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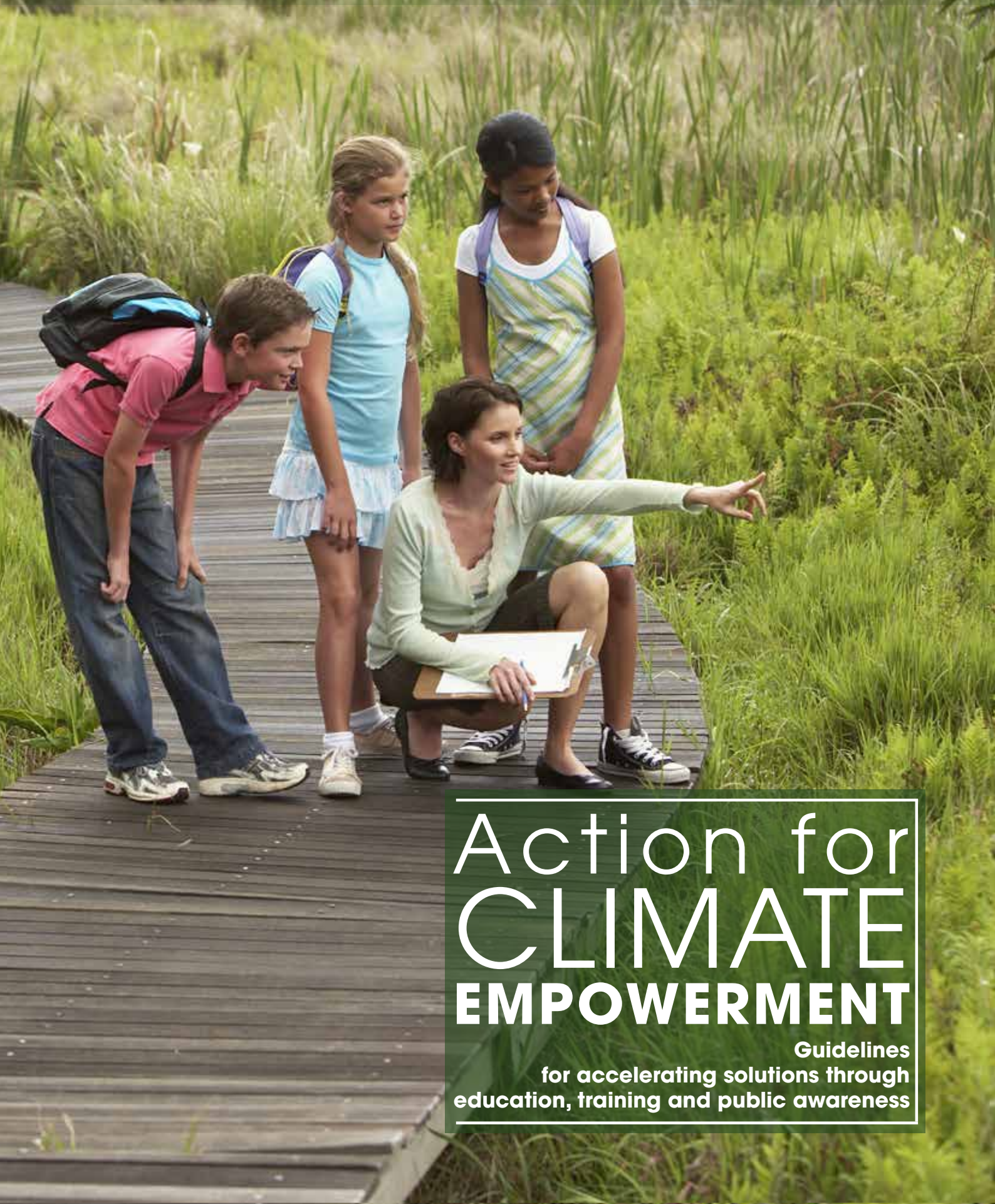
Sustainable
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Goals



United Nations
Framework Convention on
Climate Change



A C E
ACTION FOR CLIMATE
EMPOWERMENT



Action for CLIMATE EMPOWERMENT

Guidelines
for accelerating solutions through
education, training and public awareness

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Foreword

Throughout the various annual United Nations climate change conferences, our organisations have sent clear messages that education, awareness-raising and public information play an essential role in increasing the capacity of communities to counter climate change and adapt to its impacts.

The good news is that the 2030 Agenda for Sustainable Development and the Paris Climate Change Agreement unanimously recognize the importance of education and public awareness in the drive towards sustainable development.

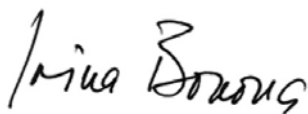
These elements are key to building an ever wider circle of informed individuals able to make and take decisions that will be crucial for achieving the Sustainable Development Goals and the aims of the Paris Climate Change Agreement. Education, together with awareness-raising and public information to promote behavioural change, will enable communities to sustain efforts across all areas of sustainable development over the years and decades to come.

UNESCO works on climate change education within the framework of its Education for Sustainable Development (ESD) programme. It seeks to support countries to mainstream climate change education into their education systems and to help people understand the causes and impact of global warming. Climate change is a critical thematic focus in UNESCO's Global Action Programme (GAP) on ESD, the official follow-up to the UN Decade of ESD.

The United Nations Framework Convention on Climate Change (UNFCCC) works with UNESCO and an alliance that includes other UN agencies under its Action for Climate Empowerment (ACE) programme, which liaises with an increasingly active network of government focal points.

UNFCCC also works with youth and non-governmental partners in areas such as Technical and Vocational Education to raise awareness and action via its popular global youth video competition under the ACE umbrella.

Together, UNESCO and UNFCCC have joined forces to support countries in developing national activities and strategies to implement ACE. These guidelines represent a first step in this effort, which will evolve to meet the challenges and opportunities ahead. We hope that National Focal Points for ACE, as well as other concerned policy-makers, will find these guidelines useful for advancing education, awareness-raising and public information on climate change and sustainable development in their countries.



Irina Bokova
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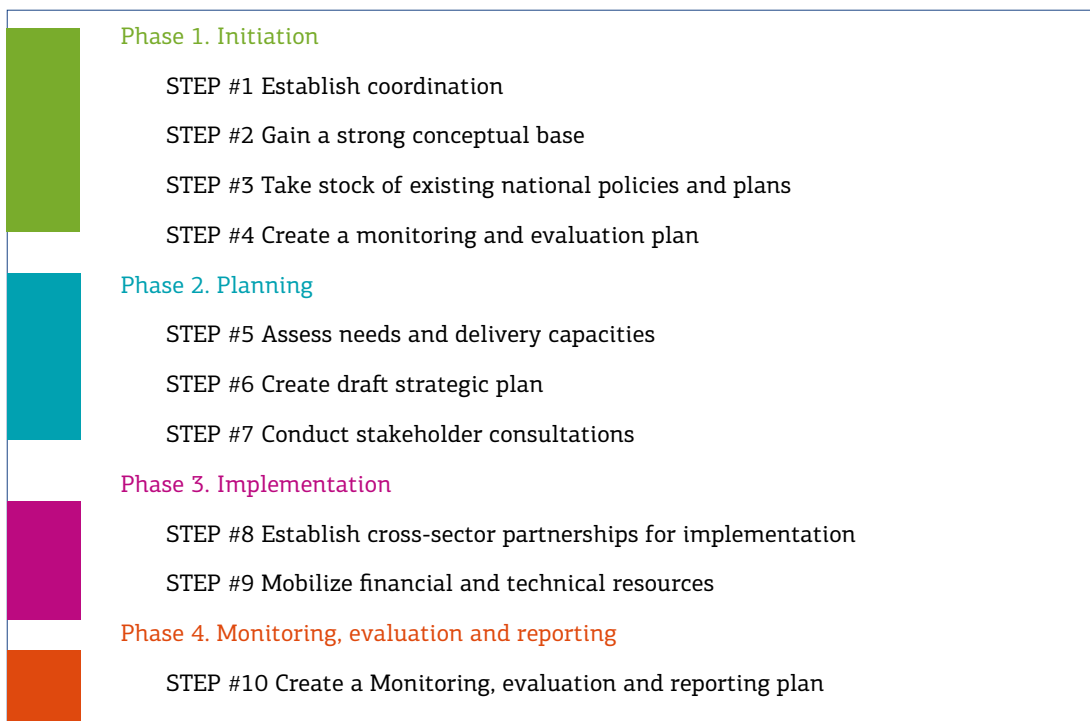
Executive Summary

Action for Climate Empowerment (ACE) is a term adopted by the United Nations Framework Convention on Climate Change (UNFCCC). It refers to Article 6 of the Convention's original text (1992), focusing on six priority areas: education, training, public awareness, public participation, public access to information, and international cooperation on these issues. The implementation of all six areas has been identified in recent years as the pivotal factor for everyone to understand and participate in solving the complex challenges presented by climate change. The importance of ACE is reflected in other international frameworks such as the Sustainable Development Goals (SDGs, 2015); the Global Action Programme for Education for Sustainable Development (GAP on ESD, 2014); the Aarhus Convention (2011); and the Bali Guidelines (2010), discussed further on.

The Action for Climate Empowerment: Guidelines for accelerating solutions through education, training and public awareness are intended to facilitate the work of National Focal Points (NFPs) to implement ACE activities in their countries. This publication can also be useful to other policy-makers and members of civil society organizations (CSOs) seeking the means to address climate change.

The guidelines provide a flexible, phased approach to the strategic and systematic implementation of ACE activities at the national level, driven by each country's circumstances. The guidelines build upon guidance published previously to support national level implementation of ACE from UNESCO and UN CC:Learn, drawing particularly on the rich experience of GAP on ESD. To illustrate, activities exemplifying ACE implementation are provided from more than 20 countries in all regions of the world.

The guidelines are divided into 4 phases and 10 steps:



This framework is based on Results-based Management (RBM) to strengthen transparency and accountability, as well as help track outcomes systematically according to objectives.

This guidance emphasizes that in the process of National ACE Strategy development, special attention must be given to stakeholder participation. A central component of all phases, it must be equitable and broad-based, ensuring marginalized groups are given a voice.

The guidelines also provide an overview of ACE funding sources, and an explanation of ‘climate readiness’ for countries to more easily access financing for ACE activities. Finally, guidance is provided on monitoring, evaluation and reporting, emphasizing the importance of linking to the SDGs and GAP on ESD.

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Acronyms

ACE	Action for Climate Empowerment (<i>popular name for Article 6 of the UNFCCC</i>)
CCESD	Climate Change Education for Sustainable Development
COP	Conference of the Parties
CSO	Civil Society Organization
DRR	Disaster Risk Reduction
DWP	Doha Work Programme (on Article 6 of the UNFCCC)
ESD	Education for Sustainable Development
FAO	United Nations Food and Agricultural Organization
GAP on ESD	Global Action Programme on Education for Sustainable Development
GEF	Global Environment Facility
ILO	International Labour Organization
IPCC	Intergovernmental Panel on Climate Change
MDGs	Millennium Development Goals
MER	Monitoring, Evaluation and Reporting
NDWP	New Delhi Work Programme (on Article 6 of the UNFCCC)
NFP	National Focal Point
NGO	Non-Governmental Organization
OECD	Organization for Economic Cooperation and Development
RBM	Results-based Management
SDGs	Sustainable Development Goals
TI	Transparency International
UN	United Nations
UNDESD	UN Decade of Education for Sustainable Development
UNDP	United Nations Development Programme
UNDPI	United Nations Department of Public Information
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFCCC	United Nations Framework Convention on Climate Change
UNICEF	United Nations International Children's Emergency Fund
UNISDR	United Nations International Strategy for Disaster Reduction
UNITAR	United Nations Institute for Training and Research
UNODC	United Nations Office on Drugs and Crime
UNU	United Nations University
WHO	World Health Organization
WMO	World Meteorological Organization
WRI	World Resources Institute

About these guidelines

Purpose

The principal objective of these guidelines is to facilitate the implementation of Action for Climate Empowerment (ACE) at the national level, in accordance with the Doha Work Programme on Article 6 of the United Nations Framework Convention on Climate Change (UNFCCC). Recognizing that each country's situation is different – some have already implemented and reported on national ACE activities, while others have not yet appointed an ACE National Focal Point – the intent is to provide a flexible, adaptable framework.

The guidelines indicate how to:

- Build a strong understanding of ACE
- Develop an National ACE Strategy¹ and action plans embedded within a results-based framework
- Understand the principles and methods of Education for Sustainable Development (ESD)

- Engage a wide variety of stakeholders, including the most vulnerable, in the implementation of ACE
- Establish cross-sector partnerships and mobilize technical and financial support for ACE implementation
- Foster subregional, regional and international cooperation in undertaking ACE activities
- Monitor, evaluate and report on ACE implementation

Audience

These guidelines are designed primarily for ACE National Focal Points, but also for other policy-makers, including cities and subnational authorities, as well as stakeholders representing civil society, academia, intergovernmental organizations and the private sector interested in implementing Article 6 of the UNFCCC at international, regional and national levels.

1. While not all countries may be ready to implement a National ACE Strategy, each individual activity outlined in creating a National ACE Strategy is in line with the Doha Work Programme's implementation guidance.



Chapter 1. Introduction

Context

The solutions to the negative effects of climate change are also the paths to a safer, healthier, cleaner and more prosperous future for all. However, for such a future to become reality, citizens in all countries, at all levels of government, society and enterprise, need to understand and be involved. Recognizing this, national governments around the world have agreed to increase their efforts to educate, empower and engage all stakeholders and major groups to find and implement solutions for climate change.

This common objective is anchored in the United Nations Framework Convention on Climate Change (UNFCCC) in its Article 6 pertaining to education, training, public awareness, public access to information, public participation and international cooperation (referred to popularly as Action for Climate Empowerment – ACE), as well as in Article 10 (e) of the Kyoto Protocol and Article 12 of the Paris Agreement².

Focus, scope and objectives of Article 6 of the UNFCCC (ACE)

ACE calls on governments to develop and implement educational and public awareness programmes, train scientific, technical and managerial personnel, foster access to information, and promote public participation in addressing climate change

and its effects. It also urges countries to cooperate in this process, by exchanging good practices and lessons learned, and strengthening national institutions. This wide scope of activities is guided by specific objectives that, together, are seen as crucial for effectively implementing climate adaptation and mitigation actions, and for achieving the ultimate objective of the UNFCCC (Figure 1).

Brief history of Action for Climate Empowerment

Article 6 has been part of the UNFCCC since the Convention's text was adopted on 9 May 1992. The importance of international cooperation in achieving Article 6 was emphasised in article 10(e) of the Kyoto protocol, adopted in 1997. In New Delhi, 2002, the eleventh Conference of the Parties (COP 11) adopted the 'New Delhi Work Programme' (2002-2007) –to serve as a flexible framework for country-driven action on Article 6 in addressing the specific needs and circumstances of Parties, and reflecting their national priorities and initiatives. In 2007, COP 13 (in Bali) amended the New Delhi work programme and extended it for five years (2007 -2012) and requested that regional workshops be organized by the UNFCCC secretariat as part of the review of the work programme, and to share lessons learned and best practices. Workshops were held in Europe (2009), Asia and the Pacific (2009), Small Island Developing States (2010), Africa (2010), and Latin America and the Caribbean (2010).

2. See Annex I for the full text of these Articles.

In Doha, 2012, COP 18 adopted the eight-year Doha Work Programme on Article 6 of the UNFCCC (2012-2020). This programme invites Parties to designate and provide support, including technical and financial support, and access to information and materials to a National Focal Point for Article 6 of the UNFCCC. Furthermore, Parties agreed to organize an annual in-session Dialogue on Article 6 of the UNFCCC to present and enhance the relevant work. Since 2013, the annual Dialogue has provided a platform for Parties, representatives of relevant bodies established under the UNFCCC and relevant experts, practitioners and stakeholders to share their experiences and exchange ideas, best practices and lessons learned regarding the implementation of the Doha Work Programme.

In June 2015, at the 3rd annual dialogue on Article 6 in Bonn, it was decided that efforts related to the implementation of Article 6 would be referred to as Action

for Climate Empowerment (ACE): a user-friendly, easily understood term for referring to Article 6.

COP 20 In Lima, December 2014 adopted the 'Lima Ministerial Declaration on Education and Awareness-raising', reaffirming the importance of Article 6 of the UNFCCC in meeting its ultimate objective and in promoting climate-resilient sustainable development. In 2015 at COP 21 (Paris) governments agreed to cooperate in taking measures, as appropriate, to enhance climate change-related education, training, public awareness, public participation and public access to information, recognizing the importance of these steps to enhance actions under the Paris Agreement.

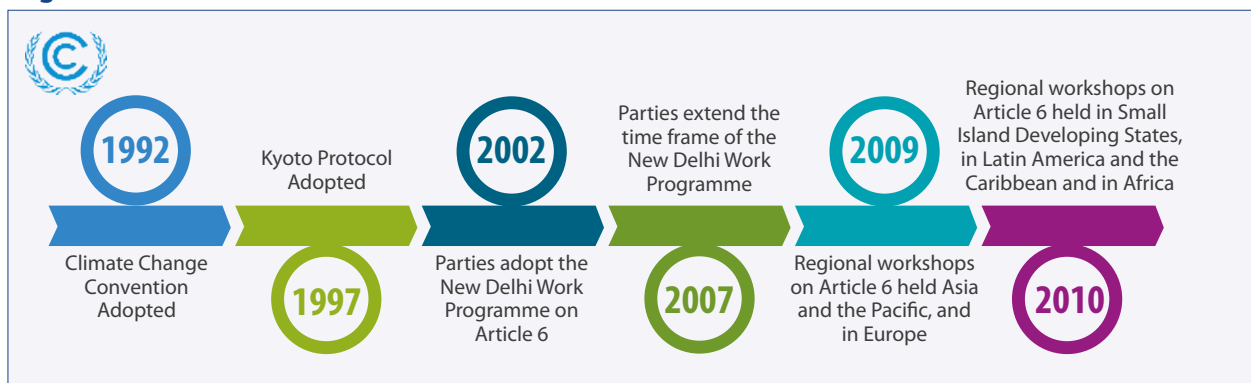
In 2016, the 4th annual dialogue on ACE was held in Bonn and the intermediate review of the Doha Work Programme was completed. The final review of the Doha Work Programme will be carried out in 2020.

Figure 1 • Article 6 elements - scope and objectives

Scope	Objectives	
Education	Change habits in the long-term	Foster a better understanding of, and ability, to address climate change and its effects
Training	Develop practical skills	
Public Awareness	Reach people of all ages and walks of life	Promote community engagement, creativity and knowledge in finding climate change solutions
Public Access to information	Make information freely available	
Public Participation	Involve all stakeholders in decision-making and implementation	Engage all stakeholders in debate and partnership to respond collectively to climate change
International Cooperation	Strengthen cooperation, joint efforts and knowledge exchange	

(Source: Adapted with permission from UNFCCC, 2005)

Figure 2 • Article 6 timeline³



3. A more detailed and ongoing chronology of Article 6 is provided by the UNFCCC at http://unfccc.int/cooperation_and_support/education_and_outreach/negotiations/items/8951.php

International frameworks related to ACE

Sustainable Development Goals (SDGs)

At the United Nations Sustainable Development Summit on 25 September 2015, world leaders adopted the 2030 Agenda for Sustainable Development, which includes a set of 17 Sustainable Development Goals (SDGs) and 169 associated targets to end poverty, fight inequality and injustice, and tackle climate change by 2030. The SDGs build on the Millennium Development Goals (MDGs), eight anti-poverty targets that the world committed to achieving by 2015. The new SDGs, and the broader sustainability agenda, go much further than the MDGs. Three of the 17 goals and two associated targets have particular relevance for ACE:

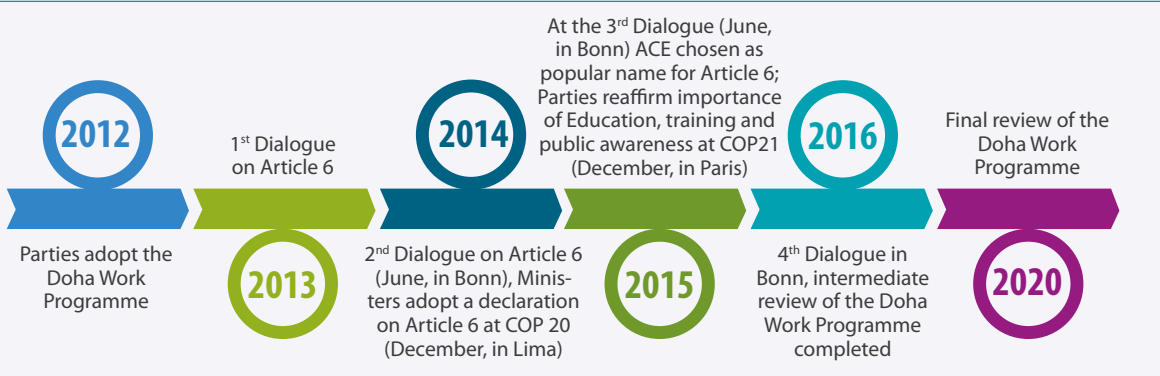
- **Goal 4:** Quality Education: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all, and particularly Target 4.7: “By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence,

global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

- **Goal 13:** Climate Action: Take urgent action to combat climate change and its impacts, and particularly Target 13.3: “Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.”
- **Goal 16:** Promote just, peaceful and inclusive societies, and particularly Target 16.10: “Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements” and Target 16.7: “Ensure responsive, inclusive, participatory and representative decision-making at all levels.”

Global Action Programme on Education for Sustainable Development (GAP on ESD)

The UN Decade of Education for Sustainable Development took place from 2005 to 2014, with the goal of emphasizing education in all its forms (formal, non-formal and informal) as an indispensable element for achieving sustainable



development. In November 2014, as the official follow-up to the DESD, UNESCO launched the Global Action Programme (GAP) for ESD with the overall objective to scale up action on ESD worldwide.

Two basic and very important objectives of GAP on ESD are:

- a. Reorienting education and learning so that everyone has the opportunity to acquire the values, skills and knowledge that empower them to contribute to sustainable development; and
- b. Enhancing the role of education and learning in all relevant agendas, programmes and activities that promote sustainable development.

The GAP focuses on generating and scaling-up action in five Priority Action Areas: 1. Advancing policy; 2. Transforming learning and training environments; 3. Building capacities of educators and trainers; 4. Empowering and mobilizing youth; 5. Accelerating sustainable solutions at local level. Due to its strong linkages with sustainable development, the GAP on ESD provides an excellent framework for understanding the types of education, training and public awareness initiatives conducive to enabling people of all ages to understand and implement solutions for solving the complex problems presented

by climate change. More guidance on GAP on ESD is provided further on in these guidelines.

Aarhus Convention

The Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters (Aarhus Convention) provides the main international framework regulating such matters. The Aarhus Convention grants public rights and imposes obligations on governmental authorities regarding, inter alia, public participation in environmental decision-making. In 2015, the Maastricht Recommendations on Promoting Effective Public Participation in Decision-making in Environmental Matters were published as a practical tool to improve public participation in environmental decision-making, including good practice recommendations.

UNEP Bali Guidelines on Principle 10

In order to catalyze and accelerate action to implement Principle 10 of the Rio Declaration, governments adopted the Guidelines for the Development of National Legislation on Access to Information, Public Participation and Access to Justice in Environmental Matters at the 11th Special

Session of the UNEP Governing Council/ Global Ministerial Environmental Forum in Bali, Indonesia. These voluntary guidelines demonstrate a willingness by governments to engage the public more thoroughly at all levels to protect and manage the environment and related resources.

ACE implementation

The implementation of Article 6 is currently guided by the Doha Work Programme (DWP)⁴. The DWP recognizes the importance of taking a long-term, strategic and country-driven approach to ACE, calling on countries to integrate relevant activities into existing climate change adaptation and mitigation programmes and strategies and to name a National Focal Point (NFP) to coordinate these efforts **(see Box 1, following page)**. Section IV of the DWP provides a list of activities that could be implemented at the national, regional and local level.

Although developing a National ACE Strategy is not the only way that countries can implement ACE at the national level, it is an important overarching action. The concerted set of activities that comprise national strategy development encompass many of the individual activities outlined in Section IV of the DWP. Examples of activities listed in the DWP that could be part of National ACE Strategy actions include:

- **Strategy:** Assess needs specific to national circumstances regarding implementation of Article 6 of the UNFCCC, using social research methods

and other relevant instruments to determine target audiences and potential partnerships; and develop communication strategies on climate change based on targeted social research in order to create behavioural changes.

- **Tools and activities:** Promote and enhance the inclusion of climate change in school curricula at all levels and across disciplines. Efforts could be made to develop materials and promote teacher training focused on climate change at the regional and international levels where appropriate; seek opportunities to disseminate widely information on climate change; seek input and public participation, including participation by youth, women, civil society organizations and other groups, in the formulation and implementation of efforts to address climate change; and encourage the public as part of public awareness programmes to contribute to mitigation and adaptation actions.
- **Monitoring and review:** Conduct surveys, such as “knowledge-attitude-practice/behaviour” surveys, to establish a baseline of public awareness, which can serve as a basis for further work and support the monitoring of the impact of activities; share the findings contained in national communications and action plans or domestic programmes on climate change with the general public and all stakeholders.

For the full list of activities related to implementing ACE in the DWP, please see Annex 2.

4. <http://unfccc.int/resource/docs/2012/cop18/eng/08a02.pdf#page=22>

Box 1. National Focal Points for ACE: Procedure to nominate, purpose and tasks

National Focal Point for Action for Climate Empowerment (ACE)

Procedure to nominate

The UNFCCC National Focal Point is requested to send a letter to: secretariat@unfccc.int with copy to: Article-6@unfccc.int indicating: name of the nominee, title, institution and contact details. Once the communication is received, the newly nominated ACE National Focal will be added to the network of the National Focal Points for Action for Climate Empowerment.

Purpose

The role of the National Focal Point for Action for Climate Empowerment is to foster the implementation of all elements of Article 6 of the UNFCCC – education, training, public awareness, public participation, public access to information and international cooperation – at national level. ACE National focal points may have different political, technical and organizational responsibilities according to the national circumstances.

Tasks

Each Party to the UNFCCC needs to decide on types of activities that its National Focal Point for ACE could implement. This is an indicative list:

- a. International level
 - Participate in the international climate change negotiations;
 - Participate in the annual dialogue on Action for Climate Empowerment;
 - Identify areas for possible international cooperation and opportunities for strengthening synergies with other conventions.
- b. National level
 - Promote the systematic integration of gender-sensitive and participatory education, training, public awareness, public participation and public access to information into all mitigation and adaptation activities implemented under the Convention, as well as under the Paris Agreement, including into the implementation of their nationally determined contributions and the formulation of long-term low greenhouse gas emission development strategies;
 - Foster the participation of relevant stakeholders in ACE as well as in mitigation and adaptation activities implemented under the Convention;
 - Enhance cross-sectoral coordination among all ministries dealing with climate change and ministries with responsibilities for education, training, public awareness and international cooperation;
 - Coordinate the development, implementation and evaluation of an ACE National Strategy;
 - Mobilize technical and financial support for enhancing the implementation of the Doha work programme at national level;
 - Disseminate climate change information and resource materials, as well as good practices, on the six elements of Article 6 of the Convention;
 - Organize multi-stakeholder workshops and events on ACE to facilitate a regular exchange of views, good practices and lessons learned;
 - Submit information as part of their national communications, and where possible in other reporting under the Convention, on their actions taken to implement the Doha work programme on Article 6 of the Convention and to share their experiences and best practices for the purpose of reviewing the Doha work programme in 2020, noting that the six elements of Article 6 of the Convention provide a useful guide for such reporting.
- c. Local level
 - Liaise with local authorities and relevant stakeholders for enhancing the implementation of ACE at local level.

Benefits of developing a National ACE Strategy

There are three key reasons why developing a national strategy is useful for scaling-up ACE efforts.

1. It presents an opportunity to implement

ACE systematically – The transition to a low emissions and resilient development requires individuals and communities to reach an unprecedented level of awareness, knowledge and skills. The challenge is so tremendous that a systematic, long-term and programmatic effort, which is also gender-sensitive and participatory, is required in order to meet it. While in many countries a range of activities relevant to ACE are already being implemented, a National ACE Strategy offers countries the opportunity to take stock systematically of existing activities within the scope of ACE, identify gaps and prioritize actions, establish targets and milestones, and identify key indicators to track and measure progress toward ACE (Halpaap, Horstbrink and Abreu, 2013).

2. It can improve policy coherence and facilitate cross-sectoral collaboration for ACE action

– Having a national strategy specific to ACE means that policy instruments and measures are created to ensure an integrated, coherent approach to implementing ACE, taking into consideration each country's identified priorities. The national level provides the overall guiding policy framework within which lower levels (sectoral and local government) operate and can thus facilitate ACE planning and prioritizing across different government levels and sectors.

3. It provides avenues for financing –

A national strategy ensures that ACE activities are duly aligned with national policy, including annual/multi-year budgets and planning, offering opportunities to foment ACE activities. Further, the national level is the principal interface for international cooperation. Contributing to national budgets is an increasingly important modality for donors to support key national development processes related to climate change (OECD, 2009).

Support for ACE implementation

- The UNFCCC secretariat provides the latest updates on Article 6 through its **ACE portal**. UNESCO's **GAP on ESD clearing house** is also a rich information resource on climate change education and training.
- UNESCO's work on Climate Change Education (CCE) within the framework of its Global Action Programme on Education for Sustainable Development (GAP on ESD) aims to make education a more central and visible part of the international response to climate change; to support countries to integrate CCE into their education and training systems; and to support countries in achieving a smooth transition to green economies and resilient societies through education and training. UNESCO also continues to mobilize schools and training institutions to implement CCE through a 'whole-school approach' and to develop technical guidance material and teaching and learning resources.

- The **UN Alliance** on Climate Change Education, Training and Public Awareness, launched in Doha at COP 18/ CMP 8 in 2012 (currently comprised of 13 UN entities⁵) supports Parties to the UNFCCC in their efforts to design, initiate and undertake activities related to ACE. It also aims to maximize synergies and the coherence of activities, avoid duplication of effort and utilize available expertise and resources in an efficient manner through enhanced coordination, and establish a clear link between the work of the member organizations and the UNFCCC process (More information: <http://unfccc.int/8958>).
- **The One UN Partnership for Climate Change Learning (UN CC:Learn)** is a partnership of more than 30 UN organizations working together on climate change learning, providing support on Alliance aims to partner countries to develop and implement their National Climate Change Learning Strategies, which focus on education and training at the national level. UN CC:Learn has developed the **Guidance note for Developing a Climate Change Learning Strategy** to support the process.
- **ACE and Youth:** Since September 2008, the UNFCCC secretariat has been working with UN entities and youth organizations to empower children and young people to take action on climate change through the **United Nations Joint Framework Initiative on**

Children. Further guidance on ACE implementation can be found under Phase 3 of these guidelines; financing sources relevant to ACE are listed in Annex 5.

Fast forward: What does a National ACE Strategy look like?

What exactly is a National ACE Strategy?

By definition, a National ACE Strategy must consider all elements of ACE. In the development of ACE priority actions, each country will emphasize specific ACE elements according to its national circumstances – i.e. its national climate policy priorities, needs and institutional capacities. However, it is important that all the elements of Article 6 are addressed to some degree in order to have a comprehensive ACE strategy.

While there is no predetermined format, a National ACE Strategy document could be broadly structured as follows:

1. Introduction and background

- a. Executive summary of the National Strategy
- b. Description of national circumstances and baseline situation in relation to Climate Change Education, training and public awareness
- c. Alignment of the Strategy with national policy priorities, institutions and key initiatives

2. The Strategy

- a. Vision, strategic priorities
- b. Action plan and measurable targets/objectives
- c. Key partnerships for implementation
- d. Resource mobilization plan

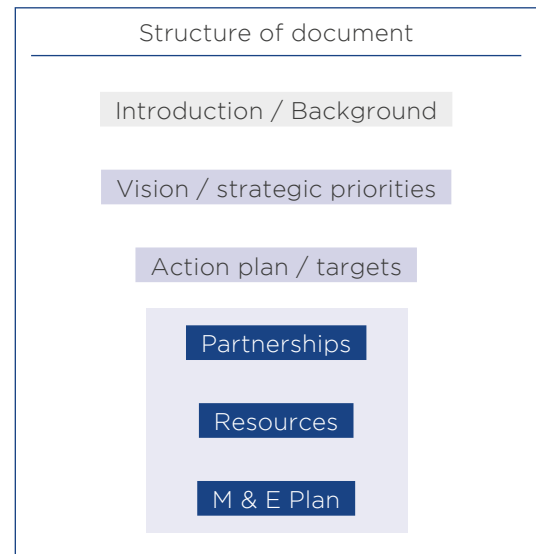
3. Monitoring and evaluation general plan

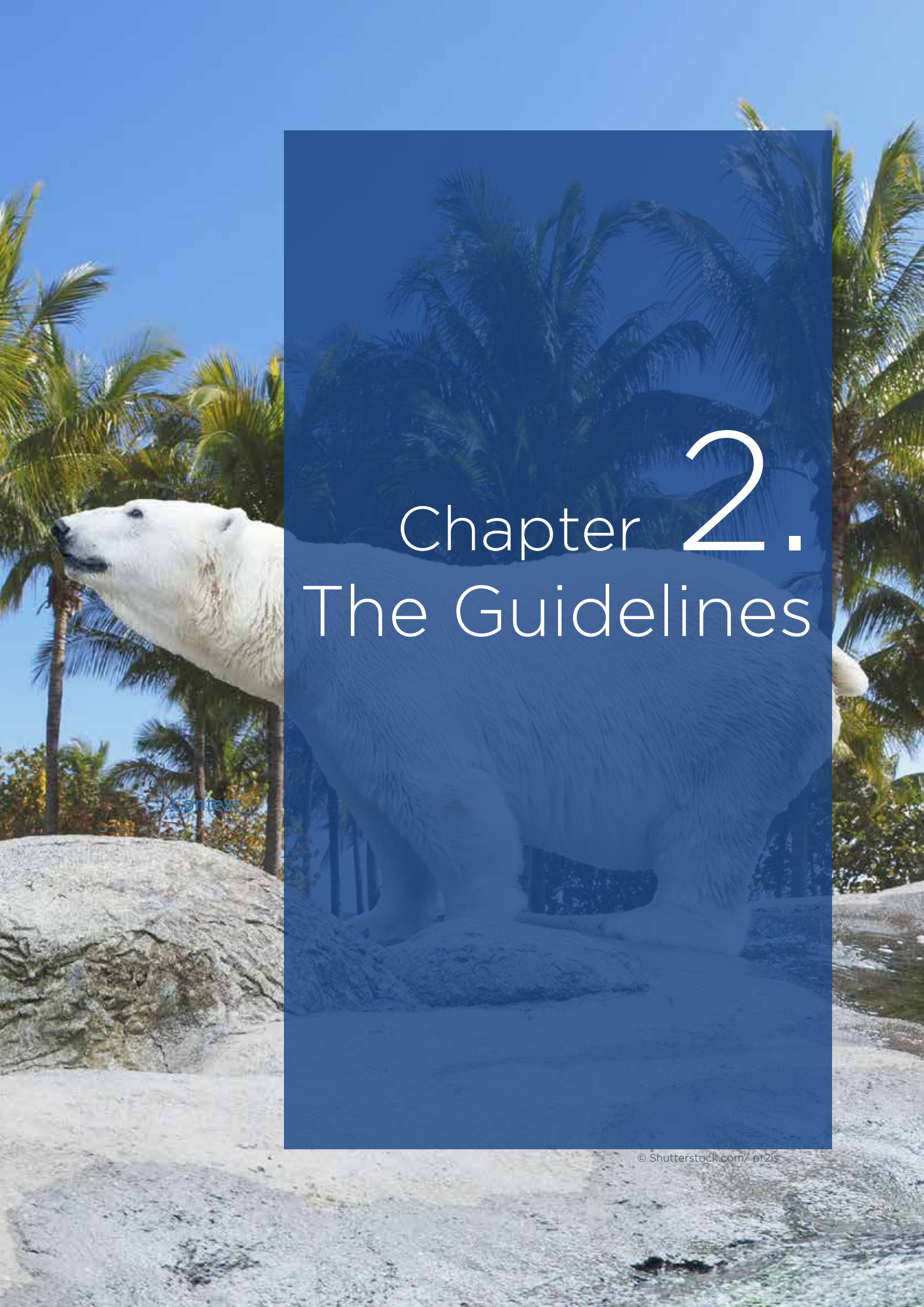
5. The 13 entities in the UN Alliance are the UN Food and Agricultural Organization (FAO), International Labour Organization (ILO), UN Development Programme (UNDP), UN Environment Programme (UNEP), UN Department of Public Information (UN-DPI), UNFCCC, UNESCO, UN International Children's Emergency Fund (UNICEF), UN Institute for Training and Research (UNITAR), UN University (UNU), World Health Organization (WHO), World Meteorological Organization (WMO) and UN Women.

Action for Climate Empowerment

The following four phases and ten steps for creating a national strategy are structured to facilitate the systematic production of the information for the general points listed above.

Figure 3 • National ACE Strategy



A polar bear is shown in profile, looking towards the left. It is standing on a rocky, sandy ground. In the background, there are several tall palm trees against a clear blue sky. A large, semi-transparent blue rectangle is overlaid on the right side of the image, containing the chapter title. The polar bear's body is partially obscured by this blue overlay.

Chapter 2. The Guidelines

Context

Main phases in implementing ACE at the national level

This chapter presents 10 steps for developing a National ACE Strategy. The 10 steps are embedded in a results-based management (RBM) life-cycle

framework consisting of 4 major phases, with stakeholder engagement as a core (Figure 4):

1. **Initiation;**
2. **Planning;**
3. **Implementation**
4. **Monitoring and Evaluation (M&E), which then helps inform ACE Reporting.**

Figure 4 • Main phases in implementing a National ACE Strategy



These phases are not strictly sequential as the framework implies. Rather, activities overlap. For example, an M&E plan should be created during the policy planning phase, but the actual measurements, tracking and reporting will only be possible once the strategy has been implemented. Furthermore, many activities are iterative. For example, strategic actions devised in the planning stage may be revisited once implementation and/or M&E begins.

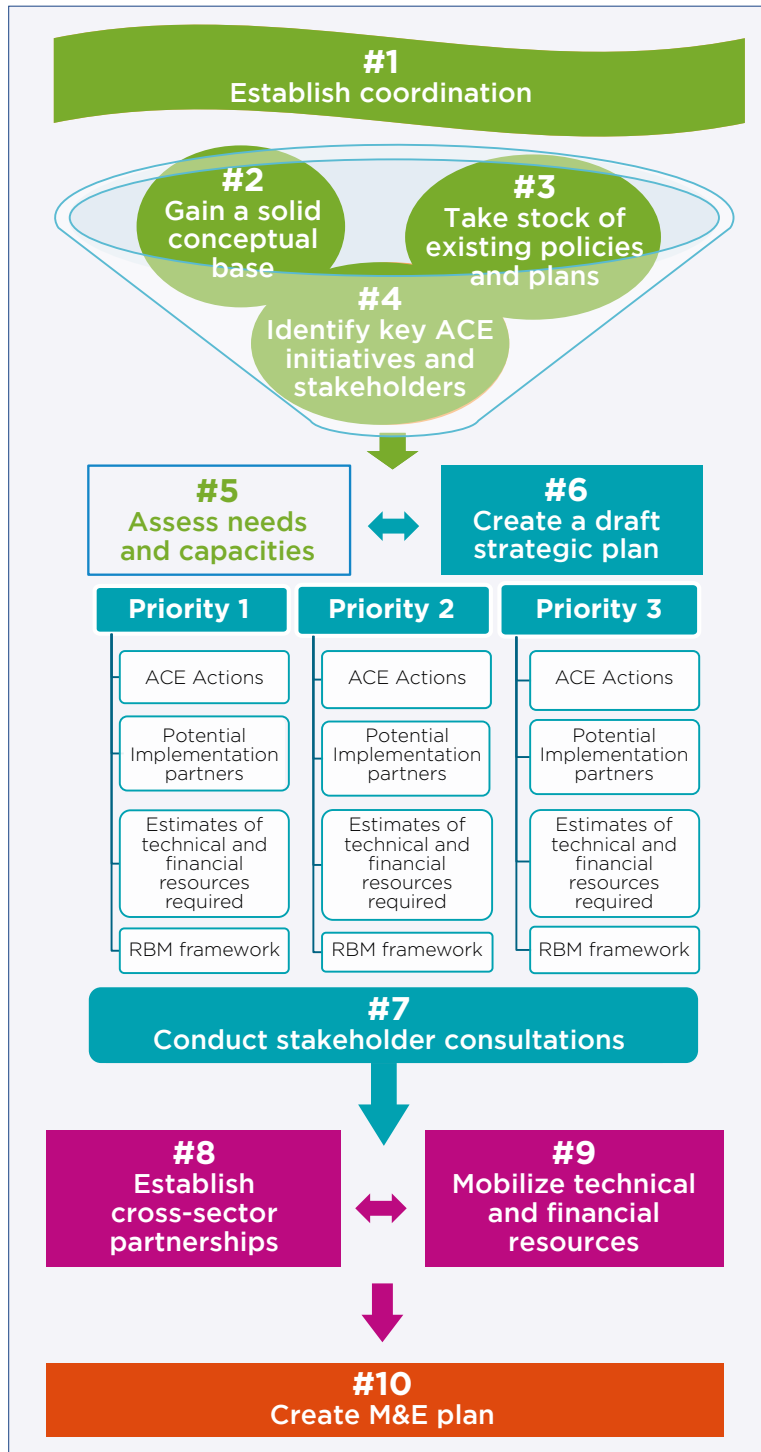
A results-based management framework was selected to support the guidelines for implementing ACE because RBM is an established and well-known practice

– it has been applied throughout the UN system, international development agencies and national governments since the late 1990s. Policy-makers will find it useful, because its phases are similar to the traditional policy-making cycle, with the important difference that RBM emphasizes stakeholder participation and the systematic tracking of results (UNDG, 2011).

Figure 5 on the next page breaks down the four major phases, providing a conceptual framework for understanding the 10 main steps in developing a National ACE Strategy and how each can be carried out.

Ten steps towards developing a National ACE Strategy

Figure 5 • Conceptual framework for developing a National ACE Strategy



Before starting: Key considerations

The importance of including all six elements of ACE

Activities in all six priority areas of Article 6 are essential for involving all levels of society in climate change action.

Education enables people to understand the causes and consequences of climate change, to make informed decisions and to take appropriate actions to address climate change (UNESCO, 2016).

Training provides the technical skills and advanced knowledge needed to support the transition to green economies and

sustainable, climate-resilient societies.

Successful public awareness campaigns engage communities and individuals in the common effort needed to carry out national and international climate change policies. Ensuring public participation in decision-making and public access to information provides people with the tools and opportunities they need to play a more active role. These five elements can all be strengthened through international cooperation. Governments and organizations can support each other with resources, ideas and inspiration for developing climate action programmes (UN CC:iNet, n.d.). Table 1 provides more detail on each area:

Table 1 • Characteristics of each ACE element

	<p>Education Education seeks to achieve profound, long-term changes in understanding, particularly among young people. It involves developing educational curricula, training of trainers and teachers and adequate pedagogies. The results of a successful programme would ultimately be a population whose deep-seated appreciation of the climate challenge leads to greater national action and commitment.</p>	<p>Public access to information Programmes to engage citizens and CSOs in addressing climate change can be improved by ensuring that information is freely available. This is crucial in order to develop and implement effective policies and to engage people actively in implementing these policies. Technologies such as databases and the internet facilitate the provision of climate information, data and statistics to all citizens.</p>	
	<p>Training Training programmes seek to spread specific practical skills that can have an immediate practical application. Examples include the ability to gather and interpret climate data, conduct inventories of national emissions, and identify climate-friendly technologies. Training is about learning by doing – individuals, communities and organizations can all benefit from ongoing learning.</p>	<p>Public participation By ensuring that people can participate effectively in climate change decision-making and implement climate mitigation and adaptation activities, governments should seek to integrate civil society perspectives and mobilize the general public. In some places, this will prompt profound changes to how political leaders and civil servants are accustomed to working and encourage people to be more attentive to policy-making.</p>	
	<p>Public awareness Many governments and non-governmental organizations (NGOs), intergovernmental organizations and UN agencies have already launched major public awareness programmes. But there remains an enormous unmet need for more outreach. Creating a successful outreach programme that truly changes behaviour involves targeted and systematic communications.</p>	<p>International cooperation International cooperation and exchange can play a major role in strengthening ACE efforts. Many governments and relevant stakeholders need access to expertise and financial and technical resources so they can develop their own climate change programmes. All countries can benefit from sharing success stories, exchanging personnel and strengthening institutional capacity.</p>	

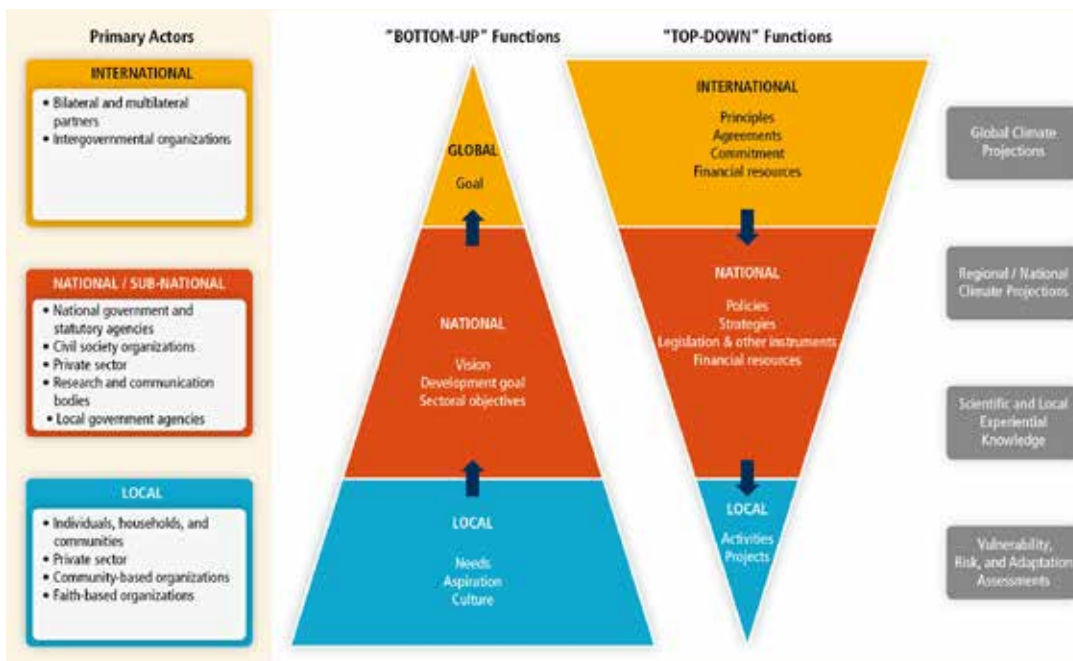
The central role of stakeholders

Developing a National ACE Strategy is both a top-down and bottom-up process. The bottom-up approach means that local actors, as well as national and subnational stakeholder groups, participate in decision-making about the Strategy and in selecting the priorities to be pursued. Multi-stakeholder engagement across all sectors (within and outside governments) is a fundamental component of every phase of the process. The Doha Work Programme identifies the major stakeholder groups as governments, the private sector, IGOs, NGOs and others, international organizations, decision-makers, scientists, the media, teachers, the general public, youth, women, people with disabilities and indigenous peoples, among others. Stakeholder analysis should be prepared during the Initiation phase of the process and stakeholder consultations should take place during the Planning, Implementation and Monitoring phases.

The bottom-up approach should *not* be considered as alternative or opposed to top-down approaches, but rather as combining and interacting with the latter to achieve better overall results – in short, the two approaches are complementary and should be maintained throughout the entire process.

Figure 6, created by the Intergovernmental Panel on Climate Change (IPCC), depicts visually how both top-down and bottom-up approaches can influence the development of a National ACE strategy. It shows that while international principles, agreements, commitments and financial resources drive national policies, strategies and legislation (as well as corresponding budgets), the needs, aspirations and cultural elements situated at the local level are drivers for developing a national vision, goal and sectoral objectives for climate change.

Figure 6 • National system of actors and functions for managing disaster risk and adapting to climate change



(Source: Lal et al., 2012, Figure 6-1, p.346)

Guiding principles for ACE activities

Section B (14) of the Doha Work Programme provides guiding principles on the approach to and characteristics of ACE activities (Box 2). While all 9 points listed in Section B (14) are important, it is pertinent to emphasize (d), adopting a gender and intergenerational approach.

A gender approach means ensuring that climate actions are gender-responsive and promote women's participation in decision-making. While women make up approximately 50% of the world population, in many countries women are less able to cope with – and are more exposed to – the adverse effects of climate change because they have lesser economic, political and legal clout (UNDP, 2013). Therefore, supporting women's empowerment and drawing on their experiences, knowledge and skills will make climate change responses more effective.

Intergenerational refers to engaging people of all ages in finding solutions for climate change, taking into special consideration the vulnerabilities of youth and the elderly, who have a reduced capacity to cope independently. Future generations are likely to be the most vulnerable to the impacts of climate change, yet they are also the least represented in current decisions on climate action (WRI, 2015). At the same time, the world population is ageing very quickly. By 2050 approximately 1 in 5 people will be over the age of 60; the number of those aged 80 and older is expected to quadruple (UN DESA, 2002).

Box 2. The Doha Work Programme shall be guided by

The Doha Work Programme shall be guided by:

- a. A country-driven approach;
- b. Cost-effectiveness;
- c. Flexibility;
- d. Gender and an intergenerational approach;
- e. A phased approach integrating Article 6 activities into existing climate change programmes and strategies;
- f. Promotion of partnerships, networks and synergies, in particular synergies between conventions;
- g. An interdisciplinary multi-sectoral, multi-stakeholder and participatory approach;
- h. A holistic, systematic approach;
- i. The principles of sustainable development.

In addition to youth and the elderly, other vulnerable people such as women and traditionally marginalized groups (such as indigenous peoples, ethnic minorities and people with disabilities) have limited capacity to engage in policy-making, and risk being overlooked if their needs are not explicitly included in planning. Formal decision-making structures strive to ensure the participation of those most vulnerable and least represented, recognizing that specialized efforts need to be invested in engaging vulnerable communities (WRI, 2015).

See also:

- Overview of linkages between gender and climate change (UNDP, 2013)
- Youth in action on climate change: inspirations from around the world (UN Joint Framework Initiative on Children, Youth and Climate Change, 2013)
- Building Climate Equity: Creating a New Approach from the Ground up (World Resources Institute, 2015)
- Growing old in a changing climate: meeting the challenges of an ageing population and climate change: Involving the elderly in climate change policy making (Haq et al., Stockholm Environment Institute, 2008)



Participants in a women-centred initiative helping communities adapt to climate change in Bangladesh © UNFCCC, 2016

Box 3. Examples of gender and intergenerational approaches

Leadership programme: “Young Women for a Greener Future”

Led by the World Association of Girl Guides and Girl Scouts (WAGGGS).

In March 2012, more than 70 young women from over 60 countries participated in a WAGGGS Leadership Development Programme Event held at two WAGGGS World Centres simultaneously. “Young Women for a Greener Future” focused on developing participants’ personal and leadership skills to affect environmental issues in their own countries and in the world.



© World Association of Girl Guides and Girl Scouts

The 70 young participants developed national environmental projects to deliver on their return home.

Source: United Nations Joint Framework Initiative on Children, Youth and Climate Change (2013, p. 45)

The Junior Farmer Field and Life Schools (JFFLS) programme - Climate Change Module

Led by FAO and the ILO, the JFFLS programme aims to empower vulnerable youth (age 15-24) from rural areas by providing them with the livelihood options and gender-sensitive skills needed for long-term food security. A JFFLS module dedicated to climate change has been launched and pilot-tested in Malawi and the United Republic of Tanzania. The module targets JFFLS facilitators, providing them with the information and exercises needed to convey climate-coping agricultural strategies.



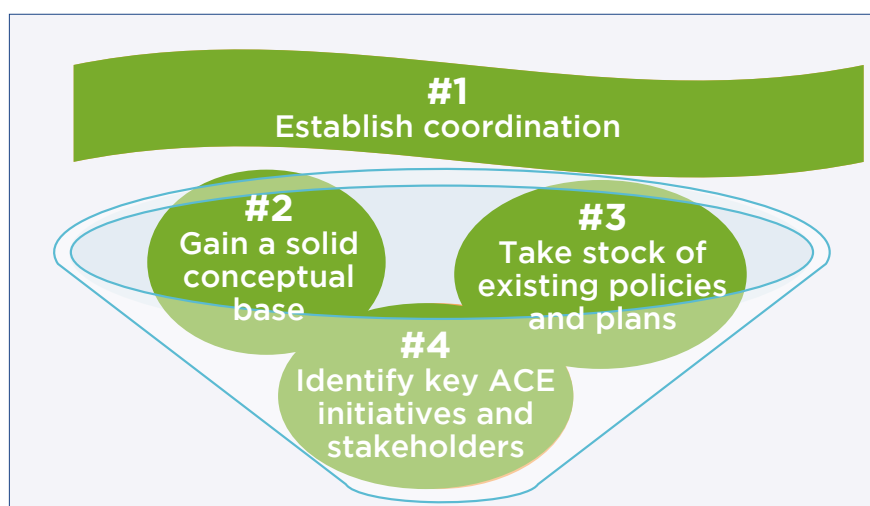
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Source: UNFCCC/SBI/2014/3 point 5 (57)

See also: FAO Junior Farmer Field and Life Schools Climate Change Module Facilitator’s Guide (FAO, 2015) available in English, Spanish and French

Phase 1. Initiation

Figure 7 • Schematic elements of the Initiation phase



The Initiation phase sets the scene and establishes solid foundations for the development of a National ACE Strategy, as well as key foundational ACE activities (e.g. stock-taking of existing ACE initiatives and mapping of key stakeholders).

A major output of Phase 1 is the creation of a background document that summarizes the research. This document will serve as a guide to understanding the scope and parameters of the work to be undertaken in the subsequent phase (planning). Elements of it will also be included in the completed National ACE Strategy document, covering items such as country description, priorities, major initiatives already underway and descriptions of key institutions and stakeholders.

Additional outputs that support the process (but are not included in the final National ACE Strategy document) may include Terms of Reference for the National Plan with a team charter and a stakeholder map. These are described in Steps #1-4 below. It is important to highlight that steps 2, 3 and 4 are not necessarily carried out in sequential order; rather, it can be beneficial to accomplish them iteratively, each reinforcing the other as the information is gathered and the knowledge built.

STEP #1 Establish coordination



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A formal, high-level commitment should be the starting point for developing a National ACE Strategy. The Doha Work Programme calls for governments to support NFPs by providing financial and technical support, and ensuring access to information and materials. Many countries have ensured that an institutional coordination framework is in place through creating a national climate change office, as well as appointing an ACE NFP. However, the responsibilities of the NFP should be explicit, ensuring that he or she is able to dedicate time and has the authority to leverage important cooperative arrangements required to implement the Strategy.

Once high-level commitment is established, the NFP's first major responsibility is to select an ACE task team and establish a work plan. Budgets and work plans should be established in order to begin the planning process, including support for establishing a task team. The selection of task team members can be facilitated through consultations with the UNFCCC National Climate Change focal point⁶, the country's previous Article 6 NFP (if applicable), as well as other focal points from areas synergistic with ACE, such as UNESCO's national

6. http://unfccc.int/parties_observers/parties/national_focal_points/items/9336.php

ESD focal point⁷, and those from other environmental conventions.

The task team should be a small group of five to ten investigators/consultants with broad knowledge across the six elements who are able to invest significant time and energy to support the development and drafting of the National ACE Strategy. Terms of Reference for the National Plan along with a team charter should be agreed upon at the outset. The task team will begin by assisting the NFP with a desktop review of existing ACE policies and initiatives and by conducting a stakeholder mapping exercise (described in Steps #2 and #3), leading to the creation of a background document synthesizing all of the findings.

The team should comprise professionals from within and outside the government and, ideally, be gender mixed. It should include representatives of any agency with

a significant role in implementation. For example:

- The national environmental institution (or the specific climate change department if applicable)
 - National education, research and training institutions with a background in climate change/green growth and human resource capacity development
- Civil society organizations (NGOs, trade unions, faith-based organizations, indigenous peoples, etc.)

The team can include members who have experience in conducting applied research, and experts in communications, outreach and access to information.

Learn more:

- Working Efficiently with Committees and Teams (Benchmarking Institute, 2010)
- Team Charters: What are they and what are their purpose? (Life-Cycle Engineering, 2015)
- Climate Change Working Group Terms of Reference (Sustainable Peterborough, 2012)

7. <http://en.unesco.org/gap/implementation/mechanisms>

Practical steps for establishing coordination

- Consult with previous NFPs, and NFPs from other frameworks related to ACE, for advice
- Recruit the Strategy coordination group or “task team”
- Convene the task team in an initial face-to-face meeting, if possible
- Ensure group unity on the reasons for creating a National ACE Strategy and intended results
- Develop Terms of Reference (TOR) for developing the National ACE Strategy
- Ensure the TOR includes a team charter and work plan outlining roles, responsibilities and timelines
- Outline next steps and deliverables for each team member

Examples of establishing coordination to develop national strategies

Chile – National Climate Change Action Plan 2008-2012 (NCCAP)

The initiation of Chile's NCCAP was made possible in 2006, when the Executive Board of Chile's Ministry of Environment (CONAMA) approved the creation of the National Climate Change Strategy along with its Technical Committee and Board of Directors. The Strategy is structured around three main focal areas: (1) adaptation, (2) mitigation and (3) the creation and promotion of national capacities (which includes all the elements of Article 6).

Embedded within Chile's NCCAP is the institutional reorganization and/or reinforcement of authority in the area of climate change in all ministries, under the rationale that "an adequate institutional framework will ensure that responses to the problem of climate change are sustained over time". The plan calls for the creation of a National Climate Change Office (accomplished in 2010). This Office oversees all climate-change-related activities and coordinates inter-institutional relations among ministries to strengthen and improve the responses required to address the problem of climate change comprehensively.

(Source: Chile's National Climate Change Action Plan, 2008-2012)

Tanzania - National Climate Change Communications Strategy 2012-2017 (NCCCS)

The creation of Tanzania's NCCCS has its roots in the country's 2004 Environmental Management Act, which requires the Environment Minister to take measures to address climate change. The NCCCS aims to fulfill its national obligation under the Act, as well as its international obligation of implementing Article 6 of the UNFCCC. It is designed as a tool to help implement the National Climate Change Strategy (2012).

The Task Force members who developed Tanzania's NCCCS were drawn from various ministries, departments and agencies including the Ministry of Agriculture, Food Security and Cooperatives; Ministry of Community Development, Gender and Children; Ministry of Education and Vocational Training; National Environment Management Council (NEMC); and Tanzania Meteorological Agency. It was decided that since the implementation of specific communication activities would be carried out by the respective government ministries, departments and agencies, and local government authorities, the overall coordination of the NCCCS would be under the Vice President's Office.

(Source: Tanzania National Climate Change Communications Strategy, 2012-2017)

Uganda – National Climate Change Learning Strategy (NCCLS) 2013-2022

Uganda had a Climate Change Policy before it developed its NCCLS, but significant impetus for the Strategy came from the National Planning Authority's "Uganda Vision 2040", which proposed to "review the entire education curriculum to align it with the global and national socio-economic needs". The overall goal of the NCCLS is to strengthen human resources and skills to advance low-emission and climate-resilient development in Uganda. The Strategy was developed with support from UN CC:Learn.

To begin creating the strategy, an eight-member task team was established to review documents and all relevant literature, carry out a field survey and assess results, compile and analyze data, and organize a technical review meeting. The team included members from the National Curriculum Development Centre and a statistician. Overall coordination of the actions outlined in the strategy was placed under the Ministry of Water and Environment through the Climate Change Unit and managed through a multi-sector and multi-stakeholder arrangement.

(Source: UGANDA national climate change education strategy and interview with Uganda NFP)

STEP #2

Gain a strong conceptual base



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Having a clear vision of objectives to be obtained is a major component of strategy-making. Ideally, we would have this clarity at the outset; in reality, developing a clear vision statement and articulating objectives is an iterative process. It takes place throughout the Initiation phase and extends into the Planning phase when activities such as needs assessment and multi-stakeholder consultations inform and shape strategic priorities.

Gaining a strong conceptual base is an important step in articulating the vision and priority objectives of the National ACE Strategy. In addition, sound coordination of the National ACE Strategy development

is underpinned by sufficient background knowledge. For this, the Article 6 NFP and the task team members need to ensure they understand:

- The UNFCCC and its process (see Box 4, below)
- How ESD and climate change engagement relate to best practices in ACE (see Box 5)

Aside from sharing knowledge within the group, ensuring conceptual foundations is accomplished through desktop research. An abundance of information in these three areas is accessible online, including relevant short online courses. (A list of brief descriptions and key resources follows.)

Practical steps for gaining a strong conceptual base:

- Work with the task team to ensure understanding of the international process and foundational concepts intimately related to ACE:
 - UNFCCC process
 - Best practices on implementing the six areas of ACE, especially in relation to ESD and engaging the public to participate in climate change
- Summarize and discuss the principles that should underpin the vision and characterize the overarching goals of the National ACE Strategy and its activities

Box 4.**Understanding the UNFCCC process**

The UNFCCC is the world's primary intergovernmental treaty addressing climate change.

In 2015 Parties agreed to the Paris Agreement, which builds upon the Convention. Its central aim is to strengthen the global response to the threat of climate change by keeping a global temperature rise this century well below 2 degrees Celsius above pre-industrial levels, and to pursue efforts to limit the temperature increase even further to 1.5 degrees Celsius.

The Paris Agreement requires all Parties to put forward their best efforts through "nationally determined contributions" (NDCs) and to strengthen these efforts in the years ahead. This includes requirements that all Parties report regularly on their emissions and on their implementation efforts. In 2018, Parties will take stock of the collective efforts in relation to progress towards the goal set in the Paris Agreement and to inform the preparation of NDCs. There will also be a global stock-taking every 5 years to assess the collective progress towards achieving the purpose of the Agreement and to inform further individual actions by Parties. Parties may consider including the six elements of ACE as part of their NDCs.

The UNFCCC secretariat provides many resources to help understand climate change concepts and the international process.

- Climate Change - The Big Picture (<http://bigpicture.unfccc.int/>)
- Essential background – http://unfccc.int/essential_background/items/6031.php
- Uniting on Climate (A Guide to the Climate Convention and Kyoto Protocol, 2007 - http://unfccc.int/files/essential_background/background_publications_htmlpdf/application/pdf/pub_07_uniting_on_climate_en.pdf)
- The UNFCCC Handbook, 2006 (<http://unfccc.int/resource/docs/publications/handbook.pdf>)

See also:

- Key terms you need to understand climate change
- CCC:Learn Introductory e-Course on Climate Change (<https://unccelearn.org/course/>)

Box 5. Understanding Education for Sustainable Development (ESD) as it relates to ACE

Education for Sustainable Development (ESD) and ACE

Any education, training and awareness-raising activities promoted by a National ACE Strategy should be underpinned by the principles of ESD. Today, traditional education and training systems, pedagogy and content require major transformation to accommodate the massive and complex changes that have taken place in the world over the past century. This transformation is addressed by the Global Action Programme for Education for Sustainable Development (GAP on ESD). To support understanding of ESD, UNESCO has published a Roadmap for implementing ESD where it explains

“ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society.” (UNESCO, 2014, p.12)

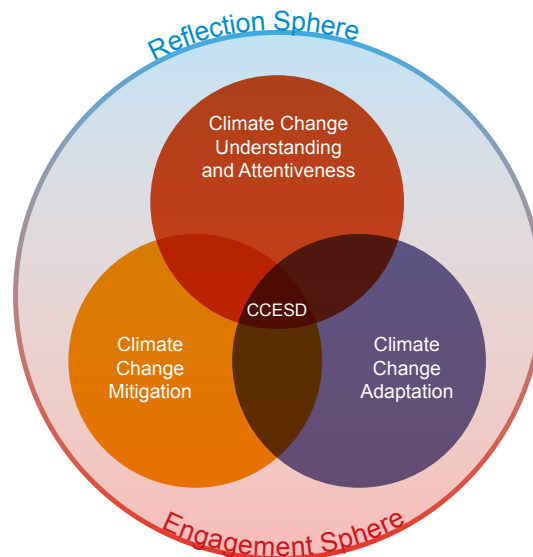
Specific to climate change, UNESCO (2013) explains that ESD has a crucial role to play:

- To build social and individual capacities and attitudes for climate change mitigation so as to pre-empt worst case climate change scenarios in the future
- To develop the skills, capacities and attitudes for adaptation in the face of already evident and looming climate impacts
- To stimulate and reinforce understanding of, and attentiveness to, the realities of climate change.

Key resources:

- UNESCO GAP on ESD Roadmap (UNESCO, 2014)
- UNESCO's ESD Website (includes a clearinghouse and ESD resource bank)
- UNESCO's Teaching and Learning for a Sustainable Future multimedia programme
- Sustainable Development Solutions network online resources for ESD
- ESD Toolkit (includes a list of ESD resources)

Figure 8 • The role of Climate Change ESD



(Source: UNESCO, 2013)

Sampling of Climate Change ESD tools and activities resources at the global, regional and national level

Climate change in the classroom: UNESCO course for secondary teachers (International)

This six-day online course on climate change enables teachers from diverse subject areas at the secondary level to introduce Climate Change Education for Sustainable Development (CCESD) across the curriculum. It comprises 4 parts: (1) Course Framework and Overview, (2) Teachers' Education Course daily materials, (3) Regional Resource Packs, and (4) Daily Classroom Materials for teachers.

The course material is available in English, French and Portuguese. (<http://unesdoc.unesco.org/images/0021/002197/219752e.pdf>)

The GLOBE programme (US/International)

The Global Learning and Observations to Benefit the Environment (GLOBE) programme is sponsored by the National Aeronautics and Space Administration and the National Science Foundation (USA). Established in 1995, the programme has been implemented in 115 countries, training more than 22,669 teachers and engaging 28,466 schools and thousands of students all over the world. Through GLOBE, students collect data related to global environmental change to better understand, sustain and improve the Earth's environment. GLOBE has developed a worldwide community of students, teachers, scientists and citizens working to better understand how to sustain and improve their environment at all levels. The programme encourages innovative approaches for youth to think globally but act locally, such as adopting a highway and focusing on fuel efficiency. (<http://www.globe.gov/>)

The Cleen programme (Albania)

The Child-Led Environmental Education Initiative (Cleen programme) educates children in primary schools in Albania on climate change issues and environmental protection. Over the past three years, 2,944 teachers have been trained, reaching 50,000 children yearly. The programme involves embedding climate change into the curriculum and developing methodologies and guides to communicate the science in an entertaining manner, through the use of puzzles, games and child-to-child teaching. A positive co-benefit has been the continuation of environmental awareness and behavioural change at home and in the community. (https://unfccc.int/files/cooperation_and_support/education_and_outreach/application/pdf/article6_presentation_albana_markja.pdf)

Yunga Climate Change Challenge Badge (International)

Developed in collaboration with United Nations agencies, civil society and other organizations, YUNGA Climate Change Challenge Badges aim to raise awareness, educate and motivate youth to change their behaviour and become active agents of change in their local community. The series can be used by teachers in school classes as well as by youth leaders, especially Guide or Scout groups. Challenge Badge activities are intended to be both educational and fun. There are also Challenge Badges available on other topics related to climate change such as Biodiversity; Climate Change and Food Security; Energy; Forests; the Ocean; Soils; and Water (Source: Climate Badges: Youth and United Nations Global Alliance).

Languages available: English; Russian; Spanish

The importance of key messages to engage public participation

In any area, effective public participation has three interrelated elements: access to information, which allows for informed public opinion; direct engagement, which gives the public a chance to influence policy; and oversight, which allows the public to assess the implemented policies (TI, 2011). Principles for effective stakeholder participation highly relevant to climate change have been established by the Aarhus Convention, which has provided guidance to practitioners in the Maastricht recommendations (this is discussed in Step 7).

However, a fourth element can be cited: motivating and engaging the public to participate. Specifically in relation to climate change, research suggests that approaches used to motivate people to take climate change action over the past two decades have erred by fear-mongering and by presenting overly complex or inconclusive scientific evidence. It has now become clear that

key messages should be created to make it simple and fun for people to take climate action, and better narratives are needed to create a desire and vision for a low-carbon society. This includes painting a more positive picture of a green future, and implementing campaigns to get people to do small, easy things that can lead to lasting change, such as reducing their personal water use.

See more:

- Guaranteeing Public Participation in Climate Governance (TI, 2011 - http://www.transparency.org/whatwedo/publication/policy_position_01_2011_guaranteeing_public_participation_in_climate_govern)
- News article: Climate change is ‘largest science communication failure in history’ (Brunhuber, CBC News, 2015).
- Website: Climate Outreach (<http://climateoutreach.org/>)
- Website: Climate Access (<http://www.climateaccess.org/>)
- The BBC Media Action toolkit “Communicating Climate Change: What You Can Do”

Example of media climate change messaging

Training journalists on CC reporting

UNESCO supports the training of journalists to enhance their knowledge and skills and to build inter-regional collaboration in reporting on climate change. Through this project, media capacity will be strengthened to ensure they can report knowledgeably and authoritatively on the complex issues surrounding climate change mitigation and prevention in the Asia-Pacific region and Africa, as a way to raise greater public awareness and hold policy-makers to account on their commitments/obligations under the Paris Agreement. An important feature of the project’s implementation is the development of a reporting guidebook for the Asia-Pacific region, along the lines of the guidebook on Africa, entitled “Climate Change in Africa: A Guidebook for Journalists”.

(<http://unesdoc.unesco.org/images/0022/002254/225451e.pdf>)

STEP #3 Take stock of existing national policies and plans



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A fundamental part of the strategy Initiation phase is to take stock of existing national priorities and plans relevant to ACE. The objective of this effort is to align the National ACE Strategy with National Development Plans and other overarching policy frameworks in order to ensure that actions proposed in the Strategy contribute to achieving national priorities. Such alignment can also help to consolidate strategic alliances within the government and identify potential sources of funding.

This task is to be carried out by the NFP and task team, mostly through desktop research. The research should focus on relevant legal and institutional frameworks, coordinating mechanisms, strategies,

plans, policies and programmes. These can be found in four broad areas:

- Climate change and related environmental/economic sectors – national policies for emissions reduction, low carbon and green growth, poverty reduction, food security, environmental protection, etc.
- Education and Training – national policies to strengthen education and training institutions; national and sectoral skills development strategies; ESD and environmental education plans, etc.
- Public access to information and public participation – national policies and strategies to promote access to information and public participation in environmental issues.

- Communications, awareness and access to information – legal frameworks related to mass media, internet governance, privacy and public access to information. Note that national and subnational disaster risk reduction strategies are good sources of public awareness plans relevant to ACE.

It is also important at this point to take stock of existing monitoring and evaluation frameworks, because this will be an important component of the National ACE Strategy. If the Strategy is aligned with other national policy it may be possible to integrate its evaluation with that of a broader strategy (for example, climate change adaptation or mitigation strategies).

Tip:

A good starting point is to consult your country's reports to the UNFCCC – these are all housed on the UNFCCC website, as follows:

- National Communications: http://unfccc.int/national_reports/items/1408.php
- Intended Nationally Determined Contributions (INDCs): http://unfccc.int/focus/indc_portal/items/8766.php

In the case of developing countries, other national reports to consult include:

- Nationally Appropriate Mitigation Actions (NAMA): http://unfccc.int/cooperation_support/nama/items/7476.php
- National Adaptation Programmes of Action (NAPAs): http://unfccc.int/adaptation/workstreams/national_adaptation_programmes_of_action/items/4583.php

Practical steps for taking stock of existing national policies and plans

- Identify existing policies and plans related to ACE including education policies and curricula and communication strategies through systematic desktop review across all relevant government sectors
- Draft a summary, briefly describing how each existing policy and plan is relevant to ACE

Examples of aligning national strategies with relevant existing policy frameworks

Ethiopia – aligns its National Learning Strategy with its Green Economy initiative

In 2011, Ethiopia inaugurated its Climate-Resilient Green Economy (CRGE) initiative to protect the country from the adverse effects of climate change and build a green economy that will help to switch to a new and more sustainable development model by 2025. Given the significant level of support for the CRGE, including a large-scale capacity-building programme, UN CC:Learn helped Ethiopia to further integrate climate change into the formal education system, at primary, secondary and tertiary levels, through the provision of classroom materials and related teacher training. The project is being implemented under the joint leadership of the Ministry of Environment, Forests and Climate Change and the Ministry of Education. (Source: UN CC:Learn in Ethiopia)

Viet Nam – aligns its National Action Plan of ESD with the international Decade of Water for Life

As a response to the UN Decade of Education for Sustainable Development (DESD), a National DESD Committee was formed in Viet Nam in 2006. This committee set out ESD priorities and drafted the first National Action Plan of Education for Sustainable Development, linking the plan to existing environmental initiatives such as the Environmental Education in Viet Nam Schools programme and the International Decade of Water for Life Campaign. (Source: NOT JUST HOT AIR: Putting Climate Change Education into Practice, UNESCO, 2015)

Examples of aligning national strategies with relevant existing policy frameworks**Kenya – integrates its climate outreach strategy into Second National Communication to the UNFCCC**

Kenya plays an active role in the international climate change negotiations and has also pioneered in climate outreach. Its national programme was conceived by the National Environmental Management Authority (NEMA), which hosts the climate change UNFCCC focal point.

NEMA decided to embed its new outreach programme into its broader Climate strategy. It integrates its Article 6 efforts into related activities such as the Second National Communication to the UNFCCC (2002) and its Assessments of national technology and capacity needs. This approach has enhanced NEMA's ability to plan and improved its ability to allocate available human and financial resources. (Source: UNEP, 2006 p.5). See also Kenya's current Climate Change Action Strategy – 2013-2017 for a concise summary of how a number of other national policies and strategies align with its Climate Action Strategy.

STEP #4 Create a monitoring and evaluation plan



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As with national policies and plans, a number of major initiatives relevant to ACE probably already exist in your country. It is important to identify and build upon what is already in place and working in the context of ACE, rather than try to start from scratch. These initiatives include ACE-related projects at all levels (local to national), as well as regional or global projects implemented in your country through international cooperation.

Existing ACE initiatives should be sought out in all relevant government sectors (agriculture, education, etc.) as well as different sectors of society (private, non-profit). Many developing countries have listed and described ACE initiatives in their

national communications to the UNFCCC (see Annex 4 for specific examples). Since 2014, developed countries produce biennial reports for their activities related to *Education, Training and Public Awareness, Public Access to Information, Public Participation and International Cooperation on these issues*⁸.

ACE initiatives should be listed and categorized in order of perceived impact and relevance, size and potential for scale-up. Questions to consider include: what was the perceived need that this project is addressing? Who is its target audience,

8. See http://unfccc.int/national_reports/annex_i_natcom/submitted_natcom/items/7742.php for all submissions

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and how successful has it been in reaching its objectives? Who are the implementers and funders? Is there scope for partnership or strategic alliance?

Identifying major initiatives is a good way to identify the principal stakeholders who have made or can make key contributions to ACE in the country. If diverse stakeholders have been effectively engaged during the Strategy's development, it will be easier to build strong partnerships to support the implementation of priority actions. It is very important that these consultations should seek to include a broad range of interests, including those of women, children, older people, migrants, people with disabilities, economically disadvantaged groups, indigenous peoples and other ethnic or religious minorities. According to the Maastricht Recommendations, para 20(e), special consideration should also be given to identifying groups that are hard to reach for different reasons, such as low literacy or language barriers, or no access to the internet, television or radio.

Current models of Stakeholder Analysis use a variety of tools on both qualitative and quantitative data to understand the identified stakeholders, their positions, influence with other groups and interests. This information is organized diagrammatically, through stakeholder maps (see resources below). Attention should be paid to identifying organizations and groups that could potentially hinder transparency and balanced decision-making of the Strategic Plan, for example strong lobby groups or those with a special relationship to decision-makers. It may also be prudent to monitor the involvement of these groups.

Learn more:

- Planning tools: Stakeholder analysis (Overseas Development Institute, 2009)
- Stakeholder analysis (The World Bank, n.d)
- Stakeholder mapping tool: Net-Map
- Education for Sustainable Development Lens: A Policy and Practice Review Tool (UNESCO, 2010)
- Several relevant resources, which discuss and provide examples of stakeholder mapping, are also listed under Step #7.

Practical steps for identifying key ACE initiatives and stakeholders

- Take stock of existing major projects and initiatives related to ACE across all government sectors and governmental levels, and the private and NGO sectors
- List and categorize these initiatives by estimated impact levels and size
- Create a stakeholder map to describe the role in supporting ACE of all stakeholder groups that are part of the national system
- Create contact list of relevant coordinators/contact points, considering strategic alliances as well as potential sources of funding

Example of identifying existing initiatives and key stakeholders

Thailand identifies existing Article 6 activities in preparation for drafting its National Climate Change Communications Strategy

The review and stock-taking of activities related to Article 6 were seen as essential for initiating Thailand's national communications strategy for climate change. Several initiatives had already been captured in the country's second national communication to the UNFCCC (2011). Thailand also considers it essential to conduct stakeholder research on communications that effectively influence the Thai population to implement climate change adaptation and mitigation.

(Sources: Thailand's Second National Communication; presentation made at the Workshop to Support the Implementation of the DWP on Article 6, Bonn, 2016)

The Regional Environmental Center for Central and Eastern Europe and Turkey (REC) identifies key Article 6 stakeholders

As the Regional Focal Point on Article 6 of the UNFCCC, the REC undertook in 2008 an assessment of key stakeholders and initiatives contributing to ACE in the region. Its action plan maps the role, key contributions and needs of the following stakeholder groups identified: governmental representatives, the business community, the media, academia and NGOs.

(Source: Action Plan REC, 2008)

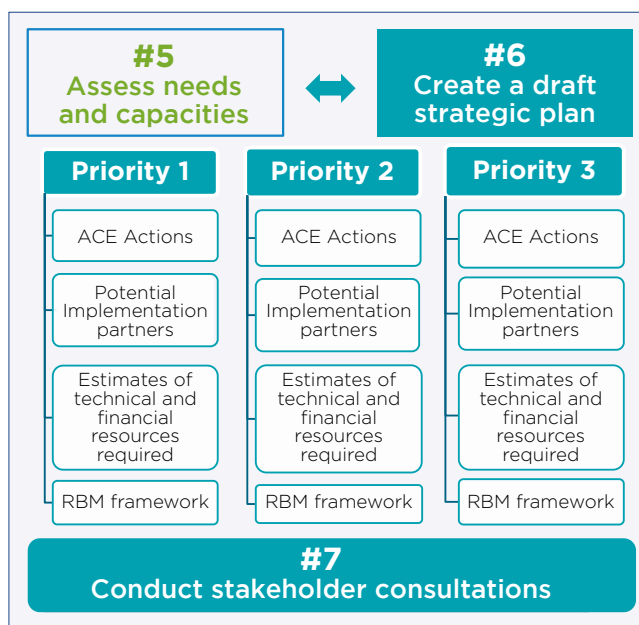
Bangladesh conducts stakeholder analysis to identify the best climate adaptation message delivery modes

In 2011, Bangladesh carried out a stakeholder analysis workshop and individual interviews of women in the agricultural sector to identify potential partners in a climate change adaptation research project, discover which organizations could make use of the research findings in their activities, and help create the communication and outreach strategy of the project. A participatory mapping tool referred to as Net-Map was used to conduct the stakeholder analysis. The exercise has produced interesting stakeholder maps that serve as good examples of how mapping tools can enhance stakeholder analysis.

(More: A Stakeholder Map for Climate Change Adaptation in Bangladesh's Agricultural Sector, Aberman et al., 2011)

Phase 2. Planning

Figure 9 • Schematic elements of the Planning phase



The Planning phase of formulating a national strategy refers to all the specific decisions and events required for policy/priority actions to be proposed, considered and propelled toward implementation, or set aside. Strategy formulation is about establishing a set of long-term objectives to be achieved within an overall vision, and an action plan specifying how the vision and objectives will be achieved.

The output of this phase is a consolidated and validated National ACE Strategy.

The core challenge of strategy formulation is to distil the best opportunities to foster ACE within and outside the government, and at every level of society.

Stakeholder consultations, together with results-based management, will help to ensure that proposed policies and actions are systematically linked to, and contribute to, achieving the stated vision and goals.

This is outlined in Steps #5 to 7 to follow.

STEP #5

Assess needs and delivery capacities



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An assessment of ACE implementation needs and institutional delivery capacities is a systematic way of gathering information to identify gaps in achieving desired objectives. Having a sound understanding of these needs and delivery capacities is critical for establishing baseline information upon which to develop an effective National ACE Strategy. In this step, assessment results are used to describe the current situation and help identify a list of priority actions that will best advance ACE in priority sectors and throughout the country.

Assessments of needs and of institutions' delivery capacities are usually carried out by conducting surveys of the key

institutions and stakeholders identified in the Initiation stage. As they can be costly and time-consuming, it is recommended to begin by scanning assessments that have already been done. For example, capacity and technology needs assessments are routinely carried out as part of adaptation and mitigation planning. Likewise, disaster risk reduction strategies rely heavily on assessments of information and awareness-raising needs and delivery capacities, while needs assessment carried out to develop ESD policy are also likely to contain findings relevant to ACE.

Learn more:

- NOT JUST HOT AIR: Putting Climate Change Education into Practice

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describes needs assessments carried out in 5 countries, for the development of National Climate Change ESD programmes. (UNESCO, 2015)

- The Level of Climate Change Awareness and Perception among Primary School

Teachers describes a survey carried out by Kenyatta University, Kenya, in 2013

- Climate change perception survey carried out in Bangladesh by the Asia Foundation, 2012

Practical steps for assessing needs and delivery capacities

- Review existing needs assessments carried out regarding ACE to determine the focus and scope of any additional needs/capacity assessments required
- Make preliminary list of key needs and delivery capacities
- Assess institutional delivery capacities

Example of ACE needs assessments**Jamaica conducts situational and needs assessments for its National Communication Strategy and Action Plan 2012-2017 (NCSAP)**

To implement its Strategic Programme for Climate Resilience, Jamaica created a five-year National Communication Strategy and Action Plan (NCSAP) based on a thorough needs assessment and situational review of the current climate realities affecting key sectors, and with extensive participatory consultation involving several stakeholders. To avoid duplication and maximize the use of available resources, the NCSAP was built as much as possible on existing climate change communication experiences; it seeks to engage a wide range of critical partners who are already involved in communicating climate resilience.

(Source: Communication for Climate Resilience (2012-2017): A National Communication Strategy and Action Plan)

Namibia

In 2005, Namibia completed a study to assess needs and the capacity required to implement Article 6. The study revealed that most stakeholders including those highly likely to be affected by climate change, e.g. farmers, had very little understanding of what impact climate change would have on them. Four activities specifically geared toward improving climate information and participation of farmers and farming communities were therefore included in the Action Plan.

(Source: Namibia proposed Climate Change Action Plan, 2009)

STEP #6 Create draft strategic plan



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Exploring and vetting options is the heart of the climate action planning process. Once the national needs and delivery capacities for improving climate education, training and public awareness have been determined, the NFP together with the task team should look systematically at the identified national needs and determine which actions would have the most impact and be most feasible to implement within a 3- to 5-year framework. Essentially, this requires conducting a cost-benefit analysis based on

overarching goals and vision (Figure 10).

These actions should be grouped into priority sectors (agriculture, tourism, etc.) or overarching climate issues (such as those outlined in the country's NDC). It is recommended that countries identify three or four priority sectors/issues from the outset and focus the Strategy on those. Otherwise, the Strategy runs the risk of being comprehensive at the expense of establishing clear priorities (Halpaap, Horstbrink and Abreu, 2013, p.25).

Figure 10 • Assessing options



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Next, creating the draft strategic plan entails detailing the *who, what, when, where and how of the plan*. It is important to develop a relevant, logical and feasible strategy that clearly expresses the results that will be achieved according to the inputs, activities, outputs and outcomes (Figure 11).

The specific goals/objectives and activities should be described in a SMART way to ensure they are impact oriented (Box 6). If well-designed, this process will produce an optimal set of priority sectors/overarching climate issues that can be discussed and further refined through consultations with stakeholders (further discussed in Step #7).

Figure 11 • Results chain

How should this be implemented?		What should be produced?	What outcomes do we expect from this investment? (How are outputs used?)		Why should we do this?
Inputs	Activities	Outputs	Short-term outcomes	Medium-term outcomes	Long-term impacts

(Source: Sourcebook on Emerging Good Practice in Managing for Development Results, 3rd Edition, MfDR, 2008)

Detailing the action plan also involves listing potential implementation partners, estimating required technical and financial resources, and establishing the basic results-based monitoring framework - a preliminary Monitoring and evaluation plan to outline how progress toward the objectives will be monitored, evaluated and reported.

See the Monitoring, evaluation and reporting phase (particularly Step #10) of these guidelines for more details.

Learn more:

- *Guidance note for developing a National Climate Change Learning strategy* (Halpaap, Horstbrink and Abreu, Section 2.3, 2013)
- Results-based Management Framework (GEF, 2007)
- Programme/project management: The results-based approach (ICRC, 2008)
- Handbook on Planning, Monitoring and Evaluating for Development Results (UNDP, 2009)

- Results-based management handbook (UNDG, 2011)
- Designing a Results Framework for Achieving Results: A How-to Guide (IEG, 2012)
- Developing Strategic and Action Plans (Community Toolbox, University of Kansas, 2016)

Box 6. Being SMART

The goal, purpose, component objectives, outputs and activities should be SMART if they are to be impact oriented:

Specific
Measurable
Achievable
Relevant (to the project purpose and goal)
Time-framed

But don't get too SMART!

- What is achievable may need to be developed from experience.
- Good ideas take time to develop.
- Not everything that is worth doing can be easily measured.

(Source: IFAD, 2002, pp. 3-22)

Practical steps for creating a draft strategic to plan

- Revisit/articulate a vision that is aligned with other climate change and relevant learning/ awareness plans – what would the country look like with ACE?
- Identify strategic priorities. For each priority,
- Identify the optimal actions needed to achieve the strategic priorities, describing SMART impacts
 - identify potential implementation cross-sector partners (See Step #8)
 - estimate technical and financial resources required and identify potential sources (See Step #9)
 - create an M&E plan using an RBM framework (See Step #10)
- Write the draft strategic plan, being sure to include pertinent information from the background document composed in the initiation phase
- Determine a broad agenda for the implementation phase – e.g. stakeholder consultation. Does an M&E team need to be contracted?

Example of ACE strategic aims and action plans

Jamaica's National Communication Strategy and Action Plan (NCSAP)

Jamaica's NCSAP carefully outlines an action plan for several priority activities, which were identified through literature reviews, needs assessments, situational analyses and stakeholder consultations. These are organized in an extensive matrix that begins by stating the overall goal, and then lists the communication actions with corresponding measurable indicators, partners, timeline and budget estimates. An excerpt of the matrix is shown below.

7.2 Action Plan for Priority Activities and Preliminary Budget					
Overall Goal:					
By the end of 2017, there will be at least a 30% increase in awareness of what climate change is and how it will impact most Jamaicans, but there will also be at least a 20% increase in the adoption of specific CC adaptation practices; and a 20% improvement in climate resilience within the agriculture/fisheries/forestry sector; the health sector; tourism; water; and among communities living in coastal zones and at risk areas					
Communication Actions	Measurable Indicators		Partners & co-projects	Time Line to Begin	Budget Estimate
	Output Indicators	Process Indicators			
Action 1: Enhance Community Awareness for Climate Resilience					
Harmonize Community Tool Boxes	Video and radio clips to extend print based messages in existing kits	Consultant hired to review existing tool boxes with various partners Additional media outputs developed (radio and TV) Closed captioning included on video messages Kits are repackaged Materials are reprinted if necessary Kits are distributed to communities Kits are used	ADA GEF-SGP CWG- UWI ODPEM IWCAM	First six months	\$30,000 inclusive of video clips and closed captioning

(Source: Communication for Climate Resilience (2012-2017): A National Communication Strategy and Action Plan)

Example of ACE strategic aims and action plans

Namibia – proposed Climate Strategy Action Plan

The proposal for the Namibian climate change action plan outlines several activities for climate change education, training and public awareness and includes a detailed action plan for each of its strategic aims. In an alternative format to the Jamaican example above, these have been organized under the categories of aspect, themes and strategic aim. This is further detailed according to objective, rationale, activity, time frame, lead delivering agencies and resource/estimated cost. There is a separate chapter on monitoring and evaluation.

Strategic aim A3T3SA4

ASPECT	A3: Cross-cutting issues for climate change adaptation and mitigation
Theme	T3: Public awareness, participation and access to information
Strategic Aim (Programme)	SA4: Promote public participation in addressing climate change and development of adequate responses
Objective	Ensure participation of the public in addressing climate change adaptation and mitigation
Rationale	Most governments have now put climate change adaptation and mitigation on high priority especially developing countries that are very vulnerable to impacts of climate change (Nairobi Work Program). There is growing wealth of scientific knowledge, practical experiences on how to respond to climate change as well as wide range of indigenous knowledge on coping mechanisms. All this knowledge needs to be exploited. Hence stakeholders should be enlisted to participate in addressing climate change and development of adequate responses by undertaking several activities
Activity	A1. Provide relevant information to assist farmers and other stakeholders to adapt to effects of climate change data e.g. forecast of drought, or distribution of rainfall especially the timing of the onset, intermittency and end of rainy season or forecasting of crop yields. A2. Facilitate development and implementation of local/regional climate change specific strategies and actions by communities or stakeholders e.g. adoption of new climate change resilient crop varieties and livestock breeds. For example, Natse Otweya climate change community information tool kit on adaptation developed by and for farmers in North-Central Regions of Namibia. A3. Train local communities on responses to climate change effects such as disaster management. A4. Involve local farmers and other stakeholders to provide data on how they cope with effects of climate change
Time frame	Immediate to long term
Lead Delivering Agencies	Line Ministries through extension staff, Meteorological services
Resources/ Estimated cost	

(Source: Namibia's proposed Climate Strategy Action Plan 2009, p. 83)

STEP #7 Conduct stakeholder consultations



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A National ACE Strategy or major planned action should be developed through a broad consultative process to ensure it is fully integrated into policies, plans and programmes in all relevant government departments (agriculture, education, etc.) as well as in all sectors of society (government, private sector and civil society). Stakeholder consultations should be well-planned and should be continuous along the strategy planning, implementation and monitoring (rather than a one-shot occurrence or confined to a small window of opportunity) (OECD, 2015). The strategy should draw upon carefully conducted stakeholder identification and analysis (as outlined in Step #4).

A stakeholder consultation typically follows three main steps: notification (publicizing the subject of the consultation); participation (a two-way flow of information exchange with the interested and affected members of the public); and consideration of the public participation outcomes during the decision-making.

Notification of the participation procedure should aim at allowing anyone affected by or interested in the decision to participate. It should also provide the necessary information to enable the public to participate effectively. Public participation should be fair and transparent and well-explained from the outset, so it is clear to the public what information is available,

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where it can be accessed, and what its sources are; how the public may submit comments; and how the comments will be handled (UNECE, para 170).

There are several different mechanisms and formats for conducting stakeholder consultations, such as informal consultation; circulation of regulatory proposals for public comment; public notice-and-comment; public hearings; and advisory bodies (OECD, 2006). Specific to public consultation on Article 6 strategies, parties reported using mechanisms such as dialogues between governments and stakeholders, forums, meetings, focal groups and round tables (UNFCCC, 2014). Consultation should aim to encourage wide participation and give everyone the opportunity to voice their opinion.

It is important to allow for sufficient time at every stage of the stakeholder consultation. This includes ample time for informing the public of the proposed strategy and allowing them to become acquainted with it, for submitting comments and opinions, and for considering the outcome of the participation. Strong emphasis should be placed on making arrangements to take adequate account of the outcomes of public participation in drafting the strategy. A statement or summary outlining how the public participated in its preparation and how the outcome of this was taken into account can be an important tool to increase the public's acceptance of the proposed Strategy (UNECE, 2014, paras 130 and 181).

Practical steps for conducting stakeholder consultations

- Develop an agenda for stakeholder consultations for the National ACE Strategy planning, implementation and M&E Phases; identify stakeholder groups ensuring that the public will be able to participate at an early stage when all options are still open.
- Establish a mechanism for overall coordination, including setting and monitoring progress, and integrating outputs
- Inform the identified stakeholder groups, as well as the public at large, of the consultation procedure
- Provide the necessary information on the Draft Strategy and on its possible effects to the public. Invite stakeholders to consultation meetings in a timely manner; convene the meeting
- Agree on shared goals, scope, agenda, working arrangements and ground rules
- If needed, establish multidisciplinary working groups or committees to work on specific issues
- Develop an arrangement for keeping the dialogue going (Next Step-Actions)
- Summarize recommendations; establish a system for disseminating discussion results to key officials, participating organizations and the public, and for receiving and acting on external input
- After the Strategy has been prepared, publish a summary of how the public participated in its preparation and how the outcomes of the public participation were taken into account

UNISDR also recommends 5 key actions for engaging stakeholders during consultations:

- Enlisting the support of chief executives of the key government and stakeholder organizations, as well as community leaders.
- Involving a champion or champions who can galvanize or bridge the support and interest of government and society.
- Planning carefully to enable wide participation (e.g. time, location and conditions of meetings).
- Employing an experienced communication facilitator to run the meetings.
- Providing appropriate background information to inform the discussion.

(Source: United Nations International Strategy for Disaster Reduction , 2007)

Learn more:

- Maastricht recommendations – Aarhus Convention (UNECE, 2014)
- Guidelines for the Development of National Legislation on Access to Information, Public Participation and Access to Justice in Environmental Matters (UNEP, 2010)
- *Report on good practices of stakeholder participation in implementing Article 6 of the UNFCCC* (UNFCCC, 2014)
- Multi-stakeholder decision-making (UNDP, 2012)
- *Stakeholder Involvement in Decision-making* (OECD, 2015)
- *Stakeholder Consultation Tools* (European Commission, 2015)
- *Background Document on Public Consultation* (OECD, 2006)

Examples of country approaches for conducting stakeholder consultations

Cambodia – stakeholder workshop to outline its draft climate change communications strategy

Cambodia's Article 6 national workshop was organized by UNEP and the Cambodian Ministry of Environment in early 2006. The 58 participants came from the government, NGOs, academia and media. The workshop began with presentations from senior officials from the Ministry of Environment and the Ministry of Education, Youth and Sports, followed by presentations resulting from an advance survey and on existing activities relevant to Article 6. The participants then split up into two working groups, with one group discussing public awareness, communication and public access and participation, and the other considering education and training. The meeting concluded by consolidating a draft strategy for implementing Article 6 in Cambodia.

(Source: Raising awareness of climate change: A handbook for government focal points, UNEP, 2006, p.8)

Benin – stakeholder workshop to validate its climate change learning strategy

With the support of UN CC:Learn, Benin developed its National Climate Change Learning Strategy through a process that involved multiple stakeholders inside and outside government. A pre-validation workshop of Benin's National Strategy was held in 2012, with the stated objective to "identify priority actions to be included in the National Strategy and get further orientation for the successful finalization of the document". The workshop was organized by Benin's Ministry of Environment, Housing and Urbanism and brought together approximately 25 participants from different government sectors, as well as NGOs, universities, the Chamber of Commerce and Industry of Benin, and international development partners. Following presentations of the assessment of needs and delivery capacities and the results-based strategic planning methodology, participants split up in working groups to review the different parts of the proposed National Strategy and to classify the order of priority actions.

The final draft of the strategy was validated at a workshop in December 2012 bringing together over 50 participants from multiple government sectors (environment, economy, education, development, finance, forestry, fishery, agriculture, energy, water, coastal protection), education and training institutions, civil society, and development partners. Participants agreed on an implementation framework for the Strategy and developed a road map for the finalization and launch of the document.

(Source: UNITAR - Development of 'Priority Action' to Strengthen Climate Change Learning in Benin)

Examples of country approaches for conducting stakeholder consultations

Canada - Department of Environment and Climate Change process of public consultations

The Canadian government uses public consultations to help it make programme and policy decisions. It demonstrates its commitment to engaging Canadians in the decisions related to environment and climate change through its Public Participation and Consultation website. Through the website, all stakeholders are invited to “Join the conversation on how to reduce emissions, how to put a price on carbon, preparing for the impacts of climate change and innovative ideas for new technology and job creation”. Tools and guidance are provided to help stakeholders make submissions, which when posted are available for all to consult. Town hall meetings are also organized with stakeholders, indigenous groups, youth, etc., and a toolkit is made available on the website to help anyone who wishes to hold their own town hall meetings. This fosters grassroots participation and allows for community involvement in government efforts to address climate change. A list of active consultations is maintained. <https://www.ec.gc.ca/consultation>

Jordan's institutional mechanism for stakeholder consultations related to climate change

The national platform for the integration of multi-stakeholder dialogue and planning on climate change in Jordan is the National Committee on Climate Change (NCCC), established in 2001. The NCCC includes many stakeholders directly associated with CC sectors in the country. Current members constitute 10 line ministries, 3 public institutions, 4 research and academic organizations and 4 NGOs. The Ministry of Environment is responsible locally for calling the meetings of the committee and preparing and distributing all pertinent documents before and after meetings. The committee establishes its specialized thematic legal and technical groups on permanent and/or ad-hoc basis, according to the subject of the discussion theme. Thematic groups are composed of principal country expertise on the needed advice topics.

(Source: Jordan's Third National Communication to the UNFCCC)

Mexico – General Law on Climate Change gives legitimacy to widely inclusive participation

An example of a legislative effort that promotes gender sensitivity and enhances the participation of women, persons with disabilities, indigenous peoples and local communities is the General Law on Climate Change of Mexico adopted in 2012. Article 2.V stipulates that one of the objectives of this law is to promote climate change education. The law also contains a chapter on social participation and emphasizes the importance of promoting public participation in its various articles.

(Source: Report on good practices of stakeholder participation in implementing Article 6 of the Convention, para 31).

Phase 3 Implementation



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The objective of the Implementation phase is to propel the National ACE Strategy into motion. This phase involves putting plans into action via:

- mobilizing technical and financial resources from national and external sources, and
- establishing cross-sectoral partnerships for implementation.

The two foci of this phase are mutually reinforcing. Working with partners from the private sector and civil society to achieve the priorities outlined in the National ACE Strategy can make effective and speedy implementation possible, and may also enhance technical know-

how and access to funding. International cooperation can also play strong role in this process.

Many of the ACE implementation examples presented in this Phase describe how governments at all levels have engaged with diverse organizations from around the world to share expertise and provide (or receive) support for implementation.

The output of this phase is the public launch of the National ACE Strategy and the initial roll-out of priority actions. It is important to ensure that all stakeholders are aware of the Strategy and understand how they can participate.

STEP #8

Establish cross-sector partnerships for implementation



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Cross-sector partnerships are commitments between public, private, and/or non-profit institutions in which individuals from partner organizations commit various resources and agree to work cooperatively toward common goals (NSI, 2014). The private sector offers a source of expertise, innovation and finance. Civil Society Organizations (CSOs) have on-the-ground legitimacy and important knowledge about needs and implementation capacity, while governments have a role to play in regulation, policies and incentives to address development challenges, and convening different stakeholders on key issues.

Through such cross-sector partnerships, common interests can be turned into engagements that combine the strengths and resources of each partner, resulting in outcomes that are greater than those of any sector acting alone.

Key Resources:

- The SEED Initiative Website (Cross-sector partnering for sustainable development): <https://www.seed.uno/>
- *The Partnership Culture Navigator: Organisational cultures and cross-sector partnership* (Reid, 2016)
- *A Guide to Resource Mobilization: Promoting Partnership with* FAO (FAO, 2012)

- *The Value of Cross-sector Development Partnerships* (NSI, 2014)

Successful cross-sector partnerships require careful planning and preparation. They can be challenging due to the underlying differences in organizations'

goals, priorities and values (Reid, 2016). Trust is central to effective collaboration. It can be strengthened by accountability – tracking and reporting on measurable, time-bound commitments (World Vision International, 2015).

12 steps for establishing cross-sector partnerships

1. Understand the issue to ensure the programme is relevant and sensitive to the problem and the context. What are the major needs? Who are the key stakeholders? How might the partnership fit with existing activities?
2. Know and respect your partners: understand the resources and value they bring, their culture, their specific drivers for engagement, as well as their limitations and internal challenges. And be open and transparent about your own drivers, value and limitations to help build trust.
3. Ensure that all partners have the knowledge and skills around the process of partnering in order to agree on principles and co-create the partnership. Specialist, independent partnership facilitators may help take partners more efficiently through the process of building a robust, effective partnership.
4. Identify clear partnership objectives that deliver results and add value to each of the partners. Objectives should have specific measurable goals to allow the partnership to track progress and demonstrate success and value added to each partner.
5. Start small and scale up to allow partners to develop effective relationships, build up trust, and test and adjust the partnership's operational and governance arrangements before moving to more ambitious plans.
6. Co-create a partnering agreement that sets out clear roles and responsibilities along with objectives and a governance/decision-making structure that ensures proper accountability and efficient delivery.
7. Build strong institutional commitment to the partnership by identifying the clear value of the partnership to each partner's priorities, engaging senior champions, and integrating where possible with other partner activities.
8. Ensure the highest standard of project management to support a task-focused approach, with all partners actively engaged in delivering tangible and practical results.
9. Embed the highest standards of relationship management to ensure that partners are kept fully engaged and valued, the principles of partnership – equity, transparency, and mutual benefit – are achieved, and any challenges or issues can be recognized early.
10. Ensure strong communication both within the partnership – contributing to the project and the relationship management – and externally to celebrate success and continue to build buy-in with other stakeholders.
11. Build in ongoing review, including 'health checks' to assess the partnership and determine and implement changes that would improve its effectiveness.
12. Plan for the longer term by understanding how the programme (as opposed to the partnership) may be made sustainable or, if designed to be temporary, how the outcomes of the programme can be sustained.

(Source: Stibbe, D. T. , 2014)

Examples of synergistic cross-sector partnerships for climate action

Mexico: INGO and Government partnership to support climate change education

The International Non-Governmental Organization (INGO) Rainforest Alliance has established a meaningful partnership with educational secretariats in Mexico's Chiapas and Oaxaca states, which has proven to be an important component of ensuring long-term support for CC Education and embedding it within school programmes; it has been especially important for indigenous communities, whose schools are often rural and cash-strapped, without access to educational resources.

(Source: AlianzaMexicoREDD++)

India: International NGO, state government, national banks, and community-based organization partner to raise awareness on climate change, implement renewable energy and support women's entrepreneurship



By setting up Renewable Energy Centres, the enterprise Switch ON: ONergy increases solar power awareness and sells its own affordable solar energy products. The initiative comprises three major partners:

Switch ON, a not-for-profit community-based organization, conducts impact assessments, advocates at the national and state level, raises awareness on renewable energy in the intervention areas, nurtures innovation projects and builds capacity through the training of rural entrepreneurs.

The Orissa Tribal Empowerment and Livelihoods Programme, coordinated by the government of Orissa, seeks to improve the livelihoods of marginalized groups living below the poverty line, including women and tribal communities. It helps to integrate women into the production and distribution of solar products.

© ONergy Solar

The World Wildlife Fund India (WWF India) promotes renewable energy solutions in order to mitigate climate change, and collaborates with the enterprise to raise awareness about climate change.

Switch ON: ONergy ensures that off-grid village households can sustainably finance solar products by further partnering with national banks, microfinance institutions and credit cooperatives.

(Source: Seed Initiative)

Zambia: UN Agency, government and construction sector partner for green jobs training

The International Labour Organization (ILO) is taking climate action by conducting a training programme in partnership with the government and the construction sector. The Green Jobs partnership programme aims to contribute to the improvement and greening of existing jobs and creation of new green jobs in micro, small and medium size enterprise in the construction sector. It is designed to create 5,000 new green jobs and improve the quality of 2,000 more jobs by 2017. The construction sector can help reduce greenhouse gas emissions through the promotion of eco-friendly building materials, services, goods and technologies such as energy saving, renewable energy and water conservation.

(Source: Zambia Green Jobs)

STEP #9 Mobilize financial and technical resources



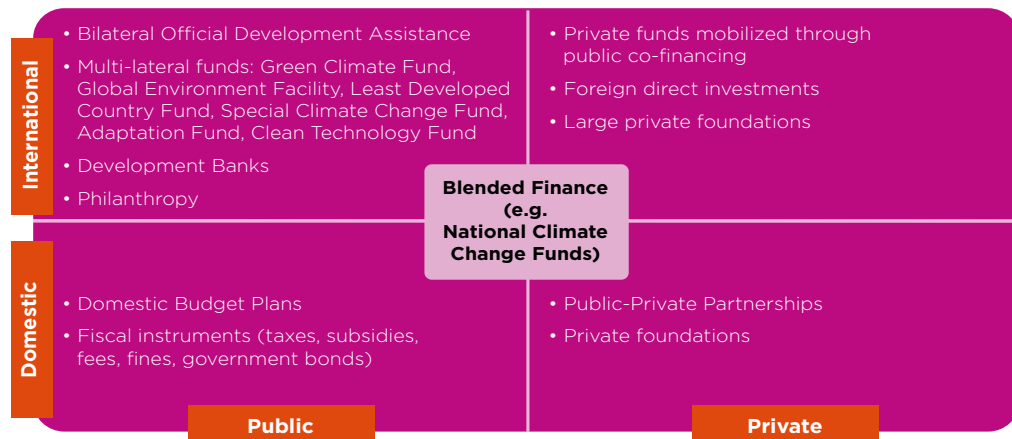
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Resource mobilization refers to the process of securing financial and technical support for implementing ACE activities. Resources need to be mobilized for the development of a National Strategy, the implementation of priority actions, and the Monitoring & Evaluation of the activities' outputs, outcomes and impacts.

Despite the multiple channels of climate finance, the mid-term review of the Doha Work Programme revealed that resource mobilization continues to be one of the greatest challenges of developing a National ACE Strategy and/or implementing programmes and activities related to Article 6. Identifying and enabling financing mechanisms and

partners is a long process that begins in the Initiation phase of strategy planning and continues throughout the period covered by the National ACE.

Figure 12 summarizes the broad range of climate financing mechanisms available that national governments can pursue, namely, public finance (domestic, international) and private finance (domestic, international); it takes into consideration that financing for climate change activities often involves blending of public and private funding sources as well as domestic and international sources. Further description of these follows, and a detailed list of financial resources relevant to ACE can be found in Annex 5.

Figure 12 • Sources of climate finance

(Source: Adapted with permission from Hammill, 2016)

International Public Finance Options -

International and bilateral climate funds are important resources for helping developing countries to kick-start the process of devising a National ACE Strategy and provide, at the minimum, mid-term financial and/or technical requirements by implementing at least one of the Strategy's priority activities. For a country to be considered "climate finance ready" and to comply with the requirements for accessing the Green Climate Fund (GCF), it must demonstrate its capacity to (1) plan for, (2) access and (3) deliver climate finance, as well as (4) monitor and report on expenditures (GCF Readiness Programme, 2016). This entails undergoing the GCF accreditation process for designated national "implementing entities" of developing countries, which could be ministries, development banks or other public or private institutions. Only accredited "implementing entities" will be able to channel GCF financial resources for project and programme implementation (GCF, 2016). To mobilize financial resources effectively, many international development organizations (e.g. FAO, 2012; World Vision International, 2015; GEF, 2007) highlight the importance

of creating a resource mobilization plan underpinned by a clear vision of the impact to be achieved, accompanied by a results-based management framework.

Domestic Public Finance Options -

Domestic budgets make suitable entry points for mobilizing financing for the implementation of an ACE strategy or actions. Ideally, the national budget and budgets for identified sectors should include funds specifically dedicated to climate change education, training and public awareness programmes to ensure long-term sustainability of the National ACE strategy. Incorporating climate change considerations into national budget planning is a step-by-step process and greater involvement by ministries of finance is necessary. Additionally, governments can use a range of traditional fiscal instruments to earmark funds for ACE purposes and programmes.

Engaging the Private Sector - Of particular interest for attracting private financial resources for ACE are public-private partnerships. Public-private partnerships provide significant opportunities for capacity-building and training for

workers and professionals to improve mitigation and adaptation to climate change in business, industry and public administration. Investment incentives and regulations developed in consultation with the private sector are examples of ways to engage private entities in ACE.

Blended Finance - Most National Climate Change Funds involve contributions from both public and private sector and have the potential to act as financing mechanisms for priority actions related to climate change. For example, some countries have set up National Climate Change Funds to collect, blend, coordinate and account for climate finance, and channel it to projects or programmes that directly contribute to climate mitigation and/or adaptation. These can include any one or a combination of tax revenues, multilateral development assistance, public sector user fees, insurance and donor funding (CDKN, 2015).

Learn more:

- Evaluating the resource mobilization strategies and sustainability of national

climate change funds (Climate and Development Knowledge Network, 2015)

- Understanding climate change finance flows and effectiveness – mapping of recent initiatives (ODI, 2013)
- A guide to resource mobilization: Promoting partnership with FAO (FAO, 2012)
- A Guidebook for the Design and Establishment of National Funds to Achieve Climate Change Priorities (UNDP, 2011)
- Ready for Climate Finance: GIZ's Approach to Making Climate Finance Work (GIZ, 2013)
- GCF Readiness Programme: Building Capacity to access the Green Climate Fund (UNEP, UNDP, WRI, 2016)
- Climate Finance (WRI website)
- See Annex 5 for a list of funding sources relevant to ACE.

The table below outlines the main steps of mobilizing financial and technical resources for the Initiation, Planning and Implementation phases of creating a National ACE Strategy.

Practical steps in mobilizing financial and technical resources

- | | |
|-----------------------------|--|
| Initiation Phase | <ul style="list-style-type: none"> • Gain an understanding of current policies, programmes and priorities related to ACE from the relevant national authorities (such as ministries of finance, planning and foreign affairs). Do not overlook initiatives involving international cooperation. |
| Planning Phase | <ul style="list-style-type: none"> • Determine the key developments needed in the National ACE Strategy priority areas and frame these needs in the context of broader national, regional and international goals • Identify potential sources of funds • Research the policies, programmes, priorities and procedures of potential donors • Make initial contact with potential donors to outline ACE plans, the need for assistance, and the counterpart support available from national sources if donor support is obtained • Formally submit the request for assistance, taking account of the points regarding capital and project budgets, and following the procedures required by the donor • Follow up to check progress and the need for additional information |
| Implementation Phase | <ul style="list-style-type: none"> • Once approved, complete formal agreements and set in place the required financial management processes and systems. |

(Source: Adapted with permission from WMO, 2012 p.122)

Examples of financial resources to implement ACE initiatives

Australia – Energy Efficiency Information Grants Program

The Council of Australian Governments agreed to set up and fund Energy Consumers Australia, which will promote the interests of energy consumers, especially residential and small business consumers. The Australian government has provided assistance to the ECA to help energy consumers to become more energy efficient as part of the National Energy Productivity Plan (see energyconsumersaustralia.com.au). This complements the work of the Low Income Energy Efficiency Program, which trialled a range of approaches to promote energy efficiency to low income and vulnerable households, and the Energy Efficiency Information Grants Program, which worked with relevant industry associations to support enhanced energy efficiency in a range of small and medium (and some large) enterprises (see <https://www.business.gov.au/Info/Run/Energy-management>). These programmes have provided a wealth of experience, information and tools to help residential and small business energy consumers to become more energy efficient, thereby reducing emissions and costs.

(Source: <https://www.business.gov.au/Info/Run/Energy-management>)

Dominican Republic – funds National Climate Change Learning Strategy through national budget

The launch of the Dominican Republic's National Climate Change Learning Strategy, whose development was supported by UN CC:Learn, reflected the Government's decision to choose education as a priority area to address climate change. Through the implementation of its Strategy, the Dominican Republic has trained more than 1,200 teachers, 120 'trainers of trainers' and 40 journalists.

The Ministry of Education recently decided to expand the programme to reach more than 3,000 teachers and 150,000 students with an investment of US\$ 1 million from its national budget by 2016. Together with other member countries of the Central American Integration System (SICA), the Dominican Republic is now working to strengthen climate change education across Central America – with technical and financial support of UN CC:Learn.

(Source: <http://unfccc.int/resource/docs/2015/sbi/eng/15.pdf> (p.6))

Examples of financial and technical resources to facilitate National ACE Strategy development and actions

“The One UN Climate Change Learning Partnership” (UN CC:Learn). Hosted by UNITAR

UN CC:Learn is a partnership of more than 30 multilateral organizations supporting countries to design and implement systematic, recurrent and results-oriented climate change learning. At the global level, the partnership supports knowledge-sharing, promotes the development of common climate change learning materials, and coordinates learning interventions through a collaboration of UN agencies and other partners. At the national level, UN CC:Learn supports countries in developing and implementing National Climate Change Learning Strategies.

(See also: www.uncclearn.org)

Examples of financial and technical resources to facilitate National ACE Strategy development and actions

LIFE Programme for Environment and Climate Action (European Union)

The LIFE programme is the EU's funding instrument for the environment and climate action. The general objective of LIFE is to contribute to the implementation, updating and development of EU environmental and climate policy and legislation by co-financing projects with European added value. In its current period (2014-2020), the Life programme has a budget of €3.46 billion, including an €864 million sub-programme for climate action (LIFE Climate Action). It focuses on reducing greenhouse gas emissions; increasing resilience to climate change; and increasing awareness, communication and exchange of information on climate actions.

(See also: <http://ec.europa.eu/environment/life/about/>)

CTCN – Climate Technology Centre and Network

The CTCN promotes accelerated, diversified and scaled-up transfer of environmentally sound technologies for climate change mitigation and adaptation in developing countries, in line with their sustainable development priorities. These technologies include any piece of equipment, technique, practical knowledge or skills for performing a particular activity that can be used to face climate change. The CTCN works with stakeholders engaged in a wide range of activities related to climate technologies to facilitate south-south, north-south, and triangular collaboration and cooperation.

(See also: <https://www.ctc-n.org>)

REGATTA – Regional Gateway for Technology Transfer and Climate Action in Latin America and the Caribbean

REGATTA is supporting the mainstreaming of Climate Change Adaptation in National Development Plans and strengthening the dialogue for the National Adaptation Plan (NAP) process in participating countries. This regional Network is also contributing to the implementation of the Climate Technology Centre and Network (CTCN) in the region. Through the Communities of Practice and webinars, REGATTA compiles climate change information, gathers experiences, disseminates knowledge and builds connections among relevant stakeholders.

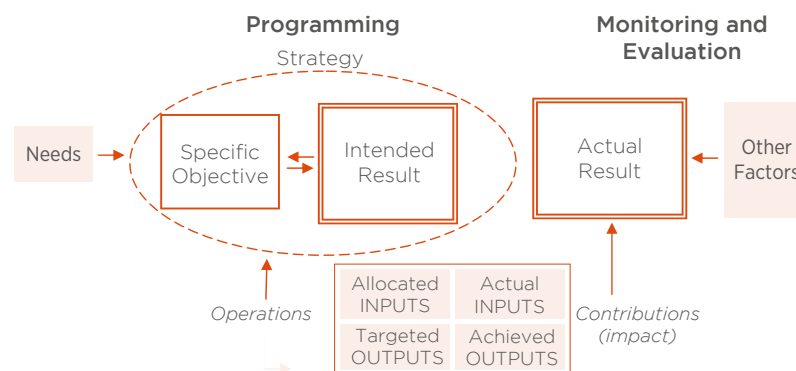
(See also: <http://www.cambioclimatico-regatta.org>)

Phase 4. Monitoring and evaluation

The Monitoring and evaluation (M&E) phase cross-cuts all other phases of developing a National ACE Strategy. During the Initiation phase, it is important to assess existing M&E protocols and procedures. During the planning phase, an M&E plan should be established together with the RBM framework. During the implementation phase, M&E begins and continues throughout the Strategy's duration.

Effective monitoring and evaluation reveals how closely the intended results of specific objectives outlined in the strategy programming (i.e. planning) match the actual results. This provides valuable information on the contribution or impact of the Strategy. A good monitoring project is thus not defined by the amount of data collected, but by whether the data determines adequately and efficiently whether the objectives were met.

Figure 13 • Outputs, results and impact in relation to programming, monitoring and evaluation



(Source: European Commission, 2015, p.5)

The output of implementing a successful M&E plan is the generation of data, reports and recommendations suitable for decision-making. Such reports and recommendations are important for accountability to donors, government planners and all interested stakeholders.

Information obtained throughout the course of implementing a National ACE Strategy can also be used by national governments to report on ACE to the UNFCCC (discussed in the Reporting phase at the end of this document).

STEP #10 Create a Monitoring and evaluation plan



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A general M&E protocol that can be applied to all ACE activities does not exist. Instead, it should be tailored to the objectives of each priority action/activity and to the country's uniqueness.

M&E must link back to the overarching objectives of the Strategy, as well as to the specific objectives developed in the planning phase (UNODC, 2016).

While monitoring and evaluation are complementary, each has a specific meaning and serves distinct functions (Box 7).

M&E involves measuring the outcomes and impacts of the National ACE Strategy, as well as measuring the effectiveness of the ACE strategy itself. Therefore,

it is suggested that a mid-term review of the strategy be planned for. Often, evaluation studies are subcontracted to universities and consulting groups. Ideally, non-state actors should collaborate with government to implement and monitor Article 6 activities and objectives. In the preparation of the mid-term and other forms of review, the stakeholders who participated in the preparation of the Strategy should be engaged in providing information and commentary on the progress of implementation, and may even participate in drafting monitoring reports. The general public, and especially those people who submitted comments during the previous phases, should be informed and encouraged to comment.

Box 7. Monitoring and evaluation: definition and functions

Definition of Monitoring

The systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.

Functions of Monitoring

- Links activities and their resources to outputs and outcomes
- Translates objectives into performance indicators and sets targets
- Routinely collects data on indicators, compares actual results with targets

Definition of Evaluation

The systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results in relation to specified evaluation criteria.

(Source: OECD, 2002)

Functions of Evaluation

- Reports progress to management and alerts them to any problems.
- Analyses why intended results were or were not achieved
- Assesses specific causal contributions of activities to results
- Examines the implementation process
- Explores unintended results
- Provides lessons, highlights significant accomplishment potential, and offers recommendations for improvement.

(Source: GEF, 2007)

- Results-based Management Handbook (UNDG, 2011)
- Handbook on planning, monitoring and evaluating for development results (UNDP, 2009)
- Results-based management framework (GEF, 2007)
- Defining and Using Performance Indicators and Targets in Government M&E Systems (Castro, 2011)
- Climate change indicators: Tracking Adaptation and Measuring Development (TAMD) framework
- Annex 4 provides country examples of National Communications on ACE implementation

Practical steps in creating a monitoring and evaluation plan	
Initiation Phase	Take stock of existing monitoring and evaluation policies at the national level
Planning Phase	Provide an M&E Framework <ul style="list-style-type: none"> <input type="checkbox"/> Form/hire an M&E working group if necessary <input type="checkbox"/> Define purpose of M&E and revisit ACE activity objectives and targets <input type="checkbox"/> Define key indicators and associated monitoring mechanisms <input type="checkbox"/> Identify organizational arrangements for M&E <input type="checkbox"/> Indicate the process of how M&E will be established <input type="checkbox"/> Provide an indicative budget
Implementation Phase	Implement M&E System <ul style="list-style-type: none"> <input type="checkbox"/> Coordinate information gathering and management <input type="checkbox"/> Record data and observations <input type="checkbox"/> Define and implement learning and reflection events <input type="checkbox"/> Conduct focused studies on emerging questions <input type="checkbox"/> Prepare evaluation reports <input type="checkbox"/> Communicate results to stakeholders
M&E Phase	Mid-term review and when the Strategy period is over <ul style="list-style-type: none"> <input type="checkbox"/> Collate and analyze results <input type="checkbox"/> Facilitate review processes <input type="checkbox"/> Allow stakeholders to participate in the review or at least comment during the implementation process <input type="checkbox"/> Evaluate data and apply any corrective measures <input type="checkbox"/> Identify lessons learned <input type="checkbox"/> Organize and report on the ACE activity results, incorporating ACE monitoring into National Communications and other reporting mechanisms such as SDGs <input type="checkbox"/> Share lessons learned – Share the findings contained in their national communications and national action plans or domestic programmes on climate change with the general public and all stakeholders, and international cooperation <input type="checkbox"/> Make sure to implement lessons learned in future ACE Strategy planning.

Country example: M&E and Follow-up on monitoring activities**Malawi's M&E Plan for its National Climate Change Learning Strategy (2013)**

The activities in Malawi's National Climate Change Learning Strategy, developed with support from UN CC:Learn encompass short-term (up to 2016), medium-term (up to 2020), and long-term (up to 2030) timeframes. The responsibility for M&E activities of all government projects rests with the Ministry of Economic Planning and Development. As part of management function, the strategy's activities are monitored on a regular basis through formal and informal reports involving all implementing partners at regular intervals. The partners have detailed TORs and lists of deliverables to guide the M&E process. For instance, for every training programme undertaken, participants are required to conduct an end of course evaluation.

A formal report is issued on a quarterly basis covering both technical and financial aspects of the process. These reports are submitted to the Ministry of Environment and Climate Change Management through the National Climate Change Programme office. Each year, quarterly technical and financial reports are used in the compilation of the annual report designed to assess the performance and appraise the annual work plan for each following year. The financial report is undertaken independently by a certified audit firm. An independent mid-term review is scheduled for the plan, focusing on evaluating the extent to which the set goals have been achieved. There will also be an independent end of phase evaluation.

(Source: Malawi's National Climate Learning Strategy, 2013)

Uzbekistan's adjustment after assessing the success of its initial climate change public awareness efforts

Uzbekistan's climate awareness programme started with the establishment of an Article 6 unit within the State Committee for Hydrometeorology. The unit and the broader team of stakeholders that it led were confident that their initial efforts made an important impact on public awareness. They also perceived a higher level of cooperation among climate change organizations and individuals.

However, feedback from the general public suggested that there was a large unmet demand for educational materials and information resources on climate change, especially in local languages. The national authorities therefore launched a second round of activities. Working in partnership with NGOs, they produced a series of publications in the Uzbek language, including popular guides, school textbooks and posters.

(Source: UNEP, 2006)

ACE Reporting

The Doha work programme on Article 6 of the UNFCCC invites national governments and stakeholders to share information on their activities to implement the six elements of Action for Climate Empowerment. It could be shared via UNFCCC and through the members of the UN Alliance on Education, Training and Public Awareness. The UNFCCC calls for countries to report on ACE implementation in their National Communication. The national communication may present good practices and information on such aspects as:

- General policy toward education, training and public awareness;
- Primary, secondary and higher education;
- Public awareness and information campaigns;
- Training programmes;
- Resource or information centres;

- Involvement of the public and non-governmental organizations;
- Participation in international activities;
- Any activity mentioned on the Doha Work Programme on Article 6 of the Convention.

Learn more:

- Reporting for Non-Annex I countries (p. 9)
- Reporting for Annex I countries (p. 98)

Indicators related to ACE are country-specific. However, broad guidance can be accessed in relation to the SDGs and GAP on ESD (Box 8). See Annex 4 for examples of how countries have reported on ACE in their national communications.

Box 8. Reporting on SDG and ESD targets related to ACE

Indicators related to the target 13.3 of the Sustainable Development Goals

Indicator 13.3.1 Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula

Indicator 13.3.2 Number of countries that have communicated the strengthening of institutional, systemic and individual capacity-building to implement adaptation, mitigation and technology transfer, and development actions

(More <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>)

Measuring of progress towards Target 4.7 of Sustainable Development Goal 4 on Education

This target focuses on Global Citizenship Education (GCED) and Education for Sustainable Development (ESD). UNESCO collects and publishes regular reports, news, analyses, data-sets and publications produced by UNESCO and partners that provide evidence on how the world progresses towards the achievement of the target.

The global indicator established for Target 4.7 measures the extent to which Global Citizenship Education and ESD, including gender equality and human rights, are mainstreamed in national education policies, curricula, teacher education and student assessments. UNESCO receives and analyzes country reports used as data for this indicator and supports different partners to develop indicators and measurement tools on ESD and GCED-related themes.

(More <http://en.unesco.org/node/263314>)

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ANNEXES

1. Full text of Article 6 of the UNFCCC, Article 10(e) of the Kyoto Protocol and Article 12 of the Paris Agreement

Article 6 of the UNFCCC⁹

EDUCATION, TRAINING AND PUBLIC AWARENESS

In carrying out their commitments under Article 4, paragraph 1(i), the Parties shall:

- (a) Promote and facilitate at the national and, as appropriate, subregional and regional levels, and in accordance with national laws and regulations, and within their respective capacities:
 - (i) The development and implementation of educational and public awareness programmes on climate change and its effects;
 - (ii) Public access to information on climate change and its effects;
 - (iii) Public participation in addressing climate change and its effects and developing adequate responses; and
 - (iv) Training of scientific, technical and managerial personnel.

- (b) Cooperate in and promote, at the international level, and, where appropriate, using existing bodies:
 - (i) The development and exchange of educational and public awareness material on climate change and its effects; and
 - (ii) The development and implementation of education and training programmes, including the strengthening of national institutions and the exchange or secondment of personnel to train experts in this field, in particular for developing countries.

9. The full text of Article 6 can be found online at this URL: http://unfccc.int/files/essential_background/background_publications_htmlpdf/application/pdf/conveng.pdf#page=17

Article 10(e) of the Kyoto Protocol¹⁰

(e) Cooperate in and promote at the international level, and, where appropriate, using existing bodies, the development and implementation of education and training programmes, including the strengthening of national capacity building, in particular human and institutional capacities and the exchange or secondment of personnel to train experts in this field, in particular for developing countries, and facilitate at the national level public awareness of, and public access to information on, climate change. Suitable modalities should be developed to implement these activities through the relevant bodies of the Convention, taking into account Article 6 of the Convention;

Article 12 of the Paris Agreement¹¹

Parties shall cooperate in taking measures, as appropriate, to enhance climate change education, training, public awareness, public participation and public access to information, recognizing the importance of these steps with respect to enhancing actions under this Agreement.

2. Full text of the Doha Work Programme

Doha Work Programme on Article 6 of the Convention¹²

A. Observations

1. The implementation of all elements of Article 6 of the Convention – education, training, public awareness, public participation, public access to information and international cooperation – will contribute to meeting the objective of the Convention.
2. All Parties are responsible for the implementation of Article 6 of the Convention. The capacity to implement Article 6 related activities will vary among countries, as will the priority thematic areas and target audiences, consistent with their sustainable development priorities and the culturally preferred method of programme delivery, in order to increase people's understanding of the climate change issue.
3. Regional, subregional and international cooperation can enhance the collective ability of Parties to implement the Convention, improve synergies, avoid duplication of effort between the different conventions, and ultimately both improve the effectiveness of programming and facilitate its support.
4. It is important to learn more from countries regarding their experiences, lessons learned, good practices and challenges in the implementation of Article 6 of the Convention, so that Parties and intergovernmental organizations (IGOs) and non-governmental organizations (NGOs) that have the resources to do so might effectively target their efforts at providing appropriate support.

10. The full text of the Kyoto Protocol is located here: <http://unfccc.int/resource/docs/convkp/kpeng.pdf>

11. The full text of the Paris Agreement is located here: <https://unfccc.int/resource/docs/2015/cop21/eng/109.pdf>

12. This text is located at <http://unfccc.int/resource/docs/2012/sbi/eng/l47.pdf>

5. Many Parties, IGOs, NGOs and community-based organizations, as well as the private and public sectors, have been actively raising awareness on, and increasing understanding of, the causes and impacts of climate change, as well as solutions. The availability of sufficient financial and technical resources for the adequate implementation of Article 6 of the Convention continues to be a challenge for all Parties, in particular developing countries.
6. The nature of Article 6 activities carried out by Parties can easily be reported. However, monitoring and evaluating the impacts of these activities remains a challenge.
7. Implementation of Article 6 activities and programmes can complement low-emission and climate-resilient development strategies.
8. Gender is a cross-cutting issue in all six elements of Article 6 of the Convention.
9. Implementation of Article 6 of the Convention has a broad range of stakeholders, including, governments, the private sector, IGOs, NGOs and others international organizations, decision makers, scientists, the media, teachers, the general public, youth, women, people with disabilities and indigenous peoples among others.
10. Implementation of Article 6 of the Convention serves to spread and improve understanding and awareness of climate change and to change behaviour, and therefore communication should address the general public and all stakeholders, such as those referred to in paragraph 9 above.
11. In order to increase climate change awareness, Article 6 activities should be integrated into sectoral strategies and plans.

B. Purposes and guiding principles

12. The Doha Work Programme on Article 6 of the Convention sets out the scope of, and provides the basis for action on, activities related to Article 6 of the Convention, in accordance with the provisions of the Convention. It should serve as a flexible framework for country-driven action addressing the specific needs and circumstances of Parties and reflecting their national priorities and initiatives.
13. The Doha Work Programme builds on existing decisions of the Conference of the Parties (COP), specifically the Marrakesh Accords, which contain a number of references to Article 6 activities, in particular decisions 2/CP.7 and 3/CP.7 on capacity-building in developing countries and in countries with economies in transition, respectively, 4/CP.7 on development and transfer of technologies and 5/CP.7 on implementation of Article 4, paragraphs 8 and 9, of the Convention.
14. The Doha Work Programme shall be guided by:
 - (a) A country-driven approach;
 - (b) Cost effectiveness;
 - (c) Flexibility;
 - (d) Gender and an intergenerational approach;
 - (e) A phased approach integrating Article 6 activities into existing climate change programmes and strategies;

Action for Climate Empowerment

- (f) Promotion of partnerships, networks and synergies, in particular synergies between conventions;
- (g) An interdisciplinary multi-sectoral, multi-stakeholder and participatory approach;
- (h) A holistic, systematic approach;
- (i) The principles of sustainable development.

C. Scope of the Doha Work Programme

15. As part of their national programmes to implement the Convention, and taking into account national circumstances and capacities, Parties are encouraged to undertake activities under the categories listed below, which reflect the six elements of Article 6 of the Convention.

Education

16. Cooperate in, promote, facilitate, develop and implement formal and non-formal education and training programmes focused on climate change at all levels, targeting women and youth in particular, and including the exchange or secondment of personnel to train experts.

Training

17. Cooperate in, promote, facilitate, develop and implement training programmes focused on climate change for groups with a key role, such as scientific, technical and managerial personnel, journalists, teachers and community leaders at the local, national, subregional, regional and international levels, as appropriate. Technical skills and knowledge provide an opportunity to adequately address and respond to climate change issues.

Public awareness

18. Cooperate in, promote, facilitate, develop and implement public awareness programmes on climate change and its effects at the national and, as appropriate, subregional, regional and international levels by, inter alia, encouraging contributions and personal action in addressing climate change, supporting climate-friendly policies and fostering behavioural changes, including by using popular media, noting the important role that social media platforms and strategies can play in this context.

Public access to information

19. Facilitate public access to data and information, by providing the information on climate change initiatives, policies and results of actions that is needed by the public and other stakeholders to understand, address and respond to climate change. This should take into account such factors as quality of Internet access, literacy and language issues.

Public participation

20. Promote public participation in addressing climate change and its effects and in developing adequate responses, by facilitating feedback, debate and partnership in climate change activities and in governance, noting the important role that social media platforms and strategies can play in this context.

International cooperation

21. Subregional, regional and international cooperation in undertaking activities within the scope of the work programme can enhance the collective ability of Parties to implement the Convention. The efforts of IGOs and NGOs can also contribute to its implementation. Such cooperation can further enhance synergies between conventions and improve the effectiveness of all sustainable development efforts.

D. Implementation

Parties

22. As part of their national programmes and activities in implementing the Convention, and within the scope of the Doha Work Programme, Parties could, inter alia:

Strategy

- (a) Designate and provide support, including technical and financial support, and access to information and materials to a national focal point for Article 6 activities and assign specific responsibilities. These responsibilities could include the identification of areas for possible international cooperation and opportunities for strengthening synergies with other conventions, and the coordination of the preparation of the Article 6 chapter in the national communications, ensuring that relevant contact information, including web addresses, is provided therein;
- (b) Develop institutional and technical capacity to:
 - (i) Identify gaps and needs for the implementation of Article 6 of the Convention;
 - (ii) Assess the effectiveness of Article 6 activities;
 - (iii) Consider the linkages between Article 6 activities, implementation of policies and measures to mitigate and adapt to climate change, and other commitments under the Convention, such as technology transfer and capacity-building;
- (c) Prepare assessments of needs specific to national circumstances in the area of the implementation of Article 6 of the Convention, including the use of social research methods and other relevant instruments to determine target audiences and potential partnerships;
- (d) Prepare a national strategy on Article 6 of the Convention, which could be structured according to the scope elements and target stakeholders mentioned in paragraph 9 above;
- (e) Develop communication strategies on climate change on the basis of targeted social research in order to create behavioural changes;
- (f) Strengthen national education and training/skills development institutions to deliver climate change learning action.

Tools and activities

- (a) Develop a directory of organizations and individuals, with an indication of their experience and expertise relevant to Article 6 activities, with a view to building active networks involved in the implementation of these activities;
- (b) Increase the availability of copyright-free and translated climate change materials, in accordance with laws and standards relating to the protection of copyrighted materials;

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- (c) Seek opportunities to disseminate widely relevant information on climate change. Measures could include translation into appropriate languages and distribution of popularized versions of key documents on climate change, including assessment reports and other reports by the Intergovernmental Panel on Climate Change;
- (d) Benefit from new technologies, especially from social networks, in order to integrate these into Article 6 strategies;
- (e) Develop appropriate social media programmes, noting the important and complementary role that such platforms can play in the implementation of Article 6 of the Convention;
- (f) Promote and enhance the inclusion of climate change in school curricula at all levels and across disciplines. Efforts could be made to develop materials and promote teacher training focused on climate change at the regional and international levels where appropriate;
- (g) Integrate climate change learning into the curricula of institutions that provide formal education and training at all levels and support non-formal and informal education on climate change, training of trainers programmes and the development of educational, training and public awareness materials in accordance with national circumstances and the cultural context;
- (h) Develop tools and methodologies to support climate change training and skills development through collaborative efforts and provide training programmes for groups with a key role in climate change communication and education, including journalists, teachers, youth, children and community leaders;
- (i) Seek input and public participation, including participation by youth, women, civil society organizations and other groups, in the formulation and implementation of efforts to address climate change, and also in relation to the preparation of national communications, and encourage the involvement and participation of representatives of all stakeholders and major groups in the climate change negotiation process;
- (j) Inform the public about causes of climate change and sources of greenhouse gas emissions, as well as actions that can be taken at all levels to address climate change;
- (k) Foster the participation of all stakeholders in the implementation of Article 6 of the Convention and invite them to report on the implementation of activities. In particular, enhance the active participation of youth, women, civil society organizations and the media;
- (l) Encourage the public as part of public awareness programmes to contribute to mitigation and adaptation actions;
- (m) Participate in the annual dialogue on Article 6 of the Convention organized by the Subsidiary Body for Implementation (SBI), subject to the availability of financial resources.

Monitoring and review

- (a) Conduct surveys, such as “knowledge-attitude-practice/behaviour” surveys, to establish a baseline of public awareness, which can serve as a basis for further work and support the monitoring of the impact of activities;

- (b) Share the findings contained in their national communications and national action plans or domestic programmes on climate change with the general public and all stakeholders;
- (c) Develop criteria for identifying and disseminating information on good practices for Article 6 activities, at the national or regional levels in accordance with national circumstances and capacities, and promote the sharing of such practices;
- (d) Seek to enhance cooperation and coordination in developing and implementing Article 6 activities at the international and regional levels. This includes identifying partners and networks with other Parties, IGOs and NGOs, the private sector, state and local governments and community-based organizations. Parties should also promote and facilitate the exchange of information and materials, and the sharing of experience and good practices.

Regional and international efforts

23. To strengthen regional and international efforts, Parties and other relevant organizations and agencies in a position to do so could cooperate in and support the following activities:
- (a) Promote the implementation of Article 6 activities taking into account challenges and opportunities in regional and subregional contexts;
 - (b) Strengthen existing regional institutions and networks;
 - (c) Promote and encourage regional programmes and projects that support the implementation of Article 6 of the Convention and promote the sharing of experiences, including through the dissemination of best practices and lessons learned, and the exchange of information and data;
 - (d) Create regional portals for the UNFCCC climate change information network clearing house (CC:iNet), in collaboration with regional centres, to further develop and enhance the functionality and user-friendliness of the clearing house;
 - (e) Develop regional programmes and activities, including the preparation of training and education materials as well as other tools, using local languages where applicable and practical;
 - (f) Promote the implementation of pilot projects through collaborative actions at the regional and national levels on any of the six elements of Article 6 of the Convention, and support their replication and expansion and the sharing of lessons learned and experiences;
 - (g) Conduct regional and subregional workshops to promote training, the exchange and sharing of experiences and best practices, and the transfer of knowledge and skills;
 - (h) Strengthen North–South, South–South and triangular collaboration in matters of climate change education and training, skills development.

Intergovernmental organizations

24. United Nations organizations, in particular the Food and Agriculture Organization of the United Nations, the United Nations Children's Fund, the United Nations Environment Programme, the United Nations Educational, Scientific and Cultural

Organization, the United Nations Institute for Training and Research and the World Meteorological Organization, as the members of the United Nations Alliance on Climate Change Education, Training and Public Awareness, are invited, inter alia:

- (a) To continue supporting efforts to implement activities under Article 6 of the Convention through their work programmes, and through specific programmes focused on climate change, including, as appropriate, through the provision and dissemination of information and resource materials, such as visual materials that could easily be translated and adapted, as well as through the provision of financial and technical support;
- (b) To strengthen collaboration with, and enhance the involvement of, other IGOs with a view to ensuring coordinated support to Parties in their activities related to Article 6 of the Convention and avoiding duplication of work;
- (c) To further strengthen regional and international cooperation by mobilizing partnerships and networking among Parties, IGOs, NGOs, academia, the private sector, state and local governments and community-based organizations and by jointly designing, implementing and evaluating activities and policies related to Article 6 of the Convention;
- (d) To contribute to the implementation of the Doha Work Programme in their respective areas of competence;
- (e) To support countries in developing a long-term, strategic and country-driven approach to climate change education, training and skills development, which is linked to national climate change objectives, and strengthening relevant national institutions;
- (f) To design and implement training programmes, develop guidelines and provide other direct support to national focal points for Article 6 of the Convention;
- (g) To promote in partnership with Parties and civil society the organization of global, regional, subregional and national workshops focusing on specific elements of Article 6 of the Convention;
- (h) To participate in the annual dialogue on Article 6 of the Convention organized by the SBI.

Non-governmental organizations

25. NGOs are encouraged to continue their activities relating to Article 6 of the Convention and are invited to consider ways to enhance cooperation between NGOs from different geographical regions and subject areas, as well as collaboration on activities between IGOs, NGOs and Parties.
26. NGOs are invited to foster the participation of all stakeholders in the implementation of Article 6 of the Convention and to encourage them to report on the implementation of their activities. In particular, NGOs are invited to enhance the active participation of youth, women, civil society organizations and the media in climate change activities.
27. NGOs are also invited to participate in the annual dialogue on Article 6 of the Convention.

Support

28. Parties will need to determine the most efficient and cost-effective way to implement Article 6 activities, and are encouraged to create partnerships with other Parties, as well as IGOs and NGOs and other stakeholders, to facilitate the implementation of these activities, including the identification of priority areas for support and funding.
29. As initial priorities, the implementation of the Doha Work Programme will require the strengthening of national institutions and capacities, in particular in developing countries.

Review of progress and reporting

30. The COP, through the SBI, will undertake a review of progress in the implementation of this work programme in 2020, with an intermediate review of progress in 2016. The assessment of the usefulness of the annual in-session dialogue on Article 6 of the Convention will constitute part of the review in 2020.
31. All Parties are requested to report on activities and policies implementing Article 6 in their national communications, where possible, and in other reports, on their accomplishments, lessons learned, experiences gained and remaining challenges and opportunities, noting that the six elements of Article 6 provide a useful guide for this reporting.
32. Parties and relevant organizations are encouraged to share information on the implementation of the work programme through CC:iNet and social media platforms, in addition to formal reporting channels such as national communications.
33. IGOs are invited to develop programmatic responses to the Doha Work Programme and, following consultations with the secretariat, to communicate to the SBI, through the secretariat, the responses and progress achieved, for the purpose of reviewing the programme and evaluating its effectiveness in 2016 and 2020.
34. NGOs are invited to provide relevant information to the secretariat and in accordance with their national circumstances, informing and involving their national focal point as appropriate, on progress achieved, for the purpose of reviewing the Doha Work Programme and evaluating its effectiveness in 2016 and 2020.

Role of the secretariat

35. In accordance with Article 8 of the Convention, the secretariat is requested to facilitate the work on the Doha Work Programme and, in particular:
- (a) To prepare reports to the SBI on progress achieved by Parties in implementing Article 6 of the Convention, based on information contained in national communications, reports on the annual in-session dialogue on Article 6 and other sources of information, including a report on good practices of stakeholder participation in implementing Article 6 activities. These reports will be issued regularly, and in particular for the intermediate progress review in 2016 and the review in 2020;¹³

13. Taking into account information presented in the "Synthesis report on ways to enhance the engagement of observer organizations" (FCCC/SBI/2010/16) and the "Report on the in-session workshop to further develop ways to enhance the engagement of observer organizations" (FCCC/SBI/2011/INF.7).

- (b) To facilitate coordinated inputs into the eight-year Doha Work Programme from relevant organizations;
- (c) To continue its work on maintaining, developing and promoting CC:iNet, by reforming its structure, improving its functionality and accessibility and increasing the content in the official United Nations languages and other languages;
- (d) To establish a network of national focal points for Article 6 of the Convention and facilitate a regular exchange of views, good practices and lessons learned through CC:iNet and the organization of workshops, videoconferences and activities at the international, regional and national levels in order to build and strengthen the existing skills and capacities of national focal points for Article 6;
- (e) To catalyse collaborative training initiatives and projects to promote an effective implementation of Article 6 of the Convention at the international, regional and national levels in cooperation with Parties, international organizations, NGOs, youth organizations and development partners;
- (f) To continue its work on the United Nations Joint Framework Initiative on Children, Youth and Climate Change in order to enhance the involvement and participation of children and youth in Article 6 activities and their attendance at intergovernmental meetings, including sessions of the COP;
- (g) To continue collaborating and coordinating with United Nations organizations, other IGOs, NGOs, the private sector, civil society and youth, with a view to catalysing action on the implementation of Article 6 of the Convention.

3. Compilation of country examples for implementing ACE at the national level

National Climate Learning Strategies of UN CC:Learn (Focus: “Strengthen Human Resource Capacities and Skills to Address Climate Change”)

Experience	Organization	Region
Benin’s National Climate Learning Strategy	The Ministry of Climate Change Management, Reforestation, and Protection of Natural and Forest Resources (formerly Ministry of Environment, Housing and Urbanism - MEHU)	Africa
Burkina Faso’s National Climate Learning Strategy	Secrétariat permanent du Conseil national pour l’environnement et le développement durable (SP-CONEDD)	Africa
Dominican Republic’s National Climate Learning Strategy	National Council for Climate Change and Clean Development Mechanism (CNCCMDL)	Caribbean
Ethiopia’s National Climate Learning Strategy	Joint leadership of the Ministry of Environment, Forests and Climate Change and the Ministry of Education.	Africa

Experience	Organization	Region
Ghana's National Climate Learning Strategy	Environment Protection Agency (EPA) of the Ministry of Environment, Science, Technology and Innovation (MESTI).	Africa
Indonesia's National Climate Learning Strategy	Ministry of Water and Environment (MWE)	Southeast Asia
Malawi's National Climate Learning Strategy	National Council on Climate Change (DNPI)	Africa
Uganda's National Climate Learning Strategy	Ministry of Finance and Development Planning	Africa

See more on the UN CC:Learn Website: <http://www.uncclearn.org/country-projects> and in the publication *Guidance Note for Developing a National Climate Change Learning Strategy* (Halpaap, Horstbrink and Abreu, 2013).

For examples of **National Climate Change Education for Sustainable Development programmes** in 5 countries (Dominican Republic, Guyana, Mauritius, South Africa and Tuvalu), consult UNESCO's publication *NOT JUST HOT AIR: Putting Climate Change Education into Practice* (2015). It also provides 16 additional country examples of Climate Change Education and Training policy.

National Climate Change Communications Strategies

Experience	Organization(s)	Region
Jamaica - communication for Climate Resilience (2012-2017): A National Communication Strategy and Action Plan	The Planning Institute of Jamaica (PIOJ)	Caribbean
Tanzania National Climate Change Communications Strategy 2012-2017	Vice President's office, Division of Environment	Africa

See also the summaries of national communications strategies in *Raising awareness of climate change: A handbook for government focal points* (UNEP, 2006).

National Climate Change Action Plans with reference to ACE

Experience	Organization(s)	Region
Chile's National Climate Change Action Plan (2008-2012)	Chile National Government	South America
Kenya's Climate Change Action Strategy (2013-2017)	Ministry of Environment and Mineral Resources	Africa
Namibia - Proposed Climate Change Strategy and Action Plan (2009)	UNDP Namibia Country Office Namibia Ministry of Environment and Tourism (MET), Namibia National Climate Change Committee (NCCC)	Africa
REC Action Plan for Article 6, 2008	Regional Environmental Center for Central and Eastern Europe and Turkey	Eastern Europe

Other activity implementation examples relevant to ACE cited in this paper

Experience	Organization(s)	Region
Australia's 6 th National Communication (2013) – section on Article 6	Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education	Asia-Pacific
Bangladesh: A Stakeholder Map for Climate Change Adaptation in Bangladesh's Agricultural Sector (2011)	International Food Policy Research Institute (IFPRI), University of Hohenheim, Germany	South Asia
Cambodia's stakeholder workshop to outline its draft climate change communications strategy (2006) (Raising Awareness of Climate Change Handbook, UNEP, p. 8)	Ministry of Environment	Southeast Asia
Canada: Department of Environment and Climate Change process of public consultations	Environment and Climate Change, Government of Canada	North America
India -Switch ON- ONergy	SEED Initiative, World Wildlife Fund India (WWF India), Switch ON- ONergy, Government of India	South Asia
Jordan's Third National Communication to the UNFCCC – section on Article 6	Ministry of Environment	Middle East
Mexico – Community-based Climate Change & REDD+ Education: Experiences and lessons learned in Oaxaca and Chiapas (2015)	Alianza México Redd++ (USAID, Nature Conservancy, Rainforest Alliance, The Woods Hole Research Center, Espacios Naturales)	North America
Thailand's Second National Communication (2011) section on Article 6	Office of Natural Resources and Environmental Policy and Planning, Ministry of Natural Resources and Environment	Southeast Asia
Uzbekistan's Climate Awareness Programme (Raising Awareness of Climate Change Handbook, UNEP, p. 11)	State Committee for Hydrometeorology	Central Asia
Viet Nam National Action Plan for Response to Climate Change UNESCO ESD country programme pilot case (pg. 64)	Ministry of Education and Training	Southeast Asia
Zambia Green Jobs Programme	International Labour Organization (ILO), Government of Zambia	Africa

4. Examples of Implementation of all six areas of ACE, as reported in National Communications

ACE Elements	Italy	Sri Lanka
Education	<ul style="list-style-type: none"> • Integrated climate change education into its national curriculum; • Strengthened higher education and training of young researchers to prepare for millennium challenges, including a PhD program on climate change. 	<ul style="list-style-type: none"> • Subject of environment and climate change included into schools and universities as part of the curriculum in geography; • Higher education institutions offer programmes on climate change and environmental sciences.
Training	<ul style="list-style-type: none"> • Launched initiatives to build capacity on climate change mitigation and adaptation in business, industry and public administration, including civil servants and regional and local governments. • Training and guidance for school teachers on climate-related topics 	<ul style="list-style-type: none"> • Training and guidance for school teachers on climate-related topics; • Several technical training programmes are offered for national government officers and officers preparing urban development plans in the context of climate change; • Training programs are offered for industry personnel to enhance environmental performance in key Sri Lankan export sectors; • Capacity building initiatives for organizations to enable them to comply with the provisions of the climate change convention.
Public Awareness	<ul style="list-style-type: none"> • Launched public climate change campaigns and national initiatives involving cities, municipalities and regions. 	<ul style="list-style-type: none"> • Stakeholder organizations are involved in conduction public awareness programs on climate change, including government departments, government institutions, non-government organizations and the private sector; • Centre for Climate Change Studies has been carrying out large numbers of awareness programs for students and public servants.
Public Access to Information	<ul style="list-style-type: none"> • Local level initiatives have been implemented to improve citizens' information on climate change issues through newsletters, electronic information, websites and information desks; • Published official environmental statistics. 	<ul style="list-style-type: none"> • A number of public sector information networks function as focal points for information exchange in their respective fields; • One NGO maintains a climate change specific database and website that allows civil organizations access to information on climate issues.
Public Participation	<ul style="list-style-type: none"> • Collaborated with NGOs and non-profit organizations to promote actions on environmental protection, dissemination of an environmental culture, promoting simple actions and increase awareness and promote actions to encourage active citizenships practices for young people. 	<ul style="list-style-type: none"> • Government organizations dealing with environment and climate are conducting programmes in schools and universities.

ACE Elements	Italy	Sri Lanka
International Cooperation	<ul style="list-style-type: none"> Established a number of Memoranda of Understanding on bilateral cooperation, to support initiatives in other countries on mitigation and adaptation to climate change, transfer and promotion of low-carbon technologies, education, research for decision-making support, and public awareness strategies. 	<ul style="list-style-type: none"> Training opportunities for Sri Lankan climate scientists by visiting scientists; International climate fund grants to build capacity of young researchers and the preparation of national communications.
Further Information on specific programmes and projects	<ul style="list-style-type: none"> Italy's Sixth National Communication under the UN Framework Convention on Climate Change (Chapter 9 – Education, training and public awareness) 	<ul style="list-style-type: none"> Second National Communication on Climate Change – Democratic Socialist Republic of Sri Lanka (Chapter 6 – Education, Training, Public Awareness, Capacity building and Networking)

- Other notable examples include (but are not limited to):
- Azerbaijan's 3rd National Communication
- Costa Rica's 3rd National Communication (Spanish)
- Myanmar's 1st National Communication
- Thailand's 2nd National Communication
- Finland's 6th National Communication
- Norway's 6th National Communication
- Sweden's 6th National Communication
- U.K.'s 6th National Communication

5. ACE funding sources

The following table presents an overview of the biggest funding sources relevant to ACE, but is not an exhaustive list. The UNFCCC also maintains a list of climate funding sources on its Finance Portal for Climate Change: <http://www3.unfccc.int/pls/apex/f?p=116:1:1499030060749752>.

Another important online source on climate funding is Climate Funds Update: <http://www.climatefundsupdate.org/>.

Delivery Channels and Funding Sources for Climate Finance

Delivery Channel and Funding Sources	Description
Multilateral Climate Funds: Finance is provided to large international funds and channeled to countries via accredited intermediaries to meet specific climate targets.	
Adaptation Fund	The Adaptation Fund finances projects and programmes that help vulnerable communities in developing countries adapt to climate change. Initiatives are based on country needs, views and priorities.
Green Climate Fund	The GCF is the central global investment vehicle for international climate finance and is charged with promoting a "paradigm shift towards low-emission and climate-resilient pathways".

Global Environment Facility	The GEF's climate change funds provide financing for national climate change and adaptation strategies and plans, capacity building activities, energy efficiency, renewable energy, sustainable transportation, carbon sequestration, and technology transfer.
Special Climate Change Fund (administered by GEF)	The fund has been established to finance activities, programmes, and measures in the areas of adaptation, technology transfer, energy, transport, industry, agriculture, forestry, and waste management; and activities to assist in the economic diversification of developing countries.
Least Developed Country Fund (administered by GEF)	The LDCF provides funding for the work programmes of LDCs that are also Parties of the UNFCCC, including for the preparation and implementation of national adaptation programs of action (NAPAs).
Clean Development Mechanism (CDM)	Under the Clean Development Mechanism, emission-reduction projects in developing countries can earn certified emission reduction credits. These saleable credits can be used by industrialized countries to meet a part of their emission reduction targets under the Kyoto Protocol.
Climate Investment Funds	Multilateral development banks launched the Climate Investment Funds (CIF) as a collaborative effort to finance low emissions and climate-resilient development in developing countries. The funds include four key programmes: the Clean Technology Fund (CTF), the Forest Investment Program (FIP), the Pilot Program Climate Resilience (PPCR), and the Scaling Up Renewable Energy Program (SREP).
Bilateral Climate Funds: Finance is given directly to governments, who use it to fund national climate change activities.	
Global Climate Change Alliance (European Union)	The Global Climate Change Alliance was established by the European Union to strengthen dialogue and cooperation with developing countries on climate change. The Alliance helps to ensure that developing countries most vulnerable to climate change can increase their capacities to adapt to the effects of climate change.
Germany's International Climate Initiative	Germany's International Climate Initiative (IKI) has been financing climate and biodiversity projects in developing and newly industrialised countries, as well as countries in transition.
UK's International Climate Fund (United Kingdom)	The International Climate Fund (ICF) is the UK government's commitment to developing countries to help them address the challenges presented by climate change and benefit from the opportunities.
Development Finance Institutions: Earmarked climate finance is provided to Development Finance Institutions, who disburse or lend finance to partner entities for climate change activities.	
The World Bank	The World Bank is a source of financial and technical assistance to developing countries around the world. It provides loans to developing countries for capital programmes.
African Development Bank	The overarching objective of the African Development Bank (AfDB) Group is to spur sustainable economic development and social progress in its regional member countries (RMCs), thus contributing to poverty reduction.
Asian Development Bank	ADB in partnership with member governments, independent specialists and other financial institutions is focused on delivering projects in developing member countries that create economic and development impact by providing loans, technical assistance, grants, and equity investments.
Development Bank for Latin America	CAF has the mission of stimulating sustainable development and regional integration by financing projects in the public and private sectors, and providing technical cooperation and other specialized services in the shareholder countries.

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Inter-American Development Bank	IDB provides financial and technical support for countries working to reduce poverty and inequality, help improve health and education, and advance infrastructure. Its aim is to achieve development in a sustainable, climate-friendly way.
National Development Finance Institutions: Earmarked climate finance is provided to National Development Institutions, who lend money to local implementers for climate change activities.	
Brazilian Development Bank	The institution provides long-term financing for endeavours that contribute to the country's development. The bank has supported social investments aimed at education and health, family agriculture, basic sanitation and mass transportation.
Development Bank of Rwanda	The Development Bank of Rwanda is a finance institution focused on accelerating broad-based, sustainable economic transformation and prosperity creation. The bank focuses on four themes: focused investment and growth, building strong partnerships, maximizing development impact, and increased resource mobilization.
Development Bank of the Philippines	The bank is assisting critical industries and sectors, promoting entrepreneurship particularly in the countryside, helping to build more productive communities, advancing environmental protection and contributing to the improvement of of people's lives across the nation.
National Climate Change Funds: Climate finance is provided to National Climate Change Funds, who allocate it to selected projects and programmes.	
Indonesia Climate Change Trust Fund	The Indonesia Climate Change Trust Fund (ICCTF) is a national funding entity that aims to develop innovative ways to link international finance sources with national investment strategies. It acts as a catalyst to attract investment and to implement a range of alternative financing mechanisms for climate change mitigation and adaptation programmes. The ICCTF receives non-refundable contributions from bilateral and multilateral donors.
Bangladesh Climate Change Trust Fund	The Trust Fund is a block budgetary allocation in the form of an endowment by the Government. It has been established with revenue from the annual budget to support implementation of Bangladesh's climate change strategy.
Philippines' People's Survival Fund	The fund provides 1 billion Philippine Peso (USD\$ 20,669,545) per year through the national budget for climate change adaptation programmes and projects to be accessed by local government and organizations accredited by the Philippines's Climate Change Commission.
Large Foundations and NGOs: Finance is given to NGOs or Foundations working on the ground on climate change projects and programmes.	
Bill and Melinda Gates Foundation	The Bill and Melinda Gates Foundation is the largest private foundation in the world. Agricultural Development is one of the largest initiatives of the foundation, including fostering sustainable agriculture practices.
The Rockefeller Foundation	The private foundation promotes the well-being of humanity throughout the world. The Rockefeller Foundation has been involved in Africa since their beginning in three main areas - health, agriculture and education, though agriculture has been and continues to be their largest investment in Africa.
World Wide Fund for Nature (WWF)	WWF is one of the world's largest conservation organizations, working in more than 100 countries. WWF works with a large number of different groups to achieve its goals, including other NGOs, governments, business, investment banks, scientists, fishermen, farmers and local communities.

Commercial Finance Institutions:**Earmarked climate finance is loaned to Commercial Finance Institutions, who make climate-relevant investments**

Nedbank, South Africa	Nedbank recognizes that climate change is a major issue that affects the financial sector both directly through operations and indirectly through business investments. Within the South African banking sector, the bank makes investments into the green economy possible through a suite of products, services and investments.
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(Adapted and modified from: UNDP Guidebook for the design and establishment of National Climate Change Funds and Climate Funds Update)

Other funding opportunities:

- World Bank Group – Connect4Climate (C4C) – A climate communication programme dedicated to driving global action on climate change, connecting and amplifying climate initiatives and activities, and creating social currency and political capital for climate action. It works with more than 300 partner organizations around the world, and is funded by the World Bank, the Italian Ministry of the Environment, Land and Sea, and the German Federal Ministry for Economic Cooperation and Development (BMZ). For more information: www.connect4climate.org
- OECD –Partnership for climate finance – A Global Partnership Initiative promoting the deployment of climate finance through coherence and collaboration among climate change, finance and development co-operation communities at the country, regional and global levels.
- The Southern Climate Partnership Incubator (SCPI), launched by the UN Secretary-General in 2015, aims to “accelerate efforts to create and finance climate partnerships among developing countries in support of the Sustainable Development Goals”.
- The Network on Environment and Development Co-operation – ENVIRONET promotes and facilitates the integration of environment and climate change into all aspects of development cooperation, as called for by the Paris Declaration and the Accra Agenda for Action. The website includes many resources and publications on climate finance.

Action for Climate Empowerment (ACE) is the popular term adopted by the United Nation Framework Convention on Climate Change (UNFCCC) for its Article 6, pertaining to education, training, public awareness, access to information and participation, and international cooperation.

Country-driven implementation of these interrelated elements is increasingly recognized as crucial for meeting the objectives of the Convention, and for achieving sustainable development in general.

This publication is designed to help national decision-makers better understand the components of ACE and how they can be bolstered by the principles and methods of Education for Sustainable Development (ESD). It also aims to provide guidance on engaging with a wide variety of stakeholders, establishing cross-sector partnerships, and mobilizing technical and financial support for ACE implementation.



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