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Article 6 of the Convention

Report on the workshop on the implementation of Article 6 of the Convention in the least developed countries

Note by the secretariat*

Summary

The workshop on the implementation of Article 6 of the Convention in the least developed countries was held in Bonn, Germany, from 19 to 21 June 2012. Participants of the workshop shared good practices, lessons learned and experiences in undertaking activities related to climate change education, training, public awareness, public participation, access to information and international cooperation on these matters. They also assessed the status of the implementation of the amended New Delhi work programme on Article 6 of the Convention in the least developed countries and identified emerging needs and priorities, which could be included as possible elements of a successor work programme on Article 6 of the Convention.

* The document was submitted after the due date owing to the timing of the workshop.

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I. Introduction

A. Mandate

1. The Conference of the Parties (COP), by decision 9/CP.13, adopted the amended New Delhi work programme on Article 6 of the Convention as contained in the annex to that decision, and agreed to review its implementation in 2010 and 2012.¹
2. The Subsidiary Body for Implementation (SBI), at its thirty-fourth session, endorsed the terms of reference for the review of the implementation of the amended New Delhi work programme as contained in annex I to document FCCC/SBI/2011/7 and requested the secretariat to organize a workshop on the implementation of Article 6 of the Convention in the least developed countries (LDCs) in support of this review.²

B. Possible actions by the Subsidiary Body for Implementation

3. The SBI may take note of the information contained in this report and consider it as part of the review of the implementation of the amended New Delhi work programme and the development of possible elements for a successor work programme on Article 6 of the Convention.

II. Proceedings

4. The workshop on the implementation of Article 6 of the Convention in LDCs was held in Bonn, Germany, from 19 to 21 June 2012. It was funded by the European Union and the Governments of Australia, Spain and Sweden.
5. Thirty-two participants from 28 LDCs, the European Union, the United Nations Children's Fund (UNICEF), the United Nations Institute for Training and Research (UNITAR) and the Global Environment Facility (GEF) Secretariat participated in the workshop.
6. Mr. Bubu Pateh Jallow (Gambia) chaired the workshop on behalf of the Chair of the LDCs Group. The workshop took place over three days and was divided into 10 working sessions, including three small working group sessions. Simultaneous interpretation in French and English was provided during the workshop.
7. The workshop was opened by Mr. Richard Kinley, Deputy Executive Secretary of the UNFCCC secretariat, who highlighted Article 6 as an important part of the Convention, and emphasized its critical role in building broad public support to advance negotiations under the Convention and implementing action on the ground. The opening continued with a statement by Mr. Jallow in which he invited participants to engage in constructive discussions to achieve the three objectives of the workshop, which were as follows:
 - (a) To share good practices, lessons learned and experiences in undertaking Article 6 activities;
 - (b) To assess the status of the implementation of the amended New Delhi work programme, and identify gaps in, and barriers to, the implementation of the work programme;

¹ Decision 9/CP.13, paragraph 2.

² FCCC/SBI/2011/7, paragraph 69(a).

(c) To identify emerging needs and priorities as possible elements of a successor work programme on Article 6.

8. The opening remarks were followed by a round of introductions by participants. The opening session concluded with a presentation by a representative of the secretariat on objectives and methodologies of the workshop, and background information on the ongoing review of the implementation of the amended New Delhi work programme and the development of a successor work programme for possible adoption at COP 18.

9. Session I featured presentations on the work of national focal points for Article 6 of the Convention, and the development of national strategies and action plans. The national focal points for Article 6 of Burkina Faso and Uganda presented on climate change education, training and public awareness activities in their countries. Furthermore, UNITAR contributed to this session with a presentation on the initial lessons learned from its national One UN Training Service Platform on Climate Change (UN CC:Learn)³ pilot projects, which support national capacity development to strengthen climate change learning in developing countries, including Benin, Malawi and Uganda.

10. Sessions II and III focused on awareness-raising, education and training. In session II, the national focal point for Article 6 of Guinea-Bissau presented on public awareness-raising activities in his country. Session III started with presentations from representatives of the Sudan and Myanmar on initiatives on climate change education and training, and was followed by a presentation by a representative of the secretariat on ecological literacy.

11. During session IV, participants split into two English-speaking groups and one French-speaking group to identify good practices and potential gaps in, and barriers to, the implementation of the amended New Delhi work programme. The first day of the workshop concluded with a presentation given by working group followed by a discussion of the outcome.

12. The second day of the workshop started with session V on public participation in climate change policy decision-making and public access to information on climate change and climate change policies. Presentations by a representative of Togo and the national focal point for Article 6 of Sierra Leone laid the ground for further discussions among participants in small working groups. The conclusions of the working groups were presented and discussed.

13. In session VI, participants focused on how Article 6 related matters can be integrated in the development and implementation of national adaptation programmes of action (NAPAs) and national adaptation plans (NAPs). The session was opened with a presentation by a representative of the secretariat on the NAPA and NAP processes, and their linkages with Article 6 related issues. It was followed with presentations by a representative of the United Republic of Tanzania and the national focal point for Article 6 of Madagascar on national case studies on the integration of education, training and public awareness-raising activities in the development and implementation of their NAPAs.

14. In session VII, representatives of the European Union, the GEF Secretariat and UNICEF presented on support provided for the implementation of Article 6 related activities in the least developed countries.

15. The second day of the workshop concluded with session VIII in which participants split into two English-speaking groups and one French-speaking group for in-depth discussions on the possible elements of a successor work programme on Article 6. The conclusions of the working groups were presented.

³ <<http://www.uncclearn.org>>.

16. The third day of the workshop started with a presentation by a representative of the secretariat on the climate change information network clearing house (CC:iNet).⁴ Participants were provided with step-by-step training on how to make use of, and contribute, to CC:iNet. The presentation was followed by in-depth discussions, in small working groups, on the development of a virtual network of national focal points for Article 6. Session IX concluded with a presentation via teleconference by a representative of Bangladesh on national efforts on the implementation of Article 6.

17. Session X featured the discussion and adoption of recommendations. The workshop concluded with closing remarks by a representative of the secretariat and the chair of the workshop. A representative of the secretariat congratulated the participants on the concrete recommendations they had come up with during the course of the workshop and highlighted the workshop's importance in contributing to the development of a successor work programme on Article 6. He also thanked the European Union and the Governments of Australia, Spain and Sweden for their generous contributions towards realizing this workshop. The chair of the workshop closed the workshop by thanking all participants for their work and encouraging them to continue their efforts on the implementation of Article 6 in their home countries.

18. A summary of the sessions and presentations mentioned in this chapter is contained in chapter III below. The agenda for the workshop and all available presentations can be found on the UNFCCC website.⁵

III. Summary of sessions

A. Session I: The work of national focal points for Article 6 of the Convention

19. The national focal point for Article 6 of Burkina Faso provided an overview of formal, non-formal and informal environmental education in his country. He highlighted the efforts being made in formal education to teach students by allowing them to experience the environment in gardens and parks, and also through the use of audiovisual materials. He also explained that non-formal education has an even stronger focus on learning about the environment by experiencing it. Informal environmental education is carried out, *inter alia*, via radio and television programmes, newspaper articles and exhibitions. He further explained that religious groups play an important role in informal environmental education in local languages. He concluded his presentation by highlighting that despite his country's efforts on environmental education in recent years, there continues to be a lack of funding for these activities, in particular with regard to non-formal education.

20. The national focal point for Article 6 of Uganda highlighted the efforts made in his country to build adaptive capacity through education, training and awareness-raising activities. Uganda's national development plan recognizes climate change as a serious issue and aims to address it through, *inter alia*, the implementation of climate change education, training and awareness-raising activities in support of a climate resilient low-carbon development. He also reported that some initiatives have been successfully implemented in cooperation with local non-governmental organizations (NGOs) and the local media. However, he emphasized that a lack of financial and human resources continues to hinder progress at all levels and that access to climate change finance under the Convention remains challenging.

⁴ <http://unfccc.int/cc_inet/cc_inet/items/3514.php>.

⁵ <http://unfccc.int/cooperation_and_support/education_and_outreach/items/6903.php>.

21. A representative of UNITAR presented on how national UN CC:Learn pilot projects support least developed countries (Benin, Malawi and Uganda) to foster a strategic approach to human resources, learning and skills development to address climate change. After the preparation of a country-specific comprehensive background report, UNITAR works closely with respective governments to establish a multisectoral and multi-stakeholder mechanism for the organization of a national planning workshop, the assessment of institutional learning needs and the identification of national priorities. The outcome of the multi-stakeholder participatory process is the development of national strategies to strengthen human resources and skills to advance low emission, climate resilient and green development. In response to questions from the floor, she highlighted that other least developed countries are welcome to apply for the next round of UN CC:Learn projects.

B. Session II: Raising public awareness

22. The national focal point for Article 6 of Guinea-Bissau gave a brief presentation on awareness-raising activities in his country. In particular, he highlighted a new documentary on how local communities are affected by climate change and a number of other activities aimed at enhancing the understanding of the general public of the adverse consequences of climate change and actions to be taken to adapt.

C. Session III: Education and training

23. A representative of the Sudan presented on the key role that the Institute of Environmental Studies (IES) of the University of Khartoum play in addressing climate change in his country. IES promotes multidisciplinary research on climate change, metrology and the environment through graduate and postgraduate programmes. IES also organizes training workshops on climate change vulnerability and adaptation for government officials, NGOs and the media, and raises public awareness through the production and distribution of information materials and the organization of public lectures. In addition, IES assists the Government of the Sudan with the introduction of environmental education in school and university curricula, and the preparation of national communications, a technology needs assessment, a NAPA and a NAP.

24. A representative of Myanmar presented on the implementation of a broad range of climate change education and training activities, such as the development of print and multimedia information materials for the public, the establishment of a climate change information centre, and the organization of training for government officials, NGOs, the media, school teachers and the private sector. The representative highlighted the fact that local authorities and communities are increasingly interested in climate change issues and that the training of journalists contributed significantly to raising public awareness.

25. A representative of the secretariat gave a presentation on the importance of ecological literacy (eco-literacy) in education. She explained that eco-literacy is more than just the passive acquisition of environmental knowledge, it is the ability to understand the natural systems that make life on earth possible and, in turn, to change our behaviour, values and world view in accordance with that knowledge. The importance of eco-literacy has only recently been recognized, and it is a field that is still maturing and developing. However, the human connection to nature is a universal concept that can be modified and shaped in a way that makes it relevant to local culture. The representative concluded her presentation by saying that eco-literacy should be an integral part of education at all levels in all countries.

D. Session IV: Implementation of the amended New Delhi work programme

26. Participants split into two English-speaking working groups and one French-speaking working group to identify good practices and potential gaps in, and barriers to, the implementation of the amended New Delhi work programme. The outcomes of the deliberations of the working groups were presented and discussed in the plenary. Participants reported that the implementation of activities recommended in the work programme was mostly limited to areas of education and awareness-raising, in particular with regard to climate change adaptation. While none of the participating countries has an Article 6 national plan of action in some countries the implementation of Article 6 has been addressed in national development or national climate change strategies. Participants highlighted the lack of financial and technical resources as well as institutional capacity, the lack of cooperation between ministries and the absence of, or limited support shown to, a national focal point for Article 6 as the major barriers to the implementation of the amended New Delhi work programme. In particular, difficulties in accessing GEF funding for stand-alone activities on the implementation of Article 6 were highlighted by a number of Parties.

E. Session V: Public participation in climate change policy decision-making and public access to information on climate change and climate change policies

27. A representative of Togo focused her presentation on how the public participates in climate change policy decision-making and has access to information on climate change and climate change policies in her country. She highlighted the organization of civil society dialogues on the intergovernmental climate change process and the important role that the media plays in disseminating information on climate change policy decision-making in local languages. However, she also emphasized that the lack of financial resources and institutional capacity continues to be a major obstacle to ensuring effective ways of public participation and public access to information on climate change related issues.

28. The national focal point for Article 6 of Sierra Leone showcased how the adverse effects of climate change, such as extreme weather conditions and sea level rise, are affecting the local population. Progress has been made in raising awareness of climate change through the inclusion of civil society in the preparation of Sierra Leone's second national communication. Furthermore, improved climate observation has contributed to a better overall understanding of climate change and its adverse effects at the local and national levels. In his closing remarks, he pointed out the need for financial and technical resources to continue ongoing projects and to further enhance the implementation of Article 6 of the Convention.

29. Presentations were followed by an in-depth discussion on these issues in small working groups. Many Parties reported on the different ways in which the public can access information on climate change and climate change policies, but also emphasized that illiteracy and the lack of televisions and radios in many households represents a major obstacle in this regard. The broad dissemination of information is also hampered by financial constraints, in particular due to the costs associated with the translation of information materials into local languages. With regard to public participation in climate change policy decision-making, a number of examples were given where the public, NGOs, religious groups and the private sector were engaged through different consultation processes. It was proposed to further enhance public access to information through closer cooperation with NGOs and the media.

F. Session VI: Integration of Article 6 related aspects in the development and implementation of national adaptation programmes of action and national adaptation plans and reporting on Article 6 related activities in national communications

30. A representative of the secretariat explained how Article 6 related issues are linked to NAPA and NAP processes. She highlighted that all NAPAs contain an element of Article 6 and that about 12 per cent of all NAPAs mainly focus on Article 6 and capacity-building related issues. She also pointed out that the preparatory work and the implementation of NAPs include Article 6 components such as awareness-raising and training activities, and the public dissemination of information on the NAP process. In response to a remark made by a representative of UNICEF that NAPA and NAP guidelines do not include specific details on education, the representative of the secretariat informed the participant that the Least Developed Countries Expert Group (LEG) develops these guidelines and that Parties are welcome to notify the LEG that education should be included in the guidelines.

31. Representatives of Madagascar and the United Republic of Tanzania presented national case studies on the integration of Article 6 related activities in their NAPAs. The representative of the United Republic of Tanzania showcased how awareness on climate change vulnerability had been raised through the NAPA process. He further emphasized the importance of climate change education, training and public awareness activities for adaptation actions and the need to implement stand-alone Article 6 related activities in this context. He concluded his presentation by highlighting the vital role that the implementation of Article 6 plays in adaptation in LDCs, and that an increase in financial resources, institutional capacity and NGO and private-sector participation is necessary to adapt successfully to the adverse effects of climate change.

32. A representative of Madagascar highlighted in her presentation that the country adopted a national policy on combating climate change in 2011, which includes provisions on climate change education and public awareness-raising in the context of adaptation. A broad range of stakeholders, including local governments, communities, NGOs and farmers' groups have been included in the process of NAPA development through consultations as well as multi-sectoral working groups. She also provided information on other activities on the implementation of Article 6 in her country, such as the inclusion of climate change education in school curricula and public awareness-raising through information campaigns, conferences, workshops, and television and radio programmes. She concluded her presentation by identifying the lack of financial and technical resources and institutional capacity as major impediments to increasing the understanding of climate change among decision makers and the public in her country. As a way forward, her government will aim to integrate climate change further into educational programmes, raising awareness among decision makers on the international climate change process and mobilizing NGOs to work with the government on combatting climate change and its adverse effects.

G. Session VII: Support to the implementation of Article 6 of the Convention in least developed countries

33. A representative of the GEF Secretariat gave a presentation on how education, training and public awareness activities are implemented as integral adaptation measures in LDCs through support provided by the Least Developed Countries Fund (LDCF). He highlighted the fact that capacity-building is an integral part of all LDCF approved projects and presented a number of LDCF funded projects on food and water security, and on

coastal and disaster risk management that include education, training and public awareness activities. A number of Parties stressed the difficulties involved in accessing the LDCF for Article 6 related activities. In response, the GEF Secretariat representative suggested an alternative avenue of funding for such activities through support provided by the GEF for the preparation of national communications.

34. A representative of the European Union focused his presentation on support provided to LDCs on the implementation of Article 6. In 2007, the European Commission launched the Global Climate Change Alliance (GCCA) with the aim of providing technical and financial support to developing countries, in particular LDCs and small island developing States. For example, GCCA has organized regional training workshops on mainstreaming climate change into national development planning and budgeting. Furthermore, he presented national case studies from Cambodia and Ethiopia that included the establishment of knowledge management platforms on climate change, and outreach and learning campaigns. He also highlighted the Climate Change Media Partnership, which helps to improve media coverage and public debate on climate change in developing countries through the training of journalists.

35. A representative of UNICEF presented national case studies from Madagascar, Myanmar, Nigeria and Peru on mainstreaming climate change and disaster risk reduction in education. Activities include the strengthening of capacities at the national level to provide training and support on the development of tools and guidelines to integrate disaster risk reduction into the core school curricula; and the organization of: studies on climate change and children, environmental clubs, school gardens, and water and waste management projects. She concluded her presentation by highlighting lessons learned from the implementation of the work programme on Article 6 and challenges that would need to be addressed by a successor work programme.

H. Session VIII: Development of possible elements of a successor work programme on Article 6 of relevance to least developed countries

36. In session VIII, participants focused on the development of specific elements that could be included in a successor work programme by building on the discussions under session IV on the previous day. A comprehensive summary of proposed elements is contained in chapter IV below.

I. Session IX: The climate change information network clearing house and the development of a network of national focal points for Article 6

37. A representative of the secretariat gave a presentation on CC:iNet. Participants were provided with step-by-step training on how to make use of, and contribute to, the online information portal. CC:iNet includes a broad database of information on activities related to climate change education, training, public awareness, public participation, public access to information and international cooperation on these matters. It aims to provide Parties, observer organizations, the private sector and the public with rapid and easy access to ideas, strategies, contacts, experts, events and materials to enable them to take effective action on climate change. The representative of the secretariat also highlighted the fact that Parties may benefit from CC:iNet to obtain an overview of ongoing initiatives in their country or region and to enhance public access to information by uploading materials to the database.

38. The session continued with in-depth discussions in small working groups on the development of a network for national focal points for Article 6. Participants identified the sharing of good practices and lessons learned and the exchange of information as the major

objectives of the network. In order to achieve these objectives, participants suggested that a facilitator be nominated on an rotational basis. An appropriate online platform should be developed by the secretariat as part of CC:iNet that includes a multilingual discussion forum and allows for the exchange of e-mails, documents and media files as well as the organization of videoconferences. Access to the network should be restricted to national focal points for Article 6, but may be opened to NGOs and the public at a later stage.

39. The session concluded with a presentation via teleconference by a representative of Bangladesh, who highlighted the capacity-building and education-related elements of Bangladesh's Climate Change Strategy and Action Plan. He emphasized that the implementation of the action plan has so far been limited due to the lack of resources and institutional capacity. However, he also emphasized the good progress achieved under an ongoing joint initiative with the Government of Germany that builds the capacity of climate change focal points in different ministries, parliamentarians, representatives of local governments, NGOs, academics and the media. Under the initiative, awareness-raising materials have also been developed with a focus on gender issues. In addition, he highlighted the fact that a number of initiatives on education, research and awareness-raising have been successfully implemented by, and in cooperation with, NGOs.

J. Session X: Summary of outcomes and recommendations on a way forward

40. In session X, participants discussed a variety of possible elements of a successor work programme on Article 6 and agreed on a comprehensive list of recommendations for consideration by the SBI as contained in chapter IV below.

IV. Issues for further consideration

41. Participants agreed on a number of recommendations, which the SBI may wish to consider, for the review of the implementation of the amended New Delhi work programme and the development of a successor work programme on Article 6. These include recommendations under the following categories:

- (a) Education:
 - (i) Build capacity of governmental and non-governmental institutions at various levels to identify, prepare and implement relevant cross-sectoral educational programmes for addressing the challenges of climate change;
 - (ii) Build capacity for mainstreaming climate change into educational curricula and pedagogy;
 - (iii) Develop and implement educational programmes that target local governments and municipal authorities as well as vulnerable groups, such as women, children, youth, people with disabilities and indigenous peoples, and vulnerable sectors;
 - (iv) Ensure coordination in the development of educational materials through a national cross-sectoral institutional structure;
 - (v) Mainstream climate change issues in education for sustainable development;
 - (vi) Promote informal, formal and non-formal education through, inter alia, school environment/climate clubs and other community clubs to educate families on various aspects of climate change, including appropriate adaptation and mitigation actions, and sustainable consumption and lifestyle patterns;

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- (vii) Collect, disseminate and utilize indigenous knowledge and good practices to promote sustainable lifestyles;
 - (viii) Identify and address education needs and priorities continuously through a country-driven participatory approach;
 - (b) Training:
 - (i) Develop and implement ‘train the trainer’ programmes for different target audiences;
 - (ii) Develop and implement training programmes for journalists to enable them to communicate a message on climate change and its adverse effects effectively;
 - (iii) Support South–South and North–South collaboration and networks among governmental and non-governmental training institutions;
 - (iv) Support specific training programmes related to country needs and priorities, including those emerging from the deliberations under the Ad Hoc Working Group on the Durban Platform for Enhanced Action and other relevant processes;
 - (c) Public awareness:
 - (i) Develop mass communication strategies or strengthen them where they already exist, focusing on media that reach the widest possible audience;
 - (ii) Promote innovative approaches to spreading climate awareness at national and community levels through, inter alia, traditional means, the theatre, music, cartoons and posters. Initiate local and national competitions to stimulate the writing of plays, songs and poems;
 - (iii) Implement pilot activities that promote public awareness and foster adoption of good practice;
 - (iv) Organize special climate change related events on the occasion of environmental days, such as World Environment Day or World Water Day;
 - (v) Designate a World Climate Change Day;
 - (vi) Disseminate real life stories of people affected by climate change, such as farmers and fishermen, and their ways of adaptation;
 - (vii) Mainstream climate change issues in environmental awareness raising campaigns;
 - (d) Public participation:

Encourage governments, including local governments and municipal authorities, to engage local communities and NGOs in decision-making processes and to carry out public consultations before developing local projects and programmes that may impact on the health of the population and the climate system;
 - (e) Public access to information:
 - (i) Promote public access to mass media, such as print, audio and visual media to the extent possible;
 - (ii) Develop reader-friendly information materials on climate change in local languages and support their dissemination through appropriate channels to various stakeholders, particularly local communities;
 - (iii) Develop criteria for identifying and disseminating information on good practices for Article 6 activities, in accordance with national circumstances;

- (iv) Establish a climate corner in key public libraries;
- (v) Ensure that non-classified information related to climate change is readily available to all stakeholders through various means of communication;
- (vi) Support appropriate channels for climate information sharing and dissemination, and knowledge management, including possible collaborative arrangements with telecommunication service providers particularly for information related to early warning systems and systematic observation;
- (f) International cooperation:
 - (i) Encourage South–South and North–South cooperation and information sharing;
 - (ii) Promote collaboration among bodies established under the Convention on climate change education, training, public awareness, public participation and public access to information;
 - (iii) Adopt a practical work programme, with defined time frames and adequate resources, to support the least developed countries and other developing countries to integrate climate change issues into school curricula at various levels;
 - (iv) Encourage the United Nations Educational, Scientific and Cultural Organization, UNICEF, UNITAR and other relevant organizations to provide support for the implementation of Article 6 of the Convention in the least developed countries;
- (g) Institutional arrangements and support:
 - (i) Encourage all Parties that have not yet nominated national focal points for Article 6 of the Convention to do so and to inform the secretariat accordingly;
 - (ii) Institutionalize the implementation of Article 6 of the Convention through the establishment of a national coordination committee to enhance coordination between all stakeholders, in particular among ministries and between governmental bodies and NGOs, and increase the effectiveness of international support;
 - (iii) Engage the ministry responsible for addressing climate change and other relevant ministries and organizations in planning and implementing national programmes on climate change education and public awareness;
 - (iv) Develop national strategies and action plans on the implementation of Article 6 of the Convention, that are costed and have resources allocated, through a participatory process involving all stakeholders, in particular local communities;
 - (v) Mainstream and integrate Article 6 related activities into national development planning and sectoral climate change programmes with a view to attracting funding;
 - (vi) Formalize funding for activities relating to the implementation of Article 6 within the financial mechanism of the Convention and scale up funding from other sources, including that from bilateral and multilateral cooperation agencies;
 - (vii) Ensure that the new operating entities of the financial mechanism of the Convention have dedicated windows for the provision of funding for the implementation of Article 6 related activities, and that each climate change project and programme has Article 6 related activities incorporated in it as specific components;

- (viii) Simplify procedures for accessing funding provided by the GEF for enabling activities;
 - (ix) Include national focal points for Article 6 of the Convention in official delegations to attend UNFCCC conferences;
 - (x) Develop institutional and technical capacity for the implementation of Article 6 of the Convention;
 - (xi) Invite the GEF to continue to provide support for the implementation of Article 6 of the Convention in the least developed countries;
 - (h) Networking:
 - (i) Request the secretariat to create a networking platform for national focal points for Article 6 of the Convention within CC:iNet with the objectives of sharing information and experiences, showcasing good practices, providing advice and getting inspiration from fellow focal points, building capacity of focal points to perform their tasks, and developing recommendations with regard to advancing the implementation of Article 6 of the Convention;
 - (ii) The networking platform should allow for the organization of discussion fora, videoconferencing and mailing lists;
 - (iii) To broaden participation in the networking platform, request the secretariat to explore the possibility of integrating existing translation technologies used by social media platforms;
 - (iv) Consider inviting Parties participating in the networking platform to nominate facilitators on a rotational basis to ensure a quality dialogue;
 - (v) Consider opening the networking platform to stakeholder participation after a pilot phase;
 - (vi) Utilize the networking platform for the preparation for, and follow-up to, the annual dialogue on Article 6 of the Convention to be conducted by the SBI;
 - (vii) Publish a quarterly online newsletter, through the networking platform, where national focal points for Article 6 of the Convention will showcase their success stories and lessons learned in implementing climate change education, training and public awareness activities. Interested focal points will take turns in publishing the newsletter.
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