



Earth Child Institute

Intermediate Review of the Doha  
Work Programme on Article 6

Education, Training, Awareness  
Raising, Public Participation,  
Access to Information &  
International Cooperation

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## **Introduction**

The Earth Child Institute (ECI) is dedicated to the world's children and environment. ECI is a civil society observer to the UN Framework Convention on Climate Change, is accredited to Special Consultative Status with the United Nations Economic and Social Council (ECOSOC), is an associate of the United Nations Department of Public Information and a member of the United Nations Global Compact.

ECI works with partners to accomplish its mission to advocate for the rights, needs, and capacities of children and to support their life skills based educational participation relative to climate change, access to safe water, sanitation, reforestation, clean energy and environmental health.

We appreciate this opportunity to provide feedback on the organization of the 3rd in-session Dialogue on Article 6 of the Convention and to share our views on the agenda for the 4th in-session Dialogue, which will focus on public access to information, public participation and public awareness, as well as on international cooperation on these matters.

We also are grateful provide our perspective on the steps that have taken to implement the Doha Work Programme, such as efforts to consider the linkages between Article 6 activities, implementation of policies and measures to mitigate and adapt to climate change, and on emerging gaps and needs.

Our review and recommendations are meant as constructive critique on improving the effective implementation of the Doha work programme, and more recent developments, such as Article 12 of the Paris Agreement. We also propose a mechanism that we call ECO+ through which funding can be increased, potentially substantially, in order to support and expand these vital efforts.

Clearly, the original United Nations Framework Convention on Climate Change signed and ratified over twenty years ago by most of the nations of the world included a strong focus on education, public information and engagement, supported through international collaboration and cooperation in Article 6 of the Convention.

Because no comprehensive gap analysis, evaluation or study has been done to catalog the global efforts or evaluate their overall success, it is difficult to measure the progress in these areas, but it is safe to say that overall these efforts have been insufficient to address the scale and scope of climate change.

Much has been done to try to raise the visibility of quality climate change education, communication and outreach. These efforts include the:

- Doha Work Programme, aimed at revitalizing the original goals of Article 6;
- Ministerial Declaration at the close of COP20 in Lima;
- Rebranding of Article 6 of the Convention as ACE (Action for Climate Empowerment);
- One UN Climate Change Learning Partnership headed by UNITAR through CC:Learn;
- Ahmedabad Framework for Action recommendation that education be added to the Nationally Determined Contributions (NDC).

All these and other calls have contributed toward reviving and reemphasizing the original goals of Article 6 of the Convention: an informed, engaged public that are working with well-trained professionals to develop adequate responses to climate change, and sharing best practices internationally.

Even so, all of these efforts, important though they are, have yet to achieve a critical mass and build sufficient momentum toward actualizing the letter and spirit of the original goals. An indicator of this lack of traction is the fact that there was virtually no press coverage of the education and youth and future generation side events at COP21.

The gaps and needs of climate change education, communication and outreach efforts are massive at virtually every level, largely due to the lack of prioritization and funding needed to achieve the goals.

In the second phase of Doha Work Programme, a more robust, coordinated international education, communication and outreach effort will be required, with the Secretariat and/or another party such as CC: Learn playing a stronger role as the supporting backbone to maximize the collective impact of the governmental and civil society efforts by increasing the level of communication, providing more opportunities for mutually reinforcing activities, and developing shared metrics to measure success.

Most importantly, a strategic and effective mechanism for funding, evaluating, coordinating and up-scaling these efforts must be developed and deployed, otherwise the lofty goals of informing and empowering people, especially youth, women, and other underrepresented peoples will remain unfulfilled.

## **Dialogues on Article 6**

The Dialogues on Article 6 and related events, such as the Education and Youth-related side events at COP21, are important but in themselves not enough to build the capacity of the climate change education, communication and outreach community who share the vision of an informed, engaged public that is contributing to adequate responses to climate change.

The 3rd in-session Dialogue on Article 6 of the Convention held in Bonn in June 2015, for example, provided two three-hour long events that included several introductory talks, a keynote presentation by climate communicator George Marshall, presentations of notable projects and effective strategies from around the world, and breakout discussions, all well facilitated by Katarzyna Synder.

The participants were challenged to develop a new name for Article 6 of the Convention, and the new brand-- ACE, Action for Climate Empowerment-- was announced at the end of the Dialogue. However, the occasion to further forge community involvement and build on the momentum of the Dialogue was not pursued after the event by the Secretariat, which we consider to be a missed opportunity.

For example, the breakout discussions were organized around themes that participants could self-select to participate in. The conversations were dynamic and had potential to be further extended online after the close of the Dialogue, but this possibility was not pursued.

At the close of the 3rd Dialogue, a request was made to provide the participants with contact information so that individuals could contact each other after the Dialogue. While the contact list was compiled and sent to the participants some weeks after the event, the Secretariat made no further effort to foster further discussions among those interested in furthering and expanding the discussion. An offer to establish an online community of practice modeled on the Climate Literacy & Energy Awareness Network was blocked by the Secretariat office.

We recommend that during the 4th Dialogue, participants attending the Dialogue as well as others who are not able to attend but who share the vision of informed and engaged publics will be invited to self select to join a virtual community of practice, or CoP. This should include not only those who are official focal point representatives, but others who feel they can contribute to the challenges of informing and engaging publics to prepare for and reduce climate impacts.

The United Nations Food and Agriculture Organization (FAO) has had, through its MICCA project, substantial success in developing online communities of practice around topics such as climate-smart agriculture, youth, livestock, and peatlands, using the Dgroup system:

<https://dgroups.org/>

Following the FAO model, the 4th in-session Dialogue in May 2016 should offer participants the opportunity to sign up for a general CoP that will focus on the broad goals and sharing of information related to Article 6/ACE. We also recommend that three other sub-groups be established, one focused on public access to information, public participation, and public awareness, another on international cooperation, and one focused on education and training that may in the future be split into other CoP if the need arises.

As with the FAO CoP communities, these online communities will need to have clear ground rules for participation, and be moderated to maintain quality, block those intent on disruption, and maintain a focus on the topics. A core group of participants will be needed to start the conversations and establish the tone. Not all CoP will necessarily have sufficient participation at first. Many CoP don't become robust until they reach around 400 participants.

Another example of a successful CoP is the US-based Climate Literacy and Energy Awareness Network (CLEANet.org). In addition to the CLEAN email discussion list, the network holds weekly telephone conferences for presentations and information sharing. It also organizes workshops and informal events at major professional meetings for scientists and educators.

While the focus of the upcoming 4th in-session Dialogue will focus on public access to information, public participation and public awareness, and related international cooperation and cooperation, these are not separate topics from education and related communication and outreach. Ultimately, education, communication and outreach are an overlapping continuum, with education being focused on long-term literacy and skills building, communication emphasizing the transfer of contextualized information, and outreach through social media in particular serving as a more rapid means of conveying ideas or advocating for action.

We further recommend that at 4th in-session Dialogue the Collective Impact model (<https://collectiveimpactforum.org/>) be introduced and discussed as a proven framework for facilitating social change. Developed by researchers at Stanford University and other thought leaders, fine-tuned by community-based projects around the world, the key elements of the Collective Impact model are 1) having a shared agenda, 2) developing shared measures to track success, 3) engaging in mutually reinforcing activities, 4) encourage continuous communication, and 5) providing a strong backbone to support the above efforts.

This approach has been used with some success by the climate education and literacy community in the USA, but as with all such efforts, the availability of financial resources is required for the backbone support and other actions and activities to succeed.

### **Progress and Potential for Improving on the Doha Work Programme**

While a full, external evaluation of mid-term progress toward achieving the goals of the Doha Work Programme is beyond the limited scope of the Earth Child Institute, we do feel that the Collective Impact model as a lens to view the goals of the Programme. Following are summaries of some of the elements of the Programme and comments on how, from our perspective, the Secretariat, with admittedly limited resources, has been able to address them.

While the Collective Impact model was not mentioned in the Doha Work Programme, the Secretariat was clearly intended to serve as the supporting backbone for the activities outlined below. These inputs were designed to lead to outcomes that would increase the capacity of the Parties and ultimately their publics to minimize risks and maximize adequate responses to climate change. The following are summarized from the Doha Work Programme document, with added emphasis to key phrases.

- (a) **To prepare reports** to the SBI on **progress achieved by Parties in implementing Article 6 of the Convention**, based on information contained in national communications, reports on the annual in-session dialogue on Article 6 and other sources of information, **including a report on good practices of stakeholder participation** in implementing Article 6 activities. These reports will be issued regularly, and in particular for the intermediate progress review in 2016 and the review in 2020;
- (b) To **facilitate coordinated inputs** into the eight-year Doha work programme from relevant organizations;
- (c) To continue its work on **maintaining, developing and promoting CC:iNet**, by **reforming its structure, improving its functionality and accessibility** and **increasing the content** in the official United Nations languages and other languages;
- (d) **To establish a network of national focal points** for Article 6 of the Convention and **facilitate a regular exchange of views, good practices and lessons learned through CC:iNet** and the **organization of workshops, videoconferences and activities at the international, regional and national levels** in order to **build and strengthen the existing skills and capacities of national focal points** for Article 6;
- (e) To **catalyse collaborative training initiatives and projects to promote an effective implementation** of Article 6 of the Convention at the international, regional and national levels in cooperation with Parties, international organizations, NGOs, youth organizations and development partners;
- (f) To continue its work on the **United Nations Joint Framework Initiative on Children, Youth and Climate Change** in order to enhance the involvement and participation of children and youth in Article 6 activities and their attendance at intergovernmental meetings, including sessions of the COP;
- (g) **To continue collaborating and coordinating** with United Nations organizations, other IGOs, NGOs, the private sector, civil society and youth, with a view to **catalysing action on the implementation of Article 6 of the Convention**.

We have provided comments on many of these elements and how they can be improved. Elsewhere in the Doha Work Programme, related goals include:

- **Encouraging** intergovernmental and non-governmental **organizations to continue their activities** relevant to Article 6 of the Convention
- **Enhancing collaborative efforts** for implementing Article 6 initiatives and strategies at the international, regional, national and local levels.
- **Sharing information** on their programmatic responses to the work programme through the UNFCCC climate change information network clearing house CC:iNet and other media.
- **Enhancing the collective ability** of Parties to implement the Convention, **improve synergies, avoid duplication of effort** between the different conventions.
- Facilitating public access to data and information, by **providing the information on climate change initiatives, policies and results of actions** that is needed by the public and other stakeholders to understand, address and respond to climate change...(taking) into account such factors as quality of Internet access, literacy and language issues.
- **Promoting public participation in addressing climate change and its effects** and in **developing adequate responses**, by **facilitating feedback, debate and partnership in climate change activities** and in governance, noting the important role that social media platforms and strategies can play in this context.
- Developing tools and activities, including:
  - i) **a directory of organizations and individuals**, with an indication of their experience and expertise relevant to Article 6 activities, with a view to building active networks involved in the implementation of these activities;

- ii) **increasing the availability of copyright-free and translated climate change materials**, in accordance with laws and standards relating to the protection of copyrighted materials;
- iii) **seek opportunities to disseminate** widely relevant information on climate change;
- iv) measures could include **translation into appropriate languages** and **distribution of popularized versions of key documents on climate change**, including assessment reports and other reports by the Intergovernmental Panel on Climate Change;
- v) **benefit from new technologies**, especially from social networks, in order to integrate these into Article 6 strategies

Clearly, this amounts to a very tall order requiring appropriate funding and professional support. While we appreciate these challenges, in the spirit of constructive criticism, we offer the following views on what has thus far been achieved and what remains to be done.

Without a doubt, there have been some missed opportunities and in some instances a lack of follow-through that have hampered efforts. For example, the Guidelines drafted by the Earth Child Institute to help focal points develop and deploy national strategies were meant as a toolkit, but no response or feedback has ever been received on these draft guidelines.

As an example of overlapping efforts, UNITAR developed its own *Guidance Note on Developing a Climate Change Learning Strategy*, which had some substantial overlap with the Guidelines for Focal Points. What is the current status of these related efforts to develop toolkits and guidance for focal points and/or others attempting to inform and engage their publics? Have any efforts been made to merge such efforts?

While ECI is not in a position to know how successful the Secretariat has been in establishing a network of national focal points, but it is our impression that because of all the other agendas and funding challenges, the UNFCCC Secretariat has thus far struggled to provide the supporting backbone needed to maximize the collective impact of existing efforts.

Many Parties have identified National Focal Points for Article 6, but how active have they been? Beyond side events at COP meetings and the annual Dialogues, what efforts to develop shared metrics, offer mutually reinforcing activities, and communicate on a regular basis have been accomplished? What workshops, videoconferences and activities at the international, regional and national levels have been organized that might build and strengthen the existing skills and capacities of national focal points for Article 6.

We recognize the Secretariat's ability and mandate to encourage robust education and public engagement may clash with national education policy agendas or other interests, whether or not they have an established focal point.

More than half the Parties do not have and may never have a designated focal points. These include China and the United States, the two largest carbon emitters, who potentially have much to offer relating to the goals set forth in Article 6 of the Convention. To what extent the lack of a designated focal point is for the Party to effectively engage in broader climate change education, communication and outreach efforts remains unknown, but it would appear to be a detriment.

The Communities of Practice approach discussed above could potentially help in forging such a network. The shared vision articulated in Article 6 and reinforced in subsequent calls to refresh and revitalize these goals is clear, but in general the Secretariat has not sought to develop shared measures, provided constant communications with stakeholders, or offered mutually reinforcing activities other than Dialogues and COP side events. While the Secretariat may communicate regularly with Article 6 focal points and/or other Party contacts, it is our impression that communication with stakeholders has generally been irregular and primarily through the website, with no newsletters or discussion lists to update interested parties.

The Secretariat has provided some basic services, such as preparing reports to the SBI on progress achieved by Parties in implementing Article 6 of the Convention, but other than a few case studies, there has been no comprehensive effort to draw together good practices.

Using the Collective Impact model as a guide, more can be done to clarify the common agenda, provide on-going communications to build and sustain the community, leverage reinforcing activities, and develop measures of success. Each of the six areas covered in Article 6 of the Convention--Education, Training/Professional Development, Public information access, Public participation (developing adequate responses), Public awareness, and International collaboration/cooperation--should have its own metrics, and while every nation and region is unique, having some core common measures to measure progress is vital for internal analysis and imperative for securing funding.

In theory the CC:iNet could have served as a clearinghouse for sharing information and encouraging dialogue and discussion. It still has a tab in the left navigation bar of the UNFCCC site, but the latest information on the CC:iNet site is a year old, and the Youth Portal's most recent information dates to COP20. In practice CC:iNet is obsolete and has not made any clear effort for it to serve as the community and capacity-building microsite that was originally intended. The Secretariat has evidently abandoned the CC:iNet portal and established a new microsite within the Newsroom related to ACE. Even this site appears to be more an afterthought of the broad communication efforts of the Secretariat than a robust portal envisioned for CC: iNet.

The new [ACE-related website](#) doesn't link to the old pages, and offers more current but static information with limited opportunities for interested participants to engage or become active. The new site includes summaries of a few case studies describing emerging good practices. Under the theme of Youth there are three summaries, under Public Participation there are four, and under Education, nine are presented.

There have also been only limited training initiatives and projects to promote an effective implementation of Article 6 of the Convention at the international, regional and national levels, though our impression is that the Secretariat has tried to make do with severe financial constraints, tried to leverage limited funding, and in some cases has worked through partners to engage with key stakeholder communities, such as youth.

The Doha Work Programme considered GEF as a potential fund for supporting these education, communication and outreach efforts, but other than small grants, GEF has proven unable to provide the necessary support to kick-start national education efforts.

A GEF representative has explained that unless a Party applying for funding has fully integrated their education/training plans into a national strategy, it won't be considered. Moreover, GEF's funding, like GCF's, are not available to all nations. Based on what we know of current plans, it appears the Green Climate Fund also lacks an interest in or focus on education and public engagement.

Many nations that are officially "developed", including the United States, lack sufficient funds or commitment for climate education. It is imperative that all nations, whether with a focal point or not, whether developed or not, do everything they can to prepare current and future generations for changes that are already well underway.

### **Recommendations**

At the recent International Conference on Education as a Driver of Sustainable Development Goals in Ahmedabad, India, Adriana Valenzuela, focal point for Action for Climate Empowerment (ACE) with the UN Framework Convention on Climate Convention (UNFCCC) said:

Education plays a fundamental role for the implementation of the Paris climate change agreement and for the Sustainable Development Goals. All relevant organizations urgently need to build capacity, in all areas of society. There is a wealth of knowledge that we can tap into, and international cooperation and knowledge-sharing can play a major role in making the world more sustainable.

We agree completely.

In their Science magazine article "[Universal education is key to enhanced climate adaptation](#)" researchers from Wittgenstein Centre for Demography and Global Human Capital in Austria recommend that Green Climate Fund should invest in human capital through education and related efforts rather than primarily in large engineering projects. In a related article in [Ensia magazine](#), they affirm that such an approach can help "empower individuals and communities, reduce vulnerability and enhance adaptive capacity in times of changing climate."

A recent analysis of Gallup polling data from 119 countries published in [Nature Climate Change](#) concludes that "Worldwide, educational attainment is the single strongest predictor of climate change awareness....The results suggest that improving basic education, climate literacy, and public understanding of the local dimensions of climate change are vital to public engagement and support for climate action."

The Paris Agreement also emphasizes the need for education, communication and outreach, calling "upon all Parties to ensure that education, training and public awareness...are adequately considered in their contribution to capacity-building." It also reaffirms "the importance of education, training, public awareness, public participation, public access to information and cooperation at all levels on the matters addressed in this Agreement."

Article 12 of the Paris Agreement states:



Parties shall cooperate in taking measures, as appropriate, to enhance climate change education, training, public awareness, public participation and public access to information, recognizing the importance of these steps with respect to enhancing actions under this Agreement.

It is worth noting that two climate change education manifestos were also released. One is the [Manifesto for Global Citizenship Education Manifesto](#) developed by the Paris-education 2015 Collective, the other is [Manifesto!](#), developed during the 11th Council of Youth held in Paris in November. Neither suggests how the efforts described could be funded, coordinated, or developed into professional learning communities of practice.

### Recommendation 1- Mandate that all major climate research and infrastructure projects add value to their efforts by including funding for related education, communication and outreach efforts and related evaluation

Education, focused on literacy and skills building over time, communication, which conveys information in a timely and context-appropriate way, and outreach carefully calibrated to inspire, engage and inform in the short term, are the toolkit. Climate projects, especially large scale infrastructure endeavors involving scientists, engineers, and agriculture experts, will be receiving billions and potentially trillions of dollars of public and private investment and capacity-building funds, and if a small portion of those funds were allocated toward education, communication and outreach, it would add tremendous value. We call this ECO (for education, communication and outreach) Plus or ECO+.

There are examples of this the success of this integrated approach. The International Polar Year 2007-2008 (IPY), which was a primarily research-oriented enterprise building on prior International Years, required all endorsed projects to include a robust education, communication and outreach component. One of the greatest successes of IPY, which was co-sponsored by WMO and ICSU, was the dynamic and wide range of education, communication and outreach projects.

For over a decade, most science research projects funded by NASA and NSF include an education and outreach component that demonstrate and expand the broader social impacts of the research. Often 10% of a project budget is dedicated to the education, communication and/or outreach of the project, and ideally such an approach could be used for projects funded by GEF, GCF, and other public and private funding sources. The proposed Cap and Trade bill proposed in the United States would have generated funds for climate-related education, which is currently underfunded in the USA.

The “broader social impacts” funding of research projects in the US has helped in the development of some excellent climate-related education materials, but, as a recent article on climate confusion among US science teachers in Science Magazine has revealed, it has not been sufficient to solve the climate change education, communication and outreach needs in the US. Additional and substantial funding for teacher professional development is required should be added to budget plans, which often omit these important elements.

One approach for funding climate related education, communication and outreach was the proposal in the plans for Cap and Trade in the USA that called for a for a small (around one percent) but ultimately substantial and reliable source of funds generated be allocated for education.

Requiring NDCs to include education is an important next step, but the ECO+ approach goes a step further, requiring that new funds be allocated to inform and engage the public and especially youth. This will also provide much needed opportunities for educators, evaluators, communicators and other experts who are eager to be involved in addressing the challenges of climate change but lack the financial resources to do the vital work of preparing society to make informed climate decisions that will minimize the risks and maximize the resilience and ability.

Once a commitment to including an ECO+ component to projects has been made, procedures and processes should be established that help guide those seeking financial support in developing strong proposals and projects. Such procedures and processes should be as streamlined as possible. They should be guided by the original intent of Article 6 --appropriate programs to enhance climate change education, professional training, public access to information, public engagement in developing adequate responses, and international collaboration and cooperation--as well as the capacity-building aspects of Article 12 of the Paris Agreement.

Clear guidelines and requirements for ECO+ monitoring and reporting need to be developed for helping conduct front-end assessment of the needs of a designated community, establishing milestones and benchmarks to measure and report progress during the course of the project, and to produce regular and summative evaluation upon completion of the project.

Progress in ECO-related education and youth development should be measured regularly throughout the project period, but monitoring and reporting should not be so daunting and distracting to achieving the intended goals that they become a burden.

## Recommendation 2- Incorporate the Collective Impact Model for engaging with focal points and other interested parties

Beginning at the 4th in-session Dialogue, the Collective Impact model that has been developed by researchers at Stanford University and other thought leaders should be introduced and discussed as a proven framework for facilitating social change. The key elements of the Collective Impact model are: 1) developing a shared agenda, 2) agreeing on and using shared measures to track success, 3) engaging in mutually reinforcing activities, 4) encouraging continuous communication, and 5) providing a strong backbone to support the above efforts. This model can help amplify the work that the Secretariat has done to build a foundation for more substantial efforts to inform and engage publics and key professionals.

Through mutually reinforcing activities (regular face to face and virtual meetings and events), ongoing communication (to share relevant news and emerging effective practices), and developing shared metrics for success, efforts that use the ECO+ approach, led by the Secretariat's backbone support, can develop into a network of networks.

The necessary financial support long missing from Article 6-related efforts will be assured if major climate change adaptation and mitigation projects include robust ECO+ components. This will result in the development of nation, region, and/or sector-specific tools and strategies that will help “empower individuals and communities, reduce vulnerability and enhance adaptive capacity in times of changing climate.”

### Recommendation 3- Develop Online Communities of Practice (CoP) to engage and inform the broad climate change education, communication and outreach community

We recommend using the model for online Communities of Practice (CoP) used effectively by the United Nations Food and Agriculture Organization (FAO) through their MICCA programme and many other groups, including the Climate Literacy and Energy Awareness Network (CLEAN).

The CoP can be introduced at the 4th in-session Dialogue in May 2016 where participants can be offered the opportunity to sign up one or more communities. As with the FAO CoPs and CLEAN, these online communities will need to have clear ground rules for participation, and be moderated to maintain quality, block those intent on disruption should they attempt to do so, and maintain a focus on the relevant topics. A core group of participants will be needed to start the conversations and establish the tone. Not all CoP will necessarily have sufficient participation at first. Many CoPs don't become robust until they reach around 400 participants.

These CoPs can also be synergistic with events, including workshops, conferences, and other events, large and small.

Mark S. McCaffrey  
Senior Advisor  
Earth Child Institute  
Rákóczi út. 25  
3046 Kisbágyon  
Hungary

[marksmccaffrey@gmail.com](mailto:marksmccaffrey@gmail.com)  
+1-415-509-5520