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Article 6 of the Convention

Synthesis report on regional workshops on Article 6 of the Convention

Note by the secretariat

Summary

Since the adoption of the five-year New Delhi work programme on Article 6 of the Convention (decision 11/CP.8), four regional workshops have been organized to share experiences and further develop and implement climate change education and outreach activities. This document provides a synthesis of lessons learned and opportunities that have been discussed in these forums, and sets down possible elements of a new strategic approach that emerged from the workshops and that would reinforce the current framework offered by New Delhi work programme.

In 2007, the comprehensive review of the New Delhi work programme will take place, and Parties will reflect on how best to foster the implementation of climate change education and outreach activities at the national and regional levels. This document outlines possible improvements to the information network clearing house (CC:iNet) based on submissions from Parties and discusses possible steps towards the comprehensive review. The Subsidiary Body for Implementation may wish to take note of the findings of the analysis and key issues identified in this document and invite Parties to consider and further review the proposed approach in the framework of the review of the New Delhi work programme.

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I. Introduction

A. Mandate

1. The Subsidiary Body for Implementation (SBI), at its twenty-third session, requested the secretariat to prepare a synthesis report, based on the reports of the regional workshops, highlighting common themes and issues as a way of providing broader insights into the results of the workshops, for consideration at its twenty-fifth session.

B. Background

2. The Conference of the Parties (COP), by its decision 11/CP.8, adopted the New Delhi five-year work programme on Article 6 of the Convention. The work programme sets out the scope of activities related to Article 6, and provides the basis for action by presenting a non-exhaustive list of activities that Parties could undertake, taking into account national circumstances and priorities.

3. The COP, by its decision 7/CP.10, reaffirmed that regional, subregional and national workshops are valuable forums for sharing experiences and lessons learned, and could be a means of further developing and implementing the New Delhi work programme on Article 6.

4. Four regional workshops have taken place to date, as follows:

- (a) The European regional workshop¹ held in Le Grand-Hornu, Belgium, from 6 to 8 May 2003
- (b) The African regional workshop² held in Banjul, The Gambia, from 28 to 30 January 2004
- (c) The Latin America and the Caribbean regional workshop³ held in Montevideo, Uruguay, from 30 March to 1 April 2005
- (d) The Asia and the Pacific regional workshop⁴ held in Yokohama, Japan, from 13 to 15 September 2005.

5. A workshop to address the particular needs of small island developing States (SIDS) is still being planned, subject to the availability of resources. It is worth noting, however, that issues and concerns of the SIDS were considered at the last two workshops.

C. Scope of the note

6. The present report is a synthesis of the outcomes, common themes and issues of the above-mentioned regional workshops as presented in their respective reports and of the workshops' various presentations as made available on the UNFCCC website.⁵ Consultations with colleagues from the United Nations Environmental Programme (UNEP) were also conducted to review the results of the questionnaire surveys that had been undertaken by UNEP in preparation of the last three workshops.

7. In addition, the report outlines the key points raised by Parties in their views on advancing work on the prototype information network clearing house (CC:iNet), as presented in FCCC/SBI/2006/Misc.15.

¹ Report contained in FCCC/SBI/2003/10.

² Report contained in FCCC/SBI/2004/7.

³ Report contained in FCCC/SBI/2005/14.

⁴ Report contained in FCCC/SBI/2005/21.

⁵ http://unfccc.int/cooperation_and_support/education_and_outreach/items/3143.php.

8. This synthesis was also prepared with a view to serving as one element to consider the status of implementation of Article 6 of the Convention and in particular to advance the work on assessing needs and identifying priorities in the framework of the review of the work programme.
9. For easy reading, the synthesis refers to the regional workshops as follows: ER for the European regional workshop; AFR for the African regional workshop; LAC for the Latin America and the Caribbean regional workshop; and A&P for the Asia and the Pacific regional workshop.
10. Examples of national experiences shared during the workshops are presented in boxes.

D. Possible action by the Subsidiary Body for Implementation

11. The SBI may wish to take note of the findings of the analysis and key issues identified in this document and invite Parties to consider and further review the proposed approach in the framework of the review of the New Delhi work programme.

II. Common themes and issues

A. Overview

12. Participants in all workshops concurred that a wealth of activities relating to Article 6 of the Convention are being implemented by governments, intergovernmental (IGOs) and non-governmental organizations (NGOs) in the regions, although usually not formally associated with the New Delhi work programme. However, participants acknowledged that the level of implementation varies considerably between countries (A&P) and some regions, in particular Africa, are less advanced than others.
13. The pre-workshop surveys undertaken in three regions (AFR, LAC, A&P) ranked public awareness as top priority among the Article 6 elements, ahead of education and training (AFR), education and public participation (LAC), and training and education (A&P).
14. There are often no specific policies relating to Article 6, and many activities relating to climate change education and outreach are being implemented in the framework of other national environmental and sustainable development projects (all regions). Also, some programmes contain elements that could be considered as relating to Article 6, such as national communications and other enabling activities, and preparation for the clean development mechanism (CDM) (A&P, LAC).
15. In all regions, establishing a national climate change committee/cell/office was recognized as being the basis for any work addressing climate change issues, and some regions reported on the existence of such a committee (LAC, A&P). But the lack of specific institutional arrangements for the implementation of education and outreach activities, as well as bureaucratic resistance and difficulties of coordination, can impede the efficient use of scarce national resources and timely implementation of these activities (AFR, LAC).
16. Impediments which can undermine climate change education and outreach efforts include: high illiteracy rates (AFR); lack of continuity in policy when a country faces changes in government (LAC); competing national priorities and lack of political support (AFR, A&P); lack of actions and projects on adaptation and mitigation, where education and public awareness activities could be included (LAC); and lack of or inadequate financial, technical and human resources (all regions).

The Philippines**Projects that have facilitated efforts on changing public awareness and education**

- a) Enabling Activity on Climate Change. Sponsored by the Global Environment Facility, the project facilitated the preparation of the 1994 greenhouse gas emissions inventory.
- b) Capacity Development for the clean development mechanism (CD4CDM; www.cd4cdm.org). With support from the Dutch Government and executed by United Nations Environment Programme–Riso, the project aims to generate a multi-sectoral understanding of the opportunities offered by the CDM and to develop the necessary institutional and human capabilities to allow formulation and implementation of CDM projects.
- c) Integrated Capacity Strengthening for the CDM, which is a programme of the Institute for Global Environment Strategies.
- d) Capacity Building Initiatives on CDM of the Japanese New Energy and Industrial Technology Development Organization.

B. Public awareness

17. Participants in all workshops emphasized their commitment to developing sustainable, long-term public awareness strategies for engaging all stakeholders. One particular concern that was raised at the African regional workshop is how to ensure the sustainability of the programmes. This concern was shared by participants to the other regional workshops, e.g. at the ER they recognized that maintaining the awareness gained remained a challenge and, at the A&P, participants deplored the lack of continuity of the awareness programmes initiated.

18. Participants acknowledged that communicating information about the science of climate change is often difficult as it involves highly technical material. Even when the English language is commonly used in disseminating information to policymakers, it would be necessary to use local language and dialects in raising awareness and communicating climate change messages to motivate action among the general public and local populations (A&P).

19. Measuring the impacts and effectiveness of activities is another challenge pointed out by participants in some workshops (ER, AFR).

C. Education and training

20. Education was acknowledged to be the main instrument to ensure sustainable development for the future (AFR, LAC). Formal as well as non-formal education were the focus of discussions at the workshops and were found to be equally important.

21. Participants in all workshops recognized that there was a lack of integration of climate change issues into curricula and that formal education mostly addresses climate change within the larger scope of environmental protection and sustainable development (AFR, A&P) as well as through various disciplines, simultaneously, in order to maximize the impacts of the education (ER). The focus of action for formal education is therefore generally twofold, and subject to the availability of resources: developing and implementing a sound framework for further integrating climate change issues in curricula, and identifying needs and developing educational and study material and tools for facilitating the implementation of the framework.

22. Extra-curricular or non-formal educational programmes have been developed by most Parties of all regions. These programmes are usually developed and implemented by governments in cooperation with IGOs and NGOs. Schools also offer many opportunities for educating students about climate change outside the formal curriculum, for example, some schools organize competitions at primary and secondary levels (AFR). Television and web-based courses are effective means for enhancing the

implementation of Article 6 and were cited as useful media through which large audiences have been targeted (LAC).

23. In all regions, Parties have developed climate change training programmes in relation to the national communications process (A&P, AFR). Examples of training included organization of, or participation in, workshops on vulnerability and adaptation to climate change for officials from government departments and other institutions and organization of participatory workshops for sensitising stakeholders (AFR), web-based training – in particular for the CDM – and development of CD-ROMS (ER, LAC),

24. Many countries face the difficult problem of retaining trained labour, and this problem requires education and training of more people over the long term (A&P). In some countries, the rapid turnover of technical experts requires educating new officials on a regular basis (AFR). In this context, there is a need for support to develop professional training packages on GHG, V&A, mitigation assessments and technology needs assessments (AFR).

Tajikistan

Enhancing the education system and training of specialists on the climate change problem

The education system in Tajikistan includes institutions ranging from pre-school to high schools and universities. There are also postgraduate education centre for study at the masters and doctorate level. For enhancing ecological education and raising public awareness, the "State program on ecological education and public awareness in the Republic of Tajikistan to the year 2010" was launched in 1996. In courses at comprehensive schools, there are educational subjects covering basic facts about the climatic system and its interaction with human beings and natural resources. In the high school curriculum, a course on ecology and environmental protection is provided, and separate subjects include climate studies, meteorology, glaciology, hydrology, agricultural meteorology, ecology of transport, etc.

A series of national workshops with participation of government, scientists, mass media and education entities have been dedicated to the following aspects of the climate change problem: scientific basis, greenhouse gas emissions, adaptation and mitigation. The workshops have promoted the importance of the climate change problem. Trainings on the UNFCCC aspects for governmental experts have improved their skills in such areas as policy development, promotion of public awareness, and involvement of communities in realization of response measures.

D. Public participation and access to information

25. In all regions, there is a growing tendency to encourage public participation and public access to information. More and more, governments work closely with various stakeholders, including business and industry, NGOs, communities at risk, educators, the media, the church, and others in promoting a greater understanding of climate change. Electronic tools, such as websites, are becoming instrumental in facilitating access to information.

26. Limitations in communications range from illiteracy to slow Internet connections, weak information networks, and limited distribution of newspapers or lack of available information in local languages (AFR, A&P). Public participation in climate change decision-making processes and access to information require an effort to ensure that libraries and educational institutes can offer a full range of materials on climate change in English and local languages.

E. International cooperation

27. Various forms of international cooperation (e.g. sharing experience, sharing personnel or experts, joint activities, provision of financial and technical support) were reported at the workshops, at various levels, from the bilateral to the regional level, according to needs and conditions. International and regional NGOs and IGOs are increasingly supporting efforts to implement education and outreach activities, through their regular programmes and through provision of financial and technical support. Barriers to regional cooperation include the linguistic divisions within a region, differing priorities and capacities, and the lack of existing networks and resources for this work (AFR, ER).

28. Financial and technical support from international institutions contributes significantly to the implementation of education and outreach activities, but there remain many unmet needs. In particular, it was recognized that greater clarity and a more coherent approach is needed on the process of the Global Environment Facility (GEF) and its implementing agencies relating to funding Article 6 activities, including for the preparation of national communications (A&P, LAC).

Agrymet Regional Centre

<http://www.agrymet.ne/eng/index.html>

Regional institute of the Permanent Interstate Committee for Drought Control in the Sahel is composed of nine member States. It specializes in the science and techniques applied to agricultural development, rural development and natural resource management. The primary objectives of the centre are to contribute to achieving food security and increased agricultural production in the member States and to improve natural resource management in the Sahelian region. To achieve these objectives, the centre provides training and information to development stakeholders and partners in agro-ecology taken as a whole (agro-climatology, hydrology, crop protection).

III. Lessons learned and opportunities

A. Institutional arrangements and capacity development

29. Many countries in the regions lack institutional arrangements conducive to the promotion of Article 6 issues. To ensure the best use of scarce national resources and that all actors play their role in implementation, institutional arrangements would need to be improved. While, in some instances, a national climate change committee could contribute to developing and supporting Article 6 activities, the creation of a dedicated outreach unit would better ensure that Article 6 activities are coordinated and occur in a timely manner (AFR). At a minimum, the appointment of an Article 6 national focal point is recommended (A&P, ER).

30. Parties in the regions emphasized the importance of building partnerships (with other ministries, the media, business and industry, and civil society organizations) and networks to implement education and outreach activities (AFR, A&P, ER). In particular, they stressed the key role of local authorities and NGOs for promoting access to information and public participation. In this context, it was suggested that adequate resources should be made available to NGOs to support their activities and networks, as well as to national authorities in charge of providing information (ER).

31. Participants in all workshops also stressed the importance of synergy among environmental conventions on education and outreach matters, as well as synergy among regional programmes that have the same objectives (LAC, ER).

32. The national communications process was seen as playing an important role in strengthening education and outreach activities, as well as being an important opportunity for countries to present their needs and assess the status of implementation of activities (LAC).

Trinidad and Tobago

The role of the Environmental Management Authority (EMA) in climate change education

<http://www.ema.co.tt/>

The EMA is a statutory body established by the government of Trinidad and Tobago to address the country's environmental problems. The EMA was established under the Environmental Management Act No. 3 of June 1995 and is mandated to inform the public about the nation's environmental issues through awareness programmes. According to its strategic plan for 2003–2008, the EMA is committed to design and implement, as part of the ongoing educational activities, awareness programmes to educate the public on the adverse health and environmental effects posed by various industrial activities, and the action that can be legally taken to reduce such adverse effects. These programmes will be disseminated through the mass media as well as through community and trade association meetings.

B. Priority areas and target audiences

33. Priority measures to support the implementation of educational activities include the development of curricula, the development and publishing of educational and study materials on climate change, and the establishment of information networks and education centres.

34. Vulnerability assessment emerges as the priority climate change issue for training in most regions (AFR, A&P, LAC), followed by adaptation, GHG inventory, research and systematic observation, and the CDM.

35. In designing a national awareness campaign, Parties recognized the importance of defining measurable goals and clearly identifying targets.

36. The CC:iNet developed by the secretariat has been recognized by Parties as an important tool for promoting the implementation of Article 6. The clearing house is committed to facilitating the exchange of information on education, training and public awareness initiatives, programmes and expertise, and responds directly to Parties' needs by assisting governments, organizations and individuals gain rapid and direct access to relevant information. The clearing house should be further developed to enhance its functionality and user-friendliness.

37. Key target audiences include policymakers in government ministries and in parliament, followed by the general public, and in particular the youth (AFR, A&P, LAC). Policy-makers are a priority because officials responsible for national climate change programmes often find that their colleagues in other ministries are not fully engaged or interested. Because climate change is a cross-cutting issue, climate change policymakers need the active engagement of their colleagues in order to develop effective policies. The need to use local languages and dialects in raising awareness among those groups was stressed in all workshops.

38. The media was identified as a particularly vital channel for reaching out to the public and key stakeholders and it was recognized that they can face serious constraints (AFR). Conducting briefings and seminars on climate change to enhance the relationship between government officials and journalists, and to keep journalists abreast of issues, could assist in raising the profile of climate change in many countries (AFR, ER, LAC).

39. The importance of the clergy as well as the role of women was underscored in some regions (AFR, LAC), and emphasis should be given to educating these groups on environmental issues in general

to enable them to effectively convey awareness of the risks and impacts of climate change to the general public and youth.

IV. Concluding remarks and issues for further consideration

A. Emerging issues

40. All regions have embarked on initiatives to implement activities relating to climate change education, training and public awareness, recognizing that the establishment of a national climate change committee was the basis for any work efficiently addressing climate change issues. Some regions, and within regions some countries, are more advanced than others as they encounter barriers for the development and implementation of programmes and activities. But they are all committed to engaging all stakeholders and developing sustainable, long-term climate change education and outreach strategies, preferably integrated into overall national development plans and strategies.

41. One shared concern relates to the lack of financial support. While participants in the workshops agreed to explore various opportunities to make the best use of available resources, they also recognized that there was no special arrangement for funding specific activities under Article 6 of the Convention, and requested the GEF and other potential donors to consider enhancing financial resources to climate outreach.

42. The lack of technical skills and expertise is another major impediment identified by all regions to execute adequately climate outreach activities. Parties called on a more active role of United Nations bodies and other IGOs to facilitate the continued implementation of outreach activities and to identify consistent methodologies for undertaking work at the national, sub-regional and regional levels.

43. Parties highlighted the need to identify and engage existing national and regional resources, and suggested that priority in implementing work under Article 6 could be given to strengthening regional cooperation. The benefits of regional cooperation include reduced operational costs, increased efficiency in resources used, and access to technical assistance and experts. Nevertheless, regional cooperation can complement but not replace national efforts. Given the heterogeneity of the regions, the implementation of a regional strategy should take into account the common goals but different capabilities of the Parties, consistent with their sustainable development priorities.

44. The overall aim of a regional cooperation strategy would be to assist governments and communities within regions to identify local opportunities and develop capacity to respond to and exploit opportunities. It is an approach based on using local competitive advantages, making the most of available resources and people, rather than providing a vehicle for transfers from prosperous to less prosperous regions.

B. Possible strategic approach

45. The New Delhi work programme was recognized as instrumental in highlighting the values of climate change outreach to the Parties and in guiding them in implementing related activities at the national level, but it was formulated in very general terms and did not set any specific national targets and deadlines, nor provide concrete elements to facilitate regional cooperation.

46. The review of the five-year work programme is planned for 2007⁶ and, in this context, Parties may wish to reflect on their achievements as well as define an enhanced framework to foster national efforts as well as strengthen regional cooperation. Based on the experience of the regional workshops, the elements below could be the starting points of such a framework.

⁶ Decision 11/CP.8, paragraph 2.

1. Fostering national efforts

47. The formulation of a clear objective, such as the development and implementation of a “Climate Education and Outreach Plan”, could form the basis of an enhanced framework to foster national efforts. Such a plan could, inter alia:

- (a) Be structured according to three elements of Article 6: education, training and public awareness and move from random activities to comprehensive national climate outreach programmes. Each element should have its prime goal, suggested activities, targets and actors;
- (b) Target suggested activities to specific needs of various population groups (youth, business persons, mass media, decision-makers, etc.);
- (c) Set a deadline for implementing suggested activities and meeting the goals;
- (d) Have cross-references and synergies with education, training and public awareness programmes of other major multilateral environmental agreements that can multiply effects of actions taken and provide more comprehensive results.

2. Strengthening regional cooperation

48. The development of a regional strategy could cover the six elements of Article 6 or focus on a particular element, depending on the priorities and capacities of a region. The implementation of a regional strategy would require active collaboration of governments with national and regional institutions, as well as with NGOs, and would entail, inter alia:

- (a) Strengthening established and recognized regional and local institutions, regional and local centres of excellence with a competitive advantage in specific fields of education, training and public awareness with a view to designate leadership in specific areas in Article 6;
- (b) Increasing collaboration and initiating sub-regional and regional projects on specific elements of Article 6;
- (c) Developing or identifying and applying common methodologies for undertaking outreach work, and creating common communications strategies as well as developing curricula at the regional level and applying these at the national level;
- (d) Disseminating best practices and lessons learned and engaging in actions that can help improve access to information in the region, e.g. increased networking, improved information and communication infrastructure, development of directories of experts, etc.

C. The way forward

1. Practical examples from Parties for the improvement of CC:iNet

49. CC:iNet has also been acknowledged and supported by participants at regional workshops whereby suggestions for enhancements to the system were also provided and include creating special regional portals and identifying potential regional partners to develop a directory of regional climate change experts and an inventory of educational materials/information on climate change.

50. In addition, some Parties have submitted their views on advancing work on the clearing house and on making it fully functional, multilingual, and user-friendly. A compilation of these views can be

found in document FCCC/SBI/2006/Misc.15, and the key points outlined in the submissions are as follows:

- (a) Parties generally welcome the prototype as containing useful elements and topics that meet its objectives, and look forward to the full-scale implementation of the clearing house;
- (b) Most Parties suggest improvements on the content of the clearing house, such as adding information on experts, educational support programmes, training courses, and financial and technical support;
- (c) Site maintenance is found to be a key element in making the clearing house functional, and some Parties suggest that it should be more carefully organized, categorized and re-indexed to facilitate the submission and retrieval of information;
- (d) Parties support the concept of a more dynamic site, with regular updates and periodic monitoring to ensure functionality of links and documents;
- (e) The source of information is an issue raised by some Parties, who promote a two-way communication pattern, comprising submission of information by users and proactive entry of information by the secretariat;
- (f) Many Parties also make suggestions on how to enhance the user-friendliness of the system, such as creating regional portals, developing guidelines for users, and organizing a hands-on training workshop;
- (g) The issue of availability of multilingual information is raised by many Parties, and some suggest a drop-down menu to direct to these documents available in various languages, others advocate multilingual mirrors of the clearing house;
- (h) To further enhance access to the clearing house, some Parties raised the issue of capacity-building in developing countries, in particular to provide Internet access and enable the establishment of national contact points for Article 6;
- (i) Finally, some Parties recognize that there is a need to promote the clearing house and to develop ideas on how to do so, such as posting users' experiences with using the clearing house or installing links to the clearing house from national websites.

2. Possible steps towards the comprehensive review of the New Delhi work programme

51. For the purpose of reviewing the work programme in 2007, the secretariat will prepare a comprehensive report to be considered by the SBI at its twenty-sixth session. Information contained in national communications will form the basis for the review, as mandated by decision 11/CP.8, paragraph 3. Parties may wish to complement the information provided in their national communications with additional reports that, together with the present document and the reports of the regional workshops, including the up-coming SIDS workshop, will contribute to the comprehensive review process.

52. For the purpose of developing an enhanced framework for the implementation of Article 6, or an "after New Delhi work programme", the SBI may wish to request Parties to submit their views to the secretariat. The secretariat would then compile and synthesize by mid-2007, the submissions from Parties in a report that could form the basis for an enhanced framework.

53. The secretariat could also organize and facilitate a workshop prior to SBI 27 (December 2007) to discuss and develop a draft enhanced work programme that would be finalized and adopted by the COP at its thirteenth session.
