



México's Submission for the review of the Doha Work Programme on Article 6 of the United Nations Framework Convention on Climate Change

As called for by Decision 15/CP.25, paragraph 2, Mexico presents its submission for the review of the Doha Work Programme (DWP) on Article 6 of the United Nations Framework Convention on Climate Change (UNFCCC).

The Ministry of Foreign Affairs (SRE), in its capacity as National Focal Point for Article 6 of the Convention, coordinated the elaboration of this submission, which includes inputs from other Ministries working on one or more of the six priority areas contemplated in the DWP.

1. ACE Activities and Results

Since 2012, Mexico has implemented a number of measures that are directly related to the activities proposed for Parties in the DWP. For the purposes of this submission, only some of the most important actions undertaken under the ACE priority areas are showcased to present best practices, as well as the challenges faced and main lessons learned.

1.1 Environmental Education

The 2012 General Law on Climate Change established - through articles 2, 7, 8, 9, 30 and 34 - the obligation to promote education on climate change mitigation and adaptation, at all levels; organize education and awareness campaigns on the causes and effects of climate change; and support efforts in behavioral change for the reduction of GHG emissions through more sustainable consumption and production patterns, including at all levels of government. Additionally, multiple action lines on ACE have been included in the Special Program on Climate Change, as well as in the Mid-Century Strategy.

The Mexican government has included lessons related to various aspects of climate change in the national *curricula* for students and teachers, including all public text books.

More recently, in summer 2019, the Ministry of Education (SEP), with the support of the Senate, led a constitutional reform of article 3rd on Education, in order to include sustainable development into the national *curricula* requirements. This was followed by reforms in the secondary laws, namely the General Education Law – articles 13, 15, 16 and 27 -, which now require educational programs aimed to develop capacities on resource management, sustainable development and climate resilience. It also requires SEP to revise all education programs and related material in order to guarantee the implementation of the law.



The Ministry of Environment (SEMARNAT) provides inputs and support to SEP, to facilitate the distribution of printed material, videos, documentaries, and short films on environmental matters, particularly climate change. These materials are designed to promote sustainable actions, climate action empowerment, community engagement, and critical thinking. Moreover, with the support of UNICEF, it is currently developing new specialized texts books on climate change for children.

Informal education can also play an important role. Through the Center for Education and Training on Sustainable Development (CECADESU), and its local and regional offices, SEMARNAT and agencies organize multiple events for education experts and teachers on topics related to climate change, such as territorial management and community organization for adaptation projects. CECADESU has a strong collaboration with civil society, cultural centers (mainly museums), private sector, and subnational governments on multiple activities that help in the dissemination of climate-related knowledge, including special exhibitions, conferences, and film festivals.

1.2 Training

In relation to training, the Mexican Government has identified that, while there are multiple tools that facilitate ACE for mitigation, there is an important gap on capacities for adaptation. Consequently, SEMARNAT has developed substantial experience working with civil society organizations, universities, and environmental organizations on the exchange of experiences and knowledge transfer for the elaboration and implementation of adaptation strategies at the community level.

One example of empowerment activities that promote adaptation to climate change is the 2019 bio-intensive community farming program. Its main objective is to provide the means to build bio-intensive gardens in urban and peri-urban households, including financial resources, partnerships, exchange of best practices, and technical knowledge. As a result, besides strengthening their adaptation capacities, the participating communities have also increased their food security levels, rebuilt their social fabric, and recovered valuable traditional knowledge.

An important element that makes this a best practice is that the Mexican government has worked closely together with multiple stakeholders across sectors and levels, including education and environmental culture centers (museums, cultural centers, botanical gardens, municipal governments, and schools at all levels). Besides providing teaching spaces, their inputs through multiple dialogues has been crucial to identify opportunities for improvement, professionalization of teaching personnel (including certification), and generating strategic partnerships.





1.3 Public Awareness

Concerning public awareness, in 2017, the first public opinion national survey on climate change was conducted. Some notable results showed that, while 89% of the surveyed population had heard about climate change, only 39% had deep understanding of the issue. Moreover, 7 out of 10 people think that climate change is already affecting us, yet only 3 out of 10 believes it is everybody's responsibility to address it. The main results of the survey, together with an exhaustive review of the activities undergone in compliance with the DWP, were included in Mexico's 6th National Communication to the UNFCCC.

The government has also approached different media outlets, mainly to educate and inform them about the effects of climate change, short-lived pollutants, and the relationship between human health and ecosystems, although much remains to be done in this agenda for massive dissemination of information to the wider public.

1.4 Public access to information

Regarding public access to information, in 2016, SEMARNAT centralized all its publications on a central editorial bank. This project responds to the need to promote education, training and communication processes led by public, private and social institutions. The majority of the information can be accessed through the climate change national website, which is constantly updated and promoted through the government's social media accounts: <https://cambioclimatico.gob.mx/>

Furthermore, with the support of the Spanish Agency for International Development Cooperation (AECID), the Mexican Government developed the website "De Frente al Cambio Climático" (Facing Climate Change) which provides simplified information on climate change and its impacts in Mexico: <http://elcambioclimaticodefrente.inecc.gob.mx/>.

SEMARNAT has also worked directly with the national scientific and technological community to showcase their projects, ideas and progress related to climate change, and to generate specialized dialogues that seek to identify opportunities for Mexico to fulfill its adaptation and mitigation commitments.

1.5 Public participation

The Mexican Government actively promotes the meaningful participation of all stakeholders in the design and implementation of climate policy. This is reflected in the institutional composition of the National Climate Change System (SINACC), which includes a Climate Change Council comprised of representatives from academia, civil society and private sector. Through this mechanism, as well broader consultation workshops and online tools, all of Mexico's main planning instruments and policies on climate change have integrated the views and inputs of multiple stakeholders.





This is also the case for the Nationally Determined Contribution, currently undergoing its mandated update through a participatory process consisting of both in person and online consultations.

2. Best practices and lessons learned

The following lessons have been identified from Mexico's experience with the implementation of the DWP:

First, success of ACE related activities requires collaboration across different sectors and levels of government. This includes partnerships among different ministries and public agencies within the government, particularly in the environment and education sectors, as well as with civil society, private sector, and subnational governments. While ACE inherently relates to the activities carried out by Environment Ministries, activities should involve other agencies and organizations, promoting synergies in their organizational capacities for advocacy and action.

Second, it is important to align the ACE process with other related multilateral instruments and their implementation processes, such as that of the 2030 Agenda, in order to maximize efforts and avoid duplication.

Third, constant monitoring and evaluation is critical to allow for implementers to continue learning and improving these processes. It is equally important to communicate and maintain training exercises for public officers, decision makers, local leaders and communities to facilitate a systematic improvement of future efforts.

Fourth, electronic tools greatly facilitate ACE. This includes virtual communication, education, and teaching spaces (for example, digital libraries). These digital tools strengthen environmental governance, ensuring access to information on environmental matters, which the Mexican Government is careful to present through a territorial, gender and human rights approach.

Fifth, while digital technology is important, Parties must be conscious of the technology gaps that respond to geography and socio-economic divides. It is therefore important to be mindful of digital, social and gender inclusion, and find creative ways to make information accessible for everyone, especially marginalized and vulnerable communities and populations. This is also the reason why there is an increasing number of ACE related activities that focus on building capacities for vulnerability reduction and climate risk management.

Sixth, and final, it is crucial to not only expand ACE efforts, but also to communicate these efforts both to the general public, and to other Parties. While in-session events have been extremely useful for this purpose, it is necessary to find ways to build synergies with other agendas within and outside the Convention to strengthen and create awareness of ACE.





It is important to note that, while many of the aforementioned measures are directly related and contribute to global ACE efforts, these are not necessarily conducted under the ACE branding. As result, it is important for the Parties, with the support of the UNFCCC Secretariat, to deliberately conduct these activities as a response to the DWP and communicate it as such.

3. Needs

The main challenge that the Mexican government faces is securing the means of implementation for ACE related activities, as there are few financial resources to promote and connect teaching efforts, organize dialogues, and/or facilitate the incubation of local initiatives. Technical assistance programs are also necessary to help build institutional capacity in formal and informal education.

Furthermore, climate change education remains relatively new, and while there is growing public concern, especially among new generations, much remains to be done in terms of raising awareness and informing the general population beyond formal environmental education. This is especially important given the increase in circulation of false, erroneous or biased information.

4. Gaps

Takin indigenous knowledge and cultures appropriately into account in climate change education initiatives remains a challenge. An inter-sectorial and multidisciplinary effort is needed to integrate this invaluable knowledge in environmental education curricula, as well as general information on climate change for the broader public.

Additionally, more attention needs to be devoted to adaptation. This should include strengthening of adaptive capacities, as well as involvement in the design and appropriation of adaptation measures in communities settled in key ecosystems such as wetlands.

5. Recommendations and views on future work

The support of international financing and cooperation agencies will be essential to initiate and sustain climate empowerment actions, especially when promoting free, open, inclusive and culturally relevant citizen participation in decisions regarding environmental public policies. The availability of resources seems to be the common

limiting variable for education and training actions, so the diversification of financing sources will be decisive.





Mexico has notable examples of cooperation with multilateral and bilateral organizations (e.g. UNICEF and AECID) on ACE related action. Nonetheless, we recognize there are more untapped opportunities. The support of the Secretariat is fundamental in order to map these opportunities and make them more accessible to Parties.

In the coming years, Mexico hopes to boost adaptation to climate change through collaborative work in the form of a network, incorporating young professionals that aim to contribute to the implementation of the Paris Agreement and the 2030 Agenda, including through electronic means for long distance or face-to-face teaching, support for collaboration and exchange of experiences and information.

