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Article 6 of the Convention

Views of Parties, intergovernmental and non-governmental organizations, and stakeholders, on the review of the implementation of the amended New Delhi work programme and on possible elements of a successor work programme on Article 6 of the Convention

Submissions from Parties and relevant organizations

1. The Subsidiary Body for Implementation, at its thirty-fourth session, invited Parties, and relevant intergovernmental and non-governmental organizations (NGOs), as well as relevant stakeholders, to submit to the secretariat, by 14 February 2012, information and views that may be relevant to the completion of the review of the amended New Delhi work programme on Article 6 of the Convention. It invited the aforementioned entities to submit to the secretariat, by the same date, their views on possible elements of a successor work programme on Article 6 of the Convention.¹

2. The secretariat has received 14 such submissions from six Parties,² two United Nations organizations,³ five NGOs and one NGO constituency. The submissions received from the NGOs and the NGO constituency are available on the UNFCCC website.⁴ In accordance with the procedure for miscellaneous documents, the six submissions from Parties and the two submissions from United Nations organizations are attached and reproduced* in the languages in which they were received and without formal editing.

¹ FCCC/SBI/2011/7, paragraph 67.

² Also made available at <http://unfccc.int/documentation/submissions_from_parties/items/5902.php>.

³ Also made available at <http://unfccc.int/parties_observers/igo/submissions/items/3714.php>.

⁴ Available at <http://unfccc.int/parties_observers/ngo/submissions/items/3689.php>.

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* This submission is supported by Bosnia and Herzegovina, Croatia, Iceland, Serbia, the former Yugoslav Republic of Macedonia and Turkey.

SUBMISSION BY DENMARK AND THE EUROPEAN COMMISSION ON BEHALF OF THE EUROPEAN UNION AND ITS MEMBER STATES

This submission is supported by Bosnia and Herzegovina, Croatia, Iceland, the Former Yugoslav Republic of Macedonia, Serbia and Turkey.

**Subject: Submission on the review of the amended New Delhi work programme
and possible elements of a successor work programme on Article 6 of the Convention**

Introduction and General Comments

The European Union is pleased to share its views on the review of the amended New Delhi work programme and possible elements of a successor programme on Article 6 of the Convention.

The original New Delhi Work Programme (NDWP, FCCC/CP/2002/7/Add.1) as well as the structure and contents of the amended New Delhi Work Programme (amended NDWP, FCCC/CP/2007/8/Add.1) provide a good basis to build upon for any future work programme. With the purpose of completing the review and based on the five years of work under the amended programme a number of new international circumstances can be taken into consideration, and should be reflected in a new work programme, including the requirements to:

- Foster partnerships and networking
- Be informed by social research
- Be more linked to the challenge of Article 6: Increase public sensitivity and modify people's behaviour
- Focus more on the sharing of experience and the good practices that consider national circumstances
- Promote elaboration of communication and education strategies
- Foster the participation of all stakeholders
- Be better linked with other, broader education goals that are linked e.g. to sustainable development and the ethical, philosophical dimension of education
- Address in a more balanced manner adaptation and mitigation issues

A more detailed outline of the key elements of a new programme is provided below:

Proposal for a future work programme

Time frame

The implementation of the new programme should start right after the end of the amended NDWP in 2013, in order to avoid gaps.

The EU supports a long eight-year programme (2013-2020), with an intermediate review after three years in accordance with the 2015 agreed outcome.

Structure of the new programme

The general structure of the NDWP has served well and it should be kept. The new work programme should serve as a flexible framework for country-driven action addressing the specific needs and circumstances of Parties, and reflecting their national priorities and initiatives to achieve the objectives of Article 6 in accordance with the provisions of the Convention. No single strategy for raising awareness or building capacity is appropriate for all countries.

Scope of the work programme

In the new work programme, each of the six instruments that have been established previously – international cooperation, education, training, public awareness, public participation and public access to information – remain a useful way to structure the work. These instruments highlight the specific purposes and contributions to the different steps of the learning process: Building knowledge to encourage action. All suggestions are subject to the availability of funding.

Implementation

Parties

Most of the recommendations contained in the paragraph D of the amended NDWP are still appropriate. However, additional elements should be added in order to better develop awareness or public participation. Such elements could include:

- Developing activities within the school environment and out-of-school activities for education on climate change and variability (CCV) (integrating environmental issues in curricula, set up side-activities, family education)
- Improvement of consumer information systems, like labelling, and carbon footprint of products and services. Target the consumers, in particular women
- Providing transparency of policies, feedback, debate and partnership, governance
- Elaboration of coherent communication and education strategies to avoid duplication of efforts and stand-alone activities
- Establishment of a nation-wide on-line Climate Information System or Portal
- Improvement of networking and coordination at the national level, through, inter alia, the Article 6 focal points. This networking should involve all the stakeholders, like journalists, teachers, scientists, trade unions, community leaders, local authorities, NGOs, private sector and youth. Networking should encourage stakeholders' participation in the analysis and elaboration of climate change policies and measures. It should also increase their responsibilities for mitigation and adaptation actions
- Encouraging active communication on climate change issues in case of crisis or at key moments (e.g. negotiation outcome, public scepticism, financial crises)
- Making full use of the new UNFCCC institutions (Climate Technology Center and Adaptation Committee) to strengthen training

International cooperation

In addition to the existing recommendations contained in the amended NDWP, new ideas could be suggested, like:

- Increasing links between Article 6 issues and Capacity Building and Adaptation issues, like networking between experts on these three issues

- Promoting the full use of the Climate Change Information Network portal (CC:iNet)
- Fostering access to specific benchmarking programmes to be easily implemented by all countries
- Fostering the regional dimension of the Article 6 implementation, by improving regional networking and supporting regional workshops
- Encouraging the participation of experts with different backgrounds in the regional workshops on Article 6

Intergovernmental and Non-governmental organizations

- Inviting these organizations to continue their efforts to implement activities, to cooperate with other organizations and parties under Article 6 and to report on them.

Review of progress and reporting

- Improving reporting on Article 6 through national communications: Reminding Parties to include, as appropriate, a separate chapter or section dedicated to Article 6 issues, including relevant information about the implementation of all six fields included in its scope, as well as lessons learned, benefits and gaps.

Role of the secretariat

- Suggested additional tasks for the Secretariat, relating to the networking issue:
- Actively encourage parties to make full use of CC:iNet, to send regular bulletins on CC:iNet activities, to solicit and appoint new registered users, and to send regular information on Article 6 activities and resources
- Develop CC:iNet by offering specific information for special target groups (such as teachers and journalists) or creating a forum or market section (offers and demands) to allow practical collaborations
- Strengthen cooperation with Article 6 national focal points, in order to increase international cooperation: Initiating and facilitation networking and exchange of information and experiences between national focal points on Article 6

Paper no. 2: Dominican Republic

Dominican Republic views on possible elements of a successor work programme on Article 6 of the Convention

In its conclusion on Article 6, the Subsidiary Body on Implementation invited Parties and relevant intergovernmental and non-governmental organizations, as well as relevant stakeholders to submit to the secretariat, by 14 February 2012, their views on possible elements of a successor work programme on Article 6 of the Convention FCCC/SBI/2011/7. The Dominican Republic welcomes this opportunity to share our views on this important issue.

Reaffirming the importance of Article 6 of the Convention and the importance of having a New Work programme on Article 6 of the Convention with permanent funding and more support.

Acknowledging the progress made by Parties in planning, coordinating and implementing education, training and public awareness activities and also in the framework of education for sustainable development. Recognizing that education is a fundamental human right and it can promote respect for diversity, strengthening cultural identity and a culture of peace.

Considering that to advance to Advance Green, Low Emission and Climate Resilient Development is necessary to create individual, institutional and society capacities and for that we need to promote education, training, public awareness, public access to information, public participation and international cooperation.

Taking into account that if we do not invest in education and Article 6 activities, we will not be able to achieve with success the goals of the Climate Change Convention.

For the Dominican Republic, education is a priority and we consider that the following recommendations could be integrated into the New Work Programme on Article 6.

I. Period

The New Work Programme on Article 6 of the Convention could have a period of ten (10) years. Review of progress and reporting

II. Review of progress and reporting

The final review of the new programme on Article 6 could be in 2022 or ten years (10) after it will be approved. The intermediate review could be in 2017 and regional workshops could be organized for the review.

III. Follow up

The New Work Programme on Article 6 needs a permanent review and follow-up. We propose that each year there should be a review of one of the topics of the Work Programme for example: Education 2013, training 2014, public participation 2015, etc.

IV. Principles

The New Work Program should include in its principles: the importance of gender perspective, emphasis on a multisectoral and multi-stakeholder process and incorporation of results-based methodology.

V. Work Areas

The New Work Programme should continue with the same scope and areas of the amended New Delhi work programme, namely: (education, training, public access to information, public participation, public awareness and international cooperation).

VI. Financing

The New Work Programme should have a concrete financial mechanism. We need concrete funding from the GEF for Article 6 activities. Also it is important that there are new funding mechanisms under the Green Climate Fund for Article 6 projects. Financial resources are crucial to implement long, medium and short-term projects at a regional, national and local level.

VII. Participation of youth, women, civil society organizations and the media

The New Work Programme on Article 6 should promote the active participation of youth, women, civil society organizations and the media in all the activities of Article 6. Also it should specifically facilitate funding for activities organized by, and targeting these groups.

VIII. International and Regional Cooperation

The New Work Programme on Article 6 could promote North–South, South-South and triangular cooperation. Regional cooperation is fundamental and it will be necessary to strengthen in regional networking and cooperation in the New Programme.

Intergovernmental organizations with competences could provide support in the work areas of the work programme, for example:

Education: UNESCO – UNICEF
Public Awareness: UNEP
Training: UNITAR - UNU
Access to Information: UNESCO
Public Awareness: FAO

IX. CC:iNet

CC:iNet needs to have a new design, with a more user-friendly structure and with information available in different languages.

X. Role of the secretariat

- To continue developing and promoting the information network clearing house CC:iNet, to facilitate the addition of content in the official languages of the United Nations and other languages, and to create new tools and features;
- To develop broad guidelines for the development of national strategies and action plans on Article 6 of the Convention, according to national circumstances and cultural contexts;
- To develop guidelines for reporting on the implementation of Article 6 related activities in the national communication;
- To prepare a publication on good practices in the implementation of Article 6 of the Convention;
- To prepare a training programme and technical assistance for Article 6 focal points;
- To foster networking, coordination and exchange of information between relevant stakeholders at the national, regional and international levels;
- To enhance the involvement of, and create training opportunities for, groups with a key role in climate change communication and education, including journalists, teachers, youth, children and community leaders;

- To foster the participation of women, youth, indigenous peoples, civil society groups and relevant stakeholders in decision-making on climate change at the national level and their attendance at intergovernmental meetings, including sessions of the Conference of the Parties, the Conference of the Parties serving as the meeting of the Parties to the Kyoto Protocol and the subsidiary bodies;
- To promote the organization of global, regional, sub regional and national workshops focusing on specific elements of Article 6 of the Convention;
- Supporting formal education in schools and institutions at all levels, non-formal and informal education on climate change and the development of educational and public-awareness materials according to national circumstances and cultural context;
- To mobilize relevant organizations and facilitate coordinated actions from these organizations;

SUBMISSION BY INDONESIA

Views and Information from the Government of the Republic of Indonesia on Review of the Implementation of the amended New Delhi Work Programme on Article 6 of the Convention

1. Pursuant to the draft conclusion of the agenda item 6 of the Subsidiary Body for Implementation at its thirty-fourth session held in Bonn on 6-16 June 2011 (FCCC/SBI/2011/L.6) and its Annex on terms of reference for the review of the implementation of the Amended New Delhi Work Programme on Article 6 of the Convention, the Government of the Republic of Indonesia herewith submits its views and information on the implementation of the Amended New Delhi Work Programme (ANDWP).
2. This submission is prepared by the National Council on Climate Change through a series of consultations involving all relevant stakeholders to assess potential needs, gaps and barriers based on the activities undertaken by various parties with the view of implementing programme on Article of the Convention, in particular in education, training, public awareness, public participation, public access to information and international cooperation.
3. Climate change is one of the key areas whereas the Government of the Republic of Indonesia put it high on the national policy agenda. Climate change consideration has been integrated into national development strategy, which is aimed at achieving development goals that is pro growth, pro job, pro poor and pro environment. In this regard, for Indonesia, a strong multistakeholders participation in addressing the impacts of climate change is of utmost importance.
4. Indonesia has undertaken substantial efforts in the fields of education, training and public awareness, both by the Government and other stakeholders including academia and NGOs/IGOs/CSOs. There has also been some work undertaken by the Government of Indonesia in promoting public participation and providing public access to information, taking into account national and local circumstances, complemented with a number of initiatives coming from NGOs/IGOs/CSOs. Indonesia has also been engaging international, regional and bilateral partners, and involved in international, regional and bilateral cooperation, on capacity building projects in reducing GHG emissions.
5. Nevertheless, gaps and challenges still persist in the implementation of the ANDWP in Indonesia. While there has been a vast arrays of work of the stakeholders in climate change education, these have not been well-coordinated; thus regional areas in need of climate change education have not been identified and/or targeted. It also remains a difficult challenge to monitor the impacts of these programs, which have not been the scope of work of those organisations. The opportunity for public access to information has not been fully utilised particularly in rural and inaccessible areas.
6. Limited financial support and human resources, and relatively low public interest has been the main factor to these gaps. Barrier in opening access to information for public in certain climate change fields is still a dynamic challenge for the government. At the same vein, public participation, albeit its tremendous progress made for the last couple of years, is a subject in which works need to be strengthened. Strengthening public participation will require both enhancing public awareness and interest of the issues and also strengthening the mechanism for public involvement in decision making process and in climate change activities.
7. With regard to international cooperation, past experiences demonstrated that various international, regional and bilateral cooperation in which Indonesia has been participating, do not necessarily devoted to the implementation of activities that falls under Article 6 of UNFCCC(education, training, public awareness, public access to information and public participation) as a stand-alone program, but rather embedded as a part of the broader cooperation initiatives.

8. More importantly, Indonesia sees that its experience which in applying local wisdom, traditional knowledges as well as religious teachings and philosophies could apply as an effective method to engage, and at least sensitize, the public. This has been recognised by at least one donor agency operating in Indonesia, which cooperated with a prominent religious association in holding a conference on climate change.

9. Having said that, Indonesia is of the view that the following aspects are of importance in the completion of the ANDWP and for a successor work programme on Article 6 of the Convention:

- (i) There is a need to increase the capacity building efforts at the global level in order to lessen the existing gaps in the implementation of programs/activities related to the ANDWP (i.e. public awareness and participation), particularly for the rural and inaccessible areas;
- (ii) There is a need to ensure the use of holistic approach, to ensure coordination among all relevant stakeholders, particularly in education field.
- (iii) Specific approaches suited to the national and local circumstances (i.e. local wisdom/traditional knowledge and religious approach) should gain more emphasis in the successor work programme on Article 6 of the Convention.
- (iv) A criteria for identifying and disseminating information on good practices for Article 6 activities is an important element that parties should undertake. In this regard, Indonesia is still in the process of identifying good practices.
- (v) Increasing the availability of copyright-free climate change materials, while important, is problematic for developing country like Indonesia. There is a need for Parties to consider this issue in the successor work programme on Article 6 of the Convention.

10. Detail information on activities undertaken by Indonesia in implementing Article 6 of the Convention is attached in Annex and its Appendixes.

Annex

PRELIMINARY ASSESSMENT

On the Implementation of the amended New Delhi work programme on Article 6 of the Convention in Indonesia

FOREWORD

1. This preliminary assessment on the current status of UNFCCC Article 6 implementation report is prepared by the Government of Indonesia to assess the existing activities and capacities that could support implementation, increasing resources as well as other requirements for effective medium to long-term implementation of the Amended New Delhi Work Programme (ANDWP).
2. The structure of this preliminary assessment report is organized as follows:
 - a. The first part of report describes the background of the report.
 - b. The second part of report illustrates overview and analysis of the implementation of Article 6 of the Convention in Indonesia.
 - c. The third part of report summarizes some recommendations based on coordination meetings with stakeholders organized by the Indonesian National Council on Climate Change (DNPI).
 - d. The appendixes part of the report covers supporting data related to the implementation of Article 6 of the Convention.
3. All the assessment illustrated in this report was based on the following data¹ :
 - a. preliminary data and information on multi stakeholders' best practices.
 - b. desktop research on recent, ongoing and when available, planned activities/projects/programs relevant to climate change.
 - c. coordination and consultation meetings organized by DNPI with a range of stakeholders, including representatives of government institutions, non government organizations, universities, private sector and mass media.
4. As a preliminary assessment, this report is comprehensive but does not cover all programs, projects, products and services in Indonesia related to Article 6 of the Convention. However, it is important to submit this preliminary assessment to the UNFCCC Secretariat as information and views that may be relevant to the completion of the review of the amended New Delhi work programme (FCCC/SBI/2011/L.6, paragraph 2).

I. BACKGROUND

5. Indonesia is the fourth most populous nation in the world after China, India, and the United States. In 2010 population in Indonesia is about 237.4 million.² With more than 13,000 islands, a 42 terrestrial ecosystems and 5 unique ecosystems and beautiful and rich 81,000 km coastline, Indonesia is a country with remarkable wealth and diversity of nature and culture.
6. With regard to its geographic location as well as the population, Indonesia is very vulnerable to rising sea levels and floods, while erratic weather patterns have the potential to impact agricultural and fishery

¹ Secondary data, is data collected by someone other than the user. Primary data, by contrast, are collected by the investigator conducting the research.

² According to statistical data from the BPS - Statistics Indonesia.

production which support many communities. During the recent years climate change has emerged as a major threat influencing the country's development growth.

7. Climate change is high on the political agenda in Indonesia. It can be portrayed to not only from the National policy level, but also in the international level where Indonesia plays an important role in climate change negotiations.
8. At the National level the government has initiated incremental steps to integrate climate change considerations across other relevant sectors. The *National Mid-term Development Plan* (further referred to as RPJMN) 2010-2014, reflects the integration of climate change policies which is implemented in following institutions: the Ministry of Agriculture; the Meteorological, Climatology and Geophysical Agency; the Ministry of Forestry; the Ministry of Environment, the Ministry of Marine Affairs and Fisheries; the Ministry of Public Works; the Ministry of Research and Technology; the Ministry of the Accelerated Development of Disadvantaged Regions, and the Indonesian Institute of Sciences (see *Bappenas*, 2010, *Matriks Rencana Tindak Pembangunan Jangka Menengah 2010-2014 Per Kementerian/Lembaga*, at <http://www.bappenas.go.id/get-file-server/node/8953/>). In addition, other government institutions have also incorporated climate change in its programs including the Ministry of Women Empowerment and Child Protection³, whereas Ministry of Tourism and Creative Economy has started an analysis on climate change-related issue⁴, among other efforts by other government institutions.
9. Article 6 of the Convention is the main vehicle by which the Convention fosters action to develop and implement educational and training programmes on climate change. It addresses the issue of climate change related education, training and public awareness
10. As one of the parties to the UNFCCC, the GOI follows negotiations under the UNFCCC and implement the Convention, including Article 6 of the Convention, and decisions as agreed, counting the Amended New Delhi Work Programme (ANDWP).
11. Many governments and intergovernmental organizations (IGOs) are already working in partnership with civil society to fulfil the commitments in Article 6. However, the scale of challenges posed by climate change, due to Indonesia's geographic location and population dynamics, requires an engagement on outreach activities of a greater magnitude to address the challenges of communicating, teaching, and learning about climate change.
12. In November 2002 parties under the Convention of UNFCCC adopted a five-year country-driven work programme engaging all stakeholders in the implementation of Article 6 commitments and recommending a list of Article 6 related activities that could be undertaken at the national level, named as the New Delhi Work Programme (NDWP) on Article 6 of the Convention (decision 11/CP.8).
13. In December 2007, Parties under the convention of UNFCCC recognized that this work programme had proved to be a good framework for action (FCCC/SBI/2007/34) and decided to adopt the Amended New Delhi Work Programme (ANDWP) for a further five years (decision 9/CP.13), with a review of progress in the implementation for this work programme to be undertaken by 2012.
14. The ANDWP differs from its predecessor in the scope and implementation chapters as it gives more prominence for public awareness, public participation and public access to information, whereas the previous work programme sees all three areas of work as one area. Within the list of Article 6 related activities that Parties could undertake, the ANDWP also features the preparation of a national Article 6 plan of action. Another new area is related to actions leading to strengthening regional and international efforts in support to the implementation of Article 6. To conclude, the ANDWP focuses on six distinct but related areas of work while NDWP focuses only 4 areas of work.

³ Permeneg PP&PA no. 31 year 2010 on '*Pedoman Pengelolaan Penelitian Pengarusutamaan Gender, Pemberdayaan Perempuan Dan Perlindungan Anak*' stated that the priority on research field should include the protection of women which cover the issue of women and climate change (see Permeneg PP&PA no. 31 year 2010, downloadable from www.menegpp.go.id).

⁴ Pusat Penelitian dan Pengembangan Kepariwisata, *Kemeneg Pariwisata dan Ekonomi Kreatif*, published an analysis on *International Cooperation In Reducing the Impacts of Climate Change Through Tourism (Kemeneg Pariwisata dan Ekonomi Kreatif, 2011, downloadable from http://www.budpar.go.id/userfiles/file/6153_2181-AnalisisAwalMasalahKerjasamaInternasional.pdf)*.

6 Distinct but related areas of work under the ANDWP ⁵						
	Education	Training	Public Awareness	Public Participation	Public Access to Information	International Cooperation
Aims	Making profound and long terms changes in Habits	Imparting specific skills that have an immediate practical application	Reaching a broad audience called the Public	Ensuring transparency of policies and engaging all stakeholders and encouraging debate and partnership	Stimulating and Facilitating Participation in Decision Making taking into account local and national circumstances such as quality of Internet access, literacy and language issues.	Promoting exchange of experiences and best practices
How	By sensitizing young people and promoting early awareness and actions on CC	By providing technical skills and knowledge	By inter alia, encouraging contributions and personal action in addressing climate change, supporting climate-friendly policies and fostering behavioural changes, including by using popular media / media outlets	By suggesting public involvement in the decision making focus (facilitating feedback, debate and partnership in climate change activities and in governance)	By providing the information on climate change initiatives, policies and results of actions that is needed by the public and other stakeholders	Enhancing Capacity Building through financial & technical supporting activities Promoting exchange of experiences and best practices
Target group	Young People including exchange or secondment of personnel to train experts.	Scientific, technical and managerial personnel	“Public” (policy makers to individual customers / local authorities to business)”	All stakeholders	All stakeholders	Sub regional, regional, and international – cooperation with IGOs and/ NGOs

This preliminary assessment report will review the activities carried out by governments / public institutions, civil societies, private sector and academia, by looking at the aims of activities under each areas of work as shown in the table above.

⁵ Developed based on the Secretariat of UNFCCC’s presentation at the Regional Workshop on the implementation of Article 6 of the Convention in Asia and the Pacific held on 31 May to 9 June 2010 in Bali, Indonesia.

II. OVERVIEW AND ANALYSIS OF THE IMPLEMENTATION OF ARTICLE 6 OF THE CONVENTION IN INDONESIA

A. Education

1. Overview of Current Activities

15. Environmental Education has been a part of the Core Curriculum in Indonesia since the 1980s, in 2010, the Minister of Environment and the Minister of Education signed a Memorandum of Understanding to formulate a design for an environment curriculum which includes various environmental issues, among others: biodiversity, global warming, wetlands, forest ecosystem, and river ecosystem.
16. Many activities have already been conducted in order to integrate the climate change issues to the formal curriculum, at basic, middle and university level, by developing climate change education modules for trainers, teachers and students and also through *developed international network in the field of climate change*.
17. Government's supports in partnership with IGOs and/or NGOs for integration of climate change into formal education are evident in Indonesia. Despite this positive trend, nevertheless research finding⁶ shows that awareness of students on climate change issues is still low due to the lack of participation in climate change awareness-building among students and teachers'. Therefore climate change education is important, not only in formal education, but also in informal education.
18. In Indonesia, education modules on climate change was developed not only for regular schools, but also for Islamic boarding schools, which is considered to be one of effective ways in inclusion of environmental issue to formal education.
19. Besides above activities, NGOs/CSOs also conducted climate change awareness raising activities through informal education. Some NGOs/CSOs conducting its programs by utilizing local contents, for example through traditional art performances.
20. At university level, major state universities in Indonesia have developed its research centre on climate change , which will also facilitate greater access to information on climate change issues for the academic community and the general public.

2. Needs, Gaps, and Barriers

21. Holistic approach is a prominent requirement to increase the level of success in integrating climate change education into schools' curricula. The programmes and activities explained above had shown that there have been efforts by the Government of Indonesia (GOI) to support and facilitate integration of climate change education into national curriculum. Therefore it is beneficial for parties in this regard to learn from the country's experience of integrating environmental education into school activities.
22. Environmental Education has been built into the curriculum and shares teaching time with other supplementary subjects, such as computer sciences, and local languages. Some stakeholders developed contents or modules of climate change education from environmental education. Climate change education should also be integrated into the curriculum and across subjects. With the curriculum as the formal education, it will give clear education guidelines.
23. Although national laws and regulations provide space for developing environmental education, its implementation depends on the individual practices in each school. In this regard, in many parts of Indonesia, environmental education as a class subject has not received full attention from teachers. This could be attributed to the insufficient capacity of some teachers on the subject, limited resources and lack of materials in

⁶ In 2009, the British Council Indonesia released a survey on climate education and teachers and students' attitudes towards climate change in Indonesia titled "Mapping Climate Education in Indonesia: Opportunities for Development", which elaborates the findings from a total of 2234 respondents (consisting of 1710 students and 524 teachers). The survey was conducted from March to June 2008, in seven cities in four provinces across the archipelago.

Bahasa Indonesia (the Indonesian national language) as well as teacher access to training, materials and information.⁷

24. Based on the various methods in developing education modules on climate change, further inputs to enhance the effectiveness of climate change education are needed. The inputs are: 1) establishing a method to review the effectiveness of modules developed and implemented; 2). Evaluating procedures to give overall review of the existing education modules; 3). Establishing an integrated data and information system to collect and store all existing modules on climate change education. There have been ongoing efforts by GOI and a range of stakeholders to provide training of trainers (teachers) on climate change education and involve teachers participation in the module development to identify the most appropriate teaching methods.
25. Education awareness at schools is also a strategic channel to involve committed schools throughout Indonesia. Considering the needs of the Indonesian schools, counting to over 180,000 schools (elementary schools, junior and senior high schools) in 33 provinces throughout Indonesia (the Coordinating Ministry of Social Welfare, 2009, see Annex I), various initiatives on education awareness will have to be replicated while seeking multiplier effects.
26. On the other hand, the complexity to coordinate inter-agency activities and an integrated method to conduct review of the implementation at national level are identified as existing barriers in implementing climate change education program in Indonesia.

B. Training

1. Overview of Current Activities

27. While the area of work on education mostly relates in developing climate change modules for schools curriculum and awareness-build for youth on climate change issues, the training is focused on imparting specific skills that have an immediate practical application. Activities in this area include workshops, seminars, off-and-on-the-job training, among others, with different targeted participants for each training.
28. A number of government institutions as well as NGOs has conducted trainings in the various issues of climate change, among others: the social impacts of REDD, population dynamics and climate change, coastal and agricultural adaptation, agroforestry, eco-tourism, waste management, carbon market, technology transfer, climate change financing, energy efficiency, green life-style, green cities, training on climate change negotiation. The target audience of these trainings are: trainers, teachers, researchers, government officials, youth, business practitioners, media, community and other affected stakeholders.
29. Based on experience, such activities portray how regular training program in environmental issues could become a basis for climate change capacity building and can be further used to transferring related knowledge and technology. In Indonesian context, some training activities conducted in coordination with local organization, including women, youth and religious communities to ensure its wide participation and effectiveness. These activities conducted either through multilateral, regional and bilateral cooperation or public-private partnership.

2. Needs, Gaps, and Barriers

30. Given that climate change cut across a broad variety of sectors including forestry, land-use-change and forestry, energy, industry, waste, transportation, climatic/extreme weather events, agriculture, marine and fisheries, health, population, even gender, it will be an ideal yet enormous task to ensure trainings for of all relevant authorities and affected stakeholders. The National Development Planning Agency (BAPPENAS) has developed an Indonesian Climate Change Sectoral Roadmap (ICCSR) 2010-2030⁸ which identifies that the high priority sectors for adaptation actions include the following: water resources sector; marine and fisheries sector; agriculture sector; and health sector; while for mitigation the high priority sectors consist primarily of the forestry sector; energy sector; industry sector; transportation sector; and waste sector.

⁷ See recommendation by British Council, 2009.

⁸ Bappenas intended the ICCSR 'to serve as detailed policy guidance in order to mainstream climate change issues into national development planning' (Bappenas 2010, p.2).

31. At Government ministries/agencies level, training of senior government officials as trainers offer an opportunity to achieve of multiplier effects through its respective networks, among others as experts (*widyaiswara*) to share information/knowledge in their respective ministries/agencies, as well as at universities, private sectors and other public grouping etc. The training for trainers in ministries/agencies is therefore a strategic step towards educating or at least familiarising wider audience with issues on climate change.
32. With regard to the above programs, some needs are recognized: 1) Evaluating the effectiveness of training for trainers programmes; 2) Developing a comprehensive programme that should include the training need assessment which will include specific target groups and compatible knowledgeable related trainers for the target groups.

C. Public Awareness

1. Overview of Current Activities

33. Awareness-raising is an area that many activities are aimed at, and also an objective to be met through education, training activities, and activities to ensure public access to information elaborated in this assessment. In Indonesia, awareness-raising activities are conducted through activities such as seminar, exhibition, talkshow, community campaign, film screening, television show, and debate competition targeting students, teachers, public, private sector, and other target groups (i.e. small scale farmers, fishers, women and youth organizations, religious communities, etc.).
34. There have also been awareness-raising and engagement activities using religious approach, through enhance engagement with religious organisations and prominent figures. The majority of Indonesians hold on to a religious belief and thus there is strong theological understanding in the society on the need for human to take care of the environment in the name of God.

2. Needs, Gaps, and Barriers

35. Public awareness programmes are usually carried out in line with climate change studies by ministries/ institutions/ agencies. However, it was identified that there is a need of central database system on climate change education and activities conducted by stakeholders.
36. Looking at the above activities, approaches that involve religious teaching for the public as well as local-specific approach for women, youth and other communities has proven to be effective as alternative approaches to meet a larger target audience and widen public awareness and participation in climate change issues.
37. Observing the scope of impacts, nation-wide campaigns (mostly through the media) as well as local campaigns are evident to be effective in increasing public awareness and participation in climate change issues. While many of the activities are stil limited in Jakarta and its vicinity, the active roles of Regional Environment Agency, as well as the active role of NGOs, are proven to be positive steps to reach out to the public throughout Indonesia.
38. Awareness-raising activities should be conducted in line with the existing programmes, projects, and studies for an indefinite period. Unfortunately, not all awareness-raisings have been well-planned, which caused ineffectiveness and public confusion as there is less information / direction on what to do or how to implement in the everyday life.
39. With regard to private sectors engagement, it was noted that there is a need for further promotion and awareness raising programmes at the national and sub-national level. It was further identified the need to incentivize potential green technologies and industries, as well as technology development and management and green investment. Furthermore, since the enactment of ISO 20001 standard on CSR, it was futher acknowledged the importance to engage private sectors to raising awareness as well as enhancing participation in climate change issues.

40. In conclusion, given the range of activities elaborated in this section, it appears that, for Indonesia, awareness-raising maybe one field with fewer barriers compared to other climate change activities.

D. Public Access to Information

1. Overview of Current Activities

41. According to the UNFCCC Secretariat Report⁹, the importance of public access to information on climate change initiatives, policies, results have been widely recognized. Measures have been taken to increase the availability of information related to climate change, through among others, scientific and technical publications; newspapers, radio and television' conferences, seminars and workshops and online database.
42. The Internet, electronic and print media are indeed the best channels of communication for the general public. Information on activities implemented by the governments including local authorities are provided online as well as through printed publication, in which some are produced in bilingual (English and Indonesian) for public access.
43. As an archipelagic country, Indonesia often confronted with challenges in the communication and transportation technology for information dissemination. For Indonesia the availability of access to internet and internet literacy still remains a challenges. In this regard, local radio station could be one of the best communication options. Most agencies, however, currently still focus on using TV and internet-based campaign.

2. Needs, Gaps, and Barriers

44. There's a need for the National Focal Point of Article 6 of the Convention to build and implement a Knowledge Management System to collect data from stakeholders and coordinate activities. In doing so, the national focal point will need to develop a communication grand design with the involvement of related sectors and stakeholders.
45. Dissemination of information needs to include local socio-cultural content and needs to be placed through a well-known and familiar media channel, specific to the regions/groups.
46. One gap that still persists is that the internet is not widely accessible at the local level and internet literacy has not reached all level of society. There is a need to enhance the capacities of the local people in making the most out of available information on the internet as well as to facilitate internet access.
47. Meanwhile, there is also still a gap in information sharing among stakeholders. In this regard, there is a necessity to establish innovative mode of communication to update Article 6 activities initiated by different stakeholders.
48. Another gap identified is in distribution of information from local authorities in provincial and district levels. Currently all climate change related information are still focusing on central government priority issues with limited information on specific regional issues.
49. It is also further identified the need of having streams of information on issues relates to the general public. It is important to inform the media on the type of information that need to be raised in their outlet through consistent media advisories and face to face communications with resource persons.
50. Providing information to alternative media (local TV, radio and print media) in addition to mainstream media, and that citizen and community journalists should also be on the list for information distribution.

E. Public participation

1. Overview of Current Activities

51. This area of work aims to ensure transparency in development of policy and engage all stakeholders as well as to encourage public discourses and partnerships in climate change activities and governance.

⁹ FCCC/SBI/2010/23 on Report on essential needs for, potential gaps in, barriers to, and progress in the implementation of the amended New Delhi work programme.

52. Public participation should involve diverse communities including all major groups. Over the past few years, the GoI has engaged youth as one of the active partners in promoting public participation on climate change issues through public debates.
53. With the support of IGOs operating in Indonesia, the GoI has also facilitated youth participation to COP UNFCCC as part of the Indonesian delegation, thus providing opportunity for feedback from youth perspective.
54. The GoI has launched the Indonesian Climate Change Sectoral Roadmap (ICCSR) in 2010, over which through consultation process involving relevant stakeholders it has been translated into National Law on GHG emission reduction. Subsequently, the GoI is underway designing the local actions plan with similar process.
55. Several cities and NGOs in Indonesia have initiated activities aim at encouraging public participation in climate change, particularly on mangroves, trees, coral, organic farming and biogas.

2. Needs, Gaps, and Barriers

56. In Indonesia, public participation on climate change issues are still limited to tree/mangrove planting and domestic energy efficiency programs. Therefore, there is a need to create various campaign programs that comprehensively address climate change and to increase public participation in climate change policy making process and in development and evaluation of climate change mitigation and adaptation programs.
57. Despite numerous activities that had been done, there is a need to provide a follow-up program immediately after each campaign in order to increase public participation.

F. International cooperation

1. Overview of Current Activities

58. It is noted that in the new section on regional and international efforts, the Amended New Delhi Work Programme (ANDWP) encourages cooperation in and support for the preparation of education and training materials within the framework of regional programmes and activities. International cooperation can play a major role in strengthening national activities on climate change education, training and public awareness. Many governments need access to expertise and financial and technical resources so that they can develop their own climate change programmes, and all countries can benefit from sharing success stories, exchanging personnel and strengthening institutional capacity.
59. Indonesia has engaged in a number of international cooperation on climate change. Bilateral cooperation with developed country partners have been established for many years. Related to bilateral cooperation, the projects among others are in enhancing energy efficiency, renewable energy, sustainable management of waste and sustainable forest management. Under the US-Indonesia Comprehensive Partnership, an Indonesia Climate Change Centre is being developed to provide supports for science-based policies.
60. In the context of developing broader public participation at regional level, Indonesia has hosted the UNFCCC Asia Pacific Workshop on the implementation of Article 6 of the Convention.
61. Through UNCC:LEARN a partnership of 32 UN agencies which supports Member States, UN agencies and other development partners in designing and implementing results-oriented and sustainable learning to address climate change, Indonesia was selected as one of five pilot countries (from 23 country applicants).
62. Universities are also among the forefront in engaging international partners. Apart from bilateral relations between universities and its respective partners, a network of Universities will also be beneficial for an expansion of networks. In relation to this, University Network in Climate Change Science and Technology has been established. It is an initial network of research education, communication and collaboration among higher education institutes and other parties (both national and international partners).
63. Indonesia has been one of the country that consistently committed in the global efforts to combat climate change. In 2007, Indonesia has hosted COP 13 UNFCCC which had successfully launched the BAP (Bali Action Plan) and BRM (Bali Road Map). Indonesia has also initiated several multilateral and regional

cooperation to enhance actions to combat climate change which among others are Forest Eleven, World Ocean Conference, Coral Triangle Initiatives.

2. Needs, Gaps, and Barriers

64. The GOI plans to incorporate activities related to Article 6 of the Convention in its third National Communication of non Annex I Parties to the UNFCCC. There is a need of support to enhance capacities as well as financing to gather all information data.
65. International Cooperation is a relevant element of the Article 6, especially to enhance capacity in raising public awareness and participation in climate change issues. *In this regard, information and experience sharing need to be further promoted.*
66. Following up the result from the regional workshop of the Article 6 of the convention, there is a barrier in promoting the CC:iNet at the national level. From the experience Indonesia consider that CC:iNet needs to be further improved to make it more user-friendly and attractive for general public. It was also identified that in order to enhance international cooperation, Indonesia still need to improve the mapping of needs and priority related to activities under Article 6 of the Convention.

III. CONCLUSIONS AND RECOMMENDATION

67. Based on the overview and analysis of activities related to the implementation of amended New Delhi Work Programme of the Article 6 of the Convention, it could be concluded that many relevant stakeholders (government with or without supports from donors) are doing activities related to Article 6. However, some of the activities has not been regularly reported to the Indonesian National Focal Point of UNFCCC, as a standardize reporting mechanism has not been enacted at national level.
68. From the above activities, we can conclude that there is a need to enhance the capacity of the focal point of Article 6. With enhanced capacity, all activities related to the implementation of Article 6 could be synergised, coordinated, updated and informed by the National Focal Point to all stakeholders.
69. The importance to develop a holistic, multi-disciplinary understanding of climate change issue is also further recognized. Climate change encompasses the whole spectrum of a life and should be managed in a more comprehensive manner.
70. Considering the national circumstances, activities need to be conducted in methods that could raise interest its target participants, using various media.
71. Recommendations to the amended New Delhi Works Programmes (ANDWP) could include: establishment of new indicators to enable monitoring and evaluation of activities in the six (6) areas of work.
72. The cement for every elements / area of works under the ANDWP is communication. In order to change the mind set of people, communication skills and strategy will be required as the basis. As for Indonesia, supports in enhancing communication will be needed since nowadays activities mainly focus on technical aspects and less in communication issues.
73. Understanding the Indonesian geography and population characteristics shown in the Annexes, it is highly recommended to build a knowledge management system for the national activities according the Article 6 of the Convention as well as to enhance dissemination information not only by using websites, but also by using print materials such as newsletter, magazines, TV/radio programmes and alternative media.
74. As this preliminary assessment report was prepared by analysing mostly secondary data, it is highly recommended to gather more information through primary data in order to complete the assessment including getting the findings on impacts of current activities as well as priorities identification.

Appendixes of Submission by the Government of the Republic of Indonesia

PRELIMINARY ASSESSMENT

On the Implementation of the amended New Delhi work programme on Article 6 of the Convention in Indonesia

(Detail Information on Activities and Relevant Background Information)

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APPENDIX A

Selected Activities Related to Article 6 UNFCCC

No	Government/other stakeholders	Partners	Activities	Remarks
A. EDUCATION				
1.	Ministry of Education and Culture	<ul style="list-style-type: none"> • Technology Assessment and Application Agency (<i>Badan Pengkajian dan Penerapan Teknologi/BPPT</i>) • Meteorological, Climatological and Geophysical Agency (<i>Badan Meteorologi, Klimatologi, dan Geofisika/BMKG</i>) • Indonesia Climate Change Trust Fund (ICCTF) 	Developing climate change education module for trainers, teachers and students.	The module is designed to be integrated into the national education curriculum (such as mathematics, physics, and science) to avoid extra workload for students and teachers.
2.	Ministry of Environment	Hanns-Seidel Foundation (HSF)	Training on environmental curriculum and education module for <i>Adiwiyata</i> (award for schools with best environmental practices initiated by the Ministry of Environment) teachers throughout Indonesia.	The modules published under the responsibility of HSF cooperating with other stakeholders in its development. HSF has also published Guidance Book for Teachers of Elementary Schools 2006 on sustainable development and Guidance Book for Teachers of Junior High Schools on climate change, and Practice Books for Students year 1-6. HSF stated that to date, it has trained a total of more than 750 teachers.
3.	<ul style="list-style-type: none"> • Ministry of Environment • Ministry of Education and Culture 		Memorandum of Understanding (MoU) to formulate a design for an environment curriculum.	
4.	National Council on Climate Change (<i>Dewan Nasional Perubahan Iklim/DNPI</i>)		<ul style="list-style-type: none"> • Publishing a guidance book as a supplement to “Lakukan Sekarang Juga” (Do It Now), a short documentary on climate change awareness; • Publishing a guidance book and a short movie on climate change entitled “Bumiku” (My Earth) for teachers and students. 	These materials can be integrated into school curriculum.
5.	Central Java Regional Environmental Agency	University of Semarang	Developing guidebooks for elementary school’s teachers.	It is expected that teachers could later transfer the knowledge and teach climate change issues to those students.

No	Government/other stakeholders	Partners	Activities	Remarks
6.	<ul style="list-style-type: none"> • British Council • UK Royal Geographical Society • UK Royal Meteorological Society 	<ul style="list-style-type: none"> • Ministry of Education and Culture; • Environmental Education Network (<i>Jaringan Pendidikan Lingkungan/JPL</i>) 	Developing teaching and learning materials on climate change for students and teachers named Climate4Classrooms (C4C). These materials can be used to integrate climate change issues into school subjects.	This material launched in 2011 and can be accessed online at www.climate4classrooms.org .
7.	Environmental Education Network (<i>Jaringan Pendidikan Lingkungan/JPL</i>)	South Sumatera Forest Fire Management Project	Training for teachers in South Sumatera's forest borders.	The training is conducted for teachers living in forest borders that are vulnerable to forest fires. It is focused on how to integrate climate change education into national education curriculum.
8.	<ul style="list-style-type: none"> • DeTara Foundation • Indonesian Environmental Information Center (<i>Pusat Informasi Lingkungan Indonesia/PILI</i>) • Indonesian Community Care for Nature (<i>Komunitas Peduli Alam Indonesia/KPAI</i>) • LeafPlus. 		Developing education and training modules on climate change and environment for teachers in Islamic high schools.	
9.	Indonesian Environmental Information Center (<i>Pusat Informasi Lingkungan Indonesia/PILI</i>)	Plan Indonesia and Elementary School in Katulampa, Bogor	Art performance	
10.	Green Teachers Indonesia (GTI)		Increasing teachers' Knowledge, Attitude and Practice (KAP) on environmental and climate change education.	Currently, GTI operates among regions in North Sumatera, Aceh, and East Java with 300 active members.
11.	University of Lampung (Unila)		Establishing a team for developing City Resilience subject to be integrated into Climate Change modules for elementary and junior high schools.	The pilot project is conducted in 4 schools in Bandar Lampung.
12.	<ul style="list-style-type: none"> • University of Indonesia (UI) • Bandung Institute of Technology (ITB) 		The establishment of Research Centre for Climate Change to facilitate easy access information for university students, lecturers and public use.	
13.	The RMI-Indonesian Institute for Forest and Environment (<i>Rimbawan Muda Indonesia</i>)		Activities on Environmental Education Route (<i>Rute Pendidikan Lingkungan/REPLING</i>) to facilitate children, teens, college students and public in environmental education.	The activities connect various environmental issues, such as biodiversity, climate change, global warming, wetlands, forest and river ecosystem.

B. TRAINING				
14.	Ministry of Environment		Training for trainers (<i>widyaiswara</i>) on climate change science, mitigation, adaptation, and inventory of greenhouse gas emissions.	These trainers will provide further training to the Regional Environmental Management Agency (<i>Badan Pengelolaan Lingkungan Hidup Daerah/BPLHD</i>) throughout Indonesia. Such activities portray how environmental training becomes a basis for climate change training.
15.			<ul style="list-style-type: none"> • Training for teachers on climate change and ozone for <i>Kemah Hijau</i> (green camp and outdoor activities) program in 2008 and 2009; • Developing syllabus on climate change. 	
16.		GIZ PAKLIM	“Energy Saving Movement” project, aims to upgrade lighting systems as well as a learning module in schools.	About 37,000 pupils and teachers from elementary and vocational schools all over Java and Sumatra are in touch with the GIZ-OSRAM "Energy Saving Movement". The learning module on energy efficiency is being implemented in relevant subjects.
17.	Ministry of Foreign Affairs	National Council on Climate Change (<i>Dewan Nasional Perubahan Iklim/DNPI</i>)	Training for negotiators and university students on climate change issue.	
18.	Ministry of Forestry	UN-REDD Programme	Training for negotiators on REDD+ issues in 2012. This training aims to equip and enhance the capacities of negotiators on REDD+.	
19.	Ministry of Manpower and Transmigration		Training for eco-tourism guide on green jobs project and other green jobs related training for local governments, organizations, and/or private sectors.	
20.	National Council on Climate Change (<i>Dewan Nasional Perubahan Iklim/DNPI</i>)	The Climate Reality Project Indonesia (TCRP Indonesia)	Training for young climate change presenters. The training also develops climate network, website, capacity building, individual mitigation and adaptation projects, presentations, and events at local, regional and global level.	
21.	Forest Policy and Climate Change Research Center (<i>Pusat Penelitian Perubahan Iklim dan Kebijakan Kehutanan/PUSPIJAK</i>), Ministry of Forestry	The Australian Center for Agricultural Research (ACIAR)	Training on REDD+ payment mechanism in Bogor in 2011 as a series of research activities in improving REDD governance, policy and institutional arrangements.	
22.	<ul style="list-style-type: none"> • Meteorological, Climatological and 		<ul style="list-style-type: none"> • Training for trainers (<i>widyaswara</i>) in the Ministry of Agriculture, Agriculture Department of Banten 	

	Geophysical Agency(<i>Badan Meteorologi, Klimatologi, dan Geofisika/BMKG</i>) <ul style="list-style-type: none"> Indonesia Climate Change Trust Fund (ICCTF) 		Province, and Agriculture Department of Serang Municipality. <ul style="list-style-type: none"> Programs for awareness-raising and capacity building for farmers and fishermen in 5 pilot cities BauBau (South East Sulawesi), Serdang Bedagai (North Sumatera), Indramayu (West Java), Malang (East Java) and Jakarta. 	
23.		Authors Society of Science and Technology (<i>Masyarakat Penulis Ilmu Pengetahuan dan Teknologi/MAPIPTEK</i>)	Popular scientific writing training in Jakarta in 2011 to improve scientific writing skills, encourage the participants to have their writings published in the media, and to add insights into BMKG works.	
24.	Central Java Regional Environmental Agency	Local organizations in provincial levels and religious community organizations, such as Aisyiyah and Muslimat NU	Training on household waste management, the making of organic fertilizer and biogas from manures for local community groups of women.	
25.	Association of Cities (<i>Asosiasi Pemerintah Kota Seluruh Indonesia/APEKSI</i>)	ICLEI (Local Governments for Sustainability) and ICMA (International City/County Management Association)	Training for city officials and knowledge transfer between cities.	
26.	United Nations Population Fund (UNFPA)	National Population and Family Planning Board (<i>Badan Kependudukan dan Keluarga Berencana Nasional/BKKBN</i>)	Seminar on population dynamics and climate change in 2011.	The seminar underlines the issue of population and its relevance to climate change adaptation and mitigation strategies.
27.	USAID		<ul style="list-style-type: none"> USAID's Indonesia Marine and Climate Support (IMACS) project, targeted at enhancing institutional capacity of the Ministry of Marine Affairs and Fisheries (including training for 25% of the technical staffs in each Directorate General of the Ministry), and also training for the local government in climate change adaptation, disaster risk reduction and community resilience. USAID's Indonesian Forest and Climate Support (IFACS), providing training, technical assistance, and spatial data to district offices, encouraging them to coordinate activities, use standard data collection and management protocols, share data, and adopt coordinated technical approaches. 	
28.	Yagasu Foundation	Jakarta Office of Marine and Agriculture	Implementing a community-based program "Large scale CDM on mangrove restoration project", which include educational activities, training, and public	

			awareness activities about climate change in 42 villages in Aceh and North Sumatra.	
29.	The Indonesian Peasant Alliance (<i>Aliansi Petani Indonesia/API</i>)		Trainings on agricultural seeds and organic farming.	
30.	DeTara Foundation	<ul style="list-style-type: none"> • Bogor Agricultural Institute; • Eco Peace Leadership Program; • UNEP-Republic of Korea 	Training to promote agroforestry in limited land as a part of adaptation strategy to the adverse impacts of climate change.	
31.	Gajah Mada University		Training to farmers in Wareng, Central Java during 2008-2010.	
32.	The Consortium Support for Forest Community System	Local and national NGOs	The development of Peatland Information System (<i>Sistem Informasi Rawa Gambut/SIRGA</i>) as an information device to enhance the capacity of local community living in peatland areas, along with training and learning modules.	
33.	The Foundation for Sustainable Development		The Climate Smart Leaders.	
34.	Indonesian Biodiversity Foundation (<i>Yayasan Pembangunan Berkelanjutan Indonesia/YPB</i>)	<ul style="list-style-type: none"> • Meteorological, Climatology and Geophysical Agency (<i>Badan Meteorologi, Klimatologi, dan Geofisika/BMKG</i>) • Indonesia Climate Change Trust Fund (ICCTF) 	The “Teens Go Green Program”, which raises public awareness, particularly the teenagers, about climate change and the need to change their unsustainable lifestyle as part of climate change adaptation and mitigation efforts.	
C. Public Awareness				
35.	Coordinating Ministry of Social Welfare		Indonesia Disaster Expo	
36.	Ministry of Environment		<ul style="list-style-type: none"> • Campaigns, talk shows and a series of debate competitions since 2008-2011 in Jakarta 	
37.			<ul style="list-style-type: none"> • Indonesia Environment Week 	
38.			<ul style="list-style-type: none"> • Published books on climate change and Islam 	Follow up books are being planned.
39.	Ministry of Forestry		Indo Green and Forestry Expo	
40.			National campaign “Plant One Million Trees” as a solution to climate change, putting the emphasis on the CO ₂ absorption capacity of trees.	
41.		UN-REDD and Islamic organization “Muhammadiyah”	Public Communication on REDD+, engaging religious leaders.	In addition, Indonesia hosted a multilateral conference on climate change for Islamic countries in Bogor, 9-10 April 2010, which was attended by 14 Islamic countries.

42.	Ministry of Marine Affairs and Fisheries		Awareness-raising activities relating to adaptation to climate change, including seminars, music concerts, theatrical shows, religious speeches in cooperation with the local governments.	
43.	National Council on Climate Change (<i>Dewan Nasional Perubahan Iklim/DNPI</i>)		<ul style="list-style-type: none"> • Film screening and distribution of movies (based on climate research) in 20 schools in Jakarta, Tangerang, Bekasi, Bogor and Bandung; • Interfaith youth camp on climate change; • Photo competition for high school students. 	
44.			<ul style="list-style-type: none"> • Indonesia Carbon Update; • Asia Forum on Carbon Update; • Indonesia Climate Change Education Forum & Expo. 	
45.			<ul style="list-style-type: none"> • Conducting a survey on public understanding of climate change impacts and ways to address climate change; • Structured strategic communication activities related to climate change; • Interactive discussions in several selected cities in Indonesia aiming to increase public awareness and active participation in making a real effort in contributing to 26% greenhouse gas emission reduction, through daily activities. The activities were carried out in 50 locations in 19 provinces. 	
46.		Matsushita Gobel Foundation (MGF)	Green Investment and Innovation Talks on Climate Change.	This forum aims at the following objectives: 1) Updating the Government of Indonesia (GOI) and industries stands on global negotiations on climate change, particularly on investments and innovation and related issues. 2) Updating the on-going initiatives and progresses on mitigation actions to reduce greenhouse gas emissions. 3) Sharing knowledge, experiences as well as thoughts for mitigation actions, investments and innovations. 4) Connecting investors and project developers who are willing to implement low carbon initiatives on the ground.
47.	<ul style="list-style-type: none"> • Meteorological, Climatology and Geophysical Agency (<i>Badan Meteorologi,</i> 	Technology Assessment and Application Agency (<i>Badan Pengkajian dan Penerapan</i>	Producing a TV show, “Teropong Si Bolang” as a nation-wide awareness-raising.	

	<i>Klimatologi, dan Geofisika/BMKG</i> • Indonesia Climate Change Trust Fund (ICCTF)	<i>Teknologi/BPPT</i>		
48.	Central Kalimantan Regional Environmental Agency		Seminar on greenhouse gas emissions reduction policy and programs for students.	
49.	Riau Regional Environmental Agency		Awareness-raising campaign and information dissemination, which targets policy makers, managerial level personnel, technical personnel, and public.	
50.	Central Java Regional Environmental Agency		Training on household waste management (for organic fertilisers) and livestock manure (for biogas) for women and community associations.	
51.	Aceh Regional Environment Agency		Interactive dialogues, seminar and exhibition.	
52.	Goethe Institute		Film screening “Climate. Culture. Change”, in Jakarta, Semarang, Makassar, and Bandung in 2011.	
53.	Green Foundation		Climate change campaign.	Engaging the local radio.
54.	Indonesian Peasant Alliance		Information dissemination of weather and climate change, and environmental friendly farming through local radio stations.	
55.	Lampung Voluntary Team– Natural Resources and Environmental Management		Information dissemination and assessment of readiness for REDD+ for farmers surrounding forest areas in Lampung.	
56.	Islamic community “ <i>Nahdatul Ulama</i> ” (NU)	British Embassy in Indonesia	Conference on climate change on 2-5 November 2008 involving religious leaders throughout in Indonesia, to familiarise and sensitise the issues, and use their role for awareness-raising.	
57.	• Matsushita Gobel Foundation (MGF) • Indonesian Chamber of Commerce (<i>Kamar Dagang Indonesia/KADIN</i>)	National Council on Climate Change (<i>Dewan Nasional Perubahan Iklim/DNPI</i>)	Series of roundtable discussions on green technology and industry, aiming to exchanging ideas, views, experiences on low carbon economy and related issues and its implementation (April 2010).	
58.	Toyota Astra Motor		Campaign “One Care One Tree”.	
59.	Hitachi		Annual eco conference.	
D. Public Access to Information				
60.	Ministry of Research and Technology		Establishing a website, http://www.pirba.ristek.go.id/ , for public information	

			on climate change relating to health and disaster issues.	
61.	Ministry of Environment		Establishing a website, http://www.ipcc-indonesia.org , that will make stakeholders easier in sharing their studies and research findings on climate change and work effectively as a discussion forum.	
62.	National Council on Climate Change (<i>Dewan Nasional Perubahan Iklim/DNPI</i>)		Establishing a website, http://www.dnpi.go.id , to disseminate information on climate change issues. DNPI also uses social media, such as facebook, twitters, and others to disseminate information on activities (public events, workshops, or other initiatives).	
63.	Indonesia Climate Change Trust Fund (ICCTF)		Establishing a website, http://www.icctf.or.id , not only for Indonesian stakeholders, but also for donors. With the website, public can see all activities funded by ICCTF and other related information – including the link to the site of a project between ICCTF and Meteorological, Climatology and Geophysical Agency (<i>Badan Meteorologi, Klimatologi, dan Geofisika/BMKG</i>) on public awareness on climate change.	
64.	Riau Environmental Agency		Establishing a website, http://climatechange.riau.go.id/ , as a Climate Change Data Centre in Riau.	
65.	Indonesian Environmental Information Centre (<i>Pusat Informasi Lingkungan Indonesia/PILI</i>)		<ul style="list-style-type: none"> • Establishing and developing a website containing information on REDD+; • Actively involved in the weekly newsletter of “Indonesian Nature Conservation”. 	
66.	Indonesian Peasant Alliance (<i>Aliansi Petani Indonesia/API</i>)	Local radio stations (radio VHR and Green Radio Jakarta)	Communication campaign on climate change targeting farmers and public.	
67.	350.org		Developing alternative media that promotes environment-related activities and shares best practices.	
E. Public Participation				
68.	Ministry of Environment	UNEP	Hosting Tunza International Children and Youth Conference which mainly discussed the role of young people in sustainable development.	Attended by 1500 participants from 120 countries and produced “Bandung Declaration” (the declaration represents youth commitment on sustainable development and their important role in global arenas).

69.			Facilitating youth participation in UNFCCC climate talks and providing opportunities for youth to give feedbacks from youth's perspective by organizing a youth debate competition.	
70.			Initiating pilot activities on biogas from livestock manure, covering Cisarua, Bali, Wonogiri.	
71.	Ministry of National Development Planning (BAPPENAS)		<ul style="list-style-type: none"> • Developing Indonesian Climate Change Sectoral Roadmap (ICCSR) by engaging the government (related ministries and institutions), experts, academics, professionals, and members of civil society; • Establishing a consultation process to develop a national action plan on greenhouse gas emissions reduction (RAN GRK) that has been finalized and transcribed into the Law No. 61/2011; • Organizing a consultation process that brings together the government and members of civil society to design the derivatives of national actions plan on greenhouse gas emissions reduction, which is local actions plan on greenhouse gas emissions reduction (RAD GRK). 	
72.	<ul style="list-style-type: none"> • Meteorological, Climatological and Geophysical Agency (<i>Badan Meteorologi, Klimatologi, dan Geofisika</i>/BMKG) • Indonesia Climate Change Trust Fund (ICCTF) 	Ministry of Marine Affairs and Fisheries	Developing "Let's Plant Mangroves and Clean Beach and Sea" Project in Tangerang in 2010 which engaged 200 fishermen, 100 students and 15 teachers.	
73.	National Council on Climate Change (<i>Dewan Nasional Perubahan iklim</i> /DNPI)	The Climate Reality Projects (TCRP)	Initiating a programme for children and youth to participate in the UNFCCC climate talks in 2010 and 2011 (as mandated by Law No. 40/2009).	The delegates were selected from different provinces in Indonesia. Upon their return from the climate talks, the youth delegation members participated in some international conferences, summits, congresses and initiate activities in their communities.
74.	Province of Riau		Issuing a governor decree and a governor decision on the formation of institutional governance for information centre on climate change or REDD+ task force.	
75.	Plan Indonesia		Developing a series of activities on Child Centre Climate Change Adaptation (4CA) that works for	

			defending children rights and poverty eradication, mostly in the eastern part of Indonesia.	
76.	World Wildlife Fund (WWF)		Regional campaign “My Coral Triangle”.	
77.	Green Foundation, North Sulawesi		National Youth Forum 2011 and Salvos Go Green, which requires students and policy makers to participate in “Plant One Million Trees” campaign.	
78.	British Council Indonesia	<ul style="list-style-type: none"> • National Geographic Indonesia; • Ashoka Foundation (The ‘Green’ Indonesia Foundation); • Pandu Pertiwi (Environment Network of Teachers). 	Schools competition on climate change (since November 2008) for secondary school teachers and students in Indonesia which have innovative, creative, and sustainable initiatives.	
79.	Various universities in Indonesia		Developing “Tri Dharma Perguruan Tinggi” philosophy that covers education, research, and public service on climate change issues.	

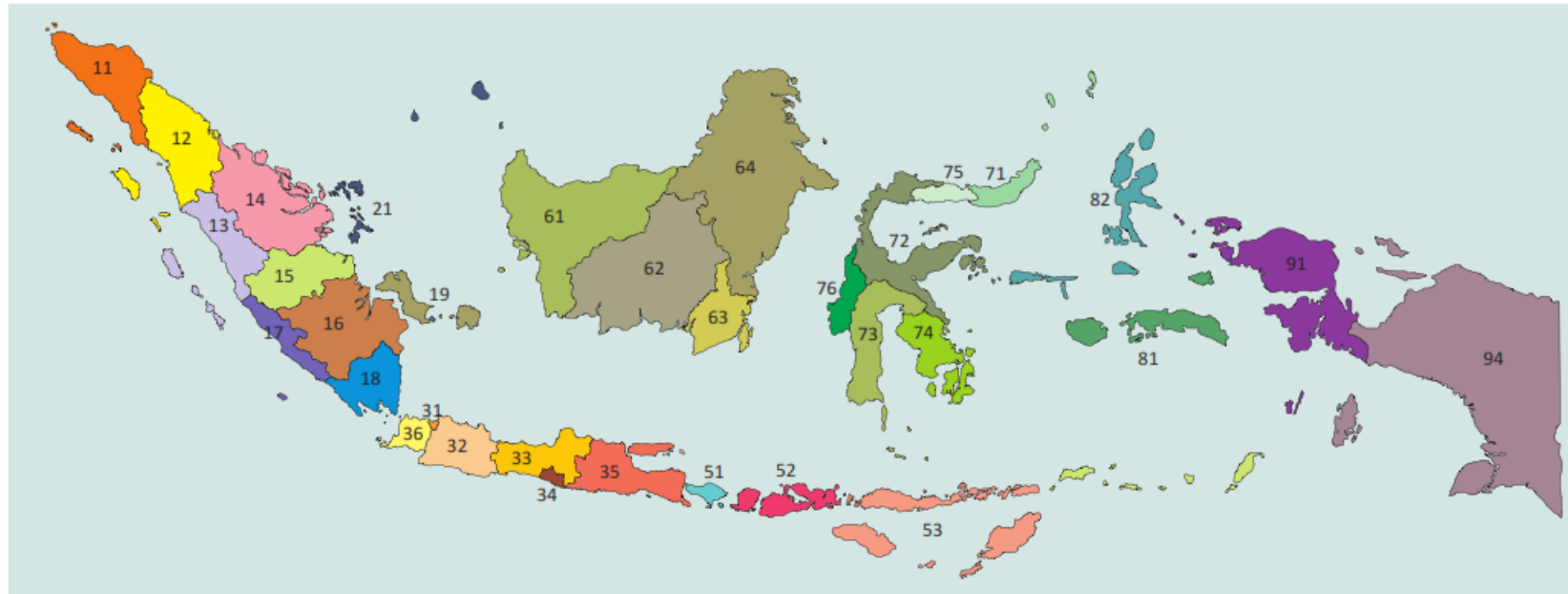
F. International Cooperation

80.	Government of Indonesia (GOI)	Germany	Geothermal projects, waste management, forest management, and other assistances for energy-efficient projects.	
81.		US	Under US-Indonesia Comprehensive Partnership, both countries developed Indonesia Climate Change Centre to provide supports for science-based policies.	
82.			<p>Organizing the UNFCCC Regional Workshop on the implementation of Article 6 of the Convention for Asia and the Pacific in 2010.</p> <p>The workshop resulted in some concluding points:</p> <ul style="list-style-type: none"> • Stresses the importance of increasing dissemination of the Amended New Delhi Work Programme (ANDWP) to promote wider recognition by the international community and to receive more prominence in the negotiation process; • Promotes the role of national focal points for Article 6 activities and urge parties to designate 	

			<p>and support such focal points;</p> <ul style="list-style-type: none"> • Strengthens climate change issues in educational programmes; • Invite parties to nominate children and young people as members of national delegations at intergovernmental meetings; • Promotes the use of CC:iNet at a national level; • Encourages parties to map their needs and identify priorities in order to receive support from the international community; • Identify a financial mechanism to support the implementation of education, training, and outreach activities in developing countries. 	
83.		Australia	Pilot project on emission reduction in forests of Jambi, which has mineral-rich soil. This project acts as a part of REDD scheme.	
84.			UNCC:LEARN (a partnership of 32 UN agencies which supports member states, UN agencies and other development partners in designing and implementing results-oriented and sustainable learning to address climate change. Indonesia was selected as one of five pilot countries from 23 country applicants).	
85.			Hosting a number of international conferences, which arguably, would have provided opportunities for strengthening networks in this increasingly important connection.	
86.	National and local IGOs and NGOs		International cooperation and network (outlined in previous sections).	
87.	Trans-Kalimantan University Network		Establishing an initial network of research education, communication and collaboration among higher education institutes in Kalimantan and other parties (both national and international partners) on mitigation and adaptation of climate change issues, REDD-plus, MRV system, low carbon society issues, and integrated land management (Satoyama).	Stakeholders involved include 5 core members of state universities (UNPAR, UNMUL, UNTAN, UNLAM and UB) and 120 private universities in Kalimantan.

APPENDIX B: Map of Indonesia

Peta Indonesia
Map of Indonesia



11 Aceh	17 Bengkulu	33 Jawa Tengah	53 Nusa Tenggara Timur	72 Sulawesi Tengah	82 Maluku Utara
12 Sumatera Utara	18 Lampung	34 DI Yogyakarta	61 Kalimantan Barat	73 Sulawesi Selatan	91 Papua Barat
13 Sumatera Barat	19 Kepulauan Bangka Belitung	35 Jawa Timur	62 Kalimantan Tengah	74 Sulawesi Tenggara	94 Papua
14 Riau	21 Kepulauan Riau	36 Banten	63 Kalimantan Selatan	75 Gorontalo	
15 Jambi	31 DKI Jakarta	51 Bali	64 Kalimantan Timur	76 Sulawesi Barat	
16 Sumatera Selatan	32 Jawa Barat	52 Nusa Tenggara Barat	71 Sulawesi Utara	81 Maluku	

Source: Statistics Indonesia 2011

APPENDIX C: Mainland Areas, Borderline Lengths, Coastline Length, 2006

Jenis Data/ <i>Type of Data</i>	Jumlah/ <i>Total</i>
1. Luas Daratan/ <i>Land</i> (km ²)	1 910 931,32
2. Luas Pulau Besar/ <i>Big Islands</i> (km ²)	
a. Bali-NTB-NTT	73 070,48
b. Jawa/ <i>Java</i>	129 438,28
c. Kalimantan	544 150,07
d. Maluku-Papua	494 956,85
e. Sulawesi	188 522,36
f. Sumatera	480 793,28
3. Luas Laut/ <i>Sea</i> (km ²)	
a. Laut Teritorial/ <i>Territorial Sea</i>	284 210,90
b. Zone Ekonomi Eksklusif <i>Economic Exclusive Zone</i>	2 981 211,00
c. Laut 12 Mil/ <i>12 Miles Sea</i>	279 322,00
4. Panjang Perbatasan Dengan Negara Lain Lokasi <i>Borders With Other Countries</i> (km)	
a. Papua-Papua Nugini di Papua <i>Papua-Papua Nugini in Papua</i>	820,00
b. Kalimantan-Malaysia di Kalimantan <i>Kalimantan-Malaysia in Kalimantan</i>	2 004,00
c. NTT-Timor Leste di Timor <i>NTT-Timor Leste in Timor</i>	269,00
5. Panjang Garis Pantai/ <i>Coastline Length</i> (km)	104 000,00

Sumber: Badan Koordinasi Survey dan Pemetaan Nasional
Source: National Survey and Mapping Coordination Agency

Source: Statistics Indonesia 2011

APPENDIX D: Number of Administrative Units by Province in Indonesia, 2011

Provinsi Province	Banyaknya/ Total			
	Kabupaten Regencies	Kota Municipalities	Kecamatan Sub Districts	Desa/Kelurahan Villages
Aceh	18	5	284	6 483
Sumatera Utara	25	8	421	5 797
Sumatera Barat	12	7	176	1 033
Riau	10	2	155	1 655
Kepulauan Riau	5	2	59	353
Jambi	9	2	131	1 372
Sumatera Selatan	11	4	222	3 186
Kepulauan Bangka Belitung	6	1	46	361
Bengkulu	9	1	124	1 509
Lampung	12	2	214	2 464
Sumatera	117	34	1 832	24 213
DKI Jakarta	1	5	44	267
Jawa Barat	17	9	625	5 905
Banten	4	4	154	1 535
Jawa Tengah	29	6	573	8 577
DI Yogyakarta	4	1	78	438
Jawa Timur	29	9	662	8 502
Jawa	84	34	2 136	25 224
Bali	8	1	57	716
Nusa Tenggara Barat	8	2	116	1 084
Nusa Tenggara Timur	20	1	290	2 966
Bali, Nusa Tenggara	36	4	463	4 766
Kalimantan Barat	12	2	175	1 967
Kalimantan Tengah	13	1	125	1 528
Kalimantan Selatan	11	2	151	2 000
Kalimantan Timur	10	4	140	1 465
Kalimantan	46	9	591	6 960
Sulawesi Utara	11	4	159	1 693
Gorontalo	5	1	70	731
Sulawesi Tengah	10	1	155	1 815
Sulawesi Selatan	21	3	304	2 982
Sulawesi Barat	5	-	69	638
Sulawesi Tenggara	10	2	204	2 121
Sulawesi	62	11	961	9 980
Maluku	9	2	86	1 024
Maluku Utara	7	2	113	1 079
Papua	28	1	414	3 924
Papua Barat	10	1	175	1 439
Maluku & Papua	54	6	788	7 466
Indonesia	399	98	6 771	78 609

Sumber: Statistik Potensi Desa Indonesia 2011, BPS
Source: Village Potential Statistics of Indonesia, Statistics Indonesia

Source: Statistics Indonesia 2011

APPENDIX E: Number of Population by Province in Indonesia

Provinsi/Province	1980	1990	2000 ¹⁾	2010
Aceh	2 611,3	3 416,2	3 929,2	4 494,4
Sumatera Utara	8 360,9	10 256,0	11 642,5	12 982,2
Sumatera Barat	3 406,8	4 000,2	4 248,5	4 846,9
Riau	2 168,5	3 304,0	3 907,8	5 538,4
Kepulauan Riau ²⁾	-	-	1 040,2	1 679,2
Jambi	1 446,0	2 020,6	2 407,2	3 092,3
Sumatera Selatan	4 629,8	6 313,1	6 210,8	7 450,4
Kepulauan Bangka Belitung ³⁾	-	-	900,0	1 223,3
Bengkulu	768,1	1 179,1	1 455,5	1 715,5
Lampung	4 624,8	6 017,6	6 730,7	7 608,4
DKI Jakarta	6 503,4	8 259,3	8 361,1	9 607,8
Jawa Barat	27 453,5	35 384,3	35 724,1	43 053,7
Banten ³⁾	-	-	8 098,3	10 632,2
Jawa Tengah	25 372,9	28 520,6	31 223,3	32 382,6
DI Yogyakarta	2 750,8	2 913,1	3 121,0	3 457,5
Jawa Timur	29 188,8	32 504,0	34 766,0	37 476,8
Bali	2 469,9	2 777,8	3 150,1	3 890,8
Nusa Tenggara Barat	2 724,7	3 369,6	4 008,6	4 500,2
Nusa Tenggara Timur	2 737,2	3 268,6	3 823,1	4 683,8
Kalimantan Barat	2 486,1	3 229,2	4 016,3	4 395,9
Kalimantan Tengah	954,4	1 396,5	1 855,5	2 212,1
Kalimantan Selatan	2 064,6	2 597,6	2 984,0	3 626,6
Kalimantan Timur	1 218,0	1 876,7	2 451,9	3 553,1
Sulawesi Utara	2 115,4	2 478,1	2 000,9	2 270,6
Gorontalo	-	-	833,5	1 040,2
Sulawesi Tengah	1 289,6	1 711,3	2 176,0	2 635,0
Sulawesi Selatan	6 062,2	6 981,6	7 159,2	8 034,8
Sulawesi Barat ³⁾	-	-	891,6	1 158,6
Sulawesi Tenggara	942,3	1 349,6	1 820,4	2 232,6
Maluku	1 411,0	1 857,8	1 166,3	1 533,5
Maluku Utara ³⁾	-	-	815,1	1 038,1
Papua	1 173,9	1 648,7	1 684,1	2 833,4
Papua Barat ³⁾	-	-	529,7	760,4
Timor Timur	555,4	747,8	-	-
Indonesia	147 490,3	179 378,9	205 132,5	237 641,3

Sumber: Hasil Sensus Penduduk 1980, 1990, 2000 dan 2010, BPS

Source: Based on 1980, 1990, 2000, and 2010 Population Census, Statistics Indonesia

Catatan: ²⁾ Merupakan pecahan dari provinsi yang berada di atasnya

¹⁾ Angka diperbaiki

Note: ²⁾ As a part of province above

¹⁾ Revised figures

Source: Statistics Indonesia 2011

APPENDIX F: Population by Age Group and Sex of Indonesia in 2010 & 2011

Kelompok Umur Age Group	Laki-laki Male	Perempuan Female	Laki-laki+Perempuan Male+Female
0-4	11 662 369	11 016 333	22 678 702
5-9	11 974 094	11 279 386	23 253 480
10-14	11 662 417	11 008 664	22 671 081
15-19	10 614 306	10 266 428	20 880 734
20-24	9 887 713	10 003 920	19 891 633
25-29	10 631 311	10 679 132	21 310 443
30-34	9 949 357	9 881 328	19 830 685
35-39	9 337 517	9 167 614	18 505 131
40-44	8 322 712	8 202 140	16 524 852
45-49	7 032 740	7 008 242	14 040 982
50-54	5 865 997	5 695 324	11 561 321
55-59	4 400 316	4 048 254	8 448 570
60-64	2 927 191	3 131 570	6 058 761
65-69	2 225 133	2 468 898	4 694 031
70-74	1 531 459	1 924 872	3 456 331
75-79	842 344	1 135 561	1 977 905
80-84	481 462	661 708	1 143 170
85-89	182 432	255 529	437 961
90-94	63 948	106 951	170 899
95+	36 095	68 559	104 654
Jumlah/Total	119 630 913	118 010 413	237 641 326

Sumber: Hasil Sensus Penduduk 2010, BPS
Source: Based on 2010 Population Census, Statistics Indonesia

Tabel 2.5 Penduduk Menurut Kelompok Umur dan Jenis Kelamin Indonesia, 2000
Table Population by Age Group and Sex of Indonesia, 2000

Kelompok Umur Age Group	Laki-laki Male	Perempuan Female	Laki-laki+Perempuan Male+Female
0-4	10 246 218	9 959 497	20 205 715
5-9	10 384 599	10 012 966	20 397 565
10-14	10 421 036	9 955 384	20 376 420
15-19	10 607 487	10 459 168	21 066 655
20-24	9 198 053	9 976 456	19 174 509
25-29	9 090 847	9 469 252	18 560 099
30-34	8 170 434	8 160 951	16 331 385
35-39	7 402 366	7 441 328	14 843 694
40-44	6 409 087	6 010 888	12 419 975
45-49	5 067 035	4 549 221	9 616 256
50-54	3 775 456	3 578 493	7 353 949
55-59	2 871 995	2 785 055	5 657 050
60-64	2 588 475	2 715 625	5 304 100
65-69	1 660 708	1 893 145	3 553 853
70-74	1 364 634	1 464 816	2 829 450
75+	1 254 056	1 455 286	2 709 342
Jumlah/Total	100 512 486	99 887 531	200 400 017

Sumber: Hasil Sensus Penduduk 2000, BPS
Source: Based on 2000 Population Census, Statistics Indonesia

Source: Statistics Indonesia 2011

APPENDIX G: Population by 15 Years of Age and over who worked in Main Industry, 2010-2011

Pekerjaan Utama Main Industry	2010		2011			
	Agustus/August		Februari/February		Agustus/August	
	Laki-laki Male	Perempuan Female	Laki-laki Male	Perempuan Female	Laki-laki Male	Perempuan Female
1	26 173 138	15 321 803	25 881 434	16 593 895	24 873 417	14 455 498
2	1 104 949	149 552	1 208 056	144 163	1 331 613	133 763
3	7 826 231	5 998 020	7 965 235	5 730 789	8 451 957	6 090 124
4	211 878	22 192	232 786	24 484	205 159	34 477
5	5 455 322	137 575	5 454 327	136 757	6 148 352	191 459
6	11 400 719	11 091 457	11 478 854	11 760 938	11 406 813	11 989 724
7	5 137 338	481 684	5 135 843	449 281	4 775 096	303 726
8	1 228 141	511 345	1 455 258	603 710	1 910 399	722 963
9	8 924 507	7 031 916	8 811 412	8 214 522	8 887 137	7 758 722
Jumlah Total	67 462 223	40 745 544	67 623 205	43 658 539	67 989 943	41 680 456

Catatan/Note:

- | | |
|---|--|
| 1. Pertanian, kehutanan, perburuan dan perikanan
<i>Agriculture, forestry, hunting and fishery</i> | 7. Angkutan, pergudangan dan komunikasi
<i>Transportation, storage and communication</i> |
| 2. Pertambangan dan penggalian/ <i>Mining and quarrying</i> | 8. Keuangan, asuransi, usaha persewaan bangunan, tanah dan jasa perusahaan
<i>Financing, insurance, real estate, and business service</i> |
| 3. Industri pengolahan/ <i>Manufacturing industry</i> | 9. Jasa kemasyarakatan, sosial dan perorangan
<i>Community, social and personal services</i> |
| 4. Listrik, gas dan air/ <i>Electricity, gas and water</i> | |
| 5. Bangunan/ <i>Construction</i> | |
| 6. Perdagangan besar, eceran, rumah makan dan hotel
<i>Wholesale trade, retail trade, restaurant and hotel</i> | |

Source: Statistics Indonesia 2011

APPENDIX H: Quantity of Elementary School, Junior and Senior High School and Private Schools in the Year of 2007/2008 by Province

No.	Province	Number of elementary schools (public and private)	Number of junior high schools (public and private)	Number of senior high schools (public and private)
1	DKI JAKARTA	2,996	972	494
2	JAWA BARAT	20,008	2,860	1,202
3	BANTEN	4,404	818	350
4	JAWA TENGAH	19,735	2,867	894
5	DI YOGYAKARTA	1,905	415	172
6	JAWA TIMUR	20,129	3,242	1,179
7	N ACEH DARUSSALAM	3,308	699	345
8	SUMATERA UTARA	9,136	2,070	911
9	SUMATERA BARAT	3,939	573	252
10	RIAU	3,183	754	257
11	KEPULAUAN RIAU	762	175	82
12	JAMBI	2,334	480	177
13	SUMATERA SELATAN	4,491	979	464
14	BANGKA BELITUNG	778	161	65
15	BENGKULU	1,306	347	111
16	LAMPUNG	4,463	1,034	326
17	KALIMANTAN BARAT	3,626	835	286
18	KALIMANTAN TENGAH	2,431	457	169
19	KALIMANTAN SELATAN	2,817	483	149
20	KALIMANTAN TIMUR	2,138	537	235
21	SULAWESI UTARA	2,065	563	182
22	GORONTALO	837	171	43
23	SULAWESI TENGAH	2,617	450	154
24	SULAWESI SELATAN	6,165	1,057	417
25	SULAWESI BARAT	1,082	157	49
26	SULAWESI TENGGARA	2,363	375	158
27	MALUKU	1,927	421	177
28	MALUKU UTARA	1,248	210	105
29	BALI	2,423	396	166
30	NUSA TENGGARA BARAT	2,944	442	211
31	NUSA TENGGARA TIMUR	4,360	768	262
32	PAPUA	1,870	376	145
33	PAPUA BARAT	777	133	50
	INDONESIA	144,567	26,277	10,239

Source:
Coordinating
Ministry for
People's
Welfare (2009),
Total number of
Schools in
Indonesia,
viewed on 6
February 2012
<<http://data.mknkokesra.go.id/content/jumlah-sekolah-di-indonesia>>

Paper no. 4: Pakistan

Submission from Pakistan

Response on items 4 & 5 is as follows:-

Recognizing the importance of the New Delhi Work Program on Article 6 of the Convention, Pakistan has taken significant steps towards engaging all stakeholders and major groups in formulation of National Climate Change Policy. The Policy provides a comprehensive framework to pursue sustained economic growth by appropriately addressing the challenges of Climate Change and integration of the Policy with other interrelated national policies to ensure water security, food security and energy security. The policy also suggests national planning efforts on education, training, public awareness and public participation with the option for public access to information regarding Climate Change. The Climate Change Policy emphasizes on international, national and regional cooperation for addressing the Climate change challenges. Further, work on the development of National Adaptation and Mitigation Action Plans is under way. In order to implement the aforementioned plans adequate financial and technical resources are required considering the adverse impacts of Climate Change that were visible in the unprecedented floods of 2010 and 2011 in Pakistan. Pakistan welcomes the proposal/efforts for a successor work program on Article 6 of the Convention provided that it should be guided by the following:-

- i) Country driven approach
- ii) Cost effectiveness
- iii) A phased approach integrating Article 6 activities into existing Climate Change programs and strategies
- iv) Promotion of partnerships, networks and synergies.
- v) A holistic interdisciplinary and systematic approach
- vi) Adhere to the principles of sustainable development.

Paper no. 5: Russian Federation

Информация Российской Федерации к завершению обзора измененной Нью-Делийской программы работы и предложения в отношении возможных элементов следующей программы работы по статье 6 Конвенции

Российская Федерация во исполнение своих обязательств по РКИК ООН в части проводимой работы по просвещению, подготовке кадров и информированию общественности сообщает, что:

- 1) На национальном уровне Росгидромет с участием заинтересованных федеральных органов исполнительной власти и Российской академии наук на постоянной основе организовывал представление общественности информации по проблемам изменения климата и его последствий.
В частности, Росгидрометом на своем интернет-сайте в открытом доступе размещается ежегодный доклад о состоянии климата Российской Федерации, его изменениях и последствиях влияния этих изменений на окружающую среду. В 2008 году Росгидрометом с участием Российской академии наук подготовлен, опубликован, размещен в открытом доступе на своем интернет-сайте, а также направлен в заинтересованные организации Оценочный доклад об изменениях климата и их последствиях на территории Российской Федерации.
На постоянной основе готовятся и публикуются в научно-технических журналах, научно-популярных изданиях, а также в СМИ научные и научно-популярные статьи ведущих ученых Российской Федерации и других стран по проблемам изменения климата и его последствий.
При организации и проведении на национальном уровне научных конференции и семинаров по проблемам изменения климата и его последствий к участию в его работе привлекаются общественные и неправительственные организации.
В частности, в 2010 году Росгидрометом совместно с Международной экологической общественной организацией «Гринлайт» проведены общественные слушания Комплексного плана научных исследований погоды и климата.
К подготовке и проведению Международной научной конференции по проблемам адаптации к изменению климата (Москва, 2011 г.) были привлечены Российский союз промышленников и предпринимателей, Ассоциация коренных малочисленных народов Севера, Сибири и Дальнего Востока, ряд других общественных и неправительственных организаций, а также представители средств массовой информации.
Подготовка научного, технического и управленческого персонала в области климата и его изменений осуществляется в ряде высших учебных заведений, в том числе в Российском государственном гидрометеорологическом университете, средних специальных учебных заведениях Росгидромета, а также в рамках повышения квалификации руководящих работников и специалистов Росгидромета.
- 2) На международном уровне Российская Федерация осуществляет на базе Регионального метеорологического учебного центра подготовку квалифицированных кадров для зарубежных государств.
РМУЦ ВМО в Российской Федерации был создан в 1995 году для обеспечения подготовки и переподготовки персонала национальных гидрометеорологических служб стран-членов регионов РА-II (Азия) и РА-VI (Европа). Учебный центр состоит из трех компонентов: Московский гидрометеорологический колледж, Российский государственный гидрометеорологический университет и Институт повышения квалификации руководящих работников и специалистов Росгидромета. Ежегодно проходят обучение 50-60 иностранных студентов ближнего и дальнего зарубежья по специальностям «гидрометеорология», «метеорология» и «гидрология». Каждому обучающемуся оплачивается проживание, 3-х разовое питание, учебно-методическое обеспечение обучения, оплата труда внештатных преподавателей, местные транспортные расходы.

В рамках многостороннего и двустороннего сотрудничества Росгидромета с национальными метеослужбами стран СНГ и ряда развивающихся стран этим службам оказывается научная и

методическая помощь в повышении их кадрового потенциала и технологических возможностей по проблемам просвещения и информирования общественности.

Российская Федерация предлагает включить в следующую программу работы по статье 6 Конвенции:

- 1) Дальнейшую реализацию и наращивание мероприятий измененной Нью-Делийской программы работы, давших положительный результат в ходе их осуществления, в том числе в сфере просвещения, подготовки кадров, информирования общественности, международного сотрудничества;
- 2) Специализированным агентствам ООН расширять практику выделения стипендий для студентов из развивающихся стран;
- 3) Развивать различные формы международного сотрудничества в сфере образования, в том числе на базе Региональных метеорологических учебных центров ВМО;
- 4) Обратиться в МГЭИК с просьбой подготовить методические программы обучения и повышения квалификации специалистов по проблемам климата и его изменений для унификации и гармонизации национальных учебных планов и программ.

**Views of Parties on possible elements of a successor work programme on
Article 6 of the Convention
(FCCC/SBI/2011/L.6, paragraph 2)**

Ukraine as a Party included in Annex I of the UNFCCC and Annex B of the Kyoto Protocol, having the status of a country with economy in transition, has been continuously and systematically implementing measures provided for in Article 6 of the Convention.

It welcomes the opportunity to share its views on possible elements of a successor work program on this very important matter.

In Ukraine's view, activities envisaged in Article 6 are becoming increasingly more valuable and topical in the framework of the Convention.

It is universally recognized that the amended New Delhi work programme has been an adequate framework for country-driven action and its success lies in its flexible and country-driven approach, which recognizes that no single strategy for raising awareness or building capacity is appropriate for all countries. It highlights, among other issues, the lack of financial and technical resources as the major impediment for **only** non-Annex I Parties in their attempts to implement climate education and outreach activities adequately. Ukraine, for that matter, is making a continuous effort in addressing issues outlined in Article 6 of the Convention, such as education, training, public awareness, public participation and access to information in relation to climate change and its effects, but also needs adequate assistance and support in its efforts as an economy in transition, especially on the matter of developing a comprehensive national low carbon development strategy and national action plan for Article 6. In this respect it is suggested that special circumstances of the EITs should be adequately reflected in the successor work programme.

In view of the above, Ukraine invites Annex I Parties, which are in a position to do so, through multilateral agencies, including through the Global Environment Facility within its mandate, bilateral agencies and the private sector or through any further arrangements, as appropriate, to make available the capacity building, financial, technical and technology transfer assistance for the Parties undergoing the process of transition to a market economy in order to assist these Parties in the development and implementation of their national low-emission development strategy and national action plans for Article 6 of the Convention consistent with their priorities and with their emission reduction targets by adopting a relevant decision within the framework of the Convention.

Ukraine appreciates the importance of the institution of focal points for Article 6 as a powerful tool to attain its overall goals, but notes a certain lack of effective communication among them. In our view the successor programme should pave the way for holding regular workshops, video conferences, seminars, webinars, round tables for focal points, which could create a strong platform for fostering new ideas, sharing best practices and avoiding bottle necks in reaching the aims of Article 6.

Ukraine also attributes substantial importance to raising public awareness and taking adequate measures to address the issue of adaptation and calls for including adaptation to climate change as one of the milestones in the successor programme. It should promote adaptation solutions in relevant sectors and best practices in lowering emissions ('low carbon economy and energy efficiency') through systematic training of personnel by including these aspects in school and college curricula on a standardized basis.

Ukraine supports the idea that too little attention has been given to the implementation of the amended New Delhi work programme at the national and regional levels because of a lack of defined time frames and milestones, specific references to the needs of target population groups, measurable indicators of level of implementation, concrete

elements to facilitate regional cooperation and adequate financial and technical resources. These topical issues should find their advanced reflection in the successor programme.

In Ukraine's view the successor programme can further elaborate on how to:

- (a) Effectively prepare and disseminate to different stakeholders reference materials and guidebooks on a wide range of topics;
- (b) Strengthen professional training on vulnerability assessment and adaptation to climate change;
- (c) Develop and launch national information campaigns;
- (d) Provide support to national Article 6 teams to create and enhance their outreach efforts at the national level, including technical and financial support, and access to information and materials;
- (e) Develop and enhance inclusion of climate change information in school curricula at all levels. Efforts should be made to promote sharing of materials at the regional or international level where appropriate;

Further promotion and facilitation of exchange of information and materials, and sharing of experience and good practices, can be carried out through, inter alia, regional workshops, mentoring, exchange of personnel between Parties and making full use of CC:iNet

The successor work programme would probably require still more intensive coordination by the secretariat, such as through active promotion of the use of CC:iNet, organization of workshops to promote and facilitate the exchange of information and materials, and the sharing of experiences and good practices

Ukraine is also of the opinion that conducting regular media and scientific surveys to assess knowledge and awareness of the public should be identified as a useful basis for targeting efforts to change public attitudes and behavior.

Paper no. 7: Food and Agriculture Organization of the United Nations and Youth and United Nations Global Alliance

**Youth and United Nations Global Alliance (YUNGA)
Food and Agriculture Organization of the United Nations (FAO)**

Submission for the review of the amended New Delhi work programme on Article 6: Education, Training and Public Awareness

SUMMARY

The following submission has been made in response to the Secretariat's invitation to parties, intergovernmental and non-governmental organizations for their views on possible elements of a successor New Delhi work programme on Article 6 of the Convention (education, training, public awareness).

By including Article 6 in the UNFCCC nations have identified the importance of education, training and public awareness in achieving the goals of the convention. Education, training and public awareness are the most cost effective and socially empowering means to provoke actions for mitigating climate change as well as achieving adaptation efforts. It is therefore timely to revise and strengthen the commitment to Article 6. In particular it is suggested that the successor programme provides more efforts into mechanisms to engage children and young people, support activities related to agriculture and consumption and support access to knowledge and understanding on effective methodologies and techniques to create behavioural changes.

INTRODUCTION

Under Article 6 of the United Nations Framework Convention on Climate Change the parties agree to “promote and facilitate educational and public awareness programmes on climate change and its effects”. The following submission sets out evidence on why this commitment to education is absolutely fundamental to the convention's success. Climate change is caused by human activities. Mitigating and adapting to climate change will require behavioural change. It will require every human being on earth to make changes to their daily lives to create a cumulative effect which will limit greenhouse gas emissions and stabilise the climate. Government-led directives and infrastructure change, though important, will not achieve the objectives desired if they are not translated into the changes in public awareness and changes in lifestyle. Investment in education is therefore essential to raise awareness, empower individuals with the knowledge and create the desire to adopt the required mitigation and adaptation strategies.

CLIMATE CHANGE EDUCATION

Climate change education has two ultimate aims - to limit and mitigate greenhouse gas emissions and to make citizens more able to adapt to a changing climate. This ‘climate literacy’ usually comprises understanding the basic science, making connections to economic, health and social justice issues and supporting informed decision making and behaviour change. (Feder & Forest, 2011)

Recent research in Nicaragua, where temperature increases have seen crop failures and food shortages, shows that education is the most effective means of reducing vulnerability to food insecurity (Kafarkis *et al*, 2011). Studies by the World Bank and Centre for Global Development have found that educating women and girls is one of the best, and most cost effective, ways of enabling communities to adapt to climate change. However, current educational programmes are often ad hoc and disjointed, meaning that they are not as effective as they could be (Anderson, 2010).

Effective climate change education needs to draw on educational theory and behavioural theory. Focussing on the science of how and why climate change happens is not enough to change behaviour. Indeed, people will often adopt more sustainable habits without understanding the underlying science unless they are suitably motivated. Energy saving is a good example – in the current global economic situation people are turning off the lights to save money, rather than through concern for the environment.

MOTIVATORS FOR BEHAVIOUR CHANGE - “WHAT’S IN IT FOR ME?”

The science of climate change is poorly understood by the general public, especially by adults. People’s ability to learn about climate change is also influenced by their willingness to engage with the subject at all (Feder & Forest, 2011). Even if they do accept and understand climate change, for the majority of adults, increased awareness of environmental issues does not lead to pro-environmental behaviour (Dietz & Stern, 2002; Kollmuss & Agyema, 2002; National Research Council, 2011). Achieving behaviour change is difficult and requires direct communication to individuals, to achieve such changes therefore requires the participation of a broad stakeholder group including NGOs and the private sector. Humans have an overwhelming tendency to resist change and to take the easy option - this usually means continuing to do what they have always done. People will also shun long term gain if it means short term pain, *e.g.* when offered free loft insulation, which would reduce energy bills for years to come, people declined due to the hassle of clearing out the loft (Behavioural Insights Team, 2011).

If people can’t even be bothered to take up such offers how can we expect them to embrace the comprehensive lifestyle changes that may be required to mitigate climate change? Change needs motivation (“*What’s in it for me?*”) and among adults the biggest motivators for change are societal norms and personal relevance (Dietz & Stern, 2002).

One of the biggest problems is that for the majority of people in the developed world, climate change is invisible. They might notice that the weather is a bit unpredictable, they might even welcome flowers blooming earlier in spring, but they don’t have to deal with devastating droughts or the prospect of their home being washed away by a rising sea. Environmental concerns are lost among the worries of daily life like unemployment or illness (National Research Council, 2011). Another issue is that it is perceived as being too big a problem to deal with – how can one person really make any difference? (Ellison & Satara, 2009) What really matters to the average person is what is happening in their local area and how the people around them are behaving.

MOTIVATORS FOR BEHAVIOUR CHANGE - THE SOCIAL NORM

Recycling, like many of the behavioural changes prescribed to mitigate climate change, benefits society, but gives little or no benefit to the individual. In fact, when you factor in the space needed for different bins and the time taken sorting waste it can be a considerable inconvenience. Researchers in the USA have found that most people who recycle don’t do it out of concern for the environment, they do it because it is socially acceptable – it is the ‘social norm’. (Schultz, 2002)

This desire to conform is particularly strong for behaviours which are visible to others *e.g.* putting out the recycling bin or driving a smaller car, but makes less difference to non-visible behaviours like turning the heating down. Circulating information about climate-smart behaviour within a particular local area can have a dramatic effect (Schultz, 2002). US energy company, Opower, found that sending monthly statements comparing the residents energy use with that of their neighbours led to overall reductions, especially among high users (Behavioural Insights Team, 2011).

Community activists, people who lead by example, encourage others and provide practical assistance can also be particularly influential (Schultz, 2002). With the growth of the internet and social networking this ‘community’ need not be a geographical one – people will align themselves with the behaviour of a group of people they feel a connection with.

WHY YOUNG PEOPLE?

Education programmes focussed on young people are particularly important. Instilling environmental and social awareness at a young age is the best way to protect the environment and develop a better society. Young people make up around one third of the world's population. Children and young people are concerned, thoughtful citizens capable of participating in and changing the society they are a part of and have an important role to play in addressing and affecting the issues of our world. Young people are the workers and decision makers of the future. They are the custodians of the Earth's future and the ones who will have to cope with the changes that are coming. Although they may not wield political power, young people have enthusiasm, imagination and abundant energy to undertake local actions and are great agents of change in local communities. They therefore have a significant influence on behaviour within their own families and communities. As the evidence laid out here shows, the key motivator for behaviour change in the average person is feeling that the change is important for their own local community.

YOUNG PEOPLE AND THEIR INFLUENCE OVER THE SOCIAL NORM

Many of the challenges of engaging adults can be bypassed by targeting young people. Young people are far more environmentally conscious, and thus more likely to care about climate change. In a 2009 survey of over 1000 young people in the UK, 88% said that climate change would affect their lives and 75% felt they should do something about it (Ellison & Satara, 2009). Being 'green' is the social norm among children and young people who rate environmental studies as the third most important subject after maths and literacy (The Co-operative Group, 2011). They are also more open to change than adults, and exercise increasing amounts of power over decision making in the home.

'Pester power' is the tendency of children to nag their parents to get what they want. Previously it has been considered a negative thing, focused on consumerist demands for the latest toy or gadget, but so-called 'positive pester power' is being harnessed to encourage children to change their parents behaviour. Through pestering their parents, friends and extended family young people are having a big influence. According to a study 6 out of 10 parents say their children have made them 'greener', *e.g.* recycling or leaving the car at home, and when pressurised on an environmental issue 95% say they will make the change (The Co-operative Group, 2011).

Therefore, through their ability to use persistence and enthusiasm, young people have the potential to be the most important environmental change-makers in their own communities.

INFORMAL EDUCATION CAN CONTRIBUTE TO BEHAVIORAL CHANGE

Informal education can deepen and enrich learning by applying formal learning in new ways and enabling young people to experience the world outside of a textbook (National Research Council, 2011). Young people nowadays spend more time indoors than ever and increasing number live in urban areas. It is clear that direct experience of the natural world and a feeling of connection with the environment is a key predictor of pro-environment behaviour (Schultz, 2011). Community youth groups like the Girl Guides and Scouts place great emphasis on outdoor exploration, so provide opportunities to connect with the natural world that might not otherwise be accessible.

Youth groups promote youth empowerment, community activism and often national or international travel which all helps young people to appreciate their place as global citizens. Youth groups also encourage group work, team building and social interaction. Research on behaviour change to improve public health has shown that personal or small group interventions are far more effective than mass media campaigns (Schultz, 2002).

Young people also recognise that individuals and communities need to act in order to combat climate change – a survey of 16-24 year olds shows they think communities working together will be more important for adapting and mitigating climate change than government legislation (Ellison & Satara, 2009). Children and young people have the enthusiasm, imagination and energy to take a lead on climate change in their communities and the wider world.

HOW DOES FAO CONTRIBUTE

The Food and Agriculture Organization of the United Nations (FAO) supports its member countries to address climate change issues. This includes building adaptation and mitigation capacity through various knowledge transfer methods. Key initiatives include Farmer Field Schools and Junior Farmer Field and Life Schools which have evolved from the concept that farmers and young people learn optimally from field observations and experimentation. FAO has created the Youth and United Nations Global Alliance (YUNGA) in partnership with other agencies and youth organisations to develop resources and initiatives to raise awareness, educate and involve children and young people in a range of environmental, social and sustainable development issues, including agriculture, biodiversity, climate change, energy, forests, hunger, nutrition, oceans and water. Training, workshops, guide books and challenge badges, competitions, etc are examples of some of the resources and initiatives developed. Recently FAO has undertaken some work on food value chains and in particular sustainable diets, under YUNGA educational resources and challenge badges are being developed to promote the adoption of sustainable diets by children and young people.

CONCLUSION

By including Article 6 in the UNFCCC, nations have identified the importance of education, training and public awareness in achieving the goals of the convention. From the above analysis it can be seen that:

- Behaviour change is key to climate change mitigation and adaptation.
- Education is an essential part of encouraging behaviour change.
- Education is cost-effective and the most empowering intervention.
- Education programmes must provide motivation for change, as well as factual information.
- Young people are key influencers of the social norm among their communities.
- Young people care about climate change and want to do something.
- Youth groups are uniquely placed to provide motivating climate change education and opportunities for engagement.

Education, training and public awareness can be achieved through a number of channels including schools (formal education), through informal education and non-formal initiatives. Numerous methods and technologies are available and are being used. Individual institutions have developed considerable knowledge and expertise on education, training and public awareness. However, surprisingly, there is limited information and guidance on which of these methods are the most effective in achieving the required behavioural changes. Greater work should therefore be undertaken under Article 6 to gather, build and exchange the knowledge base of creating effective behavioural changes in different contexts and domains.

Children and young people are important and large stakeholder group especially due to the influence they can exert in local communities now and in the future. Youth participation as a key stakeholder has also been identified by Parties in the amended New Delhi work programme (FCCC/CP/2007/Add. 1, para 17 (k)) and in the terms of reference of the review (FCCC/SBI/2011/7, Annex I). Any successor programme should therefore contain a core programme related to youth.

Agriculture is one of the sectors where the impacts of climate change can be most clearly seen and where adaptation interventions are urgently required. On the other hand, production and consumption is one of the biggest sectors in regards to resource and energy usage and emissions. Education, training and public awareness has therefore a key role to play and a successor programme should include work to support the development of sustainable and reliant production and consumption systems. Topics, such as sustainable diets, which behavioural changes are fundamental should be given specific attention.

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Paper no. 8: United Nations Institute for Training and Research on behalf of
UN CC:Learn partners

**Views on Possible Elements of a Successor Work Programme on
Article 6 of the UN Framework Convention on Climate Change**

Submission by UNITAR on behalf of UN CC:Learn Partners¹

1. Introduction

This submission has been prepared through collaboration of multilateral organizations collaborating in UN CC:Learn, a One UN initiative in the area of climate change learning which aims at strengthening human resources, learning and skills development to address climate change in Member States. UN CC:Learn contributes to and is endorsed by the "One UN Climate Change Action Framework" of the UN System Chief Executives Board for Coordination (CEB) through the High-level Committee on Programmes (HLCP).

UN CC:Learn is implemented through three Programme Areas which are mutually supportive: (1) Information and Knowledge Sharing, (2) Development of a One UN Package of Climate Change Learning Materials, and (3) National Pilot Projects to foster a strategic and results-oriented approach to climate change learning and skills development. By focusing on education, training and skills development to address climate change, UN CC:Learn is directly linked to, and makes a contribution to the implementation of Article 6 of the UN Framework Convention on Climate Change (UNFCCC).

The 2011-2013 pilot implementation of UN CC:Learn, which includes five country pilot projects in Benin, the Dominican Republic, Indonesia, Malawi and Uganda, is supported through a core contribution of the Swiss Development Cooperation. The Secretariat for UN CC:Learn is provided by the United Nations Institute for Training and Research (UNITAR).

2. UN CC:Learn Programme Areas

Global Information and Knowledge Sharing

UN CC:Learn (<http://www.unclearn.org>) features a range of services and activities relevant to climate change learning, including regular *In Focus Articles*, up-dates on new UN learning products and courses, a *Calendar of UN Learning Events* (<http://www.unclearn.org/events>), and a *Library of UN Materials Relevant for Climate Change Learning* (<http://www.unclearn.org/inventory-search>). The virtual library provides access to more than 1,100 materials developed by Partners and other UN organizations in a searchable format. Close coordination with CC:iNet ensures complementarity of both platforms.

One UN Package of Climate Change Learning Materials

The second Programme Area of UN CC:Learn supports the development of peer reviewed climate change learning products. Initial focus is placed on the development of a series of Introductory Learning Modules on climate change priority topics and the development of Advanced Learning Packages. The Advanced Learning Packages guide interested learners through the wealth of existing learning materials in a structured manner. In developing the packages, state-of-the-art materials both from UN and other development partners are taken into account.

National Pilot Projects to Strengthen Human Resources, Learning and Skills Development

The ultimate objective of UN CC:Learn is to strengthen human resource capacities in countries to address climate change. In order to support countries in taking a strategic and results-oriented approach to climate change learning, UN CC:Learn is supporting 5 *Pilot Projects to Strengthen Human Resources and Skills to Address Climate Change* (<http://www.unclearn.org/country-projects>). The five pilot countries, Benin, the Dominican Republic, Indonesia, Malawi and Uganda, were selected by the UN CC:Learn Steering Group in mid-2011 from among 23 countries who submitted an application package. Pilot projects commenced during the fourth quarter of 2011 and the first quarter of 2012 and will be completed during the first half of 2013.

¹ UN CC:Learn is a partnership of 32 multilateral organizations, including CEB, EMG, FAO, GEF, IDB, IFAD, ILO, ITU, OCHA, UNAIDS, UNDP, UNEP, UNESCAP, UNESCO, UNESCWA, UNFCCC, UNFPA, UNHABITAT, UNICEF, UNIDO, UNISDR, UNITAR, UNSSC, UNU, UN WOMEN, UNWTO, UPU, WFP, WHO, WMO, WTO, World Bank.

Key Features of National UN CC:Learn Pilot Projects

- ✓ Projects prepared and implemented through involvement of key sectors, stakeholder groups, and national learning institutions
- ✓ Pilot countries take a strategic approach to climate change learning through the development of a National Strategy to Strengthen Human Resources and Skills to Foster Green, Low Emission and Climate Resilient Development
- ✓ The Strategy outlines national priority actions for short-term learning and long-term capacity development of national education and training institutions
- ✓ Proposed action is linked to and provides value added to existing activities and initiatives, follows a results-based approach, and includes a monitoring and evaluation plan
- ✓ Pilot guidance developed at the international level through collaboration of the UN CC:Learn Steering Group and other interested partners and pilot tested by partner countries
- ✓ UN Resident Coordinator and Country Teams play important role for coordinating UN input at the national level
- ✓ Project concept fully compatibility with the 2005 Paris Declaration on Aid Effectiveness, including country-ownership, use of country systems, and alignment of external support with national policies and priorities.

3. Observations Related to a Possible Successor Work Programme on Article 6

Taking into account the experience gained during the first year of the UN CC:Learn pilot implementation phase in 2011, and other relevant activities, UN CC:Learn Partners would like to offer the following observations:

- Countries have expressed significant interest in taking a strategic approach to climate change awareness raising, education and training/skills development. Within a short application period spanning a few months in early 2011, 23 countries² submitted a complete application package to UN CC:Learn prepared through multi-sectoral and multi-stakeholder collaboration.
- Initial activities in UN CC:Learn pilot countries demonstrate high level political support from national decision makers for climate change awareness raising, education and training/skills development.³ Similarly, UN agencies and other stakeholders have also demonstrated strong political and technical support.

² Belize, Benin, Burkina Faso, Colombia, Costa Rica, Dominican Republic, Egypt, Ethiopia, Gambia, Ghana, Haiti, Indonesia, Jordan, Kazakhstan, Liberia, Madagascar, Malawi, Mali, Nepal, Niger, Peru, Romania, and Uganda.

³ For example, the National Planning Workshop for the UN CC:Learn Project in Benin on 10 November 2011 was opened by the Minister of Environment, Housing and Urbanism who recognized the importance of engaging national learning institutions in the project (http://www.uncclearn.org/news/government_and_stakeholders_benin_support_str). The opening panel of the National Workshop for the UN CC:Learn project in the Dominican Republic, 7 February 2012, brought together the Executive Vice President and Head of the National Climate Change Council, the Minister of Education, the Minister of Higher Education, Science

- Climate change learning and capacity development need to take place along sectoral lines (e.g. agriculture, transport) and along tiers of governance (national, sub-national, local). Ways need to be explored to horizontally and vertically integrate such efforts.
- While closely related, the topics of awareness raising, education, and training/skills development involve different actors at the national level and thus may necessitate distinctive approaches.
- Formal education is usually dealt with by Education Ministries responsible for primary, secondary and tertiary general education, while technical and vocational education and training is within the domain of Ministries of Labor or specialized institutions engaged in skills development for employment.
- Awareness raising, education and training should specifically target Ministries dealing with resources affected by climate change, such as Agriculture, Water Resources, Environment, Energy, etc., as well as national/local groups such as Farmers' Organizations.
- A significant amount of informal education and training is conducted by NGOs. Youth networks (e.g. within church and scout movements) and the media can play an important role in this area, for example.
- National Strategies to Strengthen Human Resources, Learning and Skills Development have the potential to identify national priorities and align external support and donor coordination in the area of climate change learning and capacity development. They should be linked to national development frameworks and efforts to attain Millennium Development Goals (MDGs) and develop a post-MDG agenda.
- The number of climate change learning materials and knowledge products developed through UN agencies and other development partners is growing. There is an opportunity to assist countries in identifying learning products that are appropriate for meeting their objectives.
- Capacity development and related specialized learning are often cross-cutting elements of "substantive" climate change projects. However, certain capacity development priorities, such as strengthening the capacity of national education and training institutions to deliver climate change learning action, and training courses for new and changing occupations relevant for climate change responses are not easily eligible for international funding and therefore often fall through the cracks.
- The need to strengthen access to finance for climate change education, training and public awareness activities was covered through the COP 16 decision on Article 6 (7/CP.16) and the chair conclusions of the SBI 34 (FCCC/SBI/2011/7). In recognition of the importance of activities under Article 6, the successor to the work programme on Article 6 should facilitate access to the Green Climate Fund and develop a programme of work for possible funding of the Green Climate Fund.

4. Possible Elements of a Work Programme and Proposed Action

Taking the above observations into account, UN CC:Learn Partners consider that significant opportunities exist for undertaking more in-depth information and knowledge sharing concerning climate change awareness raising, education and training under Article 6. The following issues are considered particularly important and suggested for possible

and Technology, the Vice Minister of Environment and Natural Resources, as well as the UN Resident Coordinator. The COP17/CMP7 side-event on "Developing and Sustaining Human Resource Capacities to Advance Green, Low Emission and Climate Resilient Development", 3 December 2011, which was hosted by Uganda, featured a statement by the Ugandan Minister of State for Environment, who pointed out that the UN CC:Learn project was a strategic investment to promote real transformation in countries (http://www.uncclearn.org/news/decision_makers_un_cclearn_pilot_countries_di).

consideration in a Successor Work Programme on Article 6 of the UNFCCC. Most of the topic would need action to be implemented through collaboration of Governments, the UNFCCC Secretariat, IGOs and other concerned stakeholders:

1. Strengthening Development of National Strategies for Climate Change Education and Training/Skills Development
2. Integrating Climate Change Learning and Training/Skills Development into National Development Strategies, Sectoral Strategies (e.g. Agriculture, Forestry) and at Different Levels of Governance (i.e. National, Sub-National, Local)⁴
3. Strengthening National Education and Training/Skills Development Institutions to Deliver Climate Change Learning Action
4. Fostering Results-based Management and Monitoring-Reporting-Verification (MRV) for Climate Change Education and Training/Skills Development
5. Development of Tools and Methodologies to Support Climate Change Learning Through Collaborative Efforts
6. Development of Standards for Climate Change Learning and Learning Products
7. Strengthening Access to Finance for Climate Change Education and Training/Skills Development Including Through the Green Climate Fund
8. Exploring New and Innovative Means of Delivering Learning (e.g. e-Learning)
9. Strengthening Areas Such as Training and Awareness Raising on the Effects of Climate Change⁵ and Social Consequence of Climate Change for Development
10. Strengthening Collaboration Between and Among UN Agencies and Development Partners and Their Respective National Education and Training Institutions
11. Fostering Linkages and Partnerships Around the Decade on Education for Sustainable Development
12. Strengthening North-South, South-South and Triangular Collaboration in Matters of Climate Change Education and Training/Skills Development

Possible Action

To advance knowledge and experience-sharing in the above areas in a structured manner, and with the goal to provide flexible guidance to interested countries and stakeholders, the Successor Work Programme for Article 6 could include the organization of a small number of thematic expert meetings on some of the above topics considered of particular interest. The expert meetings could be organized through collaboration of the UNFCCC Secretariat, intergovernmental organizations, Governments, and non-governmental organizations and result in a series of best practices guides. UN CC:Learn would be pleased to assist in further conceptualizing and implementing such action.

⁴ This could include development of institutional frameworks for holistic decision making and effective cross sectoral coordination.

⁵ As defined in Article 1 of the UNFCCC, such as health.