



Status of implementation of Article 6 of the Convention in the Asia and the Pacific Region

Bali, 14 October 2009

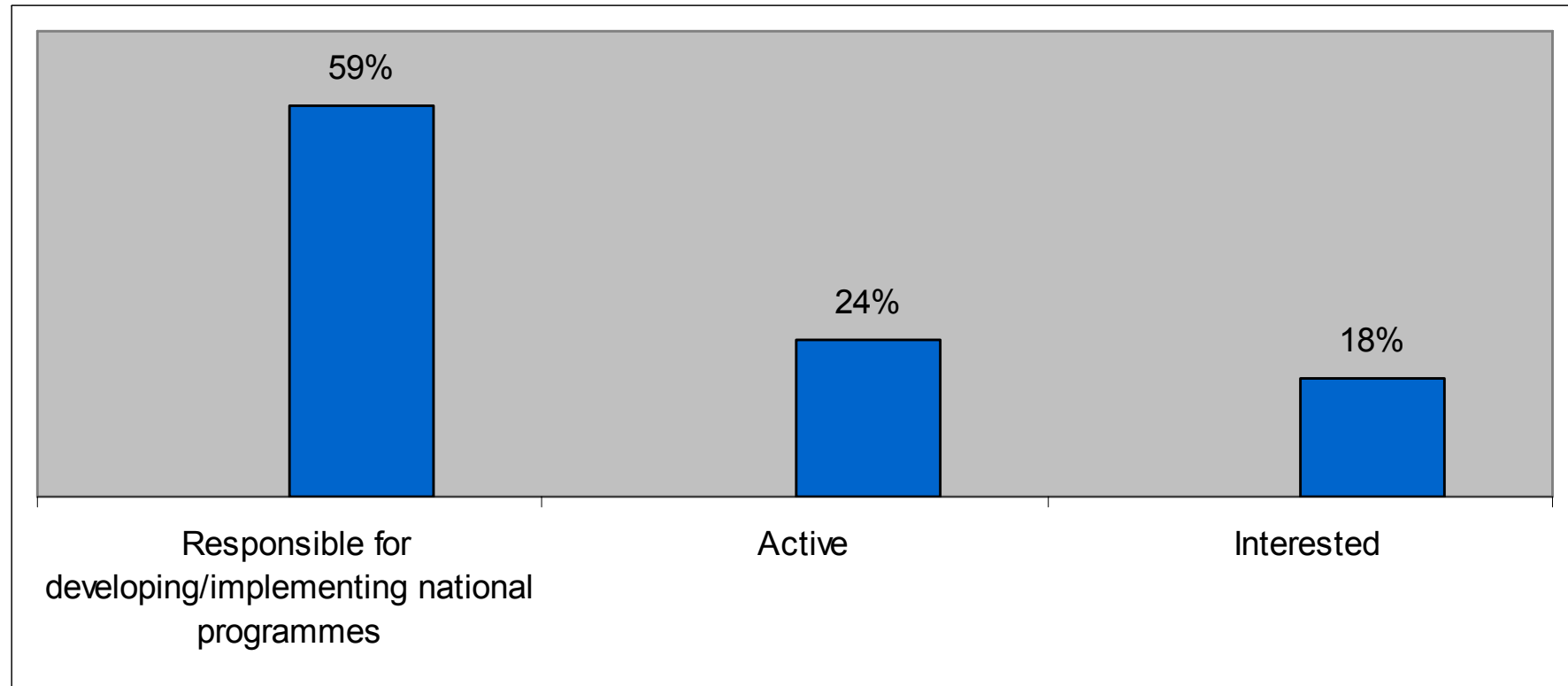
Laurence Pollier
<unfccc.int>

Topics

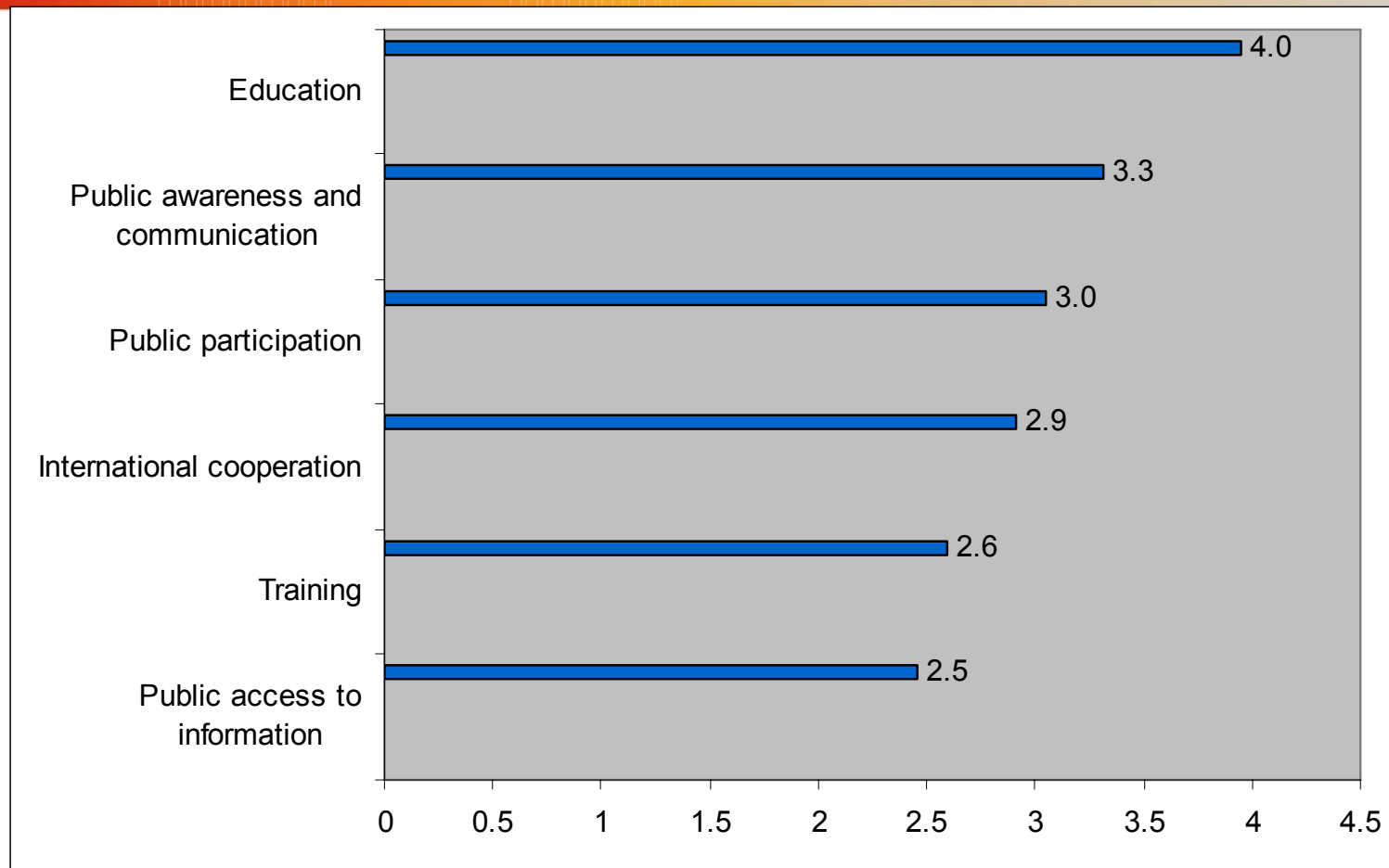


- Profile of respondent
- National priorities
- Public awareness and communication
- Training
- Education
- Public participation and access to information
- International cooperation
- Status of implementation of the NDWP
- Observations

Profile of respondent



National priorities



5 = most important to 1 = least important.

Public awareness and communication



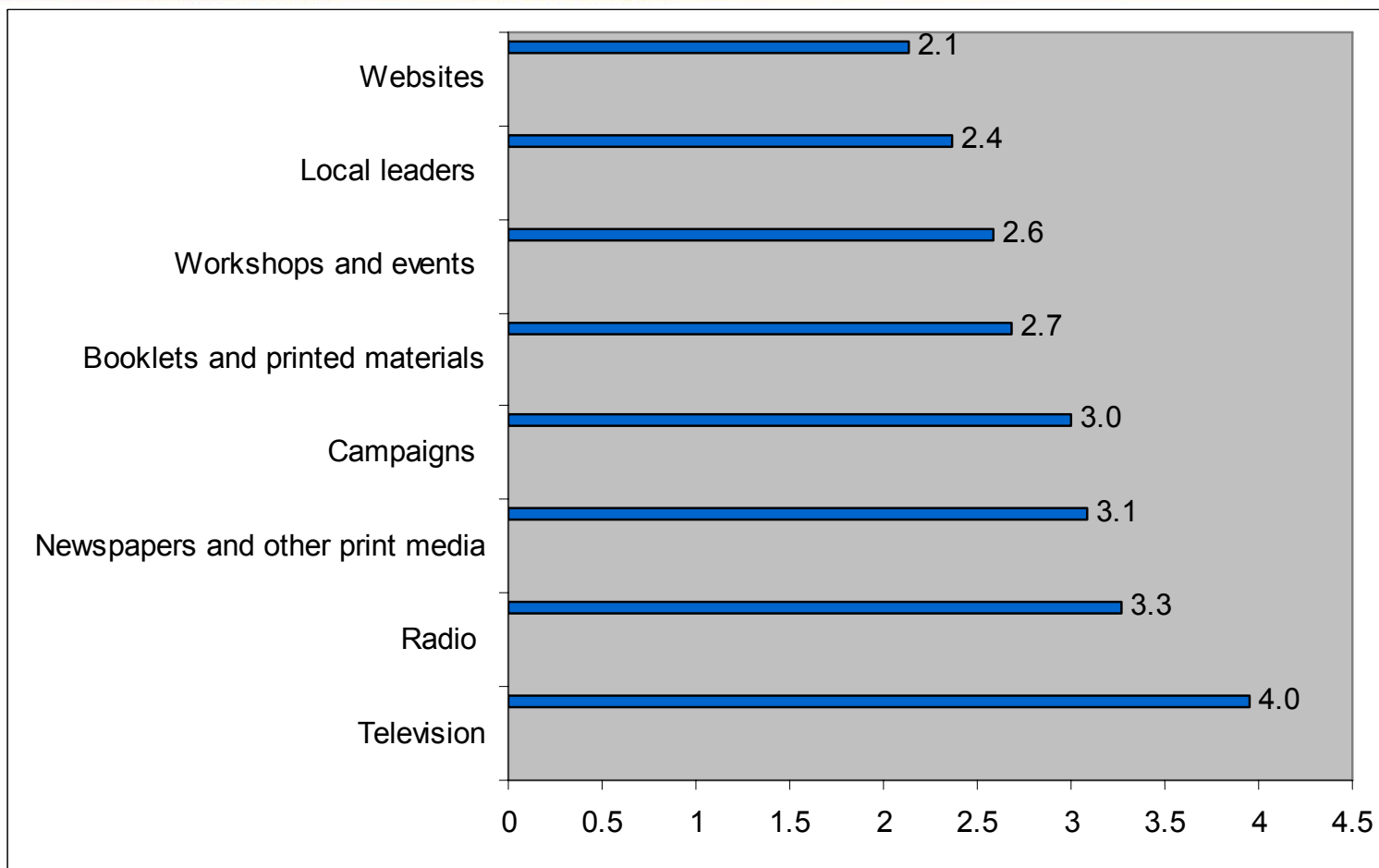
- Current level of awareness < 50%
- Responsible national institutions:
 - Government
 - NGO
 - Press
- Priority target audience
 - General public & policy makers
 - Press & media
 - Business, NGOs & academia
 - Children, women & indigenous people

Public awareness and communication - Key messages



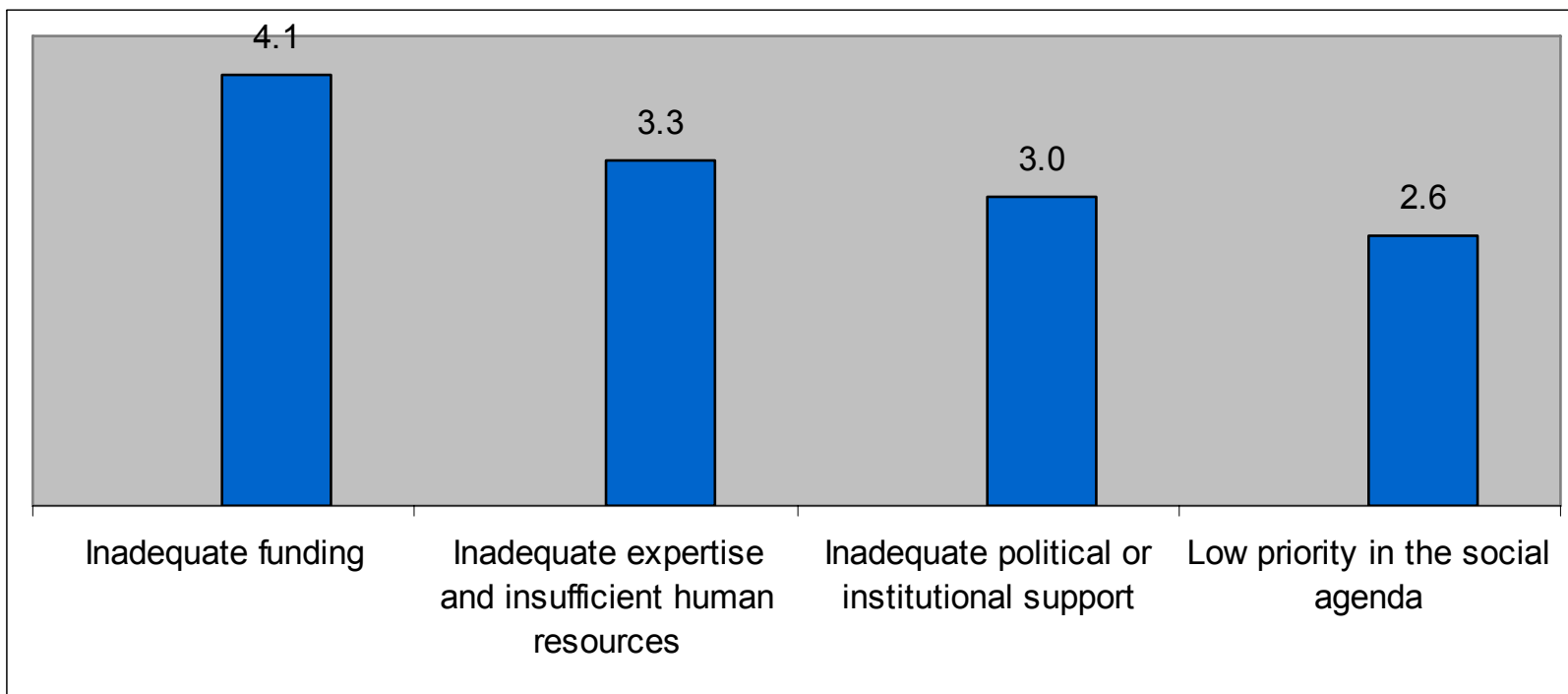
- Climate change is happening and poses real threats
- There are specific actions you can take to adapt to climate change impacts
- There are specific actions that you can take to reduce emissions

Public awareness and communication - Key means



5 = most important to 1 = least important.

Public awareness and communication - Main barriers

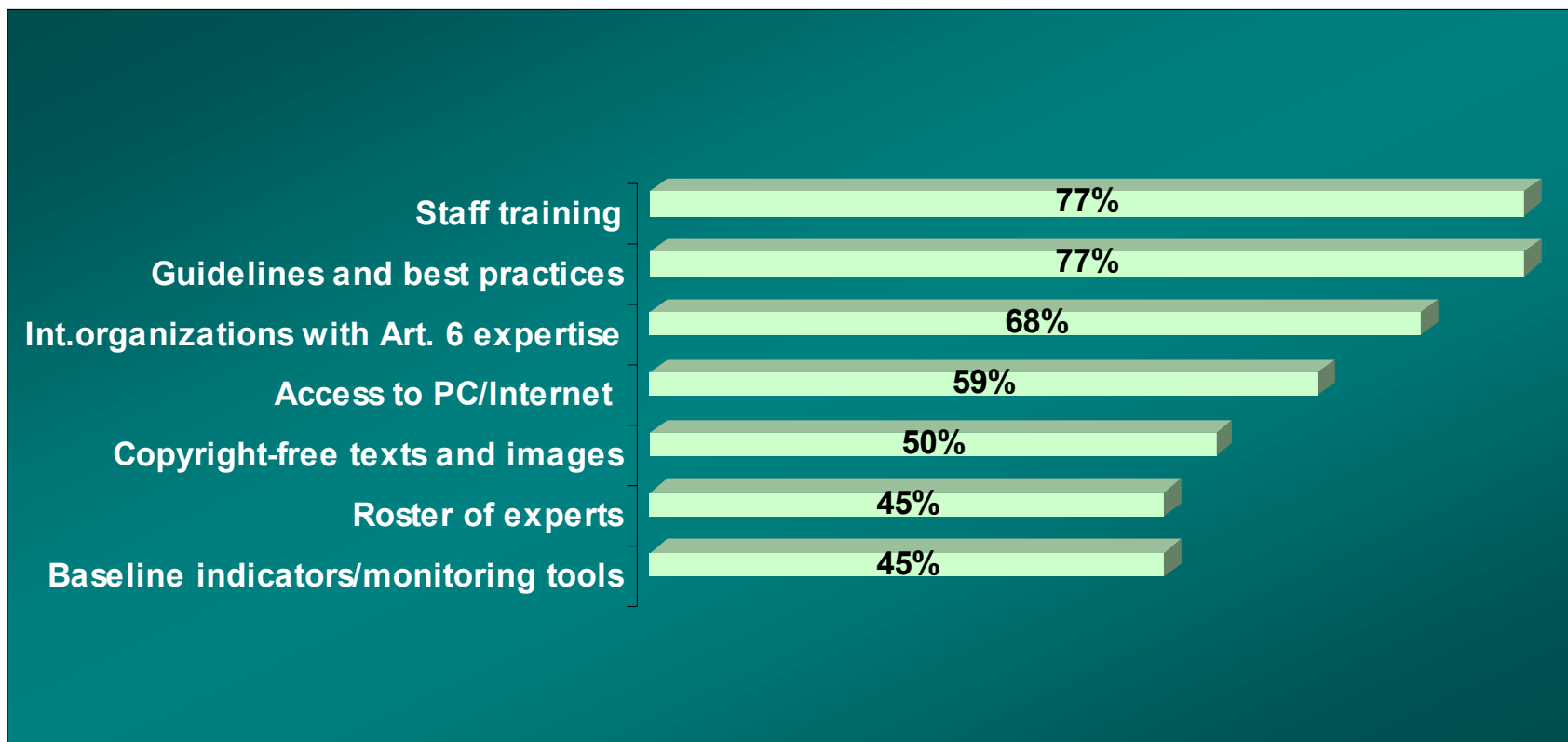


5 = most important to 1 = least important.

Public awareness and communication - Access to tools



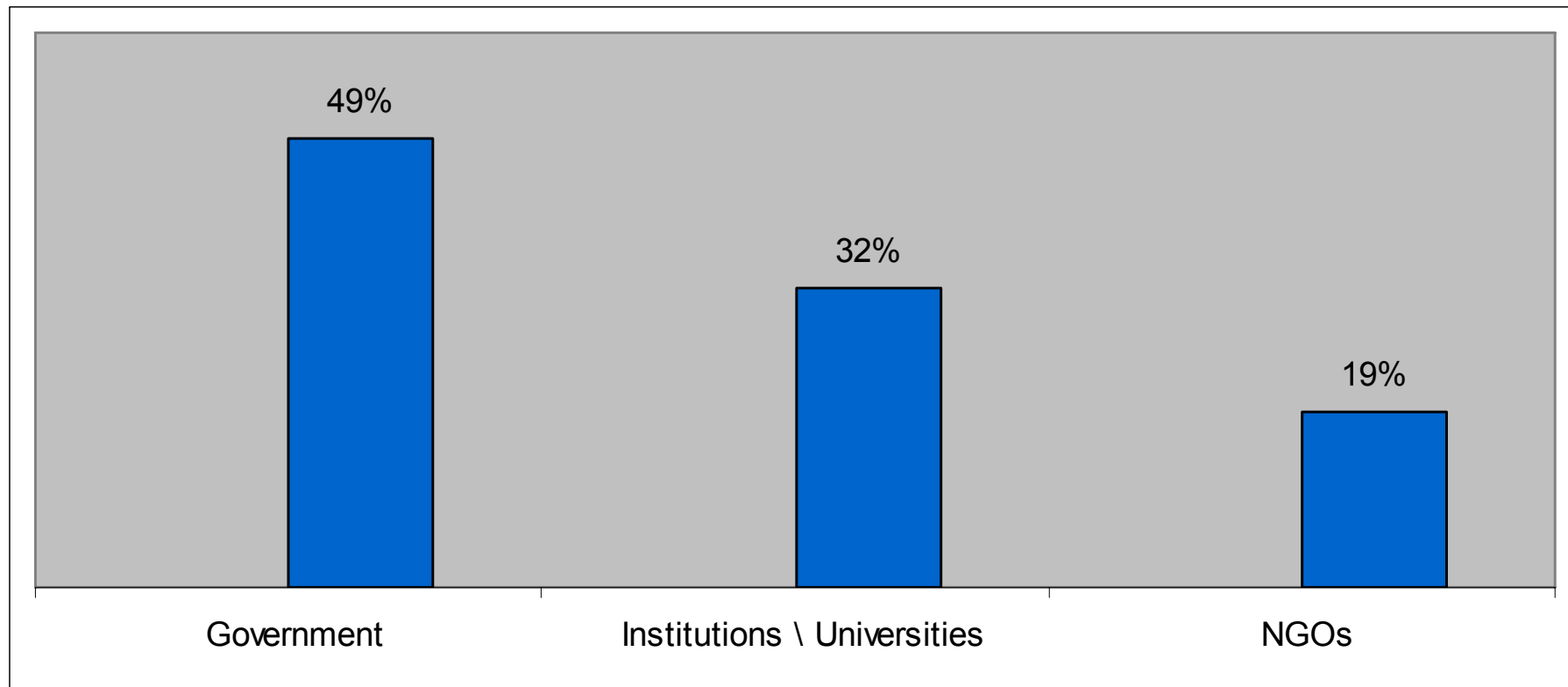
Which of the following support tools would you like to have better access to:



Training



Which institutions are responsible for national training on climate change?

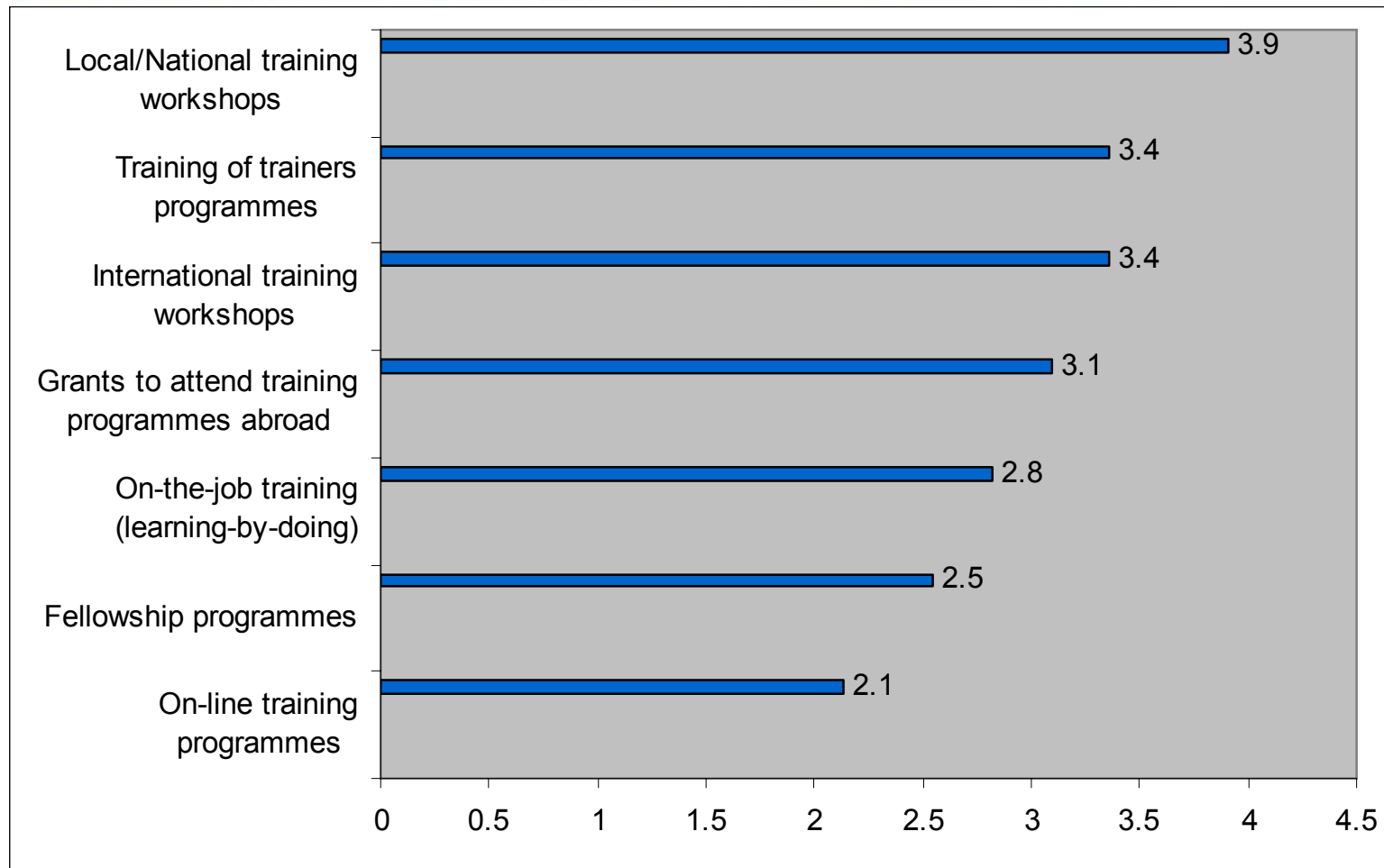


Training – Priority areas



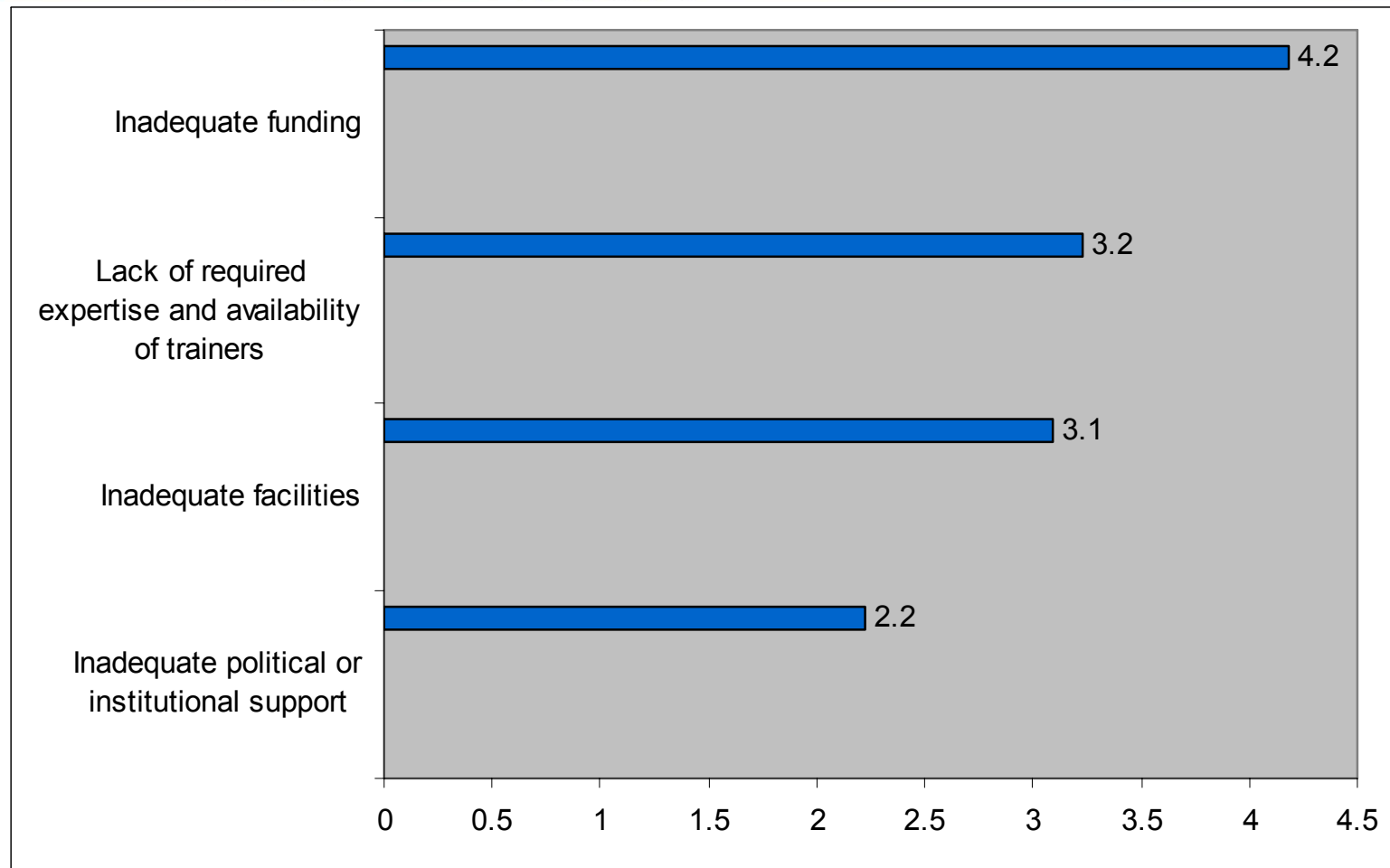
-
- Conducting vulnerability studies
 - Screening and selecting adaptation strategies
 - Implementing adaptation measures
 - Implementing mitigation measures

Training - Methods



5 = most important to 1 = least important.

Training - Barriers

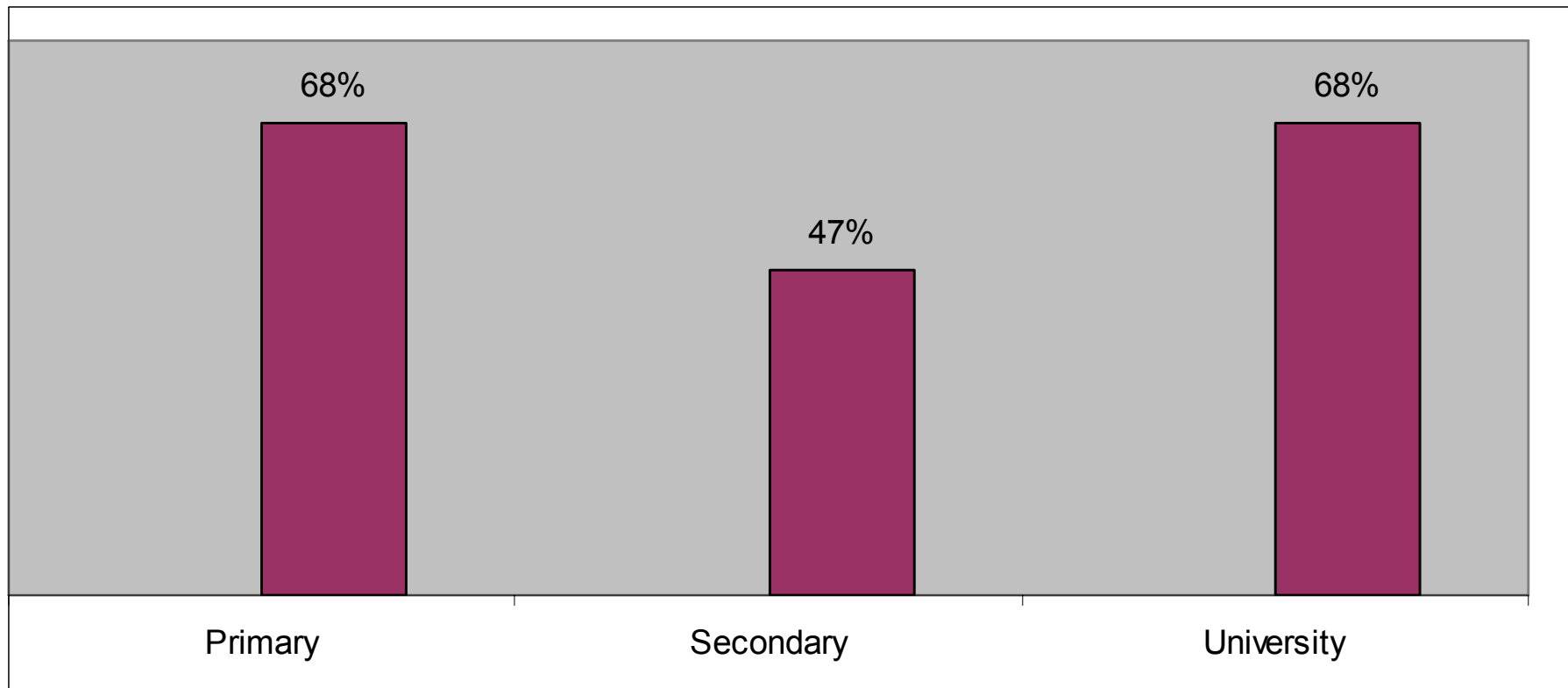


5 = most important to 1 = least important.

Education – SD in curricula



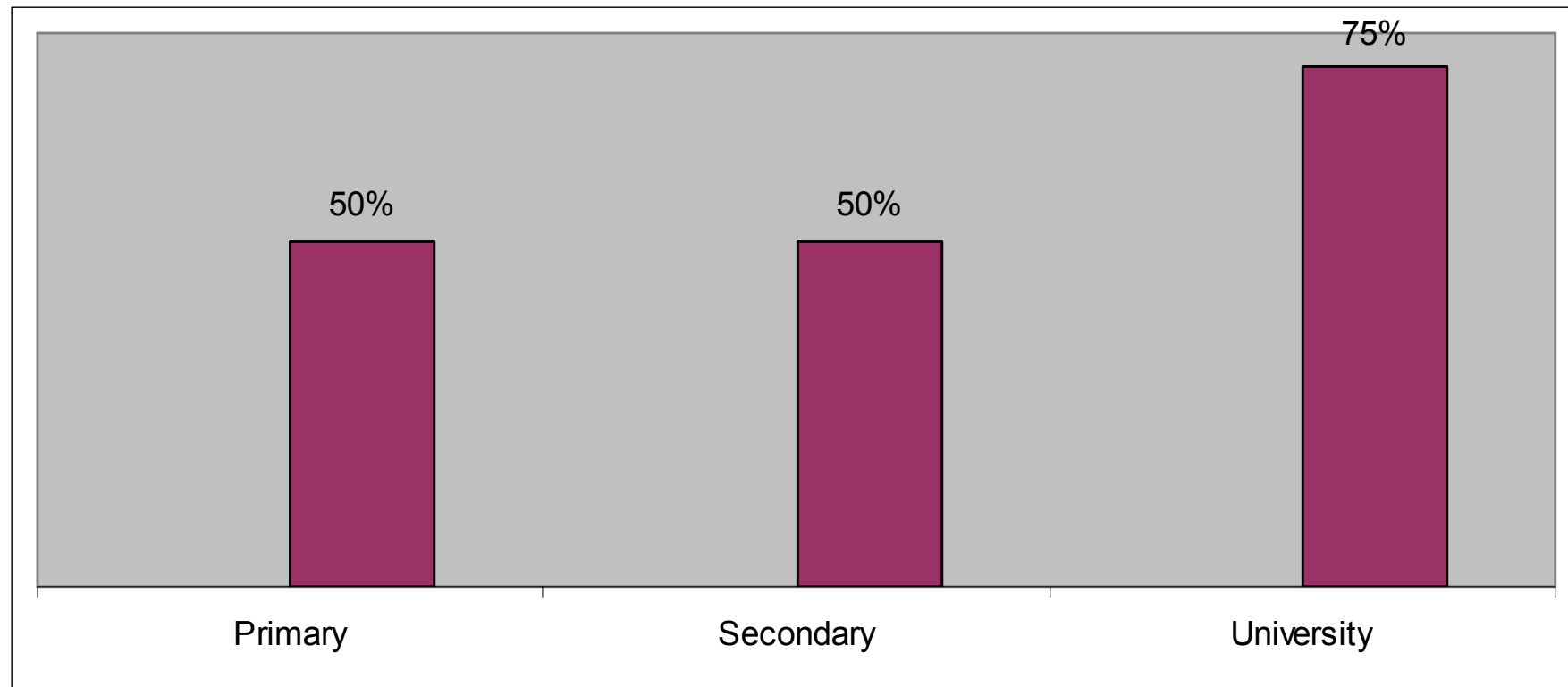
Do you have a system or policy in place for integrating environment/ sustainable development issues into the educational curricula?



Education – CC in curricula



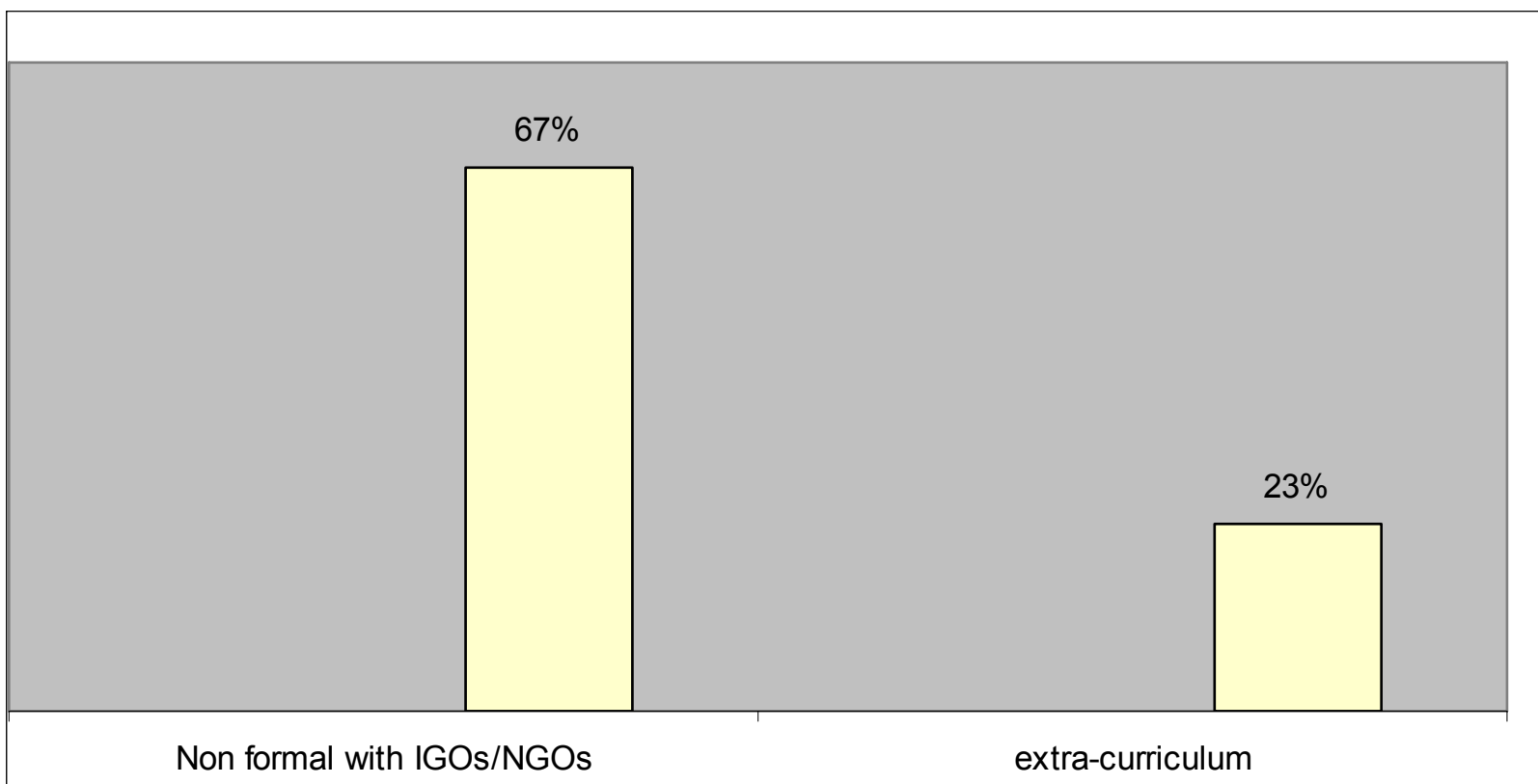
Is the specific issue of climate change also addressed?



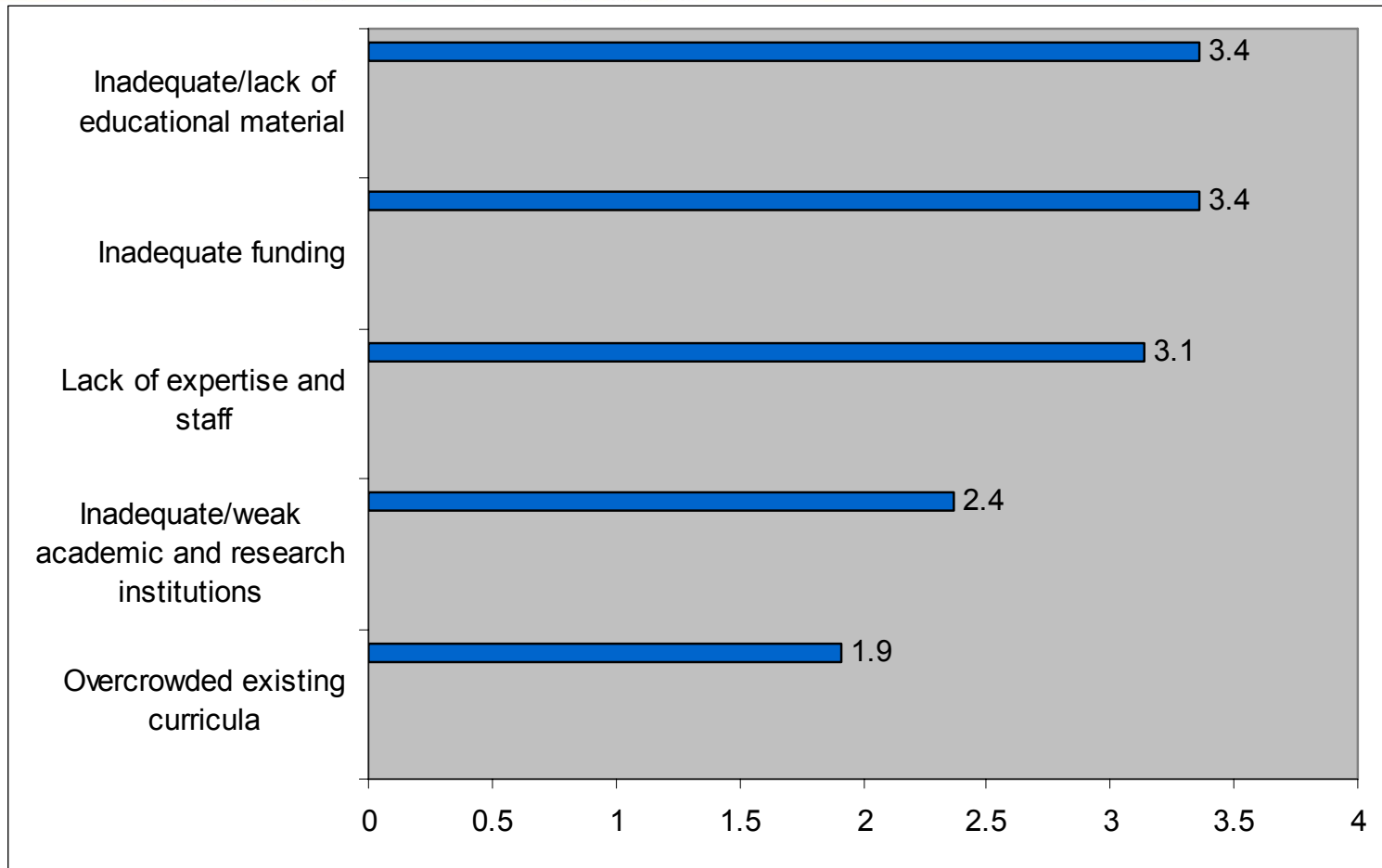
Education – Non formal & extra-curriculum



Are you aware of non-formal educational programmes developed in cooperation with IGOs/NGOs, and of extra-curriculum learning opportunities in schools?



Education – Barriers



5 = most important to 1 = least important.

Public access to information



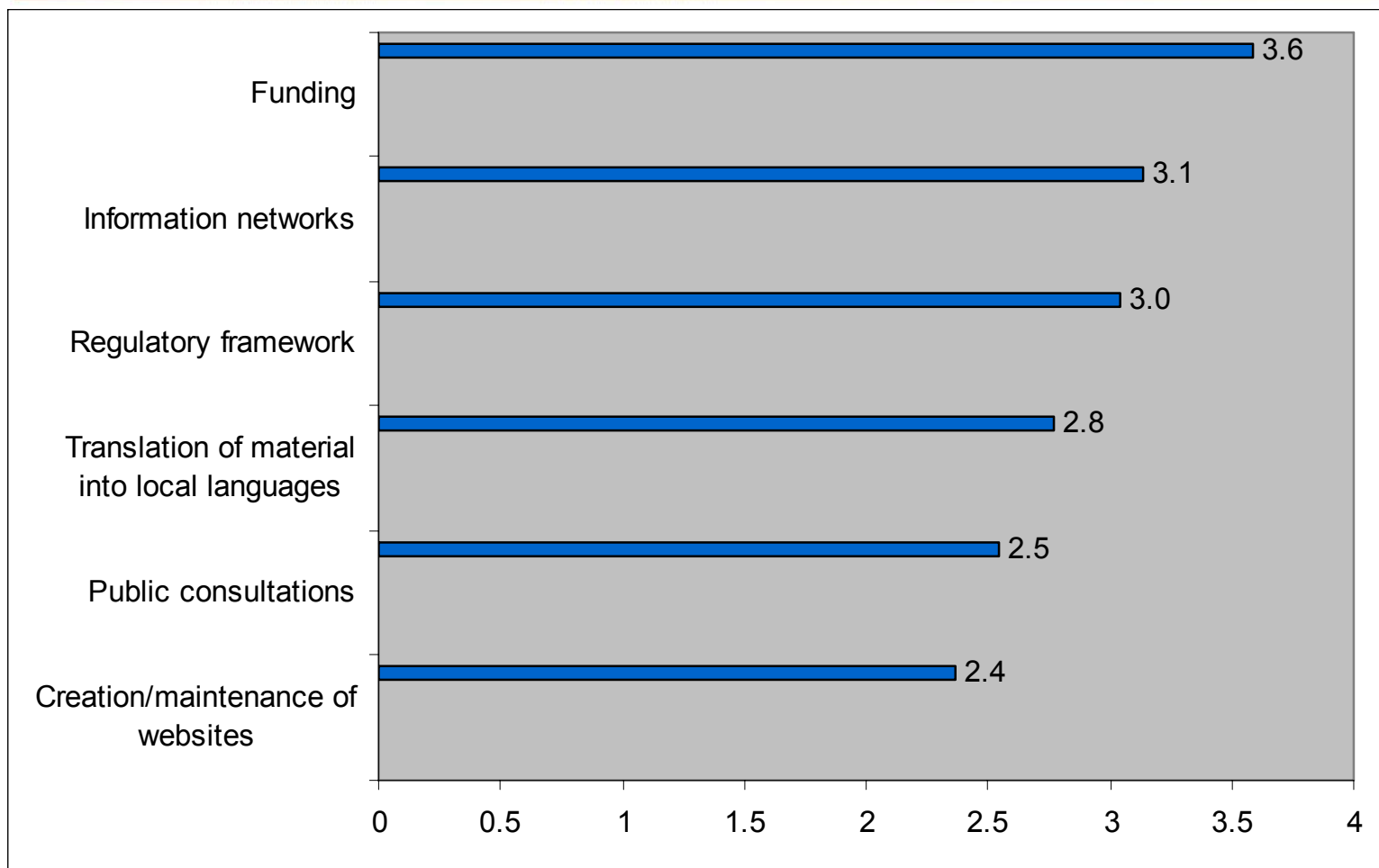
-
- Public has a right to access information
 - 90 % have a national focal point who can be contacted
 - 66 % have an official climate change national web site

Public participation



- 50 % - Citizen
- 76 % - Parliamentarians
- 74 % - Local communities
 - Children (66 %)
 - Women (56 %)
 - Indigenous people (41 %)

Public participation and access to information - Needs



5 = most important to 1 = least important.

International cooperation

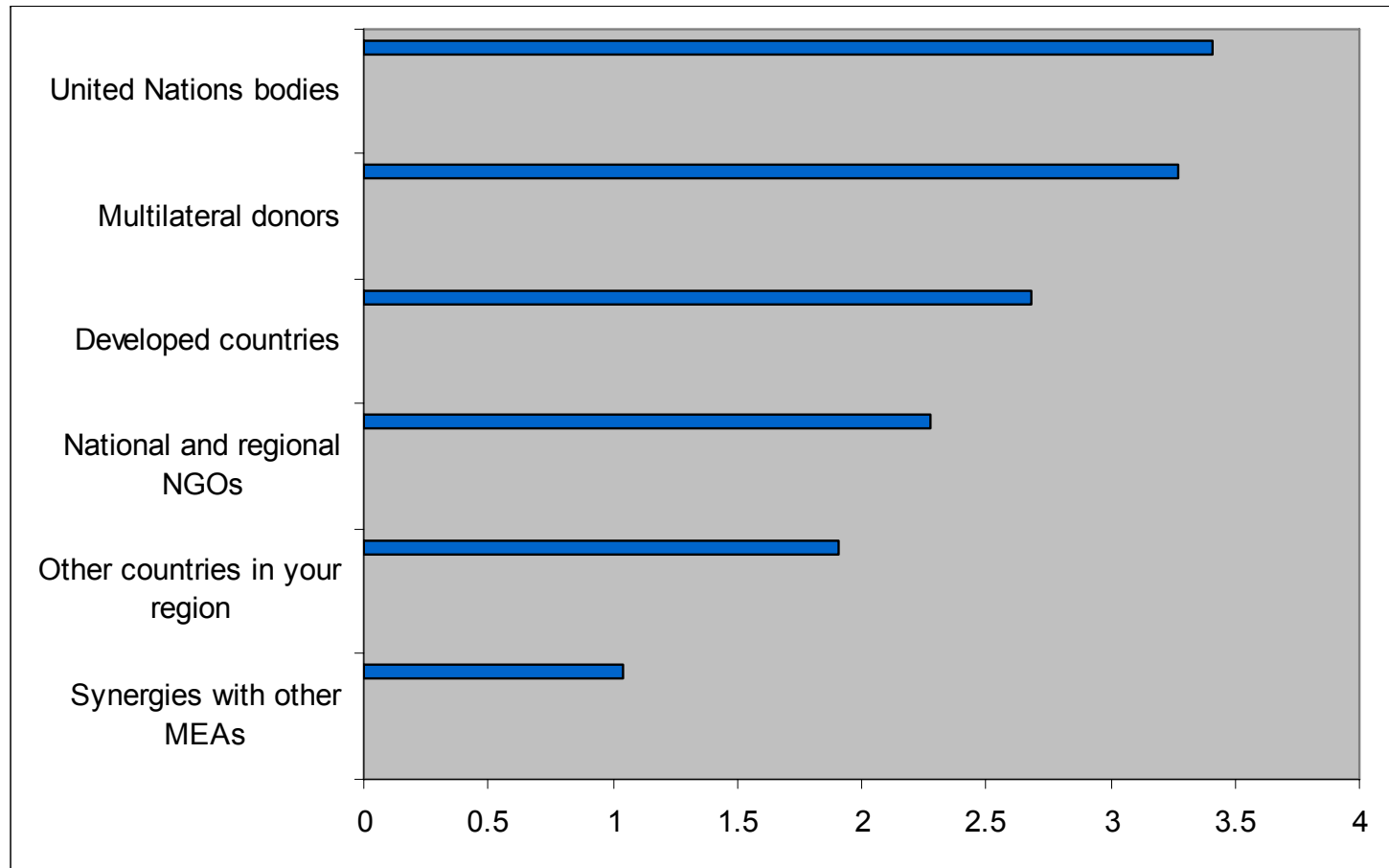


- 60 % have received dedicated funds for Article 6 activities
- All of those countries having submitted NC (81 %) have received GEF support
 - 90 % could allocate funds to public outreach

International cooperation



Which of the following do you believe offer the greatest potential for strengthening international cooperation?



5 = most important to 1 = least important.



Status of implementation of the New Delhi Work Programme



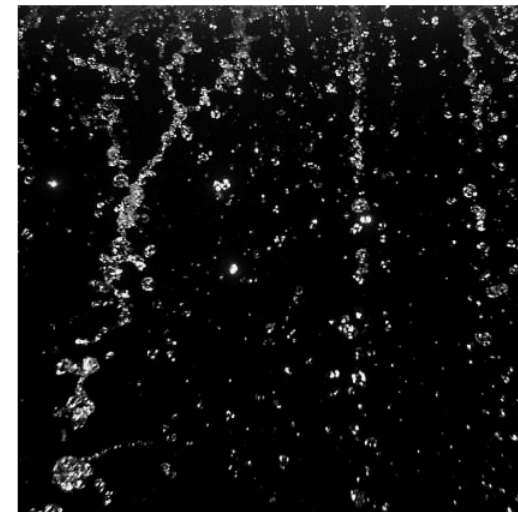
- Consider the linkages between Article 6 and other commitments and P&M
- Increase the availability of copyright-free and translated CC materials
- Directory of organizations and individuals
- Inform the public about causes of CC and actions to address it
- Share findings of NC and National action plans

Observations



-
- National specificities
 - country-driven process (target, tools & means)
 - Commonalities
 - Funding key issues
 - Low level of awareness on CC issues
 - Role of government and NGO
 - Importance of exchanging experiences and availability of relevant material

Thank you!



For further information: unfccc.int

