

# **Summary of discussions and conclusions**

**Asia-Pacific Regional Workshop on  
Article 6 of the Convention**

# 1. Issues and barriers

- High cost exacerbated by the inadequate financial, human and technical resources – e.g. for designing communication strategies, awareness campaigns and professional development of teachers
- Communicating science of climate change is difficult – use of local language and dialects in raising awareness of target groups, e.g. national and local politicians
- Transmission of CC information should be positive/reassuring resulting in some action, not raising panic
- Regional plan and national policies do exist but are not being implemented. Where there is implementation of awareness programmes they are usually short-lived and lack continuity
- Climate change awareness should be related to daily life (experiences)
- Climate change awareness raising is often not a priority but does demand additional workload – school curricula usually full
- Awareness activities also need to focus outside main areas
- Religion does have some influence on how climate change issues are perceived by the public and other groups.

## 2. National policies/projects

- National adaptation plans of actions, CDM and national communication processes
- Inclusion of CC considerations into planning policy, schools and academic curricula
- The main issue is that most countries in the A-P region do not have specific policies on climate change, but are integrated in environmental and sustainable development policies.
- Climate change competes with other more urgent priorities at the national level
- However, most education, training and public awareness activities are included in projects such as national communications and other enabling activities (NAPA, NCSA, NAPs)

# 3. Key target groups, key messages, and importance of NGOs

- Politicians/parliamentarians, government sectors and private/industry/business sectors
- General Public, Youth and Schools
- Media organizations
- NGOs and community groups especially in raising awareness at the national and grassroots level
- CC science signals greater urgency for action with the following possible messages:
  - "Stop Breathing, start doing something to stop global warming"
  - "Act now, be prepared for climate change"
  - "Actions to adapt to and mitigate climate change in daily life"
  - "global issue, sectoral impacts, individual responses"
- Linking basic understanding of CC science with observation of what is happening now at the local level, i.e. global warming affects local vulnerability
- Benefits of actions now will bode well for future generations

## 4. Success stories in reaching key stakeholders (e.g. Media)

- Awareness programmes in schools are generally successful
- Good educational programmes result in increased public awareness later
- Use of media for awareness remains very expensive, but there are ways to get around this problem partially by the use of celebrities or attaching CC events to others the media may be interested in
- CC awareness to be included either as part of or during major events

# 5. Public Participation

- Public participation is important – enhances ownership and use of local knowledge and maintenance/continuity of awareness activities
- Awareness actions/activities should be related to daily life through songs, drama, television plays, celebrity/environment champions, declarations/observance of World days
- Need incentives and benefits
- International cooperation through support for project activities and technology transfer

# 6. Resources and institutions

- Availability of resources (financial, technical and human) and institutions that provide training varies across countries of the A-P region
- Externally-funded programmes and projects provided impetus for training using both local/regional and international experts
- A number of barriers identified – inadequate funding, expertise/personnel and political/institutional support
- Continuing donor support, development of programmes that include “train the trainers” and mentoring programmes as well as identifying opportunities for high-level dialogue on CC concerns are important in overcoming the barriers (as above)
- Retention of trained manpower is a continuous problem and one that is difficult to address, therefore training of more people over the long term is necessary
- Experiences on education and training indicate the need for high education and training at post-graduate level on climate change

# 7. Success Stories

- Some success stories – CDM workshops involved all relevant stakeholders
- There have been exchanges of experts between and among countries of the region
- APN and A-P Seminar on climate Change provides a medium for exchange of information and knowledge, including best practices
- UNDP, UNEP, UNESCAP, other multilateral and bilateral (e.g. GTZ, DANIDA) programmes/institutions are important [See point 12 later]
- Use of national and regional experts to assist countries with the preparation of initial national communications

# 8. Access to Information

- Access to information by different groups of users requires different types of information – difficulties in distinguishing the “right” information
- Often information is available and accessible but is not necessarily in the form that can be used quickly and effectively
- To help improve access to information a directory of regional climate change experts and an inventory of educational materials/information on CC is being proposed. APNet could be used as a potential regional partner

# 9. SIDS Concerns

- Access to information on adaptation is a high priority
- Internet facilities and access are limited exacerbated by Geographical isolation, remoteness/isolation, high cost of transport and technology Providing information to isolated/less developed locations can be difficult
- Language barriers prevent effective public awareness-linguistic and cultural diversity make presentation of uniform messages difficult
- Church and other local/grass roots organizations are important
- Particular issues/problems with land tenure
- Host to few advanced academic institutions thus limiting opportunities for advanced training (e.g. training of teachers)
- Training activities are expensive, as there may not be a "critical mass" of trainees in remote locations
- Assistance providers should give preferential treatment or particular consideration to SIDS in the allocation of resources for training, education, etc.
  - ┆ Some donors (e.g. GEF, Australia, New Zealand, ADB) acknowledge the need for special assistance for SIDS

## 10. Development of a strategy for the Asia-Pacific region on Article 6-related activities

- It would be useful AND potentially possible to develop a regional strategy, but it needs further discussion...
- Strategies country-driven within the context of New Delhi Work program
- Main elements of a strategy:
  - Public awareness - For *public awareness* opinions were mixed
  - Education - getting the educational resources needed to provide materials that could be adapted and replicated at the regional or sub-regional levels for specific target audiences
  - Training - especially on adaptation (including vocational training or re-training), GHG inventories, and CDM
  - ┌ Access to information
  - ┌ Public participation
  - ┌ International cooperation
  - ┌ For *public access to information, public participation*, regional strategies are not as important as exchanging information about best practices

# 11. Current cooperation with other governments, institutions or organizations elsewhere in region

- All nations represented have international cooperation in climate change but not specifically on Article 6
- Some countries do cooperate with others on Article 6
- Article 6-related activities are frequently a co-benefit of other climate-related work that countries do
- As climate change becomes a more pressing issue, cooperation at the regional and sub-regional level could become more important, especially for training and education
- Essentially, countries do not focus on activities that they would specifically characterize as “Article 6-related”

# 12. Current international partners for Article 6-related activities

- Main international partners include:
  - Multilateral organizations (e.g. UNEP, UNDP, ADB, GEF, World Bank, IUCN),
  - National governments (e.g. Japan, Canada, Australia, Germany, Netherlands, New Zealand, Denmark, Norway, Sweden, United States),
  - Regional organizations (ASEAN, UNEP-ROAP, APN, ICIMOD, SPREP)
  - International NGOs/Academic institutions (OECC, IGES, CAI-Asia)
- Partnerships could be more useful in providing RESOURCES (not only money, but also technical expertise, information exchange, ideas, personnel [secondments], etc.)

# 13. international partners

## ....(continued)

- Conduct needs assessment to make sure that the support provided is actually useful to recipients, and that recipients have the capacity to manage these resources
- Priority activities are not necessarily related to Article 6, but rather to timely issues such as CDM, adaptation, GHG-mitigation options, etc.
- UNFCCC Clearinghouse is an example of a resource that could be useful for making information available

# 14. Mobilization of resources at the national and regional level.

- Many countries have limited financial and technical resources at present, but some are becoming more self-sufficient in the Article 6 arena
- Useful resources for international cooperation include
  - Hands-on training, i.e. university students working with civil servants to learn about climate and Article 6-related activities
  - IPCC and UNFCCC technical information
  - Mobilization of media, educational and religious institutions, other regional and national groups
  - E-learning
  - Climate Change curriculum in higher education
- From international financial institutions, we need consistency, coherence, and synergy around Article 6 activities
- More clarity on availability of GEF funding for Article 6 activities
- Broaden financial resource base by better use of multilateral funds

Thank you!