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The 7th Dialogue on Action for Climate Empowerment

Summary report by the secretariat

Summary


The 7th Dialogue on Action for Climate Empowerment was held at the fiftieth session of the Subsidiary Body for Implementation, on 19 and 24 June 2019. The Dialogue provided a platform for representatives of Parties, intergovernmental and non-governmental organizations and other stakeholders to advance discussions on the final review of the Doha work programme on Article 6 of the Convention and ways of enhancing education, training, public awareness, public participation, public access to information, and international and regional cooperation so as to also enhance action under Article 12 of the Paris Agreement.

* Session dates are tentative.

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Abbreviations and acronyms

ACE	Action for Climate Empowerment
COP	Conference of the Parties
NDC	nationally determined contribution
NGO	non-governmental organization
PCCB	Paris Committee on Capacity-building
SBI	Subsidiary Body for Implementation
SDG	Sustainable Development Goal
UNESCO	United Nations Educational, Scientific and Cultural Organization

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, COP 18 adopted the Doha work programme on Article 6 of the Convention and decided that it will be reviewed in 2020 to evaluate its effectiveness, identify any emerging gaps and needs, and inform any decisions on improving its effectiveness, as appropriate.¹

2. In addition, COP 18 requested the 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 COP 18 also requested the secretariat to prepare a summary report on each meeting of the dialogue.³

3. The Conference of the Parties serving as the meeting of the Parties to the Paris Agreement requested the secretariat to organize the 7th ACE Dialogue to advance the discussions on the final review of the Doha work programme and ways of enhancing the implementation of education, training, public awareness, public participation, public access to information, and international and regional cooperation so as to also enhance action under Article 12 of the Paris Agreement.⁴

B. Possible action by the Subsidiary Body for Implementation

4. The SBI may wish to consider the information contained in this report with a view to determining appropriate action arising from it.

II. Proceedings

5. The 7th ACE Dialogue (hereinafter referred to as the Dialogue) took place at SBI 50, on 19 and 24 June 2019. As mandated, the focus was on advancing discussions on the final review of the Doha work programme and ways of enhancing education, training, public awareness, public participation, public access to information, and international and regional cooperation so as to also enhance action under Article 12 of the Paris Agreement.

6. More than 100 representatives of Parties, intergovernmental organizations, NGOs, youth, academia and other stakeholders attended the Dialogue and shared best practices and lessons learned in implementing the Doha work programme.

7. The SBI Chair, Emmanuel Dumisani Dlamini (Eswatini), chaired the meeting, supported by the co-facilitators and ACE national focal points Roberta Ianna (Italy) and Bob Natifu (Uganda).

8. The presentations, panel discussions and working group discussions focused on:

(a) Good practices, lessons learned and emerging gaps and needs in implementing the Doha work programme;

(b) Ways of enhancing action under Article 12 of the Paris Agreement.

¹ Decision 15/CP.18, preamble and paras. 1–2.

² Decision 15/CP.18, para. 9.

³ Decision 15/CP.18, para. 12.

⁴ Decision 17/CMA.1, para. 12(b).

9. The agenda for the meeting, all the presentations and the on-demand webcast of the meeting are available on the UNFCCC website,⁵ as is a news article on the Dialogue.⁶

III. Summary of presentations and discussions

A. Opening of the Dialogue

10. The Dialogue was opened by the co-facilitators, who welcomed the participants and explained the objectives and methodology.

11. In his opening remarks, the UNFCCC Deputy Executive Secretary stressed that climate change is one of the most important issues for present and future generations to address, and that ACE is fundamental for the long-term transformation to a carbon-neutral lifestyle, requiring everyone to get on board with solutions and take climate action on the ground. He concluded by encouraging the participants to continue working together to advance the ACE agenda, to think creatively and to make their voices and ideas heard.

12. In a recorded video message, the SBI Chair stressed that ACE is about transforming values and behaviours and enhancing public participation in climate change decision-making and action. He reiterated that the discussions at the Dialogue will contribute to the final review of the Doha work programme, to be undertaken in 2020, and discuss further action post 2020 that could enhance the implementation of ACE.

B. Doha work programme and international frameworks

1. Presentations

13. A representative of the secretariat provided an overview of ACE and the implementation of the eight-year Doha work programme for 2012–2020. The Doha work programme provides a set of guiding principles and priority areas that has served as a flexible framework for country-driven action addressing the six elements of Article 6 of the Convention: education, training, public awareness, public participation, public access to information and international cooperation. Governments and non-Party stakeholders have implemented numerous ACE projects and initiatives at the local, national, regional and international level. Furthermore, ACE has been integrated into global agendas: in Article 12 of the Paris Agreement, SDG 13 and the Katowice climate package. International activities organized by the secretariat within the framework of the Doha work programme include seven annual in-session ACE Dialogues; international and regional workshops for ACE national focal points; the development of guidelines for preparing national ACE strategies; two thematic days at COP sessions, Education Day and Young and Future Generations Day; activities to empower youth to take climate action, such as the Global Youth Video Competition; youth forums and intergenerational dialogues; and capacity-building workshops and exhibitions. Achievements in implementing the Doha work programme include the nomination of more than 100 ACE national focal points, the development of national ACE strategies in some countries, and the undertaking of ACE activities by governments and non-Party stakeholders.

14. A representative of UNESCO presented the organization's work on climate change education. UNESCO supports countries in integrating climate change into their education systems through policy guidance and capacity-building activities for policymakers and teachers. It offers free access to teaching and learning resources on climate change via its online clearing house.⁷ In addition, it mobilizes climate action through its Associated Schools Network, its flagship climate education project, which involves 285 schools in 25 countries. In 2019, a new framework on education for sustainable development towards achieving the

⁵ <https://unfccc.int/event/7th-dialogue-on-action-for-climate-empowerment>.

⁶ See <https://unfccc.int/news/governments-agree-to-strengthen-climate-education-awareness-and-public-engagement>.

⁷ <https://en.unesco.org/gap-esd-clearinghouse/about>.

SDGs for 2020–2030 will be presented for adoption at the seventy-fourth session of the United Nations General Assembly, with five priority action areas: policy, learning environment, training educators, youth and communities. To enhance implementation of climate change education, UNESCO suggests aligning and creating synergies between the new education for sustainable development framework and the post-2020 ACE agenda; fostering in-country coordination between the education sector and national entities in charge of environment and climate change; and establishing and strengthening systematic monitoring of and periodic reporting on climate change education.

15. A representative of Chile presented on the country's experience of integrating ACE into its national climate change policies, including its NDC. Chile has opened up its policymaking process to public participation through online consultations, public events and workshops in order to obtain input from a range of stakeholders when developing or amending national climate change policies. The revised Chilean NDC includes ACE elements with the objective of raising awareness, educating, and developing capacities in support of meeting adaptation and mitigation commitments. ACE has also been integrated into other national climate policies, such as the country's long-term climate strategy and climate change framework law, its national action plan and sectoral adaptation and mitigation plans. The importance of promoting public participation and engaging the private sector, academia, civil society organizations and other stakeholders in ACE planning, implementation and reporting was emphasized.

16. A representative of Ghana presented on the country's experience of developing and implementing a climate change and green economy learning strategy in response to the Doha work programme, whereby Parties were invited to develop a national ACE strategy.⁸ Ghana developed its strategy through a 15-month consultation process, which entailed assessing existing learning policies and initiatives, identifying learning needs and gaps, organizing multisectoral and multi-stakeholder consultations and technical workshops to identify learning priorities and activities, and technical and national validation by multisectoral institutional groups. Key benefits of its strategy include the integration of climate change and green economy into school curricula and the national development agenda, holding a climate change and green economy week, and the mobilization of national and international partners in implementing ACE. Developing a national ACE strategy was identified as key to implementing Article 6 of the Convention and Article 12 of the Paris Agreement.

17. A representative of the United Nations Institute for Training and Research presented lessons learned from integrating ACE into climate change policies and climate change into education policies. The One UN Climate Change Learning Partnership⁹ supports Parties in developing national ACE strategies and promotes a systematic and strategic approach to climate change learning and leveraging the impact of ACE to achieve adaptation and mitigation objectives. Recommendations for developing a successful national ACE strategy include:

- (a) Promoting multisectoral and multi-stakeholder collaboration;
- (b) Increasing visibility of the national climate change learning strategy;
- (c) Strengthening collaboration with the education sector;
- (d) Improving the capacity of national or regional learning institutions to deliver climate change learning;
- (e) Mobilizing funding for ACE implementation through partnerships – it was emphasized that regional and international cooperation is required to foster the exchange of good practices and lessons learned in developing ACE strategies.

⁸ Decision 15/CP.18, annex, para. 22(d).

⁹ <https://www.unclearn.org/>.

2. Working group discussions and conclusions

18. The participants were divided into five working groups, on education, training, public awareness, public access to information and public participation, to discuss what has been implemented, what worked well, and main gaps and possible actions to address them.

(a) Education

19. Participants reported on a range of educational activities: countries have, for example, integrated climate change into their formal education curricula, conducted teacher training, developed educational materials, and established bachelor's and master's degree programmes on climate change. Non-formal and informal climate education has been supported by various stakeholders, actively engaging audiences, particularly young people and local communities. Among the activities reported to have worked well are peer-to-peer learning, training workshops, youth-led and civil society education activities, engaging teachers in developing educational materials and engaging schools in climate action. Some gaps reported include lack of financial resources, capacity and technical knowledge in the education sector to integrate climate change into curricula; insufficient involvement of the education sector in the development of climate policies; and lack of coordination between the education sector and national entities in charge of climate change. Recommendations for action include:

- (a) Promoting a lifelong learning approach;
- (b) Integrating climate change into formal education curricula, including primary, secondary, vocational training and higher education;
- (c) Strengthening collaboration and establishing partnerships between ministries of education and entities responsible for climate change, paying particular attention to developing a national ACE strategy;
- (d) Developing the capacities of policymakers, education officials and teachers through training and experience exchange activities;
- (e) Strengthening national education and training institutions to enable climate change learning;
- (f) Empowering youth as agents of change outside of education;
- (g) Scaling up the implementation of formal, non-formal and informal climate education through partnerships with, inter alia, universities, youth, civil society organizations and the private sector.

(b) Training

20. Participants reported on a range of training-related activities, such as in-person courses, workshops, seminars, producing knowledge products, and online training on mitigation, adaptation and climate change related issues. Training was seen as fundamental to the development of skills and knowledge for the transition towards climate-neutral development. Moreover, training is an important part of 'greening' the workforce. Training tailored to the specific needs of the audience, peer-to-peer training, and training delivered by NGOs, academia, youth organizations and other relevant stakeholders were observed to work well. Meanwhile, identified as issues were: limited funding; lack of knowledge and individual capacities of decision makers, local authorities, and government staff, including in ministries of education; language barriers; and limited access to online training in places with limited Internet connectivity. Recommendations for action include:

- (a) Training government officials, local authorities, journalists, teachers, the private sector, NGOs, youth and local communities on climate change;
- (b) Taking a bottom-up approach to designing and implementing training activities tailored to the needs and knowledge of the audience;
- (c) Establishing partnerships with technical and vocational training institutions and a wide range of institutions, NGOs, academia and youth organizations for delivering climate training;

(d) Evaluating the impacts of training and showcasing how training has enhanced climate action.

(c) Public awareness

21. Participants reported on a range of public awareness-raising activities, including attitude surveys, communicating information via mass media, behavioural change campaigns, arts and cultural activities, public events, multi-stakeholder dialogues, social media campaigns, climate negotiation simulations, games and outreach events. It was highlighted that international movements such as the “Fridays for Future” school strike for climate have empowered children and youth around the world to express the urgent need for climate solutions. Lack of broader awareness, lack of funding, lack of information about how individuals can take climate action, and disinformation about climate change were identified as gaps in relation to public awareness. Raising awareness and empowering people is fundamental to promoting behavioural change towards sustainable lifestyles and consumption. Recommendations for action include:

- (a) Using a positive narrative with messages tailored to specific audiences;
- (b) Involving social science experts in communication on climate change;
- (c) Combining traditional and innovative channels for raising awareness, including social media.

(d) Access to information

22. Participants reported on a range of means to make information on climate change available, including websites, open databases, public events, publications and materials, videos and social media, exhibitions in museums and mass media communication on climate change. Some countries have legislation promoting public access to information, and some have good mechanisms for responding to requests for information. Videos have been found to be an effective means of communicating to younger audiences. Lack of accessible, non-technical information, information in multiple languages and information communicated through mass media were identified as gaps. Recommendations for action include:

- (a) Making scientific information understandable and conveying it through various channels;
- (b) Tailoring information to specific audiences;
- (c) Conveying solutions, not just problems.

(e) Public participation

23. Participants reported on a range of public participation activities, such as online consultations, public events, and consultations with local groups vulnerable to climate change, including indigenous peoples, young people, women, public and private sector entities, civil society groups and other stakeholders. It was stressed that ACE implementation and public participation are human rights and fundamental to an effective response to climate change. Public consultation, multi-stakeholder coordination mechanisms, youth climate councils, local platforms for decision-making and intergenerational dialogues were observed to work well; but insufficient stakeholder participation in decision-making processes was identified. Recommendations for action include:

- (a) Fostering multisectoral, multi-stakeholder participation in decision-making, including in the formulation of climate policies, such as NDCs and national ACE strategies;
- (b) Engaging groups vulnerable to climate change and other stakeholders, including women, indigenous peoples, youth, public and private sector entities and civil society groups in climate action;
- (c) Promoting a rights-based approach and using top-down and bottom-up approaches to and innovative methodologies for enhancing public participation.

24. Following the working group discussions, a representative of the secretariat highlighted how young people are taking the lead in understanding the urgency of climate change, and that the challenge, which ACE has a crucial role to play in tackling, is to make

the general public understand that the climate crisis is real, and to unite all sectors of society in taking climate action. He encouraged the Dialogue participants to spread the message that the climate crisis can be overcome and that we must remain committed.

25. In a recorded video message, the Minister for Economic Affairs, Digitization, Innovation and Energy of North Rhine-Westphalia in Germany emphasized the role that regional governments have to play in supporting the implementation of ACE through cross-sectoral collaboration and multi-stakeholder partnerships and projects. He stated his commitment to supporting the ACE agenda.

3. Panel discussions

(a) Role of Action for Climate Empowerment national focal points and international cooperation

26. On the role of ACE national focal points and international cooperation in implementing the Doha work programme, the panellists discussed what has been implemented, what worked well, the main challenges that ACE national focal points face in implementing the Doha work programme and possible actions to address them, and possible actions to strengthen international cooperation and the network of ACE national focal points.

27. A representative of the European Commission highlighted the key role that ACE national focal points play in coordinating and fostering implementation of the Doha work programme. The regional ACE workshops, such as that organized in 2018 by the Italian Ministry of Environment, are excellent platforms for exchanging good practices among focal points, Parties and non-Party stakeholders. International and regional cooperation are fundamental to scaling up ACE implementation post 2020, and it would be important to record good practices and lessons learned and share them in an online repository.

28. A representative of the Dominican Republic pointed out the importance of promoting peer-to-peer learning, knowledge exchange and training activities to strength the skills and capacities of ACE national focal points. It is also important to encourage Parties to nominate their ACE focal points and to strengthen the global and regional networks of ACE focal points. The Dominican Republic has developed a national ACE strategy, conducted teacher training on climate change and participated in climate awareness-raising with Group of 77 and China countries, thereby potentially inspiring other governments to replicate those initiatives according to their national circumstances. One of the most important tasks of the ACE national focal points is to foster coordination with the education sector, including ministries of education, to ensure policy alignment and coherence in implementing ACE.

29. A representative of Uganda mentioned that the country's ACE focal point played a key role in the development of its national ACE strategy, fostering multi-stakeholder participation and coordinating with other government institutions, including the education sector. Key outcomes included the development of individual and institutional capacities and the integration of climate change into primary education; while challenges included lack of funding, lack of ACE focal points in many countries and difficulty accessing materials and tools in different languages. It was pointed out that, going forward, funding will be required for implementing ACE and regular training and networking among focal points should be facilitated. Development of a flagship project to foster youth-led climate innovation by facilitating the establishment of an online information clearing house and an annual global ACE debate championship for schools was suggested.

30. A representative of Japan shared the country's experience of fostering international cooperation through the Asia-Pacific climate change adaptation platform.¹⁰ The platform makes information on good practices, tools and materials available, as well as information on the development of capacity-building activities, such as training.

¹⁰ <http://www.adaptation-platform.nies.go.jp/en/ap-plat/about/index.html>.

(b) Role of non-Party stakeholders

31. A multi-stakeholder panel of representatives of government, civil society organizations, youth, museums, and regional and local authorities discussed the role of non-Party stakeholders in implementing the Doha work programme.

32. A representative of the United Kingdom of Great Britain and Northern Ireland spoke about the importance of promoting multi-stakeholder participation in climate decision-making and action and the implementation of ACE. Taking the example of the British Youth Voice Steering Group, which fosters youth participation in providing advice to government on priorities, future action and commitments on climate change, young people play an essential role in mobilizing ambitious climate action, and it is therefore essential to develop their capacities and engage them in ACE implementation.

33. A representative of the Mohammed VI Foundation for Environmental Protection stressed the importance of establishing partnerships between non-profit organizations, governments, the private sector and international organizations to promote ACE implementation. For example, the ACE symposium organized by the Foundation in 2018 brought together delegates from civil society organizations and governments to discuss the ACE guidelines for the preparation of national ACE strategies. It was pointed out that, since non-Party stakeholders implement many projects and activities, it is crucial that they participate in the development of national ACE strategies and action. The Foundation has launched an environmental training centre in Morocco.

34. A representative of youth NGOs shared good practices of youth in implementing ACE, such as the Conference of Youth and global citizens dialogues and education programmes using peer-to-peer learning. The “Fridays for Future” movement demonstrates that youth care about the climate. Going forward, it was recommended to promote public and youth participation on climate change issues, beyond consultations, in actual co-creation and co-decision-making, as well as to provide financial support for youth-led climate action and capacity-building programmes. In addition, the need for a dedicated support programme for Parties in implementing youth development programmes and the engagement of the private sector in ACE implementation was stressed.

35. A representative of museums spoke about how cultural institutions contribute to the implementation of the Doha work programme. There are 55,000 museums in the world, some of which are organizing climate change activities such as exhibitions to translate scientific into understandable information, hosting public debates, and using culture and arts to raise awareness and engage citizens in climate action. Since there is no mechanism in place for non-Party stakeholders, including museums, to report on their ACE activities, it was suggested to establish clear definitions and desired outcomes in the six areas of ACE and to develop guidance, including templates, on how Parties and other stakeholders can contribute to and report on ACE.

36. A representative of the Foundation for Environmental Education, which has members in 77 countries, presented on how it is contributing to ACE through its programmes on eco-schools, learning about forests and young reporters for the environment. A solutions-based approach was indicated to be effective at mobilizing climate action. The Foundation held a consultation on ACE at COP 24 and recommendations for ACE included developing teachers’ skills for engaging learners in climate action, training and capacity-building for better understanding climate science, presenting the climate change challenge in a positive and optimistic way, and producing interactive educational materials.

37. A representative of ICLEI – Local Governments for Sustainability pointed out the key role that local and regional governments have to play in ACE implementation and climate action. Cities are organizing awareness campaigns, training and public consultations, making information available and mobilizing concrete climate solutions. The Global Covenant of Mayors for Climate and Energy, for example, gathers local governments in pursuit of three main objectives: reducing carbon dioxide emissions, increasing resilience to climate change and ensuring access to sustainable, secure and affordable energy for all. It was pointed out that ACE is fundamental to achieving those objectives.

38. A representative of the University of Saskatchewan in Canada presented on tracking and reporting progress in ACE implementation. She presented findings from a UNESCO review of the most recent national communications as well as the NDCs reported under the Paris Agreement. Almost all national communications address climate education and half of the ACE-related references in the national communications target the formal education sector. It was stressed that increasing the quality and availability of quantitative data collected through country submissions would help to set and meet specific targets for climate change education, both nationally and under the UNFCCC. It would also facilitate global reporting under SDG 13.1 on climate education and SDG 4.7 on education for sustainable development.

C. Enhancing action under Article 12 of the Paris Agreement

1. Introduction and keynote presentation

39. The second day of the Dialogue was opened by the co-facilitators, who outlined the objective of sharing experience, ideas and recommendations relating to the implementation of Article 12 of the Paris Agreement.

40. A representative of the secretariat congratulated ACE negotiators on agreeing on draft conclusions and a draft decision and being the first group to complete its work at SBI 50. He acknowledged the commitment and positive spirit of Parties and non-Party stakeholders in supporting the implementation of ACE and encouraged the review and update of countries' NDCs on the basis of the Dialogue.

41. In his keynote presentation, a representative of Climate Outreach stated that every person in the world has the right to understand what is happening regarding climate change, what is causing it and how it will affect their lives. He pointed out that climate change and communications are separate sciences, that people make sense of climate change not through facts and figures but through a story or narrative based on the specific context and cultural values of the target group, and that if we are to succeed in implementing transformational communication, it is necessary to think beyond the information itself. There is a need to track progress in ACE implementation as well as its integration into NDCs and climate policies.

2. Panel discussion

42. A multi-stakeholder panel of representatives of government, civil society organizations, youth, academia, the NDC Partnership, the PCCB and the Adaptation Fund discussed action to enhance implementation of Article 12 of the Paris Agreement. The panellists addressed what has worked well under the Doha work programme that could continue post 2020, what we want to achieve post 2020, identified needs and possible action to address them, and interlinkages and synergies to enhance ACE implementation.

43. A representative of the Centre for Environment Education pointed out that the ACE Dialogues have worked very well and therefore suggested for the post-2020 ACE agenda to continue holding them at the international level as well as starting regional, national and local ACE dialogues, and continuing the engagement of non-Party stakeholders. Given the importance of measuring and showcasing the impacts and economic benefits of ACE in implementing adaptation and mitigation projects, it is necessary to invest in research, compile case studies and develop multilingual materials and tools. The 'Handprint' concept was introduced, which entails having positive impacts on the environment as opposed to leaving negative 'footprints'.

44. A representative of Norway presented on the country's experience in implementing the Doha work programme, including making scientific climate information available by translating and preparing user-friendly versions of the Intergovernmental Panel on Climate Change reports and circulating them at public events, establishing the Children's Panel on Climate Change in Norway and including representatives of civil society in the Norwegian delegation to climate change conferences. These actions have worked well in Norway and could be replicated elsewhere to enhance implementation of Article 12 of the Paris Agreement.

45. A representative of Indonesia acknowledged that for the past seven years the Doha work programme has provided a framework for country-driven action and served as a platform for exchanging experience, lessons learned and best practices in relation to the six elements of ACE. With regard to ACE post 2020, it was suggested that developing countries should identify their requirements for capacity-building for mitigation and adaptation action. Possible actions to address needs include increasing high-level political support, fostering gender equality in ACE implementation and making climate change a national research priority. Students and teachers should be agents of change and key actors in communicating on climate change.

46. A representative of Austria saw the ACE Dialogues as a great asset that provides a space for communication and sharing of good practices among Parties and non-Party stakeholders. Austria's efforts, in collaboration with the Austrian Climate Alliance, include producing educational materials and reports, holding events for the public and media, and translating climate change documents and reports. The need to establish an action plan on how to deal with climate change deniers was identified. Austria will host an event in 2019 to strengthen the profile of ACE. The important role of ACE national focal points was highlighted, and it was suggested to strengthen their network and foster collaboration with stakeholders, including youth.

47. A representative of youth NGOs presented recommendations for the post-2020 ACE agenda, including appointing ACE national focal points, mobilizing and scaling up technical and financial assistance for implementation, developing the skills and capacities of ACE focal points, and fostering multi-stakeholder participation. Collaboration between ACE national focal points and young leaders, including consultation on designing national projects, and more training and capacity-building for stakeholders are needed. The importance of promoting intergenerational and international collaboration and continuing the ACE Dialogues post 2020 was highlighted.

48. A representative of Oregon State University in the United States of America stressed that climate change requires social transformation and empowerment of people to take climate action. Regarding the post-2020 ACE agenda, a global task force was recommended to be created to serve as an advisory board on ACE-related issues and assist countries and ACE national focal points in achieving ACE objectives. The importance of engaging universities at the international, regional, national and local level to support ACE implementation was highlighted.

49. A representative of the NDC Partnership highlighted the importance of integrating ACE into climate change policies. The NDC review process provides an opportunity for Parties to include ACE in their NDCs, and public awareness, educating the population, training stakeholders, promoting public participation and making information available are crucial for the effective implementation of NDCs. ACE can enhance transparency on climate action and foster the implementation of climate policies. Governments were encouraged to foster multi-stakeholder participation in that process.

50. A representative of the PCCB pointed out the increase in relevant campaigns and awareness programmes, as well as the launch of several education and training programmes. It is necessary to enhance the capacities of developing countries, exchange good practices and knowledge, and strengthen the engagement of universities and research institutes. She stressed the importance of collaboration between the PCCB and ACE and fostering cross-sectoral coordination on climate change related issues.

51. A representative of the least developed countries and the African Group stressed the need for technical and financial assistance, and the importance of defining goals, metrics and indicators for tracking and measuring progress in ACE implementation. The following needs were identified: appointing ACE national focal points and supporting their activities, including the development of ACE national strategies and the integration of ACE into NDCs; exchanging knowledge and good practices; and strengthening the capacities of youth organizations.

52. A representative of the Adaptation Fund pointed out that many adaptation projects include awareness-raising or training activities and partnerships with local universities. He

mentioned that establishing exchange events has facilitated peer-to-peer learning and the exchange of experience and lessons learned on adaptation projects.

3. Working group discussions and conclusions

53. The participants were divided into five working groups, on policy, tools and support, the role of the non-Party stakeholders, tracking progress and reporting, and international cooperation, to discuss what has worked well under the Doha work programme and could continue post 2020, what we want to achieve post 2020, and needs and possible actions to address them.

54. The working group on policy discussed the importance of integrating ACE into climate change policies as well as integrating climate change into education and curricula at all levels. The importance of integrating all elements of ACE into the revised NDCs was highlighted, as was the need for guidelines on how to integrate ACE into NDCs, exchange of country experience, training and capacity-building for ACE national focal points, and making information on ACE available on the NDC portal. Countries with a national ACE strategy are likely to have improved the coordination between their education sector and stakeholders, established a long-term and strategic approach to ACE aligned with national policies, identified needs and priorities, established partnerships for implementation, mobilized national and international funding, and promoted stakeholder reporting on ACE activities. The need for technical and financial support for developing countries to develop and implement ACE strategies was stressed, as was a multi-stakeholder, multisectoral, multigovernance and intergenerational participatory approach with consultations and coordination mechanisms between governments and stakeholders, including civil society and cultural organizations, academia, the private sector, women and youth.

55. The working group on tools and support discussed the need for tailored materials, toolkits and knowledge products for ACE national focal points, governments, stakeholders, schools and academia and youth, prepared by interdisciplinary teams, made available in all United Nations official languages and other languages, and adapted according to local language, circumstances, culture and needs. They saw the need for an ACE narrative with key messages, and an online platform for sharing materials, good practices, case studies, models and methodologies and reporting and tracking progress. Climate literacy needs to be improved, supported by user-friendly tools and materials available online. Social media platforms could be useful in some countries for disseminating information. The use and impact of these tools and materials should be monitored and made the subject of interdisciplinary research.

56. The working group on the role of non-Party stakeholders discussed the increasing engagement of civil society organizations, such as youth groups, universities and museums, in implementing ACE worldwide. On the post-2020 ACE agenda, increased multisectoral engagement is needed to foster national coordination and collaboration between ACE national focal points and stakeholders. Establishment of a public-private partnership was proposed for scaling up ACE, including the creation of an ACE advisory board and the initiation of a non-Party stakeholder international network, both of which would support ACE implementation. Innovative ways of engaging actors and exchange of methodologies are needed. The ACE workshops and Dialogues provide opportunity for non-Party stakeholder participation and should be continued and enhanced. The participation of non-Party stakeholders in formulating and implementing NDCs and national strategies is fundamental. It was stressed that the elements of ACE also relate to human rights.

57. The working group on tracking progress and reporting suggested that it is necessary to build on the implementation of the Doha work programme in taking stock of what has been done, defining a common vision with concrete goals for the post-2020 ACE agenda and defining indicators, methodologies and tools for tracking progress. A collection of case studies would be useful. The progress of ACE undertaken by national governments, as well as non-Party stakeholders, could be tracked on the basis of specific guidelines and templates. It is important to use quantitative and qualitative methods, including surveys, to measure impact. Reporting on ACE in national communications and NDCs should be enhanced. It was stated that there are still gaps on ACE information reported by developed and developing

country in their national communications, highlighting the importance of developing guidelines for reporting on ACE-related activities.

58. The working group on international cooperation discussed the crucial role that international cooperation will play in the implementation of the post-2020 ACE agenda. International cooperation should foster collaboration among Parties, governments and other ACE stakeholders. It was recommended to continue with the annual ACE in-session Dialogues. Recommendations for moving the agenda forward include focusing on regional cooperation, creating an ACE portal, developing the skills and capacities of ACE national focal points, organizing regional workshops and climate weeks, creating an ACE advisory board, organizing virtual activities, and mobilizing technical assistance and dedicated funding for ACE, which could include support from the Green Climate Fund and other sources.

D. Closure of the Dialogue

59. A representative of Global Climate Action at the secretariat thanked the co-facilitators for their skilful moderation and the participants for their valuable inputs. A representative of the incoming Chilean COP Presidency invited participants to attend COP 25, where the terms of reference for the review of the Doha work programme are to be adopted and ACE will be showcased on the Young and Future Generations and Education Days.

IV. Next steps

60. Parties and other stakeholders may wish to use the information contained in this report when planning, designing and implementing ACE activities.
