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Workshop to support the implementation of the Doha work programme on Article 6 of the Convention

Report by the secretariat

Summary

The workshop to support the implementation of the Doha work programme on Article 6 of the Convention was held in Bonn, Germany, on 27 May 2016. Participants shared good practices, lessons learned and experiences in implementing the Doha work programme. The aim of the workshop was to strengthen the existing skills and capacities of the Action for Climate Empowerment national focal points.

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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. In addition, the COP requested the secretariat 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 their existing skills and capacities.²

B. Possible action by the Subsidiary Body for Implementation

3. The Subsidiary Body for Implementation (SBI) may wish to take note of the information contained in this report as part of the implementation of the Doha work programme.

II. Proceedings

4. The workshop to support the implementation of the Doha work programme was held in Bonn, Germany, on 27 May 2016. It was funded by the Nordic Council of Ministers.

5. Fifty-one participants, including Action for Climate Empowerment (ACE)³ national focal points and other relevant Party representatives, representatives of the United Nations Alliance on Climate Change Education, Training and Public Awareness⁴ and civil-society delegates,⁵ took part in the workshop.

6. Ms. Malin Modh, ACE national focal point for Sweden, and Mr. E. Crispin U.I. d’Auvergne, ACE national focal point for Saint Lucia, co-facilitated the workshop. The one-day workshop was divided into four sessions, including working group discussions. Ms. Modh explained that the objective of the workshop was to provide a forum for ACE national focal points and other relevant Party representatives to share good practices, lessons learned and experience in implementing the Doha work programme.

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

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

³ As part of the intermediate review of the Doha work programme, SBI 44 recommended that the efforts related to the implementation of Article 6 of the Convention be referred to as Action for Climate Empowerment in order to find a way of referring to Article 6 in everyday conversation that everyone can understand better (see document FCCC/SBI/2016/8/Add.1, paragraph 14 of the draft decision titled “Improving the effectiveness of the Doha work programme on Article 6 of the Convention”).

⁴ Four experts from the United Nations Educational, Scientific and Cultural Organization, the United Nations Institute for Training and Research and the United Nations Entity for Gender Equality and the Empowerment of Women participated in the workshop.

⁵ Eight delegates from the following UNFCCC constituencies participated in the workshop: business and industry non-governmental organizations, research and independent non-governmental organizations, women and gender, and youth non-governmental organizations.

7. The workshop was opened by Mr. Peer Stiansen, Chair of the Nordic working group for global climate negotiations, who highlighted the commitment of the Nordic countries to enhancing the implementation of the Doha work programme and promoting the exchange of good practices among ACE national focal points. The opening continued with a statement made by Mr. Nick Nuttall on behalf of the UNFCCC secretariat. He commended the workshop participants for making progress towards implementing the Paris Agreement. He added that government efforts to implement ACE activities can also contribute to and compliment efforts to achieve the United Nations Sustainable Development Goals (SDGs).⁶ He encouraged ACE focal points to engage with the various ministries that address issues such as education, training and public awareness in order to bring those issues under one ACE umbrella. He said that a new way of thinking and understanding is needed in order to successfully address climate change and the SDGs. He concluded by inviting the workshop participants to reflect on how they can change people's hearts and minds in order to advance towards a low-carbon, climate-resilient future.

8. The opening remarks were followed by a musical performance by students from a primary school in Bonn that raises awareness of climate change. The school is a member of the Climate Ambassadors Programme, an initiative of the City of Bonn that promotes climate education activities among children and young people. The performance was followed by a round of introductions among the workshop participants.

9. Session I started with a presentation by a representative of the secretariat, who provided an overview of the intermediate review of the implementation of the Doha work programme and UNFCCC activities undertaken to support the network of ACE national focal points. This was followed by presentations on good practices and lessons learned in implementing the Doha work programme made by representatives of the European Commission, the Dominican Republic, Thailand, Uganda, Seychelles and Finland.

10. Session II consisted of a presentation by a representative of the United Nations Educational, Scientific and Cultural Organization (UNESCO) on future guidelines for ACE national focal points. She introduced the methodology and plan of action and sought initial feedback from the workshop participants.

11. During session III, the participants split into five working groups to discuss the following three topics:

- (a) How to strengthen the capacities of ACE national focal points;
- (b) How to strengthen the network of ACE national focal points;
- (c) How to move forward: priorities in the lead-up to 2020.

12. In session IV, civil-society representatives participated in a dialogue with ACE national focal points on fostering the participation of stakeholders in implementing ACE at the national and international levels.

13. Session V concluded with closing remarks provided by the workshop co-facilitators, who thanked all participants for their work and encouraged them to continue their efforts to implement ACE in their countries.

14. The workshop agenda is contained in the annex. All presentations delivered at the workshop are available on the UNFCCC website.⁷ A video summarizing the workshop is also available at the UNFCCC Newsroom.⁸

⁶ See <<https://sustainabledevelopment.un.org/?menu=1300>>.

⁷ <http://unfccc.int/cooperation_support/education_outreach/overview/items/9471.php>.

⁸ <<http://newsroom.unfccc.int/climate-action/action-for-climate-empowerment-workshop>>.

III. Summary of the sessions

A. Session I: good practices and lessons learned in implementing the Doha work programme on Article 6 of the Convention

15. A representative of the secretariat provided an overview of the conclusions of the intermediate review of the Doha work programme. The Doha work programme serves as a flexible framework for country-driven action addressing the specific needs and circumstances of Parties and reflecting their national priorities and initiatives.⁹ Within its scope, Parties are invited to designate and provide support, including technical and financial, and access to information and materials to a national focal point for Article 6 of the Convention.¹⁰ As at 7 March 2016, there were 94 such focal points.¹¹ The intermediate review of the Doha work programme showed that progress has been made by Parties and other relevant stakeholders in planning, coordinating and implementing education, training, public awareness, public participation and public access to information in relation to climate change, as well as international cooperation on those matters.¹² In addition, 134 Parties mentioned at least one of the six elements – education, training, public awareness, public participation, public access to information, and international cooperation on these matters – covered by Article 6 of the Convention in their intended nationally determined contributions.¹³

16. The secretariat supports the implementation of the Doha work programme through various activities, including: preparing reports for consideration by the SBI on progress achieved by Parties in implementing Article 6 of the Convention; facilitating coordinated inputs from relevant organizations; facilitating a regular exchange of good practices and lessons learned through the organization of workshops, videoconferences and activities at the international, regional and national levels; and collaborating and coordinating with United Nations organizations, other intergovernmental organizations, non-governmental organizations (NGOs), the private sector, civil society and youth. The representative of the secretariat concluded her presentation by inviting delegates to participate in the Education Day¹⁴ to be held at COP 22, which will showcase good practices in implementing the Doha work programme.

17. A representative of the European Commission presented on its activities for raising awareness of climate change. She emphasized the importance of climate change issues to the European Union by pointing to the Eurobarometer survey,¹⁵ which shows that 91 per cent of Europeans see climate change as a serious problem and 93 per cent agree that fighting climate change will only be effective if all countries in the world act together. The European Commission has raised awareness of climate change through publications, videos, exhibitions, conferences and social media campaigns. It also published a youth magazine “Our Planet, our Future”¹⁶ to foster youth awareness and climate action.

⁹ Decision 15/CP.18, annex, paragraph 12.

¹⁰ Decision 15/CP.18, annex, paragraph 22(a).

¹¹ See

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

¹² FCCC/SBI/2016/6, paragraph 72.

¹³ FCCC/SBI/2016/6, paragraph 71.

¹⁴ See document FCCC/SBI/2016/L.15/Add.1, paragraph 13(h).

¹⁵ See <<http://ec.europa.eu/clima/citizens/support>>.

¹⁶ See <http://ec.europa.eu/clima/citizens/youth/docs/our_planet_our_future/en/files/assets/basic-html/page1.html>.

18. The ACE national focal point for the Dominican Republic presented on the country's experience in preparing a national strategy to build the capacity and skills to promote low-emission and climate-resilient development¹⁷ and to mobilize resources for its implementation. As part of the One UN Climate Change Learning Partnership,¹⁸ the country prepared its strategy by mobilizing 400 individuals and 100 institutions, which participated in cross-sectoral and multi-stakeholder workshops and consultations to identify needs and define priorities and further actions. The strategy prioritizes introducing climate change into the curricula and training teachers. A partnership between the Climate Change Council and the Ministry of Education of the Dominican Republic secured USD 1 million to train teachers. By the end of 2016 the project will have trained 200 trainers and 2,500 teachers, reaching more than 50,000 students. This project is expected to be replicated in other Central American countries.

19. The ACE national focal point for Thailand presented on the country's experience in preparing a communications strategy to increase climate resilience and promote sustainable lifestyles. Although Thailand is highly vulnerable to the impacts of climate change, the level of awareness and understanding of climate change issues among the general population is still very low. As a way forward, the government will conduct a communication needs assessment with an evaluation of possible targeted messages to specific audiences and conduct research on how to communicate on climate change to the Thai population. The presenter concluded by expressing Thailand's interest in exchanging good practices among ACE national focal points and supporting regional projects to implement ACE.

20. The ACE national focal point for Uganda presented on the country's experience in fostering stakeholder participation in ACE activities. Activities such as holding public consultations, drafting policy briefs, displaying exhibitions and organizing exchange visits have promoted public participation in adaptation and mitigation projects. A broad range of stakeholders, including universities, the private sector, religious organizations and cultural institutions, have contributed. Other activities undertaken to support the implementation of ACE in Uganda include: developing a national ACE strategy; creating a national climate alliance to enhance the exchange of good practices among stakeholders; and establishing a parliamentary forum to raise awareness and foster politicians' participation in the climate agenda.¹⁹

21. A representative of Finland presented on mainstreaming climate change in education. The key objectives of climate education in Finland are increasing knowledge of climate change and guiding people's behaviour and actions towards climate change mitigation and adaptation. As a result of Finland's curriculum reform, the core curricula of pre-education, basic education and upper secondary school education now include climate change. Showing positive development, sustainability was mentioned in the core curriculum for basic education 27 times in 2004 and more than 150 times in 2014. In his closing remarks, the representative pointed out the importance of integrating a holistic and interdisciplinary approach into educational activities as well as developing high-quality learning materials and in-service training for teachers.

22. The ACE national focal point for Seychelles provided an overview of the activities implemented to build and strengthen capacities in small island developing States. They are highly vulnerable to the impacts of climate change, which means that increasing resilience

¹⁷ See

<http://www.unclearn.org/sites/default/files/estrategia_nacional_para_fortalecer_los_recursos_humanos_republica_dominicana_08_2012.pdf>.

¹⁸ See <<http://www.unclearn.org>>.

¹⁹ See <<http://www.parliament.go.ug/index.php/members-of-parliament/parliamentary-fora/parliamentary-forum-on-climate-change-pfcc>>.

and developing adaptive responses are key priorities. Activities carried out in and financed by Seychelles include: integrating climate change and sustainability into the curricula; organizing practical activities for students; promoting in-service training for teachers; and organizing workshops and learning activities for governmental and non-governmental organizations, journalists, farmers, fishermen and communities. The presenter concluded by stressing the vital role that education plays in strengthening the adaptive capacities of governmental and civil-society organizations, the private sector and communities.

B. Session II: guidelines for national focal points for Action for Climate Empowerment

23. The workshop continued with a presentation by a representative of UNESCO, who introduced the methodology and plan of action for the joint initiative between the UNFCCC and UNESCO to prepare guidelines to support the implementation of the Doha work programme. The principal objective of the guidelines is to provide ACE national focal points and other government officials working in the field with a flexible framework that facilitates: (1) the development and implementation of a national strategy and action plan for ACE; (2) the mobilization of technical and financial support from national and external sources; (3) the establishment of cross-sectoral cooperative arrangements; and (4) monitoring, reporting on and evaluating progress. The guidelines will also serve as resource materials for other stakeholders, such as NGOs, the media and the private sector, aiming to identify, design and undertake activities contributing to implementing ACE. The guidelines will be easily adaptable to different national circumstances, cultural contexts and development priorities.

C. Session III: working groups

24. Participants split into five working groups to discuss their views on how to strengthen the capacities and network of ACE national focal points, as well as to outline priorities for between now and 2020. The outcomes of the deliberations of the working groups were presented and discussed in the plenary. The discussions on the three topics are summarized below.

1. Strengthening the capacities of national focal points for Action for Climate Empowerment

25. Participants stressed the importance of strengthening the capacities of ACE national focal points in order to enhance the implementation of the Doha work programme and climate action at the national level. The major barriers faced by ACE national focal points include: lack of financial resources; lack of individual capacity; the absence of, or limited support provided to, national focal points; and lack of access to materials, good practices and information in multiple languages.

26. Participants expressed their interest in participating in learning activities on topics such as: how to prepare, implement and monitor an ACE national strategy; how to present funding proposals for ACE; how to organize multi-stakeholder consultations; how to use social media for communicating on climate change; and how to design awareness-raising campaigns. Participants recommended several ways to address those learning needs, including the organization of workshops and providing access to e-learning courses. Furthermore, training activities could be complemented by tool kits and access to methodologies, materials and relevant publications. Participants highlighted that, although many climate change materials and courses are available in English, it is important that the learning materials be available in all six official United Nations languages.

27. Participants suggested that the training activities for ACE national focal points should be tailored according to the six elements of Article 6 of the Convention and incorporate a ‘training of trainers’ and an action-orientated approach. ACE national focal points could use the training to train other stakeholders at the national level. In addition, it was highlighted that establishing partnerships with NGOs, universities, United Nations agencies and other stakeholders can leverage learning activities.

28. Participants stressed that technical and financial assistance are crucial to scaling up climate action by ACE national focal points. If the capacities of ACE national focal points are strengthened, they can act as climate action ambassadors at the national level. They can raise awareness, establish partnerships and mobilize local stakeholders to implement ACE projects and initiatives.

2. Strengthening the network of national focal points for Action for Climate Empowerment

29. Participants discussed activities that have worked well to enhance networking among ACE national focal points. It was stated that the annual in-session Dialogue on ACE²⁰ has provided a platform for Parties, intergovernmental and non-governmental organizations, the private sector, the media and other relevant stakeholders to share lessons learned and best practices regarding the implementation of the Doha work programme. Furthermore, it was noted that previous regional workshops and side events at sessions of the COP were considered to be a useful platform for exchanging good practices and fostering stakeholder participation.

30. Participants said that the network of ACE national focal points can be strengthened by carrying out regional and international workshops and organizing webinars and teleconferences. Such tools can foster dialogue and exchange of good practices among ACE national focal points. An internal online platform for ACE national focal points would be useful to allow them to exchange their expertise on specific areas.

31. Participants suggested that the secretariat could continue to increase the visibility of ACE initiatives on the UNFCCC website, prepare a regular newsletter for ACE national focal points and use UNFCCC social media channels.

32. Taking into account language and cultural differences, it was recommended to strengthen existing regional networks and develop regional projects that support the sharing of information and good practices and the preparation of training and educational materials in local languages.

33. Participants stressed the importance of strengthening collaboration, synergies and partnerships with stakeholders, including universities, NGOs, youth, community organizations, journalists and the private sector, to support the implementation of the Doha work programme.

3. Moving forward: priorities in implementing the Doha work programme in the lead-up to 2020

34. Participants said that strengthening the individual capacities and network of ACE national focal points must be priorities in the lead-up to 2020 in order to enhance the implementation of the Doha work programme. In addition, it could enable ACE national focal points to participate in the implementation of the Paris Agreement, including in the development of nationally determined contributions and the SDGs.

²⁰ See <http://unfccc.int/cooperation_and_support/education_and_outreach/dialogues/items/8941.php>.

35. Participants highlighted that, while some countries have prepared a national strategy on ACE, many countries do not have a long-term strategy yet. A priority should be increasing the number of countries that have prepared an ACE national strategy through a participatory process by 2020. Participants stated that the guidelines for ACE national focal points being developed by UNESCO and the UNFCCC should help in that regard.

36. Because raising global awareness is fundamental for mobilizing climate action, participants highlighted the need to strengthen the communication skills of ACE national focal points. They identified the need for specific information on how ACE national focal points could communicate on climate change according to their national circumstances. In this context, the joint initiative between the UNFCCC and UNESCO to prepare guidelines to support the implementation of the Doha work programme could have a component that focuses on awareness-raising activities.

37. It was stressed that increasing the number of countries that have integrated climate change learning into formal education and training curricula is important in the lead-up to 2020. Moreover, training for various stakeholders, and promoting non-formal and informal education, is equally important in the lead-up to 2020.

38. Participants noted that, in order to continue effectively scaling up the implementation of ACE activities, increased resources, both financial and human, are required. Participants suggested mobilizing resources from various sources, including the Financial Mechanism, bilateral and multilateral cooperation agencies, national public funding, NGOs and the private sector.

39. It was recommended to enhance the participation of non-Party stakeholders in implementing the Doha work programme and ACE activities. In addition, participants stressed the importance of fostering international cooperation to enhance ACE activities. They concluded by acknowledging the key role that United Nations agencies and other development partners can play in scaling up ACE in the lead-up to 2020.

D. Session IV: dialogue among national focal points for Action for Climate Empowerment and UNFCCC constituencies on fostering the participation of stakeholders in implementing Action for Climate Empowerment

40. The workshop continued with a dialogue among civil-society representatives and ACE national focal points. Civil-society representatives stressed that stakeholders, including youth, women, NGOs, universities and the media, play a key role in implementing the Doha work programme. They recommended establishing a national coordination committee to enhance coordination among ministries and between governmental bodies and all relevant stakeholders.

41. Civil-society representatives encouraged ACE national focal points to look at all elements of Article 6 of the Convention in a holistic and complementary manner and to mainstream ACE into climate change strategies and projects.

42. Furthermore, it was recommended that the contact details of ACE national focal points be made available on the UNFCCC website. Each country could have an e-mail account for receiving ACE-related correspondence.

IV. Next steps

43. Parties and other stakeholders may wish to use the information contained in this report when planning, designing and implementing activities related to education, training, public awareness, public participation and public access to information in relation to climate change and international cooperation on those matters.

Annex

Agenda for the workshop to support the implementation of the Doha work programme on Article 6 of the Convention

[English only]

27 May 2016

Agenda	
8.30–9 a.m.	Registration
Opening of the workshop	
9–9.45 a.m.	<p>Welcoming remarks</p> <ul style="list-style-type: none"> • Mr. Peer Stiansen, Chair of the Nordic working group for global climate negotiations • Mr. Nick Nuttall, UNFCCC secretariat <p>Outline and objectives of the workshop provided by the co-facilitators</p> <ul style="list-style-type: none"> • Ms. Malin Modh, national focal point for Action for Climate Empowerment (ACE), Sweden • Mr. E. Crispin U. I. d’Auvergne, ACE national focal point, Saint Lucia <p>Performance</p> <ul style="list-style-type: none"> • United Nations Bonn’s Climate Ambassadors, performance of “Bonni & Bo” <p>Tour de table</p> <p>Group photo</p>
9.45–10 a.m.	Coffee break
Introductory presentation	
10–10.20 a.m.	<p>Overview of ACE and the implementation of the Doha work programme on Article 6 of the Convention, Ms. Adriana Valenzuela, UNFCCC secretariat</p> <p>Question and answer session</p>
Presentation of good practices and lessons learned	
10.20–11.40 a.m.	Dialogue on experiences of ACE national focal points and Party representatives in implementing

	<p>the Doha work programme</p> <ul style="list-style-type: none"> • “Communicating European Union climate action”, Ms. Anna Johansson, European Commission • “Preparing an ACE national strategy and mobilizing resources for implementing”, Mr. Omar Ramírez Tejada, the Dominican Republic • “Preparing communication strategies on climate change/public awareness”, Ms. Supawan Wongprayoon, Thailand • “Fostering the participation of stakeholders in implementing ACE”, Mr. Joseph Epitu, Uganda • “Climate change education”, Mr. Matti Ranta, Finland • “Building capacity in small island developing States”, Ms. Jeannette Larue, Seychelles <p>Question and answer session</p>
Guidelines for ACE national focal points	
11.40 a.m.–12 p.m.	<p>Presentation on methodology and plan of action, Ms. Leslie Paas and Ms. Julia Heiss, United Nations Educational, Scientific and Cultural Organization (member of the United Nations Alliance on Climate Change Education, Training and Public Awareness)</p> <p>Question and answer session</p>
12–1 p.m.	Lunch break
Working group discussions in breakout rooms	
1–1.10 p.m.	Methodology of the working groups explained by the co-facilitators in room LEU 1916
1.10–1.55 p.m.	<p>Session I: strengthening the capacities of ACE national focal points</p> <ul style="list-style-type: none"> • Group I, facilitator Ms. Heiss Room LEU 1916 • Group II, facilitator Ms. Verona Collantes, United Nations Entity for Gender Equality and the Empowerment of Women (member of the United Nations Alliance on Climate Change Education, Training and Public Awareness) Room LEU 1916 • Group III, facilitator Ms. Cristina Rekasavas, United Nations Institute for Training and Research (member of the United Nations Alliance on Climate Change Education, Training and Public Awareness) Room LEU 2112 • Group IV, facilitator Ms. Valenzuela

	<p>Room LEU 2705</p> <ul style="list-style-type: none"> Group V, facilitator Mr. Luis Davila, UNFCCC secretariat Room LEU 2712
1.55–2.40 p.m.	<p>Session II: strengthening the network of ACE national focal points</p> <ul style="list-style-type: none"> Group I, facilitator Ms. Heiss Room LEU 1916 Group II, facilitator Ms. Collantes Room LEU 1916 Group III, facilitator Ms. Rekakavas Room LEU 2112 Group IV, facilitator Ms. Valenzuela Room LEU 2705 Group V, facilitator Mr. Davila Room LEU 2712
2.40–3.25 p.m.	<p>Session III: moving forward</p> <ul style="list-style-type: none"> Group I, facilitator Ms. Heiss Room LEU 1916 Group II, facilitator Ms. Collantes Room LEU 1916 Group III, facilitator Ms. Rekakavas Room LEU 2112 Group IV, facilitator Ms. Valenzuela Room LEU 2705 Group V, facilitator Mr. Davila Room LEU 2712
3.25–3.40 p.m.	Coffee break
3.40–4.40 p.m.	Presentation of conclusions by each working group to the plenary
4.40–5.25 p.m.	Dialogue among ACE national focal points and UNFCCC constituencies Fostering the participation of stakeholders in implementing ACE
Closure of the workshop	

5.25–5.55 p.m.	Closing remarks <ul style="list-style-type: none">• Co-facilitators Ms. Modh and Mr. d’Auvergne• Mr. Davila
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