



## 3<sup>rd</sup> Capacity-building Hub Capacity-building Day

# International Centre for Climate Change and Development (ICCCAD) Role of Universities in Building Long-term Climate Capacities Concept Note

### Background:

**ICCCAD:** The International Centre for Climate Change and Development (ICCCAD) is an international research and capacity building training institution based in Independent University, Bangladesh (IUB) since 2009. ICCCAD's mission is to generate and disseminate knowledge on climate change in Bangladesh, with specific attention to capacitate future leaders on climate adaptation and development issues. Through the expertise of ICCCAD and its local partners, international organisations are exposed to relevant and grounded knowledge that can be shared and transmitted around the world for the benefit of other LDCs, and their governments, donors and international NGOs. Director of ICCCAD, Prof Saleemul Huq in partnership with a number of faculty members from South Asian and African LDCs have established a South-South, university-based platform titled the Least Developed Countries Universities Consortium on Climate Capacity (LUCCC) in 2017, aspiring a South-South and South-South-North knowledge sharing and capacity building network. The network currently hosted by ICCCAD has received official recognition from the LDC group under the UNFCCC and has the potential to foster sustained capacity building on climate change in developing countries.

**Context of the Session:** The Paris Agreement includes capacity building as one of its main pillars through articles 11 (capacity building), 12 (education, training and awareness) and 13 (transparency). For an effective response to the current climate change, developing countries rightly make the implementation of their NDCs conditional on capacity building (CB)—which is the most frequently requested type of support, even more than climate finance. This continued demand suggests that past CB efforts by development agencies have been insufficient and ineffective. They have been mostly project-based, short-term, foreign consultancy-driven and workshop-focused ad-hoc initiatives, with no systems of capacity left behind. Article 11 of the Agreement elevates capacity building and climate-related education, definitively establishing them as crucial means to enhance climate action under the Paris Agreement.

As efforts to implement the Paris Agreement move forward, it is crucial to consider how the existing capacity building pattern can be changed so that funding earmarked for capacity building constitutes not just disparate expenditures without lasting effect, but investments that build local capacities for decades and generations to come. In this regard, it is imperative to explore and explicate the role of universities and research institutes in contributing to sustainable capacity building, as some of the Nationally Determined Contributions (NDCs) have identified universities as the main institutional hub for that purpose. Universities are





tested institutions on education, training, public awareness, research and technology development. Historically, as powerful arbiters of knowledge in societies, universities have the ability and minimum logistics needed to generate both generic and specific capacities, creating a synergy for building overall human resources for development and climate change. They have a ripple effect across all segments and sectors, reaching students (through curricula) to supplying graduates and experts, thought leaders and policymakers. Even the small LDCs have at least one university, with a certain level of multi-and-interdisciplinary expertise across disciplines, including environmental science and natural resource management. Together with mainstreaming climate change education, universities also can offer semester-long certificate programmes for stakeholders including government officials and NGO/private sector leaders. However, universities, particularly in LDCs still face barriers that hinder the smooth transition of knowledge from generation to generation. At COP26, it is crucial to share best practices and identify response actions to bridge capacity-building gaps and needs for sustainable solutions.

### **Objectives:**

- Identifying gaps and needs related to long term climate capacity building in climate vulnerable countries.
- Discussing the role of universities in filling up the existing capacity gaps- Introducing LUCCC.
- Sharing country cases on effective use of universities as knowledge brokers.
- Highlighting existing barriers preventing universities from effective capacity building.
- Discuss ways to bridge capacity building gaps and needs by fostering collaboration between. universities, research institutions and other stakeholders.

### **Format:**

Venue: 3<sup>rd</sup> Capacity-building Hub within COP26 (Blue zone)

Location: Glasgow, UK

Date: November 3<sup>rd</sup>, 2021, Wednesday

Length: 60 minutes (10:15-11:15)

Language: English

We plan to hold an open discussion with the audience. We may use Mentimeter Poll to engage the participants joining virtually.





## General Structure:

10:15-10:20 Introduction/ welcome remarks

10:20-10:30 Presentation on LUCCC

10:30-10:55 Sharing experiences (needs and gaps) on long-term capacity building from Global South and North, and discussing the way forward

10:55-11:10 Open discussion

11:10-11:15 Closing remarks

<b>Speakers</b>		
<b>Name</b>	<b>Role</b>	<b>Affiliation/Organization</b>
Prof Saleemul Huq	Director	ICCCAD, Bangladesh
Prof Mizan R Khan	Deputy Director, ICCCAD & Programme Director, LUCCC	ICCCAD/ LUCCC, Bangladesh
Ms Ugyen Yangchen	Lecturer	College of Natural Resources, Royal University of Bhutan, Bhutan
Dr David Mfitumukiza	Senior Lecturer	Makerere University, Uganda
Dr Junice Madalo Dzonzi	Lecturer	Lilongwe University of Agriculture and Natural Resources, Malawi
Dr Hanna Habtemariam Robele	Assistant Professor	Addis Ababa University, Ethiopia
Prof Andy Large [TBC]	Professor in River Science	Newcastle University, UK

<b>Moderators</b>		
<b>Name</b>	<b>Role</b>	<b>Affiliation/Organization</b>
Prof Saleemul Huq	Director	ICCCAD

## Outcomes:

- Learn from key actors from past experiences in capacity building, needs and gaps.
- Engage in discussions on how universities can play the lead role in sustainable capacity building.
- Meet and network with relevant stakeholders in the arena.





United Nations Climate Change  
Paris Committee on Capacity-building



## Relevant Links:

<https://www.icccad.net/>

<https://www.taylorfrancis.com/chapters/edit/10.4324/9781315179094-7/universities-central-hub-capacity-building-shaila-mahmud-revocatus-twinomuhangi-stacy-ann-robinson>

