



United Nations

FCCC/SBI/2013/13



Framework Convention on
Climate Change

Distr.: General
2 September 2013

Original: English

Subsidiary Body for Implementation

Thirty-ninth session

Warsaw, 11–16 November 2013

Item 19 of the provisional agenda

Other matters

Summary report on the 1st Dialogue on Article 6 of the Convention

Note by the secretariat

Summary

The 1st Dialogue on Article 6 of the Convention was held during the thirty-eighth session of the Subsidiary Body for Implementation on 10 and 11 June 2013. Representatives of Parties and intergovernmental and non-governmental organizations shared experiences and exchanged ideas, good practices and lessons learned regarding climate change education and training and relevant international cooperation.

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I. Mandate

1. Reaffirming the importance of education, training, public awareness, public participation and public access to information in relation to climate change and relevant international cooperation for achieving the ultimate objective of the Convention and for the effective implementation of adaptation and mitigation actions, the Conference of the Parties (COP), by decision 15/CP.18, adopted the Doha work programme on Article 6 of the Convention.¹

2. By the same decision, the COP requested the Subsidiary Body for Implementation (SBI) to enhance the work on Article 6 of the Convention by organizing an annual in-session dialogue with the participation of Parties, representatives of relevant bodies established under the Convention and relevant experts, practitioners and stakeholders to share their experiences and exchange ideas, best practices and lessons learned regarding the implementation of the Doha work programme.²

3. The COP decided that, for the purpose of organizing the Dialogue on Article 6 of the Convention (hereinafter referred to as the Dialogue), the six elements of Article 6 of the Convention would be clustered into two focal areas, with the consideration of which alternating on an annual basis. The first focal area consists of education and training, while the second focal area consists of public awareness, public participation and public access to information. International cooperation is considered to be a cross-cutting theme of both focal areas.³

4. The COP also decided that the 1st Dialogue would be held at SBI 38 and would focus on the first focal area: education, training and international cooperation.⁴

5. The COP requested the secretariat to prepare a summary report on every meeting of the Dialogue.⁵

II. Possible action by the Subsidiary Body for Implementation

6. The SBI may wish to consider the information contained in this report, with a view to determining appropriate actions arising from it.

III. Proceedings

7. The 1st Dialogue on Article 6 of the Convention took place in the afternoons of 10 and 11 June 2013 during SBI 38.

8. More than 100 representatives of Parties, intergovernmental organizations (IGOs) and non-governmental organizations (NGOs) shared their experiences and exchanged ideas, best practices and lessons learned regarding the implementation of climate change education and training and relevant international cooperation.

9. Mr. Tomasz Chruszczow, Chair of the SBI, chaired the meeting. He was supported by two co-facilitators, Ms. Adriana Valenzuela (Dominican Republic) and Mr. Richard Merzian (Australia), who skilfully facilitated the discussions at the 1st Dialogue.

¹ Decision 15/CP.18, preamble and paragraph 1.

² Decision 15/CP.18, paragraph 9.

³ Decision 15/CP.18, paragraph 10.

⁴ Decision 15/CP.18, paragraph 11.

⁵ Decision 15/CP.18, paragraph 12.

10. The meeting was divided into five thematic working sessions, focusing on:
 - (a) Strategic approaches and long-term planning of climate change education;
 - (b) Challenges, good practices and lessons learned from the implementation of climate change education at the national level;
 - (c) Measuring for results;
 - (d) Challenges, good practices and lessons learned from the planning, implementation and evaluation of climate change training at the national level;
 - (e) Opportunities for strengthening the implementation of climate change education and training through international cooperation.
11. The first session featured a panel discussion, in which the panellists responded to three focus questions before engaging in in-depth discussions with all meeting participants. The rest of the sessions started with targeted presentations made by Parties, United Nations organizations, IGOs and NGOs, followed by discussions.
12. The agenda for the meeting is contained in the annex. All presentations and a full webcast recording of all of the sessions are available on the UNFCCC website.⁶

IV. Summary of presentations and discussions

A. Opening of the 1st Dialogue on Article 6 of the Convention

13. The meeting was opened by the UNFCCC Deputy Executive Secretary, Mr. Richard Kinley, on behalf of the UNFCCC Executive Secretary. Mr. Kinley highlighted the adoption of the Doha work programme and the establishment of the annual Dialogue on Article 6 of the Convention as encouraging examples of how the implementation of the Convention is being taken forward. He emphasized that the implementation of Article 6 of the Convention is fundamental for building a groundswell of support for a new climate change regime and for scaling up climate change action on the ground.

14. On behalf of the Chair of the 1st Dialogue, co-facilitator Mr. Merzian presented the objectives and organization of the Dialogue. He outlined that the Dialogue is to provide a regular forum for Parties and stakeholders to share their experiences and exchange ideas, good practices and lessons learned regarding the implementation of Article 6 of the Convention. The focus of the 1st Dialogue is on education, training and relevant international cooperation, while the 2nd Dialogue, in 2014, will address the other elements of Article 6 of the Convention, namely public awareness, public participation, public access to information and relevant international cooperation. He then described in detail the organization of the work of the Dialogue.

15. Ms. Valenzuela delivered introductory remarks on behalf of the co-facilitators, in which she emphasized that advancements in low-carbon climate-resilient development depend on building individual and institutional capacities through education and training. She invited the meeting participants to actively engage in the Dialogue, not only to exchange experiences, but also to identify possibilities for cooperation.

⁶ <http://unfccc.int/cooperation_and_support/education_and_outreach/items/7670.php>.

B. Session I: Strategic approaches and long-term planning of climate change education

1. Panel discussion

16. The panel was comprised of six national experts on climate change education from Dominican Republic, France, Indonesia, Malawi, Uganda and Ukraine.

17. In line with the focus questions published on the UNFCCC website prior to the 1st Dialogue, the panel discussed: the assessment and prioritization of needs for climate change education; how to ensure the sustainability of results and the long-term impact of national strategies and action plans; and how international policies on climate change are translated into national action on education.

18. The panel discussion started with the question of what process Parties use to assess their needs for climate change education at all levels and how they prioritize those needs. The panellists highlighted reviewing the outcomes of previous activities, conducting public surveys and holding consultations with key actors in climate change education as starting points for the assessment of needs. In many countries consultations include both governmental and non-governmental actors and, in some cases, they are followed by workshops to jointly prioritize the identified needs.

19. In response to the question of how to ensure the sustainability of results and a long-term impact of national strategies and action plans on climate change education, the panellists emphasized the importance of the development of a holistic climate change education system that ensures that the issue of climate change is part of the curricula at all levels and within different subjects, as well as included in extra-curricular activities. Furthermore, the panellists stressed the importance of establishing laws and regulations, as well as taking a multidisciplinary approach that involves all stakeholders, including faith-based institutions, religious leaders and parliamentarians, to ensure the sustainability of actions in the area of climate change education.

20. Finally, the panellists shared their experiences of how international policies on climate change are translated into national action on education in their countries. They highlighted that the amended New Delhi work programme on Article 6 of the Convention⁷ and the Doha work programme have been the starting point for the development of national policies and action plans on climate change education. One panellist mentioned that the national focal points for Article 6 of the Convention play an important role in bringing agreements under the Convention on climate change education to the national level.

2. Discussions

21. The panellists entered into a dialogue with the meeting participants on issues related to gender and how to foster behavioural change. Some of the panellists highlighted that all educational materials are reviewed to ensure that the gender dimension is appropriately addressed, while other panellists mentioned the production of educational materials on gender and climate change. With regard to fostering behavioural change, it was highlighted that it is important to complement formal education with action-oriented non-formal educational activities.

⁷ Decision 9/CP.13.

C. Session II: Challenges, good practices and lessons learned from the implementation of climate change education at the national level

1. Presentations

22. A representative of Mauritius presented recommendations from the Expert Meeting on Climate Change Education for Sustainable Development in Africa, which took place in Grand Baie, Mauritius, in March 2013. The meeting was attended by 82 experts from 25 African countries and had the aim of identifying the main challenges that climate change poses to education systems in Africa and exploring the role that education can play in addressing the effects of climate change. A comprehensive list of 18 recommendations was developed in the course of the meeting to inform future work on climate change education for sustainable development in Africa and to provide guidance to governments and stakeholders in implementing Article 6 of the Convention.

23. A representative of Sweden presented climate change education as a powerful tool for reaching national and international environmental objectives that are guided by the goal of “handing over to the next generation a society in which the major environmental problems in Sweden have been solved, without increasing environmental and health problems outside of Sweden’s borders”. Sweden builds on the existing knowledge and structures of the policies of the European Union (EU), its environmental objectives and the international network of Eco-Schools. Sweden issued rules and regulations requesting its schools and pre-schools to contribute to sustainable development and fosters the combination of formal and non-formal climate change education through the Eco-Schools⁸ model.

24. Subsequently, a remote presentation was made by a representative of the United States of America, who highlighted the importance of taking an audience-focused approach to climate change education and training. Conveying messages is only successful if they are prepared in line with the audience’s needs and capacity to understand and communicated through suitable media. Furthermore, actions on climate change education need to be based on a bottom-up approach by building on partnerships between science and educational organizations at the community level. The representative emphasized the United States’ significant progress in the implementation of Article 6 of the Convention, as captured in its fifth national communication.⁹

25. After three presentations on formal climate change education, the second part of the session focused on non-formal education. The first presentation on that topic was made by a representative of the World Association of Girl Guides and Girl Scouts (WAGGGS), which counts over 10 million voluntary members worldwide. The work of WAGGGS on climate change education is guided by the United Nations Millennium Development Goal on environmental sustainability and follows a ‘learn, speak out and take action’ approach. Non-formal learning activities oriented towards creating behavioural change are complemented by advocacy at the international, national and local levels as well as by concrete actions on the ground.

26. A representative of the International Indigenous Peoples’ Forum on Climate Change (IIPFCC) highlighted the importance of sharing traditional knowledge and practices for identifying effective methods of climate change mitigation and adaptation. IIPFCC works in partnership with other organizations in many countries at the national and local levels on the implementation of climate change education and awareness-raising activities, such as through the development and delivery of educational courses, the revision of curricula and textbooks and cooperation with media organizations.

⁸ See <<http://www.eco-schools.org/>>.

⁹ <http://unfccc.int/resource/docs/natc/usa_nc5.pdf>.

27. The last presentation of the second session was made by a representative of the Centre for Environment Education, who highlighted the importance of education for fostering sustainable lifestyles. She emphasized that education is often not part of the equation when it comes to addressing climate change, despite a number of examples that showcase the effectiveness of education for mitigation. She supported her statement by presenting examples from Australia and India, where educational campaigns have led to an increased use of public transport or reduced fuel consumption through driver training.

2. Discussions

28. The meeting participants stressed the need for the assessment of national circumstances and priorities in the current situation as an important first step in planning educational and communication activities. They also emphasized the need for targeted training for various stakeholder groups, taking into account traditional practices and indigenous knowledge, as well as the role of indigenous women as the depository for such knowledge.

D. Session III: Measuring for results

1. Presentations

29. Mr. Merzian, co-facilitator of the 1st Dialogue, announced that the representative of the Food and Agriculture Organization of the United Nations (FAO)/Youth and United Nations Global Alliance could not attend the meeting, but that the presentation, entitled “Measuring for Results in Climate Change Education: A ‘Behaviour Change’ Approach”, would be made available on the UNFCCC website.¹⁰

30. The first presentation of the third session was delivered by a representative of Japan on possible approaches to measuring the effectiveness of climate change education. He presented tools and methodologies for measuring the results of climate change education and highlighted baseline and milestone setting, as well as information gathering and expert reviews, as important elements in the process. He concluded by presenting an environmental education course at Keio University as a case study.

31. A representative of the Gambia presented result-based activities for climate change education in sub-Saharan Africa from CCDARE: Climate Change Adaptation and Development Initiative.¹¹ He highlighted successful examples of the integration of climate change into secondary school curricula in Benin and a rainwater harvesting programme in the Seychelles. School children were educated on the impacts of climate change on water resources and on rainwater harvesting as a means of adapting to fresh water shortages. Besides educational and water security benefits, the project also yielded financial savings on the water bill, which led to a broad replication of the project at different schools and government buildings.

2. Discussions

32. The meeting participants entered into a discussion on the development of objectives for climate change education activities, as well as on setting baselines against which progress can be measured. The representative of the Gambia highlighted the importance of pursuing a bottom-up approach while developing objectives in order to ensure the buy-in of all stakeholders. With regard to baseline setting, the representative of Japan explained that

¹⁰ See <http://unfccc.int/cooperation_and_support/education_and_outreach/items/7670.php>.

¹¹ See <<http://www.ccdare.org/>>.

there are many different ways do so, such as through market research, surveys, workshops and questionnaires.

E. Session IV: Challenges, good practices and lessons learned from the planning, implementation and evaluation of climate change training at the national level

33. The second day of the meeting was opened by Mr. Chruszczow, Chair of the 1st Dialogue, who congratulated Parties on their effective work throughout the last year, which has led to the adoption of the Doha work programme and the establishment of the annual Dialogue on Article 6 of the Convention. He appealed to Parties to share their inspiring example of how to reach consensus within a short period of time with their colleagues engaged in other areas of the negotiations. Furthermore, he urged the participants to disseminate the information shared at the meeting within their countries and regions.

1. Presentations

34. Mr. Merzian informed the meeting participants that the remote presentation by a representative of the Centre for Climate Change of the Engineering Staff College of India, entitled "Climate Change: Capacity building scenario in India", could not be made owing to technical issues, but would be made available on the UNFCCC website.¹²

35. A representative of the Regional Environmental Center for Central and Eastern Europe (REC) opened the session with a presentation on the climate change training activities of REC, among which the training of national delegations to UNFCCC conferences and the training of decision makers on climate change adaptation were highlighted as the most important areas.

36. REC has responded to the growing number and diverse backgrounds of members of national delegations by providing targeted training prior to UNFCCC conferences to build the necessary knowledge and skills for meaningful and effective engagement in the negotiations. Training is conducted as simulations of the intergovernmental negotiation process. The training has been expanded to include civil-society organizations and media, in order to help build a better understanding of the complexities of the work of negotiators.

37. REC also focuses on training for decision makers that showcases the social and economic benefits of adaptation actions. The training consists of both theoretical lectures and interactive simulations. After framing the situation, the available instruments and assessment methods are presented, on the basis of which concrete guidance on the integration of adaptation measures is provided.

38. REC is developing a new action plan based on the Doha work programme that will address new target groups, including non-environmental stakeholders and financial institutions, and new topics, such as financing adaptation and responding to climate sceptics.

39. A representative of the United Nations University Institute of Advanced Studies (UNU-IAS) made a presentation on emerging learning systems for low-emission and climate-resilient development. She highlighted that there is a lack of knowledge about education and learning systems for climate change education. Comprehensive climate change education and learning systems need to be: transformative; practice-centred, empowering and fostering creativity and going beyond awareness of facts about climate

¹² See <http://unfccc.int/cooperation_and_support/education_and_outreach/items/7670.php>.

change; situated, reflexive, change-oriented and innovative; and pluralistic, dealing with contradictions and complexities.

40. To align educational policies for achieving low-emission climate-resilient development, UNU-IAS suggests starting by identifying challenges, points of intervention and the required set of competencies. Then learning models need to be identified that allow for building those competencies.

41. As an example, the representative of UNU-IAS presented the model of its 117 Regional Centres of Expertise¹³ around the world, which are networks of formal, non-formal and informal education organizations that collaborate on the development of learning systems for, and the delivery of, education for sustainable development, including climate change education.

42. A representative of the Greenhouse Gas Management Institute (GHGMI) delivered a presentation on his organization's work on scaling a professional climate change workforce. He introduced GHGMI as a non-profit virtual organization at which employees work remotely to build and support a global community of experts on measuring, accounting, auditing and managing greenhouse gas (GHG) emissions. GHGMI focuses on the provision of training on GHG inventories and accounting, networking opportunities for experts and professional certification in the areas of GHG verification and quantification.

43. Training on GHG inventories and accounting is conducted through e-learning courses that are increasingly automated and targeted at specific scales of specialization, which reduces marginal costs for experts and broadens the scope of the training. Scholarships and financial assistance are provided for the training of experts from developing countries. GHGMI has conducted 20 different courses and trained more than 2,000 people in over 80 countries.

44. Networking opportunities are provided through a forum of more than 1,000 experts, which is free of charge and open to the public.

45. In addition, GHGMI issues professional certification in the areas of GHG verification and quantification. Certification relies on both academic qualification and proven work experience in the respective field.

46. A representative of the International Labour Organization (ILO) presented on skills needs in the transition to low-emission and climate-resilient economies, on the basis of empirical evidence from the ILO Green Jobs Programme.

47. The representative of ILO highlighted findings from its recent study¹⁴ on skills for green jobs in 21 countries¹⁵ and emphasized that the identification of target groups must be the starting point for any action. While 15 industries account for 70 per cent of the global carbon emissions, in the EU and the United States only 8–10 per cent of the labour force works in those industries.

48. The study found that there is an overall skills shortage for green jobs and that changing occupations will play a more significant role than creating new occupations. On the basis of the degree of skill change, ILO classified changing and new occupations into

¹³ See <http://www.ias.unu.edu/sub_page.aspx?catID=108&ddIID=183>.

¹⁴ ILO. 2011. *Skills for Green Jobs: A Global View*. Synthesis Report based on 21 Country Studies, available at <http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_159585.pdf>.

¹⁵ The surveyed countries represent 60 per cent of the world's population and are responsible for 64 per cent of the global carbon emissions.

four categories (no, low, medium and high skill change) and matched those categories with the necessary skills-related responses.

49. ILO highlighted three policy recommendations for addressing the skills shortage:

- (a) Creating public-private partnerships between governmental institutions, industrial organizations and trade unions at the sectoral, local and national levels to identify ways for the labour market to prepare for the required skills changes;
- (b) Adapting national curricula and the vocational training system;
- (c) Ensuring the coherence of climate and skills policies.

2. Discussions

50. Mr. Merzian opened the floor for discussions. The main points of discussion included: sustainability and the upscaling of training; the translation of intergovernmental agreements into national policies; and the reform of national curricula.

51. In response to questions raised by a representative of Indonesia on how the sustainability of the training of negotiators is ensured and on what is done to translate the outcomes of negotiations into national policies, the representative of REC highlighted that resource materials are made available to ministries in local languages and that, in future, webcasts of training sessions will be produced for viewing on demand. Sustainability of training is achieved through multiple rounds of training, in the course of which trainees become trainers. Some of the trained negotiators return after their participation in the UNFCCC negotiations to share their experience with new trainees.

52. With regard to the translation of international agreements into national policies, REC conducts briefings that showcase the implications of such agreements at the national level, with a focus on highlighting opportunities for the respective ministries. The representative of REC also highlighted that financing is crucial for the upscaling of training and that it is therefore important to engage financial institutions by raising their awareness of the potential benefits.

53. In response to a representative of Uganda's question on how best to reform the national curricula given the variety of different skills necessary in different sectors, the representative of UNU-IAS highlighted the coherence of education and development policies as an important starting point.

F. Session V: Opportunities for strengthening the implementation of climate change education and training through international cooperation

1. Presentations

54. A representative of China highlighted the country's efforts to enhance capacity-building through South-South cooperation and implement Article 6 of the Convention. He emphasized that, although the responsibility for providing support to developing countries lies with developed countries in accordance with the Convention, China has attached great importance to promoting and advancing South-South cooperation in order to reduce the capacity and knowledge gaps in developing countries. It is committed to assisting other developing countries, in particular in the fields of monitoring sea level rise and the deployment of and training in the use of renewable energy and adaptation technologies as well as energy-efficient appliances. China provides support for capacity-building activities, in particular to the least developed countries (LDCs), small island developing States (SIDS) and African countries. It announced that it will roughly double its support for capacity-

building in the period 2011–2015, in comparison with in the period 2005–2010, with a focus on cooperation on adaptation, energy efficiency, low-carbon technology innovation and commercialization, and low-carbon planning in the areas of urban transportation and buildings.

55. China has trained 380 government officials and experts from 87 developing countries on climate-change-related issues, including through the organization of study tours to showcase national low-carbon development policies and measures as well as adaptation strategies and actions.

56. It has prioritized climate change education for youth and published various resource materials that aim at raising the awareness of young people. Furthermore, China has supported the participation of young people in international climate change conferences. To raise public awareness on climate change and sustainable development, it launched a National Low Carbon Day on 17 June 2013.

57. A representative of the EU presented on the support provided to the LDCs for climate change training. He highlighted that the EU is the largest contributor of climate finance to developing countries.

58. Since 2007, the European Commission, through its Global Climate Change Alliance (GCCA), has been strengthening cooperation with and providing technical and financial support to developing countries, in particular the LDCs and SIDS, with a focus on adaptation, reducing emissions from deforestation and forest degradation, enhancing participation in the clean development mechanism, disaster risk reduction and mainstreaming climate change into poverty reduction strategies.

59. GCCA has conducted climate change training, particularly through tailored regional workshops, which included ‘train-the-trainer’ courses in order to ensure a multiplier effect.

60. Representatives of the United Nations Alliance on Climate Change Education, Training and Public Awareness¹⁶ made a joint presentation highlighting the objectives of the Alliance and the work of its 11 member organizations, in particular with regard to climate change education and training. The Alliance aims to: maximize synergies and coherence of activities; utilize available expertise and resources efficiently through enhanced coordination; support Parties to the Convention in their efforts to design, initiate and undertake activities related to climate change education, training and public awareness; and establish a clear link between the work of the member organizations and the UNFCCC process.

61. FAO addresses climate change education and training with a focus on supporting the adoption of climate-smart agricultural practices, policies and financial approaches,¹⁷ as well as by developing climate change education initiatives and educational resources, especially for children and young people, to promote more sustainable and climate-smart behaviour.¹⁸

62. A representative of the United Nations Children’s Fund (UNICEF) presented on how UNICEF supports countries in adopting a child-friendly approach to climate change adaptation and disaster risk reduction by developing resource materials, conducting

¹⁶ The Alliance was launched by seven United Nations organizations (FAO, the UNFCCC, the United Nations Children’s Fund, the United Nations Educational, Scientific and Cultural Organization, the United Nations Environment Programme, the United Nations Institute for Training and Research and the World Meteorological Organization) at the United Nations Climate Change Conference in Doha in 2012. Further information on the Alliance and its members is available on the UNFCCC website at <http://unfccc.int/cooperation_and_support/education_and_outreach/items/7403.php>.

¹⁷ See <<http://www.fao.org/climatechange/climatesmart/en/>>.

¹⁸ See <<http://www.fao.org/climatechange/youth/en/>>.

training, organizing expert meetings and advising on how to integrate climate change and disaster risk reduction into national curricula.¹⁹

63. A representative of the United Nations Development Programme (UNDP) presented some examples from its Africa Adaptation Programme, highlighting the development and implementation of climate change school curricula in Nigeria and community-based adaptation projects in Jamaica and Namibia. UNDP also provides climate change training in the context of the Global Gender and Climate Alliance, which trains regional cadres of experts in Asia and Africa with the aim of ensuring that climate change policies, decision-making and initiatives are gender-responsive.²⁰

64. The United Nations Environment Programme supports climate change education and training through, inter alia, a variety of initiatives of its Environmental Education and Training Unit,²¹ its joint educational initiative with the United Nations Educational, Scientific and Cultural Organization (UNESCO) on sustainable consumption (YouthXchange),²² its awareness-raising campaign with FAO on the reduction of food waste,²³ and its work with children and young people through its TUNZA network.²⁴

65. UNESCO, through its Climate Change Education for Sustainable Development Programme,²⁵ promotes climate change education through policy guidelines, country programmes, training for policymakers and education for teachers, regional networking expert meetings in Africa and SIDS, and various resource materials, as well as through its climate change education clearing house.²⁶

66. The United Nations Institute for Training and Research (UNITAR) supports climate change training through individual skills development and strengthening learning institutions. UNITAR hosts the Secretariat of the One UN Training Service Platform on Climate Change: UN CC:Learn,²⁷ which supports countries in designing and implementing results-oriented and sustainable learning to address climate change at both the individual and institutional levels.

67. The United Nations Secretary-General's Climate Change Support Team facilitates the implementation of the Secretary-General's climate change initiatives. Mr. BAN Ki-moon recognizes climate change as "the defining issue of our time" and is committed to addressing climate change among his top priorities by: supporting governments in building a new legal climate change agreement by 2015; promoting actions that educate the public on the causes of and solutions to climate change and help empower citizens to address climate change; and developing education and public-awareness activities.

68. The representative of UNU-IAS highlighted its work with policymakers and experts on building the necessary competencies of educators and education systems for climate change learning, in particular through its Regional Centres of Expertise.²⁸

¹⁹ See <http://www.unicef.org/environment/index_60332.html>.

²⁰ See <http://www.undp.org/content/undp/en/home/librarypage/environment-energy/climate_change.html>.

²¹ See <www.unep.org/training>.

²² See <<http://www.youthxchange.net/main/home.asp>>.

²³ See <<http://www.thinkeatsave.org/index.php/unep-s-food-waste-campaign-announces-three-new-partners>>.

²⁴ See <<http://www.unep.org/tunza/youth/>>.

²⁵ See <<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/climate-change-education/>>.

²⁶ <<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/climate-change-education/cce-clearinghouse/>>.

²⁷ See <<http://www.uncclearn.org/>>.

²⁸ See <<http://www.ias.unu.edu/efsd/rce>>.

69. A representative of the International Federation of Medical Students' Associations (IFMSA),²⁹ which works closely with the World Health Organization (WHO), presented on behalf of WHO and IFMSA. WHO supports climate change training through the production of various resource materials, online and in-person training and advocacy and awareness-raising activities in close collaboration with IFMSA.³⁰

70. The World Meteorological Organization (WMO) helps countries to develop education and training programmes on weather, climate and water, with the aim of strengthening scientific and operational capabilities and public weather services. WMO also raises public awareness of the most recent scientific findings about climate variability and climate change through the production of various resource materials.³¹

71. The UNFCCC secretariat provides the secretariat of the United Nations Alliance on Climate Change Education, Training and Public Awareness and supports climate change education and training by servicing intergovernmental negotiations under the Convention on such matters,³² supporting the SBI in organizing the annual Dialogue on Article 6 of the Convention, hosting the climate change information network clearing house CC:iNet³³ and coordinating the United Nations Joint Framework Initiative on Children, Youth and Climate Change.³⁴

72. The last presentation of the fifth session was made by a representative of the Global Environment Facility (GEF) Secretariat on the support provided to advance climate change education and training at both the local and national levels as integral parts of GEF projects.

73. A project under the Least Developed Countries Fund of the GEF on strengthening adaptation capacities and reducing vulnerability to climate change in Burkina Faso, as well as a project under the Special Climate Change Fund of the GEF in Egypt on adaptation to climate change in the Nile Delta through integrated coastal zone management, were given as examples of recently financed projects.

2. Discussions

74. Parties emphasized the need to improve communication between the national focal points for Article 6 of the Convention. The secretariat informed the meeting participants that Parties had initial discussions on the development of a network of national focal points for Article 6 of the Convention³⁵ at the workshop on the implementation of Article 6 of the Convention in the LDCs in June 2012, and that the secretariat is working on developing such a network to facilitate the sharing of good practices and lessons learned and the exchange of information on the implementation of Article 6 of the Convention.

75. Parties and IGOs agreed with the point raised by the representative of WAGGGS that climate change education is equally important in developed countries, in particular by working with young people. The representative of the EU highlighted an ongoing campaign being conducted by EU member States showcasing how individuals can reduce their carbon footprint.³⁶

76. A representative of the United States requested the meeting participants to share their experiences of how online education and training activities can best be complemented

²⁹ See <<http://www.ifmsa.org/>>.

³⁰ See <<http://www.who.int/globalchange/en/>>.

³¹ See <http://www.wmo.int/pages/themes/WMO_climatechange_en.html>.

³² See <http://unfccc.int/cooperation_and_support/education_and_outreach/items/2529.php>.

³³ See <http://unfccc.int/cc_inet/cc_inet/items/3514.php>.

³⁴ See <http://unfccc.int/cc_inet/cc_inet/youth_portal/items/6519.php>.

³⁵ FCCC/SBI/2012/19, paragraph 38.

³⁶ See <<http://world-you-like.europa.eu/en/>>.

by offline components. Members of the United Nations Alliance on Climate Change Education, Training and Public Awareness highlighted how they had successfully worked, directly or through intermediary local organizations, with offline media, such as community radio and print materials.

G. Closure of the 1st Dialogue on Article 6 of the Convention

77. Mr. Robert Van Lierop, Vice-Chair of the SBI, delivered closing remarks on behalf of the Chair of the 1st Dialogue. He thanked the participants for the rich and thought-provoking discussions and expressed his confidence that the information shared will help to advance the implementation of activities under Article 6 of the Convention. He emphasized that Article 6 of the Convention plays a critical role in building broad public support for taking the negotiation process forward, as well as for enhancing climate change action on the ground.

V. Next steps

78. This report will be submitted to the SBI for consideration at its thirty-ninth session.

79. Parties and other stakeholders may wish to use the information contained in this report when planning, designing and implementing activities related to climate change education and training and relevant international cooperation.

Annex

Agenda for the 1st Dialogue on Article 6 of the Convention

Day 1: Monday, 10 June 2013, 3–6 p.m.

Opening of the 1st Dialogue on Article 6 of the Convention

3–3.15 p.m.

Welcoming remarks

- Mr. Richard Kinley, UNFCCC Deputy Executive Secretary

Objectives and organization of the 1st Dialogue on Article 6 on the Convention

- Mr. Tomasz Chruszczow, Chair of the Subsidiary Body for Implementation (SBI) and Chair of the 1st Dialogue on Article 6 of the Convention

Introductory remarks of the co-facilitators

- Ms. Adriana Valenzuela (Dominican Republic)
- Mr. Richard Merzian (Australia)

Climate change education

3.15–4 p.m.

Session I: Strategic approaches and long-term planning of climate change education

Panel discussion

- Mr. Moisés Álvarez, National Coordinator of the One UN Training Service Platform on Climate Change: UN CC:Learn project and Technical Director of the National Council for Climate Change and Clean Development Mechanism, the Dominican Republic
- Ms. Marie Jaudet, national focal point for Article 6 of the Convention, France
- Ms. Amanda Katili Niode, Coordinator of the Division of Communication, Information and Education of the National Council on Climate Change, and national focal point for Article 6 of the Convention, Indonesia
- Mr. Fritz Kadyoma, Chief Curriculum Specialist and Assistant Director, Department of Curriculum Development, Malawi Institute of Education, Malawi
- Mr. Bob Natifu, Senior Climate Change Officer, Climate Change Unit of the Ministry of Water and Environment, Uganda
- Mr. Roman Kharytonov, national focal point for Article 6 of the Convention, Ukraine

Focus questions for discussion by panellists

- What process do you use to assess needs for climate change education at all levels and how do you prioritize those needs?
- How do you ensure the sustainability of results and the long-term impact of your national strategies and action plans on climate change education?
- How are international policies on climate change translated into national action on education in your country?

4–5.30 p.m. Session II: Challenges, good practices and lessons learned from the implementation of climate change education at the national level

Presentations

- “Recommendations from the Expert Meeting on Climate Change Education for Sustainable Development in Africa hosted by Mauritius”, Mr. Jogeewar Seewoobaduth, Mauritius
- “Climate Change Education – a tool for national and international objectives”, Mr. Mats Kullberg, Sweden
- “United States Perspective on the Challenges, Good Practices and Lessons Learned from the Implementation of Climate Change Education at the National Level”, Mr. Frank Niepold, United States of America
- “Learn, Speak Out, Take Action – the WAGGGS Approach to Non-Formal Climate Change Education”, Ms. Harriet Thew, World Association of Girl Guides and Girl Scouts
- “Indigenous Peoples and Climate Change”, Ms. Pasang Dolma Sherpa, International Indigenous Peoples’ Forum on Climate Change
- “Beyond Awareness: Education as a Driver of Change”, Ms. Rixa Schwarz, Centre for Environment Education

Dialogue between presenters and participants based on the following focal issues

- Interconnection of formal, non-formal and informal education on climate change
- Role and experiences of various stakeholders
- Interlinkages between science, traditional knowledge and education on climate change
- Introduction of climate change in school curricula

5.30–5.55 p.m. Session III: Measuring for results

Presentations

- “Japan’s Experiences with Climate Change Education – Relevant Aspects with Measuring the Effectiveness”, Mr. Makoto Kato, Japan
- Examples of Results-based Activities on Climate Change Education in Sub-Saharan Africa”, Mr. Bubu Pateh Jallow, the Gambia
- “Measuring for Results in Climate Change Education: A ‘Behaviour Change’ Approach”, Ms. Lucia Palombi, Food and Agriculture Organization of the United Nations/Youth and United Nations Global Alliance

Dialogue between presenters and participants based on the following focal issues

- Approaches to measuring the effectiveness of climate change education
- Introduction of ‘results-based’ education on climate change

5.55–6 p.m. Closing remarks and wrap-up of day 1

- Mr. Tomasz Chruszczow, Chair of the SBI and Chair of the 1st Dialogue on Article 6 of the Convention

Day 2: Tuesday, 11 June 2013, 3–6 p.m.**3–3.05 p.m. Opening remarks for day 2**

- Co-facilitator of the 1st Dialogue on Article 6 of the Convention

Climate change training**3.05–4.15 p.m. Session IV: Challenges, good practices and lessons learned from the planning, implementation and evaluation of climate change training at the national level****Presentations**

- “Trainings on the Supra-Regional Level: More Value – More Challenges”, Ms. Mariia Khovanskaia, Regional Environmental Center for Central and Eastern Europe
- “Emerging Learning Systems for Low Carbon Resilient Development”, Ms. Zinaida Fadeeva, United Nations University
- “Scaling a Professional Climate Change Workforce”, Mr. Stelios Pesmajoglou, Greenhouse Gas Management Institute
- “Skills Needs in a Transition to Low Carbon and Climate Resilient Economies, Empirical Evidence from ILO’s Green Jobs Programme”, Mr. Marek Harsdorff, International Labour Organization

Dialogue between presenters and participants based on the following focal issues

- Skills and competences required for addressing climate change
- Technical and vocational training
- Professional learning

4.15–5.45 p.m. Session V: Opportunities for strengthening the implementation of climate change education and training through international cooperation**Presentations**

- “Enhancing Capacity Building through South–South Cooperation”, Mr. Yucheng Zhang, China
- “EU Support for Climate Training in LDCs: Some Examples”, Mr. Tony Carritt, European Union
- “Joint presentation on the United Nations Alliance on Climate Change Education, Training and Public Awareness”
 - United Nations Children’s Fund, Ms. Jazmin Burgess
 - United Nations Development Programme, Ms. Jennifer Baumwoll
 - United Nations Environment Programme, Ms. Fanina Kodre-Alexander
 - United Nations Institute for Training and Research, Mr. Achim Halpaap
 - United Nations Educational, Scientific and Cultural Organization, Ms. Julia Viehöfer
 - United Nations University, Ms. Zinaida Fadeeva
 - World Health Organization, Mr. Yassen Tcholakov
 - UNFCCC secretariat, Mr. Moritz Weigel
- “GEF Support to Advance Climate Change Education and Training”, Mr. Rawlestone Moore, Global Environment Facility Secretariat

Dialogue with participants

5.45–6 p.m. Closure of the 1st Dialogue on Article 6 of the Convention

- Mr. Tomasz Chruszczow, Chair of the SBI and Chair of the 1st Dialogue on Article 6 of the Convention
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