



**Framework Convention on
Climate Change**

Distr.: General
24 November 2010

Original: English

Subsidiary Body for Implementation

Thirty-third session

Cancun, 30 November to 4 December 2010

Item 6 of the provisional agenda

Article 6 of the Convention

**Report on the regional workshop on the implementation of
Article 6 of the Convention in small island developing States**

Note by the secretariat*

Summary

The regional workshop on the implementation of Article 6 of the Convention in small island developing States was held in Seychelles from 2 to 4 November 2010. Participants of the workshop shared experiences, lessons learned and good practices in developing and implementing education, training and awareness activities and discussed opportunities for strengthening and expanding those activities. They also assessed the implementation of the amended New Delhi work programme on Article 6 of the Convention and made recommendations on how to further enhance it.

* This document was submitted after the due date owing to the timing of the regional workshop.

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I. Introduction

A. Mandate

1. At its thirteenth session, the Conference of the Parties (COP), by its decision 9/CP.13, adopted the amended New Delhi work programme on Article 6 of the Convention as contained in the annex to that decision. In that same decision, the secretariat was requested to organize thematic regional and subregional workshops, prior to the intermediate review of the work programme in 2010, in order to share lessons learned and best practices.¹ The secretariat began this process by holding a European regional workshop in May 2009,² which was followed by a regional workshop for Asia and the Pacific in October 2009,³ a regional workshop for Latin America and the Caribbean in April 2010⁴ and a regional workshop for Africa in September 2010.⁵ The workshop for small island developing States (SIDS) was the final one in the series of workshops organized by the secretariat.

B. Possible action by the Subsidiary Body for Implementation

2. The Subsidiary Body for Implementation (SBI) may use the information in this report to identify matters for further consideration and to make recommendations on further action to advance the implementation of the amended New Delhi work programme.

II. Proceedings

3. The regional workshop on the implementation of Article 6 of the Convention in SIDS was held in Mahé, Seychelles, from 2 to 4 November 2010. It was organized by the secretariat in cooperation with the Government of Seychelles and the Sea Level Rise Foundation. It was funded by the Governments of Australia, New Zealand, Norway, Spain and the United States of America.

4. Thirty participants from 15 SIDS, representatives of the United Nations Institute for Training and Research (UNITAR) and experts from non-governmental organizations (NGOs) participated in the workshop.

5. Ms. Veronica Souyana, Seychelles, was the Chair of the workshop. The workshop took place over three days and was structured around 20 presentations and nine sessions, including two small working group sessions.

6. The workshop started with a choral chant in a Creole language by a group of primary schoolchildren on the effect of climate change on oceans.

7. The opening plenary was attended by representatives of several government authorities of Seychelles, namely: the Principal Secretary for Environment; the chairman of the Sea Level Rise Foundation, who is also the Environment Advisor to the President and the President of the University of Seychelles; the Principal Secretary for Education; and the Chairman of the National Climate Change Committee. Mr. Didier Dogley, the Principal

¹ Decision 9/CP.13, annex, paragraph 29 (c).

² FCCC/SBI/2010/2.

³ FCCC/SBI/2010/3.

⁴ FCCC/SBI/2010/9.

⁵ FCCC/SBI/2010/19.

Secretary for Environment, Seychelles, in his opening presentation, highlighted the central role of education in helping to bring about the changes needed to address climate change and in developing the human potential to address future challenges. His presentation was followed by a statement by Ms. Veronica Souyana, Chair of the workshop, who invited participants to consider the importance of Article 6 in improving the awareness and understanding of climate change, especially among young people. The opening session concluded with welcoming remarks by a representative of the secretariat, who mentioned the relevance of this regional workshop in the context of the upcoming intermediate review of the amended New Delhi work programme by the SBI, at its thirty-third session, and, in particular, in consideration of the upcoming sixteenth session of the COP, where Article 6 will be at the centre of discussions.

8. During the session background information on Article 6 and the amended New Delhi work programme and an outline of the workshop objectives and methodology were provided by the secretariat. This was followed by a presentation by a representative of Maldives, who introduced the Five-year Review of the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of SIDS (the Mauritius Strategy + 5 Review) and mentioned some of its linkages with Article 6.

9. Session II featured a panel discussion on good practices in the area of international and regional cooperation. A representative of the Dominican Republic made a presentation on the main outcomes of the regional workshop on the implementation of Article 6 in Latin America and the Caribbean and shared information on a publication on good practices in the region to be presented at a side event at COP 16. This was followed by a presentation by the secretariat on the UNFCCC Fellowship Programme, a capacity-building initiative for young professionals from developing countries, in particular least developed countries (LDCs) and SIDS.

10. Session III focused on good practices in the area of public awareness. It started with a presentation by a representative of Haiti on public awareness workshops on gender and climate change, followed by two videos presented by the representatives of Jamaica and Saint Lucia aimed at raising awareness on the vulnerability of SIDS to climate change.

11. In session IV, a representative of UNITAR presented the One UN Training Service Platform on Climate Change (UN CC:Learn), an initiative coordinated by UNITAR involving 22 United Nations organizations that has the goal of strengthening human resources, learning tools and skills related to climate change.

12. The day ended with a round of interventions by representatives of Parties on experiences with public participation in climate change issues.

13. The second day of the workshop started with a series of presentations on case studies on education and training. A representative of Seychelles explained the importance of climate change education in SIDS, the representative of Samoa described the linkage between sustainability and education, and the representative of Fiji highlighted the institutional and systemic contexts in which Article 6 related activities are organized in her country. The representative of Maldives underlined the strong commitment of his country to address climate change issues, including through implementing education and public awareness programmes. A similar approach is followed in Antigua and Barbuda, whose representative provided an overview of projects undertaken by the Environment Division on these two elements of Article 6. In the last two presentations of this session, the representative of Belize shared information with the participants on a wide array of actions taken to implement the six elements of Article 6, while the representative of UNITAR presented projects supporting pilot countries in taking a strategic approach to learning and skills development on climate change.

14. In sessions VII and VIII, participants split into small groups and engaged in discussions aimed at identifying key priorities, good practices and potential gaps in, and barriers to, the implementation of the amended New Delhi work programme in SIDS, and at making recommendations for its forthcoming intermediate review. The outcomes of the discussions were presented in the following plenary session, in which a number of recommendations focusing on existing gaps and possible areas for improvement were put forward.

15. The third day of the workshop started with session IX, on children, youth and climate change. A representative of the secretariat opened the session with a presentation on the coordinated response by United Nations organizations to enhancing the understanding of, and participation in, climate change issues by children and young people. The representative of Maldives read, on behalf of the Tuvalu National Youth Council, a statement that was sent as a contribution to the workshop by YOUNGO, a constituency of youth NGOs.

16. In the course of the tour de table that followed, participants shared initiatives undertaken in their countries to promote the participation of youth in actions that address climate change. The session concluded with a performance by schoolchildren from Seychelles, which was introduced by a youth environment representative of the University of Seychelles and was attended by the Minister for Education, Employment and Human Resources, Seychelles.

17. The workshop continued with a presentation by the chairman of the Sea Level Rise Foundation, who is also the Environment Advisor to the President and the President of the University of Seychelles, on the subject of the future of climate change and its impact on people.

18. The results of an evaluation by workshop participants on the user-friendliness of the information network clearing house (CC:iNet) and the next steps for its development and implementation were presented by a representative of the secretariat, who also presented the results of a survey completed by the workshop participants on national and regional priorities in the implementation of Article 6 and the amended New Delhi work programme.

19. A final discussion on the recommendations and their adoption, followed by concluding remarks by the UNFCCC National Focal Point of Seychelles, marked the closure of the workshop.

20. A summary of the presentations mentioned in chapter II is contained in chapter III below. All available presentations can be found on the UNFCCC website.⁶

III. Summary of the presentations

A. Setting the scene

21. A representative of Maldives highlighted the key elements of the Mauritius Strategy + 5 Review, which, while addressing the vulnerabilities of SIDS, encompasses, among other issues, sustainable development and climate change education and awareness-raising activities. He referred to Sandwatch, a project led by the United Nations Educational, Scientific and Cultural Organization that aims to raise awareness among children and young people living in fragile marine and coastal ecosystems, as a success story.

⁶ <http://unfccc.int/cooperation_and_support/education_and_outreach/items/5755.php>.

B. International and regional cooperation

22. A representative of the Dominican Republic gave a presentation on the main outcomes of the regional workshop on the implementation of Article 6 in Latin America and the Caribbean, which was held in the Dominican Republic in April 2010. The presentation focused on regional priorities that emerged during the workshop, highlighted the main barriers to the implementation of Article 6 identified by the workshop participants and shared the issues for further consideration by the SBI. As a follow-up to this regional workshop, the Government of the Dominican Republic is compiling examples of good practices on education, training and public awareness on climate change adaptation and risk reduction of extreme weather events in the Latin America and Caribbean region. This compilation will be presented at a dedicated side event at COP 16. In the discussion that followed, the importance of producing simplified versions of texts containing specific terminology, such as national communications, was highlighted. Such simplified texts could easily be understood by the general public, thus enhancing their understanding of climate change issues.

23. A representative of the secretariat gave a presentation on the UNFCCC Fellowship Programme, which offers mid-career governmental officials the possibility to undertake research projects within the UNFCCC secretariat, thus contributing to building capacity for addressing climate change in developing countries, in particular SIDS and LDCs. In the course of the presentation, statistical data were shared regarding the applications received for the third round of the programme, launched in June 2010.

C. Public awareness

24. The representative of Haiti shared with the participants a specific aspect of the national action plan on Article 6 elaborated by the Government of Haiti, namely gender and climate change. The strategy of the Ministry of Environment of Haiti is threefold:

- (a) To mainstream gender issues in environmental policies, programmes and projects at the national level;
- (b) To support organizations of women working on gender issues and mainstreaming climate change at the grassroots level;
- (c) To enhance the capacity of vulnerable populations to prevent adverse effects on gender caused by climate change.

25. To implement this strategy, the Ministry of Environment is working closely with the Ministry of Women's Affairs. Furthermore, a revision of the national adaptation programme of action to ensure that women and gender issues are reflected is under way, and workshops with the objective of informing relevant stakeholders on the status of negotiations affecting gender and climate change issues have been organized. Among the next steps, the ministry is planning to create a network of organizations to enhance sensitization on gender and climate change at the national level.

26. The representative of Jamaica presented Voices for Climate Change, a video project implemented jointly by the National Environmental Education Committee and PANOS Caribbean, a regional NGO engaged in strengthening the understanding of civil society of sustainable development issues. The video shows how established performing artists singing to reggae music can raise awareness on climate change issues and can promote environmentally aware behaviour; the song notes with regard to climate change: "we cannot stop it, but we can slow it down". This project is part of the national communication and education strategy on climate change. The strategy includes other activities, such as

workshops for artists and the media and sectoral workshops, tree planting, World Environment Day, community dialogues and school tours.

27. Multimedia was also the means adopted by Saint Lucia to raise awareness among the population on the adverse effects of climate change in the country. The production of the documentary *Paradise at Risk* by the Sustainable Development and Environment Section of the Ministry of Planning, Development, Environment and Housing, with support of the United Nations Environment Programme and the Government of Norway, is one of the actions undertaken by Saint Lucia in the context of enacting the amended New Delhi work programme. Prior to the preparation of this documentary, a “knowledge, attitude, practice, behaviour” survey was conducted to identify common concerns related to climate change. The outcomes of the survey provided the basis to produce both the video and a tool kit for primary and secondary schoolteachers to train them on climate change issues.

28. The 35-minute documentary, through its vivid imagery and in-depth interviews, aims at explaining to the public that climate change is happening and that it affects Saint Lucia in a large number of sectors, including agriculture, water and coastal resources, fisheries, tourism and health. The representative of Saint Lucia further underscored the importance of including in the video interviews with people affected by climate change. She noted that, in outreach efforts, such interviews are more powerful than academic discussions, since the general public tends to identify with people with whom they share specific problems.

29. A representative of UNITAR presented the development of UN CC:Learn, the objectives of which are to become a comprehensive tool for accessing and sharing training materials on the subject of climate change, to foster the development of a one United Nations climate change training package, to support national processes to strengthen human resources and skills development in relation to climate change through cooperation in the United Nations system, and to facilitate knowledge sharing on the design, delivery and evaluation of the climate change related training activities of United Nations organizations. The main areas of activity of UN CC:Learn are as follows:

(a) Knowledge management and networking, including the development of a searchable inventory of United Nations learning and training resources and information on climate change related training activities promoted by the United Nations and the sharing of experiences and good training practices;

(b) The development of a one United Nations climate change training package, which includes core United Nations learning materials and thematic learning kits;

(c) Pilot projects to support countries to foster a strategic approach to human resources, learning and skills development to address climate change.

D. Public participation

30. Participants shared information on activities undertaken in their countries to engage the public in the formulation and implementation of efforts to address climate change. With regard to climate change governance, the representative of Mauritius highlighted the proactive approach by the public and NGOs in proposing climate change related initiatives. Furthermore, the government’s open-door policy enables the public to access once a week governmental offices to discuss environment-related matters. The representatives of Belize, Saint Lucia and Samoa mentioned gatherings held at the community level at which the public can express their opinions and can highlight specific needs. The representative of the Dominican Republic mentioned the efforts by the government to foster a participatory attitude among the public; for example, by allowing the public to take part in international

meetings held in the country on climate change and sustainable development. Furthermore, a public event was organized before COP 15 and the fifth session of the Conference of the Parties serving as the meeting of the Parties to the Kyoto Protocol (CMP), so that the public could be informed of the main issues under the upcoming negotiations and could contribute to establishing the country's position.

31. With regard to partnership in climate change activities, several Parties mentioned public involvement in various initiatives, such as tree planting (Antigua and Barbuda, Cook Islands, Fiji and Seychelles), energy efficiency (Mauritius and Saint Kitts and Nevis) and waste management (Fiji, Maldives and Mauritius). Seychelles is particularly active in encouraging the participation of children, with a view to increasing their sense of responsibility regarding actions to take against climate change. A representative of Samoa highlighted the tendency of her government to inform the public, rather than facilitate their involvement in addressing climate change.

E. Education and training

32. A representative of Seychelles focused her presentation on the importance of climate change education in SIDS; she noted that SIDS are the most vulnerable to the adverse effects of climate change and that education plays an essential role in building more resilient populations. The representative also emphasized that climate change education has to take into consideration the local contexts, especially when discussing the risks of natural disasters. From a pedagogical perspective, the representative stated that climate change education needs to be child-centred and participatory, promote critical thinking and problem-solving skills, and develop adaptive capacities and resilience. The science of climate change has been officially introduced in the curriculums of primary and secondary schools and will therefore be the subject of examination. Teachers are the target of specific capacity-building programmes, including workshops and training sessions, and every school features a teacher who, as an environmental representative, coordinates education on environmental subjects. The representative highlighted the need to enhance networking for climate change educators at the local, regional and international levels, in order to allow increased sharing of experiences and best practices.

33. Furthermore, Seychelles is promoting a number of projects that involve children and youth, such as on coast rehabilitation (the Sandwatch project), learning to cope with food shortages, rainwater harvesting in schools and awareness-raising and sensitization of the public. It has also produced learning materials such as brochures and posters designed by children.

34. The representative of Samoa pointed out in her presentation that education needs to meet sustainability standards. In order to meet this objective, the Government of Samoa has implemented several measures, such as including climate change in the formal curriculums of primary and secondary schools and fostering extra-curricular activities such as school competitions, the publication of an environment resource education guide for children between seven and 10 years of age and the organization of the National Environment Week (held in November 2010), which included displays, forums and discussions.

35. The representative of Fiji highlighted the need to enhance in her country the implementation of programmes on education and training on climate change. As an example, she reported that the subject of climate change is not yet part of the curriculums of schools, although it is included in extra-curricular activities. Training of trainers is also an area that needs to be further developed. The solid institutional and systemic background that had been built up in the past to respond effectively to the threats of climate change has

so far targeted sectors at risk, such as agriculture, coastal zones, public health and nutrition, water resources, tourism, energy, urban planning and infrastructure development.

36. Furthermore, Fiji has established, with the involvement of various institutions, including the Ministry of Information, the Ministry of Education and the University of Fiji, an environment awareness unit that is responsible for the elaboration of a strategy on public awareness. A consultation process is under way in which town councils and other groups provide input on the strategy to be implemented. The awareness-raising strategy will benefit from the planned establishment of a special climate change media unit and can count on a network of NGOs, institutions, regional organizations and donor agencies involved in existing climate change projects. Among specific activities undertaken are public awareness campaigns at the community level and awareness weeks with oratory contests.

37. A representative of Maldives shared with the participants the strong commitment by his government to tackling climate change issues in general and to implementing education and public awareness programmes in particular. With regard to education, environmental issues and climate change have been incorporated in school curriculums and text books have been revised to allow the insertion of these specific subjects. With regard to extra-curricular initiatives, workshops on climate change are conducted, including seminars targeting youth. At the institutional level, environmental focal points have been established in each province to enhance, among other activities, awareness campaigns and to support awareness programmes at the grassroots level.

38. Among the constraints highlighted by the representative of Maldives are the lack of a common platform for data sharing or information dissemination and the gap between the focus of donor agencies and the country's needs in specific sectors, coupled with poor aid coordination.

39. A representative of Antigua and Barbuda provided an overview of the policies undertaken by the Environment Division to implement Article 6, in particular with regard to education and public awareness. Several education projects that include a climate change component are being implemented. These projects highlight the main features of a changing climate and give some practical solutions on how to mitigate or adapt to it.

40. Among the projects illustrated by the representative of Antigua and Barbuda was the EcoZone summer camp. This initiative targets children between five and 14 years of age. In the camp, children have direct contact with the wildlife of the country and are taught to understand how their actions can produce positive and negative impacts on the environment. Through the Harbour Month initiative, children learn the importance of planting trees and of proper land clearing techniques and learn how they can reduce their carbon footprint. Thirty-six schools in the country are presently taking part in the environmental cadet programme, an extra-curricular activity targeting primary, secondary and tertiary levels with the objective of enabling the cadets to create tangible change within the environment that filters through to the general public. Each component of the project is preceded by a public information campaign. Among the success factors of the project is the active engagement of various stakeholders, such as the media, civil society organizations, the private sector and the general public, and cooperation among government agencies. In the discussion that followed the presentation, the issue of funding emerged as a one of the main hindrances to developing further projects on education and public awareness. The private sector is one of the funding sources for this project.

41. As noted in the presentation made by the representative of Belize, notwithstanding the limited human and financial resources, efforts have been undertaken in Belize to fulfil all elements of Article 6. With regard to education, while climate change has not yet been incorporated in school curriculums, it is a subject of various extra-curricular events, such as

school projects and scientific exhibits. Schools across the country participate in World Meteorological Day and World Water Day, two annual events hosted by the National Meteorological Service (NMS), which acts as the UNFCCC national focal point. Students, teachers and parents are able to observe instruments used to analyse weather conditions and collect educational materials, including on climate change. Moreover, students have year-round direct access to the NMS and communicate directly with officers on the topics of weather and climate change. Several initiatives have been undertaken to enable professionals within the NMS and ministries to attend specific courses (climate modelling and generation of climate change projections) and workshops as part of their training.

42. The representative of Belize also provided an overview of activities undertaken to fulfil other elements of Article 6, such as public awareness efforts in the preparatory work leading to the production of the first and second national communications and the publication of brochures on climate change in both English and Spanish aimed at specific target audiences. A public awareness campaign targeting local communities was organized by the World Wide Fund for Nature and the NMS as part of a project on the restoration of mangrove habitats. Several projects have been implemented through an enhanced international and regional cooperation, for example with the Caribbean Community Climate Change Center and the Caribbean Institute of Meteorology and Hydrology.

43. A representative of UNITAR outlined the features of pilot projects at the country level in the context of UN CC:Learn. These projects are aimed at supporting pilot countries to develop national human resources and a learning and skills development strategy for climate change while, at the same time, fostering specific actions to enhance learning and training tools in the short, medium and long terms. Each project will have a phased approach consisting of four steps:

- (a) Project inception, awareness-raising and knowledge transfer;
- (b) Development of a national strategy to strengthen human resources, learning and skills development in order to address climate change;
- (c) Implementation of advanced learning actions;
- (d) Evaluation of pilot projects and identification of lessons learned.

44. The budget for each pilot project is in the range USD 200,000–250,000, with 50–60 per cent of funding made available as a grant to partner countries to support locally executed activities and the remainder used to provide technical and methodological support. Three to four pilot projects are expected to be initiated in early 2011, subject to the availability of resources.

F. Children, youth and climate change

45. A representative of the secretariat introduced the United Nations Joint Framework Initiative on Children, Youth and Climate Change, a secretariat-led initiative working with United Nations agencies, NGOs and youth organizations. Its goal is to facilitate more effective coordination and implementation of projects for children and youth and a greater engagement of children and youth in intergovernmental processes and related activities undertaken by the United Nations family. Some of the activities undertaken at COP 15 and CMP 5 were highlighted; these included an intergenerational inquiry, briefings with high-level government officials and the Intergenerational Commitment Book, in which representatives of Parties, United Nations organizations, international governmental organizations (IGOs), NGOs and the private sector expressed their views on how to improve youth participation in addressing climate change.

46. The representative noted that the initiative had published two brochures. The first publication, *Growing Together in a Changing Climate*,⁷ contains information on activities ranging from global initiatives that raise awareness about the response to climate change to advocacy efforts at UNFCCC negotiations. The second, *Youth Participation in the UNFCCC Negotiation Process*,⁸ is intended to inform governments, IGOs, NGOs and young people participating in sessions of the UNFCCC.

47. In the statement sent as a contribution to the workshop, the Tuvalu National Youth Council noted that, in spite of the dramatic negative effects of climate change in their country and the impact on future generations, young people are not put in a position to contribute to the decision-making process or to access relevant information on their vulnerability. In their plea to national governments and international organizations, in the name of young people in SIDS, they ask to be enabled to participate in national and international discussions on climate change and to have access to education programmes and training in order to build up and strengthen their capacities to act effectively on climate change and to be able to shape their own future.

48. Participants shared information on activities undertaken in their countries to foster in children and young people the understanding of and engagement in climate change issues. The representative of Belize stated that a mechanism is being considered that will enable the stronger involvement of youth in discussions on climate change. Saint Lucia supported the participation of three young people in COP 15 and will enable three young people to participate in COP 16. In Mauritius, training activities on climate change and national disaster management are being organized for youth leaders. Samoa has established a Division for Youth under the Ministry of Women, Community and Social Development; young people are involved in the development of governmental initiatives and are actively participating in the organization of events such as the National Environment Week. Tonga enabled youth to provide comments on the draft version of the national communication; moreover, youth are also taking the lead in implementing climate change projects at the community level. The Cook Islands sent young people to COP 15 and CMP 5 and young people are involved in environmental events in the country. In Fiji, young people are working as resource persons in eco-based projects, especially in rural areas, and training of youth leaders is organized. A representative of Sao Tome and Principe confirmed the participation of children and youth in many events. In Seychelles, youth are particularly involved in public awareness activities. In Maldives, young people are very active and founded the Maldivian Youth Climate Network, which is part of the South Asian Youth for Climate Change Network, and are in direct contact with the YOUNGO constituency. A national delegation of young people attended COP 15 and CMP 5 and will participate in COP 16 and CMP 6. In the Dominican Republic, where the Ministry of Youth is in charge of coordinating youth-related policies and programmes, a law was approved that promotes the participation of youth in internal affairs, thus including also their participation in debates and activities related to the environment and sustainable development. As a consequence, the participation of youth in climate change issues is growing, especially within schools and universities, youth organizations and NGOs, where they are involved in the organization of public awareness activities and campaigns.

49. The workshop continued with a performance of schoolchildren and young people from Seychelles, which was presented by the youth environmental representative of the University of Seychelles. In the course of the event, several groups of children aged between six and 17 sang songs, read poems, staged plays and spoke about climate change and the specific vulnerabilities of SIDS. Children also walked participants through an exhibition on the main causes of climate change and on actions to adapt to it.

⁷ <http://unfccc.int/files/cc_inet/information_pool/application/pdf/growingtogether.pdf>.

⁸ <http://unfccc.int/files/cc_inet/information_pool/application/pdf/unfccc_youthparticipation.pdf>.

50. The chairman of the Sea Level Rise Foundation delivered a presentation on the future of climate change and its effects on people. After a thorough analysis of the complexity of the issues, ranging from scientific and political to economic and social, mingled with natural, human and development factors that need to be considered when attempting to develop solutions, he shared information on the objectives of the Sea Level Rise Foundation, which are to educate, engage, empower and enable stakeholders affected by climate change and involved in related issues in order that they become a knowledgeable force in contributing to devising sustainable solutions.

G. Results of surveys

1. Survey on status of implementation of the amended New Delhi work programme at the national level

51. A representative of the secretariat provided an overview of the status of the implementation of Article 6 and the amended New Delhi work programme in SIDS based on a survey of the workshop participants. The profile of the respondents was as follows: 25 per cent were responsible for developing and/or implementing national programmes on Article 6; 38 per cent were involved in activities related to Article 6; and 25 per cent were interested in learning more about activities related to Article 6.

52. Overall, the three most important issues regarding Article 6 according to the respondents were education, public awareness and communication, and training.

53. With regard to education, it was noted that most curriculums on environmental issues target primary and university education. The respondents stated that the main barriers to the implementation of educational activities were inadequate financial resources and a lack of educational materials, followed by a lack of expertise and staff.

54. The main barriers to the implementation of training activities include lack of the required expertise and overcrowded existing curriculums. Participants considered local and national training workshops and on-the-job training and training of trainees programmes as the most appropriate methods of addressing training-related priorities.

55. With regard to public awareness and access to information, the respondents stated that most awareness-raising activities are carried out by governments, NGOs and the press. The key messages used by Parties to promote awareness of climate change issues are that climate change is taking place and poses real threats and that there are specific actions that citizens can take to adapt to the adverse effects of climate change and to reduce emissions. The respondents found that the main barriers to implementing awareness-raising activities were inadequate financial resources, inadequate expertise and inadequate political or institutional support.

56. According to the respondents, information on climate change issues is available to the public in their countries. Seventy-three per cent of the respondents stated that their countries have a national focal point who can be contacted when seeking information on climate change and 77 per cent of these countries have an official national climate change website.

57. Over 70 per cent of SIDS have a mechanism to promote public participation in climate change related decision-making processes. The respondents indicated the need for financial support for the improvement of information networks and public consultations and for the creation and maintenance of websites in order to facilitate access to information on climate change issues.

58. With regard to international cooperation, most respondents acknowledged that financial support from the Global Environment Facility had been received for activities related to the preparation of national communications; 67 per cent of the countries reported having received support for activities related to Article 6. Among the actors that can offer the greatest potential for strengthening international cooperation, participants identified multilateral donors and United Nations bodies.

59. In their responses to the survey, the workshop participants identified issues that need to be addressed in order to enhance the implementation of the amended New Delhi work programme. These include linkages to the main programmes of the Convention and its Kyoto Protocol (such as adaptation, the clean development mechanism, capacity-building and technology development and transfer), a specific funding mechanism to enable the implementation of Article 6 related activities, measurable indicators of implementation and synergies with outreach programmes of other major multilateral environmental agreements.

2. Survey on CC:iNet

60. A representative of the secretariat presented the results of a short evaluation by workshop participants of the usability of CC:iNet and suggestions for its improvement. The respondents reported using the UNFCCC website and document references as the primary access point for CC:iNet. Eighty-eight per cent of the respondents who access CC:iNet tend to use it more than once or twice a week, although 29 per cent of respondents were unaware of its existence prior to the survey. Only one respondent was a registered user, while 5 per cent of the respondents were not aware that registration was possible. Respondents rated the usefulness of CC:iNet between good (57 per cent) and excellent (29 per cent), and both user-friendliness and the quality of information was rated good (71 per cent and 86 per cent, respectively). Seventy-five per cent were unaware of the existence of the user guides, and all respondents agreed that training on CC:iNet would be beneficial. The main suggestions for improving CC:iNet were:

- (a) Advertise it at meetings nationally and internationally;
- (b) Advertise it among teachers, and make the format more appealing to students;
- (c) Create links to the websites of participating countries;
- (d) Organize training sessions and side events on CC:iNet during official meetings;
- (e) Organize navigation in other United Nations languages.

IV. Issues for further consideration

61. The participants agreed on a number of recommendations that the SBI may wish to consider, as appropriate. These include:

- (a) Encouraging Parties that have not yet nominated Article 6 national focal points to do so and to inform the secretariat accordingly;
- (b) Providing financial and technical support, training and access to relevant information and materials to Article 6 national focal points;
- (c) Promoting networking between national focal points on Article 6 in order to enhance the exchange of information, good practices and lessons learned in the implementation of the amended New Delhi work programme. This should be done, inter

alia, through workshops, international exchange programmes and regular updates on CC:iNet;

(d) Developing national strategic action plans on Article 6 through a participatory process involving all relevant stakeholders. Such strategic action plans should be based on identified national priorities;

(e) Developing institutional and technical capacity at the national level to identify gaps and needs for the implementation of Article 6, assessing the effectiveness of related activities and considering coordination among these activities;

(f) Supporting the establishment of national climate change units;

(g) Mainstreaming climate change consideration in the national development policies and plans of various economic sectors as far as possible;

(h) Developing national communication strategies on climate change based on a “knowledge, attitude, practice” approach and targeting a specific audience;

(i) Formalizing funding for activities relating to the implementation of Article 6 within the financial mechanism of the Convention and scaling-up funding from other sources, including bilateral and multilateral cooperation agencies, national public funding, NGOs and the private sector;

(j) Providing incentives for, and encouraging participation of, all major groups of society, including youth, women, NGOs, community-based organizations and indigenous people, in the formulation and implementation of efforts to address climate change;

(k) Encouraging the involvement and participation of representatives of all stakeholders and major groups in the intergovernmental process on climate change;

(l) Conducting regional workshops on the implementation of Article 6 periodically and planning peer review of undertaken projects and programmes;

(m) Enhancing the user-friendliness of CC:iNet and promoting its use in SIDS;

(n) In conjunction with the review of the implementation of the amended New Delhi work programme in 2012 at COP 18, organizing the following: a week of exhibitions relating to education, training and public awareness activities; side events on Article 6; and dissemination of public awareness materials;

(o) Extending the amended New Delhi work programme beyond 2012;

(p) Preparing a publication on good practices and lessons learned in implementing the amended New Delhi work programme in SIDS in 2011 and presenting it at a side event at COP 17;

(q) Developing standard guidelines on the implementation of all elements of Article 6 as well as guidelines on the incorporation of climate change issues in school curriculums;

(r) Encouraging Parties to include young people in their official delegations to meetings of the COP, CMP and subsidiary bodies;

(s) Inviting Parties in a position to do so to provide financial support for the participation of young delegates in meetings of the COP, CMP and subsidiary bodies;

(t) Inviting relevant international organizations to establish a small grant programme to support projects targeting youth and children.