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## Subsidiary Body for Implementation

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Item 16 of the provisional agenda

**Report on other activities: summary report on the  
3<sup>rd</sup> Dialogue on Article 6 of the Convention**

## Summary report on the 3<sup>rd</sup> Dialogue on Article 6 of the Convention

Note by the secretariat

### *Summary*

The 3<sup>rd</sup> Dialogue on Article 6 of the Convention was held during the forty-second session of the Subsidiary Body for Implementation on 2 and 3 June 2015. Representatives of Parties and intergovernmental and non-governmental organizations, as well as experts, practitioners and stakeholders, shared experiences and exchanged ideas, best practices and lessons learned regarding climate change education and training as well as international cooperation on those matters.

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<sup>1</sup> Exact dates within the sessional period are subject to confirmation.

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## **I. Introduction**

### **A. Background and mandate**

1. Reaffirming the importance of education, training, public awareness, public participation and public access to information in relation to climate change and international cooperation on these matters for achieving the ultimate objective of the Convention and for the effective implementation of adaptation and mitigation actions, the Conference of the Parties (COP), at its eighteenth session, adopted the Doha work programme on Article 6 of the Convention.<sup>2</sup>

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.<sup>3</sup>

3. The COP decided that, for the purpose of organizing the Dialogue on Article 6 of the Convention, the six elements of Article 6 of the Convention would be clustered into two focal areas, with the consideration of each area alternating on an annual basis. The first focal area consists of education and training and the second 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.<sup>4</sup>

4. The COP requested the secretariat to prepare a summary report on every meeting of the Dialogue.<sup>5</sup>

### **B. Possible action by the Subsidiary Body for Implementation**

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

## **II. Proceedings**

6. The 3<sup>rd</sup> Dialogue on Article 6 of the Convention (hereinafter referred to as the Dialogue) took place on 2 and 3 June 2015 during SBI 42. The focus was on the first of the focal areas referred to in paragraph 3 above: education and training.

7. More than 130 representatives of Parties, intergovernmental organizations (IGOs) and non-governmental organizations (NGOs), as well as experts, practitioners and stakeholders, shared experiences and exchanged ideas, best practices and lessons learned regarding climate change education and training as well as international cooperation on those matters.

8. Mr. Amena Yauvoli, Chair of the SBI, chaired the meeting. He was supported by the facilitator, Ms. Katarzyna Snyder (Poland).

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<sup>2</sup> Decision 15/CP.18, preamble and paragraph 1.

<sup>3</sup> Decision 15/CP.18, paragraph 9.

<sup>4</sup> Decision 15/CP.18, paragraph 10.

<sup>5</sup> Decision 15/CP.18, paragraph 12.

9. The meeting was organized into two three-hour working sessions, focusing on:
  - (a) Climate change education;
  - (b) Climate change training.
10. Each working session started with focused presentations made by Parties, IGOs and NGOs, followed by all meeting participants breaking into working groups to hold discussions on key topics related to climate change education and training, respectively.
11. The agenda for the meeting is contained in the annex. All presentations and a full webcast recording of both of the working sessions are available on the UNFCCC website.<sup>6</sup>

### **III. Challenges and opportunities**

#### **A. Opening of the 3<sup>rd</sup> Dialogue on Article 6 of the Convention**

12. The meeting was opened by the Chair of the SBI, who welcomed the participants to the Dialogue and stressed the crucial role of education and training in laying the groundwork for a new, universal climate agreement. He emphasized that education and training will prepare people to actively participate in addressing the challenges prompted by climate change. Moreover, he called for action at every level and in every area of society to be sped up and scaled up in order to support low-emission and climate-resilient development. He invited Ms. Snyder to facilitate the two working sessions of the Dialogue on his behalf.

13. Welcoming remarks were made by UNFCCC Executive Secretary, Ms. Christiana Figueres. She highlighted the critical importance of educating and training students about climate change and the need to incorporate climate change into every subject in the curriculum. She emphasized the importance of retraining the labour force for climate-friendly jobs, which are relevant and necessary in the twenty-first century. She concluded with a plea to the meeting participants, especially the young people, to identify an improved name to describe Article 6, as the title inadequately communicated the challenge of seeding the future with the knowledge and capacity to foster the full engagement and action of citizens. This challenge was well received by the Dialogue participants. By the end of SBI 42, Action for Climate Empowerment had been announced as the new name.<sup>7</sup>

14. The facilitator presented the outline and objectives of the Dialogue and welcomed Mr. Kartikeya V. Sarabhai, Director of the Centre for Environment Education, as a guest expert on education for sustainable development. She provided the participants with background information on the Lima Ministerial Declaration on Education and Awareness-raising,<sup>8</sup> adopted at COP 20 and the tenth session of the Conference of the Parties serving as the meeting of the Parties to the Kyoto Protocol (CMP), which gained political recognition. She emphasized that public participation and enhanced cooperation with all stakeholders, especially with youth, is fundamental for mobilizing climate action. Furthermore, she referred to practical activities that the Polish Government undertook by developing educational materials on climate change for preschool children.

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<sup>6</sup> See <[http://unfccc.int/cooperation\\_and\\_support/education\\_and\\_outreach/dialogues/items/8938.php](http://unfccc.int/cooperation_and_support/education_and_outreach/dialogues/items/8938.php)>.

<sup>7</sup> See <<http://newsroom.unfccc.int/unfccc-newsroom/dont-call-it-article-6-call-it-ace-action-for-climate-empowerment>>.

<sup>8</sup> See <<http://unfccc.int/resource/docs/2014/cop20/eng/l01.pdf>>.

## B. Session I: climate change education

### 1. Presentations

15. A representative of the Climate Outreach and Information Network<sup>9</sup> delivered a speech on ways to communicate challenging truths on climate change to unwilling audiences. He outlined motivational influences that could elicit behavioural change and promote active citizen engagement in the climate issue. He noted that most people have never had a conversation about climate change and, when polled, failed to identify climate change as an important concern. This can have a negative impact on how climate change is represented in national political agenda and what solutions are implemented to address it. He recommended creating a positive narrative around climate change that appeals to individual identity and values, promoting peer communication and engagement with trusted leaders to create an emotional connection and solution to climate change. He went on to state that people should be encouraged to feel part of the global community, while retaining national identity and pride, in the response to climate change.

16. Mr. Sarabhai pointed out that education and communication should be considered as means for the implementation of adaptation and mitigation actions. He cited the experience of India, where 200,000 schools have a specific climate change education programme, as an example of raising citizens' awareness and increasing climate knowledge. He pointed out that climate change education policy is currently addressed through two international frameworks: under the Global Action Programme on Education for Sustainable Development (GAP), which includes activities as formal, informal and non-formal education; and through the larger sustainable development agenda. He mentioned that it is crucial to coordinate the implementation of the two frameworks at all institutional levels. He also stressed the importance of providing policymakers with cost-benefit analyses and good practices that demonstrate the benefits of investing in education, as well as of learning from the experience of education for sustainable development, in order to scale up action on climate change education.

17. A representative of the United Nations Educational, Scientific and Cultural Organization (UNESCO) made a presentation on advancing climate change education through the GAP.<sup>10</sup> The GAP was launched at the World Conference on Education for Sustainable Development in Aichi-Nagoya, Japan, in November 2014 with the overall goal of scaling up action on education for sustainable development worldwide. The GAP has five priority action areas: (1) advancing policy; (2) transforming learning and training environments; (3) building the capacity of educators and trainers; (4) empowering and mobilizing youth; and (5) accelerating sustainable solutions at the local level. He emphasized the strategic opportunities that the GAP has opened up for strengthening climate change education, aligning education and sustainable development policies and forging alliances between education and environment ministries as well as other stakeholders.

18. A representative of CliMates<sup>11</sup> presented solutions developed and led by students worldwide to address climate change. CliMates has five main objectives to empower youth worldwide: (1) reaching secondary and higher-education students; (2) empowering young people through capacity-building and role-playing activities; (3) offering in-depth knowledge on climate; (4) promoting a long-term and integrated systemic approach; and (5) fostering interculturality and interdisciplinary methods. She emphasized the need for young people to incorporate climate change awareness into their daily lives and to continue to

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<sup>9</sup> See <<http://www.climateoutreach.org.uk/>>.

<sup>10</sup> See <<http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>>.

<sup>11</sup> See <<http://www.studentclimates.org/>>.

learn by thinking and acting in concert. She provided the participants with examples of activities for youth to participate in, such as COP in MyCity,<sup>12</sup> Heat Wave in MyCity<sup>13</sup> and the eleventh session of the Conference of Youth,<sup>14</sup> which will take place in Paris, France, prior to COP 21 and CMP 11.

19. A representative of the United States of America presented the Global Learning and Observations to Benefit the Environment (GLOBE) programme,<sup>15</sup> sponsored by the National Aeronautics and Space Administration and the National Science Foundation. Established in 1995, the programme has been implemented in 115 countries, training more than 22,669 teachers and engaging 28,466 schools and thousands of students all over the world. Through GLOBE, students collect data related to global environmental change to better understand, sustain and improve the Earth's environment. GLOBE has developed a worldwide community of students, teachers, scientists and citizens working to better understand how to sustain and improve their environment at all levels. The programme encourages innovative approaches for youth to think globally but act locally, such as adopting a highway and focusing on fuel efficiency.

20. A representative of the Dominican Republic presented on the implementation of the One UN Climate Change Learning Partnership (UN CC:Learn)<sup>16</sup> initiative in his country. He explained that the launch of a national climate change learning strategy reflected his Government's decision to choose education as a priority area to address climate change. The programme has trained more than 1,200 teachers, 120 'trainers of trainers' and 40 journalists. Furthermore, the Ministry of Education of the Dominican Republic recently decided to expand the programme to reach more than 3,000 teachers and 150,000 students with an investment of USD 1 million from its national budget by 2016. The presenter stated that, as a result of the implementation of UN CC:Learn, teachers have joined the Dominican Republic's delegation to the UNFCCC conferences. He stressed that the new phase of UN CC:Learn aims to scale up climate change education in Central American countries in cooperation with the Central American Integration System.

21. The final presentation was provided by a representative of Albania, who reported on the experience of the Child-Led Environmental Education Initiative (Cleen programme) in Albania. She explained that children in primary schools are being educated on climate change issues and environmental protection. Over the past three years, 2,944 teachers have been trained, reaching 50,000 children yearly. She stated that this involved embedding climate change into the curriculum and developing methodologies and guides to communicate the science in an entertaining manner, through the use of puzzles, games and child-to-child teaching. A positive co-benefit has been the continuation of environmental awareness and behavioural change at home and in the community. She shared the lessons learned, which include the importance of the involvement and coordination of different partners, identifying and using appropriate methodologies, and the inclusion of schools in providing information, training and fostering community involvement.

## 2. Working group discussions and conclusions

22. The participants were divided into working groups to discuss the following:

(a) Policies, strategies and long-term approaches for climate change education for sustainable development;

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<sup>12</sup> See <<http://copinmycity.weebly.com/>>.

<sup>13</sup> See <<http://www.studentclimates.org/heatwave-in-mycity/>>.

<sup>14</sup> See <<http://coy11.org/en/>>.

<sup>15</sup> See <<https://www.globe.gov/>>.

<sup>16</sup> See <<http://www.uncclearn.org/national-projects/un-cclearn-dominican-republic>>.

- (b) Fostering societal transformation and behavioural change through non-formal and informal education;
- (c) Developing educational materials and using information and communication technologies to promote climate change education;
- (d) Strengthening the implementation, monitoring and reporting of climate change education;
- (e) Scaling up climate change education through international cooperation.

23. The working groups were facilitated by climate change experts and representatives from the United Nations Alliance on Climate Change Education, Training and Public Awareness.<sup>17</sup>

24. A representative of Norway presented the conclusions of the working group on policies, strategies and long-term approaches for climate change education for sustainable development. The group stressed that climate change education policies and strategies should be guided by a country-driven approach, addressing the specific needs and circumstances of countries and reflecting their national priorities and initiatives. Furthermore, the mobilization of high-level political will and the participation of civil society in the formulation, implementation and evaluation of such policies were recognized as crucial. The group identified that one of the remaining challenges is the limited cooperation and dialogue between the ministries of education, environment and climate change. Therefore, the group recommended: fostering cooperation between those ministries; establishing partnerships with non-State actors and relevant stakeholders at all levels; and promoting public participation in the decision-making process.

25. A representative of Senegal reported on the discussions of the working group on fostering societal transformation and behavioural change through non-formal and informal education. The group emphasized the importance of using informal channels and structures, such as family, peer networks and associations, to educate on climate change and mobilize climate action. The use of non-traditional methods, including experiential learning, peer-to-peer education, outdoor activities, music, drama and arts, was recommended to complement climate change learning alongside the formal education channels. The working group stressed the importance of the key role that young people, NGOs and the mass media play as non-formal and informal educators, and the importance of training them. The use of social media was suggested to reach broader audiences.

26. A representative of CliMates presented the conclusions of the working group on developing educational materials and using information and communication technologies to promote climate change education. The group stressed that there is no unique curriculum on climate change that is appropriate for all countries. Therefore, educational materials should be country specific, audience targeted, language sensitive and culturally appropriate. Furthermore, it was noted that, despite the availability of an abundance of information online and in print, gaps exist between availability and access and between availability and awareness of accurate and relevant information. In order to overcome such challenges, it was proposed to move on from paper-based to web-based materials, creating communication platforms to exchange experiences, compiling educational materials in a

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<sup>17</sup> The Alliance aims to: maximize the synergy 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 Article 6 of the Convention; and establish a clear link between the work of its member organizations and the UNFCCC process. Further information on the Alliance and its members is available at [http://unfccc.int/cooperation\\_and\\_support/education\\_and\\_outreach/items/7403.php](http://unfccc.int/cooperation_and_support/education_and_outreach/items/7403.php).

central clearing house and using tablets and computers with pre-loaded information to enhance access to educational materials on climate change.

27. A representative of the NGO Citizens' Climate Lobby reported on the findings of the working group on strengthening the implementation, monitoring and reporting of climate change education. The group pointed out that the participation of non-State actors in implementing, monitoring and reporting on climate change education is still low in all countries. In addition, the lack of indicators for climate change education reduces the ability to measure the impact and effectiveness of programmes. An additional challenge is that many countries do not report on the six elements of Article 6 of the Convention – education, training, public awareness, public participation, public access to information and international cooperation – in their national communications. To overcome such gaps, the group recommended: defining indicators that integrate qualitative and quantitative measures of climate change education; implementing participatory monitoring and evaluation mechanisms for climate change education through engaged discussions with the beneficiaries, stakeholder dialogues and round-table discussions; and creating guidelines to help Parties to report on the six elements of Article 6 in their national communications.

28. A representative of the Dominican Republic presented the conclusions of the working group on scaling up climate change education through international cooperation. The group identified that international cooperation could scale up climate change education at the regional, national and local levels by providing financial and technical support. Moreover, it was highlighted that international cooperation should not be reduced to governments; it should be enhanced among relevant stakeholders. Despite the progress made, the recognition of the strategic role that climate change education plays in the implementation of adaptation and mitigation measures is still low at the international level. The group recommended establishing partnerships between governments, civil society organizations and other stakeholders, fostering cooperation between the education and environment sectors and facilitating the participation of teachers in UNFCCC conferences and the Dialogue.

## **C. Session II: climate change training**

### **1. Presentations**

29. A presentation was made by a representative of the International Labour Organization (ILO) on bridging gaps in human skills and capacity in key adaptation and mitigation sectors. He provided an overview of the current climate policies and identified their impact on the labour market. He stressed that net gains in employment are not realized by default, but as a result of climate and low-carbon development policies that are designed to: (1) stimulate job creation; (2) ensure that created jobs meet decent work criteria; and (3) advance social inclusion with social protection policies, skills building and upgrading for enterprises and workers. He outlined some of the changing and emerging occupations, highlighting those that require a pronounced change of skills in order to advance climate resilience and adaptation practices. Training of workers and enterprises is crucial to facilitate the transition towards more sustainability and to create jobs that help to reduce negative environmental impacts, ultimately leading to environmentally, economically and socially sustainable enterprises and economies. Finally, he stressed the importance of promoting skills for low-carbon, resource-efficient and socially inclusive entrepreneurship to further boost green job creation, and of fostering collaborative approaches for a better impact. In that context, ILO is taking concrete action. An inspiring example of how ILO is taking climate action is its conduct of a programme to develop skills for 'greening' the



construction industry in Zambia.<sup>18</sup> The programme is designed to create 5,000 new green jobs and improve the quality of 2,000 more jobs by 2017 thanks to a partnership between the Government and the construction sector.

30. A representative of Uganda presented on the genesis and objectives of the UN CC:Learn initiative.<sup>19</sup> The initiative was implemented in Uganda as a pilot project aimed at strengthening human resource capacities and skills to address climate change. The strategy development process involved six key activities: (1) project initiation and preparatory activities; (2) national planning workshops; (3) assessing institutional and individual learning needs; (4) preparing a draft national strategy; (5) a strategy launch event; and (6) implementation. From the results of the process, it became clear that the national strategy development process should be premised on research to identify learning needs and capacities to deliver action. Furthermore, the project has demonstrated the need for awareness-raising for the transition to low-emission and climate-resilient development. As a result, the project has facilitated the integration of climate change into the primary education curriculum.

31. A representative of Germany presented the strategies of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) to approach technical and vocational education and training (TVET). He noted that TVET leads to employability, but not directly to employment. Therefore, TVET can be considered a precondition and an investment, which needs time to develop. While he stressed the importance of and increasing demand for TVET interventions, he also cautioned against seeing it as a one-stop solution to addressing the issue of under-employability, given the varying circumstances of different economies. It is important to consider that most GIZ partner countries experience challenges in their TVET system, which are compounded by both supply- and demand-side problems. He outlined aspects of TVET interventions, including an increasing interest in the German dual system of initial vocational education and training, resulting in stronger cooperation between the education and business sectors. He went on to explain some of the approaches adopted in TVET interventions and concluded by identifying lessons learned.<sup>20</sup>

32. A representative of UNESCO shared the experience of training teachers in climate change education for sustainable development in Brazil.<sup>21</sup> She explained that Brazil's constitution and policies contain guidelines to include environmental education in the education system, but, despite that legal framework, teachers may not often have appropriate learning opportunities. In order to address that gap, UNESCO designed a course for teachers on climate change education, which was piloted in Itajai, Brazil. The project included: adapting the training materials; training teachers; and implementing climate change education in schools. The project gave teachers the opportunity to engage students in field trips and other activities to strengthen experiential learning. Students now have the chance to experience climate change impacts first hand and to gain a deeper understanding of and various perspectives on the issue. Additionally, the project raised awareness among students wanting to discover more about how to increase resilience and take climate action in order to address climate change in their own community.

33. A representative of Bangladesh presented his experience of skills development and training in using solar power in Bangladesh.<sup>22</sup> He shared the progress made in

<sup>18</sup> See <<http://www.zambiagreenjobs.org/index.php/2014-10-07-10-16-31/current-affairs/83-female-entrepreneur-builds-economical-green-homes-in-zambia>>.

<sup>19</sup> See <<http://www.uncclearn.org/>>.

<sup>20</sup> See <<http://www.giz.de/akademie/de/downloads/giz2013-en-aiz-programmheft-tvet-climate-change-green-jobs.pdf/>>.

<sup>21</sup> See <<https://www.youtube.com/watch?v=jmSwpHgzkxI/>>.

<sup>22</sup> See <[http://www.ilo.org/global/about-the-ilo/multimedia/video/video-news-releases/WCMS\\_184516/lang--en/index.htm](http://www.ilo.org/global/about-the-ilo/multimedia/video/video-news-releases/WCMS_184516/lang--en/index.htm)>.

implementing the Bangladesh Renewable Energy Policy and Mitigation Strategy. The strategy centres on the installation of domestic solar systems, solar irrigation pumps, solar mini grids and solar parks, and investment in solar power solutions for telecom-based transceiver stations, which required the creation of a pool of local technicians to provide technical assistance. He outlined the steps taken to accomplish this, including building effective partnerships with State and non-State actors to provide the necessary skills training, the development of manuals and standardized curricula, and the use of technical training centres. He concluded by showcasing an example of a Bangladeshi woman who received training in using domestic solar systems and who has been empowered to install solar products in her community, thereby improving her quality of life through sustainable access to electricity.

34. A representative of World Wide Views<sup>23</sup> presented on the World Wide Views citizen consultation on climate and energy. The initiative aimed at connecting training with public participation by providing training materials to participants, training the practitioners who organized the consultation and supporting those engaged in climate change education. Furthermore, the project aimed to better connect citizens and policymakers in order to facilitate substantial dialogue and discussion. The citizen consultation involved more than 10,000 people in 97 debates in 76 countries worldwide to empower citizens to contribute to international climate change decision-making processes. The debates gathered valuable input for policymakers negotiating the new climate change agreement at the United Nations Climate Change Conference in Paris. The consultation revealed that 78 per cent of the participants consider education as the main tool for reducing greenhouse gas emissions. The results of the consultation will be considered by policymakers prior to COP 21 as they will give a clearer picture of how people feel about climate change issues.

35. The last presentation was delivered by a representative of Finland, who showcased best practices for promoting international cooperation on climate change training. She outlined the Finnish principles for education and training in relation to climate change, stating that it should be available to all students, be based on trust and responsibility and not be limited to schoolchildren but refer to lifelong training. She referred to approaches taken in Finland, which ensure lifelong learning and training of teachers. She then provided some positive experiences of enhanced cooperation, for instance: the partnership between the University of Eastern Finland and the United Nations Environment Programme for delivering training courses on multilateral environmental agreements;<sup>24</sup> and the training of trainers programme delivered by universities in cooperation with the Finnish Meteorological Institute.

## **2. Working group discussions and conclusions**

36. The participants divided into working groups to discuss the following:

- (a) Training and skills development for green jobs and low-emission development;
- (b) Fostering climate-resilient development through skills development and training on adaptation;
- (c) Training and empowering strategic groups for mobilizing climate action;
- (d) Training of trainers and professional learning;
- (e) Scaling up climate change training through international cooperation.

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<sup>23</sup> See <<http://www.wwviews.org/>>.

<sup>24</sup> See <<http://www2.uef.fi/en/unep/>>.

37. The working groups were facilitated by climate change experts and representatives from the United Nations Alliance on Climate Change Education, Training and Public Awareness.

38. A representative of the Federation of Young European Greens reported on the discussions of the working group on training and skills development for green jobs and low-emission development. The group emphasized that enhancing social dialogue and labour relations are essential to prevent managerial reluctance in the private sector to implement green solutions. It was stressed that workers are the drivers of change to address climate change. The group also stated that academic disciplines such as science, technology, engineering and mathematics have to be enhanced through increased international cooperation in order to overcome unequal levels of technological capacity in countries. It is also important to make people aware of the benefits of green jobs and why it is important to do such jobs. Furthermore, the group identified training as an integral way to bridge the climate education gap by developing regional programmes and activities, including the preparation of training materials.

39. A representative of youth NGOs (YOUNGOs) reported on the findings of the working group on fostering climate-resilient development through skills development and training on adaptation. The group stressed that there is no single model of training on climate change that could be applied to all audiences. Therefore, it is necessary to develop training materials that are audience targeted and based on people's previous knowledge and needs. Furthermore, the ancestral knowledge of indigenous people and local communities should be considered when designing training programmes on adaptation. Training the most vulnerable and marginalized communities is fundamental in order to increase resilience at the local level.

40. A representative of the International Federation of Medical Students Association presented the conclusions of the working group on training and empowering strategic groups for mobilizing climate action. The group emphasized that practical training programmes across all levels of society are needed for political, economic and social leaders. Courses on climate change for teachers, journalists, youth, politicians, women, professionals and local communities are important. Training programmes should develop skills, empower people as agents of change, enhance public participation in decision-making processes and mobilize climate change solutions. Practical training that uses innovative and participatory approaches will create the capacity to address climate change.

41. A representative of World Wide Views reported on the discussions of the working group on training of trainers and professional learning. It was highlighted that training is not a one-time activity but a process that needs to be reinforced and refreshed on a regular basis, especially in the field of climate change, where new developments occur often. Trainers should therefore receive regular training to ensure that they remain up to date and accurate. Training of trainers is needed in order to reach a broader number of people and to scale up climate change action. It is fundamental to conduct research on how to translate scientific knowledge into the language of trainers and trainees and to provide incentives for professional training. The working group recommended compiling and making available online new content and innovative methodologies that trainers of trainers can use. Moreover, the importance of using communication and information technology, including the Internet for developing online training, was highlighted.

42. A representative of YOUNGOs presented the conclusions of the working group on scaling up climate change training through international cooperation. The group said that funding for training activities is limited; therefore enhancing cooperation between governments, non-State actors and communities is crucial. International cooperation should be guided by the principles of respect and diversity, reinforcing existing projects and creating new ones. During the discussion it was emphasized that cooperation between

municipalities and cities should also be increased, since a majority of the population will soon live in urban areas. Moreover, regional, South–South and triangular cooperation are needed in order to develop individual and institutional capacities. The exchange of good practices between governments and non-State actors at all levels, as well as the development of new content and tools for climate training, are activities that international cooperation can support.

43. The facilitator invited the participants in the Dialogue to comment on the organization of such dialogues. A representative of YOUNGOs noted the importance of the live Twitter feed, recommending it also be used at future meetings. A representative of Finland congratulated the secretariat on bringing the working groups into the discussion, which enhanced the exchange of experiences between Parties and observers. She also mentioned that the Dialogue struck a good balance between the time allotted to the presentations and to the working groups. Finally, a representative of civil society thanked the facilitator for leading the discussions and expressed the importance of creating platforms to enhance further discussions on climate change education and training.

#### **D. Public participation via social media and webcast**

44. To enhance and broaden public participation in the Dialogue, the secretariat provided live updates on the discussions using the Twitter hashtag #Article6. In addition, an on-demand webcast is available on the UNFCCC website: (1) session I on climate change education;<sup>25</sup> and (2) session II on climate change training.<sup>26</sup>

#### **E. Closure of the 3<sup>rd</sup> Dialogue on Article 6 of the Convention**

45. The facilitator emphasized in her closing remarks that education is the most powerful tool to change the world and opens a window for positive change. She mentioned that bottom-up action and political will are required to advance the climate change agenda. Furthermore, she stressed the importance of considering local context and knowledge and fostering cooperation among multiple stakeholders. She concluded by saying that it is necessary to communicate on climate change in a different manner so as to reach and mobilize responses at all levels.

46. Mr. Nick Nuttall, UNFCCC spokesperson and Coordinator of the Communications and Outreach programme, used his closing remarks to thank the facilitator and participants for their active participation and fruitful discussions. He invited young people around the world to participate in the Global Youth Video Competition on Climate Change,<sup>27</sup> a joint initiative between the UNFCCC; the United Nations Development Programme/Global Environment Facility Small Grants Programme; the United Nations Joint Framework Initiative on Children, Youth and Climate Change; and Television Trust for the Environment. Under the motto “Lights, Camera, Paris”, young people have been invited to create a three-minute video about their climate activities. Two winners will receive the prize of a return trip to COP 21 and CMP 11 and will work as youth reporters with the UNFCCC communications team.

47. Mr. Yauvoli closed the Dialogue by reiterating the importance of education, training and international cooperation. He said that education and training are essential and

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<sup>25</sup> See <<http://unfccc6.meta-fusion.com/sb42/events/2015-06-02-15-00-3rd-dialogue-on-article-6-of-the-convention-session-i-climate-change-education-and-international-cooperation>>.

<sup>26</sup> See <<http://unfccc6.meta-fusion.com/sb42/events/2015-06-03-15-00-3rd-dialogue-on-article-6-of-the-convention-session-ii-climate-change-training-and-international-cooperation>>.

<sup>27</sup> See <<http://www.tvebiomovies.org/>>.

fundamental for building a climate change agreement at the Paris Conference and for climate change policymaking and action. People on the ground will only know what happens in this global arena as a result of education and training. He sincerely thanked all participants for their valuable contributions and the secretariat for the organization of the Dialogue. He concluded by inviting the participants to participate in the 4<sup>th</sup> Dialogue on Article 6 of the Convention, which will focus on public participation, public awareness, public access to information and international cooperation on those matters.

#### **IV. Next steps**

48. Parties and other stakeholders may wish to use the information contained in this report when planning, designing and implementing activities related to education, training and international cooperation on those matters.

## Annex

[English only]

Agenda for the 3<sup>rd</sup> Dialogue on Article 6 of the Convention

<b>Opening of the 3<sup>rd</sup> Dialogue on Article 6 of the Convention</b> <b>Session I: climate change education</b> Tuesday, 2 June 2015, 3–6 p.m. – Addis Abeba 1-2	
3–3.20 p.m.	<b>Opening of the 3<sup>rd</sup> Dialogue on Article 6 of the Convention</b> <b>Welcoming and opening remarks</b> <ul style="list-style-type: none"> <li>• <b>Mr. Amena Yauvoli</b>, Chair of the Subsidiary Body for Implementation and Chair of the 3<sup>rd</sup> Dialogue on Article 6 of the Convention</li> <li>• <b>Ms. Christiana Figueres</b>, UNFCCC Executive Secretary</li> </ul> <b>Group picture</b> <b>Outline and objectives of the 3<sup>rd</sup> Dialogue on Article 6 on the Convention</b> <ul style="list-style-type: none"> <li>• <b>Ms. Katarzyna Snyder</b>, facilitator of the 3<sup>rd</sup> Dialogue, Head of the International Negotiations Team, Climate Change Policy unit, Ministry of the Environment, Poland</li> <li>• <b>Mr. Kartikeya V. Sarabhai</b>, special guest of the facilitator, Director of the Centre for Environment Education, India</li> </ul>
<b>Inspirational speech on climate change education</b>	
3.20–3.40 p.m.	<b>Speech</b> “Identity and inspiration: how we can promote challenging truths to unwilling audiences”, <b>Mr. George Marshall</b> , founder of the Climate Outreach and Information Network (COIN)
<b>Introductory presentation</b>	
3.40–3.55 p.m.	<b>Presentation</b> “Advancing climate change education through the Global Action Programme on Education for Sustainable Development”, <b>Mr. Alexander Leicht</b> , Chief of Education for Sustainable Development Section, United Nations Educational, Scientific and Cultural Organization (UNESCO)
<b>Presentation of good practices and lessons learned in relation to climate change education</b>	
3.55–4.30 p.m.	<b>Presentations</b> <ul style="list-style-type: none"> <li>• “Student solutions to climate change”, <b>Ms. Leslie Tourneville</b>, Community and Skills Management Director, CliMates</li> <li>• “Fostering science, research and learning in 114 countries through the GLOBE programme”, <b>Ms. Ashley Allen</b>, Foreign Affairs Officer, Global Change, the United States of America</li> <li>• “Regional programme in Central America and the Dominican Republic to support the implementation of climate change education”, <b>Mr. Omar Ramirez Tejada</b>, National Focal Point for Article 6 of the Convention, Executive Vice-President, Climate Change Council, the Dominican Republic</li> <li>• “Cleen programme in Albania”, <b>Ms. Albana Markja</b>, Head of Section, Ministry of Education and Sports, Albania</li> </ul> <b>Questions and answers</b>

<b>Working groups</b>	
4.30–5.20 p.m.	<p><b>Working group discussions on key topics related to climate change education</b></p> <ul style="list-style-type: none"> <li>• Policies, strategies and long-term approaches for climate change education for sustainable development</li> <li>• Fostering societal transformation and behavioural change through non-formal and informal education</li> <li>• Developing educational materials and using information and communication technologies to promote climate change education</li> <li>• Strengthening the implementation, monitoring and reporting of climate change education</li> <li>• Scaling up climate change education through international cooperation</li> </ul> <p><b>Moderators</b></p> <ul style="list-style-type: none"> <li>• <b>Mr. Alexander Leicht</b>, UNESCO</li> <li>• <b>Mr. George Marshall</b>, COIN</li> <li>• <b>Ms. Cristina Colón</b>, United Nations Children's Fund (UNICEF)</li> <li>• <b>Ms. Adriana Valenzuela</b>, UNFCCC secretariat</li> <li>• <b>Mr. Angus Mackey</b>, United Nations Institute for Training and Research (UNITAR)</li> </ul>
<b>Conclusions of the working groups</b>	
5.20–5.50 p.m.	<p><b>Presentation of working groups' conclusions</b></p> <p><b>Moderated dialogue between participants</b></p>
<b>Closing remarks</b>	
5.50–6 p.m.	<p><b>Closing remarks on session I</b></p> <p>“Climate change education and international cooperation”, presented by the facilitator</p>

<b>Session II: climate change training</b>	
Wednesday, 3 June 2014, 3–6 p.m. – Addis Abeba 1-2	
3–3.10 p.m.	<p><b>Outline and objectives of session II of the 3<sup>rd</sup> Dialogue on Article 6 on the Convention, presented by the facilitator</b></p>
<b>Introductory presentation</b>	
3.10–3.25 p.m.	<p><b>Presentation</b></p> <p>“Bridging gaps in human skills and capacity in key adaptation and mitigation sectors”, <b>Mr. Moustapha Kamal Gueye</b>, Green Jobs Specialist, International Labour Organization (ILO)</p>
<b>Presentation of good practices and lessons learned in relation to climate change training</b>	

<p>3.25–4 p.m.</p>	<p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• “Integrating climate change learning into the curricula”, <b>Mr. Chebet Maikut</b>, Acting Commissioner, Ministry of Water and Environment, Uganda</li> <li>• “Technical and vocational education and training: the GIZ approach”, <b>Mr. Stefan Hummelsheim</b>, Head of Technical and Vocational Education and Training, Germany</li> <li>• “The case study of Brazil: teachers’ training in climate change and sustainable development”, <b>Ms. Mariana Alcalay</b>, Project Officer, UNESCO, office of Brazil</li> <li>• “Skills development and training in the utilization of solar power”, <b>Mr. Ziaul Haque</b>, Deputy Director, Ministry of Environment and Forests, Bangladesh</li> <li>• “The World Wide Views citizen consultations. It is not only about training – it is also about democracy”, <b>Mr. Bjørn Bedsted</b>, Global Coordinator, World Wide Views</li> <li>• “Experiences of international cooperation in climate change training – best practices from Finland”, <b>Ms. Maria Vuorelma</b>, National Focal Point for Article 6 of the Convention, Senior Officer, Ministry of the Environment, Finland</li> </ul> <p><b>Questions and answers</b></p>
<p><b>Working groups</b></p>	
<p>4–4.50 p.m.</p>	<p><b>Working group discussions on key topics related to climate change training</b></p> <ul style="list-style-type: none"> <li>• Training and skills development for green jobs and low-emission development</li> <li>• Fostering climate-resilient development through skills development and training on adaptation</li> <li>• Training and empowering strategic groups for mobilizing climate action</li> <li>• Training of trainers and professional learning</li> <li>• Scaling up climate change training through international cooperation</li> </ul> <p><b>Moderators</b></p> <ul style="list-style-type: none"> <li>• <b>Dr. Moustapha Kamal Gueye</b>, ILO</li> <li>• <b>Ms. Cristina Colón</b>, UNICEF</li> <li>• <b>Ms. Adriana Valenzuela</b>, UNFCCC secretariat</li> <li>• <b>Ms. Mariana Alcalay</b>, UNESCO</li> <li>• <b>Mr. Angus Mackey</b>, UNITAR</li> </ul>
<p><b>Conclusions of the working groups</b></p>	
<p>4.50–5.35 p.m.</p>	<p><b>Presentation of working groups’ conclusions</b></p> <p><b>Moderated dialogue between participants</b></p>
<p><b>Closure of the 3<sup>rd</sup> Dialogue on Article 6 of the Convention</b></p>	
<p>5.35–6 p.m.</p>	<p><b>Closing remarks</b></p> <ul style="list-style-type: none"> <li>• <b>Ms. Katarzyna Snyder</b></li> <li>• <b>Mr. Nick Nuttall</b>, spokesperson and Coordinator of the Communications and Outreach programme, UNFCCC secretariat</li> <li>• <b>Mr. Amena Yauvoli</b></li> </ul>