Green Schools NAMA for Saint Lucia Workshop

Manfred Stockmayer

Castries, 17 February 2017
# Agenda

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<th>Time</th>
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<tr>
<td>8.30 – 9.00</td>
<td>Registration</td>
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<tr>
<td>9.00 – 9.15</td>
<td>Welcome remarks</td>
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<td>• Government of Saint Lucia (tbc)</td>
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<td>• UNDP – Yoko Ebisawa</td>
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<td>9.15 – 9.30</td>
<td>• Introduction of participants</td>
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<td>• Introduction to the workshop, objectives and expected outcomes – Manfred Stockmayer</td>
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<td>9.30 – 10.00</td>
<td>• Background to Green Schools NAMA, NAMA Scope – Manfred Stockmayer</td>
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<td>10.00 – 10.45</td>
<td>• NAMA Targets – Manfred Stockmayer</td>
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<td>• Discussion – All</td>
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<td>10.45 – 11.00</td>
<td>Coffee break</td>
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<td>11.00 – 11.30</td>
<td>• NAMA Interventions – Manfred Stockmayer</td>
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<td>11.30 – 12.00</td>
<td>• NAMA Implementation Structure – Manfred Stockmayer</td>
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<td>• Discussion – All</td>
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<td>12.00 – 12.30</td>
<td>• Summary and next steps – Manfred Stockmayer</td>
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<td>12.30</td>
<td>Lunch</td>
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Introduction to the workshop

- Workshop brings together all relevant stakeholders
- First workshop, more interaction with stakeholders to follow
- Roles of workshop participants
Workshop objectives

• Engaging local stakeholders in the process of designing the NAMA
• Strengthen commitment to NAMA implementation
• Discussion of targets to be defined for the Green Schools NAMA
• Presentation and discussion of possible designs for a Green Schools NAMA in Saint Lucia
• Agreeing on a set of measures seen as most promising to reach NAMA targets
• Agreeing on NAMA institutional setup
Background to Green Schools NAMA

- Work on NAMA supported by Japan-Caribbean Climate Change Partnership (J-CCCP)
- Capacity building seminar in June 2016 with more than 60 participants
- 3 NAMA topics under discussion:
  - Renewable energy
  - Transport
  - Green Schools
- Decision for Green Schools NAMA
NAMA process

NAMA – Nationally Appropriate Mitigation Action

Concept Phase
NAMA idea
1st concept note

Development Phases
1st concept note
Final NAMA framework aligned with laws and regulations

Implementation Phase
Entry into force / commissioning
MRV

NAMA documentation and information evolving over time
Key success factors for NAMAs

• Stakeholder engagement
• „Champion“ to drive NAMA development process
• Focus
• Embedding in national/regional policies
• Additional effort
• GHG emission reductions and sustainable development benefits
• Balanced financing requirements
• Transformation
• Do the stakeholders agree with the definition of the NAMA scope?
Policy framework for NAMA targets I

• **Saint Lucia National Energy Policy (NEP)**
  - Published in 2010, main guidance document for energy policy of Saint Lucia
  - Relevance for Green Schools NAMA: recommendations on use of renewable energies
  - NEP defines renewable energy targets of 15 per cent in 2015 and 30 per cent in 2020 (through wind power, biomass, solar thermal, photovoltaic, hydropower and geothermal energy)

• **Second National Communication on Climate Change (SNC)**
  - Finalised in 2011, reports on the GHG emissions
  - Relevance for Green Schools NAMA: lists mitigation actions:
    - Measure #8: Auto-generation and co-generation
    - Measure #10: Improved energy efficient appliances and lighting through the use of standards
    - Measure #11: EE Building Code (strengthen energy efficiency in the Building Code)
    - Measure #18: Demand-side management (DSM) program for electricity
Policy framework for NAMA targets II

• **Intended Nationally Determined Contribution (INDC)**
  - Communicated to UNFCCC in November 2015
  - Saint Lucia confirms a conditional target of a GHG emission reduction of 16 per cent by 2025 and a reduction of 23 per cent by 2030
  - Relevance for Green Schools NAMA: mentions energy efficient buildings, energy efficient appliances and electricity generation (with a 35 per cent renewable energy target by 2025 and 50 per cent by 2030 - geothermal, wind and solar energy)

• **National Environmental Education Strategy for Saint Lucia 2012 – 2017**
  - To facilitate the operationalisation of the National Environmental Education Policy
  - Relevance for Green Schools NAMA: “All Saint Lucians should be equipped with the knowledge and skills required to contribute meaningfully to sound environmental management and the sustainable development of Saint Lucia.”
Summary policy framework

- Renewable energy target in electricity generation of 30 per cent by 2020 (NEP)
- Renewable energy target in electricity generation of 35 per cent by 2025 and 50 percent by 2030 (INDC)
- GHG emission reduction of 16 per cent by 2025 and 23 per cent by 2030 (INDC)
- Implementation of the measures related to auto-generation, energy efficiency, building code and demand-side management (no quantitative targets formulated)
- Knowledge and skills for pupils required to contribute meaningfully to sound environmental management and the sustainable development (no quantitative targets formulated)
### NAMA Sustainable Development Indicators

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<th>Environment</th>
<th>Social</th>
<th>Growth and development</th>
<th>Economic</th>
<th>Institutional</th>
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<tr>
<td>Air pollution/quality</td>
<td>Health</td>
<td>Access to clean and sustainable energy</td>
<td>Income generation/expenditure reduction/balance of payments</td>
<td>Policy and planning</td>
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<td>Water pollution/quality</td>
<td>Livelihood of poor, poverty alleviation, peace</td>
<td>Education</td>
<td>Asset accumulation and investments</td>
<td>Laws and regulation</td>
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<td>Soil pollution/quality</td>
<td>Affordability of electricity</td>
<td>Empowerment of women</td>
<td>Job Creation (number of men and women employed)</td>
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<td>Others (noise/visibility)</td>
<td>Access to sanitation and clean drinking water</td>
<td>Access to sustainable technology</td>
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<td>Biodiversity and Ecosystem balance</td>
<td>Food security</td>
<td>Energy security</td>
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<td>Climate change adaptation and mitigation</td>
<td>(access to land and sustainable agriculture)</td>
<td>Capacity-building</td>
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<td>Quality of employment</td>
<td>Equality (quality of jobs given, job condition for men/women)</td>
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<td>Time savings/time availability due to project</td>
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<td>No child labour</td>
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*Empowered lives. Resilient nations.*
NAMA Targets

- Which targets should be defined for the Green Schools NAMA?
- Which sustainable development indicators should be chosen for the NAMA?
- Which target shall be aimed at for each of the indicators?
NAMA Interventions

- A definite set of measures within the NAMA scope
- Policy vs project focus
- Definition of eligibility criteria
- Actors for implementation
- Approval structure
- Costs
- Targeted impacts
Suggested NAMA Interventions

- **Component 1 – Energy efficiency**: reducing energy input in all types of energy consumption (e.g. lighting, computers/internet, AC,...)
- **Component 2 – Renewable energy**: increase the share of renewables by using solar PV
- **Component 3 – Water efficiency**: grey water recycling, rain water cisterns
- **Component 4 – Training and capacity building**: Knowledge and skills for pupils required to contribute meaningfully to sound environmental management and the sustainable development

- Do these 4 components cover the opportunities in this NAMA?
- Should there be a special focus on certain components?
- How to make sure that there are potential synergies for other NAMAs (e.g. renewable energy NAMA)?
Barriers for NAMA implementation

• Component 1 – Energy efficiency: reducing energy input in all types of energy consumption (e.g. lighting, computers/internet, AC, …)
• Component 2 – Renewable energy: increase the share of renewables by using solar PV
• Component 3 – Water efficiency: grey water recycling, cisterns
• Component 4 – Training and capacity building: Knowledge and skills for pupils required to contribute meaningfully to sound environmental management and the sustainable development
NAMA Institutions

- NAMA National Focal Point or National NAMA Approver (NA)
- NAMA Coordinating Authority (NCA)
- NAMA Implementing Entity (NIE)
- NAMA Executing Entities (NEEs)
National NAMA Approver/Focal Point

The national NAMA Approver or Focal Point shall inter alia:
• approve NAMAs which shall be registered at the UNFCCC;
• provide guidance to sectoral NAMA coordinating entities (access to climate finance, financial flows, MRV etc.);
• issue procedures for accounting of emission reductions to avoid double counting of emission reductions from various implemented NAMAs;
• support the preparation of the National Communication, Biennial Update Reports, Summary of GHG Reductions etc.
NAMA Institutions

NAMA Coordinating Authority (NCA)

coordinates the proposed Green Schools NAMA. Main tasks:
• acting as primary contact for international donor(s);
• managing and directing the NAMA;
• approving
  • NAMA targets
  • implementation process with regards to submissions of project applications and disbursement of funds;
• approving and updating eligible interventions,
• approving annual monitoring reports prepared by the NIEs (covering inter alia: number of projects implemented, calculation of emission reductions etc.);
• supervising the financial flows between donors and beneficiaries.
NAMA Institutions

NAMA Implementing Entity (NIE)

Responsible for handling the financial flow from funding entities to the beneficiaries as well as project approval. Main operative body. Tasks:

• Ensure proper transfer and disbursement of funds from the donors to the recipients Prepare reports to NCA/donors
• Capacity Building for institutions and companies involved
• Development of technical standards for equipment/installations used under the NAMA
• Coordination of promotion and awareness raising campaigns and coordinates to support the implementation of the NAMA
• Integration of the private sector into NAMA implementation
• Coordination of monitoring activities and preparation of monitoring reports for all interventions
• Facilitation and coordination of verification through the external entity designated to this task.
• Reporting to the NCA to fulfill reporting requirements towards the donor
NAMA Executing Entities (NEEs)

The NAMA Executing Entities (NEEs) are the companies and/or institutions which will implement projects under the NAMA. Each NEE will:

• implement projects in compliance with the rules of each intervention;
• inform the NIE about the performance of their projects; and
• collect data for monitoring purposes (requirements will be communicated by the NIE based on the MRV).

Which institutions can take the different roles (NAMA Approver, NAMA Coordinating Entity, NAMA Implementing Entity)?

What is the potential role of the National Climate Change Steering Committee in the NAMA?
Proposed NAMA institutional setup

UNFCCC

NA – Department of Sustainable Development

National Climate Change Steering Committee

GCF NAMA Donors

NCA – Ministry of Education

NIE Ministry of Infrastructure/Renewable Energy Division

NEE Intervention 1

NEE Intervention 2

NA – NAMA Approver
NCA – NAMA Coordinating Authority
NIE – NAMA Implementing Entity
NEE – NAMA Executing Entity
Example for NAMA
Measuring Reporting Verification (MRV)

[Diagram showing the process of NAMA for measuring, reporting, and verification (MRV)]

- **INPUT**
  - Baseline Business as usual
    - Fossil fuel
  - Project activity NAMA intervention
    - Wind; Sun; Water

- **TRANSFORM**
  - Electricity gen. Fossil fuel based
  - Electricity gen. Renewable based

- **OUTPUT**
  - Electricity

**GENERATION SITE**
- Electricity gen. Fossil fuel based
- Fossil-fuel back-up system
- Wind, Solar, Hydropower system

**CONSUMPTION SITE**
- Consumer e.g. school, hospital
- Electricity meter

UNDP
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Next steps

- Preparation of draft NAMA document – May 2017
- Second stakeholder consultation
- Revision of draft NAMA document
- Stakeholder review period
- Final NAMA document – November 2017
For questions, please contact:

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