

**Compilation of relevant documents for Action Area 4, activity (a) of the Excom workplan**

<b>Action Area 4:</b> Enhance data on and knowledge of non-economic losses associated with the adverse effects of climate change and identify ways forward for reducing the risk of and addressing non-economic losses with specific focus on potential impacts within regions
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<b>Activity (a):</b> Raise awareness of the nature and extent of non-economic losses and of how to integrate measures to reduce the risk of non-economic losses in comprehensive approaches to addressing loss and damage associated with the adverse effects of climate change
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<b>Expected results:</b> Wider dissemination of information related to non-economic losses
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This note compiles the following relevant documents in relation to Action Area 4, activity (a):

1. Guiding questions by the co-chairs for an intersessional e-brainstorming, sent on 18 December 2015..... *Page 2*
2. Summary of feedback from members, by 26 January 2016..... *Page 3*

***1. Guiding questions by the co-chairs for an intersessional e-brainstorming, sent on 18 December 2015***

Guiding questions for e-brainstorming on initial activities related to Action Area 4(a):

- 1) What are the possible modalities, channels, opportunities for raising awareness? For example:
  - Traditional, e.g. knowledge product (brochure, publication, material, etc.);
  - Interactive, e.g. workshop/events;
  - Innovative, e.g. photo contest, educational video clip, etc.
  
- 2) Which are the potential target audiences? For example:
  - Youth;
  - Practitioners;
  - Policy-makers;
  - Researchers.
  
- 3) What would be the scope of information to be disseminated? For example:
  - Typology of non-economic losses with examples from regions;
  - Case studies on good practices for integrating measures to reduce the risk of non-economic losses.

## 2. Summary of feedback from members, by 26 January 2016

### 1) What are the possible modalities, channels, opportunities for raising awareness?

- Integrative channels such as **regional workshops** with target for policy makers and practitioners as well as researchers and youth representatives (to link to the work of regional centres in the different regions);
- Develop a “**viral**” **online campaign**. As more people around the world are connected through social media, there may be opportunities to use social media to raise awareness about NELD;
- Possible categories of **communication tools**:
  - Print;
  - Electronic media;
  - Online media;
  - Teacher guides focused on raising awareness of NELD within the context of existing mandates;
  - Museum exhibitions and informal educational events; this could also activate additional resources as those concerned with the preservation of knowledge and culture may be well placed to develop innovative and effective methods to raise awareness of NELD and climate change as a whole.
- Publications, brochures, and other materials via website or sending materials through UNFCCC National Focal Points;
- Other points raised for discussion at Excom 2:
  - Specific **outreach to scientific and technical associations and agencies** on research into NELD. By encouraging existing scientific enterprises to focus attention on NELD, we are able to both drive the scientific research and promote the spread of understanding of NELD;
  - Take advantage of **existing opportunities**, where other impacts related to climate change may be discussed or highlighted but NELD specifically is not yet included (e.g. review of ongoing climate conversations and awareness raising opportunities and find ways to ensure that NELD is included in these awareness raising opportunities).

### 2) Which are the potential target audiences?

- Need for **linking the audiences with the modalities, channels and opportunities** for raising awareness. The opportunities could be a showcase of what solutions are currently in place and/or being considered. This work could very well be linked to the work by risk entities within the various regions. In this regard, we may consider, for example:
  - **Risk entities** – providing a publication or other material informing on the challenges faced by countries and the areas they have identified as being paramount in addressing, from a risk perspective, as it relates to loss and damage related to climate change;
  - **Youth** – we may need to inform them about what risk is as it relates to loss and damage related to climate change; how this is being experienced in different regions and what are the efforts underway to address it;
  - **Governments** (decision-makers, policy makers, implementers) and **researchers** – what are the concerns; where is the gap in information; how is it being addressed.
- Need for being clear not only about which audience(s) should be targeted but **for what purpose**;
- Further to reaching target groups in general, **categorisation to reach specific target audiences** is often necessary for effectiveness, for example:
  - Students (primary school level); students (secondary school level);
  - Young people (tertiary level & employed and active consumers); young people (unemployed, at risk); Householders (lower income, subsistence farmers, fishermen);
  - Householders (employed active consumers);
  - Tourism sector; agricultural sector; retail/business sector; government (national, community).

- Identified target audiences:
  - **Decision makers** should ideally be on top of this list;
  - **Civil society/NGOs, CBOs regional organisations** (e.g. SPREP, SPC);
  - **Vulnerable groups** – children, women, elderly, resource users (e.g. farmers, fishers), the poor, young males; government, policy makers, practitioners, implementers;
  - **Economic/private sectors**;
  - **Media**;
  - **Research community**;
  - **General public**.

### 3) What would be the scope of information to be disseminated?

- A stronger **focus on solutions** is needed:
  - What are the measures of reducing the risk of non-economic losses?
  - What are the measures for managing losses and how should these measures be integrated into existing risk assessment and/or management processes?
- The **UNFCCC technical paper on non-economic losses**<sup>1</sup> should be examined, to ensure that work under AA 4 does not duplicate work already done. To the extent that we feel the technical paper is robust enough and continues to be viable, perhaps it could be used as a ‘jumping off point’ or shortcut to targeting specific areas of focus: E.g. the paper includes a typology of non-economic losses. Questions raised in the paper which may be useful for this work include:
  - What are non-economic losses and why are they important?
  - How do non-economic losses contribute to total climate costs?
  - What are the main types of non-economic losses?
  - Can non-economic losses be valued?
  - How can decision makers take into account non-economic losses?
  - What are the challenges for policymakers when managing the risk of non-economic loss?
- Once clear about which are the target audiences, we can tailor the information accordingly;
- Useful to include basic information about what are non-economic losses, the areas that it covers (e.g. identity, culture, education, etc.) why it is significant, what are the challenges, etc.

### Additional points for consideration at Excom 2

- **What is the purpose behind raising awareness of the nature and extent of non-economic losses?** This will determine which method/medium/tool should be used to raise awareness, because what may well for one purpose (or audience) may not work well for another. For example:
  - Showing the “human face” of climate change and building support for mitigation? (for this, as an illustration of this point, a photo contest might work well);
  - Guiding action on the ground to reduce the risk of non-economic losses? (however, for this, as an illustration of this point, a photo contest might *not* work well);
  - Gathering existing knowledge, capturing perceptions and experiences and fostering the sharing of experiences;
  - Identifying knowledge gaps and spurring research to fill such gaps -This is tied to AA 4 (b) on “*Establish an expert group to develop inputs and recommendations to enhance data and knowledge of...*”.
- A **clear strategy is required** to raise awareness of the nature and extent of non-economic losses and of how to integrate measures to reduce the risk of non-economic losses. The strategy could be two pronged in order to answer the questions What, Why and How.

Prong 1 Foster broad awareness of non-economic losses and all its implications for vulnerable countries and regions

- **What is it?**
- **Why it is a real, current threat on every level and across all sectors?**
- **What are the emerging experiences?**

<sup>1</sup> Available at <<http://unfccc.int/resource/docs/2013/tp/02.pdf>>.

- **Where can one go to access more information to enable responses in ways that are relevant?**
- **What can one do to help to integrate measures to reduce the risk?**
- **What are the instruments available to respond to un-avoided non-economic losses?**  
*Notes on this question:* Most of the questions/input relate to avoiding NELD. This makes sense in terms of actually trying to reduce the damage of climate change. However, in the broader discussion of L&D, all attempts to focus on avoiding losses point to adaptation, which is understandably, a risk for the whole L&D issue. The UNFCCC Technical Paper (see last point) is also streamlined onto adaptation. The reality is that there is no discussion on adequate responses to losses AFTER the fact. Accounting for un-avoided NELD could have consequences for the status or rights of climate migrants. In a world where NELD goes unaccounted, migrants would not be recognised as people who have experienced losses, but as people who have chosen to migrate and now have the same chances and opportunities as any other migrant. This would be a misrepresentation. Accounting for NELD could serve as a basis for providing migrants with specific rights and support to structure their new homes according to their needs.

**Prong 2 How can cultures, households, industries, individuals be better supported and equipped before, during and after a NELD event?**

- Make a simple table with three columns (Modality, Target Audience, Message content) and fill in ideas in each row. This table could be the start of our outreach efforts.
- **Expert group**
  - There are many important aspects of NELD that we still do not know about (and **establishing an expert group** – 4b – to help us better understand NELD is a step we should take immediately), but that should not stop us in moving forward with some initial steps on raising awareness. As with all aspects of climate change, understanding and knowledge on NELD will evolve over time, but we do have some knowledge at this point, and we should use that knowledge in order to begin to act.
  - Need to know **who will provide data and information** to be shared and disseminated. We need to address issue of experts or involvement of academia to undertake data collection or gathering information for the Excom to be shared.
  - Need to consider the **linkages between AA 4(a) and AA 4(b)** “*Establish an expert group to develop inputs and recommendations to enhance data and knowledge of...*”.
- Need to get a sense for **available information** that talks to what is non-economic losses, its significance, challenges, opportunities it may present, why it is important in this context, methods/approaches to minimise/prevent etc. It would therefore be helpful to **take stock of information/resources available** so that we can be clear about (a) what knowledge and information is available to package/disseminate to a target audience (b) what are the gaps in information on this issue.

### Concerns expressed

- Are we **prepared to undertake this task** in an effective and efficient manner?
- Is there **sufficient knowledge** and information to share or disseminate on the issue? (Our resource base may be inadequate to undertake this task immediately);
- It is important to **identify gaps in knowledge** and to trigger research to fill these gaps.