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## Subsidiary Body for Implementation

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

### **Options and ways for future work to enhance the implementation of Article 6 of the Convention and Article 12 of the Paris Agreement, following the review of the Doha work programme**

**Note by the secretariat**

#### *Summary*

This document synthesizes proposals from Parties and non-Party stakeholders on enhancing implementation of Article 6 of the Convention and Article 12 of the Paris Agreement, jointly referred to as Action for Climate Empowerment, following the review and conclusion of the Doha work programme on Article 6 of the Convention at the end of 2020.

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## 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
Escazú Agreement	Regional Agreement on Access to Information, Public Participation and Justice in Environmental Matters in Latin America and the Caribbean
NDC	nationally determined contribution
SBI	Subsidiary Body for Implementation
SDG	Sustainable Development Goal
UNESCO	United Nations Educational, Scientific and Cultural Organization

## I. Executive summary

1. Parties and non-Party stakeholders expressed a range of views on the development of a new work programme for enhancing implementation of ACE following the review and conclusion of the Doha work programme on Article 6 of the Convention at the end of 2020.
2. There was broad agreement that the six ACE elements (education, training, public awareness, public participation, public access to information, and international cooperation on those matters) play a key role in increasing the climate ambition and action of all Parties and non-Party stakeholders by fostering a better understanding of the climate emergency and contributing to enhancing capacity for climate action.
3. Parties and non-Party stakeholders proposed that a work programme successive to the Doha work programme follow a country-driven and human-rights-based approach, be guided by the principles of intergenerational equity and gender equality, be targeted at meeting the needs of children and youth, promote multisectoral and multi-stakeholder engagement, and address the six ACE elements in a balanced manner. A variety of activities were proposed for each ACE element.
4. They also proposed that, under a successive work programme, ACE be mainstreamed across all areas of implementation of the Convention and the Paris Agreement, and synergies be established with the 2030 Agenda for Sustainable Development, the UNESCO global framework for education for sustainable development for 2020–2030 and other international frameworks.
5. A time frame of 5 (2021–2025) or 10 (2021–2030) years was suggested for a successive work programme, with either annual progress reviews or periodic reviews of progress aligned with the global stocktake of the implementation of the Paris Agreement in 2023 and 2028, the revision of NDCs in 2025 and 2030, and the voluntary national reviews of the implementation of the 2030 Agenda for Sustainable Development.
6. Measurable common targets and indicators could be identified for monitoring the implementation of a successive work programme, while ensuring country-driven action in line with national priorities and circumstances, and alignment with the SDG reporting indicators.
7. Some Parties and non-Party stakeholders suggested that a successive work programme include an action plan or road map as well as priority areas with key activities and annual targets and indicators. The priority areas could address issues that cut across all six ACE elements, such as policy coherence, coordinated action, harmonized reporting, and tools and support.
8. Parties and non-Party stakeholders emphasized that a successive work programme would necessitate the provision of sufficient financial and technical support, in particular for developing countries. Specifically, they proposed establishing an ACE marketplace to facilitate provision of financial support for ACE programmes and projects; an ACE online portal to enable sharing of experience, good practices and lessons learned, support tracking of progress and foster international cooperation; a global ACE fund to provide grants for developing and implementing ACE programmes and projects; a dedicated fund to support youth participation in and leadership of climate action; and support to strengthen the existing skills and capacities of ACE national focal points and national teams.
9. Furthermore, Parties and non-Party stakeholders proposed that implementation of a successive work programme be supported through continuation of the annual ACE Dialogue; potential organization of regional, national and local ACE dialogues; and establishment of an ACE task force or expert committee and an international network of organizations working on ACE that could contribute to scaling up ACE implementation.

## II. Introduction

### A. Mandate

10. COP 18 adopted the eight-year Doha work programme and decided that its implementation should be reviewed in 2020.<sup>1</sup>

11. COP 22 decided that efforts related to implementing Article 6 of the Convention should be referred to as ACE.<sup>2</sup>

12. CMA 1.3 invited the COP, when reviewing implementation of the Doha work programme, to also review efforts related to implementing Article 12 of the Paris Agreement. In this context, the CMA decided that efforts related to implementing Article 12 of the Paris Agreement should also be referred to as ACE.<sup>3</sup>

13. 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 review<sup>4</sup> and invited Parties and non-Party stakeholders to submit via the submission portal by 15 February 2020 recommendations and views on future work to enhance ACE implementation.<sup>5</sup> In addition, the secretariat was mandated to prepare an information note presenting options and ways for future work to enhance ACE implementation following the review of the Doha work programme.<sup>6</sup>

### B. Scope

14. This document synthesizes proposals from Parties and non-Party stakeholders on enhancing ACE implementation following the review and conclusion of the Doha work programme at the end of 2020, drawing on the following information sources set out in the terms of reference referred to in paragraph 13 above:

(a) The submissions from Parties and non-Party stakeholders referred to in paragraph 13 above;<sup>7</sup>

(b) The outcome documents of the April 2018 ACE Youth Forum and the ACE workshop held at SBI 48;<sup>8,9</sup>

(c) The report on the 7<sup>th</sup> ACE Dialogue.<sup>10</sup>

### C. Possible action by the Subsidiary Body for Implementation

15. The SBI may wish to consider the information in this document to develop recommendations on future work for enhancing ACE implementation.

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<sup>1</sup> Decision 15/CP.18, paras. 1–2 and annex.

<sup>2</sup> Decision 17/CP.22, para. 14.

<sup>3</sup> Decision 17/CMA.1, paras. 1–2.

<sup>4</sup> Decision 15/CP.25, annex.

<sup>5</sup> Decision 15/CP.25, paras. 1–3.

<sup>6</sup> Decision 15/CP.25, annex, para. 6(b).

<sup>7</sup> Available at <https://www4.unfccc.int/sites/submissionsstaging/Pages/Home.aspx>. Eleven submissions from Parties, including four groups of Parties (African Group, European Union, the least developed countries, and a joint submission from six Latin American countries), and 24 submissions from non-Party stakeholders, comprising 6 from United Nations organizations and 18 from observers and other stakeholders, had been received as at 22 May 2020 and were considered for this report.

<sup>8</sup> Available at <https://unfccc.int/process-and-meetings/conferences/bonn-climate-change-conference-april-2018/events-and-schedules/mandated-events/mandated-events-during-sb-48/ace-workshop-on-ways-of-enhancing-the-implementation-of-education-training-public-awareness-public>.

<sup>9</sup> See decision 17/CMA.1, para. 7.

<sup>10</sup> FCCC/SBI/2019/12. The 7<sup>th</sup> ACE Dialogue focused on the review of the Doha work programme and ways of enhancing ACE implementation.

### III. Synthesis of proposals for future work to enhance implementation of Action for Climate Empowerment

#### A. General observations

16. Action on the six ACE elements (education, training, public awareness, public participation, public access to information, and international cooperation on those matters) is fundamental to achieving the objectives of the Convention and the Paris Agreement. For enhanced climate ambition and action, Parties and non-Party stakeholders at all levels require a better understanding of the climate emergency and the capacity and determination to contribute to climate solutions. Hence the review of the Doha work programme must catalyse a quantum leap in enhancing implementation of ACE and mainstreaming it in climate policy.

17. Parties and non-Party stakeholders suggested the following options for a successive work programme to enhance implementation of ACE:

(a) An updated Doha work programme that serves as a flexible framework with no time-bound activities for long-term engagement and implementation;

(b) A new work programme with an action plan or road map that identifies common priority areas with key activities, targets and indicators.

18. A work programme successive to the Doha work programme could not only address ACE but also be closely aligned and synergized with:

(a) The 2030 Agenda for Sustainable Development, in particular SDGs 4, 5, 8, 12, 13 and 16;<sup>11</sup>

(b) The UNESCO global framework for education for sustainable development for 2020–2030;<sup>12</sup>

(c) The post-2020 biodiversity framework under the Convention on Biological Diversity;<sup>13</sup>

(d) The Sendai Framework for Disaster Risk Reduction 2015–2030;<sup>14</sup>

(e) The Beijing Platform for Action;<sup>15</sup>

(f) The UNFCCC Lima work programme on gender and its gender action plan;<sup>16</sup>

(g) Other work under the Convention, including under the Paris Committee on Capacity-building and the Local Communities and Indigenous Peoples Platform;

(h) Other international frameworks.

19. In addition, relevant provisions of decision 17/CMA.1<sup>17</sup> could be considered under a successive work programme to avoid duplication of efforts.

20. Under a successive work programme, dedicated financial support for ACE implementation by Parties and non-Party stakeholders could be ensured, since lack of such support has been identified as a fundamental barrier to the full implementation of the Doha work programme in both developing and developed countries.

21. Under international human rights law, public participation, access to information and education are rights that all governments have a legal obligation to respect, protect and fulfil, including in the context of climate action. Furthermore, on the basis of the principle of

<sup>11</sup> See <https://sustainabledevelopment.un.org/sdgs>.

<sup>12</sup> See <https://unesdoc.unesco.org/ark:/48223/pf0000370215>.

<sup>13</sup> See <https://cbd.int/conferences/post2020>.

<sup>14</sup> See <https://undrr.org/implementing-sendai-framework/what-sf>.

<sup>15</sup> See <https://beijing20.unwomen.org/en/about>.

<sup>16</sup> See decision 3/CP.25.

<sup>17</sup> See decision 17/CMA.1, paras. 4–12.

intergenerational equity, young people should be empowered as agents of change in taking action to address climate change.

## **B. Time frame**

22. Parties and non-Party stakeholders proposed a time frame of 5 (2021–2025) or 10 (2021–2030) years for a successive work programme, with either annual progress reviews or periodic reviews of progress aligned with the global stocktake of the implementation of the Paris Agreement in 2023 and 2028, the revision of NDCs in 2025 and 2030, and the voluntary national reviews of the implementation of the 2030 Agenda for Sustainable Development.

## **C. Purpose and guiding principles**

23. The Doha work programme sets out the scope of, and provides the basis for action on, activities related to ACE, in accordance with the provisions of the Convention, and serves as a flexible framework for country-driven action addressing the specific needs and circumstances of Parties and reflecting their national priorities and initiatives.<sup>18</sup> It also builds on existing decisions of the COP and on implementation of relevant Articles of the Convention.<sup>19</sup>

24. CMA 1 invited the COP, when reviewing the Doha work programme in accordance with decision 15/CP.18, to also include efforts related to implementation of Article 12 of the Paris Agreement.<sup>20</sup>

25. Some Parties and non-Party stakeholders suggested that a successive work programme continue to serve as a flexible framework for country-driven action addressing the specific needs and circumstances of Parties and reflecting their national priorities and initiatives.

26. Some Parties and non-Party stakeholders suggested retaining the guiding principles from the Doha work programme:<sup>21</sup>

- (a) A country-driven approach;
- (b) Cost-effectiveness;
- (c) Flexibility;
- (d) Gender and an intergenerational approach;
- (e) A phased approach integrating ACE activities into existing climate change programmes and strategies;
- (f) Promotion of partnerships, networks and synergies, in particular synergies between conventions;
- (g) An interdisciplinary multisectoral, multi-stakeholder and participatory approach;
- (h) A holistic, systematic approach;
- (i) The principles of sustainable development.

27. In addition to the guiding principles of the Doha work programme, some Parties and non-Party stakeholders proposed<sup>22</sup> that a successive work programme could be guided by the following approaches, principles and target actions:

- (a) A human-rights-based approach;

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<sup>18</sup> Decision 15/CP.18, annex, para. 12.

<sup>19</sup> Decision 15/CP.18, annex, para. 13.

<sup>20</sup> Decision 17/CMA.1, para. 2.

<sup>21</sup> Decision 15/CP.18, annex, para. 14.

<sup>22</sup> Throughout this document, proposals are listed in no particular order.

- (b) A ‘lifelong learning’ approach;
- (c) A participatory approach that enables meaningful, inclusive and informed participation by all stakeholders, especially vulnerable populations;
- (d) Just transition;
- (e) Addressing the six ACE elements in a balanced manner;
- (f) Meeting the needs of children and youth;
- (g) Strengthening the evidence base and understanding of the differentiated impacts of climate change on men and women and the role of women as agents of change;
- (h) Mainstreaming gender considerations in designing and implementing ACE activities to ensure gender-responsive climate policy, efficient climate action plans and gender equality;
- (i) Integrating traditional and local knowledge and practices of indigenous peoples into climate action;
- (j) Achieving rapid economic and social transformation;
- (k) Building a broad-based social mandate for climate action;
- (l) Fostering improved coordination and collaboration among all levels of government, sectors and stakeholders involved in ACE implementation.

## **D. Scope**

28. Parties and non-Party stakeholders proposed that a successive work programme address the six ACE elements referred to in paragraph 16 above in a balanced manner and that each element be defined or described.

29. Some Parties suggested integrating or strengthening science and research across the six ACE elements.

30. Some non-Party stakeholders suggested that the description of climate change education acknowledge the importance of the socioemotional and behavioural dimensions of learning, in addition to cognitive learning, in order to better promote transformative action for sustainable development.

## **E. Activities**

31. Parties and non-Party stakeholders proposed activities to be undertaken under a successive work programme, which are set out below by ACE element.

### **1. Education**

32. The following activities were proposed:

(a) Including climate change education as part of national constitutions, policies and regulations;

(b) Fostering in-country coordination in the development of and alignment between the policies and regulations related to climate change education, environmental education and education for sustainable development;

(c) Integrating climate change into national curricula at all education levels and across disciplines (primary, secondary, higher and adult education, and technical and vocational education and training);

(d) Scaling up formal, non-formal and informal education by strengthening national and subnational educational institutions, and fostering partnerships between governments and universities, youth organizations, civil society organizations and the private

sector using various channels, including cultural activities and environmental and science clubs;

(e) Engaging schools and other educational institutions in implementing climate-neutral and -resilient initiatives;

(f) With a view to integrating climate change into formal, non-formal and informal education, relevant government authorities fostering systematic engagement under a successive work programme by:

(i) Establishing partnerships between governments and national universities and professional training institutions with a view to building on their capacity to deliver formal education and continuing education for professionals;

(ii) Providing and strengthening specific pre- and in-service support to teachers in order to strengthen their basic understanding of climate change as well as tailored pedagogical resources and materials, thus supporting their key role in both the classroom and the community;

(iii) Holding policy discussions on curriculum reform and strategies for integrating climate change content into education, building on existing practices from other countries;

(g) Ensuring that climate change education is action-oriented and creatively fosters relevant technical, scientific and social problem-solving skills, including through experiential learning;

(h) Promoting interdisciplinary analyses and studies that increase awareness and understanding of how climate change solutions could be co-developed in the education and other sectors, including by mapping, systematizing and analysing good practices, and emphasizing the importance of both mitigation and adaptation strategies within education approaches;

(i) Developing, promoting and implementing formal and non-formal education programmes focused on climate change at all levels, including for and with policymakers, legislators and youth, in particular girls;

(j) Conducting case studies of government support and policies for climate change education and developing criteria or a framework for effective climate change education that can inform future efforts in the area;

(k) Increasing investment in, and political support for, strengthening resilience, risk reduction, preparedness and education in emergencies to support the continuous functioning of the education system;

(l) Developing and disseminating prototype educational frameworks or standards for integrating climate change into different subjects in school curricula;

(m) Developing engaging print and online materials on climate change and sustainability, including on the UNFCCC process, for teachers and youth, and promoting them widely, including through public online courses.

## **2. Training**

33. The following activities were proposed:

(a) Developing, promoting and implementing tailored training programmes focused on climate change for policymakers, institutional decision makers, teachers and curriculum design professionals at all levels, students, women, media, communities and youth;

(b) Recognizing training and skills development as crucial for an effective, inclusive and just transition to low-emission and climate-resilient development;



- (c) Improving access to training so that young people, especially girls,<sup>23</sup> can acquire the skills and knowledge they need during the transition to low-emission and climate-resilient development, and ensuring a just transition for all;
- (d) Establishing safe spaces and training for girls to build their confidence and skills for meaningful engagement in climate change processes;
- (e) Increasing the accessibility of free, high-quality distance and online learning courses in multiple languages;
- (f) Developing standards and measures for effective climate change training;
- (g) Pursuing a bottom-up approach to designing and implementing training activities tailored to the needs and knowledge of the target audience;
- (h) Establishing partnerships between technical and vocational training institutions and a wide range of other institutions, non-governmental organizations, academia and youth organizations for climate training;
- (i) Evaluating the impacts of training and showcasing how it has helped to enhance climate action.

### 3. Public awareness

34. The following activities were proposed:

- (a) Developing strategies for communicating about climate change on the basis of a positive, solutions-based narrative, showcasing examples of climate action and targeting different audiences at the national, subnational and local level;
- (b) Organizing campaigns to raise awareness of the causes and adverse impacts of climate change and climate solutions;
- (c) Involving social science experts in making communications about climate change;
- (d) Encouraging the participation of media, civil society and youth through national media briefing and training events, and youth dialogues;
- (e) Using traditional and non-traditional communication channels and diverse communication methods, including radio, mass media, social media and museums, and sharing and exhibiting information that makes climate change relevant and interesting to ensure the broadest possible reach;
- (f) Using modern information and communication technology tools, such as user-friendly smartphone applications, to raise public awareness of climate action, particularly among young people;
- (g) Enhancing youth awareness of climate action through competitions and contests, such as the Global Youth Video Competition<sup>24</sup> and the Climate Comic Contest;<sup>25</sup>
- (h) ACE national focal points enhancing cooperation with ministries in charge of social policies, including on health, equality, employment and culture, in order to increase public awareness of climate change;
- (i) Conducting surveys, such as on knowledge, attitudes and behavioural practices, to establish a baseline of public awareness of climate action, which could serve as a basis for further work and support the monitoring of the impact of activities;

<sup>23</sup> It was noted in the relevant submission that girls face numerous barriers to accessing and completing quality education and training owing to their age and gender.

<sup>24</sup> See <https://unfccc.int/topics/education-and-outreach/events--meetings/global-youth-video-competition>.

<sup>25</sup> See <https://climatecomic.hscampaigns.com>.

(j) Disseminating information about ACE contained in national communications and national action plans or from domestic climate change programmes to stakeholders and the general public.

#### 4. Public participation

35. The following activities were proposed:

(a) Fostering multisectoral and multi-stakeholder participation in all aspects of climate-related decision-making through continuous, free, open, inclusive and culturally relevant public participation in developing ACE national strategies, long-term climate strategies, NDCs and national adaptation plans;

(b) Designing guidelines for Parties on developing mechanisms for soliciting public input on climate change policy and action at the international, national and local level;

(c) Fostering public participation and collaboration among all Parties and non-Party stakeholders, including subnational authorities, as applicable, cities, educational and cultural institutions, museums, the private sector, intergovernmental organizations, non-governmental organizations, international organizations, decision makers, scientists, media, teachers, youth, women and indigenous peoples, to scale up implementation of ACE;<sup>26</sup>

(d) Involving groups of stakeholders that are particularly vulnerable to the adverse impacts of climate change in developing and implementing climate action, including indigenous peoples, farmers, women and youth;

(e) Promoting a rights-based approach and using top-down and bottom-up approaches to, and innovative methods for, enhancing public participation in climate change policymaking and action;

(f) Using innovative means of ensuring public participation in climate action, such as bringing together established non-Party stakeholder organizations or using citizen dialogues or assemblies, or formats similar to the Talanoa Dialogue;<sup>27</sup>

(g) Creating spaces or mechanisms for inviting and supporting public participation in relevant processes, which may include non-traditional spaces, where people can participate on their own terms, such as arts and cultural venues, museums, faith buildings, community centres and public libraries;

(h) Enhancing the interactive virtual participation of non-Party stakeholders in UNFCCC conferences and ACE workshops and activities;

(i) Increasing virtual participation of vulnerable populations, mindful of possible language and digital literacy barriers;

(j) Prioritizing training for public officials involved in public participation procedures for climate-related projects, plans, policies, strategies and legislation;

(k) Establishing modalities for engaging with communities, including to harness indigenous and local knowledge;

(l) Encouraging Parties to:

(i) Become parties to the Aarhus Convention,<sup>28</sup> which is open to any United Nations Member State;

(ii) Develop national legislation and regional policy in line with the Escazú Agreement;<sup>29</sup>

(m) Enhancing the participation of youth, especially girls, in climate change policymaking and action, including by appointing youth ACE national focal points to serve

<sup>26</sup> See decision 17/CMA.1, para. 10.

<sup>27</sup> See <https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement/2018-talanoa-dialogue-platform>.

<sup>28</sup> See <http://unece.org/env/pp/treatytext.html>.

<sup>29</sup> See <https://cepal.org/en/escazuagreement>.

as part of national delegations to UNFCCC conferences and providing them with ongoing support for organizing annual national youth conferences;

(n) Establishing new youth delegate programmes that build on the success of relevant existing programmes;

(o) Providing leadership opportunities for young people, especially girls, in key decision-making spaces, and strengthening mechanisms for ensuring gender-balanced and meaningful youth participation in climate action.

## 5. Public access to information

36. The following activities were proposed:

(a) Embracing public access to information on climate change as a fundamental human right and ensuring that clear information is available and accessible;

(b) Facilitating public access to information on international and national climate change processes and action by:

(i) Providing information in simple language that is clear and tailored to target audiences, and ensuring that information is translated into local languages as needed;

(ii) Facilitating open and easy access to climate data as an important common good;

(iii) Providing more age- and gender-responsive information, including by developing accessible climate frameworks, policies, conferences and processes, such as an age- and gender-responsive version of the Paris Agreement, similar to the Sendai Framework for Disaster Risk Reduction for children.<sup>30</sup>

## 6. International cooperation

37. The following activities were proposed:

(a) Identifying, developing, coordinating and fostering partnerships for international cooperation among States, the private sector, regional actors, development practitioners and environmental educators as well as with other key international actors and networks;

(b) Strengthening international and regional cooperation among and between ACE national focal points and non-Party stakeholders;

(c) Promoting adequate, effective and transparent international cooperation that facilitates participatory, accountable and non-discriminatory processes and is targeted at those most in need, in line with human rights principles.

## F. Priority areas

38. Some Parties and non-Party stakeholders suggested that a successive work programme could include an action plan or road map as well as priority areas with key activities, annual targets and indicators for measuring progress using gender-disaggregated data. The priority areas could encompass issues that cut across all six ACE elements, such as policy coherence, coordinated action, harmonized reporting, and tools and support. Proposals from Parties and non-Party stakeholders for activities in each of those areas are listed below, including any suggested targets or progress indicators.

### 1. Policy coherence

39. The following activities at the international level were proposed:

(a) Mainstreaming ACE across all areas of implementation of the Convention and the Paris Agreement,<sup>31</sup> including in work under the Climate Technology Centre and Network,

<sup>30</sup> See <https://plan-international.org/publications/child-friendly-sendai-framework-disaster-risk-reduction>.

<sup>31</sup> See decision 17/CMA.1, para. 5.

the Lima work programme on gender and its gender action plan, the Local Communities and Indigenous Peoples Platform, the Nairobi work programme on impacts, vulnerability and adaptation to climate change, and the Paris Committee on Capacity-building, to enhance efficiency and avoid duplication of efforts (suggested progress indicator: all constituted bodies nominating an ACE focal point within their membership and including in their regular reporting information on progress towards integrating ACE elements into their processes, and taking part in the annual ACE Dialogue);

(b) Establishing linkages with international frameworks, such as the 2030 Agenda for Sustainable Development and the UNESCO framework on education for sustainable development for 2020–2030, to enhance efficiency and avoid duplication of efforts.

40. The following activities at the national level were proposed:

(a) Integrating ACE as an essential component of national sectoral, education and climate change policies, including NDCs, national adaptation plans, long-term low greenhouse gas emission development strategies, and sectoral strategies and plans (suggested progress indicator: development and application of guidelines on including ACE in different climate policies, plans and strategies);<sup>32</sup>

(b) Developing and implementing national ACE strategies with an action plan and evaluating them regularly through a participatory process (suggested progress indicator: development and implementation of national ACE strategies and action plans).<sup>33</sup>

## 2. Coordinated action

41. The following activities were proposed:

(a) Enhancing in-country coordination of ACE implementation, in particular coordination between the education sector and ministries and national entities in charge of environment and climate change, as well as with subnational and local governments;

(b) Appointing ACE national focal points and providing them with adequate training, mandates and resources to be effective champions of ACE activities at the national level, including fostering in-country coordination, and advancing meaningful international cooperation,<sup>34</sup> with suggested progress indicators being:

(i) Number of ACE national focal points cooperating with the respective national education authorities and institutions, subnational and local governments and other key actors and stakeholders;

(ii) Number of ACE national focal points exchanging information and cooperating with their counterparts from other countries;

(c) Establishing a multisectoral and multi-stakeholder national coordination platform for ACE;

(d) Strengthening national institutional capacity beyond the ACE national focal point in order to reduce overreliance on the latter in the light of the scope of work and staff turnover;

(e) Establishing annual national ACE dialogues;

(f) Establishing effective partnerships between national, subnational and local authorities and non-Party stakeholders, including youth organizations, for fostering implementation of ACE national strategies;

(g) Decentralizing the leadership of ACE projects from the national level to local governments and organizations in order to empower local communities.

<sup>32</sup> As footnote 31 above.

<sup>33</sup> See decision 17/CMA.1, para. 6.

<sup>34</sup> See decision 17/CMA.1, para. 4.

### 3. Harmonized reporting

42. It was proposed to develop a clear tracking, review and reporting system for implementation of a successive work programme. Such a system could include:

(a) Robust indicators, which all Parties have the capacity to apply, for monitoring ACE implementation in line with the action plan of the work programme based on a multi-stakeholder, inclusive and participatory process;

(b) Specific guidelines and templates for tracking progress of and reporting on action on the six ACE elements undertaken by national governments and non-Party stakeholders in communication and reporting by Parties under the UNFCCC.

### 4. Tools and support

43. The following activities were proposed:

(a) Strengthening individual and institutional capacity to foster ACE implementation;

(b) Developing tailored materials, toolkits, guidelines and knowledge products for ACE national focal points and non-Party stakeholders;

(c) Establishing knowledge management systems in order to identify and compile good practices and lessons learned with a view to disseminating, promoting and replicating them;

(d) Implementing capacity-building and knowledge exchange activities for ACE national focal points and non-Party stakeholders using in-person and virtual tools;

(e) Strengthening the global and regional networks of ACE national focal points;

(f) Facilitating mobilization of resources for implementing a successive work programme, including:

(i) Developing national investment plans for ACE or proposals for ACE programmes or projects;

(ii) Establishing an ACE marketplace for ACE programmes and projects seeking support.

## G. Reviewing progress and reporting

44. Parties and non-Party stakeholders suggested that the implementation of a successive work programme could be monitored via common targets and measurable indicators for the six ACE elements, while ensuring country-driven action in line with national priorities and circumstances, accompanied by an annually assessed action plan that is linked to an enhanced ACE Dialogue as well as an overall periodic monitoring and review system.

45. The implementation of a successive work programme could be reviewed under the SBI annually or biennially and the outcome used to inform:

(a) The global stocktake of the implementation of the Paris Agreement in 2023 and 2028;<sup>35</sup>

(b) The revision of NDCs in 2025 and 2030;

(c) The annual voluntary national reviews of the implementation of the 2030 Agenda for Sustainable Development.

46. Targets and indicators for measuring ACE implementation in relation to the six elements could be derived from SDG indicators 4.7.1, 12.8.1, 13.3.1, 16.10.2,<sup>36</sup> and the

<sup>35</sup> See decision 17/CMA.1, para. 9.

<sup>36</sup> See <https://unstats.un.org/sdgs/metadata>.

UNESCO Education for Sustainable Development Goals learning objectives.<sup>37</sup> The following specific indicators were also proposed:

- (a) Education: Extent to which climate change is integrated into national education policy, curricula, teacher training and student assessments, and whether there is funding to support this;
- (b) Training: Proportion of government employees at the national and subnational level who receive training on climate change, on both mitigation and adaptation strategies;
- (c) Public awareness:
  - (i) Extent to which national and subnational governments have implemented public awareness policies and programmes in relation to climate change mitigation and adaptation, and the impact of such activities on individuals and communities;
  - (ii) Percentage of the general public that is climate literate;
- (d) Public access to information:
  - (i) Number of Parties that adopt and implement constitutional, statutory or policy guarantees for public access to information in relation to climate change mitigation and adaptation;
  - (ii) Extent to which accurate information related to climate change is included on national and subnational government websites;
  - (iii) Existence of national media guidelines for accurate reporting on climate change;
- (e) Public participation:
  - (i) Number of civil society organizations focused on climate change education, awareness and public participation nationally;
  - (ii) Number of non-Party stakeholders actively collaborating with ACE national focal points on domestic ACE policies and initiatives;
- (f) International cooperation:
  - (i) Extent of international collaboration on ACE implementation and the five other ACE elements;
  - (ii) Frequency of exchanges between Parties of good ACE practices and number of cooperative ACE projects between Parties.

47. Parties could report in their national communications, biennial reporting and other relevant reports on the implementation of a successive work programme.<sup>38</sup>

## H. Means of implementation

48. Parties and non-Party stakeholders highlighted that a successive work programme needs to be accompanied by accessible, predictable and varied sources of funding from international, public and private sources, and technology and capacity-building support, in particular for governments and non-Party stakeholders in developing countries, including for:

- (a) Developing national ACE strategies and related national investment plans and project proposals;
- (b) Developing ACE components of NDCs and national adaptation plans;
- (c) The work of ACE national focal points;
- (d) International, regional and national frameworks for exchanges on ACE and follow-up technical support for ACE implementation;

<sup>37</sup> See <https://unesdoc.unesco.org/ark:/48223/pf0000247444>.

<sup>38</sup> See decision 17/CMA.1, para. 8.

- (e) South–South cooperation between countries that have implemented national ACE strategies and countries that wish to develop them;
- (f) Creating and operating ACE stakeholder networks at the international, national, subnational and local level;
- (g) Establishing mechanisms for using the considerable expertise of domestic civil society and community-based organizations to enhance ACE implementation;
- (h) Long-term research on climate change education and public awareness in all countries, and research on economic benefits of ACE projects;
- (i) Implementing human-rights-based and gender-responsive approaches to ACE;
- (j) Youth-led projects, in particular those with a focus on green jobs and innovation;
- (k) Increasing awareness of the importance of ACE.

49. Under a successive work programme, an ACE marketplace could be established to facilitate the provision of financial support for ACE programmes and projects.

50. In addition, an ACE portal or platform could be developed, building on insights from CC:iNet,<sup>39</sup> to support ACE implementation through the sharing of experience and good practices in multiple languages (such as good practices and lessons learned in monitoring and evaluating ACE activities), tracking progress and fostering international cooperation. Parties and non-Party stakeholders could be involved in developing and providing regular contributions to the portal or platform, which could be designed to evolve without requiring continuous support and funding. The portal or platform could be solutions-oriented and built on the model of existing similar platforms, such as the One UN Climate Change Learning Partnership<sup>40</sup> and the Climate Literacy and Energy Awareness Network portal.<sup>41</sup>

51. Parties could request the operating entities of the Financial Mechanism to include ACE elements as necessary components of funding proposals, in particular with regard to public participation and public access to information.

52. Entities proposing and implementing climate finance projects, including governments, international organizations, financial organizations, financial institutions, and non-governmental institutions, could incorporate some ACE principles in their activities.

53. Parties could increase the secretariat's budget for supporting implementation of a successive work programme.

54. Parties could establish a fund or another mechanism for projects and scholarships for youth to participate in climate change negotiations and engage in climate action at the international and national level, including through regional and national model UNFCCC negotiations and ACE youth forums.

55. Developed countries, the Global Environment Facility, the Green Climate Fund, the Adaptation Fund, multilateral and bilateral financial institutions, the private sector and other potential sources could provide dedicated financial support for implementation of stand-alone ACE programmes and projects in developing countries.<sup>42</sup>

56. The Global Environment Facility, the Green Climate Fund and the Adaptation Fund could be invited to participate in ACE workshops and meetings to share lessons learned and opportunities for integrating ACE into funded projects. In addition, Party delegates focused on the negotiations on finance matters could be invited to attend ACE workshops, events and dialogues.

<sup>39</sup> Launched in December 2010 to facilitate implementation of the amended New Delhi work programme on Article 6 of the Convention (per decisions 11/CP.8, annex, para. 25(c), and 9/CP.13, annex, para. 29(d)), the maintenance and development of CC:iNet has since ceased (per decision 17/CP.22, para. 13(f)).

<sup>40</sup> See <https://unclearn.org>.

<sup>41</sup> See <https://cleanet.org/index.html>.

<sup>42</sup> See decision 17/CMA.1, para. 11.

57. Parties and non-Party stakeholders could build their capacity to implement activities for promoting public access to information and public participation by making use of the range of guidance materials developed under the Aarhus Convention and the Escazú Agreement.

58. Parties and non-Party stakeholders could jointly explore blended finance strategies, including climate bonds, multi-stakeholder investment strategies, and public–private partnerships, to facilitate sustainable financing of ACE implementation by non-Party stakeholders.

59. Parties and non-Party stakeholders could establish a dedicated global ACE fund or seed fund that would provide grants for development and implementation of ACE programmes and projects.

## **I. Other arrangements**

60. Parties and non-Party stakeholders highlighted the importance of an annual ACE Dialogue continuing under a successive work programme, and proposed the following activities:

- (a) Developing a strategic vision for the Dialogue;
- (b) Using the Dialogue:
  - (i) Predominantly as a platform for governments, non-Party stakeholders and ACE national focal points to share current ideas, including strategies, tools, activities, best practices and lessons learned on implementing ACE;
  - (ii) For developing a common understanding of what constitutes and contributes to effective ACE implementation;
  - (iii) For supporting the annual assessment of progress in implementing a successive work programme;

(c) Continuing ministerial participation in the Dialogue;

(d) Broadening the participation of Parties and non-Party stakeholders in the Dialogue by:

- (i) Facilitating engagement of non-English-speaking countries by providing interpretation into official United Nations languages;
- (ii) Establishing mechanisms to facilitate virtual participation via videoconferencing, live streaming and webinars.

61. Other proposals for arrangements to support implementation of a successive work programme include:

(a) Developing national ACE online platforms for sharing relevant information materials and interacting with ACE national focal points;

(b) Organizing regional, national and local ACE dialogues;

(c) Establishing an ACE task force or expert committee, with members representing Parties and non-Party stakeholders, that could help to ensure effective and inclusive action and identify experience and good practices at the international, national and local level for informed decision-making;

(d) Establishing an international network of organizations working on ACE that could contribute to scaling up its implementation.

## **J. Role of the secretariat**

62. Parties and non-Party stakeholders proposed that the secretariat, subject to available resources, facilitate efforts under a successive work programme by:



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- (a) Mapping opportunities for financial support and making support more accessible to Parties;
  - (b) Developing guidelines for fostering ACE implementation and compiling good practices;
  - (c) Preparing, during the first year of the successive work programme, a technical report identifying the entry points of ACE considerations into other workstreams under the Convention and the Paris Agreement to facilitate reporting on progress with regard to the integration of ACE into those workstreams;
  - (d) Supporting global and regional awareness-raising towards bridging the gap between local and global climate action;
  - (e) Ensuring that ACE workshops and activities are participatory and effectively include those most affected by climate change and marginalized groups;
  - (f) Continuing to produce a report on the annual ACE Dialogue that summarizes the discussions and Parties' submissions, including specific examples of experience, ideas, best practices and lessons learned regarding the implementation of the work programme, which may be used by Parties and non-Party stakeholders to inform national and subnational efforts, as appropriate.

63. In addition to any activities under a successive work programme, in accordance with decision 17/CMA.1 the secretariat will continue to:<sup>43</sup>

- (a) Organize, in collaboration with Parties and international organizations, training, workshops, webinars and other activities for exchanging good practices and building and strengthening the skills and capacity of ACE national focal points and stakeholders;
  - (b) Organize awareness-raising campaigns and training activities to empower children and youth to support and lead climate action;
  - (c) Collaborate with Parties, non-Party stakeholders and regional and international organizations with a view to catalysing implementation of Article 12 of the Paris Agreement.
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<sup>43</sup> In accordance with decision 17/CMA.1, para. 12.