



Food and Agriculture Organization  
of the United Nations

# Setting up of the M&E framework to accompany the implementation of the upcoming Facility for Action for Climate Empowerment for achieving the Nationally Determined Contributions (FACE-NDC) project

**2023 Dialogue on Action for Climate Empowerment, 8-9 June, Bonn, Germany**

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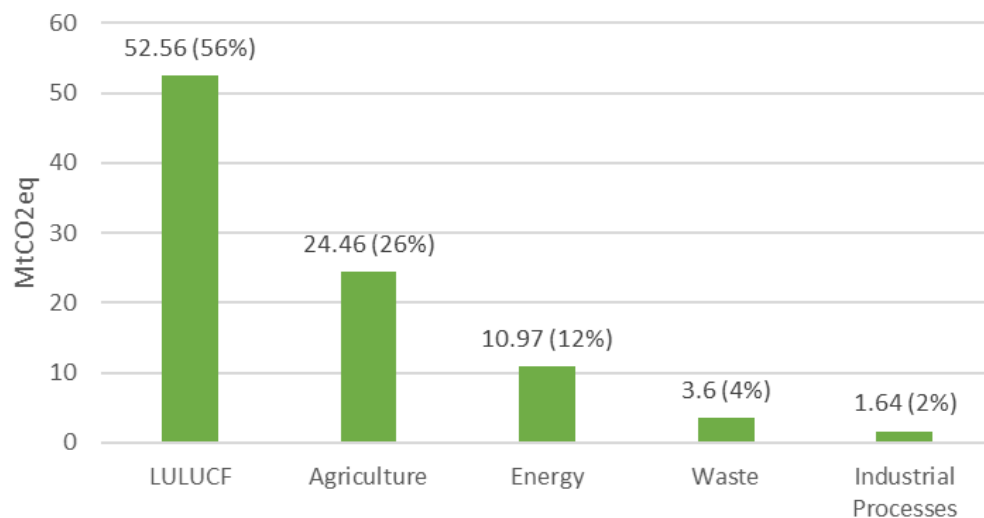
# FACE-NDC :: background



## NDC of Zambia

- **Aim:** to reduce GHG emissions by 47% by 2030 against a base year of 2010, with international support.
- **Priorities:** innovation, capacity building, research and technology transfer.
- **Priority sectors:** Agriculture, forestry, energy, education

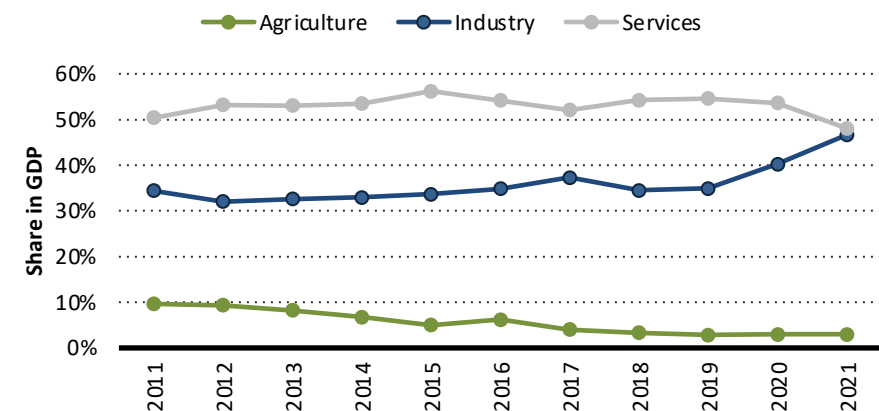
Zambia's GHG emissions by sector (2018)



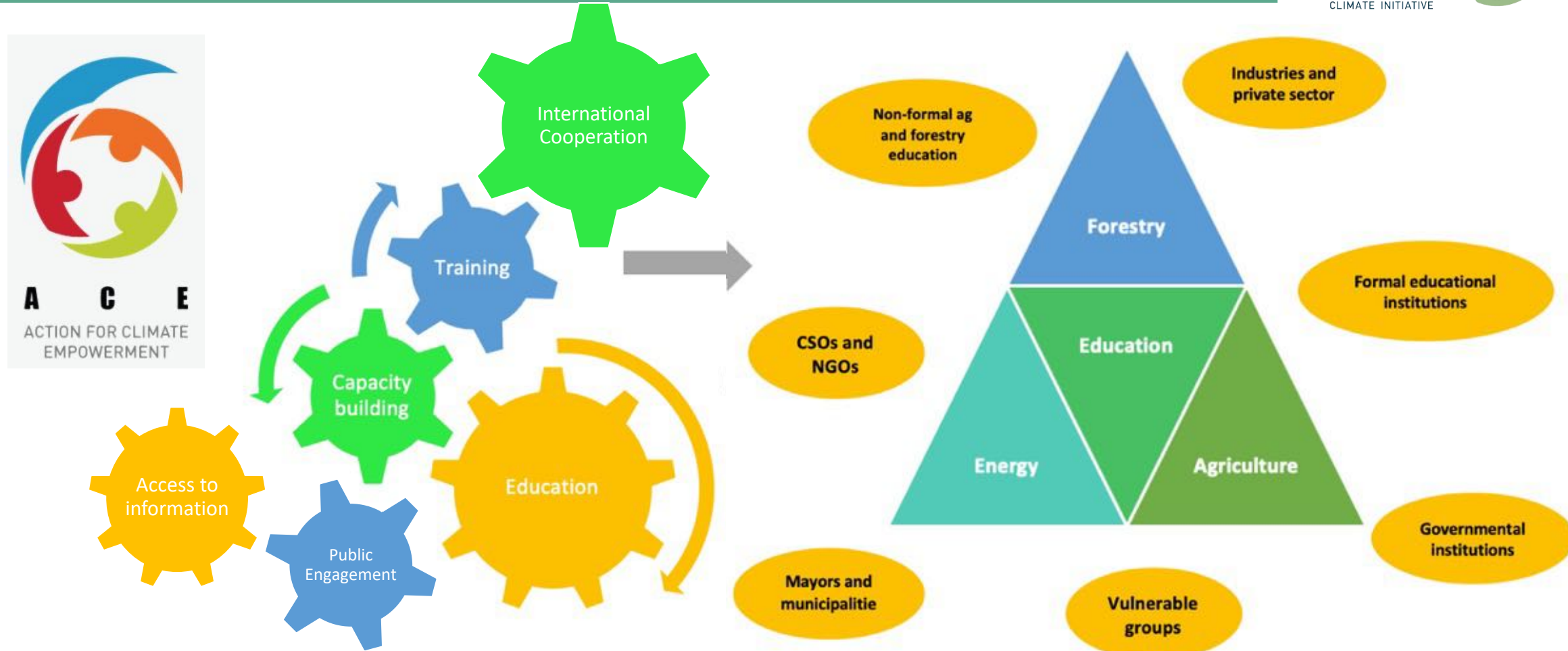
## Demography, employment and electricity access in 2020/2021

- **Population:** 18.9 million
- **Rural population:** 55%
- **Median age:** 17.6 years
- **Unemployment rate:** 13%
  - Youth unemployment: 26.1%
- **Access to electricity:** 44.5% of total, 14% of rural population

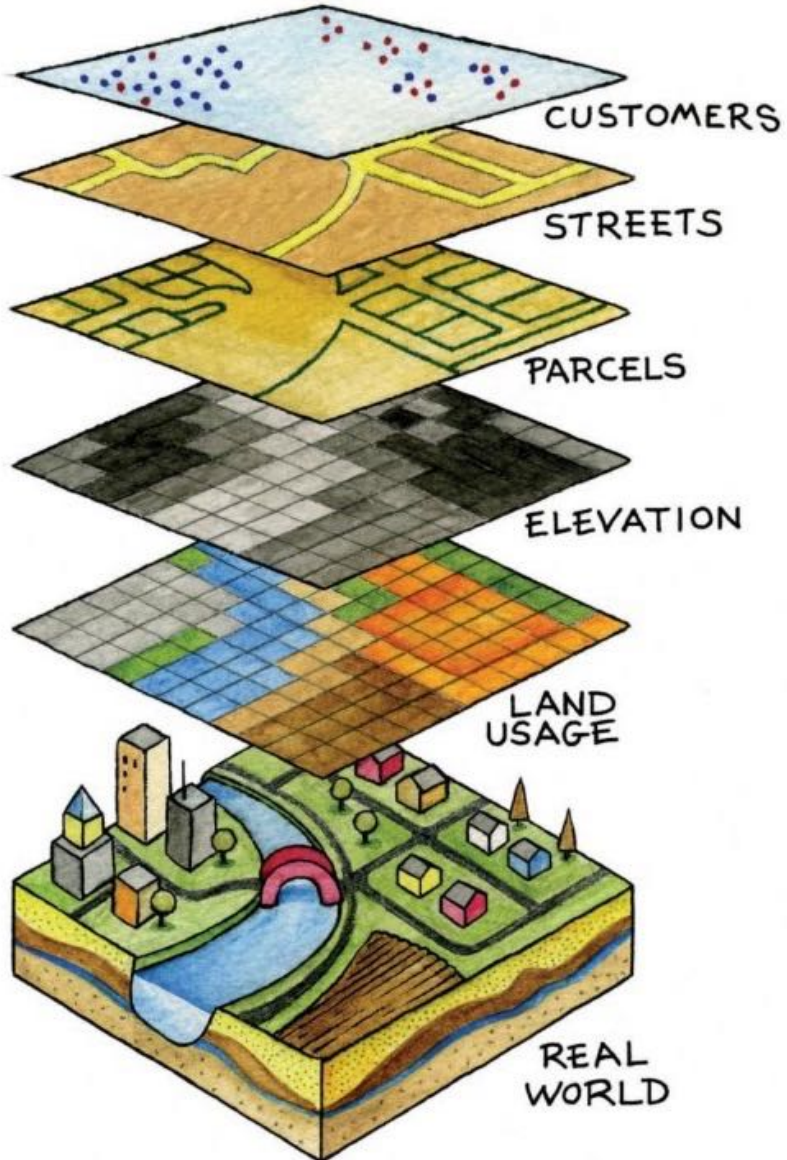
## Share of economic sectors in GDP from 2011 to 2021



# FACE-NDC Project (2023-2029)







# GIS

## geographic information system

Identify climate and  
environmental hotspots



Vulnerable and  
marginalized groups  
targeting



Overlap with unsustainable  
behaviours



Key areas to address

## Preparation phase :: examples of baseline data collection

- Formal education: teacher capacity, curriculum content, training colleagues, university course content and capacity of professors.
- Non-formal: Scouts, guides, clubs: leader capacity, resource access methods of capacity building and M&E
- Rural and urban communities: natural resource use, unsustainable practices, energy access and use.
- GHG emissions from agriculture and forestry production and processing chains.
- Social, cultural and economic barriers (which may hinder adoption).
- Biodiversity and CC adaption co benefit areas where ACE can impact.

## Implementation phase

- Hotspot assessments (geo referencing)
- Institutionalize into existing M&E systems
- Competency and skills assessments green economy and jobs
- Gender specific norms and barriers
- Community level engagement
- Hypothesis setting -> which has the real impacts?
- Export and exchange with countries: UNESCO, UNITAR, YUNGA

# How shall we measure real impact?

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## Regular type

- Number of people trained
- Number of resources developed and made available for students
- Number of courses developed
- Number of young people reached with educational initiatives



## FACE-NDC

- % of beneficiaries who demonstrate **improved perception** of climate change actions
- Number of youths who have been **recognized as active contributors** to climate action and green initiatives
- % of people in formal education (teachers, students) who have **undertaken** climate change **action**
- Number of non-formal climate education entities who – 6 months after participating in trainings and mentorship schemes - can give at least one specific example of how they have **used** their **new knowledge/skills** in their work

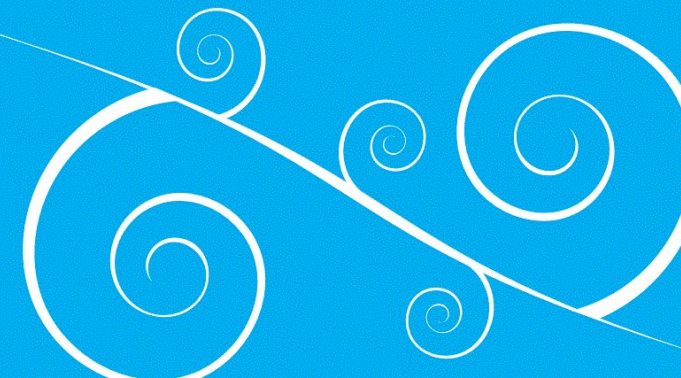






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## MAKING IT COUNT INCREASING THE IMPACT OF CLIMATE CHANGE AND FOOD SECURITY EDUCATION PROGRAMMES



# Behavioural science and insights

## CREATING BEHAVIOUR CHANGE

We work with young people because we want to support them in leading fulfilling lives, help them prepare for their future, and for them to believe that they can make a difference in the world. The best way to make this difference is by encouraging young people to embrace long-term behaviour change. Many current social and environmental problems are caused by unhealthy or unsustainable human behaviour. Most people need to adapt their behaviour, and not just for the duration of a project, such as working on this badge, but for life. Young people know more about these issues than ever before, but many still behave in a detrimental way. It is clear that simply raising awareness is not enough to change behaviour; it requires different values, attitudes and skills.

### So what can you do?

There are some proven ways of promoting behaviour change so, to increase the long-term impact of this Challenge Badge, try to do the following:



#### FOCUS ON SPECIFIC, ACHIEVABLE BEHAVIOURAL CHANGE

Prioritize activities that target very clear and specific behaviour change (e.g. "walk or cycle whenever you can rather than taking the car" rather than "reduce your climate impact").



#### ENCOURAGE ACTION PLANNING AND EMPOWERMENT

Put young people in charge: let them choose their own activities and plan how to carry them out.



#### CHALLENGE CURRENT BEHAVIOUR AND TACKLE BARRIERS TO ACTION

Encourage participants to scrutinize their current behaviour and think about how it could be changed. Everyone has excuses for why they don't behave in a particular way: lack of time, lack of money, not knowing what to do... the list goes on. Encourage young people to voice these excuses and then find ways around them.



**PRACTISE ACTION SKILLS** You'd like to take public transport more often? Collect and practise reading timetables, plot out routes on a map, take a walk to the bus stop, find out what the fare is, do a trial journey. You'd like to eat more healthily? Try lots of healthy foods to see which you like, experiment with recipes, learn how to read food labels, create meal planners, visit the shops or local markets to find healthy food choices. Keep practising until it becomes a habit.



**SPEND TIME OUTDOORS** No one is going to look after something they don't care about. Time spent in natural environments – whether that is the local park or a pristine wilderness – encourages an emotional connection with the natural world that is proven to lead to more pro-environmental behaviour. Using public spaces, even those in a city centre, and getting involved with communities are excellent ways of building ownership and a sense of responsibility for the environment and other individuals around us.



**GET FAMILIES AND COMMUNITIES INVOLVED** Why change the behaviour of just one young person when you could change the behaviour of their entire family, or even the whole community? Spread your message more widely, encourage young people to "pester" their family or friends to join in and showcase what you have been doing for the local community. For an even bigger impact, get political and lobby your local or national government.



**MAKE A PUBLIC COMMITMENT** People are far more likely to do something if they agree to do it in front of witnesses or in a written statement – why not take advantage of this?



**MONITOR CHANGE AND CELEBRATE SUCCESS** Behaviour change is hard work! Revisit tasks regularly to monitor achievement and reward continued success in an appropriate way.



**LEAD BY EXAMPLE** The young people you work with look up to you. They respect you, care about what you think and want to make you proud. If you want them to embrace the behaviour you are advocating, then you must lead by example and make those changes yourself.

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YOUTH AND UNITED NATIONS GLOBAL ALLIANCE LEARNING AND ACTION SERIES

CLIMATE CHANGE CHALLENGE BADGE 13

INTERODUCTION



**Behavioural Science Advisory Group:** international experts from 10+ research institutes

**Behavioural Science | Guidance Note**  
Secretary-General's Guidance on Behavioural Science



JOHNS HOPKINS  
UNIVERSITY



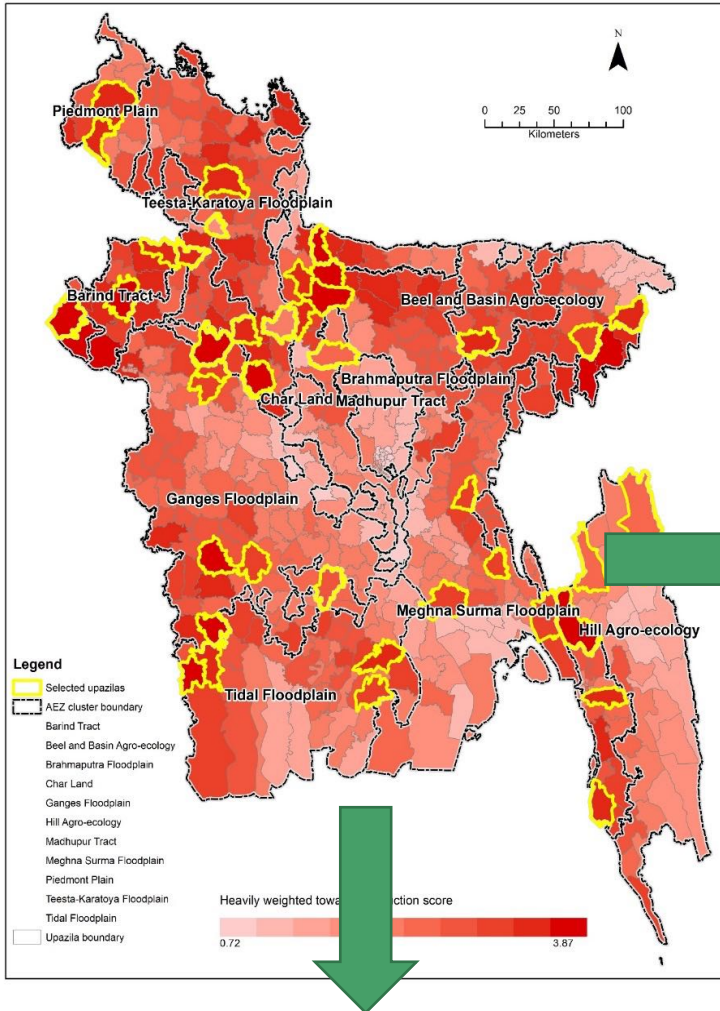
**STAP**  
SCIENTIFIC AND TECHNICAL  
ADVISORY PANEL  
An independent group of scientists that  
advises the Global Environment Facility





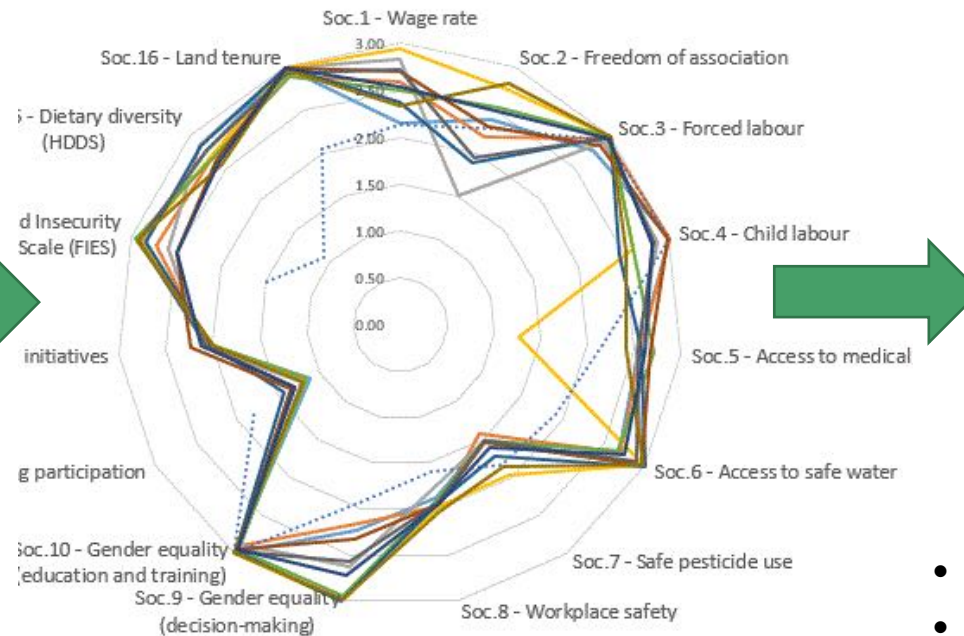
# Google Earth Map platform and app

Google Earth Engine

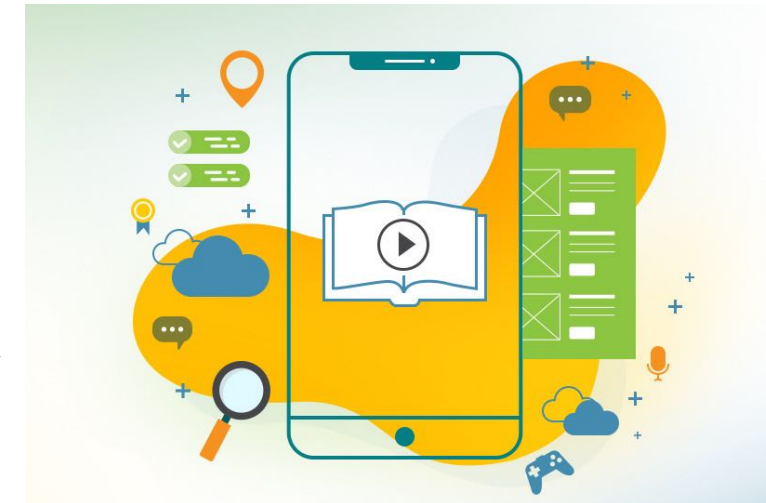


e.g. Deforestation areas  
hazard mapping, etc.

## Georeferences data



## Smart Apps



- For teachers and non-formal educators
- Two-way flow of information
- Nudging and BeSci
- Citizen science
- Educational toolkits and videos
- M&E

Global collaboration

Thank you!

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