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Review of the Doha work programme on Article 6 of the Convention

Progress made in implementing the Doha work programme on Article 6 of the Convention

Synthesis report by the secretariat

Summary

This report serves as an intermediate review of the progress made by Parties, admitted observer organizations and other relevant stakeholders in implementing the Doha work programme on Article 6 of the Convention. It highlights good practices, identifies emerging gaps and offers recommendations concerning the implementation of activities related to climate change education, training, public awareness, public participation and public access to information, as well as to international cooperation on these matters.

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I. Introduction

A. Mandate

1. At its eighteenth session, the Conference of the Parties (COP) adopted the eight-year Doha work programme on Article 6 of the Convention and decided that it would be reviewed in 2020, with an intermediate review of progress in 2016, to evaluate its effectiveness, identify any emerging gaps and needs and inform any decisions on improving the effectiveness of the work programme, as appropriate.¹

2. COP 21 endorsed the terms of reference for the intermediate review of the Doha work programme² and requested the secretariat to prepare a synthesis report on progress made in implementing the work programme³ for consideration by the Subsidiary Body for Implementation (SBI) at its forty-fourth session.⁴

3. SBI 42 invited Parties, admitted observer organizations and other relevant stakeholders to submit to the secretariat, by 19 February 2016, information on the steps that they have taken to implement the Doha work programme, such as efforts to consider the linkages between activities related to Article 6 of the Convention and the implementation of policies and measures to mitigate and adapt to climate change. They were also invited to submit information on emerging gaps and needs as well as recommendations for further steps that could be taken to improve the effective implementation of the work programme.⁵

B. Scope of the report

4. This report draws on the sources referred to in annex I, paragraph 4 to summarize the progress made by Parties, admitted observer organizations and other relevant stakeholders in implementing the Doha work programme. The work programme defines the elements covered by Article 6 of the Convention as education, training, public awareness, public participation and public access to information, as well as international cooperation on these matters.

5. Annex I contains the terms of reference for the intermediate review of the Doha work programme.⁶ Annex II provides a list of the national focal points for Article 6 of the Convention as at March 2016.

C. Possible action by the Subsidiary Body for Implementation

6. SBI 44 may wish to consider the information contained in this report with a view to recommending further steps for the improvement or enhancement of the implementation of the Doha work programme.

¹ Decision 15/CP.18, paragraphs 1 and 2.

² Decision 15/CP.21.

³ Decision 15/CP.21, annex, paragraph 5(a).

⁴ Decision 15/CP.21, annex, paragraph 6.

⁵ FCCC/SBI/2015/10, paragraph 103.

⁶ See the annex to decision 15/CP.21.

II. Progress made and remaining needs, gaps and barriers in the implementation of the Doha work programme on Article 6 of the Convention

A. Background

7. Following the implementation of the amended New Delhi work programme on Article 6 of the Convention, COP 18 adopted the Doha work programme on Article 6 of the Convention,⁷ which serves as a flexible framework for country-driven action, addressing the specific needs and circumstances of Parties and reflecting their national priorities and initiatives.

8. The Doha work programme invites Parties to designate and provide support, including technical and financial support, and access to information and materials to a national focal point for Article 6 of the Convention.⁸ As at 7 March 2016, there were 94 such focal points.⁹

9. COP 18 requested the SBI to organize an annual in-session Dialogue on Article 6 of the Convention to enhance the relevant work.¹⁰ The Dialogue has provided a platform for 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. The Dialogue clusters the six elements covered by Article 6 of the Convention into two focal areas, which alternate on an annual basis, with the first focal area consisting of education and training and the second consisting of public access to information, public participation and public awareness. International cooperation is a cross-cutting theme of both focal areas.¹¹ Three annual in-session dialogues were organized between 2013 and 2015.¹²

10. In December 2014, the Lima Ministerial Declaration on Education and Awareness-raising reaffirmed the importance of Article 6 of the Convention.¹³ The declaration stresses that education, training, public awareness, public participation, public access to information and international cooperation on these matters play a fundamental role in meeting the ultimate objective of the Convention and in promoting climate-resilient sustainable development.

11. At COP 21, Parties agreed to cooperate in taking measures, as appropriate, to enhance climate change related education, training, public awareness, public participation and public access to information, recognizing the importance of these steps with respect to enhancing actions under the Paris Agreement.¹⁴

⁷ Decision 15/CP.18, paragraph 1.

⁸ Decision 15/CP.18, annex, paragraph 22(a).

⁹ See

<http://unfccc.int/cooperation_and_support/education_and_outreach/national_focal_points/items/8942.php>.

¹⁰ Decision 15/CP.18, paragraph 9.

¹¹ Decision 15/CP.18, paragraph 10.

¹² See <http://unfccc.int/cooperation_and_support/education_and_outreach/dialogues/items/8941.php>.

¹³ Decision 19/CP.20.

¹⁴ Article 12 of the Paris Agreement.

B. Education

1. Progress made, lessons learned and good practices

12. There is broad consensus among Parties and other relevant stakeholders on the importance of formal, non-formal and informal education in supporting climate change mitigation and adaptation actions. Parties and other relevant stakeholders reported on a range of educational activities being undertaken in all regions, indicating widespread progress.

13. In many countries, the United Nations Decade of Education for Sustainable Development (2005–2014) provided a valuable framework for educational activities, both in schools and in a wider context. As a direct follow-up, many Parties are now implementing climate change education through the Global Action Programme on Education for Sustainable Development,¹⁵ the goal of which is to generate and scale up education and learning to accelerate progress towards sustainable development, contributing to the United Nations Sustainable Development Goals and the post-2015 development agenda.¹⁶

14. While many Parties reported that climate change education is included as part of the wider environmental curricula in the formal education system, some Parties have established climate change education as a stand-alone subject and have increased its prominence in the official curricula at the preschool, primary, secondary and university levels. For example, the Government of Finland will introduce a new curriculum in August 2016 that includes an even stronger emphasis on sustainable development, including topics related to climate change. Similarly, the Government of Italy has developed guidelines for environmental education and sustainable development, allowing for the development of innovative curricula by the country's educational institutions.

15. International cooperation has supported some Parties in integrating climate change education into their educational policies and programmes as well as into school activities. For example, the United Nations Educational, Scientific and Cultural Organization (UNESCO) ran a set of country programmes to strengthen the capacity of educators, education planners and policymakers. Twelve country programmes have been implemented: in Bangladesh, Brazil, Cuba, Dominican Republic, Guyana, Mauritius, Mongolia, Namibia, Nepal, Philippines, South Africa and Tuvalu. In addition, the United Nations Children's Fund (UNICEF) country offices continue to support Parties in integrating environmental and climate change issues into national curricula. In India, 200,000 schools have a specific climate change education programme.

16. Many Parties have cooperated in the creation of international networks through the United Nations University Regional Centres of Expertise on Education for Sustainable Development, which are hosted by higher education institutions and involve local and municipal authorities, local communities, non-governmental organizations (NGOs) and the private sector. The Global Universities Partnership on Environment for Sustainability is a flagship programme of the United Nations Environment Programme (UNEP) Environmental Education and Training Unit. Currently, its network has nearly 800 university partners around the world, supporting the mainstreaming of environment and sustainability in higher-education systems through curriculum innovation, knowledge-sharing, training and South–South and North–South cooperation.

17. As part of activities related to non-formal education, the work of Parties to educate people about climate change is being supported by NGOs, academia, youth and other

¹⁵ See <<http://en.unesco.org/gap>>.

¹⁶ See <<http://www.un.org/en/ecosoc/about/mdg.shtml>>.

relevant stakeholders. For example, through the Youth and United Nations Global Alliance (YUNGA),¹⁷ the Food and Agriculture Organization of the United Nations (FAO) has built a broad partnership to develop resources and programmes to promote behavioural change. In 2015, YUNGA launched the second edition of the YUNGA Climate Change Challenge Badge, a resource that is already being used in both formal and non-formal educational settings. Partners such as the World Association of Girl Guides and Girl Scouts and the World Organization of the Scout Movement, with a total membership of more than 40 million people, ensure the wide dissemination and usage of all YUNGA resources.

18. Informal education on climate change has been supported by various stakeholders, which are actively engaging audiences, particularly young people, in new and creative ways. For example, the video games developer, publisher and distributor Rovio Entertainment Ltd. together with the NGO Earth Day Network and its partners, organized a week-long tournament to champion the environment and fight climate change through a special *Angry Birds* game.¹⁸ The tournament coincided with Climate Week in New York City. A promotional video about the *Angry Birds* climate change game was narrated by the UNFCCC Executive Secretary and featured celebrity actors Don Cheadle and Ian Somerhalder, both of whom are Goodwill Ambassadors for UNEP.

2. Needs, gaps and barriers

19. Despite the progress made in climate change education, many challenges remain. Some Parties reported that climate change education is still relatively new in their countries, accounting for a general lack of awareness. They also identified the need for technical, financial and human resources to scale up climate change education at the regional, national and local levels. They further stressed the need for assistance to strengthen institutional and individual capacities to implement formal and non-formal education.

20. Some Parties mentioned that gender, culture, local languages and traditional knowledge are not always addressed appropriately in the implementation of climate change education. Other challenges mentioned by Parties include the lack of coordination between ministries of environment and education and the lack of access to relevant educational materials.

21. Various stakeholders identified the need to implement participatory monitoring and evaluation mechanisms for climate change education, such as dialogues and round-table discussions.

C. Training

1. Progress made, lessons learned and good practices

22. Training is widely recognized to be a critical component of Parties' and other relevant stakeholders' efforts to address climate change. Training programmes can develop skills, empower citizens as agents of change, enhance public participation in decision-making processes and mobilize solutions to climate change. Parties and other relevant stakeholders reported on the implementation of a variety of training programmes on climate change related issues. The target group for training includes teachers, journalists and other relevant stakeholders with specific roles to play in tackling climate change.

23. Training has been a strong component of a number of initiatives undertaken by the international community. For example, UNESCO developed the training course "Climate

¹⁷ See <www.fao.org/yunga/home/en>.

¹⁸ See <<http://newsroom.unfccc.int/unfccc-newsroom/time-to-get-angry-about-climate-change/>>.

Change in the Classroom” for secondary teachers, promoting climate change mitigation and adaptation actions through education for sustainable development.¹⁹ Furthermore, UNESCO organized training sessions for four regions, the Caribbean, the Pacific, Southern Africa and Western Africa, to integrate education for sustainable development into teacher education courses and cross-curricula classroom practice, as well as to support teachers and educators in taking local, contextualized action to mitigate and adapt to climate change.

24. Some Parties are implementing training programmes targeted at building the capacity of educators. For example, the Government of the Dominican Republic, as part of its National Strategy to Strengthen Human Resources and Skills to Advance Green, Low-Emission and Climate-Resilient Development, implemented a climate change training programme for teachers at the primary, secondary and higher-education levels. As a result, approximately 3,500 teachers were trained, with a direct impact on 250,000 students countrywide. The Ministry of Education decided to expand the programme with an investment of USD 1 million from its national budget by 2016.

25. Training is an important component of building the capacity of the media to report on climate change issues and solutions. For example, the United Nations Development Programme (UNDP) Africa Adaptation Programme provided training to African journalists on understanding climate change issues and effectively communicating them to the public. The programme has trained senior journalists from 20 African countries in national climate change journalism workshops and addressed other media-related stakeholders as well as journalism schools and governments.

26. Several Parties reported that they are currently facilitating training courses and knowledge transfer on climate change related issues, including adaptation, disaster risk reduction, renewable energy, energy efficiency, sustainable urban planning and eco-buildings for government officials at the national and municipal levels.

27. Beyond building capacity and transferring knowledge, other training programmes aim to directly change behaviour. For example, the programme klimaaktiv,²⁰ run by the Government of Austria, combines financial support measures with training activities. The training is aimed at those investing in climate-relevant areas (e.g. promoters of residential housing projects or car drivers) and developing the expert know-how of the providers of the respective services (e.g. architects or driving instructors).

28. In a wider context, training is an important part of ‘greening’ the workforce. UNESCO-UNEVOC is UNESCO’s specialized centre for technical and vocational education and training (TVET). It assists UNESCO member States in strengthening and upgrading their TVET systems and responds to the interest of Parties in mainstreaming ‘green skills’ in the workforce. Greening TVET is now on the agenda of at least 46 TVET institutions worldwide. For example, a systematic identification of green skills has been carried out by TVET institutions in China with support from a network of UNESCO-UNEVOC affiliated centres. A cross-institutional drive for the greening of TVET started in 2014 in African and Caribbean countries.

29. The International Labour Organization (ILO) established training courses to help its constituents to gain an understanding of climate mechanisms and existing approaches to climate change mitigation and adaptation. For instance, the courses developed skills for helping people to adapt to natural disasters after the Philippines was hit by a typhoon in 2013 and trained solar technicians in order to develop a decentralized energy system in Bangladesh.

¹⁹ See <<http://www.unesco.org/new/ccesd>>.

²⁰ See <<http://www.klimaaktiv.at/english.html>>.

30. The One UN Climate Change Learning Partnership, UN CC:Learn,²¹ a cooperative initiative of 34 multilateral organizations, provides support to Parties and United Nations organizations for sharing information concerning the design and delivery of effective and results-oriented climate change training. UN CC:Learn has developed advanced learning resource guides on climate change, an introductory e-course on climate change and other multimedia training resources, as well as establishing a searchable library with more than 2,000 entries related to climate change learning.

31. Online learning is playing a more prominent role in climate change training. For example, UNEP developed and launched two massive open online courses in 2015 to provide and promote education on climate change. The course “Disasters and Ecosystems: Resilience in a Changing Climate” had 12,096 enrolments from 189 countries,²² while “Pathways to climate change adaptation: the case of Small Island Developing States” had more than 8,492 enrolments from 199 countries.²³

32. Training has also been a component of a number of projects funded by the Global Environment Facility (GEF). For example, the GEF has supported training and access to information subactivities in projects such as the pilot African Climate Technology Finance Center and Network and the Enhancing Capacity, Knowledge and Technology Support to Build Climate Resilience of Vulnerable Developing Countries initiative.

33. NGOs, academia, youth organizations, the private sector, local governments and other relevant stakeholders have supported Parties’ overall mitigation and adaptation actions by organizing various training activities on climate change, such as workshops, seminars, conferences and symposiums. Furthermore, they have produced and disseminated training materials such as toolkits, publications, multimedia, posters and videos.²⁴

2. Needs, gaps and barriers

34. Despite progress made in training on climate change related issues, several Parties identified the need for more international cooperation and financial support in order to reinforce existing training projects and create new ones.

35. Parties generally reported that an interdisciplinary approach to training that includes universities, the private sector, experts, research centres and other relevant stakeholders is needed. Furthermore, the exchange of good practices between governments and relevant stakeholders as well as the development of new training content and tools are needed.

36. Parties identified several high-priority targets for training, including policymakers, representatives of financing institutions, technology users and operators, journalists, teachers, youth, women, local communities and other relevant stakeholders. Parties requested specific training for those targets in order to acquire or enhance technical knowledge and skills to promote and implement mitigation and adaptation actions.

D. Public awareness

1. Progress made, lessons learned and good practices

37. Parties and other relevant stakeholders are carrying out an increasing number of awareness-raising activities on climate change related issues. There is a continuing trend in the scope of such activities expanding from simply informing about the causes and adverse

²¹ See <<http://www.uncclearn.org/>>.

²² See <<https://iversity.org/en/courses/disasters-and-ecosystems-resilience-in-a-changing-climate>>.

²³ See <<https://www.coursera.org/course/sids>>.

²⁴ FCCC/SBI/2014/3, paragraph 49.

effects of climate change to encouraging the public to contribute to mitigation and adaptation actions.

38. Many Parties have developed public awareness raising campaigns to build support for action on climate change. They have used multiple tools, such as: websites, radio and television programmes, newsletters, direct mail, publications, social media, web blogs, movies, video games, online games, advertisements, posters, exhibitions, conferences, seminars, lectures, environmental awards, theatre and days, weeks and months of action. For example, the European Union wide communications campaign “A world you like. With a climate you like” invited citizens, companies and organizations across Europe to share their best climate solutions. The campaign reached millions of Europeans via a variety of online and offline channels.

39. Many Parties credited the media with helping to increase public awareness of the problem of climate change and the measures needed to address it. In addition, they noted that media interest in climate change has expanded in recent years.

40. The secretariat is also active in raising awareness of climate change, particularly among young people. For example, the secretariat, in partnership with the UNDP GEF Small Grants Programme, the United Nations Joint Framework Initiative on Children, Youth and Climate Change (JFI)²⁵ and Television for the Environment (tve), organized the Global Youth Video Competition on Climate Change.²⁶ Young people from 60 different countries submitted their videos showcasing how they are taking innovative measures to address climate change. The winners of the competition were awarded their prizes at the United Nations Climate Change Conference in Paris.

41. Furthermore, the secretariat’s Momentum for Change initiative raises public awareness by recognizing and showcasing results-driven examples of how organizations, cities, industries, Parties and other key stakeholders are addressing climate change.²⁷

2. Needs, gaps and barriers

42. Despite the progress made in recent years, raising public awareness of climate change, general environmental issues and development problems remain a challenge.

43. Parties reported that the main barriers to implementing awareness-raising activities in developing countries include inadequate technical and financial support, inadequate expertise and resources and the lack of relevant technologies.

44. Several Parties reported that the importance of gender roles and traditional and cultural methods in climate change public awareness and mainstreaming activities is often neglected. They emphasized the need to take into account the diversity of audiences and languages, the gender dimension and traditional knowledge and to coordinate with relevant stakeholders in order to raise public awareness.

²⁵ Intergovernmental entities that are members of JFI include FAO, UNICEF, the United Nations Convention on Biological Diversity, the United Nations Convention to Combat Desertification, the United Nations Department of Economic and Social Affairs Division for Sustainable Development, UNDP, UNESCO, UNEP, the UNFCCC, the United Nations Human Settlements Programme, the United Nations Institute for Training and Research (UNITAR), the United Nations Non-Governmental Liaison Service, the United Nations Population Fund, the United Nations Programme on Youth, United Nations Volunteers and the World Bank. NGOs that are JFI members include the British Council, Earth Child Institute, TakingITGlobal, SustainUS and the World Association of Girl Guides and Girl Scouts. The UNFCCC constituency of youth non-governmental organizations also participates in JFI through its two focal points.

²⁶ See <<http://newsroom.unfccc.int/unfccc-newsroom/winners-of-cop21-youth-climate-video-competition-announced/>>.

²⁷ See <<http://www.momentum4change.org>>.

E. Public participation

1. Progress made, lessons learned and good practices

45. Parties and other relevant stakeholders recognize the importance of broad public participation in decision-making processes to encourage support for climate policies and actions. Information on the efforts of Parties, civil society, academia, intergovernmental organizations (IGOs) and the private sector to enhance stakeholder participation in implementing Article 6 of the Convention at the international, regional and national levels is detailed in a report prepared by the secretariat on good practices of stakeholder participation.²⁸

46. For some Parties, the Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters (Aarhus Convention) provides the main international framework regulating such matters. The Aarhus Convention grants public rights and imposes obligations on governmental authorities regarding, inter alia, public participation in environmental decision-making. In 2015, the Maastricht Recommendations on Promoting Effective Public Participation in Decision-making in Environmental Matters were published as well as good practice recommendations on public participation in strategic environmental assessment.²⁹

47. Many Parties indicated that they have brought about public participation through consultations with local groups vulnerable to climate change, including indigenous peoples, young people, public- and private-sector entities, civil-society groups and other relevant stakeholders. For example, the Government of Sweden has implemented several activities to engage citizens and stakeholders, such as the Fossil Free Sweden initiative, including dialogues with a broad range of societal actors taking action on climate change. During the launch of the Fifth Assessment Report of the Intergovernmental Panel on Climate Change, the Government of Sweden arranged an internet chat forum with experts. The Government of Sweden also arranges an annual climate forum, accessible via webcasts, broadcast media and social media.

48. The active participation of young people in local and national climate change decision-making processes is supported by many Parties, IGOs and NGOs. For example, the Government of the Netherlands stimulates the participation of young people within the UNFCCC framework and their involvement in climate policy development and implementation.

49. The participation of women as agents of change is also being addressed by Parties and other relevant stakeholders. For example, a gender and climate-smart agriculture online community of practice has enhanced networks and improved knowledge and knowledge-sharing.³⁰ In addition, the Government of Mozambique, for example, fosters the participation of women through specific training on the design and implementation of climate change related projects, which has resulted in an increase in women's participation in national resource management committees and the management of district development funds.

2. Needs, gaps and barriers

50. Despite the progress made, Parties and other relevant stakeholders identified the need for greater involvement of communities, a focus on gender, the consideration of

²⁸ FCCC/SBI/2014/3.

²⁹ Available at <http://www.unece.org/env/pp/publications/maastricht_recommendations>.

³⁰ See <<http://www.fao.org/climatechange/micca/75150/en/>>.

national and local differences and the establishment of a platform for dialogue between all relevant stakeholders and decision makers.

51. Parties emphasized that the public needs to be further involved in climate change policymaking and in the development of national communications and mitigation and adaptation actions.

F. Public access to information

1. Progress made, lessons learned and good practices

52. The importance of public access to information related to climate change is widely recognized. Parties have taken measures to actively disseminate or otherwise increase the availability of information related to climate change. Some Parties, including those that are Parties to the Aarhus Convention, have legal frameworks guaranteeing public right of access to environmental information, including information on climate change.

53. Parties and other relevant stakeholders have ensured public access to information through an increased use of online platforms. For example, Climate-ADAPT, the European Climate Adaptation Platform, helps users to access and share information, for example on the current and future vulnerability of regions and sectors, national and transnational adaptation strategies, case studies and tools that support adaptation planning.

54. Information has been gathered, processed, produced and disclosed by various Parties and non-State actors. For example, the CDP (formerly the Carbon Disclosure Project) is using large data sets through a network of more than 4,500 organizations in 81 countries to help investors and investment fund managers to move their capital away from sources of carbon emissions and to advise national and local governments on policy formulation in that regard.

55. The secretariat disseminates climate change information to the public through its Newsroom and its website. Since its launch in July 2014, the Newsroom has recorded a total of 8,054,690 visits. The UNFCCC website has recorded a total of 23,447,452 visits since January 2013, with an average of 20,300 hits per day. The secretariat also maintains a number of social media accounts in various languages and on various platforms, including Twitter, Facebook, Instagram and LinkedIn, to ensure climate change information is accessible to as many people as possible.

2. Needs, gaps and barriers

56. Despite the progress made in the dissemination of information on climate change and the promotion of public access to information, many Parties indicated the need to make information easier to obtain and to ensure that information is available in different languages.

57. Some Parties identified low literacy rates as a major obstacle to the successful implementation of public access to information. In addition, they identified barriers such as the lack of viable data on climate change and the absence of a centralized climate change database.

58. Many Parties advocated addressing the need to develop data and information management systems that allow for information-sharing and integrated analysis and synthesis at the local, regional and international levels. Furthermore, an expanded network of research institutions enabling the exchange of information between scientists and experts would enhance access to information on emerging climate change issues.

G. International cooperation

1. Progress made, lessons learned and good practices

59. International cooperation can play a major role in strengthening national activities in relation to all elements covered by Article 6 of the Convention. Parties have joined forces and cooperated with IGOs and NGOs to efficiently pool expertise and financial and technical resources to ensure the implementation of such activities.

60. International support between Parties through South–South, North–South and triangular cooperation efforts were highlighted by Parties. Such cooperation has allowed an exchange of technical expertise and good practices among Parties. For example, one South–South cooperation project enables the sharing of good practices in climate change education among all Central American countries.

61. Parties reported on international cooperation with NGOs and other relevant stakeholders to enhance the capacity of policymakers and practitioners related to climate change mitigation and adaptation actions. International cooperation has also provided technical and financial support to enhance the implementation of Article 6 of the Convention. The participation and engagement of youth, civil society, media representatives and other relevant stakeholders in the UNFCCC process has been encouraged.

62. Some Parties reported that in order to enhance international cooperation they have created partnerships and networks with other Parties, IGOs and NGOs, the private sector, State and local governments, community-based organizations and other relevant stakeholders.

63. An increasing number of United Nations organizations carry out, within their respective mandates and work programmes, various activities related to Article 6 of the Convention. The United Nations Alliance on Climate Change Education, Training and Public Awareness (UN Alliance),³¹ launched in 2012, aims to support Parties in their efforts to initiate and undertake activities related to the implementation of Article 6 of the Convention. Activities of the UN Alliance include: the joint organization and convening of annual meetings of the Dialogue on Article 6 of the Convention; side events at United Nations Climate Change Conferences; joint publications; joint workshops; and social media outreach. In 2015, the UN Alliance organized the first Education Day at the Paris Conference to showcase good practices in formal, non-formal and informal climate change education and to mobilize the participation of ministers of education and environment as well as relevant stakeholders.

64. Since 2008, the secretariat has been working closely with United Nations entities and international youth organizations through JFI to mobilize youth participation in the intergovernmental climate change process and empower children and young people to take action on climate change. In 2013, JFI prepared a publication³² highlighting concrete activities that young people are leading around the world. Some of the activities organized during United Nations Climate Change Conferences include: Young and Future Generations Day; the United Nations youth booth; and high-level youth briefings. Through

³¹ Intergovernmental entities that are members of the UN Alliance include FAO, ILO, UNICEF, the United Nations Department of Public Information, UNDP, the United Nations Entity for Gender Equality and the Empowerment of Women, UNEP, the UNFCCC, UNITAR, UNESCO, the United Nations Secretary-General's Climate Change Support Team, the United Nations University, the World Health Organization and the World Meteorological Organization.

³² Available at http://unfccc.int/cooperation_and_support/education_and_outreach/youth/items/8964.php.

its work with JFI, the secretariat continues to contribute to the implementation of the United Nations System-wide Action Plan on Youth.

2. Needs, gaps and barriers

65. Parties continue to identify the need to establish a network of national focal points for Article 6 of the Convention and to facilitate a regular exchange of views, good practices and lessons learned through the organization of workshops, videoconferences and activities at the international, regional and national levels in order to build and strengthen the existing skills and capacities of the national focal points.

III. Progress in the integration of activities related to Article 6 of the Convention into existing climate change adaptation and mitigation programmes, strategies and activities

66. The Doha work programme encourages Parties to prepare a national strategy on Article 6 of the Convention as well as to integrate relevant activities into existing climate change adaptation and mitigation programmes and strategies.

67. Some Parties reported that they have integrated such activities into existing climate change programmes and strategies through: climate change legal frameworks; national climate change strategies; national communications; mobilization of resources; and strengthened capacities. For example, the Government of Costa Rica's national strategy on climate change, which was adopted in 2009 with the aim of mobilizing efforts towards becoming the first carbon-neutral country by 2021, contains a section on Article 6 of the Convention with specific actions for each of its elements.³³

68. Some Parties reported that they developed their national strategies on Article 6 of the Convention in a multisectoral, multi-stakeholder and participatory process. For example, UN CC:Learn is supporting the design and implementation of national climate change learning strategies aligned with national climate change and development policies in 16 countries (Belize, Benin, Burkina Faso, Costa Rica, Dominican Republic, El Salvador, Ethiopia, Ghana, Guatemala, Honduras, Indonesia, Malawi, Nicaragua, Niger, Panama and Uganda) through a subregional programme.

69. The Government of Brazil established an inclusive consultation process for the review of its national communication, which included a line-by-line editing process similar to the review of reports of the Intergovernmental Panel on Climate Change. This initiative emphasized the importance of engaging the public in the process of drafting national communications as a means of building national capacity and raising awareness of climate change.

70. In the case of the Adaptation Fund, projects have a strong public participation component at both the design and implementation phases. For example, Adaptation Fund projects, ranging from efforts to enhance the adaptive capacity of communities to climate change related floods in Papua New Guinea to increasing the resilience of poor and vulnerable communities to climate change impacts in Jordan, have included components related to public participation at the national and subnational levels.

71. Many Parties have prepared their intended nationally determined contributions (INDCs). Around 134 Parties mentioned at least one of the six elements covered by Article 6 of the Convention in their INDCs. Several Parties reported that they involved civil society, the private sector, academia, NGOs, multilateral organizations and other relevant

³³ FCCC/SBI/2014/3, paragraph 44.

stakeholders in the design of their INDCs. Some Parties indicated that public participation will be enhanced for coordinating and implementing their INDCs. Regarding mitigation and adaptation actions, some Parties included elements covered by Article 6 of the Convention as a priority area, including education and training programmes to strengthen individual and institutional capacities, public awareness campaigns and actions to foster access to information. Parties stressed the key role that international cooperation will play in enhancing the implementation of their INDCs.

IV. Conclusions and recommendations

A. Conclusions

72. Progress has been made by Parties and other relevant stakeholders in planning, coordinating and implementing climate change education, training, public awareness, public participation and public access to information, as well as international cooperation on these matters.

73. Although all Parties reported that they are currently implementing activities related to at least one element covered by Article 6 of the Convention, those activities are not necessarily embedded in their broader mitigation and adaptation actions. One Party referred to the importance of including all the elements covered by Article 6 of the Convention in the nationally determined contributions.

74. Despite the progress made by all Parties and other relevant stakeholders, Parties identified a number of remaining barriers to the implementation of Article 6 of the Convention, including the lack of public awareness and knowledge, absence of institutional arrangements, inadequate funding, lack of human resources and insufficient coordination and cooperation among a country's authorities.³⁴ Some Parties stated that more financial resources could allow further action on implementing Article 6 of the Convention.

75. In recent years, Parties have increasingly reported on elements covered by Article 6 of the Convention in their national communications. This trend highlights the importance that Parties attach to education, training, public awareness, public participation, public access to information and international cooperation in relation to decision-making and action on climate change.

B. Recommendations

76. Parties indicated that strengthened international cooperation can scale up action in relation to all elements covered by Article 6 of the Convention, including establishing partnerships with relevant stakeholders at all levels and promoting public participation in decision-making processes.

77. One Party suggested that funding for climate change education should be ensured by creating a seed fund with voluntary contributions from Parties, foundations and other donors to support the implementation of activities related to Article 6 of the Convention led by governments, NGOs and youth.

78. Several Parties emphasized that climate change policies and strategies related to Article 6 of the Convention should be country-driven, addressing the specific needs and circumstances of Parties. In addition, climate change policies and strategies related to

³⁴ FCCC/SBI/2014/3, paragraph 71.

Article 6 of the Convention should aim to incorporate gender-sensitive principles in order to tackle gender inequalities in education, training and public awareness.

79. A number of Parties have designated national focal points for activities related to Article 6 of the Convention. Parties and relevant stakeholders recommended that the role of the national focal points be strengthened through activities at the international, regional and national levels. Parties that have not yet designated such national focal points are encouraged to do so as soon as possible.

80. Some Parties noted that the ministries in charge of climate change are not the sole ministry holding the political authority for all activities related to Article 6 of the Convention. Other ministries are often at least of equal importance in the development of strategies and policies and the implementation of actions relevant to the Doha work programme. Parties stated that it is therefore important to foster ways of improving cooperation and cross-sectoral coordination among ministries, especially those dealing with climate change and those responsible for education and training, public awareness and international cooperation.

81. Multiple submissions from observer organizations highlighted the need to empower youth to enhance the implementation of climate action. One submission recommended creating a mechanism to provide financial support for youth to attend UNFCCC events, paying special attention to ensuring youth participation from the Global South, as well as establishing an annual youth pavilion at sessions of the COP. Another organization recommended that all Parties have at least one official youth delegate on their delegations, following the precedent set by countries that already have youth delegates.

Annex I

Terms of reference for the intermediate review of the Doha work programme on Article 6 of the Convention

I. Mandate

1. At its eighteenth session, the Conference of the Parties (COP) adopted the eight-year Doha work programme on Article 6 of the Convention and decided that it would be reviewed in 2020, with an intermediate review of progress in 2016, to evaluate its effectiveness, identify any emerging gaps and needs, and inform any decisions on improving the effectiveness of the work programme, as appropriate.¹

2. By the same decision, the COP requested the secretariat to prepare reports on the progress made by Parties in implementing Article 6 of the Convention based on information contained in national communications, reports on the annual in-session Dialogue on Article 6 and other sources of information, including a report on good practices of stakeholder participation in implementing Article 6 activities.² These reports will be issued regularly and in particular for the intermediate progress review in 2016 and the review in 2020.

II. Objectives

3. With a view to encouraging improvement based on experience, the objectives of the intermediate review of the progress made in the implementation of the Doha work programme are:

(a) To take stock of the progress made in the implementation of the Doha work programme to date, noting that this work is still ongoing;

(b) To take stock of progress in the integration of Article 6 activities into existing climate change adaptation and mitigation programmes, strategies and activities;

(c) To identify essential needs for, potential gaps in and barriers to the implementation of the Doha work programme;

(d) To identify good practices and lessons learned with a view to their dissemination, promotion and replication, as appropriate;

(e) To identify recommendations on further steps for improving the effective implementation of the Doha work programme.

III. Information sources

4. Information for the intermediate review of the implementation of the Doha work programme should be drawn from, inter alia:

(a) Reports on the annual in-session Dialogue on Article 6 of the Convention;

¹ Decision 15/CP.18, paragraphs 1 and 2.

² Decision 15/CP.18, annex, paragraph 35(a).

(b) A report on good practices of stakeholder participation in implementing Article 6 of the Convention;³

(c) Submissions from Parties, admitted observer organizations and other stakeholders made in response to an invitation by the Subsidiary Body for Implementation (SBI) at its forty-second session, containing information on steps taken to implement the Doha work programme, such as efforts to consider the linkages between Article 6 activities, implementation of policies and measures to mitigate and adapt to climate change, and on emerging gaps and needs, as well as recommendations on further steps for improving the effective implementation of the Doha work programme;

(d) Relevant conclusions adopted at SBI 40,⁴ including the annex to document FCCC/SBI/2014/L.20;

(e) National communications and other relevant national reports;

(f) Relevant information and resource materials from United Nations organizations, in particular the members of the United Nations Alliance on Climate Change Education, Training and Public Awareness;

(g) Reports and submissions from the operating entities of the Financial Mechanism of the Convention and its implementing agencies on financial support provided and activities implemented to contribute to the implementation of the Doha work programme;

(h) Reports and submissions from multilateral and bilateral institutions and organizations, the private sector and donors on financial resources provided to support the implementation of Article 6 of the Convention.

IV. Modalities of review and expected outcome

5. Drawing upon the information sources listed in paragraph 4 above, the secretariat will prepare for consideration at SBI 44 (May 2016):

(a) A synthesis report on the progress made by Parties, admitted observer organizations and other stakeholders in implementing the Doha work programme;

(b) A report on the functionality and accessibility of the information network clearing house CC:iNet.

6. SBI 44 will consider the documents referred to in paragraph 5 above and any other information relevant to the completion of the intermediate review, including the information referred to in paragraph 4 above, with a view to recommending a draft decision on this matter for consideration and adoption at COP 22 (November 2016).

³ FCCC/SBI/2014/3.

⁴ FCCC/SBI/2014/8, paragraphs 169–173.

Annex II

Parties with designated national focal points for Article 6 of the Convention¹

Afghanistan
Albania
Algeria
Angola
Antigua and Barbuda
Argentina
Australia
Belgium
Belize
Benin
Bhutan
Bolivia (Plurinational State of)
Botswana
Brazil
Bulgaria
Burkina Faso
Cambodia
Canada
Chad
Chile
Colombia
Comoros
Congo
Cook Islands
Costa Rica
Côte d'Ivoire
Croatia
Cuba
Democratic Republic of Congo
Dominica
Dominican Republic
Egypt
Ethiopia
European Union
Finland
France
Gabon
Gambia
Georgia

¹ The full list of national focal points for Article 6 of the Convention is available at http://unfccc.int/cooperation_and_support/education_and_outreach/national_focal_points/items/8942.php.

Germany
Ghana
Guinea
Guinea-Bissau
Haiti
Honduras
Hungary
Indonesia
Iran (Islamic Republic of)
Ireland
Jordan
Kazakhstan
Kenya
Kiribati
Lesotho
Liberia
Libya
Madagascar
Mali
Mauritius
Mexico
Montenegro
Morocco
Mozambique
Myanmar
Netherlands
Niger
Nigeria
Norway
Oman
Panama
Peru
Philippines
Romania
Russian Federation
Rwanda
Saint Lucia
Seychelles
Sierra Leone
Slovenia
Somalia
Spain
Sri Lanka
Suriname
Swaziland
Sweden
Tajikistan
Thailand
Turkey

Uganda
Ukraine
United Kingdom of Great Britain and Northern Ireland
Uruguay
Uzbekistan
Venezuela (Bolivarian Republic of)
Zimbabwe
