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Article 6 of the Convention

**Report on the regional workshop on the implementation of Article 6 in Latin
America and the Caribbean**

Note by the secretariat*

Summary

The regional workshop on the implementation of Article 6 of the Convention in Latin America and the Caribbean was held in Bavaro, Dominican Republic, from 27 to 30 April 2010. The participants included 21 representatives from Latin America and the Caribbean. They shared experiences, lessons learned and good practices in developing and implementing education, training and outreach activities, and discussed opportunities for strengthening and expanding those activities. They also assessed the implementation of the amended New Delhi work programme on Article 6 of the Convention and made recommendations on how to further enhance it.

* This document was submitted after the due date owing to the timing of the regional workshop.

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I. Introduction

A. Mandate

1. The Conference of the Parties (COP), at its eighth session, adopted the New Delhi work programme on Article 6 of the Convention (hereinafter referred to as the New Delhi work programme),¹ a five-year work programme on the implementation of Article 6 of the Convention (hereinafter referred to as Article 6). The Subsidiary Body for Implementation (SBI), at its twenty-seventh session, recognized that the five-year New Delhi work programme had proved to be a good framework for action,² and that the regional workshops on Article 6 held within the five-year period had helped to advance the New Delhi work programme by providing useful inputs to the work on Article 6 at the country level and identifying possible follow-up action at the national, subregional and regional levels.³

2. At its thirteenth session, the COP, by its decision 9/CP.13, decided to adopt the amended New Delhi work programme as contained in the annex to that decision and to extend it for five years. In that same decision, the secretariat was requested to organize thematic regional and subregional workshops, prior to the intermediate review of the work programme in 2010, to share lessons learned and best practices.⁴ The secretariat began this process by holding a European regional workshop in Stockholm, Sweden, from 18 to 20 May 2009,⁵ followed by a regional workshop for Asia and the Pacific in Bali, Indonesia, from 14 to 16 October 2009.⁶

B. Possible action by the Subsidiary Body for Implementation

3. The SBI may use the information in this report to identify matters for further consideration and to make recommendations on further action to advance the implementation of the amended New Delhi work programme.

C. Background

4. The amended New Delhi work programme sets out the scope of and provides the basis for action on activities related to Article 6, in accordance with the provisions of the Convention. It serves as a flexible framework for country-driven actions to address the specific needs and circumstances of Parties, while reflecting their national priorities and initiatives. Within this five-year framework, Parties have agreed on a list of activities that could be undertaken at the national and regional levels to enhance climate-focused education and training programmes. Parties have also agreed to increase the availability of information on climate change in order to improve public understanding of and participation in addressing climate change issues.

5. In developing and implementing activities related to Article 6, Parties should seek to enhance cooperation and coordination at the international and regional levels, including the identification of partners and networks with other Parties, intergovernmental organizations (IGOs) and non-governmental organizations (NGOs), the private sector, state and local governments, and community-based organizations. Parties should also promote and facilitate the exchange of information and materials, and the sharing of experiences and good practices.⁷

¹ Decision 11/CP.8.

² FCCC/SBI/2007/34, paragraph 51 (a).

³ FCCC/SBI/2007/34, paragraph 51 (b).

⁴ Decision 9/CP.13, annex, paragraph 29 (c).

⁵ FCCC/SBI/2010/2.

⁶ FCCC/SBI/2010/3.

⁷ Decision 9/CP.13, annex, paragraph 18.

II. Proceedings

6. The regional workshop on the implementation of Article 6 of the Convention in Latin America and the Caribbean was held in Bavaro, Dominican Republic, from 27 to 30 April 2010. It was organized by the secretariat in cooperation with the Government of the Dominican Republic. It was funded by the Government of Spain.

7. Participants from 21 countries across Latin America and the Caribbean, representatives from Spain, the United Nations International Children's Fund (UNICEF), and national and regional experts from NGOs, youth organizations and trade unions participated in the workshop.

8. The workshop was chaired by Mr. Samuel Ortiz Basualdo, the Vice-Chair of the SBI. Mr. Ortiz Basualdo opened the workshop by stating that Parties should share concrete best practices in the fields of education, training and public participation in climate change. This was followed by welcoming remarks by a representative of the secretariat, who mentioned that the outcomes of the regional workshop could be shared during the discussions on Article 6 and capacity-building under the Convention and its Kyoto Protocol at upcoming meetings of the COP and the Conference of the Parties serving as the meeting of the Parties to the Kyoto Protocol (CMP). Mr. Omar Ramirez Tejada from the Government of the Dominican Republic explained his Government's efforts to support the implementation of Article 6, focusing on activities to raise awareness among the Dominican Republic's citizens of climate change and its impending consequences.

9. The workshop, which took place over three and a half days, was structured around 18 presentations and four small working group sessions. The first session provided an outline for the workshop and background information on Article 6 and the amended New Delhi work programme, including an invitation to Parties to prepare reports, as part of their national communications, on their efforts to implement Article 6, and to share best practices for the purpose of reviewing the implementation of the amended New Delhi work programme in 2010 and 2012.

10. The second session included presentations by representatives of Brazil, Colombia and UNICEF on best practices for involving the public in the implementation of Article 6. A summary of these presentations is contained in chapter III below.

11. The next session focused on tools for networking and information exchange promoted by the United Nations system, such as the information network clearing house CC:iNet⁸ and the One UN Training Service Platform on Climate Change, UN CC:Learn, which is coordinated by the United Nations Institute for Training and Research (UNITAR). CC:iNet was designed as a clearing house for sources of information on public information, education and training in the field of climate change. Meanwhile, UN CC:Learn seeks to promote the involvement of Parties in: the development of a web-based inventory of United Nations materials for learning and training in the field of climate change; pilot action to develop a One UN Climate Change Training Package; and the conceptualization of a modular curriculum to support country-driven climate change workshops in 2010.

12. The participants broke into smaller groups to discuss reporting on the implementation of Article 6 in Latin America and the Caribbean through national communications. A summary of the main outcomes of this discussion is presented in chapter IV below.

13. The first day ended with a special multimedia presentation by representatives of the British Embassy in Costa Rica, which promoted awareness-raising activities targeting children and young people.

⁸ Available at <<http://unfccc.int/ccinet>>.

14. The second day of the workshop started with presentations by the secretariat, representatives of the youth constituency (YOUNGO)⁹ and the British Council on their work to enhance awareness of climate change among children and young people and increase their participation in climate change issues, taking particularly into account the importance of education and involvement of indigenous communities in activities related to Article 6. A summary of these presentations is contained in chapter III below.

15. In the next panel, examples relevant to public awareness of climate change in Costa Rica, the Dominican Republic, Jamaica and Saint Lucia were discussed. In smaller groups, the participants then shared best practices in relation to raising public awareness of, and communicating and facilitating access to information on, climate change issues by using networking and information exchange tools such as CC:iNet. A summary of the main outcomes of this discussion is presented in chapter IV below.

16. The third day of the workshop started with a series of presentations promoting regional and international cooperation by representatives of Spain, the British Council, and the secretariat on behalf of the United Nations Economic Commission for Europe (UNECE). This was followed by a series of presentations on case studies on education and training efforts related to climate change by representatives of Honduras, Mexico, the Earth Child Institute and the trade unions constituency (TUNGO). A summary of the presentations made during these panels is presented in chapter III below.

17. Representatives of UNICEF then facilitated a peer review session on the Climate Change Environmental Education Resource Pack (CCEERP) for Child-Friendly Schools. Participants recommended potential improvements, which are summarized in chapter IV below.

18. The fourth day of the workshop started with a presentation by a representative of the secretariat on the results of a survey completed by the workshop participants on national and regional priorities in the implementation of Article 6 and the amended New Delhi work programme. This was accompanied by a presentation by another representative of the secretariat, providing an evaluation of the user-friendliness of CC:iNet and detailing next steps for its development and implementation. A summary of these presentations is contained in chapter III below.

19. At the final session on the last day, the participants broke into smaller groups to share inputs to the intermediate review of the amended New Delhi work programme. The participants then presented the outcomes of the discussions in these breakout groups and outlined a number of recommendations focusing on key target groups, existing gaps and possible areas for improvement, which are contained in chapter V below.

20. All available presentations can be found on the UNFCCC website.¹⁰

III. Summary of the presentations

A. Regional priorities for the implementation of Article 6 of the Convention and the amended New Delhi work programme

21. A representative of the secretariat provided an overview of the status of the implementation of Article 6 and the amended New Delhi work programme in Latin America and the Caribbean based on a survey of the workshop participants. The profile of the respondents was as follows: 40 per cent were responsible for developing and/or implementing national programmes on Article 6; 25 per cent were involved in activities related to Article 6; and 10 per cent were interested in learning more about activities related to Article 6. Overall, the four most important issues regarding Article 6 according to

⁹ YOUNGO is listed as a provisional constituency pending a final decision on its status by the secretariat by COP 17.

¹⁰ See <<http://unfccc.int/5526>>.

the respondents were: education, training, public awareness and access to information, and public participation.

22. With regard to education, it was noted that most curricula on environmental issues target primary and secondary education, with less emphasis on higher education. The respondents stated that the main barriers to the implementation of educational activities include the inability to add new subjects to the educational curriculum, lack of educational materials and inadequate financial and human resources.

23. The main barriers to the implementation of training activities include inadequate funding and lack of appropriate human resources. The participants considered training of trainers programmes, workshops and an ongoing 'learning by doing' approach as the most appropriate methods of addressing training-related priorities.

24. With regard to public awareness and access to information, the respondents stated that 40–50 per cent of the citizens of their respective countries were aware of issues related to climate change. Most awareness-raising activities are carried out by governments, NGOs and the press. The Parties' key target audiences include the general public and policymakers, the press, NGOs, academia, and children and youth. The key messages used by Parties to promote awareness of climate change issues are: that climate change is taking place and poses real threats, and that there are specific actions that citizens can take to reduce emissions and to adapt to the adverse effects of climate change. The respondents stated that they use television, radio and training workshops as their main means of disseminating information, while focusing the least on printed books and local leaders. The respondents found that the main barriers to implementing awareness-raising activities include inadequate financial and human resources, inadequate expertise, and the low level of priority given to climate change in the development agenda of their countries. In order to improve awareness-raising efforts, the respondents seek, primarily, training for staff, guidelines and best practices, assistance from international organizations with expertise in activities related to Article 6, and access to baseline indicators, monitoring tools and information and communication technologies.

25. According to the respondents, information on climate change issues is available to the public in their countries. Most of the respondents stated that their countries have a national focal point who can be contacted when seeking information on climate change, and over 65 per cent of these countries have an official national climate change website.

26. With regard to public participation, it was noted that all countries in the region have a mechanism to promote public participation in climate change related decision-making processes. The general public can also participate on a case-by-case basis in the drafting of national communications, cross-sectoral round tables and public consultations.

27. Regarding international cooperation, most respondents acknowledged that financial support had been received to undertake activities related to national communications, adaptation and mitigation projects. However, very little support for activities related to Article 6 was reported.

28. Based on the results of the survey questionnaire, the workshop participants identified areas that need to be addressed in order to improve the implementation of the amended New Delhi work programme. These include:

- (a) Clear guidelines on the implementation of Article 6 and the amended New Delhi work programme;
- (b) Clear guidelines for reporting on activities related to Article 6 within the context of the drafting of national communications;
- (c) The creation of training programmes and the provision of technical assistance for focal points for activities related to Article 6;

- (d) The creation of a financial mechanism specifically targeting activities related to Article 6.

B. Public participation in climate change issues

29. A representative of Brazil presented his country's experience in promoting public participation in the drafting of its national communications to the UNFCCC. He stressed the importance of engaging the public in this drafting process as a tool for capacity-building and raising awareness of climate change. He noted that back when the first national communications were submitted in 1994, there was a noticeable lack of awareness on the subject of climate change among the general public in Brazil, owing especially to the lack of educational materials available in Portuguese. This led to the development of a series of awareness-raising tools, such as a climate change online portal, training materials on the clean development mechanism (CDM), and Portuguese translations of relevant official documents. Following the development of these tools, Brazil was able to create an inclusive consultation process for the review of its national communications, which included a line-by-line editing process similar to the review of reports by the Intergovernmental Panel on Climate Change (IPCC). This review process involved 150 entities and 700 specialists, as well as being open to the general public through Brazil's climate change online portal. When preparing to draft its second national communication, Brazil recognized an increased level of public awareness of climate change issues, and it is now challenged by the increased level of public interest in participating in the drafting process. The climate change online portal is now available in English, French, Portuguese and Spanish and has served as a tool for international cooperation with Portuguese-speaking countries such as Angola, Cape Verde, East Timor, Guinea Bissau, Mozambique, and Sao Tome and Principe, as well as with non-Portuguese speaking countries such as Botswana and Haiti.

30. Colombia is promoting efforts to support public participation within a national adaptation project, focusing on:

- (a) Generating information to inform decision-making on climate change issues;
- (b) Promoting adaptation efforts in mountainous ecosystems;
- (c) Carrying out adaptative activities in insular regions;
- (d) Responding to tropical diseases exacerbated by the effects of climate change.

31. Adaptation measures in mountainous ecosystems have been taken after consultations with the local communities affected, especially within the framework of developing alternative agricultural systems that satisfy social, economic and ecological requirements. Some of the lessons learned in Colombia with regard to engaging the public in adaptation measures include the need for more educational materials targeting children, the importance of including issues related to Article 6 on the national and international policymaking agendas, the need to include activities to promote public participation within the national planning processes, and the need for international cooperation to promote activities related to Article 6 as a key component of adaptation to climate change.

32. UNICEF presented its work on tackling the social consequences of climate change. It stressed that a strong focus on children is required as their vulnerability to the effects of climate change is increasingly higher than that of other population groups. It was also stated that environmental health risks such as malnutrition and lack of access to water and sanitation, in addition to natural disasters, need systematic approaches to engaging communities in disaster risk reduction. Finally, the representative of UNICEF discussed the 'Child-Friendly School' model as a concrete pathway towards adapting to climate change. This 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.

C. Sharing best practices in using the information network clearing house CC:iNet, and the One UN Training Service Platform on Climate Change, UN CC:Learn

33. A representative of the secretariat presented CC:iNet. This web-based platform established under the New Delhi work programme was designed as a clearing house for sources of information on public information, education and training in the field of climate change. It is designed to help governments, organizations and individuals gain rapid and easy access to ideas, strategies, contacts and a database of experts and materials that can be used to motivate and empower people to take effective action on climate change. It includes various indexed textual and relational databases, search features, and links to partners including Parties, United Nations agencies, IGOs and NGOs engaged in the implementation of Article 6.

34. The presentation on CC:iNet illustrated the two-phase implementation approach, current features and functionality, and the planned enhancement of the system and its information to be completed by COP 16 and CMP 6¹¹ in order to best accommodate the needs of its current users and engage a broader audience. This enhancement will involve improvements to the functionality of the system, the quality and type of information, and the layout and organization of materials. The presentation concluded with a short guide to registering on the website,¹² and a demonstration of how a registered user can enter and retrieve information.¹³

35. A representative of the secretariat presented the results of a short evaluation by workshop participants of the usability of CC:iNet and suggestions for its improvement. A total of 47 per cent of the respondents reported using the UNFCCC website as the primary access point for CC:iNet, while 26 per cent of the respondents were not aware that CC:iNet existed. Most respondents who access CC:iNet tend to use it once or twice a month and were unaware of the opportunity to submit contributions. Most respondents use CC:iNet for browsing and searching for information related to climate change. The main suggestions for improving CC:iNet were:

- (a) To enhance the content of the platform;
- (b) To enhance efforts to promote CC:iNet through other websites;
- (c) To define keywords in its search functionality;
- (d) To translate it into different languages;
- (e) To provide contact information for national focal points for activities related to Article 6.

36. A representative of the secretariat presented the development of UN CC:Learn on behalf of UNITAR. The presenter explained that the objectives of UN CC:Learn are to become a comprehensive tool for accessing and sharing training materials on the subject of climate change, to foster the development of a One UN Climate Change Training Package, to support national processes to strengthen human resources and skills development in relation to climate change through cooperation in the United Nations system, and to facilitate knowledge sharing on the design, delivery and evaluation of the climate change related training activities of United Nations agencies.

¹¹ See FCCC/SBI/2007/26.

¹² See *Contributing to CC:iNet - A quick-start guide*. Available at http://unfccc.int/cc_inet/information_pool/simple_search/items/3522.php?displayPool=874.

¹³ See *CC:iNet Video presentation – Registration and submitting content*. Available at http://unfccc.int/cc_inet/information_pool/simple_search/items/3522.php?displayPool=1384.

37. The main areas of activity of UN CC:Learn include:

- (a) Knowledge management and networking, which includes a searchable inventory of United Nations learning and training resources, information on climate change related training activities promoted by the United Nations, and the sharing of experiences and good training practices;
- (b) The development of a One UN Climate Change Training Package, which includes core United Nations learning materials and thematic learning kits;
- (c) Pilot projects at country level to strengthen human resources and skills development in relation to climate change.

D. Enhancing awareness of climate change among children and young people and increasing their participation in climate change issues

38. Over the years, the participation of children and young people in climate change issues has incrementally increased, reaching an unprecedented level at COP 15, which nearly 1500 young people from over 100 countries attended, calling for strong leadership to secure an ambitious, fair and binding deal. In November 2009, young people and children were officially recognized as a formal constituency by the secretariat, on a provisional basis pending a final decision on the status of YOUNGO before COP 17, thereby enhancing their ability to participate in the international climate change negotiations.

39. The United Nations Joint Framework Initiative on Children, Youth and Climate Change is a secretariat-led initiative working with existing and emerging United Nations inter-agency mechanisms and with youth organizations. Its goal is to facilitate more effective coordination and implementation of initiatives for children and youth in their countries, and a greater engagement of children and youth in intergovernmental processes and related activities undertaken by the United Nations family. In particular, the Joint Framework aims to:

- (a) Raise awareness and understanding among children and young people of climate change issues;
- (b) Support educational (both formal and non-formal) programmes at the regional and national levels to build capacity and facilitate the local actions of children and young people;
- (c) Allow children and young people to have a louder voice in national, regional and global intergovernmental and decision-making processes on climate change issues.

40. A representative of the secretariat noted that the Joint Framework had released the publication *Growing Together in a Changing Climate*,¹⁴ which contains information on some of the many climate change initiatives produced by the United Nations and young people. These range from global initiatives raising awareness for combating climate change, to advocacy efforts at negotiations of the UNFCCC. The initiatives presented in this publication are categorized broadly according to the key elements of Article 6, such as youth participation in climate change issues, education and training, and youth awareness and access to information.

41. A representative of YOUNGO noted that, with the financial support of the Government of the Netherlands and input from young people, the secretariat, on behalf of the Joint Framework, had organized a series of events to support and enhance the participation of young people, especially those from developing countries, in COP 15. This included a series of youth events during COP 15 to facilitate dialogue between youth and other actors in the intergovernmental process, a youth booth showcasing the

¹⁴ Available at <http://unfccc.int/files/cc_inet/information_pool/application/pdf/growingtogether.pdf>.

work of young people and United Nations agencies, and an intergenerational commitment book where various stakeholders expressed their views on how to improve youth participation in addressing climate change.

42. Representatives of YOUNGO provided an overview of their work at the national level, focusing on their experiences in the Dominican Republic and Colombia. In the Dominican Republic, the 350 campaign has focused on raising awareness among young people through workshops and presentations. It has also carried out reforestation activities, vigils and petition drives to encourage public participation in climate change issues. Finally, it actively participated in the International Day of Climate Action on 24 October 2009, which hosted 5200 simultaneous activities in 181 countries. In Colombia, NGO Grupo Tayrona has organized campaigns to encourage young people to use bicycles, carried out reforestation and campaigns for waste reusal, and coordinated environmental education activities to raise awareness of climate change. Grupo Tayrona has also promoted international and regional cooperation through regional conferences on climate change, where experiences regarding the role that young people can play in tackling climate change are shared.

43. A representative of the British Council presented a video on young people's experiences at COP 15. He also discussed the work of the International Climate Champions programme, which 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' 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 policymaking processes such as sessions of the COP.

E. Good practices in relation to public awareness, communication and access to information

44. 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 such as the Bandera Azul programme.

45. A representative of Saint Lucia presented his country's work relating to raising awareness and increasing access to information about climate change. He identified audiences such as the political directorate, partner agencies, young people and students, industries and NGOs as key stakeholders in raising public awareness of climate change. He also noted that communication pathways such as television, radio, information materials and e-mail have been essential in engaging the population in activities to raise awareness of climate change. Saint Lucia is also providing access to information about climate change through the first national climate change website in the Caribbean,¹⁵ 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. Finally, the representative of Saint Lucia stated that the country still faces challenges in raising awareness and providing access to information about climate change, such as limited financial and human resources, the need for increased monitoring and evaluation of activities, inadequate collaboration among agencies and limited access to materials in local languages.

46. A representative of Jamaica shared information on her country's efforts to raise public awareness through the use of posters, public-service announcements, presentations in schools and music videos.

¹⁵ Available at <<http://www.climatechange.gov.lc>>.

She shared a particular video supported by United Nations Development Programme Jamaica as part of the Voices for Climate Change Project.¹⁶

47. The Government of the Dominican Republic presented its work to raise awareness of climate change issues. This work began with an overall assessment of the general public's existing level of awareness of climate change issues. It was identified, 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 CDM projects, to educational activities in partnership with organizations such as the 350 campaign to raise awareness of climate change among young people.

F. International and regional cooperation

48. A representative of Spain shared the results of the European regional workshop on the implementation of Article 6, which took place in Stockholm, Sweden, from 18 to 20 May 2009. He noted that countries from across the region had various practices in the implementation of Article 6, but that they often lacked detailed information such as planning outlines, results obtained and lessons learned. In this context, participants agreed on pre-selecting so-called best practices based on four criteria: level of innovation, ability to be replicated, success in reducing carbon emissions and a positive cost-benefit ratio. According to the representative of Spain, the main outcomes of the workshop consisted in sharing best practices that: were practical; could encourage media outlets to promote concrete messages to raise awareness of climate change; were measurable in terms of their impact in reducing greenhouse gas (GHG) emissions; and promoted the participation of diverse stakeholders. The initiatives reported ranged from educational games to raise awareness among students, carbon stickers to raise awareness among consumers, and a network for professionals working on initiatives related to sharing information about climate change. Finally, the participants of the European regional workshop provided the following suggestions for enhancing regional and international cooperation on the implementation of Article 6:

- (a) To appoint focal points for activities related to Article 6 in countries where they are not available;
- (b) To promote an active network among the focal points for activities related to Article 6;
- (c) To improve the mechanisms for exchanging information in relation to education, raising awareness and public participation in climate change issues;
- (d) To enhance the promotion of activities relating to Article 6;
- (e) To increasingly share best practices through copyright-free online publications;
- (f) To improve the functionality and content of CC:iNet as a tool for exchanging information and resources related to climate change.

49. Another representative of Spain shared information on her Government's work in carrying out awareness-raising and educational activities on the subject of climate change, which is focused on creating networks, developing methodological guides, promoting research opportunities, sharing best practices, providing learning opportunities, encouraging agreements for volunteers and publishing information materials. 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

¹⁶ See <<http://www.youtube.com/watch?v=M-5NGTSzTJs>>.

change, while official documents such as the Fourth Assessment Report of the IPCC have been translated into Spanish.

50. A representative of the secretariat, on behalf of UNECE, delivered a presentation on its Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters, also known as the Aarhus Convention. The Aarhus Convention grants the public rights regarding access to information, public participation and access to justice in governmental decision-making processes on matters concerning the local, national and transboundary environment. It focuses on interactions between the public and public authorities. The Aarhus Convention is presently ratified by countries in the European region; however, it can be ratified by any country in the world and 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. It was noted that countries in the Latin American and Caribbean region, if interested, could demonstrate their interest in joining the Aarhus Convention by contacting its secretariat.

G. Education and training

51. A representative of Mexico shared details of the work of her Government in developing local capacities to tackle climate change. She mentioned that activities related to Article 6 are tied to the Government's overall goals for mitigation and adaptation, with a special emphasis on:

- (a) Strengthening federal institutions working on climate change;
- (b) Improving the formal curriculum for primary and secondary education;
- (c) Promoting education and training programmes for technical specialists;
- (d) Identifying non-formal education as an important vehicle for training the general public, especially young people.

52. These efforts by the Government of Mexico are coordinated by the National Institute of Ecology (INE), which is an independent subsidiary body of the Ministry of the Environment and Natural Resources. The educational resources that have been developed by INE include a guide for the development of state-based action plans on climate change, a guide for the preparation of state-based GHG inventories, technical support for workshops on climate change, an online course on technical elements of the development of state-based action plans on climate change, and an online portal showcasing the implementation of the state-based action plans on climate change.¹⁷ Mexico has also become active in the United Nations Decade of Education for Sustainable Development, which has led to the development of a national strategy on communication and education on climate change. Concrete deliverables from this effort include the creation of a virtual platform on learning and education and sustainable development with a focus on climate change, a distance-learning course on climate change and sustainable development for young people, and the publishing of child-friendly publications about climate change.

53. The Government of Mexico has faced some challenges when implementing educational and training activities, such as a lack of local financial and human resources, the need for systemized information on climate change related education, and short and limiting periods in which to carry out evaluations of climate change projects.

54. Honduras has been carrying out educational activities on the subject of climate change, which include training for teachers and students in primary and secondary schools, and carrying out presentations and training workshops for technical experts, decision makers, university students and the

¹⁷ Available at <<http://www.ine.gob.mx/peacc>>.

general public on climate change issues. It was noted that in the 2007–2010 period approximately 9,338 people were trained by the Government of Honduras.

55. A representative of TUNGO stated that most of the work by trade unions on climate change is related to the implementation of Article 6. In terms of raising awareness of climate change, trade unions have made political statements about climate change and shared this information with their members; they have also shared general information about climate change at their facilities, with a focus on the linkage between climate change and issues of equity, justice and solidarity; and they have carried out awareness-raising campaigns at work sites, which use brochures, websites and audiovisual materials to promote energy efficiency, sustainable transport solutions and responsible purchasing.

56. Trade unions have increasingly sought to participate in decision-making activities related to climate change, and are part of tripartite negotiation groups on mitigation in countries such as Spain and South Africa. Climate change has also been included in collective bargaining agreements in countries such as Spain, Canada, the United States of America and the United Kingdom of Great Britain and Northern Ireland. When it comes to education on climate change, trade unions have created off- and increasingly online learning tools for their members. They have also encouraged their members to gain access to data on the emissions and energy consumption of their places of work. Finally, trade unions have promoted international cooperation through the exchange of best practices for 'green workplaces' between developed and developing countries.

57. The Earth Child Institute shared information on its work in supporting governments, United Nations agencies, and children and adolescents in engaging in educational activities on climate change. It discussed its work with UNICEF in promoting CCEERP for Child-Friendly Schools. This effort recognizes children as one of the most vulnerable population groups because of their growing bodies and lesser capacity to protect themselves. This is especially the case in the countries most impacted by climate change and other environmental threats, such as where children and youth make up a significant proportion of the population. It was noted that the best way to protect children is to educate them, thereby empowering them to be prepared and become active citizens and protagonists in fostering sustainable development. CCEERP promotes a high-quality approach to education which:

- (a) Encourages active learning;
- (b) Is skills based and participatory;
- (c) Is empowering and inclusive;
- (d) Promotes a child-centered, holistic, intersectoral and value-based focus.

58. CCEERP also provides a modular approach to the provision of tools and support to bring together ministries in the areas of education, environment, health, culture, finance and others to identify regional vulnerabilities and opportunities to build local capacity, improve environmental conditions and reduce risk through implementation of CCEERP in target areas. CCEERP is expected to be fully operational by 2011, after pilot tests have taken place in four to five countries in 2010.

IV. Main outcomes of the discussions

A. Reporting on the implementation of Article 6 of the Convention in Latin America and the Caribbean through national communications

59. Participants noted that most countries are currently drafting or have recently completed their second national communications, with the exception of Mexico, which is currently drafting its fifth national communication.

60. Participants stated that activities related to Article 6 were shared in the national communications in different ways: for example, Mexico had a separate section for education, training and outreach, while Costa Rica and Honduras focused on educational activities, and El Salvador provided a broad summary of all activities.

61. Participants noted that improved reporting on activities related to Article 6 through national communications would require:

- (a) Clear guidelines for the reporting of activities related to Article 6 within the context of the drafting of national communications;
- (b) National coordinating mechanisms, which would include government officials, women, children and youth, indigenous people, the private sector and NGOs, to coordinate the reporting process and share best practices and main challenges in the implementation of activities related to Article 6;
- (c) Increased financing to support this reporting;
- (d) Increased capacity-building for those carrying out the reporting, including scholarships, training and access to materials and research networks;
- (e) Active public participation, promoted through awareness-raising campaigns using diverse media outlets, including alternative media such as YouTube and community-based radio stations.

B. Best practices in networking and exchanging information using tools such as the information network clearing house CC:iNet

62. Participants identified common themes, such as the need:

- (a) To establish a regional strategy and action plan for promoting exchange of information;
- (b) To maximize the use of a diverse array of media outlets;
- (c) To promote adaptable methods of raising awareness through the use of both bottom-up and top-down approaches;
- (d) To respect local languages;
- (e) To involve diverse stakeholders, including indigenous people, local communities and different genders, in tackling climate change.

63. With regard to barriers, participants identified the lack of human and financial resources, existing disinformation about climate change, and the lack of materials in local languages as major impediments to raising public awareness of climate change. It was also mentioned that elements of Article 6 should be a strong component of the Bali Action Plan.¹⁸

64. Regarding CC:iNet, participants stated that it requires increased Web 2.0 functionality, which would allow for more active sharing of information among users. Participants also noted a need for a clearer structure with tools such as a site map, improved registration process, increased number of languages, better training tools, more materials targeting diverse audiences, such as case studies and videos, and a better outreach strategy.

¹⁸ Decision 1/CP.13.

C. Peer review of the Climate Change Environmental Education Resource Pack for Child-Friendly Schools of the United Nations International Children's Fund

65. Participants suggested potential improvements to the resource pack, such as simplifying the language, more clearly defining the target audiences, making an attempt to cross-check references, and using standard definitions by neutral sources such as the IPCC.

66. Participants also suggested that the content be made more relevant to their subregional needs through the inclusion of case studies on the Caribbean region. Furthermore, it was recommended that CCEERP include linkages to other sectors, such as trade, science and technology, and tourism and fisheries. The modules could also make references to other environmental policy related processes, such as the Convention on Biological Diversity.

67. Participants discussed different multisectoral approaches to climate change related education in their countries. Most participants referenced financial support and a presidential or ministerial mandate as key components to supporting coordination mechanisms at the country level. Participants suggested that methods of seeking such financial and institutional support be included in the modules of CCEERP.

D. Inputs to the intermediate review of the amended New Delhi work programme and key priorities for its implementation in Latin America and the Caribbean

68. Most countries in the region have made moderate to good progress in most of the elements of the amended New Delhi work programme, with international cooperation showing the least progress. Lack of financial resources was listed as a major barrier to the implementation of the amended New Delhi work programme. Participants suggested the creation of a specific financial mechanism for activities related to Article 6, increased reporting by the Global Environment Facility on its funding decisions regarding activities related to Article 6, and the promotion of North–South, South–South and triangular cooperation as potential solutions to this issue.

69. Participants referred to insufficient human resources as a major impediment to implementing the amended New Delhi work programme. It was noted that increased and sustained opportunities for capacity-building for those responsible for implementing activities related to Article 6 are required. Furthermore, a guide to the implementation of the amended New Delhi work programme would be useful, especially if it contained guidance on best practices and emerging issues on a regional basis, access to tools, methodologies and materials in local languages, and linkages to existing networks of focal points for activities related to Article 6. It was also noted that increased collaboration between governments, international organizations, civil society, the private sector and local communities could provide opportunities for sharing best practices.

70. National communications were identified as a good tool for sharing the results of activities related to Article 6. Other tools for sharing information were mentioned by participants, such as an improved CC:iNet, publicly available social networks such as Orkut and Twitter, and more frequently organized regional and international meetings for sharing best practices and experiences in implementing activities related to Article 6.

71. At the national level, more legislation, annual planning and national implementation plans are required to promote activities related to Article 6. Such legal norms should also promote increased collaboration between national agencies, intergovernmental institutions and regional centres.

V. Issues for further consideration

72. The participants agreed on a number of recommendations, which the SBI may wish to consider in providing further support to the implementation of the amended New Delhi work programme in Latin America and the Caribbean. These include:

- (a) The extension of an enhanced and strengthened New Delhi work programme beyond 2012, which would be supported through the provision of technical and financial support for the planning and carrying out of national programmes for the implementation of Article 6, such as a training programme coordinated by the national focal points for activities related to Article 6;
- (b) A stronger CC:iNet, including multilingual support, interactive features and links to other social networks;
- (c) Increased participation by children and youth in climate change related activities, taking especially into consideration gender issues and cultural contexts;
- (d) Direct references to climate change in materials at all levels of formal education;
- (e) Requesting the international community to establish financial mechanisms to support programmes and projects related to the implementation of Article 6;
- (f) Highlighting the importance of North–South, South–South and triangular cooperation;
- (g) Supporting the initiative of the Dominican Republic to host a side event at COP 16 to share best practices from the Latin American and Caribbean region in the implementation of activities related to Article 6.

73. As part of the final discussions on Article 6, a representative of Brazil noted that the initiatives under Article 6 respond to the need for a change in behaviour patterns among individuals and groups in order to reduce future emissions. However, he underscored the historical responsibility of developed countries for global GHG emissions and the need to have legally binding commitments under the Convention and its Kyoto Protocol which reflect this responsibility. He also noted that the Latin American and Caribbean region had contributed less than 3 per cent of total global emissions, but that it was significantly affected by the effects of climate change.

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