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Article 6 of the Convention

Report on the workshop for small island developing States on Article 6 of the Convention

Note by the secretariat

Summary

Climate change education and outreach in small island developing States (SIDS) was discussed at a workshop held in Rodney Bay, Saint Lucia, from 3 to 5 July 2007. Participants included representatives of 24 SIDS in the Caribbean, Pacific, Atlantic, Indian Ocean, and Mediterranean regions. The participants discussed national climate change communication and education strategies and activities, and suggested opportunities for regional and international cooperation. Participants also assessed the implementation of the New Delhi work programme on Article 6 of the Convention, and made recommendations on how to further enhance it.

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I. Introduction

A. Mandate

1. The Conference of the Parties (COP), at its eighth session,¹ adopted the New Delhi work programme on Article 6 of the Convention (New Delhi work programme), a five-year work programme on the implementation of Article 6 of the Convention. Within this five-year framework, Parties agreed on a list of activities that could be undertaken at the national level to enhance climate-focused education and training programmes and increase the availability and dissemination of information on climate change, thereby improving public understanding of and participation in climate change issues.

2. The Subsidiary Body for Scientific and Technological Advice, at its seventeenth session,² reaffirmed that regional workshops could be a means of further developing and implementing the New Delhi work programme, and that such workshops could advance the work on assessing needs, identifying priorities, sharing experience and exchanging information on related activities. The Subsidiary Body for Implementation (SBI), at its nineteenth and subsequent sessions,³ recognized the need to address the particular needs of the small island developing States (SIDS) in separate workshops.

B. Objectives of the workshop

3. The objectives of the SIDS workshop on Article 6 of the Convention were to share ideas on and experiences of national and regional Article 6 activities, identify commonalities of the SIDS from all geographical regions in addressing climate change education and outreach issues, develop options and strategies for strengthening and expanding these activities, and promote greater regional and international cooperation on implementing the New Delhi work programme.

C. Possible action by the Subsidiary Body for Implementation

4. The SBI might use the information in this report to identify matters for further consideration, and make recommendation on any further action.

II. Organization of the workshop

5. The workshop was held in Rodney Bay, Saint Lucia, from 3 to 5 July 2007. It was hosted by the Ministry of Economic Affairs, Economic Planning, National Development and Public Service of Saint Lucia and organized by the secretariat in cooperation with and with the support of the United Nations Environment Programme (UNEP). The Governments of New Zealand and Norway also provided support for the event.

6. National, regional and international experts were invited to make presentations and participate in discussions at the workshop. Thirty-eight experts representing 24 SIDS from the Caribbean, Pacific, Atlantic, Indian Ocean, and Mediterranean regions attended the workshop, together with representatives of a few Parties included in Annex I of the Convention and of several intergovernmental organizations (IGOs).

III. Proceedings

7. The Chair of the SBI, Mr. Bagher Asadi, chaired the workshop. An inaugural statement was made by Mr. Leonard Montoute, Acting Prime Minister of Saint Lucia. Welcoming and opening remarks

¹ Decision 11/CP.8.

² FCCC/SBSTA/2002/13, paragraph 52 (b).

³ FCCC/SBI/2003/19, paragraph 41 (f).

were also made by Mr. George James, Deputy Permanent Secretary, Ministry of Physical Development, Environment and Housing; Mr. Crispin d'Auvergne, national focal point for Article 6 of Saint Lucia; Mr. Bagher Asadi; Mr. Arkadiy Levintanus, UNEP; and a representative of the UNFCCC secretariat. A vote of thanks was delivered by Mr. Donovan Williams, Permanent Secretary, Ministry of Economic Affairs, Economic Planning, National Development and Public Service of Saint Lucia. Participants observed a minute of silence as a mark of respect and in memory of Ms. Marcia Philbert-Jules, the national focal point for climate change of Saint Lucia, who tragically passed away the week prior to the meeting. Ms. Philbert-Jules did much in support of Saint Lucia efforts to address climate change issues. In particular, she ensured that Saint Lucia identified a national focal point for Article 6, and had been scheduled to play a key role in the opening ceremony.

8. The workshop programme included the following: an introductory session; plenary thematic sessions on activities and lessons learned; three parallel working sessions, one on education and training, one on public awareness, communication, access to information and public participation, and one on international and regional cooperation; and a final session dedicated to addressing key elements for an extended work programme from a SIDS perspective and concluding the workshop. In addition, several side events were organized to promote and provide practical training for the use of CC:iNet (information network clearing house).⁴ All abstracts from the working groups and from the presentations, as well as the list of participants and agenda, are posted on the UNFCCC website.⁵

IV. Common themes and issues

A. Introduction to the social, economic and environmental vulnerabilities of small island developing States

9. SIDS are defined as “small island and low-lying coastal countries that share similar sustainable development challenges, including small population, lack of resources, remoteness, susceptibility to natural disasters, excessive dependence on international trade and vulnerability to global developments. In addition, they suffer from lack of economies of scale, high transportation and communication costs, and costly public administration and infrastructure.”⁶

10. While acknowledging their diversity, the contribution of Working Group II to the Fourth Assessment Report (AR4) of the Intergovernmental Panel on Climate Change (IPCC) on impacts, vulnerabilities and adaptation to climate change also noted that “small island states share many similarities (e.g. physical size, proneness to natural disasters and climate extremes, extreme openness of their economies, low adaptive capacity) that enhance their vulnerability and reduce their resilience to climate variability and change.” The report further identifies the SIDS as being among the most vulnerable regions of the world to the adverse effects of climate change, and that, taken collectively, the small island States of the Caribbean Sea and the Atlantic, Pacific and Indian Oceans contribute less than 1 per cent of global greenhouse gas (GHG) emissions.

11. The presentation by the representative of the Caribbean Community Climate Change Centre⁷ (CCCCC) outlined some of the findings of the AR4, in particular with regard to the implications for adaptation in small, vulnerable communities. The presenter noted progress in understanding the spatial and temporal changes in climate since the last IPCC report, such as: numerous data sets and data analyses being improved and extended, broader geographical coverage of the studies, better understanding of uncertainties; and measurement and observation of a wider range of variables. The

⁴ <<http://unfccc.int/ccinet>>.

⁵ <http://unfccc.int/cooperation_and_support/education_and_outreach/items/4001.php>.

⁶ Source: <<http://www.sidsnet.org/>>.

⁷ <http://www.caricom.org/jsp/community/community_index.jsp?menu=community>.

presenter recalled that warming of the climate system is unequivocal, as is now evident from observations of increases in global average air and ocean temperatures, widespread melting of snow and ice, and rising global mean sea level. The presenter concluded that sea level rise will negatively impact coastal ecosystems such as coral reefs and mangrove forests and the commercial and artisanal fisheries based on those systems, and is likely to lead to reduced abundance of fish, loss of diversity and possibly shifts in distribution as a result of migration.

12. The economic and environmental impacts of climate change in the countries referred to in paragraph 10 above affect water resources, coastal systems and resources, agriculture, fisheries and food security, biodiversity, human settlements and well-being, financial systems and infrastructure and transportation. For example, vulnerability assessments conducted for Saint Lucia to date project declining water supply, beach erosion, increased hurricane damage, increased occurrence of vector-borne diseases and negative impacts on tourism, fisheries and agriculture.

13. The ability of countries and communities to deal with the potential adverse impacts of climate change is linked to their respective adaptive capacities. This in turn is linked to the level of development in general, as well as the level of awareness and understanding of the problem, and human, technical and financial resources for adaptation.

14. In this context, all participants recognized the value of the six pillars of Article 6 of the Convention (education, training, public awareness, public access to information, public participation and international cooperation on these issues) as a critical part of climate change efforts, in particular for the success of vulnerability and adaptation assessment process.

15. They also recognized that no small island nation is alone in the battle against climate change, and that the nations have long endeavoured, at every opportunity, to work with their peers, through the Alliance of Small Island States and other means, to ensure that they have a realistic chance to pursue their goal of sustainable development.

B. Implementation-related issues

1. Institutional arrangements and capacity-building

16. Participants recognized the need for building and strengthening local and national institutional capacities, and conceded that there are enough policies in place to plan and implement education and outreach activities, including national development plans, national strategic plans, environmental action plans, energy policies and emission policies. They emphasized that climate change issues should be incorporated into national development plans and strategies. They outlined the need to establish memorandums of understanding between ministries and agencies that have environmental portfolios and to translate these policies and plans into concrete actions. In addition, participants recognized the need to strengthen political will to implement existing policies.

17. Participants stressed the importance of building partnerships between environmental institutions and other ministries, the media, business and industry, civil society organizations and regional centres, and observed that the private sector was not yet fully engaged in climate change issues. They suggested that support should be enhanced for establishing climate change regional networks and centres of excellence as well as climate change related training for stakeholders, from policymakers to the media and affected communities.

18. They also stressed the importance of synergy on education and outreach matters among the Rio Conventions and other multilateral environmental agreements (MEAs), in view of the cross-cutting nature of these activities. Participants further acknowledged the need to establish national focal points

for Article 6 to coordinate the planning and implementation of education and outreach activities, following the successful designation of a focal point for Saint Lucia.

19. Participants emphasized the pressing need to strengthen technical and financial capacity to implement education and outreach policies in the SIDS, and concluded that integrating education and outreach components into other projects funded by the Global Environment Facility (GEF) is only part of the solution. Participants highlighted the need for funding dedicated to climate change education and outreach.

2. Holistic approach

20. Participants supported the view that the integration of climate change related issues in national sustainable development plans should be promoted, and recognized the value of embedding public awareness-raising, education and outreach in all relevant activities (projects, research, education and broader environmental programmes). They emphasized the need to implement these activities across other MEAs as well as regional programmes that have the same objectives.

21. The need to link climate change issues to disaster reduction, coastal erosion, and other relevant social and economic issues was identified during discussions. Participants highlighted the need to identify and engage existing national and regional financial and technical resources, and suggested that priority in implementing work under Article 6 should be given to strengthening regional cooperation. The benefits of regional cooperation include reduced operational costs, increased efficiency in the use of scarce resources, and access to technical assistance and experts. Nevertheless, they stressed that regional cooperation can complement but not replace national efforts.

C. Overview of national and regional priorities in education, training and public awareness

22. Prior to the workshop, the secretariat distributed to the participants a questionnaire⁸ to assess national priorities in climate change education, training and awareness, and to reveal opportunities and constraints in promoting climate change outreach in the various SIDS regions. The major findings of this survey included the following:

- (a) Public participation, training and education are ranked as the top priorities among Article 6 elements, followed by public awareness and international cooperation. The general public are considered the key target audience to work with; policymakers in ministries and members of parliament are also important because of their crucial role in developing national climate change policies. Television and radio were identified as the best communication tools for disseminating climate change information to the general public;
- (b) Countries in the various regions have well-established climate change focal points that are known to the public and are easily accessible. Citizens also have adequate access to national and regional climate change information;
- (c) The highest potential for strengthening international cooperation on climate change outreach and education is identified as being with multilateral donors, United Nations bodies and developed countries. Respondents also cited synergy with the United Nations Convention to Combat Desertification (UNCCD) and the Convention on Biological Diversity (CBD) as playing an important role;

⁸ Available at <http://unfccc.int/cooperation_and_support/education_and_outreach/items/4001.php>.

- (d) There is consensus that lack of funding is the major impediment to successful implementation of climate change education and outreach work in the SIDS. Other constraints mentioned include inadequate expertise of staff and inadequate political and institutional support;
- (e) Respondents rated the New Delhi work programme highly, finding that it contributes to better awareness of climate change, stimulates new climate-related activities and promotes compliance with provisions of the Convention. Regarding the possible elements of an extended New Delhi work programme to be adopted at COP 13 in Bali, responses focused on defining a time frame and milestones, measurable indicators of implementation, specific references to the needs of target population groups and synergies with outreach programmes with other major MEAs.

23. Findings of the questionnaire were instrumental at the workshop in stimulating discussion on enhancing national and regional activities. Some key points of these discussions are outlined in paragraphs 24–50 below.

V. Summary of discussions and conclusions by thematic area

A. Education and training

24. Participants regarded education and training as equally important to the success of efforts made by Parties to respond to climate change. They concurred that although specific financial resources for education and awareness activities are needed, a wealth of related activities are being implemented by governments, IGOs and non-governmental organizations (NGOs) in the islands.
25. Participants acknowledged the challenge of integrating climate change education into school curricula, and suggested that this integration could be facilitated through closer collaboration between the climate change community and the formal education system.
26. Participants recognized that schoolchildren can play an important role in educating their parents on environmental and climate change issues. Several climate change related education tools and activities were discussed, including an environmental game which had been adapted to show the effects of climate change (Trinidad and Tobago), the Eco-zone summer camp for children to learn about their environment and the Environment Cadet Programme training manual (Antigua and Barbuda) and a variety of educational material for primary school children (all SIDS).
27. The presentation by the representative of the Ministry of Education⁹ of Seychelles emphasized the vulnerability of Seychelles to climate change impacts, such as sea level rise, coral bleaching, water resources and severe natural disasters. The presenter mentioned education and awareness activities and strategies that have been tried by the Seychelles education system with schoolchildren. These include compulsory environmental education in teachers' training; integration of climate change into geography and science curricula; extracurricula activities such as an eco-school programme; and an annual environmental education calendar.
28. The presentation also referred to partnership activities between the Ministry of Education and decisionmakers, the private sector and the public, such as marches and rallies for the environment, as well as participation of Seychelles schools in the United Nations Educational, Scientific and Cultural Organization (UNESCO) Sandwatch project, which includes beach monitoring and rehabilitation.

⁹ <<http://www.education.gov.sc/>>.

29. The presentation by the representative of UNESCO¹⁰ portrayed the 30-plus climate-related programme activities of the organization. These programmes are tackling such issues as biodiversity loss, sea level rise, carbon economics and sequestration, saltwater intrusion in coastal soils and groundwater, drought management, renewable energy use, the impact of climate change on biosphere reserves and climate monitoring via global observing systems.

30. While UNESCO has no programme designated specifically for implementing Article 6 of the Convention, education and awareness-raising are central to many of its existing programmes. Often, these are addressed within the broad framework of sustainable development. The presenter stressed that the ubiquitous nature of climate change in terms of causes, impacts, mitigation and adaptation requires a holistic approach to address the issue, particularly in the context of the SIDS.

31. The presentation by the representative of the Environmental Management Authority¹¹ (EMA) of Trinidad and Tobago drew attention to the various organizations that conduct climate change education initiatives in Trinidad and Tobago. These include the EMA, the Petroleum Company of Trinidad and Tobago (a state-owned energy company), the Pointe-a-Pierre Wild Fowl Trust in Trinidad and the Buccoo Reef Trust in Tobago (both NGOs). The EMA deals with many different audiences, from general public to youth and community-based organizations, and tailors information to suit the needs of its different stakeholders. Climate change education is offered to schools (primary and secondary) and to tertiary institutions. The EMA is also the focal point for the GLOBE¹² (Global Learning and Observations to Benefit the Environment) programme in Trinidad and Tobago.

32. Participants agreed on a series of strategies and initiatives that could contribute to the implementation of education activities, including:

- (a) Designating a national focal point for Article 6 to assist in the implementation of national environmental education policies;
- (b) Establishing environmental education units in ministries of education to ensure that climate change is effectively integrated throughout the formal education system;
- (c) Establishing steering committees to deal with education and training at regional levels;
- (d) Establishing national environmental education coordinating committees to collaborate on climate change education;
- (e) Appointing an environment coordinator in schools;
- (f) Infusing environment programmes into curricula for teacher training;
- (g) Involving local teachers in developing educational material;
- (h) Setting up youth clubs or forums to organize awareness events at the community level;
- (i) Developing climate change related curricula and materials at the regional level and adapting materials available from other regions;
- (j) Offering education through online methods to appeal to younger generations.

33. Discussions on climate change training for various stakeholders enabled participants to identify key needs and opportunities applicable across all SIDS. In particular, participants emphasized the need

¹⁰ <<http://ioc.unesco.org/iocweb/climateChange.php>>.

¹¹ <<http://www.ema.co.tt/main.htm>>.

¹² <<http://www.globe.gov>>.

to develop regional strategies on climate change training that would then be tailored to suit the local context in which they would be implemented. Participants suggested that training developed and offered through the University Consortium of Small Island States (UCSIS)¹³ be extended to other Caribbean universities. UCSIS is a collaborative effort of the Universities of Malta, Mauritius, the South Pacific, the West Indies and the Virgin Islands to enhance the capacity of higher education institutions in small island States to provide practical, high quality training, research and outreach. In May 2006, the Consortium signed a memorandum of understanding with UNESCO to establish a Cooperation Programme to promote an integrated system of research, training, information and documentation of activities in the fields of climate change, natural and environmental disasters, waste management, resources management, culture, and sustainable living and development

34. Priority areas for training include strengthening capacity to conduct, process and interpret research data on climate change, and enhancing negotiating skills of climate change practitioners in order for these practitioners to influence decision makers at the regional and international levels.

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

35. Participants emphasized their commitment to developing sustainable, long-term public awareness strategies for engaging all stakeholders in climate change issues. Existing awareness initiatives reported during the discussions include exhibitions in malls to disseminate information (Bahamas), the EcoZone summer camp (Antigua and Barbuda), community action theatre and consultations with members of parliament (Kiribati, Tonga, Palau and Solomon Islands), presentations in schools by climate change experts (Jamaica), establishing a sustainable development Consul (Grenada), maintaining e-mail lists to disseminate climate change related information to interested stakeholders (Saint Lucia), eco-school awards (Antigua and Barbuda), climate-related radio and television programmes and activities (all SIDS) and celebration of Environment Day, Biodiversity Day, Water Day, Environment Month, etc (all SIDS).

36. Under successive regional projects, Caribbean Community (CARICOM) countries have undertaken baseline assessments of public awareness of climate change issues and developed outreach strategies accordingly. For example, a survey undertaken in Saint Lucia in 2006 revealed that while the majority of people were aware of climate change, many were not fully informed of the extent of its impact on their lives or of the response measures they could take. This finding was supported by participants from the other regions.

37. The presentation by the representative of the Environment Division of Antigua and Barbuda illustrated the various approaches and instruments used in Antigua and Barbuda to raise climate change awareness of the general public and engage all stakeholders in reducing GHG emissions and preparing for adaptation-related activities. Examples include integrating environmental concepts into local curricula; developing innovative informal education activities, such as the Environment Cadet Programme; providing media training; maintaining the website of the Environment Division;¹⁴ enhancing partnerships with regional and international organizations, in particular with the CARICOM Mainstreaming Adaptation to Climate Change (MACC) project and organizing public showing of climate change documentaries and facilitating public consultations.

38. A number of awareness campaigns are being carried out in the SIDS by various organizations (government bodies, NGOs and community organizations). Participants acknowledged that awareness campaigns often involve too much scientific information, leading to mixed messages and false interpretations.

¹³ <<http://www.myucsis.com/>>.

¹⁴ <<http://www.environmentdivision.info/>>.

39. Participants recognized the importance of establishing good relationships between environmental institutions and the media, citing successful SIDS initiatives such as organizing national media consultations on environmental issues (Dominica) or contributing to popular radio programmes (Kiribati). Participants identified the need to convene awareness workshops and consultations with the media to regularly train journalists and update them on environmental issues. In the Caribbean, one initiative to increase public awareness has been the development of a handbook for Caribbean journalists on covering climate change issues.¹⁵

40. The presentation by the representative of the Association of Caribbean Media Workers¹⁶ emphasized the fact that, when covering climate change in the Caribbean, the mass media may need to recognize the issue as one of fundamental importance to the economy of the region. As such, the mass media may consider reporting on climate change as a moral obligation; climate change is, arguably, one of the most important stories for Caribbean journalists. The presenter recognized that this subject is a multifaceted one with specialized requirements such as understanding the science and impacts of climate change. He also recognized the challenges of mixed technical and scientific messages and a tendency by the administrative system to promote the technical processes above the actions required to mitigate and adapt to climate change.

41. Participants agreed on a set of recommendations to enhance the effectiveness of awareness campaigns, as follows:

- (a) A communication strategy should have certain key elements, including collaboration across sectors, tailored messages to suit audiences, monitoring and evaluation, and a funding mechanism;
- (b) Scientific knowledge and information needs to be translated into local languages and placed in a local context for better absorption by the public;
- (c) Technical experts and communication professionals should collaborate on campaigns to ensure effective dissemination of information to the public;
- (d) Campaigns could invite popular celebrities to champion or promote climate change issues, and involve spiritual leaders in awareness activities;
- (e) Graphic film footage should be used to communicate the impact of national and regional disasters, thereby reinforcing the message about the effects of climate change.

42. Participants valued the importance of public participation in environmental decision-making, referring to Principle 10 of the Rio Declaration on Environment and Development.¹⁷ Public participation may contribute to decision-making at several levels, including assessment at the project level (e.g. for adaptation projects or coastal development); planning at the community level (e.g. for coastal land-use or water supply planning); and national plans and policies (e.g. on relocation and land tenure issues).

43. Participants noted that effective public participation processes integrate community knowledge and priorities with national and international knowledge and priorities. They agreed that more education and awareness programmes are needed for effective public participation. Participants also recognized the need to develop appropriate tools and resources to engage more public participation, and the need for

¹⁵ Mainstreaming Adaptation to Climate Change (MACC) Project. 2005. *Climate Change Handbook for Caribbean Journalists*.

¹⁶ <<http://www.acmediaworkers.com/>>.

¹⁷ <<http://www.unep.org/Documents.Multilingual/Default.asp?DocumentID=78&ArticleID=1163>>.

government offices to provide ways for the public to access information (e.g. libraries and resource centres).

44. The presentation by the representative of the office for Oceania of the World Conservation Union¹⁸ drew attention to the legal and institutional aspects of the implementation of Article 6 of the Convention. The presenter stressed that the implementation of climate change adaptation should follow an open, transparent and highly participatory process that engages the community. He pointed out that, as a democratic practice, public participation is inherently valuable: it improves the quality of decision-making; increases public ownership of outcomes; provides an opportunity for two-way communication; increases accountability; and builds partnerships for long-term action on climate change. The development of locally appropriate solutions for SIDS requires integration with existing frameworks and creative responses to resource constraints.

45. In order to track the progress and assess the effectiveness of climate change related outreach efforts, participants suggested an assessment of the level of awareness of the general public and key stakeholders should be carried out to define baseline indicators of awareness that could be monitored over time. Such an assessment would help focus national as well as regional efforts on education and outreach.

C. International and regional cooperation

46. Participants underlined the need to strengthen international and regional cooperation on climate change outreach and education, and emphasized the important role that multilateral donors, United Nations bodies, IGOs and international NGOs can play, in particular for providing financial and technical support and collecting and diffusing information on climate science, in cooperation with national and regional bodies. They discussed how such organizations could strengthen environmental management, promote sustainable development and build capacity for effective participation in MEA processes at the regional level. They also mentioned synergy between the secretariat and the UNCCD and the CBD as a potential catalyst for international cooperation.

47. The presentation by the representative of the Secretariat of the Pacific Regional Environment Programme (SPREP)¹⁹ pictured the efforts of the organization in communicating climate change in the Pacific islands. SPREP works with 21 countries and territories in the Pacific region to strengthen environmental management and promote sustainable development. Efforts focus on three key areas: climate change and vulnerability, biodiversity conservation and pollution prevention. In 2006, SPREP facilitated subregional and national workshops focused on supporting the development of national communication strategies. The presenter described how the organization assisted Samoa in developing the first climate change communication strategy in the Pacific. She also reported that, as the 2005–2007 guiding framework, Education and Communication for a Sustainable Pacific, is coming to an end, SPREP is now considering how to improve climate change education and communication in the Pacific in the next five years.

48. The presentation by another representative of CCCCC demonstrated initiatives by the organization in the Caribbean region under Article 6 of the Convention. In particular, it described the MACC project, which introduces a scientific approach to public awareness and outreach activities on climate change. This approach is based on the concept of social marketing, and involves segmenting target audiences and using tools such as public opinion surveys and 'knowledge-attitude-practice/behaviour' (KAP/B) surveys. The presenter outlined the responsibility of the MACC project in implementing the Regional Public Education and Outreach Strategy. The mission of the strategy is to

¹⁸ <<http://www.iucn.org/places/oceania/>>.

¹⁹ <<http://www.sprep.org/>>.

ensure that citizens, governments and the private sector in the Caribbean are aware of climate change and its potential impacts, and have the required knowledge to support and conduct appropriate adaptation responses that enhance the economic and environmental potential of the region.

49. The representative of the Organization of American States²⁰ reported on the Many Strong Voices programme, which is an alliance between Arctic communities and the SIDS that aims to ensure the well-being of these regions severely affected by climate change. The presenter explained that at a workshop from 27 to 29 May 2007 hosted by the CCCCC in Belize and coordinated by UNEP/GRID-Arendal and the Center for International Climate and Environmental Research – Oslo, participants discussed the latest research and assessments on climate change vulnerability and adaptation in the Arctic and the SIDS, and initiated the development of a five-year Action Plan for the Many Strong Voices programme. The Action Plan will include an assessment of the ability of the SIDS to adapt to climate change and a communications and outreach strategy, and will enable the collective voices of these regions to be heard at the international policy level.²¹

50. Participants recognized that efforts to improve cooperation and collaboration at the regional level in climate change outreach and education is critical for enhancing effectiveness and delivery of outreach and education at the national level. Such efforts could include developing regional communication campaigns, establishing and supporting regional contact points, hubs and centres of excellence, training experts and arranging expert exchange programmes, producing and disseminating public awareness and technical reports, and hosting websites or nodes for CC:iNet that are relevant to the region. Participants also discussed the UCSIS (see para. 33 above) and suggested that further cooperation with UCSIS could be explored to provide distance learning courses, such as a Master of Science in climate change.

VI. Concluding remarks and issues for further consideration

A. Financial and technical issues

51. While all SIDS regions have embarked on initiatives to implement activities in climate change education, training and public awareness, participants emphasized that the level of success achieved in implementing these activities is limited by availability of resources. Participants recognized that one approach to securing funding is to integrate education and outreach components into other GEF-funded projects, but they emphasized the need to leverage additional and specific support.

52. Participants highlighted the need to identify and engage existing national and regional technical and financial resources, and suggested that priority in implementing work under Article 6 be given to strengthening regional cooperation. Nevertheless, regional cooperation can complement but not replace national efforts in outreach and education, and a regional strategy should take into account the common goals but different capabilities of the Parties, consistent with their sustainable development priorities. The overall goal of regional cooperation strategies would be to assist governments and communities within SIDS regions to identify local opportunities and develop capacity to respond to and exploit opportunities.

53. Participants emphasized the need to evaluate existing tools and identify baseline awareness indicators to monitor and evaluate the effectiveness of education and outreach actions. They also acknowledged that national focal points for Article 6 need more recognition and support to carry out their role efficiently.

²⁰ <<http://www.oas.org/>>.

²¹ Further information and a complete set of presentations can be found on the programme's website at <<http://www.manystrongvoices.org/>>.

B. The New Delhi work programme on Article 6 of the Convention

54. Participants reported that the New Delhi work programme is providing a positive operating environment and highlighted that it contributes to better awareness of climate change, stimulates new climate-related activities and promotes better compliance with provisions of the Convention. Nevertheless, they reported that too little attention has been paid to its implementation at the national and regional levels, because of its lack of defined time frames and milestones, specific references to the needs of target population groups, measurable indicators of level of implementation, and adequate funding.

55. Given the limitations of the New Delhi work programme outlined in paragraph 54 above, participants considered how the work programme could be enhanced from a SIDS point of view. In particular, they suggested the following activities be incorporated in an extended work programme:

- (a) Strengthen political will and commitments in relation to climate change outreach and education;
- (b) Enhance regional implementation of the New Delhi work programme;
- (c) Undertake KAP/B surveys to use as a baseline study and for monitoring levels of climate change awareness and understanding;
- (d) Collect baseline data, establish performance target indicators and evaluate activities and outcomes;
- (e) Identify evaluation tools and a monitoring system in order to measure achievement;
- (f) Establish and maintain a SIDS public awareness and outreach network to coordinate work and collaborate on the dissemination of information;
- (g) Promote the use of CC:iNet for information sharing;
- (h) Identify SIDS outreach and education best practices in order for them to be adapted and implemented at the national level;
- (i) Promote the role of United Nations bodies in extending existing partnerships or fostering development of new partnerships on climate change to address specific needs of the SIDS;
- (j) Develop national, regional and international partnerships to support implementation of Article 6 activities by the SIDS;
- (k) Establish a funding mechanism for Article 6;
- (l) Improve climate change related school curricula at the national and regional levels, including through sharing of materials and successful courses at the regional level.
