

# Action for Climate Empowerment Workshop

## SB48 in-session workshop, 1 May 2018

### Outcomes

#### Background

At SBI 47, Parties requested the secretariat to organize an in-session workshop at SB48, to develop a list of actions to enhance the implementation of the Paris Agreement through ACE-related activities. Parties and observers were invited to submit their views on the role of ACE and topics for the workshop that could enhance the implementation of ACE under the Paris Agreement. Parties, representatives of relevant bodies established under the Convention, experts, youth, practitioners, and stakeholders were invited to attend the workshop, to discuss and develop a list of potential actions.

The workshop was held in Bonn on Tuesday 1 May 2018, co-facilitated by Ambassador Deo Saran (Fiji) and Ana Maria Kley Meyer (Federated States of Micronesia) and was conducted in good and collaborative atmosphere. It was attended by some 150 participants from a diverse group of representatives, including Parties, NGO's, experts, with a good gender, geographical and age balance among the participants. The workshop included presentations and work in parallel break-out groups where specific topics were discussed.

Five break-out groups were scheduled for the morning and five for the afternoon. The morning break-out groups considered how to enhance the role of the implementation of the Paris Agreement through the five ACE elements, namely:

- Education
- Training
- Public awareness
- Public participation
- Public access to information.

The five break-out groups in the afternoon addressed the following cross-cutting issues:

- Synergies and linkages among international frameworks related to ACE
- Mainstreaming ACE into NDCs and NAPs
- Assessing and monitoring ACE
- Role of Non-Party stakeholders in implementing ACE
- International Cooperation, partnerships and funding.

Each break-out group generated lists of 4-5 prioritized actions, which are summarized below. While the actions identified as priorities are captured below, the full list of suggestions generated in the process are included as an annex to this report. Through discussions in plenary, additional suggestions on actions were captured, which are also reflected in the below list. The list of actions presented here, while seeking to cover an as wide range of potential actions as possible, may of course still not be exhaustive, but can serve as an inspiration for further deliberations.

It may be noted that there are strong interconnections between several actions identified in different groups. The Climate Change Secretariat, in preparing this report, has opted to only reflect recommendations as they were generated in each group, to provide an as true reflection as possible of the group discussions. However, it should be relatively straight-forward to identify linkages, and map them against the stakeholders for which the recommendations are most relevant (UNFCCC negotiators, national authorities, civil society organizations etc.).

## **Key Recommendations**

### **Education**

- Integrate climate change into education policies and the curriculum of formal education at all levels;
- Develop capacities of governments and stakeholders including policy makers, teachers, students, media, communities, youth by developing training of trainers programmes and translating scientific information into a simple and understandable language;
- Promote non-formal and informal education using multiple approaches and methodologies, such as cultural activities and arts, and foster exchange of good practices;
- Integrate education (on Action for Climate Empowerment) into climate change policies such as NDCs, NAPs, low-emission strategies etc.

### **Training**

- Develop national policies and systematic strategies to ensure that professional climate change training reflects the needs of multiple groups including: young professionals, including indigenous people, women and men alike, people with special needs, and governments officials (especially ACE Focal Points) and development professionals;
- Identify sources of dedicated funding for climate change training, at the national and the international levels;
- Ensure that proper content and quality measurement systems are developed and applied, including innovative approaches such as story-telling and the use of inspirational examples;
- Ensure easy global increased accessibility to free of high-quality distance based training products and knowledge exchange in multiple languages through the latest developments in ICT.

### **Public awareness**

- Communicate messages using non-traditional and diverse methods in order to reach the widest range people possible;
- Focus on positive, solutions-based, messages, and help support opportunities for individuals and communities to express their ideas, solutions and existing climate action.;
- Make participation in UN Climate Change (UNFCCC) meetings more accessible, and information relating to these meetings easier to understand;
- Use existing communities and infrastructure to amplify messages (as opposed to start efforts from scratch).

### **Public participation**

- Inclusive, credible decision making; Ensure that public policy making and decisions on matters that may have an impact on climate, is informed by, and grounded in, input from the wider public, which has been actively sought as part of the decision-making process;

- Guidelines for Parties to make a participatory framework: provide guidelines/best practice for parties to support them in establishing means and mechanisms for ensuring that the wider public can provide input to the climate process at international, national and local levels;
- Develop a mechanism and means of participation, including a space for participation: Recognizing that it may not be enough to be informed, interested or educated to be able to contribute to climate action, and therefore it is important that the authorities proactively create spaces or mechanisms to invite and support public participation in relevant processes. This may include non-traditional spaces where the public may be able to better participate on their terms e.g. arts and cultural venues, museums, faith buildings, community centers, public libraries, and others;
- Public participation in the design of NDC, NAPs and other policies; Ensure that the design of NDCs, NAPs and other climate related policies and plans, are open for input from the public.

### **Public access to information**

- International and national policies should fully embrace public access to information as a fundamental human right. This principle is governed by the understanding that public access to information is about more than simply providing access to reports etc.; it must also include ensuring that such reports are produced in a way that people can understand e.g. by conducting public consultations (i.e. with indigenous people);
- Make the language understandable and simple in target geographies; and ensure information is translated in local languages (in an accessible press format for national/regional media);
- Public tools – both online and offline (e.g. infographics) – to encourage engagement with all demographics, including youth, indigenous, rural. (information can't just be digital, needs to be assessable for hard-to-reach communities);
- Recognize the importance of 'climate data commons' by facilitating open and easy access to data for everyone online. Regular data updates needed to keep the public informed.

### **Synergies and linkages**

- Align ESD policies (Education for Sustainable Development) with ACE under the Paris Agreement as well as national ACE related policies including NAPs and NDCs;
- Provide a way to access to GCF/ GEF funding for SDGs including ACE related activities under the Paris Agreement;
- Identify, develop, coordinate and foster partnerships among country and regional actors, development practitioners and environmental educators, as well as with other key international actors and networks;
- Identify and harmonize strategic planning and reporting targets/ indicators in order to reduce the burden on parties and other stakeholders, when designing and implementing ACE related activities.

### **Foster & mainstream ACE into NDCs**

- Strengthen understanding of ACE through capacity-building and education for multiple stakeholder groups including public officials, development professionals, trainers and educators, opinion leaders and the media;
- Mainstream ACE in all stages, including the preparation, implementation and reporting on NAPs and NDCs;

- Provide for dedicated ACE finance to strengthen the implementation of in the commitments made in NAPs and NDCs;
- Include ACE in Parties' work to prepare guidelines for NDCs drawing on the expertise available through the global ACE community.

#### **Foster assessing & monitoring ACE**

- Develop indicators for monitoring and evaluative ACE activities, through a multi-stakeholder driven inclusive and participatory process, with inter-linkages to other relevant international frameworks such as SDGs.;
- Create an online platform for countries and multi-stakeholders to share lessons learnt and good practices on monitoring and evaluation of ACE activities;
- Support countries to develop and implement multi-stakeholder driven, inclusive and participatory M&E systems for ACE;
- Build capacity of National Focal Points to support the M & E of ACE Elements;
- Include ACE indicators to NDCs through the review and update of NDCs, and M&E activities related to ACE at the Global Stock Take.

#### **Foster the role of non-party stakeholders**

- National policy makers need to listen to NPS, and NPS need to proactively speak to national policy makers as part of a coordinated dialogue: It is important that the conversation between NPS and national authorities is not ad-hoc and haphazard, but is framed in a coordinated dialogue;
- Support/develop NPS networks to facilitate information exchange, coordination and identification of recommendations on actions that can be taken within different NPS groups;
- Improved/dedicated communication channels: Improve existing, and if needed establish new dedicated communication channels to allow NPS to better interact with public authorities;
- Coordination between Parties and NPS: Support improved coordination between parties and NPS in the UNFCCC process so as to ensure mutual support and enhanced climate action.

#### **Foster international cooperation**

- Mobilize technical and financial resources to support the implementation of ACE such as creating a seed fund; mobilizing funding from IGOs, regional organizations, the private sector, foundations, NGOs, and other development partners;
- Track progress in the implementation of ACE aligning with the transparency framework of the Paris Agreement;
- Establish private-public partnerships at the international, regional, national and local levels to implement projects and exchange good practices;
- Create networks among Parties and non-Party stakeholders to scale-up ACE implementation and strengthen national coordination mechanisms through ACE focal points;

## **Additional recommendations**

### **General**

- Involve civil society and the private sector more in the decision-making process
- Use institutions such as museums to share and exhibit information that makes climate change relevant and interesting
- Liaise and collaborate with financial institutions and foundations to leverage funds for ACE activities
- Encourage all countries to participate in the Talanoa Dialogue
- Recognize that access to existing and new sources of funding for ACE related activities is essential for many of them to be realized.
- Work with existing mechanisms and initiatives including those of UNESCO GAP and UN Environment to ensure the success of ACE

### **Education**

- Develop a roadmap, focused on content, validation of information, competences needed, and promoting a learning environment
- Use establish networks (at schools, NGOs,) synergize and strengthen.
- Include climate change into formal Education at all levels

### **Training**

- Liaise with civil society groups
- Engage Policy makers or governments to support the implementation of training and capacity building programmes in ACE and PA workplan
- Develop an incentive mechanism for participation
- Develop a framework on good training for trainers
- Develop an online information hub on training
- Develop standards and measurements on what is effective in climate change training
- Establish a climate training clearing house to exchange/access training programmes
- Commit to training **ALL** government officials on climate change, especially ACE National Focal Points

### **Public awareness**

- Launch public awareness campaigns
- Make options for climate action clear to everyone and identify actions that people can take
- Tailor messages to the audience
- Include the older generation, and not just the young. Acknowledge that different generations have different realities and exposures to issues.
- Focus on what can be done, climate action that people can take instead of the negative aspects
- Link people together to optimize multiple perspectives and lessons learned

### **Public Participation**

- Adapt information to the target group and local context, such as using local/indigenous languages, avoid unnecessarily complicated/technical/bureaucratic expressions etc.
- Strengthen and support of political parties and NGOs.
- Enable bottom-up initiatives. Not everything can be top-down.

- Recognize that public participation is both about influencing and enabling public policy making, and about the action that everybody can take in their own capacity.
- Note that access to information and public participation is a human right
- Public participation is about means, mechanisms and messaging, i.e. ensure that stakeholders have the means to engage, that mechanisms are available for them to engage with the public processes, and that information is accessible to all.

### **Public access to information**

- Identify sources of financial support for communications
- Address the need for information in local languages through talk shows and reaching out to media
- Simplify the scientific narrative and make it easier to understand and is fun for everyone - gamification
- Utilize modern day technology, such as digital tools to engage national media to convey findings, using traditional media and creative industries
- Open access to data so everyone can share. i.e. open data policy and infrastructure
- Communicate on what is happening in international politics to understand how the science is used

### **Synergies and linkages among international frameworks related to ACE**

- Leverage funding from UN related institutions such as the GCF and GEF
- Incorporate human rights dimensions into ACE
- Mobilize coordination at the national level, such as IG (strategic plan under the CBD)
- Harmonize synergies and linkages for reporting under the PA.
- Unite actors and institutions on common themes
- Strengthen partnerships between development, environmental practitioners, and education actors, as well as international alignment between bodies, partners and networks
- Appoint specialists or mechanisms to investigate synergies or linkages
- Initiate exchange programs between youth from the global south and north
- Organize joint sessions of the UN SDG and UNFCCC

### **Mainstreaming ACE into NDCs and NAPs**

- Ensure an inclusive and participatory process while mainstreaming ACE into NDCs and NAPs
- Parties engaged in CC:iNet appear to have more ACE-related matters incorporated in their NDCs
- Include Education ministers as stakeholders in the mainstreaming of ACE into the NDCs and NAPs
- Develop guidelines, detailing how to draft NDC's to improve accessibility

### **Assessing and monitoring ACE**

- Build capacity for ACE national focal points to conduct ACE monitoring and evaluation
- Include multi stakeholder input into monitoring and evaluation ACE indicators to create open space to gather different stakeholders to create indicators in a collaborative manner
- Link monitoring and evaluation of ACE to the narratives of why ACE is so important for climate impact
- Integrate ACE monitoring and evaluation into the Paris Agreement Work
- Involve stakeholders in the monitoring process
- Align with SDGs /bring the assessment to UNFCCC ACE events
- Develop and implement a data management system for effective assessment and monitoring of ACE Related Activities

- Incorporate established SDG indicators so that we don't have to reinvent the wheel
- Develop standardized reporting templates
- Use a good mixture of quantitative and qualitative indicators
- Create a basic framework for the evaluation

### **The role of non-party stakeholders in ACE**

- Identify current and new sources of support (both funding support and technical support) to enable increased action and engagement of NPS.
- Recognize that NPS is a term including a large and diverse group of stakeholders. Different NPS groups may have different motivations for taking climate action, why incentives for engaging different groups may also vary between them.
- Provide NPS with a "rucksack" of information, training, and tools that can enable them to engage as responsible NPS stakeholders in climate action.

### **International cooperation, partnerships and funding**

- Mobilize resources to support ACE to seed funding, regional funding, international organizations and other actors
- Target enterprises, foundations, etc. to leverage private funding.
- Establishing Private -public partnership at international, regional, national and local levels to exchange good practices and implement projects
- Promote ACE actions at the regional level to not duplicate efforts
- Identify synergies with the SDGs
- Introduce MRV processes
- Support established networks among parties and non-party stakeholders, including the ACE national focal points
- Coordinate efforts within the government
- Strengthening national coordination mechanisms.

## Annex: Input from Post-it Notes

### Education

- Develop a strong narrative (including examples on the impacts of ACE topics on climate change mitigation and adaptation)
- More curriculum activities
- Environmental clubs
- Science clubs
- Youth clubs
- Focus on creating awareness on climate change in the informal sector for farmers and people in the communities
- Develop two key actions for the implementation of the Paris Agreement
- Infographics system
- Posters
- Promotions for the artists, make negotiations with them to change their thematics to include? in their messages (?)
- Webinars
- Organize Talanoa Dialogue in each high school and University, and answer to the question 2 (“where do we want to go”) and 3 (“how do we get there”) at the local scale
- Implementation of a Climate Quiz (competition) between all schools in Vanuatu
- Take concrete actions to reduce our impact of consumption of resources
- Add regional or local examples to the education program
- Promote inter-ministerial dialogue on inclusion of climate change education into national policies
- Align ESP policies with education chapters in NDCs and NAPs
- Methodology
- Learning environments
- Competences
- Quality of education
- Including climate change education into INDCs or part of NDCs implementation strategy
- ISO standards
- Develop instruments that are genuinely sensitive to the diverse target groups. Prefer strong methods over best practices
- See how young people can be effectively and meaningfully engaged in the climate change interventions (adaptation and mitigation)
- Hand print change structures
- Human-centered approach to learning
- Education of kids and youth about environment and climate change. Make environment a part of the daily lives, not a special topic to be addressed occasionally
- Teach kids that they can make a change and teach them how to!
- Promote the design thinking and social innovation to create new mechanism to promote the environmental education
- Accessing a simple language to reach diverse groups
- Socialize the language (“the scientific language”)



- Unified language allowing for exchange
- Align monitoring of SDG targets 13.3 and 4.7
- Diagnosis of the current climate education status, so as to have an initial landscape to compare with after taking measures and implementing programs and activities
- Education awareness in schools and universities including the use of cultural and creative arts
- 1. Structural educational curriculum from Grade 1 – 12 about the environment
- 2. Exchange program between developing countries and developed countries
- Having both general and targeted education programs (diff. regional issues etc.)
- Add project days/weeks on climate change/sustainable development in primary/secondary education curriculum
- Increase/designate \$ for climate education in national curricula
- Cover topics related to climate change & sustainable development in all aspects of education
- Education of climate change science to youth generations, such as education in primary schools, high schools and universities
- Introduction of climate change into educational system / a national level by the next school year
- Include climate change education in the curriculum from first grade on
- Curriculum reforms and training of teachers on the new concepts to be able to transfer it correctly to students (all levels of education)
- Mainstream climate change and sustainable development in all subjects, e.g. language, math, etc.
- Integrate the topic of climate change into existing curriculum/subject, such as geography
- Climate change as part of teachers' education/university program
- Education of low carbon development plans for sustainable development policies to public, through multi-ways
- Push governments to integrate climate change as a course in the curriculum especially in developing countries
- Knowledge exchange through youth student exchange programme
- Promote the Earth Charter as a basic instrument to adopt values and transmit environmental education
- Empower citizens / educate decision makers
- Climate change is abstract, hard to understand, and often more visible in developed countries. We should focus primary education on local consequences of climate change
- Programs in schools and kindergarten to raise awareness of students of the need to think more for the environment and protect it (use of environmentally friendly things in schools and kindergartens)
- Integrate lectures/workshops on climate action into University degree programmes
- Education – Making sure awareness on climate changes/environmental matters is raised at schools and Universities / change mindsets & enable the transition / Public awareness – on cross-cutting issues related to climate change
- Create a stakeholder mapping that could help government to implement actions on the ground, while creating a local network specialized on ACE
- The changing climate is making it hard for children/youth to access education systems. They are the hardest hit by climate change
- Education for girls and boys on reproductive health. Girl empowerment!

## Training

- Be a role model for people in your society
- Develop a framework on good trainings for trainers
- Impact data on effects of trainings
- Guidance and standards on what is effective climate change training
- Coordinate your common goals and support each other
- Ensure woman and men as beneficiaries
- Encourage and include more youth participation
- Make school training and motivate the young
- Development or funding mechanism for youth NGOs to provide training at the local, regional and international level.
- Include youth in professional trainings → Spread the awareness amongst young people
- Recommend or decide on an online common information hub on training.
- Concentrate on technological realities (mobile phones) in developing countries
- Information push service online
- Establish a climate training clearing house to exchange/ access training programs
- Liaise with civil society groups. National. Government -Civil society
- Incentive mechanism of training participation
- Information push service about climate change. Climate related disasters
- Engage policy-makers and government to support the implementation of training and capacity building program in the ACE and Paris Agreement workplan.
- There should be a push for parties to implement strategic training programs for young people within their NDCs.
- Commit to training ALL government officials on climate change (at all levels of government)
- Promote training possibilities through NFC (National Focal Points)

## Public Awareness

- Use marketing strategies
- Getting to know the group you want to reach out to
- Show concrete consequences of bad behavior and improvements made by good practices to children e.g. wrong/right ways to recycle
- Try to combine climate change solutions with things that target groups have a genuine interest in
- Engage non-traditional communities e.g. Sports associations such as ski resorts or tennis players
- More slow time options e.g. Art galleries, museums, public transport, “by catching this bus you saved...”
- Meet and empower leaders such as religious leaders, leaders in different communities
- Find the trusted individuals groups and work with them
- Develop strategy for how to communicate climate change in a good way
- Based on the level of information they have about climate change establishing guideline to mechanism how we are going to aware public at large
- facilitating fund
- Making strong engagement with education institutions, workshop, training etc.
- Empower political self-efficiency in youth participation projects
- Mobilizing public on the issue of climate change in the form of /outreach
- According to guidelines using different media

- Creation awareness for high-level leadership, policy makers, planners etc.
- TV program on Climate Change solutions
- Appropriate use of technology with a view of building on existing platforms
- Scientific media that gets people's attention but uses real facts
- Use television to spread good practices (hard if they don't have one...)
- Link local concerns/action to the bigger global pictures
- Focus on building trust, trust helps us go from the known to the unknown
- Focus on solutions
- Consider and use knowledge from environmental psychology e.g. Social norms
- Use stories – not just dry facts and graphs
- Make it easy for people/groups to find out what is already happening
- Make it positive, constructive and/or meaningful
- Be hugely encouraging
- Influencers who work with informing society on social media
- Involve local government and institutions to promote good practices
- Easier access to what happens at COP – easier language, website, more social-media use
- Tap into existing networks
- Utilize existing communities to amplify messages
- Workshops in 1. Communities (strong contact persons) 2. Work places/offices
- Use art, symbols, poetry, writing, local traditions – anything to amplify and unlock creative solutions
- Never over estimate other people's interest in climate change and their motivation to do something about it
- Celebrate success
- Find opportunities for people/groups to tell others about their ideas and solutions
- Adapt to media habits of targeted region: radio? TV? Newspapers?
- Linkages to 1. Air pollution 2. Water management 3. Agriculture
- Getting local community stakeholders/leaders on board so that they are trusted and adapt their language to the audience
- Develop a targeted narrative for different groups of people
- Let people help us!
- Use the handprint actions – positive farming and not only reduction but changes in structure
- Break information and solutions down into digestible bits
- Talk about real life problems

### **Public participation**

- Bottom up approach
- Creating a structure for engagement
- Tracing and opportunities for meaningful involvement for first time and especially Youth delegates
- Concrete mechanism to participate
- Education: Provide information in a TANGIBLE way about Climate Change; make it matter to the individuals, e.g. SDGs: Following it up with clear, simple actions people
- Highlight the importance of the PD, using the means of information such as:
  - a) Social networks

- b) News channels
- Useful review and follow up mechanism, using existing indicators like; SDG 16.7.1, 16.7.2, 16.10
- Increase the general knowledge of the contents of the PD, because people have the general idea that it only addresses global group in a scientific approach
- Understanding the language of the community
- Linkage with Human Rights
- Don't leave everything on the government but recognize the potential on others to help.
- Set of needs on which input is needed for others to jump in
- Institutional space to co-develop and implement policies and projects
- Simplify /Adapt communication on Paris Agreement
- Justify political/ policy action with public education as to why the change is needed
- Creating the right environment to encourage participation
- Creating a brand labeling for Climate Change activities for participation to be real participants and their input needs to be respected and included
- Empower People: Show in best practice examples that changes in structures that are possible
- Improve the role of political parties
- Create a participative budgetary planning process with financial mechanism e.g. (GCF, Adaptation fund etc.), Form of Forum? Workshop?
- Increase cohesion across stakeholders
- Public participation in NDC design
- Democratic
- Official support to the process
- Try to connect with the citizens maybe creating an online platform where people can follow the UNFCCC negotiations and comments/reactions
- Develop, support and strengthen vehicles for participation such as ACE, the GAP, the LCIP
- Feedback, knowing that the message was heard
- Request parties to report on participation on National planning processes related to NDCs and ACs
- Integrate the human light to participation in the guidelines for implementation of the Paris Agreement by ensuring an inclusive, participator, transparency framework and global stakeholders
- Use the best medium in engaging the participants E.g; Youth, Music, Children and Art
- An open space for dialogue and exchange of ideas nationally
- Bring stakeholders together
- A requirement for ACE plans by all Member States, Co-developed with cities
- Interlinkages with principle 10 conventions to reinforce public participation
- Better linkages between large NGO (universities, etc.) delegates and their constituents as well as local communities
- Go to local communities and learn from their needs and capacities specially on adaptation
- Funding for participation of venerable groups
- Ensure that inputs will be considered (transparency = what will be done with ideas/ submissions from the public
- Scale up= Do we have enough HR to process all the inputs?
- Importance of Climate Change for human rights concerns (migration, development)

- Adequate modalities and capacity development
- Increase access to basic and specific knowledge on the topic of climate change to make the urgency
- Diversity is key: Respecting the temptation for one-size-fits-All Top, Down programme
- Bottom-up please
- Conflict of interest/ Disclose procedure for private sector stakeholders/parties
- Qualified ACE Focal Point that is nationally active on ACE and collaborates with stakeholders like Youth
- Transparency and public access to data
- To ensure real and meaningful participation specifically for Children and Youth information (Bottom processes and Climate issues) needs to be accessible and understandable for all, regardless education level (transparency framework, NDCs, NAPs etc.
- Forum for multiple stakeholder's discussions
- Ensure that participation of CSO in NDCs improvement every 5 years gets formalized in countries
- In relation to Youth delegates/ACE focal points: create opportunity for Youth Civil Society to give input to their work, recommendations, raise concerns
- Youth delegates
- Funding: For new initiatives and to up-scale existing ones
- Expanding awareness of the PA's mandate (and thus participation beyond the mitigation target and creating mechanisms to participate in capacity building
- Policy Briefs

### **Public access to information**

- Country level systems for effective engagement between ACE National focal point and other focal points. GCF, NSA, CTCN, Government agencies, IRENA
- Flow charts of scenarios (simple, downscale, concise)
- Animation/cartoons to simplify and illustrate ideas and findings→ Also helps with kids! (and education) (WHAT)
- Science communication specialist needed
- Accessible and affordable communication channels by making it user friendly (simplifying technical data without distorting)
- Capacity building of scientific communities and public to gain actual information
- Facetime with scientist and researchers to explain findings to the common man (HOW)
- Scientific outcome to be presented in simple messages through press release to the public
- Offline tools (1. Public Awareness 2. Pamphlets, presentations, 3. Inclusion of climate change in education curriculum)
- Strong policy-science-public-nexus
- Use of creative industries to make access to the information
- Knowledge diffusion should be integrated in research projects
- Infographics cartoon
- Information presented in local languages and in a format accessible to local communities (i.e. radio or video)
- Activation of citizens' movements by access to information
- Digital tools that use both behavioral science and science related to climate/environmental studies

- The first step is knowledge with the presence of information
- Integrate access to information (and other ACE elements) across the implementation guidelines for the Paris Agreement.
- Intergeneration equity in shaping understandable information
- Include information from international politics to understand how science is used
- All countries should make understandable versions of NDCs
- Institute regular national briefing from ACE National Focal Points on finance opportunities.
- Data transparency and updating information at national level
- For transparency use open data
- Open data policy and infrastructure
- Put in place rules/guidelines for disseminating information to local persons well in advance (60-120 days) before a public consultation.
- Arrange educational events and training groups around digital tools.
- Public consultations
- Feedback mechanisms on how public perceive information.
- Financial support to make information public and accessible
- To organize talk shows on TV with scientists, journalists, governments and CSO
- Engaging national media to convey findings and information through traditional means (HOW)
- The Financial Resource is important

### **Synergies and linkages among international frameworks related to ACE**

- Exchange programs for Youth from Global South and North
- SDGs and PA topics on the agenda
- Appointing certain specialists or mechanisms, to check out the Synergies or linkages
- Identify the relevant SDGs for every Paris Agreement articles to be addressed through ACE Actions
- Organize joint sessions of the UN SDGs system and UNFCCC
- Check and use regional networks on ESD
- More partnerships between development partners and environmental education partners
- Co-organize regular working meetings to advance action on shared issues
- Coordinate at country and regional level to support activities that join actions/ institutions on common themes
- IPCC communication WHO/GFCs/GCOs share information on SDGs/ ecosystem
- Internal alignment between government bodies/partnerships
- Align ESD policies with education chapters in NCDs + NAPs
- Global Action Programme especially UNESCO
- Align monitoring for SDGs Targets 13.3 +4.7
- Connection of capacity building goals on other MEAS to PA/SDGs
- SDGs provide indicators to evaluate the implementation of Education (SDG 13, 16...?)
- Helpful for the target 12 of Paris Agreement
- Harmonize reporting under PA of KPIS under other MEAL= CBD, UNCCD
- Management body
- Human Rights deliver SDGs + ACE
- Provide a way to access GCF/GEF funding for SDGs framed in Paris Agreement

## **Assessing and monitoring ACE**

- Use a good mixture of qualitative and quantitative indicators
- Create a basic framework for the evaluation and monitoring of ACE events
- Using SDGs as indicators
- Aligning with National development plans
- Developing standardized reporting templates
- Simplify and choose a limited number of indicators that can be measured internationally
- Open spaces to gather different stakeholders to create indicators in a collaborative manner
- Involve stakeholders in monitoring process
- Develop list of indicators to ACE
- Develop thorough N & B (not legible- maybe M & E?)- monitoring and evaluation-check with Judith) method (not indicators only) that can be integral part of project design from the beginning.
- Develop a platform to submit and upload the existing projects and initiatives that directly exists, to have a whole map of actors and initiatives
- Develop and implement an effective data management system to promote effective assessment and monitoring of ACE related activities.
- Invest/create a data registry for ACE activities.

## **Mainstreaming ACE into NDCs and NAPs**

- Strengthen role of ACE national focal points
- Explain to government ministries (not just education ministry) examples of the benefits of ACE activities to foster involvement of all sectors
- Promote the integration of the principles of Article 12 of the Paris Agreement throughout the implementation of the Agreement and identify how the principles are integrated in the implementation guidelines
- Transparency Framework Guidelines: Include a request that Parties provide information regarding the implementation of their commitments under Article 12 of the Paris Agreement
- NAPs should include education programmes to prepare for extreme weather/climate events
- Parties should be requested to report on ACE activities (included in APA3b) on information in NDCs
- In ACE reporting in NDCs, should differentiate between old and new/additional activities
- NDCs should be part of education curricula
- Identify ACE related information in current NDCs of each country to demonstrate that ACE has a place in NDCs and is actionable
- Include ACE elements in future NDCs
- Ensure finance flows to ACE activities
- Finance should be provided for ACE activities in NDCs and NAPs, for example through the Adaptation Fund and Green Climate Fund
- Prepare guidelines on the preparation of the next round of NDCs, and include ACE
- Prepare guidelines on the implementation, monitoring and reporting of ACE activities
- Have a subheading on ACE in the NDC template
- Prepare implementation guidelines for NDCs
- Invite Parties to report on public participation in planning NDCs

- Guidelines for NDCs should ensure that NDCs are understandable to ensure civil society can have real access (the Paris Agreement already states that NDCs should be accessible, but mention is not made of understandability)
- Provide space for non-Party stakeholders to effectively participate in the Global Stock Take (include in implementation guidelines)
- Include public in shaping NDCs
- Ensure public participation through multi-stakeholder consultations on NDCs and NAPAs
- NDCs and NAPAs, and the processes for producing them, need to be in a form and language that is accessible to the public (especially children and youth)
- ACE must enhance gender consideration in the NDC process
- ACE is more than education
- Provide for capacity-building, through programmes for education, public awareness and adaptation
- NDCs need to be translated into countries' national policies
- Open spaces to gather different stakeholders to create indicators in a collaborative manner
- Involve stakeholders in monitoring process
- Develop list of indicators to ACE
- Develop thorough N & B (not legible. maybe M & E? - monitoring and evaluation-check with Judith) method (not indicators only) that can be integral part of project design from the beginning.
- Develop a platform to submit and upload the existing projects and initiatives that directly exists, to have a whole map of actors and initiatives
- Develop and implement an effective data management system to promote effective assessment and monitoring of ACE related activities.
- Invest/create a data registry for ACE activities.

### **Role of Non-Party stakeholders in implementing ACE**

- Funding for new activities to engage NPS, build their capacity and inspire them to act.
- Set up network for NPS on climate education.
- Reach out actively to NPS before making policy decisions. Ask for their views in the process.
- Encourage actions at the grass roots level/ bottom up approaches
- Proactive consultation and feedback by Governments with non-Party stakeholders.
- A good point in bringing ACE to where the non-Parties are located. Bring it to their specific environment and context.
- Enabling environment for cooperation and work.
- Involvement of non-party stakeholder doing the policies formulation and planning stage.
- Stakeholder consultation and public opinion for the implementation of policies.
- Information push online for policy advisory.
- Academic Activity or training for Decision maker.
- Ensure processes for engagement with the non-state actors is long term for long term buy-in.
- Providing a forum for non-state actors to engage with the main policy decision makers (National, Regional, Local)
- Raise questions, put pressure on Governments/local authorities
- Help doing what Governments or local authorities are not good at.



- Create networks at city, national and international levels for non-party stakeholders to share knowledge on ongoing basis.
- Create spaces for non-party stakeholders to engage with climate change, on their terms. E.g. in churches, town halls, community centers.
- Motivate fellow citizens by taking local actions that involve them.
- Involve and lead citizen led movements which can eventually affect local or national policies.
- Liaise with appointed government officials.
- Share on the ground experiences with NFPs.
- Engagement of creative persons (Artists and performers) in disseminating climate change information.
- Creation of regional platforms for exchange of ideas, joint activities and opportunities to participate in dialogue with Government.

### **International cooperation, partnerships and funding**

- International cooperation to leverage funds and make more accessible
- Dating agencies for negotiations
- Implement national and possibly international public and private partnerships for scalable solutions towards a carbon free economy
- Citizens Climate Watch Program
- Training community members to partner with government on climate change
- Strengthen multinational cooperation. → Regional especially
- Identify specific ACE activities that would be relevant to Regional groups and approach them to put this on their agenda
- More media Programs, e.g. TV, Radio, Press
- Identify the times of ownership or intellectual property rights of the project/ program
- Share good practices in a simple language
- Strengthening internal coordinating mechanisms to prevent duplication of efforts of resources when seeking international cooperation, partnerships and funding
- Collaboration between 806 especially 4/13 and ACE
- Globally agreed metrics for successful implementation of ACE-related activities
- Identify the common interests or visions at national, regional and international level
- A dedicated funding mechanism for ACE related activities
- Impact-based funding: Encourage small organizations to report on their impact.
- Seek funding for international partnerships that advance climate action.
- Private funding: Enterprises: foundations
- Collaborate with other NGOs and Focal Points on the local level
- Create awareness through ACE secretariat of NGOs and other Non-state actors/ institutions that would be willing to be partner countries for ACE
- Strengthen partnerships with NGOs on national level through ACE NPP → ACE National Focal Points set up a network to enhance ACE on a national level