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Article 6 of the Convention

**Report on the Asia and the Pacific regional workshop on
Article 6 of the Convention**

Note by the secretariat*

Summary

The Asia and the Pacific regional workshop on Article 6 of the Convention was held in Yokohama, Japan, on 13–15 September 2005. Participants from 28 Parties discussed issues relating to the implementation of the New Delhi work programme on Article 6 of the Convention and recognized that successful implementation of the programme is critical for the implementation of the Convention at the national level. They also acknowledged that although some progress has been made on education, training and public awareness in the region, there remain many issues and barriers that need to be addressed. The Subsidiary Body for Implementation may wish to use the information in this report to identify matters for further consideration and possible action.

* This document was planned to be submitted after the due date because the workshop was held in September.

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I. Introduction

A. Mandate

1. The Subsidiary Body for Scientific and Technological Advice, at its seventeenth session, reaffirmed that regional workshops could be a means of further developing and implementing the New Delhi work programme on Article 6 of the Convention, and that such workshops could advance the work on assessing needs, identifying priorities, sharing experience and exchanging information on related activities (FCCC/SBSTA/2002/13, para. 52 (b)).
2. The Subsidiary Body for Implementation (SBI), at its eighteenth session, reaffirmed that regional workshops could advance the work on assessing needs, identifying priorities, sharing experience and exchanging information and, at its twenty-first session, welcomed the offer of the Government of Japan to host the Asia and the Pacific regional workshop on the implementation of Article 6 of the Convention in conjunction with the Fifteenth Asia–Pacific Seminar on Climate Change (FCCC/SBI/2004/19, para. 64).

B. Possible action by the Subsidiary Body for Implementation

3. The SBI may use the information contained in this report to provide further guidance on the implementation of the New Delhi work programme on Article 6 of the Convention.

II. Organization of the workshop

4. The Asia and the Pacific regional workshop on Article 6 of the Convention was held on 13–15 September 2005 following the Asia–Pacific Seminar on Climate Change, which was held on 11–12 September in Yokohama, Japan a joint concluding session for both meetings was held on 15 September 2005).
5. The focus of the seminar was to identify opportunities for co-benefits of greenhouse gas (GHG) mitigation efforts, opportunities relating to the clean development mechanism (CDM) under Kyoto Protocol and strategies for adaptation to climate change. The focus of the workshop was on the opportunities for further development and implementation of activities relating to Article 6 of the Convention in the Asia and the Pacific region. Although the focus of the two meetings was different, both meetings addressed in depth many of the issues relating to education, training and public awareness. Thus, the two meetings were very much integrated in their design, funding and participation. Funding for the workshop was made available by the Governments of Australia, Japan and New Zealand, as well as by the United Nations Environment Programme (UNEP).
6. The workshop was organized by the UNFCCC secretariat with the support of UNEP, in close collaboration with the host Government of Japan through its Ministry of the Environment and the Overseas Environmental Cooperation Center (OECC).
7. National, regional and international experts were invited to make presentations and participate in discussions at the workshop. A total of 47 experts from 28 countries in the Asia and the Pacific region and seven representatives from three intergovernmental organizations and six non-governmental organizations (NGOs) attended the workshop.

III. Proceedings

8. At the invitation of the Chair of the SBI, Mr. Thomas Becker, who was unable to attend, Mr. Kok Seng Yap, Deputy Director-General of the Malaysian Meteorological Service Department, chaired the workshop on behalf of the SBI Chair.

9. The workshop was opened by Mr. Kok Seng Yap who stressed that implementation of Article 6 of the Convention and the New Delhi work programme are critical for the effective implementation of the Convention and the Kyoto Protocol and welcomed the opportunity provided by the workshop to exchange experiences and to provide useful insights for further implementation of Article 6 of the Convention. Further opening remarks were made by Mr. Osamu Mizuno of the Ministry of the Environment, Japan, who emphasized the balance between global and regional initiatives relating to Article 6, the integration of lessons learned from the exchange of experiences from various countries of the region and the importance of building partnerships and networks in the implementation of Article 6. The UNFCCC secretariat welcomed the participants to the workshop and emphasized the importance of regional workshops to exchange region-specific information and share best practices and common solutions.

10. As an introduction to the workshop, two presentations were made. In the first presentation, the secretariat provided an overview of Article 6 of the Convention and the New Delhi work programme and reiterated the importance of Article 6 activities, which transcend issues relating to capacity-building, development and transfer of technology, mitigation and adaptation. The secretariat stressed that as there is no special arrangement for funding activities under Article 6 it was important to identify and engage existing regional resources. The second presentation was made by Mr. Michael Williams from UNEP on the results of the questionnaire survey on Article 6 in Asia and the Pacific. He informed the workshop that in terms of priorities, public awareness was ranked the highest priority followed by training, education, international cooperation, and public participation and access to information, in that order. He also stressed that the results of the survey should be taken as indicative only, because they were based on 16 responses from 13 countries in the region.

11. After the introductory session, plenary thematic sessions were held on exchange of experiences and lessons learned and on opportunities for public awareness, communication and public participation; education, training and access to information; and regional and international cooperation. The plenary session focused entirely on the country presentations and exchange of experiences and lessons learned on the implementation of Article 6. This session was divided into three panels: Panel A, chaired by Mr. Amjad Abdulla (Maldives), on public awareness, communication, public access to information and public participation; Panel B, chaired by Ms. Joyceline Goco (Philippines), on education and training; and Panel C, chaired by Mr. Dadang Hilman (Indonesia), on opportunities for international and regional cooperation. The second day focused on three thematic working group sessions on the above-mentioned themes. All presentations made by participants, the list of participants and the agenda can be found on the UNFCCC web site <<http://unfccc.int>>, together with details of the closing session on the outcomes of the workshop, which was held jointly with the closing session of the Asia–Pacific Seminar on Climate Change.

IV. Country presentations and exchange of experiences

12. Representatives of 11 countries (Australia, Bangladesh, China, India, Indonesia, Japan, Maldives, Pakistan, Philippines, Thailand, Uzbekistan) made presentations on their activities relating to Article 6 of the Convention. The first presentation was made by Mr. James Shevlin, of the Department of the Environment and Heritage, Australia, on the issue of communicating climate change. He emphasized that effective communication should increase awareness of the problem, motivate action, inform about alternatives and communicate results to a wider public.

13. Mr. Nasir Uddin (Bangladesh) discussed the awareness and training needs for integrating climate change into national policies and programmes. He indicated that in recognition of the effects of environmental degradation and climate change, the Government of Bangladesh has recently established a Climate Change Cell to facilitate management of long-term climate risks and uncertainties, as part of its overall development planning and to promote awareness of the climate change issues among the various stakeholders. He also informed the workshop that up to 45,000 Bangladeshis have been trained in disaster preparedness, emergency measures and rehabilitation.

14. Ms. Gao Yun of the Department of Scientific and Technological Development, Meteorological Administration of China, discussed China's experience in climate change public awareness, education and training, and in promoting sustainable development. She mentioned that China has embarked on a number of initiatives, such as nationwide surveys on public awareness of climate change, pilot projects on climate change awareness and outreach, research on national strategy for climate change awareness, and development of training materials and programmes. She also described the benefits of international cooperation between China and Canada on climate change awareness programmes focusing on youths and schools, and emphasized that such a programme would require continuous support from the international community (see box 1).

Box 1. Canada–China cooperation on climate change: North–South cooperation

Under the Canada–China Cooperation on Climate Change project funded by the Canadian International Development Agency, a number of capacity-building, training and awareness programmes have been initiated in China:

- Development of training materials
- Capacity-building and training of journalists
- Youth-focused awareness campaigns – *China Youth Daily* with 28 articles and Friends of Nature on Wheels, a mobile environmental education programme delivering climate change messages to school children
- Climate change poster competition involving university students
- School Twinning Project involving exchange of experiences, stories and perspectives on climate change between teachers and students of schools in China and Canada.

15. Ms. Rajasree Ray of the Ministry of Environment and Forests, India, emphasized that many activities relating to environmental education, training and public awareness are being carried out in the country by the government and NGOs. She informed the participants that the government sometimes provides funding to local institutions to carry out climate change activities in the areas of education, training and public awareness.

16. Mr. Dadang Hilman of the Ministry of the Environment, Indonesia, indicated that although some activities relating to Article 6 have been implemented in Indonesia, especially by NGOs, public awareness, training and education on climate change are still required for various stakeholders. He pointed out that implementation efforts are constrained by limited financial and human resources and the lack of awareness of climate change issues by policy makers and politicians.

17. Mr. Amjad Abdulla, Ministry of Environment, Energy and Water, Maldives, highlighted the needs and concerns relating to education and training for climate change adaptation. He outlined some of the target groups, such as policy makers, sectoral experts, social service providers, atoll officials and national experts, that would require education and training on climate change issues. This would not only improve public awareness on climate change but also enhance the adaptive capacity of these groups in the long term.

18. Mr. Fida Muhammad of the Ministry of Environment, Pakistan, mentioned that Pakistan has had some success in implementing activities relating to climate change education, training and public awareness through workshops, environment days, word-search puzzles, environmental quizzes, trivia, board games, e-learning and publication of a newsletter titled *Smiling Universe*. He also indicated that the establishment of a National Change Studies Unit would help facilitate further implementation of activities relating to education, training and public awareness.

19. Ms. Gerarda Merilo, Inter-Agency Committee on Climate Change secretariat, Department of Environment and Natural Resources, Philippines, stated that many externally funded projects have facilitated efforts on climate change education and public awareness. These projects have included activities to prepare the country's initial national communication, capacity development and integrated capacity-building initiatives on CDM. She pointed out the importance of conducting executive briefings on climate change issues with politicians and policy makers on a regular basis as part of the programme on public awareness and education. She also discussed the benefits of using regional and national expertise and sharing experiences between countries as part of South-South cooperation on education and training (see box 2).

Box 2. Examples of South-South cooperation in training

Several experts from the Philippines were invited, through the United Nations Institute for Training and Research, to train Cambodia's technical staff on the preparation of the various components of that country's initial national communication, and, at the request of the Cambodian Ministry of Environment, experts from the Philippines conducted a training workshop for Cambodian technical staff on the clean development mechanism.

A training workshop on climate change mitigation analysis was conducted by experts from the Philippines in the Islamic Republic of Iran.

20. Ms. Natarika Vayuparb Cooper, Office of Natural Resources and Environmental Policy and Planning, Thailand, outlined some of the activities relating to public awareness on climate change in Thailand. She indicated that public awareness has been promoted through targeted awareness campaigns, seminars, workshops, training programmes and participation in environmental protection programmes. Climate change information and awareness is being promoted through development of a dedicated web site and the publication of the *State of the Environment Report* in the Thai language. She also discussed the important roles local government, NGOs, academia and the private sector play in promoting awareness about the environment and climate change.

21. Ms. Gulnara Zubkova, Center for Hydrometeorological Service, Republic of Uzbekistan, discussed previous and planned activities relating to climate education, training and public awareness. She mentioned that previous activities were implemented as part of enabling activities relating to the preparation of the country's initial national communication. Some of the planned activities outlined include developing educational courses on climate change for universities and national institutions; guidance material for universities, colleges and schools; and a guidebook on the climate change Convention. She also indicated that some of the planned activities would be carried out in collaboration with UNEP.

22. The UNFCCC secretariat made a brief presentation on the development of "An information network clearing house for Article 6 of the Convention" which will focus on education and public awareness and will have searchable databases of information, a calendar of events and a database of relevant organizations. This information "clearing house" is under development and a prototype will be launched at the twenty-third session of the SBI.

23. Mr. Michael Williams outlined the role of UNEP in enhancing the implementation of Article 6 through international cooperation in various countries of the Asia and the Pacific region. He also discussed lessons learned from the support UNEP provides to various countries in developing their national Article 6 programmes. He informed the workshop that UNEP priorities for 2006 include provision of support to national Article 6 projects, outreach to youth, business and press, dissemination of copyright-free texts and graphics, production of a “best practices” booklet and identification and support of Article 6 projects in Asia and the Pacific.
24. Mr. Makoto Kato, Overseas Environmental Cooperation Center (OECC), Japan, provided some lessons learned from implementation of activities relating to Article 6 through international cooperation with Japan. He pointed out that much of Japan’s international environmental cooperation is implemented through activities such as the Asia–Pacific Seminar on Climate Change, and the Asia–Pacific Network on Climate Change, and through training courses conducted by the Japan International Cooperation Agency as part of the Kyoto Initiative and Kyoto Mechanisms Information Platform. Some of the lessons learned include the need for Article 6 activities to be well targeted, to use participatory processes and to be carried out on a continuous basis.
25. The national presentations and plenary discussions that followed highlighted some of the pertinent issues relating to the promotion of public awareness, development of communication strategies and involvement and participation of various stakeholders and the public on climate change issues. Participants recognized that effective communication should lead to increased awareness of the problem, action, and increased information and communication of results. Thus, different communication and public awareness strategies are required for different target audiences.
26. A key point raised during the presentations was that countries do not have specific policies relating to Article 6 of the Convention, but many of their environmental and sustainable development policies and programmes contain elements that could be considered as relating to Article 6. Many sustainable development programmes and projects have incorporated education, training and public awareness. Some of the key issues and concerns raised during the presentations are outlined below.
27. Information provided in the presentations and the exchange of experiences and lessons learned indicated that most countries of the region have been implementing activities relating to climate change education, training and public awareness, but most of these were not formally associated with the New Delhi work programme on Article 6 of the Convention. However, participants acknowledged that the level of implementation varies considerably between countries: in some countries very little or nothing is being done whereas in others public awareness, communication and public participation have reached high echelons of policy-making (e.g. in China, Philippines). This could be attributed to the level of financial, technical and human resources which also varies across countries of the region.
28. The results of the pre-workshop survey of 13 countries of the Asia and the Pacific region, referred to in paragraph 10 above, ranked public awareness as top priority, followed by training, education, international cooperation, and public participation. The key target audiences for awareness raising identified in the region include policy makers in government ministries and in parliament, followed by the general public. With respect to training priorities in the region, the respondents ranked vulnerability studies as the top priority, followed by the need for research and systematic observation, adaptation and greenhouse inventories. Thus, the results of the survey are similar to results of similar surveys in the Africa and the Latin America and the Caribbean regions, conducted by the secretariat at regional Article 6 workshops.

29. Participants noted the strong links between issues raised at the Asia–Pacific Seminar on Climate Change and the regional workshop on Article 6 relating to public awareness and communication and emphasized the importance of international cooperation between the annual Asia–Pacific Seminar on Climate Change and regional or subregional initiatives on climate change education, training and public awareness. In this context, participants suggested that in developing the UNFCCC Article 6 clearing house, the Asia–Pacific Network on Climate Change could serve as a potential regional partner.

30. The three working group sessions which were convened on the second day discussed the following issues: public awareness, communication and public participation, chaired by Ms. Monali Ranade (India) with Ms. Pasha Carruthers (Cook Islands) acting as rapporteur; education, training and access to information, chaired by Ms. Joyceline Goco (Philippines) with Mr. Thushara Seekkubaduge (Sri Lanka) as rapporteur; and regional and international cooperation, chaired by Ancha Srinivasan (Institute for Global Environmental Studies, Japan) with Mr. Makoto Kato (OECC, Japan) as rapporteur.

V. Opportunities for implementing Article 6 of the Convention

31. Participants noted that although the implementation of many activities relating to climate change education, training and public awareness was not formally associated with Article 6 of the Convention, most countries implement such activities as part of projects relating to national communications and other enabling activities (national adaptation programmes of action, national capacity self assessment and national action plans), as well as in the context of their preparations for the CDM. These activities provided opportunities for countries:

- (a) To focus on awareness-raising of various target audiences, such as government, industry, schools and community, by employing a range of communication methods (i.e. press releases, television and radio interviews, information bulletins, general publications, environmental labelling and purchasing guides for consumer products);
- (b) To develop national information networks on Article 6 involving government agencies, NGOs, schools/colleges, universities and other institutions and dedicated national climate change web sites;
- (c) To establish climate research institutions/specialized cells to carry out climate change research;
- (d) To promote public awareness and information dissemination on climate change through workshops, seminars, special publications, web sites, “World Day” events, monthly newsletters, documentaries and leaflets;
- (e) To integrate climate change issues into the national environmental education action plan and develop educational material, such as a primer on climate change, poster-calendar, and fact sheets on climate change and the CDM;
- (f) To strengthen the capacity of policy makers by holding regular executive briefings with various parliamentary committees, the national economic and development agencies, and ministries of trade and industry;
- (g) To strengthen the capacity of private and public sectors through technical training courses on GHG inventories, CDM-related issues and preparation of national communications.

VI. General concerns, constraints and barriers

32. Many countries in the region lack institutional arrangements conducive to the promotion of Article 6 issues. Because activities relating to Article 6 are usually part of project implementation, they are carried out by project personnel who may not necessarily have relevant expertise. Thus, most information on climate change is disseminated through and by the UNFCCC focal point. It may be necessary to appoint a focal point for Article 6 as was done in Malaysia, as recommended by the New Delhi work programme.
33. Climate change issues and concerns compete for resources with other more urgent priorities at the national level. However, many countries have established climate change offices/cells within the ministries responsible for activities relating to climate change, including Article 6. For example, China and the Philippines have established regular dialogues on climate change issues with their policy makers and politicians.
34. Most countries in the region do not have specific policies on climate change or a formal implementation plan for Article 6 of the Convention, although climate change issues are integrated in environmental and sustainable development policies.
35. Participants noted that resources available for designing communication strategies, awareness campaigns and professional development of teachers and practitioners are not commensurate with the needs and concerns relating to the implementation of Article 6 of the convention. Many of the implementation efforts are constrained by inadequate financial, technical and human resources.
36. The following are some of the key constraints and barriers identified in the presentations and the ensuing discussions:
- (a) The lack of specific institutional arrangements for the implementation of Article 6, which makes it difficult to focus on these activities
 - (b) Inadequate funding, which limits the extent of outreach programmes, coverage and educational activities
 - (c) Lack of human, technical and financial resources and high attrition rates, meaning that many activities lack continuity
 - (d) Weak information networks and lack of clarity over roles and responsibilities relating to Article 6 and other matters, which constrain implementation efforts
 - (e) Lack of integration of climate change issues into educational curricula in schools, academic/research institutions and into instructional materials for teachers
 - (f) Inadequate number of international workshops, training and certificate programmes for on-the-job training for the implementation of Article 6 of the Convention
 - (g) Limitations in communications due to slow and sometimes irregular Internet services.
37. Given the heterogeneity of the region and the critical importance of climate change education, training and public awareness, participants were of the view that implementation of Article 6 of the Convention should take into account their common but differentiated responsibilities, consistent with their sustainable development priorities.

VII. Thematic areas

A. Public awareness, communication and public participation

38. The incorporation of climate change issues into national planning processes is critical to heightening/influencing awareness and participation of key target groups, schools and academic institutions on climate change issues and concerns. More effective involvement of NGOs would help in the promotion of public awareness among politicians, the government sector, the private/industry/business sector, the general public, youths, schools and media organizations.

39. Participants acknowledged that communicating information about the science of climate change to the public is often difficult as it involves highly technical material. Although the English language is commonly used in disseminating information to policy makers, it would be necessary to use local language and dialects in raising awareness and communicating climate change messages to motivate action among the general public and local populations.

40. The presentations indicated that some regional plans and national policies do exist in the region, but they are not being fully implemented; where there is implementation of awareness programmes they are usually short-lived and lack continuity.

41. Participants felt that in order to promote public awareness it is important for awareness programmes to relate to daily life experiences. These awareness actions/activities can be carried out through songs, drama, television plays, celebrity/environment champions, declarations/observances of environment days, etc.

42. Awareness activities usually focus on main urban areas in the region. However, there is also a need to focus on rural areas, where climate change effects might be greater. In rural areas, religion often has considerable influence on how climate change issues and concerns are perceived.

43. Participants stressed that information from climate change science signals a greater urgency for action at various levels of society. There is a need for campaigns with simple, catchy slogans that capture the attention of specific target audiences. The following slogans were suggested for different target audiences:

- Politicians, parliamentarians – “Stop breathing, or start doing something to stop global warming”
- Government and private sectors – “Act now, be prepared for climate change”
- General public – “Actions to adapt to and mitigate climate change in daily life”
- NGOs and community groups – “Global issue, sectoral impacts, individual responses”
- Youths – “Benefits of actions now will bode well for future generations”.

44. Participants recognized that one of the most effective ways by which to promote climate change awareness is to link basic understanding of climate change science with observation and/or experience of the effects occurring at the local level, i.e. global warming affects local vulnerability.

45. Many countries in the region have successful awareness programmes, particularly in schools. However, use of media for awareness campaigns remains very expensive, and, therefore, climate change awareness programmes should be included either as part of, or promoted during, major events.

46. In order to promote effective public awareness, communication and public participation, a system of incentives and benefits is required. This could be facilitated by international cooperation through support for project activities and technology transfer.

47. Public participation in climate change decision-making processes and access to information requires an effort to ensure that libraries and educational institutes can offer a full range of materials on climate change in English and local languages, where appropriate, so that they can be used by the general public as well as schools and colleges.

B. Education, training and access to information

48. A number of barriers to education and training have been identified, including inadequate funding resources, lack of expertise/personnel, and lack of political/institutional support. To overcome these barriers, there is a need for the continuation of donor support, for the development of programmes that include “training of trainers” and mentoring programmes, and for identifying opportunities for high-level dialogue on climate change concerns.

49. Many countries face the difficult and continuing problem of retaining trained labour. Solving this problem requires education and training of more people over the long term at the post-graduate level.

50. Participants recognized that some success in education and training has been achieved through workshops on specific topics, for example the national workshops on the CDM in various countries in the region in anticipation of the entry into force of the Kyoto Protocol, and through the provision of technical assistance by national and regional experts in various countries to assist with the preparation of initial national communications.

51. The focus on the CDM in the Asia–Pacific Seminar on Climate Change generated much discussion on education, training and public awareness, which was carried through in the workshop on Article 6. This was the first time a regional workshop such as this dealt with issues relating to Article 10 (e) of the Kyoto Protocol.

52. Participants reiterated the need for climate change education to be linked to environmental education and education for sustainable development, which would help facilitate the implementation of Article 6 of the Convention relating to education over the long term in line with sustainable development priorities.

53. Participants agreed that the Asia–Pacific Network for Global Change Research and the Asia–Pacific Seminar on Climate Change were useful for exchanging information and knowledge, including best practices, across the region.

54. Participants acknowledged the important role that organizations such as the United Nations Development Programme (UNDP), UNEP, the United Nations Economic and Social Commission for Asia and the Pacific, and other multilateral and bilateral programmes/institutions (e.g. Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), Danish International Development Agency) have in supporting activities relating to education and training in the region. In this context, participants emphasized that the continuation of such support is vital for the sustainability of such activities in the region.

55. It was acknowledged that different groups of users (i.e. different target groups) require different types of information. Identifying the right information (vis-à-vis appropriateness, relevance, applicability, quality) is not always easy as it requires some level of expertise and the problem is sometimes exacerbated by the fact that information is usually available and accessible but is not necessarily in the form that can be used quickly and effectively.

56. Participants agreed that to help improve access to information in the region a directory of regional climate change experts and an inventory of educational materials/information on climate change should be developed. They further suggested that the Asia–Pacific Network on Climate Change, linked with the Article 6 clearing house, could be a useful regional partner in achieving this goal. With respect to access to information, participants felt that there is a need to develop database and information tools for promoting and enhancing awareness-raising, stakeholder participation and dissemination of information. In this context, they suggested that a mechanism be established for exchange of information, experiences and lessons learned, and for networking to enhance sharing of ideas, materials and training among the countries of the region through the development of a regional directory of climate change experts and an inventory of educational materials/information on climate change. They suggested that the Asia–Pacific Network on Climate Change and the UNFCCC clearing house could be regional partners in this effort.

57. In recognition of the critical role of education and training, it was suggested that climate change courses be integrated into the graduate and post-graduate programmes at institutions of higher learning. This would help reduce the problem of attrition of trained personnel and the general lack of expertise available in most countries of the region for the implementation of Article 6 of the Convention.

58. Given the constraints and barriers identified in the workshop and as climate change issues are likely to become more pressing in the near future in many countries in the region, it may be necessary to hold targeted training workshops on education, training and public awareness for adaptation, mitigation and sustainable development. This could be carried out within the framework of the Consultative Group of Experts on National Communications from Parties not included in Annex I to the Convention, the Least Developed Countries Expert Group and the Expert Group on Technology Transfer. Professional training would be required in the development of learning materials, methodological guides and modules for education, training and promoting public awareness.

59. Participants stressed the need to translate available information on climate change in English and other languages targeted at various audiences into local languages for use in raising the awareness of policy makers and local/rural communities. This would facilitate political “buy-in” and recognition of climate change issues and concerns among policy makers and politicians and enhance the integration of climate change considerations into development planning process.

C. International and regional cooperation

60. Regarding the possibility of developing a regional strategy for Article 6, participants agreed that it would be useful, and possible, to develop a regional strategy for the implementation of Article 6 of the Convention, although this would require more reflection, including consideration of issues relating to governance and modalities of such a project. The strategy would need to be country-driven within the context of the New Delhi work programme, and the main elements could include:

- (a) Public awareness – this would focus on developing innovative programmes for various target audiences and to sensitize high-level policy makers and politicians about the effects of climate change;
- (b) Education – this would enable the adaptation and replication of educational resources and materials at the regional or subregional level for specific target audiences;
- (c) Training – this would be essential especially on adaptation (including vocational training or re-training), GHG inventories, and CDM activities;
- (d) Access to information, public participation, international cooperation – this would focus on a mechanism for exchange of information on best practices.

61. Most countries have been participating in, and contributing to, international cooperation on climate change but not necessarily on Article 6 of the Convention. Some countries, however, have cooperated with each other, particularly at regional and international meetings and conferences relating to climate change and also on providing technical support to the preparation of initial national communications and other projects.
62. Participants noted that Article 6 activities frequently provide co-benefits with other climate-related work within each country. However, as climate change becomes a more pressing issue, cooperation at the regional and subregional level could become more important, especially for training and education.
63. The main international partners involved in climate change work and activities relating to Article 6 in the region include multilateral organizations such as UNEP, UNDP, the Asian Development Bank (ADB), the Global Environment Facility (GEF), the World Bank, and IUCN – the World Conservation Union; the national Governments of Australia, Canada, Germany, Japan, Netherlands, New Zealand, Norway, Sweden, and the United States of America through their bilateral programmes and projects; regional organizations such as the Association of Southeast Asian Nations, UNEP Regional Office for Asia and the Pacific, the Asia–Pacific Network for Global Change Research, the International Centre for Integrated Mountain Development, the Secretariat of the Pacific Regional Environment Programme and international NGOs/academic institutions including the OECC, the Institute of Global Environment and Society (IGES), and the Asia Clean Air Initiative.
64. Participants recognized that it would be important to develop partnerships which can enable the provision of resources including technical expertise, exchange of ideas and information, and personnel.
65. In order to better understand the existing priorities in the region for education, training and public awareness, a needs assessment would be required to ensure that the support provided is actually useful to recipients, and that recipients have the capacity to manage these resources.
66. The participants stressed the importance of Article 6, especially in the context of the implementation of the CDM and adaptation and mitigation options, and reiterated that the proposed UNFCCC Article 6 clearing house could be useful for making information available on climate change in general, and on Article 6 in particular.
67. It was acknowledged that although some countries in the region are making every effort to be self-reliant in implementing activities relating to Article 6, many of the countries' efforts on implementation are hampered by limited financial, technical and human resources.
68. Some of the useful resources for international cooperation have included hands-on training on Article 6 activities, involving university students working with civil servants to learn about climate change; translation and dissemination of technical information from the Intergovernmental Panel on Climate Change and UNFCCC; mobilization of media, educational and religious institutions, as well as other regional and national groups; promotion and use of e-learning; and development of climate change curricula for higher education.
69. Financial and technical support from international financial institutions has contributed immensely to the implementation of activities relating to education, training and public awareness in many countries in the region. Nevertheless, there remain unmet needs. Also, greater clarity is needed on the processes of the GEF relating to funding of Article 6 activities and a need for greater consistency, coherence, and synergy around Article 6 activities.

70. Given the heterogeneity of the region and the considerable variation in the level of implementation of activities relating to Article 6 of the Convention, participants suggested that a regional strategy, as mentioned in paragraph 60 above, for the six pillars (education, training, public awareness, public participation, access to information and international cooperation) be developed to help facilitate implementation of actions at the national, subregional and regional level.

VIII. Issues and concerns of small island developing States

71. The three working groups also considered issues and concerns of small island developing States (SIDS) in the Asia and the Pacific region relating to the implementation of Article 6 of the Convention, owing to their exceptional vulnerability to the adverse effects of climate change. The following issues and conclusions were highlighted:

- (a) Access to information on adaptation (i.e. financial resources, methodologies, technologies, know-how) is a high priority in many SIDS. However, geographical location and the relative isolation of the SIDS, together with the high cost of transport and transfer of technology, and inadequate Internet facilities reduce access to information
- (b) Many SIDS recognize the important role that the church and other local/grass-roots organizations have in education and training activities, and thereby in raising public awareness and increasing public participation, which are critical for the implementation of adaptation activities in small island developing States of the region (see box 3).
- (c) The opportunities for education and training on climate change issues are particularly hampered by the limited number of advanced academic institutions in most SIDS. This limitation affects opportunities for advanced training of personnel (e.g. training of teachers) to carry out climate change work.
- (d) Training activities are often expensive, particularly in SIDS where there is not a “critical mass” of trainees.
- (e) In provision of multilateral and bilateral support and allocation of resources SIDS should be given preferential treatment or particular consideration for training, education, etc. Some donors (e.g. Australia, New Zealand, the GEF and ADB) acknowledge the need for special assistance for SIDS.

Box 3. Climate change awareness motivating action: the case of Tegua Island, Vanuatu

Under the Canadian International Development Agency-funded programme on capacity-building for developing adaptation measures in the Pacific island countries, a climate change awareness programme and an assessment of vulnerability to climate change and sea-level rise on Tegua Island, Torres Group, Vanuatu, led to a decision by the Lateu village community to relocate to a higher inland site, as part of its adaptation to future impacts of climate change and sea-level rise.

The awareness campaign and the vulnerability assessment, without which the decision of this community to relocate would not have been likely, involved government agencies (such as Meteorological Services, Public Works, Agriculture, Health, Forests, Fisheries, Economic and sector Planning), NGOs, churches, youths and the village community.

IX. Conclusions and issues for further consideration

72. Many countries in the Asia and the Pacific region have successfully embarked on a number of initiatives in implementing activities relating to climate change education, training and public awareness. Notable initiatives range from nationwide surveys on public awareness on climate change and pilot projects on outreach, to the development of training materials and establishment of national environment days, to ensure that there is awareness among key stakeholders, including decision makers in government and the private sector as well as in schools and among young people.

73. Several externally funded projects have also facilitated national efforts on climate change education and public awareness and on capacity development in key areas such as national communications and the CDM; and making use of regional and national expertise and sharing experiences between countries as part of South–South cooperation on education and training was underlined as key to any future efforts on Article 6 issues in the region. In this light, and in developing the UNFCCC Article 6 clearing house, the Asia–Pacific Network on Climate Change was proposed as a potential regional partner as well as a one possible focal point for regional and subregional initiatives on climate change education, training and public awareness.

74. Given that there are limitations in communications due to slow and sometimes irregular Internet services in many countries of the region, consideration should be given to how to complement the Article 6 clearing house with a version that is accessible for these countries and for the least developed countries that have similar problems.

75. To overcome current barriers to education and training, including inadequate funding resources, lack of expertise/personnel, and lack of political/institutional support, it was recommended that the continuation of donor support be assured for developing programmes that include “training of trainers” and mentoring programmes, and for identifying opportunities for high-level dialogue on climate change concerns.

76. It was also noted that the level of implementation of Article 6 activities in the region varies considerably among countries. Efforts are still needed in some countries to improve public awareness on climate change, to enhance the capacity of these groups in the long term, to address climate change concerns and to integrate climate change issues into national environmental education action plans. To meet this need, it was suggested that a regional strategy be established to identify these needs and propose actions relating to climate change education, training and public awareness as part of the New Delhi work programme.

77. In preparing such a strategy it was proposed that, given the heterogeneity of the region and the critical importance of climate change education, training and public awareness, the common but differentiated responsibilities of all countries, consistent with their sustainable development priorities should be taken into account. The strategy would also need to be country-driven within the context of the New Delhi work programme.

78. Elements of the strategy could include the development of partnerships, which can enable the provision of resources including technical expertise, exchange of ideas and information, and personnel. The strategy could also include actions that can help to improve access to information in the region, including the development of a directory of regional climate change experts and an inventory of educational materials/information on climate change; a database and information tools for promoting and enhancing awareness-raising, stakeholder participation; and dissemination of more information.
