



Convención Marco sobre el Cambio Climático

Distr. general
23 de noviembre de 2010
Español
Original: inglés

Órgano Subsidiario de Ejecución

33° período de sesiones

Cancún, 30 de noviembre a 4 de diciembre de 2010

Tema 6 del programa provisional

Artículo 6 de la Convención

Informe sobre las necesidades esenciales, las posibles deficiencias, los obstáculos y los avances en la ejecución del programa de trabajo de Nueva Delhi enmendado

Nota de la secretaría*

Resumen

En el presente informe se resume la información sobre los esfuerzos realizados por las Partes para desarrollar y ejecutar programas educativos, de capacitación y de concienciación en materia de cambio climático y sobre las actividades llevadas a cabo para recabar la participación del público en general en la lucha contra el cambio climático. En el documento se destacan las buenas prácticas, se señalan las deficiencias que están surgiendo y se formulan recomendaciones. El objetivo del informe es apoyar un examen intermedio de los progresos realizados en la ejecución del programa de trabajo de Nueva Delhi enmendado.

* Este documento se presentó fuera de plazo debido a la fecha de celebración de los talleres regionales.

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I. Introducción

A. Mandato

1. La Conferencia de las Partes (CP), en su decisión 9/CP.13, decidió aprobar el programa de trabajo de Nueva Delhi enmendado para la aplicación del artículo 6 de la Convención y prorrogarlo por cinco años. La CP decidió además llevar a cabo en 2010 un examen intermedio de los progresos realizados en la ejecución del programa de trabajo de Nueva Delhi enmendado, para evaluar su eficacia y determinar las deficiencias o necesidades que pudieran surgir, y en 2012 realizar un examen de su ejecución.

2. En su 32º período de sesiones, el Órgano Subsidiario de Ejecución (OSE)¹ aprobó el mandato relativo al examen provisional intermedio de la ejecución del programa de trabajo de Nueva Delhi enmendado², que figura en el anexo de la decisión 9/CP.13, y pidió a la secretaría que preparara informes para apoyar ese examen intermedio de conformidad con dicho mandato³. En particular, se pidió a la secretaría que preparara un informe sobre las necesidades esenciales, las posibles deficiencias, los obstáculos y los avances en la ejecución del programa de trabajo de Nueva Delhi enmendado⁴.

3. En ese mismo período de sesiones⁵, el OSE invitó a las Partes y las organizaciones intergubernamentales y no gubernamentales (ONG) competentes, así como a los interesados pertinentes, a que presentaran a la secretaría, el 16 de agosto de 2010 a más tardar, información y opiniones que pudieran resultar útiles para la realización del examen intermedio.

B. Objeto de la nota

4. En la presente nota se resume la información disponible sobre el grado de ejecución del programa de trabajo de Nueva Delhi enmendado, basándose en las actividades e iniciativas recientes de las Partes y las organizaciones competentes notificadas en las comunicaciones nacionales u otros informes nacionales⁶ pertinentes, o expuestas durante los talleres regionales organizados sobre la aplicación del artículo 6⁷. Para la presente nota también se han tomado como referencia la información y las opiniones presentadas en

¹ FCCC/SBI/2010/10, párr. 66.

² FCCC/SBI/2010/10, anexo III.

³ FCCC/SBI/2010/10, párr. 68.

⁴ FCCC/SBI/2010/10, anexo III, párr. 7 a).

⁵ FCCC/SBI/2010/10, párr. 67.

⁶ Mientras que 39 de las 41 Partes del anexo I han presentado su quinta comunicación nacional, sólo 30 [al 3 de noviembre de 2010] de las 155 Partes no incluidas en dicho anexo han presentado su segunda comunicación nacional, por lo que la cantidad de información disponible en las comunicaciones nacionales de las Partes no incluidas en el anexo I es más limitada.

⁷ Taller regional de Europa sobre la aplicación del artículo 6 de la Convención, 18 a 20 de mayo de 2009, Estocolmo (Suecia) (informe presentado en el documento FCCC/SBI/2010/2); taller regional de Asia y el Pacífico sobre la aplicación del artículo 6 de la Convención, 14 a 16 de octubre de 2009, Bali (Indonesia) (informe presentado en el documento FCCC/SBI/2010/3); taller regional sobre la aplicación del artículo 6 de la Convención en América Latina y el Caribe, 27 a 30 de abril de 2010, Bávaro (República Dominicana) (informe presentado en el documento FCCC/SBI/2010/9); taller regional sobre la aplicación del artículo 6 de la Convención en África, 13 a 16 de septiembre de 2010, Banjul (Gambia) (informe presentado en el documento FCCC/SBI/2010/19); y taller regional sobre la aplicación del artículo 6 de la Convención en los pequeños Estados insulares en desarrollo, 2 a 4 de noviembre de 2010, Victoria (Seychelles) (informe presentado en el documento FCCC/SBI/2010/22).

respuesta a la invitación formulada por el OSE a la que se hace referencia en el párrafo 3 *supra*, y que aparecen recogidas en el documento FCCC/SBI/2010/MISC.7.

5. En el programa de trabajo de Nueva Delhi enmendado se definen por separado los seis elementos del artículo 6 (la educación, la capacitación, la sensibilización del público y su participación, el acceso del público a la información relativa al cambio climático y sus efectos y la cooperación internacional en esta esfera). En la presente nota se esbozan los progresos realizados y las necesidades y deficiencias que siguen existiendo en relación con esos seis elementos.

6. En el anexo I se presenta el mandato relativo al examen provisional intermedio. En el anexo II se incluyen ejemplos de buenas prácticas para esos seis elementos, notificados por las Partes en sus comunicaciones u otros informes nacionales o expuestos durante los talleres regionales organizados sobre la aplicación del artículo 6. En el anexo II también se incluyen ejemplos de buenas prácticas notificados por las organizaciones intergubernamentales y las ONG⁸. En el anexo III figuran ejemplos de días (o semanas o meses) del año dedicados a la lucha contra el cambio climático o cuestiones conexas en distintos países, según los datos facilitados por las Partes en sus comunicaciones nacionales. En el anexo IV se incluye la lista actualizada de entidades de enlace nacionales y regionales designadas para el artículo 6.

C. Medidas que podría adoptar el Órgano Subsidiario de Ejecución

7. El OSE tal vez desee tomar nota de las conclusiones que figuran en el presente documento e indicar nuevas medidas para mejorar o intensificar la ejecución del programa de trabajo de Nueva Delhi enmendado.

II. Progresos realizados y necesidades, deficiencias y obstáculos que siguen existiendo en la ejecución del programa de trabajo de Nueva Delhi enmendado

A. Antecedentes

8. En noviembre de 2002 las Partes aprobaron el programa de trabajo quinquenal de Nueva Delhi para la aplicación del artículo 6 de la Convención, un marco flexible para actividades impulsadas por los países que debían atender a las necesidades y circunstancias concretas de las Partes y tener en cuenta sus iniciativas y prioridades nacionales.

9. Basándose en un informe sobre el grado de ejecución del programa de trabajo de Nueva Delhi elaborado por la secretaría al finalizar el período quinquenal para su ejecución, en 2007⁹, las Partes convinieron en que el programa de trabajo había demostrado ser un buen marco para la adopción de medidas y reconocieron que ninguna estrategia concreta de sensibilización o fomento de la capacidad resultaba adecuada para todos los países¹⁰. En consecuencia, las Partes decidieron aprobar el programa de trabajo de Nueva Delhi enmendado para un período adicional de cinco años, haciendo especial hincapié, a nivel nacional, en la necesidad de formular planes y estrategias nacionales con respecto al artículo 6 y de elaborar material educativo y de sensibilización adecuado adaptado a las

⁸ En la medida de lo posible esos ejemplos se han incluido en la CC:iNet, la red de intercambio de información sobre el cambio climático, en unfccc.int/ccinet.

⁹ FCCC/SBI/2007/22.

¹⁰ FCCC/SBI/2007/22, párr. 75 b).

necesidades y las circunstancias de cada una de las Partes. A nivel regional e internacional el programa de trabajo subraya la importancia de, entre otras cosas, promover las asociaciones para facilitar la ejecución de actividades, desarrollar actividades y programas regionales y compartir información y experiencias.

B. Educación

1. Progresos realizados, buenas prácticas y lecciones aprendidas

10. Existe un amplio consenso entre las Partes y las organizaciones competentes en torno a la importancia fundamental de la educación en materia de cambio climático. Las Partes y organizaciones competentes de todas las regiones han comunicado la realización de un amplio abanico de actividades educativas en esta esfera, lo que supone un avance tanto en los países en desarrollo como en los países desarrollados.

11. El cambio climático ha pasado a formar parte de los programas de estudios oficiales de muchos países desarrollados y algunos países en desarrollo. Algunas Partes han comunicado un considerable aumento del número de cursos universitarios sobre el cambio climático, y también se ha producido un aumento similar en la atención recibida por este tema en la enseñanza primaria y secundaria. En algunos países donde el cambio climático todavía no forma parte de los programas de estudios oficiales, se han hecho planes para integrar esta materia en el sistema educativo, ya sea como asignatura obligatoria, como materia optativa o como actividad extracurricular.

12. En numerosas comunicaciones y en los informes sobre el resultado de los talleres regionales se subraya la importancia de la educación no académica como forma adicional y complementaria a la educación académica para aprender sobre el cambio climático. La educación no académica y la utilización de instrumentos innovadores pueden hacer a veces que se incorporen con más facilidad a la conciencia cotidiana las ideas relativas al cambio climático, complementándose y reforzándose así el conocimiento adquirido a través de los programas de estudios tradicionales de las escuelas. La utilización de métodos no tradicionales, en particular de métodos en que los compañeros asuman el papel de educadores, puede contribuir a que el cambio climático se perciba como algo más cercano y tangible.

13. El programa de trabajo de Nueva Delhi enmendado hace especial hincapié en el papel de los jóvenes en la educación¹¹. Los jóvenes deberían ser uno de los principales objetivos (si no el principal objetivo) de las medidas educativas, pero también pueden contribuir a educar. Las organizaciones de jóvenes, junto con otras ONG, como las destinadas a actividades socioculturales o de desarrollo, son las principales proveedoras de educación no académica. Estas organizaciones suelen estar dirigidas por voluntarios, emplean métodos de aprendizaje experimental, ofrecen programas progresistas, incluyen grupos de homólogos, fomentan las relaciones intergeneracionales y potencian el liderazgo y un sistema de valores.

14. También hay otros grupos que podrían desempeñar una función educativa en materia de cambio climático al margen de la educación académica. Por ejemplo, los participantes en el taller regional sobre la aplicación del artículo 6 de la Convención en América Latina y el Caribe discutieron cómo los sindicatos habían creado instrumentos de aprendizaje fuera de la Web (y, en medida creciente, en línea) para sus miembros, alentándolos a obtener acceso a datos sobre las emisiones y el consumo de energía en sus lugares de trabajo, e intercambiando prácticas óptimas para crear "lugares de trabajo verdes" entre los países desarrollados y los países en desarrollo. También se señaló que los

¹¹ Decisión 9/CP.13, párr. 11.

líderes religiosos y los grupos confesionales desempeñaban un papel igualmente importante en sus países, particularmente en África.

15. En muchos países, el Decenio de las Naciones Unidas de la Educación para el Desarrollo Sostenible (2005-2014) constituye un valioso marco para la realización de actividades docentes en las escuelas y en un contexto más amplio. El cambio climático es una de las principales esferas de acción del Decenio¹²; en él se alienta a las Partes a adoptar medidas concretas para promover, entre otras cosas, los objetivos del artículo 6 y el programa de trabajo de Nueva Delhi enmendado.

2. Necesidades, deficiencias y obstáculos

16. A pesar de los avances realizados en la integración de la cuestión del cambio climático en los programas de estudio, la cuestión sigue sin tratarse suficientemente en las aulas de las escuelas primarias y secundarias de muchos países Partes en desarrollo.

17. Algunas Partes han apuntado a la falta de una estrategia nacional de educación sobre el medio ambiente como uno de los principales impedimentos para el avance. Sin una estrategia nacional es difícil integrar las cuestiones relativas al cambio climático en los programas educativos.

18. La falta de formación de maestros y de material didáctico adecuado también siguen siendo un problema en los países en desarrollo. Algunas Partes señalan que en la actualidad se alienta poco a los profesores a incorporar el cambio climático a las materias que imparten.

C. Capacitación

1. Progresos realizados, buenas prácticas y lecciones aprendidas

19. Mientras que la mayoría de los elementos del artículo 6 se aplican al público en general o al menos a una parte muy considerable de ese público, en el caso de la capacitación el grupo de destino es en general mucho más reducido, al dirigirse a algún grupo de profesionales con una función específica en la lucha contra el cambio climático. La capacitación se considera ampliamente como un componente fundamental de los esfuerzos de los países para hacer frente al cambio climático.

20. En la actualidad, algunos países en desarrollo están elaborando cursos de capacitación sobre el cambio climático destinados a maestros, políticos y otros profesionales, como los periodistas. Para que los periodistas puedan informar con eficacia y precisión sobre el cambio climático, es necesario que se familiaricen con la complejidad científica, técnica y política del tema. Las Partes y los interesados reconocen que la capacitación de periodistas en materia de comunicación sobre el cambio climático resulta de gran importancia, y han adoptado medidas al respecto.

21. La comunidad internacional también ha prestado apoyo al fortalecimiento de la capacidad de los medios de comunicación para sensibilizar al público sobre el cambio climático. En colaboración con la Fundación Thomson, la UNESCO ha creado un módulo de capacitación e información sobre educación para el desarrollo sostenible, dirigido a los

¹² La Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO), organismo coordinador del Decenio, dijo que éste servía como "marco para mejorar y promover el aprendizaje activo y formas innovadoras de abordar la cuestión del cambio climático de forma que tuviera sentido en el contexto de la vida cotidiana de las personas, ayudando a traducir la conciencia pasiva en una preocupación activa y un cambio de comportamiento". Véase <http://www.unesco.org/en/education-for-sustainable-development/>.

medios de comunicación y titulado "Los medios de información como asociados para la educación para el desarrollo sostenible"¹³. Con este paquete se trata de ayudar a los profesionales de los medios a informar sobre cuestiones relacionadas con el desarrollo sostenible, a ofrecer recursos de información pertinentes y a establecer un modelo de capacitación de los medios sobre cuestiones relacionadas con la sostenibilidad. El módulo también comprende un capítulo dedicado específicamente al cambio climático.

22. Se han llevado a cabo numerosas actividades regionales de capacitación en relación con la labor del Grupo de Expertos en Transferencia de Tecnología de la Convención Marco. Por ejemplo, con el taller regional de capacitación de África sobre la preparación de proyectos de transferencia de tecnología para su financiación se pretendía mejorar la capacidad de los encargados de desarrollar proyectos en África para preparar propuestas de proyectos de transferencia de tecnología que cumplieran los criterios de los proveedores de financiación internacional. También se organizaron talleres regionales para Asia y el Pacífico y para América Latina y el Caribe. Estos talleres respaldaron los esfuerzos destinados a aplicar los resultados de las evaluaciones de las necesidades de tecnología realizadas por los países en desarrollo como parte del proceso de la Convención Marco.

23. La capacitación ha venido formando parte de un importante número de proyectos financiados por el Fondo para el Medio Ambiente Mundial (FMAM) desde 2007. Algunos de esos proyectos se han desarrollado en el marco del Programa de apoyo a las comunicaciones nacionales del Programa de las Naciones Unidas para el Desarrollo (PNUD), que se creó para ayudar a las Partes que son países en desarrollo a preparar sus segundas comunicaciones nacionales. El FMAM también ha colaborado con el Grupo de Expertos para los países menos adelantados y con la secretaría para la organización de una serie de cinco talleres de capacitación destinados a apoyar la preparación y ejecución de los programas nacionales de adaptación por los países menos adelantados. Las actividades de capacitación también han sido un componente de los proyectos financiados por el FMAM en materia de transporte, gestión de la energía, eficiencia energética en edificios y aparatos eléctricos, captura y almacenamiento del dióxido de carbono y energía renovable, así como de distintos proyectos de adaptación¹⁴.

24. Una de las principales limitaciones señaladas tanto por las Partes que son países desarrollados como por las Partes que son países en desarrollo es que muchos periodistas carecen de capacitación o de conocimientos especializados en cuestiones complejas relacionadas con el cambio climático. Aunque se han adoptado medidas para remediar esta situación, como se describe en el párrafo 20 *supra*, parece que sigue existiendo la necesidad de reforzar la capacitación de los periodistas y los medios de comunicación para informar sobre las cuestiones relativas al cambio climático. Esa capacitación mejoraría la exactitud de la información y, de esta forma, se contribuiría a contrarrestar la desinformación sobre el cambio climático, que algunas Partes e interesados han señalado como un importante problema.

2. Necesidades, deficiencias y obstáculos

25. En la actualidad, muchas Partes que son países desarrollados sólo están llevando a cabo actividades de capacitación puntuales y en pequeña escala. Esos países son conscientes de que aún puede hacerse mucho más en materia de desarrollo y ejecución de programas de capacitación.

26. Muchas Partes que son países en desarrollo han señalado la necesidad de importantes programas de capacitación en todos los niveles de la sociedad. Los

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

¹⁴ Véanse los informes del FMAM a la CP 14, 15 y 16: FCCC/CP/2008/2/Rev.1, FCCC/CP/2009/9 y FCCC/CP/2010/5.

destinatarios prioritarios de esos programas son los medios de comunicación, los maestros, los directivos empresariales y las autoridades encargadas de la formulación de políticas y de la adopción de decisiones. La falta de fondos y la escasez de conocimientos especializados se señalaron como principales obstáculos para el desarrollo de programas de capacitación.

27. La capacitación fue uno de los temas sobre los que menos se informó en la segunda comunicación nacional de las Partes que son países en desarrollo. Muchos países no informaron sobre la capacitación o bien se limitaron a afirmar que en la actualidad esa formación era insuficiente o inexistente. Los programas de capacitación se señalaron como necesidad prioritaria.

D. Sensibilización del público

1. Progresos realizados, buenas prácticas y lecciones aprendidas

28. Al enmendarse el programa de trabajo de Nueva Delhi en la CP 13, se hizo mayor hincapié en la importancia de la sensibilización como forma de promover los cambios de comportamiento y estimular la acción individual para combatir el cambio climático¹⁵. Se ha observado una tendencia cada vez mayor, sobre todo en los países desarrollados, a que las actividades de sensibilización no se limiten a señalar los problemas existentes: ahora se alienta activamente a los ciudadanos a participar en las soluciones. Es común en algunos países que entidades más "neutrales", como las instituciones educativas o los medios de comunicación, promuevan la adopción de medidas. Gracias a esos esfuerzos, la mayoría de las personas están hoy mejor informadas sobre el cambio climático y mejor preparadas para actuar función de esa información.

29. Prácticamente todas las Partes que son países desarrollados, y muchas Partes que son países en desarrollo, han diseñado campañas de sensibilización pública para conseguir un amplio apoyo a las medidas de lucha contra el cambio climático. Las Partes están tratando de aumentar la sensibilización del público mediante distintos instrumentos, como folletos, impresos, sitios web, calculadoras de carbono, anuncios, carteles, calendarios, conciertos, festivales de cine, exposiciones, conferencias, concursos, talleres, boletines informativos, etiquetados de productos y celebraciones de días especiales destinados a tal fin.

30. En el programa de trabajo de Nueva Delhi enmendado también se añadió una referencia al valor de las encuestas para determinar un nivel de referencia de la sensibilización del público que pudiera servir de base para trabajos posteriores y para analizar los resultados de las actividades¹⁶. En los países desarrollados se realizan encuestas con frecuencia para medir la sensibilización, los conocimientos y el comportamiento del público en general con respecto al cambio climático. Algunos países en desarrollo también han realizado encuestas.

31. Prácticamente todas las Partes que son países desarrollados y muchas Partes que son países en desarrollo afirman que disponen de sitios web con información sobre el cambio climático, de fácil acceso y amplia difusión. Los ministerios de medio ambiente de los países en desarrollo han empezado a utilizar Internet para publicar periódicamente información actualizada sobre el cambio climático. Muchas Partes que son países desarrollados han establecido todo un abanico de instrumentos y recursos en línea tras la presentación de su cuarta comunicación nacional. En algunos sitios web se ofrecen trucos para aumentar la eficiencia energética de los hogares. Otros disponen de calculadoras en

¹⁵ Compárese el programa de trabajo de Nueva Delhi enmendado, párrafo 13 de la decisión 9/CP.13, con el programa de trabajo de Nueva Delhi original, párrafo 14 de la decisión 11/CP.8.

¹⁶ Decisión 9/CP.13, párr. 17 i).

línea que ayudan a las personas a reducir su huella de carbono. Si bien es cierto que en los países donde la conectividad a Internet sigue siendo baja no debería dependerse excesivamente de Internet para la labor de sensibilización, la mayoría de las Partes se muestran de acuerdo en que Internet es una de las formas más eficaces de difundir información y recabar la participación del público.

32. Muchas Partes consideran que la labor de las ONG resulta crítica para fomentar la concienciación y la adopción de medidas en materia de cambio climático. Las ONG han contribuido de manera importante a aumentar la sensibilización del público y su entendimiento del cambio climático mediante investigaciones, grupos de presión, actividades docentes y de capacitación y acciones mediáticas. Sus esfuerzos suelen contar con la ayuda oficial de los gobiernos nacionales. Algunas Partes que son países en desarrollo han comunicado que son las ONG las que llevan a cabo la mayor parte de la labor de sensibilización del público en sus países.

33. Los medios de comunicación desempeñan una función esencial en la concienciación del público sobre el problema del cambio climático y sobre las medidas necesarias para combatirlo. Las Partes en general son conscientes de que el conocimiento que el público tiene del cambio climático depende en parte de la importancia otorgada a esta cuestión por los medios de comunicación, y de que la cobertura mediática es una de las formas más eficaces de influir en la opinión pública. A este respecto, las tendencias son, globalmente, positivas. Muchas Partes han comunicado que en los últimos 15 años, y especialmente durante el período de ejecución del programa de trabajo de Nueva Delhi enmendado, el cambio climático ha pasado de recibir una atención marginal en los medios de comunicación a ser el centro de la atención mediática. La cobertura mediática del cambio climático comenzó a aumentar en 2007, cuando la cantidad de artículos sobre esta cuestión se incrementó considerablemente en todo el mundo. Algunas Partes afirman que el estreno de la película de Al Gore *An Inconvenient Truth (Una verdad incómoda)* en 2006 y la publicación del Cuarto Informe de Evaluación del Grupo Intergubernamental de Expertos sobre el Cambio Climático y el Informe Stern en 2007 también contribuyeron, sin duda, a aumentar el interés en esta cuestión.

34. El mayor interés de los medios de comunicación en el cambio climático no se ha limitado a los países desarrollados. Los periódicos, la televisión y las emisoras de radio locales de los países en desarrollo también informan cada vez más sobre el cambio climático.

35. Muchas Partes fijan fechas concretas del calendario como día (o semana o mes) anual de lucha contra el cambio climático o alguna cuestión conexas como forma de llamar la atención del público sobre dicha cuestión. En algunos casos, la atención se centra expresamente en el cambio climático; en otros, se centra en cuestiones conexas como la eficiencia energética o la movilidad sostenible, y se pueden destacar sus vínculos con el cambio climático¹⁷.

36. Los sindicatos también se han dedicado activamente a sensibilizar a sus miembros, dando a conocer información general sobre el cambio climático en sus locales, concentrándose en el vínculo entre el cambio climático y las cuestiones de la equidad, la justicia y la solidaridad, y también han realizado campañas de sensibilización en los lugares de trabajo, utilizando folletos, sitios web y material audiovisual para promover la eficiencia energética, las soluciones de transporte sostenibles y la adquisición responsable.

37. Algunas Partes reconocen la importancia de sensibilizar a la comunidad empresarial sobre las cuestiones relativas al cambio climático, y en particular sobre las nuevas tecnologías y oportunidades, y sobre los cambios que está experimentando el entorno

¹⁷ Véanse los ejemplos que figuran en el anexo III.

empresarial. Se han llevado a cabo algunas campañas de sensibilización pública destinadas a las empresas para ayudarlas a desarrollar procesos y estrategias más sostenibles.

2. Necesidades, deficiencias y obstáculos

38. A pesar de los avances logrados en los últimos años, el nivel de sensibilización pública sigue siendo relativamente bajo en los países en desarrollo, no sólo entre el público en general sino también entre los periodistas y la clase política. Según la información facilitada por los participantes en los tres talleres regionales sobre la aplicación del artículo 6 celebrados en África, Asia y el Pacífico y América Latina y el Caribe, menos del 50% de los habitantes de esas regiones tenían conocimiento de las cuestiones relativas al cambio climático. El nivel de conciencia era superior en los pequeños Estados insulares en desarrollo; los participantes afirmaron que el 70% de los habitantes de dichos Estados estaba familiarizado con las cuestiones relativas al cambio climático. Esta mayor conciencia podría atribuirse a que en esos países los efectos del cambio climático ya han empezado a sentirse. Por el contrario, una encuesta llevada a cabo en Suecia en 2009 reveló que el 99% de los suecos tenía conocimiento de la cuestión del cambio climático o había oído hablar de ella a raíz de la realización de una campaña de concienciación en 2002. Es evidente, por tanto, que si bien se han realizado esfuerzos de sensibilización, a los países en desarrollo todavía les queda mucho por hacer a este respecto.

39. Sigue siendo necesario, especialmente en algunos países en desarrollo, llevar a cabo más encuestas periódicas para evaluar el grado de conciencia y conocimiento de las cuestiones relacionadas con el cambio climático. Algunas Partes han señalado la necesidad de incrementar el establecimiento de redes, la coordinación y las asociaciones a nivel nacional para evitar, por un lado, la duplicación de esfuerzos y, por otro, la adopción de medidas independientes con bajo impacto. También se ha sugerido que algunas medidas de concienciación no tienen plenamente en cuenta elementos demostrados de las ciencias sociales relativos a las técnicas de comunicación y los cambios de comportamiento y que, por tanto, no son tan eficaces como podrían ser.

40. La presión de los consumidores también puede influir enormemente en la búsqueda de modelos más sostenibles de producción y consumo, lo que, entre otras cosas, reduciría las emisiones de carbono. Sin embargo, algunas Partes han señalado que, para que los consumidores puedan fundamentar sus opciones de compra, es necesario mejorar el etiquetado de los productos y los servicios para indicar claramente la huella de carbono que generan.

41. Uno de los mensajes implícitos derivados de la aplicación del programa de trabajo de Nueva Delhi enmendado, que también se ha formulado en algunos de los talleres regionales, es la necesidad de que las campañas de sensibilización se realicen a través de las estructuras sociales existentes y aprovechen las vías de comunicación correspondientes. Una sensibilización global requiere la participación de múltiples actores que dirijan el proceso, cada uno a través de su propia red. Entre esos actores figuran importantes grupos sociales, como los jóvenes, las mujeres, las ONG, las empresas, los sindicatos, los grupos religiosos y los docentes, y redes de especialistas como los estudiantes de medicina y los ingenieros.

42. En algunos países el gobierno colabora poco con grupos clave como los jóvenes, las mujeres y las ONG en la realización de campañas de información pública. Esta falta de colaboración dificulta los esfuerzos de sensibilización del público sobre la cuestión del cambio climático. Una mayor cooperación y colaboración del gobierno con, entre otros, las ONG, la comunidad docente, los jóvenes, las universidades y los grupos comunitarios contribuiría a solucionar el problema.

43. La falta de recursos humanos y financieros en los países en desarrollo ha sido citada por muchas fuentes como uno de los principales obstáculos a la sensibilización, junto con la falta de acceso a la asistencia técnica, especialmente para elaborar materiales educativos, y la escasa voluntad política para promover políticas eficaces. Aunque diversos proyectos financiados por el FMAM incluyen componentes de sensibilización, el Fondo no ha comunicado haber financiado ningún proyecto centrado principalmente en la sensibilización del público.

E. Participación del público

1. Progresos realizados, buenas prácticas y lecciones aprendidas

44. Parece existir un amplio consenso entre las Partes, las organizaciones intergubernamentales y las ONG que formularon observaciones sobre esta cuestión en que la participación activa y eficaz de la sociedad civil en la toma y aplicación de decisiones relativas al cambio climático resulta de vital importancia para poder combatir este problema a nivel nacional, subnacional y local. Algunas Partes comunicaron que habían incluido la participación del público como elemento concreto de sus estrategias nacionales de cambio climático. Para muchas Partes europeas, tanto desarrolladas como en desarrollo, la Convención sobre el acceso a la información, la participación del público en la toma de decisiones y el acceso a la justicia en asuntos ambientales (Convención de Aarhus) de la Comisión Económica para Europa (CEPE) de las Naciones Unidas¹⁸ es el principal marco internacional para la regulación de estas cuestiones. Durante el taller regional sobre la aplicación del artículo 6 de la Convención en América Latina y el Caribe se observó que todos los países de la región tenían un mecanismo para promover esa participación en los procesos de adopción de decisiones relacionadas con el cambio climático. En el taller regional de África se señaló que la mayoría (el 62%) de los países de la región también disponía de un mecanismo de este tipo. Durante el taller en los pequeños Estados insulares en desarrollo, se señaló que el 71% de los ciudadanos de esos países podían participar activamente en la toma de decisiones relativas al cambio climático.

45. Un porcentaje considerable de las Partes emplean procesos participativos con múltiples interesados, en ocasiones aplicando un modelo de concertación social, para elaborar las estrategias y los programas nacionales relativos al cambio climático, y en relación con procesos conexos como la elaboración de las comunicaciones nacionales o de proyectos nacionales de adaptación. Con frecuencia, redes o grupos de ONG contribuyen de forma considerable a canalizar las opiniones de un amplio número de organizaciones con intereses mayoritariamente comunes, haciendo más gestionable el proceso de participación. Entre las medidas adoptadas para recabar las opiniones del público y las Partes interesadas figuran los diálogos nacionales, las mesas redondas, las audiencias públicas, las conferencias, los consejos consultivos, los debates en la radio con participación telefónica del público y los foros de ciudadanos. Algunas Partes han establecido procedimientos para que el público pueda formular observaciones sobre los proyectos de ley relativos al cambio climático, algunos de ellos en línea. Algunas Partes también han adoptado mecanismos para velar por que los jóvenes estén suficientemente representados en los procesos de adopción de decisiones relativas al cambio climático. Algunas Partes han destacado el valor de disponer de un marco jurídico que garantice esta participación.

46. En cuanto a la participación del público en los procesos de la Convención Marco, éstos son bastante transparentes y participativos si se comparan con los de muchas otras negociaciones intergubernamentales. Las modalidades de participación de las ONG en los procesos de la Convención Marco se abordan en un conjunto de directrices elaboradas

¹⁸ <http://www.unece.org/env/pp>.

en 2003¹⁹. Aunque se siguen estudiando formas de seguir mejorando, hay muchos indicadores positivos, como la amplia cantidad de observadores no gubernamentales a los que se ha dado acceso a las reuniones; los numerosos actos, exposiciones y manifestaciones celebrados en paralelo a los períodos de sesiones de la CP y sus órganos subsidiarios; las frecuentes oportunidades de participación en los procedimientos de formulación de observaciones por escrito y de intervención en los plenos; y la inclusión de ONG en numerosas delegaciones gubernamentales.

47. En los últimos años los jóvenes han demostrado que pueden ser socios activos en la promoción de la participación del público en la lucha contra el cambio climático, al tomar parte en debates locales y mundiales sobre cuestiones relativas al cambio climático. En un folleto²⁰ elaborado por el Marco Conjunto de las Naciones Unidas sobre los niños, los jóvenes y el cambio climático coordinado por la secretaría de la Convención Marco se citan ejemplos de dicha participación²¹. Durante el 14º período de sesiones de la CP y el cuarto período de sesiones de la Conferencia de las Partes en calidad de reunión de las Partes en el Protocolo de Kyoto (CP/RP), más de 500 jóvenes se reunieron en Poznan (Polonia) para pedir a los gobiernos que colaboraran para alcanzar un ambicioso tratado sobre el clima. Antes de la CP 15 y la CP/RP 5, la secretaría de la Convención Marco había reconocido provisionalmente a los jóvenes la condición de grupo, acrecentando así su capacidad de participar en las negociaciones internacionales sobre el cambio climático. Con el apoyo financiero del Gobierno de los Países Bajos y la asistencia técnica de los grupos regionales de jóvenes y de la secretaría de la Convención Marco, más de 50 jóvenes delegados de países en desarrollo pudieron participar en la CP 15. Hasta 1.500 jóvenes participaron activamente en la CP 15 como parte de delegaciones de ONG, y unas 20 delegaciones gubernamentales incluyeron a representantes de organizaciones de jóvenes²².

2. Necesidades, deficiencias y obstáculos

48. Algunas Partes han señalado la necesidad de informar con mayor claridad sobre las actividades de participación del público. Muchas comunicaciones nacionales no informan en absoluto sobre dicha participación, y algunas que sí lo hacen las incluyen en otros apartados (por ejemplo, la información no se presenta en relación con el artículo 6).

49. Al presentar información sobre la participación del público, algunas Partes han notificado solamente las medidas adoptadas para mitigar el cambio climático. Aunque las medidas adoptadas a título individual son un elemento importante de la lucha contra el cambio climático, el concepto de participación del público es mucho más amplio e incluye la posibilidad de que la población influya en los procesos de toma de decisiones.

50. Numerosos países en desarrollo consideran que, en su caso, la participación del público no alcanza el nivel requerido. Basándose en el ejemplo de la Convención de Aarhus en la región europea, el establecimiento de un marco jurídico que prevea la participación del público en la adopción de decisiones relativas al cambio climático en las Partes que aún

¹⁹ Directrices para la participación de representantes de ONG en las reuniones de los órganos de la Convención Marco de las Naciones Unidas sobre el Cambio Climático. Disponibles en http://unfccc.int/resource/ngo/coc_guide.pdf.

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

²¹ Desde septiembre de 2008, el Marco Conjunto de las Naciones Unidas sobre los niños, los jóvenes y el cambio climático ha estado facilitando la coordinación y ejecución de iniciativas para niños y jóvenes en materia de cambio climático a nivel local, regional y mundial, así como la mayor participación de éstos en los procesos intergubernamentales sobre el cambio climático.

²² El Marco Conjunto también publicó un folleto para informar a los gobiernos, las organizaciones intergubernamentales, las ONG y los jóvenes sobre el proceso de participación de estos últimos en los períodos de sesiones de la Convención Marco. Dicho folleto se puede consultar en http://unfccc.int/files/cc_inet/information_pool/application/pdf/unfccc_youthparticipation.pdf.

no lo hayan hecho contribuiría a la ejecución del programa de trabajo de Nueva Delhi enmendado.

51. Algunas Partes señalaron que, si bien el nivel de interés público era una excelente señal, planteaba problemas a la hora de organizar los procesos de participación. Algunas Partes subrayaron la necesidad de incluir en los procesos de planificación nacionales actividades para promover la participación del público.

52. Son necesarios esfuerzos concretos para velar por que los puntos de vista de las mujeres, los jóvenes, los indígenas y las comunidades locales sean oídos en los procesos de toma de decisiones relativas al cambio climático. Con frecuencia estos grupos se ven marginados en dichos procesos, que como consecuencia de ello se empobrecen. Los procesos de participación deberían diseñarse de forma que se facilite la participación de estos grupos, asignando recursos suficientes para ello.

F. Acceso del público a la información

1. Progresos realizados, buenas prácticas y lecciones aprendidas

53. Existe un amplio acuerdo sobre la importancia de que el público pueda acceder a la información sobre las iniciativas, las políticas y los resultados obtenidos con respecto al cambio climático, sobre todo porque ese acceso es indispensable para que el público pueda participar en los procesos de adopción de decisiones. En la mayoría de los países se han adoptado medidas para difundir activamente la información relativa al cambio climático, o aumentar su disponibilidad, a través de diversos medios, como publicaciones científicas y técnicas, periódicos, programas de radio y televisión, conferencias, seminarios, talleres, sitios web y bases de datos en línea.

54. Muchas Partes que son países desarrollados, entre ellas todas las partes en la Convención de Aarhus, disponen de marcos jurídicos que garantizan el derecho del público a acceder a la información sobre el medio ambiente, incluida la relativa al cambio climático. Este derecho suele aplicarse a la información que obra en poder de las autoridades públicas, aunque en algunos casos el público tiene derecho a obtener la información directamente de las empresas privadas.

55. La mayoría de las Partes coinciden en que Internet es uno de los medios más eficaces para difundir información y recabar la participación del público. La mayoría de las Partes que son países en desarrollo consideran que un mejor acceso a la información y una mayor participación del público en la toma de decisiones dan lugar a que se adopten decisiones de mayor calidad y a que el público esté más concienciado sobre las cuestiones relacionadas con el cambio climático. Muchas Partes han desarrollado un amplio abanico de instrumentos y recursos en línea, así como sitios web, para difundir ampliamente la información sobre el cambio climático y hacerla más accesible.

56. Los periódicos, la radio y la televisión informan cada vez más sobre el cambio climático en los países en desarrollo. Los participantes en el taller regional sobre la aplicación del artículo 6 en África señalaron que los medios que más utilizaban para difundir información eran la televisión, la radio, las campañas de sensibilización y los periódicos. La mayoría de ellos señalaron que disponían de una entidad o un funcionario de enlace nacional al que se podía pedir información sobre el cambio climático, y más del 65% de estos países contaba con un sitio web nacional oficial sobre el cambio climático. En el taller regional para Asia y el Pacífico se destacó que era necesario utilizar una amplia gama de canales de comunicación, como conferencias de prensa, anuncios impresos, medios de comunicación en línea y cortometrajes. Con esta diversificación se lograría que un número mayor de ciudadanos tomaran conciencia y participaran en la mitigación del cambio

climático. En el taller regional para Europa, los participantes reconocieron que si se aplicara la Convención de Aarhus se podría aumentar el acceso a la información. En el taller regional para pequeños Estados insulares en desarrollo se señaló que el 77% de los países participantes tenía un sitio web nacional sobre el cambio climático, y el 73% disponía de una entidad o funcionario de enlace nacional para la información sobre el cambio climático.

57. En general, las Partes estuvieron de acuerdo en que la CC:iNet²³, la red de intercambio de información sobre el cambio climático, era un instrumento importante para promover la aplicación del artículo 6, y en varias ocasiones formularon propuestas en aras de una red de intercambio de información que funcionase a pleno rendimiento, fuera multilingüe y resultase fácil de utilizar. En la mayoría de los talleres regionales se presentó un prototipo de la CC:iNet con el fin de exponer el enfoque de aplicación en dos fases y la progresión prevista en el mejoramiento del sistema y su información. La versión completa de la CC:iNet se puso en marcha en octubre de 2010 y disponía de mejores funcionalidades²⁴.

2. Necesidades, deficiencias y obstáculos

58. Las Partes ofrecieron escasa información acerca del acceso a la información, posiblemente porque este tema se solapa en gran medida con el de la sensibilización del público. Fueron muy pocos los países en desarrollo que se pronunciaron sobre si sus legislaciones protegían con garantías jurídicas el derecho del público a acceder a la información relativa al cambio climático (como establece, por ejemplo, la Convención de Aarhus).

59. Los participantes en el taller regional para Europa indicaron que era necesario adoptar nuevas medidas para facilitar el intercambio de información sobre buenas prácticas relativas al artículo 6, en particular la preparación de una publicación que se pudiera obtener por vía electrónica²⁵, y la elaboración de un formulario para informar sobre las buenas prácticas. Los participantes en el taller regional de Asia y el Pacífico consideraron que las buenas prácticas deberían ser aplicables, mensurables, participativas y sostenibles y tener en cuenta las cuestiones de género. También se mencionó la necesidad de seguir desarrollando la CC:iNet como instrumento para la información. Otros obstáculos al acceso a la información que se citaron fueron el analfabetismo, las barreras lingüísticas, la disponibilidad insuficiente de información, las carencias tecnológicas, los obstáculos culturales que dificultaban la transmisión de conocimientos científicos al nivel popular, y el conocimiento insuficiente de la CC:iNet y de su uso.

G. Cooperación internacional

1. Progresos realizados, buenas prácticas y lecciones aprendidas

60. En una sección nueva dedicada a las iniciativas regionales e internacionales, el programa de trabajo de Nueva Delhi enmendado alienta a prestar apoyo y colaboración para la preparación de material didáctico y de capacitación en el marco de programas y actividades regionales²⁶. La cooperación internacional puede contribuir en gran medida a reforzar las actividades nacionales para la educación, la capacitación y la sensibilización sobre el cambio climático. Muchos gobiernos necesitan acceso a conocimientos especializados y a recursos financieros y técnicos que les permitan elaborar sus propios programas sobre cambio climático, y todos los países podrían beneficiarse de un

²³ <http://unfccc.int/ccinet>.

²⁴ Puede obtenerse más información sobre la versión completa de la CC:iNet en FCCC/SBI/2010/24.

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

²⁶ Decisión 9/CP.13, párr. 19.

intercambio de experiencias positivas y de recursos humanos y de un aumento de su capacidad institucional.

61. La mayoría de los países desarrollados que ofrecieron información sobre este asunto en sus comunicaciones nacionales se mostraron resueltos a participar de forma activa y constructiva en la labor de lucha contra el cambio climático de los países en desarrollo, incluidas las actividades relacionadas con el artículo 6. Por lo general, estas Partes informan sobre el nivel de asistencia financiera que han prestado para la ejecución de proyectos específicos centrados en los países en desarrollo o proyectos que integran actividades de educación y divulgación en esos países, y sobre los distintos talleres de capacitación que han organizado y apoyado en esos países. La cantidad de apoyo financiero y de fomento de la capacidad destinado a los países en desarrollo varía en función de cada Parte, pero se están haciendo esfuerzos para aumentar la capacidad colectiva de las Partes de aplicar la Convención.

62. Los talleres regionales constituyeron una plataforma valiosa para exponer ejemplos de cooperación internacional y regional, incluida la cooperación Sur-Sur. Por ejemplo, en el taller regional de América Latina y el Caribe se explicó que el portal en línea del Brasil sobre el cambio climático, disponible en inglés, francés, portugués y español, servía de instrumento para la cooperación internacional con países de habla portuguesa, como Angola, Cabo Verde, Guinea-Bissau, Mozambique, Santo Tomé y Príncipe y Timor-Leste, así como con países de habla no portuguesa, como Botswana y Haití. También se mostraron ejemplos de cooperación intrarregional. Por ejemplo, en el taller regional de Asia y el Pacífico, los participantes fueron informados de la labor del Grupo de Trabajo temático regional sobre el cambio climático, el agotamiento del ozono y los cambios en los ecosistemas, compuesto por representantes de 14 países de la región de Asia y el Pacífico y de organismos regionales e internacionales.

63. En los talleres regionales, los participantes también reconocieron el valor de las alianzas y el importante papel que desempeñaban las ONG internacionales en el fomento de las capacidades nacionales y regionales. Como ejemplos de ello se mencionaron el programa regional de fomento de la capacidad llevado a cabo por Mujeres de Europa por un Futuro Común²⁷, una red de ONG dedicadas al medio ambiente que abarcaba 40 países y que, entre otras cosas, prestaba su apoyo a programas de capacitación centrados en el intercambio de conocimientos y experiencias, y el programa Campeones internacionales del clima del Consejo Británico, cuyo objeto era proporcionar a los jóvenes de todo el mundo conocimientos, capacitación y acceso a recursos para que emprendieran iniciativas referidas a las cuestiones del cambio climático.

64. Los talleres regionales también sirvieron para ilustrar la importante misión de las organizaciones intergubernamentales en el fortalecimiento de capacidades en los ámbitos nacional y regional. Algunos ejemplos citados fueron los proyectos conjuntos CC:Dare del PNUMA y el PNUD en África, que incluían elementos de educación, de capacitación y de sensibilización del público, y la iniciativa Sandwatch en los pequeños Estados insulares en desarrollo, un proyecto de sensibilización sobre la fragilidad de los ecosistemas marinos y costeros dirigido por la UNESCO y destinado principalmente a los niños y los jóvenes.

65. Diversas organizaciones internacionales también señalaron haber tomado medidas para elaborar material didáctico, de capacitación y divulgativo. Por ejemplo, el Fondo de las Naciones Unidas para la Infancia (UNICEF) ha elaborado un paquete de recursos didácticos sobre el cambio climático, dirigido especialmente a los niños. Este paquete de recursos fue objeto de un examen por homólogos en el taller regional de América Latina y el Caribe, y será adaptado en función de las opiniones recibidas. La UNESCO ha elaborado

²⁷ <http://www.wecf.eu>.

material educativo destinado a los profesores, los encargados de diseñar planes de estudios, los formadores de profesores, los encargados de la planificación educativa y los medios de comunicación, y en la actualidad está preparando una iniciativa de educación para el desarrollo sostenible en el contexto del cambio climático cuyo objetivo es ayudar a los jóvenes a entender y combatir los efectos del calentamiento global en la actualidad. La plataforma de servicios de formación sobre el cambio climático de la iniciativa "Una ONU", conocida como CC:Learn, se puso en marcha en 2009 gracias a la colaboración de 22 organismos de las Naciones Unidas, a modo de contribución a la aplicación de las disposiciones del artículo 6 referentes a la capacitación y las competencias. Uno de sus objetivos principales es servir de apoyo al diseño y la aplicación de estrategias y medidas educativas sobre el cambio climático impulsadas por los países y orientadas a la obtención de resultados, mediante la colaboración entre Estados Miembros, organismos de las Naciones Unidas y los asociados para el desarrollo que estén interesados²⁸.

66. Se presentó el programa de becas de la Convención Marco, que ofrece a funcionarios gubernamentales a mitad de carrera, preferentemente de pequeños Estados insulares en desarrollo y países menos adelantados, la posibilidad de emprender proyectos de investigación con la secretaría de la Convención Marco, contribuyendo así a fomentar la capacidad de los países en desarrollo. La tercera ronda de este programa comenzó en el verano de 2010.

2. Necesidades, deficiencias y obstáculos

67. De las 39 Partes del anexo I que presentaron su quinta comunicación nacional, menos de la mitad facilitaron en ella información sobre el apoyo y la cooperación prestados específicamente en el contexto del artículo 6 de la Convención a las Partes que son países en desarrollo²⁹.

68. Al hilo de la valiosa experiencia que constituyó la serie de talleres regionales, numerosas Partes reconocieron la necesidad de organizar periódicamente talleres regionales y subregionales para intensificar la cooperación internacional, especialmente las iniciativas Sur-Sur, con el apoyo financiero y técnico de organizaciones y socios multilaterales y bilaterales.

III. Conclusiones y recomendaciones

A. Síntesis de las tendencias y recomendaciones de las Partes y las organizaciones pertinentes³⁰

69. Las Partes, en particular las que son países desarrollados, y las organizaciones intergubernamentales y no gubernamentales pertinentes, señalaron que habían seguido desarrollando y apoyando diversas actividades y programas relacionados con el artículo 6. Pese a los progresos logrados en la aplicación del programa de trabajo de Nueva Delhi enmendado, quedan pendientes muchos retos. Son muchas las Partes y las organizaciones pertinentes que consideran necesario fortalecer las capacidades existentes en los terrenos institucional, jurídico, técnico y organizacional para promover la coordinación y ejecución de las actividades relacionadas con el artículo 6. Algunas Partes se han mostrado preocupadas por que las cuestiones menos tangibles de que se ocupa el artículo 6 reciban un

²⁸ Puede obtenerse más información en www.uncclearn.org.

²⁹ Véanse los ejemplos que figuran en el anexo II.

³⁰ Incluidas en sus comunicaciones nacionales.

trato menos prioritario que las medidas encaminadas a encontrar soluciones científicas y técnicas a los problemas del cambio climático.

70. Si bien muchos países en desarrollo están llevando a cabo actividades con el apoyo financiero y técnico de países desarrollados, entre ellas cursos, talleres y la producción de material didáctico, la mayoría de ellos señalaron que hacía falta más financiación para intensificar esas actividades. A este respecto, cabe observar que, al aprobar el programa de trabajo de Nueva Delhi enmendado, la CP pidió al FMAM que siguiera facilitando, según procediera, recursos financieros para la ejecución del programa de trabajo de Nueva Delhi enmendado y que informara periódicamente a la CP sobre las actividades que hubiera apoyado³¹. Esta petición se repitió al mismo tiempo en la orientación adicional impartida por la CP al FMAM³². Pese a ello, aparte de la financiación que aporta a proyectos de capacitación, el FMAM no ha financiado actividades del artículo 6 relacionadas con el papel de la sociedad civil, como puede ser en el terreno de la educación y la sensibilización del público, salvo en el caso de componentes de menor importancia de ciertos proyectos financiados por el FMAM cuya orientación principal era otra.

71. Deberían generarse más oportunidades de capacitación para grupos de gran influencia en la educación y la comunicación sobre el cambio climático, como los periodistas, los profesores y los dirigentes comunitarios, a fin de mejorar sus competencias en materia de comunicación sobre el cambio climático.

72. Deberían intensificarse las medidas para aumentar la participación de los jóvenes, las mujeres, las organizaciones de la sociedad civil y las bases comunitarias en la aplicación del artículo 6.

73. Debería potenciarse la utilización de medios electrónicos para el intercambio de información a nivel internacional sobre buenas prácticas y lecciones aprendidas y, en la medida de lo posible, la información debería difundirse en distintos idiomas.

74. Para aumentar la eficacia de las actividades de sensibilización del público, educación y capacitación, es importante hacer un seguimiento y una evaluación de sus resultados. La implantación de mecanismos participativos de seguimiento y evaluación mientras se ejecutan actividades del artículo 6 contribuirá a detectar los aspectos que podrían mejorarse y a perfeccionar la planificación de actividades futuras.

75. Por último, es necesario que en las comunicaciones nacionales de los países en desarrollo se informe mejor sobre las actividades relativas al artículo 6 y al programa de trabajo de Nueva Delhi enmendado. En algunos casos, la información suministrada no guarda relación directa con las cuestiones del cambio climático, sino que se refiere a asuntos ambientales de índole general. Algunas Partes señalaron que, a juzgar por la información suministrada en las comunicaciones nacionales, la aplicación del artículo 6 parecía especialmente deficiente en los ámbitos de la participación del público y la cooperación internacional.

B. Síntesis de las recomendaciones de los talleres regionales

76. Los participantes de los cinco talleres regionales formularon recomendaciones para mejorar la ejecución del programa de trabajo de Nueva Delhi enmendado en sus regiones³³. A continuación se enumera una serie de temas comunes evocados en esas recomendaciones:

³¹ Decisión 9/CP.13, párr. 5.

³² Decisión 7/CP.13 sobre la orientación adicional al Fondo para el Medio Ambiente Mundial, párr. 4.

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

a) Alentar a las Partes a designar una entidad o funcionario de enlace nacional para las cuestiones del artículo 6. Para la mayoría de las regiones resulta fundamental que, por medio del apoyo técnico y financiero, se dote a esta entidad o funcionario de los medios necesarios para coordinar las actividades de ámbito nacional y para velar por el acceso adecuado a la información y la documentación.

b) Mejorar el establecimiento de redes de contactos y el intercambio de información y buenas prácticas entre los correspondientes interesados. Se señaló la importancia de la CC:iNet: aumentar su facilidad de uso y promover su utilización, en particular por medio de actividades de capacitación, es fundamental para facilitar la ejecución del programa de trabajo de Nueva Delhi enmendado.

c) Los participantes de todas las regiones destacaron en particular la conveniencia de dar mayor protagonismo e importancia a la juventud, como parte activa y como público objetivo fundamental. En tres regiones (Asia y el Pacífico, Europa y los pequeños Estados insulares en desarrollo), los participantes invitaron a las Partes a que incluyeran a niños y jóvenes en sus delegaciones nacionales para que asistieran a las reuniones intergubernamentales. También se destacó la importancia de otros grupos, como las mujeres y las organizaciones de base comunitaria.

d) Un elemento que todas las Partes consideraron esencial fue la elaboración, en cooperación con los principales interesados, de estrategias nacionales y/o regionales sobre el artículo 6 y, en particular, de estrategias de comunicación. A menudo se hizo alusión a la necesidad de desarrollar metodologías y directrices para el diseño y la ejecución de estas estrategias. La detección de necesidades y el establecimiento de prioridades parecían ser un requisito previo del diseño de estrategias nacionales, además de un elemento fundamental para racionalizar el apoyo.

e) Aumentar/promover la colaboración con las organizaciones internacionales pertinentes y los órganos regionales competentes.

f) Formalizar la financiación de actividades relacionadas con la aplicación del artículo 6 dentro del mecanismo financiero de la Convención, y aumentar la financiación procedente de otras fuentes, incluidos los organismos multilaterales de cooperación, las arcas públicas nacionales, las ONG y el sector privado.

Annex I

[English only]

Terms of reference for the intermediate review of progress in the implementation of the amended New Delhi work programme on Article 6 of the Convention

I. Mandate

1. The Conference of the Parties (COP), by its decision 9/CP.13, decided to undertake an intermediate review of progress in the implementation of the amended New Delhi work programme on Article 6 of the Convention in 2010 to evaluate its effectiveness and identify emerging gaps and needs, and a review of its implementation in 2012.
2. By the same decision, the COP requested the secretariat to organize thematic regional and subregional workshops to share lessons learned and best practices, in collaboration with relevant partners, and prior to the intermediate review of the work programme in 2010, subject to the availability of funds.
3. The COP further requested the secretariat to prepare reports on progress made by Parties in implementing Article 6 of the Convention, based on information contained in national communications and other sources of information, for consideration by the Subsidiary Body for Implementation (SBI). These reports will be issued regularly, and in particular for the intermediate review in 2010 and the review in 2012.
4. The COP also requested the secretariat to further enhance the usefulness and relevance of the information network clearing house (CC:iNet), in line with the evaluation report of the clearing house,¹ and facilitate dissemination of information from CC:iNet and other sources.

II. Objectives

5. With a view to encouraging improvement based on experience, the objectives of the intermediate review are:
 - (a) To take stock of the progress made in the implementation of the amended New Delhi work programme to date, noting that this work is still ongoing;
 - (b) To identify essential needs for, potential gaps in, and barriers to, the implementation of the amended New Delhi work programme;
 - (c) To identify lessons learned and good practices with a view to their dissemination, promotion, replication and introduction as appropriate;
 - (d) To identify recommendations on further steps for the improvement or enhancement of the amended New Delhi work programme.

¹ FCCC/SBI/2007/26.

III. Information sources

6. Information on the implementation of the amended New Delhi work programme for the intermediate review should be drawn from, inter alia:

- (a) Reports of thematic regional workshops on the implementation of Article 6, including the first series of thematic regional workshops;
- (b) Submissions from Parties;
- (c) National communications and other relevant national reports;
- (d) Information on the implementation of the programme shared by Parties and relevant organizations through CC:iNet;
- (e) Reports and submissions from the Global Environment Facility and its implementing agencies, United Nations organizations, relevant intergovernmental and non-governmental organizations, as well as relevant stakeholders.

IV. Expected outcomes

7. Drawing upon the information sources listed in chapter III, the secretariat will prepare for consideration by the SBI at its thirty-third session:

- (a) A report on essential needs for, potential gaps in, barriers to, and progress in the implementation of the amended New Delhi work programme;
- (b) A report on the full-scale implementation of CC:iNet;
- (c) A miscellaneous document containing submissions from Parties, relevant intergovernmental and non-governmental organizations, as well as relevant stakeholders, received in response to the invitation by the SBI at its thirty-second session.

8. The SBI, at its thirty-third session, will consider the documents listed in paragraph 7 above and any other information relevant to the completion of the intermediate review, with a view to recommending a draft decision for adoption by the COP at its sixteenth session, which should include identification of further steps for improvement or enhancement of the implementation of the amended New Delhi work programme.

Annex II

[English only]

Examples of good practices as reported by Parties and relevant organizations

Table 1

Examples of good practices as reported by Parties in their national communications and other documents

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
Albania	Public awareness	To measure the level of public awareness on climate change, Albania conducted a survey funded by the United Nations Environment Programme (UNEP). The results show more than half of Albanians are not aware of climate change and its threats. An even higher percentage of respondents say they don't know about Albania's position and accomplishments under the UNFCCC and its Kyoto Protocol. As a result, Albania decided to create an aggressive communication campaign aimed at generating awareness on climate change, with a special emphasis on the Kyoto Protocol's benefits and obligations. The strategy aims to create new partnerships with the private sector, civil society, media, and the general public. The campaign will take place between 2011 and 2012 at a cost of USD100,000.
Antigua and Barbuda	Public awareness, education	One of Antigua and Barbuda's key public awareness projects is the EcoZone summer camp, which targets children between the ages of five and 14. Children participating in the EcoZone summer camp enter in direct contact with wildlife and are taught to understand how their actions can produce positive and negative impacts on the environment. Through the 'Arbour Month' initiative, they learn the importance of planting trees, of proper land clearing techniques, and how to reduce their carbon footprint. Thirty-six schools in the country are currently taking part in the environmental cadet programme, an extra-curricular activity targeting primary, secondary and tertiary levels. The objective is to enable the cadets to create tangible change within the environment that filters through to the general public. <i>More information:</i> EcoZone
Armenia	Training	Armenia has been providing training courses on climate change for the past five years. In 2005, seven training sessions on implementing the Clean Development Mechanism (CDM) in Armenia were organized for various stakeholders. The Ministry of Nature Protection, in cooperation with the UNEP, organized five national seminars in 2007. Representatives from regional authorities and local self-governing bodies, environmental non-governmental organizations (NGOs), and educational institutions participated in the seminars. They discussed the implementation of Armenia's commitments under the UNFCCC, issues related to hydro-meteorological observations and forecasts, as well as extreme weather events. Ten training courses on reducing the vulnerability of agriculture to climate change were organized in Armenia's regional agricultural support centres in 2008-2009. More than 200 farmers and agronomists participated in the training..
Armenia	Public access to information	In 1997, Armenia created a website to make climate change information widely available to the general public. The website is updated regularly and contains useful, easy-to-understand information. In 2008, the website won top honours as Armenia's best website during the third E-content Pan-Armenian Competition. In 2009, the website launched an

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
		<p>electronic newsletter, which is widely distributed.</p> <p><i>More information:</i> Armenia Climate Change Information Center</p>
Australia	Education	<p>The Australian Sustainable Schools Initiative (AuSSI) is a partnership of the Australian government and state and territory governments to encourage sustainability in schools and the communities they serve. AuSSI involves participants in a whole-of-school approach to improve the management of resources and facilities, including energy, waste, water, biodiversity, landscape design, products and materials. More than 200 schools are now participating in the initiative. They have reported up to 80 per cent reductions in waste collection, 60 per cent in water consumption, and 20 per cent savings on energy consumption, with corresponding reductions in greenhouse gas emissions.</p> <p><i>More information:</i> AuSSI</p>
Australia	International cooperation	<p>Australia is committed to playing an active and constructive role on climate change in Pacific island communities. The Australian government is investing USD150 million over three years from 2008–2009 to 2010–2011, through the International Climate Change Adaptation Initiative, to meet high-priority climate adaptation needs in the region. Australia also provided training and workshops in 10 countries (Cook Islands, Fiji, Kiribati, Niue, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu) from 2004 to 2007.</p> <p><i>More information:</i> International Climate Change Adaptation Initiative</p>
Austria	Public participation	<p>Austria organized a public participation process to support the development of its national climate change adaptation strategy. The participation process (2009–2010) was organized to discuss adaptation measures, responsibilities for implementation, research needs, etc. with relevant stakeholders</p>
Belgium	Public awareness	<p>Belgium’s “Energy guzzlers” campaign is based on a sophisticated online carbon dioxide (CO₂) calculator and was launched at the end of 2006 by the Belgian federal climate change section. The project aims to promote rational energy use at home by estimating and reducing the energy consumption of existing appliances and materials – such as household appliances, lighting, cars, window and roof insulation – and by encouraging the purchase and installation of energy-friendly appliances and materials. The calculator hosts databases containing all products available on the Belgian market and takes into account a wide range of personal selection criteria, utilization parameters and financial incentives. It presents the environmental gain as well as the financial gain (lower energy bill). A publicity campaign directed more than 800,000 visitors to the website over a period of three years.</p> <p><i>More information:</i> The “Energy Guzzlers” campaign</p>
Belgium	Public awareness	<p>A coalition of Belgian NGOs, in partnership with grid managers, municipalities and provinces, has created a campaign aimed at encouraging climate friendly behaviour patterns. The Climate Quarters campaign involves groups of families living on the same street or quarter or from the same school or company. They launch a bet with their own municipality: in six months, they will try to save 8 per cent energy in comparison with the same period of the previous year. Not allowed to invest in new technologies, participants are rather encouraged to change their behaviour. They receive energy savings tips and regularly check their electricity and natural gas meters. In 2008–2009, 4,815 families from 450</p>

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
		quarters participated in the project, saving more than 12 per cent energy, avoiding 3,000 tonnes of CO ₂ emissions. <i>More information:</i> Climate Quarters
Bolivia (Plurinational State of)	Public participation	The Plurinational State of Bolivia is committed to tackling climate change with the full participation of all stakeholders, including the main actors and victims of climate change. The President of the Plurinational State of Bolivia has discussed the country's position and the Convention's framework at all levels of society. In addition, the Ministry of Environment, Biodiversity and Climate Change has begun the task of forming a Plurinational Council on Climate Change.
Bolivia (Plurinational State of)	International cooperation	Denmark, the Netherlands, and the United Kingdom of Great Britain and Northern Ireland have enabled the Plurinational State of Bolivia to develop a series of workshops and seminars on climate change with the participation of local and international negotiators. At the same time, the Plurinational State of Bolivia is carrying out a project on capacity building under the leadership of the National Programme on Climate Change and UNDP. The Plurinational State of Bolivia is part of the UNDP "Strengthening national capacity of systematization of knowledge, information and dissemination of climate change" initiative.
Canada	Training	The Environmental Careers Organization (ECO) Canada and its certification body, the Canadian Environmental Certification Approval Board (CECAB) is in the process of developing a national certification program for greenhouse gas verifiers, validators and practitioners. To date, greenhouse gas experts and key informants have drafted a basic National Occupational Standards for the sector, which defines the skill set required to work within Canada's greenhouse gas sector. <i>More information:</i> ECO Canada
Costa Rica	Public awareness	Costa Rica carried out a national study to determine the level of awareness of climate change issues among the general public: 71 per cent of those who participated in the study would like to receive more information about climate change, while 75 per cent of those interviewed were concerned about the effects of climate change. The study also found that Costa Rican citizens prefer government-enforced activities to voluntary efforts by the general public. Other relevant activities in Costa Rica have included changing the primary education curriculum to include information about climate change, and awareness raising activities. <i>More information:</i> Percepcion de la Poblacion Costarricense
Côte d'Ivoire	Training	Côte d'Ivoire held a training workshop for 100 magistrates and 50 law practitioners (lawyers and law students) on environmental law, in particular on the UNFCCC. During the workshop, organized with the support of UNDP, the text of the Convention was distributed and analyzed and the working mechanisms of the Convention and its Kyoto Protocol, including the current status of negotiations, were explained. The workshop highlighted the importance of reinforcing knowledge of environmental law within the judiciary system.
Czech Republic	Public awareness,	The Czech NGO Ecological Institute Veronica creates educational programmes that are based on developing practical solutions. An initiative run by the Centre Veronica Hostetin, which is located in the village of Hostetin in the

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
	education	<p>Carpathians mountains, cooperates with the municipality and other partners for the development and implementation of model projects aimed at sustainable development. The model projects implemented in the village prevent 1,600 tonnes of CO₂ emissions per year and support the local economy. Model projects include the construction of passive houses, the installation of thermic and photovoltaic solar panels, operating biomass heating and reed-bed sewage plants, using energy-saving public lighting systems, and the production of organic apple juice. As a result, the village is almost self-sufficient in renewable energy resources. The experience from the model projects is being monitored and results are being published and disseminated to a wide public. The village welcomes an average of 5,000 visitors per year – experts and general public, adults and children.</p> <p><i>More information:</i> Centre Veronica Hostětín</p>
Czech Republic	Public participation	<p>The Czech Republic ratified the Aarhus Convention in 2004. As a result, the country places great emphasis on public participation in decision-making on environmental matters and community cooperation. Some NGOs work to support civic participation in environmental issues. The public is invited to participate in the creation of some important documents, which, in the preparatory stages, are placed on the Ministry's website for public discussion and comment. The Green Circle, as an umbrella and service organization with more than 20 member organizations, is the contact point for comments on draft documents submitted by the Ministry of the Environment</p> <p><i>More information:</i> The Green Circle</p>
Denmark	Public awareness	<p>The Danish Government's 'One Tonne Less' campaign to encourage people to reduce their personal CO₂ emissions involves a website through which individuals are able to calculate their own CO₂ emissions, set up an action plan, and then see how much they could reduce their CO₂ emissions by implementing the plan. By early 2009, more than 75,000 Danish citizens had pledged to reduce their CO₂ emissions by one tonne the following year.</p> <p><i>More information (in Danish only):</i> One Tonne Less or general information in English: Info campaign</p>
Denmark	Education	<p>Climate change education is an integral part of many educational programmes at the University of Copenhagen. The university will expand its climate change and sustainability related educational programmes by launching a new Master of Science (MSc) programme in Climate Change: Impacts, Mitigation and Adaptation in 2010. The MSc will be in English, include an Internet component, and will accept about 40 national and international students.</p> <p><i>More information:</i> Climate strategy 2010</p>
Denmark	Public participation	<p>Denmark's National Strategy for Sustainable Development was adopted in 2002, and contains provisions on public participation. The Danish government supports participation in climate and environmental issues in different ways -- including implementing the Aarhus Convention and supporting local Agenda 21 work initiated by Danish municipalities.</p> <p><i>More information:</i> Denmark's National Strategy for Sustainable Development</p>
Democratic Republic of Congo	Public awareness	<p>Antenna for the Recognition of the Environment in the Congo (AREC) is a local NGO that has been publishing a free weekly "Environment Information" newspaper since 1997. The newspaper, with a circulation of 1,000, serves as a weekly digest of information on the environment, tourism, good environmental governance, and related fields. The AREC is now aiming to produce a special issue on the environment every three months, which would be distributed free</p>

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

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
	access to information	<p>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>
Honduras	Education	<p>Honduras has been carrying out educational activities on climate change, including training for teachers and students in primary and secondary schools, and carrying out presentations and training workshops for technical experts, decision</p>

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
		makers, university students and the general public. In the 2007–2010 period approximately 9,338 people were trained. <i>More information:</i> Honduras Advances On Climate Change Public Education And Awareness Actions
Iceland	Public awareness	Environmental NGOs run several projects that are instrumental in raising environmental awareness in Iceland. One project especially relevant to climate change is the Global Action Plan (GAP). The goal of the project is to make people aware of how their lifestyle and actions in daily life influence the environment, and how simple changes can make a difference. Managed by a local NGO with financial support from the Ministry of Environment, GAP involves small groups of five to eight people who follow a special 10-week programme to learn how to make more environmentally friendly choices when it comes to waste, energy, transport, shopping and water. Each group has a coach who has received special training. More than 1,000 families in Iceland have participated in the programme and the organization aims at introducing the programme to workplaces later this year. <i>More information:</i> Global Action Plan International
Italy	International cooperation	The Egyptian and Italian Bilateral Cooperation Programme on Environment aims at strengthening the capacity of the Egyptian Environmental Affairs Agency in environmental education and training. The content of the workshops and training courses helped lead to the first Egyptian Environmental Data Year Book, which could lead to advances in climate change issues in Egypt. In China, a broad capacity building action has been carried out since 2003 in cooperation with the Venice International University and Italian Ministry for the Environment, aimed at providing a comprehensive training on sustainable development for key public officers and business experts. More than 5,000 Chinese beneficiaries have been trained so far.
Jamaica	Public awareness	Jamaica's efforts to raise public awareness and promote environmentally friendly behaviour include the use of posters, public-service announcements, presentations in schools and music videos. 'Voices for Climate Change' is a music video project implemented jointly by the National Environmental Education Committee and PANOS Caribbean, a regional NGO engaged in strengthening civil society's understanding of sustainable development issues. The video shows how artists singing to the sound of reggae music can raise awareness on climate change issues and promote environmentally friendly behaviour, one of the refrains being: "[climate change:]we cannot stop it, but we can slow it down." Jamaica's national communication and education strategy includes other activities such as workshops for artists and the media; tree planting exercises community dialogues; school tours; and public service announcements. <i>More information:</i> Voices for Climate Change music video
Japan	Public participation	Japan's Global Environment Outreach Centre was established as a joint project between the United Nations University and the Ministry of the Environment in October 1996. The Centre compiles the results of research and builds up mechanisms that will allow opinions of NGOs to be reflected in the Framework Convention on Climate Change. It also promotes NGOs' participation in the implementation of Agenda 21 through, among other things, the facilitation of international symposiums that focus on the roles of NGOs in arresting global warming. The Centre also runs an information service on the global warming problem with a wide range of materials from Japan and abroad. Moreover, it has established seven regional environmental partnership offices across Japan.

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
		<i>More information:</i> Global Environment Outreach Centre
Japan	Public awareness	The Japanese government launched a national campaign ‘Team Minus 6%’, which encourages people to reduce their personal greenhouse gas emissions. For example, the campaign promotes summer and winter business dress styles in order to reduce the amount of energy used to cool and heat office buildings. Office workers are encouraged to wear loose, cool clothing in summer to enable them to set the air conditioner to 28 degrees C, and wear warm, heavy clothing in the winter in order to set the heating to 20 degrees C. The flexible summer and winter dress styles allow workers to be comfortable and efficient, while helping cut energy costs and CO ₂ emissions. <i>More information:</i> Japan’s Approach to Effective Implementation of Art. 6 and Team Minus 6%
Japan	International cooperation	Japan has provided an information dissemination network for Clean Development Mechanism projects in China; a training workshop on developing a strategy to address climate change for 20 aid recipient countries; and a training session for the Bangkok Metropolitan Administration to address climate change at a local level. <i>More information:</i> Japan’s Approach to Effective Implementation of Art. 6
Kazakhstan	Education	Kazakhstan has made significant progress on education since its First National Communication. Climate change education has become an integral part of the curriculum for secondary schools and universities. More than 500 environmental experts now graduate from Kazakhstan universities each year. Deep, professional knowledge on climate change is honed at Kazakh National University’s meteorology department, where engineer-meteorologists are trained. The Ministry of Education and Science is currently developing teaching materials on international environmental conventions. <i>More information:</i> Ministry of Education and Science of the Republic of Kazakhstan
Kazakhstan	Public access to information	Kazakhstan ratified the Aarhus Convention in 2000. As a result, the country is working to make access to environmental information a priority. The Ministry of Environmental Protection held several meetings and public hearings from 2000 to 2005 on the content and implementation of the UNFCCC requirements. All major government materials on environmental issues are published without any public limitations. Monthly newspapers, as well as a website, are published by the Ministry of Environment Protection. <i>More information:</i> Ministry of Environment Protection of the Republic of Kazakhstan
Kazakhstan	International cooperation	The independent Climate Change Coordination Centre (CCCC) established in 2002 is Kazakhstan’s first NGO. The CCCC aims to coordinate and implement the provisions of the Kyoto Protocol. It prepares reports for government, organizations, and companies. CCCC’s international partners are PROFING (Slovakia), RAMBOL (Denmark), TOHOKU (Japan), NEDO (Japan), SOFRECO (EU), TACIS, UNDP, UNEP, The Canadian International Development Agency, the Asian Development Bank, the World Bank, and the Regional Ecological Centre of Central Asia. Projects have been financed by USAID and the Government of The United Kingdom. CCCC actively coordinates with the European Union.

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		<i>More information:</i> Climate Change Coordination Centre
Kenya	Education	Kenya's national environmental education and awareness project provides a platform to inform, educate and engage various stakeholders in climate change and sustainable development issues. There are four components involved: schools, universities, civil society organizations and the media. With regard to schools, the engagement of teachers, pupils and parents led to concrete results, such as the implementation of tree planting and the establishment of nurseries, water harvesting and eco-club projects in schools. Some activities were carried out in partnership with local community-based organizations (CBOs) in order to better involve local communities. Several types of awareness material were produced, such as T-shirts, caps, calendars, brochures and green ribbons, a symbol for conserving the environment. Lessons learned from this project include the importance of involving local communities, as this enhances a feeling of ownership and confidence in the successful implementation and coordination of activities. <i>More information:</i> National Environmental Education and Awareness Initiative
Latvia	Public participation	Improvements to public involvement in the decision making process on environmental issues in general and climate change in particular are being developed in Latvia. Until the end of 2008, the basic principles and aims of environmental policy were laid down in the National Environmental Policy Plan for 2004–2008. In 2009, the Cabinet of Ministers accepted the Environmental Policy Guidelines for 2009–2015 developed by the Ministry of Environment. The Guidelines aim to preserve biological diversity and ensure sustainable use of natural resources, as well as public participation in decision making. <i>More information:</i> Ministry of the Environment
Lebanon	Public awareness	Lebanon raised awareness of climate change by organizing exhibitions, workshops and rallies; drafting informative publications; and undertaking media outreach activities. The exhibitions presented efforts by the Government of Lebanon and local NGOs to tackle climate change. The workshops focused on sharing information on the effects of climate change on industries such as tourism and agriculture, and strategic areas such as water and energy sources. Rallies included the launch of the 'Kick the Habit' campaign on World Environment Day in 2008. Media outreach activities included radio and television interviews, newspaper articles about climate change, information dissemination through short message services and multimedia message services and the creation of an interactive website for the Ministry of the Environment. <i>More information:</i> The Experience of Lebanon on Climate Change
Malaysia	Education	The environmental education programmes of Malaysia rely on strong collaboration with educational institutions, industry and the general public. When working with educational institutions, the Government of Malaysia initiated debates on environmental issues, awards for sustainable schools and environmental education camps. In terms of working with industry, Malaysia promoted cleaner methods of production through awareness-raising seminars and advanced clean development projects by offering a sustainable city award to local communities. Finally, the approach of Malaysia when engaging the general public in climate change education includes awareness-raising events, clean-up projects, tree planting activities, essay competitions and special radio programming.

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		<i>More information:</i> Malaysia's Initiative on Combating Climate Change
Mauritius	Public participation	In Mauritius, the public and NGOs take a proactive approach to propose climate change-related initiatives. The government's open-door policy enables the public to access once a week governmental offices to discuss relevant matters.
Mexico	Education	In an attempt to boost children's interest in climate change, Mexico created a storybook on climate change. Five thousand copies were distributed across the country. The book tells the story of a group of children who, in an attempt to win their school's competition on climate change, get to know the topic for the first time. It addresses the main causes and consequences of climate change, as well as its solutions. The story contains boxes with images and additional information that allows teachers to delve into the topic in greater detail. It also contains a list of climate change websites for children and young people. <i>More information (in Spanish only):</i> Ministry of Environment and Natural Resources
Mexico	International cooperation	Mexico participates in and organizes many international activities related to climate change. Twelve Mexican researchers participated as authors and leaders in the Fourth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC). Mexico is part of the Ibero-American Network of Climate Change Offices, and is a member country of the Inter-American Institute for Global Change Research. As a member of the Organization for Economic Cooperation and Development, Mexico has participated in various meetings and forums on climate change.
Netherlands	Public access to information	The Freedom of Information Act and the Environmental Management Act were both adopted in early 2005. The definition of environmental information has now been extended and the grounds for rejecting a request for environmental information have been limited. The government must actively make emission figures available to the general public. The government also publishes extensive information on climate change policies and plans on various websites. <i>More information:</i> Ministry of Infrastructure and the Environment
Netherlands	International cooperation, public awareness	In the 'Hier' (Dutch for Here) climate campaign, 40 organizations (mostly NGOs such as WWF, Red Cross, Oxfam Novib) work together to counter the negative effects of climate change through consumer campaigns, raising awareness, joint communication efforts, and political lobbying. The campaign is supported by the Dutch government both financially and through cooperation. Many of the participating NGOs are part of international networks. More than half of the projects take place in developing countries, especially the projects by development and humanitarian NGOs. The NGOs that participate in the campaign have created a list of energy efficient products (such as refrigerators or TVs) that are allowed to display the HIER logo. <i>More information:</i> The Dutch Climb Towards a Better Climate
Netherlands	International cooperation, public	With the financial support of the Government of the Netherlands (EUR 752,000) and input from YOUNGO, the UNFCCC secretariat designed and planned a series of events to support and enhance the fifteenth Conference of the Parties (COP 15) preparatory activities of the youth, as well as to increase youth participation from developing countries

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	participation	and to support and enhance youth contribution to COP 15. The main activities supported by this collaborative effort included: (1) providing support to the YOUNGO Steering Committee in the preparation of and support to regional youth consultations to identify regional priorities and foster understanding and rapport among young people in view of COP 15; (2) providing support to the YOUNGO Steering Committee in the coordination and administration of the selection of youth participants from developing countries for COP 15; (3) facilitating the participation at COP 15 of young delegates from developing countries' delegations, in priority from least developed countries and small island developing States (SIDS), with a total of 51 youth and 8 children representatives from developing countries; and (4) providing financial support to UNICEF to identify children delegates from countries vulnerable to climate change, in particular SIDS. The financial support also arranged for 13 children and their chaperones to attend the Children's Climate Forum in Copenhagen (CCFC) prior to COP 15 and identified eight children from the CCFC to participate in the first week of the Conference to convey a message from children to the COP President, attend relevant side events and meet with senior officials.
New Zealand	International cooperation	The New Zealand Government has been active in promoting climate change to a broader regional audience. In 2007, following the release of the IPCC Fourth Assessment Report, two of New Zealand's lead authors and contributors promoted the report at workshops around the Pacific. Their attendance was supported financially by the New Zealand Ministry for the Environment. The workshops were organized by the Secretariat of the Pacific Islands GeoScience Commission and the South Pacific Regional Environment Programme. At the workshops, scientists from MetService and NIWA gave presentations and participated in panel discussions about the Fourth Assessment Report and what it means for Pacific Island communities.
Nigeria	Public awareness	In order to enhance knowledge and awareness of adapting to the impacts of climate change, the Nigerian Federal Ministry of Environment, in collaboration with the Women Environmental Programme and with the support of UNDP, organized a technical workshop on gender and climate change. The workshop enabled a fruitful exchange of ideas, sharing of knowledge and identification of a strategy for integrating gender into national climate change action plans. The needs identified included giving greater visibility to gender issues within climate change policies and strengthening institutions that can facilitate strategic national planning on gender issues.
Norway	Public awareness	Providing information about the environmental effects of products throughout their life cycles is an essential part of efforts to promote sustainable consumption patterns. The Nordic environmental label (Nordic Swan Label) is the predominant official eco-label in Norway, Sweden, Denmark, Finland and Iceland. The label is awarded only to those products that fulfil strict criteria for environmental impact throughout their life cycles. The Swan Label has been developed through cooperation between governments and business, and environmental and consumer organizations. Everything from detergent to furniture and hotels can carry the Swan label. The Swan is a widely recognized eco-label in the Norwegian market. Polls have shown as many as 90 per cent of adults know that the Swan is Norway's official eco-label, and about equally as many express that they prefer Swan-labelled products to those without the label. <i>More information:</i> Nordic Ecolabel
Norway	Public	The Environmental Information Act entered into force in Norway on 1 January 2004. It provides all citizens with a legal

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	access to information	<p>right to obtain environmental information, both from public authorities and from public and private enterprises. The act involves new obligations for private enterprises to hold information about factors relating to their operations that may have an appreciable effect on the environment and to supply such information to citizens upon request. It gives citizens the right to demand information on everything from production processes to the content of the products that are used and sold. An appeals board has been established to ensure the Act is complied with. Half of the members of the appeals board are people with an industry background, and the other half is people with a background in environmental organization, a consumer organization or media.</p> <p><i>More information:</i> Environmental Information Act</p>
Philippines	Public awareness	<p>The Philippines is implementing public awareness initiatives involving key stakeholders such as central and local government agencies, media outlets, NGOs, the private sector and research institutions. Government agencies carried out activities such as round-table discussions for decision makers, lectures and training workshops, exhibitions, media outreach activities; developed training materials; and organized special events targeting young people. Government agencies also increased the promotion of clean development mechanism (CDM) activities among the business community by producing informative materials and creating an online CDM clearing house. The Department of Energy organized the ‘Earth Hour Manila’ initiative and launched an energy conservation programme, while the Philippine Atmospheric, Geophysical and Astronomical Services Administration organized climate change forums and published informative materials.</p> <p><i>More information:</i> Philippine Climate Change Awareness Raising Initiatives</p>
Poland	Public awareness	<p>In Poland, a major campaign has been launched to raise public awareness on energy saving. Famous pop, TV and sport stars encouraged Poles to save energy and CO₂ emissions. A dedicated WEB 2.0 portal has been developed to support the campaign.</p> <p><i>More information (in Polish only):</i> KlimatolLubni</p>
Portugal	Education	<p>Since 2005, Portugal has developed cross-curricular environmental education programs and projects in all schools. Issues related to proper management of natural resources -- water, oceans, fisheries, air, biodiversity, and forests -- are included in the new curriculum guidelines. For example, in the third cycle of primary school, students learn about the impact of human activity on the earth’s atmosphere and climate. Students are asked to think about the need to extract, transform, and use natural resources, and the advantages and disadvantages of doing so. Two Portuguese projects aimed at energy have been recognized internationally, winning best project in the World Energy Globe Award in the “Youth” category.</p> <p><i>More information (on Rock in Rio awarded project):</i> Rock in Rio</p>
Republic of Moldova	Education	<p>Environmental education takes place at all levels of the school system.. Students learn about climate change during mandatory classes, elective classes, and as part of out-of-school activities. In primary school, for example, the basic principles of ecological responsibility are taught to children aged 7 to 11 as part of the science curriculum. Children also learn about the protection of nature through the sustainable use of natural resources and conservation of biodiversity.</p>

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		Classes are supported with textbooks for schoolchildren and guidebooks for teachers.
Republic of Moldova	Public participation	The legal framework for public participation in decision-making on environmental issues has been improved after the Republic of Moldova ratified the Aarhus Convention in 1999. Round table discussions, public hearings, and conferences have been organized to hear stakeholders' opinions on the draft laws and regulations developed by the Ministry of Environment and Natural Resources, with the full participation of NGOs. In a show of openness, the ministry signed a Memorandum of Collaboration with environmental NGOs to unite their efforts on finding solutions to environmental problems. Several meetings with NGOs have been organized by the Regional Environment Centre Moldova to discuss current environmental issues and public participation in decision making.
Republic of Moldova	Public access to information	Access to information is a legal right in the Republic of Moldova. Many important materials on environmental protection have been stored in the library of the Environmental Information Centre (EIC), which is open to the public. EIC also has its own website and circulates electronic bulletins on the progress of environmental projects, draft laws and regulations, and activities of environmental NGOs. <i>More information</i> (in Moldovan only): Ministry of Environment
Romania	Education	Since its inception in 2007, the Climate Action Network Romania has developed several interesting projects aimed at increasing the level of education on climate change. One project, "The climate is in our hands," resulted in the implementation of education activities on climate change in 106 schools across Romania. More than 2,300 students (aged 10 to 18 years) and 120 teachers were involved. The Climate Action Network provided support materials, including a teacher's guide and manual on climate change, as well as a practical toolkit to support the manual. The network's website included a public virtual library and materials published by members of the network. Teachers involved in the project attended workshops on climate change. Good media coverage and a campaign website helped raise awareness of the project's activities. <i>More information:</i> The Climate is in Our Hands
Russian Federation	Education, training	The role of education and training in enhancing public awareness and participation in climate change issues is key in the Russian Federation. The Russian State Hydrometeorological University of Saint Petersburg offers courses at all levels of higher professional training leading to Bachelor, Master and Doctor of Sciences degrees in the area of environmental studies. Activities are proposed for a trained target group (high school students) as well as for the general public. Training methods include conferences, workshops, symposia, and the application of modern information technologies such as the Internet-based conference "Climate Change and Effects" held by the University from February to April 2009. <i>More information:</i> Education and Training to Enhance Young People's Participation in Climate Change Issues
Saint Lucia	Public awareness	In Saint Lucia, communication pathways such as television, radio, and e-mail have been essential in engaging the public in activities to raise awareness of climate change. For example, Saint Lucia's Sustainable Development and Environment Section produced a documentary called "Paradise at Risk." The 35-minutes documentary, through its vivid imagery and in-depth interviews, explains that climate change is happening, and how it affects Saint Lucia's

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		<p>agriculture, water and coastal resources, fisheries, tourism and health sectors. The video features interviews with lay people affected by climate change. Saint Lucia notes that such interviews are more powerful than academic discussions in outreach efforts, since the general public tend to identify themselves with simple people with whom they share specific problems.</p> <p><i>More information:</i> “Paradise at Risk” on YouTube</p>
Saint Lucia	Public access to information	<p>Saint Lucia is providing access to information about climate change through the first national climate change website in the Caribbean, which provides useful information, news, and links to regional and international resources about climate change. All of these efforts have led to concrete success stories, which include the development of educational workshops for the insurance sector, the creation of the Caribbean Youth Environment Network and the increased interest of decision makers in climate change issues.</p> <p><i>More information:</i> Public Awareness, Communication and Access to Information on Climate Change Issues</p>
Samoa	Education	<p>The Samoan government has included climate change into formal primary and secondary school curricula, and fosters extra-curricular activities such as school competitions, the publication of an environment resource education guide for children between 7 and 10 and the organization of the National Environment Week (held in November 2010) with displays, forums and discussions.</p>
Seychelles	Education, training	<p>The science of climate change has been officially introduced in primary and secondary school curricula in the Seychelles. Teachers are the target of specific capacity-building programmes, including workshops and training sessions, and every school features a teacher who, as environmental representative, coordinates education on environmental subjects. Furthermore, the Seychelles is working on a number of projects involving children and youth, such as coast rehabilitation (Sandwatch project), learning to cope with food shortages, rain water harvesting in schools and awareness raising and sensitisation of the public, also through the production of learning materials (brochures and posters designed by children).</p>
Singapore	Education	<p>The environmental education strategy of Singapore has three aspects: it raises awareness through communication, builds capacity through engagement and catalyses action through empowerment.</p> <p>The Ministry of Education introduced climate change education into the formal school curriculum. Concrete examples of such education include lessons on recycling, energy and water conservation in formal curricula on subjects such as geography, social studies and science. Informal education efforts are led by the National Environmental Agency, which encourages teachers and students to develop their own environmental initiatives. It also trains young people to plan and implement environmental projects. A key aspect to this approach lies in a collaborative arrangement with the private sector and NGOs. There is also an established monitoring and evaluation system, which encourages regular dialogue through focus groups for major stakeholders and includes surveys of the general population and partners. Feedback from these sources is used to ‘fine-tune’ the environmental education programmes and partnership strategies of Singapore.</p>

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		<i>More information:</i> Environment Education in Singapore
Slovakia	Public awareness	<p>Slovakia is host to two international film festivals that help popularize and educate the general public about environmental issues. The EnviroFilm festival aims to introduce and to award prizes to new films and TV programs, which help disseminate the idea of environmental protection. The festival also offers competitions and discussions with top national and international film directors, film makers, documentarians and environmentalists. The Ekotopfilm festival has been an annual event since 1974, making it the oldest ecologically focused film festival in the world. The festival focus on films about sustainable development.</p> <p><i>More information:</i> EnviroFilm festival and Ekotopfilm festival</p>
Slovenia	Training	<p>A project intended to help train consultants and increase public awareness on energy use has been ongoing since 1993. The project incorporates a network of 39 consulting offices. So far, more than 200 consultants have been trained for consulting work within the project, and about 65 consultants have actual authorisation for work within the project. The project is entirely financed by the Ministry of the Environment and Spatial Planning so that consulting for citizens is free-of-charge. At the consulting offices, citizens are provided with professional and independent consulting on choosing a heating system, replacing heating equipment, reducing fuel consumption, insulating buildings, choosing appropriate windows and glazing, restoring buildings in order to reduce energy use, and other issues related to energy consumption.</p>
Slovenia	Public participation	<p>The Environmental Protection Act provides access to environmental data and programmes to all interested persons, while the ministry must prepare a report on the country's environmental status every four years. It also provides for public participation in the preparation of all environmental protection programmes. NGOs have representatives in the Slovenian Climate Change Committee, Project Steering Committee "Removing Barriers to the Increased Use of Biomass as an Energy Source," and the Sustainable Development Council. Moreover, one NGO representative has been participating for several years as a member of the national delegation in negotiations within the framework of the UNFCCC, which points to an increasing participation of NGOs in decision-making processes.</p> <p><i>More information:</i> Environment Protection Act</p>
Spain	Public awareness	<p>Spain's awareness-raising activities on climate change are focused on creating networks, developing methodological guides, promoting research opportunities, sharing best practices, providing learning opportunities, encouraging agreements for volunteers and publishing information materials.</p> <p>For example, methodological guides, such as a booklet on climate change and its social dimensions, have recently been published by the Spanish Government. Furthermore, a study has recently been conducted on the Spanish public to measure knowledge of and attitudes towards climate change, while official documents such as the Fourth Assessment Report of the IPCC have been translated into Spanish.</p> <p><i>More information (In Spanish):</i> Comunicar el Cambio Climático and List of climate change guides in Spanish</p>

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Spain	International cooperation	<p>The government of Spain funded the Article 6 regional workshop in Latin America and the Caribbean, held in the Dominican Republic in April 2010. The participants included 21 representatives from the region. They shared experiences, lessons learned and good practices in implementing the amended New Delhi work programme.</p> <p><i>More information:</i> Report of the workshop</p>
Sweden	Education	<p>Pre-schools, schools and adult education in Sweden have a clear remit to contribute to socially, economically and ecologically sustainable development. The remit is entrenched in national policy documents, curricula and syllabuses. In addition, there are several projects and programs targeted at schools. For example, the Swedish Meteorological and Hydrological Institute receives school groups every year to inform them about climate change. Volunteers from Greenpeace give lectures in schools on request. Information campaigns targeted at schools, such as the Climate Battle (Klimatkampen) is a nation-wide competition for upper-secondary students that rewards young people's ideas and suggestions to help reduce greenhouse gases.</p>
Sweden	Public participation	<p>There are good opportunities in Sweden to ask questions and express views on an area of knowledge or political proposal through consultation procedures and open meetings/hearings and seminars. Special initiatives are also taken to increase public participation in climate work. The activities range from Internet-based question boxes to open consultation. Non-governmental organizations often establish Internet-based forums or appeals, which the public is encouraged to think about. Authorities and organizations at the national level also regularly answer verbal and written questions from the public.</p>
Sweden	International cooperation	<p>The Swedish Meteorological and Hydrological Institute, in cooperation with the consultancy SWECO and the Stockholm Environment Institute, has conducted information campaigns since 2007 under the international training programme Climate Change – Mitigation and Adaptation. The training is funded by Swedish International Development Cooperation Agency (Sida), with the overarching aim of increasing knowledge of the causes and effects of climate change in developing countries. The target group is individuals in leading positions in administration, NGOs, universities or companies. To contribute to improved effectiveness of climate information around the world and implementation of the New Delhi Work Programme, Sweden held an international workshop in 2009 in cooperation with the UNFCCC secretariat. The purpose was to contribute to knowledge building on climate information by passing on experience of successful climate information initiatives in Europe.</p> <p><i>More information:</i> Swedish International Development Cooperation Agency</p>
Switzerland	Public participation	<p>The Swiss political system has a strong public participation process. Fifty-four Swiss organizations and societies (environmental, religious, consumer, union and development aid NGOs) have joined forces to promote a credible and effective Swiss climate policy. Members and supporters of these organizations represent more than 1.8 million people, corresponding to 25 per cent of the Swiss population. The Alliance provides information for the media and policy makers and lobbies for a stringent climate policy.</p>
Tajikistan	Public awareness	<p>More than 40 NGOs in Tajikistan are working to raise awareness on environmental issues, with climate change being a hot topic. Many of these NGOs carry out small-scale demonstration projects on climate change, conduct surveys,</p>

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		distribute magazines and bulletins, and participate in public events promoting the reduction of greenhouse gases. Boosting media literacy on climate change is another key NGO activity: training, round-tables, debates, and tours are being held to help journalists increase their understanding of complex climate change issues.
Tajikistan	Public access to information	In 2003, there were 2,000 Internet users in Tajikistan. Today that number has jumped to almost 100,000 thanks to more Internet service providers, and better access in remote areas of the country. As a result, the Republic of Tajikistan created a website on climate change, which it frequently updates with new information. Tajikistan produced three CDs with general information on climate change, which can be easily understood by the public and the media. The climate change resource centre's library, which has been operational since 2001, provides all kinds of material on climate change -- from UNFCCC reports to general articles. <i>More information:</i> Climate Change Centre
United Republic of Tanzania	Public participation, public access to information	Public participation in Tanzania has been strengthened thanks to the enabling environment created through the establishment of institutional and legal frameworks. The public is now directly involved in implementing climate change mitigation programmes or in assessing climate change impacts in local areas. Tanzania also has a well-organized climate change communication network that enables an efficient exchange of information among the various stakeholders involved, both public and private. In particular, the Vice-President's Office has established a public relations and information unit, which disseminates environmental information to the public in collaboration with public and private media houses. <i>More information:</i> Implementation of Article 6 in Tanzania
The Former Yugoslav Republic of Macedonia	Public awareness	Efforts to raise public awareness on climate change are well underway in the Former Yugoslav Republic of Macedonia. Government ministries combined forces with popular music radio stations in an effort to reach out to young people. For one week, the music stations broadcast facts about climate change and issued calls for action. The Climate Change Project Office has made a local environmental magazine available free to 115 schools across the country, particularly in rural areas. Macedonia has held workshops for journalists and has printed brochures, booklets, and articles about climate change for the public. NGOs in Macedonia are particularly active on climate change. They are involved in awareness-raising campaigns, including a project to help municipalities reduce their CO ₂ emissions from public buildings, and a plan to make the City of Skopje more bicycle friendly. <i>More information:</i> Climate Change Macedonia
The Former Yugoslav Republic of Macedonia	International cooperation	The GEF Small Grants Programme, having been implemented at the national level since 2005, provided financial support to local NGOs working on environmental issues. By the end of 2006, a total of 13 projects had been carried out. Three of these projects addressed climate change issues, including energy saving measures, and production of bio-diesel from crops grown on agricultural land contaminated with heavy metals. These projects not only help reduce green house gases emissions and improve the local economy, but also strengthen capacities, address poverty, and increase the participation of women.

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<i>More information:</i> GEF Small Grants Programme		
United Kingdom of Great Britain and Northern Ireland	Public awareness	<p>ACT ON CO₂, launched in 2007, is a major government-led multimedia campaign that aims to engage citizens on climate change issues, address the confusion and powerlessness which can impede people from taking action, and encourage genuine and sustained behaviour change to help reduce CO₂ emissions and meet UK emissions targets. Independent research shows that 73 per cent of people say they have taken or are planning to take action to reduce their CO₂ emissions as a result of the campaign -- an increase of 23 percentage points since summer 2007. The ACT ON CO₂ online calculator has received more than 1.5 million unique visitors since its launch in June 2007. The ACT ON CO₂ campaign won two Green Awards in 2008, adding to the two it won in 2007.</p> <p><i>More information:</i> ACT ON CO₂</p>
United Kingdom of Great Britain and Northern Ireland	Education	<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. USAID's Global Climate Change Program incorporates climate change considerations into development projects. Building on clean energy, sustainable landscapes, and adaptation strategies, USAID will continue to integrate education, outreach, and training into its development mission.</p>

<i>Party</i>	<i>Type of activity</i>	<i>Description of activity</i>
<i>More information:</i> USAID Global Climate Change Program		
Zambia	Training	<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 countries with scarce resources, the scholarship will create opportunities for young people from those countries to develop their knowledge, skills and capacity to address climate change impacts and sustainable development; strengthen scientific capacity relating to climate science and modeling on impacts; bridge gaps in knowledge in regions worst hit by climate change; build capacity for adaptation and mitigation; and design situation-specific solutions in key focus areas for peace.</p> <p><i>More information:</i> IPCC Scholarship Programme</p>
UNEP-UNDP	International cooperation	<p>CC Dare is a joint UNEP-UNDP programme that aims to remove barriers and to create opportunities for integrating climate change adaptation into national development planning and decision-making frameworks in 15 sub-Saharan countries. Activities carried out under the CC DARE project contain educational, training and public awareness components. CC Dare underscores the importance of a national climate change integrated communication strategy, of engaging the ministries of education and information/communication in the implementation of Article 6 related activities, and of facilitating and encouraging partnerships with civil society organizations and journalists as agents of sensitization and communication of climate change issues, rather than promoting stand-alone initiatives.</p> <p><i>More information:</i> CC DARE Programme</p>

<i>Intergovernmental organization</i>	<i>Type of activity</i>	<i>Activity</i>
United Nations Economic Commission for Europe (UNECE)	Public access to information, public participation	<p>The Aarhus Convention focuses on interactions between the public and public authorities and grants the public rights regarding access to information, public participation in governmental decision-making processes and access to justice on matters concerning the local, national and transboundary environment. The Aarhus Convention is presently ratified by countries in the European region; however, it is open for ratification by any member State of the United Nations. The Aarhus Convention provides a model for other regions to ensure a more effective implementation of Article 6, notably the implementation of those elements relating to access to information and public participation.</p> <p><i>More information:</i> Aarhus Convention</p>
United Nations Educational, Scientific and Cultural Organization (UNESCO)	Education	<p>Within the framework of the United Nations Decade of Education for Sustainable Development (DESD), UNESCO is taking the lead on climate change education. The UNESCO Climate Change Initiative, through formal and informal education programmes, is aimed at helping young people understand and address the impacts of climate change and encourages the changes in attitudes and behaviour necessary to pursue a more sustainable development path.</p> <p><i>More information:</i> UNESCO Climate Change Initiative</p>
UNESCO	Education	<p>The Bonn declaration, issued at the close of the UNESCO World Conference on Education for Sustainable Development in April 2009, called on the agency to “intensify efforts and initiatives to put climate change education higher on the international agenda, in the framework of the DESD.” The Bonn Declaration highlights the importance of involving youth in the design and implementation of education for sustainable development (ESD). It calls on countries and stakeholders to engage the commitment, solidarity and potential of youth and their organizations and networks in enhancing ESD. It also calls for the enhancement of the major contribution and key role of civil society in stimulating debate and public participation, and initiating ESD actions.</p> <p><i>More information:</i> Bonn Declaration</p>
UNESCO	Education	<p>Sandwatch is one of the key flagship projects for UNESCO Associated Schools. Sandwatch teams are active in more than 40 countries, including 20 small island developing States in the Pacific, Atlantic and Indian Oceans. The project’s objectives are to: (1) involve school students in hands-on activities utilizing an inter-disciplinary approach; (2) enhance school-community cooperation; (3) assist school students in applying their information and knowledge to the wise management and enhancement of their beaches; and (4) find creative solutions to reduce the level of pollution in adjoining seas and oceans. Sandwatch has undertaken a number of innovative activities, including a video competition “Coping with Climate Change: Sandwatch Leading the Way” in 2008, as well as training events relating to the new climate change related Sandwatch materials. Many articles illustrating the work of the participating schools are published in the electronic newsletter “The Sandwatcher”</p> <p><i>More information:</i> Sandwatch</p>

<i>Intergovernmental organization</i>	<i>Type of activity</i>	<i>Activity</i>
UNFCCC	Training	<p>The UNFCCC Fellowship Programme offers the possibility to mid-career governmental officials to undertake research projects within the UNFCCC secretariat. This contributes to building capacity for addressing climate change in developing countries, in particular Small Island Developing States and Least Developed Countries.</p> <p><i>More information:</i> UNFCCC Fellowship Programme</p>
UNFCCC	Training	<p>The UNFCCC in cooperation with the UN Information Centre in Mexico organized a workshop for 50 journalists from the Latin American region in October 2010. The interactive workshop featured UNFCCC Executive Secretary Christiana Figueres, together with presenters from the Government of Mexico, UNEP, the UN Economic Commission for Latin America (ECLAC), World Bank, and UNDP. Topics included the science of climate change and how it links to the UNFCCC process, UN Reducing Emissions from Deforestation and Forest Degradation (REDD) activities in Latin America, financing for climate change action, and examples of sustainable development projects that support adaptation in the region, including gender and population aspects. The goal of the workshop was to help journalists understand the issues so that they can make sense of COP16 and its outcomes in relation to their regional and national readers.</p> <p><i>More information:</i> UNFCCC Media Training Workshops</p>
UNFCCC	Public awareness, public access to information	<p>The information network clearing house (CC:iNet) was launched by the UNFCCC secretariat in December 2005 to support the implementation of Article 6 of the UNFCCC by facilitating the exchange of information and experiences on climate change education and outreach activities. This clearing house includes various indexed textual and relational databases, search features and links to partners, including Parties, United Nations agencies, intergovernmental organizations and nongovernmental organizations engaged in the implementation of Article 6. CC:iNet contains information on and/or links to over 1,100 programmes and initiatives undertaken in 57 countries, with new information being submitted on a regular basis by almost 200 registered users.</p> <p><i>More information:</i> CC:iNet</p>
United Nations International Children's Emergency Fund (UNICEF)	Education, public participation, public awareness	<p>The UN Environment Programme and UNICEF are developing an Environmental Education Resource Pack for Child-Friendly Schools, which will offer comprehensive solutions designed to empower children. The Pack will support risk-mitigation efforts and disaster risk reduction and promote an understanding of one's physical surroundings, self image, health and capacity to learn. The Child-Friendly School model promotes democratic participation by encouraging children to participate in decision-making from an early age and fosters pedagogical methods that enable participation. UNICEF also promotes a policy toolkit for mainstreaming education on climate change and the environment within key sectors, such as food security and health, using modular and user-friendly resources including fact sheets, case studies and step-by-step guides.</p> <p><i>More information:</i> Power of One Child + One Tree = A Sustainable Future for All</p>

<i>Intergovernmental organization</i>	<i>Type of activity</i>	<i>Activity</i>
United Nations Institute for Training and Research (UNITAR)	Training	<p>The negotiation, design and implementation of a post-2012 climate change regime creates unprecedented needs and opportunities for awareness raising, training and skills development at every level of governance, within various government sectors, and in the United Nations system itself. The “One UN” training service platform for climate change (UN CC:Learn), currently under development by UNITAR, will be at the disposal of United Nations agencies and Member States and seeks to provide a one-stop shop for sharing information concerning the design and delivery of effective and results-oriented climate change training. UN CC:Learn supports three key activities and service areas: knowledge management and networking; development of a coherent “One UN” climate change training package; and delivery of training.</p> <p><i>More information:</i> One UN Training Service Platform</p>
UNITAR	Public participation, public access to information	<p>UNITAR has collaborated with a number of pilot countries in assessing and strengthening capacities to implement the Aarhus Convention and Principle 10 of the Rio Declaration. The country-driven four-step process consists of i) the preparation of a National Profile, ii) the organization of a National Priority Setting Workshop, iii) the development of an Action Plan, and iv) the implementation of selected capacity development interventions. Partner countries include to date: Botswana, Democratic Republic of the Congo, Mali, Costa Rica, Dominican Republic, El Salvador, Nicaragua, Honduras, Panama (Principle 10) and Kyrgyz Republic, Tajikistan, Serbia (Aarhus Convention).</p> <p><i>More information:</i> UNITAR Environmental Governance Programme</p>

Table 3
Examples of good practices as reported by non-governmental organizations

<i>Non-governmental organization</i>	<i>Type of activity</i>	<i>Activity</i>
African Youth Initiative on Climate Change	Education	<p>The African Youth Initiative on Climate Change (AYICC), currently present in more than 35 African countries, aims at promoting mass information, education and communication on climate change among children and the young. For example, in The Gambia, AYICC has promoted various events, including the organization of a global week of climate action in October 2010, and a national consultative forum on youth engagement on climate change (November 2010). Within Africa, through a network facilitated by the use of social media, AYICC raises awareness on climate change reaching out to a vast amount of people.</p> <p><i>More information:</i> African Youth Initiative on Climate Change</p>
British Council	Education	<p>The British Council's Climate4Classrooms initiative is a project that focuses on bringing to schools science-based, innovative climate change educational resources based on recognized scientific research, with a view to overcoming cognitive and normative barriers to the understanding of climate change issues. Partners involved in this initiative, currently being piloted in China, Indonesia, Mexico and the United Kingdom, include the Royal Geographical Society, the Royal Meteorological Society, ministries of education and the environment, centres for teacher training and educational/environmental NGOs.</p> <p><i>More information:</i> Climate4Classrooms</p>
British Council	Training	<p>The British Council's International Climate Champions programme is designed to provide young people around the world with skills, training and access to resources to take action in addressing climate change issues. These 'climate champions' come from diverse backgrounds and are leaders in their communities with the potential to influence others. They are expected to design and implement projects and campaigns, work with policymakers on climate change mitigation and adaptation policies, disseminate knowledge gained among their peers, and participate in national and international policy processes such as sessions of the COP. The climate champions start off as 'climate networkers' and proceed through various levels of instruction and activities until they become 'global ambassadors', who are recognized by governments and international organizations for their work to address climate change.</p> <p><i>More information:</i> International Climate Champions Project</p>
China Youth Climate Action Network	Public awareness	<p>In June 2007, the 4th China Environment Forum was held in Wuhan with the theme "Global Warming and the Responsibilities of College Students in Environment Protection." Chinese youth took the opportunity to debate climate change issues for the first time, and launched a series of discussions covering the current policies on climate change, which led to the establishment of the China Youth Climate Action Network (CYCAN). Since then, CYCAN has established chapters in over 300 universities throughout China and become China's largest youth-driven organization focused on clean energy and climate change. CYCAN has hosted hundreds of climate action events, and has mobilized over 30,000 young people in every province across China.</p> <p><i>More information:</i> China Youth Climate Action Network</p>

<i>Non-governmental organization</i>	<i>Type of activity</i>	<i>Activity</i>
Corporación Grupo Tayrona	Education, training	<p>Grupo Tayrona is working on non-formal, informal and formal education through three projects. The first project involves promoting the participation of universities and students in addressing climate change. To do so, Grupo Tayrona is organizing a World Student Summit for Sustainability, in Bogotá . Colombia on March 2011 in partnership with World Student Community for Sustainable Development. The second project is to insert climate change in formal education with activities as training of trainers, designing of pedagogical materials and technical support to schools. The third project is a training course for local authorities to create capacity to address climate change at the local level.</p> <p><i>More information:</i> Corporación Grupo Tayrona</p>
Indian Youth Climate Network	Public awareness	<p>Founded in March 2008, the Indian Youth Climate Network (IYCN) is a coalition uniting Indian youth and youth-oriented organizations concerned about climate change. IYCN has encouraged media outlets, scientists, academics and young people, to develop and implement climate solutions in India. In 2009, 20 young Indians rode Indian-made, solar-powered REVA cars across the country as part of the Climate Solutions Road Tour. They documented climate solutions being developed by groundbreaking entrepreneurs, innovative villagers, creative non-governmental organizations and passionate youth. These solutions were profiled on the national media, while the Tour itself gathered attention worldwide through articles in many international media outlets.</p> <p><i>More information:</i> Indian Youth Climate Network</p>
World Association of Girl Guides and Girl Scouts (WAGGGS)	Education	<p>The World Association of Girl Guides and Girl Scouts (WAGGGS) is the world's largest organization providing non-formal education to girls and young women. WAGGGS represents 10 million young people in 145 countries around the world. In partnership with the Food and Agriculture Organization (FAO) and the Youth and United Nations Global Alliance (YUNGA), WAGGGS has created a Food Security and Climate Change Challenge Badge. The badge is designed to help education children and young people about climate change and food security, and encourage them to act against global warming, environmental degradation and hunger in the world. By carrying out the requisite activities to receive the badge, young people identify and take actions to reduce their environmental footprint and learn how to make better consumer and lifestyle choices.</p> <p><i>More information:</i> World Association of Girl Guides and Girl Scouts</p>

Note: This Annex highlights examples of good practices on Article 6 activities. It is not meant to be an exhaustive list that captures all of the activities reported by all of the Parties, organizations and stakeholders. Rather, it simply showcases some of the best examples to provide inspiration and momentum for similar action all over the world.

Annex III

[English only]

Examples of national days, weeks or months launched by Parties as reported in their national communications

Table 4

Examples of national days, weeks or months launched by Parties as reported in their national communications

<i>Party</i>	<i>Event</i>	<i>Description of event</i>
Australia	<ul style="list-style-type: none"> • Change a Light Bulb Day • Cool it by Degrees Day • Climate Under Pressure Month 	<p>Organized in 2007–2008 by the Government of Queensland, Australia. The ‘Cool it by Degrees’ day resulted in more than 23,000 Queensland households saving money and reducing greenhouse gas emissions thanks to their simple decision to check and adjust their fridge temperature. Fridge thermometers were distributed throughout Queensland to encourage householders to check their dges on November 16 – ‘Cool it by Degrees Day’.</p> <p><i>More information:</i> ClimateSmart Living and Ministerial media statement</p>
Austria	<ul style="list-style-type: none"> • The World Sustainable Energy Days • World Environment Day • European Mobility Week 	<p>The World Sustainable Energy Days, the largest annual conference in this field in Europe, offer a unique combination of events on sustainable energy production and use, covering energy efficiency and renewable energy sources for buildings, industry and transport. For 19 years, experts and decision makers from all over the world have flocked to Upper Austria to attend the events - in the last 12 years, the conference attracted more than 10,000 participants from 98 countries. Austria also participates in the World Environment Day (WED) and the European Car Free Day. Climate Alliance Austria coordinates the annual European Mobility Week.</p> <p><i>More information:</i> World sustainable energy days and World Environment Day</p>
Belarus	<ul style="list-style-type: none"> • International Day of Climate Shares 	<p>In 2009, events across Belarus were held to mark the International Day of Climate Shares.</p>
Belgium	<ul style="list-style-type: none"> • Brussels Eco-Weekends • Days Without Cars • Operation Dring Dring • Friday Bikeday • Day of Warm Pullovers 	<p>Belgium is actively involved in several climate-themed days, including Brussels Eco-Weekends, Days Without Cars, Operation Dring Dring (a week of bicycling), Friday Bikeday (which encourages people to travel to work by bike every Friday), Day of Warm Pullovers (which encourages people to wear warm clothing and turn down the heat in winter), as well as various sustainable mobility weeks.</p>
Bulgaria	<ul style="list-style-type: none"> • National environmental campaigns 	<p>Climate change days are included in Bulgaria’s national environmental campaigns.</p>
Croatia	<ul style="list-style-type: none"> • Earth Day 	<p>Earth Day has been celebrated in Croatia since 1990. On World Environment Day in 2007, the United</p>

<i>Party</i>	<i>Event</i>	<i>Description of event</i>
	<ul style="list-style-type: none"> World Environment Day 	<p>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.

Annex IV

[English only]

Countries and organizations with designated focal points for Article 6 of the Convention¹

Table 5

Countries and organizations with designated focal points for Article 6 of the Convention²

<i>Developed country Parties</i>	<i>Developing country Parties</i>
Australia	Algeria
Belgium	Angola
Bulgaria	Belize
Canada	Bhutan
Croatia	Bolivia (Plurinational State of)
Czech Republic	Colombia
European Union	Comoros
France	Democratic Republic of the Congo
Germany	Dominica
Hungary	Dominican Republic
Ireland	Gambia
Romania	Guinea-Bissau
Russian Federation	Kenya
Spain	Liberia
Sweden	Mexico
The Netherlands	Morocco
Turkey	Mozambique
United Kingdom of Great Britain and Northern Ireland	Peru
United States of America	Rwanda
	Saint Lucia
	Sri Lanka
	Tajikistan
	Thailand
	Uruguay
	Uzbekistan
Organizations	
United Nations Environment Programme	
Regional Environmental Center for Central and Eastern Europe	

¹ The full list, including contact names, is available on CC:iNet at http://unfccc.int/cc_inet/cc_inet/information_pool/items/3888.php.

² The full list, including contact names, is available on CC:iNet at http://unfccc.int/cc_inet/cc_inet/information_pool/items/3888.php.