



EDUCATION | ENVIRONMENT | EQUALITY

## **Intervention on Article 6 of the Convention in the SBI opening session**

A large number of important activities are suggested in the amended New Delhi work programme, often closely related to gender issues, although these are not explicitly mentioned. Should the work programme be amended again, we would like to see the gender dimension included. At the moment, however, we are even more concerned about the inadequate implementation of the programme.

Education and public awareness for mitigating climate change is of utmost importance: sustainable technical solutions are one of the various ways of reducing carbon emissions. However, technical solutions won't be sufficient for achieving the necessary deep cuts in GHG emissions. Therefore, citizens must be informed of the need for changing life-style in the industrialised world, and striving for low carbon development everywhere in the world. Furthermore, we know that 'to be aware' is one thing, actually changing behaviour is another. There is a need for education on the consequences of behaviours, and on alternative options.

Gender-specific roles and responsibilities are closely related to climate change mitigation, and to preventing emissions in a low-carbon society. Often, it is the women who need to gain more knowledge about low-carbon, technological developments.

Women also need opportunities to build their capacity to effectively influence the debates and express their concerns and needs.

On the other hand, particularly men need to learn about life-style changes, and the close linkages between masculinity, technology and emissions – where traditional masculine identities, for example, support the use of status objects that use a lot of energy.

The value and importance of Article 6 of the Convention is chronically being underestimated, as are non-technical contributions to emission reductions. Both are "soft" issues. Is that why they are being disregarded in male-dominated structures? In any case, one of the consequences is a lack of funding for awareness raising and for "education for a low-carbon society".

As for UNFCCC activities in this field, one important means is the CC:iNet, another one the valuable regional workshops held in order to discuss further implementation of Article 6. This part of the Secretariats budget should receive more attention. Innovative and replicable examples were presented in the workshops, conclusions in terms of recommendations were drawn – but are they being considered in the negotiations and incorporated in the text?

We urge the SBI, Parties, and the UNFCCC Secretariat to recognise how crucial education and awareness raising are to achieve the ultimate goal of the Convention – and how important it is to do it in a gender-aware way!