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CLIMATE CHANGE LEARNING STRATEGY IN GHANA:

BACKGROUND REPORT



INSTITUTE OF GREEN GROWTH SOLUTIONS



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Climate Change Learning Strategy in Ghana: Background Report

By:

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Executive Summary

In response to the global call for more action to be taken by governments to address the negative impacts of climate change and the growth of climate science both globally and locally, the Government of Ghana (GoG) has taken various steps to mainstream climate change into the developmental agenda of the country. Ghana is a signatory to the UNFCCC and is represented at the annual Conference of Parties (CoP) meetings.

The government's resolve to mainstream climate change into development agenda is demonstrated through the Ghana Shared Growth and Development Agenda I & II (GSGDA 2010 -2017), which gives consideration to climate change in all its thematic areas. The GSGDA I & II acknowledges that climate change is a major challenge that has the ability not only to erode the country's development gains, but also hinder further growth and sustainable development.

In July 2014, the GoG launched the National Climate Change Policy (NCCP) to provide clearly defined pathways for dealing with the challenges of climate change and to identify the opportunities and benefits of green economy. The underlying vision of the NCCP is "to ensure a climate resilient and climate compatible economy while achieving sustainable development through equitable low carbon economic growth for Ghana" and is the country's integrated response to climate change (Ghana National Climate Change Policy, 2014)

The government's resolve to mainstream climate change into development efforts is demonstrated through the Ghana Shared Growth and Development Agenda (GSGDA I & II) (2010-2017)

The National Environment Policy (NEP) which was launched alongside the NCCP has capacity building as one of its key cardinal points. The NEP acknowledges capacity building as a major step towards the realisation of a desired environment. By educating and building the capacity of all relevant stakeholders in sustainable environmental practices which in a broader sense, includes climate change capacity building, will play a critical role in achieving the objectives of the policy. Capacity building is also a key priority in other major national sectoral policies including the National Youth Policy, Ghana Educational Policy, Agriculture, energy, health, water resources, among others.

Other important national policy documents that acknowledge the effects of climate change on sustainable development include the Low Carbon Development Strategy and the National Climate Change Adaptation Strategy.

Ghana's development aspirations are vividly captured within the GSGDA I & II, both of which place a strong emphasis on building a climate resilient economy. The country's priority areas regarding climate change are also spelt out within the National Climate Change Policy, the National Climate Change Adaptation Policy, among others.

Furthermore, the country development priorities regarding climate change will be the starting point for the development of the country's Intended National Determined Contributions to be submitted ahead of the 21st Conference of Parties (CoP 21).

Given that both INDCs and the National Climate Change Learning Strategies are to be informed by the long term development framework of respective countries, there will be the

need for a strong linkage between long term development objectives, the INDCs, and National Climate Change Learning Strategies.

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(MoF) not only at the national level, but also at the local level. Some of the major steps include;

- Incorporating climate change into the 2011-2012 National Planning and Budgeting Guidelines by MoF and NDPC.
- Developing indicators on climate change for the District Functional Organisational Assessment Tool (FOAT)
- The NDPC and EPA have developed a guidebook for mainstreaming climate change and disaster risk reduction into District Medium Term Development Plans.
- Training of MMDAs on the use of the Guidebook for mainstreaming climate change into planning and budgeting.
- High level awareness creation programmes for Members of Parliament, Members of Council of State, Economic Management Team, Chief Directors of key Ministries, District Chief Executives and Regional Coordinating Directors on mainstreaming climate change and disaster risks management into planning and budgeting at the sector and district levels.
- Development of Policy briefs on climate change.
- A study on climate public expenditure and institutional review

National Climate Change Priority Areas:

- Agriculture and Food Security
- Disaster Preparedness and Response
- National Resource Management
- Equitable Social Development
- Energy, Industrial and Infrastructural Development

National priority areas in relation to climate change mainstreaming:

Ghana has identified five (5) priority areas within which there are ten (10) focus/programme areas. The table below identifies the various priority and focus areas.

Table 1: Climate Change Priority Areas and Focus Areas

Priority Area	Focus Areas
Agriculture and Food Security	<input type="checkbox"/> Develop climate-resilient agriculture and food security systems
Disaster Preparedness and Response	<input type="checkbox"/> Build climate-resilient infrastructure <input type="checkbox"/> Increase resilience of vulnerable Communities to climate-related Risks
National Resource Management	<input type="checkbox"/> Increase Carbon Sinks <input type="checkbox"/> Improve management and resilience of Terrestrial, Aquatic and Marine Ecosystems
Equitable Social Development	<input type="checkbox"/> Address impacts of climate change on human health <input type="checkbox"/> Minimise impacts of Climate Change on access to water and sanitation <input type="checkbox"/> Address gender issues in Climate Change <input type="checkbox"/> Address Climate Change and Migration
Energy, Industrial and Infrastructural Development	<input type="checkbox"/> Minimise Greenhouse Gas Emissions

Source: National Climate Change Policy, 2013

Climate Change Education and Capacity Building

In the last two decades, Climate Change and Environmental Education (CCEE) and Education for Sustainable Development (ESD) have become major tools for protecting the environment and ensuring sustainable development (UNICEF 2013).

Capacity building has become pivotal to most international conventions such as the United Nations Framework Convention on Climate Change, especially among developing countries. Article 6 of UNFCCC enjoins all parties' governments to develop and implement education and training (ESD) programmes, including the strengthening of national institutions, training of scientific, technical and managerial personnel, as well as implementing public awareness programmes on climate change and its effects.

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Furthermore, at the 18th Conference of Parties (CoP 18) in Doha in 2012, Parties adopted the eight-year Doha work programme on Article 6. The Doha work programme requested the Subsidiary Body of Implementation (SBI) to organise an annual in-session Dialogue on Article 6 of the Convention to enhance the objectives of Article 6. The Doha Work Programme recognises the “importance of taking a long-term, strategic and country-driven approach to education, training and skills development”, and invites Parties to “prepare a national strategy on Article 6 of the Convention”.

The United Nations Education, Scientific, and Cultural Organisation (UNESCO) has been the main UN body that has championed climate change education within the framework of the UN Decade of Education for Sustainable Development (DESD), with the objective of making climate change education a more central and visible part of the international response to climate change. The UNESCO programme is also targeted at helping young people appreciate the impact of global warming today and increase "climate literacy". This, the UNESCO hopes to achieve by strengthening the capacity of its member States to provide quality climate change education; encouraging innovative teaching approaches to integrate climate change education in school and by raising awareness about climate change as well as enhancing non-formal education programmes through media, networking and partnerships.

Some Past and On-Going Capacity Building Efforts in Ghana

A number of capacity building initiatives in climate change have either been carried out or are ongoing. Some of the initiatives have taken place at global and regional levels while others are specific to Ghana. They include;

- Netherlands Climate Change Studies Assistance Programme (NCCSAP)
- Climate Change Adaptation and Development Programme Initiative (CC-DARE)
- Adaptation Learning Programme (ALP) for Africa Innovative
- Insurance Products for Adaptation to Climate Change (IIPAC) Integrating climate change into the management of priority health risks
- International Development Association Program Document For A Proposed Natural Resources And Environmental Governance First Development Policy Operation To Ghana
 - And Environmental Governance First Development Policy Operation To Ghana
- Adaptation Learning Program (ALP)
- Climate Health Project
- Low Emission Capacity Building Program
- Green Climate Fund
- Capacity Building on Measurement, Reporting, and Verification (MRV) Domestic Architecture
- Africa Adaptation Program in Ghana
- Community Resilience Through Early Warning
- Technical Assistance for Sustainable National Greenhouse Gas Inventory Management Systems in West Africa (West Africa GHG Project)
- Ghana Technology Needs Assessment
- National Climate Change Adaptation Strategy

- Climate Change Education in Schools Programme (CCES, EPA)

Capacity Building Needs for Stakeholder Groups

Different stakeholders have different capacity building needs. To ensure adequate and proper capacity building for all stakeholders, it is necessary to perform a comprehensive need assessment for all stakeholders.

A number of steps have been taken to address national capacity gaps, but it is obvious that there are still immense capacity gaps that need to be addressed. There are challenges regarding institutional capacity, strengths, and interaction. Most recently, skilled climate scientists have been in great demand in response to the need for evidence based information for development planning both at the national and district levels.

The various stakeholder groups Identified within this report are;

- Policy makers / regulatory and enforcement institutions / local government practitioners
- Academia (All levels)
- Non-academic training Institutions
- Community;
 - Community Based Organisations / Religious Organisations / Chiefs and other Traditional rulers / Local people (farmers and fishermen)
- Business and Industry
- Media
- Non-Governmental Organisations / Civil Society Organisation
- Health Institutions and Professionals

Capacity building needs assessment for the above-named stakeholder groups is discussed under section 6 of this report.

Improving Climate Change Learning in Ghana

There is the need to develop appropriate educational and public awareness programs on climate change and its effects and ensure that they are fully implemented. Based on the categories of individuals and groups, forms of learning and types of institution, specific strategic actions can be taken to improve learning on the issues of climate change while at the same time strengthening institutional capacities.

A National Climate Change Learning Strategy offers a systematic approach for planning a sustainable country-driven, and results oriented climate change educational programme. It enables countries to take stock of existing initiatives, identify gaps as well as prioritise proposed actions. A National Climate Change Learning Strategy will also ensure that all sections of the population acquire knowledge, skills, values and attitudes necessary to develop the needed responsible environmental behaviour that fosters environmentally positive changes in society.

Conclusion and Recommendations

The launch of Ghana's first climate change and environmental policies has initiated the process for a long term commitment from all the levels of support especially from political leadership to ensure the effective implementation of Ghana's climate change policy.

Ghana's strategic Plan for Environmental Education developed by the Environmental Protection Agency could be used as a model for increasing the capacity needs of all stakeholders in the country.

It must also be added that, the training intervention to address climate change training capacity gaps will need to be a comprehensive one in order to enable the country make progress in driving the climate change agenda. A combined package of well-funded and targeted short and long term training as well as strengthening the capacity of institutions that already train the citizenry on climate change is needed. Both a theoretical and practical study tours should constitute the training plan intervention in the short and long term perspective. Such a strategic approach to capacity building will contribute significantly towards the achievement of climate change outcomes.

In order to improve the capacity for climate change adaptation and mitigation, training of the citizenry need to be pursued with a new zeal and paradigm shift from the business as usual scenario.

The authors make the following recommendations for training and capacity building which are pillars in Ghana's climate change policy:

1. To address climate change knowledge and skill gaps at all level of national development
2. Develop a strategy to foster a systematic and country-driven process for determining comprehensive and focused training plans to enhance climate change learning and to strengthen national education and training systems which must be an integral part of Ghana's education requirements in order to mainstream and build capacity – The EERP module by UNICEF and other UN and international learning resources will provide critical help and insight
3. For professional staff in the civil service, funds must be mobilized to provide short courses and workshops to build their capacity at the civil service training centre or at Universities
4. Already existing educational programmes such as the Climate Change and Sustainable Development programme at the University of Ghana will need funds to provide courses such as climate modelling and GHGs monitoring to help further expand the frontiers of climate change education and capacity.
5. In the design of a climate change programme for training and capacity building, effort must be made to incorporate the relationship between climate change, land use, natural resources, waste management, energy, gender and health.
6. Stakeholders such as media and NGOs need to be trained at workshops, and short courses at higher education institutions on climate change to enable them understand the

concept of climate change and improve their reporting skills and therefore position them strategically in advocating the climate change agenda

7. The EPA (lead institution) must collaborate with other relevant institutions such as schools, NGOs media etc to develop climate change education, training and awareness action plans to improve climate change understanding and enhance adaptive capacity and awareness at district, regional and national level.
8. It is also recommended that climate change ambassadors be supported and their capacity developed at districts, regional and national levels in order to have role models at each sector of national development.
9. On a regular basis, refresher courses must be organized for decision makers so they are abreast with current situation with regards to climate change
10. The UNESCO Series on Journalism Education provides very important nuggets on how Journalists and by extension, media personnel can build their capacity to report on climate change. The resource is therefore recommended for training media personnel on climate change reporting.