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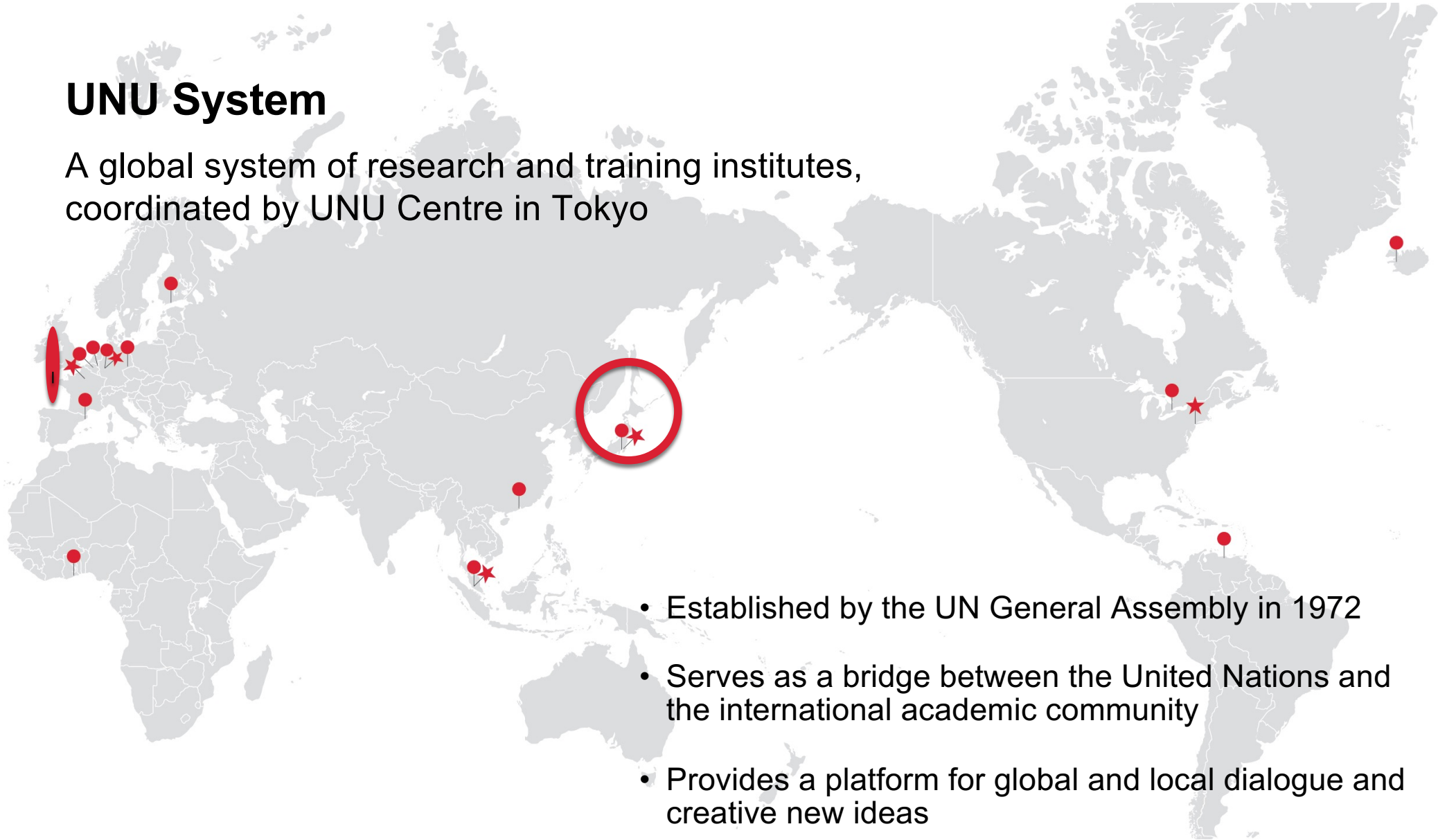
## **Framing Presentation**

### **Carbon Neutrality and the SDGs - A UNU Forum**

### **UNFCCC COP26 Side Event at Japan Pavilion**

# UNU System

A global system of research and training institutes, coordinated by UNU Centre in Tokyo



- Established by the UN General Assembly in 1972
- Serves as a bridge between the United Nations and the international academic community
- Provides a platform for global and local dialogue and creative new ideas

# About UNU-IAS

A UNU institute dedicated to realising a sustainable future for people and our planet, through policy-oriented research, education, and capacity development focused on sustainability

## Thematic area

1 Governance for Sustainable Development – climate change & SDGs

2 Biodiversity & Society

3 Water & Resource Management

4 Innovation & Education



# Outline

## Session 1: Carbon neutrality and social agenda

- ❑ Carbon neutrality by 2050 requires huge investments in the clean energy at the global scale (5 trillion USD annually by 2030 (IEA))
- ❑ That will be realized through transformation of economic and social systems.
- ❑ It is essential for obtaining public acceptance for taking concrete climate actions to realise transformation.
- ❑ The session will discuss actions for carbon neutrality and associated social agenda



# Why -synergies between carbon neutrality & social agenda (Knowledge from IPCC 1.5 Report)

- Carbon neutrality by 2050 requires social transformation on a global scale.
- Social justice and equity are core aspects of the climate-resilient development
- Social transformation would require meeting a set of institutional, social, cultural, economic, and technological conditions.





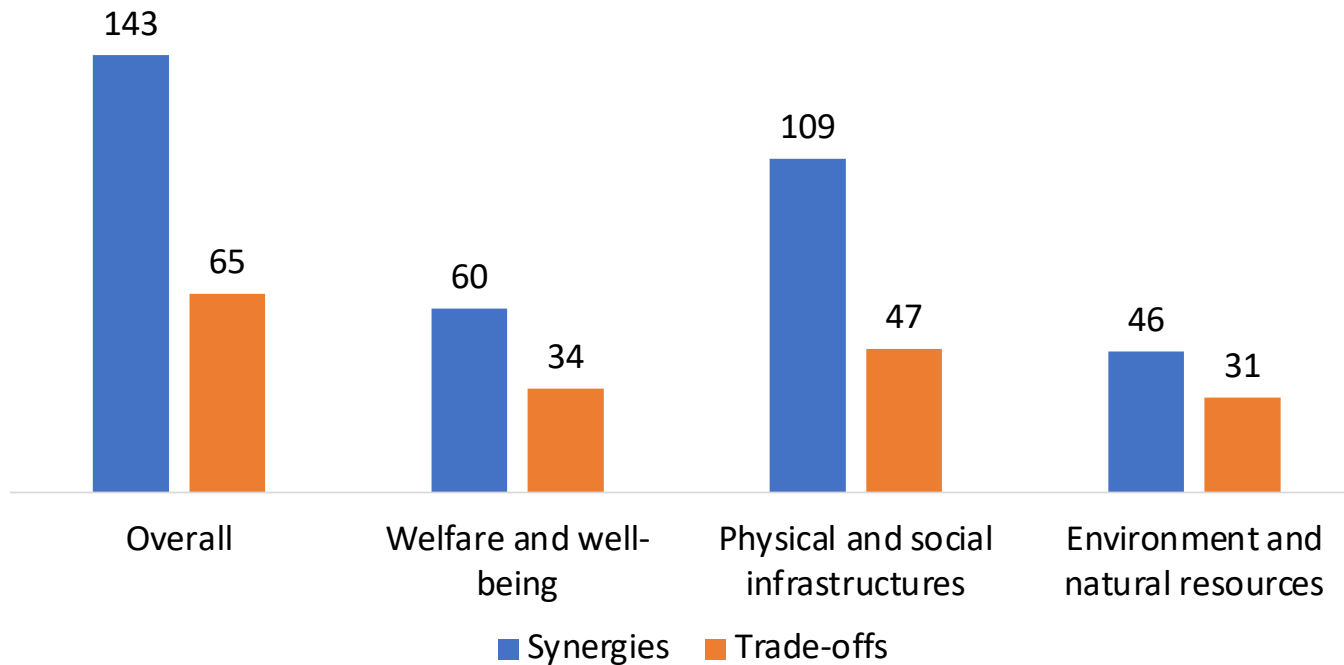
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# Trade-offs between energy and the Sustainable Development Goals

Synergies and trade-offs between energy and the SDGs  
(Unit: targets)



## Low-Income Energy Affordability Data Tool

Avg. Energy Burden (% income) for the United States

Avg. Energy Burden (% income)

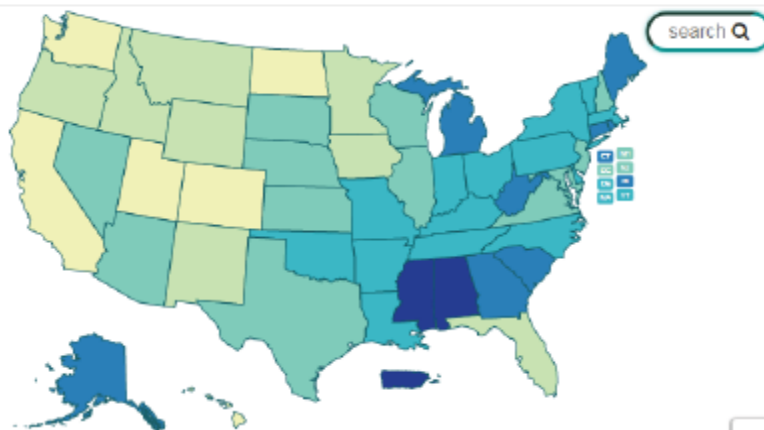
Avg. Annual Energy Cost (\$)

Housing Counts



United States

Click any state to view counties, census tracts, and cities.



Download Map: [Image](#) | [Data](#)

# US National Policy for energy justice

- Low-income households face a disproportionately higher energy burden.
- Solar PV adoption by moderate-income households has increased since 2010, representing 48% of adoptions. Low-income households, however, represented just 15%.
- DOE will lead to implement President Biden's Justice40 Initiative —to deliver 40% of the overall benefits of climate investments to disadvantaged communities and inform equitable research, development, and deployment within the DOE.

[© Low-Income Community Energy Solutions | Department of Energy](#)

[© Promoting Energy Justice | Department of Energy](#)

[© The Strategic and Interagency Initiatives Fact Sheet \(energy.gov\)](#)

# European Commission's proposal for Social Climate Fund

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- EC is proposing to extend EU ETS to the building and road transport sectors.
- EC proposed the Social Climate Fund which aims to finance temporary direct income support for vulnerable households for reducing emissions in road transport and buildings sectors
- Will reduce costs for vulnerable households, micro-enterprises and transport users.





# Panelists

- ❖ **Dr. Hak Mao**, Director, Climate Change Department, Ministry of Environment of Cambodia
- ❖ **Ms. Kelly Takaya King**, Councilmember of Maui County (ICLEI, USA)
  - ❖ ICLEI -Local governments for Sustainability is a global network of more than 2500 local and regional governments committed to sustainable urban development
- ❖ **Prof. Yukari Takamura**, University of Tokyo, Chairperson of the Central Environmental Council of Japan (online)
- ❖ **Mr. Alejandro Kilpatrick**, Team Leader, Climate Finance and Capacity-Building, UNFCCC
- ❖ **Dr. Won Jung Byun**, Senior Project Officer of Education for Sustainable Development, UNESCO (online)
- ❖ **Ms. Patricia Marcos Huidobro**, Senior Climate Change Specialist, Global Environment, Facility (GEF)
- ❖ **Ms. Josephine Opoku Boateng**, UNU-IAS MSc student (online)
- ❖ **Mr. Marlex Olandiz Tuson**, UNU-IAS MSc student (online)

# Questions for panelists

1. From your perspective what are the social co-benefits we can expect from the climate mitigation actions?
2. What interventions do we need to address energy justice?
3. What are the institutional mechanisms that need to be in place to synergize carbon neutrality and SDGs?



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# Outline

## Session 2: Role of education for the Paris Agreement

- For implementation of the Paris Agreement, education and capacity-building is essential.
- International communities have provided education and capacity building programmes for climate policies and actions.
- To facilitate actions for carbon neutrality within the sustainable development pathway, UNU-IAS has announced the new Postgraduate Degree Specialisation on the Paris Agreement

# UNU-IAS: Postgraduate Degree Programmes

## Current data



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- **MSc in Sustainability** (2-year programme)
- **PhD in Sustainability Science** (3-year programme)
- **Students:** currently 38 (19 MSc, 19 PhD) from 20 countries, 76% from developing countries
- **Scholarships:**
  - Support 55% of students
  - Provided by the Japan Foundation for UNU (JfUNU), Asian Development Bank, Resona Bank, and UNU
- **Partnerships:**
  - Credit exchange with 3 universities in Tokyo
  - Double degree with the University of Tokyo (UoT)
  - Joint diplomas with UoT and Sophia University





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## Needs for capacity building and education

- Institutional capacity
  - Need to improve and maintain Measuring, Reporting, Verification, and Transparency process over time
- Coordination capacity
  - Need to formalise institutional arrangements for data provision
  - Need to improve communication with stakeholders, and horizontal and vertical coordination structures
- Data collection capacity
- Knowledge on
  - basic science
  - governance for climate change
  - linkages carbon neutrality and SDGs

[https://unfccc.int/sites/default/files/resource/tp2021\\_02.pdf](https://unfccc.int/sites/default/files/resource/tp2021_02.pdf)

[https://unfccc.int/sites/default/files/resource/sbi2021\\_08E.pdf](https://unfccc.int/sites/default/files/resource/sbi2021_08E.pdf)



# International communities - capacity building and education for UNFCCC & Paris Agreement



## UNFCCC

- ✓ Providing International Framework for relevant capacity building and educational activities under the Article 11, 12 and others.
- ✓ Paris Committee on Capacity-building (PCCB), Capacity building Hub
- ✓ UN Climate Change Learning Partnership (UN CC:Learn)

## UNESCO

- ✓ Action for Climate Empowerment' (ACE) – Education, Training, Public Awareness, Public Access to Information, Public Participation and International Cooperation

## GEF/GCF

- ✓ Financial Mechanisms for environmental Conventions
- ✓ GEF: Capacity-building Initiative for Transparency (CBIT) /Enabling activities for National Communications

## UNEP, UNDP, UNIDO, FAO, UNCTAD...

## MDBs: World Bank, ADB...

## Bilateral cooperation

## **UNU-IAS will develop Postgraduate Degree Specialisation on the Paris Agreement, recruiting students by the end of 2022 and start in autumn 2023.**

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- Objective: developing future leaders who will be at the forefront of climate change and sustainable development agenda.
- Focusing recourse development for implementing mechanisms of the Paris Agreement such as biennial Transparency Report, NDCs, NAP process, Credit Market Mechanism etc.
- Building on UNU-IAS's existing degree programme such as Sustainability Science, Climate change and SDGs, climate change and finance
- The new Specialisation is expected to be an essential means of implementation for the agreement



**SCAN ME**

# Questions for panelists

1. What is your expectations on the UNU IAS's initiative for the specialized postgraduate degree programme on the Paris Agreement?
2. With the current capacity building programmes, how would you see UNU's plan for the Paris Agreement specialized programme in terms of the partnership and synergy among the organizations? What would be your advice in effectively implementing the specialized degree programme?

