



Convention-cadre sur les changements climatiques

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Point 6 de l'ordre du jour provisoire

Article 6 de la Convention

Rapport sur les besoins essentiels, les lacunes éventuelles, les obstacles et les progrès constatés dans l'exécution du programme de travail de New Delhi modifié

Note du secrétariat*

Résumé

Le présent document fait la synthèse des informations disponibles sur les efforts fournis par les Parties pour élaborer et exécuter des programmes de sensibilisation, d'éducation et de formation aux changements climatiques ainsi que des mesures prises pour inciter les populations à faire face aux conséquences de ces changements. Il met en lumière les bonnes pratiques à appliquer, recense les lacunes qui se font jour et propose des recommandations. Il a pour but de contribuer au bilan intermédiaire des progrès accomplis dans l'exécution du programme de travail de New Delhi modifié.

* Le présent document a été soumis après la date limite en raison des dates auxquelles ont eu lieu les ateliers régionaux.

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I. Introduction

A. Mandat

1. Par sa décision 9/CP.13, la Conférence des Parties (COP) a décidé d'adopter le programme de travail de New Delhi modifié relatif à l'article 6 de la Convention et de le prolonger de cinq ans. Elle a décidé en outre de dresser en 2010 un bilan intermédiaire des progrès accomplis dans l'exécution du programme de travail de New Delhi modifié pour en évaluer l'efficacité et déceler des lacunes et besoins nouveaux éventuels et de faire le point du programme en 2012.

2. À sa trente-deuxième session¹, l'Organe subsidiaire de mise en œuvre (SBI) a approuvé le mandat établi pour le bilan intermédiaire des progrès accomplis dans l'exécution du programme de travail de New Delhi modifié² tel que présenté dans l'annexe de la décision 9/CP.13 et a demandé au secrétariat de préparer des rapports pour faciliter ce bilan, conformément au mandat³. Le secrétariat a été prié en particulier de préparer un rapport sur les besoins essentiels, les lacunes éventuelles, les obstacles et les progrès constatés dans l'exécution du programme de travail de New Delhi modifié⁴.

3. À la même session⁵, le SBI a invité les Parties et les organisations intergouvernementales et non gouvernementales concernées, ainsi que les parties prenantes intéressées, à communiquer au secrétariat, avant le 16 août 2010, des informations et des observations pouvant être utiles à l'achèvement du bilan intermédiaire.

B. Objet de la note

4. La présente note contient un résumé des informations disponibles sur l'état d'avancement du programme de travail de New Delhi modifié et prend en considération les initiatives et les efforts récents des Parties et des organisations concernées dont il est rendu compte dans les communications nationales⁶ ou dans d'autres rapports nationaux ou qui ont été présentés lors des ateliers régionaux consacrés à l'application de l'article 6 de la Convention⁷. Elle prend aussi en considération les informations et les vues soumises en

¹ FCCC/SBI/2010/10, par. 66.

² FCCC/SBI/2010/10, annexe III.

³ FCCC/SBI/2010/10, par. 68.

⁴ FCCC/SBI/2010/10, annexe III, par. 7 a).

⁵ FCCC/SBI/2010/10, par. 67.

⁶ Alors que 39 des 41 Parties visées à l'annexe I ont soumis leurs cinquièmes communications nationales, seulement 30 (au 3 novembre 2010) des 155 Parties non visées à l'annexe I ont soumis leurs deuxièmes communications nationales. Les informations données dans les communications nationales des Parties non visées à l'annexe I sont par conséquent plus limitées.

⁷ Atelier régional sur l'application de l'article 6 en Europe, 18-20 mai 2009, Stockholm, Suède (rapport présenté dans le document FCCC/SBI/2010/2); atelier régional sur l'application de l'article 6 en Asie et dans le Pacifique, 14-16 octobre 2009, Bali, Indonésie (rapport présenté dans le document FCCC/SBI/2010/3); atelier régional sur l'application de l'article 6 en Amérique latine et dans les Caraïbes, 27-30 avril 2010, Bavao, République dominicaine (rapport présenté dans le document FCCC/SBI/2010/9); atelier régional sur l'application de l'article 6 en Afrique, 13-16 septembre 2010, Banjul, Gambie (rapport présenté dans le document FCCC/SBI/2010/19); et atelier régional sur

réponse à l'invitation du SBI évoquée au paragraphe 3 ci-dessus et compilées dans le document FCCC/SBI/2010/MISC.7.

5. Le programme de travail de New Delhi modifié définit séparément les six éléments de l'article 6 (éducation, formation, sensibilisation du public, participation du public, accès du public à l'information sur les changements climatiques et leurs effets et coopération internationale sur ces questions). La présente note fait le point des progrès accomplis mais aussi des insuffisances et des besoins qui restent à combler pour chacun de ces six éléments.

6. On trouvera à l'annexe I le mandat établi pour le bilan intermédiaire. L'annexe II présente, pour les six éléments, des exemples de bonnes pratiques rapportés par les Parties dans leurs communications nationales ou décrits lors des ateliers régionaux consacrés à l'application de l'article 6 ou encore cités par des organisations intergouvernementales et des organisations non gouvernementales (ONG)⁸. L'annexe III donne des exemples des journées (semaines ou mois) d'action nationale sur les changements climatiques ou un thème apparenté mentionnées par les Parties dans leurs communications nationales. L'annexe IV contient la liste des centres nationaux et régionaux de liaison pour l'article 6.

C. Mesures que pourrait prendre l'Organe subsidiaire de mise en œuvre

7. Le SBI souhaitera peut-être prendre note des conclusions du présent document et définir de nouvelles dispositions pour améliorer ou renforcer l'exécution du programme de travail de New Delhi modifié.

II. Progrès accomplis et besoins, lacunes et obstacles constatés dans l'exécution du programme de travail de New Delhi modifié

A. Contexte général

8. En novembre 2002, les Parties ont adopté le programme de travail quinquennal de New Delhi relatif à l'article 6 de la Convention, qui constitue un cadre souple pour des actions décidées par les pays en fonction des besoins et des situations des Parties et de leurs priorités et initiatives nationales.

9. Sur la base des conclusions du rapport établi par le secrétariat au sujet de l'état d'avancement du programme de travail de New Delhi au terme de la période de cinq ans prévue pour son exécution, en 2007⁹, les Parties sont convenues que le programme s'était révélé être un cadre d'action approprié et qu'aucune stratégie unique de sensibilisation ou de renforcement des capacités ne pouvait être appliquée à tous les pays¹⁰. Elles ont donc décidé d'adopter le programme de travail de New Delhi modifié pour une nouvelle période de cinq ans en mettant l'accent en particulier sur la nécessité, au niveau national, de formuler des plans et des stratégies relatifs à l'article 6 ainsi que de mettre au point des

l'application de l'article 6 dans les petits États insulaires en développement, 2-4 novembre 2010, Victoria, Seychelles (rapport présenté dans le document FCCC/SBI/2010/22).

⁸ Dans la mesure du possible, ces exemples ont été postés sur CC:iNet, qui est un centre d'échange d'informations sur les réseaux d'information <unfccc.int/ccinet>.

⁹ FCCC/SBI/2007/22.

¹⁰ FCCC/SBI/2007/22, par. 75 b).

matériels d'éducation et de sensibilisation appropriés adaptés aux besoins et aux situations des Parties. Aux niveaux régional et international, il s'agira de s'attacher entre autres à promouvoir des partenariats susceptibles de faciliter la mise en œuvre des activités, à élaborer des programmes et activités régionaux et à favoriser l'échange d'informations et de données d'expérience.

B. Éducation

1. Progrès, enseignements et bonnes pratiques

10. L'importance décisive que revêt l'éducation aux changements climatiques est un fait largement admis par les Parties et les organisations concernées. Dans toutes les régions, ces dernières ont fait état de tout un éventail d'activités éducatives qui témoignent des progrès accomplis dans les pays en développement comme dans les pays développés.

11. La question des changements climatiques fait désormais partie des programmes officiels d'enseignement dans beaucoup de pays développés et quelques pays en développement. Certaines Parties ont indiqué que le nombre des cours de niveau universitaire sur les changements climatiques avait sensiblement augmenté et fait état d'une évolution comparable dans l'enseignement primaire et secondaire. Certains des pays où la question des changements climatiques n'est toujours pas inscrite aux programmes officiels projettent de remédier à cette situation en l'intégrant à l'enseignement sous forme de cours obligatoires, facultatifs ou extrascolaires.

12. Ainsi qu'il est indiqué dans plusieurs communications tout comme dans les conclusions des ateliers régionaux, l'éducation non formelle est un bon moyen de compléter la formation dispensée dans le cadre de l'enseignement officiel. Avec l'éducation non formelle et l'utilisation d'outils innovants, il est parfois plus facile d'inculquer une réelle prise de conscience du problème et ainsi de compléter et renforcer les connaissances acquises dans les établissements classiques d'enseignement. Surtout lorsque les éducateurs sont des condisciples, le recours à des méthodes non orthodoxes peut conférer personnellement et concrètement une acuité réelle à la question des changements climatiques.

13. Le programme de travail de New Delhi modifié accorde une importance toute particulière au rôle des jeunes dans l'éducation¹¹. Ces derniers doivent en effet en être l'une des cibles, sinon la principale, mais ils peuvent aussi jouer un rôle décisif en tant qu'éducateurs. Avec d'autres ONG comme les organisations attachées à favoriser le développement ou des activités socioculturelles, les associations de jeunes sont une source majeure d'éducation non formelle. Gérées en général par des volontaires, elles appliquent des méthodes expérimentales, assurent un enseignement progressif, font intervenir des groupes de pairs, encouragent les relations intergénérationnelles, développent l'esprit d'initiative et proposent des systèmes de valeurs.

14. D'autres groupes peuvent contribuer à éduquer les individus à la question des changements climatiques en dehors des structures officielles. Par exemple, les participants à l'atelier régional relatif à l'application de l'article 6 en Amérique latine et dans les Caraïbes ont montré comment des syndicats avaient créé à l'intention de leurs membres des outils pédagogiques fonctionnant de plus en plus en ligne, les encourageant à consulter les données relatives aux émissions et à la consommation d'énergie sur leur lieu de travail et favorisant l'échange de bonnes pratiques sur le respect de l'écologie au travail entre pays développés et pays en développement. De même, les autorités et associations religieuses

¹¹ Décision 9/CP.13, par. 11.

jouent semble-t-il un rôle tout aussi important dans de nombreux pays, en particulier en Afrique.

15. Dans beaucoup de pays, la Décennie des Nations Unies pour l'éducation au service du développement durable, qui couvre la période 2005-2014, offre un cadre propice à des activités pédagogiques, dans les établissements scolaires mais aussi dans un contexte plus vaste. La question des changements climatiques en constitue l'un des principaux domaines d'activité¹². Les Parties sont incitées à prendre des mesures concrètes pour atteindre les objectifs de l'article 6 et du programme de travail modifié de New Delhi.

2. Besoins, lacunes et obstacles

16. Malgré les progrès qui ont été faits, la question des changements climatiques occupe encore une place insuffisante dans les établissements d'enseignement primaire et secondaire dans de nombreux pays en développement parties.

17. Pour certaines Parties, cette situation tient à l'absence de stratégie nationale pour l'éducation à l'environnement, sans laquelle il est difficile d'intégrer la question des changements climatiques dans les programmes d'études.

18. Le manque d'outils pédagogiques et de formation appropriés pour les enseignants reste également un problème dans les pays en développement. D'après certaines Parties, les enseignants ne sont guère encouragés à aborder la question des changements climatiques.

C. Formation

1. Progrès, enseignements et bonnes pratiques

19. Si les éléments de l'article 6 s'appliquent pour la plupart au public en général ou du moins à une grande partie de celui-ci, quand il s'agit de formation, le groupe cible est généralement beaucoup plus restreint, soit un ou quelques groupes de professionnels investis d'une mission particulière. De l'avis général, la formation doit occuper une place prépondérante dans les mesures prises par les pays pour faire face aux changements climatiques.

20. Dans quelques pays en développement, on met actuellement au point des cours de formation sur les changements climatiques pour les enseignants, le personnel politique et d'autres professionnels, par exemple les journalistes. Pour être à même de rendre compte avec exactitude et efficacité des phénomènes liés aux changements climatiques, ces derniers doivent en effet se familiariser avec les aspects scientifiques, techniques et politiques de la question. Conscientes de l'importance que revêt la formation des journalistes dans ce domaine, les Parties et les autres parties prenantes ont pris des mesures à cet effet.

21. La communauté internationale s'est également attachée à renforcer la capacité des médias de sensibiliser le public à la question des changements climatiques. L'UNESCO a mis au point à l'intention des médias, en collaboration avec la Thomson Foundation, sous le

¹² L'Organisation des Nations Unies pour l'éducation, la science et la culture (UNESCO), qui fait fonction de chef de file pour la Décennie, a indiqué que celle-ci était un moyen de renforcer et de promouvoir des méthodes actives et innovantes d'éducation donnant tout son sens au problème des changements climatiques dans le contexte de la vie de tous les jours et aidant à passer d'un état de conscience passive à un état de vigilance active. Voir <http://www.unesco.org/en/education-for-sustainable-development>.

titre *Les médias partenaires de l'éducation*¹³, un module de formation sur l'éducation au service du développement durable censé aider les professionnels des médias soucieux de rendre compte de ce qui touche au développement durable, faciliter l'accès aux sources d'information utiles et fournir un modèle pour la formation des médias aux questions relatives au développement durable. Un chapitre de ce document est spécialement consacré aux changements climatiques.

22. De nombreuses activités de formation ont été exécutées au niveau régional en liaison avec les travaux du Groupe d'experts du transfert de technologies de la Convention-cadre sur les changements climatiques. Ainsi, le but de l'atelier régional de formation tenu en Afrique sur la préparation de projets de transfert de technologies en vue de leur financement était de préparer les concepteurs de projets en Afrique à élaborer des propositions de projets de transfert de technologies qui répondent aux normes des organismes internationaux de financement. Des ateliers régionaux ont également été organisés pour l'Asie et le Pacifique et l'Amérique latine et les Caraïbes avec pour objectif d'appuyer les efforts fournis pour appliquer les résultats des évaluations des besoins en matière de technologie exécutées par les pays en développement dans le cadre du processus découlant de la Convention.

23. La formation est un élément d'un nombre non négligeable des projets financés par le Fonds pour l'environnement mondial (FEM) depuis 2007. Certains d'entre eux ont été exécutés dans le cadre du Programme d'aide à l'établissement des communications nationales du Programme des Nations Unies pour le développement (PNUD) et du Programme des Nations Unies pour l'environnement (PNUE), dont le but est d'aider les pays en développement parties à préparer leurs deuxièmes communications nationales. En collaboration avec le Groupe d'experts des pays les moins avancés et le secrétariat, le FEM a organisé cinq ateliers de formation sur la préparation et la mise en œuvre de programmes d'action nationaux aux fins de l'adaptation dans les pays les moins avancés. Des activités de formation ont également été assurées dans le cadre de projets financés par le FEM sur les transports, la gestion de l'énergie, l'efficacité énergétique des bâtiments et appareils, le piégeage et le stockage du dioxyde de carbone et les énergies renouvelables, ainsi que dans le cadre de différents projets d'adaptation¹⁴.

24. Pour les pays développés et en développement parties, le fait que de nombreux journalistes ne possèdent pas les connaissances ou la formation spécialisées requises constitue un obstacle majeur. Ainsi qu'il est indiqué au paragraphe 20 ci-dessus, des mesures ont été prises pour remédier à cet état de choses, mais il faudrait améliorer encore la formation des journalistes et des médias dont le travail serait alors plus précis et contribuerait à contrecarrer les tentatives de désinformation qui, pour certains, constituent un problème non négligeable.

2. Besoins, lacunes et obstacles

25. Dans beaucoup de pays développés parties, la formation sur les changements climatiques s'inscrit actuellement dans le cadre d'activités ponctuelles menées à petite échelle et pourrait donc être sensiblement développée.

26. De nombreux pays en développement parties indiquent que de grands programmes de formation devraient être mis en place à tous les niveaux de la société avec pour cibles principales les médias, les enseignants, les chefs d'entreprise, les politiques et les décideurs.

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

¹⁴ Voir les rapports du FEM aux quatorzième, quinzième et seizième sessions de la COP: FCCC/CP/2008/2/Rev.1, FCCC/CP/2009/9 et FCCC/CP/2010/5.

Malheureusement, le manque de fonds et d'expertise sont considérés comme des obstacles majeurs à l'exécution de tels programmes.

27. Par ailleurs, la formation a été l'un des sujets les moins fréquemment abordés dans les deuxièmes communications nationales des pays en développement parties. Beaucoup ont soit carrément omis de la mentionner soit indiqué qu'elle était inadéquate voire inexistante. L'exécution de programmes de formation a été qualifiée de prioritaire.

D. Sensibilisation du public

1. Progrès, enseignements et bonnes pratiques

28. Lorsque le programme de travail de New Delhi a été modifié, à la treizième session de la COP, l'accent a été mis sur la nécessité de mieux sensibiliser le public pour favoriser l'adoption de nouveaux comportements et des initiatives personnelles aux fins de la lutte contre les changements climatiques¹⁵. Surtout dans les pays développés, les campagnes de sensibilisation sont de moins en moins limitées à de simples mises en garde: les citoyens sont activement encouragés à participer à des actions susceptibles d'apporter des solutions. Dans certains pays, il est maintenant courant que des entités plus «neutres», comme les établissements d'enseignement et les médias, incitent à agir. Grâce à ces efforts, la plupart des gens sont maintenant mieux informés du problème des changements climatiques et mieux préparés à agir.

29. La quasi-totalité des pays développés et de nombreux pays en développement parties ont mis en place des campagnes de sensibilisation du public pour inscrire la lutte contre les changements climatiques dans un cadre solide. Les moyens utilisés pour ces actions de sensibilisation sont multiples et divers: brochures, dépliants, sites Web, «calculateurs de carbone», publicités, affiches, calendriers, concerts, festivals de cinéma, expositions, conférences, concours, ateliers, bulletins d'information, étiquetage de certains produits et journées d'action spéciales.

30. Une référence à la nécessité de conduire des enquêtes pour déterminer le degré de sensibilisation du public et, à partir de là, concevoir d'autres activités et de suivre l'impact des activités exécutées a été incluse dans le texte du programme de travail de New Delhi modifié¹⁶. Les pays développés conduisent souvent des enquêtes sur les connaissances, attitudes, pratiques et comportements du grand public au sujet des changements climatiques et des enquêtes ont aussi été réalisées dans des pays en développement.

31. Presque tous les pays développés et de nombreux pays en développement parties indiquent également avoir créé des sites Web grâce auxquels des données sur les changements climatiques sont facilement et largement accessibles. Les ministères de l'environnement des pays en développement se sont mis à utiliser l'Internet pour communiquer régulièrement des informations à jour. De nombreux pays développés parties ont mis en place, depuis leurs quatrièmes communications nationales, tout un éventail d'outils et de ressources en ligne. Certains sites proposent des conseils sur les moyens d'accroître l'efficacité énergétique des logements. D'autres proposent des calculateurs en ligne pour aider les gens à apprendre à réduire leur empreinte carbone. S'il faut se garder de compter exagérément sur l'Internet dans les pays où le taux de connectivité reste faible, la plupart des Parties conviennent que l'Internet est l'un des moyens les plus efficaces de diffuser des informations et de mobiliser les esprits.

¹⁵ Comparer le texte du programme de travail de New Delhi modifié (décision 9/CP.13, par. 13) et celui du précédent programme de travail de New Delhi (décision 11/CP.8, par. 14).

¹⁶ Décision 9/CP.13, par. 17 i).

32. De nombreuses Parties font observer que les ONG contribuent pour beaucoup à sensibiliser et à mobiliser les populations. Grâce à leur travail de recherche, de lobbying, d'éducation, de formation et de médiatisation, les ONG ont beaucoup aidé à informer le public. Elles bénéficient souvent du soutien officiel des gouvernements. D'après certains pays en développement parties, l'essentiel du travail fait pour sensibiliser le public à la question des changements climatiques est à porter au crédit des ONG.

33. La contribution des médias à l'information du public sur les changements climatiques et les mesures à prendre pour y faire face est également décisive. D'une manière générale, les Parties reconnaissent que les connaissances au sein du public dépendent en partie de l'importance que les médias attachent à la question et que la médiatisation est l'un des moyens les plus efficaces d'influencer l'opinion. À cet égard, les tendances sont partout positives. De nombreuses Parties indiquent que, au cours des quinze dernières années et notamment pendant la période couverte par le programme de travail de New Delhi modifié, la question des changements climatiques, qui ne retenait que marginalement l'attention des médias, est maintenant passée au premier plan. C'est en 2007 que cette médiatisation a pris de l'ampleur avec la multiplication des articles sur la question partout dans le monde. Certaines Parties font observer que la sortie du film d'Al Gore *Une vérité qui dérange*, en 2006, de même que la publication du quatrième rapport d'évaluation du Groupe intergouvernemental d'experts sur l'évolution du climat et le rapport Stern de 2007 ne sont certainement pas étrangers à ce regain d'intérêt.

34. L'intérêt accru que portent les médias aux changements climatiques n'est pas limité aux pays développés. Dans les pays en développement aussi, la presse, la télévision et les radios locales évoquent de plus en plus souvent la question des changements climatiques.

35. De nombreux pays parties organisent chaque année une journée (semaine ou mois) d'action sur les changements climatiques ou un thème apparenté afin de mobiliser l'attention du public. Dans certains cas, l'accent est mis explicitement sur les changements climatiques mais, dans d'autres, sur des thèmes apparentés comme l'efficacité énergétique ou la mobilité durable, qui se prêtent à des références aux changements climatiques¹⁷.

36. Les syndicats ne sont pas non plus inactifs: là où ils sont représentés, ils diffusent des informations d'ordre général sur les changements climatiques, en insistant sur les liens entre les changements climatiques et les questions d'équité, de justice et de solidarité. À l'aide de brochures, de sites Web et de documents audiovisuels, ils conduisent aussi sur les lieux de travail des campagnes de sensibilisation pour promouvoir l'efficacité énergétique, les modes de transport écologiquement viables et les achats responsables.

37. Certains pays parties reconnaissent qu'il est important de sensibiliser les milieux d'affaires à la question des changements climatiques et en particulier aux technologies et aux opportunités nouvelles et que le monde des entreprises évolue. Quelques campagnes de sensibilisation ont été menées à l'intention des entreprises pour les aider à adopter des stratégies et des procédés écologiquement viables.

2. Besoins, lacunes et obstacles

38. Malgré les progrès accomplis ces dernières années, le degré de sensibilisation à la question des changements climatiques reste faible dans les pays en développement et cela pas seulement dans le grand public mais aussi parmi les journalistes et les responsables politiques. D'après les indications données par les participants aux trois ateliers régionaux relatifs à l'application de l'article 6 tenus en Afrique, en Asie et dans le Pacifique et en Amérique latine et aux Caraïbes, moins de 50 % des habitants de ces régions ont une idée

¹⁷ Voir l'annexe III pour des exemples.

des problèmes posés par les changements climatiques. La sensibilisation est plus forte dans les petits États insulaires en développement où, d'après les participants, 70 % environ de la population est au courant, sans doute parce que les effets des changements climatiques y sont déjà sensibles. En revanche, une enquête réalisée en Suède en 2009 a montré que 99 % des Suédois étaient conscients du problème ou en avaient entendu parler à la suite d'une campagne de sensibilisation lancée en 2002. De toute évidence, malgré les efforts qui ont été faits, beaucoup reste à faire de ce côté-là dans les pays en développement.

39. Certains pays en développement en particulier auraient besoin de réaliser des enquêtes à intervalles plus réguliers. Certaines Parties ont signalé la nécessité d'améliorer le travail en réseau, la coordination et les partenariats à l'échelon national, d'une part pour éviter des duplications d'activités et, de l'autre pour éviter des actions isolées dont l'impact est faible. Il a également été noté que certaines activités de sensibilisation ne tirent pas pleinement parti des acquis des sciences sociales en matière de techniques de communication et d'évolution des comportements et ne sont donc pas aussi efficaces qu'elles pourraient l'être.

40. La pression exercée par les consommateurs peut suffire à faire adopter des schémas de production et de consommation plus écologiques conduisant entre autres à des diminutions des émissions de CO₂. Il a cependant été noté que pour que les consommateurs puissent faire les bons choix en matière d'achats, il faudrait améliorer l'étiquetage des produits et des services de manière à en indiquer clairement l'empreinte carbone.

41. L'un des messages implicites tiré de la mise en œuvre du programme de travail de New Delhi modifié et exprimé lors de certains des ateliers régionaux est que les campagnes de sensibilisation devraient s'appuyer sur les structures sociales existantes et tirer parti des moyens de communication correspondants. Un travail complet de sensibilisation suppose l'intervention de multiples acteurs communiquant chacun par l'intermédiaire de son propre réseau. Ce sont entre autres les grands groupes de la société civile comme les jeunes, les femmes, les ONG, les milieux économiques, les syndicats, les groupes religieux et les éducateurs, ainsi que des groupes plus spécialisés comme les étudiants en médecine et les ingénieurs.

42. Dans certains pays, les pouvoirs publics ne s'impliquent guère auprès de groupes clefs comme les jeunes, les femmes et les ONG pour la mise en œuvre de campagnes d'information du public. Cette absence d'engagement nuit aux efforts fournis pour sensibiliser le public à la question des changements climatiques. Cet inconvénient pourrait être écarté moyennant une coopération plus importante des pouvoirs publics avec les ONG, les éducateurs, les jeunes, les universités, différents groupes communautaires, etc.

43. La pénurie dont souffrent les pays en développement en matière de ressources financières et humaines est citée par de nombreuses sources comme un obstacle majeur à la sensibilisation du public, de même que l'absence de soutien technique, en particulier pour élaborer des matériels pédagogiques, et le manque de volonté politique pour appliquer des politiques efficaces. Nombre de projets financés par le FEM prévoient des activités de sensibilisation du public mais il ne semble pas que le FEM ait financé des projets dont c'est l'objectif premier.

E. Participation du public

1. Progrès, enseignements et bonnes pratiques

44. L'ensemble des Parties, des organisations intergouvernementales et des ONG qui se sont exprimées sur la question semblent être d'accord sur le fait qu'une participation active et effective de la société civile à l'élaboration et à l'application de décisions concernant les changements climatiques est indispensable pour combattre les conséquences des

changements climatiques aux niveaux national, sous-national et local. Certaines Parties ont fait observer que la participation du public était un élément de leur stratégie nationale de lutte contre les changements climatiques. Pour beaucoup de pays européens en développement et développés parties, la Convention de la Commission économique des Nations Unies pour l'Europe (CEE) sur l'accès à l'information, la participation du public au processus décisionnel et l'accès à la justice en matière d'environnement (Convention d'Aarhus)¹⁸ est l'instrument international qui régit ces questions. Les participants à l'atelier régional relatif à l'application de l'article 6 tenu en Amérique latine et dans les Caraïbes ont noté que tous les pays de la région s'étaient dotés de mécanismes selon lesquels le public peut prendre part à l'élaboration des décisions concernant les changements climatiques et, à l'atelier régional tenu en Afrique, il a été noté qu'une majorité (62 %) des pays de la région avait également mis en place un mécanisme de ce type. Enfin, les participants à l'atelier régional à l'intention des petits États insulaires en développement ont indiqué que 71 % des habitants de ces pays pouvaient prendre une part active à l'élaboration de décisions dans le domaine des changements climatiques.

45. De nombreuses Parties s'appuient sur des processus participatifs faisant intervenir de multiples acteurs, parfois selon un modèle de partenariat social, pour préparer des programmes et des stratégies nationaux en liaison avec des processus connexes comme l'établissement des communications nationales ou l'élaboration de projets d'adaptation. Des réseaux ou fédérations d'ONG jouent souvent un rôle important en aidant à communiquer les vues de nombreuses organisations ayant des intérêts communs, ce qui facilite le processus de participation. Parmi les moyens utilisés pour solliciter les vues des parties prenantes et du public, on citera des dialogues nationaux, des tables rondes, des auditions publiques, des conférences, des conseils consultatifs, des émissions radiophoniques avec appels d'auditeurs et des forums de citoyens. Certaines Parties ont mis en place des procédures selon lesquelles le public peut exprimer son opinion sur les projets de loi qui ont trait aux changements climatiques. Dans certains cas, le public peut intervenir en ligne. Certaines Parties ont également pris des mesures garantissant que les jeunes sont correctement représentés dans le processus décisionnel relatif aux changements climatiques. Certaines Parties ont fait valoir qu'il était intéressant de disposer d'un cadre juridique pour garantir la participation du public.

46. Les processus découlant de la Convention-cadre sur les changements climatiques sont plutôt transparents et participatifs par rapport à ceux qui découlent de beaucoup d'autres négociations intergouvernementales. Un ensemble de directives établi en 2003¹⁹ définit les modalités qui régissent la participation des ONG aux processus découlant de la Convention. Bien que des discussions soient en cours sur les moyens d'améliorer cette participation, on relève d'ores et déjà de nombreux indices positifs: ce sont entre autres le nombre important d'observateurs d'organismes non gouvernementaux présents aux réunions, les nombreuses manifestations et expositions parallèles organisées en marge des sessions de la COP et de ses organes subsidiaires, les occasions fréquentes de formuler des observations par écrit et d'intervenir en séance plénière et la présence de représentants d'ONG au sein de nombreuses délégations gouvernementales.

47. En intervenant dans des débats locaux et mondiaux sur les changements climatiques, les jeunes ont montré ces dernières années qu'ils pouvaient être des partenaires actifs des actions engagées pour promouvoir la participation du public et dont des exemples sont cités

¹⁸ <http://www.unece.org/env/pp/>.

¹⁹ Directives relatives à la participation des représentants d'organisations non gouvernementales aux sessions des organes de la Convention. Accessibles à l'adresse http://unfccc.int/resource/ngo/coc_guide.pdf.

dans une brochure²⁰ publiée sous l'égide de l'initiative des Nations Unies pour un cadre commun concernant les enfants, les jeunes et les changements climatiques, qui est coordonnée par le secrétariat de la Convention²¹. Lors de la quatorzième session de la COP et de la quatrième session de la Conférence des Parties agissant comme réunion des Parties au Protocole de Kyoto (CMP), plus de 500 jeunes se sont réunis à Poznań (Pologne) pour demander aux gouvernements de s'atteler ensemble à conclure un traité ambitieux sur le climat. Avant la quinzième session de la COP et la cinquième session de la CMP, le secrétariat de la Convention a provisoirement accordé aux jeunes le statut de collectif d'associations, ce qui a amélioré les moyens dont ils disposent de participer aux négociations internationales sur les changements climatiques. Grâce à une aide financière du Gouvernement des Pays-Bas et à une aide technique d'associations régionales de jeunes et du secrétariat de la Convention, plus de 50 jeunes délégués venus de pays en développement ont pu participer aux travaux de la quinzième session de la COP. Jusqu'à 1 500 jeunes ont pris une part active à ces travaux dans le cadre de délégations d'ONG et une vingtaine de délégations gouvernementales comptait des représentants d'associations de jeunes²².

2. Besoins, lacunes et obstacles

48. Certaines Parties ont estimé qu'il devrait être plus clairement rendu compte de la participation du public. En effet, il n'en est absolument pas question dans de nombreuses communications nationales et celles qui en font mention le font sous d'autres rubriques (de sorte que ces informations ne sont pas données en relation avec l'article 6).

49. Quand elles font état de la participation du public, certaines Parties ne mentionnent que les mesures prises pour atténuer les effets des changements climatiques. Si les actions de tout un chacun occupent en effet une place importante dans la lutte contre ces changements climatiques, la notion de participation du public est beaucoup plus vaste et englobe notamment les occasions données au public d'influencer la prise des décisions.

50. Plusieurs pays en développement ont indiqué qu'à leur sens, leurs actions en matière de participation du public étaient loin de correspondre à ce qui est requis. La mise en place, sur l'exemple de la Convention d'Aarhus pour la région européenne, d'un cadre juridique régissant la participation du public à l'élaboration des décisions ayant trait aux changements climatiques dans les Parties qui n'ont pas pris de telles mesures favoriserait l'exécution du programme de travail de New Delhi modifié.

51. Certaines Parties ont indiqué que s'il est un signe de succès, l'intérêt du public n'est pas sans poser certains problèmes lorsqu'il s'agit d'organiser des processus participatifs. Certaines ont souligné que des activités conçues pour promouvoir la participation du public devraient être incluses dans les processus nationaux de planification.

²⁰ Voir http://unfccc.int/files/cc_inet/information_pool/application/pdf/growingtogether.pdf.

²¹ Depuis septembre 2008, l'initiative des Nations Unies pour un cadre commun concernant les enfants, les jeunes et les changements climatiques facilite la coordination et la mise en œuvre d'initiatives en faveur des enfants et des jeunes aux niveaux local, régional et mondial et favorise la participation des enfants et des jeunes aux processus intergouvernementaux relatifs aux changements climatiques.

²² Une brochure a également été publiée sous l'égide de l'initiative-cadre pour informer les gouvernements, les organisations intergouvernementales, les ONG et les jeunes sur la participation des jeunes aux sessions des organes relevant de la Convention. Cette brochure est accessible à l'adresse http://unfccc.int/files/cc_inet/information_pool/application/pdf/unfccc_youthparticipation.pdf.

52. Des efforts particuliers devraient être faits pour faire entendre les points de vue des femmes, des jeunes, des populations autochtones et des communautés locales au moment de la prise des décisions. En effet, ces groupes sont souvent tenus en marge du processus décisionnel qui s'en trouve affaibli. Les modalités qui régissent la participation du public devraient faire une place à ces groupes et leur garantir des ressources suffisantes.

F. Accès du public à l'information

1. Progrès, enseignements et bonnes pratiques

53. La nécessité de garantir l'accès du public à l'information sur les initiatives, politiques et résultats concernant les changements climatiques est très largement reconnue, d'autant plus qu'une telle garantie permet au public de prendre activement part aux décisions. Dans la plupart des pays, on a utilisé toutes sortes de moyens pour améliorer la diffusion d'informations sur les changements climatiques: publications scientifiques et techniques; journaux, radio et télévision; conférences, séminaires et ateliers; et sites Web, dont des bases de données en ligne.

54. Beaucoup de pays développés parties, dont tous ceux qui sont parties à la Convention d'Aarhus, sont dotés de cadres juridiques donnant au public le droit d'accéder aux informations relatives à l'environnement et aux changements climatiques. Il s'agit généralement des informations détenues par les autorités publiques mais dans certains cas le public peut aussi se renseigner directement auprès d'entreprises privées.

55. La plupart des Parties s'accordent à reconnaître que l'Internet constitue l'un de moyens les plus efficaces d'informer et de mobiliser le public. La plupart des pays en développement parties admettent qu'un meilleur accès à l'information et une participation plus active du public à l'élaboration des décisions renforcent les décisions prises et le degré de sensibilisation du public. Dans beaucoup de pays, on a mis au point une large gamme d'outils en ligne, des ressources et des sites Web pour élargir et faciliter l'accès aux informations sur les changements climatiques.

56. Dans les pays en développement, les journaux, la radio et la télévision traitent de plus en plus souvent de la question des changements climatiques. Les participants à l'atelier régional relatif à l'application de l'article 6 en Afrique ont indiqué avoir essentiellement recours à la télévision, à la radio, à des campagnes de sensibilisation et à la presse écrite. La plupart ont précisé qu'il existe dans leur pays un centre national de liaison auquel il est possible de s'adresser pour obtenir des informations et plus de 65 % de ces pays ont un site Web officiel consacré aux changements climatiques. L'atelier régional tenu en Asie et dans le Pacifique a mis en lumière la nécessité de recourir à des canaux de communication très variés, notamment conférences de presse, publicités imprimées, médias en ligne et courts métrages. Cette diversité garantirait qu'un grand nombre de citoyens prennent conscience des changements climatiques et participent à leur atténuation. Les participants à l'atelier régional organisé en Europe ont reconnu que la mise en œuvre de la Convention d'Aarhus contribuerait à améliorer l'accès à l'information. Enfin, il est apparu lors de l'atelier régional pour les petits États insulaires en développement que 77 % des pays participants avaient un site Web national sur les changements climatiques et 73 % un centre national de liaison.

57. Les Parties s'accordent à reconnaître au CC:iNet²³ un rôle capital dans la mise en œuvre de l'article 6 et, à plusieurs occasions, elles ont fait des suggestions en faveur d'un centre d'échange pleinement opérationnel, multilingue et convivial. Une version prototype

²³ <http://unfccc.int/ccinet>.

du CC:iNet a été présentée à la plupart des ateliers régionaux afin d'en illustrer la mise en œuvre en deux phases et de façon progressive. La version à grande échelle du CC:iNet a été déployée en octobre 2010 avec des fonctions améliorées²⁴.

2. Besoins, lacunes et obstacles

58. Les Parties n'ont guère fourni de renseignements sur l'accès à l'information, sans doute parce que ce sujet recoupe en grande partie celui de la sensibilisation du public. Très peu de pays en développement ont indiqué si le droit du public à accéder à des informations sur les changements climatiques (comme le prévoit par exemple la Convention d'Aarhus) était juridiquement garanti.

59. Les participants à l'atelier régional tenu en Europe ont noté que des mesures supplémentaires devraient être prises pour faciliter l'échange d'informations sur les bonnes pratiques conformément à l'article 6, notamment par une publication accessible sur Internet²⁵ et la mise au point d'un cadre de présentation des bonnes pratiques. Les participants à l'atelier régional organisé pour l'Asie et le Pacifique ont fait observer que les bonnes pratiques doivent être applicables, mesurables, participatives, respectueuses de l'égalité entre les sexes et viables. La nécessité de développer encore le réseau CC:iNet a également été mentionnée. Parmi les obstacles qui entravent l'accès à l'information, on a cité l'illettrisme, les barrières linguistiques, le manque d'informations, les lacunes technologiques et les obstacles culturels qui empêchent la diffusion d'informations scientifiques à la base, ainsi qu'une mauvaise connaissance du réseau CC:iNet et de son utilisation.

G. Coopération internationale

1. Progrès, enseignements et bonnes pratiques

60. Dans une section nouvelle intitulée «Efforts régionaux et internationaux», le texte du programme de travail modifié de New Delhi invite les Parties et les autres partenaires concernés à coopérer et à appuyer la préparation de matériels de formation et d'éducation dans le cadre des programmes et activités régionaux²⁶. La coopération internationale peut jouer un rôle décisif dans le renforcement des activités nationales d'éducation, de formation et de sensibilisation à la question des changements climatiques. Nombreux sont les gouvernements qui ont besoin d'expertise ainsi que de ressources financières et techniques pour élaborer leurs propres programmes de lutte contre les changements climatiques et tous les pays ne peuvent que tirer profit de l'échange de données sur les cas exemplaires, de réussite, de même que de programmes d'échange de personnel et d'activités de renforcement des capacités institutionnelles.

61. La plupart des pays développés qui ont évoqué cette question dans leurs communications nationales se sont attachés à jouer un rôle actif et constructif dans les pays en développement, y compris par rapport aux activités visées à l'article 6. En règle générale, ces Parties ont fait état du niveau de l'aide financière accordée pour l'exécution de projets bien précis en vue de l'intégration d'activités d'éducation et de sensibilisation dans les pays en développement ainsi que des différents ateliers de formation qu'elles ont organisés et aidés dans ces pays. L'aide financière et les activités de renforcement des capacités en faveur des pays en développement varient selon les Parties mais des efforts

²⁴ Pour de plus amples renseignements sur la version à grande échelle de CC:iNet, voir le document FCCC/SBI/2010/24.

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

²⁶ Décision 9/ECP.13, par. 19.

sont faits pour améliorer la capacité collective des Parties de mettre en œuvre la Convention.

62. Les ateliers régionaux ont fourni un cadre propice pour la description d'exemples d'activités de coopération internationales et régionales, y compris de coopération Sud-Sud: les participants à l'atelier régional organisé pour l'Amérique latine et les Caraïbes ont par exemple été informés de la façon dont le portail en ligne du Brésil sur les changements climatiques, disponible en anglais, en espagnol, en français et en portugais, favorise une coopération internationale avec des pays lusophones comme l'Angola, le Cap-Vert, la Guinée-Bissau, le Mozambique, Sao Tomé-et-Principe et le Timor Leste, mais aussi des pays non lusophones comme le Botswana et Haïti. Des exemples de coopération à l'intérieur d'une même région ont également été cités; ainsi, les participants à l'atelier régional organisé pour l'Asie et le Pacifique ont été informés des travaux du Groupe de travail thématique sur les changements climatiques, l'appauvrissement de la couche d'ozone et les modifications des écosystèmes qui est composé de 14 pays de la région de l'Asie-Pacifique ainsi que de représentants de partenaires régionaux et internationaux.

63. Les participants aux ateliers régionaux ont également reconnu l'utilité des partenariats et le rôle important que peuvent jouer les ONG internationales dans le renforcement des capacités régionales et nationales. On citera à ce titre le programme régional de renforcement des capacités de Women in Europe for a Common Future (WECF) (Femmes en Europe pour un avenir commun)²⁷ un réseau d'ONG de défense de l'environnement qui est à l'œuvre dans plus de 40 pays et appuie entre autres des programmes de formation axés sur l'échange de connaissances et d'expériences, et le International Climate Champions programme du British Council, dont le but est de doter des jeunes du monde entier des compétences, de la formation et de l'accès aux ressources nécessaires pour agir face aux problèmes liés aux changements climatiques.

64. Les ateliers régionaux ont également servi à illustrer le rôle important que jouent les organisations intergouvernementales dans le renforcement des capacités aux niveaux national et régional. Il a par exemple été fait état des projets CC:Dare qui sont exécutés en Afrique sous l'égide du PNUE et du PNUD et qui comportent des éléments axés sur l'éducation, la formation et la sensibilisation du public, ainsi que de l'initiative Sandwatch menée par l'UNESCO dans les petits États insulaires en développement pour sensibiliser les populations, en particulier les enfants et les jeunes, à la fragilité des écosystèmes marins et côtiers.

65. Plusieurs organisations internationales ont également pris des mesures pour préparer des matériels d'éducation, de formation et de sensibilisation. Ainsi, le Fonds des Nations Unies pour l'enfance (UNICEF) a mis au point un module de formation sur les changements climatiques qui s'adresse principalement aux enfants. Ce module, qui a été soumis à l'examen des participants à l'atelier régional organisé pour l'Amérique latine et les Caraïbes, sera adapté pour tenir compte de leurs réactions. L'UNESCO, qui a mis au point différents matériels éducatifs à l'intention des enseignants, de ceux qui conçoivent les programmes d'études, des formateurs de formateurs, des responsables de la planification de l'enseignement et des médias, est en train d'élaborer une initiative pour l'éducation au service du développement durable dont le but est d'aider les jeunes à comprendre l'impact du réchauffement climatique et à y faire face. Grâce à la collaboration de 22 institutions des Nations Unies, la plate-forme de services de formation «Unité d'action des Nations Unies en matière de changements climatiques» appelée également CC:Learn a été mise en place en 2009 pour appuyer l'application des dispositions de l'article 6 relatives à la formation et au développement des compétences. Son but est notamment l'élaboration et la mise en

²⁷ <http://www.wecf.eu>.

œuvre de stratégies et d'actions de formation lancées à l'initiative des pays et axées sur les résultats par le biais de partenariats d'États membres, d'institutions des Nations Unies et de partenaires du développement²⁸.

66. Le Programme de bourses d'études de la Convention, grâce auquel des fonctionnaires en milieu de carrière, de préférence originaires des petits États insulaires en développement et des pays les moins avancés, peuvent entreprendre des projets de recherche au sein du secrétariat de la Convention et contribuer ainsi au renforcement des capacités requises pour faire face aux changements climatiques dans les pays en développement, est entré dans sa troisième phase à l'été de 2010.

2. Besoins, lacunes et obstacles

67. Des 39 Parties visées à l'annexe I qui ont soumis une cinquième communication nationale, moins de la moitié ont fait état d'activités menées en coopération avec des pays en développement parties en vue de l'application de l'article 6 de la Convention²⁹.

68. Notant que les ateliers régionaux avaient constitué une expérience riche d'enseignements, de nombreuses Parties ont fait valoir que l'organisation à intervalles réguliers d'ateliers régionaux et sous-régionaux était nécessaire pour améliorer la coopération internationale et notamment la coopération Sud-Sud avec le soutien financier et technique de partenaires et d'organisations d'aide multilatérale et bilatérale.

III. Conclusions et recommandations

A. Synthèse des tendances et des recommandations des Parties et des organisations concernées³⁰

69. Les Parties, en particulier les pays développés, ainsi que les organisations intergouvernementales et non gouvernementales concernées indiquent avoir continué à élaborer et à appuyer différents programmes et activités en vue de l'application de l'article 6. Malgré les progrès accomplis dans l'exécution du programme de travail de New Delhi modifié, de nombreux obstacles subsistent. Pour beaucoup de Parties et organisations concernées, les capacités institutionnelles, juridiques, techniques et organisationnelles existantes doivent absolument être renforcées en vue de la coordination et de l'exécution des activités visées à l'article 6. Certaines Parties ont déclaré craindre que les questions «immatérielles» visées à l'article 6 ne se voient pas accorder suffisamment de priorité, au même titre que les efforts fournis pour trouver des solutions scientifiques et techniques aux conséquences des changements climatiques.

70. Si de nombreux pays en développement bénéficient d'un soutien financier et technique des pays développés pour des activités de formation, des ateliers et la production de matériels pédagogiques par exemple, la plupart d'entre eux estiment avoir besoin de fonds supplémentaires. À cet égard, on notera que lorsqu'elle a adopté le programme de travail de New Delhi modifié, la COP a prié le FEM de fournir, en tant que de besoin, des ressources financières afin d'appuyer la mise en œuvre du programme de travail et de lui faire régulièrement rapport sur les activités qu'il aurait soutenues³¹. Cette demande a été

²⁸ Pour de plus amples renseignements, voir le site www.unclearn.org.

²⁹ Voir l'annexe II pour des exemples.

³⁰ D'après les communications nationales.

³¹ Décision 9/CP.13, par. 5.

réitérée dans les directives supplémentaires de la COP à l'intention du FEM³². Toutefois, si l'on excepte des projets de formation et des éléments mineurs de certains projets dont l'objectif premier était tout autre, le FEM n'a financé, au titre de l'article 6, aucune activité sur le rôle de la société civile, par exemple en matière d'éducation et de sensibilisation du public.

71. Des possibilités de formation plus nombreuses devraient être offertes aux groupes qui jouent un rôle important dans la communication sur les changements climatiques et l'éducation à ces changements, notamment les journalistes, les enseignants et les responsables locaux.

72. Les efforts fournis pour accroître la participation des jeunes, des femmes, des organisations de la société civile et des communautés locales à l'application de l'article 6 devraient être intensifiés.

73. L'utilisation des outils électroniques pour l'échange international d'informations sur les bonnes pratiques et les enseignements tirés devrait être renforcée et les informations obtenues devraient si possible être disponibles dans différentes langues.

74. Il faudrait surveiller et évaluer les résultats des activités de sensibilisation du public, d'éducation et de formation afin d'en accroître l'efficacité. La mise en place de mécanismes de surveillance et d'évaluation active des activités exécutées au titre de l'article 6 aiderait à déterminer ce qui doit être amélioré et à affiner la planification des activités futures.

75. Enfin, les informations fournies dans les communications nationales des pays en développement sur les activités menées au titre de l'article 6 et du programme de travail de New Delhi modifié demanderaient à être améliorées. Parfois, elles ne font pas directement référence aux changements climatiques mais traitent plutôt de questions d'environnement en général. Certaines Parties ont noté que, d'après le contenu des communications nationales, les mesures prises en application de l'article 6 laissent particulièrement à désirer dans les domaines de la participation du public et de la coopération internationale.

B. Synthèse des recommandations formulées à l'issue des ateliers régionaux

76. Les participants aux cinq ateliers régionaux ont formulé des recommandations sur les moyens d'améliorer l'exécution du programme de travail de New Delhi modifié dans leur région³³. Plusieurs thèmes communs ont été évoqués, notamment:

a) Les Parties devraient être encouragées à désigner un centre national de liaison pour l'article 6. Dans la plupart des régions, il est crucial que les centres de liaison bénéficient d'un soutien financier et technique pour être à même de coordonner les activités menées au niveau national et d'accéder aux informations et au matériel nécessaires;

b) Il faudrait favoriser les actions en réseau et les échanges d'informations et de bonnes pratiques entre les parties prenantes concernées. Le CC:iNet a été jugé à cet égard comme très utile: il conviendra d'en améliorer la convivialité et l'utilisation, y compris par des activités de formation, pour faciliter l'exécution du programme de travail de New Delhi modifié;

³² Décision 7/CP.13, sur les directives supplémentaires à l'intention du Fonds pour l'environnement mondial, par. 4.

³³ FCCC/SBI/2010/2, FCCC/SBI/2010/3, FCCC/SBI/2010/9, FCCC/SBI/2010/19, FCCC/SBI/2010/22.

c) Dans toutes les régions, les participants aux ateliers ont mis l'accent sur la nécessité de donner un rôle accru aux jeunes en tant qu'acteurs et que public cible. Dans trois régions (Asie-Pacifique, Europe et petits États insulaires en développement), les Parties ont été invitées à désigner des jeunes et des enfants comme membres de leurs délégations nationale aux réunions intergouvernementales. Il a également été souligné que d'autres groupes, par exemple les femmes et les organisations communautaires étaient appelés à jouer un rôle important;

d) Toutes les Parties ont jugé qu'il serait essentiel d'élaborer, en coopération avec les principaux partenaires, des stratégies nationales et/ou régionales pour l'application de l'article 6 et, en particulier, des stratégies de communication. La nécessité de définir des méthodologies et des lignes directrices pour appuyer la conception et l'exécution de ces stratégies a fréquemment été mentionnée. Le recensement des besoins et des priorités est essentiel pour l'élaboration de stratégies nationales mais aussi pour un soutien plus rationnel;

e) Il conviendra de renforcer/promouvoir la collaboration avec les organisations internationales et les organismes régionaux compétents;

f) Il faudrait réglementer le financement des activités exécutées au titre de l'article 6 dans le cadre du mécanisme financier de la Convention et mobiliser un soutien financier accru d'autres sources, notamment des organismes de coopération bilatérale et multilatérale, des administrations nationales, des organisations non gouvernementales et du secteur privé.

Annexe 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,³⁴ 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.

³⁴ 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.

Annexe 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: EcoZone</i>
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>
		<p>quarters participated in the project, saving more than 12 per cent energy, avoiding 3,000 tonnes of CO₂ emissions.</p> <p><i>More information:</i> Climate Quarters</p>
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>

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

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

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

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
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 makers, university students and the general public. In the 2007–2010 period approximately 9,338 people were trained.</p> <p><i>More information:</i> Honduras Advances On Climate Change Public Education And Awareness Actions</p>
Iceland	Public awareness	<p>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.</p> <p><i>More information:</i> Global Action Plan International</p>
Italy	International cooperation	<p>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.</p>
Jamaica	Public awareness	<p>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.</p> <p><i>More information:</i> Voices for Climate Change music video</p>
Japan	Public participation	<p>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</p>

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
		<p>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.</p> <p><i>More information:</i> Global Environment Outreach Centre</p>
Japan	Public awareness	<p>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 CO₂ emissions.</p> <p><i>More information:</i> Japan’s Approach to Effective Implementation of Art. 6 and Team Minus 6%</p>
Japan	International cooperation	<p>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.</p> <p><i>More information:</i> Japan’s Approach to Effective Implementation of Art. 6</p>
Kazakhstan	Education	<p>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.</p> <p><i>More information:</i> Ministry of Education and Science of the Republic of Kazakhstan</p>
Kazakhstan	Public access to information	<p>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.</p> <p><i>More information:</i> Ministry of Environment Protection of the Republic of Kazakhstan</p>
Kazakhstan	International cooperation	<p>The independent Climate Change Coordination Centre (CCCC) established in 2002 is Kazakhstan’s first NGO.</p> <p>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</p>

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
		<p>have been financed by USAID and the Government of The United Kingdom. CCCC actively coordinates with the European Union.</p> <p><i>More information:</i> Climate Change Coordination Centre</p>
Kenya	Education	<p>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.</p> <p><i>More information:</i> National Environmental Education and Awareness Initiative</p>
Latvia	Public participation	<p>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.</p> <p><i>More information:</i> Ministry of the Environment</p>
Lebanon	Public awareness	<p>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.</p> <p><i>More information:</i> The Experience of Lebanon on Climate Change</p>
Malaysia	Education	<p>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</p>

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
		<p>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.</p> <p><i>More information:</i> Malaysia's Initiative on Combating Climate Change</p>
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

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
Netherlands	International cooperation, public participation	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 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>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
<i>More information:</i> Nordic Ecolabel		
Norway	Public access to information	<p>The Environmental Information Act entered into force in Norway on 1 January 2004. It provides all citizens with a legal 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> KlimatoLubni</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>

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Republic of Moldova	Education	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. 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

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
Saint Lucia	Public awareness	<p>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-minute documentary, through its vivid imagery and in-depth interviews, explains that climate change is happening, and how it affects Saint Lucia's 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</p>

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		<p>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> <p><i>More information:</i> Environment Education in Singapore</p>
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</p>

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		<p>Report of the IPCC have been translated into Spanish.</p> <p><i>More information</i> (In Spanish): Comunicar el Cambio Climático and List of climate change guides in Spanish</p>
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,</p>

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
		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.
Tajikistan	Public awareness	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, 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	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

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
Macedonia		<p>from crops grown on agricultural land contaminated with heavy metals.</p> <p>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.</p> <p><i>More information:</i> GEF Small Grants Programme</p>
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	<p>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.</p>
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.</p>

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
		<p>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> <p><i>More information:</i> USAID Global Climate Change Program</p>
Zambia	Training	<p>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.</p> <p><i>More information:</i> Journalists' Training on Climate Change Reporting in Zambia</p>

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 counties 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.

Annexe 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>

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

<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.

Annexe 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>.