Food and Agriculture Organization of the United Nations

SUSTAINABLE DEVELOPMENT GOALS

Measuring Impact of ACE Implementation: A Case Study of FACE-NDC project

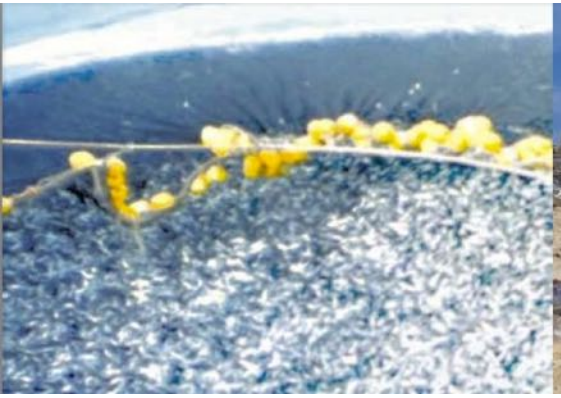
2023 Dialogue on Action for Climate Empowerment, 8-9 June, Bonn, Germany

Overview of the presentation

- Human behaviour and behavioural science
- Some early results
- FACE-NDC
- Monitoring and evaluating effectiveness

➢Human behaviour

Every sustainability challenge has one thing in common




To solve them, someone somewhere has to start behaving differently.

Achieving **NDCs** requires that individuals behave more sustainably.




Many environmental education programmes have been running for decades,

and we now know more about environmental issues than ever before,

but still continue to behave in unsustainable ways…

Only since 2000 on average in the world:

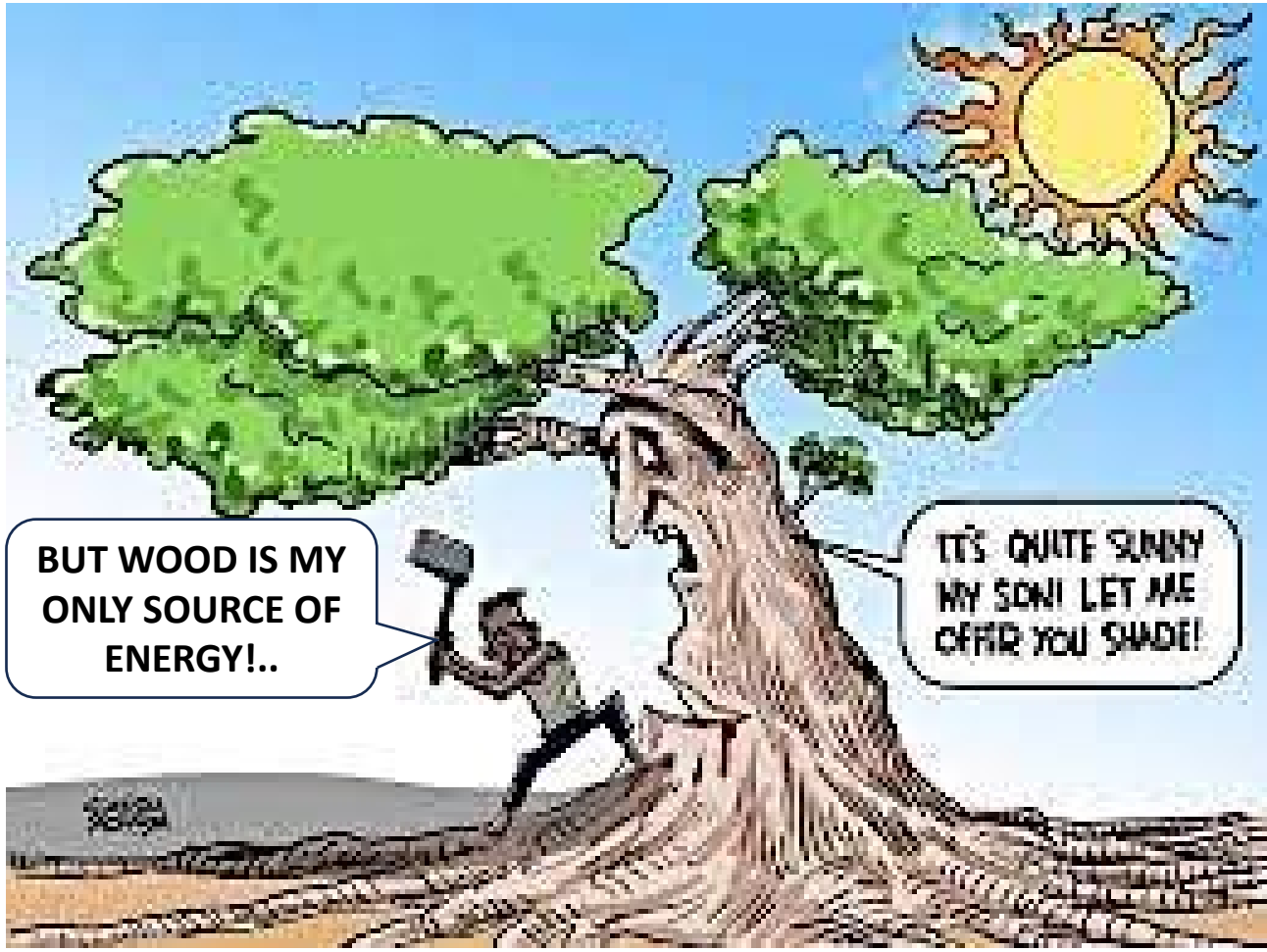
- *Individual **energy** consumption rose by 18%*
- *Individual **plastic waste** generation is up by 15%*
- *Individuals in developed countries continue **wasting** from 30 to 110 kg of **food** per year.*

But there are so many barriers…

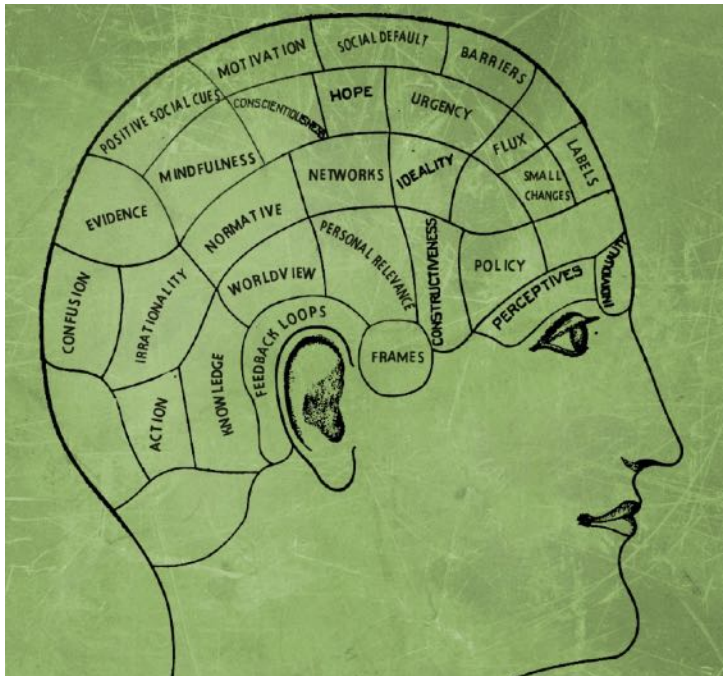
any factor that decreases willingness to act on the key behavior

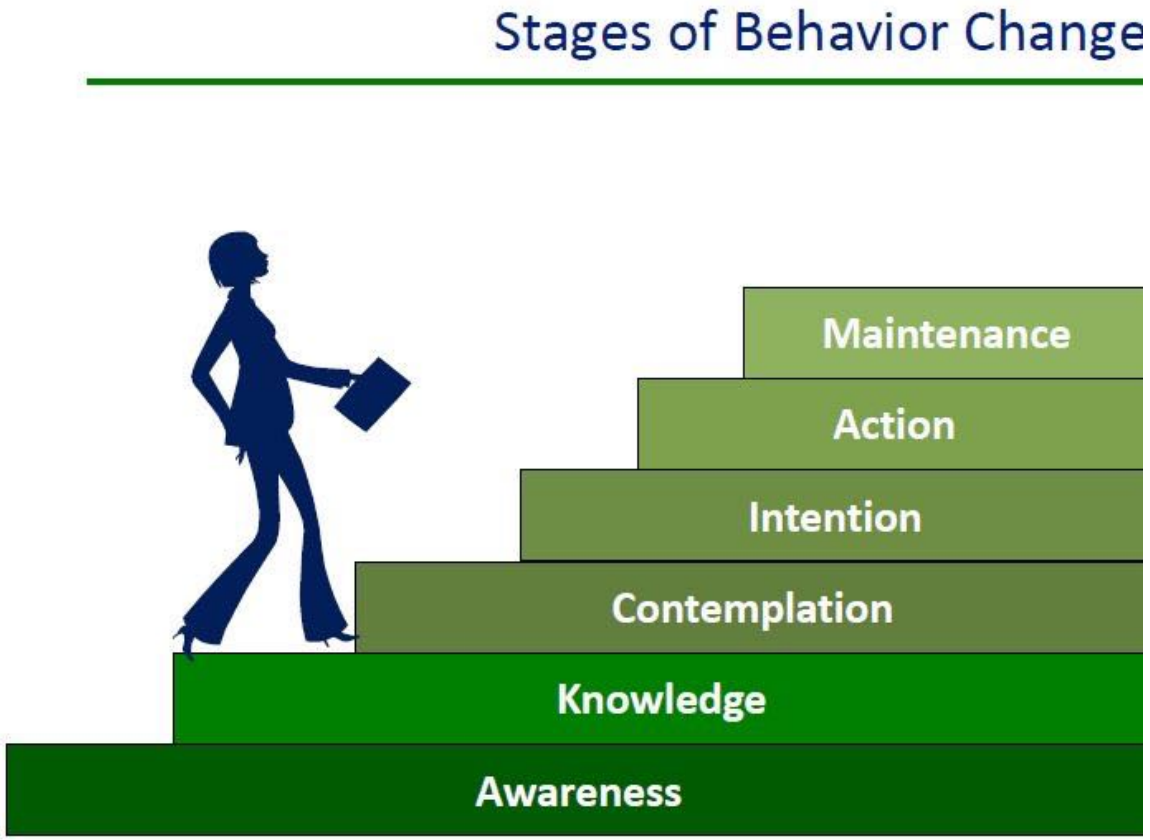
There are 2 types of behavioral barriers:

HEADWINDS	TAILWINDS
factors that make it difficult for a user to engage in the key behavior	*factors that make the key behavior not sufficiently motivating*



Changing behaviour is very difficult





Knowledge → Attitude → Skills → Habit → Behaviour

Our two “operating systems”

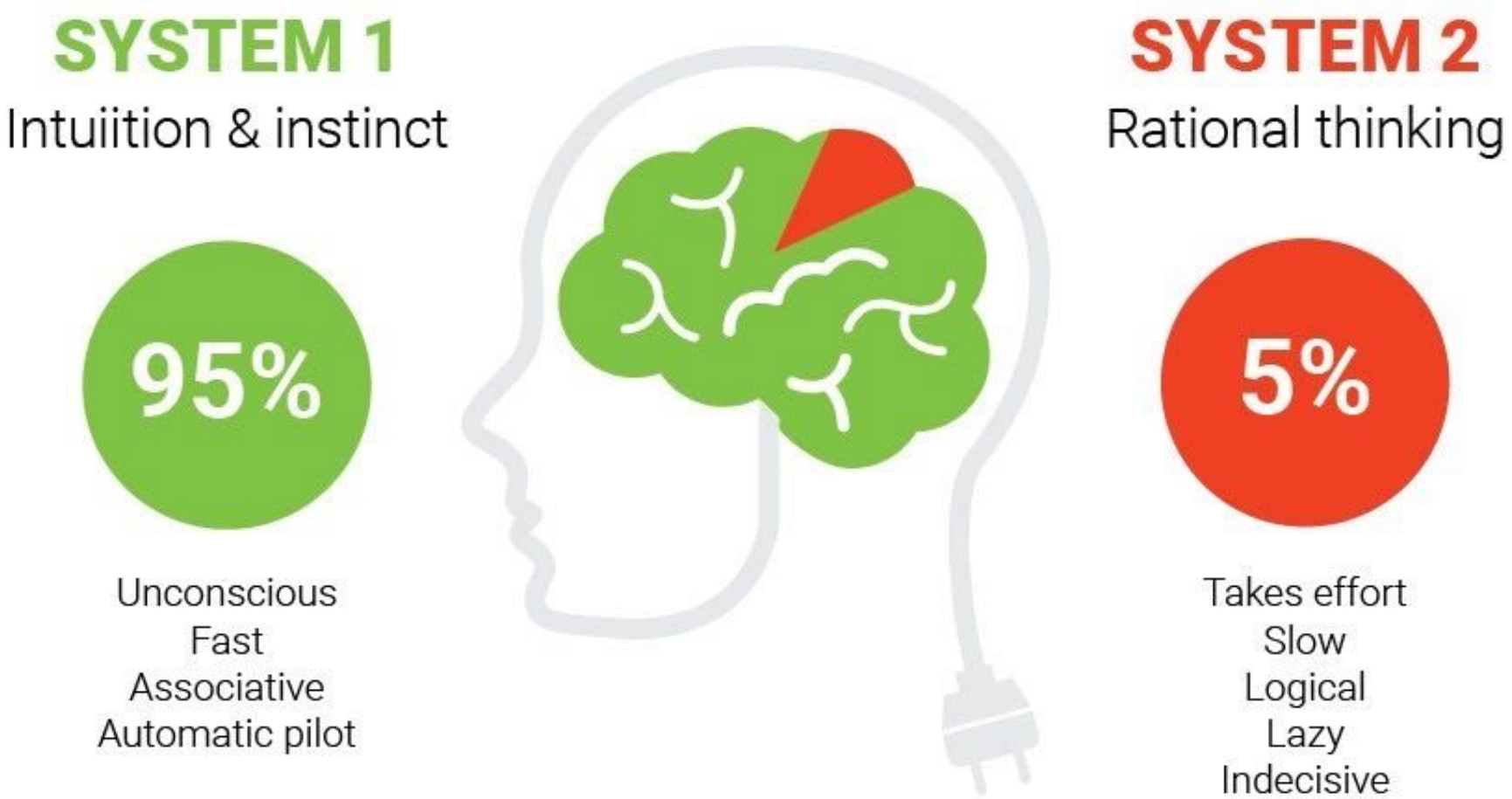


Image credit Daniel Kahneman

In this experiment you are required to say the color of the word, not what the word says.

RED

BLUE

GREEN

PINK

YELLOW

➢Some early results

Example

Cooking pulses

Soaking

Far less energy

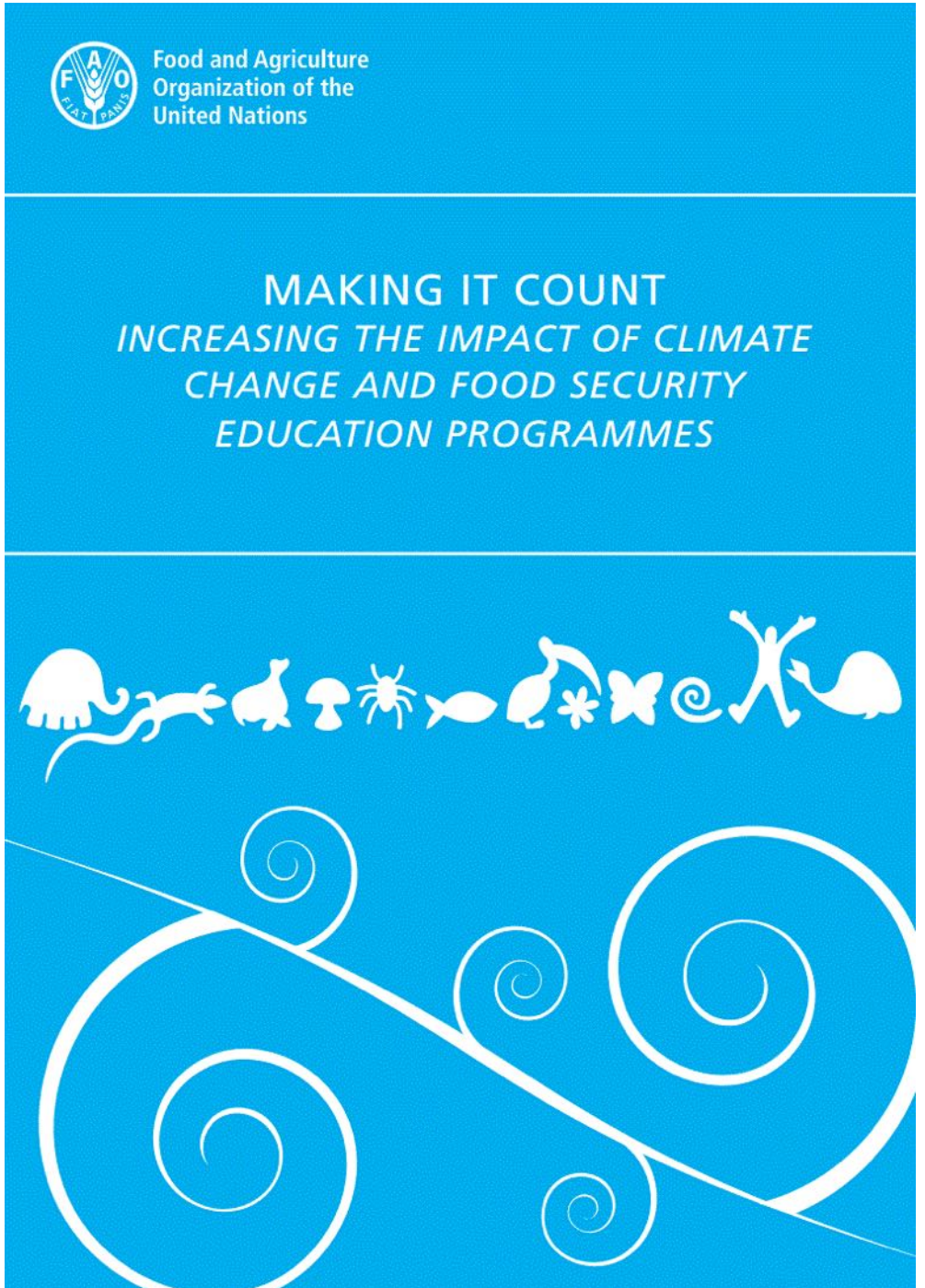
More digestible

More nutritious

©Photo: ©FAO/Asif Hassan

FAO and YUNGA resources

YOUTH & UNITED NATIONS GLOBAL ALLIANCE
YUNGA



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.

There are thousands climate-friendly behaviours…

Teacher guides improved curriculum design, lesson plans and follow up and M&E

Activism with impact guide

Government guidance document

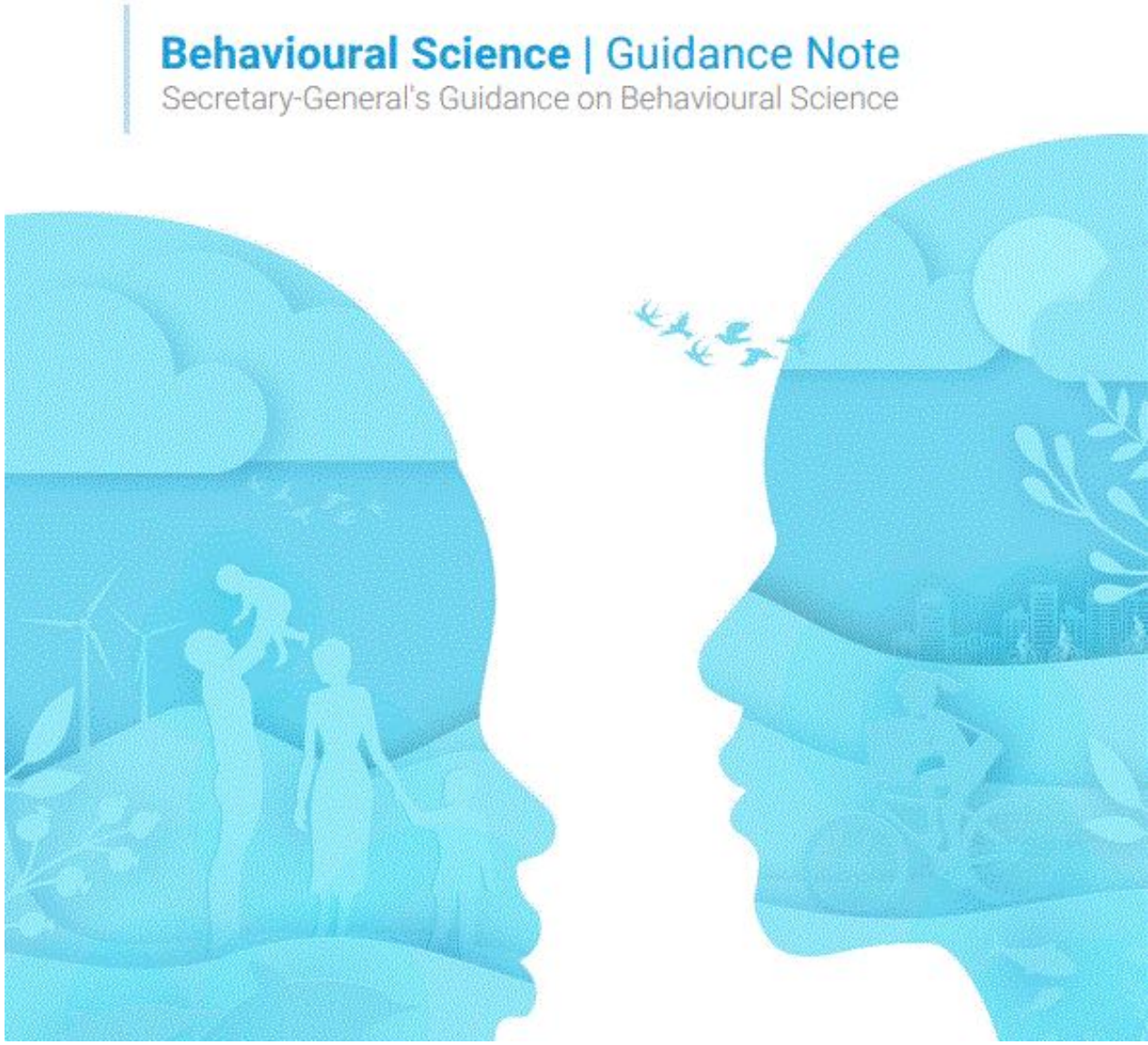
….. but favorable attitudes and good intentions are not enough.

New UN priority

Behavioral science is a critical tool for the UN to progress on its mandate. It can contribute to combating poverty, improving public health and safety, promoting gender equality, strengthening peacebuilding and all the SDGs.

UN Entities are strongly encouraged to invest in behavioral science and work in a connected and collaborative interagency community to realize its tremendous potential for impact.

António Guterres, UN Secretary-General



FACE-NDC

Facility for Action for Climate
Empowerment to achieve the NDCs

FACE-NDC – larger impacts we want to achieve

FACE-NDC project:

Impact: Through stakeholder's adoption of climate-friendly behaviours, the project contributes to the reduction of GHG emissions and hence achievement of Zambia's NDCs

Outcome: Students, teachers, professionals, government and private actors, as well as communities at large use their improved capacities to adopt climate-friendly behaviour and support a green transition of the economy

Co-benefits: SDGs and other international committments

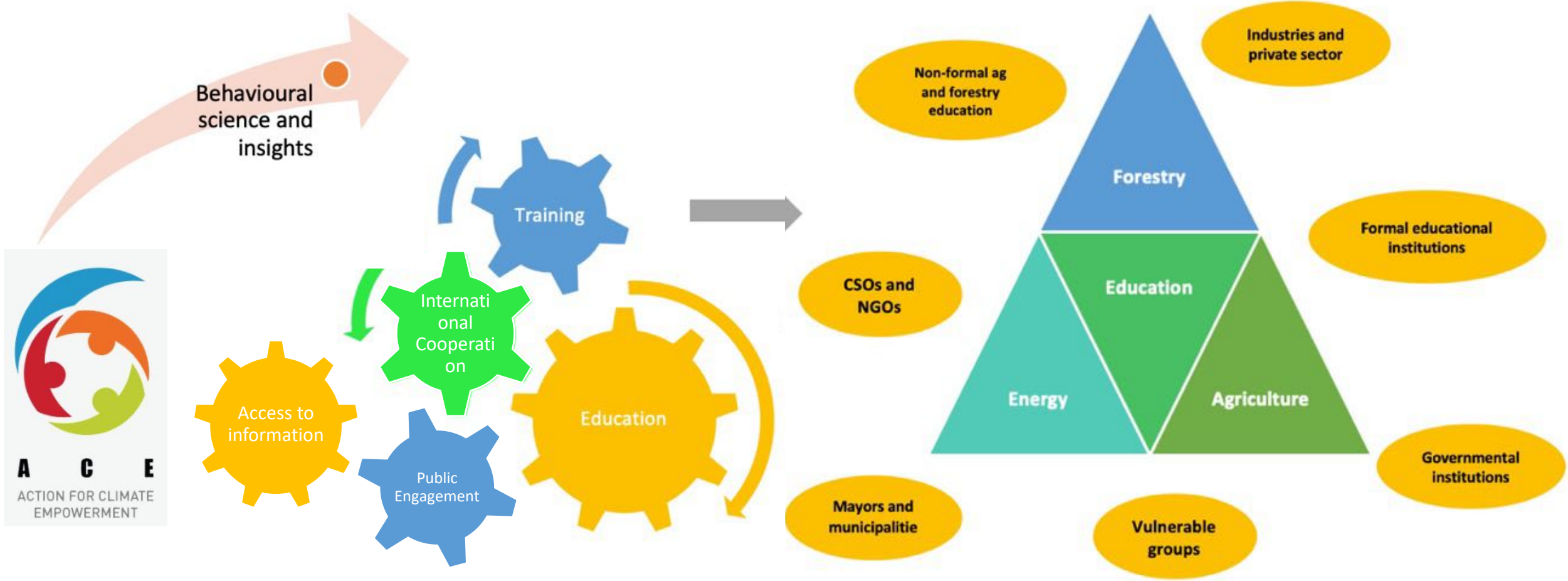
Food and Agriculture Organization of the United Nations

UNIVERSITY OF ZAMBIA

UNESCO
United Nations Educational, Scientific and Cultural Organization

unitar
United Nations Institute for Training and Research

FACE-NDC Project (2023-2030)



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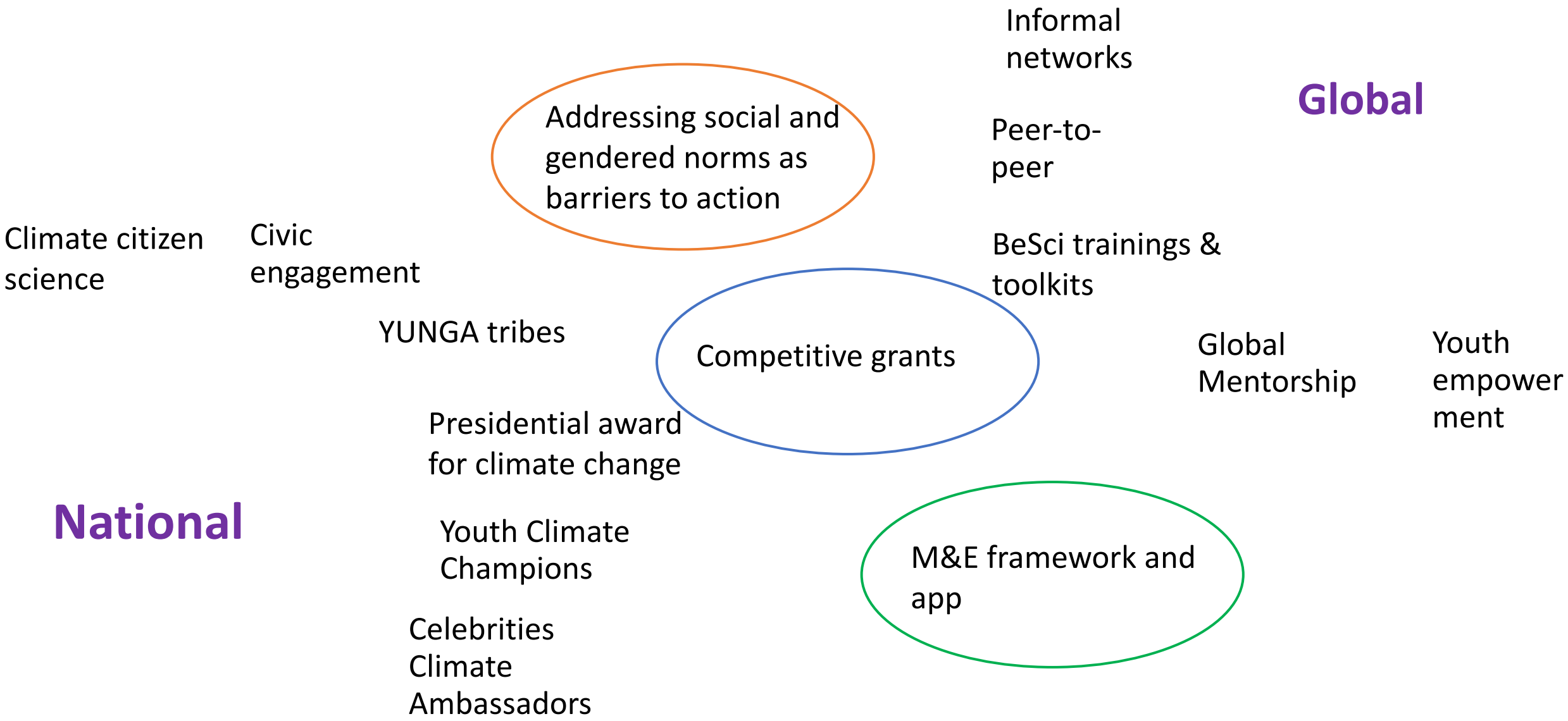
Ensuring lasting impacts:: Formal education

- From Primary: practical skills, community engagement, social norms (gender)
- University Level: skills for green jobs, company internships, BeSci “Lab”
- Educational policy, curriculum, lesson development and teacher training colleges
- Whole-school approach - connecting theory with experiential learning
- CC and BeSci trainings to pre-service and in-service teachers
- Technology provisions, information access

Ensuring lasting impacts:: Non-formal education



Ensuring lasting impacts:: Agriculture

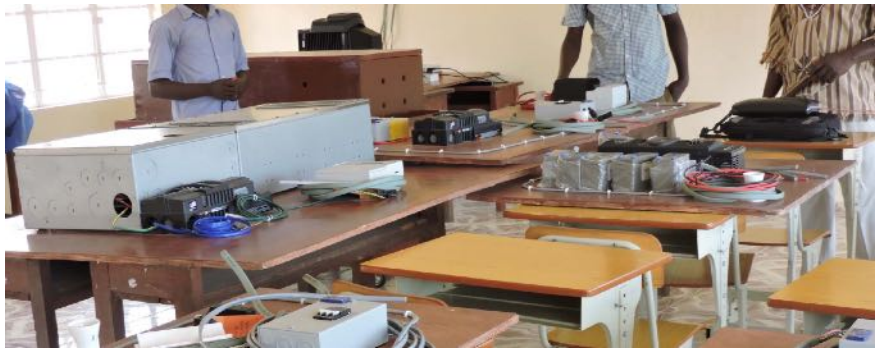
- BeSci informed training of teachers in Agricultural colleges
- BeSci modules for Farmer Field Schools
- Improved resources for extension services and colleges
- Interlinkage with FAO projects and programmes to support adoption of sustainable practices

Ensuring lasting impacts:: Forestry

- Building capacities for sustainable forestry management
- Forestry colleges curriculum development
- Grants for young women

Ensuring lasting impacts:: Energy

- Building capacities around renewable energy production
- Establishing renewable energy LABs and Center of Excellence
- University curriculum for needed expertise in emerging sustainable markets
- Improved traditional methods + consumer choices



Ensuring lasting impacts:: Public and consumer behaviours

- BeSci informed communications
- Green campaigns
- Promotional videos
- Radio and TV
- Civic engagement
- Green cities

FAO GREEN CITIES INITIATIVE

Ensuring lasting impacts:: ‘Export packages’

- Training packages and guidance on **Behavioural Science and Insights**.
  - Behavioural Science Guide for Educators
  - Training packages: instructions, ppts, kits and learning videos
- Guidance on how countries can effectively undertake mechanisms to support **climate action**, such as the use of **public engagement** mechanisms and educational programmes
- Guidance on how **ACE** interventions can effectively address the needs of different stakeholders in particular the **vulnerable and most marginalized** groups
- Educational packages on **climate action for schools and youth organizations**: empowerment packs, teaching aids, educational videos etc;
- Guidance on **peer-to-peer** mechanisms for farmers, youth leaders, teachers and activists
- Tools for **M&E** systems – for **formal and non-formal education** - to understand short- and long-term impacts of ACE interventions: app, guidance, M&E training package, lessons learnt.

- Feeding into international processes e.g., UNFCCC ACE, UNESCO ESD, UNITAR CC:Learn, Green Education Partnership, WAGGGS/WOSM etc.

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UN CC:Learn

UNESCO

YOUTH & UNITED NATIONS GLOBAL ALLIANCE
YUNGA

GIRL GUIDES AND GIRL SCOUTS WORLD ASSOCIATION

UNITED NATIONS DECADE ON ECOSYSTEM RESTORATION 2021-2030

- Monitoring and evaluating effectiveness

How shall we measure real impact?

Regular

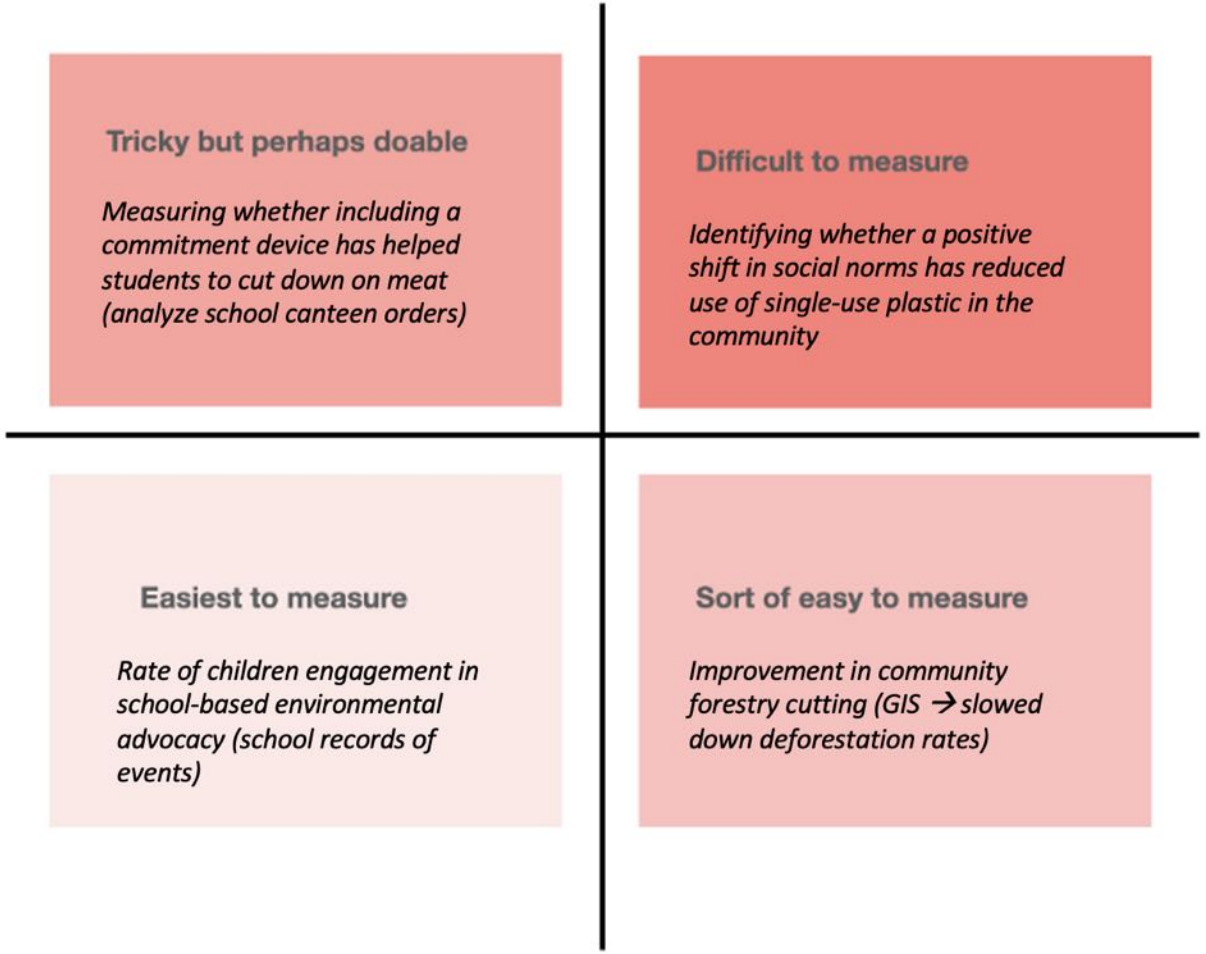
- Number of people trained
- Number of resources developed and made available for students
- Number of courses developed
- Number of young people reached with educational initiatives

Behavioural

- 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**
- Organizations/companies, farmers, etc. adopting sustainable practices
- Stats on consumer behaviours (energy)

Evaluating effectiveness – measuring behaviour change

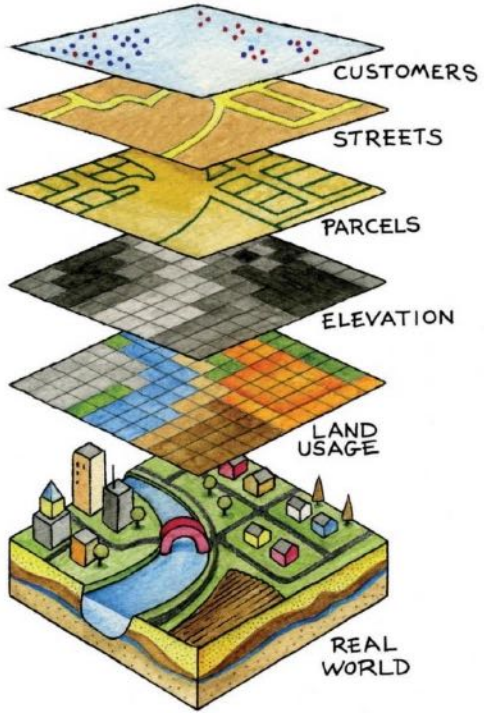
- **Behavioural Science Advisory Group:** international experts from 10+ research institutes
- Baseline research, target behaviours and behavioural framework
- BeSci research design (e.g., Randomised Controlled Trials) for each tested hypothesis
- App systems



Number of hypothesis -> scientific journals

Existing national systems

- Georeferenced digitized data in one place
- Improved data collection, storage and access
- Easier assessment of learning outcomes and Capacity building effectiveness



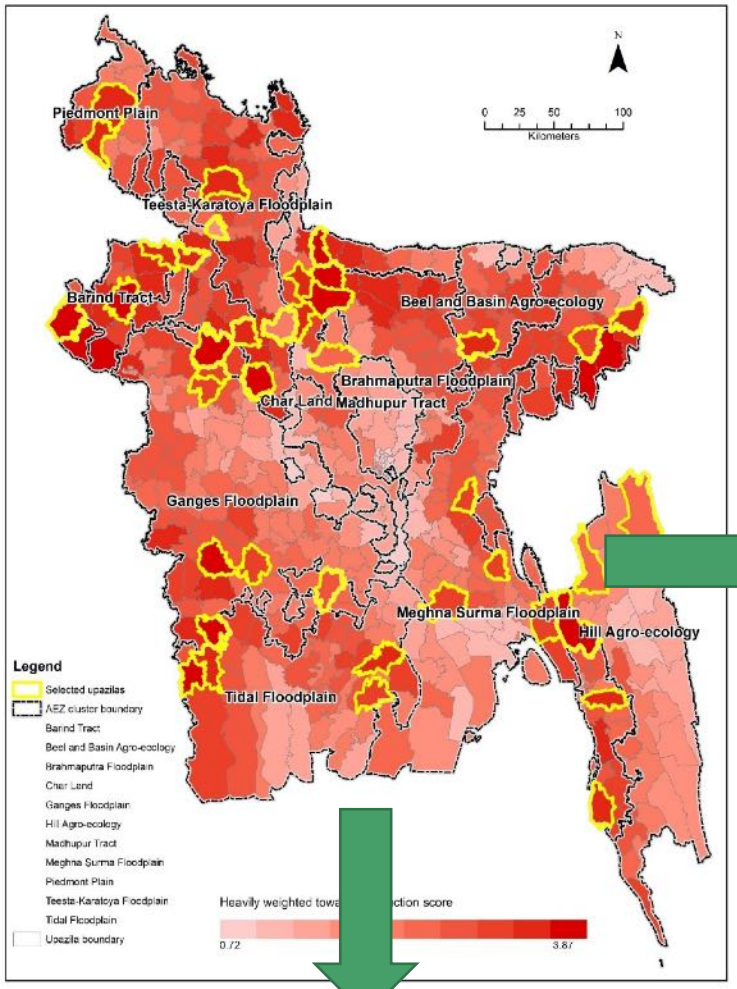
GIS

geographic information system

- Ministry systems
- NGOs

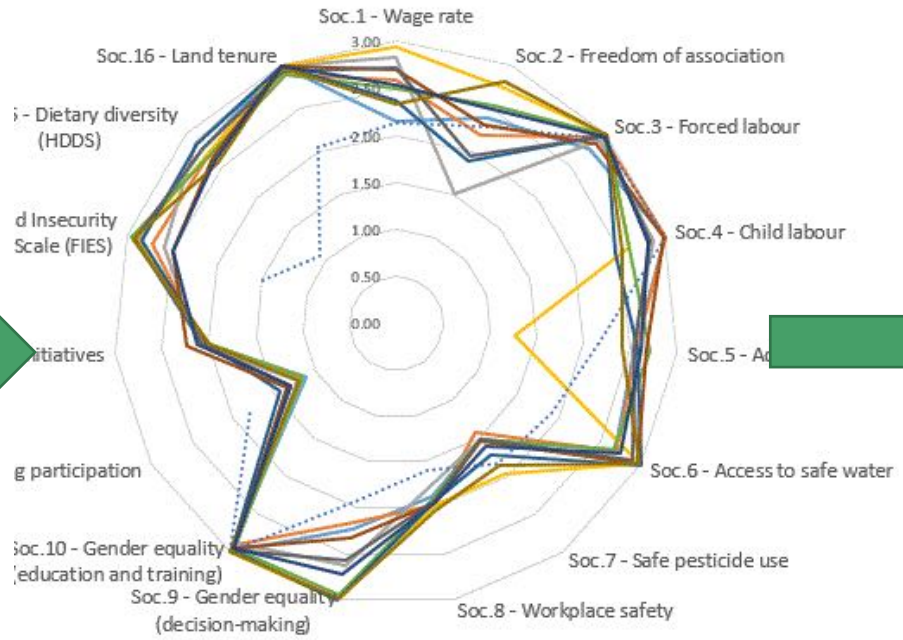
Project systems

Google Earth Engine



e.g. Deforestation areas
hazard mapping, etc.

Georeferences data



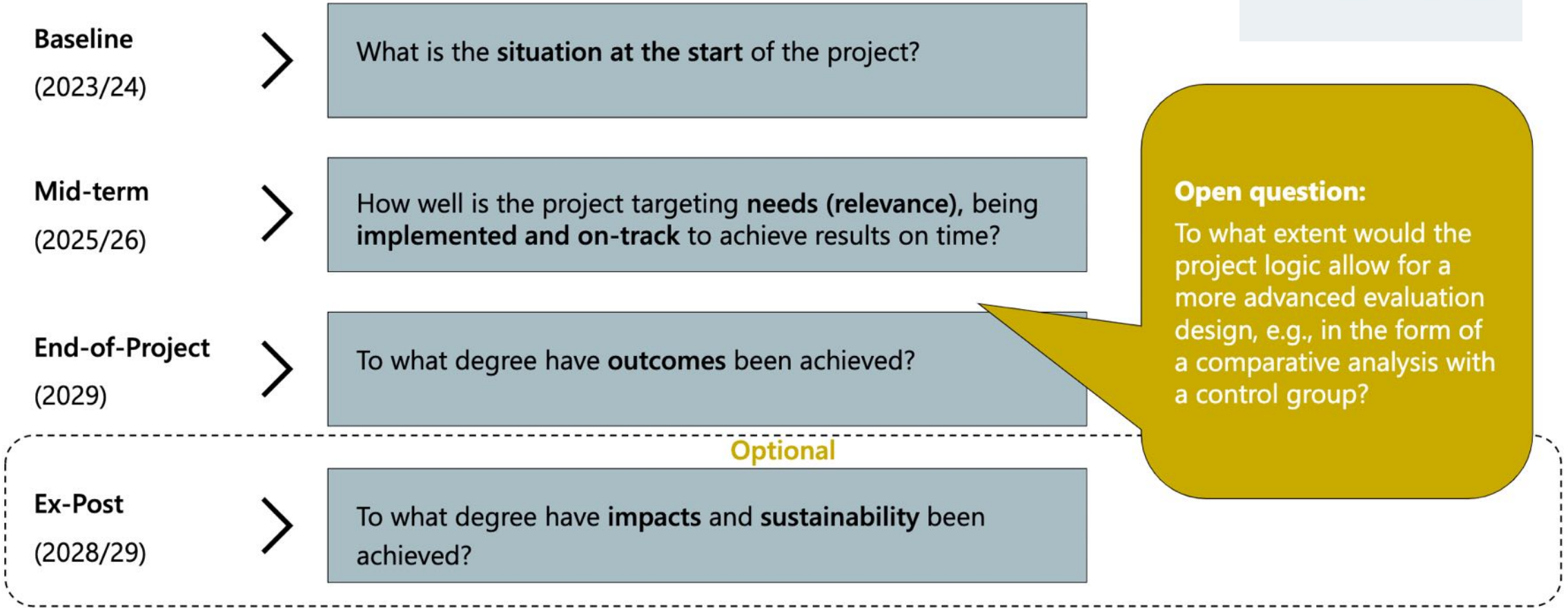
AI systems

Smart Apps

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

External evaluation

Project is 7 year + post assessment



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Thank you

We need you

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