



## Submissions for the Paris Committee on Capacity-building

Regarding the existing methodologies to implement capacity-building activities that offer countries the possibility to achieve long-term goals of the Paris Agreement, it is necessary to gather information on tools and methodologies used in climate related efforts that aim to strengthen capacities at the individual, institutional and systemic level to accomplish the objectives or to get a better performance and/or to improve the sustainability, replicability or scalability of capacity development projects. The relevant methodologies and tools also include those which support the design, follow up and evaluation of capacity building efforts, and they are expected to answer the following questions:

Which are good examples of methodologies and tools used by different actors to implement capacity building activities that allow countries the accomplishment of long-term goals of the Paris Agreement?

To achieve the long-term goals of the Paris Agreement is necessary to generate a climate culture as an adaptive response to the current and future challenges of climate change, as well as an informed, conscious and participatory society that demands accountability.

In this sense, Environmental Education for Sustainability (EEfS) is one of the pillars not only to implement Action for Climate Empowerment (ACE) but to transform modern societies into more equitable societies, where no one is left behind and the human being is understood as an integral part of the environment.

Through EEfS people and collectivities build knowledge, attitudes and values that allow establishing a responsible relation with the environment and understanding reality to implement actions aimed to participate in the solution of environmental problems and the transition towards sustainability.

The EEfS not only matters for its implementation in the classroom (formal education) but also covers different aspects of non-formal and informal education, which allows the inclusion of different tools and methodologies such as those mentioned below:

- Transformation of study plans and programs at different educational levels in order to change the current socioeconomic system that causes climate change.
- Inclusion of environmental and climate change topics in the school curricula (inclusion of environmental and climate change perspective in an integral way)
- Teacher training (transformation of teacher's practice so they can have climate change knowledge and transform their practice to impulse new values and attitudes from a new culture on students.
- Creation of didactic materials which include subjects related to climate change science and consider the topic with a social perspective in order to achieve a comprehensive understanding of the issue and promote climate action.
- Awareness campaigns (massive media in which not only the problems and solutions that invite green capitalism are exposed, but also talk about possible futures through the deep transformation of modern societies)





- Citizen engagement on climate policy (a paradigm shift includes the active participation of society to carry out informed decision-making).
- Promotion of a participatory society.
- Facilitation to Information Access (through web pages, publications, forums, conferences, seminars).

Which kind of tools and methodologies have demonstrated to be effective for capacity building? Why?

- Courses: It is possible to create or strengthen capacities in different subjects. The National Institute of Ecology and Climate Change has offered both virtual and face-to-face courses, obtaining good results, mainly with local state officials who are in charge of implementing climate policy. Currently is working with UNICEF to develop online courses for teachers to train them on climate change and human rights.
- Web portals: The biggest effort done in Mexico to achieve a web page that presents information at a national level is the Official Site of Mexico in the face of climate change which aims to concentrate and disseminate the Mexican knowledge, tools and advance on climate change to support informed decision-making and research as well as promote a climate culture in different sectors of the society. (<https://cambioclimatico.gob.mx>)
- Forums: Open forums as National Meetings on Climate Change have constituted successful experiences for knowledge dissemination and capacity building through different workshops and institutional linkage. In the same way, the forum on educational tools for climate change held on august 2020, had an active participation from environmental and educational sectors through which education on climate change was promoted in the country.
- Media training workshops: There have been organized different workshops for media in order to offer them accurate information. The results are good thank to the continuous participation of different media.
- Didactic materials: The National Institute for Ecology and Climate Change (INECC) have created manuals for teachers and high school students, in coordination with UNICEF, as well as educational videos in coordination with the Secretariat of Public Education.

Which kind of tools and methodologies exist to support the efficient design, implementation, and monitoring capacity building interventions?

- Transformation of study programs of different education levels.
- Inclusion of environmental and climate change topics in the school curricula (inclusion of environmental and climate change perspective in an integral way)
- Teacher training
- Citizen engagement of climate policy

In which topics of the Paris Agreement are new capacity building tools and methodologies most needed to achieve its long-term goals?

Climate change is a problem related to development. In this sense, it is essential to transform the field of formal education so that it does not respond exclusively to the interests of the socioeconomic system. Article 12 of the Paris Agreement.





What are the useful and relevant sources for this topic (websites and portals, publications, forums, organizations working on this topic)?

- National Institute for Ecology and Climate Change (INECC)
- Education and Training Center for Sustainable Development (CECADESU)

For more information, it can be consulted the following link:

<https://unfccc.int/process-and-meetings/bodies/constituted-bodies/paris-committee-on-capacity-building-pccb/submissions/call-for-submissions-from-parties-and-non-party-stakeholders-on-existing-tools-and-methodologies-for>

About experiences, good practices and lessons learned related to improving developing countries identification on capacity-building and maintenance.

Within the framework of its new work plan for 2021-2024, the PCCB will collect, review and share information on experiences, good practices and lessons learned related to improving the ownership of developing countries with the creation and maintenance of the capacity and will offer recommendations.

For this topic, it is expected that the information submitted can answer the following questions:

What are good examples of lessons learned and best practices to improve country ownership of capacity building efforts?

- Mexico's response to climate change (<https://cambioclimatico.gob.mx>)
- Manuals for teachers and high school students. Climate change and my rights (<https://www.gob.mx/inecc/documentos/manuales-para-secundaria-elcambio-climatico-y-mis-derechos>)
- Disclosure platform. Climate change (<http://elcambioclimaticodefrente.inecc.gob.mx>)
- Educational tools about climate change ([https://us15.campaignarchive.com/?e=\[UNIQID\]&u=58d3bf36487d8c72a0c1a7692&id=9b4b229421](https://us15.campaignarchive.com/?e=[UNIQID]&u=58d3bf36487d8c72a0c1a7692&id=9b4b229421))

What are the main challenges (institutional and knowledge barriers and capacity gaps) with respect to effectively improving national ownership of capacity building efforts?

In the case of education, awareness, communication, participation and access to information, there are different disjointed efforts which could be strengthened with better inter-institutional coordination.

The lack of human and financial resources is an important limitation for Mexico.

What are the useful sources relevant to this topic (websites and portals, publications, forums, organizations working on this topic)?

- Mexico's response to climate change (<https://cambioclimatico.gob.mx>)





# MEDIO AMBIENTE

SECRETARÍA DE MEDIO AMBIENTE Y RECURSOS NATURALES



- Manuals for teachers and high school students. Climate change and my rights (<https://www.gob.mx/inecc/documentos/manuales-para-secundaria-elcambio-climatico-y-mis-derechos>)
- Disclosure platform. Climate change (<http://elcambioclimaticodefrente.inecc.gob.mx>)
- Education tools about climate change ([https://us15.campaignarchive.com/?e=\[UNIQID\]&u=58d3bf36487d8c72a0c1a7692&id=9b4b229421](https://us15.campaignarchive.com/?e=[UNIQID]&u=58d3bf36487d8c72a0c1a7692&id=9b4b229421))

