



附属履行机构

第三十三届会议

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临时议程项目6

《公约》第六条

关于执行经修订的新德里工作方案的关键需要、潜在差距、
障碍和进展的报告

秘书处的说明*

内容提要

本报告综述缔约方在制定和实施提高公众对气候变化的认识方案、教育和培训方案方面所作的努力以及为使广大公众参与处理气候变化问题所开展的活动情况。报告突出介绍了良好做法，确定了新出现的差距并提出了建议。本报告的目标是，向经修订的新德里工作方案执行进展情况的中期审查提供支持。

* 由于区域研讨会的时间安排问题，本文件逾期提交。

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一. 导言

A. 任务

1. 在第 9/CP.13 号决定中，缔约方会议决定通过关于《公约》第六条的经修订的新德里工作方案并将其延长 5 年。缔约方会议还决定在 2010 年对经修订的新德里工作方案的执行进展情况进行一次中期审查，以评估方案的有效性并确定任何新出现的差距和需要，并在 2012 年对方案的执行情况进行一次审查。

2. 附属履行机构(履行机构)第三十二届会议¹核可了第 9/CP.13 号决定附件所载的经修订的新德里工作方案²执行进展情况中期审查工作的职权范围，并请秘书处编写报告，以便向按照职权范围开展的中期审查提供支持。³尤其是，履行机构请秘书处编写一份报告，介绍经修订的新德里工作方案执行工作的关键需要、潜在差距、障碍和进展情况。⁴

3. 在同届会议上，⁵履行机构请缔约方、有关政府间组织和非政府组织以及利害关系方在 2010 年 8 月 16 日前向秘书处提交对于完成中期审查而言可能具有相关性的资料和意见。

B. 本说明的范围

4. 本说明概述关于经修订的新德里工作方案执行状况的现有资料，并参照了在国家信息通报⁶或其他相关的国家报告中报告的或在关于第六条执行问题的区域研讨会上介绍的缔约方和有关组织开展的近期努力和举措。⁷本说明还参照了应

¹ FCCC/SBI/2010/10，第 66 段。

² FCCC/SBI/2010/10，附件三。

³ FCCC/SBI/2010/10，第 68 段。

⁴ FCCC/SBI/2010/10，附件三，第 7 段(a)项。

⁵ FCCC/SBI/2010/10，第 67 段。

⁶ 41 个附件一缔约方中的 39 个缔约方提交了第五次国家信息通报，但 155 个非附件一缔约方中仅有 30 个缔约方[截至 2010 年 11 月 3 日为正确数字]提交了第二次国家信息通报。因此，非附件一缔约方国家信息通报中提供的信息量较为有限。

⁷ 欧洲第六条执行问题区域研讨会，2009 年 5 月 18 日至 20 日，瑞典斯德哥尔摩，(报告载于 FCCC/SBI/2010/2 号文件)；亚洲及太平洋第六条执行问题区域研讨会，印度尼西亚巴厘岛，2009 年 10 月 14 日至 16 日(报告载于 FCCC/SBI/2010/3 号文件)；拉丁美洲和加勒比第六条执行问题区域研讨会，2010 年 4 月 27 日至 30 日，多米尼加共和国巴瓦罗(报告载于 FCCC/SBI/2010/9 号文件)；非洲第六条执行问题区域研讨会，2010 年 9 月 13 日至 16 日，冈比亚班珠尔(报告载于 FCCC/SBI/2010/19 号文件)；小岛屿发展中国家第六条执行问题区域研讨会，2010 年 11 月 2 日至 4 日，塞舌尔维多利亚(报告载于 FCCC/SBI/2010/22 号文件)。

上文第 3 段所述履行机构之请而提交的、汇编于 FCCC/SBI/2010/MISC.7 号文件的资料和意见。

5. 经修订的新德里工作方案分别定义了第六条的六个要素(教育、培训、公众认识、公众参与、公众获得关于气候变化及其影响的信息途径、以及在这些事项方面的国际合作)。本说明概述在这六个要素的每个要素方面已取得的进展和仍存在的差距与需要。

6. 附件一是中期审查的职权范围。附件二是缔约方在国家信息通报和资料中报告的或在关于第六条执行工作的区域研讨会上介绍的六个要素方面的良好做法实例。附件二还陈述了政府间组织和非政府组织报告的良好做法实例。⁸ 附件三是缔约国在国家信息通报中报告的各国每年开展的气候变化或相关主题行动日(或周或月)的实例。附件四是指定的第六条国家和区域联络点的当前名录。

C. 附属履行机构可采取的行动

7. 履行机构不妨注意本文件所载的分析结果并确定进一步步骤，以改善或加强经修订的新德里工作方案的执行工作。

二. 经修订的新德里工作方案执行工作所取得的进展和现存需要、差距和障碍

A. 背景

8. 2002 年 11 月，缔约方通过了关于《公约》第六条的五年期新德里工作方案，作为一个灵活框架，藉以开展国家驱动的行动，处理缔约方的具体需要和国情并反映缔约方的国家优先事项和举措。

9. 在秘书处编写的一份关于新德里工作方案在 2007 年即五年实施期结束时的执行状况的报告基础上，⁹ 缔约方一致认为，该工作方案已证明是一个很好的行动框架；它们认识到，没有任何一项提高认识或能力建设战略适合于所有国家。¹⁰ 因此，缔约方决定通过将经修订的新德里工作方案再延期 5 年，在国家层面将特别重点放在必需拟订关于第六条的国家计划和战略以及编制适当的、合乎缔约方需要和国情的教育和提高认识材料。在区域和国际层面，工作方案尤其强调了以下工作的重要性：促进伙伴关系以便利实施各项活动；拟定区域方案和活动；交流信息和经验。

⁸ 这些实例已尽可能贴载于“CC: iNet”(信息网络交换所<unfccc.int/ccinet>)。

⁹ FCCC/SBI/2007/22。

¹⁰ FCCC/SBI/2007/22, 第 75(b)段。

B. 教育

1. 取得的进展、汲取的教训和良好做法

10. 缔约方和有关组织就教育对气候变化的核心重要性问题达成了广泛共识。所有区域的缔约方和有关组织都报告了在气候变化方面正在开展的广泛教育活动，报告表明，在发展中国家和发达国家都有进展。

11. 在许多发达国家和一些发展中国家，气候变化现在已是正式课程的一部分。一些缔约方报告说，与气候变化相关的大学课程数目显著增加，在小学和中学层面对这一问题的重视也有类似增加。在气候变化尚未成为正式课程部分内容的一些国家，现在正在制定计划，以将其纳入教育系统，作为必修课、选修课或课外活动的部分内容。

12. 缔约方提交的若干意见和区域研讨会的结果都强调了非正规教育作为在正规教育渠道之外了解气候变化的额外和辅助手段的重要性。通过非正规教育和使用创新工具，气候变化观念有时可更容易地融入日常意识，补充和加强通过参与传统学校课程获得的知识。使用非传统方法，尤其是由同伴担当教育者角色，可使气候变化在个性化与实在性两方面更具相关性。

13. 经修订的新德里工作方案特别强调青年在教育中的作用。¹¹ 青年人应是教育努力的主要受众之一(若非唯一主要受众)，但他们也可作为教育者发挥关键作用。青年组织及其他非政府组织(例如发展或社会文化组织)是非正规教育的主要提供方。此类组织通常由志愿者管理，它们使用体验式学习方法，提供渐进课程，吸收同侪团体，鼓励代际关系，打造领导能力和价值体系。

14. 其他团体也可在正规教育机构之外在向人们提供气候变化教育方面发挥作用。例如，拉丁美洲和加勒比第六条执行问题区域研讨会的与会者讨论了工会如何为其成员创建离线学习工具并越来越多地创建在线学习工具的情况，鼓励他们获得关于其工作场所的排放量和能源消耗的数据，在发达国家和发展中国家之间交流‘绿色工作场所’良好做法。据报告，宗教领袖和宗教团体在许多国家(尤其是非洲)正在发挥类似的重要作用。

15. 在许多国家，“联合国教育促进可持续发展十年”(2005至2014年)在学校和在更大范围内为教育活动提供了一个宝贵框架。气候变化是“教育促进可持续发展十年”的一个关键行动领域；¹² 在这方面鼓励缔约方采取具体行动，尤其促进第六条和经修订的新德里工作方案的目标。

¹¹ 第9/CP.13号决定，第11段。

¹² 联合国教育、科学及文化组织(教科文组织)是“教育促进可持续发展十年”的领导机构，该机构是这样描述“十年”的：它提供了“一个框架，可藉以加强和促进积极学习和以创新方式构思气候变化问题，以使气候变化问题在人们的日常生活中具有实义；它有助于将消极意识转化为积极关切和行为变化”。参见<<http://www.unesco.org/en/education-for-sustainable-development/>>。

2. 需要、差距和障碍

16. 尽管在将气候变化教育主题纳入教育课程方面取得了进展，在许多发展中国家缔约方的中小学课堂中，这一主题仍未得到充分处理。

17. 一些缔约方已将缺乏环境教育国家战略确定为妨碍进展的一个主要障碍。如果没有一项国家战略，将气候变化问题纳入课程之中是十分困难的。

18. 缺乏适当教材和教师培训也仍是发展中国家的一个问题。一些缔约方报告说，目前很少鼓励教师将气候变化纳入他们所教的学科之中。

C. 培训

1. 取得的进展、汲取的教训和良好做法

19. 虽然第六条的大多数要素适用于广大公众或至少很大一部分公众，但就培训而言，目标群体通常很狭窄，即在应对气候变化方面发挥具体作用的一两组专业人士。培训被广泛视为各国应对气候变化努力的关键要素。

20. 一些发展中国家目前正在为教师、政界人士和其他专业人员(例如记者)编制变化培训课程。如欲使记者能够有效和准确报道气候变化，他们就需熟悉气候变化在科学、技术和政治方面的复杂性。在这方面，缔约方和利害关系方认识到，对记者进行气候变化报道培训非常重要，并已采取措施处理这一问题。

21. 在加强媒体提高公众对气候变化认识的能力方面，国际社会也提供了支持。教科文组织与汤姆森基金会合作制作了教育促进可持续发展媒体培训和资源工具包，定名为“媒体作为教育促进可持续发展的伙伴”，¹³ 工具包旨在协助媒体专业人员在报道可持续发展问题方面所作的努力，帮助提供相关信息资源和建立一个可持续性专题媒体培训模式；该工具包有一章专门讨论了气候变化问题。

22. 已开展了许多区域培训活动，与《气候公约》技术转让专家组的工作相关。例如，非洲技术转让项目融资筹备问题区域培训研讨会旨在加强非洲项目开发者在编写符合国际金融提供方标准的技术转让项目建议书方面的能力。还组织了亚洲和太平洋区域研讨会、拉丁美洲和加勒比区域研讨会。这些研讨会对以下努力提供了支持：落实发展中国家在《气候公约》进程内正在开展的技术需要评估的结果。

23. 在 2007 年以来全球环境基金(环境基金)资助的大量项目中，培训一直是一个组成部分。其中一些项目是在联合国开发计划署(开发署)和联合国环境规划署(环境署)的国家信息通报支助方案框架内开展的，该支助方案是为协助发展中国家缔约方编制第二次国家信息通报而设立的。环境基金还与最不发达国家专家组和秘书处合作组织了一系列总共五个培训研讨会，为最不发达国家编制

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

和实施国家适应行动方案提供支持。培训活动也是环境基金资助的交通、能源管理、建筑与电器能效、二氧化碳捕获和储存和可再生能源项目以及各种适应项目的内容。¹⁴

24. 发达国家和发展中国家缔约方确定的一个主要限制是，许多记者缺乏关于复杂的气候变化问题的专业知识或培训。虽然已作出努力处理这一问题(如上文第 20 段所述)，但似乎仍需增加对记者和媒体的气候变化报道培训。此种培训可提高报道准确性，从而有助于纠正气候变化不实信息，一些缔约方和利害关系方将其视为一个重大问题。

2. 需要、差距和障碍

25. 许多发达国家缔约方目前仅在实施小规模和一次性培训活动。它们指出，在制定和实施培训方案方面有很大发展余地。

26. 许多发展中国家缔约方报告说，需制定社会各阶层的主要培训方案。培训的高度优先受众包括媒体、教师、商界领袖、政策制定者和决策者。缺乏资金和专门知识被视为制定培训方案的主要障碍。

27. 培训也是发展中国家缔约方第二次国家信息通报报告最少的项目之一。许多国家要么根本未报告培训活动，要么仅仅表示目前培训不足或不存在。训练方案被视为一项优先需要。

D. 公众认识

1. 取得的进展、汲取的教训和良好做法

28. 第十三届缔约方会议在修订新德里工作方案时，进一步强调了提高认识的重要性，以促进行为变化和激励应对气候变化的个人行动。¹⁵ 尤其在发达国家中，一个日渐增长的趋势是，提高认识活动并不满足于仅仅指出问题，而是积极鼓励公民参与解决方案。现在，在一些国家中，教育机构和媒体等较为‘中立的’实体倡导采取行动已十分普遍。由于这些努力，大多数人现在更加了解气候变化，作出了更好准备就此信息采取行动。

29. 几乎所有发达国家缔约方和许多发展中国家缔约方都制定了提高公众认识的活动，以积聚对气候变化行动的基础广泛的支持。缔约方在努力提高公众认识方面使用了多种不同工具，包括手册、小册子、网站、碳计算器、广告、海报、日历、音乐会、电影节、展览、讲座、比赛、研讨会、通讯、产品标签和特别行动日。

¹⁴ 参见环境基金提交第十四、第十五、第十六届缔约方会议的报告：FCCC/CP/2008/2/Rev.1、FCCC/CP/2009/9 和 FCCC/CP/2010/5。

¹⁵ 请比较经修订的新德里工作方案(第 9/CP.13 号决定第 13 段)和新德里工作方案(第 11/CP.8 号决定第 14 段)。

30. 公众认识调查对于确定基线以开展进一步工作和监测活动影响的价值，在经修订的新德里工作方案中也增加了对应的提及。¹⁶ 现在，在发达国家中经常进行调查，以衡量公众在气候变化方面的认识、知识和行为。在发展中国家也已进行了一些调查。

31. 几乎所有发达国家缔约方和许多发展中国家缔约方都报告说，它们建有网站，气候变化信息便于获取，提供面十分广泛。发展中国家的环境部已开始使用互联网作为提供气候变化定期更新信息的渠道。自第四次国家信息通报以来，许多发达国家缔约方已制定了多种在线工具和资源。一些网站提供关于如何使人们的家居更加节能的小窍门。另外一些网站提供在线计算器，帮助人们学习如何减少碳足迹。虽然在互联网连通性仍很低的国家在提高公众认识方面不应过分依赖互联网，但大多数缔约方一致认为，互联网是传播信息和促进公众参与的最有效途径之一。

32. 许多缔约方赞赏非政府组织的工作，认为其工作对于推进气候变化认识和行动十分关键。通过研究、游说、教育、培训和媒体活动，非政府组织在提高公众对气候变化的认识和理解方面作出了重大贡献。其努力经常得到各国政府的正式支持。一些发展中国家缔约方报告说，在其国家中，大部分提高公众认识工作是由非政府组织开展的。

33. 在提高公众对于气候变化问题和应对气候变化所需措施的认识方面，媒体具有核心作用。缔约方普遍认识到，公众的气候变化知识部分取决于媒体对这一问题的重视程度，媒体是影响公众舆论的一个最有效途径。在这方面，总体趋势是积极的。许多缔约方报告说，过去 15 年来，尤其是经修订的新德里工作方案期间，气候变化已从媒体兴趣边缘转向关注中心。媒体的气候变化报道在 2007 年开始扩张，世界各地的专题文章数量大幅增加。一些缔约方指出，2006 年阿尔·戈尔的电影《难以忽视的真相》、《政府间气候变化专门委员会第四次评估报告》的公布以及 2007 年的《斯特恩审监报告》无疑为提高兴趣作出了贡献。

34. 媒体对气候变化的兴趣增加并不局限于发达国家。发展中国家的当地报纸、电视台和电台也越来越多地报道气候变化问题。

35. 许多缔约方将日历中的某一时点或时段指定为一年一度的气候变化或相关主题行动日(或周或月)，作为使公众关注这一问题的手段。在某些情况下，气候变化是明确重点；在其他情况下，重点放在能源效率或可持续流动性等相关议题上，这些情况下，可能突出强调了与气候变化的联系。¹⁷

36. 工会在提高成员认识方面也很积极。它们交流了各自单位的气候变化一般信息，重点介绍了气候变化与公平、正义和团结问题的联系；它们还使用小册

¹⁶ 第 9/CP.13 号决定，第 17(i)段。

¹⁷ 实例见附件三。

子、网站和视听材料在工作场所开展了提高认识活动，以促进能源效率、可持续运输解决办法和负责任采购。

37. 一些缔约方认识到，提高商界对气候变化问题、尤其是对新技术和新机会以及对商业环境正在发生的变化的认识十分重要。针对商界已开展了若干公共宣传活动，以帮助它们制定更具可持续性的战略和流程。

2. 需要、差距和障碍

38. 尽管近年来取得了一些进展，但发展中国家的公众认识水平仍较低，不仅普通公众如此，记者和政府人士也是如此。关于第六条执行问题的三个区域研讨会(非洲、亚洲和太平洋以及拉丁美洲和加勒比区域研讨会)与会者提供的信息表明，这些区域不到 50%的人口对气候变化相关问题有所了解。小岛屿发展中国家的认识水平较高，与会者报告说，这些国家大约 70%的人口熟悉气候变化问题。这种较高认识水平可能是由于气候变化已在这些国家产生影响。形成对照的是，瑞典 2009 年的一项调查表明，在 2002 年推出了提高认识活动之后，99%的瑞典人都知晓或听说过气候变化。由此可见，发展中国家虽已在提高认识方面作出努力，但需要做更多的工作。

39. 尤其在一些发展中国家，一种持续需要是，进行更经常性的调查，以评估人们对气候变化问题的认识和理解水平。一些缔约方已确定，在国家层面，需改善网络化、协调和伙伴关系，一方面以避免重复努力，另一方面以避免低影响力的孤立活动。有人还表示，一些提高认识活动未充分考虑到关于沟通和行为改变技术的社会科学证据，因而未能达到本可具有的有效性。

40. 消费者方面的压力可成为一个强大力量，它可塑成更具可持续性的生产和消费模式，这种模式尤其可减少碳排放量。不过，一些缔约方已指出，为使消费者在采购时能够作出知情选择，产品和服务标签需加以改进，以清楚标示碳足迹。

41. 从经修订的新德里工作方案实施经验中得出的一个隐含讯息是，提高认识活动需借助现有社会结构并利用相应的沟通渠道，一些区域研讨会吸纳了这一讯息。全面的提高认识活动要求众多不同行为方参与推动提高认识进程，各方均使用自身网络进行沟通。这些行为方包括主要社会群体，例如，青年、妇女、非政府组织、商业利益群体、工会、宗教团体和教育工作者以及医科学生和工程师等专业网络。

42. 在一些国家，在开展公共宣传活动方面，政府与主要团体(包括青年、妇女和非政府组织)构建的伙伴关系不多。缺乏参与妨碍努力提高公众气候变化认识；政府与非政府组织、教育工作者、青年、大学和社区团体等开展更广泛的合作和构建更广泛的伙伴关系有助于解决这一弱点。

43. 在提高公众认识方面，许多资料来源方将发展中国家缺乏财力与人力资源视为一个主要障碍，缺乏技术支持途径(尤其在编制教育材料方面)也是一个主要

障碍；政治意愿不足妨碍了有效政策的推进。提高认识活动是环境基金资助的各种项目的组成部分。不过，环境基金未报告它资助了以提高公众认识为主要重点的项目。

E. 公众参与

1. 取得的进展、汲取的教训和良好做法

44. 在就此问题发表意见的缔约方、政府间组织和非政府组织中，似有以下广泛共识：民间社会积极有效地参与气候变化决策和实施工作至关重要，以便在国家、地区和地方各级应对气候变化。一些缔约方报告说，公众参与是其国家气候变化战略的具体内容。对于作为发展中和发达国家的许多欧洲缔约方而言，联合国欧洲经济委员会的《在环境问题上获得信息、公众参与决策和诉诸法律的公约》（《奥胡斯公约》）¹⁸ 提供了处理这些问题的主要国际框架。在拉丁美洲和加勒比第六条执行问题区域研讨会上，与会者指出，该区域所有国家都设立了促进公众参与气候变化相关决策过程的机制；在非洲区域研讨会上，与会者指出，该区域大多数(62%)国家设有此种机制。在小岛屿发展中国家区域研讨会上，与会者报告说，在这些国家中，71%的公民能够积极参与气候变化决策。

45. 在国家适应项目中或在制定国家气候变化方案和战略时，许多缔约方使用参与型多利害关系方进程，有时采用社会伙伴关系模式，并与编制国家信息通报等相关进程相联系。非政府组织网络或总联盟在传达拥有广泛共同利益的大量组织的意见方面经常发挥着重要作用，从而使参与进程更易于管理。为征求利害关系方和公众意见所采取的措施包括，全国对话、圆桌讨论、公开听证会、会议、顾问委员会、电台来电讨论和公民论坛。一些缔约方已建立了公众评论气候变化立法草案的程序。在某些情况下，这种评论是通过网上程序进行的。一些缔约方还建立了机制，确保青年人在气候变化决策过程中得到了充分代表。一些缔约方强调了建立一个确保参与的法律框架的价值。

46. 在公众参与《气候公约》进程方面，与许多其他政府间谈判相比较而言，这些进程透明度较高，参与性较强。2003年制定的一套准则对非政府组织参与《气候公约》进程的模式作了规定。¹⁹ 关于改进可能性的讨论正在进行之中，但已有很多积极迹象。其中包括：会议接纳的非政府观察员人数很多；在缔约方会议及其附属机构的届会上举办了会外活动、展览和展示；经常有机会参加书面评论程序和在全会上发言；在许多政府代表团中有非政府组织的参加。

47. 过去数年来，青年人已经证明，通过参与地方和全球气候变化问题辩论，在促进公众参与应对气候变化方面，他们可成为积极的伙伴。《气候公约》秘书

¹⁸ <<http://www.unece.org/env/pp/>>。

¹⁹ 非政府组织代表参与《联合国气候变化框架公约》各机构会议的准则。可在以下网站查阅：<http://unfccc.int/resource/ngo/coc_guide.pdf>。

处作为协调方的《联合国儿童、青年与气候变化问题联合框架倡议》²⁰ 编写了一本小册子，²¹ 介绍了这种参与实例。在《公约》缔约方会议第十四届会议和作为《京都议定书》缔约方会议的《公约》缔约方会议(《议定书》/《公约》缔约方会议)第四届会议上，500 多名青年人在波兰波兹南聚集一堂，要求各国政府共同努力，达成一项雄心勃勃的气候条约。在《公约》缔约方会议第十五届会议/《议定书》/《公约》缔约方会议第五届会议之前，《气候公约》秘书处已给予青年人临时集团地位，从而提高了他们参与国际气候变化谈判的能力。荷兰政府的财政支持和区域青年团体与《气候公约》秘书处的技术援助，使 50 多名发展中国家的青年代表参与了《公约》缔约方会议第十五届会议。多达 1500 名青年人作为非政府组织代表团成员积极参与了《公约》缔约方会议第十五届会议；大约 20 个政府代表团有青年组织的代表。²²

2. 需要、差距和障碍

48. 一些缔约方表示，需更明确地报告公众参与活动。许多国家信息通报根本未报告公众参与活动，对这些活动作了报告的一些国家信息通报是在其它标题下报告的(即，这些信息的提供未与第六条相联系)。

49. 在报告公众参与情况时，一些缔约方仅报告了公众的气候变化缓解行动。虽然公众的个别行动在处理气候变化问题方面是重要内容，但“公众参与”概念远比此更为宽泛，它包括公众影响决策过程的机会。

50. 若干发展中国家报告说，它们认为，其公众参与做法未达到要求。借鉴欧洲区域的《奥胡斯公约》实例，在尚无以下法律框架的缔约国中建立一个法律框架，对公众参与气候变化相关决策作出规定，将有助于执行经修订的新德里工作方案。

51. 一些缔约方报告说，公共兴趣水平虽是成功标帜，但在组织参与进程方面却造成难题。一些缔约方强调，需将促进公众参与的活动纳入国家规划进程。

52. 需作出特别努力，以确保在气候变化决策过程中听取妇女、青年、土著人民和地方社区的观点。这些团体在决策过程中经常被边缘化，决策过程也因之受窘。参与进程应以便于其参与的方式加以设计，并提供足够资源。

²⁰ 2008 年 9 月以来，《联合国儿童、青年与气候变化问题联合框架倡议》促进了在地方、区域和全球层级开展的儿童与青年气候变化举措的协调与实施工作，也促进了他们在更大程度上参与政府间气候变化进程。

²¹ 参见：<http://unfccc.int/files/cc_inet/information_pool/application/pdf/growingtogether.pdf>。

²² 该《框架倡议》还出版了一本小册子，向政府、政府间组织、非政府组织和青年人通报青年在《气候公约》届会上的参与过程。可在以下网站查阅：<http://unfccc.int/files/cc_inet/information_pool/application/pdf/unfccc_youthparticipation.pdf>。

F. 公众获取信息途径

1. 取得的进展、汲取的教训和良好做法

53. 人们广泛认识到，向公众提供获取气候变化举措、政策和结果信息的途径十分重要，这尤其是因为，信息获取途径是公众有效参与决策过程的必要条件。大多数国家已采取措施，通过多种途径，积极传播或以其他方式提供气候变化相关信息。这些途径包括：科学和技术出版物；报纸、广播和电视；会议、研讨会和讲习班；网站，包括在线数据库。

54. 许多发达国家缔约方，包括作为《奥胡斯公约》缔约方的所有发达国家缔约方，都有保障公众获取环境信息、包括气候变化相关信息的权利的法律框架。这一权利通常适用于公共当局掌握的信息，尽管在某些情况下，公众有权直接从私营企业获得信息。

55. 大多数缔约方一致认为，互联网是传播信息和使公众参与的最有效途径之一。大多数发展中国家缔约方认识到，信息获取途径的增加和公众参与决策改善了决策质量，提高了公众对气候变化问题的认识。许多缔约方已开发出多种网上工具、资源和网站，使气候变化信息可广泛获得和便于获得。

56. 在发展中国家，报纸、电台和电视对气候变化的报道日益增加。非洲第六条执行问题区域研讨会的与会者表示，他们利用电视、广播、提高认识活动和报纸作为传播信息的主要途径。大多数与会者表示，其国家设有国家联络点，在寻求气候变化信息时可与其联系。在这些国家中，65%以上的国家建立了国家气候变化官方网站。亚洲和太平洋区域研讨会强调指出，需建立多种沟通渠道，包括新闻发布会、印刷类广告、在线媒体和电影短片。渠道多样化可保证更多公民了解气候变化和参与其缓解工作。在欧洲区域研讨会上，与会者认识到，可通过履行《奥胡斯公约》使信息获取途径得到加强。小岛屿发展中国家区域研讨会报告说，77%的与会国建立了国家气候变化网站，73%的与会国设有气候变化信息国家联络点。

57. 缔约方普遍承认“CC: iNet”²³ (信息网络交换所)作为促进执行第六条的一个重要工具的作用；在多个场合，它们提出了建议，以打造一个充分运作、多语种和用户友好型交换所。在大多数区域研讨会上，介绍了“CC: iNet”原型版本，以说明两阶段实施方法并概要介绍加强该系统及其信息的升级计划。“CC: iNet”的完全版本于2010年10月发布，若干功能得到改善。²⁴

²³ <<http://unfccc.int/ccinet>>。

²⁴ “CC: iNet”完全版本的更多情况，见 FCCC/SBI/2010/24 号文件。

2. 需要、差距和障碍

58. 缔约方就信息获取途径主题提供的信息十分有限，这可能是由于与公众认识主题有很大重叠。极少发展中国家谈及以下问题：其辖区是否对公众获取气候变化相关信息的权利提供法律保障(例如，《奥胡斯公约》所提供的保障)。

59. 欧洲区域研讨会的与会者表示，需采取进一步措施，以促进第六条良好做法信息交流(包括一个可以用电子方式查阅的出版物)²⁵ 和制定报告良好做法的格式。亚洲和太平洋区域研讨会的与会者认为，良好做法应可适用、可衡量、具有参与性、顾及性别和具有可持续性。他们还提到，“CC: iNet”作为一种信息工具，需进一步加以开发。他们提到，文盲现象、语言障碍、信息具备度不足、技术差距、使科学知识向基层传播受到妨碍的文化障碍、对“CC: iNet”及其用途了解不足，是获取信息的障碍。

G. 国际合作

1. 取得的进展、汲取的教训和良好做法

60. 在关于区域和国际努力问题的一个新章节中，经修订的新德里工作方案鼓励在区域方案和活动框架内在编制教育和培训材料方面开展合作并提供支持。²⁶ 国际合作在加强各国的气候变化教育、培训和公众认识活动方面可发挥重要作用。许多政府需要专门知识和资金与技术资源的获取途径，以便能够制定本国的气候变化方案；分享成功经验、交流人员和加强体制能力可使所有国家从中受益。

61. 在国家信息通报中就此问题作出报告的发达国家中，大多数国家承诺在发展中国家的气候变化问题上包括在第六条活动方面发挥积极和建设性作用。一般而言，这些缔约方报告它们为支持实施具体项目所提供的财政援助水平，这些项目以发展中国家为重点或整合发展中国家的教育和宣传活动；这些缔约方还报告它们在这些国家举办和支助的各种培训研讨会。缔约方向发展中国家提供的财政支持和能力建设数量有所差异；但正在作出努力，以提高缔约方执行《公约》的集体能力。

62. 区域研讨会为介绍国际和区域合作、包括南南合作的实例提供了一个宝贵平台。例如，与会者向拉丁美洲和加勒比区域研讨会通报说，巴西的气候变化在线门户以英语、法语、葡萄牙语和西班牙语提供信息，在与安哥拉、佛得角、几内亚比绍、莫桑比克、圣多美和普林西比和东帝汶等葡语国家的国际合作中以及在与博茨瓦纳和海地等非葡语国家的国际合作中发挥工具作用。与会者还介绍了区域内合作实例；例如，在亚洲和太平洋区域研讨会上，有人向与会者通报了气

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

²⁶ 第 9/CP.13 号决定，第 19 段。

候变化、臭氧耗竭和生态系统变化专题工作组的工作，亚洲和太平洋区域的 14 个国家以及区域和国际机构参与了这一工作。

63. 在区域研讨会上，与会者还认识到伙伴关系的价值和国际非政府组织在加强区域和国家能力方面可发挥的重要作用。此种努力的实例包括：欧洲妇女共建未来组织²⁷（一个在 40 多个国家运作的环境非政府组织网络）的区域能力建设方案，除其他活动外，该组织支持以交流知识和经验为重点的培训方案；英国文化协会的国际气候倡导者方案，该方案旨在向世界各地的青年人提供技能、培训和获取资源途径，以采取行动处理气候变化问题。

64. 区域研讨会进一步阐述了政府间组织在加强国家和区域能力方面的重要作用。实例包括：联合国环境规划署和开发计划署在非洲开展的“CC: Dare”联合项目，这些项目涉及教育、培训和公众认识内容；在小岛屿发展中国家开展的“观沙倡议”，这是教科文组织领导的一个项目，以提高尤其是儿童和青年对脆弱的海洋和沿海生态系统的认识为目标。

65. 各种国际组织也报告说，它们已采取措施，编制教育、培训和宣传材料。例如，联合国儿童基金会已制作了气候变化教育资源包，尤其以儿童为目标。拉丁美洲和加勒比区域研讨会对资源包进行了同行审查，将对资源包进行调整，以吸收所收到的反馈意见。教科文组织已编制了各种教育材料，以教师、课程开发者、教师培训者、教育规划者和媒体为教育对象；该组织目前正在制定一项气候变化教育促进可持续发展举措，以帮助青年人认识和处理当今的全球变暖影响。一个联合国气候变化培训服务平台(称为“CC: Learn”），通过 22 个联合国机构的合作，于 2009 年推出，作为对执行第六条关于培训和技能开发的规定的贡献。该平台的一个主要目标是，通过与成员国、联合国机构和有关发展伙伴构建的伙伴关系，为设计和实施国家驱动的、以结果为导向的气候变化学习策略和行动提供支持。²⁸

66. 《气候公约研究金方案》向处于职业生涯中途的政府官员，最好是小岛屿发展中国家和最不发达国家的官员提供了在《气候公约》秘书处内从事研究项目的可能性，从而有助于提高发展中国家应对气候变化的能力。第三轮方案于 2010 年夏天启动。

2. 需要、差距和障碍

67. 在提交了第五次国家信息通报的 39 个附件一缔约方中，不到一半的缔约方列入了与发展中国家缔约方开展合作和向发展中国家缔约方提供支持的信息，尤其是与《公约》第六条相关的合作和支持。²⁹

²⁷ <<http://www.wecf.eu>>。

²⁸ 更多的信息，见<www.uncclearn.org>。

²⁹ 例见附件二。

68. 在吸取了一系列区域研讨会的宝贵经验基础上，许多缔约方承认，需在多边和双边伙伴和组织的财政和技术支持下，经常举办区域和次区域研讨会，以加强国际合作，特别是南南合作。

三. 结论和建议

A. 缔约方和有关组织的趋势与建议综述³⁰

69. 缔约方(尤其是发达国家)和有关政府间组织和非政府组织报告说，它们继续开发和支持与第六条相关的各种活动和方案。尽管在执行经修订的新德里工作方案方面取得了进展，许多挑战仍然存在。许多缔约方和有关组织认为，如欲促进第六条相关活动的协调与实施，就必须加强现有的体制、法律、技术和组织能力。一些缔约方表达了以下关切：除在寻找气候变化问题的科学和技术解决办法方面所作的努力之外，第六条所涉及的‘软’问题没有得到足够的优先考虑。

70. 虽然许多发展中国家在发达国家的资金和技术支持下正在开展多项活动，包括培训活动、研讨会和编制学习材料，但其中大多数国家提出，需要更多资金以增加这些活动。在这方面，值得注意的是，在通过经修订的新德里工作方案时，缔约方会议请环境基金酌情提供财政资源，以支持实施经修订的新德里工作方案并定期向缔约方会议报告它已向其提供支持的活动。³¹ 同时，缔约方会议对环境基金的进一步指导意见重申了这项要求。³² 然而，除资助培训项目之外，全球环境基金未资助与民间社会的作用相关的第六条活动，例如教育和提高公众认识，除将其作为环境基金资助的、以其它问题为主要关注点的项目的次要组成部分之外。

71. 应增加为在气候变化教育和宣传中担当关键角色的群体(例如记者、教师和社区领袖)提供的培训机会，以提高气候变化问题沟通技能。

72. 应加强为增加青年、妇女、民间社会组织和基层社区对第 6 条实施工作的参与而采取的措施。

73. 应加强使用电子工具，就良好做法和汲取的教训进行国际信息交流；应尽可能以不同语言提供这方面的信息。

74. 为提高公众认识、教育和培训活动的有效性，监测和评价其成就十分重要。在开展第六条活动的同时，实施参与性监测和评价机制，将有助于确定需改进领域并改善未来活动的规划。

³⁰ 根据国家信息通报和/或提交材料中所报情况。

³¹ 第 9/CP.13 号决定，第 5 段。

³² 第 7/CP.13 号决定(对全球环境基金的进一步指导意见)，第 4 段。

75. 最后，有必要改善发展中国家在国家信息通报中报告与第六条和经修订的新德里工作方案相关的活动。在某些情况下，这些信息并不与气候变化问题直接相关，而是包含一般环境主题。一些缔约方表示，根据国家信息通报中所列信息，在公众参与和国际合作方面，第六条的执行工作似乎尤其不力。

B. 区域研讨会建议综述

76. 所有五个区域研讨会的与会者都提出了建议，以加强经修订的新德里工作方案在各自区域的实施。³³ 这些建议中的共同主题包括：

(a) 鼓励缔约方指定一个第六条国家联络点。对大多数区域而言，一个关键问题是，向联络人提供手段，确保通过资金和技术支持对国家层级各项活动进行协调并确保获取信息和资料的适当途径。

(b) 加强利害关系方之间的网络化和信息与良好做法交流。“CC: iNet”被视为一个重要工具：对于促进经修订的新德里工作方案的实施工作而言，加强其用户友好性和促进其使用(包括通过培训)十分关键。

(c) 所有区域的与会者都提出，增加青年的作用和重要性，将其作为一个积极行为方和关键受众。在三个区域(亚太、欧洲和小岛屿发展中国家)中，与会者请缔约方提出儿童和青年人选，作为政府间会议的国家代表团成员。与会者同样强调了妇女和社区组织等其他群体的重要性。

(d) 所有缔约方都强调的一项关键内容是，与主要利害关系方合作，制定第六条国家和/或区域战略，尤其是沟通战略。缔约方经常提到的是，需制定方法学和导则，以支持这些战略的设计和实施工作。列明需要和确定优先事项，似是设计国家战略的一个先决条件，而且是合理规划支持工作的关键。

(e) 增加/促进与有关国际组织和现有相关区域机构的合作。

(f) 在《公约》的资金机制内将资助与执行第六条相关的活动正规化；扩大其它来源(包括双边和多边合作机构、国家公共资金、非政府组织和私营部门)的资金。

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>
		quarters participated in the project, saving more than 12 per cent energy, avoiding 3,000 tonnes of CO ₂ emissions. <i>More information:</i> Climate Quarters
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 (in Danish only):</i> 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>

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		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

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Estonia	Public access to information	<p>During the past decade, Estonia has started using different information technologies to provide the public with better 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>

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		<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>

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		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> KlimatolLubni</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>

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
		<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 (In Spanish):</i> Comunicar el Cambio Climático and List of climate change guides in Spanish</p>

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
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>

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
		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	<p>ACT ON CO₂, 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 CO₂ 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 CO₂ emissions as a result of the campaign -- an increase of 23 percentage points since summer 2007. The ACT ON CO₂ online calculator has received more than 1.5 million unique visitors since its launch in June 2007. The ACT ON CO₂ campaign won two Green Awards in 2008, adding to the two it won in 2007.</p> <p><i>More information:</i> ACT ON CO₂</p>
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	<p>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 CO₂ – the equivalent to annual emissions from heating nearly 5.5 million average homes.</p> <p><i>More information:</i> Carbon Trust campaign</p>
United States of America	Training	<p>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.</p> <p><i>More information:</i> NOAA Climate Services</p>
United States of America	International cooperation	<p>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.</p>

<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 • World Environment Day 	<p>Earth Day has been celebrated in Croatia since 1990. On World Environment Day in 2007, the United Nations Development Programme helped Croatia prepare 540,000 climate change action brochures</p>

<i>Party</i>	<i>Event</i>	<i>Description of event</i>
		that were inserted into newspapers. Cities in Croatia participate in European Mobility Week. <i>More information:</i> Earth Day
Estonia	<ul style="list-style-type: none"> • Car Free Day • European Mobility Week • World Environment Day • Snowmen Campaign Against Climate Change day 	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.
European Union	<ul style="list-style-type: none"> • European Mobility Week • European Car Free Day • Green Week • Sustainable Energy Days 	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. <i>More information:</i> European Mobility Week and Green week
Finland	<ul style="list-style-type: none"> • National Energy Awareness Week 	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.
Greece	<ul style="list-style-type: none"> • Energy days 	Many Greek cities organize energy days.
Italy	<ul style="list-style-type: none"> • CLIMA Days • Energy Saving Day • National Week of Education for Sustainable Development 	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. <i>More information:</i> Italian UNESCO week on education on sustainable mobility

<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>.