

## SUBMISSION RELATING TO THE DOHA WORK PROGRAMME ON ARTICLE 6 OF THE CONVENTION

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UNITAR welcomes the opportunity to submit to the secretariat views on further enhancing implementation of the Doha Work Programme on Article 6 of the Convention, as well as comments on the 3<sup>rd</sup> and 4<sup>th</sup> Dialogues on Article 6 (Action for Climate Empowerment) .

### Item 1: Comment on the 3rd Dialogue on education, training and international cooperation and the coming 4<sup>th</sup> Dialogue on public participation

UNITAR commends the efforts made to make the 3<sup>rd</sup> Dialogue more interactive and action oriented through facilitated working groups, as well as the provision of a thought provoking key note speech on pathways for changing mindsets on climate change. This input has in part influenced the development of a new UN CC:Learn initiative; the Climate Youth Dialogues, which seek to bring together secondary school classrooms across the world in real time to learn from each other about how climate change is already affecting lives in different ways. UNITAR supports further innovative approaches to increasing the value and appeal of the dialogues through more interactive and evidence based methods. With regard to the agenda for the 4<sup>th</sup> Dialogue UNITAR encourages the inclusion of a strong youth voice in discussions around access of information and awareness including demonstration of practical measures to engage with youth.

### Item 2: Comment on enhancing implementation of the Doha work programme

UNITAR provides the secretariat for the One UN Climate Change Learning Partnership (UNCC:Learn) including 34 international organisations and 16 countries. This partnership and programme provides a positive example of the benefits of a coordinated approach to the provision of high quality learning products which can be made available to the largest number of individuals possible in different languages and across all Parties to the Convention. UN CC:Learn also supports the design and implementation of national climate change learning strategies in 16 countries globally, so as to promote recurrent skills development in areas that are aligned with national climate change and development policies. UNCC:Learn provides a good practice example of ways in which the Doha work programme is being implemented, while also recognizing that much more needs to be done particularly at national and sub-national levels. UNITAR has previously recommended that the intermediate review of the Doha work programme consider how support for climate change education and training can be scaled up by considering current examples and good practices. One possible example would be the growing initiative in Central America to implemented a regional approach to climate change learning as a key element of its Regional Climate Change Strategy (2010). Others measures to scale up implementation include: provision of accessible free online climate change courses in all UN languages; the promotion of youth engagement through an up-scaled programme of

Climate Youth Dialogues linking classrooms around the world together in real time; the further promotion of the Climate Change Learning Ambassadors programme to stimulate active south south learning and problem solving; institutional support to strengthen the capacity of national education and training institutions to design and deliver training and skills for climate change.