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Article 6 of the Convention

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

Note by the secretariat

Summary

The Latin America and the Caribbean regional workshop on Article 6 of the Convention was held in Montevideo, Uruguay, from 30 March to 1 April 2005. Participants from more than 20 countries in the region discussed how to further develop and implement the New Delhi work programme on Article 6 of the Convention, adopted by the Conference of the Parties (COP) at its eighth session, in November 2002. Participants proposed further discussion on the development of a regional strategy on climate change education and outreach activities, and suggested that such a strategy might be an essential component of future efforts. The Subsidiary Body for Implementation may wish to use the information in this report to identify matters for further consideration and possible action.

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I. Introduction

A. Mandate

1. The Subsidiary Body for Scientific and Technological Advice (SBSTA), at its seventeenth session, reaffirmed that regional workshops could be a means of further developing and implementing the New Delhi work programme on Article 6 of the Convention, and that such workshops could advance the work on assessing needs, identifying priorities, sharing experience and exchanging information on related activities (FCCC/SBSTA/2002/13, para. 52 (b)).

2. The Subsidiary Body for Implementation (SBI), at its eighteenth and subsequent sessions, reiterated the need for regional workshops on Article 6 and, at its twenty-first session, welcomed the offer of the Government of Uruguay to host a regional workshop for Latin America and the Caribbean in March 2005 (FCCC/SBI/2004/19, para. 63).

B. Possible action by the Subsidiary Body for Implementation

3. The SBI may wish to use the information in this report to identify matters for further consideration, and to make recommendations on any further action.

II. Organization of the workshop

4. The Latin America and the Caribbean regional workshop was held in Montevideo, Uruguay, from 30 March to 1 April 2005, and was conducted in Spanish and English. It was hosted by the Ministry of Housing, Territorial Regulation and Environment of Uruguay and organized by the secretariat in cooperation with the United Nations Environment Programme (UNEP) and the United Nations Development Programme (UNDP). UNEP and the Governments of Switzerland and the United States of America provided support for the event.

5. Regional and international experts were invited to make presentations and participate in discussions at the workshop. UNFCCC focal points from the region were also invited. Thirty-three experts representing 23 countries from the Latin America and the Caribbean region attended the workshop, together with representatives of several intergovernmental organizations (IGOs) and non-governmental organizations (NGOs).

III. Proceedings

6. The Chair of the SBI, Mr. Thomas Becker, chaired the workshop. An inaugural statement was made by Mr. Frederico Perazza, First Secretary in the Environment Department of the Ministry of Foreign Affairs of Uruguay. Welcoming and opening remarks were also made by UNFCCC focal point Mr. Luis Santos, Coordinador Técnico de la Unidad de Cambio Climático, Dirección Nacional de Medio Ambiente of Uruguay; Mr. Thomas Becker; Mr. Arkadiy Levintanus, Head, Atmosphere and Desertification Convention Unit, Division of Environmental Conventions, UNEP; Mr. Pablo Mandeville, Resident Coordinator, UNDP; and Mr. Janos Pasztor, Coordinator of the Sustainable Development programme, UNFCCC secretariat.

7. The workshop comprised an introductory session; plenary thematic sessions on activities and lessons learned and on opportunities for international and regional cooperation; two parallel working sessions, one on public awareness, communication and public participation, and access to information, the other on training and education; and a closing session on outcomes and possible ways forward. All abstracts from the working groups and presentations made by participants (in their original language), as well as the list of participants and agenda, are posted on the UNFCCC web site (<http://unfccc.int>).

IV. Summary of discussions and conclusions by thematic area

A. Public awareness, communication and public participation, and access to information

8. Presentations¹ highlighted efforts to provide information to the public, and to build national capacity on climate change and climate variability issues, on international treaties on the environment and the carbon market. Participants were also informed of the establishment of institutions and working groups to address public awareness, communication and public participation, and access to information, relating not only to climate change issues but also to issues covered under the Convention on Biological Diversity (CBD) and the United Nations Convention to Combat Desertification (UNCCD).

9. Important government-led initiatives that were presented included:

- (a) An “Environmental Education Programme on Climate Change” in the provinces of Chimborazo, Azuay and El Oro in Ecuador
- (b) Cooperation between ministries of environment and NGOs such as Corporación OIKOS in Ecuador, in the development of education and public awareness activities
- (c) The “Regional Climate Change Public Education Committee” and its project on “Mainstreaming Adaptation to Climate Change” in Jamaica, and the preparation of a “National Public Education and Outreach Strategy”.

10. In addition to describing important government-led initiatives, presentations highlighted the role of environmental and business NGOs, service clubs such as Rotary International, the media (including government information services), communities at risk, international funding agencies, regional and subregional collaborations on campaigns, surveys, information material development and programmes on climate change. The active role played by the media and the interest expressed by the educational community were held as encouraging signs of willingness at the national level to pursue climate change outreach activities.

11. The discussions indicated that the region has a relatively well-developed institutional capacity for climate change issues. For example, the Environmental Management Authority of Trinidad and Tobago, a statutory body established by the Government of Trinidad and Tobago to address the country’s environmental problems, was cited as an agency that coordinates and implements work on the environment with a focus on outreach activities.

12. The presenters from Ecuador and Trinidad and Tobago pointed out that although there are resources for preparing materials for dissemination to the public and for workshops and seminars for presenting results of some projects, funds are limited for carrying out the New Delhi work programme, adopted by decision 11/CP.8, in its entirety, including public awareness campaigns and providing the public with access to information and involving them more in the national climate change process. The implementation of the work programme has also been affected by the lack of actions and projects on adaptation and mitigation, where education and public awareness activities could be included.

13. Most participants underlined the importance of including global climate issues in the curricula of formal education systems at the primary, secondary and tertiary levels. It was recommended that such programmes focus on the direct and indirect impacts of climate change on the specific countries.

¹ “El Ecuador frente a la aplicación del Artículo 6 de la CMNUCC” presented by Ms. Teresa Palacios, Ecuador; “Climate change education and outreach initiative in Jamaica” presented by Mr. Dale Rankine, Jamaica; “Campaña de difusión y sensibilización sobre cambio climático en la cuenca de Río Piura, Perú”, presented by Mr. Leopoldo Mesones, Peru; and “The role of the Environmental Management Authority in climate change education in Trinidad and Tobago”, presented by Ms. Marcia Tinto, Trinidad and Tobago.

14. Participants focused mainly on the science of climate change, vulnerability and adaptation issues, and mitigation policies to reduce greenhouse gas emissions, and saw these issues as priority areas in a first step to communication and public participation.
15. Other issues highlighted under this topic included the following:
- (a) Countries have already identified and started to implement national strategies and concrete actions on several aspects of Article 6 and on provisions of the Kyoto Protocol
 - (b) A vast amount of climate change information products and outreach resource materials has already been developed in many countries
 - (c) Institutions have been put in place and some have been strengthened including in Antigua, Argentina, Bahamas, Peru, Saint Kitts and Nevis, Saint Lucia, Uruguay
 - (d) Some countries, because of their fragile economic and political situations (Haiti for example) require a total revision of their legislative and institutional framework before they can embark on actions to provide climate change information to the public or in schools
 - (e) Ways and means to ensure continuity in policy when a country faces changes in government should be identified.
16. Some lessons learned as a result of countries' experience included the following:
- (a) The coordination of work on public awareness, and communication among sectors and cooperation between ministries of environment and ministries of education, agriculture, tourism, and industry, has assisted greatly in identifying synergy and rationalizing costs of actions
 - (b) In order to carry out successful national climate change outreach programmes, it is necessary to first identify needs at the national level in the areas of adaptation and mitigation. These should be identified for key sectors, such as agriculture, tourism, housing and public health, followed by an analysis of which groups to target and then by the elaboration of a strategy for communicating to these groups the information that has been compiled.

B. Training and education

17. Presentations² demonstrated the effectiveness of different media for educating the public and students at institutions of learning, and for training specialized personnel on climate change issues.
18. One course has been developed to educate the public in understanding the concepts of sustainable development, protection of the environment and conservation of natural resources, and allow people to participate and support actions to mitigate climate change.
19. Another course includes a web-based distance learning component that provides trainees with an introduction to the UNFCCC and its Kyoto Protocol, the application of the clean development

² "Enhancing awareness of climate change and related issues in formal and non-formal education in Argentina", presented by Ms. Georgina Gentile, Argentina; "Climate change course on television in Cuba", presented by Mr. Luis Paz, Cuba; "Educación ambiental en las comunidades en Uruguay", presented by Ms. Sandra Bazzani, Uruguay; "Fundacion Biosfera – Curso cambio climatico e implementacion de mecanismos de desarrollo limpio. Sistema de aprendizaje multimedia a distancia", presented by Mr. Horacio de Belaustegui, Fundacion Biosfera of Argentina; and "Different concepts of education in Bolivia", presented by Ms. Marisol Bagur, Bolivia.

mechanism in reducing greenhouse gas emissions, methodologies on assessing carbon markets, and future climate scenarios.

20. Some presentations stressed the importance of including environmental education in national, regional and subregional plans. Such plans should include the preparation of courses on climate change and its effects. It was also suggested that students be given an opportunity to study the technical details of climate change.
21. Presenters also underlined the importance of training scientific and technical personnel in climate change issues, especially regarding international developments on climate studies, and in exchanging scientific and technical information that could assist in building a critical mass of experts with expertise in the scientific and technical areas of climate change and the international negotiating processes.
22. One presenter recommended that a compilation of existing educational programmes be undertaken as a prerequisite to the preparation of any educational programme on climate change education and training. This compilation should also identify the organizations, both governmental and private, that are working on, or have worked on, climate change policies.
23. Television was mentioned as being one of the most important media for educating the public in Cuba on climate change issues. Programmes broadcast via the country's educational channel present to viewers climate change issues ranging from the most basic to the most complex, such as the concept of climate change, the greenhouse effect, differences between climate change and climate variability and the relevance of these concepts to socio-economic development, climatologic concepts, and projections of future climate and impacts.
24. Other issues highlighted under this topic included the following:
 - (a) Various tools and programmes exist for formal and non-formal education (including via television, Internet, traditional schools, and courses in universities). Television was cited as a useful medium through which large audiences can be targeted
 - (b) Programmes that focus on climate change and its links to development objectives of each country are likely to have more success in enhancing the understanding of the public and students
 - (c) It is important to transmit positive messages that can engage listeners, for example, by focusing on climate as a natural resource and demonstrating to the target groups how they can contribute to solving the problems associated with this resource
 - (d) In designing educational and outreach programmes and activities on climate change, consideration should be given to assisting with the preparation of the national communications
 - (e) Workshops on specific themes were identified by most presenters as the most useful and effective means for climate change outreach
 - (f) Although it was recognized that external funding is often needed to conduct activities, many countries in the region have been able to use locally-available resources to undertake a few important activities on outreach and information access.

25. Lessons learned as a result of national initiatives included the following:
- (a) Education is the main instrument to ensure sustainable development for the future, given that it raises awareness among adults, young people and even children, enabling them to form judgements on environmental issues and, in so doing, adopt attitudes and behaviour beneficial to the environment. Consequently, educational material on climate change should be prepared for kindergartens and primary and secondary schools, and for university students and professionals
 - (b) Countries should prepare and exchange information and educational material for specific target groups
 - (c) Integral parts of education and training programmes are the strengthening of national and regional institutions responsible for education and the introduction of exchange programmes for experts between developed and developing countries
 - (d) Distance learning and web-based courses on climate change and related topics are effective means for enhancing the implementation of Article 6, and should be pursued.

C. International and regional cooperation

26. Important national initiatives that were presented³ included the “Train-Sea-Coast Rio de la Plata Project”, a worldwide network created by the United Nations to strengthen the capacity of institutions and individuals to protect coastal areas. A wide range of personnel are trained in countries such as Argentina, Brazil, Colombia and Uruguay, including staff of government institutions, local government, training institutions, environmental NGOs and private companies and students.

27. The national communications process was seen as playing an important role in strengthening Article 6 related activities. In Uruguay, as a result of this process, multidisciplinary working groups were established to develop the “Programme of general measures for mitigation and adaptation to climate change”; a workshop was conducted to hold discussions and consult experts on the Programme; and several forums were held to help assess the country’s fulfilment of its commitments under the three Rio Conventions (CBD, UNCCD and UNFCCC).

28. Through the national communications process, Uruguay was able to conduct exhibitions and conferences in various educational centres at the primary, secondary and tertiary level, as well as with several NGOs, in urban and rural areas.

29. The Inter Press Service (IPS), produces a weekly page in major Latin American newspapers⁴ on environmental issues. The initiative is in cooperation with UNEP, UNDP, the Comisión Centroamericana de Ambiente y Desarrollo (Central American Commission on Environment and Development), the World Bank and the Corporación Andina de Fomento for Andean countries. IPS also offers a transmission of weekly programmes by Latin American radio stations, an interactive Internet site, web-based discussions, training courses and other products such as compact discs and books.

³ “Uruguay’s activities relating to Article 6 of the Convention” presented by Ms. Virginia Sena, Uruguay; “The Train-Sea-Coast Rio de la Plata Project” presented by Mr. Daniel Collazo, Uruguay; “Vision and experience of IUCN CEC with the CBD and the synergies with UNFCCC” presented by Ms. Marta Andelman, The World Conservation Union (IUCN) focal point for Argentina; “Mainstreaming adaptation to climate change project” presented by Mr. Anthony Deyal, University of Belize; and “Tierramerica – Communication Project on Environment and Sustainable Development” presented by Mr. Joaquin Costanzo, Inter Press Service Uruguay.

⁴ Including *El Universal*, México; *La Hora*, Ecuador; *La República*, Uruguay; *Diario de Hoy*, El Salvador; *Tiempo*, Honduras; *La Prensa*, Panama; *Diario de los Andes y Sol de Margarita*, Venezuela; *Jornal do Brasil*, Caderno Ecologico; *Las Américas Herald*, United States of America; and *Tiempo Caribe*, Colombia.

30. The workshop was informed of the work done by Tierramérica, which produces weekly programmes on environmental issues that are transmitted by more than 1000 cultural, community and commercial radio stations in the region, reaching a potential audience of 5–15 million listeners. They also prepare a promotional newsletter that is sent to 1,500 radio stations in the Latin America region. The editorial council of Tierramérica is composed of former national Presidents, Nobel Prize winners, outstanding writers, scientists, communicators, singers, indigenous leaders and other international personalities.
31. The Caribbean project on Mainstreaming Adaptation to Climate Change introduced a scientific approach to public awareness and outreach activities on climate change. This approach is based on the concept of social marketing by segmenting target audiences and using tools such as public opinion surveys and knowledge–attitude–practice (KAP) surveys to understand behavioural gaps in addressing adaptation to climate change.
32. Other issues highlighted under this topic included the following:
- (a) Participants underlined the importance of providing information on activities relating to education, training, public awareness, public participation and access to information in national communications, and the application of guidelines for preparing these documents
 - (b) The experiences of some countries in conducting public consultations could provide important lessons for other countries that are planning similar initiatives, leading to greater effectiveness and cost saving
 - (c) Initiatives at national and regional levels for sector-specific training that are applicable to a wider base of countries and stakeholders should be disseminated widely, through, for example, an Article 6 information network clearing house.⁵ This could also connect different networks, to ensure the best use of the functions and specificities of each one
 - (d) Communication should be in the appropriate social context, to address the needs of people and not only the requirements of project implementation
 - (e) Given the important role that the media can play in disseminating information, there should be training programmes for journalists on climate change/environmental issues
 - (f) Given the importance of the church to many people, some workshop participants suggested working with the church on outreach programmes, to link the effects of climate change to the daily lives of the public
 - (g) To be effective, communication campaigns should strike a balance between scientific findings on climate change and its effects and the likely ability of the public to understand climate change concepts
 - (h) There is a need for identifying and making use of consistent methodologies for undertaking work at national, subregional and regional levels on education, training, public awareness, public participation and access to information
 - (i) Participants stressed the importance of synergy among environmental conventions on education and outreach matters, as well as synergy among regional programmes that have the same objectives, e.g. curricula, or programmes on coastal zone management

⁵ See FCCC/SBI/2004/14.

- (j) The region is advanced in preparing electronic and printed publications, posters, stickers and booklets on climate change. Some countries are using videoconference facilities as a medium for consultation and participation. Others have comprehensive web sites on climate change issues, some of which are in several languages
- (k) Participants pointed out that the Global Environment Facility (GEF) and its implementing agencies need to adopt a coherent approach for funding Article 6 activities to avoid delays and confusion in providing support, including for the preparation of national communications
- (l) Countries in the region are advanced in developing national programmes and campaigns to address the New Delhi work programme. However, experts called for a more active role from regional and international organizations to facilitate the continued implementation of awareness raising and education activities in some countries through technical and financial support.

V. National experiences

A. Questionnaire to assess national priorities

33. Prior to the workshop, the secretariat distributed to the participants a fact-finding questionnaire to assess national priorities in climate change education, training and awareness, and to reveal opportunities and constraints in promoting climate change outreach in the region. The major findings of this survey included the following points:

- (a) Public awareness is ranked as the top priority among Article 6 elements, followed by education and public participation. Policy makers in ministries were considered the key target audience to work with, because they play a crucial role in developing national climate change policies. Workshops, radio and television were identified as the best communication tools in disseminating climate change information
- (b) Countries in the region have well-established climate change focal points who are known to the public and are easily accessible. Citizens also have adequate access to national and regional climate change information. On the other hand, local communities, NGOs and individuals, are not actively involved in climate change policy-making
- (c) In terms of potential for strengthening international cooperation on climate change outreach and education, respondents ranked multilateral funds and United Nations bodies the highest, and cited synergy with UNCCD and CBD as playing an important role
- (d) Respondents supported the development of the UNFCCC Article 6 clearing house, suggesting that it focus on examples of Article 6 activities, best practices and lessons learned, and include directories of Parties, NGOs and IGOs
- (e) There was consensus that lack of funding is the major impediment to successful implementation of climate change education and outreach work in the region. Other constraints mentioned included inadequate expertise of staff and inadequate political and institutional support.

34. Findings of the questionnaire were instrumental at the workshop in stimulating discussion on enhancing national and regional activities. Some key points revealed during these discussions are outlined below.

B. Institutional arrangements

35. Most countries in the region have established national climate change committees, working groups and cooperative efforts with a broad range of ministries and departments to address Article 6 activities following a multi-sectoral approach.

36. Several public awareness activities are also conducted in collaboration with regional organizations, such as Misión de Apoyo al Proceso de Paz de la Organización de los Estados Americanos, the Caribbean Community Secretariat, UNEP, UNDP, the Organisation of Eastern Caribbean States and la Corporación de Fomento, as well as with national universities, regional centres of excellence, and the private sector.

C. Constraints and barriers

37. Although it was recognized that there is strong government support for climate change education and outreach activities, it was felt that institutional arrangements and coordination among ministries could be improved even further to make the best use of scarce national resources and ensure that all actors play their role in implementation.

38. The region has been successful in raising awareness and building capacity among youths, students and the public at large. However, it was recognized that there needs to be greater focus on the role that women, religious groups and youth can play in promoting environmental awareness in the home and in other spheres where they have influence.

39. In order to implement fully and effectively the region's plans relating to education, training and public awareness much more financial resources need to be made available for this purpose including through the Convention process and from bilateral and multilateral sources.

D. Opportunities

40. In assessing the effectiveness of campaigns that have been conducted in the region on environment protection in general, it was found that the more time spent on planning and researching a specific campaign, the greater the chance of its success in achieving its objectives. Such planning should start with what people know, and, on the basis of this knowledge, information can be customized to different target groups based on their needs and their knowledge gaps, with special interventions designed for each group.

41. One presenter suggested that finding win-win solutions and instilling the concept of self-interest as a motivator can derive many benefits and opportunities for success. Segmentation of target groups was another technique proposed. Defining which are the important targets and why, as well as identifying what is to be achieved in terms of imparting knowledge or provision of/access to information, or awareness building or change in attitude, practices or behaviour, guarantees that an outreach programme reaches its intended audience.

42. There was a suggestion to include key stakeholders, such as politicians and policy makers, public servants, the private sector, especially banks and non-bank financial institutions (credit unions, insurance companies), educational, research and scientific institutions, the media, including government information service organizations, voluntary groups, and NGOs as proponents of any comprehensive programme on education and outreach.

43. Communicating a sense of urgency to communities at risk was considered by the participants as representing an important opportunity through which momentum could be achieved for awareness building, especially with regard to better preparing people against the adverse impacts of climate change and engaging local and national governments to implement adaptation strategies. The importance of

communication in the appropriate social context, through simple, clear and targeted messages to address the needs of people, and not only the requirements for project implementation, was stressed.

44. Timing was singled out as an important element in communication. This underlined the need for active involvement of the media in promoting public education and awareness. It was recognized that the media set the agenda for public information, and for this reason it is necessary to create and maintain a flow of news and information tailored to each target group, based on the knowledge needed and the change in behaviour desired.

45. Various products – such as newsletters, web sites with all key stakeholders included, web-based chat rooms/user groups, awards programmes, KAP analysis at a country level, “train-the-trainer” workshops, media partnerships, presentations to government cabinets, technocrats and the financial sector, community-at-risk interventions, computer games, distance learning and support for university/secondary and primary education teacher training institutions, support to environmental NGOs and community projects by voluntary groups – were identified as critical, as these are able to create a supportive environment for behavioural change to address climate change concerns.

46. Participants pointed out that, in the light of the large number of initiatives being conducted in the region, the setting up by the UNFCCC secretariat of the information network clearing house would facilitate exchange of information on what other countries are doing in the region, experiences and lessons learned, and best practices.

47. National environmental policy should integrate actions to cover all environmental agreements to ensure efficient allocation of resources and a coordinated approach to the implementation of activities on Article 6 of the Convention.

VI. Conclusions and issues for further consideration

48. The presentations at the workshop revealed that the Latin America and the Caribbean region as a whole is advanced in implementing some of the initiatives of the New Delhi work programme on Article 6 of the convention. Participants underlined the importance of helping countries to help themselves. Helping countries to help one another in this regard, for example in national communications and programmes on education and outreach, was put forward as another aspect that should be explored in the near future. All participants endorsed the national communication as an important opportunity for countries to present their needs and assess education and outreach issues.

49. Participants supported the development of the information network clearing house to facilitate exchange and sharing of information. It was proposed that the concept of the clearing house be functional and multilingual. It was also proposed that the clearing house serve as a two-way mechanism for an ongoing dialogue on Article 6.

50. To increase the coverage of regional programmes, it was proposed that those programmes that endeavour to cover the Latin America and the Caribbean region ensure that countries in the Caribbean (English and French speaking) be included, especially in the case of programmes that can be easily replicated at the regional level.

51. Most participants felt that, given the heterogeneity of the region, as well as the vast amount of information products and resource materials already developed in many countries, a regional strategy for the six pillars of Article 6 (education, training, public awareness, public participation, access to information and international cooperation) should be developed using a stratified approach, taking into account subregional and national circumstances. It was also suggested that this strategy identify concrete actions, assess benefits of regional synergy and enumerate what works and what does not work (based on experiences to date) in planning and implementing activities under each of the pillars. It was also felt

that more discussion is needed on the development of such a regional strategy and it was suggested that, in reviewing the New Delhi work programme in 2007, the development of such strategies could form an essential component of future work/actions.

52. At the same time, the workshop participants felt that regional cooperation on Article 6 activities could also be enhanced by strengthening established and recognized regional centres and institutions and by facilitating communication among stakeholder groups across the region, not only within countries. It was felt that such cooperation can help avoid duplication of efforts and resources by identifying stakeholder involvement that is engaged in similar projects.

53. Broadening the base of the national teams to include representation from most stakeholders and encouraging more face-to-face interventions with stakeholder groups, as well as developing national capacity for research into action-based communication research, was seen as a necessary step towards engaging national scientific and business communities in programmes on education and outreach.

54. To harmonize activities and approaches to campaigns, surveys and monitoring and evaluation activities, participants suggested developing or identifying and applying common methodologies for undertaking outreach work. Most felt that better use of resources, by defining baselines, objectives and priorities at the outset of these activities, could optimize the use of scarce resources.

55. The GEF and its implementing agencies need to give importance to public education and outreach as a key component of countries' responses to climate change. They should adopt a more coherent approach for funding related activities, and strive for improved consistency between activities of the implementing agencies, in order to maximize the benefits of the limited resources available.

56. Other avenues for further consideration included the procurement of funds and other resources to conduct subregional workshops for training, and informing journalists on climate change and other environmental issues; the identification of actions to strengthen scientific information from the region and identify where information exists and facilitate its dissemination; and the establishment of a certification system for e-learning on climate change issues given the increase in the number of e-learning courses in the region.
