



**News, Muse and Views from the United Nations Climate Change community for
Education, Communication and Outreach Stakeholders**

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ECOS @ COP25

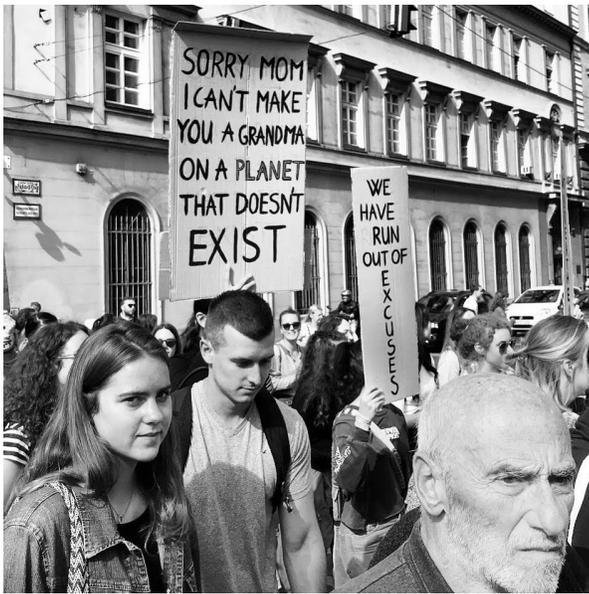
Now three year old, ECOS, UN Climate Change community for Education, Communication and Outreach Stakeholders, was well represented in Madrid at COP25 by many members of the core team that has been working diligently to build our own capacity so we can in turn support the capacity-building efforts of others.

In addition to morning meetings held nearly every day of the two-week long 25th Convention of Parties, ECOS held a [press conference](#), participated in numerous side events, networking with current and potential partners, and celebrated toward the end of the COP with a reception at the UNFCCC Secretariat Pavilion attended by nearly 200 attendees.

We plan to have a continued presence at upcoming meetings including Subsidiary Body 52 in Bonn in early June, the pre-COP event in Milan in early October, and then host a pavilion at COP26 in Glasgow to showcase the effective, innovative education, communication and outreach practices that are helping foster informed climate action around the world.



Climate Activists Only Survey



In September and early October of 2019, several of us conducted a survey designed to learn more about self-identified climate activists. The used a short online survey (only in English) of self-identified climate activists using a snowball sampling approach this past fall, receiving 368 responses from 63 nations.

While we don't want to overstate the findings, which are being further analyzed for a more comprehensive article, the responses offer an initial snapshot as we build a more comprehensive picture of climate activists around the world.

We found that overall there were slightly more women than men in Europe and North America who self identify as climate activists, but in Latin America, Asia and Africa there appears to be substantially more men than women activists. Some of the top line findings are highlights below and more background and context of the survey are described in [this blog posting](#). We also found:

- Fewer than one in five activists were confident that humanity “will appropriately respond and be able to minimize most negative impacts”.
- Two-thirds of our respondents indicated that serious effects, which will unduly impact poor and vulnerable populations, will occur.
- Self-described climate activists who responded to our survey span every age group, from under 25 to over 65, with one in four over 55.
- More than half of those surveyed are involved in some way with education, either as students or educators.
- More than one in three described themselves as climate professionals, including scientists.
- Many have been involved with climate school strikes, in particular, those who are younger, and most have participated in public protests. About one in four have been involved with civil disobedience.
- Most have reduced their meat and dairy consumption and a third have become vegan or vegetarian.
- A third of respondents have moved their banking or investments away from fossil fuels.

A more in-depth analysis by age, gender and geographic location is forthcoming.

ECOS China Partner Youth4Climate at COP25



Speaking at COP25 in Madrid, Chinese actress and superstar Ms. Shuang Zheng called for citizens, especially the youth, to engage in the learning, advocating and action of Climate Change. Invited as Youth4Climate Ambassador to the 25th United Nations Climate Change Conference (COP25) by ECOS partner, the Youthink Center, Ms. Zheng spoke at Action of Climate Empowerment High-level Event.

Her comments, carried on social media in China, topped the Trends of Weibo (Chinese Twitter) for 4 hours and got 800 millions of total views.

Ms. Shuang Zheng's advocating for public attention to climate change was reported by hundreds of media outlets in China, including official media such as the United Nations, CGTN, China Meteorological Administration, Forbes Chinese Website, iQiyi, and Tencent.

YouThink Center is currently working with ECOS to amplify these and related efforts to support climate change learning and action in China.

YouThink Director Alex Wang assisted in organizing the event and in translating Ms. Zheng's comments to the participants of the Action for Climate Empowerment Event.



What is the Doha Work Programme Review.... *and why is it important?*

For those of us involved with climate learning and engagement, it is well worthwhile to revisit Article 6 of the original United Nations Framework Convention on Climate Change signed in 1992. Titled “EDUCATION, TRAINING AND PUBLIC AWARENESS”, it reads:

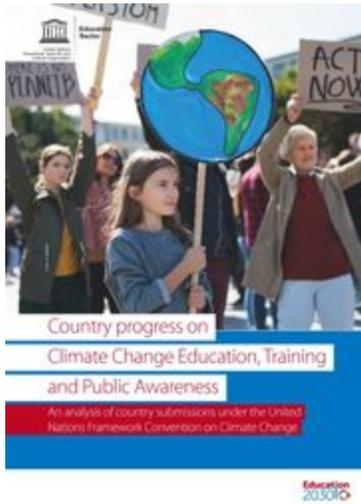
In carrying out their commitments under Article 4, paragraph 1 (i), the Parties shall:

- (a) Promote and facilitate at the national and, as appropriate, subregional and regional levels, and in accordance with national laws and regulations, and within their respective capacities:
 - (i) the development and implementation of educational and public awareness programmes on climate change and its effects;*
 - (ii) public access to information on climate change and its effects;*
 - (iii) public participation in addressing climate change and its effects and developing adequate responses; and*
 - (iv) training of scientific, technical and managerial personnel;**
- (b) Cooperate in and promote, at the international level, and, where appropriate, using existing bodies:
 - (i) the development and exchange of educational and public awareness material on climate change and its effects; and*
 - (ii) the development and implementation of education and training programmes, including the strengthening of national institutions and the exchange or secondment of personnel to train experts in this field, in particular for developing countries**

In 2012, twenty years after the signing of the UNFCCC, reaffirming the importance of Article 6 in driving climate action and acknowledging that limited progress had been made toward the goals outlined in the Convention, the [Doha Work Programme](#) was developed that called on nations to appoint focal points, individuals in government responsible for leading national planning and implementation for Article 6 goals. It also envisioned a digital clearinghouse with regional nodes called CC: iNet to share best projects and materials, and required the Secretariat should hold annual dialogues with stakeholders.

In 2015 Article 6 of the Convention was renamed as ACE: Action for Climate Empowerment. And this year, 2020, the Doha Work Programme is set to expire and the Secretariat has asked for input by February 15th that will help shape what comes next. We are planning webinars in late January with our colleagues at the Center for Environmental Education in India, who have put together this excellent overview: <https://www.cceindia.org/programmes/ACE.php> .Details of the webinars will be posted on the ECOS discussion list and Facebook Group.

Limited Progress Toward Achieving Climate Change Learning Goals: UNESCO Report



An important report released at COP25 entitled [Country progress on Climate Change Education, Training and Public Awareness](#) has analyzed 196 National Communications and 172 Nationally Determined Contributions for evidence of progress to the original climate change education and engagement goals of the original Framework Convention on Climate Change. The report acknowledges that:

Since its entry into force, the 1992 [United Nations Framework Convention on Climate Change](#) (UNFCCC) in Article 6 has recognized the importance of 'education, training and public awareness' in mitigating 'dangerous human interference with the climate system'. The [Paris Agreement](#), in its article 12, reaffirmed this recognition in 2015.

[The study](#), authored for UNESCO and UN Climate Change Secretariat by Dr. Marcia McKenzie of the Sustainability Education and Policy Network in Canada, found that 95% of the reporting countries mention climate change education (broadly defined as education, training and public awareness raising), but most of the language is aspirational, with little in terms of quantitative data to indicate how robust their efforts are or what progress has been made.

Of the six elements of ACE, the UNFCCC Action for Climate Empowerment initiative-- education, training, public awareness, public access to information, public participation, and international cooperation-- 47% of the references were to public awareness, but education was mentioned in only 17% of time, and public participation 4%. In the limited references to formal education, most were focused on cognitive learning rather than social and emotional or behavioural.

Other related UNESCO documents include:

- [Getting Climate-Ready: a guide for schools on climate action](#), and
- [Action for Climate Empowerment: Guidelines for accelerating solutions through education, training and public awareness](#)

