

Paris Committee on Capacity-building (PCCB)

Call for submissions from Parties and non-Party stakeholders: Experience, good practices and lessons learned related to enhancing the ownership of developing countries of building and maintaining capacity

Background

The PCCB aims to address gaps and needs, both current and emerging, in implementing capacity-building in developing country Parties and further enhance capacity-building efforts.

Enhancing coherence and coordination of capacity-building under the Convention;
Identifying capacity gaps and needs, both current and emerging, and recommending ways to address them;
Promoting awareness-raising, knowledge- and information-sharing and stakeholder engagement.

Current priority areas are:

To learn more about the work of the PCCB, you can access its annual reports and other documents [here](#).

Topic for submissions

As part of its continuing efforts to respond to these priorities, the PCCB determined in its 2021-2024 workplan, to make a call for submissions from Parties and non-Party stakeholders on:

Experience, good practices and lessons learned related to enhancing the ownership of developing countries of building and maintaining capacity.

Submissions form

We thank you in advance for filling out this template with concise, evidence-based information and for referencing all relevant sources. There are 2 sections in this template:

- *Details about your organization*
- *Guiding questions about implementing NDCs and national development plans in developing countries*

How will the inputs be used?

The inputs will feed into upcoming deliverables under Activity B.3 of the 2021-2024 PCCB workplan, including a technical paper in 2022, a technical session at the 5th Capacity-building Hub in 2023, and recommendations to the COP and CMA.

Further information:

You are welcome to provide any other information that your organization thinks would highlight suggestions made in response to this call for submissions.

Address for submission: pccb@unfccc.int

Deadline for submissions: 30 November 2021

Please only fill out sections that are relevant to the work of your organization. Please note that no section is mandatory.

Organization or entity name:

Monitoring and Evaluating Climate Communication and Education (MECCE) Project

Type of organization:

Please choose as appropriate:

- | | |
|---|---|
| <input type="checkbox"/> Intergovernmental organization | <input type="checkbox"/> Development bank / financial institution |
| <input type="checkbox"/> UN and affiliated organization | <input type="checkbox"/> Non-governmental organization |
| <input checked="" type="checkbox"/> International network, coalition, or initiative | <input checked="" type="checkbox"/> Research organization |
| <input type="checkbox"/> Regional network, coalition, or initiative | <input checked="" type="checkbox"/> University/education/training organization |
| <input type="checkbox"/> Public sector entity | <input type="checkbox"/> Private sector entity |
| <input type="checkbox"/> Development agency | <input type="checkbox"/> Philanthropic organization |
| | <input type="checkbox"/> Other (Please specify) <small>Click or tap here to enter text.</small> |

Organization Location

City: Saskatoon/Melbourne

Country: Canada/Australia

Scale of operation:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Global | <input type="checkbox"/> Regional |
| <input type="checkbox"/> Local | <input type="checkbox"/> Subregional |
| <input type="checkbox"/> National | <input type="checkbox"/> Transboundary |

City(ies)/Country(ies) of operation (if appropriate):

Our research is global in focus and impact. We have research team members based in Australia, Canada, Costa Rica, France, Germany, India, Japan, Mexico, Morocco, the Netherlands, Russia, South Africa, Sweden, United Kingdom, United States of America.

Experience, good practices and lessons learned related to enhancing the ownership of developing countries of building and maintaining capacity.

Enhancing country ownership of capacity-building, is a topic that the PCCB has explored from the start as part of its mandate. Article 11.2 of the Paris Agreement notes that capacity-building “should be country-driven, based on and responsive to national needs, and foster country ownership of Parties, in particular, for developing country Parties, including at the national, subnational and local levels.” Parties and other stakeholders in the UNFCCC process have variously noted that a lack of country ownership and local leadership is a key cause behind existing capacity gaps and constraints in developing countries.

Under its new workplan for 2021–2024, the PCCB will collate, review and share information on experience, good practices and lessons learned related to enhancing the ownership of developing countries of building and maintaining capacity, and providing recommendations in this regard.

What are good examples of lessons learned and best practices in enhancing country ownership of capacity-building efforts?

- We are compiling country approaches to ACE through a review of each country’s international commitments and national laws, policies, action plans, and programs. We invite country experts, including ACE focal points, to review and profile input on the profiles. This initiative is a partnership with the UNESCO Global Education Monitoring Report. We have released 20 country profiles and another 30-50 are being developed in 2021/22. The profiles offer a comparative perspective of country progress on ACE and aim to promote peer learning and enhance capacity for policy dialogue between countries on ACE.
- Our research has found that good examples tend to be based on collaborative approaches where different actors work together to develop strategies and plans, including Nationally Determined Contributions (NDCs) and National Adaptation Plans. For example, Costa Rica used a participatory approach to develop its 2020 NDC and the NDC was open to public consultation. Cambodia has also developed several new ACE-related initiatives based on previous public consultations. The Colombian Ministry of the Environment and Sustainable Development has a Citizen Participation Plan, which supports citizen contributions to decision-making related to climate change, environment, and quality of life issues through public hearings and consultations.
- Our research also indicates that enhanced public participation in decision-making processes seems to increase ownership of capacity-building efforts related to ACE. Further, policies and plans with strong inclusion of ACE tend to be produced when developed in collaboration with stakeholders representing different sectors within a country. For example, in Bangladesh, public participation is important for national climate change policy development. The National Adaptation Programme of Action (2009) was completed after consultations with communities, civil society, and professional groups. Locally Led Adaptation (LLA), which devolves decision-making to the lowest appropriate level, is commonly used by the government and nongovernment agencies.
- In general, we have found that countries which are the most affected by climate change have developed more ACE-related initiatives and guidelines; however, we have found a lack of communication about these initiatives to international audiences, which may result in a lack of recognition by the international community.

In your experience, how can country ownership of capacity-building efforts best be ensured and enhanced?

- Providing different stakeholders should be given opportunities to participate in ACE-related initiative development appears to enhance capacity-building. Such participation ensures that initiatives address recognized needs, rather than being developed through top-down approaches.
- Capacity-building efforts to increase ACE-related initiatives should maintain flexible and country-driven approaches by providing space for different ways of reporting and other ways to showcase countries' approaches to ACE. Within the Country Profiles, we have found that countries that developed their own language and ways of reporting outside the UNFCCC guidelines were often more engaged in ACE than those that were just delivering as promised. Nevertheless, providing reporting guidance and guidelines to countries would support countries in monitoring and evaluating their ACE approaches, rather than relying on ad hoc self-reporting. This would also facilitate the identification of best practices in ACE as well as gaps in ACE provision.

What are key challenges (incl. e.g. knowledge and institutional barriers and capacity gaps) with regard to effectively enhancing country ownership of capacity-building efforts?

- While developing the first set of 20 Country Profiles, we found that major challenges to integrating and implementing ACE, including monitoring and evaluation of ACE progress, included:
- Structural/institutional issues: For example, multiple documents of the 20 countries analyzed mention the need to increase engagement with climate change within ministries and ACE is often not mainstreamed across ministries or sectors. This suggests the need to expand understanding of ACE by government officials, which would strengthen integration of ACE.
- Communication/coordination issues: Our analysis suggests that ministries responsible for education and climate change in the 20 countries studied often work in silos. Multiple documents reference the need to increase cross-ministerial collaboration on ACE-related initiatives. We also found that, while 85% of the countries in our first set of 20 profiles have existing national monitoring mechanisms that could be used to track ACE progress, a lack of coordination contributes to a lack of capacity to monitor, evaluate, and report on ACE progress.
- Funding issues: The documents reviewed frequently mention funding availability as a major obstacle in the 20 countries we studied. Further, only 15% of the first 20 countries we studied report a budget line for ACE-related activities, indicating a lack of prioritization of ACE among countries.

Useful sources:

Please give examples of useful sources relevant to this topic (e.g. webpages and portals, publications, fora, organizations working on this issue)

- Website: www.mecce.ca
- Advancing Global Climate Literacy and Action Brief: mecce.ca/mecce_cop26-brochure-improving-the-quality-and-increasing-the-quantity-of-ace-2021-11-01
- Country Profiles on MECCE Project website: mecce.ca/climate-change-country-profiles
- Country Profiles on GEM Report's Profiles Enhancing Education Reviews website: education-profiles.org
- The UNESCO "Getting Climate-Ready" brochure features two projects from our network, the Country Profiles and a related analysis of National Curriculum Frameworks: www.unesco.de/sites/default/files/2019-03/Getting_Climate-Ready-Guide_Schools.pdf

Open comment:

A second set of 15-25 Country Profiles will be published online in early 2022, and the final set of 15-25 profiles will be published online in September/October 2022. We would be pleased to present on our work or to provide briefing documents to support your process.