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Report on activities related to Action for Climate Empowerment

The 5th Dialogue on Action for Climate Empowerment

Summary report by the secretariat

Summary

The 5th Dialogue on Action for Climate Empowerment was held during the forty-sixth session of the Subsidiary Body for Implementation, on 15 and 16 May 2017. Representatives of Parties, intergovernmental and non-governmental organizations, media and other relevant stakeholders shared best practices and lessons learned regarding climate change education and training and international cooperation on those matters.

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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 those 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.¹

2. In addition, 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 experience and exchange ideas, best practices and lessons learned regarding the implementation of the Doha work programme.²

3. The COP decided that, for the purpose of organizing the Dialogue on Action for Climate Empowerment,³ the six elements of Article 6 of the Convention would be clustered into two focal areas, with the consideration of the two areas alternating on an annual basis. The first focal area comprises education and training and the second public awareness, public participation and public access to information. International cooperation is considered to be a cross-cutting theme of both focal areas.⁴

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

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 further action.

II. Proceedings

6. The 5th Dialogue on Action for Climate Empowerment (hereinafter referred to as the Dialogue) took place on 15 and 16 May 2017 during SBI 46. The focus was on the first focal area referred to in paragraph 3 above: education and training in relation to climate change and international cooperation on those matters.

7. More than 100 representatives of Parties, intergovernmental organizations, non-governmental organizations (NGOs), the private sector, media and other relevant stakeholders attended the Dialogue and shared best practices and lessons learned regarding education and training in relation to climate change and international cooperation on those matters.

8. The Chair of the SBI, Mr. Tomasz Chruszczow, presided over the meeting. He was supported by the facilitator of the Dialogue, Mr. Deo Saran, Ambassador of Fiji, incoming Presidency of COP 23.

9. The meeting was organized into two three-hour working sessions, focusing on:

- (a) Education and international cooperation thereon;

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

² Decision 15/CP.18, paragraph 9.

³ By decision 17/CP.22, paragraph 14, the COP decided that efforts related to the implementation of Article 6 of the Convention shall be referred to as Action for Climate Empowerment.

⁴ Decision 15/CP.18, paragraph 10.

⁵ Decision 15/CP.18, paragraph 12.

(b) Training and international cooperation thereon.

10. Each working session started with a series of presentations, which were followed by working group discussions on key topics related to the focus areas. The working groups were facilitated by climate change experts from various organizations as well as by representatives of the United Nations Alliance on Climate Change, Education, Training and Public Awareness (UN Alliance).⁶

11. The agenda for the meeting is contained in the annex. All presentations are available on the UNFCCC website⁷ and a summary video of the two-day Dialogue is available on the UNFCCC YouTube channel.⁸

III. Challenges and opportunities

A. Opening of the 5th Dialogue on Action for Climate Empowerment

12. After opening the meeting, the SBI Chair stated that in 2016 Parties undertook an intermediate review of the Doha work programme and identified that progress had been made by Parties and other stakeholders in planning, coordinating and implementing Action for Climate Empowerment (ACE). He highlighted that education and training are fundamental for the transition to low-emission and climate-resilient development. Some countries have established climate change as a stand-alone subject in their educational curricula, while many others have fully incorporated climate change education into their environmental curricula in the formal education system, which is a fundamental step towards fostering a climate-educated population.

13. Speaking via a recorded video message, Mr. Salaheddine Mezouar, President of the COP, spoke about the commitment of the Government of Morocco to boost education and foster the involvement of non-state actors and youth in climate action.⁹ He pointed out that strengthening climate education and training is crucial for the effective implementation of the Paris Agreement. He then called on all state and non-state actors to support climate change education with a view to establishing national policies, building the capacity of ACE national focal points, and ensuring the necessary international coordination on this issue. In addition, he invited organizations, foundations, States and other actors to financially support ACE.

14. Ms. Patricia Espinosa, the UNFCCC Executive Secretary, made welcoming remarks, stating that the world is moving into a new era of implementation, where education and training are key drivers in advancing the Paris Agreement and the Sustainable Development Goals (SDGs). She stressed that this new era will require motivating people to adopt sustainable lifestyles, enabling a transition to greener economies and societies, equipping learners with skills for green jobs, building climate resilience and empowering people to take climate action. She encouraged national governments and stakeholders to implement the “Action for Climate Empowerment: Guidelines for accelerating solutions through education, training and public awareness” (hereinafter referred to as the ACE guidelines).¹⁰

15. Ms. Espinosa and Mr. Jakob Rhyner, Vice-Rector of the United Nations University Institute for Environment and Human Security, launched the Early Career Climate Fellows initiative, which offers work experience to young professionals from developing countries at the UNFCCC secretariat. Mr. Rhyner explained that of the 1.8 billion young people in the world today, the overwhelming majority live in developing countries. He said that the

⁶ http://unfccc.int/cooperation_and_support/education_and_outreach/education_and_training/items/8958.php.

⁷ http://unfccc.int/cooperation_and_support/education_and_outreach/dialogues/items/10123.php.

⁸ <https://www.youtube.com/watch?v=QQRjT28FgrM&feature=youtu.be>.

⁹ <https://www.youtube.com/watch?v=P-konpX63sc>.

¹⁰ http://unfccc.int/files/cooperation_and_support/education_and_outreach/application/pdf/action_for_climate_empowerment_guidelines.pdf.

fellowships offer young people the unique possibility to start their career at the interface of international climate policy development and research.

16. The SBI Chair invited Mr. Saran to facilitate the two working sessions of the Dialogue on his behalf. Mr. Saran proceeded to brief the participants on the outline and objectives of the Dialogue.

B. Session I: education and international cooperation thereon

1. Presentations

17. Ms. Marie-Christine Ghanbari Jahromi, a finalist of the 2017 Global Teacher Prize,¹¹ delivered a keynote speech on the role of teachers in fostering transformational change towards low-emission and climate-resilient development. She stated that teachers and schools should frame climate change in the broader context of planetary boundaries and that they have a key role to play in empowering the next generation of agents of change. She informed participants of a global alliance, launched at the 2016 Global Education and Skills Forum in Dubai, the United Arab Emirates, to support education systems in tackling climate challenges. She recommended that children be empowered to become ecological citizens, and used empirical research to identify how this could be fostered.

18. A series of presentations then focused on good practices and lessons learned in climate change education and international cooperation thereon. A representative of the World Resources Institute, a global research organization that spans more than 50 countries, presented on challenges, opportunities and recommendations for integrating education and training into nationally determined contributions (NDCs), highlighting the importance of education and training in building national capacities for achieving NDC commitments. She stressed that climate change should be integrated into curricula, taking into account national circumstances, and that these circumstances also determine who needs to be trained, the expertise needed to accomplish the training, the incentives necessary to maintain that expertise and the context for creation of the right training opportunities. Lessons learned show the need for developing the capacity of the trainers of trainers, and that peer-to-peer learning is an effective approach because it strengthens the crucial role of local and national universities and research institutes as well as engages national and subnational governments, civil society and other key stakeholders.

19. Three representatives of the UN Alliance¹² delivered a joint presentation on advancing climate change education through international cooperation. The alliance works to maximize synergies and coordinate activities among United Nations agencies that support Parties in implementing activities related to ACE. The speakers reported that multiple projects and activities have been established, such as joint activities at UNFCCC meetings, education days, events such as the high-level events on climate change education, and the development of the ACE guidelines.

20. A representative of the United Nations Educational, Scientific and Cultural Organization (UNESCO) gave a presentation on activities related to climate education within the framework of the Global Action Programme on Education for Sustainable Development.¹³ These activities include supporting governments to integrate climate change into curricula, training teachers, exchanging good practices at UNFCCC conferences, and developing teaching and learning materials for teachers. UNESCO also mobilizes climate action through the Associated Schools Project Network,¹⁴ a global network of 10,000 educational institutions in 181 countries. Its flagship project on climate education involves 260 schools in 25 countries, including Germany. In addition, UNESCO with the Government of Japan awards the UNESCO-Japan Prize on Education for

¹¹ <http://www.globalteacherprize.org/2017-finalists>.

¹² For a list of the members of the alliance, see http://unfccc.int/cooperation_and_support/education_and_outreach/education_and_training/items/9163.php.

¹³ <http://en.unesco.org/gap>.

¹⁴ <https://aspnet.unesco.org/en-us>.

Sustainable Development,¹⁵ which honours relevant projects of individuals, institutions and organizations.

21. A representative of the United Nations Institute for Training and Research presented on the One UN Climate Change Learning Partnership,¹⁶ involving 36 multilateral organizations and 16 countries, which hosts an e-learning platform offering free climate change e-courses as well as multiple face-to-face training courses on mitigation and adaptation issues. An online library makes over 2,000 United Nations materials available to professionals, teachers and students. The partnership has supported countries in developing national ACE strategies, thereby contributing to the implementation of Article 6 of the Convention and Article 12 of the Paris Agreement.

22. A representative of Belgium presented on the country's My2050¹⁷ educational web tool, which informs citizens on moving towards a low-carbon society by 2050. The web tool provides insight into possible changes in transport, buildings, industry, energy supply and agriculture, and it calculates users' emission reductions, enabling the development of a low-emission transition scenario. Twelve trained "climate coaches" provide help to secondary school teachers and students, empowering them to shape their society.

23. A representative of the Mohammed VI Foundation for Environmental Protection from Morocco presented on Education Day at COP 22,¹⁸ which was hosted by the foundation and the Government of Morocco in partnership with the UN Alliance. A high-level event on the day, attended by Her Royal Highness Princess Lalla Hasna of Morocco, considered the role of education in accelerating the implementation of the Paris Agreement and the SDGs. The foundation organized a youth forum, where students from 11 countries developed nine recommendations for reducing their ecological footprint. In addition, the foundation hosted an event on the relevance of green university networks, a functional network of higher education institutions that integrate environmental and suitability aspects into their curricula, and launched the Morocco Green Universities Network.¹⁹ At COP 22, the foundation developed several climate change learning tools for schools, universities, municipalities, the private sector and the broader public. The Young Reporters for the Environment supported media coverage of COP 22.

24. Representatives of the Manchester Climate Change Agency²⁰ and Manchester Museum²¹ shared how they developed a climate strategy to foster climate education and empowerment to aid Manchester in becoming a carbon-neutral city by 2050. Several stakeholder initiatives guided implementation; for example, the Eco-Schools programme (in which 91 per cent of Manchester's schools were engaged), the UpRising Leadership Programme, and the training of citizens to be 'carbon literate'. In 2016, the Manchester Climate Change Agency and Manchester Museum formed a partnership to develop the Climate Control exhibit in the museum, which had almost 100,000 visitors in four months. These activities demonstrate that cities can play a crucial role in climate action and that civic institutions, including museums, can inform, inspire and enable people to take climate action.

25. A representative of the Foundation for Environmental Education,²² an umbrella organization with members in 73 countries, presented on the foundation's experience in fostering low-emission lifestyles and climate resilience in schools and communities. More than 17 million students and 50,000 schools participate worldwide in the Eco-Schools programme, which, in combination with Young Reporters for the Environment, helps schools and communities build climate change resilience. The foundation's Green Key and Blue Flag programmes engage businesses and communities in minimizing their impacts on

¹⁵ <http://en.unesco.org/prize-esd>.

¹⁶ <https://uncclearn.org/>.

¹⁷ <http://www.my2050.be> (in French).

¹⁸ <http://newsroom.unfccc.int/unfccc-newsroom/education-crucial-to-accelerate-climate-action>.

¹⁹ <http://staging.unep.org/training/programmes/GreenUniversityNetworks.asp>.

²⁰ <http://www.manchesterclimate.com/>.

²¹ <http://www.museum.manchester.ac.uk/>.

²² <http://www.fee.global/>.

the climate. The non-profit Global Forest Fund,²³ operated by the foundation, invests 90 per cent of its income directly in tree planting and other efforts to compensate for carbon dioxide emissions.

2. Working group discussions and conclusions

26. The participants were divided into five working groups to discuss:

- (a) Working group one: climate change education in the context of national adaptation plans (NAPs) and NDCs;
- (b) Working group two: the integration of climate change education into national curricula;
- (c) Working group three: messaging for climate change education;
- (d) Working group four: approaches, tools and materials for climate change education;
- (e) Working group five: the engagement of non-Party stakeholders in climate change education.

27. A representative of working group one presented the group's conclusions on climate change education in the context of NAPs and NDCs, stressing the importance of integrating education into climate policies and projects as well as into NAPs and NDCs. The group identified that a long-term and strategic approach for ACE could enhance the effective implementation of adaptation and mitigation action. It also recommended sharing experience and lessons learned on integrating education into NAPs and NDCs, and suggested cooperation among governments and other stakeholders, including civil society organizations, in the development and review of NDCs.

28. A representative of working group two presented the group's conclusions on the integration of climate change education into national curricula, including policies, programmes and activities. The group made the following recommendations: promoting formal, non-formal and informal education; integrating climate change into the curricula; training teachers; empowering children and youth; fostering a climate-resilient infrastructure in schools; increasing coordination among ministries; developing indicators to measure the impacts of climate education; promoting peer-to-peer learning; engaging NGOs, youth and community organizations; and mobilizing funding for activities related to climate education.

29. A representative of working group three presented the group's conclusions on messaging for climate change education. The group recommended that target audiences be identified and a strategy developed to reach them, comprising tailored, positive, simple and clear messages to encourage climate action. Additional recommendations were: using information and communication technologies, including social media, to spread climate messages worldwide; targeting teachers to share knowledge with their students; using existing networks and platforms to spread climate messages; sharing positive and inspiring narratives; and designing holistic messages to tackle the causes and impacts of climate change.

30. A representative of working group four presented the group's conclusions on approaches, tools and materials for climate change education. The group stressed the importance of using a bottom-up approach for climate education, highlighting that tools and materials should be designed to reflect local circumstances, culture and needs. The group recommended using, developing and sharing: art, games and cultural activities; TED talks; podcasts; interactive WebEx meetings; interactive social media broadcasts; climate change materials in local languages and that consider indigenous and intergenerational knowledge; museums and similar spaces as learning centres; and best practices.

31. A representative of working group five presented the group's conclusions on the engagement of non-Party stakeholders in climate change education, stressing the

²³ <http://www.leaf.global/the-global-forest-fund/>.

importance of engaging cities, subnational authorities, the private sector, universities, research institutions, community organizations, youth and NGOs in climate education. It pointed out that expanding and strengthening multi-stakeholder partnerships could mobilize resources to scale up the implementation of climate education. The group recommended using non-traditional methods for climate education, such as peer-to-peer learning and field trips. It suggested that public participation in climate education is needed from the school to the national level.

C. Session II: training and international cooperation thereon

1. Panel discussion

32. The session started with a panel discussion on enhancing the implementation of climate change education and training through international cooperation and financial support. The Global Environment Facility (GEF), the Green Climate Fund (GCF) and the Adaptation Fund participated in the panel.

33. A representative of the GEF presented on supporting climate change education and training through funded projects.²⁴ The GEF currently funds many global and national projects with an education or training component. The following four types of project were cited as commonly having education or training aspects: projects comprising enabling activities, including those that strengthen institutions and raise public awareness; research and communication projects, which provide support to new research and disseminate information on best practices and lessons learned; mitigation and adaptation projects, which receive the majority of support and focus on providing on-the-ground training and capacity-building; and projects for global platforms for knowledge exchange, centring on those that create and strengthen sharing frameworks, tools and indicators, and foster partnerships.

34. A representative of the GCF²⁵ presented on support provided for climate change education, training and public awareness, noting that many projects fall under the theme of adaptation. The fund's three main areas of support are: readiness and preparatory support; project or programme preparation support; and project or programme implementation support. As at April 2017, the GCF portfolio comprised USD 2.2 billion for 43 projects, with USD 28.9 million having been provided to 73 countries through the Readiness Programme.²⁶

35. Finally, a representative of the Adaptation Fund²⁷ presented on various education and training projects it has funded in developing countries. Ninety-seven per cent of approved projects and programmes contain staff and community training components, providing training to more than 50,000 beneficiaries. As at March 2017, total finance allocated for education and training activities was USD 22.7 million. Projects include training in sustainable soil management, in policy, of local communities in governance and decision-making, and the development of curricula and training programmes in collaboration with national implementing entities and local academic institutions.

2. Presentations

36. A series of presentations focused on good practices and lessons learned in climate change training and international cooperation thereon. A representative of Germany presented on the experience of the German Federal Institute for Vocational Education and Training with technical and vocational education and training (TVET) for sustainable development.²⁸ Such training is a life-long process and an important part of education, aiding in the empowerment of individuals to adopt a sustainable approach in all aspects of their lives. TVET at the institute comprises: capacity-building within companies; training of training personnel; collaboration with schools and companies; and regional networking.

²⁴ For information on GEF funding, see <https://www.thegef.org/about/funding>.

²⁵ <http://www.greenclimate.fund/home>.

²⁶ <http://www.gcfreadinessprogramme.org>.

²⁷ <https://www.adaptation-fund.org>.

²⁸ <https://www.bibb.de/en/709.php>.

The institute currently has 12 pilot projects, which it runs with the assistance of several project partners from companies, training institutes and schools, and training networks. The projects also have a wide range of strategic partners, including: chambers of trade and commerce; chambers of skilled crafts; professional, industrial and trade associations; and universities and research institutes. A number of lessons have been learned from the pilot projects; for example, that skilled labour is a promising connection between the needs of sustainable development and the economy, and that young people should be informed of the climate action they can initiate in their future careers.

37. A representative of Climate-KIC presented on the means to drive climate action through innovation and entrepreneurship training.²⁹ The goal of Climate-KIC is to support the transition to a low-carbon society, which will require human capital and an inspired, empowered and connected workforce. Higher education, business opportunities and knowledge, and research and technology were identified as the three key factors that will enable climate innovation. Climate-KIC runs a five-week summer school on climate innovation, which has provided more than 1,200 participants the opportunity to work with academia, businesses, the public and not-for-profit organizations, and has led to the generation of more than 240 business ideas. As at 2010, more than 300 innovative start-ups had been supported through the Climate-KIC summer school. Climate-KIC also holds Climathon, an event where students, entrepreneurs and experts meet in their respective cities for a 24-hour marathon meeting to formulate innovative solutions to local climate change challenges. In 2016 it took place in 59 cities across six continents.

38. A representative of the Network of Regional Governments for Sustainable Development presented on its RegionsAdapt programme.³⁰ The programme was launched at COP 21 with 27 founding members and as at May 2017 it had almost 70 members. Members that join the initiative commit to adopting a review and adaptation strategy within two years of joining. The aim of the programme is to support and inspire regional governments to take concrete actions, to collaborate with each other and to report their efforts on climate adaptation. The programme is open to all governments regardless of their size or the stage of their climate change policy. RegionsAdapt has seven priority areas: water resources and management; resilience and disaster risk reduction; agriculture and zootechnics; forestry, protected areas and biodiversity; infrastructure; economic impacts and opportunities; and social impacts and adaptation. Focusing on these areas, members form working groups that enable them to exchange information and work together alongside technical experts to develop joint projects and adopt common standards.

39. A representative of the Women's Environment & Development Organization³¹ presented on the training and capacity-building the organization provides for female leaders at United Nations climate change negotiations. The Women Delegates Fund provides travel support and capacity-building and networking opportunities, along with a socially oriented night school that takes place before COP sessions. The night school provides training that focuses on negotiation skills, media skills, the thematic areas of negotiations and the incorporation of gender aspects into negotiations. Since 2009, more than 60 women from over 44 countries have been funded, and more than 320 delegates have been trained through 10 night schools.

40. Representatives of the youth non-governmental organizations (YOUNGOs)³² presented on empowering young people through peer-to-peer training. They shared the experience of YOUNGOs with the Conference of Youth (COY),³³ whose aim is to raise awareness of and provide training for young people on policy and capacity-building in climate change negotiations and technical areas. The conference also presents an opportunity for network building, sharing of best practices and cooperation among youth-led organizations. During the past 12 years, 12 global COYs and over 30 local COYs have

²⁹ <https://learning.climate-kic.org/>.

³⁰ <http://www.nrg4sd.org/climate-change/regionsadapt/>.

³¹ <http://wedo.org/>.

³² <https://youthclimatemovement.wordpress.com/youngos/>.

³³ http://unfccc.int/cooperation_and_support/education_and_outreach/youth/items/8966.php.

been held, and together they have reached 25,000 youth representing more than 125 nationalities. COY 13 will be held from 2 to 4 November 2017 in Bonn, Germany.³⁴

3. Working group discussions and conclusions

41. The participants were divided into five working groups to discuss:

(a) Working group one: climate change training in the context of NAPs and NDCs;

(b) Working group two: skills, knowledge and competencies needed to address climate change;

(c) Working group three: funding for climate change education and training;

(d) Working group four: approaches, tools and materials for climate change training;

(e) Working group five: the engagement of non-Party stakeholders in climate change training.

42. A representative of working group one presented the group's conclusions on climate change training in the context of NAPs and NDCs, highlighting that a lack of capacity and funding hinders the integration of training into NDCs. It was stressed that, for Parties to receive funding for training, a comprehensive and attractive proposal would need to be drafted, which also requires training. The group's suggestions included: to conduct peer-to-peer training between regions that share common interests; to find means to merge the needs of different ministries when drafting NDCs; to provide developing countries with templates and models based on the local context; and to stress that adaptation can be implemented through educational training, which could result in mitigation.

43. A representative of working group two presented the group's conclusions on skills, knowledge and competencies needed to address climate change, stating that indigenous knowledge should be blended with scientific methods. The group mentioned the importance of building skills to enhance the transition to low-emission and climate-resilient development by linking research to what is happening locally. Competencies and skills the group considered to be necessary were: communication that brings people together around the topic and frames the issue in an understandable manner; knowledge on sustainable development, waste reduction and renewable energies; and knowing how to live sustainable lifestyles.

44. A representative of working group three presented the group's conclusions on funding for climate change education and training. The group outlined some challenges involved in identifying sources of funding and suggested including a wide variety of investors, for example from the private sector, as well as approaching an ACE focal point for assistance in drafting a funding request. It noted that small and medium-sized projects experience more barriers and difficulties in receiving funding compared with large-scale projects, which are often implemented by large organizations. The group also suggested the creation of an ACE prize or fund to support governments and stakeholders in implementing Article 12 of the Paris Agreement.

45. A representative of working group four presented the group's conclusions on approaches, tools and materials for climate change training. The group highlighted the importance of training being carried out through an inclusive, bottom-up approach, with participation of women, youth and indigenous peoples. It focused on green job and skills training, and suggested that tools and materials should be targeted to their audience. Furthermore, training should be provided to people in the public eye, as they have an influence on the general public. The key needs identified were: materials in appropriate languages; a common platform where guidelines and modules can be accessed; funding; training of trainers; and the presentation of climate change as an opportunity to create a healthier society.

³⁴ <http://www.coy13.org>.

46. A representative of working group five presented the group's conclusions on the engagement of non-Party stakeholders in climate change training. The group noted that training should be tailored to the learning needs of the multiple stakeholders and reach companies, schools and communities. The group also discussed the importance of providing the means and tools to enhance training, such as the provision of climate change training information, methodologies and manuals, facilities such as classrooms, and human resources. One novel suggestion was that non-state actors could collaborate to provide their perspectives to and support each other, and use joined-up thinking to adopt an interdisciplinary approach to training.

D. Closure of the 5th Dialogue on Action for Climate Empowerment

47. A representative of Italy and Connect4Climate,³⁵ a global partnership of the World Bank Group, requested the floor to invite delegates to participate in the All4TheGreen³⁶ week. This initiative aimed to inspire green action in the lead-up to the G7 environment meeting in Bologna in June 2017.

48. The facilitator of the Dialogue thanked all presenters, speakers and participants for their active participation and valuable contributions to the discussions. He stressed that Fiji, as the incoming Presidency of COP 23, looks forward to working with the Presidency of COP 22, the secretariat and the Government of Germany to organize the Young and Future Generations Day and the Education Day at the upcoming United Nations Climate Change Conference, which will take place from 6 to 17 November 2017 in Bonn.

49. In his closing remarks, the SBI Chair emphasized that the Doha work programme stresses the importance of adopting a long-term strategic and country-driven approach to education, training and skills development, including the strengthening of relevant institutional and sectoral capacities. The Chair invited Parties to review how education, training and the other elements of ACE have been integrated into their NDCs and, if these elements have yet to be integrated, invited the participants of the Dialogue to become the champions for this work. He invited participants to become involved in the 6th Dialogue on Action for Climate Empowerment, which will take place in 2018 and will focus on public awareness, public participation and public access to information in relation to climate change and international cooperation on those matters.

IV. Next steps

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

³⁵ <https://www.connect4climate.org>.

³⁶ <http://www.g7italy.it/en/news/from-june-5-to-12-bologna-will-host-all4thegreen>.

Annex

Agenda for the 5th Dialogue on Action for Climate Empowerment

[English only]

<p>Opening of the 5th Dialogue on Action for Climate Empowerment</p> <p>Session I: education and international cooperation thereon</p> <p>Monday, 15 May 2017, 3–6 p.m. – room: Santiago de Chile</p>	
3–3.20 p.m.	<p>Opening of the 5th Dialogue on Action for Climate Empowerment</p> <p>Welcoming remarks</p> <ul style="list-style-type: none"> ▪ Mr. Tomasz Chruszczow, Chair of the Subsidiary Body for Implementation and Chair of the 5th Dialogue on Action for Climate Empowerment ▪ Video message from Mr. Salaheddine Mezouar, President of the twenty-second session of the Conference of the Parties (COP) ▪ Ms. Patricia Espinosa, UNFCCC Executive Secretary <p>Launch of the Early Career Climate Fellows initiative</p> <ul style="list-style-type: none"> ▪ Ms. Espinosa ▪ Mr. Jakob Rhyner, Vice-Rector, United Nations University Institute for Environment and Human Security <p>Group photo</p> <p>Outline and objectives</p> <ul style="list-style-type: none"> ▪ Mr. Deo Saran, Ambassador of Fiji, incoming Presidency of COP 23, facilitator of the 5th Dialogue on Action for Climate Empowerment
Keynote speech	
3.20–3.30 p.m.	<p>“The role of teachers in fostering transformational change towards low-emission and climate-resilient development”</p> <ul style="list-style-type: none"> ▪ Ms. Marie-Christine Ghanbari Jahromi, Global Teacher Prize 2017 finalist
Introductory presentations	
3.30–3.55 p.m.	<p>“Challenges, opportunities and recommendations for integrating education and training into nationally determined contributions”</p> <ul style="list-style-type: none"> ▪ Ms. Paula Caballero, World Resources Institute <p>“Advancing climate change education through international cooperation”, presentation by the United Nations Alliance on Climate Change Education, Training and Public Awareness</p> <ul style="list-style-type: none"> ▪ Ms. Adriana Valenzuela, UNFCCC ▪ Ms. Miriam Tereick, United Nations Educational, Scientific and Cultural Organization ▪ Ms. Ilaria Gallo, United Nations Institute for Training and Research
<p>Presentations on good practices and lessons learned regarding climate change education and international cooperation thereon</p>	

3.55–4.45 p.m.	<p>“Educational tools for low carbon development: web tool My2050”</p> <ul style="list-style-type: none"> ▪ Ms. Elisabeth Ellegaard, national ACE focal point, Belgium <p>“Showcasing climate education: Education Day at COP 22”</p> <ul style="list-style-type: none"> ▪ Ms. Kenza Khallafi, Mohammed VI Foundation for Environmental Protection, Morocco <p>“Cities and museums fostering climate education and empowerment”</p> <ul style="list-style-type: none"> ▪ Mr. Jonny Sadler, Manchester Climate Change Agency, and Mr. Henry McGhie, Manchester Museum, part of the University of Manchester, United Kingdom of Great Britain and Northern Ireland <p>“Fostering low emissions and climate resilience in schools and communities”</p> <ul style="list-style-type: none"> ▪ Mr. Daniel Schaffer, Foundation for Environmental Education <p>Question and answer session</p>
Working groups	
4.45–5.30 p.m.	<ul style="list-style-type: none"> ▪ Climate change education in the context of national adaptation plans and nationally determined contributions ▪ The integration of climate change education into national curricula ▪ Messaging for climate change education ▪ Approaches, tools and materials for climate change education ▪ The engagement of non-Party stakeholders in climate change education
Conclusions of the working groups	
5.30–5.50 p.m.	Presentation of the working groups’ conclusions
Closing remarks	
5.50–6 p.m.	Closing remarks presented by the facilitator

<p>Session II: training and international cooperation thereon</p> <p>Tuesday, 16 May 2017, 3–6 p.m. – room: Santiago de Chile</p>	
3–3.10 p.m.	Outline and objectives presented by the facilitator
Panel discussion: enhancing the implementation of climate change education and training through international cooperation and financial support	
3.10–3.35 p.m.	<ul style="list-style-type: none"> ▪ Ms. Milena Gonzalez-Vasquez, Global Environment Facility ▪ Ms. Carolina Fuentes, Green Climate Fund ▪ Mr. Farayi Madziwa, Adaptation Fund <p>Moderated dialogue among participants</p>
Presentations on good practices and lessons learned regarding climate change training and international cooperation thereon	

3.35–4.45 p.m.	<p>“Technical and vocational education and training”</p> <ul style="list-style-type: none"> ▪ Ms. Barbara Hemkes, Federal Institute for Vocational Education and Training, Germany <p>“A public–private partnership approach: how entrepreneurship training builds capacity for climate action”</p> <ul style="list-style-type: none"> ▪ Ms. Julia Rawlins, Climate-KIC <p>“RegionsAdapt initiative”</p> <ul style="list-style-type: none"> ▪ Ms. Sara Kupka, Network of Regional Governments for Sustainable Development <p>“Women’s leadership training for climate diplomacy”</p> <ul style="list-style-type: none"> ▪ Ms. Bridget Burns, Women’s Environment & Development Organization <p>“Empowering young people through peer-to-peer training: the experience of the Conference of Youth”</p> <ul style="list-style-type: none"> ▪ Ms. Silke Bölts and Mr. Pierre Cadelon, youth non-governmental organizations <p>Question and answer session</p>
Working groups	
4.45–5.20 p.m.	<ul style="list-style-type: none"> ▪ Climate change training in the context of national adaptation plans and nationally determined contributions ▪ Skills knowledge and competencies needed to address climate change ▪ Funding for climate change education and training ▪ Approaches, tools and materials for climate change training ▪ The engagement of non-Party stakeholders in climate change training
Conclusions of the working groups	
5.20–5.40 p.m.	Presentation of the working groups’ conclusions and moderated dialogue among participants
Closure of the 5th Dialogue on Action for Climate Empowerment	
5.40–6 p.m.	<p>Closing remarks</p> <ul style="list-style-type: none"> ▪ Mr. Saran, facilitator of the Dialogue ▪ Mr. Chruszczow, Chair of the Subsidiary Body for Implementation