficient.

1.2 Workshop content will support the implementation of climate policies and/or projects in my city or organisation

1.3 The knowledge gained will be applied in my work.

1.4 The information provided was interesting and relevant to my work.

1.5 Workshop activities kept everyone engaged.

1.6 Workshop pace and duration were appropriate.

1.7 Workshop objectives were clearly stated and defined.

1.8 Pre-workshop communications were timely and informative.

Photos of the 5-day ICA workshop with DBKL staff (18-20, 25-26 November 2024)

Day 1
18 Nov 2024

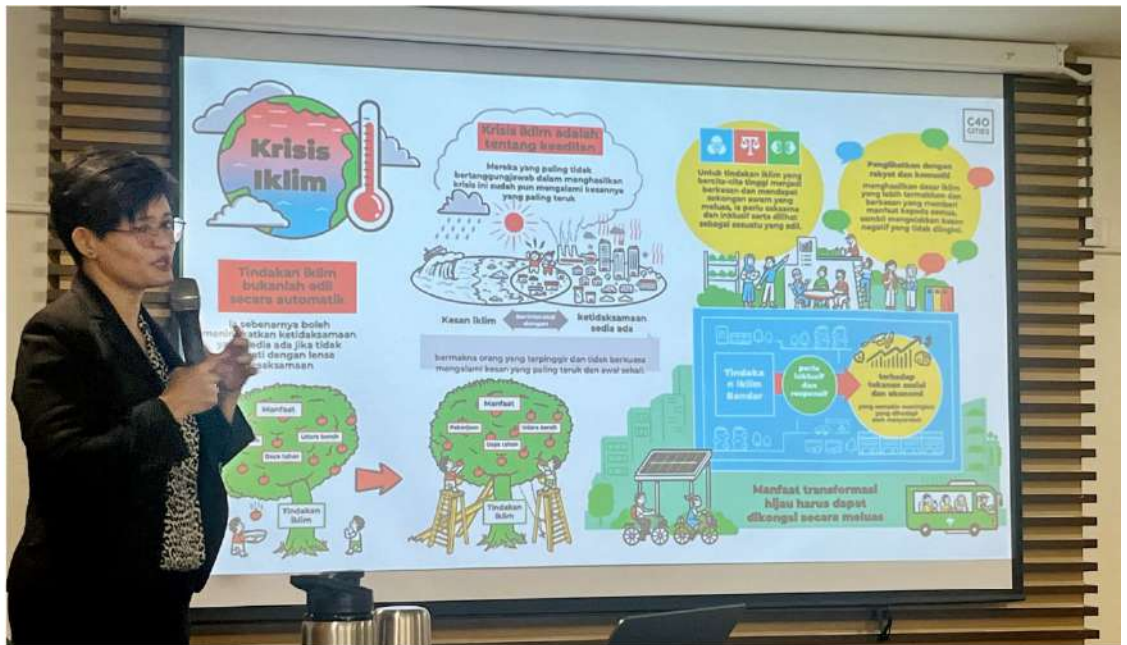



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Day 2

19 Nov 2024



Photo credits: ©Timothy Chua - TSIC-C40

Day 3

20 Nov 2024



Photo credits: ©Chia Chung Yen & Jay Shum - TSIC-C40

Day 4

25 Nov 2024



Photo credits: ©Jay Shum & Low Car Yeen - TSIC-C40

Day 5

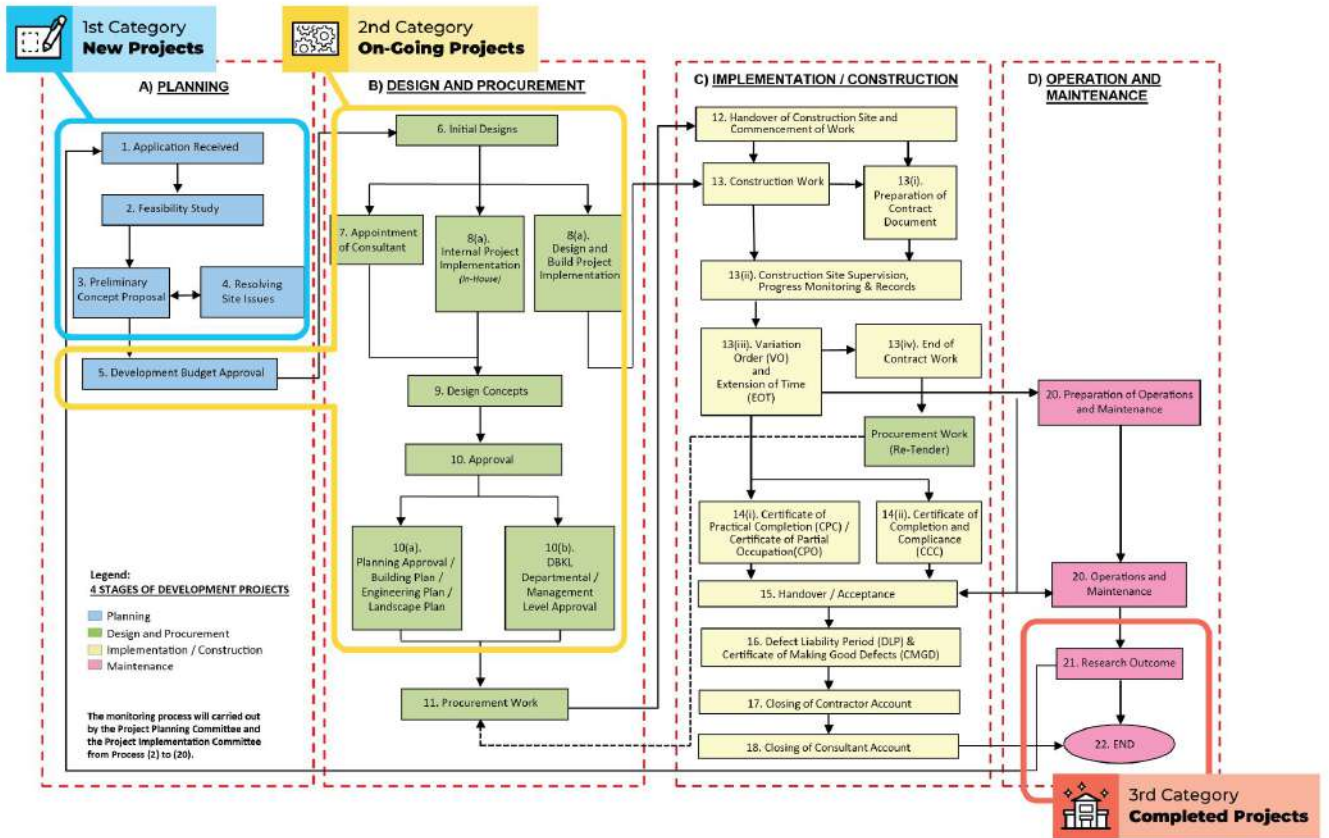
26 Nov 2024



Photo credits: ©Timothy Chua - TSIC-C40

Proposed pilot application of the ICA Checklist

KUALA LUMPUR CITY MAYOR'S, PHYSICAL DEVELOPMENT PROJECT FLOW CHART 2022



Proposed work flow is based on the Kuala Lumpur City Mayor's, Physical Development Project Flow Chart 2022 (Carta Alir Projek Pembangunan Fizikal Datuk Bandar Kuala Lumpur 2022)

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