



Report on Strengthening Climate Capacities in the Dominican Republic through “Multi-Stakeholder Workshops on Action for Climate Empowerment”

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Synopsis

On the 8th and 9th of May, Santo Domingo, Dominican Republic, was the setting for the multi-stakeholder workshops on Action for Climate Empowerment (ACE). These workshops, organised by Wellington College, Wellington College International, and the Latin American Observatory for Climate Action (OLAC), were held in collaboration with the National Council for Climate Change and sponsored by the Pontificia Universidad Católica Madre y Maestra (PUCMM) and Fundación Popular, within the framework of the “Alejandro E. Grullón E. Sustainability Lecture Series”.

These workshops arose from the need to expand knowledge of ACE and its scope to advance climate action through its six elements: Education, Awareness, Capacity Building, Public Participation, Creation of Awareness, International Cooperation, and Access to Information.

Objectives and Workshop Development

The primary goal of the workshops was to enhance the understanding and development of capacities in ACE among various social actors, including academics, public and private sector representatives, students, and civil society organisations. This initiative aligns with the objectives outlined in the Dominican Republic’s Nationally Determined Contribution (NDC), making it one of the first countries to implement the ACE Action Plan of the Glasgow Work Programme (GWP) actively and coordinately.

Detailed guides were used throughout the workshops to document activities and facilitate topic development. Two main themes were covered:

1. Climate Policy and International Decision-Making: This theme explored the concept of Climate Justice in international decision-making, referencing the Paris Agreement (Article 12) and the UNFCCC (Article 6). It also explained the connection to local experiences and climate empowerment actions.
2. International Actions for Climate Action: This theme introduced Nationally Determined Contributions (NDCs) and specifically discussed the Dominican Republic’s NDC.

Dynamics and Active Participation

The workshop dynamics included breaking down the concept of ACE into manageable parts, relating ACE components to their definitions, and reflecting on how these components align with climate action. Participants, working in groups, developed their own definitions of key ACE concepts (empowerment, climate empowerment, and action for climate empowerment), identifying their components and reflecting on their importance. These ideas were visualised on paper charts, facilitating a collaborative learning process.

Active participation was notable in all activities. Participants from diverse sectors and backgrounds contributed ideas and reflections during discussions, demonstrating teamwork, good communication, and leadership skills. The most engaging sessions involved debates on how ACE components empower individuals to act against climate change.

Debates and Reflections

A particularly engaging discussion focused on whether humanity can solve the planet's problems, comparing Imperialist versus Arcadian perspectives. Topics such as Gender, Climate Justice, and Citizen Diplomacy also sparked intense debates. Especially on the second day, most agreed that climate change disproportionately impacts men and women, although there were some differing views on specific aspects.

Experiences and Observations

Participants shared positive experiences regarding the learning of new concepts and reflecting on climate actions in their local communities and professional contexts. Some attendees expressed a desire for more practical content in future sessions, but there was genuine interest in learning and applying the acquired knowledge. This commitment was evident in the "My Promise" reflection exercise, where each participant presented an action, they would undertake post-workshop in their professional or personal spheres.

Impact and Future of the Project

The multi-stakeholder workshops on Action for Climate Empowerment in the Dominican Republic proved to be a success, demonstrating the commitment of various social actors to contribute to climate action. The coordinated implementation of these workshops positions the country as a leader in adopting concrete measures to address climate change, aligned with international objectives.

These workshops are part of a broader project aiming to create and promote the Multi-Stakeholder ACE Academy to support the implementation of the ACE Action Plan of the Glasgow Working Programme. This project responds to the lack of specific training for social actors on climate action topics, especially post-COP27. The Multi-Stakeholder ACE Academy aims to enhance understanding and capacity development among social actors regarding ACE, improving the implementation of climate actions at national, regional, and international levels.

Methodology and Expected Outcomes

The workshop methodology is based on David A. Kolb's experiential learning theory, which emphasises the learning cycle of Experience, Reflection, Thinking, and Action. This blend of practical and reflective activities fosters participants' understanding and commitment to ACE topics.

The anticipated outcomes for the project overall include a greater understanding of ACE by social actors, community engagement to implement climate actions, and strengthened collaboration with governments to meet the goals and various pillars of ACE. Additionally, it is expected that progressive countries in the ACE agenda, such as the Dominican Republic, will be able to pilot the ACE Work Plan and scale the project to a regional and international level through joint efforts and the identification of synergies with other countries and entities also aiming to advance Climate Action.



Conclusion

In summary, the multi-stakeholder workshops on ACE in the Dominican Republic successfully integrated diverse perspectives and promoted collaboration among different actors. The positive impact on participants' knowledge, awareness, and commitment underscores the importance of continuing to strengthen such educational and climate capacity-building initiatives.

Future Actions

Following the conclusion of this initial phase of the Multi-Stakeholder ACE Academy project, it is recommended to continue fostering multi-stakeholder dialogue, develop follow-up and evaluation strategies, and promote the integration of ACE approaches in national, regional, and international policies and practices. This will contribute to advancing the Dominican Republic as a pioneering country in the implementation of the ACE Action Plan of the Glasgow Work Programme (GWP).

1. Table of findings from the working groups

The information collected from the workshop activities was organised according to the six elements of ACE: education, training, public awareness, access to information, public participation, and international cooperation. This categorisation allows for a clear and structured identification of past and present activities, as well as the needs within the ACE context.

Education	Training	Public Awareness	Public Access to Information	Public Participation	International Cooperation
<ul style="list-style-type: none"> • Translate knowledge into action. • Organise global climate action workshops with an education focus for students and teachers. • Strengthen Environmental education in communities and among youth. • Develop skills and competencies through education to enable informed actions within communities. 	<ul style="list-style-type: none"> • Acknowledge the prior work of the Dominican Republic on Article 6 of the UNFCCC through the UN CC:e-Learn platform. • Note that climate empowerment has been more reactive than proactive. • Recognise climate change training for rural women with gender perspective, e.g. in San Cristóbal province. • Consider training on waste collection, e.g., in the community of San Juan Díaz Piña. • Empower individuals in decision-making processes. • Train local residents in sustainable practices such as energy saving and efficiency, waste sorting, regenerative agriculture and reforestation. 	<ul style="list-style-type: none"> • Campaigns to eliminate plastic items (cups, plates, etc.) from educational centres. • Reduce plastic use in institutions. • Understand that climate change is anthropogenic. • Recognise that individuals have the willingness to take actions that benefit both the global and individual levels. • Empower women and the community to take action through community clean-up campaigns, e.g., the “Sero Waste” initiative. • Create initiatives to encourage employees to commute to work one day a month using bicycles and electric scooters as alternative clean transport systems. • Reforestation campaigns. 	<ul style="list-style-type: none"> • Share Information with all competent entities to drive change. • Take action: make informed decisions on specific issues by identifying and understanding specific problems. • Promote and raise awareness of the General law on Solid Waste Management (Law 225-20). 	<ul style="list-style-type: none"> • Create mechanisms for community participation. • Act as a community or collective. • Encourage social responsibility for environmental protection. • Encourage the development of governance and climate financing projects. • Collaborate in the mitigation and adaptation processes for the country. • Use knowledge to generate positive changes for the community and groups. • Engage with stakeholders to enhance decision-making processes on climate change. • Encourage citizen empowerment within the framework of climate change. • Ensure informed and sustained participation, individually or collectively, to generate climate-related solutions. 	<ul style="list-style-type: none"> • Acknowledge the prior work for the Dominican Republic on Article 6 of the UNFCCC through the UNFCCC. • Support technology for greater reach, e.g., solar panels. • Foster cooperation with companies, e.g., a Miami company collecting sargassum to process it and manufacture climate -resilient bricks. • REDD+ programme in the Dominican Republic. • Enable individuals and groups to secure funding to create mitigation projects.

2. Photographic collection

Hereafter are the images showcasing the work and presentations of various participants during the workshops.

Day 1

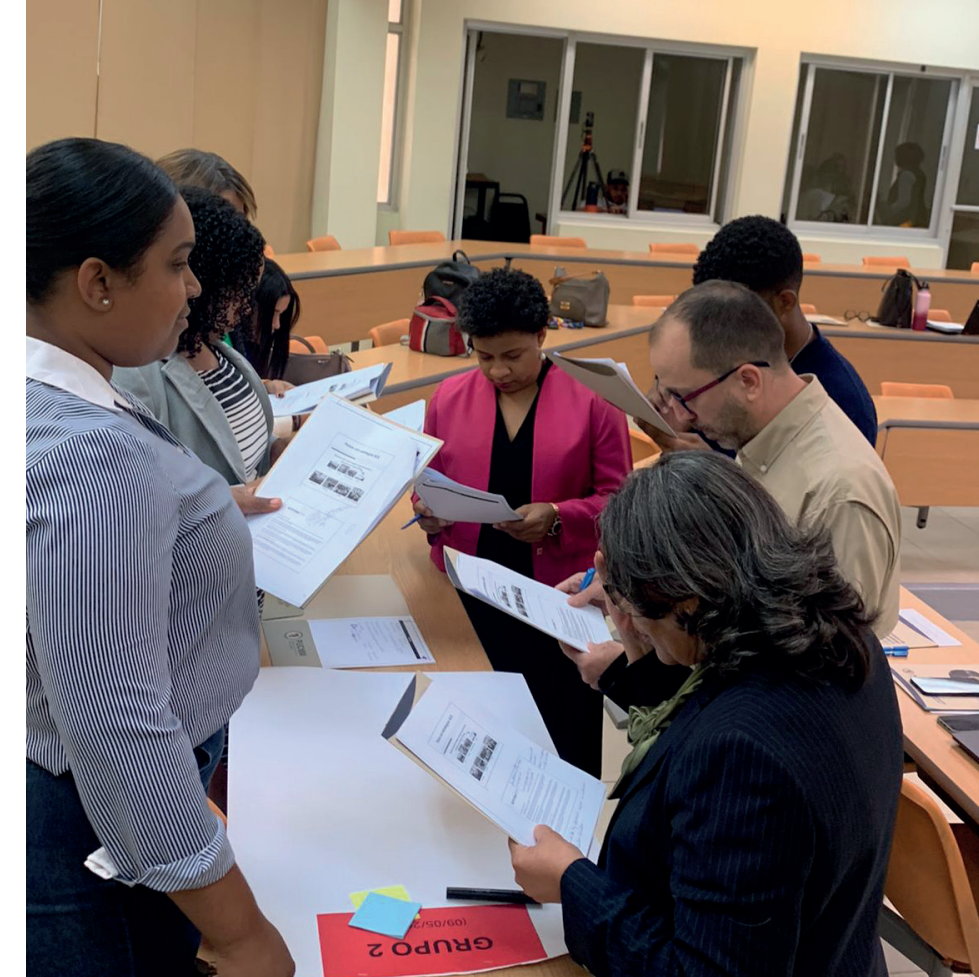


Day 2



3. Acronyms

- ACE: Action for Climate Empowerment
- GWP: Glasgow Work Programme
- NDC: Nationally Determined Contribution
- OLAC (by its acronym in Spanish): Observatorio Latinoamericano para la Acción Climática
- PUCMM (by its acronym in Spanish): Pontificia Universidad Católica Madre y Maestra
- UNFCCC: United Nations Framework Convention on Climate Change



4. References

- <https://unfccc.int/resource/docs/natc/pannc1/capitulo1.pdf>
- <https://coveringclimatenow.org/resource/climate-science-101/>
- <https://unfccc.int/most-requested/key-aspects-of-the-paris-agreement>
- <https://www.mrfcj.org/>





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