

ipcc

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IPCC PEACE PRIZE SCHOLARSHIP FUND

Background Material

(Submitted by the IPCC Secretariat)

IPCC Secretariat

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IPCC CLIMATE EDUCATION PROGRAMME

THE NOBEL PEACE PRIZE was awarded to the Intergovernmental Panel on Climate Change (IPCC) on 9 December 2007. It recognized the silent and voluntary labour of thousands of leading scientists, who over twenty years have assessed all aspects of climate change. Beyond the credit attributed to the IPCC for its record of scientific endeavour, its remarkable teamwork and the policy relevance of its assessments, the Nobel Peace Prize highlighted IPCC's specific commitment to Peace and human security. Drawing on the award money as a seed capital and a catalyst, the IPCC therefore decided to set up a Climate Education Programme.

WHAT ?

A **scholarship programme** for building a knowledge and research base in highly vulnerable countries with scarce resources.

WHY?

- **To create** opportunities for young people from the most vulnerable nations to develop their knowledge, skills and capacity in order to address climate change impacts and sustainable development.
- **To strengthen and expand** scientific capacity relating to climate science and modelling on impacts.
- **To fill in** the gaps in knowledge in regions worst hit by climate change, particularly Sub-Saharan Africa, small island States, and Asian mega-deltas.
- **To build capacity** for adaptation and mitigation in countries that most need it.
- **To help design** situation-specific solutions in key focus areas for peace :
 - Agriculture and food security
 - Transport and human settlements
 - Energy and water resources
 - Extreme events and natural disasters
 - Health and human well-being

WHO ?

Young scholars from developing and Least Developed Countries, small island States and those regions worst hit by droughts, floods, famine and changed patterns of precipitation.

HOW ?

- Submission of research proposals by young scholars.
- Assessment by the IPCC Science Board
- After careful selection, scholarships awarded to successful candidates to conduct studies and/or research in key focus areas

WHEN ?

- **August 2009 - June 2010:**
Fundraising campaign
Finalization & approval of Programme
- **December 2009:**
Formal launch with partners at the United Nations Climate Change Conference in Copenhagen
- **December 2009 – October 2010:**
Call for Proposals
Identification of key areas of study
Establishment of partnership with academia
Selection of scholarship recipients
- **October 2010:**
Award of first round of scholars

THE FORMAL LAUNCH

What : High level & Media event

When : December 2009

Where : Copenhagen, United Nations Climate Change Conference (COP15)

Who : IPCC partners / Media / Academia / NGOs / High level Officials, including the UN Secretary General, Mr. Ban Ki-moon

IPCC CLIMATE EDUCATION PROGRAMME

THE TRUST FUND AND ITS FUNDING PARTNERS

NOBEL PEACE PRIZE MONEY: US \$800 000 was received by the IPCC on 9 December 2007 as its share of the Award. Drawing on this sum as seed capital, the IPCC established a Trust Fund to sustain its Climate Education Programme. On 9 July 2009, the Fund was opened for donations, with a launching gift from Dr Gro Harlem Brundtland, former Norwegian Prime Minister and former Director General of the World Health Organization (WHO).

GOVERNANCE & MANAGEMENT

The Trust Fund will be governed and managed by the Board of Trustees, the IPCC Science Board, the IPCC Secretariat and the World Meteorological Organization (WMO).

- The resources are deposited with WMO under a separate account with no costs.
- The administration and overhead costs of the Trust Fund and the Programme are kept to a minimum and provided by the IPCC.
- The governance and management of the IPCC Climate Education Programme by the Science Board and the Board of Trustees is voluntary.

Board of Trustees

- Prof. Ernesto ZEDILLO, Former President (Mexico)
- Mr Valli MOOSA, Former Minister of Environment (South Africa)
- Mr Brice LALONDE, Former Minister of Environment (France)
- Ms Khempheng PHOLSENA, former Vice President of ADB and Head of Water Resources and Environment Authority (Lao People's Democratic Republic)

IPCC Science Board

- Dr Rajendra PACHAURI, IPCC Chairman (India)
- Mr Ogunlade DAVIDSON, IPCC Vice Chair (Sierra Leone)
- Mr Hoesung LEE, IPCC Vice Chair (Republic of Korea)
- Mr Jean-Pascal van YPERSELE, IPCC Vice Chair (Belgium)

THE FUNDING PLAN

Private donors are offered the opportunity to become IPCC's partners on the Trust Fund. The common challenge is to raise enough additional funds in order to run a sustained programme and reach a critical mass of skilled scientists in the most vulnerable countries.

IPCC FUNDING PARTNERS

Who : Individuals, Foundations, Corporations

What : To leverage the Nobel Peace Award money

Why : In order for the IPCC Climate Education Programme to run 25-35 scholarships a year through the interest earned by the fund

SEED CAPITAL **US\$ 800 000**

Nobel Peace Award money

INITIAL TARGET **US\$ 15 million**

To be reached by December 2009, at the United Nations Climate Change Conference, in Copenhagen.

DONATIONS PYRAMID :

Mega gift : \geq **US\$ 5 million**
Major gift : \geq **US\$ 3 million**
Standard gift : \leq **US\$ 1 million**

FUNDING PROPOSAL

For the detailed funding proposal, and all information related to the IPCC Climate Education Programme, kindly contact :

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Funding Proposal for the IPCC Climate Education Programme

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Letter from IPCC Chairman, Dr. Rajendra Pachauri

On 9 December 2007, the Nobel Peace Prize was awarded to the Intergovernmental Panel on Climate Change (IPCC). This award recognized the silent and voluntary labour of thousands of leading scientists and experts who have toiled during the past twenty years to assess all aspects of climate change, including its impact on our natural and human environment.

In addition to applauding the IPCC for its record of scientific endeavour, its remarkable teamwork and the policy relevance of its assessments, the Norwegian Nobel Committee highlighted the IPCC's contribution to Peace and Human Security.

In this spirit, and drawing on the Nobel Award money as a prestigious source of seed capital, the IPCC aims to build an innovative and sustainable Climate Education Programme that will strengthen the ability of developing and least developed countries to contribute to climate science and research. Priorities will include research on the impacts of climate change in the most vulnerable regions of the world and the potential for adaptation, mitigation and sustainable development.

To ensure that the programme's Trust Fund is sustained as a long-term legacy, the initial award money will need to be increased to a level where it could benefit a critical mass of scientists and ensure a steady flow of activities for many years. The initial target set for the Fund is US \$15 million, to be achieved by December 2009. The aim is to eventually benefit at least 25 to 35 students a year.

As we are reminded by the run-up to Copenhagen, urgent action is needed to address the growing threat that climate change poses to human security and peace. But while the United Nations Climate Change conference in December will be dominated by intense discussions and negotiations on the immediate next steps, the launch of the IPCC Climate Education Programme offers a unique opportunity to showcase the longer term contribution that can be made by scientific education and capacity building in the countries that need it most.

The IPCC has the necessary expertise to make the Climate Education programme a success. We can make a difference in terms of governance and management, the selection process, our knowledge of gaps and needs assessments, our network of key scientific and academic institutions, and our experience with producing policy-relevant and high-quality information.

On behalf of the entire IPCC, it would be my honor to welcome you to the formal launch of the IPCC Climate Education programme next December in Copenhagen, in the presence of the UN Secretary General, Mr Ban Ki-moon, dignitaries, the media and both private and public agents of change.

This is a unique opportunity for us to demonstrate together one vital way forward: educating young scientists, developing resources and building more capacity in order to transform the lives of those who are most vulnerable to the impacts of climate change.

Geneva, 9 July 2009
Dr Rajendra Pachauri



1. Overview

Climate change is affecting the lives and livelihoods of billions of people

- Developing countries are particularly vulnerable to climate change which threatens stability and human security
- Climate change will have even stronger implications in the near future as it impacts development and humanitarian efforts – posing a threat to all eight Millennium Development Goals
- An effective response requires mitigation, adaptation and sustainable development
- One of the key barriers to effective adaptation in developing countries is scientific capacity, in particular trained researchers, facilities and funding

The IPCC is committed to take on this challenge

- Capacity building is considered the most effective way to achieve sustainable impact
- The IPCC is uniquely positioned to build capacity in developing countries
- It is the world's foremost scientific body for the study of climate change
- The IPCC is recognized for its ability to make change happen through the power and promise of collective scientific endeavour
- In 2007, the IPCC received the Nobel Peace Prize in recognition of the threat to stability and human security inherent in the impacts of a changing climate

The IPCC will set up an education Programme for students from developing countries to address this challenge

- Its extensive network of collaborating scientists and institutions, enables the IPCC to effectively identify promising students in developing countries
- Given its extensive understanding of climate change issues, the IPCC is in the best position to assess needs and respond accordingly
- Its network of hundreds of scientists globally allows the IPCC to offer an unparalleled opportunity to promising students to build their capacity and contacts
- The IPCC is also unique in that much of its work is voluntary, in this spirit, the Education Fund has been set up in such a way that every dollar donated will go directly to the students

The IPCC Climate Education Fund will initially be US \$15 million

- IPCC's voluntary Science Board shall assess ongoing research needs and set constraints to which promising students are invited to apply
- Each year 20-25 students will receive funding, (the first 4-5 students will begin receiving funding in the fall of 2010 and within five years, scholarships will be awarded annually to 20-25 students)
- The IPCC Scholarship Fund is committed to monitor and evaluate its impact and shall report back to its donors annually

The IPCC Climate Education Fund will be a vehicle for stakeholders to show their support

- The initial contribution to the Fund will be the IPCC's Nobel peace prize amounting to US \$800,000
- It expects to mobilize the remaining funds from individuals, foundations and corporations
- Potential funders have already begun to show support and are expected to contribute significantly to the Education Fund
- By investing in the Fund, investors have the opportunity to meet with leaders of the future and publicly show their commitment to addressing the most pressing challenge of the 21st century

Executive Summary

Target beneficiaries

The world's poorest are the most vulnerable to climate change

Billions of people are vulnerable to climate change today in physical and socio-economic terms, meaning they do not have the capacity to cope with the impacts of climate change without suffering a potentially irreversible loss of wellbeing or risk of loss of life. Particular attention must be paid to those people who live in countries that are extremely vulnerable to climate change: these people are typically poor, living in least developed countries in homes that are physically located in vulnerable areas.

Needs assessment

There is a need to promote informed decision-making on adaptation, mitigation and development policies in developing countries

Adaptation can reduce overall vulnerability, in particular among the world's poorest. However, there is currently very limited understanding of the human impact at regional level through good quality research and analysis. Gathering data for informed decision-making is crucial to developing efficient climate change response strategies. Research gaps include: a lack of geographic data and literature on observed changes; sparse analysis of local adaptation challenges in different regions and climates; and limited understanding of how adaptation can best be linked to broader goals related to sustainable development and mitigation efforts.

The IPCC Climate Education programme will address this knowledge gap by providing scholarships for young students from developing countries

The research focus will be on advancing the understanding of the scientific basis of climate change, its potential human impact and options for adaptation and mitigation. The fund will support capacity building in developing countries in three ways:

- Support fellowships for students from the developing world at universities in developing nations and thereby build capacity at Southern institutions
- Fund scholarships for students from the developing world conducting research at institutions in developed nations on topics relevant to the developing world
- Oblige the fellows to work in the developing world to use and share the acquired knowledge after the finalization of the scholarship.
- Draw on the worldwide expertise of the scientists and experts engaged in IPCC to develop methodologies, curricula, partnerships and course materials to enable under-resourced universities in developing countries to provide high-class teaching on the critical issues of climate change and sustainable development to large numbers of students. These materials will not only focus on the interests of climate specialists but also on conveying knowledge, awareness and understanding to students and key groups in other spheres whose efforts will be crucial to implementing change across the areas of economics, education, administration, law, governance and civil society etc., on which an effective response to climate change will depend.

The difference IPCC can make

IPCC is uniquely positioned to govern and manage this Education Programme

The Intergovernmental Panel on Climate Change (IPCC) is the world's foremost scientific body for the study of climate change. The IPCC has a rich knowledge base with over 20 years of experience in this domain. Its members are globally represented and know what types of research are relevant for policy and where research is needed. The IPCC's broad network of scientists will help market the Fund and identify the best students and the appropriate institutions for the research. The Fund will be unique in that every dollar donated will go directly to the trust

fund. Interest earned will fund all management activities and the administrative and overhead costs will be very low.

Time line for Implementation

The implementation of the IPCC Climate Education programme will start this fall with the first scholarships being awarded in the fall of 2010. The first call for proposals is expected to be launched after the Copenhagen Conference. During the process, the IPCC will establish partnerships with key institutions. The selection process will take place during the year with the first 4-5 students receiving funding in the fall of 2010. The number of students receiving funding will gradually increase and within 5 years 20-25 students will receive funding each year.

The formal launch of the Scholarship programme will be held during the World Summit on Climate Change in Copenhagen with the funding partners.

December 2009, Copenhagen:

Formal Launch of the Programme with funding partners during the United Nations Climate Change Conference

Up to June 2010

Identification of research areas by the IPCC Science Board

Call for Proposals: the IPCC establishes the first partnerships with academia and key institutions

Selection of students for the first year of study

Fall 2010

First round of scholarship awarded to selected students.

2. The problem: Limited climate science research in developing nations poses development challenges

Developing countries are particularly vulnerable to climate change

Global warming is occurring and affecting the entire global population as current trends suggest that the earth's temperature and seas will continue to rise and temperature extremes, heat waves, and changing rainfall will keep escalating in frequency and intensity.¹ These conclusions lie at the heart of reports by the Intergovernmental Panel on Climate Change (IPCC), the world's foremost scientific body for the study of climate change.

According to the IPCC's Fourth Assessment Report, some systems, sectors and regions are likely to be especially affected by climate change². First hit and worst affected are the world's poorest groups living predominantly in developing nations, who are highly exposed and less able to mitigate and adapt due to limited resources, knowledge and funding. Some planned adaptation (of human activities) is occurring now; more extensive adaptation is required to reduce vulnerability to climate change. (AR4 Synthesis Report Summary for Policymakers, 2007). Unmitigated climate change would, in the long term, be likely to exceed the capacity of natural, managed and human systems to adapt. Making development more sustainable by changing development paths can make a major contribution to climate change mitigation and adaptation and to reducing vulnerability. (Synthesis Report, SPM, 2007)

A future world with a 2°C warming threshold still implies significant impacts on water, ecosystems, food, coasts, and health

Even a "moderate" warming of 2°C stands a strong chance of provoking drought and storm responses that could challenge civilized society, and this could possibly lead to increased migrations. Drought already affects several parts of the world, we are already observing the crumbling of sea ice in the Arctic. Therefore, climate change (even if mitigated towards a goal of not more than 2°C global average temperature increase above pre-industrial levels³) such climate change will likely affect primarily the poor, especially those living in low-lying coasts due to the threat of sea-level rise.

Furthermore, populations that are relying on systems such as water resources in some dry regions at mid-latitudes and in the dry tropics, and sectors like agriculture in low-latitude regions are likely to be especially affected due to reduced water availability. Small islands are likely to be especially affected, due to high exposure of population and infrastructure to the risk of sea-level rise and increased storm surge. Asian mega-deltas, such as the Ganges-Brahmaputra and the Zhujiang, are also likely to be especially affected due to large populations and high exposure to sea-level rise, storm surge and river flooding⁴

Climate change will have strong implications for human health and livelihoods

Human health is likely to be especially affected by climate change in areas with low adaptive capacity. Regions that are especially affected by climate change are for example Africa,

¹ IPCC, 2007: *Climate Change 2007: Synthesis Report. Contribution of Working Groups I, II and III to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change* [Core Writing Team, Pachauri, R.K and Reisinger, A. (eds.)]. IPCC, Geneva, Switzerland

² IPCC, 2007: Summary for Policymakers. In: *Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change*, M.L. Parry, O.F. Canziani, J.P. Palutikof, P.J. van der Linden and C.E. Hanson, Eds., Cambridge University Press, Cambridge, UK, 7-22.

³ at equilibrium, using best estimate climate sensitivity

⁴ Ibid.

especially sub-Saharan region because of current low adaptive capacity as well as climate change⁵. Climate change significantly impacts the international community's development assistance and humanitarian relief efforts. The human impact of climate change is expected to have a real cost both in terms of lost progress towards development goals and increased costs of assistance. Climate change slows – and in the worst cases reverses – progress made in fighting poverty and diseases and thereby poses a threat to all of the eight Millennium Development Goals. For example, the impact of climate change on poverty, access to clean water, and diseases such as malaria have direct implications for the achievement of several of the MDGs, such as halving the levels of world hunger and poverty.

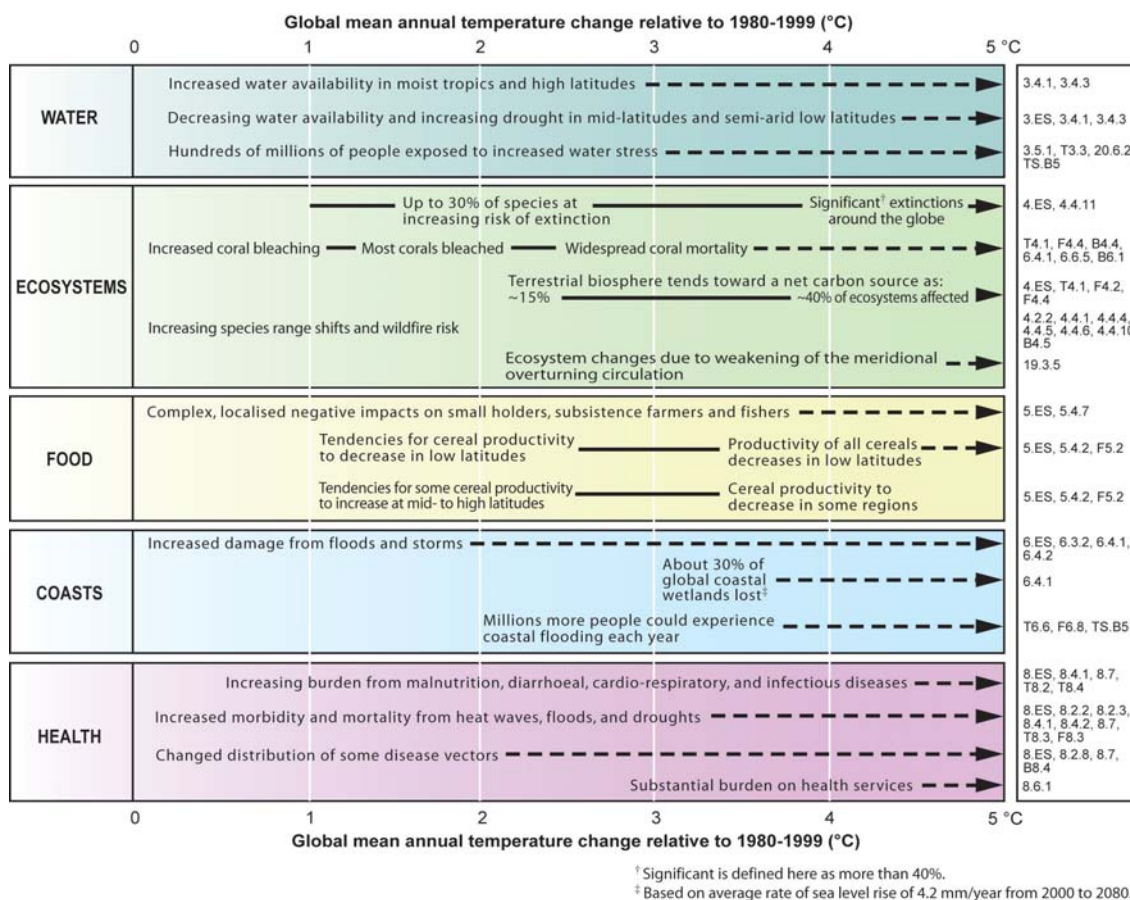


Figure 1. Example of impacts associated with global average temperature change (Impacts will vary by extent of adaptation, rate of temperature change and socio-economic pathway) Source: SPM.7. from the AR4 Synthesis Report, Summary for Policymakers (SPM), 2007.

As we can see from Figure 1, even in the case that the world fights climate change and mitigates towards a maximum of 2°C increase in global average temperature in the 21st century⁶, many impacts on human systems are possible, according to the IPCC.

⁵ Ibid.

⁶ Figure 1 provides examples of impacts associated with projected global average surface warming. Illustrative examples of global impacts projected for climate changes (and sea level and atmospheric CO2 were relevant) associated with different amounts of increase in global average surface temperature in the 21st century. The black lines link impacts;

These include:

Water

- Decreasing water availability and increasing drought in mid-latitudes and semi-arid low latitudes
- Hundreds of millions of people exposed to increased water stress.

Ecosystems

- Up to 30% of species at increasing risk of extinction,
- Most corals bleached ,
- Possible major changes in ecosystem structure and function, species ecological interactions and shifts in species' geographical ranges, with negative consequences for water and food supply, and increasing wildfire risk

Food

- Complex, localized negative impacts on small holders, subsistence farmers and fishers
- Tendencies for cereal productivity to decrease in low latitudes

Coasts

- Increased damage from floods and storms

Health

- Increased burden from malnutrition, diarrheal, cardio-respiratory, and infectious diseases
- Increased morbidity and mortality from heat waves, floods, and droughts
- Changed distribution of some disease vectors

Climate change serves as a threat multiplier to stability and human security

Protection of the environment is deeply felt and connected to human rights and peace. Peace can be defined as security and the secure access to resources that are essential for living. A disruption in access to clean water, stable health conditions, access to sufficient food and displacement could disrupt peace. The Nobel Peace Prize was awarded to the Intergovernmental Panel on Climate Change (IPCC) acknowledging its concerns about the impact of climate change on peace. Honouring the IPCC through the grant of the Nobel Peace Prize can be seen as a clarion call for the protection of the earth as it faces the widespread impacts of climate change. With regard to only issues related to migration, the IPCC 2007 Synthesis Report explains that there is the risk of population migration in areas which are likely to be affected by drought increases. There is a potential for population migrations due to likely intense tropical cyclone activity increases. Also, it says there is a potential for movement of populations and infrastructure due to likely increased incidence of extreme high sea level (excludes tsunamis). (Table SPM.3. of the Synthesis Report, SPM)

broken-line arrows indicate impacts continuing with increasing temperature. Entries are placed so that the left-hand side of text indicates the approximate level of warming that is associated with the onset of a given impact. Quantitative entries for water scarcity and flooding represent the additional impacts of climate change relative to conditions projected across the range of SRES scenarios A1F1, A2, B1, and B2. Adaptation to climate change is not included in these estimates. Confidence levels for all statements are high. (AR4 SYR, SPM, 2007)

There is a significant gap in knowledge about climate change issues and risks

The world now has to learn how to promote development which is not resource degrading and carbon intensive. In order to be able take the necessary adaptation and mitigation actions, a better understanding of the current impacts and future vulnerabilities is needed. Local and regional specific analyses are needed in the most vulnerable sectors and communities most impacted by climate change. A major challenge is the research gap in developing nations attributable to the limited amount of trained researchers, technology, infrastructure and funding.

Research is crucial in promoting informed decision-making and providing local policy-makers with a solid evidence base to support climate change response strategies, e.g.:

- Collecting geographically relevant observations to inform policy-makers of climate change impacts
- Expanding local and regional research on adaptation in order to create, implement and monitor viable strategies to prepare for climate change impacts
- Incorporating climate change issues and adaptation considerations into broader development planning, disaster risk reduction and mitigation efforts
- Support policy-making around mitigation, reducing emissions and implementing clean energy technology, particularly in fast growing economies in order to foster sustainable economic growth

While developed nations like the United States, Japan, and Western European countries invest between 2-3% of GDP on research and development (R&D), developing nations rarely contribute even 1% of their substantially smaller total GDP to R&D.⁷ The strong link between innovation and university level research and development in developed countries suggests that scientific and technological research serves as a crucial instrument driving economic development. For example R&D was identified as a key success factor in the rapid growth of Korea, Taiwan, Singapore, and Malaysia. The importance of the role of knowledge in shaping public policy and guiding global affairs for the sustainable development of human society cannot be underestimated.

An enhanced knowledge base is needed to build capacity in the understanding and management of climate change issues in developing countries

The idea is to augment adaptation and mitigation efforts as part of sustainable development. The research gap in developing nations needs to be addressed in order to build a knowledge base and augment local capacity. By filling the research gap, knowledge based decision-making and development can be fostered in developing nations.

3. One solution: The IPCC Climate Education programme

The best way to address the lack of capacity and tackle the research gap is to provide funding to create opportunities for students from developing nations to develop their knowledge and skills to address the critical issues related to climate change and sustainable development.

The goal is to promote high quality research in developing nations, increase the number of trained scientists from the South and increase knowledge sharing both between institutions in developed and developing nations and between institutions in developing nations. Setting up a scholarship fund to support research into climate change sciences would provide an excellent means to promote knowledge-based decision-making and development by filling research gaps in developing nations.

⁷ United Nations Conference on Trade and Development (2005) http://www.unctad.org/en/docs/iteiia20056_en.pdf and Boston College (2001) http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/News22/text004.htm.

The IPCC Climate Education programme will (a) provide scholarships for young post-graduate or post-doctoral students from developing countries, especially least developed countries for research that advances the understanding of the scientific basis of the risks of human induced climate change, its potential impacts and options for adaptation and mitigation and (b) develop course materials combining best practice and most up-to-date analysis and knowledge with realistic awareness of local conditions, cultures and aspirations in developing countries.

The programme will focus on building up the number of skilled researchers from developing nations. It will focus on topics that are relevant to building climate change knowledge and decision-making in developing nations at local and regional levels. The programme will support capacity building in developing countries through a three-fold process:

- Support fellowships of students from developing world at universities in developing nations and thereby build capacity at Southern institutions
- Fund scholarships to students from the developing world conducting research at top institutions in developed nations on topics relevant to the developing world
- Obligation after the finalization of the scholarship/fellowship to work in the developing world to use and share the acquired knowledge
- Draw on the expertise of the IPCC to develop high-class teaching in under-resourced universities on the critical issues of climate change and sustainable development targeting large numbers of students in various disciplines: economics, education, administration, law, governance, civil society, etc.

The programme will build on the IPCC's Nobel Peace Prize which acknowledged:

- The power and promise of collective scientific endeavour, which, as demonstrated by the IPCC, can reach across national boundaries and political differences in the pursuit of objectives defining the larger good of human society
- The importance of knowledge in shaping public policy and guiding global affairs for the sustainable development of human society
- The threats to stability and human security inherent in the impacts of a changing climate

The IPCC Climate Education programme will fill a unique need in the development of quality climate change research and the mobilisation of action on an extensive scale. It will also create the possibility for thousands of students in developing country universities to gain the up-to-date, high quality expertise, skills and motivation to develop and implement practical action in their own cultures and environmental conditions.

The IPCC is uniquely positioned to guide the allocation of climate change research funding based on the IPCC's deep understanding of climate change science, the research gaps and policy makers' research needs. The IPCC has a constituency of hundreds of scientists all over the world and has over the last 20 years provided decision-makers and others interested in climate change with an objective source of information about climate change. The IPCC's broad network of scientists and institutions is crucial for the successful marketing of the Fund and identification of the best students and the appropriate institutions for the research.

The IPCC Climate Education programme is unique in that it would allow students and institutions from developing nations to become centres of knowledge within their communities. Climate change research funding in existence today tends to promote broader research opportunities instead of focusing solely on climate change issues and is often linked to specific universities in developed nations. Meanwhile funding for capacity building programmes is often created outside of academic institutions in developing nations and emphasizes vocational training rather than academic depth. Meanwhile, this academic depth in various climate change science fields can be translated into real value to private and public sector activities in developing countries, where well trained employees are in high demand.

The Fund is also unique in that every dollar donated will go directly to the trust fund

Acquired interest will fund all management activities and the administrative and overhead costs will be very low:

- Board of Trustees and Science Board will not be remunerated for their activities for the Fund
- Business of the Fund will be carried out via e-mail and at meetings held in conjunction with the regular IPCC bureau and Plenary meetings
- Existing WMO staff will oversee IPCC Scholarship Fund financial resources without administrative costs

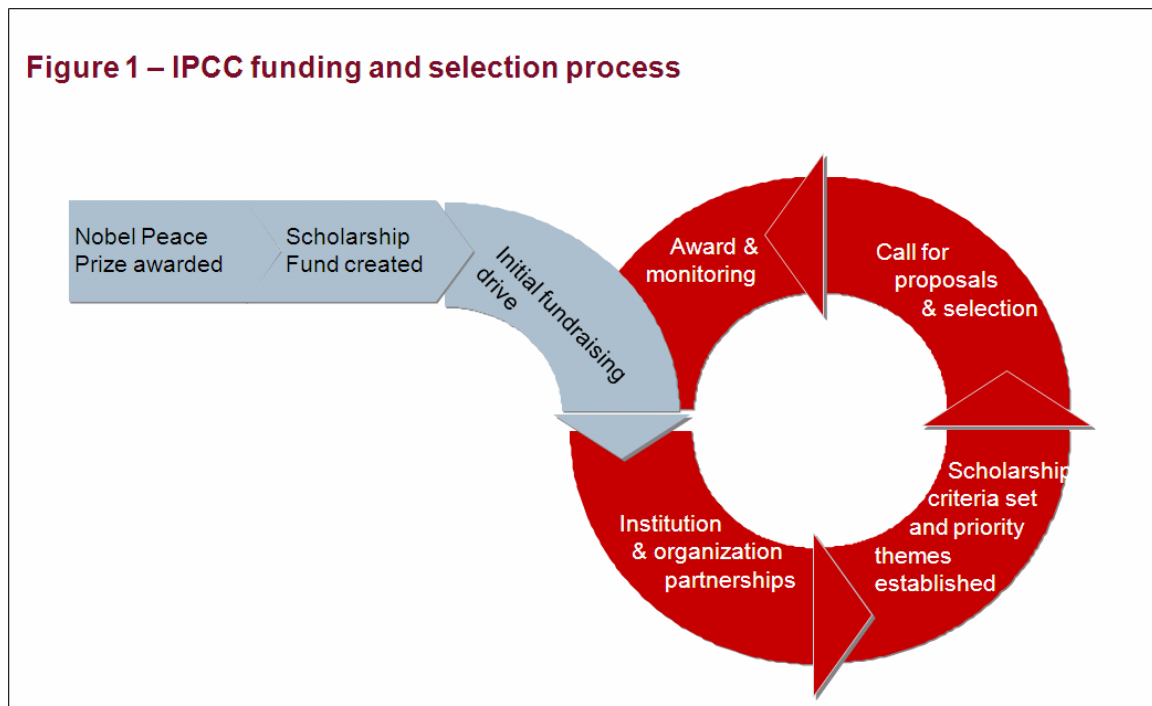
4. Programme set-up

The programme selection process will involve the IPCC governing bodies with input from numerous stakeholders

The IPCC is currently completing the initial fundraising drive and is in consultation with the various stakeholders involved in the process. These stakeholders include: funders, the individual recipients, partner academic institutions in developing and developed nations, NGOs and government authorities. Upon completion of this initial fundraising drive and this period of consultation, the scholarship criteria will be finalized by the IPCC governing body and the priority themes for the Scholarship will be established by the Scientific Board.

The process for selection will start after Copenhagen 2009. A call for proposals will be published and candidates will be evaluated. The processing of candidates will include verification of their academic credentials and authenticity in cooperation with partner academic institutions. Successful candidates will be monitored and evaluated throughout the course of their research and the cycle will repeat with the next round of fundraising and scholarship awards.

The figure below illustrates the funding and selection process.



The recipients of the scholarships will be carrying out their studies as agreed in the terms of their scholarships. Included in the terms will be a requirement that the students must remain or return to their home country or region after their studies have been finalized for a set period of time, unless they are authorized by academic institutions or other authorities to pursue further research or training opportunities.

The Trust Fund together with the partner institutions will provide full scholarships

The students will receive an estimated USD 20,000-40,000 a year depending on geographical location. The scholarship will be capped for 2 years of study at USD 80,000. The level will be adjusted depending on student needs, e.g. according to where they are going, details of studies, etc. For studies in developed countries, the Fund will provide for the living expenses and the partner institutions will at least waive the tuition fees while for studies in developing countries, the Fund will provide the living expenses and the tuition fees. In order to maximize the use of funds, the Fund will prefer cost-sharing fellowship arrangements, e.g. the Fund could cover part of the expenses and foundations or institutions could cover the rest. Individual agreements could be set up on who covers what with partner organizations.

5. Governance and management

The programme will be governed and managed by the Board of Trustees, the Science Board, the IPCC Secretariat and WMO

The Board of Trustees is responsible for key decisions and oversight and is comprised of:

- Mr. Brice Lalonde, Former Minister of Environment, France
- Mr. Valli Moosa, Former Minister of Environment, South Africa
- Ms. Khempheng Pholsena, former Vice President of ADB and Minister to the Prime Minister's Office, Head of Water Resources and Environment Authority Lao People's Democratic Republic
- Professor Ernesto Zedillo, Former President of Mexico

The Board will be collectively accountable to the IPCC and will report annually to the Panel on the affairs of the Fund. The members of the Board of Trustees will not be remunerated for their activities for the Fund and additional overhead expenses will be kept to a minimum by carrying the business out via e-mail and holding meetings in conjunction with the IPCC.

The Science Board will set priorities related to knowledge gaps and selection criteria and is composed of the IPCC Chairman or his/her representative, and three IPCC Vice Chairs:

- Dr. Rajendra Pachauri, Chairman of IPCC
- Dr. Ogunlade Davidson, Co-Chair IPCC Working Group III
- Dr. Hoesung Lee, Former Co-Chair of IPCC Working Group III
- Dr. Jean-Pascal Van Ypersele, Vice-Chair of IPCC

The IPCC Secretariat will assist the Board of Trustees and Science Board in carrying out their duties and the World Metrological Organization will administer and manage the Fund following comprehensive UN guidelines, without administration costs.

The table below lays out the IPCC Climate Education Programme's roles and responsibilities.

Table 1 – Roles and responsibilities

Role	Responsibilities
Board of Trustees	<ul style="list-style-type: none"> • Decide on investment strategy of Fund assets • Develop and implement fundraising strategy • Liaise with WMO on Fund administration • Establish further criteria for grant dispersal consistent with programme aims • Decide on scholarship amount and frequency • Advise WMO on Fund contributions
Science Board	<ul style="list-style-type: none"> • Set priorities for funding based on evaluation of research gaps and regional /national capacity building needs • Set scientific technical criteria for selection of projects and scholars • Select scholars
IPCC Secretariat	<ul style="list-style-type: none"> • Serve as the Secretariat of the Fund • Assist the Board of Trustees and Science Board in carrying out duties • Tasks will include: <ol style="list-style-type: none"> 1. Preparation of calls for proposals 2. Management of selection and fund disbursement 3. Compilation of submissions for Science Board 4. Assistance in fundraising activities 5. Monitoring and reporting of beneficiaries 6. Preparation of reports 7. Liaising with WMO on Fund administration
WMO	<ul style="list-style-type: none"> • Administer fund in accordance with WMO Financial Regulations and Rules • Prepare annual financial reports on overall use of the Fund for IPCC

Stakeholder responsibilities include providing input on research needs, recipient selection and program evaluation

The academic institutions will provide advice and input on:

- Local research needs in specific regions in developing nations
- Suitability of a candidate for admission
- Upon scholarship award, monitoring of student research and evaluating performance
- Input on scholarship program effectiveness

Partners such as multilateral organizations, local NGOs and national and local authorities will provide input and advice related to:

- Local research needs in specific regions in developing nations
- Input on scholarship program effectiveness

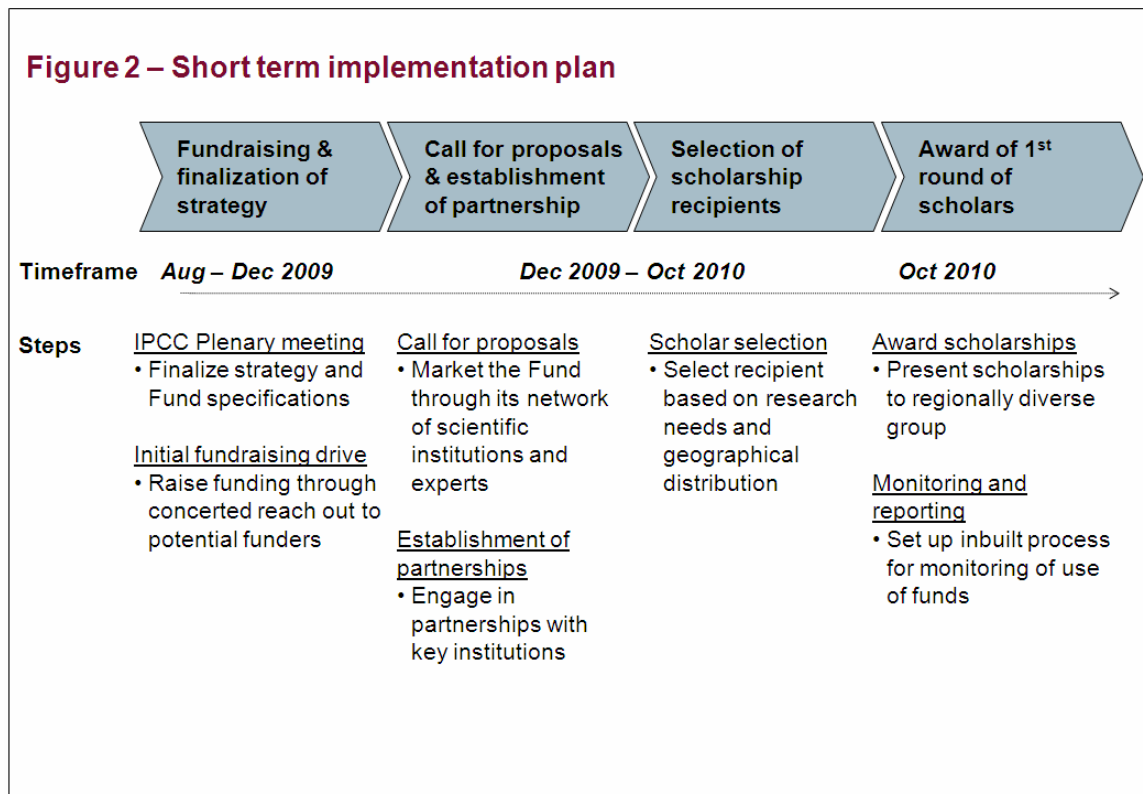
- Feedback on long-term research applicability to broader adaptation, mitigation and development plans

6. Implementation plan

The programme will be officially launched in December 2009 with the first award of scholarships in the fall of 2010

The IPCC Climate Education Fund was formally opened 9 July, 2009 with Gro Harlem Brundtland giving the first donation - the Tällberg Leadership Award for Principled Pragmatism she received in June this year. The formal launch will be at the COP15 in Copenhagen in December. The final strategy of the Programme will be agreed by December 2009. Thereafter, the IPCC will publish a call for proposals and at the same time establish partnerships with key institutions. The selection process will take place during the year with the first 4-5 students receiving funding in the fall of 2010. The number of students receiving funding will gradually increase and within 5 years 20-25 students will receive funding each year.

The figure below illustrates the short term implementation plan.



Marketing strategy will focus on leveraging existing IPCC networks

The extensive IPCC network of scientists and institutions will be used to spread the word as well as support IPCC in identifying prospective students. The IPCC will leverage its databases with contact information for all their associated scientists and institutions. The IPCC website will also include a posting about the scholarship fund.

7. Monitoring and evaluation as an integral part of the implementation

Monitoring and evaluation (M&E) of the Programme is an integral part of the implementation plan

The first draft of the framework and approach to M&E for the Programme has been designed to focus on two things. Firstly, it aims to improve performance towards reaching the objectives of the Programme. Lessons learned captured along the way through the M&E process will ensure an increasingly efficient and effective roll-out of the The IPCC Climate Education fund. Secondly, the M&E process will enable an early demonstration of progress against the objectives. A systematic and objective evaluation of the Programme will be carried out every three to five years to review ongoing program implementation, and effectiveness and fulfilment of objectives, and performance indicators.

The monitoring and evaluation framework will be used to assess performance

The overarching goal of the IPCC Climate Education programme is to build capacity by addressing the knowledge gap and better equipping developing nations – in particular LDCs - with the tools to effectively address climate change adaptation, mitigation and development challenges. The M&E framework and approach will report progress against three objectives that will contribute to the overall goal:

- Build capacity and address research gaps in developing nations by increasing research generated in developing nations
- Enhance adaptation and mitigation capacity in developing nations by focusing research on regional needs in these areas
- Increase knowledge-base to create policies and response strategies to climate change to ensure environmental sustainability

To achieve these objectives, the IPCC Climate Education programme targets three intermediate outcomes: (1) Increase the number of researchers from developing nations in particular LDCs, (2) fill geographic and topical knowledge gaps and enhance the ability of developing nations to contribute to global climate change debate, and (3) provide information to support developing nation policy-makers in implementing adaptation, mitigation and sustainable development plans.

The core indicators that will be used to monitor the progress against these outcomes, objectives, and our overall goal are included in the table below.

Table 2 – Monitoring and evaluation

Goal	<ul style="list-style-type: none"> • Build capacity by addressing the knowledge gap and better equipping developing nations – in particular LDCs, with the tools to effectively address climate change adaptation, mitigation and development challenges 		
Objectives	<ul style="list-style-type: none"> • Increasing research generated in developing nations 	<ul style="list-style-type: none"> • Focusing research on regional needs in these areas 	<ul style="list-style-type: none"> • Increase knowledge base to create policies and response strategies to climate change
Outcomes	<ul style="list-style-type: none"> • Increase the number of researchers from developing nations in particular LDCs 	<ul style="list-style-type: none"> • Fill geographic and topical knowledge gaps • Increase ability of developing nations to contribute to global climate change debate 	<ul style="list-style-type: none"> • Provide information to support policy-makers in implementing adaptation, mitigation and sustainable development plans
Short-term Indicators	<ul style="list-style-type: none"> • Number of researchers and countries of origin supported by the Fund • Feedback from Board of Trustees, Secretariat, academic institutions and scholarship recipients on success of program in supporting research 	<ul style="list-style-type: none"> • Number of geographical and topical gaps addressed by research • Feedback from IPCC Science Board on success of program in addressing research gaps 	<ul style="list-style-type: none"> • Number of national, regional and local policy strategies supported by research topics • Feedback from local policy-makers and multilateral organization partners on success of program in supporting policy
Long-run Impact Indicators	<ul style="list-style-type: none"> • Number of publications garnered from research supported by IPCC Scholarship Fund • Number of researchers returning and/or remaining in origin country or region 	<ul style="list-style-type: none"> • Number of developing nations with sufficient data on impacts and vulnerabilities of climate change • Feedback from IPCC Science Board on success of program in increasing developing nations' research contributions to IPCC, UNFCCC, etc. 	<ul style="list-style-type: none"> • Number of developing nations with climate change response strategy related to adaptation and mitigation • Number of developing nations with climate change integrated into sustainable development strategies and implementation

The monitoring and evaluation approach for the programme engages all partners of the programme

The governing body consisting of the Board of Trustees, Science Board, IPCC Secretariat and WMO will oversee the ongoing monitoring and evaluation. The targets are set as part of the Board of Trustees' and Science Board's responsibilities consulting with academic institutions, scholarship recipients, IPCC community, local policy-makers and multilateral institution partners. The input will come from three main sources:

- The Board of Trustees, Science Board, IPCC Secretariat and WMO will monitor and evaluate the impact of the IPCC Climate Education programme
- Academic institutions and scholarship recipients will be consulted regarding the success of the Programme in supporting research
- The broader IPCC community, local policy-makers and multilateral organization partners will be consulted regarding the Programme's usefulness in supporting policy generation and implementation

8. Funding plan

The IPCC is requesting US \$15 million in funding at the launch of the fund in December 2009 with the aim to keep the level of the Fund constant

The funds received by the IPCC from the Nobel Foundation for the 2007 Peace Prize amounted to US\$ 800,000. Additional donations and contributions are sought primarily from corporations and private donors. A third line of income will come from the interest and capital gains accrued from any investment of the principal of the Fund.

The aim is to keep the level of the trust fund at USD15 million by using the interest and capital gains accrued from any investment of the principal of the Fund as well as continual fundraising.

Capital Campaign*

The Trust Fund was opened to donations on 9 July 2009 with an initial individual gift from Dr. Gro Harlem Brundtland, former Prime Minister from Norway and WHO Director General.

SEED CAPITAL: NOBEL PEACE PRIZE AWARD MONEY: US \$ 800 000

GOAL: US \$ 15 million

PERIOD COVERED: 9 July 2009 – December 2009

TOTAL GIFTS BY TYPE OF PARTNERS :

INDIVIDUALS:	US \$ 1 million
FOUNDATIONS:	US \$ 1-5 million
CORPORATIONS:	US \$ 5-10 million

PYRAMID OF DONATIONS *:

INITIAL GIFT:	US \$ 70 000 (from Dr. Gro Harlem Bruntland on 9 July 2009)
MEGA GIFT:	US \$ 5 million and above
MAJOR GIFT:	US \$ 3 million and above
STANDARD GIFT:	US \$ 1 million and above

* The figures mentioned here are minimum levels targeted by the Trust Fund. All other amounts contributed by a variety of donors would gratefully be accepted.