

SUBMISSION
CHILE, COLOMBIA, COSTA RICA, PERU, DOMINICAN REPUBLIC, URUGUAY

Action for Climate Empowerment

Mandate: Decision 15/CP.25, paragraph 2

1. Following the invitation by the SBI, the above mentioned group of countries welcomes the opportunity to provide information on the implementation of the Doha work Programme and its relation to Action for Climate Empowerment (ACE) in order to enhance the implementation of Article 6 of the Convention and Article 12 of the Paris Agreement.
2. Parties acknowledge the valuable progress that has been made in the framework of the Convention and the Doha Work Programme for country-driven action in relation to the implementation of ACE, especially since decision 15/CP.18, paras. 1–2, Paris Agreement, Decision17/CMA.1, para. 2 and Decision 15/CP.25, annex , among others.
3. The Parties are grateful for the work being done by the Secretariat in this area and specifically for the development of the Synthesis Report on “Progress and effectiveness, as well as emerging gaps, needs and recommendations, in relation to the Doha Work Programme and Action for Climate Empowerment”, whose conclusions are welcome by this group of countries. Likewise, we are grateful for the enriching discussion that took place in the ‘7th ACE Dialogue to advance the review of the Doha work programme that was held at COP25.
4. We recognize the importance of continuing to make progress in the implementation of actions in the areas of education, training, awareness, public participation, access to information and international cooperation at national and international levels, expressing their commitment to advance in the integration of these elements in the planning of climate policies and actions.
5. The purpose of this submission is to contribute to the debates generated within the framework of the Convention on the updating of the Doha Work Programme.
6. In this sense, the participating Parties in this submission express special thanks to the Euroclima+ Program and to the International and Ibero-American Foundation for Administration and Public Policies (FIIAPP) for carrying out the Report “*Action for Climate Empowerment and its transformative potential in Latin America*”¹, which seeks to share a general vision on the progress and critical challenges for climate action from the empowerment of the population of the Latin American region. The study focused on 8 countries -Chile, Costa Rica, Colombia, Cuba, Ecuador, Peru, Dominican Republic and Uruguay- and its contents and findings were used as the basis for the generation of this submission.

¹ <http://euroclimaplus.org/noticias-eventos-gobernanza/noticias-gobernanza/705-nuevo-estudio-tematico-la-accion-para-el-empoderamiento-climatico-y-su-potencial-transformador-en-america-latina>

Challenges, gaps and needs

7. Among the main challenges, gaps and needs identified are the following:
 - i. Advance the integration of ACE in Nationally Determined Contributions as well as into existing and/or developing climate change regulations or laws, plans, programs, and other instruments. Likewise, following the example of Uruguay, it is necessary to continue advancing from a human rights approach in the integration of mandates and a gender perspective, and guarantee the participation of the different vulnerable populations, recognizing cultural diversity and traditional practices.
 - ii. Advance in the design and implementation of ACE Strategies that strongly integrate the six elements, redefine the most ambitious and immediate objectives, strengthen inter-institutionality, multilevel and the network of actors.
 - iii. Strengthen the capacities of the ACE teams and the national focal point to improve their knowledge and tools for planning, articulating, designing and monitoring actions, strengthening the capacity for dialogue with different actors and national and international coordination.
 - iv. Promote greater regional articulation to strengthen progress in ACE in each country, creating regional frameworks for exchange and mutual support.
 - v. Incorporate the six elements of ACE in the guidelines for National Communications.
 - vi. It is also necessary to advance in the development of monitoring, follow-up and reporting methodologies that aim at changing the behavior of people and/or communities, for which it is necessary to define some levels of progress in the different elements of ACE. Likewise, continuous evaluations should be made of ACE Strategies through process and results indicators, which must be done in a participatory way and identifying sectoral, intersectoral and multilevel responsibilities.
 - vii. Integrate science and research among the elements of ACE, since the information used in education, training and awareness must be based on science, being accessible and understandable. Furthermore, knowledge and awareness of climate change is strengthened through research processes. For example, countries such as Colombia, Chile, Peru, the Dominican Republic and Uruguay, have integrated science and / or research as a central element in their ACE related instruments.
 - viii. Strengthen the necessary coordination between the Ministries of Education and the Environment for the implementation of ACE components, as well as the participation of sectoral ministries and subnational governments, since all institutions can promote ACE components in the design and implementation of their

sectoral adaptation and/or mitigation plans.

- ix. Extend national ACE strategies to the territorial level, considering the variable of gender, cultural diversity and indigenous and traditional knowledge, to generate a sense of relevance to ACE's actions. In this sense, it is important to involve subnational governance bodies (municipalities, regional governments, local communities, etc.), who will usually be responsible for implementing ACE strategy at the local level.
 - x. The policies and regulations of the countries in the matter of environmental education have to be strengthened, in order to make education in Climate Change more visible.
 - xi. To strengthen the incorporation of Climate Change in formal education, ensuring its presence through the design of plans or normative changes, which guarantee curricular transformation, teacher training, and the management of educational establishments as agents that contribute to the comprehensive management of the realities of Climate Change in their territory.
 - xii. Promote the development of initiatives that integrate climate change in non-formal and informal education, including various actors in society (community organizations, private sector, civil society, women, afrodescendant population, indigenous peoples, youth, etc.) related to the implementation of mitigation and/or adaptation actions to climate change.
 - xiii. Young people must be given greater inclusion and resources to make their participation in Climate Action binding must be made available by governments, but also by universities and schools, since young people work voluntarily, and this makes their continuity difficult.
 - xiv. It is very important to intensify permanent awareness campaigns with cultural relevance, by governments at different levels and through the main culturally relevant media that effectively allow internalization in different climate change actors and causes and actions to face Climate Change.
 - xv. For all of the above, it is important to give stability to the teams, programs, plans and activities associated with ACE through accessible, permanent and varied sources of financing (international, public and private).
8. We wish to share this information in the belief that ACE is a highly relevant component for climate action, in which international collaboration is key to advancing in the challenges outlined.