



Climate Change Negotiations Capacity Building in Singapore:

Training the Trainers, Partnering with Educators

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Background

Why youth and educators?

- » This capacity-building workshop is in its 2nd run in 2019. The initial run was only for youth and young professionals (18-35).
- » The Ministry of Education is revising the Geography syllabus for secondary schools and junior colleges (ie. high schools) to include the Paris Agreement and the Sustainable Development Goals.
- » The second run of the workshop added educators under 40.
- » Over 120 youth and educators signed up, and 50 were selected. ~40 completed the six-week programme (6 x 3h, Monday evenings, 12 Aug-16 Sep 2019).
- » A separate, condensed workshop (2 x 3h) was also conducted for the Geography Teachers' Association of Singapore (26 Aug + 29 Oct 2019)
- » Finally, a half-day Pre-COP Preview Workshop was conducted on 27 Oct 2019.



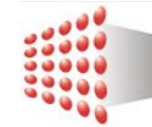
Partners

It takes a village to raise a child...

- » As the only climate change negotiations capacity building programme targeted as youths and educators, we fill a niche in Singapore's climate education
- » We have received sustained support from various partners along the way, which helps to build partnerships in education and beyond.



National University of Singapore Centres and Departments



ENERGY
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Office of Environmental
Sustainability



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Other Government Bodies



Ministry of Education
SINGAPORE



Educators



International Partners



Learning Outcomes

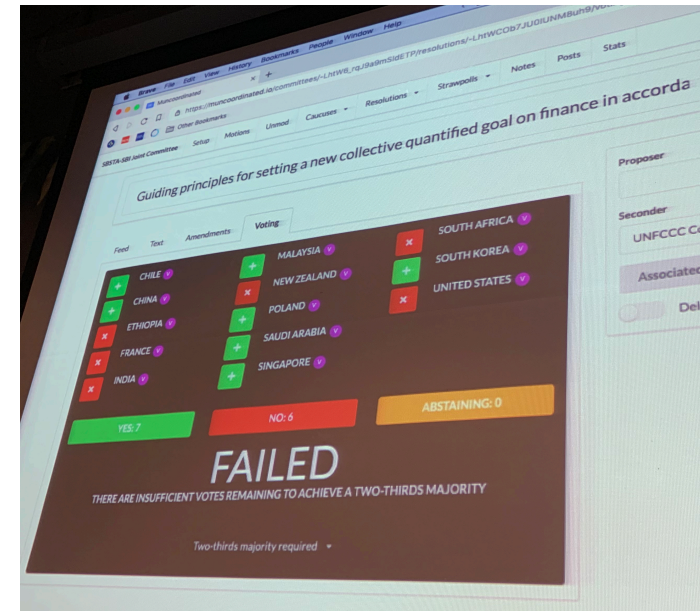
1. Be able to understand, interpret and apply provisions in the international climate change agreements;
2. Be able to engage with climate change negotiations text, analysis and commentaries;
3. Have acquired knowledge and know-how on the role of youth in climate change negotiations and action;
4. Have understood how countries respond to climate change and identify areas of national and international law that could be relevant to address climate change issues;
5. Be empowered to act on climate change and pass on relevant information about climate change negotiations to their peers in their own working environment.



Experiential Learning

Not everyone can go to COP, but COP can come to them

- » As part of our capacity-building efforts, we included a model UNFCCC negotiations in the workshop series
- » Model COPs are not quite the same as Model UN
- » More formats to work with (plenary, subsidiary bodies, contact groups, informals)
- » More tightly focused on a specific topic
- » More tightly scripted – less leeway to deviate from national positions (could be different in a high-level setting though)
- » Participants were able to lobby fellow delegates and negotiate their way to an agreement...or not



Reflecting and Responding to the Call to Action

Ambition, ambition, ambition

- » Participants were invited to engage with the taught material over the first four weeks, as well as the model negotiations by way of written reflections.
- » In addition, participants were also invited to share with the rest on their future plans, building on what they have learnt.
- » Finally, participants were invited to collaborate and network with fellow participants and other environment veterans



Looking at the reflections...

- » “Understanding the nuances of the history, development and implementation of these climate change treaties provides new perspectives on some of the considerations that the different states different actors would have in their decisions and negotiations.”
- » “The types and structures of the meeting also provides insights to some of the differences, advantages and challenges that delegates would encounter during meetings and negotiations.”
- » “Importan[ce of] the framing of one’s narrative”
- » “[Seeing the] thought process behind making political and legal statements... and how it... opens up more space for nations to take advantage of... loopholes.”
- » “It is difficult to fully understand how these negotiations proceed just from hearing about them... interesting to see in person the various elements at play at the negotiation table beyond the mere exchange of information (such as strategizing, bargaining skills, how parties form alliances, etc.).”
- » “I was quite shocked when I realized that more than half of the agreement clauses were not passed during the negotiations... To persuade others to realize the seriousness of this climate change issue is tiring and extremely difficult.”
- » “Countries are looking at one another to determine their contributions, instead of maximising their own efforts to combat the problem. I hope there will someday be a change in attitude...”
- » “Instead of the many non-party stakeholders that are currently introduced, perhaps, a large coalition of all non-state groups can be formed to exchange information they have on COP, strategise on what to do and then pressurize their own countries in whatever capacity they can to devote more resources and attention to this critical threat of climate change.”
- » “It might have benefited the exercise if delegates were expressly told... that reaching some kind of consensus for at least one to two of the draft paragraphs was a fundamental objective.”

What have we learnt? What can we do?

1. There is a continuing need for climate change negotiations capacity-building – people still need/want to know why climate negotiations move at such a glacial pace
 2. There is a need to bring the negotiations to the classroom to build an understanding of how these negotiations work – in order to understand what works, and what doesn't
 3. The role of RINGOs like NUS should be to build capacity at home, but not to be prescriptive about follow-up actions and future steps - the kids will be alright...
- » **Continue to conduct capacity-building sessions in different formats, but also start considering empowering others to do their own capacity-building work**
 - » **Focus on developing materials to support educators to bring negotiations to the classroom**
 - » **Focus on developing materials to become more relevant to the (Singaporean) local context, including aspects of the biodiversity-climate nexus.**

List of proposed projects by participants

- » Simplification of environmental messages to friends
- » Environmental education collaboration
- » **Open classroom for environmental science education**
(Email to: theresasu@nus.edu.sg)
- » **Marine Park Outreach and Education Centre, Sisters' Island**
(Email to: priscillaseah@nus.edu.sg)
- » Speak for Climate – NCCS Public Consultation feedback channel
- » Climate Conversations & Speak for Climate collaboration
- » LepakInSg PublicAction
- » Ridge View Residential College news channels, talks/forums, presence at COP26
- » Spread awareness and take action within NUS
- » **Professional development on climate change, sustainability and sustainable development**
- » Geography Symposium on “How can we prepare youths for a sustainable world?”, 27 May 2020 @ Lifelong Learning Institute
- » Writing on global energy and environmental politics case studies



2020 Capacity-Building Events


- » **12 Feb 2020**
APCEL Post-COP25 Seminar
- » **15 Feb 2020**
National Institute of Education's Educators' Forum
- » **3 April 2020**
APCEL-ESI Climate Change Executive Programme
- » **27 May 2020**
Ministry of Education's Biennial Geography Symposium 2020
- » **Aug/Sep 2020**
Biodiversity & Climate Change Training Workshop for Youth & Educators 2020
- » **8-10 Sep 2020**
(Possible UNFCCC Model Negotiations Masterclass, McDonnell Academy Symposium, Washington University in St Louis)
- » **Oct 2020**
Pre-COP26 Preview Workshop

HOW CAN WE PREPARE YOUTHS FOR A SUSTAINABLE WORLD?

GEOGRAPHY SYMPOSIUM

27 MAY 2020
LIFELONG LEARNING INSTITUTE

HERE'S WHO TO LOOK OUT FOR:

 <p>A/P WINSTON CHOW A/P OF HUMANITIES & COORDINATOR FOR TECHNOLOGY & SOCIETY <i>SMU</i></p>	 <p>JOSEPH TEO SINGAPORE'S CHIEF NEGOTIATOR FOR CLIMATE CHANGE <i>MEWR</i></p>	 <p>MELISSA LOW RESEARCH FELLOW AT ENERGY STUDIES INSTITUTE <i>NUS</i></p>
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The End

Any questions?

