



Views on Possible Elements of a Successor Work Programme on Article 6 of the UN Framework Convention on Climate Change

Submission by UNITAR on behalf of UN CC:Learn Partners¹

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1. Introduction

This submission has been prepared through collaboration of multilateral organizations collaborating in UN CC:Learn, a One UN initiative in the area of climate change learning which aims at strengthening human resources, learning and skills development to address climate change in Member States. UN CC:Learn contributes to and is endorsed by the "One UN Climate Change Action Framework" of the UN System Chief Executives Board for Coordination (CEB) through the High-level Committee on Programmes (HLCP).

UN CC:Learn is implemented through three Programme Areas which are mutually supportive: (1) Information and Knowledge Sharing, (2) Development of a One UN Package of Climate Change Learning Materials, and (3) National Pilot Projects to foster a strategic and results-oriented approach to climate change learning and skills development. By focusing on education, training and skills development to address climate change, UN CC:Learn is directly linked to, and makes a contribution to the implementation of Article 6 of the UN Framework Convention on Climate Change (UNFCCC).

The 2011-2013 pilot implementation of UN CC:Learn, which includes five country pilot projects in Benin, the Dominican Republic, Indonesia, Malawi and Uganda, is supported through a core contribution of the Swiss Development Cooperation. The Secretariat for UN CC:Learn is provided by the United Nations Institute for Training and Research (UNITAR).

2. UN CC:Learn Programme Areas

Global Information and Knowledge Sharing

UN CC:Learn (<http://www.unccllearn.org>) features a range of services and activities relevant to climate change learning, including regular *In Focus Articles*, up-dates on new UN learning products and courses, a *Calendar of UN Learning Events* (<http://www.unccllearn.org/events>), and a *Library of UN Materials Relevant for Climate Change Learning* (<http://www.unccllearn.org/inventory-search>). The virtual library provides access to more than 1,100 materials developed by Partners and other UN organizations in a searchable format. Close coordination with CC:iNet ensures complementarity of both platforms.

¹ UN CC:Learn is a partnership of 32 multilateral organizations, including CEB, EMG, FAO, GEF, IDB, IFAD, ILO, ITU, OCHA, UNAIDS, UNDP, UNEP, UNESCAP, UNESCO, UNESCWA, UNFCCC, UNFPA, UNHABITAT, UNICEF, UNIDO, UNISDR, UNITAR, UNSSC, UNU, UN WOMEN, UNWTO, UPU, WFP, WHO, WMO, WTO, World Bank.

One UN Package of Climate Change Learning Materials

The second Programme Area of UN CC:Learn supports the development of peer reviewed climate change learning products. Initial focus is placed on the development of a series of Introductory Learning Modules on climate change priority topics and the development of Advanced Learning Packages. The Advanced Learning Packages guide interested learners through the wealth of existing learning materials in a structured manner. In developing the packages, state-of-the-art materials both from UN and other development partners are taken into account.

National Pilot Projects to Strengthen Human Resources, Learning and Skills Development

The ultimate objective of UN CC:Learn is to strengthen human resource capacities in countries to address climate change. In order to support countries in taking a strategic and results-oriented approach to climate change learning, UN CC:Learn is supporting 5 *Pilot Projects to Strengthen Human Resources and Skills to Address Climate Change* (<http://www.uncclearn.org/country-projects>). The five pilot countries, Benin, the Dominican Republic, Indonesia, Malawi and Uganda, were selected by the UN CC:Learn Steering Group in mid-2011 from among 23 countries who submitted an application package. Pilot projects commenced during the fourth quarter of 2011 and the first quarter of 2012 and will be completed during the first half of 2013.

Key Features of National UN CC:Learn Pilot Projects

- ✓ Projects prepared and implemented through involvement of key sectors, stakeholder groups, and national learning institutions
- ✓ Pilot countries take a strategic approach to climate change learning through the development of a *National Strategy to Strengthen Human Resources and Skills to Foster Green, Low Emission and Climate Resilient Development*
- ✓ The Strategy outlines national priority actions for short-term learning and long-term capacity development of national education and training institutions
- ✓ Proposed action is linked to and provides value added to existing activities and initiatives, follows a results-based approach, and includes a monitoring and evaluation plan
- ✓ Pilot guidance developed at the international level through collaboration of the UN CC:Learn Steering Group and other interested partners and pilot tested by partner countries
- ✓ UN Resident Coordinator and Country Teams play important role for coordinating UN input at the national level
- ✓ Project concept fully compatibility with the 2005 Paris Declaration on Aid Effectiveness, including country-ownership, use of country systems, and alignment of external support with national policies and priorities.

3. Observations Related to a Possible Successor Work Programme on Article 6

Taking into account the experience gained during the first year of the UN CC:Learn pilot implementation phase in 2011, and other relevant activities, UN CC:Learn Partners would like to offer the following observations:

- Countries have expressed significant interest in taking a strategic approach to climate change awareness raising, education and training/skills development. Within a short application period spanning a few months in early 2011, 23 countries² submitted a complete application package to UN CC:Learn prepared through multi-sectoral and multi-stakeholder collaboration.
- Initial activities in UN CC:Learn pilot countries demonstrate high level political support from national decision makers for climate change awareness raising, education and training/skills development.³ Similarly, UN agencies and other stakeholders have also demonstrated strong political and technical support.
- Climate change learning and capacity development need to take place along sectoral lines (e.g. agriculture, transport) and along tiers of governance (national, sub-national, local). Ways need to be explored to horizontally and vertically integrate such efforts.
- While closely related, the topics of awareness raising, education, and training/skills development involve different actors at the national level and thus may necessitate distinctive approaches.
- Formal education is usually dealt with by Education Ministries responsible for primary, secondary and tertiary general education, while technical and vocational education and training is within the domain of Ministries of Labor or specialized institutions engaged in skills development for employment.
- Awareness raising, education and training should specifically target Ministries dealing with resources affected by climate change, such as Agriculture, Water Resources, Environment, Energy, etc., as well as national/local groups such as Farmers' Organizations.

² Belize, Benin, Burkina Faso, Colombia, Costa Rica, Dominican Republic, Egypt, Ethiopia, Gambia, Ghana, Haiti, Indonesia, Jordan, Kazakhstan, Liberia, Madagascar, Malawi, Mali, Nepal, Niger, Peru, Romania, and Uganda.

³ For example, the National Planning Workshop for the UN CC:Learn Project in Benin on 10 November 2011 was opened by the Minister of Environment, Housing and Urbanism who recognized the importance of engaging national learning institutions in the project

(http://www.unclearn.org/news/government_and_stakeholders_benin_support_str). The opening panel of the National Workshop for the UN CC:Learn project in the Dominican Republic, 7 February 2012, brought together the Executive Vice President and Head of the National Climate Change Council, the Minister of Education, the Minister of Higher Education, Science and Technology, the Vice Minister of Environment and Natural Resources, as well as the UN Resident Coordinator. The COP17/CMP7 side-event on "Developing and Sustaining Human Resource Capacities to Advance Green, Low Emission and Climate Resilient Development", 3 December 2011, which was hosted by Uganda, featured a statement by the Ugandan Minister of State for Environment, who pointed out that the UN CC:Learn project was a strategic investment to promote real transformation in countries (http://www.unclearn.org/news/decision_makers_un_clearn_pilot_countries_di).

- A significant amount of informal education and training is conducted by NGOs. Youth networks (e.g. within church and scout movements) and the media can play an important role in this area, for example.
- National Strategies to Strengthen Human Resources, Learning and Skills Development have the potential to identify national priorities and align external support and donor coordination in the area of climate change learning and capacity development. They should be linked to national development frameworks and efforts to attain Millennium Development Goals (MDGs) and develop a post-MDG agenda.
- The number of climate change learning materials and knowledge products developed through UN agencies and other development partners is growing. There is an opportunity to assist countries in identifying learning products that are appropriate for meeting their objectives.
- Capacity development and related specialized learning are often cross-cutting elements of “substantive” climate change projects. However, certain capacity development priorities, such as strengthening the capacity of national education and training institutions to deliver climate change learning action, and training courses for new and changing occupations relevant for climate change responses are not easily eligible for international funding and therefore often fall through the cracks.
- The need to strengthen access to finance for climate change education, training and public awareness activities was covered through the COP 16 decision on Article 6 (7/CP.16) and the chair conclusions of the SBI 34 (FCCC/SBI/2011/7). In recognition of the importance of activities under Article 6, the successor to the work programme on Article 6 should facilitate access to the Green Climate Fund and develop a programme of work for possible funding of the Green Climate Fund.

4. Possible Elements of a Work Programme and Proposed Action

Taking the above observations into account, UN CC:Learn Partners consider that significant opportunities exist for undertaking more in-depth information and knowledge sharing concerning climate change awareness raising, education and training under Article 6. The following issues are considered particularly important and suggested for possible consideration in a Successor Work Programme on Article 6 of the UNFCCC. Most of the topic would need action to be and be implemented through collaboration of Governments, the UNFCCC Secretariat, IGOs and other concerned stakeholders:

- 1. Strengthening Development of National Strategies for Climate Change Education and Training/Skills Development*
- 2. Integrating Climate Change Learning and Training/Skills Development into National Development Strategies, Sectoral Strategies (e.g. Agriculture, Forestry) and at Different Levels of Governance (i.e. National, Sub-National, Local)⁴*
- 3. Strengthening National Education and Training/Skills Development Institutions to Deliver Climate Change Learning Action*

⁴ This could include development of institutional frameworks for holistic decision making and effective cross-sectoral coordination.

4. *Fostering Results-based Management and Monitoring-Reporting-Verification (MRV) for Climate Change Education and Training/Skills Development*
5. *Development of Tools and Methodologies to Support Climate Change Learning Through Collaborative Efforts*
6. *Development of Standards for Climate Change Learning and Learning Products*
7. *Strengthening Access to Finance for Climate Change Education and Training/Skills Development Including Through the Green Climate Fund*
8. *Exploring New and Innovative Means of Delivering Learning (e.g. e-Learning)*
9. *Strengthening Areas Such as Training and Awareness Raising on the Effects of Climate Change⁵ and Social Consequence of Climate Change for Development*
10. *Strengthening Collaboration Between and Among UN Agencies and Development Partners and Their Respective National Education and Training Institutions*
11. *Fostering Linkages and Partnerships Around the Decade on Education for Sustainable Development*
12. *Strengthening North-South, South-South and Triangular Collaboration in Matters of Climate Change Education and Training/Skills Development*

Possible Action

To advance knowledge and experience-sharing in the above areas in a structured manner, and with the goal to provide flexible guidance to interested countries and stakeholders, the Successor Work Programme for Article 6 could include the organization of a small number of thematic expert meetings on some of the above topics considered of particular interest. The expert meetings could be organized through collaboration of the UNFCCC Secretariat, intergovernmental organizations, Governments, and non-governmental organizations and result in a series of best practices guides. UN CC:Learn would be pleased to assist in further conceptualizing and implementing such action.

⁵ As defined in Article 1 of the UNFCCC, such as health.