



3rd Capacity-building Hub Capacity-building Day

Climate and Development Knowledge Network (CDKN) and International Research Institute for Climate and Society (IRI) Knowledge to Action: Bridging the Science, Research, Policy & Practice Gap

Event Summary

This session started with an interactive Menti to gauge audience comfort with using climate information in their work. Short-term and fragmented capacity-building efforts remain a problem in the climate services domain, especially when it comes to creating the national competencies needed to deliver the WMO's Global Framework for Climate Services. John Furlow and Melody Braun of IRI described their new [Global Climate Service Academies](#) to build these capacities. The academies connect information producers with decision makers, increasing the relevance and utility of capacity-building efforts. Columbia recently launched the [Columbia Climate School](#). The School features a deliberate focus on connecting research to policy and practice.

The expertise embedded in universities can also play an instrumental role in policy debates, policy development, public dialogue around climate impacts and adaptation and mitigation choices. Experiences from Namibia and Peru underlined this point.

Margaret Angula, a Senior Lecturer at the University of Namibia, described how her university has informed diverse stakeholder groups about scientific advances in the understanding of climate change. This ranges from training parliamentarians to working with subnational government officials and engagement at village or household level. Ms. Angula was quick to stress that the engagement of researchers with community members and institutions can lead academics to develop a far more nuanced understanding of issues themselves, and even a reframing of what the 'problem' is and how people can strengthen resilience.

In Peru, Maria Angelica Rondón of the Ministry of Environment described the many important roles for academics across and within national policy and implementation processes. Academics have been called upon to provide technical input into scenario planning, scoping and feasibility assessment of Peru's adaptation and mitigation interventions. In a video, Andrea Chanove of Santa Maria Catolica University described a network of 57 Peruvian universities that have advised the government on NDC enhancement.

Kamal Devkota of the South Asia Institute for Advanced Studies in Nepal joined via video to elaborate opportunities for researchers to support deliberative processes and strengthened natural resource management regimes at the local level. The Pani Chautari (Water Forums) in Nepal are local-level platforms that address issues of water shortage and pollution, arising





pressures such as unsustainable management, and climate change. SIAS served as an information provider and assisted stakeholders to discuss and reflect on the stressors and solutions at play. There is an explicit gender dimension to some of these exercises, with several gender-specific forums being convened and women active as an organised stakeholder group in the forums.

During the discussion period, Mairi Dupar of CDKN talked about the importance of applied teaching and learning, and how, even during the Covid-19 pandemic, some stimulating and interactive exercises have been developed for online use. These extend students' learning beyond the theoretical domain and develop their skills to be practitioners of climate-resilient development.