



## **SUBMISSION BY INDONESIA**

### **Views and Information from the Government of the Republic of Indonesia on Review of the Implementation of the amended New Delhi Work Programme on Article 6 of the Convention**

1. Pursuant to the draft conclusion of the agenda item 6 of the Subsidiary Body for Implementation at its thirty-fourth session held in Bonn on 6-16 June 2011 (FCCC/SBI/2011/L.6) and its Annex on terms of reference for the review of the implementation of the Amended New Delhi Work Programme on Article 6 of the Convention, the Government of the Republic of Indonesia herewith submits its views and information on the implementation of the Amended New Delhi Work Programme (ANDWP).
2. This submission is prepared by the National Council on Climate Change through a series of consultations involving all relevant stakeholders to assess potential needs, gaps and barriers based on the activities undertaken by various parties with the view of implementing programme on Article of the Convention, in particular in education, training, public awareness, public participation, public access to information and international cooperation.
3. Climate change is one of the key areas whereas the Government of the Republic of Indonesia put it high on the national policy agenda. Climate change consideration has been integrated into national development strategy, which is aimed at achieving development goals that is pro growth, pro job, pro poor and pro environment. In this regard, for Indonesia, a strong multistakeholders participation in addressing the impacts of climate change is of utmost importance.
4. Indonesia has undertaken substantial efforts in the fields of education, training and public awareness, both by the Government and other stakeholders including academia and NGOs/IGOs/CSOs. There has also been some work undertaken by the Government of Indonesia in promoting public participation and providing public access to information, taking into account national and local circumstances, complemented with a number of initiatives coming from NGOs/IGOs/CSOs. Indonesia has also been engaging international, regional and bilateral partners, and involved in international, regional and bilateral cooperation, on capacity building projects in reducing GHG emissions.
5. Nevertheless, gaps and challenges still persist in the implementation of the ANDWP in Indonesia. While there has been a vast arrays of work of the stakeholders in climate change education, these have not been well-coordinated; thus regional areas in need of

climate change education have not been identified and/or targeted. It also remains a difficult challenge to monitor the impacts of these programs, which have not been the scope of work of those organisations. The opportunity for public access to information has not been fully utilised particularly in rural and inaccessible areas.

6. Limited financial support and human resources, and relatively low public interest has been the main factor to these gaps. Barrier in opening access to information for public in certain climate change fields is still a dynamic challenge for the government. At the same vein, public participation, albeit its tremendous progress made for the last couple of years, is a subject in which works need to be strengthened. Strengthening public participation will require both enhancing public awareness and interest of the issues and also strengthening the mechanism for public involvement in decision making process and in climate change activities.

7. With regard to international cooperation, past experiences demonstrated that various international, regional and bilateral cooperation in which Indonesia has been participating, do not necessarily devoted to the implementation of activities that falls under Article 6 of UNFCCC(education, training, public awareness, public access to information and public participation) as a stand-alone program, but rather embedded as a part of the broader cooperation initiatives.

8. More importantly, Indonesia sees that its experience which in applying local wisdom, traditional knowledges as well as religious teachings and philosophies could apply as an effective method to engage, and at least sensitize, the public. This has been recognised by at least one donor agency operating in Indonesia, which cooperated with a prominent religious association in holding a conference on climate change.

9. Having said that, Indonesia is of the view that the following aspects are of importance in the completion of the ANDWP and for a successor work programme on Article 6 of the Convention:

- (i) There is a need to increase the capacity building efforts at the global level in order to lessen the existing gaps in the implementation of programs/activities related to the ANDWP (i.e. public awareness and participation) , particularly for the rural and inaccessible areas;
- (ii) There is a need to ensure the use of holistic approach, to ensure coordination among all relevant stakeholders, particularly in education field.
- (iii) Specific approaches suited to the national and local circumstances (i.e. local wisdom/traditional knowledge and religious approach) should gain more emphasis in the successor work programme on Article 6 of the Convention.
- (iv) A criteria for identifying and disseminating information on good practices for Article 6 activities is an important element that parties should undertake. In this regard, Indonesia is still in the process of identifying good practices.
- (v) Increasing the availability of copyright-free climate change materials, while important, is problematic for developing country like Indonesia. There is a need for

Parties to consider this issue in the successor work programme on Article 6 of the Convention.

10. Detail information on activities undertaken by Indonesia in implementing Article 6 of the Convention is attached in Annex and its Appendixes.

---\$\$\$---

**March 2012**

## **Annex**

### **PRELIMINARY ASSESSMENT**

On the Implementation of the  
amended New Delhi work programme  
on Article 6 of the Convention in  
Indonesia

# CONTENTS

## TABLE OF CONTENTS

FOREWORD	1
I. BACKGROUND	1
II. OVERVIEW AND ANALYSIS OF THE IMPLEMENTATION OF THE AMENDED NEW DELHI WORK PROGRAMME ON ARTICLE 6 OF THE CONVENTION	4
A. Education	4
B. Training	5
C. Public Awareness	7
D. Public Access to Information	8
E. Public Participation	9
F. International Cooperation	10
III. CONCLUSIONS AND RECOMMENDATIONS	11

## FOREWORD

1. This preliminary assessment on the current status of UNFCCC Article 6 implementation report is prepared by the Government of Indonesia to assess the existing activities and capacities that could support implementation, increasing resources as well as other requirements for effective medium to long-term implementation of the Amended New Delhi Work Programme (ANDWP).
2. The structure of this preliminary assessment report is organized as follows:
  - a. The first part of report describes the background of the report.
  - b. The second part of report illustrates overview and analysis of the implementation of Article 6 of the Convention in Indonesia.
  - c. The third part of report summarizes some recommendations based on coordination meetings with stakeholders organized by the Indonesian National Council on Climate Change (DNPI).
  - d. The appendixes part of the report covers supporting data related to the implementation of Article 6 of the Convention.
3. All the assessment illustrated in this report was based on the following data<sup>1</sup> :
  - a. preliminary data and information on multi stakeholders' best practices.
  - b. desktop research on recent, ongoing and when available, planned activities/projects/programs relevant to climate change.
  - c. coordination and consultation meetings organized by DNPI with a range of stakeholders, including representatives of government institutions, non government organizations, universities, private sector and mass media.
4. As a preliminary assessment, this report is comprehensive but does not cover all programs, projects, products and services in Indonesia related to Article 6 of the Convention. However, it is important to submit this preliminary assessment to the UNFCCC Secretariat as information and views that may be relevant to the completion of the review of the amended New Delhi work programme (FCCC/SBI/2011/L.6, paragraph 2).

## I. BACKGROUND

5. Indonesia is the fourth most populous nation in the world after China, India, and the United States. In 2010 population in Indonesia is about 237.4 million.<sup>2</sup> With more than 13,000 islands, a 42 terrestrial ecosystems and 5 unique ecosystems and beautiful and rich 81,000 km coastline, Indonesia is a country with remarkable wealth and diversity of nature and culture.
6. With regard to its geographic location as well as the population, Indonesia is very vulnerable to rising sea levels and floods, while erratic weather patterns have the potential to impact agricultural and fishery production which support many communities. During the recent years climate change has emerged as a major threat influencing the country's development growth.

---

<sup>1</sup>Secondary data, is data collected by someone other than the user. Primary data, by contrast, are collected by the investigator conducting the research.

<sup>2</sup> According to statistical data from the BPS - Statistics Indonesia

7. Climate change is high on the political agenda in Indonesia. It can be portrayed to not only from the National policy level, but also in the international level where Indonesia plays an important role in climate change negotiations.
8. At the National level the government has initiated incremental steps to integrate climate change considerations across other relevant sectors. The *National Mid-term Development Plan* (further referred to as RPJMN) 2010-2014, reflects the integration of climate change policies which is implemented in following institutions: the Ministry of Agriculture; the Meteorological, Climatology and Geophysical Agency; the Ministry of Forestry; the Ministry of Environment, the Ministry of Marine Affairs and Fisheries; the Ministry of Public Works; the Ministry of Research and Technology; the Ministry of the Accelerated Development of Disadvantaged Regions, and the Indonesian Institute of Sciences (see Bappenas, 2010, *Matriks Rencana Tindak Pembangunan Jangka Menengah 2010-2014 Per Kementerian/Lembaga*, at [http: www.bappenas.go.id/get-file-server/node/8953/](http://www.bappenas.go.id/get-file-server/node/8953/)). In addition, other government institutions have also incorporated climate change in its programs including the Ministry of Women Empowerment and Child Protection<sup>3</sup>, whereas Ministry of Tourism and Creative Economy has started an analysis on climate change-related issue<sup>4</sup>, among other efforts by other government institutions.
9. Article 6 of the Convention is the main vehicle by which the Convention fosters action to develop and implement educational and training programmes on climate change. It addresses the issue of climate change related education, training and public awareness
10. As one of the parties to the UNFCCC, the GOI follows negotiations under the UNFCCC and implement the Convention, including Article 6 of the Convention, and decisions as agreed, counting the Amended New Delhi Work Programme (ANDWP).
11. Many governments and intergovernmental organizations (IGOs) are already working in partnership with civil society to fulfil the commitments in Article 6. However, the scale of challenges posed by climate change, due to Indonesia's geographic location and population dynamics, requires an engagement on outreach activities of a greater magnitude to address the challenges of communicating, teaching, and learning about climate change.
12. In November 2002 parties under the Convention of UNFCCC adopted a five-year country-driven work programme engaging all stakeholders in the implementation of Article 6 commitments and recommending a list of Article 6 related activities that could be undertaken at the national level, named as the New Delhi Work Programme (NDWP) on Article 6 of the Convention (decision 11/CP.8).
13. In December 2007, Parties under the convention of UNFCCC recognized that this work programme had proved to be a good framework for action (FCCC/SBI/2007/34) and decided to adopt the Amended New Delhi Work Programme (ANDWP) for a further five years (decision 9/CP.13), with a review of progress in the implementation for this work programme to be undertaken by 2012.
14. The ANDWP differs from its predecessor in the scope and implementation chapters as it gives more prominence for public awareness, public participation and public access to information, whereas the previous work programme sees all three areas of work as one area. Within the list of Article 6 related activities that Parties could

<sup>3</sup> Permeneg PP&PA no. 31 year 2010 on 'Pedoman Pengelolaan Penelitian Pengarusutamaan Gender, Pemberdayaan Perempuan Dan Perlindungan Anak' stated that the priority on research field should include the protection of women which cover the issue of women and climate change (see Permeneg PP&PA no. 31 year 2010, downloadable from [www.menegpp.go.id](http://www.menegpp.go.id)).

<sup>4</sup> Pusat Penelitian dan Pengembangan Kepariwisata, Kemeneg Pariwisata dan Ekonomi Kreatif, published an analysis on *International Cooperation In Reducing the Impacts of Climate Change Through Tourism* (Kemeneg Pariwisata dan Ekonomi Kreatif, 2011, downloadable from [http://www.budpar.go.id/userfiles/file/6153\\_2181-AnalisisAwalMasalahKerjasamaInternasional.pdf](http://www.budpar.go.id/userfiles/file/6153_2181-AnalisisAwalMasalahKerjasamaInternasional.pdf))

undertake, the ANDWP also features the preparation of a national Article 6 plan of action. Another new area is related to actions leading to strengthening regional and international efforts in support to the implementation of Article 6. To conclude, the ANDWP focuses on six distinct but related areas of work while NDWP focuses only 4 areas of work.

6 Distinct but related areas of work under the ANDWP <sup>5</sup>						
	Education	Training	Public Awareness	Public Participation	Public Access to Information	International Cooperation
<b>Aims</b>	Making profound and long terms changes in Habits	Imparting specific skills that have an immediate practical application	Reaching a broad audience called the Public	Ensuring transparency of policies and engaging all stakeholders and encouraging debate and partnership	Stimulating and Facilitating Participation in Decision Making  taking into account local and national circumstances such as quality of Internet access, literacy and language issues.	Promoting exchange of experiences and best practices
<b>How</b>	By <b>sensitizing young people</b> and promoting <b>early awareness and actions on CC</b>	By providing <b>technical skills and knowledge</b>	By inter alia, encouraging <b>contributions and personal action</b> in addressing climate change, supporting climate-friendly policies and fostering behavioural changes, including by using <b>popular media / media outlets</b>	By suggesting <b>public involvement</b> in the decision making focus (facilitating feedback, debate and partnership in climate change activities and in governance)	By providing the <b>information</b> on climate change initiatives, policies and results of actions that is needed by the public and other stakeholders	Enhancing <b>Capacity Building through financial &amp; technical supporting</b> Developing <b>networking activities</b> Promoting exchange of experiences and best practices
<b>Target group</b>	Young People including exchange or secondment of personnel to train experts.	Scientific, technical and managerial personnel	"Public" (policy makers to individual customers / local authorities to business)"	All stakeholders	All stakeholders	Sub regional, regional, and international – cooperation with IGOs and/ NGOs

This preliminary assessment report will review the activities carried out by governments / public institutions, civil societies, private sector and academia, by looking at the aims of activities under each areas of work as shown in the table above.

<sup>5</sup> Developed based on the Secretariat of UNFCCC's presentation at the Regional Workshop on the implementation of Article 6 of the Convention in Asia and the Pacific held on 31 May to 9 June 2010 in Bali, Indonesia



## **II. OVERVIEW AND ANALYSIS OF THE IMPLEMENTATION OF ARTICLE 6 OF THE CONVENTION IN INDONESIA**

### **A. Education**

#### **1. Overview of Current Activities**

15. Environmental Education has been a part of the Core Curriculum in Indonesia since the 1980s, in 2010, the Minister of Environment and the Minister of Education signed a Memorandum of Understanding to formulate a design for an environment curriculum which includes various environmental issues, among others: biodiversity, global warming, wetlands, forest ecosystem, and river ecosystem.
16. Many activities have already been conducted in order to integrate the climate change issues to the formal curriculum, at basic, middle and university level, by developing climate change education modules for trainers, teachers and students and also through *developed international network in the field of climate change*.
17. Government's supports in partnership with IGOs and/or NGOs for integration of climate change into formal education are evident in Indonesia. Despite this positive trend, nevertheless research finding<sup>6</sup> shows that awareness of students on climate change issues is still low due to the lack of participation in climate change awareness-building among students and teachers'. Therefore climate change education is important, not only in formal education, but also in informal education.
18. In Indonesia, education modules on climate change was developed not only for regular schools, but also for Islamic boarding schools, which is considered to be one of effective ways in inclusion of environmental issue to formal education.
19. Besides above activities, NGOs/CSOs also conducted climate change awareness raising activities through informal education. Some NGOs/CSOs conducting its programs by utilizing local contents, for example through traditional art performances.
20. At university level, major state universities in Indonesia have developed its research centre on climate change , which will also facilitate greater access to information on climate change issues for the academic community and the general public.

#### **2. Needs, Gaps, and Barriers**

21. Holistic approach is a prominent requirement to increase the level of success in integrating climate change education into schools' curricula. The programmes and activities explained above had shown that there have been efforts by the Government of Indonesia (GOI) to support and facilitate integration of climate change education

---

<sup>6</sup> In 2009, the British Council Indonesia released a survey on climate education and teachers and students' attitudes towards climate change in Indonesia titled "*Mapping Climate Education in Indonesia: Opportunities for Development*", which elaborates the findings from a total of 2234 respondents (consisting of 1710 students and 524 teachers). The survey was conducted from March to June 2008, in seven cities in four provinces across the archipelago.

into national curriculum. Therefore it is beneficial for parties in this regard to learn from the country's experience of integrating environmental education into school activities.

22. Environmental Education has been built into the curriculum and shares teaching time with other supplementary subjects, such as computer sciences, and local languages. Some stakeholders developed contents or modules of climate change education from environmental education. Climate change education should also be integrated into the curriculum and across subjects. With the curriculum as the formal education, it will give clear education guidelines.
23. Although national laws and regulations provide space for developing environmental education, its implementation depends on the individual practices in each school. In this regard, in many parts of Indonesia, environmental education as a class subject has not received full attention from teachers. This could be attributed to the insufficient capacity of some teachers on the subject, limited resources and lack of materials in *Bahasa Indonesia* (the Indonesian national language) as well as teacher access to training, materials and information.<sup>7</sup>
24. Based on the various methods in developing education modules on climate change, further inputs to enhance the effectiveness of climate change education are needed. The inputs are: 1) establishing a method to review the effectiveness of modules developed and implemented; 2). Evaluating procedures to give overall review of the existing education modules; 3). Establishing an integrated data and information system to collect and store all existing modules on climate change education. There have been ongoing efforts by GOI and a range of stakeholders to provide training of trainers (teachers) on climate change education and involve teachers participation in the module development to identify the most appropriate teaching methods.
25. Education awareness at schools is also a strategic channel to involve committed schools throughout Indonesia. Considering the needs of the Indonesian schools, counting to over 180,000 schools (elementary schools, junior and senior high schools) in 33 provinces throughout Indonesia (the Coordinating Ministry of Social Welfare, 2009, see Annex I), various initiatives on education awareness will have to be replicated while seeking multiplier effects.
26. On the other hand, the complexity to coordinate inter-agency activities and an integrated method to conduct review of the implementation at national level are identified as existing barriers in implementing climate change education program in Indonesia.

## **B. Training**

### **1. Overview of Current Activities**

27. While the area of work on education mostly relates in developing climate change modules for schools curriculum and awareness-build for youth on climate change issues, the training is focused on imparting specific skills that have an immediate practical application. Activities in this area include workshops, seminars, off-and-on-the-job training, among others, with different targeted participants for each training.

---

<sup>7</sup> See recommendation by British Council, 2009

28. A number of government institutions as well as NGOs has conducted trainings in the various issues of climate change, among others: the social impacts of REDD, population dynamics and climate change, coastal and agricultural adaptation, agroforestry, eco-tourism, waste management, carbon market, technology transfer, climate change financing, energy efficiency, green life-style, green cities, training on climate change negotiation. The target audience of these trainings are: trainers, teachers, researchers, government officials, youth, business practitioners, media, community and other affected stakeholders.
29. Based on experience, such activities portray how regular training program in environmental issues could become a basis for climate change capacity building and can be further used to transferring related knowledge and technology. In Indonesian context, some training activities conducted in coordination with local organization, including women, youth and religious communities to ensure its wide participation and effectiveness. These activities conducted either through multilateral, regional and bilateral cooperation or public-private partnership.

## 2. Needs, Gaps, and Barriers

30. Given that climate change cut across a broad variety of sectors including forestry, land-use-change and forestry, energy, industry, waste, transportation, climatic/extreme weather events, agriculture, marine and fisheries, health, population, even gender, it will be an ideal yet enormous task to ensure trainings for of all relevant authorities and affected stakeholders. The National Development Planning Agency (BAPPENAS) has developed an Indonesian Climate Change Sectoral Roadmap (ICCSR) 2010-2030<sup>8</sup> which identifies that the high priority sectors for adaptation actions include the following: water resources sector; marine and fisheries sector; agriculture sector; and health sector; while for mitigation the high priority sectors consist primarily of the forestry sector; energy sector; industry sector; transportation sector; and waste sector.
31. At Government ministries/agencies level, training of senior government officials as trainers offer an opportunity to achieve of multiplier effects through its respective networks, among others as experts (*widyaiswara*) to share information/knowledge in their respective ministries/agencies, as well as at universities, private sectors and other public grouping.etc. The training for trainers in ministries/agencies is therefore a strategic step towards educating or at least familiarising wider audience with issues on climate change.
32. With regard to the above programs, some needs are recognized: 1) Evaluating the effectiveness of training for trainers programmes; 2) Developing a comprehensive programme that should include the training need assessment which will include specific target groups and compatible knowledgeable related trainers for the target groups.

---

<sup>8</sup>Bappenas intended the ICCSR 'to serve as detailed policy guidance in order to mainstream climate change issues into national development planning' (Bappenas 2010, p.2)

## **C. Public Awareness**

### **1. Overview of Current Activities**

33. Awareness-raising is an area that many activities are aimed at, and also an objective to be met through education, training activities, and activities to ensure public access to information elaborated in this assessment. In Indonesia, awareness-raising activities are conducted through activities such as seminar, exhibition, talkshow, community campaign, film screening, television show, and debate competition targeting students, teachers, public, private sector, and other target groups (i.e. small scale farmers, fishers, women and youth organizations, religious communities, etc.).
34. There have also been awareness-raising and engagement activities using religious approach, through enhance engagement with religious organisations and prominent figures. The majority of Indonesians hold on to a religious belief and thus there is strong theological understanding in the society on the need for human to take care of the environment in the name of God.

### **2. Needs, Gaps, and Barriers**

35. Public awareness programmes are usually carried out in line with climate change studies by ministries/ institutions/ agencies. However, it was identified that there is a need of central database system on climate change education and activities conducted by stakeholders.
36. Looking at the above activities, approaches that involve religious teaching for the public as well as local-specific approach for women, youth and other communities has proven to be effective as alternative approaches to meet a larger target audience and widen public awareness and participation in climate change issues.
37. Observing the scope of impacts, nation-wide campaigns (mostly through the media) as well as local campaigns are evident to be effective in increasing public awareness and participation in climate change issues. While many of the activities are still limited in Jakarta and its vicinity, the active roles of Regional Environment Agency, as well as the active role of NGOs, are proven to be positive steps to reach out to the public throughout Indonesia.
38. Awareness-raising activities should be conducted in line with the existing programmes, projects, and studies for an indefinite period. Unfortunately, not all awareness-raising have been well-planned, which caused ineffectiveness and public confusion as there is less information / direction on what to do or how to implement in the everyday life.
39. With regard to private sectors engagement, it was noted that there is a need for further promotion and awareness raising programmes at the national and sub-national level. It was further identified the need to incentivize potential green technologies and industries, as well as technology development and management and green investment. Furthermore, since the enactment of ISO 20001 standard on CSR, it was further acknowledged the importance to engage private sectors to raising awareness as well as enhancing participation in climate change issues.

40. In conclusion, given the range of activities elaborated in this section, it appears that, for Indonesia, awareness-raising maybe one field with fewer barriers compared to other climate change activities.

## **D. Public Access to Information**

### **1. Overview of Current Activities**

41. According to the UNFCCC Secretariat Report<sup>9</sup>, the importance of public access to information on climate change initiatives, policies, results have been widely recognized. Measures have been taken to increase the availability of information related to climate change, through among others, scientific and technical publications; newspapers, radio and television' conferences, seminars and workshops and online database.
42. The Internet, electronic and print media are indeed the best channels of communication for the general public. Information on activities implemented by the governments including local authorities are provided online as well as through printed publication, in which some are produced in bilingual (English and Indonesian) for public access.
43. As an archipelagic country, Indonesia often confronted with challenges in the communication and transportation technology for information dissemination. For Indonesia the availability of access to internet and internet literacy still remains a challenges. In this regard, local radio station could be one of the best communication options. Most agencies, however, currently still focus on using TV and internet-based campaign.

### **2. Needs, Gaps, and Barriers**

44. There's a need for the National Focal Point of Article 6 of the Convention to build and implement a Knowledge Management System to collect data from stakeholders and coordinate activities. In doing so, the national focal point will need to develop a communication grand design with the involvement of related sectors and stakeholders.
45. Dissemination of information needs to include local socio-cultural content and needs to be placed through a well-known and familiar media channel, specific to the regions/groups.
46. One gap that still persists is that the internet is not widely accessible at the local level and internet literacy has not reached all level of society. There is a need to enhance the capacities of the local people in making the most out of available information on the internet as well as to facilitate internet access.

---

<sup>9</sup> FCCC/SBI/2010/23 on Report on essential needs for, potential gaps in, barriers to, and progress in the implementation of the amended New Delhi work programme

47. Meanwhile, there is also still a gap in information sharing among stakeholders. In this regard, there is a necessity to establish innovative mode of communication to update Article 6 activities initiated by different stakeholders.
48. Another gap identified is in distribution of information from local authorities in provincial and district levels. Currently all climate change related information are still focusing on central government priority issues with limited information on specific regional issues.
49. It is also further identified the need of having streams of information on issues relates to the general public. It is important to inform the media on the type of information that need to be raised in their outlet through consistent media advisories and face to face communications with resource persons.
50. Providing information to alternative media (local TV, radio and print media) in addition to mainstream media, and that citizen and community journalists should also be on the list for information distribution.

## **E. Public participation**

### **1. Overview of Current Activities**

51. This area of work aims to ensure transparency in development of policy and engage all stakeholders as well as to encourage public discourses and partnerships in climate change activities and governance.
52. Public participation should involve diverse communities including all major groups. Over the past few years, the GoI has engaged youth as one of the active partners in promoting public participation on climate change issues through public debates.
53. With the support of IGOs operating in Indonesia, the GoI has also facilitated youth participation to COP UNFCCC as part of the Indonesian delegation, thus providing opportunity for feedback from youth perspective.
54. The GoI has launched the Indonesian Climate Change Sectoral Roadmap (ICCSR) in 2010, over which through consultation process involving relevant stakeholders it has been translated into National Law on GHG emission reduction. Subsequently, the GoI is underway designing the local actions plan with similar process.
55. Several cities and NGOs in Indonesia have initiated activities aim at encouraging public participation in climate change, particularly on mangroves, trees, coral, organic farming and biogas.

### **2. Needs, Gaps, and Barriers**

56. In Indonesia, public participation on climate change issues are still limited to tree/mangrove planting and domestic energy efficiency programs. Therefore, there is a need to create various campaign programs that comprehensively address climate

change and to increase public participation in climate change policy making process and in development and evaluation of climate change mitigation and adaptation programs.

57. Despite numerous activities that had been done, there is a need to provide a follow-up program immediately after each campaign in order to increase public participation.

## **F. International cooperation**

### **1. Overview of Current Activities**

58. It is noted that in the new section on regional and international efforts, the Amended New Delhi Work Programme (ANDWP) encourages cooperation in and support for the preparation of education and training materials within the framework of regional programmes and activities. International cooperation can play a major role in strengthening national activities on climate change education, training and public awareness. Many governments need access to expertise and financial and technical resources so that they can develop their own climate change programmes, and all countries can benefit from sharing success stories, exchanging personnel and strengthening institutional capacity.
59. Indonesia has engaged in a number of international cooperation on climate change. Bilateral cooperation with developed country partners have been established for many years. Related to bilateral cooperation, the projects among others are in enhancing energy efficiency, renewable energy, sustainable management of waste and sustainable forest management. Under the US-Indonesia Comprehensive Partnership, an Indonesia Climate Change Centre is being developed to provide supports for science-based policies.
60. In the context of developing broader public participation at regional level, Indonesia has hosted the UNFCCC Asia Pacific Workshop on the implementation of Article 6 of the Convention.
61. Through UNCC:LEARN a partnership of 32 UN agencies which supports Member States, UN agencies and other development partners in designing and implementing results-oriented and sustainable learning to address climate change, Indonesia was selected as one of five pilot countries (from 23 country applicants).
62. Universities are also among the forefront in engaging international partners. Apart from bilateral relations between universities and its respective partners, a network of Universities will also be beneficial for an expansion of networks. In relation to this, University Network in Climate Change Science and Technology has been established. It is an initial network of research education, communication and collaboration among higher education institutes and other parties (both national and international partners).
63. Indonesia has been one of the country that consistently committed in the global efforts to combat climate change. In 2007, Indonesia has hosted COP 13 UNFCCC which had successfully launched the BAP (Bali Action Plan) and BRM (Bali Road Map). Indonesia has also initiated several multilateral and regional cooperation to enhance actions to combat climate change which among others are Forest Eleven, World Ocean Conference, Coral Triangle Initiatives.

## 2. Needs, Gaps, and Barriers

64. The GOI plans to incorporate activities related to Article 6 of the Convention in its third National Communication of non Annex I Parties to the UNFCCC. There is a need of support to enhance capacities as well as financing to gather all information data.
65. International Cooperation is a relevant element of the Article 6, especially to enhance capacity in raising public awareness and participation in climate change issues. *In this regard, information and experience sharing need to be further promoted.*
66. Following up the result from the regional workshop of the Article 6 of the convention, there is a barrier in promoting the CC:iNet at the national level. From the experience Indonesia consider that CC:iNet needs to be further improved to make it more user-friendly and attractive for general public. It was also identified that in order to enhance international cooperation, Indonesia still need to improve the mapping of needs and priority related to activities under Article 6 of the Convention.

## III. CONCLUSIONS AND RECOMMENDATION

67. Based on the overview and analysis of activities related to the implementation of amended New Delhi Work Programme of the Article 6 of the Convention, it could be concluded that many relevant stakeholders (government with or without supports from donors) are doing activities related to Article 6. However, some of the activities has not been regularly reported to the Indonesian National Focal Point of UNFCCC, as a standardize reporting mechanism has not been enacted at national level.
68. From the above activities, we can conclude that there is a need to enhance the capacity of the focal point of Article 6. With enhanced capacity, all activities related to the implementation of Article 6 could be synergised, coordinated, updated and informed by the National Focal Point to all stakeholders.
69. The importance to develop a holistic, multi-disciplinary understanding of climate change issue is also further recognized. Climate change encompasses the whole spectrum of a life and should be managed in a more comprehensive manner.
70. Considering the national circumstances, activities need to be conducted in methods that could raise interest its target participants, using various media.
71. Recommendations to the amended New Delhi Works Programmes (ANDWP) could include: establishment of new indicators to enable monitoring and evaluation of activities in the six (6) areas of work.
72. The cement for every elements / area of works under the ANDWP is communication. In order to change the mind set of people, communication skills and strategy will be required as the basis. As for Indonesia, supports in enhancing communication will be needed since nowadays activities mainly focus on technical aspects and less in communication issues.
73. Understanding the Indonesian geography and population characteristics shown in the Annexes, it is highly recommended to build a knowledge management system for the national activities according the Article 6 of the Convention as well as to enhance



dissemination information not only by using websites, but also by using print materials such as newsletter, magazines, TV/radio programmes and alternative media.

74. As this preliminary assessment report was prepared by analysing mostly secondary data, it is highly recommended to gather more information through primary data in order to complete the assessment including getting the findings on impacts of current activities as well as priorities identification.