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**Report on essential needs for, potential gaps in, barriers to,
and progress in the implementation of the amended
New Delhi work programme**

Note by the secretariat*

Summary

This report synthesizes information on the efforts of Parties to develop and implement public awareness, educational and training programmes on climate change as well as the activities undertaken to engage the public at large to address climate change issues. It highlights good practices, identifies emerging gaps and offers recommendations. The objective of the report is to support an intermediate review of progress in the implementation of the amended New Delhi work programme.

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

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I. Introduction

A. Mandate

1. The Conference of the Parties (COP), by its decision 9/CP.13, decided to adopt the amended New Delhi work programme on Article 6 of the Convention and to extend it for five years. The COP further decided to undertake an intermediate review of progress in the implementation of the amended New Delhi work programme in 2010, to evaluate its effectiveness and identify any emerging gaps and needs, and a review of its implementation in 2012.

2. The Subsidiary Body for Implementation (SBI), at its thirty-second session,¹ endorsed the terms of reference for the intermediate review of progress in the implementation of the amended New Delhi work programme² as contained in the annex to decision 9/CP.13, and requested the secretariat to prepare reports to support the intermediate review, in accordance with the terms of reference.³ In particular, the secretariat was requested to prepare a report on essential needs for, potential gaps in, barriers to, and progress in the implementation of the amended New Delhi work programme.⁴

3. The SBI, at the same session,⁵ invited Parties and relevant intergovernmental and non-governmental organizations (NGOs), as well as relevant stakeholders, to submit to the secretariat, by 16 August 2010, information and views that may be relevant to the completion of the intermediate review.

B. Scope of the note

4. This note summarizes the available information on the extent of the implementation of the amended New Delhi work programme and draws upon recent efforts and initiatives by Parties and relevant organizations as reported in national communications⁶ or other relevant national reports, or shared at regional workshops on the implementation of Article 6.⁷ It also draws upon information and views submitted in response to the invitation of the SBI referred to in paragraph 3 above and compiled in document FCCC/SBI/2010/MISC.7.

5. The amended New Delhi work programme separately defines the six elements of Article 6 (education, training, public awareness, public participation, public access to

¹ FCCC/SBI/2010/10, paragraph 66.

² FCCC/SBI/2010/10, annex III.

³ FCCC/SBI/2010/10, paragraph 68.

⁴ FCCC/SBI/2010/10, annex III, paragraph 7 (a).

⁵ FCCC/SBI/2010/10, paragraph 67.

⁶ Whereas 39 out of 41 Annex I Parties have submitted their fifth national communications, only 30 [correct as at 3 November 2010] out of 155 non-Annex I Parties have submitted their second national communications. Thus, the amount of information available in national communications from non-Annex I Parties was more limited.

⁷ The European regional workshop on the implementation of Article 6, 18–20 May 2009, Stockholm, Sweden (report presented in FCCC/SBI/2010/2); the regional workshop on the implementation of Article 6 in Asia and the Pacific, 14–16 October 2009, Bali, Indonesia (report presented in FCCC/SBI/2010/3); the regional workshop on the implementation of Article 6 in Latin America and the Caribbean, 27–30 April 2010, Bavaro, the Dominican Republic (report presented in FCCC/SBI/2010/9); the regional workshop on the implementation of Article 6 in Africa, 13–16 September 2010, Banjul, the Gambia (report presented in FCCC/SBI/2010/19); and the regional workshop on the implementation of Article 6 in small island developing States, 2–4 November 2010, Victoria, Seychelles (report presented in FCCC/SBI/2010/22).

information in relation to climate change and its effects, and international cooperation on these matters). This note outlines the progress made and the remaining gaps and needs for each of the six elements.

6. Annex I presents the terms of reference for the intermediate review. Annex II presents examples of good practices for the six elements as reported by Parties in their national communications and submissions or shared at the regional workshops on the implementation of Article 6. Examples of good practices as reported by intergovernmental organizations (IGOs) and NGOs are also showcased in annex II.⁸ Annex III provides examples of national annual day (or week or month) of action on climate change or a related theme as reported by Parties in their national communications. Annex IV presents the current list of designated Article 6 national and regional focal points.

C. Possible action by the Subsidiary Body for Implementation

7. The SBI may wish to take note of the findings contained in this document and identify further steps for the improvement or enhancement of the implementation of the amended New Delhi work programme.

II. Progress made and remaining needs, gaps and barriers in the implementation of the amended New Delhi work programme

A. Background

8. In November 2002, Parties adopted the five-year New Delhi work programme on Article 6 of the Convention, which serves as a flexible framework for country-driven action addressing the specific needs and circumstances of Parties and reflecting their national priorities and initiatives.

9. Based on a report prepared by the secretariat on the extent of implementation of the New Delhi work programme at the end of the five-year period for its execution in 2007,⁹ Parties agreed that the work programme had proved to be a good framework for action and recognized that no single strategy for raising awareness or building capacity was appropriate for all countries.¹⁰ Parties therefore decided to adopt the amended New Delhi work programme for a further five years, placing particular emphasis at the national level on the need to formulate national plans and strategies with respect to Article 6 as well as to develop appropriate education and awareness-raising materials adapted to the needs and circumstances of the Parties. At the regional and international levels, the work programme stresses the importance of, inter alia, promoting partnerships to facilitate the implementation of the activities, developing regional programmes and activities and sharing information and experiences.

⁸ To the extent possible, these examples have been posted on CC:iNet, the information network clearing house <unfccc.int/ccinet>.

⁹ FCCC/SBI/2007/22.

¹⁰ FCCC/SBI/2007/22 paragraph 75 (b).

B. Education

1. Progress made, lessons learned and good practices

10. There is a broad consensus among Parties and relevant organizations on the central importance of education on climate change. Parties and relevant organizations from all regions have reported on a wide range of educational activities being undertaken with respect to climate change, indicating progress both in developing and in developed countries.

11. Climate change is now part of the official curriculum in many developed countries and in some developing countries. Some Parties report a significant rise in the number of university courses related to climate change, and there has been a similar increase in the attention given to the issue at primary and secondary levels. In some countries where climate change is not yet a part of the official curriculum, plans are under way to integrate it into the education system – either as part of mandatory classes, optional classes or extra-curricular activities.

12. Several submissions, as well as the regional workshop outcomes, emphasize the importance of non-formal education as an additional and complementary means of learning about climate change alongside formal educational channels. Through non-formal education and the use of innovative tools, ideas about climate change can sometimes be more readily absorbed into daily consciousness, supplementing and reinforcing the knowledge gained through participation in traditional school curricula. The use of non-traditional methods, in particular where peers take on the role of educators, can make climate change feel more relevant on a personal and tangible level.

13. The amended New Delhi work programme places particular emphasis on the role of youth in education.¹¹ Young people should be a major, if not the major, target of educational efforts, but they can also play a key role as educators. Youth organizations, together with other NGOs, such as development or sociocultural organizations, are the main providers of non-formal education. Such organizations are typically run by volunteers, use experiential learning, provide progressive programmes, involve peer groups, encourage intergenerational relationships, and develop leadership as well as a value system.

14. Other groups can play a role in educating people about climate change outside formal educational structures. For example, participants at the regional workshop on the implementation of Article 6 in Latin America and the Caribbean discussed how trade unions have created off- and, increasingly, online learning tools for their members, encouraging them to gain access to data on the emissions and energy consumption of their places of work and exchanging best practices for ‘green workplaces’ between developed and developing countries. Religious leaders and faith groups were reported to be playing a similarly important role in many countries, in particular in Africa.

15. In many countries, the United Nations Decade of Education for Sustainable Development (DESD), which runs from 2005 to 2014, provides a valuable framework for educational activities, both in schools and in a wider context. Climate change is one of the key action areas of DESD;¹² it provides encouragement to Parties to take concrete actions that further, inter alia, the goals of Article 6 and the amended New Delhi work programme.

¹¹ Decision 9/CP.13, paragraph 11.

¹² The United Nations Educational, Scientific and Cultural Organization (UNESCO), which serves as the lead agency for DESD, describes the Decade as providing “a framework for enhancing and promoting active learning and innovative ways of framing the climate change issue so that it makes sense in the context of people’s daily lives, helping to translate passive awareness into active concern

2. Needs, gaps and barriers

16. Despite the progress made in integrating the topic of climate change into educational curricula, the subject is still not sufficiently addressed in the classrooms of primary and secondary schools in many developing country Parties.

17. Some Parties have identified the lack of a national strategy for environmental education as a major impediment to progress. Without a national strategy, it is difficult to integrate climate change issues into the curriculum.

18. The lack of appropriate teaching materials and training for teachers also continues to be a problem in developing countries. Some Parties report that there is currently little encouragement for teachers to incorporate climate change into the subjects they teach.

C. Training

1. Progress made, lessons learned and good practices

19. Whereas most of the elements of Article 6 apply to the public in general or at least to a very large sector of the public, the target group in the case of training is usually much narrower, namely one or other group of professionals having a specific role to play in tackling climate change. Training is widely recognized to be a critical component of countries' efforts to address climate change.

20. Some developing countries are currently developing training courses on climate change for teachers, politicians and other professionals, such as journalists. In order for journalists to be able to report effectively and accurately on climate change, they need to become familiar with the scientific, technical and political complexities of climate change. In this regard, Parties and stakeholders recognize that the training of journalists in communicating about climate change is of great importance and have taken steps to address this.

21. The international community has also lent support to strengthening the capacity of the media to raise public awareness of climate change. UNESCO has produced an education for sustainable development (ESD) media training and resource kit, in collaboration with the Thomson Foundation, entitled *Media as Partners in Education for Sustainable Development*,¹³ which seeks to assist media professionals in their efforts to report on sustainable development issues, helps to provide relevant information resources and establish a model for media training on sustainability topics, and contains a chapter focusing on climate change.

22. Many regional training activities have been carried out in connection with the work of the UNFCCC Expert Group on Technology Transfer. For example, the African regional training workshop on preparing technology transfer projects for financing aimed at enhancing the capacity of project developers in Africa to prepare technology transfer project proposals that meet the standards of international financial providers. Regional workshops for Asia and the Pacific and Latin America and the Caribbean were also organized. These workshops supported efforts to implement the results of the technology needs assessments that are being carried out by developing countries within the UNFCCC process.

23. Training has been a component of a significant number of projects funded by the Global Environment Facility (GEF) since 2007. Some of these projects have taken place within the framework of the National Communications Support Programme of the United

and behaviour change". See <<http://www.unesco.org/en/education-for-sustainable-development/>>.

¹³ <<http://unesdoc.unesco.org/images/0015/001587/158787e.pdf>>.

Nations Development Programme (UNDP) and the United Nations Environment Programme (UNEP), which was established to assist developing country Parties to prepare their second national communications. The GEF has also collaborated with the Least Developed Countries Expert Group and the secretariat in organizing a series of five training workshops supporting the preparation and implementation of national adaptation programmes of action by the least developed countries. Training activities have also formed a component of GEF-funded projects on transport, energy management, energy efficiency in buildings and appliances, carbon dioxide capture and storage and renewable energy, as well as various adaptation projects.¹⁴

24. A major limitation identified by both developed and developing country Parties is that many journalists lack specialized knowledge or training in complex climate change issues. While efforts have been made to address this issue, as described in paragraph 20 above, it would appear that there is a continuing need to increase the training of journalists and the media in reporting on climate change. Such training would increase the accuracy of reporting and would thereby help to counter disinformation about climate change, which has been identified as a significant problem by some Parties and stakeholders.

2. Needs, gaps and barriers

25. Many developed country Parties are currently only implementing small-scale and one-off training activities. They note that there is a lot of room for growth in the development and implementation of training programmes.

26. Many developing country Parties report that major training programmes across all levels of society are needed. High-priority targets of training include the media, teachers, business leaders, policymakers and decision makers. The lack of funds and dearth of expertise were identified as key obstacles to the development of training programmes.

27. Training was also one of the least reported items in the second national communications of developing country Parties. Many countries either did not report on training at all, or simply stated that it was currently inadequate or non-existent. Training programmes were identified as a priority need.

D. Public awareness

1. Progress made, lessons learned and good practices

28. When the New Delhi work programme was amended at COP 13, additional emphasis was given to the importance of raising awareness for the purpose of fostering behavioural changes and stimulating personal action to address climate change.¹⁵ There has been an increasing tendency, especially in developed countries, for awareness-raising activities to go beyond simply pointing out the problems: citizens are actively encouraged to participate in the solutions. It is now commonplace in some countries for more 'neutral' entities such as educational institutions and the media to advocate for action. Because of these efforts, most people are now better informed about climate change and better prepared to act on that information.

29. Almost all developed country Parties and many developing country Parties have developed public awareness-raising campaigns to build broad-based support for action on climate change. Parties are working to increase public awareness using a variety of

¹⁴ See reports of the GEF to COP 14, 15 and 16: FCCC/CP/2008/2/Rev.1, FCCC/CP/2009/9 and FCCC/CP/2010/5.

¹⁵ Compare the amended New Delhi work programme, decision 9/CP.13, paragraph 13, with the New Delhi work programme, decision 11/CP.8, paragraph 14.

different tools, including brochures, booklets, websites, carbon calculators, advertising, posters, calendars, concerts, film festivals, exhibitions, lectures, competitions, workshops, newsletters, product labelling and special days of action.

30. A reference to the value of surveys on public awareness to establish baselines for further work and monitoring of the impact of activities was also added to the amended New Delhi work programme.¹⁶ Surveys are frequently being carried out in developed countries to measure the awareness, knowledge and behaviour of the general public with respect to climate change. Some surveys have also been carried out in developing countries.

31. Almost all developed country Parties and many developing country Parties report that they have websites where climate change information is easily accessible and widely available. Environment ministries in developing countries have begun using the Internet as a place to provide regularly updated information on climate change. Many developed country Parties have put in place a wide range of online tools and resources since their fourth national communications. Some websites offer tips on how people can make their homes more energy efficient. Other websites provide online calculators that help people learn how to reduce their carbon footprint. While the Internet should not be relied on unduly to raise public awareness in countries where Internet connectivity remains low, most Parties agree that the Internet is one of the most effective ways to spread information and engage the public.

32. Many Parties credit the work of NGOs as being critical to boosting awareness and action on climate change. NGOs have made a significant contribution in terms of increasing public awareness and understanding of climate change through research, lobbying, education, training and media activities. Their efforts are often officially supported by national governments. Some developing country Parties report that most of the work on raising public awareness in their countries is carried out by NGOs.

33. The role of the media is central to raising public awareness of the problem of climate change and the measures needed to tackle it. Parties generally recognize that public knowledge about climate change partly depends on the amount of importance the media attaches to the issue and that media coverage is one of the most effective ways to influence public opinion. In this respect, the trends are positive overall. Many Parties report that, during the past 15 years, and especially during the period of the amended New Delhi work programme, climate change has undergone a shift from the margins of media interest to the centre of attention. Media coverage of climate change began to expand in 2007, with the number of articles on the subject increasing substantially around the world. Some Parties outline that the release of Al Gore's film *An Inconvenient Truth* in 2006, as well as the publication of the Fourth Assessment Report of the Intergovernmental Panel on Climate Change and the Stern Review in 2007, undoubtedly contributed to this heightened interest.

34. This expansion of media interest in climate change has not been restricted to developed countries. Local newspapers, television and radio stations in developing countries are increasingly reporting on climate change.

35. Many Parties designate a particular point in the calendar as the annual day (or week or month) of action on climate change or a related theme, as a means of bringing public attention to the issue. In some cases, there is an explicit focus on climate change; in other cases the focus is on a related topic such as energy efficiency or sustainable mobility where the links to climate change may be highlighted.¹⁷

36. Trade unions are also active in raising awareness among their members. They have shared general information about climate change at their facilities, with a focus on the

¹⁶ Decision 9/CP.13, paragraph 17 (i).

¹⁷ See annex III for examples.

linkage between climate change and issues of equity, justice and solidarity, and they have also carried out awareness-raising campaigns at places of work using brochures, websites and audio-visual materials to promote energy efficiency, sustainable transport solutions and responsible purchasing.

37. Some Parties recognize the importance of raising awareness in the business community about climate change issues, especially about new technologies and new opportunities, and how the business environment is changing. A few public awareness campaigns have been targeted at businesses in order to help them develop more sustainable strategies and processes.

2. Needs, gaps and barriers

38. Despite the progress made in recent years, public awareness remains at a relatively low level in developing countries, not only among the general public but also among journalists and politicians. Information provided by participants in the three regional workshops on the implementation of Article 6 in Africa, Asia and the Pacific, and Latin America and the Caribbean indicated that less than 50 per cent of people in those regions were aware of the issues related to climate change. The level of awareness is higher in small island developing States (SIDS), where participants reported that about 70 per cent of people are familiar with climate change issues. This heightened awareness could be attributed to the climate change impacts already under way in those countries. By contrast, a 2009 survey in Sweden showed that 99 per cent of Swedes were aware of or had heard of climate change following the launch of an awareness-raising campaign in 2002. It is thus clear that even though efforts have been made to raise awareness, much more work needs to be done in developing countries.

39. There is an ongoing need, especially in some developing countries, for more regular surveys to assess the level of awareness and understanding of climate change issues. Some Parties have identified a need for improved networking, coordination and partnerships at the national level to avoid, on the one hand, the duplication of efforts and, on the other, stand-alone activities that have a low impact. It has also been suggested that some awareness-raising activities fail to take full account of social science evidence concerning communication and behavioural change techniques and are thus not as effective as they could be.

40. Consumer pressure can be a powerful force for bringing about more sustainable patterns of production and consumption, leading inter alia to reductions in carbon emissions. However, some Parties have pointed out that, in order for consumers to be able to make informed purchasing choices, improvements in the labelling of products and services so as to clearly indicate their carbon footprint are needed.

41. One of the implicit messages that has emerged from the experience of implementing the amended New Delhi work programme, and which has been articulated in some of the regional workshops, is the need for awareness-raising campaigns to work through existing social structures and profit from the corresponding communication channels. Comprehensive awareness-raising involves a diverse multiplicity of actors driving the awareness-raising processes, each communicating through their own networks. These actors include major societal groups such as youth, women, NGOs, business interests, trade unions, religious groups and educators, as well as specialist networks such as medical students and engineers.

42. In some countries, there is a low level of government partnership with key groups, including youth, women and NGOs, in the implementation of public information campaigns. This lack of involvement is hampering efforts to increase public awareness on climate change and more extensive government cooperation and partnership with, inter alia,

NGOs, educators, youth, universities and community groups could help address this drawback.

43. The lack of financial and human resources in developing countries is cited by many sources as being a major obstacle to raising public awareness, along with the lack of access to technical support, especially when creating educational materials, and insufficient political will hinders the advancement of effective policies. Awareness-raising features are a component of various GEF-funded projects. However, the GEF has not reported on funding projects with a primary focus on raising public awareness.

E. Public participation

1. Progress made, lessons learned and good practices

44. Among those Parties and IGOs and NGOs that commented on the issue, there appears to be a broad consensus that the active and effective participation of civil society in climate change decision-making and implementation is crucial in order to combat climate change at the national, subnational and local levels. Some Parties reported that public participation is included as a specific element of their national strategies on climate change. For many European Parties from both developing and developed countries, the United Nations Economic Commission for Europe (UNECE) Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters (Aarhus Convention)¹⁸ provides the main international framework regulating such matters. At the regional workshop on the implementation of Article 6 in Latin America and the Caribbean, it was noted that all countries in the region have a mechanism to promote public participation in climate change related decision-making processes, while at the African regional workshop, it was noted that a majority (62 per cent) of countries in that region have such a mechanism. During the SIDS regional workshop, it was reported that 71 per cent of citizens in those countries are able to actively participate in climate change decision-making.

45. A significant number of Parties use participatory multi-stakeholder processes, sometimes following a social partnership model, to prepare national programmes and strategies on climate change, and in connection with related processes such as the preparation of national communications or in national adaptation projects. Networks or umbrella coalitions of NGOs often play an important role in channelling the views of large numbers of organizations sharing broadly common interests, thereby making the participation process more manageable. Among the measures taken to solicit the views of stakeholders and the public are national dialogues, round-table discussions, public hearings, conferences, advisory councils, radio phone-in discussions and citizens' fora. Some Parties have established procedures for the public to comment on draft legislation concerning climate change. In some cases, this is done through online processes. Some Parties have also adopted mechanisms to ensure that youth is sufficiently represented in climate change decision-making processes. The value of having a legal framework to ensure participation was highlighted by some Parties.

46. As regards public participation in the UNFCCC processes, these are rather transparent and participatory when compared with many other intergovernmental negotiations. The modalities for the participation of NGOs in the UNFCCC processes are addressed in a set of guidelines developed in 2003.¹⁹ While discussions on the possibilities

¹⁸ <<http://www.unece.org/env/pp/>>.

¹⁹ Guidelines for the participation of representatives of non-governmental organizations at meetings of the bodies of the United Nations Framework Convention on Climate Change. Available at <http://unfccc.int/resource/ngo/coc_guide.pdf>.

for improvement are ongoing, there are many positive indicators. These include: the large number of non-governmental observers accommodated at meetings; the many side events, exhibits and demonstrations held at sessions of the COP and its subsidiary bodies; the frequent opportunities to participate in written commenting procedures and to make plenary interventions; and the participation of NGOs in many government delegations.

47. Over the past few years, young people have demonstrated that they can be active partners in promoting public participation to respond to climate change by engaging in local and global debates about climate change issues. Examples of such engagement are presented in a booklet²⁰ prepared by the United Nations Joint Framework Initiative on Children, Youth and Climate Change coordinated by the UNFCCC secretariat.²¹ At COP 14 and the fourth session of the Conference of the Parties serving as the meeting of the Parties to the Kyoto Protocol (CMP), over 500 young people assembled in Poznań, Poland, to request governments to work together to reach an ambitious climate treaty. Prior to COP 15/CMP 5, the UNFCCC secretariat had granted a provisional constituency status to young people, thereby enhancing their ability to participate in the international climate change negotiations. With the financial support of the Government of the Netherlands and the technical assistance from regional youth groups and the UNFCCC secretariat, over 50 young delegates from developing countries were able to participate in COP 15. As many as 1,500 young people actively participated in COP 15 as part of NGO delegations, and some 20 government delegations included representatives of youth organizations.²²

2. Needs, gaps and barriers

48. Some Parties have commented on the need for clearer reporting on public participation activities. Many national communications do not report on public participation activities at all, and some of those that do report on such activities do so under other headings (i.e. the information is not presented in connection with Article 6).

49. When reporting on public participation, some Parties have only reported on actions by the public to mitigate climate change. While individual actions by the public are an important element in tackling the problem of climate change, the concept of public participation is far broader and includes opportunities for the public to influence decision-making processes.

50. Several developing countries reported that they considered their public participation practices to fall short of what was required. Drawing on the example of the Aarhus Convention in the European region, establishing a legal framework that provides for public participation in decision-making related to climate change in Parties that have not done so would support the implementation of the amended New Delhi work programme.

51. Some Parties reported that the level of public interest, while a mark of success, presents a challenge when organizing participatory processes. Some stressed the need to include activities to promote public participation within national planning processes.

52. Particular efforts are needed to ensure that the perspectives of women, youth, indigenous people and local communities are heard in climate change decision-making processes. Such groups are often marginalized in decision-making processes, which are

²⁰ See <http://unfccc.int/files/cc_inet/information_pool/application/pdf/growingtogether.pdf>.

²¹ Since September 2008, the United Nations Joint Framework Initiative on Children, Youth and Climate Change has facilitated the coordination and implementation of initiatives for children and young people on climate change at the local, regional and global levels, as well as their greater engagement in intergovernmental processes on climate change.

²² The Framework Initiative also published a booklet to inform governments, IGOs, NGOs and young people about the youth participation process at sessions of the UNFCCC. Available at <http://unfccc.int/files/cc_inet/information_pool/application/pdf/unfccc_youthparticipation.pdf>.

impoverished as a result. Participatory processes should be designed in such a way as to facilitate their participation, with the provision of sufficient resources.

F. Public access to information

1. Progress made, lessons learned and good practices

53. The importance of public access to information on climate change initiatives, policies and results is widely recognized, not least because it is required in order for the public to effectively participate in decision-making processes. In most countries, measures have been taken to actively disseminate or otherwise increase the availability of information related to climate change, through a variety of means. These include: scientific and technical publications; newspapers, radio and television; conferences, seminars and workshops; and websites, including online databases.

54. Many developed country Parties, including all those that are Parties to the Aarhus Convention, have legal frameworks guaranteeing the right of public access to environmental information, including information related to climate change. This right usually applies to information held by public authorities, although in some cases, the public has a right to obtain the information directly from private enterprises.

55. Most Parties agree that the Internet is one of the most effective ways to spread information and engage the public. Most developing country Parties recognize that enhanced access to information and public participation in decision-making leads to higher-quality decisions and improved public awareness of climate change issues. Many Parties have developed a wide range of online tools, resources and websites to make information on climate change widely available and easily accessible.

56. Newspapers, radio and television are increasingly reporting on climate change in developing countries. Participants at the regional workshop on the implementation of Article 6 in Africa stated that they use television, radio, awareness-raising campaigns and newspapers as their main means of disseminating information. Most of the participants stated that their countries have a national focal point who can be contacted when seeking information on climate change. Over 65 per cent of these countries have an official national climate change website. The regional workshop in Asia and the Pacific highlighted the need for a wide range of communication channels, including press conferences, print advertisements, online media and short films. Such diversification would guarantee that a greater number of citizens become aware of and participate in mitigating climate change. At the European regional workshop, participants recognized that enhanced access to information could be achieved by implementing the Aarhus Convention. The SIDS regional workshop reported that 77 per cent of participating countries have a national climate change website and 73 per cent have a national focal point for climate change information.

57. Parties generally acknowledge the role of CC:iNet,²³ the information network clearing house, as an important tool for promoting the implementation of Article 6, and on several occasions, they made suggestions towards a fully functional, multilingual and user-friendly clearing house. The prototype version of CC:iNet was presented at most of the regional workshops to illustrate the two-phase implementation approach and outline the planned progression to enhance the system and its information. The full-scale version of CC:iNet was released in October 2010 with improved functionalities.²⁴

²³ <<http://unfccc.int/ccinet>>.

²⁴ For more information on the full-scale version of CC:iNet, see FCCC/SBI/2010/24.

2. Needs, gaps and barriers

58. Parties provided limited information on the topic of access to information, possibly because of the considerable overlap with the topic of public awareness. Very few developing countries addressed the issue of whether their jurisdictions provide a legal guarantee for the right of public access to information related to climate change (as provided, for example, under the Aarhus Convention).

59. Participants in the European regional workshop indicated the need for further measures to facilitate the exchange of information on good practices under Article 6, including a publication that was made available electronically,²⁵ and the development of a format for reporting on good practices. Participants in the regional workshop in Asia and the Pacific considered that good practices should be applicable, measurable, participatory, gender-sensitive and sustainable. The need to further develop CC:iNet as an information tool was also mentioned. Illiteracy, language barriers, insufficient availability of information, technological gaps, cultural barriers impeding the communication of scientific knowledge at the grassroots level and insufficient knowledge of CC:iNet and its use were cited as barriers to access to information.

G. International cooperation

1. Progress made, lessons learned and good practices

60. In a new section on regional and international efforts, the amended New Delhi work programme encourages cooperation in and support for the preparation of education and training materials within the framework of regional programmes and activities.²⁶ International cooperation can play a major role in strengthening national activities on climate change education, training and public awareness. Many governments need access to expertise and financial and technical resources so that they can develop their own climate change programmes, and all countries can benefit from sharing success stories, exchanging personnel and strengthening institutional capacity.

61. Of those developed countries that reported on the matter in their national communications, most are committed to playing an active and constructive role on climate change in developing countries, including with respect to Article 6 activities. Generally, these Parties report on the level of financial assistance they have provided to support the implementation of specific projects focusing on, or integrating education and outreach activities in, developing countries, as well as on the various training workshops they have organized and supported in these countries. The amount of financial support and capacity-building for developing countries varies among Parties, but efforts are being made to enhance the collective ability of Parties to implement the Convention.

62. The regional workshops provided a valuable platform for the presentation of examples of international and regional cooperation, including South–South cooperation. For example, the regional workshop for Latin America and the Caribbean was informed about how Brazil’s online portal on climate change, available in English, French, Portuguese and Spanish, serves as a tool for international cooperation with Portuguese-speaking countries such as Angola, Cape Verde, Guinea-Bissau, Mozambique, Sao Tome and Principe and Timor-Leste, as well as with non-Portuguese speaking countries such as Botswana and Haiti. Examples of cooperation within regions were also presented; for example, at the Asia-Pacific regional workshop, the participants were informed about the work of the Thematic Working Group on Climate Change, Ozone Depletion and Ecosystem

²⁵ <http://unfccc.int/cc_inet/files/cc_inet/information_pool/application/pdf/good_practice.pdf>.

²⁶ Decision 9/CP.13, paragraph 19.

Changes involving 14 countries from the Asia-Pacific region as well as regional and international agencies.

63. At the regional workshops participants also recognized the value of partnerships and the important role that international NGOs can play in enhancing regional and national capacities. Examples of such efforts included the regional capacity-building programme of Women in Europe for a Common Future (WECF),²⁷ a network of environmental NGOs in over 40 countries, which, inter alia, supports training programmes focusing on exchange of knowledge and experience, and the International Climate Champions programme of the British Council, which is designed to provide young people around the world with skills, training and access to resources to take action in addressing climate change issues.

64. The regional workshops further illustrated the important role of IGOs in strengthening capacities at the national and regional levels. Examples included the joint UNEP–UNDP CC:Dare projects in Africa, which entail educational, training and public awareness components, and the Sandwatch initiative in the SIDS, a UNESCO-led project aiming at raising awareness, especially among children and youth, of the fragile marine and coastal ecosystems.

65. Various international organizations also report to have taken steps to develop educational, training and outreach materials. For example, the United Nations Children’s Fund (UNICEF) has developed a climate change education resource pack, particularly aimed at children. The resource pack was peer-reviewed by the regional workshop for Latin America and the Caribbean and will be adapted to take account of the feedback received. UNESCO has developed various educational materials aimed at teachers, curriculum developers, teacher trainers, education planners and the media, and is currently developing a climate change ESD initiative aimed at helping young people to understand and address the impact of global warming today. The One UN Training Service Platform for Climate Change, known as CC:Learn, was initiated in 2009 through the collaboration of 22 United Nations agencies, as a contribution to the implementation of the training and skills development provisions of Article 6. One of its main goals is to support the design and implementation of country-driven, results-oriented climate change learning strategies and action through partnerships of Member States, United Nations agencies and interested development partners.²⁸

66. The UNFCCC Fellowship Programme, which offers the possibility to mid-career governmental officials, preferably from SIDS and Least developing countries, to undertake research projects within the UNFCCC secretariat, thus contributing to building capacity for addressing climate change in developing countries. The third round of this programme was launched in the summer of 2010.

2. Needs, gaps and barriers

67. Of the 39 Annex I Parties that have submitted a fifth national communication, less than half included information on cooperation with and support to developing country Parties specifically related to Article 6 of the Convention.²⁹

68. Drawing on the valuable experience of the series of regional workshops, many Parties acknowledged the need for the regular conduct of regional and subregional workshops to enhance international cooperation, in particular South–South efforts, with the financial and technical support of multilateral and bilateral partners and organizations.

²⁷ <<http://www.wecf.eu>>.

²⁸ For further information, see <www.uncclearn.org>.

²⁹ See annex II for examples.

III. Conclusions and recommendations

A. Synthesis of trends and recommendations from Parties and relevant organizations³⁰

69. Parties, in particular developed countries, and relevant IGOs and NGOs report that they have continued to develop and support various activities and programmes related to Article 6. Notwithstanding the progress made with respect to the implementation of the amended New Delhi work programme, many challenges remain. Many Parties and relevant organizations consider that the strengthening of existing institutional, legal, technical and organizational capacities is required in order to promote the coordination and delivery of activities related to Article 6. Some Parties have expressed the concern that the 'soft' issues addressed by Article 6 are given insufficient priority alongside efforts to find scientific and technical solutions to the problems of climate change.

70. While many developing countries are carrying out activities with the financial and technical support of developed countries, including training events, workshops and the production of learning materials, most of them identified a need for more funding to increase these activities. In this regard, it is worth noting that when adopting the amended New Delhi work programme, the COP requested the GEF to provide, as appropriate, financial resources to support the implementation of the amended New Delhi work programme and to regularly report to the COP on the activities it had supported.³¹ This request was simultaneously reiterated in the additional guidance of the COP to the GEF.³² However, apart from its funding of training projects, the GEF has not funded Article 6 activities related to the role of civil society, such as education and public awareness, except as minor components of certain GEF-funded projects with a different primary focus.

71. Training opportunities for groups with a key role in climate change education and communication, such as journalists, teachers and community leaders, should be increased in order to build their skills in communicating about climate change.

72. Measures to increase the participation of youth, women, civil society organizations and grassroots communities in the implementation of Article 6 should be enhanced.

73. The use of electronic tools for the international exchange of information on good practices and lessons learned should be strengthened and the information should be made available in different languages, to the extent possible.

74. In order to improve the effectiveness of public awareness, education and training activities, it is important to monitor and evaluate their success. Implementing participatory monitoring and evaluation mechanisms while carrying out Article 6 activities will help to identify areas for improvement and refine the planning of future activities.

75. Finally, there is a need for improvement in the reporting on activities with respect to Article 6 and the amended New Delhi work programme in national communications from developing countries. In some cases, the information is not directly related to climate change issues but includes environmental topics in general. Some Parties commented that, according to the information included in national communications, the implementation of Article 6 appears to be especially weak in the fields of public participation and international cooperation.

³⁰ As reported in their national communications and/or submissions.

³¹ Decision 9/CP.13, paragraph 5.

³² Decision 7/CP.13 on additional guidance to the Global Environment Facility, paragraph 4.

B. Synthesis of recommendations from regional workshops

76. Participants from all five regional workshops came up with recommendations to enhance the implementation of the amended New Delhi work programme in their regions.³³ Common themes emerging from the recommendations include:

(a) Encouraging Parties to designate a national focal point on Article 6. Giving the focal point the means to ensure the coordination of activities at the national level as well as proper access to information and material through financial and technical support is a key issue for most regions.

(b) Enhancing networking and the exchange of information and good practices between relevant stakeholders. CC:iNet was identified as an important tool: enhancing its user-friendliness and promoting its use, including through training, is key to facilitating the implementation of the amended New Delhi work programme.

(c) Increasing the role and importance of youth, as an active actor as well as a key target audience, was singled out by participants from all regions. In three regions (Asia-Pacific, Europe and SIDS), participants invited Parties to nominate children and young people as members of national delegations at intergovernmental meetings. The importance of other groups, such as women and community-based organizations was equally stressed.

(d) Developing, in cooperation with key stakeholders, national and/or regional strategies on Article 6 and, in particular, communication strategies, was highlighted as a key element by all Parties. The need to develop methodologies and guidelines to support the design and implementation of these strategies was frequently mentioned. Mapping needs and identifying priorities appears to be a prerequisite for the design of national strategies as well as key in streamlining support.

(e) Increasing/promoting collaboration with relevant international organizations and existing relevant regional bodies.

(f) 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, non-governmental organisations and private sector.

³³ FCCC/SBI/2010/2, FCCC/SBI/2010/3, FCCC/SBI/2010/9, FCCC/SBI/2010/19, FCC/SBI/2010/22.

Annex I

[English only]

Terms of reference for the intermediate review of progress in the implementation of the amended New Delhi work programme on Article 6 of the Convention

I. Mandate

1. The Conference of the Parties (COP), by its decision 9/CP.13, decided to undertake an intermediate review of progress in the implementation of the amended New Delhi work programme on Article 6 of the Convention in 2010 to evaluate its effectiveness and identify emerging gaps and needs, and a review of its implementation in 2012.
2. By the same decision, the COP requested the secretariat to organize thematic regional and subregional workshops to share lessons learned and best practices, in collaboration with relevant partners, and prior to the intermediate review of the work programme in 2010, subject to the availability of funds.
3. The COP further requested the secretariat to prepare reports on progress made by Parties in implementing Article 6 of the Convention, based on information contained in national communications and other sources of information, for consideration by the Subsidiary Body for Implementation (SBI). These reports will be issued regularly, and in particular for the intermediate review in 2010 and the review in 2012.
4. The COP also requested the secretariat to further enhance the usefulness and relevance of the information network clearing house (CC:iNet), in line with the evaluation report of the clearing house,¹ and facilitate dissemination of information from CC:iNet and other sources.

II. Objectives

5. With a view to encouraging improvement based on experience, the objectives of the intermediate review are:
 - (a) To take stock of the progress made in the implementation of the amended New Delhi work programme to date, noting that this work is still ongoing;
 - (b) To identify essential needs for, potential gaps in, and barriers to, the implementation of the amended New Delhi work programme;
 - (c) To identify lessons learned and good practices with a view to their dissemination, promotion, replication and introduction as appropriate;
 - (d) To identify recommendations on further steps for the improvement or enhancement of the amended New Delhi work programme.

¹ FCCC/SBI/2007/26.

III. Information sources

6. Information on the implementation of the amended New Delhi work programme for the intermediate review should be drawn from, inter alia:

- (a) Reports of thematic regional workshops on the implementation of Article 6, including the first series of thematic regional workshops;
- (b) Submissions from Parties;
- (c) National communications and other relevant national reports;
- (d) Information on the implementation of the programme shared by Parties and relevant organizations through CC:iNet;
- (e) Reports and submissions from the Global Environment Facility and its implementing agencies, United Nations organizations, relevant intergovernmental and non-governmental organizations, as well as relevant stakeholders.

IV. Expected outcomes

7. Drawing upon the information sources listed in chapter III, the secretariat will prepare for consideration by the SBI at its thirty-third session:

- (a) A report on essential needs for, potential gaps in, barriers to, and progress in the implementation of the amended New Delhi work programme;
- (b) A report on the full-scale implementation of CC:iNet;
- (c) A miscellaneous document containing submissions from Parties, relevant intergovernmental and non-governmental organizations, as well as relevant stakeholders, received in response to the invitation by the SBI at its thirty-second session.

8. The SBI, at its thirty-third session, will consider the documents listed in paragraph 7 above and any other information relevant to the completion of the intermediate review, with a view to recommending a draft decision for adoption by the COP at its sixteenth session, which should include identification of further steps for improvement or enhancement of the implementation of the amended New Delhi work programme.

Annex II

[English only]

Examples of good practices as reported by Parties and relevant organizations

Table 1

Examples of good practices as reported by Parties in their national communications and other documents

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
Albania	Public awareness	To measure the level of public awareness on climate change, Albania conducted a survey funded by the United Nations Environment Programme (UNEP). The results show more than half of Albanians are not aware of climate change and its threats. An even higher percentage of respondents say they don't know about Albania's position and accomplishments under the UNFCCC and its Kyoto Protocol. As a result, Albania decided to create an aggressive communication campaign aimed at generating awareness on climate change, with a special emphasis on the Kyoto Protocol's benefits and obligations. The strategy aims to create new partnerships with the private sector, civil society, media, and the general public. The campaign will take place between 2011 and 2012 at a cost of USD100,000.
Antigua and Barbuda	Public awareness, education	One of Antigua and Barbuda's key public awareness projects is the EcoZone summer camp, which targets children between the ages of five and 14. Children participating in the EcoZone summer camp enter in direct contact with wildlife and are taught to understand how their actions can produce positive and negative impacts on the environment. Through the 'Arbour Month' initiative, they learn the importance of planting trees, of proper land clearing techniques, and how to reduce their carbon footprint. Thirty-six schools in the country are currently taking part in the environmental cadet programme, an extra-curricular activity targeting primary, secondary and tertiary levels. The objective is to enable the cadets to create tangible change within the environment that filters through to the general public. <i>More information:</i> EcoZone
Armenia	Training	Armenia has been providing training courses on climate change for the past five years. In 2005, seven training sessions on implementing the Clean Development Mechanism (CDM) in Armenia were organized for various stakeholders. The Ministry of Nature Protection, in cooperation with the UNEP, organized five national seminars in 2007. Representatives from regional authorities and local self-governing bodies, environmental non-governmental organizations (NGOs), and educational institutions participated in the seminars. They discussed the implementation of Armenia's commitments under the UNFCCC, issues related to hydro-meteorological observations and forecasts, as well as extreme weather events. Ten training courses on reducing the vulnerability of agriculture to climate change were organized in Armenia's regional agricultural support centres in 2008-2009. More than 200 farmers and agronomists participated in the training..
Armenia	Public access to information	In 1997, Armenia created a website to make climate change information widely available to the general public. The website is updated regularly and contains useful, easy-to-understand information. In 2008, the website won top honours as Armenia's best website during the third E-content Pan-Armenian Competition. In 2009, the website launched an

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
		<p>electronic newsletter, which is widely distributed.</p> <p><i>More information:</i> Armenia Climate Change Information Center</p>
Australia	Education	<p>The Australian Sustainable Schools Initiative (AuSSI) is a partnership of the Australian government and state and territory governments to encourage sustainability in schools and the communities they serve. AuSSI involves participants in a whole-of-school approach to improve the management of resources and facilities, including energy, waste, water, biodiversity, landscape design, products and materials. More than 200 schools are now participating in the initiative. They have reported up to 80 per cent reductions in waste collection, 60 per cent in water consumption, and 20 per cent savings on energy consumption, with corresponding reductions in greenhouse gas emissions.</p> <p><i>More information:</i> AuSSI</p>
Australia	International cooperation	<p>Australia is committed to playing an active and constructive role on climate change in Pacific island communities. The Australian government is investing USD150 million over three years from 2008–2009 to 2010–2011, through the International Climate Change Adaptation Initiative, to meet high-priority climate adaptation needs in the region. Australia also provided training and workshops in 10 countries (Cook Islands, Fiji, Kiribati, Niue, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu) from 2004 to 2007.</p> <p><i>More information:</i> International Climate Change Adaptation Initiative</p>
Austria	Public participation	<p>Austria organized a public participation process to support the development of its national climate change adaptation strategy. The participation process (2009–2010) was organized to discuss adaptation measures, responsibilities for implementation, research needs, etc. with relevant stakeholders</p>
Belgium	Public awareness	<p>Belgium’s “Energy guzzlers” campaign is based on a sophisticated online carbon dioxide (CO₂) calculator and was launched at the end of 2006 by the Belgian federal climate change section. The project aims to promote rational energy use at home by estimating and reducing the energy consumption of existing appliances and materials – such as household appliances, lighting, cars, window and roof insulation – and by encouraging the purchase and installation of energy-friendly appliances and materials. The calculator hosts databases containing all products available on the Belgian market and takes into account a wide range of personal selection criteria, utilization parameters and financial incentives. It presents the environmental gain as well as the financial gain (lower energy bill). A publicity campaign directed more than 800,000 visitors to the website over a period of three years.</p> <p><i>More information:</i> The “Energy Guzzlers” campaign</p>
Belgium	Public awareness	<p>A coalition of Belgian NGOs, in partnership with grid managers, municipalities and provinces, has created a campaign aimed at encouraging climate friendly behaviour patterns. The Climate Quarters campaign involves groups of families living on the same street or quarter or from the same school or company. They launch a bet with their own municipality: in six months, they will try to save 8 per cent energy in comparison with the same period of the previous year. Not allowed to invest in new technologies, participants are rather encouraged to change their behaviour. They receive energy savings tips and regularly check their electricity and natural gas meters. In 2008–2009, 4,815 families from 450</p>

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
		<p>quarters participated in the project, saving more than 12 per cent energy, avoiding 3,000 tonnes of CO₂ emissions.</p> <p><i>More information:</i> Climate Quarters</p>
Bolivia (Plurinational State of)	Public participation	The Plurinational State of Bolivia is committed to tackling climate change with the full participation of all stakeholders, including the main actors and victims of climate change. The President of the Plurinational State of Bolivia has discussed the country's position and the Convention's framework at all levels of society. In addition, the Ministry of Environment, Biodiversity and Climate Change has begun the task of forming a Plurinational Council on Climate Change.
Bolivia (Plurinational State of)	International cooperation	Denmark, the Netherlands, and the United Kingdom of Great Britain and Northern Ireland have enabled the Plurinational State of Bolivia to develop a series of workshops and seminars on climate change with the participation of local and international negotiators. At the same time, the Plurinational State of Bolivia is carrying out a project on capacity building under the leadership of the National Programme on Climate Change and UNDP. The Plurinational State of Bolivia is part of the UNDP "Strengthening national capacity of systematization of knowledge, information and dissemination of climate change" initiative.
Canada	Training	The Environmental Careers Organization (ECO) Canada and its certification body, the Canadian Environmental Certification Approval Board (CECAB) is in the process of developing a national certification program for greenhouse gas verifiers, validators and practitioners. To date, greenhouse gas experts and key informants have drafted a basic National Occupational Standards for the sector, which defines the skill set required to work within Canada's greenhouse gas sector.
		<i>More information:</i> ECO Canada
Costa Rica	Public awareness	Costa Rica carried out a national study to determine the level of awareness of climate change issues among the general public: 71 per cent of those who participated in the study would like to receive more information about climate change, while 75 per cent of those interviewed were concerned about the effects of climate change. The study also found that Costa Rican citizens prefer government-enforced activities to voluntary efforts by the general public. Other relevant activities in Costa Rica have included changing the primary education curriculum to include information about climate change, and awareness raising activities.
		<i>More information:</i> Percepcion de la Poblacion Costarricense
Côte d'Ivoire	Training	Côte d'Ivoire held a training workshop for 100 magistrates and 50 law practitioners (lawyers and law students) on environmental law, in particular on the UNFCCC. During the workshop, organized with the support of UNDP, the text of the Convention was distributed and analyzed and the working mechanisms of the Convention and its Kyoto Protocol, including the current status of negotiations, were explained. The workshop highlighted the importance of reinforcing knowledge of environmental law within the judiciary system.
Czech Republic	Public awareness,	The Czech NGO Ecological Institute Veronica creates educational programmes that are based on developing practical solutions. An initiative run by the Centre Veronica Hostetin, which is located in the village of Hostetin in the

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
	education	<p>Carpathians mountains, cooperates with the municipality and other partners for the development and implementation of model projects aimed at sustainable development. The model projects implemented in the village prevent 1,600 tonnes of CO₂ emissions per year and support the local economy. Model projects include the construction of passive houses, the installation of thermic and photovoltaic solar panels, operating biomass heating and reed-bed sewage plants, using energy-saving public lighting systems, and the production of organic apple juice. As a result, the village is almost self-sufficient in renewable energy resources. The experience from the model projects is being monitored and results are being published and disseminated to a wide public. The village welcomes an average of 5,000 visitors per year – experts and general public, adults and children.</p> <p><i>More information:</i> Centre Veronica Hostětín</p>
Czech Republic	Public participation	<p>The Czech Republic ratified the Aarhus Convention in 2004. As a result, the country places great emphasis on public participation in decision-making on environmental matters and community cooperation. Some NGOs work to support civic participation in environmental issues. The public is invited to participate in the creation of some important documents, which, in the preparatory stages, are placed on the Ministry's website for public discussion and comment. The Green Circle, as an umbrella and service organization with more than 20 member organizations, is the contact point for comments on draft documents submitted by the Ministry of the Environment</p> <p><i>More information:</i> The Green Circle</p>
Denmark	Public awareness	<p>The Danish Government's 'One Tonne Less' campaign to encourage people to reduce their personal CO₂ emissions involves a website through which individuals are able to calculate their own CO₂ emissions, set up an action plan, and then see how much they could reduce their CO₂ emissions by implementing the plan. By early 2009, more than 75,000 Danish citizens had pledged to reduce their CO₂ emissions by one tonne the following year.</p> <p><i>More information</i> (in Danish only): One Tonne Less or general information in English: Info campaign</p>
Denmark	Education	<p>Climate change education is an integral part of many educational programmes at the University of Copenhagen. The university will expand its climate change and sustainability related educational programmes by launching a new Master of Science (MSc) programme in Climate Change: Impacts, Mitigation and Adaptation in 2010. The MSc will be in English, include an Internet component, and will accept about 40 national and international students.</p> <p><i>More information:</i> Climate strategy 2010</p>
Denmark	Public participation	<p>Denmark's National Strategy for Sustainable Development was adopted in 2002, and contains provisions on public participation. The Danish government supports participation in climate and environmental issues in different ways -- including implementing the Aarhus Convention and supporting local Agenda 21 work initiated by Danish municipalities.</p> <p><i>More information:</i> Denmark's National Strategy for Sustainable Development</p>
Democratic Republic of Congo	Public awareness	<p>Antenna for the Recognition of the Environment in the Congo (AREC) is a local NGO that has been publishing a free weekly "Environment Information" newspaper since 1997. The newspaper, with a circulation of 1,000, serves as a weekly digest of information on the environment, tourism, good environmental governance, and related fields. The AREC is now aiming to produce a special issue on the environment every three months, which would be distributed free</p>

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
		to students across the country. Plans are also in the works to build a website for the newspaper, and create an environmental radio service that can be broadcast throughout the entire country.
Dominican Republic	International cooperation	As a contribution towards international cooperation, the Dominican Republic is preparing a compilation of good practices in the Latin American and Caribbean region, with a view to contributing to the improvement of technical capacities, transfer of knowledge, promotion of south-south cooperation and institutional strengthening. It proposes that each region prepares a compilation of good practices for all six themes as input to the final review of the amended New Delhi work programme in 2012.
Dominican Republic	Public awareness	The Dominican Republic's work on climate change began with an overall assessment of the general public's existing level of awareness of climate change issues. It was found, for example, that the general public was linking issues such as the depletion of the ozone layer to climate change. This led to a series of activities to encourage diverse stakeholders, especially young people, to participate in learning workshops across the country. Topics ranged from raising awareness in the business sector of opportunities to invest in Clean Development Mechanism projects, to educational activities in partnership with organizations such as the 350 campaign to raise awareness of climate change among young people.
Egypt	Training	Several GEF-funded climate change projects have helped Egypt train a large number of engineers on how to improve energy efficiency. The training involved learning about techniques that can help save energy, including power generation, transmission, standards, labels, testing of electric appliances, efficient lighting systems, and building codes.
Egypt	Public awareness	Egypt is actively involved in promoting public awareness, ranging from the celebration of World Environment Day, to holding training courses for teachers and school inspectors on how to simplify the topic of climate change for students. Children can learn about environment-friendly behaviour with Bezra World, an online multiplayer game, or by accessing Green Corner Libraries, an environmental literacy programme. Many public awareness projects have been created through audio and visual media, including television and radio. In order to raise awareness on climate change, the Government of Egypt cooperated with civil society organizations, such as the Habi Centre for Environmental Rights, which is responsible for providing training, disseminating publications and monitoring environmental issues. <i>More information:</i> Climate Change Public Awareness in Egypt
Egypt	International cooperation	Since 1992, the UNDP GEF Small Grants Programme in Egypt has directed more than 60 per cent of its 175 grants to NGOs carrying out small-scale climate projects. This has made a significant contribution to raising awareness and training of NGOs and other organizations on climate change issues, especially on renewable energy, energy efficiency, recycling of agricultural waste, and sustainable transport. The Egyptian Environmental Affairs Agency and the Ministry of State for Environmental Affairs, together with bilateral and multilateral assistance agencies, invested almost USD 540 million in environmental management and protection activities. More than 56 million Egyptian Pounds was spent on raising environmental awareness and providing support to NGOs, representing two per cent of the total amount of assistance. <i>More information:</i> GEF Small Grants Programme
Estonia	Public	During the past decade, Estonia has started using different information technologies to provide the public with better

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
	access to information	<p>access to environmental information. The special electronic system, eJustice, is used by civil servants who elaborate and coordinate draft legislation. All information in eJustice is available to the public, including draft legislation, draft elaboration timetables, time limits for coordination, search engines, etc. Citizens can express their opinions about the content of draft legislation and make proposals to the Government in its online Participation Web.</p> <p><i>More information</i> (in Estonian only): eJustice</p>
European Union	Public awareness	<p>Exemplifying the power of action at the municipal level, mayors from hundreds of cities across Europe made a commitment on behalf of their city councils to go beyond the objectives set by the European Union for 2020, reducing the CO₂ emissions in their respective territories by more than 20 per cent. The cities also commit to foster citizen participation and to report regularly on progress. As of 1 May 2009, 496 cities and regions from Europe and beyond had signed up to the agreement, involving more than 100 million citizens. A conservative estimate of potential CO₂ emission reduction would be in excess of 110 million tons of CO₂ a year by 2020.</p> <p><i>More information:</i> Covenant of Mayors</p>
France	Public participation	<p>The Grenelle is an unprecedented consultation process in France. Combating climate change was at the centre of the recommendations that emerged from the process which have been divulged by the President at the end of 2007. The Grenelle has brought together the government and members of civil society, to design an environment and sustainable development road map and agree on an measurable and reportable action plan for implementation. The agreed measures are transcribed in the Law of 3 August 2009.</p> <p><i>More information:</i> Le Grenelle Environnement</p>
France	Public awareness, public access to information	<p>The French supermarket group Casino supports sustainable development with the introduction of environmental labeling indicating the level of CO₂ emissions generated by a Casino brand product at the different stages of its life cycle (farming, manufacturing, transport, packaging and distribution). The “Casino Carbon Footprint” is an index calculated in CO₂ equivalent for 100g of finished product. The calculation method has been developed scientifically by an independent agency and approved by Agence de l’Environnement et de la Maîtrise de l’Energie (ADEME), which provided financial and technical support to the project. Casino plans to expand this labeling to all of its brand products by the end of the year. This initiative, which is supported by the government, is the first concrete response to the national environmental concerns to change French consumption behaviour.</p> <p><i>More information:</i> The Casino Carbon Footprint</p>
France	Public awareness	<p>Communicating on a subject as serious as climate change does not necessarily imply using dramatic messages, as demonstrated by France’s successful web-based climate change games: Clim’City and Ecoville. Clim’City, whose objective is to assist the community to reach the French greenhouse gas emissions reduction targets by reducing energy consumption, is targeted at local authorities, which are required to develop territorial energy plans. Ecoville is a module of the project Kyoto in the Home co-financed by the European Programme “Intelligent Energy Europe.”. The aim of the project is to compile communication and education methods and tools in participating countries. The objective of the</p>

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
		<p>game is to build a city of 15,000 inhabitants in the most energy-efficient manner so as to limit emissions.</p> <p><i>More information:</i> The Clim'City Game</p>
Germany	Training	<p>The renewable energy market in Germany has been experiencing strong employment growth. According to estimates, the sector could have up to 500,000 jobs in 2020 and up to 710,000 jobs in 2030. However, it may be difficult to fill many new jobs with qualified specialists. A telephone hotline was established to offer people in the crafts sector independent information about further training opportunities in the area of renewable energy technology. Solar, wood and wind energy are growth areas that need workers from the crafts sector.</p> <p><i>More information (in German only):</i> Training and Work for Renewable Energies</p>
Germany	Education	<p>In Germany, a special programme covering a wide range of activities exists for schools and other educational establishments. Measures include energy saving in the building itself through enhanced energy efficiency and greater use of renewables. Funding is available that can be used, for example, to finance a new heating system or implement a model climate protection project;</p>
Georgia	Public awareness	<p>Georgia is planning a major awareness raising campaign between 2009 and 2012. It already has a regularly updated website on climate change, and is now working to produce a wide range of materials, including posters, fliers, booklets, brochures, drawings, press releases, bulletins, calendars, and maps. Georgia recognizes the importance of the media in raising awareness, and will target climate change messages toward radio, TV, and newspaper outlets. Other awareness-raising efforts include holding two public exhibitions -- one devoted to the portrayal of the climate change problem in children's paintings, and the other to the development of climate friendly technologies developed by local experts.</p>
Georgia	Public participation	<p>Georgia is working to make sure a wide spectrum of stakeholders is involved in climate change discussions. Because it considers the media a key stakeholder, Georgia provides journalists with the latest information on climate change. The country is also working to support public participation in climate-change related events and the decision-making process. It plans to organize climate change awareness seminars for policy makers, the private sector, targeted groups, and the general public. For example, a series of workshops and meetings were held in Dedoplistskaro, Lentekhi, Batumi, and Poti in 2008 and 2009 to encourage active participation by local stakeholders. The stakeholders' comments and recommendations were accounted for in the adaptation strategies.</p>
Greece	International cooperation	<p>Greece's long-standing cooperation with African countries is channelled through a number of different processes (such as the Barcelona Convention, the EU Water Initiative or the Mediterranean Action Plan of UNEP). The total Greek official development assistance granted to African countries for 2007 was EUR 22.84 million. The main sectors at which development assistance aimed include environment and climate change, education and training, food and humanitarian aid. Greece has chosen to focus its activities on the human security implications of climate change with emphasis on its impact on the vulnerable population groups and persons fleeing their homes due to climate change. Greece also participates in the EU-Africa cooperation, the GEF, and the EU-Africa Infrastructure Trust Fund.</p>
Honduras	Education	<p>Honduras has been carrying out educational activities on climate change, including training for teachers and students in primary and secondary schools, and carrying out presentations and training workshops for technical experts, decision</p>

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
		makers, university students and the general public. In the 2007–2010 period approximately 9,338 people were trained. <i>More information:</i> Honduras Advances On Climate Change Public Education And Awareness Actions
Iceland	Public awareness	Environmental NGOs run several projects that are instrumental in raising environmental awareness in Iceland. One project especially relevant to climate change is the Global Action Plan (GAP). The goal of the project is to make people aware of how their lifestyle and actions in daily life influence the environment, and how simple changes can make a difference. Managed by a local NGO with financial support from the Ministry of Environment, GAP involves small groups of five to eight people who follow a special 10-week programme to learn how to make more environmentally friendly choices when it comes to waste, energy, transport, shopping and water. Each group has a coach who has received special training. More than 1,000 families in Iceland have participated in the programme and the organization aims at introducing the programme to workplaces later this year. <i>More information:</i> Global Action Plan International
Italy	International cooperation	The Egyptian and Italian Bilateral Cooperation Programme on Environment aims at strengthening the capacity of the Egyptian Environmental Affairs Agency in environmental education and training. The content of the workshops and training courses helped lead to the first Egyptian Environmental Data Year Book, which could lead to advances in climate change issues in Egypt. In China, a broad capacity building action has been carried out since 2003 in cooperation with the Venice International University and Italian Ministry for the Environment, aimed at providing a comprehensive training on sustainable development for key public officers and business experts. More than 5,000 Chinese beneficiaries have been trained so far.
Jamaica	Public awareness	Jamaica's efforts to raise public awareness and promote environmentally friendly behaviour include the use of posters, public-service announcements, presentations in schools and music videos. 'Voices for Climate Change' is a music video project implemented jointly by the National Environmental Education Committee and PANOS Caribbean, a regional NGO engaged in strengthening civil society's understanding of sustainable development issues. The video shows how artists singing to the sound of reggae music can raise awareness on climate change issues and promote environmentally friendly behaviour, one of the refrains being: "[climate change:]we cannot stop it, but we can slow it down." Jamaica's national communication and education strategy includes other activities such as workshops for artists and the media; tree planting exercises community dialogues; school tours; and public service announcements. <i>More information:</i> Voices for Climate Change music video
Japan	Public participation	Japan's Global Environment Outreach Centre was established as a joint project between the United Nations University and the Ministry of the Environment in October 1996. The Centre compiles the results of research and builds up mechanisms that will allow opinions of NGOs to be reflected in the Framework Convention on Climate Change. It also promotes NGOs' participation in the implementation of Agenda 21 through, among other things, the facilitation of international symposiums that focus on the roles of NGOs in arresting global warming. The Centre also runs an information service on the global warming problem with a wide range of materials from Japan and abroad. Moreover, it has established seven regional environmental partnership offices across Japan.

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		<i>More information:</i> Global Environment Outreach Centre
Japan	Public awareness	The Japanese government launched a national campaign ‘Team Minus 6%’, which encourages people to reduce their personal greenhouse gas emissions. For example, the campaign promotes summer and winter business dress styles in order to reduce the amount of energy used to cool and heat office buildings. Office workers are encouraged to wear loose, cool clothing in summer to enable them to set the air conditioner to 28 degrees C, and wear warm, heavy clothing in the winter in order to set the heating to 20 degrees C. The flexible summer and winter dress styles allow workers to be comfortable and efficient, while helping cut energy costs and CO ₂ emissions. <i>More information:</i> Japan’s Approach to Effective Implementation of Art. 6 and Team Minus 6%
Japan	International cooperation	Japan has provided an information dissemination network for Clean Development Mechanism projects in China; a training workshop on developing a strategy to address climate change for 20 aid recipient countries; and a training session for the Bangkok Metropolitan Administration to address climate change at a local level. <i>More information:</i> Japan’s Approach to Effective Implementation of Art. 6
Kazakhstan	Education	Kazakhstan has made significant progress on education since its First National Communication. Climate change education has become an integral part of the curriculum for secondary schools and universities. More than 500 environmental experts now graduate from Kazakhstan universities each year. Deep, professional knowledge on climate change is honed at Kazakh National University’s meteorology department, where engineer-meteorologists are trained. The Ministry of Education and Science is currently developing teaching materials on international environmental conventions. <i>More information:</i> Ministry of Education and Science of the Republic of Kazakhstan
Kazakhstan	Public access to information	Kazakhstan ratified the Aarhus Convention in 2000. As a result, the country is working to make access to environmental information a priority. The Ministry of Environmental Protection held several meetings and public hearings from 2000 to 2005 on the content and implementation of the UNFCCC requirements. All major government materials on environmental issues are published without any public limitations. Monthly newspapers, as well as a website, are published by the Ministry of Environment Protection. <i>More information:</i> Ministry of Environment Protection of the Republic of Kazakhstan
Kazakhstan	International cooperation	The independent Climate Change Coordination Centre (CCCC) established in 2002 is Kazakhstan’s first NGO. The CCCC aims to coordinate and implement the provisions of the Kyoto Protocol. It prepares reports for government, organizations, and companies. CCCC’s international partners are PROFING (Slovakia), RAMBOL (Denmark), TOHOKU (Japan), NEDO (Japan), SOFRECO (EU), TACIS, UNDP, UNEP, The Canadian International Development Agency, the Asian Development Bank, the World Bank, and the Regional Ecological Centre of Central Asia. Projects have been financed by USAID and the Government of The United Kingdom. CCCC actively coordinates with the European Union.

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<i>More information:</i> Climate Change Coordination Centre		
Kenya	Education	Kenya's national environmental education and awareness project provides a platform to inform, educate and engage various stakeholders in climate change and sustainable development issues. There are four components involved: schools, universities, civil society organizations and the media. With regard to schools, the engagement of teachers, pupils and parents led to concrete results, such as the implementation of tree planting and the establishment of nurseries, water harvesting and eco-club projects in schools. Some activities were carried out in partnership with local community-based organizations (CBOs) in order to better involve local communities. Several types of awareness material were produced, such as T-shirts, caps, calendars, brochures and green ribbons, a symbol for conserving the environment. Lessons learned from this project include the importance of involving local communities, as this enhances a feeling of ownership and confidence in the successful implementation and coordination of activities. <i>More information:</i> National Environmental Education and Awareness Initiative
Latvia	Public participation	Improvements to public involvement in the decision making process on environmental issues in general and climate change in particular are being developed in Latvia. Until the end of 2008, the basic principles and aims of environmental policy were laid down in the National Environmental Policy Plan for 2004–2008. In 2009, the Cabinet of Ministers accepted the Environmental Policy Guidelines for 2009–2015 developed by the Ministry of Environment. The Guidelines aim to preserve biological diversity and ensure sustainable use of natural resources, as well as public participation in decision making. <i>More information:</i> Ministry of the Environment
Lebanon	Public awareness	Lebanon raised awareness of climate change by organizing exhibitions, workshops and rallies; drafting informative publications; and undertaking media outreach activities. The exhibitions presented efforts by the Government of Lebanon and local NGOs to tackle climate change. The workshops focused on sharing information on the effects of climate change on industries such as tourism and agriculture, and strategic areas such as water and energy sources. Rallies included the launch of the 'Kick the Habit' campaign on World Environment Day in 2008. Media outreach activities included radio and television interviews, newspaper articles about climate change, information dissemination through short message services and multimedia message services and the creation of an interactive website for the Ministry of the Environment. <i>More information:</i> The Experience of Lebanon on Climate Change
Malaysia	Education	The environmental education programmes of Malaysia rely on strong collaboration with educational institutions, industry and the general public. When working with educational institutions, the Government of Malaysia initiated debates on environmental issues, awards for sustainable schools and environmental education camps. In terms of working with industry, Malaysia promoted cleaner methods of production through awareness-raising seminars and advanced clean development projects by offering a sustainable city award to local communities. Finally, the approach of Malaysia when engaging the general public in climate change education includes awareness-raising events, clean-up projects, tree planting activities, essay competitions and special radio programming.

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		<i>More information:</i> Malaysia's Initiative on Combating Climate Change
Mauritius	Public participation	In Mauritius, the public and NGOs take a proactive approach to propose climate change-related initiatives. The government's open-door policy enables the public to access once a week governmental offices to discuss relevant matters.
Mexico	Education	In an attempt to boost children's interest in climate change, Mexico created a storybook on climate change. Five thousand copies were distributed across the country. The book tells the story of a group of children who, in an attempt to win their school's competition on climate change, get to know the topic for the first time. It addresses the main causes and consequences of climate change, as well as its solutions. The story contains boxes with images and additional information that allows teachers to delve into the topic in greater detail. It also contains a list of climate change websites for children and young people. <i>More information (in Spanish only):</i> Ministry of Environment and Natural Resources
Mexico	International cooperation	Mexico participates in and organizes many international activities related to climate change. Twelve Mexican researchers participated as authors and leaders in the Fourth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC). Mexico is part of the Ibero-American Network of Climate Change Offices, and is a member country of the Inter-American Institute for Global Change Research. As a member of the Organization for Economic Cooperation and Development, Mexico has participated in various meetings and forums on climate change.
Netherlands	Public access to information	The Freedom of Information Act and the Environmental Management Act were both adopted in early 2005. The definition of environmental information has now been extended and the grounds for rejecting a request for environmental information have been limited. The government must actively make emission figures available to the general public. The government also publishes extensive information on climate change policies and plans on various websites. <i>More information:</i> Ministry of Infrastructure and the Environment
Netherlands	International cooperation, public awareness	In the 'Hier' (Dutch for Here) climate campaign, 40 organizations (mostly NGOs such as WWF, Red Cross, Oxfam Novib) work together to counter the negative effects of climate change through consumer campaigns, raising awareness, joint communication efforts, and political lobbying. The campaign is supported by the Dutch government both financially and through cooperation. Many of the participating NGOs are part of international networks. More than half of the projects take place in developing countries, especially the projects by development and humanitarian NGOs. The NGOs that participate in the campaign have created a list of energy efficient products (such as refrigerators or TVs) that are allowed to display the HIER logo. <i>More information:</i> The Dutch Climb Towards a Better Climate
Netherlands	International cooperation, public	With the financial support of the Government of the Netherlands (EUR 752,000) and input from YOUNGO, the UNFCCC secretariat designed and planned a series of events to support and enhance the fifteenth Conference of the Parties (COP 15) preparatory activities of the youth, as well as to increase youth participation from developing countries

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	participation	and to support and enhance youth contribution to COP 15. The main activities supported by this collaborative effort included: (1) providing support to the YOUNGO Steering Committee in the preparation of and support to regional youth consultations to identify regional priorities and foster understanding and rapport among young people in view of COP 15; (2) providing support to the YOUNGO Steering Committee in the coordination and administration of the selection of youth participants from developing countries for COP 15; (3) facilitating the participation at COP 15 of young delegates from developing countries' delegations, in priority from least developed countries and small island developing States (SIDS), with a total of 51 youth and 8 children representatives from developing countries; and (4) providing financial support to UNICEF to identify children delegates from countries vulnerable to climate change, in particular SIDS. The financial support also arranged for 13 children and their chaperones to attend the Children's Climate Forum in Copenhagen (CCFC) prior to COP 15 and identified eight children from the CCFC to participate in the first week of the Conference to convey a message from children to the COP President, attend relevant side events and meet with senior officials.
New Zealand	International cooperation	The New Zealand Government has been active in promoting climate change to a broader regional audience. In 2007, following the release of the IPCC Fourth Assessment Report, two of New Zealand's lead authors and contributors promoted the report at workshops around the Pacific. Their attendance was supported financially by the New Zealand Ministry for the Environment. The workshops were organized by the Secretariat of the Pacific Islands GeoScience Commission and the South Pacific Regional Environment Programme. At the workshops, scientists from MetService and NIWA gave presentations and participated in panel discussions about the Fourth Assessment Report and what it means for Pacific Island communities.
Nigeria	Public awareness	In order to enhance knowledge and awareness of adapting to the impacts of climate change, the Nigerian Federal Ministry of Environment, in collaboration with the Women Environmental Programme and with the support of UNDP, organized a technical workshop on gender and climate change. The workshop enabled a fruitful exchange of ideas, sharing of knowledge and identification of a strategy for integrating gender into national climate change action plans. The needs identified included giving greater visibility to gender issues within climate change policies and strengthening institutions that can facilitate strategic national planning on gender issues.
Norway	Public awareness	Providing information about the environmental effects of products throughout their life cycles is an essential part of efforts to promote sustainable consumption patterns. The Nordic environmental label (Nordic Swan Label) is the predominant official eco-label in Norway, Sweden, Denmark, Finland and Iceland. The label is awarded only to those products that fulfil strict criteria for environmental impact throughout their life cycles. The Swan Label has been developed through cooperation between governments and business, and environmental and consumer organizations. Everything from detergent to furniture and hotels can carry the Swan label. The Swan is a widely recognized eco-label in the Norwegian market. Polls have shown as many as 90 per cent of adults know that the Swan is Norway's official eco-label, and about equally as many express that they prefer Swan-labelled products to those without the label. <i>More information:</i> Nordic Ecolabel
Norway	Public	The Environmental Information Act entered into force in Norway on 1 January 2004. It provides all citizens with a legal

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	access to information	<p>right to obtain environmental information, both from public authorities and from public and private enterprises. The act involves new obligations for private enterprises to hold information about factors relating to their operations that may have an appreciable effect on the environment and to supply such information to citizens upon request. It gives citizens the right to demand information on everything from production processes to the content of the products that are used and sold. An appeals board has been established to ensure the Act is complied with. Half of the members of the appeals board are people with an industry background, and the other half is people with a background in environmental organization, a consumer organization or media.</p> <p><i>More information:</i> Environmental Information Act</p>
Philippines	Public awareness	<p>The Philippines is implementing public awareness initiatives involving key stakeholders such as central and local government agencies, media outlets, NGOs, the private sector and research institutions. Government agencies carried out activities such as round-table discussions for decision makers, lectures and training workshops, exhibitions, media outreach activities; developed training materials; and organized special events targeting young people. Government agencies also increased the promotion of clean development mechanism (CDM) activities among the business community by producing informative materials and creating an online CDM clearing house. The Department of Energy organized the ‘Earth Hour Manila’ initiative and launched an energy conservation programme, while the Philippine Atmospheric, Geophysical and Astronomical Services Administration organized climate change forums and published informative materials.</p> <p><i>More information:</i> Philippine Climate Change Awareness Raising Initiatives</p>
Poland	Public awareness	<p>In Poland, a major campaign has been launched to raise public awareness on energy saving. Famous pop, TV and sport stars encouraged Poles to save energy and CO₂ emissions. A dedicated WEB 2.0 portal has been developed to support the campaign.</p> <p><i>More information (in Polish only):</i> KlimatoLubni</p>
Portugal	Education	<p>Since 2005, Portugal has developed cross-curricular environmental education programs and projects in all schools. Issues related to proper management of natural resources -- water, oceans, fisheries, air, biodiversity, and forests -- are included in the new curriculum guidelines. For example, in the third cycle of primary school, students learn about the impact of human activity on the earth’s atmosphere and climate. Students are asked to think about the need to extract, transform, and use natural resources, and the advantages and disadvantages of doing so. Two Portuguese projects aimed at energy have been recognized internationally, winning best project in the World Energy Globe Award in the “Youth” category.</p> <p><i>More information (on Rock in Rio awarded project):</i> Rock in Rio</p>
Republic of Moldova	Education	<p>Environmental education takes place at all levels of the school system.. Students learn about climate change during mandatory classes, elective classes, and as part of out-of-school activities. In primary school, for example, the basic principles of ecological responsibility are taught to children aged 7 to 11 as part of the science curriculum. Children also learn about the protection of nature through the sustainable use of natural resources and conservation of biodiversity.</p>

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		Classes are supported with textbooks for schoolchildren and guidebooks for teachers.
Republic of Moldova	Public participation	The legal framework for public participation in decision-making on environmental issues has been improved after the Republic of Moldova ratified the Aarhus Convention in 1999. Round table discussions, public hearings, and conferences have been organized to hear stakeholders' opinions on the draft laws and regulations developed by the Ministry of Environment and Natural Resources, with the full participation of NGOs. In a show of openness, the ministry signed a Memorandum of Collaboration with environmental NGOs to unite their efforts on finding solutions to environmental problems. Several meetings with NGOs have been organized by the Regional Environment Centre Moldova to discuss current environmental issues and public participation in decision making.
Republic of Moldova	Public access to information	Access to information is a legal right in the Republic of Moldova. Many important materials on environmental protection have been stored in the library of the Environmental Information Centre (EIC), which is open to the public. EIC also has its own website and circulates electronic bulletins on the progress of environmental projects, draft laws and regulations, and activities of environmental NGOs. <i>More information</i> (in Moldovan only): Ministry of Environment
Romania	Education	Since its inception in 2007, the Climate Action Network Romania has developed several interesting projects aimed at increasing the level of education on climate change. One project, "The climate is in our hands," resulted in the implementation of education activities on climate change in 106 schools across Romania. More than 2,300 students (aged 10 to 18 years) and 120 teachers were involved. The Climate Action Network provided support materials, including a teacher's guide and manual on climate change, as well as a practical toolkit to support the manual. The network's website included a public virtual library and materials published by members of the network. Teachers involved in the project attended workshops on climate change. Good media coverage and a campaign website helped raise awareness of the project's activities. <i>More information:</i> The Climate is in Our Hands
Russian Federation	Education, training	The role of education and training in enhancing public awareness and participation in climate change issues is key in the Russian Federation. The Russian State Hydrometeorological University of Saint Petersburg offers courses at all levels of higher professional training leading to Bachelor, Master and Doctor of Sciences degrees in the area of environmental studies. Activities are proposed for a trained target group (high school students) as well as for the general public. Training methods include conferences, workshops, symposia, and the application of modern information technologies such as the Internet-based conference "Climate Change and Effects" held by the University from February to April 2009. <i>More information:</i> Education and Training to Enhance Young People's Participation in Climate Change Issues
Saint Lucia	Public awareness	In Saint Lucia, communication pathways such as television, radio, and e-mail have been essential in engaging the public in activities to raise awareness of climate change. For example, Saint Lucia's Sustainable Development and Environment Section produced a documentary called "Paradise at Risk." The 35-minutes documentary, through its vivid imagery and in-depth interviews, explains that climate change is happening, and how it affects Saint Lucia's

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		<p>agriculture, water and coastal resources, fisheries, tourism and health sectors. The video features interviews with lay people affected by climate change. Saint Lucia notes that such interviews are more powerful than academic discussions in outreach efforts, since the general public tend to identify themselves with simple people with whom they share specific problems.</p> <p><i>More information:</i> “Paradise at Risk” on YouTube</p>
Saint Lucia	Public access to information	<p>Saint Lucia is providing access to information about climate change through the first national climate change website in the Caribbean, which provides useful information, news, and links to regional and international resources about climate change. All of these efforts have led to concrete success stories, which include the development of educational workshops for the insurance sector, the creation of the Caribbean Youth Environment Network and the increased interest of decision makers in climate change issues.</p> <p><i>More information:</i> Public Awareness, Communication and Access to Information on Climate Change Issues</p>
Samoa	Education	<p>The Samoan government has included climate change into formal primary and secondary school curricula, and fosters extra-curricular activities such as school competitions, the publication of an environment resource education guide for children between 7 and 10 and the organization of the National Environment Week (held in November 2010) with displays, forums and discussions.</p>
Seychelles	Education, training	<p>The science of climate change has been officially introduced in primary and secondary school curricula in the Seychelles. Teachers are the target of specific capacity-building programmes, including workshops and training sessions, and every school features a teacher who, as environmental representative, coordinates education on environmental subjects. Furthermore, the Seychelles is working on a number of projects involving children and youth, such as coast rehabilitation (Sandwatch project), learning to cope with food shortages, rain water harvesting in schools and awareness raising and sensitisation of the public, also through the production of learning materials (brochures and posters designed by children).</p>
Singapore	Education	<p>The environmental education strategy of Singapore has three aspects: it raises awareness through communication, builds capacity through engagement and catalyses action through empowerment.</p> <p>The Ministry of Education introduced climate change education into the formal school curriculum. Concrete examples of such education include lessons on recycling, energy and water conservation in formal curricula on subjects such as geography, social studies and science. Informal education efforts are led by the National Environmental Agency, which encourages teachers and students to develop their own environmental initiatives. It also trains young people to plan and implement environmental projects. A key aspect to this approach lies in a collaborative arrangement with the private sector and NGOs. There is also an established monitoring and evaluation system, which encourages regular dialogue through focus groups for major stakeholders and includes surveys of the general population and partners. Feedback from these sources is used to ‘fine-tune’ the environmental education programmes and partnership strategies of Singapore.</p>

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<i>More information:</i> Environment Education in Singapore		
Slovakia	Public awareness	<p>Slovakia is host to two international film festivals that help popularize and educate the general public about environmental issues. The EnviroFilm festival aims to introduce and to award prizes to new films and TV programs, which help disseminate the idea of environmental protection. The festival also offers competitions and discussions with top national and international film directors, film makers, documentarians and environmentalists. The Ekotopfilm festival has been an annual event since 1974, making it the oldest ecologically focused film festival in the world. The festival focus on films about sustainable development.</p> <p><i>More information:</i> EnviroFilm festival and Ekotopfilm festival</p>
Slovenia	Training	<p>A project intended to help train consultants and increase public awareness on energy use has been ongoing since 1993. The project incorporates a network of 39 consulting offices. So far, more than 200 consultants have been trained for consulting work within the project, and about 65 consultants have actual authorisation for work within the project. The project is entirely financed by the Ministry of the Environment and Spatial Planning so that consulting for citizens is free-of-charge. At the consulting offices, citizens are provided with professional and independent consulting on choosing a heating system, replacing heating equipment, reducing fuel consumption, insulating buildings, choosing appropriate windows and glazing, restoring buildings in order to reduce energy use, and other issues related to energy consumption.</p>
Slovenia	Public participation	<p>The Environmental Protection Act provides access to environmental data and programmes to all interested persons, while the ministry must prepare a report on the country's environmental status every four years. It also provides for public participation in the preparation of all environmental protection programmes. NGOs have representatives in the Slovenian Climate Change Committee, Project Steering Committee "Removing Barriers to the Increased Use of Biomass as an Energy Source," and the Sustainable Development Council. Moreover, one NGO representative has been participating for several years as a member of the national delegation in negotiations within the framework of the UNFCCC, which points to an increasing participation of NGOs in decision-making processes.</p> <p><i>More information:</i> Environment Protection Act</p>
Spain	Public awareness	<p>Spain's awareness-raising activities on climate change are focused on creating networks, developing methodological guides, promoting research opportunities, sharing best practices, providing learning opportunities, encouraging agreements for volunteers and publishing information materials.</p> <p>For example, methodological guides, such as a booklet on climate change and its social dimensions, have recently been published by the Spanish Government. Furthermore, a study has recently been conducted on the Spanish public to measure knowledge of and attitudes towards climate change, while official documents such as the Fourth Assessment Report of the IPCC have been translated into Spanish.</p> <p><i>More information</i> (In Spanish): Comunicar el Cambio Climático and List of climate change guides in Spanish</p>

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Spain	International cooperation	<p>The government of Spain funded the Article 6 regional workshop in Latin America and the Caribbean, held in the Dominican Republic in April 2010. The participants included 21 representatives from the region. They shared experiences, lessons learned and good practices in implementing the amended New Delhi work programme.</p> <p><i>More information:</i> Report of the workshop</p>
Sweden	Education	<p>Pre-schools, schools and adult education in Sweden have a clear remit to contribute to socially, economically and ecologically sustainable development. The remit is entrenched in national policy documents, curricula and syllabuses. In addition, there are several projects and programs targeted at schools. For example, the Swedish Meteorological and Hydrological Institute receives school groups every year to inform them about climate change. Volunteers from Greenpeace give lectures in schools on request. Information campaigns targeted at schools, such as the Climate Battle (Klimatkampen) is a nation-wide competition for upper-secondary students that rewards young people's ideas and suggestions to help reduce greenhouse gases.</p>
Sweden	Public participation	<p>There are good opportunities in Sweden to ask questions and express views on an area of knowledge or political proposal through consultation procedures and open meetings/hearings and seminars. Special initiatives are also taken to increase public participation in climate work. The activities range from Internet-based question boxes to open consultation. Non-governmental organizations often establish Internet-based forums or appeals, which the public is encouraged to think about. Authorities and organizations at the national level also regularly answer verbal and written questions from the public.</p>
Sweden	International cooperation	<p>The Swedish Meteorological and Hydrological Institute, in cooperation with the consultancy SWECO and the Stockholm Environment Institute, has conducted information campaigns since 2007 under the international training programme Climate Change – Mitigation and Adaptation. The training is funded by Swedish International Development Cooperation Agency (Sida), with the overarching aim of increasing knowledge of the causes and effects of climate change in developing countries. The target group is individuals in leading positions in administration, NGOs, universities or companies. To contribute to improved effectiveness of climate information around the world and implementation of the New Delhi Work Programme, Sweden held an international workshop in 2009 in cooperation with the UNFCCC secretariat. The purpose was to contribute to knowledge building on climate information by passing on experience of successful climate information initiatives in Europe.</p> <p><i>More information:</i> Swedish International Development Cooperation Agency</p>
Switzerland	Public participation	<p>The Swiss political system has a strong public participation process. Fifty-four Swiss organizations and societies (environmental, religious, consumer, union and development aid NGOs) have joined forces to promote a credible and effective Swiss climate policy. Members and supporters of these organizations represent more than 1.8 million people, corresponding to 25 per cent of the Swiss population. The Alliance provides information for the media and policy makers and lobbies for a stringent climate policy.</p>
Tajikistan	Public awareness	<p>More than 40 NGOs in Tajikistan are working to raise awareness on environmental issues, with climate change being a hot topic. Many of these NGOs carry out small-scale demonstration projects on climate change, conduct surveys,</p>

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		distribute magazines and bulletins, and participate in public events promoting the reduction of greenhouse gases. Boosting media literacy on climate change is another key NGO activity: training, round-tables, debates, and tours are being held to help journalists increase their understanding of complex climate change issues.
Tajikistan	Public access to information	In 2003, there were 2,000 Internet users in Tajikistan. Today that number has jumped to almost 100,000 thanks to more Internet service providers, and better access in remote areas of the country. As a result, the Republic of Tajikistan created a website on climate change, which it frequently updates with new information. Tajikistan produced three CDs with general information on climate change, which can be easily understood by the public and the media. The climate change resource centre's library, which has been operational since 2001, provides all kinds of material on climate change -- from UNFCCC reports to general articles. <i>More information:</i> Climate Change Centre
United Republic of Tanzania	Public participation, public access to information	Public participation in Tanzania has been strengthened thanks to the enabling environment created through the establishment of institutional and legal frameworks. The public is now directly involved in implementing climate change mitigation programmes or in assessing climate change impacts in local areas. Tanzania also has a well-organized climate change communication network that enables an efficient exchange of information among the various stakeholders involved, both public and private. In particular, the Vice-President's Office has established a public relations and information unit, which disseminates environmental information to the public in collaboration with public and private media houses. <i>More information:</i> Implementation of Article 6 in Tanzania
The Former Yugoslav Republic of Macedonia	Public awareness	Efforts to raise public awareness on climate change are well underway in the Former Yugoslav Republic of Macedonia. Government ministries combined forces with popular music radio stations in an effort to reach out to young people. For one week, the music stations broadcast facts about climate change and issued calls for action. The Climate Change Project Office has made a local environmental magazine available free to 115 schools across the country, particularly in rural areas. Macedonia has held workshops for journalists and has printed brochures, booklets, and articles about climate change for the public. NGOs in Macedonia are particularly active on climate change. They are involved in awareness-raising campaigns, including a project to help municipalities reduce their CO ₂ emissions from public buildings, and a plan to make the City of Skopje more bicycle friendly. <i>More information:</i> Climate Change Macedonia
The Former Yugoslav Republic of Macedonia	International cooperation	The GEF Small Grants Programme, having been implemented at the national level since 2005, provided financial support to local NGOs working on environmental issues. By the end of 2006, a total of 13 projects had been carried out. Three of these projects addressed climate change issues, including energy saving measures, and production of bio-diesel from crops grown on agricultural land contaminated with heavy metals. These projects not only help reduce green house gases emissions and improve the local economy, but also strengthen capacities, address poverty, and increase the participation of women.

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
<i>More information:</i> GEF Small Grants Programme		
United Kingdom of Great Britain and Northern Ireland	Public awareness	ACT ON CO ₂ , launched in 2007, is a major government-led multimedia campaign that aims to engage citizens on climate change issues, address the confusion and powerlessness which can impede people from taking action, and encourage genuine and sustained behaviour change to help reduce CO ₂ emissions and meet UK emissions targets. Independent research shows that 73 per cent of people say they have taken or are planning to take action to reduce their CO ₂ emissions as a result of the campaign -- an increase of 23 percentage points since summer 2007. The ACT ON CO ₂ online calculator has received more than 1.5 million unique visitors since its launch in June 2007. The ACT ON CO ₂ campaign won two Green Awards in 2008, adding to the two it won in 2007. <i>More information:</i> ACT ON CO₂
United Kingdom of Great Britain and Northern Ireland	Education	In England, sustainable development permeates teaching across the curriculum at all ages and is an explicit teaching requirement in science, citizenship, design and technology, and geography. For example, under the science curriculum, students aged 11 to 14 years are taught about renewable energy and the impact of human activity, such as the burning of fossil fuels, on the environment. The geography curriculum for 11 to 14 year olds requires students to be taught about resource planning and management issues, for example, developing alternative energy sources.
United Kingdom of Great Britain and Northern Ireland	Public awareness	In February 2009, the Carbon Trust, an independent company set up by the Government to accelerate the move to a low-carbon economy, launched a new multi-media campaign to mobilize businesses in the country and help them in the recession by saving at least GBP1 million a day through cost-effective action on climate change. Small and medium enterprises were encouraged to take advantage of a GBP 35 million Carbon Trust fund to upgrade or replace equipment to more energy efficient versions, using interest-free loans ranging from GBP 5,000 to GBP 200,000. The campaign's target is to help save GBP 1 billion over the next three years and reduce the country's carbon emissions by at least 17 million tonnes of CO ₂ – the equivalent to annual emissions from heating nearly 5.5 million average homes. <i>More information:</i> Carbon Trust campaign
United States of America	Training	The National Oceanic and Atmospheric Administration initiated a training program in climate services in 2001 to increase the knowledge of its field staff. It included 25 hours of online distance learning material, a 5-day virtual course on climate variability and change, and a 3-day residential course on operational climate services. Due to high interest in climate variability and impacts this training program is expanding. <i>More information:</i> NOAA Climate Services
United States of America	International cooperation	The United States of America Agency for International Development (USAID) plays a leadership role in delivering climate-change related international assistance to more than 40 developing and transition countries. USAID has field offices in sub-Saharan Africa, Asia, the Middle East, Latin America and the Caribbean, and Europe and Eurasia. USAID's Global Climate Change Program incorporates climate change considerations into development projects. Building on clean energy, sustainable landscapes, and adaptation strategies, USAID will continue to integrate education, outreach, and training into its development mission.

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
<i>More information:</i> USAID Global Climate Change Program		
Zambia	Training	Zambia has focused on the training of journalists to report on climate change as part of the development of a national climate change communication and advocacy strategy. The objective of the training, which reached 54 journalists from different media outlets, was to enhance the capacity of the media to report on climate change in an accurate, effective and timely way, thereby increasing awareness of the challenges faced in the pursuit of sustainable development. Bureaucracy is listed among the challenges identified by journalists, especially in their relations with technocrats/researchers, as it can affect access to information. <i>More information:</i> Journalists' Training on Climate Change Reporting in Zambia

Table 2

Examples of good practices as reported by intergovernmental organizations

<i>Intergovernmental organization</i>	<i>Type of activity</i>	<i>Activity</i>
Global Environment Facility (GEF)	International cooperation	<p>The Global Environment Facility's (GEF) mission is the protection of the global environment. The GEF forges international cooperation and finances actions to address six critical threats to the global environment: biodiversity loss, climate change, degradation of international waters, ozone depletion, land degradation, and persistent organic pollutants. The GEF is a financial mechanism structured as a trust fund that operates in collaboration and partnership with the three implementing agencies (UNDP, UNEP, and the World Bank). Today the GEF is the largest funder of projects to improve the global environment. Since 1991, GEF has achieved a strong track record with developing countries and countries with economies in transition, providing \$8.6 billion in grants and leveraging \$36.1 billion in co-financing for over 2,400 projects in more than 165 countries. Established in 1992, the year of the Rio Earth Summit, the GEF's Small Grants Programme (SGP) embodies the very essence of sustainable development. SGP channels financial and technical support directly to NGOs and CBOs for activities that conserve and restore the environment while enhancing people's well-being and livelihoods.</p> <p><i>More information:</i> Global Environment Facility and GEF Small Grants Programme</p>
Intergovernmental Panel on Climate Change (IPCC)	Education, training	<p>The Intergovernmental Panel on Climate Change (IPCC) created a scholarship for young scholars from developing and Least Developed Countries, small island States and those regions worst hit by droughts, floods, famine and changed patterns of precipitation. With an objective to build knowledge and the research base in highly vulnerable countries with scarce resources, the scholarship will create opportunities for young people from those countries to develop their knowledge, skills and capacity to address climate change impacts and sustainable development; strengthen scientific capacity relating to climate science and modeling on impacts; bridge gaps in knowledge in regions worst hit by climate change; build capacity for adaptation and mitigation; and design situation-specific solutions in key focus areas for peace.</p> <p><i>More information:</i> IPCC Scholarship Programme</p>
UNEP-UNDP	International cooperation	<p>CC Dare is a joint UNEP–UNDP programme that aims to remove barriers and to create opportunities for integrating climate change adaptation into national development planning and decision-making frameworks in 15 sub-Saharan countries. Activities carried out under the CC DARE project contain educational, training and public awareness components. CC Dare underscores the importance of a national climate change integrated communication strategy, of engaging the ministries of education and information/communication in the implementation of Article 6 related activities, and of facilitating and encouraging partnerships with civil society organizations and journalists as agents of sensitization and communication of climate change issues, rather than promoting stand-alone initiatives.</p> <p><i>More information:</i> CC DARE Programme</p>

<i>Intergovernmental organization</i>	<i>Type of activity</i>	<i>Activity</i>
United Nations Economic Commission for Europe (UNECE)	Public access to information, public participation	<p>The Aarhus Convention focuses on interactions between the public and public authorities and grants the public rights regarding access to information, public participation in governmental decision-making processes and access to justice on matters concerning the local, national and transboundary environment. The Aarhus Convention is presently ratified by countries in the European region; however, it is open for ratification by any member State of the United Nations. The Aarhus Convention provides a model for other regions to ensure a more effective implementation of Article 6, notably the implementation of those elements relating to access to information and public participation.</p> <p><i>More information:</i> Aarhus Convention</p>
United Nations Educational, Scientific and Cultural Organization (UNESCO)	Education	<p>Within the framework of the United Nations Decade of Education for Sustainable Development (DESD), UNESCO is taking the lead on climate change education. The UNESCO Climate Change Initiative, through formal and informal education programmes, is aimed at helping young people understand and address the impacts of climate change and encourages the changes in attitudes and behaviour necessary to pursue a more sustainable development path.</p> <p><i>More information:</i> UNESCO Climate Change Initiative</p>
UNESCO	Education	<p>The Bonn declaration, issued at the close of the UNESCO World Conference on Education for Sustainable Development in April 2009, called on the agency to “intensify efforts and initiatives to put climate change education higher on the international agenda, in the framework of the DESD.” The Bonn Declaration highlights the importance of involving youth in the design and implementation of education for sustainable development (ESD). It calls on countries and stakeholders to engage the commitment, solidarity and potential of youth and their organizations and networks in enhancing ESD. It also calls for the enhancement of the major contribution and key role of civil society in stimulating debate and public participation, and initiating ESD actions.</p> <p><i>More information:</i> Bonn Declaration</p>
UNESCO	Education	<p>Sandwatch is one of the key flagship projects for UNESCO Associated Schools. Sandwatch teams are active in more than 40 countries, including 20 small island developing States in the Pacific, Atlantic and Indian Oceans. The project’s objectives are to: (1) involve school students in hands-on activities utilizing an inter-disciplinary approach; (2) enhance school-community cooperation; (3) assist school students in applying their information and knowledge to the wise management and enhancement of their beaches; and (4) find creative solutions to reduce the level of pollution in adjoining seas and oceans. Sandwatch has undertaken a number of innovative activities, including a video competition “Coping with Climate Change: Sandwatch Leading the Way” in 2008, as well as training events relating to the new climate change related Sandwatch materials. Many articles illustrating the work of the participating schools are published in the electronic newsletter “The Sandwatcher”</p> <p><i>More information:</i> Sandwatch</p>

<i>Intergovernmental organization</i>	<i>Type of activity</i>	<i>Activity</i>
UNFCCC	Training	<p>The UNFCCC Fellowship Programme offers the possibility to mid-career governmental officials to undertake research projects within the UNFCCC secretariat. This contributes to building capacity for addressing climate change in developing countries, in particular Small Island Developing States and Least Developed Countries.</p> <p><i>More information:</i> UNFCCC Fellowship Programme</p>
UNFCCC	Training	<p>The UNFCCC in cooperation with the UN Information Centre in Mexico organized a workshop for 50 journalists from the Latin American region in October 2010. The interactive workshop featured UNFCCC Executive Secretary Christiana Figueres, together with presenters from the Government of Mexico, UNEP, the UN Economic Commission for Latin America (ECLAC), World Bank, and UNDP. Topics included the science of climate change and how it links to the UNFCCC process, UN Reducing Emissions from Deforestation and Forest Degradation (REDD) activities in Latin America, financing for climate change action, and examples of sustainable development projects that support adaptation in the region, including gender and population aspects. The goal of the workshop was to help journalists understand the issues so that they can make sense of COP16 and its outcomes in relation to their regional and national readers.</p> <p><i>More information:</i> UNFCCC Media Training Workshops</p>
UNFCCC	Public awareness, public access to information	<p>The information network clearing house (CC:iNet) was launched by the UNFCCC secretariat in December 2005 to support the implementation of Article 6 of the UNFCCC by facilitating the exchange of information and experiences on climate change education and outreach activities. This clearing house includes various indexed textual and relational databases, search features and links to partners, including Parties, United Nations agencies, intergovernmental organizations and nongovernmental organizations engaged in the implementation of Article 6. CC:iNet contains information on and/or links to over 1,100 programmes and initiatives undertaken in 57 countries, with new information being submitted on a regular basis by almost 200 registered users.</p> <p><i>More information:</i> CC:iNet</p>
United Nations International Children's Emergency Fund (UNICEF)	Education, public participation, public awareness	<p>The UN Environment Programme and UNICEF are developing an Environmental Education Resource Pack for Child-Friendly Schools, which will offer comprehensive solutions designed to empower children. The Pack will support risk-mitigation efforts and disaster risk reduction and promote an understanding of one's physical surroundings, self image, health and capacity to learn. The Child-Friendly School model promotes democratic participation by encouraging children to participate in decision-making from an early age and fosters pedagogical methods that enable participation. UNICEF also promotes a policy toolkit for mainstreaming education on climate change and the environment within key sectors, such as food security and health, using modular and user-friendly resources including fact sheets, case studies and step-by-step guides.</p> <p><i>More information:</i> Power of One Child + One Tree = A Sustainable Future for All</p>

<i>Intergovernmental organization</i>	<i>Type of activity</i>	<i>Activity</i>
United Nations Institute for Training and Research (UNITAR)	Training	<p>The negotiation, design and implementation of a post-2012 climate change regime creates unprecedented needs and opportunities for awareness raising, training and skills development at every level of governance, within various government sectors, and in the United Nations system itself. The “One UN” training service platform for climate change (UN CC:Learn), currently under development by UNITAR, will be at the disposal of United Nations agencies and Member States and seeks to provide a one-stop shop for sharing information concerning the design and delivery of effective and results-oriented climate change training. UN CC:Learn supports three key activities and service areas: knowledge management and networking; development of a coherent “One UN” climate change training package; and delivery of training.</p> <p><i>More information:</i> One UN Training Service Platform</p>
UNITAR	Public participation, public access to information	<p>UNITAR has collaborated with a number of pilot countries in assessing and strengthening capacities to implement the Aarhus Convention and Principle 10 of the Rio Declaration. The country-driven four-step process consists of i) the preparation of a National Profile, ii) the organization of a National Priority Setting Workshop, iii) the development of an Action Plan, and iv) the implementation of selected capacity development interventions. Partner countries include to date: Botswana, Democratic Republic of the Congo, Mali, Costa Rica, Dominican Republic, El Salvador, Nicaragua, Honduras, Panama (Principle 10) and Kyrgyz Republic, Tajikistan, Serbia (Aarhus Convention).</p> <p><i>More information:</i> UNITAR Environmental Governance Programme</p>

Table 3
Examples of good practices as reported by non-governmental organizations

<i>Non-governmental organization</i>	<i>Type of activity</i>	<i>Activity</i>
African Youth Initiative on Climate Change	Education	<p>The African Youth Initiative on Climate Change (AYICC), currently present in more than 35 African countries, aims at promoting mass information, education and communication on climate change among children and the young. For example, in The Gambia, AYICC has promoted various events, including the organization of a global week of climate action in October 2010, and a national consultative forum on youth engagement on climate change (November 2010). Within Africa, through a network facilitated by the use of social media, AYICC raises awareness on climate change reaching out to a vast amount of people.</p> <p><i>More information:</i> African Youth Initiative on Climate Change</p>
British Council	Education	<p>The British Council's Climate4Classrooms initiative is a project that focuses on bringing to schools science-based, innovative climate change educational resources based on recognized scientific research, with a view to overcoming cognitive and normative barriers to the understanding of climate change issues. Partners involved in this initiative, currently being piloted in China, Indonesia, Mexico and the United Kingdom, include the Royal Geographical Society, the Royal Meteorological Society, ministries of education and the environment, centres for teacher training and educational/environmental NGOs.</p> <p><i>More information:</i> Climate4Classrooms</p>
British Council	Training	<p>The British Council's International Climate Champions programme is designed to provide young people around the world with skills, training and access to resources to take action in addressing climate change issues. These 'climate champions' come from diverse backgrounds and are leaders in their communities with the potential to influence others. They are expected to design and implement projects and campaigns, work with policymakers on climate change mitigation and adaptation policies, disseminate knowledge gained among their peers, and participate in national and international policy processes such as sessions of the COP. The climate champions start off as 'climate networkers' and proceed through various levels of instruction and activities until they become 'global ambassadors', who are recognized by governments and international organizations for their work to address climate change.</p> <p><i>More information:</i> International Climate Champions Project</p>
China Youth Climate Action Network	Public awareness	<p>In June 2007, the 4th China Environment Forum was held in Wuhan with the theme "Global Warming and the Responsibilities of College Students in Environment Protection." Chinese youth took the opportunity to debate climate change issues for the first time, and launched a series of discussions covering the current policies on climate change, which led to the establishment of the China Youth Climate Action Network (CYCAN). Since then, CYCAN has established chapters in over 300 universities throughout China and become China's largest youth-driven organization focused on clean energy and climate change. CYCAN has hosted hundreds of climate action events, and has mobilized over 30,000 young people in every province across China.</p> <p><i>More information:</i> China Youth Climate Action Network</p>

<i>Non-governmental organization</i>	<i>Type of activity</i>	<i>Activity</i>
Corporación Grupo Tayrona	Education, training	<p>Grupo Tayrona is working on non-formal, informal and formal education through three projects. The first project involves promoting the participation of universities and students in addressing climate change. To do so, Grupo Tayrona is organizing a World Student Summit for Sustainability, in Bogotá . Colombia on March 2011 in partnership with World Student Community for Sustainable Development. The second project is to insert climate change in formal education with activities as training of trainers, designing of pedagogical materials and technical support to schools. The third project is a training course for local authorities to create capacity to address climate change at the local level.</p> <p><i>More information:</i> Corporación Grupo Tayrona</p>
Indian Youth Climate Network	Public awareness	<p>Founded in March 2008, the Indian Youth Climate Network (IYCN) is a coalition uniting Indian youth and youth-oriented organizations concerned about climate change. IYCN has encouraged media outlets, scientists, academics and young people, to develop and implement climate solutions in India. In 2009, 20 young Indians rode Indian-made, solar-powered REVA cars across the country as part of the Climate Solutions Road Tour. They documented climate solutions being developed by groundbreaking entrepreneurs, innovative villagers, creative non-governmental organizations and passionate youth. These solutions were profiled on the national media, while the Tour itself gathered attention worldwide through articles in many international media outlets.</p> <p><i>More information:</i> Indian Youth Climate Network</p>
World Association of Girl Guides and Girl Scouts (WAGGGS)	Education	<p>The World Association of Girl Guides and Girl Scouts (WAGGGS) is the world's largest organization providing non-formal education to girls and young women. WAGGGS represents 10 million young people in 145 countries around the world. In partnership with the Food and Agriculture Organization (FAO) and the Youth and United Nations Global Alliance (YUNGA), WAGGGS has created a Food Security and Climate Change Challenge Badge. The badge is designed to help education children and young people about climate change and food security, and encourage them to act against global warming, environmental degradation and hunger in the world. By carrying out the requisite activities to receive the badge, young people identify and take actions to reduce their environmental footprint and learn how to make better consumer and lifestyle choices.</p> <p><i>More information:</i> World Association of Girl Guides and Girl Scouts</p>

Note: This Annex highlights examples of good practices on Article 6 activities. It is not meant to be an exhaustive list that captures all of the activities reported by all of the Parties, organizations and stakeholders. Rather, it simply showcases some of the best examples to provide inspiration and momentum for similar action all over the world.

Annex III

[English only]

Examples of national days, weeks or months launched by Parties as reported in their national communications

Table 4

Examples of national days, weeks or months launched by Parties as reported in their national communications

<i>Party</i>	<i>Event</i>	<i>Description of event</i>
Australia	<ul style="list-style-type: none"> • Change a Light Bulb Day • Cool it by Degrees Day • Climate Under Pressure Month 	<p>Organized in 2007–2008 by the Government of Queensland, Australia. The ‘Cool it by Degrees’ day resulted in more than 23,000 Queensland households saving money and reducing greenhouse gas emissions thanks to their simple decision to check and adjust their fridge temperature. Fridge thermometers were distributed throughout Queensland to encourage householders to check their dges on November 16 – ‘Cool it by Degrees Day’.</p> <p><i>More information:</i> ClimateSmart Living and Ministerial media statement</p>
Austria	<ul style="list-style-type: none"> • The World Sustainable Energy Days • World Environment Day • European Mobility Week 	<p>The World Sustainable Energy Days, the largest annual conference in this field in Europe, offer a unique combination of events on sustainable energy production and use, covering energy efficiency and renewable energy sources for buildings, industry and transport. For 19 years, experts and decision makers from all over the world have flocked to Upper Austria to attend the events - in the last 12 years, the conference attracted more than 10,000 participants from 98 countries. Austria also participates in the World Environment Day (WED) and the European Car Free Day. Climate Alliance Austria coordinates the annual European Mobility Week.</p> <p><i>More information:</i> World sustainable energy days and World Environment Day</p>
Belarus	<ul style="list-style-type: none"> • International Day of Climate Shares 	<p>In 2009, events across Belarus were held to mark the International Day of Climate Shares.</p>
Belgium	<ul style="list-style-type: none"> • Brussels Eco-Weekends • Days Without Cars • Operation Dring Dring • Friday Bikeday • Day of Warm Pullovers 	<p>Belgium is actively involved in several climate-themed days, including Brussels Eco-Weekends, Days Without Cars, Operation Dring Dring (a week of bicycling), Friday Bikeday (which encourages people to travel to work by bike every Friday), Day of Warm Pullovers (which encourages people to wear warm clothing and turn down the heat in winter), as well as various sustainable mobility weeks.</p>
Bulgaria	<ul style="list-style-type: none"> • National environmental campaigns 	<p>Climate change days are included in Bulgaria’s national environmental campaigns.</p>
Croatia	<ul style="list-style-type: none"> • Earth Day 	<p>Earth Day has been celebrated in Croatia since 1990. On World Environment Day in 2007, the United</p>

<i>Party</i>	<i>Event</i>	<i>Description of event</i>
	<ul style="list-style-type: none"> World Environment Day 	<p>Nations Development Programme helped Croatia prepare 540,000 climate change action brochures that were inserted into newspapers. Cities in Croatia participate in European Mobility Week.</p> <p><i>More information:</i> Earth Day</p>
Estonia	<ul style="list-style-type: none"> Car Free Day European Mobility Week World Environment Day Snowmen Campaign Against Climate Change day 	<p>Estonia celebrates Car Free Day every year on 22 September, and participates in European Mobility Week. World Environment Day was organized in cooperation with the Student Society for Environmental Protection and the European Commission during Tallinn Youth Week in 2007. During the Snowmen Campaign Against Climate Change day, hundreds of snowmen are built to draw attention to the threat of climate change. This has been an annual event since 2006.</p>
European Union	<ul style="list-style-type: none"> European Mobility Week European Car Free Day Green Week Sustainable Energy Days 	<p>European Mobility Week is held from the 16th to the 22nd of September each year, culminating with “In Town without my car” day on 22 September. This campaign promotes the use of transportation other than the car. It has since spread beyond the EU, and in 2007 over 2,000 towns and cities in 35 countries participated.. In 2008 it was already a fixture in 2,102 municipalities in 39 countries. The campaign is co-ordinated by the Directorate-General for the Environment of the European Commission. The European Commission organizes Green Week, the biggest environmental conference dedicated to European environment policy, every year in June. Sustainable Energy Days are organized by municipalities, regions and other stakeholders throughout Europe.</p> <p><i>More information:</i> European Mobility Week and Green week</p>
Finland	<ul style="list-style-type: none"> National Energy Awareness Week 	<p>Energy Awareness Week has been organized in Finland every year since 1997. During the theme week schools, companies and other organizations focus on promoting energy efficiency. The objective is getting people to think and act in favour of sensible use of energy and environmentally conscious way in their daily life in a voluntary way. Topics include heating, use of water, traffic, use of electricity and green procurements and tries to motivate people to use energy efficiently and rationally. Target groups include consumers/households, school children, kindergartens, companies and various intermediary parties. More than 250 companies, municipalities, educational establishments, organizations and others adopt the theme week each year.</p>
Greece	<ul style="list-style-type: none"> Energy days 	<p>Many Greek cities organize energy days.</p>
Italy	<ul style="list-style-type: none"> CLIMA Days Energy Saving Day National Week of Education for Sustainable Development 	<p>Five cities include CLIMA Days as part of an awareness raising campaign (2009–2011). In addition, Italy launched an annual campaign called Energy Saving Day in 2005. Italy hosts activities during the National United Nations Educational, Scientific and Cultural Organization (UNESCO) Week of Education for Sustainable Development each year. The Italian UNESCO Week on Education for Sustainable Development 2010 took place from 8 to 14 November 2010 and focused on the theme of Mobility.</p> <p><i>More information:</i> Italian UNESCO week on education on sustainable mobility</p>

<i>Party</i>	<i>Event</i>	<i>Description of event</i>
Japan	<ul style="list-style-type: none"> • Cool Earth Day • Environment Month • World Environment Day • Global Warming Prevention Month 	<p>7 July has been designated Cool Earth Day every year in Japan. June is Japan's Environment Month, and 5 June is Japan's annual Environment Day. Since 1998, December has been Japan's Global Warming Prevention Month.</p> <p><i>More information:</i> Cool Earth Day</p>
Liechtenstein	<ul style="list-style-type: none"> • World Environment Day 	Environment days take place at all schools in the country.
Lithuania	<ul style="list-style-type: none"> • Car-free day 	Lithuania organizes a car-free day each year.
New Zealand	<ul style="list-style-type: none"> • World Environment Day 	<p>In 2008, New Zealand hosted World Environment Day with a theme focused on "kicking the carbon habit."</p> <p><i>More information:</i> 2008 World Environment Day</p>
Poland	<ul style="list-style-type: none"> • European Mobility Week • European Car Free Day 	Poland participates in European Mobility Week and European Car Free Day (see entries for EU).
Romania	<ul style="list-style-type: none"> • European Car Free Day 	Romania participates in European Day Without Cars.
Samoa	<ul style="list-style-type: none"> • National Environment Week • National Climate Change Awareness Day 	<p>Every year for the past 10 years the Ministry of Natural Resources and Environment (MNRE) has celebrated Environment Week during the last week of October and first week of November. Public activities are organized to focus attention on the environment, improve community awareness and foster public participation in natural resource management and sustainable development. Environment Week has a different theme each year reflecting global environmental issues; such as the sustainable management of natural resources, climate change issues, biodiversity etc and the launching of projects managed and implemented by MNRE.</p> <p>Climate Change awareness day is an important annual event which highlights the vulnerable status of small island developing states like Samoa to the frequent changes in the climatic patterns of the weather. The Government, through this particular day, provides awareness programs in the form of media publicity, seminars and workshops to emphasize the seriousness of climate change issue in Samoa and what is needed to be done in the form of adaptation to address this issue.</p> <p><i>More information:</i> National events</p>
Slovenia	<ul style="list-style-type: none"> • European Mobility Week • European Car Free Day. 	Schools participate in environmental days. Slovenia also holds event related to European Mobility Week and European Car Free Day.
Switzerland	<ul style="list-style-type: none"> • Swiss Global Change Day 	<p>ProClim, an independent organization of the Swiss Academy of Sciences, organizes an annual "Swiss Global Change Day." On this day, the Swiss climate change community meets to discuss the latest climate change research.</p> <p><i>More information:</i> 11th Swiss Global Climate Change Day</p>

<i>Party</i>	<i>Event</i>	<i>Description of event</i>
The Former Yugoslav Republic of Macedonia	<ul style="list-style-type: none"> • Earth Day • World Environment Day • European Mobility Week • European Car Free Day 	Macedonia, with the help of local NGOs, organizes awareness-raising campaigns to promote Earth Day, Car-Free Day, and World Environment Day. Macedonian cities participate in European Mobility Week.
United Arab Emirates	<ul style="list-style-type: none"> • World Environment Day • Paperless Day 	The UAE participates in World Environment Day. Since 2007, the Environment Agency – Abu Dhabi (EAD) has initiated the Paperless Day to promote less use of paper.
Uzbekistan	<ul style="list-style-type: none"> • World Environment Day 	Uzbekistan conducts public awareness campaigns during the World Environment Day.

Annex IV

[English only]

Countries and organizations with designated focal points for Article 6 of the Convention¹

Table 5
Countries and organizations with designated focal points for Article 6 of the Convention²

<i>Developed country Parties</i>	<i>Developing country Parties</i>
Australia	Algeria
Belgium	Angola
Bulgaria	Belize
Canada	Bhutan
Croatia	Bolivia (Plurinational State of)
Czech Republic	Colombia
European Union	Comoros
France	Democratic Republic of the Congo
Germany	Dominica
Hungary	Dominican Republic
Ireland	Gambia
Romania	Guinea-Bissau
Russian Federation	Kenya
Spain	Liberia
Sweden	Mexico
The Netherlands	Morocco
Turkey	Mozambique
United Kingdom of Great Britain and Northern Ireland	Peru
United States of America	Rwanda
	Saint Lucia
	Sri Lanka
	Tajikistan
	Thailand
	Uruguay
	Uzbekistan
Organizations	
United Nations Environment Programme	
Regional Environmental Center for Central and Eastern Europe	

¹ The full list, including contact names, is available on CC:iNet at <http://unfccc.int/cc_inet/cc_inet/information_pool/items/3888.php>.

² The full list, including contact names, is available on CC:iNet at <http://unfccc.int/cc_inet/cc_inet/information_pool/items/3888.php>.