



UNITED NATIONS ENVIRONMENT PROGRAMME

Programme des Nations Unies pour l'environnement Programa de las Naciones Unidas para el Medio Ambiente

Программа Организации Объединенных Наций по окружающей среде برنامج الأمم المتحدة للبيئة

联合国环境规划署



UN Environment is pleased to respond to the invitation issued by the Subsidiary Body for Implementation (SBI) to Non-Party Stakeholders requesting views on the agenda for the 5th Dialogue on Action for Climate Empowerment, which will focus on climate change education, training and international cooperation on these matters.

In particular, in response to the Draft Conclusions from the Chair on the Review of the Doha Work Programme on Article 6 of the Convention from the forty-fourth session of the SBI, UN Environment suggests that the following items be included in the 5th Dialogue on Action for Climate Empowerment:

1. The role of the UN Alliance on Climate Change Education, Training and Public Awareness

As an active member of the UN Alliance, UN Environment would welcome guidance from Parties and other participants in the 5th Dialogue on Action for Climate Empowerment on the expected role of UN Alliance members in supporting the decision adopted at the 22nd meeting of the Conference of the Parties to the UNFCCC on improving the effectiveness of the Doha Work Programme. This decision calls on members of the UN Alliance to:

- i. Organize regional and sub-regional workshops;
- ii. Provide technical and financial support;
- iii. Support the development of national strategies; and
- iv. Disseminate information, resources and good practices.

In discussing this agenda item, Dialogue participants may also wish to consider providing a prioritization of activities, groups or regions / sub-regions as well as expectations with regards to the timeline for the provision of support.

The role of the financial mechanisms in supporting the work of the UN Alliance may also be considered as an item of interest for further discussion.

2. Climate change education and training and the needs and knowledge of indigenous peoples and local communities

UN Environment adopted, in 2012, policy guidance on engagement with Indigenous Peoples in order to enhance practices for engaging Indigenous Peoples as important partners in caring for the environment¹. While the guidelines are clear that UN Environment does not speak for or represent Indigenous Peoples, they do call for the inclusion of Indigenous Peoples perspectives specifically within UN Environment's work on environmental education, including climate change education.

1

http://wedocs.unep.org/bitstream/handle/20.500.11822/11202/UNEP_Indigenous_Peoples_Policy_Guidance_endorsed_by_SMT_26_11_12.pdf?sequence=1&isAllowed=y

At COP 22 a side event on climate change education – “*Leaving No One Behind*”, hosted by the UN Alliance on Climate Change Education, Training and Public Awareness² a number of priority actions were identified including:

- The need to apply the principles of Free, Prior and Informed Consent to all indigenous knowledge used in climate change education;
- Support for the translation of climate change education material into local languages and traditional delivery mechanisms;
- Inclusion, in education and training material, good practice examples on the contribution of traditional knowledge, innovations and practices to climate change mitigation and adaptation; and
- Improved understanding of the value of traditional knowledge, innovations and practices when mainstreamed into formal and informal education systems, including through strong political will for its integration into education systems.

The 5th Dialogue provides an important opportunity to explore Indigenous Peoples perspectives within climate change education and training in more detail. In particular, two questions may be considered (1) how can climate change education and training meet traditional learning needs and methods, and (2) how, and to what extent, should traditional knowledge, innovations and practices be included in climate change education and training initiatives, with the free, prior and informed consent of the holders of such knowledge?

2

http://unfccc.int/cooperation_and_support/education_and_outreach/education_and_training/items/8958.php