



United Nations

ADVANCE VERSION

FCCC/SBI/2020/9



Framework Convention on
Climate Change

Distr.: General
16 April 2020

Original: English

Subsidiary Body for Implementation

Fifty-second session

Bonn, 4–12 October 2020

Item 14 of the provisional agenda

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

Progress and effectiveness, as well as emerging gaps, needs and recommendations, in relation to the Doha work programme and Action for Climate Empowerment

Synthesis report by the secretariat

Summary

This report synthesizes information on the efforts of Parties and non-Party stakeholders to implement the Doha work programme on Article 6 of the Convention and Article 12 of the Paris Agreement. The objective of the report is to support the review of the implementation of the Doha work programme and Article 12 of the Paris Agreement, jointly referred to as Action for Climate Empowerment. The report highlights progress in, the effectiveness of, essential needs for, and emerging gaps and barriers to implementing activities referred to in the Doha work programme in relation to education, training, public awareness, public participation and public access to information on climate change and international cooperation in those areas.

Abbreviations and acronyms

Aarhus Convention	Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters
ACE	Action for Climate Empowerment
CC:iNet	climate change information network clearing house
CMA	Conference of the Parties serving as the meeting of the Parties to the Paris Agreement
COP	Conference of the Parties
GEF	Global Environment Facility
IGO	intergovernmental organization
NDC	nationally determined contribution
NGO	non-governmental organization
SBI	Subsidiary Body for Implementation
SDG	Sustainable Development Goal
UN Alliance	United Nations Alliance on Climate Change Education, Training and Public Awareness
UN CC:Learn	One UN Climate Change Learning Partnership
UNESCO	United Nations Educational, Scientific and Cultural Organization

I. Executive summary

1. Parties and non-Party stakeholders have reported progress in implementing ACE under the Doha work programme and under Article 12 of the Paris Agreement. Progress comprises action on all six ACE elements (the thematic areas of Article 6 of the Convention): education, training, public awareness, public participation, public access to information and international cooperation.
2. It is broadly agreed that the Doha work programme has provided a useful framework (2012–2020) for country-driven action relating to ACE implementation. National governments and non-Party stakeholders, including regions, cities, academic and cultural institutions, museums, IGOs, NGOs, international organizations, decision makers, scientists, the media, teachers, youth, women and indigenous peoples, have played an important role in implementing ACE at the local, national and international level.
3. Public awareness of the climate crisis has increased in recent years, resulting in global public action and movements, in particular by youth.
4. As part of their national communications, Parties have submitted varying degrees of information on their efforts and steps taken to implement ACE. Parties and non-Party stakeholders have highlighted the need for strengthened capacity to track, evaluate and improve reporting on ACE implementation in post-2020 activities. Furthermore, it is broadly agreed that the seven annual in-session ACE dialogues provided a platform for Parties and non-Party stakeholders to share their experience, best practices and lessons learned.
5. Despite progress, many challenges remain, particularly as a result of lack of financial and human resources. Many developing country Parties continue to highlight the urgent need for increased, dedicated and sustained financial support for scaling up ACE efforts. Lack of institutional and individual capacity is another persistent challenge. Parties and non-Party stakeholders have expressed the need to foster interministerial coordination, especially among environmental and education ministries, as well as cross-sectoral collaboration and public participation in ACE implementation and climate action. The need to strengthen the work of national focal points for ACE and to facilitate a regular exchange of views, good practices and lessons learned among governments and other stakeholders through a diverse range of activities was also highlighted.
6. Parties and non-Party stakeholders stressed the importance of continuing ACE implementation by carrying out activities recommended in the Doha work programme relating to the six ACE elements, including by integrating ACE into national climate policies and NDCs, by nominating and empowering national focal points for ACE and by developing national ACE strategies through a multisectoral and multi-stakeholder participatory process, *inter alia*.
7. Additional recommendations for implementing ACE post-2020 include mainstreaming ACE into all areas of implementation of the Convention and the Paris Agreement and creating synergies with the 2030 Agenda for Sustainable Development, the UNESCO-led Education for Sustainable Development and other international frameworks related to public access to information and public participation. Other suggestions included mainstreaming gender considerations into all six ACE elements and taking into account a human rights-based approach to ACE activities.
8. Parties and non-Party stakeholders recognize the crucial role that ACE plays in achieving the ultimate objective of the Convention and the Paris Agreement and in effectively implementing adaptation and mitigation actions. ACE implementation post-2020 requires sustained support, enhanced international and regional cooperation and the establishment of partnerships among governments and non-Party stakeholders at all levels.

II. Introduction

A. Mandate

9. COP 18 adopted the eight-year Doha work programme on Article 6 of the Convention¹ and it was decided to review its implementation in 2020.²

10. CMA 1.3 invited the COP, when reviewing implementation of the Doha work programme, to also review efforts related to implementation of Article 12 of the Paris Agreement.³

11. COP 25 requested SBI 52 to launch the review of the implementation of the Doha work programme on the basis of the terms of reference for the review⁴ and the secretariat was mandated to prepare documents to support the review, including a synthesis report on progress in, the effectiveness of, essential needs for, and emerging gaps and barriers to implementing the Doha work programme.⁵

B. Scope of the report

12. This report synthesizes information on the implementation of the Doha work programme and ACE, drawing on documents prepared for, and the outcomes of, the intermediate review of the implementation of the Doha work programme⁶ as well as the following sources specified in the terms of reference referred to in paragraph 11 above:

(a) Submissions from Parties, observers and other stakeholders on steps taken to implement the Doha work programme and ACE;⁷

(b) Documents on the outcomes of the ACE Youth Forum⁸ and the ACE workshop held at SBI 48;⁹

(c) Reports on the annual in-session Dialogue on ACE;¹⁰

(d) National communications and other national reports;¹¹

(e) Information and resource materials from United Nations organizations, in particular UN Alliance members;¹²

(f) Information developed under Article 12 of the Paris Agreement, including on the integration of ACE into climate change policies, and information on the development and implementation of national ACE strategies.

¹ Decision 15/CP.18, annex.

² Decision 15/CP.18, paras. 1–2.

³ Decision 17/CMA.1, para. 2.

⁴ Decision 15/CP.25, annex.

⁵ Decision 15/CP.25, para. 1, and annex, para. 6(a).

⁶ See documents FCCC/SBI/2016/5, FCCC/SBI/2016/6 and FCCC/SBI/2016/8, paras. 104–114, and decisions 17/CP.22 and 17/CMA.1.

⁷ Submissions from Parties, groups of Parties and non-Party stakeholders were received in response to decision 15/CP.25, paras. 2–3.

⁸ See https://unfccc.int/sites/default/files/resource/180505_Outcomes%20AYF%20-%20Final.pdf.

⁹ See

<https://unfccc.int/sites/default/files/resource/Action%20for%20Climate%20Empowerment%20Workshop%20outcomes.pdf>.

¹⁰ The reports issued after the intermediate review of the implementation of the Doha work programme were considered, contained in documents FCCC/SBI/2016/11, FCCC/SBI/2017/10, FCCC/SBI/2018/19 and FCCC/SBI/2019/12.

¹¹ A total of 127 national communications, received after the intermediate review of the implementation of the Doha work programme, from 43 Parties included in Annex I to the Convention and 84 Parties not included in Annex I to the Convention were reviewed.

¹² See <https://unfccc.int/topics/education-and-outreach/focal-points-and-partnerships/un-alliance-on-climate-change-education--training-and-public-awareness>.

13. The review of the sources referred to in paragraph 12 above focused on information on the implementation of activities referred to in the Doha work programme and on good practices, lessons learned, essential needs, and emerging gaps and barriers in relation to implementing the Doha work programme and ACE.

14. Information on the implementation of the Doha work programme and ACE is synthesized in chapter III below. Following background information on key developments in ACE since the adoption of the Doha work programme in 2012, the chapter is then structured following the six ACE elements (education, training, public awareness, public participation, public access to information and international cooperation) and concludes with information on other actions supporting the implementation of ACE.

C. Possible action by the Subsidiary Body for Implementation

15. The SBI may wish to take note of the findings contained in this report with a view to identifying further steps for enhancing implementation of ACE.

III. Progress in implementing the Doha work programme

A. Background

16. Since 2002, implementation of Article 6 of the Convention has been guided by work programmes,¹³ serving as flexible frameworks for country-driven action addressing Parties' specific needs and circumstances and reflecting their national priorities and initiatives.

17. COP 18 adopted the Doha work programme, reaffirming the importance of the ACE elements for achieving the ultimate objective of the Convention and effectively implementing adaptation and mitigation action. Consequently, COP 18 requested the SBI to enhance the work on Article 6 of the Convention by organizing an annual in-session dialogue for sharing experience and exchanging ideas, good practices and lessons learned relating to implementation of the Doha work programme.¹⁴

18. COP 20 adopted the Lima Ministerial Declaration on Education and Awareness-raising and stressed the fundamental role of the elements of Article 6 of the Convention in relation to meeting the ultimate objective of the Convention and promoting climate-resilient sustainable development.¹⁵

19. In 2015, education, training, public awareness, public participation and public access to information were made an integral part of the Paris Agreement through provisions in the preamble, Article 11 and, in particular, Article 12.

20. SBI 44 launched and completed the intermediate review of the Doha work programme,¹⁶ which was followed by a workshop to support implementation of the Doha work programme and its intermediate review.¹⁷

21. COP 22 concluded the intermediate review of the Doha work programme and made recommendations to Parties and non-Party stakeholders as well as requests to the GEF and the secretariat for improving the effectiveness of the work programme.¹⁸ In addition, COP 22

¹³ The New Delhi work programme on Article 6 of the Convention (2002–2007), contained in the annex to decision 11/CP.8; the amended New Delhi work programme on Article 6 of the Convention (2007–2012), contained in the annex to decision 9/CP.13; and the Doha work programme on Article 6 of the Convention (2012–2020), contained in the annex to decision 15/CP.18.

¹⁴ Decision 15/CP.18, para. 9.

¹⁵ Decision 19/CP.20.

¹⁶ FCCC/SBI/2016/8, para. 114.

¹⁷ See document FCCC/SBI/2016/12.

¹⁸ Decision 17/CP.22, paras. 2–7 and 9–13.

decided that efforts related to implementation of Article 6 of the Convention shall be referred to as ACE.¹⁹

22. The ACE Youth Forum²⁰ was held in conjunction with SBI 48, and an in-session ACE workshop was held on ways to enhance action under the Paris Agreement through education, training, public awareness, public participation and public access to information on climate change.

23. CMA 1.3 decided on ways of enhancing education, training, public awareness, public participation and public access to information so as to enhance action under the Paris Agreement. In this context, it decided that efforts related to implementation of Article 12 of the Paris Agreement shall also be referred to as ACE. In addition, it requested the secretariat to organize, in 2019, the 7th ACE Dialogue to advance the review of the Doha work programme and identify ways of enhancing education, training, public awareness, public participation, public access to information, and international cooperation so as to also enhance action under Article 12 of the Paris Agreement.²¹

B. Education

24. There is broad consensus among Parties and non-Party stakeholders on the importance of formal, non-formal and informal education for enhancing climate action. An increasing number and range of educational activities have been undertaken with regard to climate change over the past eight years in most developing and developed countries, which have fostered implementation of the Doha work programme.

1. Implementation of activities referred to in the Doha work programme

25. Under the Doha work programme, Parties are encouraged to cooperate in, promote, facilitate, develop and implement formal and non-formal education programmes focused on climate change at all levels, targeting women and youth in particular. In addition, Parties are recommended to strengthen national education institutions, integrate climate change learning into the curricula of institutions that provide formal education at all levels, and support non-formal and informal education on climate change and the development of educational materials in accordance with national circumstances and cultural contexts.²²

26. Most developed and some developing country Parties have reported that climate change is part of the official curricula at the preschool, primary, secondary and tertiary level, predominantly in the context of environmental education and geography, but increasingly also across disciplines or as stand-alone graduate, postgraduate or doctoral programmes. Some Parties have reported increasing efforts to include elements of adaptation and disaster risk reduction in formal and non-formal education programmes at the primary and secondary level.

27. Many Parties have developed, often in collaboration with non-Party stakeholders, climate change educational materials, including free online courses, radio-based distance education programmes, and guidelines and toolkits for schools and teachers for integrating climate change into formal and non-formal education. The Eco-Schools programme and network²³ have been highlighted by many Parties as an effective channel for schools to advance climate change education. Furthermore, some Parties have supported efforts to establish networks of national and regional schools to foster the exchange of experience and good practices in relation to climate change education.

¹⁹ Decision 17/CP.22, para. 14.

²⁰ See <https://cop23.unfccc.int/topics/education-youth/youth-engagement/ace-youth-forum>.

²¹ Decision 17/CMA.1.

²² Decision 15/CP.18, annex, paras. 16 and 22.

²³ An international education for sustainable development certification and award programme, involving more than 16 million students in 68 countries, that helps schools to embed sustainability principles into school life; see <https://ecoschools.global>.

28. The UNESCO-led United Nations Decade of Education for Sustainable Development (2005–2014)²⁴ and Global Action Programme on Education for Sustainable Development (2015–2019)²⁵ have provided valuable frameworks for climate change education activities in formal, non-formal and informal education in many countries. Since 2015, Parties have been addressing climate change education in the context of their efforts to achieve the SDGs, in particular SDG 4 on quality education (target 4.7)²⁶ and SDG 13 on climate action (target 13.3).²⁷ The new global UNESCO-led framework Education for Sustainable Development: towards achieving the SDGs will continue to guide this work from 2020 to 2030.²⁸

29. Many Parties have supported non-formal and informal education on climate change by promoting extracurricular activities as part of green schools and campus programmes, for example by providing financial or technical support for schools to improve their energy and water efficiency, and through campus-based activities such as tree planting, recycling and composting.

30. Some Parties have highlighted the important role of, and their cooperation with, NGOs, in particular youth NGOs, in advancing informal education on climate change, for example through public lectures and debates, nature and forest tours, interactive exhibitions, short video competitions and film festivals.

31. Good practices reported by Parties include action-oriented education and training approaches and peer-to-peer learning between policymakers and educators on integrating climate change into formal, non-formal and informal education programmes domestically and internationally, including through South–South and triangular cooperation.²⁹

2. Needs, gaps and barriers

32. Despite progress in developing and implementing formal, non-formal and informal climate change educational materials and programmes, the matter is still not sufficiently addressed in many countries. Needs and gaps highlighted by Parties include technical assistance for building institutional capacity for formal and non-formal education, training of policymakers and teachers, development of locally adapted teaching materials that take due account of indigenous knowledge and cultures, and ways and means of evaluating the effectiveness of climate change education activities.

33. Lack of funding has been highlighted by many Parties, in particular developing countries, as the main barrier to addressing the identified needs and gaps in relation to advancing climate change education in line with the Doha work programme. Other identified barriers include lack of coordination within the education sector for pursuing a holistic approach to climate change education, and between national entities in charge of climate policy and the education sector regarding the urgency of scaling up climate change education at all levels.

34. It is not evident from the reviewed documents referred to in paragraph 12 above to what extent formal and non-formal climate change education programmes have been targeted at women in particular, or to what extent Parties have strengthened climate change education at national education institutions, as encouraged under the Doha work programme and highlighted in paragraph 25 above.

²⁴ See <https://en.unesco.org/themes/education-sustainable-development/what-is-esd/un-decade-of-esd>.

²⁵ See <https://en.unesco.org/globalactionprogrammeeducation>.

²⁶ See <https://sustainabledevelopment.un.org/sdg4>.

²⁷ See <https://sustainabledevelopment.un.org/sdg13>.

²⁸ See <https://unesdoc.unesco.org/ark:/48223/pf0000370215.locale=en>.

²⁹ Triangular cooperation involves South-driven partnerships between two or more developing countries supported by one or more developed countries or multilateral organizations for implementing development cooperation programmes and projects; see <https://digitallibrary.un.org/record/826679?ln=en>.

C. Training

35. Parties and non-Party stakeholders widely recognize training as a critical component of addressing climate change. Training programmes can enable informed decision-making, foster skills, empower citizens as agents of change, and therefore pave the way towards low-emission and climate-resilient development. Parties and non-Party stakeholders have reported on the implementation of a variety of training programmes on climate change related issues over the past eight years.

1. Implementation of activities referred to in the Doha work programme

36. Under the Doha work programme, Parties are encouraged to cooperate in, promote, facilitate, develop and implement training programmes focused on climate change, and to develop tools and methodologies to support the training, in particular for policy and decision makers, scientific, vocational, technical and managerial personnel, employers and business representatives, journalists, teachers, community leaders and youth at the local, national, subregional, sectoral, regional and international level. In addition, Parties are recommended to strengthen national training and skills development institutions as well as North–South, South–South and triangular cooperation on climate change training and skills development.³⁰

37. Most Parties have reported on the delivery of climate change related training in their countries. A variety of sectoral training programmes (including reskilling and upskilling measures) on low-emission and climate-resilient development have been carried out, for example in the agriculture sector for farmers on reducing the impact of the livestock sector on climate change, or in the energy sector for engineers and technicians on measures for increasing energy efficiency in manufacturing and cooling. Other sectors where training has been carried out include coastal engineering, disaster risk reduction, education, fisheries, forestry, health, media, science, transportation and tourism. Developing country Parties have reported on training on negotiations in the intergovernmental climate change process, climate change policymaking, climate data collection, modelling and monitoring green jobs, and climate finance. Target groups of the various training efforts include scientific, technical and managerial personnel, journalists, teachers, community leaders and youth. Many developing country Parties have reported that such training has been carried out with support from developed countries and United Nations entities as well as the Adaptation Fund, the Green Climate Fund and the GEF. Some developing country Parties have highlighted their own institutional capacity to regularly conduct training of policymakers and civil servants as well as of journalists and NGOs.

38. The reported training efforts involve a wide range of training modalities, including peer-to-peer exchange, vocational education, in-person and online courses and seminars, joint development of knowledge products, and ‘train-the-trainer’ programmes.

39. UN CC:Learn,³¹ which involves 36 multilateral organizations and 30 countries, has been referred to by a number of Parties as a successful initiative, supporting the development of national ACE strategies under the Doha work programme, offering free online and face-to-face climate change training courses and hosting an open online library of over 2,000 United Nations publications for professionals, teachers and students. Some Parties have shared their experience and good practices developed under the Partnership with other developing countries through South–South cooperation.

2. Needs, gaps and barriers

40. Despite progress in many countries on training in relation climate action, several Parties have identified the need for more financial and technical support to broaden and sustain training efforts, enhance individual and institutional training capacity, and ensure that sufficient training materials are available to meet training needs over time. Furthermore, capacity-building and support are required to enhance the systematic anticipation of needs and the design of effective training and skills development for climate action.

³⁰ Decision 15/CP.18, annex, paras. 17 and 22–23.

³¹ See <https://unccelearn.org>.

41. Some Parties have identified as persistent barriers their limited Internet connectivity and consequent inability to access online training and resources, the unavailability of many training materials in local languages, and a lack of interministerial coordination and cross-sectoral collaboration.

D. Public awareness

42. An increasing number of activities for raising awareness on climate change related issues have been carried out in both developed and developing countries by governments and other stakeholders, and there is a trend towards expanding the scope of awareness-raising activities from merely providing information on the causes and impacts of climate change to offering specific solutions to encourage the public to contribute to mitigation and adaptation action.

1. Implementation of activities referred to in the Doha work programme

43. Under the Doha work programme, Parties are encouraged to cooperate in, promote, facilitate, develop and implement public awareness programmes on climate change and its effects at the national and, as appropriate, sectoral, subregional, regional and international level by, inter alia, encouraging the public to contribute to adaptation and mitigation action, supporting climate-friendly policies and fostering behavioural change, including through popular media, noting the important role that social media platforms and strategies can play in this context. Parties are also encouraged to conduct surveys to establish a basic level of public awareness as a potential basis for carrying out further work and monitoring the impact of activities.³²

44. Parties have reported on a range of modalities for raising public awareness, including awareness and opinion surveys, behavioural change campaigns, interactive websites, tools for measuring emissions, certification schemes for consumer goods, television and radio programmes, newsletters, publications, brochures, posters, infographics, social media, awards, film festivals, art competitions, public lectures and dialogues, climate negotiation simulations, online games, Earth Hour³³ and national and regional climate days, weeks and months. Parties and non-Party stakeholders have also reported on their efforts to make scientific climate information more widely available and accessible by preparing user-friendly versions of Intergovernmental Panel on Climate Change reports and translating global scientific findings into local contexts, for example in the areas of agriculture and health.

45. Some developing and developed countries have increasingly been undertaking public awareness and opinion surveys on climate change, which have shown a global trend towards increasing levels of public awareness and support for taking action on climate change.

46. A number of Parties and observers have highlighted the important role of NGOs, particularly youth NGOs, in increasing public awareness of climate change and the urgency of climate action, citing #FridaysForFuture as a prominent global movement.³⁴

47. Furthermore, Parties have reported on supporting and collaborating with non-Party stakeholders, including local governments and municipal authorities, museums and cultural institutions, NGOs, the private sector and the media, to further raise public awareness.

2. Needs, gaps and barriers

48. Despite progress in raising public awareness over the past eight years in developed and developing countries, some Parties have reported that large parts of their population remain unaware of the causes and impacts of climate change and of the climate action that individuals can take. Other Parties and non-Party stakeholders have reported that the challenge is to move from raising public awareness to catalysing behavioural change.

³² Decision 15/CP.18, annex, paras. 18 and 22.

³³ See <https://earthhour.org>.

³⁴ See <https://fridaysforfuture.org/about>.

49. Some Parties have identified lack of funding and human and institutional capacity, including of journalists and the media, and the low literacy rate of the population as the main barriers to increasing public awareness in their countries.

E. Public participation

50. Parties and non-Party stakeholders agree that public participation is crucial for developing effective climate change policies and ensuring support for all stakeholders to undertake ambitious climate action.

1. Implementation of activities referred to in the Doha work programme

51. The Doha work programme is guided by a multi-stakeholder and participatory approach,³⁵ and Parties are encouraged to promote public participation, including by enhancing the active participation of youth, women, NGOs and the media, in addressing climate change by facilitating feedback, debate and partnership on climate change policymaking and action at the local, national and international level.³⁶

52. Many Parties have reported that they have participatory processes in place for preparing national legislation and projects related to climate change so as to ensure broad public engagement in decision-making, with a focus on civil society, indigenous peoples, women, youth, academia and the private sector. Some Parties have institutionalized these processes by establishing local and national councils, committees, panels, forums or dialogues that ensure broad representation of non-Party stakeholders. Some Parties have also reported holding extensive public consultations on the development of national climate change policies and action plans, NDCs and national adaptation plans as well as on the preparation of national communications.³⁷

53. At the international level, Parties have fostered public participation by, inter alia, including non-Party stakeholder representatives in their national delegations to United Nations climate change conferences and closely collaborating with youth NGOs, which led to the inclusion of the intergenerational equity principle in the Paris Agreement in 2015. Some Parties have reported providing financial support to NGOs to ensure their effective participation in decision-making processes.

54. Some Parties and stakeholders have referred to the Aarhus Convention³⁸ and the Regional Agreement on Access to Information, Public Participation and Justice in Environmental Matters in Latin America and the Caribbean³⁹ as important international and regional frameworks for regulating access to information and public participation.

2. Needs, gaps and barriers

55. Despite progress, Parties and non-Party stakeholders have identified a need to further encourage and enhance public participation in decision-making on climate change related issues. In many countries, lack of institutional arrangements and public awareness hinders effective public participation in decision-making on climate change policy and action. Efforts are needed in particular to ensure that the perspectives of women, youth and indigenous peoples and local communities are considered.

F. Public access to information

56. The importance of public access to information on climate change policies, plans, initiatives and results is widely recognized, because adequate information is required for the public to effectively participate in decision-making processes and support climate policy and

³⁵ Decision 15/CP.18, annex, para. 14(g).

³⁶ Decision 15/CP.18, annex, paras. 20 and 22.

³⁷ See also document FCCC/SBI/2014/3 for information on good practices in promoting stakeholder participation in implementing Article 6 of the Convention.

³⁸ See <http://unece.org/env/pp/treatytext.html>.

³⁹ See <https://cepal.org/en/escazuagreement>.

action. Most Parties have continued to actively disseminate or otherwise increase the availability of information on climate change.

1. Implementation of activities referred to in the Doha work programme

57. Under the Doha work programme, Parties are encouraged to facilitate public access to the information that non-Party stakeholders require to understand, address and respond to climate change, taking into account factors such as gender aspects, quality of Internet access, literacy rates and language barriers.⁴⁰

58. Many developed countries, in particular Parties to the Aarhus Convention, and some developing countries have legal frameworks guaranteeing the right of public access to environmental information, including on climate change. This right usually applies to information held by public authorities, although in some cases the public has the right to obtain information directly from private enterprises. Both developed and developing country Parties have reported on how they have included promoting public access to information on climate change policy in their national strategies and plans as well as on relevant activities undertaken at the local and national level.

59. Parties and non-Party stakeholders in all regions have developed and used a variety of means to ensure public access to information on climate change related issues, such as information centres, websites, web portals, newsletters, print media, social media, scientific and technical publications, television and radio programmes, and public events. Some Parties have reported having translated key information from the intergovernmental climate change process into local languages to make it more publicly accessible.

2. Needs, gaps and barriers

60. Despite progress in disseminating information on climate change and promoting public access to information in developed and developing countries, some Parties and non-Party stakeholders have reported that publicly available information on climate change remains insufficient or the information is still difficult to access.

61. Major barriers to public access to information include limited availability of information in local languages and lack of capacity to access, collect, store and disseminate information on climate change.

G. International cooperation

62. International, regional and subregional cooperation has continued to play an important role in the implementation of the Doha work programme. Developed and developing countries have joined forces through North–South, South–South and triangular cooperation and partnered with IGOs and NGOs to pool expertise and financial and technical resources to ensure implementation of activities related to education, training, public awareness, public participation and public access to information.

1. Implementation of activities referred to in the Doha work programme

63. Under the Doha work programme, Parties are encouraged to enhance cooperation and coordination in developing and implementing activities related to Article 6 of the Convention, including through partnerships with other Parties, IGOs, NGOs, the private sector, local governments and community-based organizations. IGOs and NGOs are invited to support such efforts.⁴¹ Further, Parties and organizations are recommended to strengthen existing regional institutions and networks, promote and encourage regional programmes, projects and workshops, and create regional portals of CC:iNet,⁴² including through North–South, South–South and triangular cooperation.⁴³

⁴⁰ Decision 15/CP.18, annex, para. 19.

⁴¹ Decision 15/CP.18, annex, paras. 16–18, 22 and 24–27.

⁴² CC:iNet was discontinued in 2016 by decision 17/CP.22, para. 13(f).

⁴³ Decision 15/CP.18, annex, para. 23(b–h).

64. Developing and developed countries have continued to use regional institutions and networks for implementing activities related to ACE, including for exchanging experience, good practices and lessons learned through in-person and online meetings and web-based knowledge repositories.

65. Some developing country Parties have reported receiving financial and technical support for training and skills development, for example for preparing national communications and developing and implementing NDCs, including from the NDC Partnership⁴⁴ and from international partners through the Climate Technology Centre and Network.⁴⁵

2. Needs, gaps and barriers

66. Parties have continued to identify the need to establish a network of national focal points for ACE and to facilitate a regular exchange of views, good practices and lessons learned through workshops, videoconferences and other activities at the international, regional and national level to build and strengthen the skills and capacity of those national focal points. The network could also serve as a platform for developing bilateral, regional and global projects.

67. Parties and non-Party stakeholders have highlighted the importance of making information on possible entry points for cooperation on ACE more readily available to facilitate the establishment of new North–South, South–South and triangular cooperation initiatives in that area.

H. Other actions supporting implementation of Action for Climate Empowerment

1. Policy

(a) Integrating Action for Climate Empowerment into national policies and nationally determined contributions

68. Many Parties have integrated ACE into their national laws, policies, strategies and action plans and have reported progress in implementing all aspects of ACE, as highlighted in chapter III.G above.

69. ACE features in most of the NDCs submitted by developed and developing country Parties to date.⁴⁶ However, most of the NDCs include only minor references to some aspects of ACE. Some Parties have expressed their intention to enhance the inclusion of ACE in their revised NDCs, to be submitted in 2020.

(b) Developing and implementing national Action for Climate Empowerment strategies

70. Some Parties have developed national strategies and others a regional action plan⁴⁷ on ACE. The national strategies have typically been developed on the basis of the outcomes of multisectoral and multi-stakeholder participatory processes involving assessing existing policies and programmes, identifying needs and gaps and determining future priorities.

71. Some developing country Parties have reported successfully developing national strategies on ACE under UN CC:Learn (see para. 39 above).

72. In addition, some developing country Parties have reported that South–South cooperation made an important contribution to their development and implementation of

⁴⁴ See <http://ndcpartnership.org>.

⁴⁵ See <https://ctc-n.org>.

⁴⁶ 186 Parties had submitted their first NDC, of which 3 had already submitted their second NDC, by 4 March 2020. All NDCs are available at <https://www4.unfccc.int/sites/ndcstaging/Pages/Home.aspx>.

⁴⁷ See <https://unccllearn.org/news/central-american-commission-approves-regional-action-plan-climate-change-learning>.

national strategies on ACE through exchange of experience and lessons learned with other Parties in their respective regions.

2. National focal points for Action for Climate Empowerment

73. Since COP 8⁴⁸ and under the Doha work programme,⁴⁹ Parties have been invited to designate a national focal point for ACE. Of the 198 Parties to the Convention, 115 had nominated a national focal point for ACE⁵⁰ as at 25 March 2020, as listed in the annex.

74. Under the Doha work programme, Parties are also invited to provide support, including technical and financial support, and to assign specific responsibilities to a national focal point for ACE. Suggested areas of responsibility include international cooperation, strengthening synergies with other conventions, and coordinating preparation of the ACE chapter of the national communication.⁵¹

75. In some countries, national focal points for ACE are already playing an important role in coordinating ACE implementation at the national level, both within the national government and with other domestic stakeholders, and at the international level. However, in many countries, particularly in developing countries, national focal points for ACE are not yet in place or do not have sufficient resources or authority to effectively advance national implementation of ACE.

76. Parties and IGOs have supported exchange of experience, good practices and lessons learned between national focal points for ACE by making financial and technical contributions to relevant events, such as the international workshop to support implementation of the Doha work programme in 2016,⁵² the regional workshop on ACE for Europe and the Mediterranean held in Italy in 2018⁵³ and the international symposium and high-level event on ACE held in Austria in 2019.⁵⁴

3. Role of non-Party stakeholders

77. Many Parties have emphasized the key role that non-Party stakeholders play in relation to all aspects of ACE. Non-Party stakeholders, including regions, cities, academic and cultural institutions, museums, IGOs, NGOs, international organizations, decision makers, scientists, the media, teachers, youth, women and indigenous peoples, have been making significant contributions to the implementation of ACE in general, and the implementation of the Doha work programme in particular, as highlighted in chapter III.G above and in the submissions referred to in paragraph 12(a) above.

78. IGOs and NGOs have responded to the invitation contained in the Doha work programme to contribute to specific aspects of its implementation⁵⁵ as outlined below.

(a) Intergovernmental organizations

79. Members of the UN Alliance have contributed to implementation of the Doha work programme within their respective mandates and programmatic work, including:

(a) The Food and Agriculture Organization of the United Nations, through various initiatives for smallholders and youth, such as farmer field schools,⁵⁶ junior farmer field and

⁴⁸ Decisions 11/CP.8, annex, para. 15(c); 9/CP.13, annex, para. 17(d); and 7/CP.16, para. 2(a).

⁴⁹ Decision 15/CP.18, annex, para. 22.

⁵⁰ See <https://unfccc.int/topics/education-and-outreach/focal-points-and-partnerships/ace-focal-points>.

⁵¹ As footnote 48 above.

⁵² See <https://unfccc.int/process-and-meetings/conferences/past-conferences/bonn-climate-change-conference-may-2016/events-and-programme/mandated-events/workshop-to-support-the-intermediate-review-of-the-doha-work-programme-on-article-6-of-the>.

⁵³ See https://unfccc.int/ACE_workshop_Europe-and-the-Mediterranean-region.

⁵⁴ See <https://unfccc.int/topics/education-youth/events-meetings/other-events/international-symposium-and-high-level-event-on-action-for-climate-empowerment>.

⁵⁵ Decision 15/CP.18, annex, paras. 24–27.

⁵⁶ See <http://fao.org/farmer-field-schools/home/en>.

life schools,⁵⁷ and the Youth and United Nations Global Alliance,⁵⁸ as well as by supporting Parties in developing criteria for identifying and disseminating information on good practices for activities related to Article 6 of the Convention;⁵⁹

(b) The International Labour Organization, which promotes social dialogue between governments, employers and workers to promote decent work and social justice through international labour standards and relevant policies, including skills development for just transition and climate action at the sectoral and national level, and policy measures for effective implementation of NDCs;⁶⁰

(c) The United Nations Children's Fund, by empowering children and youth through awareness-raising, education and training on climate change⁶¹ and raising awareness of the importance of child-sensitive climate change policy;⁶²

(d) The United Nations Environment Programme, by working with both higher education and youth networks around the world to increase environmental awareness and education, reaching more than 90 million students and young people through the Youth and Education Alliance,⁶³ Global Universities and Colleges for the Climate⁶⁴ and the Higher Education Sustainability Initiative;⁶⁵

(e) UNESCO, through over 30 programmes in science, education, culture and communication to create knowledge, educate and communicate about climate change,⁶⁶ including supporting Parties in integrating climate change into their education systems and mobilizing climate action through the UNESCO Associated Schools Network, with over 11,000 schools in 182 countries;⁶⁷

(f) The United Nations Institute for Training and Research, by providing climate change training and knowledge products, in particular through UN CC:Learn (see para. 39 above);

(g) The World Meteorological Organization, by raising public awareness of the most recent scientific findings on climate change and assisting Parties with developing education and training programmes on weather, climate and water.⁶⁸

80. Other United Nations entities, including the Office of the United Nations High Commissioner for Human Rights, the United Nations Economic Commission for Europe, and the United Nations Economic Commission for Latin America and the Caribbean, have also contributed to implementation of the Doha work programme over the past eight years.

(b) Non-governmental organizations

81. Under the Doha work programme, NGOs are invited to foster implementation of Article 6 of the Convention, including by enhancing multisectoral, multi-stakeholder and international cooperation, with the active participation, in particular, of youth, women and the media.⁶⁹

⁵⁷ See <http://fao.org/3/a-i4320e.pdf>.

⁵⁸ See <http://fao.org/yunga/home/en>.

⁵⁹ See <http://fao.org/3/a-i4629e.pdf>.

⁶⁰ International Labour Organization. 2019. *Skills for a Greener Future: Key Findings*. Geneva: International Labour Organization. Available at https://www.ilo.org/skills/projects/WCMS_709121/lang--en/index.htm.

⁶¹ See <https://www.unicef.org/environment-and-climate-change>.

⁶² United Nations Children's Fund. 2019. *Are climate change policies child-sensitive? A guide for action: summary*. New York: United Nations Children's Fund. Available at <https://www.unicef.org/documents/are-climate-change-policies-child-sensitive>.

⁶³ See <https://www.unenvironment.org/explore-topics/education-environment/what-we-do/youth-and-education-alliance>.

⁶⁴ See <https://sdgaccord.org/climateletter>.

⁶⁵ See <https://sustainabledevelopment.un.org/sdinaction/hesi>.

⁶⁶ See <https://en.unesco.org/themes/addressing-climate-change>.

⁶⁷ See <https://aspnet.unesco.org/en-us/climate-education-education>.

⁶⁸ See <https://public.wmo.int/en/our-mandate/climate>.

⁶⁹ Decision 15/CP.18, annex, paras. 25–27.

82. Young people, including through the UNFCCC youth NGOs observer constituency,⁷⁰ have been contributing significantly to shaping and implementing ACE at the international, national and local level. The annual Conference of Youth,⁷¹ held before the session of the COP each year, has been ensuring coordinated inputs from young people around the world to, and their effective participation in, the intergovernmental climate change process. Young people have also been instrumental in raising public awareness on climate change, for example through the #FridaysForFuture movement. Furthermore, youth NGOs have been carrying out a variety of education programmes using peer-to-peer learning.

83. NGOs, including those that are part of the UNFCCC women and gender constituency,⁷² have fostered women's active participation in developing and implementing ACE, which has helped to increase gender-responsive climate change policy and action at the international, national and local level.⁷³

84. Various other NGO groupings and NGOs have reported on their contributions to the implementation of the Doha work programme, including NGOs representing indigenous peoples, local governmental and municipal authorities, academia, and organizations of teachers and other education employees.

4. Role of the secretariat

85. The secretariat facilitates implementation of the Doha work programme⁷⁴ and, in accordance with Article 8 of the Convention, has been supporting the intergovernmental negotiations on ACE;⁷⁵ supporting the SBI with organizing the annual in-session Dialogue on ACE;⁷⁶ preparing reports for the SBI on ACE-related matters; supporting national focal points for ACE by preparing guidelines for national ACE strategies,⁷⁷ organizing international and regional workshops (see para. 76 above) and webinars,⁷⁸ and maintaining an up-to-date registry of ACE national focal points;⁷⁹ organizing ACE Days⁸⁰ at sessions of the COP; facilitating youth engagement by organizing the ACE Youth Forum, Young and Future Generations Day⁸¹ at sessions of the COP and the annual Global Youth Video Competition;⁸² seeking partnerships in promoting ACE;⁸³ managing a repository of sources of information on ACE;⁸⁴ and coordinating the UN Alliance.

86. Some Parties have generously supported the secretariat's work in facilitating implementation of the Doha work programme and ACE. USD 533,074.67 was received by the secretariat for this purpose from Parties in 2012–2019. However, this amount was less

⁷⁰ See <http://www.youngo.uno/>.

⁷¹ See <https://unfccc.int/topics/education-and-outreach/focal-points-and-partnerships/youngo>.

⁷² See <http://womensgenderclimate.org>.

⁷³ See document FCCC/SBI/2018/19, which details the outcomes of discussions on gender mainstreaming in ACE implementation.

⁷⁴ Decision 15/CP.18, annex, para. 35.

⁷⁵ See <https://unfccc.int/topics/education-and-outreach/the-big-picture/education-and-outreach-in-the-negotiations>.

⁷⁶ See <https://unfccc.int/ACE-Dialogues>.

⁷⁷ UNESCO and UNFCCC. 2016. *Action for climate empowerment: Guidelines for accelerating solutions through education, training and public awareness*. Paris: UNESCO. Available at <https://unfccc.int/topics/education-and-outreach/resources/ace-guidelines>.

⁷⁸ See <https://unfccc.int/topics/education-and-outreach/events--meetings/webinars-for-ace-national-focal-points>.

⁷⁹ See <https://unfccc.int/topics/education-and-outreach/focal-points-and-partnerships/ace-focal-points>.

⁸⁰ See <https://unfccc.int/topics#b2acfe38-26c1-4583-9a41-d59110abf5d5:4574c3f8-423b-4a91-9f9a-f55027dd4e3e:f0987058-56dd-46d0-965f-dfe7d4ec3215>.

⁸¹ See <https://unfccc.int/topics#b2acfe38-26c1-4583-9a41-d59110abf5d5:94950840-68bf-48d2-9afd-12e16208af4b>.

⁸² See <https://unfccc.int/topics/education-and-outreach/events--meetings/global-youth-video-competition>.

⁸³ See <https://unfccc.int/about-us/partnerships/current-calls-for-partnerships/call-to-partner-in-promoting-action-for-climate-empowerment#eq-1>.

⁸⁴ See <https://unfccc.int/topics#b2acfe38-26c1-4583-9a41-d59110abf5d5:3d249409-989c-412d-b822-51d4b055c749>.

than a third of that required for the secretariat to deliver fully on its mandates under the Doha work programme.⁸⁵ In the same period, the estimated total resource need of the secretariat amounted to USD 1,707,546.36.⁸⁶

5. Tracking progress and reporting

87. Most Parties have reported on implementing ACE in their national communications,⁸⁷ and there is a trend towards reporting in more detail on education, training and public awareness, and to a lesser extent on public participation, public access to information and international cooperation on ACE.

88. Parties and non-Party stakeholders have highlighted the need to develop guidelines and templates so as to ensure consistent reporting on and tracking of progress in ACE implementation, including by using quantitative and qualitative indicators.⁸⁸

6. Support

89. With the adoption of the Doha work programme, COP 18 requested the GEF to continue to provide financial resources to developing country Parties to support their implementation of the work programme.⁸⁹ In its annual reports to the COP,⁹⁰ the GEF has reported providing USD 110.1 million to developing country Parties between 2012 and 2018, in particular African countries, the least developed countries and small island developing States, for their implementation of the Doha work programme through GEF regular climate change mitigation and adaptation programming, in addition to support provided for national communications.

90. In addition, COP 18 invited Parties to provide information on the funding received from all sources, including from the GEF, bilateral and multilateral agencies and United Nations organizations, for implementing Article 6 of the Convention.⁹¹ Some Parties have reported in their national communications on financial support received from some of the aforementioned sources. However, detailed information on the total funding received by any or all developing country Parties for implementing Article 6 is not available.

IV. Conclusions

91. Parties and non-Party stakeholders broadly agree that the Doha work programme has provided a useful framework for country-driven action relating to climate change education, training, public awareness, public participation, public access to information and international cooperation in those areas.

92. Most Parties and many non-Party stakeholders have reported progress in ACE implementation under the Doha work programme and Article 12 of the Paris Agreement. Some Parties and non-Party stakeholders have stressed the importance of mainstreaming gender considerations and integrating a human rights-based approach into ACE activities.

93. Despite progress, many challenges remain, particularly as a result of lack of financial and human resources and institutional and individual capacity of governments and non-Party stakeholders in developing countries. While ACE implementation has advanced through North–South, South–South and triangular cooperation as well as through cooperation among non-Party stakeholders from developed and developing countries, many developing country Parties have continued to highlight the urgent need for increased, dedicated and sustained financial and systematic technical support for scaling up ACE implementation.

⁸⁵ As footnote 74 above.

⁸⁶ See documents FCCC/CP/2011/9/Add.2, FCCC/CP/2013/10/Add.3, FCCC/CP/2015/10/Add.3 and FCCC/CP/2017/11/Add.2.

⁸⁷ UNESCO. 2019. *Country Progress on Climate Change Education, Training and Public Awareness: An Analysis of Country Submissions under the United Nations Framework Convention on Climate Change*. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000372164>.

⁸⁸ See document FCCC/SBI/2019/12, para. 57.

⁸⁹ Decision 15/CP.18, para. 7.

⁹⁰ FCCC/CP/2016/6, annex, para. 179; FCCC/CP/2017/7, annex, para. 205; FCCC/CP/2018/6, annex, para. 201; and FCCC/CP/2019/5, annex, para. 201.

⁹¹ Decision 15/CP.18, para. 4.

Annex

Parties with a designated national focal point for Action for Climate Empowerment¹

Afghanistan	Albania	Algeria
Andorra	Angola	Antigua and Barbuda
Argentina	Armenia	Australia
Austria	Belgium	Belize
Benin	Bhutan	Bolivia (Plurinational State of)
Botswana	Brazil	Bulgaria
Burkina Faso	Cambodia	Canada
Central African Republic	Chad	Chile
Colombia	Comoros	Congo
Cook Islands	Costa Rica	Côte d'Ivoire
Croatia	Cuba	Cyprus
Democratic Republic of the Congo	Denmark	Dominica
Dominican Republic	Egypt	El Salvador
Eswatini	Ethiopia	European Union
Finland	France	Gabon
Gambia	Georgia	Germany
Ghana	Guinea	Guinea-Bissau
Haiti	Honduras	Hungary
Indonesia	Iran (Islamic Republic of)	Ireland
Italy	Jordan	Kazakhstan
Kenya	Kiribati	Latvia
Lesotho	Liberia	Libya
Madagascar	Mali	Mauritius
Mexico	Montenegro	Morocco
Mozambique	Myanmar	Namibia
Netherlands	Niger	Nigeria
Norway	Oman	Panama
Peru	Philippines	Republic of Korea
Romania	Russian Federation	Rwanda
Saint Lucia	Sao Tome and Principe	Seychelles
Sierra Leone	Slovenia	Somalia
South Sudan	Spain	Sri Lanka
State of Palestine	Sudan	Suriname
Sweden	Switzerland	Tajikistan
Thailand	Togo	Turkey
Uganda	Ukraine	United Kingdom
Uruguay	Uzbekistan	Vanuatu
Venezuela (Bolivarian Republic of)	Yemen	Zambia
Zimbabwe		

¹ Information on the procedure for nominating a national focal point for ACE and an up-to-date list of all national focal points for ACE are available at <https://unfccc.int/topics/education-and-outreach/focal-points-and-partnerships/ace-focal-points>.