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**Item 6 of the provisional agenda**

**Article 6 of the Convention**

## **Report on the European regional workshop on Article 6 of the Convention**

**Note by the secretariat**

The European regional workshop on Article 6 of the Convention was held in Stockholm, Sweden, from 18 to 20 May 2009. Participants shared experiences and good practices in developing and implementing national education and outreach programmes and activities, and discussed options and strategies for strengthening and expanding these activities, in particular to support the implementation of a new climate change agreement that may be reached in Copenhagen in December 2009. Participants recommended a list of issues that could be considered in promoting and supporting further the implementation of Article 6 and the New Delhi work programme in the European region.

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## I. Introduction

### A. Mandate

1. The Conference of the Parties (COP), at its eighth session, adopted the New Delhi work programme,<sup>1</sup> a five-year programme of work on the implementation of Article 6 of the Convention. The Subsidiary Body for Implementation (SBI), at its twenty-seventh session, recognized that the New Delhi work programme had proved to be a good framework for action,<sup>2</sup> and that the regional workshops on Article 6 held within the five-year period had helped to advance the New Delhi work programme by providing useful inputs for the work on Article 6 at the country level and by identifying possible follow-up action at the national, subregional and regional levels.<sup>3</sup>
2. The COP, at its thirteenth session, adopted the amended New Delhi work programme for a further five years.<sup>4</sup> The secretariat was mandated to organize thematic regional and sub-regional workshops, prior to the intermediate review of the work programme in 2010, to share lessons learned and best practices.<sup>5</sup>

### B. Possible action by the Subsidiary Body for Implementation

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

### C. Background

4. The New Delhi work programme sets the scope of, and provides the basis for, action on activities related to Article 6, in accordance with the provisions of the Convention. It serves as a flexible framework for country-driven actions to address the specific needs and circumstances of Parties, reflecting their national priorities and initiatives. Within this framework, Parties have agreed on a list of activities that could be undertaken at the national and regional levels to enhance climate focused education and training programmes and to increase the availability and dissemination of information on climate change, thereby improving public understanding and participation in addressing climate change issues.
5. In developing and implementing Article 6 activities, Parties should seek to enhance cooperation and coordination at international and regional levels, including through the identification of partners and networks with other Parties, intergovernmental organizations (IGOs) and non-governmental organizations (NGOs), the private sector, state and local governments, and community-based organizations, and to promote and facilitate the exchange of information and material, and the sharing of experience and good practices.

## II. Proceedings

6. The European regional workshop on Article 6 of the Convention was held in Stockholm, Sweden, from 18 to 20 May 2009. It was funded and hosted by the Government of Sweden and organized by the secretariat in cooperation with the Swedish Environmental Protection Agency (EPA).

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<sup>1</sup> Decision 11/CP.8.

<sup>2</sup> FCCC/SBI/2007/34, para. 51 (a).

<sup>3</sup> FCCC/SBI/2007/34, para. 51 (b).

<sup>4</sup> Decision 9/CP.13.

<sup>5</sup> Decision 9/CP.13, Annex, para. 29 (c).

7. National, regional and international experts were invited to make presentations and participate in discussions at the workshop. 37 experts representing 23 European countries attended the workshop, including representatives of several IGOs and NGOs, and youth.

8. The Chair of the SBI, Ms. Liana Bratasida, chaired the workshop. It was opened by Ms. Eva Lindé from the Swedish Ministry of Environment, who elaborated on the preparations for the Swedish European Union Presidency (July–December 2009). Welcoming remarks were also made by Ms. Kerstin Heikenfeldt of the Swedish EPA, by Ms. Bratasida and by a representative of the secretariat.

9. The workshop was organized in seven sessions. The introductory session on the first day provided background information on Article 6 and the New Delhi work programme. This session also outlined the objectives of the workshop and presented the work of the “European Article 6 Group of Experts” established during the Czech Republic European Union Presidency to respond to the need for enhanced information and communication in crafting a new climate change agreement in Copenhagen in December 2009, as well as to provide support for the organization of the workshop. The group of experts presented the criteria for selecting “good practices”, which were developed through a survey of the current practices in communication, with the support of the “Green Spider” Network. Good practices highlighted at the workshop are listed below:

- (a) The practice should be innovative as regards methods, target groups and media used;
- (b) It should be effective in terms of the number of people reached and reductions in the level of greenhouse gas (GHG) emissions;
- (c) It should be replicable in other countries in the region;
- (d) It should be cost-effective.

10. The second session included presentations by United Nations agencies on their work to enhance the understanding and participation of children and young people in climate change issues.

11. At the third session, participants discussed ways to encourage the media to write about climate change issues, and a small training session was held to complement the presentation made by a private communications company.

12. The fourth and last session on the first day was dedicated to promoting and providing training on the use of CC:iNet, the UNFCCC information network clearing house.<sup>6</sup>

13. The first part of the second day was dedicated to showcasing and discussing case studies by Parties (Belgium, France, Georgia, Italy, Spain, Sweden, Russian Federation and the Netherlands), IGOs (The United Nations Economic Commission for Europe (UNECE) Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters (Aarhus Convention), The United Nations Institute for Training and Research (UNITAR)), NGOs (Centre Veronica Hostetin, Women in Europe for a Common Future (WECF) and Gender and Climate Change Network (GenderCC) – Women for Climate Justice) and private sector organizations (Groupe Casino, France). A summary of the presentations made during the five first sessions is presented in chapter III.

14. The development of options and strategies for strengthening and expanding education and outreach activities was discussed in the afternoon of the second day in three breakout groups addressing the six elements of Article 6 and covering questions relating to, inter alia, the criteria that can be applied to identify good practices, key target groups, the existing gaps, needs that may arise from a new climate change agreement, and possible areas for improvement. A summary of these discussions is presented in chapter IV.

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<sup>6</sup> <<http://unfccc.int/ccinet>>.

15. The final session on the last day brought together the outcomes of the breakout groups and outlined a number of recommendations for possible ways forward which are presented in chapter V.

16. All presentations can be found on the UNFCCC website.<sup>7</sup> Additional information, including webcasts of plenary sessions can be found on the Swedish EPA website.<sup>8</sup>

### III. Summary of presentations

#### 1. Good practices at the international level: enhancing awareness of, and participation in, climate change issues of children and young people

17. Young people are strong advocates for environmental preservation, as demonstrated through their contributions to the World Summit on Sustainable Development and reported in the World Youth Report 2005 in a special Environment section.<sup>9</sup> The Plan of Implementation adopted at the Summit registers the need to promote and support youth participation in programmes and activities relating to sustainable development.

18. A youth movement has developed and gained momentum around the issue of climate change, and has become a rallying point for the young generation, with hundreds of grassroots initiatives and national campaigns in countries around the world. International meetings have created opportunities for young people with different perspectives to exchange experiences. Youth have been present at climate negotiations since the Rio Earth summit in 1992, and their actions have resulted in widespread media coverage and the mobilization of thousands of their peers. It is estimated that 100–200 youth participated at COP 13, some 500 youth attended COP 14, and over 1,000 are expected to attend COP 15 in Copenhagen.

19. The secretariat presented the framework “Growing Together in a Changing Climate,” a United Nations inter-agency cooperative effort led by the UNFCCC secretariat: The aim of this framework is to facilitate more effective coordination and implementation of initiatives and projects for children and youth in their countries, and greater engagement of children and young people in intergovernmental processes and related activities undertaken by the United Nations system. This initiative builds on existing and emerging interagency mechanisms, including the framework of interagency cooperation within the Chief Executives Board (CEB), the Youth and United Nations Global Alliance (YUNGA) and the Youth Development Network (YDNet).

20. The representative of UNICEF in Denmark observed that children will inherit climate problems, and that is why it is only natural that they have a say in the matter. The Children’s Climate Forum Copenhagen 2009, hosted by the Copenhagen Municipality and UNICEF, is being held from 30 November to 4 December 2009 in the run-up to COP 15. Children aged 14 to 17 years from around the world will be involved in the event. These children will have had previous experience working with climate and democracy issues in their home countries. The children will take part in digital communities and online learning scenarios prior to the event. The main communication platform will be the global youth and climate website<sup>10</sup> developed by the Youth section of the Department of Communication of UNICEF in collaboration with the United Nations Environment Programme. The platform will be used as a networking tool for the preparatory process, advocacy and knowledge-sharing before, during and after the event.

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<sup>7</sup> <<http://unfccc.int/4834>>.

<sup>8</sup> <<http://www.naturvardsverket.se/en/In-English/Menu/Climate-change/European-Regional-Workshop-on-Article-6-of-the-Convention/>>.

<sup>9</sup> <<http://www.un.org/esa/socdev/unyin/documents/ch05.pdf>>.

<sup>10</sup> <[www.uniteforclimate.org](http://www.uniteforclimate.org)>.

21. The outcome of the Children's Forum will be a declaration of children's concerns and ideas on what should be critical global responses and approaches to the climate change challenge, and will be presented to the president of COP 15. All participating children must pledge to function as climate ambassadors for a year after returning to their countries from the Forum.

22. A representative of the Swedish Minister of Environment and former chair of the Commission on Sustainable Development (CSD) Youth Caucus talked about how young people were involved in the World Summit on Sustainable Development and the structured way in which the United Nations CSD is involving youth and giving them a role in the formal proceedings of the Commission. He also discussed the role of young people in international negotiations and why their presence is important. He emphasized the need for governments to support financially youth organizations' participation in the UNFCCC process.

## 2. Good practices to get the media to raise climate change issues

23. A Swedish communications company made an interactive presentation on the power of communication and engaged participants to consider how best to communicate on climate change issues. It noted that in Sweden the media is an effective way of communicating on climate change issues: an opinion poll showed that 67 percent of the population were relying on the media as their source of information on climate change, and trends support the idea that there is a correlation between the level of information on climate change provided through the media, and the positive behavioural changes of the population to reduce their emissions.

24. Participants considered the differences in the various countries of the European region as regards their role, and of the understanding and awareness of journalists and the media on climate change issues, and concluded that different approaches and communication strategies were needed. They noted that there was no "media tiredness" as yet on climate change issues and that there were opportunities for improving the level and understanding of the media in all countries. The following are a few examples of good practices to communicate climate change issues to the media, which draw on the experiences of participants:

- (a) "Make it easy to understand – Present difficult issues in language that everyone understands, use pictures and symbols to help them visualize;
- (b) Use numbers and figures – That's a favourite keystroke for the media, which allows for comparisons with others and over time;
- (c) Localize it – Sinking islands in the Pacific don't make climate change a top-priority in your home town. Make your information and suggestions as localized as possible, in particular when adaptation is a national concern;
- (d) Show me the money – Many actions to reduce emissions also save money for the average household or bring benefits. Point this out, and media coverage as well as interest from the general public will increase;
- (e) Involve others – By involving others in your climate communication, you will show the media that the message is shared by others, in particular famous citizens."

25. Participants agreed on the importance of developing a public relations plan (PR plan) to communicate climate change issues to the media. Such a PR plan would encompass the 5 W questions: who does what, when, why, and which results are expected. Participants then gathered in smaller groups to develop virtual but concrete PR plans demonstrating that the exercise is simple and does not require much time, as the groups could develop a strategy in less than an hour.

### 3. Sharing best practices: CC:iNet, the UNFCCC information network clearinghouse

26. The secretariat made a presentation on CC:iNet.<sup>11</sup> This web-based platform has been designed to facilitate information exchange and cooperation between Parties, IGOs and NGOs working on activities relating to Article 6 of the Convention. CC:iNet provides a compilation of data pertaining to programmes, initiatives and expertise relevant to the implementation of the New Delhi work programme. It includes various indexed textual and relational databases, search features and links to partners, including Parties, United Nations agencies, IGOs and NGOs engaged in the implementation of Article 6.

27. The presentation illustrated the two-phase implementation approach, current features and functionality, and the planned steps to enhance the system and its information to best accommodate the needs of its current users and engage a broader audience. This enhancement will entail improvements in system functionality, quality and type of information, and layout and organization of materials. The presentation concluded with a short guided tour of the website,<sup>12</sup> illustrating how a registered user may add and/or retrieve information.

### 4. Good practices on public awareness, communication and access to information on climate change

28. The representative of the Netherlands introduced the recent Dutch energy policy to address climate change, which pledges a 30 percent reduction in GHG emissions by 2020 by doubling the level of energy efficiency and increasing the proportion of renewable energy sources by up to 20 percent by 2020. The presenter described government-supported national campaigns launched to increase the level of understanding of energy efficiency, including the programme “Here Climate Campaign”,<sup>13</sup> featuring street parties, and the “Dutch Climb for a Better Climate”,<sup>14</sup> which uses an online strategy. These campaigns were implemented in partnership with various NGOs and the private sector, and engaged many actors including children and young people, companies (front runners, trendsetters), and local and national authorities. To sustain efforts and maintain climate change issues high on the political and social agenda, additional campaigns and initiatives will be developed and launched prior to COP 15. These will include supporting activities directed at climate neutral cities, creating media moments, and inviting the youth to attend COP 15.

29. The representative of Belgium presented the “Energy guzzlers” campaign, which is based on a sophisticated online carbon dioxide (CO<sub>2</sub>) calculator and which was launched at the end of 2006 by the Belgian federal climate change section.<sup>15</sup> 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 (i.e. the level of reduction in CO<sub>2</sub> emissions) as well as the financial gain (lower energy bill). The campaign, which features images of blown-up appliances as visuals, has won many national and international awards and the website received more than 500,000 hits.

30. Communication is key to awareness raising and participation, education and training. In this field, gender differences are well documented. Owing to their social and cultural roles, women and men communicate differently, prefer different communication channels and respond differently to offers.

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<sup>11</sup> <<http://unfccc.int/ccinet>>.

<sup>12</sup> See *Contributing to CC:iNet - A quick-start guide*. Available online at <[http://unfccc.int/cc\\_inet/information\\_pool/simple\\_search/items/3522.php?displayPool=874](http://unfccc.int/cc_inet/information_pool/simple_search/items/3522.php?displayPool=874)>.

<sup>13</sup> <<http://www.klimaatstraatfeest.nl>>.

<sup>14</sup> <[www.beterklimaat.nl](http://www.beterklimaat.nl)>.

<sup>15</sup> In French <[www.energivores.be](http://www.energivores.be)>; in Flemish <[www.energievreters.be](http://www.energievreters.be)>.

To illustrate this gender and communication issue, and recognizing that, in general and in spite of their high degree of awareness, women feel poorly informed about environmental issues and are less involved in planning and decision-making, a representative from Gender CC – Women for Climate Justice presented a 2007 campaign launched in Berlin in 2007 entitled: “Women protect the climate – women demand climate protection. Our message to politicians” The presenter explained that, as part of a photo shoot, women had themselves photographed with messages such as “Stop climate change – new values are needed now”, and “We demand a say – climate protection is everyone’s concern!”

31. The campaign, which was expanded to an international level later, was to give women a voice and greater publicity highlighting the links between gender and climate change. It demonstrated that person-to-person communication worked very well because most of the women approached were willing to provide a message. The results were displayed in an exhibition and attracted media attention, including women’s magazines that took up the topic of climate change. As for the content of the messages, the results of various polls on women’s attitudes and preferences have been reconfirmed: a vast majority of participants rejected technologies such as nuclear power, favouring renewable and energy efficiency instead, and expected progress through major changes in life style and behaviour.

32. A presentation by a Swedish representative illustrated how the Swedish Environmental Protection Agency has surveyed the Swedish population to assess their knowledge of, and attitude to, climate change since 2002. The results of the new survey in 2008 can be summarized as follows:<sup>16</sup>

- (a) The readiness of Swedes to reduce their own GHG emissions has continued to increase, despite the issue of climate change not being considered quite as important as in 2007 when it dominated media reports. At the same time, the general public want more information on how emissions can be reduced;
- (b) Swedes are prepared to support companies that take the lead in dealing with climate change, but they regard companies as poor at marketing climate related efforts and express a wish for climate-friendly products and services to be labelled;
- (c) Swedes consider it “very important” that people in Sweden take measures to deal with climate change.

33. The general conclusion from the Swedish 2008 survey is that the level of commitment of the general public on the climate change issue remains high and that people are now prepared to move on from words to action.

#### 5. Education, training and public participation

34. Formal education on the climate change issue is not limited to traditional lectures, as demonstrated by the presentation of a role play entitled “Negotiations on climate change” targeted at upper secondary school and college students in Stockholm, Sweden. A few students performed selected parts of a role play in which they act as delegates from different countries or group of countries attending an UNFCCC conference and trying to reach a new climate change agreement. The purpose of the exercise is to engage the students, provide them with the ability to act, and enhance their knowledge by:

- (a) Imparting experience of international cooperation and negotiations in climate change and demonstrating the complexity and sensitivity of a negotiation process;
- (b) Discussing the issue of climate change and reflecting on possible solutions.

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<sup>16</sup> The full report of the survey is available at: < <http://www.naturvardsverket.se/Documents/publikationer/978-91-620-5905-7.pdf>>.



35. The project was developed in cooperation with Plan Sweden, an NGO, and is supported by web-based study materials covering, in particular, environmental, economic and social issues; international cooperation and politics; human rights; and global justice. The role play encompasses three phases:

- (a) A preparatory phase in which students review the causes and impacts of climate change, study national circumstances and capacities, and prepare position papers, statements and decisions;
- (b) Participation in the conference, including registration and the opening ceremony, negotiations and working groups, and the closing ceremony;
- (c) The debriefing, in which students assess what they have learned by taking part in the climate role play; which are the key factors that enable or impede reaching an agreement; and whether they can apply their acquired knowledge to real life situations.

36. Many NGOs run climate change programmes aimed at raising climate change awareness and transferring knowledge into skills, as illustrated by the representative of the Czech NGO Ecological Institute Veronica,<sup>17</sup> who made a presentation on educational programmes that are based on developing practical solutions. The presentation focused on an initiative run by the Centre Veronica Hostetin located in the village of Hostetin (240 inhabitants) in the Carpathians mountains, which 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 CO<sub>2</sub> 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.

37. 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. The presenter stressed that sustainable development was at the core of the Centre’s educational modules and emphasized the need to combine economic, social and environmental benefits.

38. In some instances, the private sector is also determined to respond to climate change, as reported by a representative of the French department store Casino, who presented the firm’s work in support of sustainable development with the introduction of environmental labelling indicating the level of CO<sub>2</sub> 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 CO<sub>2</sub> equivalent for 100g of finished product. The calculation method has been developed scientifically by an independent agency and approved by ADEME (Agence de l’Environnement et de la Maîtrise de l’Energie), which provided financial and technical support to the project. The aim of this index is twofold:

- (a) Inform consumers of the environmental impact of their consumption choices and help them shift their consumption pattern towards a more ecological approach;
- (b) Improve the environmental quality of Casino products through a global project actively involving all areas of the company: purchasing, quality assurance and stores in partnership with suppliers, major corporations and small and medium-sized businesses.

39. To test the index and improve its understanding of the perceived ideas and preferences, Casino has surveyed some 1,000 consumers over the first six months of the introduction of the label. Casino

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<sup>17</sup> <[www.veronica.cz](http://www.veronica.cz), [www.hostetin.veronica.cz](http://www.hostetin.veronica.cz)>.

plans to expand this labelling to all 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.

40. As reported by the representative of Italy, exchange of good practices in communicating on climate change issues is an important starting point to compare and assess the feasibility of Article 6 initiatives in different situations. To support the work of the European Article 6 Group of Experts referred to in paragraph 9 above, a survey was conducted in Italy to identify and compile information on climate change education and outreach practices. The practices, collected at national, regional and local levels and covering different areas of intervention, have been reviewed and assessed according to the good practices criteria defined in paragraph 9 above. Over 80 selected good practices are available for consultation in Sinanet, the database of the Italian Institute for Environmental Protection and Research (ISPRA),<sup>18</sup> using the Italian key words “riduzione delle emissioni di gas serra”. All good practices identified through the survey may be included in Italy’s national communication under the Convention. Based on this experience, further studies are now being conducted by ISPRA to develop new methodologies and innovative communication approaches using new technologies, procedures and tools.

41. As emphasized by the representatives of the Russian Federation, the role of education and training in enhancing public awareness and participation in climate change issues is key. Their presentation introduced the programme of the Russian State Hydrometeorological University of Saint Petersburg, which 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. The presenters elaborated on the training methods, which 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. They also reported on the participants’ feedback mechanism that had been put in place, including case studies of regional climate change effects.

42. Communicating on a subject as serious as climate change does not necessarily imply using dramatic messages, as demonstrated by the French representative, who presented two examples of successful web-based climate change games: Climcity<sup>19</sup> and Ecoville.<sup>20</sup> Climcity, whose objective is to assist the community to reach the French GHG emissions reduction targets by reducing energy consumption while adapting to new climatic conditions, is targeted at local authorities, which are required to develop and implement territorial climate energy plans. Ecoville is a module of the project Kyoto in the Home co-financed by the European Programme “Intelligent Energy Europe”<sup>21</sup> for the development of renewable energies and energy efficiency. The aim of the project is to compile communication and education methods and tools in participating countries.<sup>22</sup> The objective of the game is to build a city of 15,000 inhabitants in the most energy-efficient manner so as to limit emissions.

43. The Secretary to the UNECE Aarhus Convention gave a brief introduction to the Convention and its links to Article 6. He emphasized that ordinary citizens had a crucial role to play in tackling climate change and that strengthening their involvement in decision-making on climate change would contribute to both the legitimacy and the effectiveness of the resulting decisions and would enhance the prospects for effective implementation of such decisions. Highlighting the synergies between the two conventions, he noted that most States in the European region were Parties to the Aarhus Convention and thus legally

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<sup>18</sup> <[http://www.sinanet.apat.it/it/gelso/bancaDati/bancaDati/ricerca/index\\_html](http://www.sinanet.apat.it/it/gelso/bancaDati/bancaDati/ricerca/index_html)>. The complete database containing best practices for sustainability is available at <<http://www.sinanet.apat.it/it/gelso>>.

<sup>19</sup> <<http://climcity.cap-sciences.net>>.

<sup>20</sup> <<http://www.kyotoinhome.info>>.

<sup>21</sup> <<http://ec.europa.eu/energy/intelligent>>.

<sup>22</sup> Czech Republic, Estonia, France, Hungary, Italy, Poland, Romania, Slovakia, Spain and United Kingdom of Great Britain and Northern Ireland.

bound to undertake measures that would ensure more effective implementation of Article 6, notably those elements relating to access to information and public participation.

44. The Protocol on Pollutant Release and Transfer Registers (PRTR Protocol) of the Aarhus Convention is another useful tool promoting greater transparency and public accountability with respect to GHG emissions, complementing and supporting the reporting mechanisms under the UNFCCC and the Kyoto Protocol. Expected to enter into force before the end of 2009, the PRTR Protocol would require annual mandatory facility-specific reporting by the operators of potentially polluting facilities on emissions of a wide range of pollutants, including the main GHGs, with the reported data being publicly accessible through the Internet on a national register. He also briefly presented the UNECE Strategy on Education for Sustainable Development (ESD), adopted in 2005, and described the main activities being undertaken under the strategy related to climate change. These included plans for an interactive session of the UNECE Steering Committee on ESD on the theme of addressing climate change through ESD, which is scheduled for March 2010.

45. To strengthen capacities for effective stakeholder engagement concerning the implementation of the Aarhus Convention, UNITAR and UNECE have engaged in a partnership to support interested countries in preparing national profiles and identifying actions related to the Convention with a special focus on climate change governance. A representative of UNITAR presented this initiative, which seeks to contribute to the effective implementation of Article 6. A companion guide to the UNECE/UNITAR National Profile Guidance Document with a focus on climate change governance is under preparation.

46. Participants recognized that 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. As reported by the representative of UNITAR, 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.

#### 6. International and regional cooperation

47. Participants recognized the value of partnerships and the important role that international NGOs can play in enhancing national capacities. A representative of WECF,<sup>23</sup> a network of over a hundred women and environmental NGOs in over 40 countries in the European Union and Eastern Europe, Caucasus and Central Asia, made a presentation on their regional capacity-building programme on sustainable energy. Key elements of the WECF strategy include:

- (a) Involvement of all important stakeholders (cooperation with authorities, politicians, entrepreneurs, scientists, public participation, local communities, etc.);
- (b) Empowering women and men, with special attention to the situation of women as their perspective is often not taken into account;
- (c) Working in the social context, using the gender approach, and taking into account health aspects;
- (d) Strengthening local markets and civil society organizations;
- (e) Linking practice and policy – moving from local to national/international levels.

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<sup>23</sup> <<http://www.wecf.eu>>.

48. The presenter further outlined several case studies and activities in the capacity-building programme, including three training programmes focusing on exchange of knowledge and experience, climate change, sustainable energy initiatives and the implementation of local sustainable energy supply and access to energy. The content of the training programmes was based on local needs and experiences, and the format was a combination of presentations, excursions, workshops, discussions and practical implementation activities. Different stakeholders, including representatives of universities, local authorities, NGOs and experts were involved as trainers and presenters.

49. The representative of Spain presented the Spanish network “Response to Climate Change from the fields of Communication and Education”, which could serve as a model of a network for regional cooperation. The network was established in 2004 as a joint initiative of the Spanish Climate Change Office and the National Environmental Education Centre and functions as a working group with the aim of, in particular:

- (a) Analysing progress made in Spain to implement Article 6;
- (b) Assessing the links between the efficiency of actions, how policies are applied and the measures aimed at mitigating climate change;
- (c) Promoting the exchange of ideas and experiences as well as the development of partnerships.

50. As a result of proposals originating from the network, several projects are being developed and are supported financially and technically by the Ministry of the Environment in Spain, such as the publication in 2008 of a practical guide “Communicating Climate Change” and the development of a course on environmental education and climate change.

## **IV. Main outcomes of the discussions**

### **1. Public awareness, public participation and access to information**

51. Participants discussed the importance of these three pillars of Article 6 and assessed whether new initiatives in these areas were required to support a new global climate change agreement that may be reached at COP 15. They stressed that greater information and awareness raising efforts may be needed and that the general public had a right to be involved since a successful agreement would require major changes in life style that could increase opposition to, and denial of, climate change. It was noted that public participation is needed in defining and implementing appropriate policies and measures.

52. Participants recognized that enhancement of public participation and access to information on climate change issues in the European region could be achieved by implementing the Aarhus Convention. They agreed that the UNECE/UNITAR national self-evaluation process that had been presented during the workshop (see para. 45 above) could be used to determine, in consultation with all stakeholders, further steps required to support the implementation of the Aarhus Convention.

53. Participants observed that in some European countries, where climate change is not high on the political and social agenda because of low public engagement and lack of evidence at the local level, there was a need to focus on awareness raising and to link climate change outreach and public participation strategies to economic growth and poverty reduction strategies. Participants also agreed that in some European countries there was a need for dedicated financial resources to support Article 6 related activities.

54. Where awareness is high, as in Sweden, participants agreed that efforts should be focussed on providing the public with practical tools and information, such as carbon labeling for products, information on airline flight emissions, to allow people to respond to climate change and take informed decisions. It was also noted that government intervention and regulation was needed to guide the public

to make the right choices, for example by making non-climate-friendly choices more expensive or more difficult. Participants agreed that the creation of an enabling environment and the provision of information must go together.

55. When reflecting on the most appropriate target audience and messages to communicate climate change, participants noted the following points:

- (a) There is no one-strategy-fits-all. Each country should develop a national climate communications strategy in consultation with key target groups;
- (b) A communications strategy should make provision for adequate and systematic dissemination of climate change information at national, sub-national and local levels in order to promote involvement and create a basis for action;
- (c) In a post-2012 context, messages requiring little effort (e.g. switching off lights) may breed complacency and may not be strong enough to encourage the required change in behaviour;
- (d) There is a need to develop positive messages, for example by referring to ancillary benefits such as improving health or saving money;
- (e) The messages should reach women and men and make them aware of their different roles, attitudes, preferences and skills and contribute to overcoming gender roles and their limitations.

56. Participants discussed gender sensitive communication and recognized that it includes the topics that are communicated and requires the use of appropriate media and communication channels. They noted that gender sensitive and inclusive language are core elements of gender sensitive communication.

## 2. Education and training

57. Participants discussed and identified success criteria or performance indicators of climate change education and training activities, including the level of government staff awareness; the establishment of training centres; the level of trainers' qualifications; the transfer of theoretical knowledge into practical skills; and a multidisciplinary approach.

58. They recognized that, depending on the country, environmental education – comprising climate change aspects – was not always an integral part of primary and secondary level education although it was advisable. Participants acknowledged that climate change issues were being given more attention in higher education and recommended that such efforts be continued. They discussed the need for a balanced approach to formal and non-formal education, and agreed that non-formal education should be limited to informal settings.

59. Participants stressed the importance of training in relation to the following sectors, climate change policies or projects: multidisciplinary issues and cross-cutting policies; adaptation and mitigation projects; energy, transport and construction sectors; forestry, agriculture, land use and vulnerable areas; education and health; the development of subregional scenarios (modelling simulation).

60. Participants reported that they were relying on a wide range of resources and institutions for providing training, from government agencies, universities and schools, to NGOs and the private sector. They recognized that the greatest barriers to strengthening climate change training included, depending on national circumstances, lack of money and qualified experts; lack of vision; heavy bureaucracy; complexity of the issue; lack of motivation in the private sector; and the fact that climate change was not a priority. They discussed possible means to overcome these barriers, including the provision of

financial resources, the enhancement of public awareness and the promotion of local impacts of climate change.

61. When assessing the relevance and feasibility of a regional strategy for climate change training, participants discussed the regional diversity and agreed that such a strategy would be feasible and useful to address common concerns and gaps.

### 3. International and regional cooperation

62. Participants stressed the importance of international and regional cooperation in supporting the implementation of Article 6 and acknowledged that Article 6 could serve as a link between gender and climate change issues. They identified various paths for cooperation, including between countries within one region, between regions, and between topics.

63. Participants discussed the need to improve coordination and synergy between international and regional agencies to avoid duplication, and to improve communication strategies in order to ensure that the design matches the countries' needs. They made recommendations to enhance networking and sharing of information, including:

- (a) Setting up Article 6 focal points in all countries. NGOs and IGOs that could be designated as focal points should be proactive in approaching national governments for nominations;
- (b) Sharing methodologies and sources of information;
- (c) Enhancing CC:iNet functionality and user-friendliness;
- (d) Sharing good practices (including those reported at the workshop) in a publication that would be made available electronically and without copyright restrictions.

## **V. Issues for follow-up and further consideration**

64. Participants agreed on a number of recommendations proposed by the Chair and which could further support the implementation of the New Delhi work programme in the European Region. These include:

- (a) Strengthening climate change issues in educational programmes at all levels;
- (b) Developing guidelines to support the design of national communication strategies;
- (c) Developing a format for reporting good practices and circulating these to a wide audience;
- (d) Enhancing CC:iNet functionality and user-friendliness;
- (e) Promoting the role of Article 6 national focal points and urging Parties to designate and support such a focal point;
- (f) Promoting the work of the Aarhus Convention and expanding it to other regions;
- (g) Inviting Parties to include young delegates in their national delegations and to nominate them to attend intergovernmental meetings;
- (h) Identifying a financial mechanism to support the implementation of education and outreach activities in countries with less resources.