



Submission to the Subsidiary Body for Implementation concerning information and views that may be relevant to the completion of the intermediate review, including information on best practices and lessons learned from the implementation of the amended New Delhi Work Programme and on remaining barriers to the effective implementation of Article 6 of the Convention.

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The SBI at its thirty second session invited Parties and relevant intergovernmental and nongovernmental organisations, as well as relevant stakeholders, to submit to the secretariat, by 16th August 2010, information and views that may be relevant to the completion of the intermediate review, including information on best practices and lessons learned from the implementation of the amended New Delhi work programme and on remaining barriers to the effective implementation of Article 6 of the Convention. This invitation is contained in paragraph 6 of document FCCC/SBI/2010/L.5

LIFE and GenderCC – Women for Climate Justice welcome the opportunity to express their views, and joined their forces to do so like they did in their participation in the European Regional Workshop on Article 6.

1) Relevance of Article 6 of the Convention

Public awareness and public participation are key for mitigating climate change as well as for adapting to its impacts. People in all world regions, in remote communities or small islands as well as in mega-cities have to implement the policies agreed to international and national levels, by changing their behaviours accordingly, by carrying out measures to reduce their emissions on local or household levels, or by adapting their subsistence production to a changing climate – just to mention some.

From our point of view, the significance of education and public awareness for mitigating climate change is evident: sustainable technical solutions are one of the various paths to reduce carbon emissions. However, we believe that technical solutions are not sufficient if we want to achieve the deep cuts in GHG emissions that are required. Therefore, citizens must be made aware of the need for life-style changes in the industrialised world, and to strive for low carbon development in the developing countries. Furthermore, we know that 'to be aware' is often not followed by the required (behavioural) changes. We have to educate people, women and men, about their contributions and how their livelihoods should be adapted to a low-carbon society.

The amended New Delhi Work Programme provides the basis and requests financial and institutional support for the respective requirements for information, education and participation. Nevertheless, our feeling is, that it is chronically underestimated, as are most non-technical contributions to

emission reductions in the climate change debates. Both are “soft” issues, which lack of adequate recognition in a market and technology orientated debate, in a very often male-dominated environment. One of the consequences of the underestimation is a lack of funding for awareness raising and for “education for a low-carbon society”.

2) UNFCCC activities related to article 6

As for UNFCCC activities, one important means of information is the CC:iNet, which could provide a very good platform for information and participation. The current state of this part of the UNFCCC-website shows very clear the low attention – and probably low resources – provided for article 6. More emphasis should be put in the further development and provision of principles and guidelines for information, education and participation, as well as of analysis of best practice.

Another valuable means are regional workshops held in order to discuss further implementation of article 6. Innovative and replicable examples were presented in the workshops, conclusions in terms of recommendations were drawn – but are they received in the negotiations and incorporated in the text? Workshops provide opportunities for exchange inside regions - which could be backed by regular exchange between regions. Although workshop reports are provided, the recognition and implementation of the results of the lively debates during the workshops could be strengthened by better promotion and distribution, and by acknowledging the recommendations of the reports of the regional workshop in the New Delhi work programme review.

In general, we suggest that the part of the secretariats budget allocated to Art. 6 should receive more attention.

3) Gender in the implementation of the amended New Delhi Work Programme

A large number of important activities are suggested in the amended New Delhi work programme, most of them should be subject to gender considerations, as gender aspects will decide about their outreach and effectiveness.

Why are gender dimensions so important, in particular in education and information?

- The lack of women’s access to information and education in many parts of the world is well documented (references), this is true in particular for issues linked to technical or science based knowledge. Therefore, efforts must be strengthened to educate in particular women and girls in these issues, which are crucial for understanding climate change and the respective debates.
- Women are the main providers of household services, including behavioural education. Teachers in primary schools as well are mostly women. If they are not educated about the reasons for, and impacts of climate change and how to react to it, future generations are lacking the needed knowledge and behave in a wrong, climate destroying way. To change behaviour once it is settled, is much more difficult then to train a particular behaviour from the very beginning.
- Women’s and men’s perception of and support for mitigation and adaptation measures might differ. Regularly, surveys have shown that women and men perceive environmental risks dif-

ferently, often have different attitudes towards technical solutions to environmental problems, and accept the need for behavioural change in their own specific ways.

- Gendered roles and responsibilities are closely related to climate change mitigation, and the prevention of emission in a low-carbon society. As a rough picture, it is in particular women who often lack knowledge concerning technology development. Their capacity to effectively influence the debates and express their concerns and needs need to be build. On the other hand, it is in particular men who should be targeted regarding life-style changes and the close link between masculinity, technology and emissions.
- Last but not least women are often marginalised in participation in decision-making – if it is on community level or national level. We would be able to draw on a larger pool of ideas if we were to integrate both perspectives – male’s and female’s – when debating environmental threats such as climate change. Ignoring one perspective, we lose out not only on ideas, visions and potential solutions, but also on support for strong climate change policies. And we forego the innovative diversity of perspectives offered by both genders.

4) Is gender addressed in the Review Report?

In order to assess how gender is addressed in the implementation of the amended New Delhi Work Programme, in education and public information, as well as in participation in climate change policy, appropriate criteria have to be implemented. Same is relevant for the review report: if the review doesn’t ask questions regarding gender, it will not be integrated in the report.

Questions the report should answer, are (among others):

- Are women and girls specifically addressed as target groups?
- Are women and men participating equally in trainings, education and participatory processes?
- Are the specific needs and concerns of women and men taken into consideration in information and training contents?
- Are the measures implemented aware of the different roles, attitudes, preferences, skills of women and men?
- Are the media / communication channels used aware of different access to communication by women and men?
- Are the existing practices and knowledge used by women in adaptation and mitigation measures documented and /or used for public information? Are these practises and knowledge considered as a means for awareness raising for practical approaches towards climate change?

5) Some recommendations how to strengthen addressing gender and diversity concerns in climate change information and education

Education

11. In order to advance implementation of Article 6 of the Convention, it is useful to cooperate in, promote, facilitate, develop and implement education and training programmes focused on climate

change, targeting youth in particular, and including exchange or secondment of personnel to train experts (FCCC/CP/2007/6/Add.1, decision 9/CP.13).

Recommendation: Measures should be more specifically target-group related, this include women and girls as well as men and boys, but also migrants, who in many developed countries are at the very end of education levels, with having low education on environmental issues in general and on climate change issues in particular. Their environmental consciousness and behaviour urgently need to be raised, which has to be done in a way the respects different cultures, and need to take into account gender roles and responsibilities.

Training

12. In order to advance implementation of Article 6 of the Convention, it is useful to cooperate in, promote, facilitate, develop and implement training programmes focused on climate change, for scientific, technical and managerial personnel at the national and, as appropriate, sub-regional, regional and international levels. Technical skills and knowledge provide an opportunity to adequately address and respond to climate change issues (FCCC/CP/2007/6/Add.1, decision 9/CP.13).

Recommendation: Acknowledging that the share of women in professions related to engineering and natural science is low in most countries of the world, it is important a) to strongly motivate and support girls and women to decide for an education in these fields, and b) to put more emphasis on engaging female staff in the areas mentioned in paragraph 12 in the respective training programmes.

Public awareness

13. In order to advance implementation of Article 6 of the Convention, it is useful to cooperate in, promote, facilitate, develop and implement public awareness programmes on climate change and its effects at the national and, as appropriate, sub-regional, regional and international levels by, inter alia, encouraging contributions and personal action in addressing climate change, supporting climate-friendly policies and fostering behavioural changes, including by using popular media (FCCC/CP/2007/6/Add.1, decision 9/CP.13).

Recommendation: In order to reach women and men, boys and girls at all education, income and age levels, awareness programmes must be gender sensitive and target group specific. In particular being aware of different gender roles, attitudes, preferences, and skills is essential when developing awareness programmes. Additionally, awareness programmes should contribute to overcoming gender roles and their limitations instead of fostering them.

Public participation

15. In order to advance the implementation of Article 6 of the Convention, it is useful to promote public participation in addressing climate change and its effects and in developing adequate responses, by facilitating feedback, debate and partnership in climate change activities and in governance (FCCC/CP/2007/6/Add.1, decision 9/CP.13).

Recommendation: Just as in the recommendations above, a gender-sensitive approach to public participation is mandatory. Furthermore, participation processes must be meaningful, taking the public opinions and statements seriously. In particular women facing double and triple burdens (employment/income generating activities, care activities, household) are often lacking time for participation, this has to be taken into account when designing the participatory activities.

International cooperation

18. In developing and implementing Article 6 activities, Parties should seek to enhance cooperation and coordination at international and regional levels, including the identification of partners and networks with other Parties, intergovernmental and non-governmental organizations, the private sector, state and local governments, and community-based organizations, and to promote and facilitate the exchange of information and material, and the sharing of experience and good practices (FCCC/CP/2007/6/Add.1, decision 9/CP.13).

Recommendation: South-South as well as North-South exchange, in particular regarding gender approaches and experiences, should be strengthened in order to learn from different cultures and experiences, as well as from other conventions and processes. This exchange can help to identify the most promising measures and mechanisms to reach out to a broader public, including women and marginalised groups.

In general, clear criteria for and assessments of effectiveness of public awareness, education and participation measures related to climate change must be developed and implemented in order to identify the most effective ways to inform, educate and involve the public in climate change mitigation and adaptation policy. **Education and awareness raising are crucial are to achieve the ultimate goal of the convention – if it is done in a gender-aware way!**

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