

Towards an integrated approach to NAPs, NDCs, and SDGs

NDC Global Conference – 3rd May 2017



based on a decision of the German Bundestag

Overview

- Why build NAP-NDC-SDG synergies?
- Introduction to National Adaptation Plan (NAP) Process
- Key elements to consider
- UNDP-FAO-UNEP's Briefing Paper



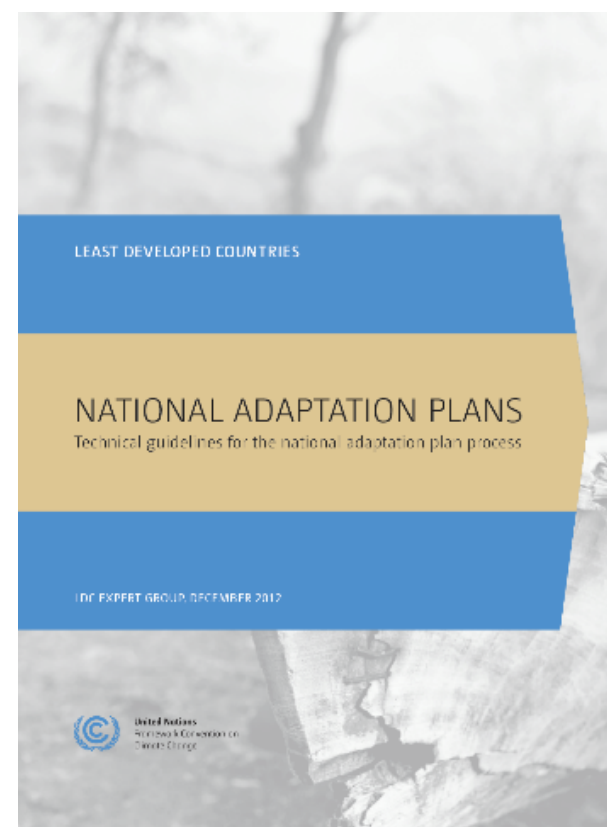
Why are NAP-NDC-SDGs synergies needed?

- Most countries are rolling actions on Paris Agreement and 2030 Agenda simultaneously
- Role of Ministries of Environment, Finance and Planning, and sector ministries
- Coordination and linkages would allow to:
 - Reduce vulnerability
 - Implement the Paris Agreement
 - Align long-term national development priorities with the SDG framework.










What is the NAP?

- Established under the **UNFCCC Cancun Adaptation Framework (2010)**.
- **Means of identifying medium- and long-term adaptation needs** and developing and implementing strategies and programmes to address those needs.
- It is a **continuous, progressive and iterative process** which follows country-driven, gender-sensitive, participatory and fully transparent approach
- Its objectives are to **reduce vulnerability to the impacts of climate change**, and to facilitate the **integration of climate change adaptation**, into all levels of development activities

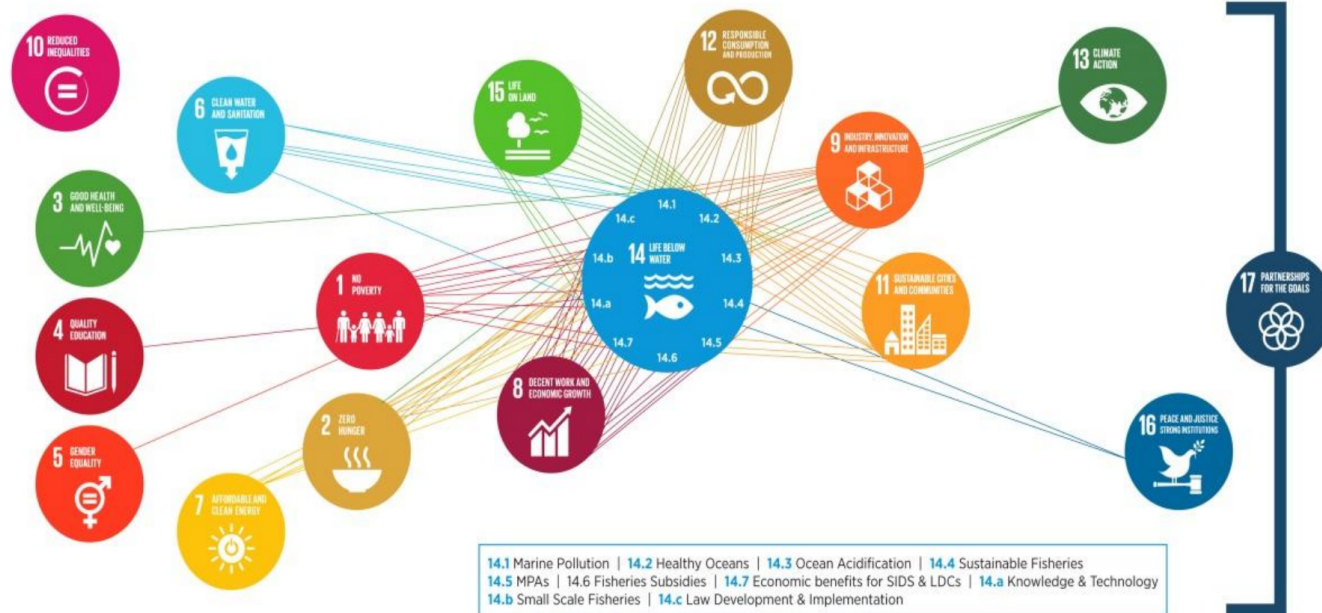



NAP Contributes to All SDGs

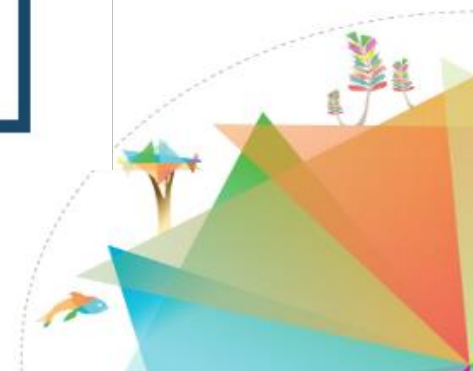
GOAL	SDG INDICATORS	NAP
	1.b Create sound policy frameworks to support accelerated investment in poverty eradication actions	Creating policy frameworks to support investment frameworks for CCA and resilience
	2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices	Mainstreaming CCA in agriculture and prioritizing agriculture adaptation options in development to increase food security
	3.d Strengthen the capacity of all countries, for early warning, risk reduction and management of national & global health risks	Getting a better understanding of health impacts of CC and building capacities to address these risks through NAP
	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development	Engaging primary, secondary and higher education institutions to build capacities on CCA
	5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels	Promoting gender-responsive and gender-transformative policies with regards to CCA
	8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation	Promoting innovation and engagement of private sector in CCA planning
	16.6 Develop effective, accountable and transparent institutions at all levels	Strengthening institutional capacity for CCA coordination incl. M& E and stakeholder inclusion



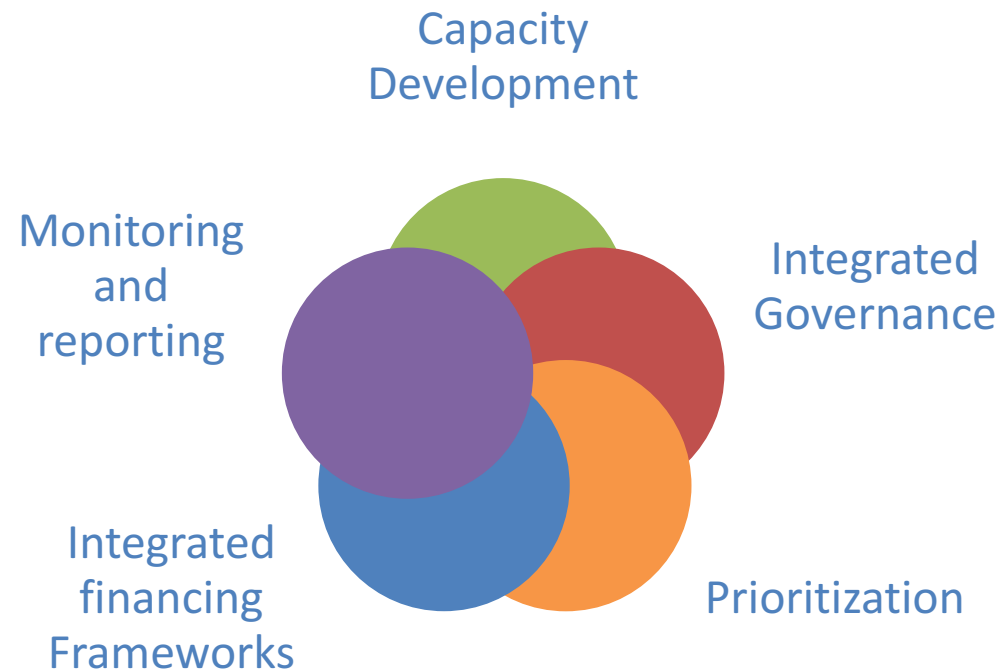
Climate action interacts with many other sector goals



Source: As presented at the UNDP Asia-Pacific Regional dialogue, GEOMAR/ ICSU (forthcoming) 



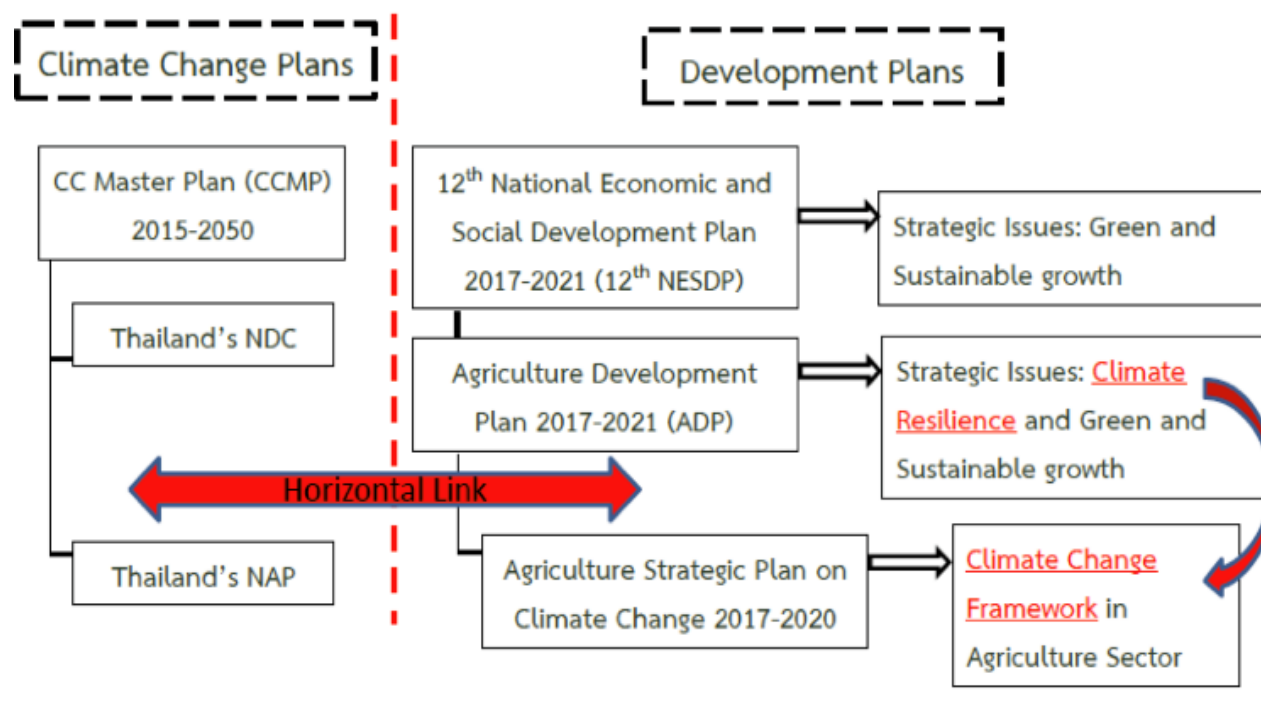
Entry points for alignment: Key elements



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Integrated governance




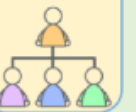



- Coordination mechanisms
- Institutional mandates
- Policy Framework
- Alignment of budgets and integration of CC
- Awareness of CC



Entry points for alignment: Key elements

Capacity Development

- Joint Skills assessment
- Comprehensive long-term capacity development
- ToT approach

INSTITUTIONAL CAPACITIES	INDIVIDUAL SKILLS		
	TECHNICAL	MANAGEMENT	PARTICIPATORY
POLICY LEVEL - Beliefs, political ideals, government and other organizational vision, goals and priorities			
INSTITUTIONAL CAPACITY POLICY LEVEL SKILLS ASSESSMENT CARD 	T1 - CLIMATE CH ADAPTATION POL SCIENCE SKILLS ASSESS 	T8 - FORESTRY SKILLS SKILLS ASSESSMENT CARD 	
ORGANIZATIONAL LEVEL- How people, groups and organizations are organized, managed and function			
INSTITUTIONAL CAPACITY ORGANIZATIONAL LEVEL SKILLS ASSESSMENT CARD 	T1 - CLIMATE CHANGE ADAPTATION POLICY AND SCIENCE SKILLS ASSESSMENT CARD 	ME - RESULTS BASED MANAGEMENT - PLANNING FOR OUTCOMES SKILLS ASSESSMENT CARD 	
OPERATIONAL LEVEL- Project administration, knowledge sharing, skills development, monitoring			
INSTITUTIONAL CAPACITY ORGANIZATIONAL LEVEL SKILLS ASSESSMENT CARD 	T8 - FORESTRY SKILLS SKILLS ASSESSMENT CARD 		P13 - GENDER MAINSTREAMING SKILLS ASSESSMENT CARD 

Source:
UNITAR,
forthcoming



Entry points for alignment: Key elements

Prioritisation

- Identification of activities with multi-sector co-benefits for development and climate resilience
- Appraisal of economic/non-economic benefits and tradeoffs

**Multi Criteria
Analysis (MCA)**

**Cost Benefit
Analysis (CBA)**

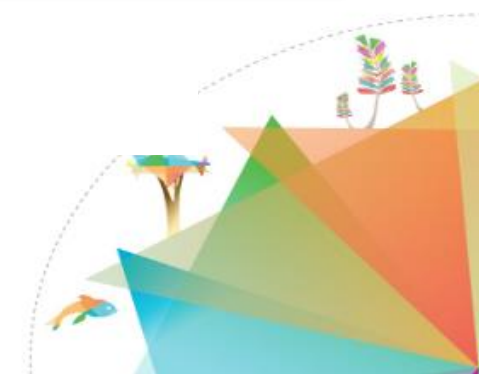
**Climate Change
Benefit
Analysis (CCBA)**

**Financial
Analysis**

**Cost
Effectiveness
Analysis (CEA)**

**Gender
Analysis**

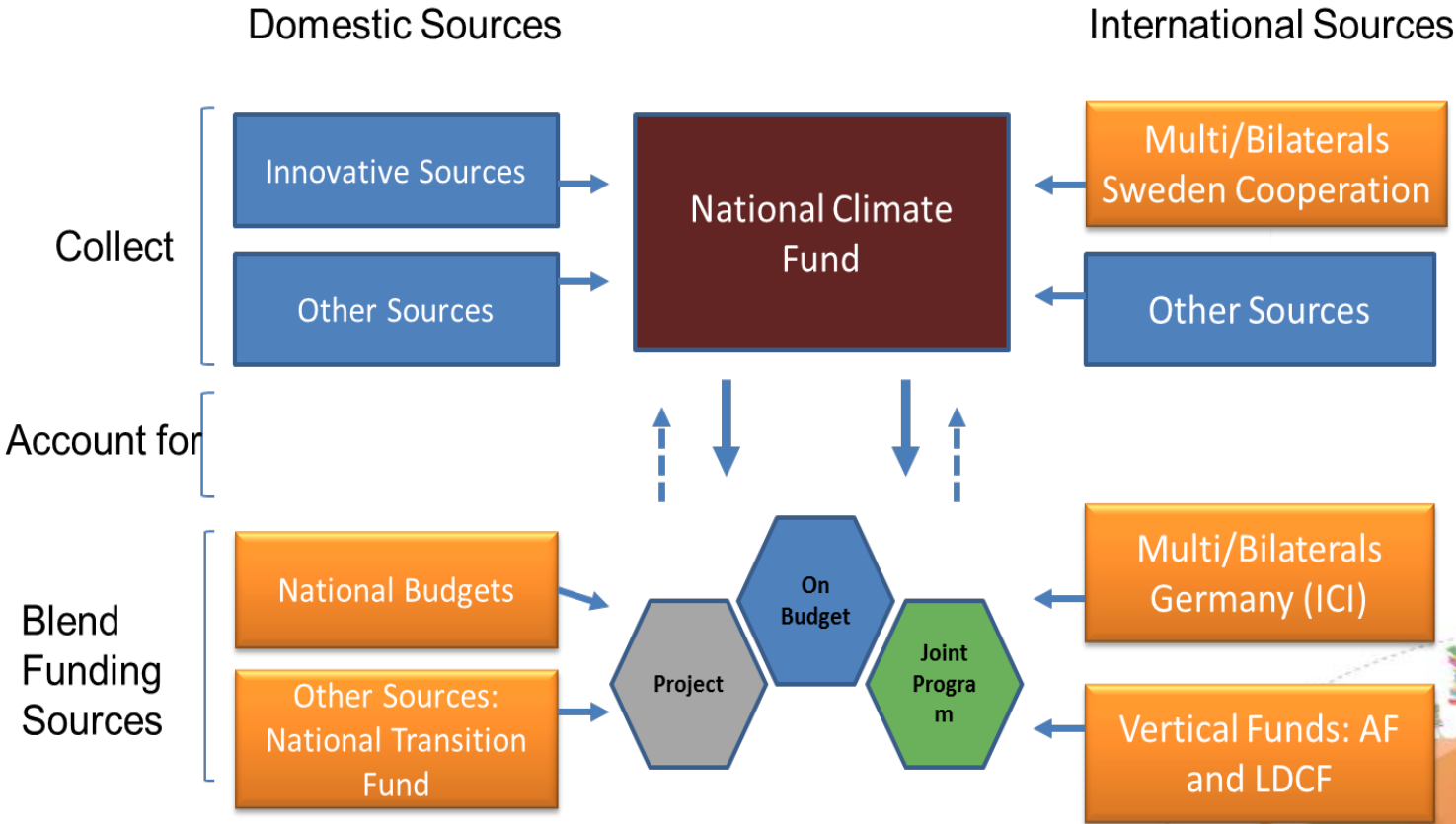
**Real Options
Analysis**



Entry points for alignment: Key elements

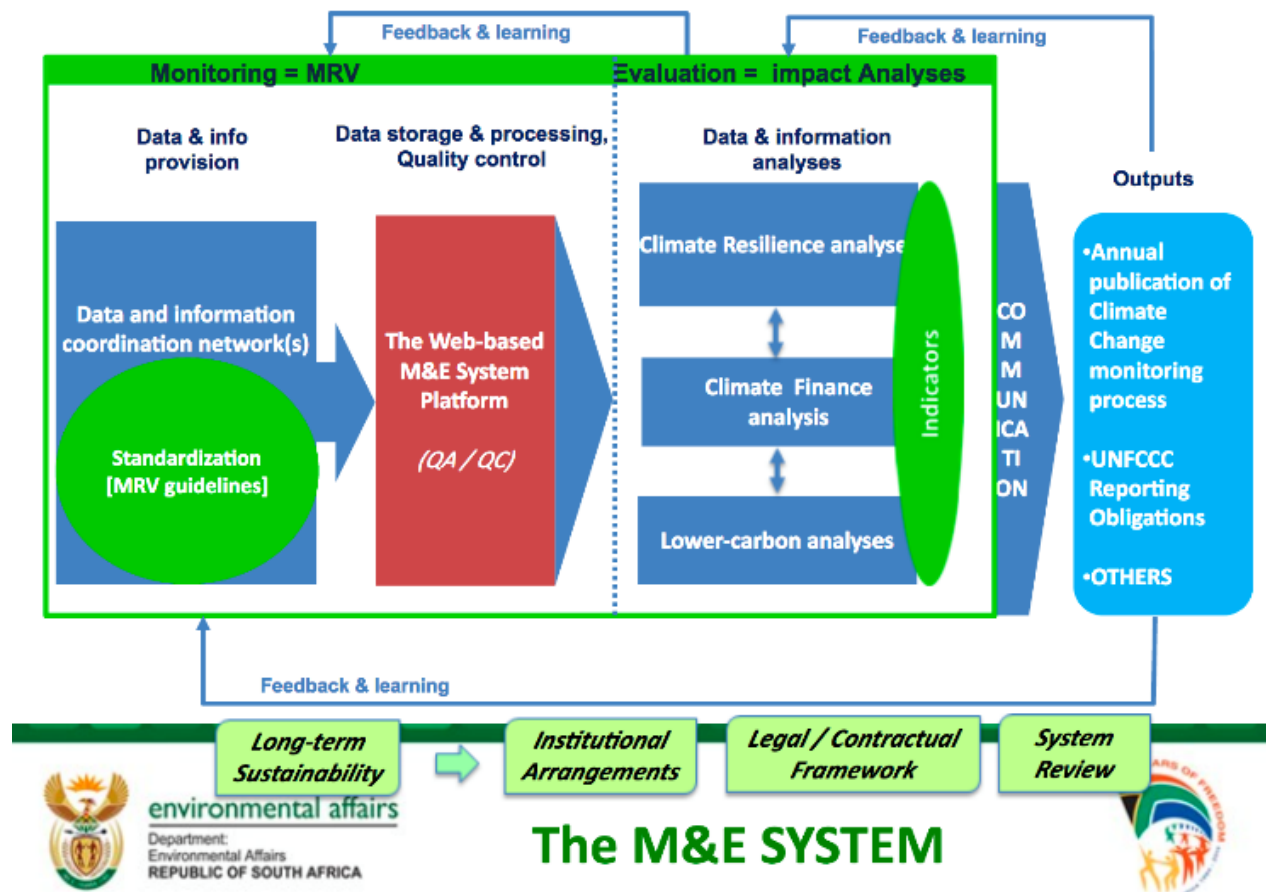
Integrated financing Frameworks

- Use of financing scenarios and diagnostics
- Engagement of private sector
- Public-private partnership options and blended financing



Entry points for alignment: Key elements

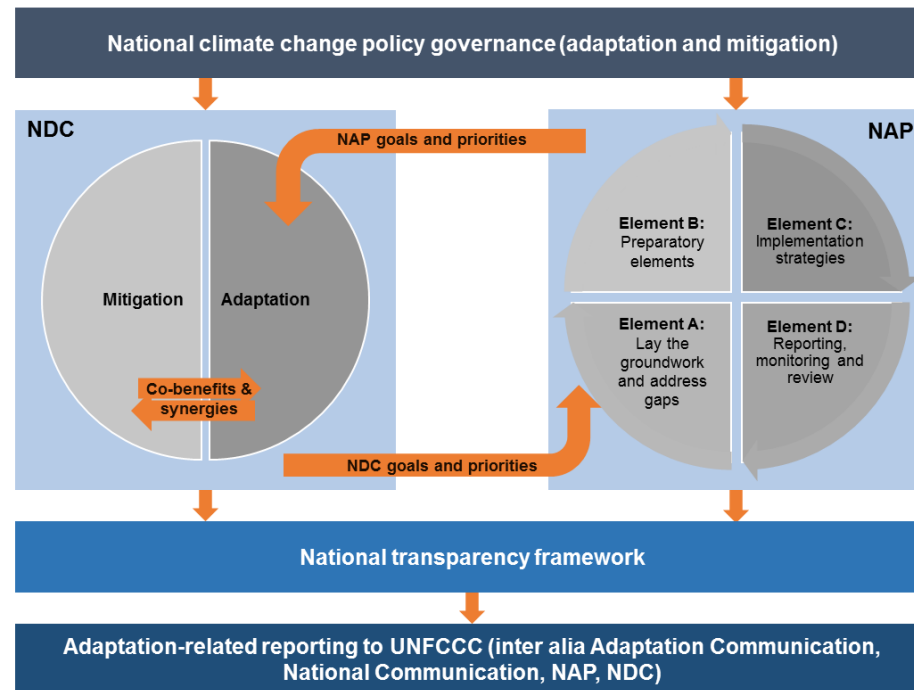
- Monitoring and reporting**
- Common indicators
 - M&E systems in place
 - What vehicles to report to UNFCCC
 - Sharing of experience with other countries



An approach to build NAP-NDC synergies

The Role of the NAP Process in Translating NDC Adaptation Goals into Action

- Improve governance structure and achieve policy coherence and clarity over national priorities
- Ensure the most efficient use of limited capacities and resources
- Mobilize greater finance for adaptation
- Streamline countries' transparency framework

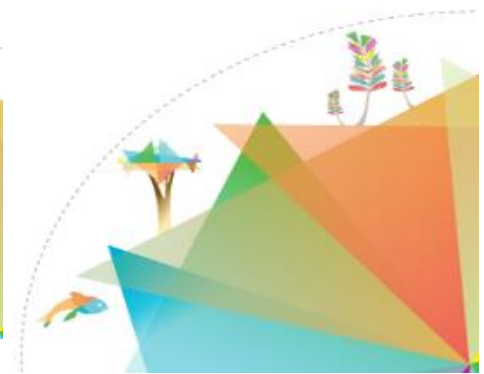


<http://www.adaptationcommunity.net/knowledge/mainstreaming/>

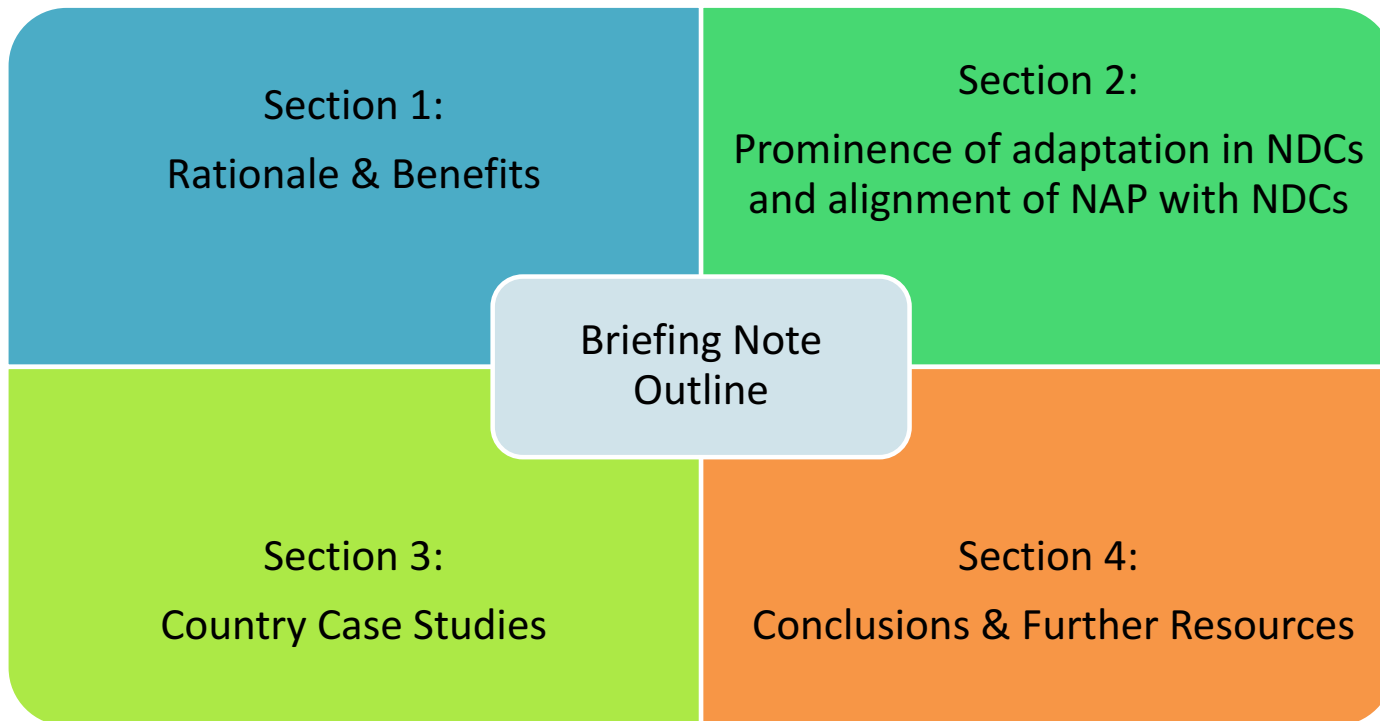
fao.org/climatechange | adaptation-undp.org/naps-agriculture | international-climate-initiative.com



Integrating Agriculture into NAPs' Programme



UNDP – FAO – UNEP Briefing Note



Thank you for your attention

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