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Article 6 of the Convention

**Report on progress made in, and the effectiveness of, the
implementation of the amended New Delhi work
programme on Article 6 of the Convention**

Note by the secretariat*

Summary

This report synthesizes information on the efforts of Parties to implement the amended New Delhi work programme on Article 6 of the Convention. It highlights progress on the implementation of activities referred to in the work programme as well as the implementation of other activities on education, training, public awareness, public participation and public access to information on climate change and international cooperation in this context. This report further summarizes needs, gaps and barriers with regard to the implementation of the work programme. The objective of this report is to support the review of the implementation of the amended New Delhi work programme.

* This document was submitted after the due date owing to the late submission of views by Parties.

Contents

	<i>Paragraphs</i>	<i>Page</i>
I. Introduction.....	1–6	3
A. Mandate.....	1–2	3
B. Scope of the note.....	3–5	3
C. Possible action by the Subsidiary Body for Implementation.....	6	4
II. Progress made in the implementation of the amended New Delhi work programme.....	7–88	4
A. Education.....	7–19	4
B. Training.....	20–30	6
C. Public awareness.....	31–46	7
D. Public participation.....	47–57	9
E. Public access to information.....	58–68	11
F. International cooperation.....	69–77	13
G. Ways and means to support the implementation of the amended New Delhi work programme.....	78–88	14
III. Conclusions and recommendations.....	89–93	15
Annex		
Parties and organizations with designated focal points for Article 6 of the Convention.....		17

I. Introduction

A. Mandate

1. The Conference of the Parties (COP), by decision 9/CP.13, decided to adopt the amended New Delhi work programme on Article 6 of the Convention¹ and to review its implementation in 2012.
2. The Subsidiary Body for Implementation (SBI), at its thirty-fourth session, endorsed² the terms of reference for the review of the implementation of the amended New Delhi work programme as contained in annex I to document FCCC/SBI/2011/7 and requested the secretariat to prepare documents to support the review. In particular, the secretariat was requested to prepare a document on the implementation of the amended New Delhi work programme.³

B. Scope of the note

3. This report summarizes information on the implementation of the amended New Delhi work programme by drawing on the following sources specified in the terms of reference:
 - (a) Submissions from Parties and observer organizations in response to the invitation by the SBI, at its thirty-fourth session, to submit views that may be relevant to the completion of the review of the amended New Delhi work programme;⁴
 - (b) National communications submitted after the adoption of the amended New Delhi work programme;⁵
 - (c) Information shared at regional workshops on the implementation of Article 6 of the Convention;⁶
 - (d) Information available through the climate change information network clearing house (CC:iNet).
4. The information sources specified in paragraph 3 above have been reviewed with a focus on the implementation of the activities referred to in the amended New Delhi work programme.⁷ In addition, this report highlights the implementation of other relevant activities and summarizes remaining needs, gaps and barriers.
5. The structure of this report follows the six thematic areas of Article 6 of the Convention: education, training, public awareness, public participation, public access to information and international cooperation. The implementation of activities referred to in

¹ As contained in the annex to decision 9/CP.13.

² FCCC/SBI/2011/7, paragraph 66.

³ FCCC/SBI/2011/7, annex I, paragraph 6(a).

⁴ The submissions from Parties and intergovernmental organizations have been made available in document FCCC/SBI/2012/MISC.4. The submissions received from non-governmental organizations are available at <http://unfccc.int/parties_observers/ngo/submissions/items/3689.php>.

⁵ Forty-two out of 43 Parties included in Annex I to the Convention, and 64 out of 151 Parties not included in Annex I to the Convention, submitted a national communication after the adoption of the amended New Delhi work programme.

⁶ <http://unfccc.int/cooperation_and_support/education_and_outreach/items/3143.php>.

⁷ Decision 9/CP.13, annex, paragraphs 17–19.

the amended New Delhi work programme that are not part of one of the six thematic areas of Article 6 of the Convention is reviewed in chapter II.G.

C. Possible action by the Subsidiary Body for Implementation

6. The SBI may wish to take note of the findings contained in this report with a view to identifying further steps to enhance the implementation of Article 6 of the Convention.

II. Progress made in the implementation of the amended New Delhi work programme

A. Education

7. There is a broad consensus among Parties and other stakeholders on the importance of education on climate change. An increasing number and range of educational activities have been undertaken with regard to climate change over the past five years that illustrate significant progress in developing and developed countries.

1. Implementation of activities referred to in the amended New Delhi work programme

8. Chapter II.A.1 of this report synthesizes information on activities to promote and enhance the inclusion of climate change in school curricula at all educational levels and across disciplines, and to develop materials on climate change as referred to in the amended New Delhi work programme.⁸ It further focuses on support provided to non-formal and informal education and the development of educational materials according to national circumstances and cultural contexts.⁹ In addition, information on the implementation of activities on the strengthening of adaptation issues and the key role of youth in education is reported on.¹⁰

9. Most developed countries and many developing countries reported that climate change is part of the official curriculum at the preschool, primary, secondary and university levels. Although in most countries climate change education is addressed as part of environmental education, an increasing number of countries have started to introduce climate change issues across disciplines.

10. Many Parties reported on the development of new university programmes with a specific focus on climate change related issues. In addition, official curricula have been reviewed in a number of developed countries, with the aim of further strengthening the scope of climate change education. In one developing country evaluation indicators to measure the effectiveness of environmental education have been developed.

11. Significant progress has been made in the provision of educational materials to teachers and students in both developed and developing countries. In some countries multimedia tools have been developed that allow for classroom learning and self-study. In many cases information materials have been prepared and disseminated in cooperation with non-governmental organizations (NGOs). Successful examples of bringing science-based, innovative climate change educational resources to classrooms in developed and

⁸ Decision 9/CP.13, annex, paragraph 17(h).

⁹ FCCC/SBI/2011/7, annex I, paragraph 4(i).

¹⁰ FCCC/SBI/2011/7, annex I, paragraph 4(a) and (e).

developing countries include the Eco-Schools programme¹¹ and the Climate4Classroom initiative.¹²

12. Many countries have supported non-formal and informal education on climate change through the promotion of green school and green campus programmes. This has been done through, inter alia, the provision of financial or technical support for schools to improve their energy and water efficiency, exemption of teachers for a teaching period in order to act as environmental focal point and develop and implement environmental campaigns within the school, tree planting initiatives, theme days and exhibitions to promote environmental protection, essay writing and art contests. Many of these programmes aim to educate children and youth on environmentally-friendly behaviour through hands-on involvement while also engaging their parents, the media, local governments and the private sector.

13. The amended New Delhi work programme places particular emphasis on the role of youth in education. Youth organizations, together with other NGOs, such as development or sociocultural organizations, have been the main providers of non-formal education. Such organizations are typically run by volunteers, use experiential learning, provide progressive programmes, involve peer groups and develop leadership as well as a value system.

14. Furthermore, informal education on climate change has been supported through the organization of summer camps and education programmes in museums, parks and nature centres, the provision of resources for training on the implementation of environmental projects with educational components and the work of NGOs in this area.

15. Adaptation issues in climate change education have been strengthened through the development of relevant university programmes and educational materials, inclusion in curricula at the secondary level and the organization of extracurricular activities.

2. Implementation of other activities

16. In many countries, the United Nations Decade of Education for Sustainable Development (DESD), which runs from 2005 to 2014, provides a valuable framework for educational activities, both in schools and in a wider context. Climate change is one of the key action areas of DESD;¹³ it provides encouragement to Parties to take concrete actions that further, inter alia, the goals of Article 6 of the Convention. In this context the United Nations Educational, Scientific and Cultural Organization (UNESCO), which serves as the lead agency for DESD, organizes a number of initiatives focusing on addressing climate change in small island developing States (SIDS).

17. In many countries educational programmes have been undertaken to promote sustainable consumption and production patterns. The youthXchange initiative¹⁴ by the United Nations Environment Programme and UNESCO serves as a successful example, providing educators and individuals with information to understand and promote sustainable lifestyles.

3. Needs, gaps and barriers

18. Although progress has been made in integrating climate change education in school curricula at all levels, the subject is still not sufficiently addressed in many countries. In particular, the following needs have been highlighted: training of teachers; promotion of

¹¹ <<http://www.eco-schools.org/>>.

¹² <<http://climate4classrooms.org/>>.

¹³ <<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/>>.

¹⁴ <<http://www.youthxchange.net/main/home.asp>>.

coordinated actions between formal and non-formal educational initiatives; improved coordination among stakeholders at the national and regional levels; and the need to develop a methodology to evaluate the effectiveness of climate change education activities.

19. The lack of funding, appropriate teaching materials and training for teachers was identified as the main barrier to environmental education in developing countries. Also, the lack of a holistic approach to climate change education is seen as a major impediment to progress.

B. Training

20. Training¹⁵ is widely recognized to be a critical component of countries' efforts to address climate change. Parties and other stakeholders reported on the implementation of a variety of training programmes on climate change related issues in both developed and developing countries.

1. Implementation of activities referred to in the amended New Delhi work programme

21. In the amended New Delhi work programme Parties recommended promoting the training of teachers on climate change related issues at the regional and international levels¹⁶ and developing regional programmes and activities, including the preparation of training materials, using local languages where applicable and practical.¹⁷

22. Training for teachers on climate change education at all educational levels has been conducted in many developed and some developing countries. Training materials, such as a teacher support guide on how to incorporate content on climate change in the curricula of relevant educational areas, have been made available on many governmental and non-governmental websites.

23. In some countries the provision of training and materials for teachers has been complemented by the establishment of networks among schools and teachers or the organization of conferences to facilitate sharing of materials, experiences and replicable practices on climate change education.

2. Implementation of other activities

24. In many countries civil servants and decision makers at the local and national levels, as well as scientific and technical personnel, have been trained on climate change related issues. As a consequence, training for trainers programmes have been successfully utilized to reach a wider audience. In developing countries many training programmes have been conducted in cooperation with intergovernmental organizations (IGOs) and local environmental, faith-based and women's organizations.

25. Many training programmes have been undertaken in the transport, construction, energy and manufacturing industries, mainly in the field of energy efficiency, in developed and developing countries. In developing countries a number of training programmes have also been undertaken on the development of project activities under the clean development mechanism.

26. Many Parties recognized the important role that the media plays in combating climate change and have conducted trainings for journalists on the scientific, technical and

¹⁵ In this report the target group of training activities are professionals with a specific role in responding to climate change.

¹⁶ Decision 9/CP.13, annex, paragraph 17(h).

¹⁷ Decision 9/CP.13, annex, paragraph 19(e).

political complexities of climate change in order to support effective and accurate reporting on this matter.

27. Training has also been a component of a significant number of projects funded by the Global Environment Facility (GEF) since 2007. Many of these projects have supported developing countries to prepare their national communications, to prepare and implement national adaptation programmes and energy efficiency and sustainable waste management initiatives, and to deploy renewable energy technologies.

28. The One UN Training Service Platform on Climate Change (UN CC:Learn) is a partnership of 32 multilateral organizations that provides support to Parties and United Nations organizations to share information concerning the design and delivery of effective and results-oriented climate change training. UN CC:Learn supports three key activities and service areas: knowledge management and networking; development of a coherent “One UN” climate change training package; and delivery of training. Currently, UN CC:Learn organizes pilot project activities in five countries to develop their national strategies to strengthen human resources and skills to advance green, low emission and climate resilient development. Strengthening the capacities of national education and learning institutions to deliver climate change education and promoting awareness-raising among children and youth are expected to be important components of the strategy in each country.¹⁸

3. Needs, gaps and barriers

29. Despite the progress made on training on climate change related issues in a number of developing countries, others reported that major training programmes across all levels of society are needed. The targets of training include the media, teachers, young researchers, business leaders, and policymakers and decision makers.

30. Lack of funds, expertise and institutional support were identified as key obstacles to the development of training programmes. Parties also identified the need for a methodology to develop training materials and evaluate their effectiveness.

C. Public awareness

31. An increasing number of awareness-raising activities on climate change related issues have been carried out in both developed and developing countries. There is a trend for the scope of activities to expand from simply informing about the causes and adverse effects of climate change to encouraging the public to contribute to mitigation and adaptation actions.

1. Implementation of activities referred to in the amended New Delhi work programme

32. Chapter II.C.1 focuses on the implementation of activities referred to in the amended New Delhi work programme, namely to establish a baseline of public awareness on climate change¹⁹ and to promote the broad dissemination of information on climate change,²⁰ such as on sources of greenhouse gas emissions, and on possible actions that can be taken at all levels to address climate change.²¹ In addition, activities on the strengthening of adaptation issues and gender perspectives in communication campaigns on climate change related issues are being looked at.²²

¹⁸ <<http://www.uncclearn.org/>>.

¹⁹ Decision 9/CP.13, annex, paragraph 17(i).

²⁰ Decision 9/CP.13, annex, paragraph 17(j).

²¹ Decision 9/CP.13, annex, paragraph 17(l).

²² FCCC/SBI/2011/7, annex I, paragraph 4(b) and (e).

33. Surveys have been regularly carried out in developed countries to measure public awareness on climate change. Over the past five years, survey results have shown a positive trend regarding the level of public awareness on climate change, its causes, its effects and possible actions. A survey in 2009 in Sweden showed that 99 per cent of Swedes were aware, or had heard, of climate change.

34. Although efforts to raise public awareness on climate change have significantly increased in developing countries, surveys have shown that in some countries the majority of the population is still not aware of, or has limited knowledge on, climate change.

35. Parties and other stakeholders have ensured the broad dissemination of information on climate change and on possible actions to address its adverse effects through, inter alia, websites, radio and television programmes, newsletters, brochures, guidebooks, social media, web blogs, movies, advertisements, posters, exhibitions, conferences, seminars, lectures, environmental awards, film festivals and days of action. Awareness-raising activities have been organized both individually by, and jointly with, local and national governments, United Nations organizations, private and governmental research institutions, NGOs, the private sector and the media.

36. In both developed and developing countries, peer-reviewed scientific research on climate change, such as reports by the Intergovernmental Panel on Climate Change, have been made accessible to the public through translation into local languages, data visualizations, summaries in plain language and broad dissemination of the aforementioned through print and electronic media. In order to capture the interest of the public, many awareness-raising activities emphasized the local impact of climate change and the actions that can be taken at the local level to address it.

37. Many awareness-raising activities in developed and developing countries provided information on sources of greenhouse gases and promoted behavioural changes that contribute to a low-carbon lifestyle. In many countries the public has been provided with tools to measure their own carbon emissions and concrete proposals on how to reduce them in daily life, through, inter alia, energy and fuel efficiency measures, waste management and the purchase of products that carry a low-carbon label. In some cases governments have raised awareness through financial incentives for the installation of renewable energies or new regulations on mandatory renewable energy installations in new buildings.

38. In some countries particular efforts have been made to raise awareness on gender issues in the context of climate change, through, inter alia, media campaigns and websites.

39. Many Parties and other stakeholders have implemented awareness-raising activities on adaptation issues. In this context guidelines for local experts for the preparation of adaptation projects have been developed and information on climate change adaptation has been broadly disseminated at conferences and workshops and through websites.

2. Implementation of other activities

40. In many countries, awareness-raising activities have been specifically targeted at youth and children. One example is the Eco Agents website²³ for children, which is delivered in a form of a comic strip, includes downloadable information and quizzes and is available in 24 European languages. Local and national governments of both developed and developing countries have provided financial support to awareness-raising activities organized by, or targeting, youth.

41. Governments have closely worked with NGOs and media organizations, such as radio stations, publishing houses and television stations, to ensure comprehensive reporting

²³ <<http://ecoagents.eea.europa.eu/>>.

on climate change related issues. Particular efforts have been made to communicate the outcome of international negotiations on climate change to the public. In some developed countries media organizations are not only reporting on climate change related issues, but are increasingly involved in the design and implementation of awareness-raising campaigns.

42. In many developed and developing countries the importance of raising awareness in the private sector has been recognized. In developed countries activities have focused on raising awareness on energy-efficiency issues. In developing countries potential economic gains from projects under the clean development mechanism were highlighted.

3. Needs, gaps and barriers

43. Despite the progress made in recent years, awareness on climate change remains at a relatively low level in developing countries, not only among the public but also among journalists and politicians. Information provided by participants in the three regional workshops on the implementation of Article 6 of the Convention in Africa, Asia and the Pacific, and Latin America and the Caribbean indicated that less than 50 per cent of people in those regions were aware of the issues related to climate change. It is thus clear that even though efforts have been made to raise awareness, much more work needs to be done in developing countries, such as the production of information materials in local languages and the dissemination of information in rural areas. The level of awareness is higher in SIDS, where participants reported that about 70 per cent of people are familiar with climate change issues.

44. Some Parties also identified a need to further strengthen cooperation with NGOs, the media and the private sector. Furthermore, awareness-raising campaigns need to be better targeted at specific groups, in particular at youth and teachers.

45. Developed countries identified a need to improve consumer information systems that guide the public towards low-carbon consumer choices and that highlight the economic and health benefits of such choices.

46. The main barriers to implementing awareness-raising activities in developing countries include inadequate financial and human resources, inadequate expertise, the lack of a national programme on climate change and the low level of priority given to climate change in the development agenda. The gap between the focus of donor agencies and the needs of countries has been highlighted as a major impediment.

D. Public participation

47. Parties and other stakeholders agree that in order to combat climate change it is crucial to ensure broad public participation in climate change policymaking and actions.

1. Activities referred to in the amended New Delhi work programme

48. In the amended New Delhi work programme Parties recommended seeking public participation, in particular of youth, in the formulation and implementation of efforts to address climate change and encouraging the participation of all stakeholders in the climate change negotiation process.²⁴

49. A significant number of Parties use participatory processes for the preparation of national communications and local and national strategies and programmes on climate change. Among the measures taken to solicit the views of the public are national dialogues,

²⁴ Decision 9/CP.13, annex, paragraph 17(k).

round-table discussions, public hearings, conferences, online votes, and radio and television phone-in discussions.

50. Some Parties reported that public participation is included as a specific element of their national strategies on climate change. For many Parties, the Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters (Aarhus Convention)²⁵ provides the main international framework for regulating such matters.

51. At the regional workshop on the implementation of Article 6 of the Convention in Latin America and the Caribbean, it was noted that all countries in the region have a mechanism to promote public participation in climate change related decision-making processes, while at the African regional workshop it was noted that a majority (62 per cent) of countries in that region have such a mechanism. During the SIDS regional workshop, it was reported that 71 per cent of citizens in those countries are able to actively participate in climate change decision-making.

52. The active participation of young people in local and national decision-making processes on climate change is supported by many Parties, IGOs and NGOs. With the financial support of the Government of the Netherlands and the Government of Norway, and with technical assistance from regional youth groups and the secretariat, an increased number of young delegates from developing countries were able to participate in UNFCCC conferences. While most of the young people actively participated as part of NGO delegations, a number of youth representatives were included in government delegations.²⁶ The participation of children and youth in climate change negotiations was also promoted by United Nations organizations and NGOs. The United Nations Children's Fund's Climate Ambassador Programme enabled 13 child delegates to share their opinions on climate change with Heads of State at the United Nations High-level Summit on Climate Change in 2009. In addition, a number of NGOs have organized specialized training programmes for youth to effectively participate in climate change decision-making, in particular with regard to the intergovernmental negotiation process.

53. Over the past few years, young people have demonstrated that they can be active partners in promoting public participation to respond to climate change by engaging in local and global debates about climate change issues. Examples of such engagement are presented in a booklet²⁷ prepared by the United Nations Joint Framework Initiative on Children, Youth and Climate Change,²⁸ which is coordinated by the secretariat.

54. Public participation at UNFCCC conferences is ensured through the engagement of observer organizations and the media. All nine major groups in Agenda 21²⁹ are represented as NGO constituencies in the UNFCCC process and include more than 1,500 non-governmental observer organizations. The modalities for the participation of NGOs are transparently elaborated in a set of guidelines developed in 2003.³⁰ Governments have continuously reaffirmed the value of the engagement of observer organizations, as referred

²⁵ <<http://www.unece.org/env/pp/treatytext.html>>.

²⁶ The United Nations Joint Framework Initiative on Children, Youth and Climate Change published a booklet to inform governments, IGOs, NGOs and young people about the youth participation process at sessions of the UNFCCC. Available at <http://unfccc.int/files/cc_inet/information_pool/application/pdf/unfccc_youthparticipation.pdf>.

²⁷ <http://unfccc.int/files/cc_inet/information_pool/application/pdf/growingtogether.pdf>.

²⁸ <http://unfccc.int/cc_inet/cc_inet/youth_portal/items/6519.php>.

²⁹ <<http://www.un.org/esa/dsd/agenda21/>>.

³⁰ <http://unfccc.int/resource/ngo/coc_guide.pdf>.

to in Article 7, paragraph 2(l), of the Convention, and have acknowledged their important role in the intergovernmental process.³¹

55. In line with principle 10 of the Rio Declaration on Environment and Development,³² governments have supported the secretariat's initiatives to facilitate the active participation of observer organizations in the negotiation process via side events, exhibits and awareness-raising activities organized at sessions of the COP and its subsidiary bodies, frequent opportunities to participate in written commenting procedures and to make plenary interventions, and the provision of facilities that accommodate a large number of non-governmental participants at UNFCCC conferences and workshops. Presidents of the COP and of the Conference of the Parties serving as the meeting of the Parties to the Kyoto Protocol and Chairs of the subsidiary bodies have increasingly made efforts to hold in-session briefings and dialogue sessions with observer organizations.³³ Public participation at UNFCCC conferences is further enhanced through electronic means, such as live webcasts from the negotiating rooms and virtual participation technologies at side event rooms. Governments have requested the secretariat to continue to improve observer participation through such means that allow for broad participation.³⁴

2. Needs, gaps and barriers

56. Despite the progress made, Parties and other stakeholders in both developed and developing countries have identified a need to further encourage and enhance public participation in decision-making on climate change related issues. In many countries a lack of institutional arrangements and public awareness hinders effective public participation in decision-making on climate change policies. Particular efforts are needed to ensure that the perspectives of women, youth, indigenous people and local communities are included.

57. Some Parties have commented on the need for clearer reporting on public participation activities. Many national communications do not report on public participation activities at all, and some of those that do report on such activities do so under other headings in the report.

E. Public access to information

58. The importance of public access to information on climate change initiatives, policies and results is widely recognized, not least because it is required in order for the public to effectively participate in decision-making processes and support climate policies and actions. In most countries, measures have been taken to actively disseminate or otherwise increase the availability of information related to climate change.

1. Implementation of activities referred to in the amended New Delhi work programme

59. In the amended New Delhi work programme Parties recommended increasing the availability of copyright-free and translated climate change materials, in accordance with the laws and standards relating to the protection of copyrighted materials.³⁵

60. While many Parties and other stakeholders reported on the translation and dissemination of climate change materials as referred to in paragraph 36 above, no

³¹ FCCC/SBI/2010/10, paragraph 166.

³² <<http://www.un.org/documents/ga/conf151/aconf15126-1annex1.htm>>.

³³ FCCC/SBI/2011/7, paragraph 172.

³⁴ FCCC/SBI/2011/7, paragraph 175.

³⁵ Decision 9/CP.13, annex, paragraph 17(g).

reference has been made to efforts taken to increase the availability of copyright-free materials.

2. Implementation of other activities

61. Many developed countries, in particular those that are Parties to the Aarhus Convention, have legal frameworks guaranteeing the right of public access to environmental information, including information related to climate change. This right usually applies to information held by public authorities, although in some cases the public has a right to obtain information directly from private enterprises. Both developed and developing countries have included the promotion of public access to information on climate change policies in their national plans and strategies and reported on activities undertaken at the local and national levels in this context.

62. Parties and other stakeholders from all regions have developed and used a variety of means to ensure public access to information on climate change related issues, such as websites, newsletters, scientific and technical publications, radio and television programmes, conferences, seminars and workshops.

63. Newspapers, radio and television are increasingly reporting on climate change in developing countries. Participants at the regional workshop on the implementation of Article 6 of the Convention in Africa stated that they use television, radio and newspapers as their main means of disseminating information. Most of the participants 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. At the European regional workshop, participants recognized that enhanced access to information could be achieved by implementing the Aarhus Convention. The SIDS regional workshop reported that 77 per cent of participating countries have a national climate change website and 73 per cent have a national focal point for climate change information.

3. Needs, gaps and barriers

64. Despite the progress on the dissemination of information on climate change and the promotion of public access to information in developed and developing countries, many countries reported that information on climate change is insufficient or hard to obtain.

65. Major persisting impediments to public access to information include limited availability of information in local languages, a lack of technical capacities to collect, store and disseminate information on climate change, and the poor quality of some of the existing websites.

66. Some Parties pointed out that cooperation between the government, academia, environmental organizations and other stakeholders on information-sharing and for the creation of central databases needs to be enhanced in order to ensure availability of information. It was noted that it should be kept in mind that the majority of the population in many developing countries has limited access to information technologies.

67. The regional workshop on the implementation of Article 6 of the Convention in Asia and the Pacific highlighted the need for a wide range of communication channels, including press conferences, print advertisements, online media and short films. Such diversification would ensure that a greater number of citizens become aware of and participate in mitigating climate change.

68. It was noted that increasing the availability of copyright-free climate change materials is problematic for some developing countries and that there is a need for Parties to reconsider this issue.

F. International cooperation

69. Subregional, regional and international cooperation has played an important role for the implementation of the amended New Delhi work programme. Developed and developing countries have joined forces and cooperated with IGOs and NGOs to efficiently pool expertise and financial and technical resources to ensure the implementation of activities related to Article 6 of the Convention.

1. Implementation of activities referred to in the amended New Delhi work programme

70. In the amended New Delhi work programme Parties recommended enhancing cooperation and coordination at the regional and international levels on the development and implementation of activities related to Article 6 of the Convention.³⁶ It was further recommended to strengthen existing regional networks and develop and promote regional projects that support sharing of information and good practices and the preparation of training and education materials in local languages, promote awareness of regional and subregional needs and concerns, create regional portals for CC:iNet and conduct regional and subregional workshops to promote the transfer of knowledge and skills.³⁷

71. A number of Parties reported on the development of, or their participation in, regional and subregional networks on the implementation of activities related to Article 6 of the Convention. Some of these networks have promoted awareness on regional needs and concerns, such as the Pacific Climate Change Science Program on the causes and impacts of climate change in the Pacific region and the Ibero-American Network of Climate Change Offices through its development of the Latin American adaptation plan. At the regional level, implemented activities include the organization of conferences, the development of web-based information platforms and scholarships for education on the regional impacts of climate change.

72. Many developing countries reported on the receipt of financial resources for the preparation of national communications and the implementation of adaptation and mitigation projects.

73. Some Parties and NGOs reported on international cooperation on the development of regional education and training materials, including their translation into local languages.

74. Parties identified a need for the development of regional information platforms.

75. A number of regional and subregional workshops have been organized by Parties, United Nations organizations, IGOs and NGOs to share experiences on the implementation of activities related to Article 6 of the Convention. The secretariat, with generous contributions from Parties, organized five regional workshops on the implementation of Article 6 of the Convention in 2009 and 2010.

2. Needs, gaps and barriers

76. Parties identified the need for a regional strategy on climate change that is flexible and adaptive and complemented by subregional and country-level strategies. Some Parties emphasized that close cooperation between national focal points for Article 6 of the Convention could significantly contribute to achieving this objective.

77. Drawing on the valuable experience of the series of regional workshops as mentioned in paragraph 75 above, many Parties acknowledged the need for regularly conducting such workshops to enhance international cooperation, in particular South–South

³⁶ Decision 9/CP.13, paragraph 18.

³⁷ Decision 9/CP.13, paragraph 19.

efforts, with the financial and technical support of multilateral and bilateral partners and organizations.

G. Ways and means to support the implementation of the amended New Delhi work programme

78. This chapter reviews information provided on the implementation of activities referred to in the amended New Delhi work programme that are not part of one of the six thematic areas of Article 6 of the Convention.

1. Ways and means to support the implementation of Article 6 of the Convention as referred to in the amended New Delhi work programme

79. In the amended New Delhi work programme Parties recommended the following: developing institutional and technical capacity to identify gaps and needs for the implementation of Article 6 of the Convention; assessing the effectiveness of activities and considering their linkages with commitments under the Convention;³⁸ preparing a national plan of action on Article 6 of the Convention;³⁹ designating and providing support to a national focal point for Article 6 of the Convention;⁴⁰ and developing a directory of organizations and individuals⁴¹ and criteria for identifying and disseminating information on good practices for activities related to Article 6 of the Convention.⁴²

80. Many Parties have developed new institutional arrangements and legislation with a focus on the implementation of activities related to Article 6 of the Convention. Gaps and needs for their implementation have also been identified, as highlighted in the respective sections on needs, gaps and barriers in chapters A–F above. Only one Party reported on the assessment of the effectiveness of activities, namely on an analysis of the effects of governmental support in environmental education. Some Parties highlighted linkages between the implementation of activities related to Article 6 of the Convention and other commitments under the Convention, such as mitigation targets and technology transfer. While many Parties have developed national action plans on climate change related issues, only a few Parties reported on the development of a national plan of action on Article 6 of the Convention.

81. Seventy-one Parties have designated a national focal point for Article 6 of the Convention. No reference was made with regard to the provision of support to national focal points for Article 6 of the Convention or the development of a directory of experts on activities related to Article 6 of the Convention.

82. At the European regional workshop on the implementation of Article 6 of the Convention, Parties agreed on a set of criteria for the identification of good practices for the implementation of Article 6 of the Convention.⁴³ It was stated that good practices should be innovative with regard to methods, target groups and media used, effective in terms of the number of people reached and in reductions in the level of greenhouse gas emissions, cost-effective and replicable in other countries in the region.

³⁸ Decision 9/CP.13, annex, paragraph 17(a).

³⁹ Decision 9/CP.13, annex, paragraph 17(c).

⁴⁰ Decision 9/CP.13, annex, paragraph 17(d).

⁴¹ Decision 9/CP.13, annex, paragraph 17(e).

⁴² Decision 9/CP.13, annex, paragraph 17(f).

⁴³ FCCC/SBI/2010/2, paragraph 9.

2. Support for the implementation of the amended New Delhi work programme

83. When adopting the amended New Delhi work programme, the COP requested the GEF to provide, as appropriate, financial resources to support the implementation of the amended New Delhi work programme and to regularly report to the COP on the activities it had supported.⁴⁴ At its sixteenth session, the COP urged the GEF to increase access to funding for activities related to Article 6 of the Convention.⁴⁵

84. The GEF has mainly provided funding for training programmes as mentioned in paragraph 27 above. Funding for activities on other thematic areas of Article 6 of the Convention has mainly been included as minor components of certain GEF-funded projects with a different primary focus. In addendum 2 of the GEF report to the COP at its seventeenth session, an initial estimate was provided that a minimum of USD 84,301,200 has been allocated to finance activities related to Article 6 of the Convention since the inception of the GEF.⁴⁶

85. Parties, bilateral and multilateral agencies, and other international organizations have provided financial support for a significant number of activities related to Article 6 of the Convention in developing countries. However, detailed information on the funding provided is not available.

3. Need, gaps and barriers

86. Parties highlighted a need for increased funding for the implementation of Article 6 of the Convention from the GEF in a less bureaucratic and more transparent manner.

87. Furthermore, Parties identified a need to enhance guidelines for reporting on activities related to Article 6 of the Convention in national communications.

88. Some Parties recognized weak legal and institutional mechanisms as well as a lack of adequate financial and technical resources as major impediments to the development of national plans of action on Article 6 of the Convention.

III. Conclusions and recommendations

89. Parties, IGOs and NGOs report that they have continued to develop and support various activities and programmes related to Article 6 of the Convention. Notwithstanding the progress made with respect to the implementation of the amended New Delhi work programme, many challenges remain. Many Parties, in particular developing countries, and NGOs consider that the strengthening of existing institutional, legal, technical and organizational capacities is required to promote the coordination and delivery of activities related to Article 6 of the Convention.

90. While many developing countries are carrying out activities with the financial and technical support of developed countries and bilateral and multilateral agencies, including the production of learning materials, training programmes and awareness-raising activities, most of them identified a need for more funding to expand these activities. In this regard, Parties have requested the GEF to provide increased funding for activities related to Article 6 of the Convention⁴⁷ and suggested developing a funding window under the Green Climate Fund.⁴⁸

⁴⁴ Decision 9/CP.13, paragraph 5.

⁴⁵ Decision 7/CP.16, paragraph 5.

⁴⁶ FCCC/CP/2011/7/Add.2.

⁴⁷ Decision 7/CP.16, paragraph 5.

⁴⁸ FCCC/SBI/2012/5, paragraph 29.

91. It was noted that training opportunities for groups with a key role in climate change education and communication, such as journalists, teachers and community leaders, should be made available in order to build their skills in communicating about climate change. Furthermore, it was noted that measures to increase the participation of youth, women, civil society organizations and indigenous communities in the implementation of Article 6 of the Convention should be enhanced.

92. It was stated that there is a need for improvement in the reporting on activities related to Article 6 of the Convention in national communications. This could contribute to the exchange of information and the identification of gaps, needs and barriers with regard to the implementation of Article 6 of the Convention.

93. Parties also emphasized that in order to increase the effectiveness of education, training and public awareness activities, it is important to monitor and evaluate their success.

Annex

Parties and organizations with designated focal points for Article 6 of the Convention¹

Parties included in Annex I to the Convention

Australia
Belgium
Bulgaria
Canada
Croatia
Czech Republic
European Union
Finland
France
Germany
Ireland
Netherlands
Romania
Russian Federation
Slovenia
Spain
Sweden
Turkey
United Kingdom of Great Britain and Northern Ireland

Parties not included in Annex I to the Convention

Albania
Algeria
Angola
Antigua and Barbuda
Argentina
Belize
Bhutan
Bolivia (Plurinational State of)
Burkina Faso
Cambodia
Chad
Colombia
Comoros
Congo
Cook Islands
Côte d'Ivoire
Cuba
Democratic Republic of the Congo
Dominica
Dominican Republic
Egypt

¹ The full list of focal points for Article 6 of the Convention, including contact names, is available on CC:iNet at <http://unfccc.int/cc_inet/cc_inet/information_pool/items/3888.php>.

Gabon
Gambia
Georgia
Ghana
Guinea
Guinea-Bissau
Honduras
Indonesia
Iran (Islamic Republic of)
Jordan
Kenya
Liberia
Madagascar
Mauritius
Mexico
Montenegro
Morocco
Mozambique
Oman
Panama
Peru
Rwanda
Saint Lucia
Sierra Leone
Sri Lanka
Suriname
Swaziland
Tajikistan
Uganda
Uruguay
Uzbekistan

Organizations

Regional Environmental Center for Central and Eastern Europe
United Nations Environment Programme
