

# Asia-Pacific Regional Workshop on the Implementation of UNFCCC Article 6 (Education, Training and Public Awareness)

## Questionnaire

Each participant of the Regional Workshop is kindly requested to complete the Questionnaire and send it by fax or e-mail by **8 August 2005** to:

Ms. Laurence Pollier  
Programme Officer, Article 6 of the Convention  
United Nations Framework Convention on Climate Change  
Fax (+49 228) 815 1999, E-mail: lpollier@unfccc.int

Country	
Name	
Function	
Institution	

### A. GENERAL

1. What is your personal role in implementing Article 6 and/or the New Delhi Work Programme?

a) Are you responsible for the Article 6 negotiations at the international level?  
 No  
 Yes

b) What is your role at the national level? (Check only one.)  
 Responsible for national programmes or projects on Article 6  
 Active in Article 6-related issues  
 Interested in Article 6-related issues  
 Not active or interested  
 Other (please describe): \_\_\_\_\_

2. Please rank the following Article 6 issues for their importance to your government, with 1 = most important and 5 = least important.

Education  
 International cooperation  
 Public awareness and communication  
 Public participation and access to information  
 Training

3. Has your government submitted its National Communications?

- No
- Yes

If yes, did the National Communications address the issue of Article 6?

- No
- Yes

4. Has your government already started to implement the New Delhi Work Programme?

- No
- Yes

If yes, please explain: \_\_\_\_\_  
\_\_\_\_\_

5. Do you believe that conducting a formal needs assessment on Article 6 implementation in your country would be useful for improving your ability to implement the New Delhi Work Programme?

- No
- Yes

## **B. PUBLIC AWARENESS AND COMMUNICATION**

6. Which national institutions play an important role in public awareness on climate change (check as many as you want):

- Government (indicate ministries/departments): \_\_\_\_\_
- NGOs (indicate): \_\_\_\_\_
- Institutes/universities
- Press
- Other (please indicate): \_\_\_\_\_

7. Using the numbers 1 (most important) through 8 (least important), indicate the most important target audience for your government at this time:

- Policymakers in ministries
- Policymakers in parliament or legislative branch
- Business
- Press and media
- NGOs
- General public
- Youth
- Academia

8. Please use a check mark to indicate which, if any, of the following messages you consider important to disseminate to the public (check up to three)?

- Climate change is happening and poses real threats
  - There are specific actions that you can take to reduce emissions
  - There are specific actions you can take to adapt to climate change impacts.
  - The global community is collaborating on global warming through the Climate Change Convention
  - The IPCC findings provide a credible consensus view on climate change
  - Other (write your own message(s) here): \_\_\_\_\_
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9. Using the numbers 1 (most important) through 6 (least important), indicate the most important means for delivering your messages:

- Radio
- Television
- Newspapers and other print media
- Booklets and printed materials
- Workshops and events
- Campaigns
- Local leaders
- Other (please indicate): \_\_\_\_\_

10. What is the main barrier facing you in promoting public awareness (check only three to rank from 1 = most important to 3 = least important):

- Inadequate funding
- Inadequate expertise and staff
- Inadequate political or institutional support
- Other (please indicate): \_\_\_\_\_

11. Do you rely on any existing national, subregional, regional or international networks in conducting your public awareness work?

- No
- Yes

If yes, please describe: \_\_\_\_\_

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12. Which of the following support tools would you like to have better access to (check as many as you like):

- Access to PC/Internet
- Guidelines and best practices
- Roster of experts
- International organizations with Article 6 expertise
- Copyright-free texts and images
- Staff training
- Other: please indicate \_\_\_\_\_

13. How well known are the findings of the Intergovernmental Panel on Climate Change and its Third Assessment Report by decision-makers and stakeholders in your country?

- Well known
- Slightly known
- Not well known

### C. TRAINING

14. Which institutions are responsible for national training on climate change?

- Government (indicate ministries/departments): \_\_\_\_\_
- Institutions/universities
- NGOs (please indicate): \_\_\_\_\_
- Other (please indicate): \_\_\_\_\_

15. Please indicate your training priorities by ranking each entry below using 1 = most important and 12 = least important:

- Compiling GHG inventories
- Conducting vulnerability studies
- Screening and selecting adaptation strategies
- Implementing adaptation measures
- Implementing mitigation measures
- Planning and establishing research and systematic observation systems
- Planning and introducing early warning systems
- Designing and implementing awareness programmes
- Development, transfer and adaptation of technology
- Kyoto Protocol issues such as CDM
- Analyzing regulatory issues
- International negotiating skills

16. What is the main barrier to developing adequate training programmes in your country? (Check only three and rank from 1 = most important to 3 = least important):

- Inadequate funding
- Inadequate expertise and staff
- Inadequate political or institutional support
- Other (please indicate): \_\_\_\_\_

17. Do you rely on any existing national, subregional, regional or international networks in conducting training on climate change?

- No
- Yes

If yes, please describe: \_\_\_\_\_  
\_\_\_\_\_

## D. EDUCATION

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

Primary  No  Yes  
Secondary  No  Yes  
University  No  Yes

If yes, is the specific issue of climate change also addressed?

Primary  No  Yes  
Secondary  No  Yes  
University  No  Yes

## E. PUBLIC PARTICIPATION AND ACCESS TO INFORMATION

19. Do citizens in your country have the right to gain full access to national climate change information (choose one):

No  
 Yes

If yes, are there any exceptions? Please describe: \_\_\_\_\_

\_\_\_\_\_

20. Do you have a national focal point(s) that citizens can contact with climate change information requests?

No  
 Yes

If yes, please describe: \_\_\_\_\_

\_\_\_\_\_

21. Are citizens in your country able to actively participate in climate change policy-making?

No  
 Yes

If yes, please describe: \_\_\_\_\_

\_\_\_\_\_

22. Do parliamentarians and other politicians actively participate in climate change policy-making and activities?

No  
 Yes

If yes, please describe: \_\_\_\_\_

\_\_\_\_\_

23. Are local communities, NGOs and individual citizens actively involved in climate change activities?

No

Yes

If yes, please describe: \_\_\_\_\_

\_\_\_\_\_

## F. INTERNATIONAL COOPERATION

24. Has your government received any international financial or technical support in implementing Article 6?

No

Yes

If yes, please describe source and purpose: \_\_\_\_\_

\_\_\_\_\_

25. Has your country received GEF support for completing your national communications?

No

Yes

If yes, were you able to successfully use the funds allocated for public outreach?

No

Yes

Explain: \_\_\_\_\_

\_\_\_\_\_

26. Which of the following do you believe offer the greatest potential for strengthening international cooperation? Please rank using 1 = most important and 7 = least important.

Synergies with the UN Convention to Combat Desertification (CCD)

Synergies with the Convention on Biological Diversity (CBD)

United Nations bodies

Developed countries

Multilateral donors

Other countries in your region

National and regional NGOs

27. What information or service would you expect to find at an Article 6 Clearing House? Use 1 to indicate very useful, 2 for useful, and 3 for not useful; this is not a ranking so use these numbers as many times as appropriate.

Examples of Article 6 activities, best practises and lessons learned

Directories of Parties, NGOs, IGOs, experts, donors, etc.

Directories of projects

Proposals

Discussions/ Forums

News

Events/ Calendar

Mailing lists

Planning tools

Other: \_\_\_\_\_

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