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Article 6 of the Convention

**Report on the regional workshop on the implementation of
Article 6 of the Convention in Africa**

Note by the secretariat*

Summary

The regional workshop on the implementation of Article 6 of the Convention in Africa was held in Banjul, the Gambia, from 13 to 16 September 2010. Participants representing 40 African countries, United Nations organizations, non-governmental organizations and the media shared experiences, lessons learned and good practices in developing and implementing education, training and awareness activities and discussed opportunities for strengthening and expanding those activities. They also assessed the implementation of the amended New Delhi work programme on Article 6 of the Convention and made recommendations on how to further enhance it.

* This document was submitted after the due date owing to the timing of the regional workshop.

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I. Introduction

A. Mandate

1. The Conference of the Parties (COP), at its eighth session, adopted the New Delhi work programme on Article 6 of the Convention (hereinafter referred to as the New Delhi work programme),¹ a five-year work programme on the implementation of Article 6 of the Convention (hereinafter referred to as Article 6). The Subsidiary Body for Implementation (SBI), at its twenty-seventh session, recognized that the five-year New Delhi work programme had proved to be a good framework for action² and that the regional workshops on Article 6 held within the five-year period had helped to advance the New Delhi work programme by providing useful inputs to the work on Article 6 at the country level and by identifying possible follow-up action at the national, subregional and regional levels.³

2. At its thirteenth session, the COP, by its decision 9/CP.13, adopted the amended New Delhi work programme as contained in the annex to that decision. In that same decision, the secretariat was requested to organize thematic regional and subregional workshops, prior to the intermediate review of the work programme in 2010, to share lessons learned and best practices.⁴ The secretariat began this process by holding a European regional workshop in May 2009,⁵ followed by a regional workshop for Asia and the Pacific in October 2009⁶ and a regional workshop for Latin America and the Caribbean in April 2010.⁷

3. Furthermore the SBI, at its thirty-second session, invited Parties in a position to do so to provide, as a matter of urgency, financial resources for the organization of long-planned thematic regional workshops on the implementation of Article 6 of the Convention in Africa and in the small island developing States (SIDS), pursuant to decision 9/CP.13.⁸

B. Possible action by the Subsidiary Body for Implementation

4. The SBI may use the information in this report to identify matters for further consideration and to make recommendations on further action to advance the implementation of the amended New Delhi work programme.

II. Proceedings

5. The regional workshop on the implementation of Article 6 of the Convention in Africa was held in Banjul, the Gambia, from 13 to 16 September 2010. It was organized by the secretariat in cooperation with the Government of the Gambia. It was funded by the Governments of Belgium, Norway, Switzerland and the United States of America.

6. Seventy-eight participants from 40 countries across Africa, representatives of the Government of Belgium, the United Nations Environment Programme (UNEP),

¹ Decision 11/CP.8.

² FCCC/SBI/2007/34, paragraph 51 (a).

³ FCCC/SBI/2007/34, paragraph 51 (b).

⁴ Decision 9/CP.13, annex, paragraph 29 (c).

⁵ FCCC/SBI/2010/2.

⁶ FCCC/SBI/2010/3.

⁷ FCCC/SBI/2010/9.

⁸ FCCC/SBI/2010/10, paragraph 64.

representatives of the United Nations Institute for Training and Research (UNITAR), experts from non-governmental organizations (NGOs) and representatives of youth organizations participated in the workshop.

7. Mr. Pa Ousman Jarju, UNFCCC focal point, the Gambia, chaired the workshop. The workshop, which had facilities for interpretation in French and English, took place over three and a half days and was structured around 34 presentations and 10 sessions, including three small working group sessions.

8. The workshop started with Muslim and Christian prayers, followed by a choral chant by a group of children calling for urgent action on climate change and asking to bear in mind the future of the next generations.

9. The opening plenary was attended by three ministers, three permanent secretaries, three representatives of diplomatic missions and journalists from three different media houses. Ms. Fatou Ndeye Gaye, Article 6 national focal point, the Gambia, opened the floor and highlighted the scope of Article 6 and of the amended New Delhi work programme and mentioned some examples of action taken in the Gambia to implement Article 6. This intervention was followed by a statement by Mr. Pa Ousman Jarju, chair of the workshop, who invited participants to consider the importance of Article 6 in improving the awareness and understanding of climate change, and by welcoming remarks by a representative of the secretariat, who mentioned the relevance of this regional workshop in the context of the upcoming intermediate review of the amended New Delhi work programme. The opening session concluded with a statement by Mr. Jato Sillah, the Minister of Forestry and the Environment, the Gambia, who addressed fellow ministers, guests and participants and highlighted the support of the Gambia to Article 6 and to the amended New Delhi work programme within the UNFCCC negotiations. After discussing the importance of Article 6 to the Convention, in particular to the African continent, he officially opened the regional workshop.

10. During session I an outline of the workshop methodology and background information on Article 6 and the amended New Delhi work programme were provided by the secretariat. This was followed by a presentation by the Gambian Article 6 focal point on the gaps in the implementation of the amended New Delhi work programme identified during the first African regional workshop on Article 6 of the Convention, held in Banjul, the Gambia, in January 2004.

11. Session II featured a panel discussion on good practices in facilitating the public awareness and understanding of climate change. National case studies were presented by the representatives of Burkina Faso, Egypt, Nigeria, Sierra Leone and Zimbabwe.

12. In session III participants split into three small groups, one francophone and two anglophone, and focused their discussions on the role that networking and information exchange tools can play in implementing the amended New Delhi work programme. A summary of the main points discussed is given in chapter IV below. The first day ended with feedback in the plenary from the three working groups.

13. The second day of the workshop started with two presentations on networking and information exchange tools. A representative of UNITAR presented the One UN Training Service Platform on Climate Change (UN CC:Learn), an initiative coordinated by UNITAR involving 22 United Nations organizations with the goal of strengthening human resources, learning tools and skills related to climate change. A presentation by the secretariat on the information network CC:iNet⁹, a clearing house for sources of information on public information, education and training in the field of climate change, followed. The

⁹ Available at <http://unfccc.int/cc_inet/items/3514.php>.

presentation on CC:iNet was followed by a training session on how to subscribe to and to actively use this tool.

14. In session IV, national case studies relevant to educational and training activities in the Democratic Republic of the Congo, Côte d'Ivoire and Kenya were presented. This was followed by a presentation by UNITAR on projects supporting pilot countries in taking a strategic approach to learning and skills development on climate change. The British Council presented its Climate4Classrooms initiative, which is aimed at enhancing the global understanding of the causes of, and ways of responding to, climate change through the development of educational resources.

15. Session V started with two presentations, one by the secretariat on the coordinated response by United Nations organizations to enhance the understanding of and participation in climate change issues by children and young people and one by a representative of the youth constituency to the UNFCCC (YOUNGO),¹⁰ and a member of the African Youth Initiative on Climate Change (AYICC), on youth-led climate actions and their role in the implementation of Article 6.

16. The workshop continued with a side event organized by AYICC and YOUNGO and moderated by the national coordinator of the Children for Children Organisation of the Gambia. During the side event presentations were delivered by Concern Universal, an international NGO based in the United Kingdom of Great Britain and Northern Ireland that works in eight countries across sub-Saharan Africa, and by the chair of the workshop on climate change negotiations and the position of countries and major groups and blocks. A representative of UNEP highlighted the role that civil society organizations and NGOs can play within the UNFCCC international conferences and the positions of African countries within the UNFCCC negotiations. The side event concluded with a video by the British Council on youth participation in the Conference of the Parties at Copenhagen in December 2009.

17. Session VI featured presentations on international and regional cooperation. A representative of UNEP presented the details of the UNEP/United Nations Development Programme (UNDP) project CC DARE (Climate Change and Development – Adapting by Reducing Vulnerability). This was followed by a presentation by the secretariat on behalf of the United Nations Educational, Scientific and Cultural Organization (UNESCO) on the initiative on climate change education aimed at understanding climate change and learning ways to mitigate and adapt to its impacts. The next presentation, by the British Council, was on the Africa Talks Climate project, an African-led research and communication initiative aimed at enabling informed action on climate change. In the final presentation of the day the secretariat introduced the UNFCCC Fellowship Programme, a capacity-building initiative for young professionals from developing countries, in particular least developed countries (LDCs) and SIDS.

18. The third day of the workshop started with a series of presentations on case studies on public participation, communication and access to information on climate change issues. The presenters were representatives of Botswana, the Gambia, Guinea, Lesotho, Mali, Rwanda, Swaziland, the United Republic of Tanzania and Zambia. A representative of the secretariat made a presentation on behalf of the United Nations Economic Commission for Europe (UNECE).

19. In the final session of the third day, session VII, the participants split into small groups, one francophone and two anglophone, to share inputs on their experiences reporting on the implementation of Article 6 in the region through national communications.

¹⁰ YOUNGO is listed as a provisional constituency pending a final decision on its status by the secretariat by COP 17.

20. The fourth day of the workshop started with a discussion within small groups, one francophone and two anglophone, aimed at identifying key priorities, good practices, potential gaps in, and barriers to, the implementation of the amended New Delhi work programme in Africa and at making recommendations for its forthcoming intermediate review. The outcomes of the discussions were presented in plenary, and a number of recommendations focusing on existing gaps and possible areas for improvement, given in chapter V below, were put forward.

21. The results of an evaluation by workshop participants on the user-friendliness of CC:iNet and detailing the next steps for its development and implementation were presented by a representative of the secretariat. This was followed by a presentation by another representative of the secretariat, who provided the results of a survey completed by the workshop participants on national and regional priorities in the implementation of Article 6 and the amended New Delhi work programme.

22. The workshop concluded with the adoption of the recommendations, read by Mr. Kebba Sonko, Acting Permanent Secretary of the Ministry of Forestry and the Environment, the Gambia, and with concluding remarks by Mr. Mustapha Darboe, Acting Deputy Permanent Secretary of the Ministry of Forestry and the Environment.

23. A summary of the presentations mentioned in chapter II is given in chapter III below; the main outcomes of the discussions that followed are given in chapter IV below. All available presentations can be found on the UNFCCC website.¹¹

III. Summary of the presentations

A. Public awareness of climate change issues

24. Owing to the active support of institutions such as the Climate Change Central Department and the National Committee for Climate Change, Egypt is keenly engaged in taking initiatives related to Article 6. In particular, a representative of Egypt presented the work done in promoting public awareness, ranging from the celebration of World Environment Day, to holding training courses for teachers and school inspectors on how to simplify the topic of climate change for students. Children can learn environment-friendly behaviour with *Bezra World*, an online multiplayer game, or by accessing *Green Corner Libraries*, an environmental literacy programme. Many public awareness projects have been implemented through audio and visual media, including television and radio. In order to raise awareness on climate change, the Government of Egypt cooperated with civil society organizations, such as the *Habi Centre for Environmental Rights*, which is responsible for providing training, disseminating publications and monitoring environmental issues. Furthermore, the *Global Environment Facility* and *UNDP* have played a significant role in supporting a platform for exchanging information among national experts on climate change mitigation and adaptation issues.

25. A representative of Zimbabwe shared information on activities undertaken by the Government of Zimbabwe to fulfil obligations under Article 6, such as the organization of workshops to foster awareness on climate change issues among targeted groups, including farmers and indigenous people, local authorities and parliamentarians, the private sector and the media. During the preparation of the initial national communication, the lack of financial assistance emerged as a barrier to the implementation of climate change projects, including for public awareness and education, particularly with regard to the systematic review of the educational curricula. Furthermore, in the course of a round-table discussion

¹¹ See <http://unfccc.int/cooperation_and_support/education_and_outreach/items/5645.php>.

organized in 2009 to raise awareness on climate change and related negotiations, among the needs that emerged were: to raise awareness among legislators; to strengthen institutional arrangements; to seek cooperation with civil society organizations in addressing climate change issues; and to develop and disseminate materials, including through the Internet, on climate change among the population in order to increase awareness.

26. In countries particularly vulnerable to desertification and that need to increase their adaptive capacity, awareness-raising campaigns are of paramount importance, as a representative of Sierra Leone pointed out in his presentation.

27. The representative of Nigeria mentioned that women and children are affected most by climate change. In order to enhance knowledge and awareness of adapting to the impacts of climate change, the Nigerian Federal Ministry of Environment, in collaboration with the Women Environmental Programme and with the support of UNDP, organized a technical workshop on gender and climate change. The workshop enabled a fruitful exchange of ideas, sharing of knowledge and identification of a strategy for integrating gender into national climate change action plans. The needs identified included giving greater visibility to gender issues within climate change policies and strengthening institutions that can facilitate strategic national planning on gender issues.

B. Information network clearing house (CC:iNet) and the One UN Training Service Platform on Climate Change (UN CC:Learn)

28. A representative of UNITAR presented the development of UN CC:Learn, the objectives of which are to become a comprehensive tool for accessing and sharing training materials on the subject of climate change, to foster the development of a one United Nations climate change training package, to support national processes to strengthen human resources and skills development in relation to climate change through cooperation in the United Nations system, and to facilitate knowledge sharing on the design, delivery and evaluation of the climate change related training activities of United Nations organizations. The main areas of activity of UN CC:Learn are as follows:

(a) Knowledge management and networking, which includes a searchable inventory of United Nations learning and training resources, information on climate change related training activities promoted by the United Nations, and the sharing of experiences and good training practices;

(b) The development of a one United Nations climate change training package, which includes core United Nations learning materials and thematic learning kits;

(c) Pilot projects at the country level to strengthen human resources and skills development in relation to climate change.

29. A representative of the secretariat presented CC:iNet, an Internet-based platform established under the New Delhi work programme designed as a clearing house for sources of information on education, training and public information in the area of climate change. Its objective is to help governments, organizations and individuals gain rapid and easy access to ideas, strategies, contacts and a database of experts and materials that can be used to motivate and empower people to take effective action on climate change. It includes various indexed textual and relational databases, search features and links to partners, including Parties, United Nations organizations, intergovernmental organizations (IGOs) and NGOs engaged in the implementation of Article 6.

30. The presentation on CC:iNet illustrated the two-phase implementation approach, current features and functionality, and the planned enhancement of the system to be completed by COP 16 and the sixth session of the Conference of the Parties serving as the

meeting of the Parties to the Kyoto Protocol¹² in order to best accommodate the needs of its current users and to engage a broader audience. This enhancement will involve improvements to the functionality of the system, the quality and type of information, including accessibility in both English and French, and the layout and organization of materials. The presentation concluded with a training session on how to register for CC:iNet online¹³ and on how a registered user can enter and retrieve information.¹⁴

C. Education and training

31. A representative of Kenya shared information on the national environmental education and awareness project, an initiative by the Ministry of Environment and Mineral Resources, Kenya, aimed at providing a platform to inform, educate and engage various stakeholders in climate change and sustainable development issues. There are four components involved: schools, universities, civil society organizations and the media. With regard to schools, the engagement of teachers, pupils and parents led to concrete results, such as the implementation of tree planting and the establishment of nurseries, water harvesting and eco-club projects in schools. Some activities were carried out in partnership with local community-based organizations (CBOs) in order to better involve local communities. Several types of awareness material were produced, such as T-shirts, caps, calendars, brochures and green ribbons, a symbol for conserving the environment. The representative of Kenya shared some of these materials with the participants as samples of awareness-raising tools that can be easily replicated. Among the lessons learned from this project, the representative of Kenya highlighted the involvement of local communities, as this enhances a feeling of ownership and confidence in the successful implementation and coordination of activities.

32. A representative of the Democratic Republic of the Congo delivered a statement on the importance of education and the media at the international level in influencing behaviour change with regard to environmental protection. In particular, the representative noted that in the wake of natural disasters that have afflicted both developed and developing countries in recent years, public awareness policies can be a powerful weapon to combat climate change, especially if combined with a greater media involvement and climate change issues being addressed in schools. The representative added that the Democratic Republic of the Congo is willing to host initiatives that benefit the environment in Africa and beyond.

33. A representative of Côte d'Ivoire presented the results of a training workshop for 100 magistrates and 50 law practitioners (lawyers and law students) on environmental law, in particular on the UNFCCC. During the workshop, organized with the support of UNDP, the text of the Convention was distributed and analysed and the working mechanisms of the Convention and its Kyoto Protocol, including the current status of negotiations, were explained. The workshop highlighted the importance of reinforcing knowledge of environmental law within the judiciary system.

34. A representative of UNITAR outlined the features of pilot projects at the country level in the context of UN CC:Learn. These projects are aimed at supporting pilot countries to develop a national human resources, learning and skills development strategy on climate change and, at the same time, at fostering specific actions to enhance learning and training

¹² See FCCC/SBI/2007/26.

¹³ See *Contributing to CC:iNet – A quick-start guide*. Available at http://unfccc.int/cc_inet/information_pool/simple_search/items/3522.php?displayPool=874.

¹⁴ See *CC:iNet Video Presentation – Registration and Submitting Content*. Available at http://unfccc.int/cc_inet/information_pool/simple_search/items/3522.php?displayPool=1384.

tools in the short, medium and long terms. Each project has a phased approach consisting of four steps:

- (a) Project inception, awareness-raising and knowledge transfer;
- (b) Development of a national strategy to strengthen human resources, learning and skills development in order to address climate change;
- (c) Implementation of advanced learning action;
- (d) Evaluation of pilot projects and identification of lessons learned.

35. The budget for each pilot project is in the range USD 200,000–250,000, with 50–60 per cent of funding made available as a grant to partner countries to support locally executed activities and the remainder used to provide technical and methodological support. In early 2011, three to four pilot projects are expected to be initiated, subject to mobilization of resources.

36. The British Council presented its Climate4Classrooms initiative, which is a project that focuses on bringing to schools science-based, innovative climate change educational resources based on recognized scientific research, with a view to overcoming cognitive and normative barriers to the understanding of climate change issues. Partners involved in this initiative, currently being piloted in China, Indonesia, Mexico and the United Kingdom of Great Britain and Northern Ireland, include the Royal Geographical Society, the Royal Meteorological Society, ministries of education and the environment, centres for teacher training and educational/environmental NGOs. No African countries are currently involved, and, although all teaching materials can be downloaded from the Internet, the British Council is searching for a pilot country in Africa in which to implement the project.

D. Enhancing awareness of climate change issues among children and young people and increasing their participation in tackling climate change

37. A representative of the secretariat introduced the United Nations Joint Framework Initiative on Children, Youth and Climate Change, a secretariat-led initiative working with existing and emerging United Nations inter-agency mechanisms and with youth organizations. Its goal is to facilitate more effective coordination and implementation of projects for children and youth in their countries and a greater engagement of children and youth in intergovernmental processes and related activities undertaken by the United Nations family. Some of the activities undertaken at COP 15 were highlighted, such as an intergenerational inquiry, briefings with high-level government officials and the Intergenerational Commitment Book, in which representatives of Parties, United Nations organizations, IGOs, NGOs and the private sector expressed their views on how to improve youth participation in addressing climate change.

38. The representative noted that the initiative had published two publications. The first publication, *Growing Together in a Changing Climate*¹⁵, contains information on activities ranging from global initiatives that raise awareness about the response to climate change, to advocacy efforts at UNFCCC negotiations. The second, *Youth Participation in the UNFCCC Negotiation Process*,¹⁶ is intended to inform governments, IGOs, NGOs and young people participating in sessions of the UNFCCC.

¹⁵ Available at <http://unfccc.int/files/cc_inet/information_pool/application/pdf/growingtogether.pdf>.

¹⁶ Available at <http://unfccc.int/files/cc_inet/information_pool/application/pdf/unfccc_youthparticipation.pdf>.

39. AYICC, currently present in over 35 African countries, aims at promoting public information, education and communication on climate change among children and the young. A representative of YOUNGO, who is also a member of AYICC, described the initiatives undertaken by AYICC. In the Gambia, AYICC has been involved with various events, including the organization of the global week of climate action, planned for October 2010, and a national consultative forum on youth engagement on climate change, planned for November 2010. Through a network facilitated by the use of social media, AYICC raises awareness on climate change and reaches out to a large number of people in Africa. AYICC, however, notes that national governments should provide an enabling environment in order to allow an effective youth participation in responding to climate change at the local, national, regional and international levels and that young people should be included in official delegations to UNFCCC meetings and in other climate change related activities.

E. International and regional cooperation

40. A joint UNEP–UNDP programme, CC DARE, aims to remove barriers and to create opportunities for integrating climate change adaptation into national development planning and decision-making frameworks in 15 sub-Saharan countries. In his presentation, a representative of UNEP highlighted the educational, training and public awareness components of the various activities carried out under the CC DARE project. Furthermore, he underscored the importance of envisaging a national climate change integrated communication strategy, of engaging the ministries of education and information/communication in the implementation of Article 6 related activities, and of facilitating and encouraging partnerships with civil society organizations and journalists as agents of sensitization and communication of climate change issues, rather than promoting stand-alone initiatives.

41. A representative of the secretariat delivered a presentation on behalf of UNESCO on the UNESCO Climate Change Initiative, touching upon the scientific, cultural and ethical aspects of climate change education. Within the framework of the United Nations Decade of Education for Sustainable Development, UNESCO is taking the lead on climate change education. The initiative, through formal and informal education programmes, is aimed at helping young people understand and address the impacts of climate change and encourages the changes in attitudes and behaviour necessary to pursue a more sustainable development path.

42. A representative of the British Council located in Nigeria presented Africa Talks Climate, an African-led research and communication initiative based on the principle that those worst affected must be better informed in order for them to understand and effectively respond to their changing climate. After extensive research conducted in 10 sub-Saharan countries which explored public perceptions of climate change, separate projects have been established involving faith leaders and young people in educational programmes.

43. A representative of the secretariat presented the UNFCCC Fellowship Programme, which offers the possibility to mid-career governmental officials to undertake research projects within the UNFCCC secretariat, thus contributing to building capacity for addressing climate change in developing countries, in particular SIDS and LDCs.

F. Public participation, communication and access to information on climate change issues

44. A representative of the United Republic of Tanzania presented a large number of initiatives successfully carried out in his country to implement Article 6. In particular,

public participation has been strengthened thanks to the enabling environment created through the establishment of institutional and legal frameworks. The public is now directly involved in implementing climate change mitigation programmes or in assessing climate change impacts in local areas. With regard to communication and access to information, the United Republic of Tanzania features a well-organized climate change communication network that enables an efficient exchange of information among the various stakeholders involved, both public and private. In particular, the Vice-President's Office has established a public relations and information unit, which disseminates environmental information to the public in collaboration with public and private media houses.

45. A representative of Guinea delivered a presentation on activities undertaken at the national and local levels to foster communication and access to information by various groups, namely policymakers, local authorities, women and children. Communication has been secured through the media (television, radio), cultural means (theatre, music) and faith leaders.

46. A representative of the Gambia highlighted the strong involvement of communities and the main stakeholders in gathering data for the compilation of the initial national communication and for the upcoming second national communication. Great importance was given to the chapters on Article 6 in both national communications, prepared also with the contribution of data gathered through consultations with, and questionnaires completed by, relevant stakeholders. A simplified version of the initial national communication was distributed among the country's population in order to sensitize vulnerable groups to climate change issues.

47. A representative of Zambia focused his presentation on the training of journalists to report climate change in his country as part of the development of a national climate change communication and advocacy strategy. The objective of the training, which reached 54 journalists from different media houses, was to enhance the capacity of the media to report on climate change in an accurate, effective and timely way, thereby increasing awareness of the challenges faced in the pursuit of sustainable development. Bureaucracy is listed among the challenges identified by journalists, especially in their relations with technocrats/researchers, as it can affect access to information.

48. A representative of Mali provided an overview of the project undertaken in his country to promote capacity-building on climate change on the basis of the principles of Article 6. The objective of the project was to strengthen education, training and public awareness among several population groups, in particular teachers, students, rural communities, NGOs, local authorities and parliamentarians. Difficulties encountered, such as an absence of user-friendly material on climate change and the availability of such material in local languages, were resolved with the preparation and translation of relevant materials. Enhanced understanding of adaptation techniques, as well as increased awareness of the relevance of traditional knowledge and of mainstreaming climate change into local development plans, were among the positive outcomes of this project.

49. A representative of Swaziland provided information on the national strategy on climate change, which is being implemented with the participation of relevant stakeholders. The strategy includes awareness-raising campaigns through the State constituencies carried out by climate change teams, with the objective of involving target groups through various means, including with the help of theatre groups dramatizing climate change related issues in the local language. Other initiatives included a two-day national dialogue in which all stakeholders, including representatives of youth, NGOs and CBOs, shared views on possible measures to address climate change. Furthermore, school debates on climate change will feed into a youth summit in which youth organizations will come together to discuss climate change issues.

50. A representative of Lesotho presented his country's experience in disseminating information on climate change among various groups, including government officials, NGOs, students, faith-based organizations, community leaders and media houses, with a view to fostering the public's active role in the response to climate change. In order to improve public access to information, the Lesotho Meteorological Services has made information on climate change accessible to the public. Among the challenges identified are the lack of expertise and funds to carry out targeted projects, inadequate institutional arrangements, and insufficient involvement of and support from the private sector.

51. A representative of Botswana highlighted the importance of observation and research networks, NGOs and the media in disseminating information on climate change. Training workshops have been organized to familiarize participants (local and district authorities, teachers and journalists) with climate change issues. In particular, radio broadcasts, the most popular means for reaching the majority of the population, have proved to be successful in raising awareness on climate change among the public, which actively participated in on-air phone-in discussions with climate change experts and NGOs.

52. A representative of the secretariat, on behalf of UNECE, delivered a presentation on the Aarhus Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters. This convention focuses on interactions between the public and public authorities and grants the public rights regarding access to information, public participation in governmental decision-making processes and access to justice on matters concerning the local, national and transboundary environment. The Aarhus Convention is presently ratified by countries in the European region; however, it is open for ratification by any member State of the United Nations. The Aarhus Convention provides a model for other regions to ensure a more effective implementation of Article 6, notably the implementation of those elements relating to access to information and public participation.

53. A representative of Rwanda provided information on a project linking poverty eradication, information dissemination and environmental protection. The Government of Rwanda is determined to address the climate change challenge through several means, such as establishing environment and climate change management focal points in different ministries in order to ensure a structured approach to policy and strategic planning on climate change, increasing the public's understanding of climate change threats by translating relevant material into the local language, and disseminating good practices of climate change mitigation and adaptation through the media.

54. A representative of the secretariat presented the results of a short evaluation by workshop participants of the usability of CC:iNet and suggestions for its improvement. The respondents reported using the UNFCCC website and document references as the primary access point for CC:iNet, although 75 per cent of respondents were unaware of its existence prior to the survey. Fifty-seven per cent of the respondents who access CC:iNet tend to use it once or twice a week. Only one respondent was a registered user, while 64 per cent of the respondents were not aware that registration was possible. Respondents rated the usefulness and user-friendliness of CC:iNet between good (33 per cent) and excellent (50 per cent), while the quality of information was rated as good (60 per cent) to excellent (30 per cent). The majority of the respondents (93 per cent) agreed that training on CC:iNet would be beneficial. The main suggestions for improving CC:iNet were:

- (a) To include promotion of CC:iNet usage in the tasks of the Article 6 focal point;
- (b) To enhance the content of the platform by including information on findings by the Intergovernmental Panel on Climate Change;
- (c) To translate it into different languages;

- (d) To allow submission of information through other means (e-mail and post) to assist those with intermittent Internet connections;
- (e) To consider it as a reporting tool;
- (f) To include more detailed information on all matters relating to Article 6;
- (g) To include workshop outputs.

55. A representative of the secretariat provided an overview of the status of the implementation of Article 6 and the amended New Delhi work programme in Africa based on a survey of the workshop participants. The profile of the respondents was as follows: 48 per cent were responsible for developing and/or implementing national programmes on Article 6; 36 per cent were involved in activities related to Article 6; and 16 per cent were interested in learning more about activities related to Article 6.

56. Overall, the three most important issues regarding Article 6 according to the respondents were education, public awareness and communication, and public participation.

57. With regard to education, it was noted that most curricula on environmental issues target primary and university education. The respondents stated that the main barriers to the implementation of educational activities include inadequate financial resources and a lack of educational materials, followed by a lack of expertise and staff.

58. The main barriers to the implementation of training activities include inadequate funding and lack of required expertise. Participants considered local, national, and international training workshops, training of trainers programmes, and an ongoing 'learning by doing' approach as the most appropriate methods of addressing training-related priorities.

59. With regard to public awareness and access to information, the respondents stated that 40–50 per cent of the citizens of their respective countries were aware of issues related to climate change. Most awareness-raising activities are carried out by governments, NGOs and the press. Parties' key target audiences include policymakers, the general public, the press, NGOs, children and youth, and academia. The key messages used by Parties to promote awareness of climate change issues are that climate change is taking place and poses real threats and that there are specific actions that citizens can take to adapt to the adverse effects of climate change and to reduce emissions. The respondents stated that they use television, radio, awareness raising campaigns and newspapers as their main means of disseminating information, while the Internet was the least used. The respondents found that the main barriers to implementing awareness-raising activities include inadequate financial resources, inadequate expertise and inadequate political or institutional support. In order to improve awareness-raising efforts, the respondents seek, primarily, training for staff, guidelines and best practices tools, assistance from international organizations with expertise in activities related to Article 6, and access to information and communication technologies.

60. According to the respondents, information on climate change issues is available to the public in their countries. Most of the respondents stated that their countries have a national focal point who can be contacted when seeking information on climate change. Over 65 per cent of these countries have an official national climate change website.

61. Sixty-two per cent of the countries in the region have a mechanism to promote public participation in climate change related decision-making processes. The respondents indicated the need for financial support, for the improvement of information networks and of public consultations, and for the translation of materials into local languages in order to facilitate access to information on climate change issues.

62. With regard to international cooperation, most respondents acknowledged that financial support had been received for activities related to national communications; 45 per cent of the countries reported having received support for activities related to Article 6.

63. In their responses to the survey questionnaire, the workshop participants identified issues that need to be addressed in order to enhance the implementation of the amended New Delhi work programme. These include linkages to the main programmes of the Convention and its Kyoto Protocol (such as adaptation, clean development mechanism, capacity-building and technology development and transfer), a specific funding mechanism to enable the implementation of Article 6 related activities, measurable indicators of implementation and a balanced combination of national and regional approaches.

IV. Main outcomes of the discussions

A. Communication, networking and information exchange

64. Most of the participants were not aware of CC:iNet prior to the regional workshop, but received hands-on training on its use, as described in paragraph 30 above. In order to improve knowledge of CC:iNet, participants requested the secretariat to make presentations on the full-scale version of CC:iNet for the African group and LDCs group during their coordination meetings at COP 16. Furthermore, participants have identified several barriers to communication, networking and information exchange with respect to climate change, such as the lack of human and financial resources to engage in communication-related issues and widespread disinformation about climate change, and also of materials available in local languages. In the course of the discussion, participants identified common themes which, in specific cases, could be addressed with adequate financial resources or support, such as the need:

(a) To promote the sharing of experience and research and to develop innovative platforms for adaptation and mitigation measures;

(b) To provide regional information on environment and sustainable development issues by organizing annual meetings for representatives of Parties to the UNFCCC to share experience on environmental themes;

(c) To perform an evaluation of relations between governments and media houses;

(d) To promote awareness on climate change issues among policymakers and to improve communication between policymakers and experts;

(e) To translate materials on climate change into major local languages in order to promote greater outreach;

(f) To support the production, in association with the private sector, of video materials, radio broadcasts, jingles, dramas, publicity and press articles on climate change;

(g) To encourage training and the provision of incentives for media houses in order to support the production of effective messages on climate change.

B. Reporting on the implementation of Article 6 through national communications

65. Participants noted that reporting on activities related to Article 6 through national communications would benefit from a strategic approach to climate change policies in

general, including mainstreaming climate change in national development plans. Such an approach would also allow the identification of general and technical problems as well as constraints affecting Parties not included in Annex I to the Convention in the process of preparing their national communications and assessing specific needs.

66. In considering activities related to Article 6 reported in national communications already submitted, participants noted that reporting on Article 6 is linked mainly to the degree of implementation of Article 6, which could be improved by undertaking specific actions such as:

(a) Undertaking a structured assessment of the level of awareness on climate change issues in order to step up efforts on sensitization. This could be made, for example, by disseminating, including at the grassroots level, the results of already submitted national communications and by regularly conducting surveys to assess the level of awareness and understanding of climate change issues;

(b) Improving communication on climate change through the implementation of coordinated strategies involving key groups, such as the media, faith-based organizations, NGOs and the performing arts industry (film, theatre and music). Target audiences would include policymakers, academia, children and youth, women, communities, local governments, farmers and traditional leaders. In this context, the communication of climate change issues in local languages is of paramount importance;

(c) Increasing networking and interactivity between policymakers, experts and the public, with a view to enabling the public to be more involved in shaping plans to address climate change issues. Such an approach would also increase the public's awareness of its own role and responsibilities;

(d) Systematically including environmental education, with a special emphasis on climate change education, particularly in the curricula of schools. It was noted that countries in Africa apply different policies with regard to the introduction of climate change in education modules. Some countries already incorporate climate change issues in higher education studies, including in masters degrees and doctorates. Several initiatives have been taken in terms of informal education, owing to efforts by NGOs, CBOs and civil society organizations, although improvements in delivery mechanisms, such as scholarships for students and researchers, training for trainers modules or teaching materials, are necessary;

(e) Further promoting training activities through government institutions, academia, international bilateral and multilateral agencies, NGOs and the private sector. In this context, cultural and linguistic barriers need to be overcome in the preparation of adequate training programmes and materials.

V. Issues for further consideration

67. The participants agreed on a number of recommendations that the SBI may wish to consider, as appropriate. These include:

(a) Mainstreaming climate change consideration in national development policies and the plans for various economic sectors as far as feasible. This will ensure that climate change aspects are integrated in all relevant projects and programmes, including education, training and public awareness components;

(b) Scaling up high-level governmental support for implementation of Article 6 related activities;

(c) Encouraging all Parties that have not yet nominated national focal points on Article 6 to do so and to inform the UNFCCC secretariat accordingly;

- (d) Requiring any organization wishing to undertake a project related to Article 6 to consult a UNFCCC national focal point and an Article 6 national focal point in order to ensure coordination of activities at the national level and to avoid duplication of effort and resources;
- (e) Scaling up funding for activities relating to the implementation of Article 6 from various sources, including the financial mechanism of the Convention, bilateral and multilateral cooperation agencies, national public funding, NGOs and the private sector;
- (f) Conducting needs assessments in order to determine national priorities relating to Article 6;
- (g) Developing standard methodologies for the implementation of all components of Article 6;
- (h) Establishing participatory monitoring and evaluation mechanisms for education, training and public awareness activities in order to measure success in implemented projects, identifying needs for improvement and refining planning of future activities;
- (i) Promoting the inclusion of climate change issues in the curricula of primary and secondary schools;
- (j) Fostering formal and informal education, especially for youth, as a tool to enhance awareness on climate change issues;
- (k) Promoting education on adaptation to the adverse effects of climate change by local communities, especially women at the grassroots level;
- (l) Developing communication strategies on climate change at a national level and implementing them in close cooperation with key stakeholders, including civil society organizations, the media, the private sector, women and youth;
- (m) Making better use of the various types of media and promoting transparency and harmonious relations between governments and journalists as they relate to the dissemination of information on climate change;
- (n) Seeking and/or promoting cooperation from faith leaders, traditional communicators and creative institutions, including in the performing arts industry (music, theatre and film), to broadly disseminate messages on climate change;
- (o) Scaling up the involvement of policymakers, including parliamentarians, local governments, women and youth, in targeted awareness-raising on climate change;
- (p) Developing and disseminating awareness materials on climate change in the major local languages and making summaries of national communications submitted to the UNFCCC for policymakers and the general public in a user-friendly language;
- (q) Increasing the number of official and other relevant documents in French and Arabic;
- (r) Enhancing the French and Arabic content of CC:iNet and promoting its use in the region;
- (s) Enlisting support from relevant stakeholders, including civil society organizations, NGOs, CBOs and the private sector, for continuous and long-term capacity-building;
- (t) Promoting collaboration with relevant regional bodies and encouraging them to engage in the implementation of Article 6;

(u) Inviting UNDP and UNEP to expand the CC DARE project to include additional countries in Africa.
