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WORKSHOP FOR THE DEVELOPMENT OF A WORK PROGRAMME ON ARTICLE 6 OF THE CONVENTION: EDUCATION, TRAINING AND PUBLIC AWARENESS

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Hotel Maritim

ELEMENTS FOR A POSSIBLE SBSTA WORK PROGRAMME ON ARTICLE 6 OF THE CONVENTION

*** This paper has been prepared by the secretariat in order to assist workshop's participants in developing a possible SBSTA work programme on Article 6 of the Convention. It contains a possible framework and structure for the report to SBSTA, as well as some elements that were derived from previous inputs by Parties. ***

I. PREAMBLE

1. The promotion and facilitation, at the national level, of education, training and public awareness about climate change are important tools to provide individuals with the knowledge and the skills that enable them to contribute to the objectives of the Convention. Cooperation on these at the international level will enhance the ability of Parties to the Convention to collectively improve the implementation of their commitments. Together, these two aspects recapitulate the key message of Article 6 of the Convention on Education, Training and Public Awareness.

2. In developing a work programme on Article 6 the SBSTA may wish to note that:

(a) The Convention and the Kyoto Protocol can only succeed with the support of the general public and key interest groups. It cannot be implemented unilaterally by governments.

(b) Governments are directly responsible for a relatively small proportion of greenhouse gas emissions. In addition to addressing those, they must persuade businesses, communities, and individuals to adjust their activities in order to limit emissions and promote adaptation, in accordance with their national circumstances.

(c) Education, training and public awareness raising are so-called social instruments, which complement other tools that governments have at their disposal, such as economic instruments, including tax policies and subsidies, that can be used to raise the cost of activities that emit greenhouse gases or prevent adaptation and reduce the costs of activities that do not. Regulations and standards can mandate changes in products and practices.

(d) In addition to encouraging changes in habits, public information and education may also contribute to generating support for necessary policies that would otherwise meet with resistance, e.g., because of the new costs they may impose.

(e) Many governments and non-governmental organizations (NGOs) are already working actively to raise awareness on climate change, its causes and impacts. The scale of the changes required to achieve the objective of the convention, however, and the vast number of people and interests that must be influenced, call for outreach activities of a much greater magnitude.

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National, regional and local governments, NGOs, educators, the media, the entertainment industry, and individuals can all contribute.

(f) With regard to education, training and public awareness activities, the third compilation and synthesis of national communications from Parties not included in Annex I (FCCC/SBI/2001/14) noted that, in almost all cases, it was very difficult to distinguish clearly between the ongoing activities and programmes and those that were yet to be implemented and that Parties expressed concern about the inadequacy of national programmes on education, training and public awareness relating to climate change.

(g) In its report to the fifteen session of the SBI (FCCC/SBI/2001/15), the Consultative Group of Experts (CGE) found the guidance given in the UNFCCC guidelines for reporting on national programmes related to education, training and public awareness to be inadequate. The CGE noted the possibility for further elaboration of UNFCCC reporting guidelines in order to facilitate better reporting of actions initiated or planned in respect of education, training and public awareness.

3. Article 6 commits Parties to “promote and facilitate at the national and, as appropriate, subregional and regional levels, and in accordance with national laws and regulations, and within their respective capacities”, the following:

(a) “The development and implementation of educational and public awareness programmes on climate change and its effects.” Information available in National Communications and in other published materials about activities of Parties as well as of IGOs and NGOs on education, training and public awareness related to climate change is difficult to assess, due to lack of adequate reporting guidelines. Similarly, the cost and financing of these activities need to be clarified.

(b) “Public access to information on climate change and its effects.” While a large amount of information is available in libraries, in governmental, non-governmental and inter-governmental organizations, including on the Internet, access to these may not always be easy or technically or financially possible. Work done in other fora on access to such information needs to be integrated into activities on Article 6.

(c) “Public participation in addressing climate change and its effects and developing adequate responses ...” This could suggest the need for involvement of the different stakeholders and major groups in the political decision-making process, or be interpreted as meaning that national climate change programmes must be implemented with participation by the public. Information in national communications related to the issue of public participation is difficult to assess.

(d) “Training of scientific, technical and managerial personnel.” It appears, from national communications, that Annex I and non-Annex I Parties may have different interpretations of this provision. Annex I countries, according to the second compilation and synthesis of second national communications, direct their training programmes towards a targeted audience with the aim of imparting specific technical and vocational skills to increase knowledge in specific areas and encourage climate-friendly practices. Non-Annex I countries, in the third compilation and synthesis of initial National Communications, reported on training activities needed for preparation of initial communications and national GHG inventories, impacts and vulnerability assessments and adaptation, and identification of GHG mitigation options. Many Parties noted the lack of institutional capacity for this purpose.

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4. Parties are also committed to “Cooperate in and promote, at the international level, and, where appropriate, using existing bodies ... the development and exchange of educational and public awareness material on climate change and its effects.” This provision refers to the important notion of international cooperation and exchange. It suggests that climate change related activities should build upon and learn from activities in other relevant areas (e.g. sustainable development and environment at large, energy, agriculture etc.). It also suggests that cooperation between countries may be effective in achieving the objectives. It also suggest that co-operation between international organizations be actively pursued, including the possible identification of “facilitators” for leading Article 6–related activities, and that, where appropriate, existing materials be shared rather than reinventing new materials at high cost.

5. Article 6 does not define the terms public awareness, education, and training. They are used interchangeably to an extent and activities under Article 6 are acknowledged to be cross-cutting in nature. The following may serve to clarify the terms:

(a) Education can aim at a long-term change in habits. It uses more formal methods to transmit a substantial understanding of the problem and its solutions. In the case of climate change: the climate system, economic, social and environmental drivers and consequences, and the policies and agreements necessary to address it. Education tends to take place in schools and other formal settings and to rely on texts, videos, CD-ROMs and other learning tools, as well as presentations by experts and discussions.

(b) Education activities can include:

- i. University level activities, including research, studies and resulting publications;
- ii. Activities for primary and secondary schools and children using textbooks and other educational materials (primarily for universities and schools);
- iii. Vocational training; and,
- iv. Non-formal education.

(c) Training is directed towards a much more targeted audience. It seeks to impart specific technical skills that have an immediate practical application. Examples include the ability to gather and interpret climate data, to conduct inventories of national emissions, and to formulate national action plans. These activities can include:

- i. Technical and specialized training;
- ii. Meetings (workshops, seminars, conferences and briefings) of specialized nature for specific target groups; and,
- iii. Production of specialized documents (as training tools).

(d) Public awareness campaigns of governments, international organizations or NGOs, including business, are often carried out via the media, through a variety of modalities, from “free” information through coverage in news and background reporting to paid advertisements or commercials. The public is also influenced by the entertainment industry, by meeting or hearing popular politicians and other personalities. Among the elements of public awareness campaigns are:

- i. Meetings (workshops, seminars, conferences, etc.), networks, debates and study tours;

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- ii. Events, exhibitions and campaigns, including the designation of a Climate Change Day;
- iii. Production and/or dissemination of information materials (brochures, newsletters, press releases, websites, TV and radio programmes); and,
- iv. Wide dissemination of study/research results

6. The SBSTA, while considering the work programme, may wish to recall that guidance to the GEF was provided by the Seventh Conference of the Parties (COP) in decision 6/CP.7, para. 1 (h), which states that the GEF should provide financial resources for “undertaking more in-depth public awareness and education activities and community involvement and participation in climate change issues.” The COP also took note of the SBSTA 15 conclusions “relating to the financial requirements for the implementation of Article 6 of the Convention, urging the GEF to make financial resources available for this purpose” (FCCC/CP/2001/Add.4, page 42, para. 4).

II. TOWARDS A SBSTA WORK PROGRAMME

7. A SBSTA work programme on Article 6 should be focused on education, training and public awareness activities in relation to responding to climate change. It should also be realistic, time-bound, output-based and affordable. It could include activities to be implemented by several actors, including governments (Parties), IGOs and NGOs, as well as others. It would promote cooperation and define the role of the UNFCCC secretariat.

8. In developing a work programme on Article 6 of the Convention on education, training and public awareness, the SBSTA may wish to encourage all Parties, intergovernmental organizations, non-governmental organizations to:

(a) Continue their efforts on education, training and public awareness and assist in efforts to improve the exchange of information in order to further the development of the work programme;

(b) Identify ways in which all relevant stakeholders may better use existing knowledge and capacity in the implementation of Article 6 at the national and international levels and facilitate cost-effective dissemination of lessons learned, best practices and other information products; and,

(c) Identify how all relevant stakeholders, including United Nations organizations and other intergovernmental and non-governmental organizations could support Parties, particularly non-Annex I Parties and Parties with economies in transition, in implementing such Article 6 programmes at the national level.

Parties- SBSTA

9. To support efforts of Parties to meet their commitments contained in Article 6, the SBSTA is requested to agree on a 5 year special Article 6 Work Programme. The implementation of this work programme is expected to start after COP 8, and be reviewed at COP 13 in 2007.

10. As a first step, the SBSTA is requested to develop and agree upon revised guidelines, including a uniform and comparable format, for reporting on the implementation of Article 6 activities by the Parties by COP 9. Such guidelines would clarify the use of the terms education, training and public awareness for the purpose of Article 6; identify and prioritize target audiences; indicate criteria, by which priorities could be set; and propose measurable indicators of

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progress achieved. Parties are requested to provide their views on these guidelines to the Secretariat by not later than 1 December 2002.

11. Following the agreed guidelines, Parties would be able to regularly report in their national communications on progress achieved and difficulties encountered on Article 6 activities and programmes.

12. Parties would be requested to prepare a special report on their implementation of the Article 6 Work Programme by 1 December 2006, to allow for the SBSTA to prepare for an overall assessment of progress achieved by COP 13 in 2007.

13. Further to the oral report provided by the Secretariat to SBSTA16, SBSTA at its 17th session will decide on whether or not propose a day designated to climate change.

14. As no resources were allocated to Article 6 within the present programme budget, Parties in a position to do so are invited to contribute supplementary resources to the Secretariat for it to be able to implement the activities proposed. The SBSTA is thankful to those Parties that have already contributed some supplementary resources for this purpose.

Parties

15. Parties are further requested to undertake the following activities at the national level, and where appropriate to collaborate at the international level:

(a) Develop a roster of organizations and individuals with indications of their experiences and expertise relevant to education, training and public awareness activities, and undertake necessary efforts to develop this into active networks working on the implementation of Article 6;

(b) Dedicate greater efforts to curriculum development and teacher training as an effective method for assuring that climate change topics are adequately dealt with at all educational levels;

(c) Identify and disseminate information on good practices for education, training and public awareness on climate change;

(d) Develop outreach activities related to the IPCC Third Assessment Report;

(e) Identify specific responsibilities for facilitating the national implementation of Article 6 activities, and designate the existing UNFCCC Focal Point, or some other entity to implement those responsibilities;

(f) Consider the feasibility of developing sets of criteria for assessing effectiveness and for determining best practices for activities under Article 6;

(g) Develop institutional and technical capacity to assess public awareness needs; and,

(h) Other items to be developed by the workshop.

Intergovernmental Organizations

16. Intergovernmental Organizations (IGOs) are invited by the SBSTA to:

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(a) Continue supporting Parties' efforts to achieve their commitments under Article 6 through their regular programmes and specific programmes focused on climate change, including, as appropriate, through the provision of relevant information, as well as financial and technical support;

(b) Provide inputs to the SBSTA through the secretariat on the guidelines for reporting Article 6 activities by 1 December 2002;

(c) Develop programmatic responses to the 5 year special Article 6 Work Programme, and following consultations with the UNFCCC secretariat, to communicate through the Secretariat such responses and progress achieved to the SBSTA on a regular basis, and to communicate overall assessments of their progress in supporting the Article 6 Work Programme by 1 December 2006; and,

(d) Other items to be developed by the workshop.

17. Following the agreed work programme and reporting guidelines, after COP 8 the Financial Mechanism of the Convention and other sources of bilateral and multilateral funds will be invited to provide financial resources to eligible countries for implementing Article 6 programmes at the national, regional and international levels, as appropriate.

Non-governmental Organizations

18. Non-governmental Organizations (NGOs) are encouraged by the SBSTA to continue their education, training and public awareness activities on climate change issues, and their contributions to the development of national and international climate change policy, including:

(a) Organization of meetings, conferences, workshops and symposia;

(b) Provision of presentations, classes and lectures at universities and other venues;

(c) Publishing articles and other press materials;

(d) Publishing and disseminating information materials on climate change, such as reports, briefing papers, brochures, leaflets, etc.;

(e) Disseminating information on websites and through newsletters;

(f) Conducting research activities that contribute to the work of the UNFCCC, national governments and other bodies working on climate change policy; and,

(g) Other items to be added by the workshop.

19. Non-governmental Organizations (NGOs) are also invited by the SBSTA to provide their consolidated inputs to the Secretariat, through their recognized constituencies on the guidelines for reporting on Article 6 activities by 1 December 2002.

Secretariat

20. The secretariat is requested to:

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- (a) Prepare possible guidelines for reporting on Article 6 in national communications for consideration by SBSTA at its 18th session, based, *inter alia*, on information generated by inputs from Parties and observer organizations;
- (b) Starting in 2004, prepare reports regularly to the SBSTA on progress achieved by Parties in implementing Article 6, based on information contained in National Communications;
- (c) Facilitate inputs into the special 5-year Article-6 Work Programme by intergovernmental and nongovernmental organizations;
- (d) Develop a compilation and synthesis of progress achieved in the implementation of the Article 6 Work Programme for SBSTA, based on inputs received from Parties and observer organizations to allow for an assessment to be made by COP-13 in 2007; and,
- (e) Develop a network of key national, regional and global institutions working on Article 6 issues, and continue work on the structure and content of a possible information clearinghouse supporting the work of such a network, including identification of institutions that could provide ongoing support and a home for such a clearinghouse, and report back to SBSTA 18 on available options.

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Text of UNFCCC Article 6 on Education, Training and Public Awareness

Article 6

In carrying out their commitments under Article 4, paragraph 1(i), the Parties shall:

(a) Promote and facilitate at the national and, as appropriate, subregional and regional levels, and in accordance with national laws and regulations, and within their respective capacities:

(i) The development and implementation of educational and public awareness programmes on climate change and its effects;

(ii) Public access to information on climate change and its effects;

(iii) Public participation in addressing climate change and its effects and developing adequate responses; and

(iv) Training of scientific, technical and managerial personnel.

(b) Cooperate in and promote, at the international level, and, where appropriate, using existing bodies:

(i) The development and exchange of educational and public awareness material on climate change and its effects; and

(ii) The development and implementation of education and training programmes, including the strengthening of national institutions and the exchange or secondment of personnel to train experts in this field, in particular for developing countries.