Learning and Skills Strategies for a Green and Climate Resilient Transition: Advancing National and International Action

Dominican Republic to a Green and Climate Resilient Transition: UN CC:Learn Project

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Climate Change Learning
Priority for the Dominican Republic

• It is one of 10 world's most vulnerable countries to climate change effects
• Three out of four Dominicans express their strong concern regarding the information received about climate change risks
• Education ranks first in national issues according to the study of “Perception and Knowledge of the Dominican Population on Climate Change”
High Vulnerability to Climate Change

- Extreme weather
- Rise in sea levels
- Draught
- Floods
- Hurricanes

Cloud Temperature

- Cloud
- Temperature
The **adaptation** to climate change as key element of land use and environmental policy of the nation is in the **Constitution of the Dominican Republic (Art. 194).**

Adaptation to climate change and environmental conservation is in the **fourth pillar of the National Development Strategy 2030 Organic Law 01-12.**
National Council for Climate Change and Clean Development Mechanism

**Date:** September 20th, 2008

**Creation:** Decree 601-08, as an instance of public policy coordination and joint efforts in mitigating the causes and adapting to the impacts of climate change.

**President:**
Dr. Leonel Fernandez Reyna

**Executive Vicepresident:**
Omar Ramirez Tejada
UN CC:Learn Pilot Projects 2011-2013

- **Benin**  Ministry of Environment Housing and Urbanization
- **Dominican Republic**  National Council for Climate Change and Clean Development Mechanism
- **Indonesia**  National Council on Climate Change
- **Malawi**  Ministry of Finance and Development Planning
- **Uganda**  Ministry of Water and Environment
What is UN CC:Learn?

“A collaboration of 32 multilateral organizations to foster global knowledge sharing on climate change learning and to strengthen human resources, learning and skills development in Member States through country driven processes.”
Objectives of National Pilot Projects

- Foster a systematic and country-driven process to strengthen human resources, learning, and skills development to address climate change;
- Determine specific actions to enhance climate change learning and strengthen national education and training systems;
- Ensure that climate change learning is linked to and helps to achieve national climate change objectives;
- Augment mobilization of resources for training and skills development from national budgets and external partners, such as UN organizations/country teams, bilateral donors, foundations;
- Ultimately, create a strengthened human resource base in the country to enhance the implementation of the UN Framework Convention on Climate Change (UNFCCC)
UN CC:Learn in the Dominican Republic

UN CC:Learn pilot project commenced in 2012

Multi-sectoral and multi-stakeholder collaboration

Engagement of national learning institutions

Results-based approach to climate change learning

Integrating “short term action” into strategic vision
UN CC:Learn in the Dominican Republic
Ministry/Agency

Educational/Vocational Training Institutions

Private Sector

Civil Society/NGOs
Addressing climate change was an environmental issue at first, now, is a **sustainable development component**.

It is not enough to have programs and projects for a green, low emissions and climate resilient development, it is needed **financial and human resources** to make it happen.

In order to address climate change and achieve sustainable development, we need to encourage deep **changes in lifestyles, attitudes and behaviour**.

**Training technical personal and provide information** is fundamental to build capacities in order to address climate change and sustainable development.
• For ensuring institutional sustainability, climate change and sustainable development should be mainstreamed at all levels of the education system, using different approaches and strategies for each level.

• For strengthening national capacity, a climate change and sustainable development national education strategy must be based in the country policy framework and serve as both a means and an end for policy implementation.

• For fostering legitimacy and effectiveness of climate change and sustainable development learning priority actions, a multisectoral and multistakeholder consultative process approach should be carried, and learning programs tailored to country context.