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SUBSIDIARY BODY FOR IMPLEMENTATION

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**ARTICLE 6 OF THE CONVENTION**

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

**Note by the Chair of the Subsidiary Body for Implementation**

**Summary**

The European regional workshop on Article 6 of the Convention was organized and hosted by the Government of Belgium in le Grand-Hornu, Belgium, from 6 to 8 May 2003. Participants from more than 30 countries in the United Nations Economic Commission for Europe (UNECE) region exchanged information and shared experience on their national activities relating to education, training, public awareness, public access to information and public participation.

Discussions during the workshop resulted in several recommendations for future work in the UNECE region. The importance of networking activities to support efforts was acknowledged by participants, who also recommended that the possibility of organizing similar workshops in other regions be considered in order to develop new contacts and share ideas.

The Subsidiary Body for Implementation may wish to use the information contained in this report to identify matters for further consideration and to agree on further action.

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## I. INTRODUCTION

### A. Mandate

1. The Subsidiary Body for Scientific and Technological Advice (SBSTA), at its seventeenth session, reaffirmed that regional workshops could be a means of further developing and implementing the work programme on Article 6, and that such workshops could advance the work on assessing needs, identifying priorities, sharing experience and exchanging information on related activities. It welcomed the offer of the Government of Belgium to host a European regional workshop in 2003.<sup>1</sup>

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

2. The Subsidiary Body for Implementation (SBI) may wish to use the information in this report to identify matters for further consideration, and to agree on further action.

## II. PROCEEDINGS

3. A European regional workshop on Article 6 of the Convention was organized and hosted by the Government of Belgium and held in le Grand-Hornu, Belgium, from 6 to 8 May 2003. The provision of interpretation in French, English and Russian was made possible by a financial contribution from the Government of France.

4. The objectives of the workshop focused on evaluating the needs relating to Article 6 of the Convention in the United Nations Economic Commission for Europe (UNECE) region and determining priorities for action; sharing experience and exchanging information on national activities; evaluating resources and existing information networks; identifying and strengthening synergies between different initiatives and institutions in Europe; considering the possible creation of a European network of Article 6 focal points; promoting the integration of European efforts with activities at global level; and developing partnerships with developing countries.

5. Some 80 experts representing 31 countries from the UNECE region and 19 intergovernmental organizations (IGOs) and non-governmental organizations (NGOs) met to exchange experiences and discuss possibilities for improving cooperation within their region and with other regions to promote the effective implementation of Article 6 of the Convention, in accordance with the New Delhi work programme. Four observers from two other regions (Africa and North America) also attended the workshop.

6. Mr. Michel Foret, Minister for Environment of the Walloon region of Belgium, officially opened the workshop and thanked the outgoing Federal State Secretary for Energy and Sustainable Development, Mr. Olivier Deleuze, for his initiative to host the workshop. Ms. Daniela Stoycheva, Chair of the SBI, expressed her thanks to the Government of Belgium for its generosity in hosting this event, and designated Professor Jean-Pascal van Ypersele (Université catholique de Louvain), the Belgian focal point for Article 6 activities, to assist her in co-chairing the workshop. Mr. Janos Pasztor, UNFCCC secretariat, welcomed the participants and emphasized the importance of regional workshops to exchange region-specific information and share best practices and common solutions.

7. The workshop was organized in an introductory session, seven plenary thematic sessions and four parallel working sessions. All abstracts, as well as most of the presentations made by participants, can be found on the UNFCCC web site (<http://unfccc.int>).

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<sup>1</sup> Document FCCC/SBSTA/2002/13, paragraph 52 (b).

### **A. Introductory session**

8. Presentations at the introductory session underlined the wealth of activities being undertaken by governments, IGOs and NGOs in the area of Article 6 of the Convention. They also underlined the need for more sustained efforts with a 'portfolio' approach suggesting a wide range of initiatives. In particular, knowledge will not automatically lead to action, and awareness activities alone are not enough to change behaviour. Furthermore, the challenge of measuring the impacts and effectiveness of activities was stressed by several participants. Many noted the importance of networking activities to support their efforts, and felt that this workshop was a good opportunity to develop new contacts and share ideas.

### **B. Plenary sessions**

9. The seven themes were:

- (a) Education and training
- (b) Awareness raising
- (c) Participation and access to information
- (d) International cooperation
- (e) Outreach about the work of the Intergovernmental Panel on Climate Change (IPCC)
- (f) How to improve the interface between science and society as regards climate change
- (g) Existing networks and synergies.

#### *Education and training*

10. The introductory presentation by Ms. Nathalie Semal (Fondation universitaire luxembourgeoise, Belgium) and Mr. Roland Soyeurt (Communauté française de Belgique, Belgium) emphasized the role of education to facilitate behavioural changes, as the purpose of education is to teach people to make choices. Presentations from Armenia, Moldova, Russia and Tajikistan, and subsequent discussions, showed the need for a comprehensive integrated education system in the field of sustainable development. Some priority measures to support the implementation of educational activities were suggested, such as the development of curricula; the development and publishing of educational and study materials on climate change issues; and the establishment of information networks and education centres. The subject of training and retraining of teaching staff was raised, as teachers need considerable multidisciplinary background and teaching skills. In some instances, lack of financial resources was noted as an obstacle to further development and implementation of initiatives.

#### *Awareness raising*

11. Professor Luk Warlop (Katholieke Universiteit Leuven, Belgium), introducing this theme, recalled that sensitization was only a means to reach the goal of behavioural compliance and recognized that governments had several tools, such as the classic social marketing approach, which aims at fostering behaviour that is consistent with a societal goal and often against self-interest; the 'carrots and sticks' approach, which rewards and punishes behaviour to bring it in line with societal objectives; and the priming approach, which appeals to social motivation (such as social responsibility, not ecology per se) and makes these values more salient. Presentations from France, Hungary, Sweden, the United Kingdom and the Climate Alliance Germany, and subsequent discussions, outlined a few national campaigns as well as awareness raising policies and opportunities. The main issues emerging from the presentations and discussions concerned the need for measurable goals and clearly identified targets; the

importance of local authorities as partners for outreach; the need to address national barriers; the need for readily available infrastructure; and the challenge to maintain the awareness gained.

*Participation and access to information*

12. Mr. Jeremy Wates, Secretary of the UNECE Aarhus Convention,<sup>2</sup> made a general presentation of the principles of that Convention. Presentations from Belgium, France, the Regional Environmental Centre for Central and Eastern Europe (REC) and the Ukrainian NGOs Climate Change Working Group, and subsequent discussions, focused on the extent to which public participation can influence climate change decisions, and whether public recommendations were really taken into account by policy makers.

*International cooperation*

13. Mr. David Gazunki (North–South Centre of the Council of Europe) emphasized the strong link between climate change and sustainable development. Presentations from Canada, ENDA-Tiers Monde and Our World Foundation, and subsequent discussions, underlined, inter alia, the importance of sharing information and methodologies; and the need for adequate institutional infrastructures, relevant capacities and adequate resources.

*Outreach about the work of the IPCC*

14. The introduction was made by Ms. Renate Christ (Deputy Secretary of the IPCC) who presented the ongoing and planned activities of the IPCC for the dissemination of the IPCC reports. Presentations from the Netherlands and the ECO-Accord Centre on Environment and Sustainable Development, and subsequent discussions, stressed the need for more tailor-made information; the need for additional funds to enhance the effectiveness of IPCC outreach campaigns; and the need to engage all stakeholders, in particular journalists, in disseminating IPCC information. Participants called for cooperation between IPCC, UNFCCC and the United Nations Educational, Scientific and Cultural Organization (UNESCO), to enhance IPCC outreach in schools and universities.

*How to improve the interface between science and society as regards to climate change*

15. Professor Marc Mormont (Fondation universitaire luxembourgeoise, Belgium) suggested five ways to achieve this improvement: to create a ‘climate culture’ that would connect potential (adverse) effects of climate change to daily life; to build and discuss, in collaboration with social actors, regional scenarios encompassing possible social changes, climatic changes and choices; to build new arguments in research on climate change impacts and mitigation, based on interactions between scientific knowledge and socio-political options; to build ‘common worlds’ with and between people sharing a similar ecological context; and to reframe the climate problem in a less economy-oriented manner by focusing on equity, risks and stakes for life and survival.

16. Following this lecture, participants from Estonia and the Netherlands made presentations on ecological monitoring networks and popularization of scientific studies, respectively, and subsequent discussions underlined the need for synergies and networking to enhance scientific outreach activities.

*Existing networks and synergies*

17. Ms. Laurence Pollier and Mr. Kevin Grose from the UNFCCC secretariat described the secretariat projects for an information clearing house and for the re-launch of the UNFCCC web site.

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<sup>2</sup> Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters.

The presentation of Mr. Michael Williams, representative of the United Nations Environment Programme (UNEP), and subsequent discussions, underlined the need for partnerships and synergies to reduce outreach costs.

### **C. Working groups**

18. The four parallel working sessions addressed the six key elements of the New Delhi work programme on Article 6 of the Convention:

- (a) Education and training
- (b) Public awareness
- (c) Public participation and access to information
- (d) International cooperation.

*Working group on education and training (co-chairs: Mr. Willy Sleurs and Mr. Jean-Michel Lex, Belgium; rapporteur: Mr. Francisco Heras, Spain)*

19. This group discussed the various forms of education in the context of Article 6, and recognized that they included several organized, formal and non-formal learning activities that are targeted at children, students and adults. It was recognized that curricula were in many instances already overloaded, and agreed that climate change issues should be integrated into education curricula through various disciplines, simultaneously, in order to maximize the impacts of the education. Curricula should place emphasis on the causes, effects and solutions, and should, wherever possible, highlight links to personal consumption and sustainable development. In order to ensure effective delivery of the curricula, teachers need additional training to increase their scientific, and in some cases, pedagogic knowledge.

20. The group further recognized that the sharing of replicable programmes and initiatives would complement curricula. Such programmes as the Solar Schools Network in Greece, the Eco Schools in the United Kingdom, and the Green Schools in Belgium add value to curricula by allowing the students hands-on experience in mitigating the causes of climate change, as well as by developing networks and fostering further cooperation between schools and NGOs.

21. Discussions on training emphasized the need for technical training for occupational groups; vocational training in companies and training of administration staff; and the need to address training as a cross-cutting issue.

*Working group on public awareness (chair: Ms. Višnja Grgasović, Croatia; rapporteur: Mr. Markus Nauser, Switzerland)*

22. Due to the diversity among and within societies, the group recognized that there was no single strategy nor best way to raise and maintain awareness on climate change issues at the regional European level, so programmes needed to be country-driven. The group did not attempt to create a comprehensive 'to do' or 'not to do' list, but shared suggestions and experiences that have been successful or could be replicated, such as the need to communicate about climate change using simple messages that can be related, to the extent possible, to personal everyday life; the importance of involving as many stakeholders as possible; and the need to address solutions rather than the problem and its complexity. The group also acknowledged the role of NGOs, schools, universities and the media in raising awareness, and that a multilateral approach to awareness raising was essential. The need to train and guide journalists on the specific issue of climate change was also stressed.

23. The group further addressed the issue of evaluating the effectiveness of communication and awareness policies, which remains a challenge, and acknowledged that:

- (a) Pre-campaign studies are essential to identify the goals, target groups and success indicators of the campaigns;
- (b) The ability to monitor success is dependent on the goals of the policy;
- (c) Attribution of effects may be difficult;
- (d) Overall success of climate policy can be monitored through a set of qualitative indicators pertaining to changes in behaviour rather than quantitative information on greenhouse gas emissions.

*Working group on public participation and access to information (chair: Ms. Catherine Blin, Belgium; rapporteur: Mr. Ben Matthews, Belgium)*

24. The group raised general questions relating to the concept of participation in a representative democracy; the link between law and environment; the need to determine who the 'public' is and what is understood by 'information'; and the issue of participation in the UNFCCC process, in particular for NGOs and the media. The relevance of the principles of the Aarhus Convention to the implementation of Article 6 of the Climate Change Convention in the European region was also discussed and acknowledged.

*Working group on international cooperation (chair: Ms. Daniela Stoycheva, Bulgaria; rapporteur: Ms. Meg Patel, United Kingdom)*

25. The group acknowledged that the implementation of Article 6 activities was essentially country-driven, and that activities on international cooperation could be integrated once some progress had been made domestically. The group recognized that some countries do not have the financial, technical and human resources needed for the proper and effective implementation of Article 6 domestically, even less to carry out activities relating to international cooperation.

26. The group agreed that cooperation could take different forms, such as:

- (a) Sharing knowledge on activities relating to Article 6 and making them widely available, in particular in developing countries;
- (b) Sharing personnel or experts, or training educational professionals and sharing training manuals;
- (c) Working together on joint Article 6 implementation activities; this is especially possible for countries at similar phases of development or countries that wish to carry out a similar activity that has been successfully implemented in another country.

27. The discussion then centred on providing a list of realistic activities that can be carried out to enhance international cooperation. In particular, international cooperation on Article 6 activities could go hand in hand with international cooperation relating to other multilateral environmental agreements, such as the Aarhus Convention and the Convention on Biodiversity, and could overlap with activities under the wider banner of sustainable development. The discussion also revealed that Article 6 was a cross-cutting issue and could be covered in capacity-building activities and activities to exploit business opportunities relating to technology transfer and the Kyoto flexible mechanisms. The importance of possible involvement of the private sector in promoting international cooperation with the aid of economic and fiscal incentives was acknowledged.

#### **D. Recommendations and workshop closure**

28. With the support of Professor Marc Pallemarts (VUB, Belgium), and on the basis of the working group reports, the co-chairs of the workshop formulated recommendations to be implemented at the national and regional level (see below). After being amended, these recommendations were approved by all participants.

29. Mr. José Daras, Minister for Energy of the Walloon region of Belgium, officially closed the workshop. Ms. Stoycheva, co-chair of the workshop and SBI Chair, concluded that the output of this workshop would be presented to, and considered by, the SBI.

### **III. CONCLUSIONS AND RECOMMENDATIONS BY THE CO-CHAIRS**

#### **30. Formal and non-formal education**

(a) Climate change should be linked to environmental education and education for sustainable development;

(b) Ministries of education should incorporate climate change education in curricula at all levels, with connections to other subjects on the curriculum;

(c) The subject of climate change should be incorporated in teacher training;

(d) In order to facilitate national efforts, the sharing of existing education materials and ideas for innovative educational methods and projects relevant to climate change should be widely encouraged. The clearing house envisaged by the UNFCCC secretariat could play a useful role in this respect;

(e) The subject of climate change should be given full attention within the framework of the United Nations Decade of Education for Sustainable Development.

#### **31. Training**

(a) Training is an important cross-cutting topic;

(b) Appropriate training programmes should be organized for different target groups, including national and local authorities.

#### **32. Public awareness**

(a) Public awareness is a crucial factor in addressing climate change, both in order to enhance public support for mitigation policies and as a basis for inducing changes in individual behaviour;

(b) There is no single strategy for awareness-raising. Programmes should be country-driven and specifically targeted at distinct target groups;

(c) All stakeholders<sup>3</sup> should be encouraged to develop and implement strategies to raise and maintain awareness with the full involvement of the general public. The content of messages should be adapted to the needs and conditions of the target audience;

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<sup>3</sup> As defined in the New Delhi work programme on Article 6



(d) Special efforts should be made to communicate simple messages, not only about the problem but also about solutions, and to create a positive feedback effect whereby the public does not feel powerless, but empowered to act;

(e) International cooperation in this area should focus on the exchange of good practices, information on existing campaigns and methods for evaluating their effectiveness. The clearing house being developed by the UNFCCC secretariat could play a useful role in this respect.

### 33. **Access to information and public participation**

(a) There is a strong link between access to information and public participation;

(b) Information should serve as a means to enhance participation of stakeholders. In the wider European region, the Aarhus Convention provides a common framework for access to information and public participation, which is of great relevance to the implementation of Article 6 in the region. There should be synergies between the two Conventions, to be promoted at both the national and international levels;

(c) NGOs play key roles in promoting access to information and public participation. Adequate resources should be made available to NGOs to support their activities and networks, as well as to national authorities in charge of providing information, inter alia, to disseminate information materials in national languages, including popularized versions of IPCC findings.

### 34. **International cooperation on Article 6 activities**

(a) Cooperation can take many different forms and can occur at different levels, from the bilateral to the regional, according to needs and conditions;

(b) Cooperation should not divert resources from national activities but serve to enhance their effectiveness, and also be carried out in accordance with the principle of public participation;

(c) National focal points for Article 6 activities would provide a useful means of facilitating national and international networking and effective implementation of the Article 6 work programme, and should be established and strengthened.

(d) A 'buddy system' between countries with similar situations and strategies would be a useful tool;

(e) Synergies with other conventions should be promoted, as well as other activities under the UNFCCC, such as capacity-building;

(f) In implementing Article 6 activities in Europe, attention should be paid to the needs for North-South cooperation on climate change issues and to the link between climate change and global interdependence and solidarity.

### 35. **Further work**

(a) The results and conclusions of this first regional workshop should be brought to the attention of UNFCCC bodies and other regions;

(b) The possibility of organizing similar workshops in other regions should be considered. Parties in a position to do so are invited to consider making funding available for this purpose.