

**Report Working Group C:  
International and Regional  
Cooperation**

**Regional Workshop on the Implementation  
of UNFCCC Article 6**

**Yokohama, September 14, 2005**



## Question 1

- Would it be useful or possible to develop a strategy for the Asia-Pacific region on Article 6-related activities? If yes, what could be the main elements? Are there elements that may need sub-regional components?



## Question 1: Answers

- YES, it would be useful AND potentially possible to develop a regional strategy, but...
- A strategy would require a structure to implement and monitor progress at the local/regional levels
- Strategies country-driven within the context of New Delhi Work program
- Main elements of a strategy would depend on the relative importance of the six elements in Article 6:
  - Public awareness
  - Education
  - Training
  - Access to information
  - Public participation
  - International cooperation

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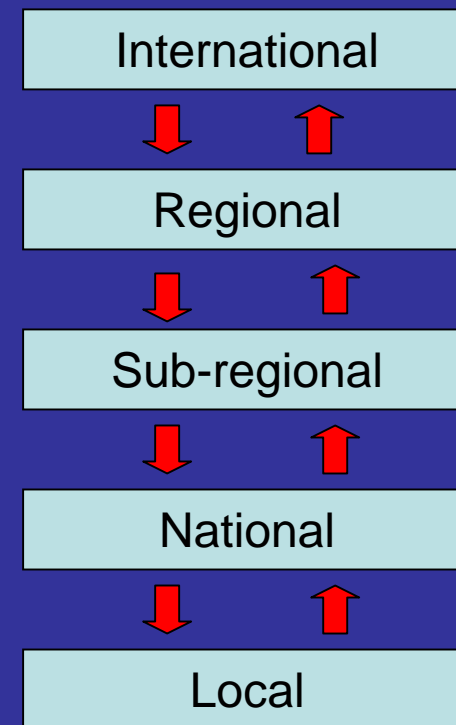
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# Question 1: Answers

- According to our group, the main requirements of an Asia-Pacific strategy would be:
  - *Training*, especially on adaptation (including vocational training or re-training), GHG inventories, and CDM
  - *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
  - For *public access to information, public participation, and international cooperation*, regional strategies are not as important as exchanging information about best practices
  - For *public awareness* opinions were mixed

## Information and Resource Flow



## Question 2

- Are you currently cooperating with other governments, institutions or organizations elsewhere in the Asia-Pacific region on Article 6-related activities? If not, why not? If yes, how does this cooperation help you, what if any are the problems, and how could this cooperation be strengthened?



## Question 2: Answers

- All nations represented have international cooperation in climate change but not specifically on Article 6
  - Article 6-related activities may not be top governmental priorities for most nations, nor is there institutional capacity to manage resources (financial, technical, information, etc.) that others may be able to provide
- Some countries do cooperate with others on Article 6
  - For developing countries, cooperation helps by enhancing institutional capacity or providing tools that raise awareness, etc.
  - Some nations wouldn't have many tools except for what they get from cooperation
  - Cooperation could be strengthened through more money, technical assistance, etc.

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## Question 2: Answers

- Article 6-related activities are frequently a co-benefit of other climate-related work that countries do
  - For example, cooperation on climate programs and projects and inventories etc., can directly or indirectly lead to increased awareness among the public or other more specific stakeholders
- 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”



## Question 3

- Do you currently have any international partners for Article 6-related activities (e.g. governments, intergovernmental organizations, foreign institutions)? Which are the key partners? How can such partnerships be useful? How should they be structured? What would the priority activities be?





## Question 3: Answers

- As mentioned before, most countries do not focus on activities that they would specifically characterize as “Article 6-related”
- Main international partners include:
  - Multilateral organizations (e.g. UNEP, UNDP, ADB, GEF, World Bank),
  - National governments (e.g. Japan, Canada, Australia, Germany, Netherlands, 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.)

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## Question 3: Answers

- 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.
  - Again, Article 6 can seem to be a co-benefit of these kinds of support
  - Developing countries would benefit by learning to identify and articulate their specific needs
  - Better balance between CDM and other activities such as adaptation – GHG inventories
- UNFCCC Clearinghouse is an example of a resource that could be useful for making information available



## Question 4

- What resources can be mobilized for Article 6-related work at the national and regional level? What do you expect from the international financial institutions in terms of supporting work on Article 6?



## Question 4: Answers

- Many nations have limited financial or technical resources at present, but some developing nations 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



## Question 5

- Small Island Developing States – many of which are LDCs – are exceptionally vulnerable to the adverse effects of climate change, what specific differences and/or concerns are evident when re-evaluating your responses to questions 1-4 from a SIDS perspective?



## Question 5: Answers

- Geographical isolation
- Training activities are expensive, as there may not be a “critical mass” of trainees in remote locations
- Other issues that pertain to SIDS, but not exclusively:
  - Linguistic and cultural diversity make presentation of uniform messages difficult
  - Providing information to isolated/less developed locations can be difficult
- Assistance providers should give preferential treatment or particular consideration to SIDS in the allocation of resources for training, education, etc.
  - Some donors (e.g. Australia, New Zealand, ADB) acknowledge the need for special assistance for SIDS



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Thank you!

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