Implementing an inclusive National Framework for Climate Services

An inclusive National Framework for Climate Services aims to improve equal opportunities for all people to benefit from the provision of weather and climate information.

Ensure that institutions are inclusive environments and their work force represent the diversity of society, so that the types of products and services are relevant to the community they serve.

Ensure that ‘impact forecasts’, which communicate how people could be affected by the weather and climate, reflect the needs of people of different genders, ethnicities and abilities.

Reach out to involve ministries and governmental institutions in charge of supporting women’s and indigenous people’s rights. Seek their guidance in interpreting climate data to be relevant and useful for these groups.

Consult grassroots organisations promoting women’s rights or supporting people living with disabilities.

Invest in communications that account for different groups’ access to various communications channels: e.g. do women have access to mobile phones, TV and/or radio? Is the target population literate?

Make sure that people’s different physical and mental abilities to access, understand and respond to information are taken into account in making communications more accessible and timely; for example, braille, sign language and loud speakers.

Check that communications are timed throughout the day and week so that they reach all groups in society. Are there certain times of day when women and men are in the fields, out fishing, away fetching water, or in the house, and may or may not be able to access critical weather announcements?

Consider local knowledge when monitoring and evaluating feedback, to meet users’ distinct needs.

**Users of Climate Information**

People with disabilities are disadvantaged in receiving weather and climate information. Consult with them and their carers and plan emergency warnings and communications campaigns that people with diverse physical and mental abilities can understand and respond to, and take their carers into account.

Dependent children rely on their school teachers as well as parents and family to keep them safe, so consultation and coordination with educational authorities is important.

**Resilience to weather extremes and climate change**

**Disaster risk reduction & management**

**Water infrastructure & management**

**Energy**

**Agriculture, forest & fisheries**

**Transport**

**Urban planning**

**Health**

**Education**

**People with disability**

**Government planners**

**Schools & educational institutions**

**Pastoralists**

**Business planners**

**Fishers**

**Water managers**

**Researchers**

**People living with disabilities**

**Farmers**

**Infrastructure managers & engineers**

**General public**

**Airlines**