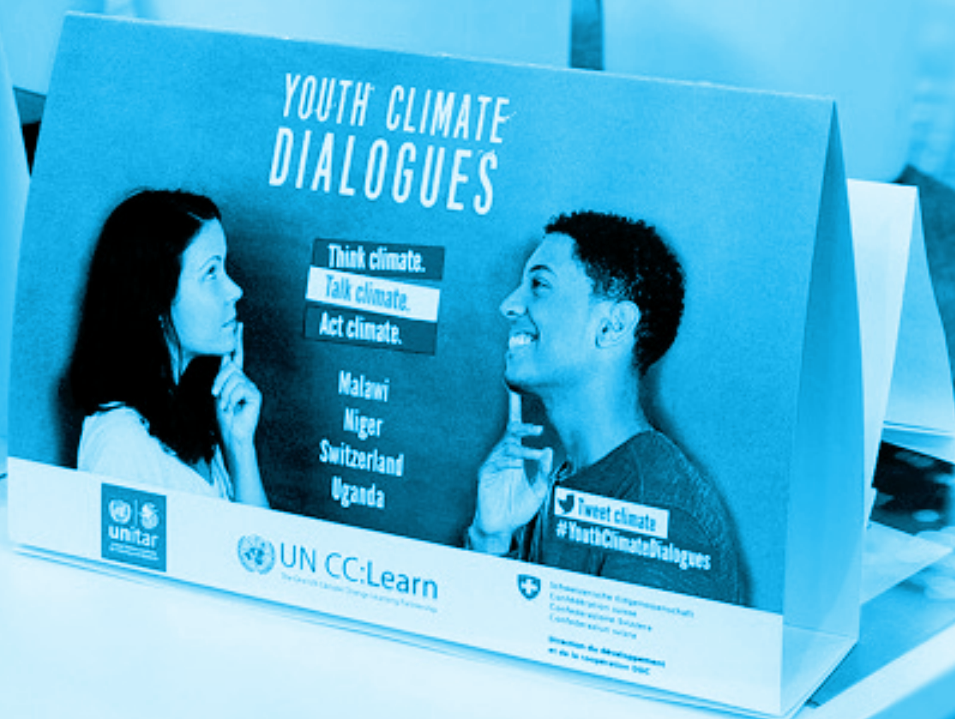


# Annual Report

Year 2 / 2014-2017 Implementation Phase

Mar 2015 to Feb 2016



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# Foreword

**Think Climate.** This is what UN CC:Learn urges the youth of today to do because they are the first generation faced with living with climate change throughout their lives. There is no doubt that COP21 was a big boost and, very likely, we will look back on this moment as the one when the world confirmed its commitment to a future of low carbon growth and prosperity. But with the high politics now done, how will the UN system help countries to implement what was agreed, averting the inevitable tendency towards 'backsliding' among the not so keen, but equally offering fresh ideas and inspiration for the willing?

One way is to start with the youth, quite simply because they have more hope for the future than any other demographic group. This is what provides the vital energy needed to turn the endless rhetoric of older generations into the kinds of solutions that will make future prosperity possible. We have to harness this energy as early as possible and this is why we are so pleased with the launch of the Climate Youth Dialogues in 2015, as a way of putting teenagers from fundamentally different countries and backgrounds together through face to face interactions.

'How does climate change affect you in Switzerland if at all?' a Ugandan student might be tempted to ask. 'What does it mean to really be affected by climate change every day?' a Swiss student might reflect on as she walks home from school. Formative moments can lead to change and this is the essence of this new CC:Learn sub-project which we hope will grow and grow in the future.

Yet CC:Learn also needs to continue to build and sustain a cadre of committed professionals in all countries to play their part. That's why CC:Learn has focussed so hard this year on upscaling; on getting our free online courses out to many more people in several languages; on continuing to expand our partnership of CC:Learn countries – now at 16 in total; and on increasing the visibility of what

we do through intensified social media outreach. We'd like to train more than 100,000 through our online introductory courses, maybe more, so as to provide the necessary knowledge and understanding to allow high quality policy discussion between different branches of national and sub-national governments, and the many constituencies that they represent.

We'd like to bring national education and training institutions into the forefront of implementing the Paris Agreement. They are starting to be recognised as key brokers of a low carbon future, but still there remains much to be done in ensuring that both current and future generations have the intuitive understanding of climate change that is necessary to be able to turn the risks into opportunities.

We'd like to expand the UN CC:Learn programme into many others thematic areas, currently being held back for want of sufficient climate change knowledge and skills to effect the adjustments that we now know to be critical for our future survival. The work proceeding on linking climate change policy to the budget cycle in South East Asia is one such example, but there are many more where well structured and applied training can make the difference.

The UN CC:Learn partnership and programme is today more visible than it has ever been and also the most in demand. Requests for help come in to the Secretariat every day of the year which is one of the ways that we are able to gauge our visibility. The frustration, of course, is that we can only respond meaningfully to a fraction of the requests that we receive. On the other hand we are energised to try to do more as a result.

I hope you find this annual report of interest. It by no means covers everything that the partnership is doing but perhaps some of what is recorded can inspire the reader to try out something similar. We'd be happy to help if we can.



**Angus Mackay, Manager**

Green Development and Climate  
Change Programme  
UN CC:Learn Secretariat



**Capacity-building should be country-driven, based on and responsive to national needs, and foster country ownership of Parties, in particular, for developing country Parties, including at the national, subnational and local levels. Capacity-building should be guided by lessons learned, including those from capacity-building activities under the Convention, and should be an effective, iterative process that is participatory, cross-cutting and gender-responsive.**

The Paris Agreement

Nations Unies  
Changements C

COP21/CMP11

Paris, France





# UN CC:Learn Highlights

March 2015 – February 2016

## March 2015

Launch of the development of Burkina Faso's national climate change learning strategy

## April 2015

IMO joins the UN CC:Learn partnership

## May 2015

Launch of:  
- REDD+ resource guide for advanced learning  
- e-tutorial on Climate Responsive Budgeting  
- Introductory e-course on Climate Change (Spanish)

## July 2015

Agreement signed with Dominican Republic's main University to train professors on climate change

## June 2015

Launch of the development of Niger's national climate change learning strategy

## August 2015

Launch of:  
- the development of Ghana's national climate change learning strategy  
- the Uganda readers for primary education by the Ministry of Education

## September 2015

Launch of the new UN CC:Learn website

## October 2015

Launch of:  
- the Malawi sourcebook on climate change for secondary education  
- the e-tutorial on climate policy and public finance

## December 2015

- Youth Climate Dialogues (Uganda)  
- Mid-term workshop in Burkina Faso  
- Important visibility of UN CC:Learn at COP21

## November 2015

- Youth Climate Dialogues (Malawi and Niger)  
- Launch of the REDD+ e-Academy  
- Update of resource guide for advanced learning on science  
- Launch of e-tutorial on Climate Policy and Public Finance

## January 2016

Launch of new features on the UN CC:Learn ambassador webpage

## February 2016

UN CC:Learn Country and Partner Exchange Workshop and Steering Group Meeting

The background is a solid bright blue. Scattered across it are several elongated, rounded rectangular segments of varying lengths and orientations. Each segment contains a different view of Earth from space, showing green landmasses and white cloud patterns. The segments are arranged in a way that suggests movement or a global network.

# Results at the Global Level



## Output 1.1

# Highly Visible and Interactive Space for Learning

100,000 people visited the UN CC:e-Learn platform over the past 12 months. Five times more than in the previous year! This is due to the increased presence of the partnership on social media networks and an exponential growth in the number of learners from Spanish-speaking countries.

## Upgraded and Translated Knowledge-Sharing Platform

In September 2015, the new UN CC:Learn knowledge sharing platform was officially launched, including a reviewed structure, more advanced search function in the library of documents, new thematic pages, and an ambassador's page. The website's key features have also been translated in both Spanish and French.

### Key numbers on the UN CC:Learn platform (unccllearn.org):

Number of unique visitors - Year 1	18,018
Number of unique visitors - Year 2	41,467
Year-on-year increase	230%
Number of hits (sessions*) - Year 1	28,520
Number of hits (sessions*) - Year 2	58,621
Year-on-year increase	206%

\* A session is the period of time a user is actively engaged with a website, app, etc.

## Boom in Registrations on the UN CC:e-Learn Platform

This year has seen an important increase in the number of people registered on the UN CC:e-Learn platform, which can be explained by the greater visibility of the courses, translation into French and Spanish as well as the release of new learning products. An important proportion of the new registrations comes from Latin America and the Caribbean (LAC), as the messages shared on the social media were relayed by regional UN organizations, some major regional organisations and out-posted on high traffic websites such as Más Oportunidades. This year, the communication team will work to find similar streams in Africa.

### Key numbers on the UN CC:e-Learn platform (unccelearn.org):

Number of unique visitors - Year 1	19,547
Number of unique visitors - Year 2	100,265
Year-on-year increase	512%
Number of hits (sessions*) - Year 1	53,131
Number of hits (sessions*) - Year 2	238,665
Year-on-year increase	449%
Total number of registrations - Year 1	10,640
Total number of registrations - Year 2	40,315
Year-on-year increase	379%

## UN CC:Learn Social Media and Communication

The increased presence of UN CC:Learn on social media has greatly contributed to the visibility of the knowledge-sharing platform and learning products.

The partnership has maintained, throughout the year, a daily presence on Twitter, Facebook and Google+.

### Key numbers on Facebook

Facebook followers - Year 1	1,911
Facebook followers - Year 2	5,104
Facebook posts - Year 1	793
Facebook posts - Year 2	4,452
Facebook post reach - Year 1	46,993
Facebook post reach - Year 2	512,848

### Key numbers on Twitter

Twitter followers - Year 1	/
Twitter followers - Year 2	52,847
Tweets - Year 1	/
Tweets - Year 2	3,672
Twitter impressions - Year 1	/
Twitter impressions - Year 2	1,476,000





## Output 1.2

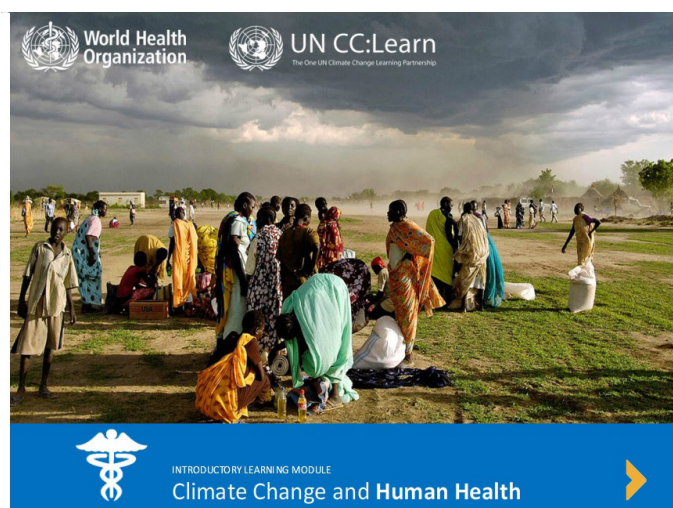
# Expanded Suite of One UN Climate Change Learning Products

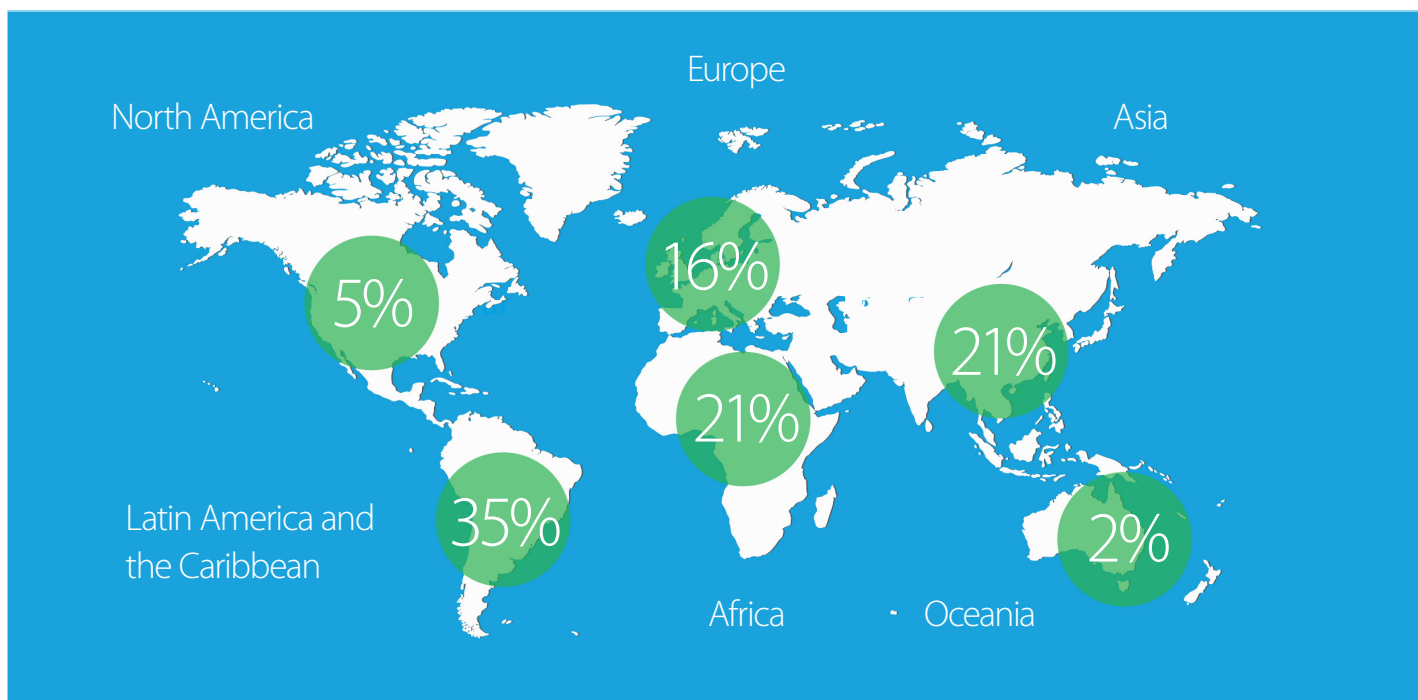
UN CC:Learn has further expanded its offer of One UN climate change learning materials, combining partners' technical knowledge with United Nations Institute for Training and Research (UNITAR)'s expertise in instructional design. New learning products, both introductory and advanced, have been developed and launched. UN CC:Learn has extended its reach by investing in the translation of its products as well as by collaborating with other thematic areas such as REDD+ and climate budgeting.

Course / Module	Enrolment	Certificates (as of Feb 2016)
UN CC:Learn Introductory e-Course on Climate Change (English)	13,357	1,681
UN CC:Learn Introductory e-Course on Climate Change (French)	1,319	203
UN CC:Learn Introductory e-Course on Climate Change (Spanish)	14,612	1,043
Specialized Module on Climate Change and Health *	*	62
Specialized Module on Climate Change and Cities *	*	104
REDD+ e-Academy	1,834	116
e-Tutorial on Climate Policy and Public Finance	827	**
e-Tutorial on Climate Responsive Budgeting	430	**

\* People who enrol in the introductory e-course are automatically enrolled in this course.

\*\* No certificates are provided at the end of this course.





■ UN CC:eLearn Registrations - 2015: e-Learning only works in industrialized countries? The numbers tell a different story.

## New e-Learning Modules and Courses

### Additional Introductory Learning Modules on REDD+, Cities, Health

In 2015, two new Introductory Learning Modules (ILMs) have been launched, extending the existing series of six core ILMs. The modules are available for free on the UN CC:Learn website and can be downloaded and adapted by users. Both modules include voice-over, various interactive exercises and links to external resources. Participants who complete the introductory e-course and one of the specialized modules get a dedicated certificate.

#### Introductory Module on Cities and Climate Change

This module was developed with technical advice provided by the United Nations Human Settlements Programme (UN-Habitat), and has been shared for review with FAO, United Nations Framework Convention on Climate Change (UNFCCC),

United Nations University (UNU) and WMO. It provides an introduction to the theme of climate change and cities, covering both how cities are affected by climate change and how cities are contributing to climate change. It also presents several examples of how cities can play a transformational role in addressing climate change.

#### Introductory Module on Climate Change and Human Health

Developed in collaboration with the World Health Organization (WHO) and shared for review with Food and Agriculture Organization (FAO), International Telecommunication Union (ITU) and World Meteorological Organization (WMO), this module discusses the relation between climate change and human health. The module presents the linkages between adaptation and mitigation policies and human health, providing the user with tools and country example to understand the issue.

**"The REDD+ e-Academy provides you with the knowledge and skills to promote the implementation of REDD+, the largest connected global effort ever undertaken to save the world's remaining forests."**

Mr. Achim Steiner  
Executive Director, UNEP





### REDD+ e-Academy

The UN CC:Learn Secretariat, in collaboration with the UN Collaborative Programme on Reducing Emissions from Deforestation and Forest Degradation in Developing Countries (UN-REDD) Programme, has launched a complete online training on REDD+, which has replaced the three modules produced in 2014. The REDD+ e-Academy provides an overview of key REDD+ issues with the aim to empower participants to contribute to a well-informed national REDD+ process. The e-course is self-paced and includes twelve modules, each module containing an interactive lesson, a learning journal (available in English, French and Spanish) and a quiz. A moderated version of the course will be available in early 2016.

### Translation of the Introductory Course on Climate Change to French and Spanish

In 2015, the UN CC:Learn Secretariat also launched French and Spanish versions of the UN CC:Learn Introductory Course on

Climate Change. The translated versions allowed reach out to a much larger audience, particularly in West Africa and Latin America. The new specialized modules in climate change and health and cities and climate changes will also be translated into French and Spanish during 2016.

### e-Tutorial on Climate Policy and Public Finance and e-Tutorial on Climate Responsive Budgeting for Sectors

UN CC:Learn and United Nations Development Program (UNDP), with support from the Government of Sweden, launched two new free e-tutorials on "Climate Policy and Public Finance" and "Climate Responsive Budgeting for Sectors", which aim to support policy makers in understanding how to optimize countries' budgets and public expenditures by taking into account the risk and opportunities associated to climate change. They have been developed and co-financed through a regional project "Strengthening the Governance of Climate Change Finance to Benefit the Poor and Vulnerable in Asia and the Pacific".

## Resource Guides for Advanced Learning

UN CC:Learn continues to expand its series of 'Resources Guides for Advanced Learning on Priority Topics', in order to keep orienting interested learners towards the best and most recent UN learning materials on an increasing number of key climate change issues.

### Up-dated Resource Guides for Advanced Learning on Science

The UN CC:Learn Secretariat, in collaboration with United Nations Environment Programme (UNEP) and WMO up-dated and extended the two science-related guides (Fundamentals of Climate Change Science and Predicting and Projecting Climate Change), launched in 2013, to account for the advances in the science of climate change, particularly the release of the Intergovernmental Panel on Climate Change (IPCC)'s Fifth Assessment Report (AR5).

### Resource Guides for Advanced Learning on Cities

Following the launch of the ILM on cities and climate change, the UN CC:Learn Secretariat and UN-Habitat initiated the development of a Resource Guides for Advanced Learning on the topic. The outline and learning topics have been agreed and a list of relevant learning resources developed. The Guide is expected to be available by April 2016.

### User-friendly Online Versions of Existing Guides

In addition to interactive pdf documents, all Resource Guides for Advance Learning are made available as user-friendly and

interactive online interfaces, posted both on the UN CC:Learn website as well as on the relevant UN partner websites to increase outreach and access to the materials. In 2015, three new interactive versions have been launched (REDD+, Scientific Fundamentals of Climate Change, Predicting and Projecting Climate Change). The interactive version of the Resource for Advanced Learning on Climate Change and Cities is under preparation.

### Number of downloads (March 2015 - February 2016)

The Scientific Fundamentals of Climate Change	1,471
Predicting and Projecting Climate Change	782
Understanding the Climate Change and Health Interface	378
Integrating Climate Change in Education at Primary and Secondary Level	357
REDD+	433
Total	3,421

## Output 1.3

# Learning Networks with Key Global Thematic Programmes

This year has seen engagement between UN CC:Learn and other key thematic global programmes, including REDD+, NAP-GSP, and the GFCs. These partnerships offer avenues for scaling up and influencing the quality of learning provided to countries, beyond UN CC:Learn partner countries.

### UN CC:Learn and UN-REDD

The UN CC:Learn Secretariat has strengthened its partnership with the UN-REDD Programme. The UN-REDD Programme is a collaborative initiative for developing countries, created in response to the UNFCCC decision on REDD at COP13 and the Bali Action Plan. It builds on the convening role and technical expertise of FAO, UNDP and UNEP.

UN CC:Learn has supported the development of the REDD+ Academy, a UN-REDD capacity building initiative led by UNEP, to develop a training approach and syllabus to present in regional learning events. A curriculum of 12 modules was produced in collaboration with REDD+ experts, each module consisting of a learning journal containing all important information, a presentation summarising the key points of the modules, and facilitator notes containing interactive activities.

This material was subsequently turned into a self-paced e-learning course. The material was used for two regional training events in LAC and Africa, and also for various national events.

### UN CC:Learn and the NAP Global Support Programme (NAP-GSP)

Taking advantage of the growing partnership between UNITAR and the NAP-GSP programme, UN CC:Learn has been able to provide training support in the area of climate change adaptation for Least Developed Countries (LDCs). The NAP-GSP is a UNDP-UNEP programme, financed through the Global Environment Facility (GEF) managed LDC Fund (LDCF).



The NAP-GSP is assisting LDCs to advance national adaptation planning.

Partner agencies to the NAP-GSP include: UNDP, UNEP, WHO, FAO, International Fund for Agricultural Development (IFAD), UNITAR, GEF, UNFCCC, Global Water Partnership (GWP), German Federal Enterprise for International Cooperation (GIZ), Global Program of Research on Climate Change Vulnerability, Impacts and Adaptation (PROVIA), and United Nations Office for Disaster Risk Reduction (UNISDR).

UN CC:Learn collaborated with NAP-GSP to develop three country case studies on national adaptation planning, to be integrated into the UN CC:Learn introductory e-course on climate change.

They were launched in October 2015 and aim to expand the UN CC:Learn on-line tool-box to improve countries' accessibility to knowledge and resources for adaptation planning and decision-making.

They can be found online, in English, French and Spanish, and focus on the following topics: i) Adaptation Implementation Challenges in Malawi; ii) Enhanced Governance for Climate

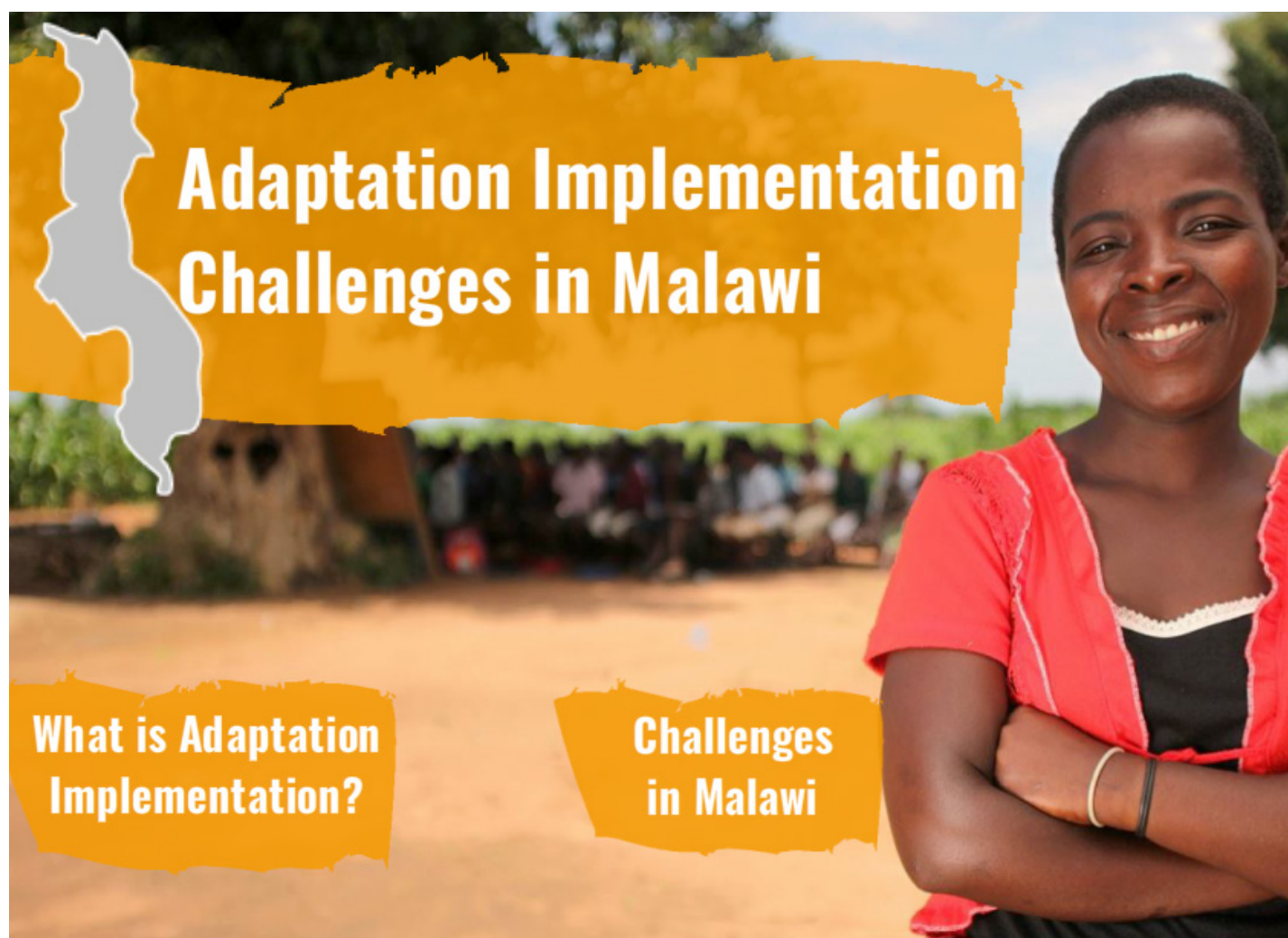
Finance in Cambodia; iii) Skills Assessment for National Adaptation Planning in Niger.

UN CC:Learn also supported the preparation of face to face training materials in collaboration with GIZ and UNDP, which have been subsequently applied in more than 15 LDCs to help to quick start national adaptation planning processes. UN CC:Learn, through UNITAR, directly delivered trainings in three countries over 2015 including Mauritania, Djibouti and Lesotho.


#### UN CC:Learn and GFCS

The UN CC:Learn Secretariat has been increasingly involved in the work of the Global Framework for Climate Services (GFCS). The Head of the Secretariat has chaired several meetings of the Partner Advisory Committee (PAC).

Initial discussions towards joint implementation of UN CC:Learn and GFCS activities in countries which are supported by both programmes, namely in Burkina Faso and Niger, have been held.





The background of the slide is a solid blue color. It is decorated with several diagonal stripes of varying widths and colors. The stripes are in shades of dark blue, teal, and green. Some stripes are solid, while others contain a close-up photograph of green grass. The stripes are arranged in a way that they appear to be layered or overlapping, creating a dynamic, geometric pattern. In the center of the slide, the text "Results at the National Level" is written in a large, white, sans-serif font.

# Results at the National Level

## Output 2.1

# National Climate Change Learning Strategies

This year, UN CC:Learn extended its national support to two further countries, namely Ghana and Niger. Both are now well advanced in developing climate change learning strategies linked to national development objectives. In Central America UN CC:Learn's first regional programme is facilitating the development of a joint action plan on climate change education and training.

## ➤ Burkina Faso

UN CC:Learn provided a national consultant to facilitate the work of the Secrétariat Permanent du Conseil National pour l'Environnement et le Développement Durable (SP-CONEDD). The development of the Strategy is well underway, and the validation workshop is expected to take place in early May 2016. The strategy will focus on the following sectors: Education, Agriculture, Health and Environment.

**March 2015:** National planning workshop  
**May – October 2015:** Capacity and needs assessments  
**November 2015:** Mid-term evaluation workshop

The initiation of Burkina Faso's national climate change learning strategy was supported by M. Léonce Glèlè Ahanhanzo, a UN CC:Learn Ambassador from Benin.

## ➤ Ethiopia

The UN CC:Learn project in Ethiopia is focusing on the formal education sector, building on the country's existing Climate-Resilient Green Economy (CRGE) which includes a large scale capacity building programme.

A formal agreement with the Ministry of Environment, Forests and Climate Change and the Ministry of Education has been signed.

The project will create a National Action Plan on Climate Change Education to identify short and medium term initiatives to ensure the full integration of climate change into the national curriculum, with support from stakeholder consultation workshops.

**July 2015:** Secretariat mission to Addis Ababa  
**Aug 2015:** Establishment of national technical team  
**Jan 2016:** Discussion on detailed work plan

**"My presence at the national planning workshop in Burkina Faso seemed to generate quite keen interest and our different interlocutors have shown curiosity in comparing our respective approaches. This confirms the interest in linking the countries in the pilot phase with those of the new phase, especially when the geopolitical context and the cultural and administrative heritage are close."**

Mr. Léonce Glèlè Ahanhanzo  
Benin UN CC:Learn Ambassador



## ➤ Ghana

Ghana launched its National Climate Change Policy in July 2014 which provides clearly defined pathways for dealing with the challenges of climate change, but also looks at the opportunities and benefits of a green economy. In order to support the implementation of the National Climate Change Policy and Ghana's Nationally Determined Contribution (NDC), the Government is developing a National Climate Change and Green Economy Learning Strategy.

The strategy is being developed through a multi-stakeholder and multi-sectoral process under the political leadership of the Ministry of Environment, Science, Technology and Innovation

(MESTI) and with technical coordination provided by the Environmental Protection Agency (EPA). The Strategy is expected to be launched in May 2016.

**August 2015:** National planning workshop

**September 2015 – February 2016:** Regional and national stakeholder consultations

**December 2015:** Presentation of strategy development process at COP 21

## ➤ Kazakhstan

In 2014 the Government of Kazakhstan expressed an interest in the UN CC:Learn approach for the promotion of climate change learning at the national level.

This interest was re-confirmed in 2015. The UN CC:Learn Secretariat continues to explore options for collaboration with Kazakhstan upon further requests.

## ➤ Niger

This year saw the signature of a memorandum of understanding with UNDP Niger. The project is managed nationally by the Secrétariat Exécutif du Conseil National de l'Environnement pour un Développement Durable (SE-CNEDD), a multi stakeholder council involving several ministries and organisations. The UN CC:Learn Secretariat provided the support of an on-site consultant to facilitate the work.

The development of the Strategy is underway; the mid-term workshop being expected to take place early May 2016. Priority sectors for the Strategy include: Education, Health, Water and Agriculture / Husbandry.

**June 2015:** National planning workshop

**July 2015 – February 2016:** Capacity and needs assessment

**"At the initial meetings at the Ministry of Environment, Science, Technology and Innovation (MESTI) of Ghana, with most of the directors, I was struck by the fact that the high-profile government officials engaged in the discussions are all forward-looking and much impressed about the project. The expectations are high and meeting these expectations will create enthusiasm in taking forward this critical agenda."**

Mr. Bob Natifu  
Uganda UN CC:Learn Ambassador





## ➤ Coordination with UN Country Teams

UN CC:Learn is closely collaborating with UN Country Teams (UNCTs) in all new partner countries. In the cases of Ghana, Niger and Ethiopia, the UN CC:Learn project is linked to an existing UNDP project in the area of climate change capacity development. In Burkina Faso, project initiation and MOU development were coordinated with the UNCT and a representative of the Resident Coordinator spoke at the National

Planning Workshop in March. Further, in Burkina and Niger UNDP represents the UN system on the Comité technique de suivi. In Kazakhstan, UNDP would be interested in linking the UN CC:Learn project to UNDP support for the Third National Communication, and has continuously provided advice in communicating with the Ministry of Energy.

## ➤ Piloting a Regional Approach in Central America

The programme “Scaling-up Climate Change Education, Training and Awareness-Raising” in Central America was initiated in 2015 as the first regional programme supported by the UN CC:Learn partnership. It aims to leverage the region’s existing experience and capacities in the area of climate change learning, define a concrete action plan that generates synergies among participating countries, jointly implement priority actions and scale up this collaboration for long-term impact.

The programme is implemented by Members of the Central American Integration System (SICA) as part of measures for further implementation of the 2010 Regional Strategy on Climate Change (RSCC). It emerged following the successful development and implementation of the National Climate Change Learning Strategy of the Dominican Republic.

Specific objectives of the programme include:

- Foster a higher quality public debate about climate change informed by evidence-based media coverage and awareness-raising activities.
- Integrate climate change in national education systems throughout the region building on existing experiences.
- Equip professionals in Central America with the necessary competencies to address climate change issues that are of relevance for countries across the region.

- Increase capacities of national and regional training institutions to act as service providers in climate change related education and training.
- Strengthen regional cooperation to maximize synergies and common initiatives to plan better and make use of existing resources, channel more funding and increase the effectiveness of climate change learning.

The programme was officially endorsed by SICA Member States at a regional meeting in February 2015. A regional hub has been set up in the Dominican Republic, which will work closely with the Secretariat of the Central American Commission for Environment and Development (CCAD). Over the past months the hub has been supporting SICA countries with the development of national background reports which will inform the regional action plan. The reports review existing capacities in terms of delivering climate change learning and highlight a number of learning priorities for the three areas of education, training and public awareness-raising. By February 2016, Belize, Costa Rica and Panama prepared complete reports, using their own national resources.

In parallel, SICA countries are already starting to implement joint climate change learning actions. In February 2016, young people from Costa Rica, Guatemala, Panama and the Dominican Republic shared their concerns about climate change, as part of a Youth Climate Dialogue.

**“It’s time to focus on the next generation! We are coming together as a region to empower youth to effectively deal with climate change.”**

Mr. Omar Ramírez Tejada,  
National Council for Climate Change and CDM, Dominican Republic



## Output 2.2

# National Coordination Arrangements

## Experience-sharing among countries

The Secretariat has provided opportunities for countries to share their experiences and learn from each other throughout the year. These include country visits of UN CC:Learn Ambassadors in the new partner countries as well as an organised phone call between Malawi and Uganda to share experiences. Further exchanges have also been held at the COP21. The Secretariat has also organised a country partner exchange workshop, as well as a general partner exchange workshop. One of the outcomes has been a revised list of top tips for National Climate Change Learning Strategies. Three new tips have been added focusing on how to support strategy implementation, highlighting the importance of:

- 1) ensuring continuing support from key partners,
- 2) raising public awareness on climate change, and
- 3) increasing visibility through involvement of the media.



## Output 2.2

# Strategy Implementation Activities

In preparation of the 2016 UN CC:Learn Steering Group meetings, the five pilot countries (Benin, Dominican Republic, Indonesia, Malawi and Uganda) prepared updates on the implementation of their national climate change learning strategies. Many of the learning activities were inspired by UN CC:Learn support but funded either through national or international sources, demonstrating the leveraging effect of UN CC:Learn. The implementation tables can be found in Annex 3.

### ➤ Benin

2015 has been a year of transition for the Benin climate change team, characterised by a combination of national elections and changes in leadership. Discussions at COP21 have enabled a new

phase of activity and the Benin UN CC:Learn team is currently developing a proposed activity for further training on climate change finance.

### ➤ Dominican Republic

The Dominican Republic has continued training teachers on the subject of climate change this year, with financial support from the national training institute for teachers. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) resource book, which had been translated to Spanish in the pilot phase, has been reviewed and further tailored to the Dominican

reality, and printed in numerous copies. An agreement was signed with the biggest university in the country in July 2015, and professors were trained with financial support from USAID. UN CC:Learn funds will be used in 2016 to train more professors, as well as support the graduation of the high school teachers.



**Signing ceremony for a new agreement between the National Council for Climate Change of the Dominican Republic and the Universidad Autónoma de Santo Domingo for the promotion of climate change education.**



## Indonesia

The Government of Indonesia and several international partners, through the UN Working Group on Climate Change & Environmental Sustainability in Indonesia developed a comprehensive proposal on youth awareness and involvement, under the leadership of the UNESCO Office in Jakarta, as Chair of the Working Group. As a contribution to this programme, UN CC:Learn and the UNESCO Office in Jakarta have agreed on

the implementation of a series of three Youth Climate Camps, co-financed by UN CC:Learn, UNESCO and the President's Special Envoy for Climate Change Office. This initiative aims to train 175 university students on climate change, focusing particularly on the agriculture, energy, marine and fishery, and forestry sectors, in 3 provinces. The Camps will take place in 2016.

## Malawi

In Malawi, UN CC:Learn support concentrated on the production of key education materials for secondary levels. This includes the development of a new "Climate Change Sourcebook for Secondary School Teachers", developed by a team of experts selected by the Ministry of Education, Science and Technology. A Secondary School Poster on Climate Change was also developed, to support education on climate change for the secondary teachers and students. As of now, 15,000 posters were printed and distributed to all public and registered private

secondary schools in the country. Following the approval of the Secondary School Source Book and Poster, trainings for 931 secondary school teachers (748 male and 183 female), inspectors and education methods advisors have taken place. Through orientation of these teachers on the secondary educational materials, approximately 223,440 students are reached across 931 secondary schools country wide.





## Uganda

In Uganda, UN CC:Learn support for the implementation of the National Climate Change Learning Strategy in 2015 focused on climate change education and training of climate change desk officers across government.

The National Curriculum Development Centre (NCDC) finalized two Climate Change Readers, developed with support from UN CC:Learn and UNICEF. They provide an introduction to climate change through storytelling. The first one addresses changes in weather and climate, while the second one introduces the causes and effects of climate change, and what actions can be taken.

In 2016, UN CC:Learn will support the printing and distribution of the Climate Change Readers across the country as well as the organization of additional Youth Climate Dialogues.

A proposal for a larger training programme for desk officers, building on the 2014 activity, has been developed by the Climate Change Department (CCD) of the Government of Uganda. A workshop will be organized with UN CC:Learn support in 2016.





# The Youth Climate Dialogues



# The Youth Climate Dialogues

The Youth Climate Dialogues (YCDs) is an initiative of the Swiss Agency for Development and Cooperation (SDC) and UN CC:Learn that provides a forum for youth both in Switzerland and UN CC:Learn partner countries to actively share their views about climate change in a face to face setting.

In the run-up to COP 21 events in the French, German and Italian speaking parts of Switzerland were organized, each of which featured a debate and a video conference with a school in a UN CC:Learn partner country, specifically Malawi, Niger and Uganda.

The debates focused on how youth perceive climate change, how it affects their lives, and what actions they consider the most important in their own contexts. In preparation of the debates, students undertook some of the modules of the UN CC:Learn Introductory Course on Climate Change and prepared a range of audio-visual material (photos, videos, statements) to share with their peers.

The YCDs was particularly appreciated by the students since they allowed:

- 1) sharing personal experiences and perspectives on climate change;
- 2) getting a strong sense of what climate change means to people of their own age in other parts of the world;
- 3) gaining a better understanding of the topics to be discussed at COP 21;
- 4) facilitating face to face North-South dialogue and knowledge sharing.

The events were also accompanied by a three day photo exhibition organized by the "Fondation pour le développement durable des régions de montagne" (FDDM) that illustrates the causes and consequences of climate change through the issue of glacier melting. The live interactions were filmed, and a short trailer was projected on the occasion of the Paris COP 21 at the UN Alliance Side Event on Non-formal Climate Change Education.

"It was very interesting to have an exchange with students from so far away, our age, from our generation, to talk about the same subject and see how we deal with climate change in our own countries."

Chloe Morgane Bodart,  
Student, Lycée Burier





"We have been able to provide a human touch to the subject by having this live exchange."

Daniel Maselli,  
Swiss Agency for Development and  
Cooperation (SDC)









# UN CC:Learn at International Conferences

# UN CC:Learn at International Conferences

This year, the UN CC:Learn partnership has strengthened its visibility at the global level through participation in several conferences.

## Third UN World Conference on Disaster Risk Reduction, March 2015

The Third UN World Conference on Disaster Risk Reduction was held from 14 to 18 March 2015 in Sendai City, Japan. The Conference aimed at reviewing implementation of the Hyogo Framework for Action and adopting a post-2015 framework for disaster risk reduction. During the event, UN CC:Learn was introduced by Ms. Sally Fegan-Wyles, former Acting Head, Executive Director, UNITAR, during a session on Disaster and Climate Risk: Accelerating National and Local Initiatives, held on 17 March 2015.

## UN Conference on Climate Change (COP 21), December 2015

The 21th session of the Conference of the Parties to the UNFCCC (COP21) held from 30 November to 11 December 2015 in Paris, France, had a high political value and ended with the adoption of a new climate agreement, which underscores the importance of climate change education, training and capacity-building. UN CC:Learn was present at COP21 to showcase One UN activities in this area.

UN CC:Learn continued playing an important role in promoting a One UN approach at COPs, supporting the organization of multiple joint activities. Additionally, UN CC:Learn hosted for a second time the United Nations System Chief Executive's Board (CEB) Secretariat's collection of key climate change-related publications, made available through the UN CC:Learn library.

## One UN Climate Change Education Exhibit, 30 November to 11 December 2015

UN CC:Learn was showcased at the One UN Exhibit on Climate Change Education for All, hosted in collaboration with UNICEF and UNESCO, with contributions from UNU. The exhibit provided information as well as concrete examples of UN System's activities for the promotion of climate change education, learning and skills development at local, national and international levels. More than 600 delegates visited the exhibit and engaged in discussions on the different initiatives presented.

## UN Side Event on Formal Climate Change Education - "Learning to Live with Climate Change - Accelerating Climate Change Education and Awareness-raising", 4 December 2015

Opened by UNESCO's Director-General, this side event aimed showcased examples of activities promoting the integration of climate change in the formal education system. Among the main interventions, two activities benefitting from UN CC:Learn support were highlighted. In particular, the Honorable Flavia M. Nabugere, Minister of State for Environment, Republic of Uganda presented the two Climate Change Readers for primary education recently launched by Uganda. Mr. Omar Ramirez, Secretary of State, Dominican Republic and UN CC:Learn Ambassador for Climate Change Learning also highlighted the country's teachers' training programme on climate change.

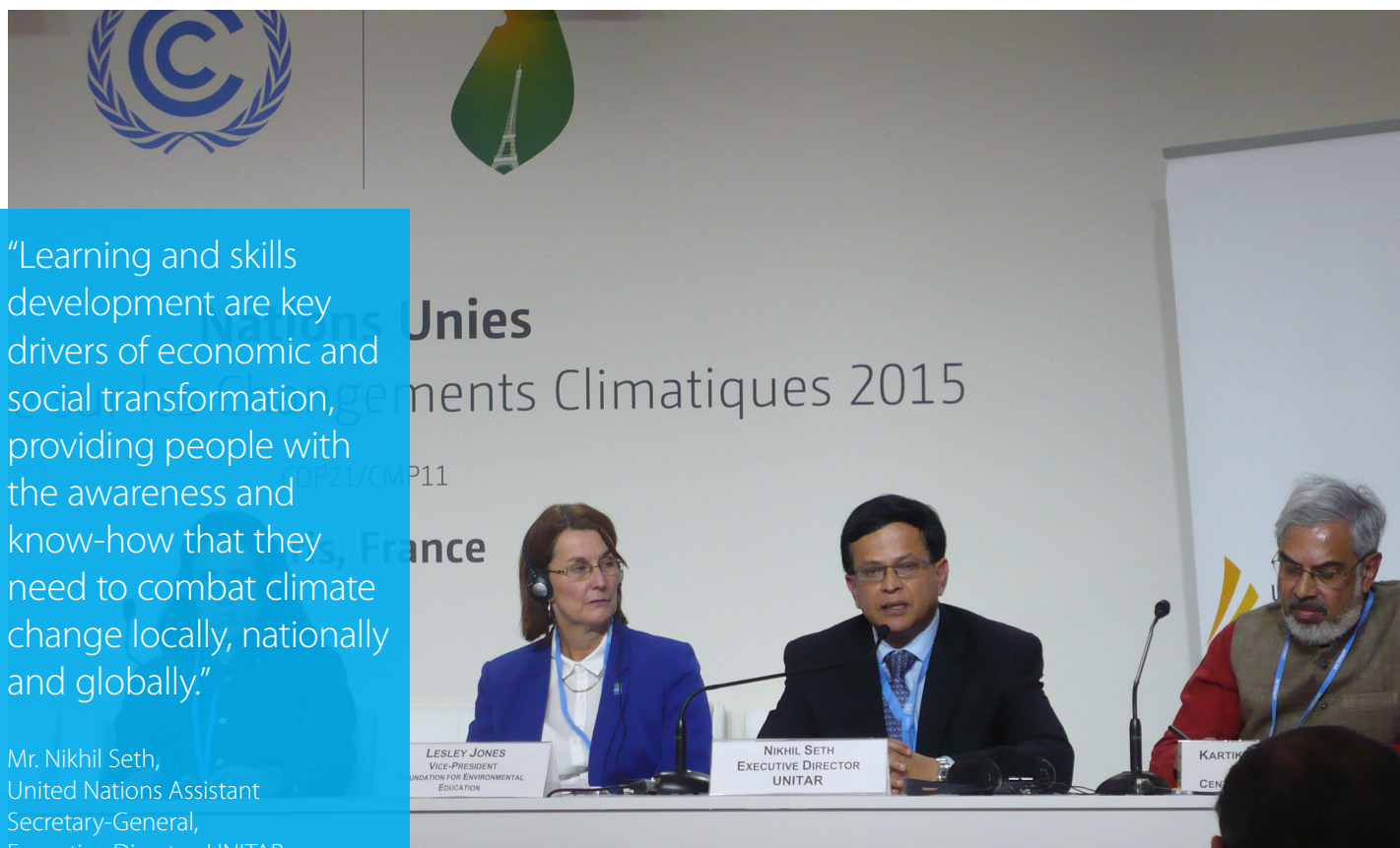
## UN Alliance Side Event on Non-Formal Climate Change Education, 4 December 2015

The side event of the UN Alliance on Climate Change Education, Training and Public Awareness provided a forum for the presentation of innovative ways to promote non-formal education, with a special focus on alternative approaches for climate change learning, such as music, social media and video games. Among the activities highlighted, UNITAR's Executive Director introduced the Youth Climate Dialogues (YCDs) Initiative. A short video summarizing the three Dialogues held in 2015 was also shown to all participants.



“Learning and skills development are key drivers of economic and social transformation, providing people with the awareness and know-how that they need to combat climate change locally, nationally and globally.”

Mr. Nikhil Seth,  
United Nations Assistant  
Secretary-General,  
Executive Director, UNITAR











# Project Management and Partnerships

## 6<sup>th</sup> UN CC:Learn Steering Group Meeting

The Annual Meeting of UN CC:Learn was held in Geneva, Switzerland from 23 to 25 February 2016.

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It consisted of 3 different events: a Country Exchange Workshop, a Partner Exchange Workshop and the 6th Meeting of the UN CC:Learn Steering Group. During the country exchange workshop, partner countries were invited to share their UN CC:Learn experiences.

Emphasis was put on issues and opportunities for countries during the strategy development and implementation processes and on resource mobilization. Based on the discussions the Top 10 Tips which had been devised at the previous country exchange workshop were up-dated and extended.

On the second day, partner countries and partner organisations were invited

to discuss together additional issues, including the development of priority actions, as well as ways to collaborate with the UN country teams. The market place for further collaboration organized in the afternoon was an opportunity for national and global partners to network.

During the Steering Group Meeting, partner organisations were invited to discuss the results of the second year of this phase of the project, as well as plans for 2016. It was also an occasion to discuss the next phase of the project, including issues such as funding and upscaling the activities of the partnership.













# Ambassadors for Climate Change Learning

This year, UN CC:Learn Ambassadors for Climate Change Learning had an opportunity to engage in many different activities. Four Ambassadors' missions took place in new UN CC:Learn partner countries:

- Benin Ambassador at the Burkina Faso National Planning Workshop
- Benin Ambassador at the Niger National Planning Workshop
- Benin Ambassador at the Burkina Faso Mid-Term Evaluation Workshop
- Uganda Ambassador at the Ghana National Planning Workshop

In addition to country missions, UN CC:Learn Ambassadors were actively involved in the promotion of climate change learning both nationally and internationally, including by facilitating the organization of the Youth Climate Dialogues (YCDs), facilitating knowledge-sharing on climate change education between countries, disseminating climate change information through articles published on national newspapers and participating in national, regional and international events such as COP21.

In order to further strengthen the network of UN CC:Learn Ambassadors, the UN CC:Learn Secretariat facilitated contact

and information sharing among the group itself. An Ambassador mailing list has been put in place, and a specific hashtag for Twitter and Facebook were created and shared to increase visibility on Ambassadors' activities. The dedicated web-page on the UN CC:Learn website was extended to include additional biographies and articles on the Ambassadors' experiences, as well as a timeline and section on up-coming activities. The Secretariat is currently filming Ambassadors' testimonials for outreach purposes and for the creation of a video on UN CC:Learn.

“The Youth Climate Dialogue inspired the students from Lilongwe Girls Secondary School to come up with ideas on how to best address the issue of climate change at the local level.”

Ms. Shamiso Najira,  
Malawi UN CC:Learn Ambassador



# Preparation for UN CC:Learn Evaluation

Following the 6th Meeting of the UN CC:Learn Steering Group, the UN CC:Learn Secretariat finalized the TOR for the mid-phase evaluation of the programme, a key requirement under the 2014-2017 implementation phase.

The evaluation, which will cover the period from March 2014 through March 2016, will be undertaken by an independent international consultant, with no ties to the project or to the

programme, to determine progress being made toward the achievement of planned targets, to identify any problems or challenges that the project may be encountering, and to issue recommendations for corrective action, if needed. The evaluation will conclude in November 2016. A Technical Advisory Group (TAG), including a representative of a global partner, a national partner, the UN CC:Learn Secretariat and SDC, is being composed to support the evaluation process.

# Annex 1

## UN CC:Learn Logical Framework – Overview of Results Achieved

Impact (Overall Goal)	Impact Indicators	Status as of Feb. 2016
To create sustainable individual and institutional capacities, in developing and transition countries, to plan and implement effective climate change actions, with collective and coordinated support of UN agencies and alliances, and other development partners.	<p>Learning institutions in partner countries are able to deliver high quality, tailored climate change learning and skills development in line with national priorities.</p> <p>UN Country Teams in partner countries collectively support country-driven learning priorities.</p>	
Outcomes	Outcome Indicators	
<b>Global Level:</b> Information exchange enhanced, common learning materials developed, and coordinated learning interventions delivered through UN agencies, key thematic alliances and other partners and programmes.	<p>Number of UN and other agencies maintaining UN CC:Learn Focal Points and participating actively in CC:Learn activities</p> <p>Baseline: 33 Target: at least 35</p> <p>Number of UN CC:Learn training materials actively used by major global thematic programmes.</p> <p>Baseline: 0 Target: 3</p> <p><b>Proposed revised indicator:</b> Number of major global thematic programmes actively using UN CC:Learn training materials</p> <p>Baseline: 0 Target: 3</p>	<p>Number of UN and other agencies maintaining UN CC:Learn Focal Points and participating actively in CC:Learn activities.</p> <p>Baseline: 33 Status: 34 (underway)</p> <p>Number of major global thematic programmes actively using UN CC:Learn training materials</p> <p>Baseline: 0 Status: 3 including UN-REDD, CPPF and NAP (complete)</p>
<b>National Level:</b> Systematic, long term and results- based approaches to climate change learning and skills development introduced and extended to interested countries, in partnership with national and regional institutions.	<p>Number of national learning strategies endorsed by key institutions within and outside of government.</p> <p>Baseline: 5 Target: at least 10</p> <p>Amount of additional funding leveraged (over and above UN CC:Learn funding) through the national learning strategy development process.</p> <p>Baseline: UN CC:Learn grants Target: at least 55,000 USD per country over and above</p>	<p>Number of national learning strategies endorsed by key institutions within and outside of government.</p> <p>Baseline: 5 Status: 5 (underway)</p> <p>Amount of additional funding leveraged (over and above UN CC:Learn funding) through the national learning strategy development process.</p> <p>Baseline: UN CC:Learn grants Status:            Benin: at least 155,162 USD            Dominican Rep: at least 1,720,000 USD            Indonesia: at least 63,000 USD            Malawi: at least 765,800 USD            Uganda: at least 474,440 USD            Burkina Faso: 182,000 USD</p>

Ethiopia: TBC  
 Ghana: 100,000 USD  
 Niger: TBC  
 SICA: 285,000 USD  
 (partially complete)

Data gathering ongoing

## Outputs (per Outcome)

## Output Indicators

### Output 1.1

UN CC:Learn platform transformed into a highly visible and interactive space for climate change learning and collaboration.

Increase in the number of hits received over and above the 2011-13 pilot phase.

Baseline: 100%  
 Target: 250%

Increase in the number of hits received over and above the 2011-13 pilot phase.

Baseline: 100% (15,443 per year)  
 Status: 1,925% (297,286 in past 12 months including 58,621 on knowledge-sharing platform and 238,665 on e-learning platform) (complete)

Number of registered users of personalized and interactive learning space.

Baseline: 0  
 Target: at least 500

Number of registered users of personalized and interactive learning space.

Baseline: 0  
 Status: 40,315 (complete)

### Output 1.2

Expanded suite of One UN climate change learning products developed, delivered and accredited.

Number of introductory and advanced learning modules produced.

Baseline: 10  
 Target: 18 including 4 new SDC- financed modules

Number of introductory and advanced learning modules produced.

Baseline: 10  
 Status: 26 (new in 2014/2015: 1 module on climate change and health; 1 module on climate change and cities; 12 REDD+ modules; 1 REDD+ resource guide, 1 CPPF intro module) (complete)

Number of e-learning products produced.

Baseline: 6  
 Target: 18 including 8 new SDC- financed modules

Number of e-learning products produced.

Baseline: 6  
 Status: 30 (new in 2014/2015: 1 e- module on climate change and health; 1 e-module on climate change and cities; 2 e-modules on CPPF; 12 REDD+ e-modules; 5 online interfaces for advanced learning on climate change science, REDD+, climate change education and health; 3 interactive NAP case studies) (complete)

Additional result: Number of modules translated to another language than English

Baseline: 0  
 Status: 8 (6 basic climate change modules translated to SPA and FRE; basic CPPF e-module translated to Khmer; NAP case studies translated to SPA and FRE)



## Outputs (per Outcome)

## Output Indicators

## Status as of Feb. 2016

### Output 1.3

Growth of the UN CC:Learn partnership through establishment of learning networks with key global thematic programmes.

Number of national climate change learning strategies (Output 2.1) prioritizing areas supported by the global thematic programmes.

Baseline: 0

Target: 4 including 2 new SDC- financed country projects

Number of UN CC:Learn supported learning events related to key thematic programmes.

Baseline: 0

Target: total of 6 including 3 SDC- financed events

**For discussion, to be revised or deleted. Indicator not sufficiently country driven in approach.**

Number of UN CC:Learn supported learning events related to key thematic programmes.

Baseline: 0

Status: 11 (2 REDD+ events in Indonesia, 1 REDD+ event in Argentina, 1 REDD+ event in Nigeria; 1 NAP MOOC; 3 NAP regional workshops; 3 YCD events related to ESD) (complete)

### Output 2.1

National Climate Change Learning Strategies developed and sustained through South-South-North dialogue and support.

Number of learning strategies developed through multi-stakeholder collaboration.

Baseline: 5

Target: 13, including 4 new SDC- financed Strategies

Number of advisory missions carried out to share knowledge between pilot countries and new CC:Learn countries.

Baseline: 0

Target: 8 including 4 SDC-financed missions

Number of learning strategies developed through multi-stakeholder collaboration.

Baseline: 5

Status: 5 (underway)

Number of advisory missions carried out to share knowledge between pilot countries and new CC:Learn countries.

Baseline: 0

Status: 4 (2 x Benin-Burkina Faso, Benin-Niger, Uganda-Ghana) (underway)

### Output 2.2

National coordination arrangements defined that support sustainable Strategy implementation.

Responsibilities for coordination, resource mobilization, outreach, implementation of specific actions and M&E expressed in national strategies

Baseline: 5;

Target: 13 including 4 new SDC financed Strategies

Number of government sectors per country implementing climate change learning actions in line with national learning strategies

Baseline: 0

Target: at least 4 per country

Responsibilities for coordination, resource mobilization, outreach, implementation of specific actions and M&E expressed in national strategies

Baseline: 5;

Status: 5 (underway)

Number of government sectors per country implementing climate change learning actions in line with national learning strategies

Baseline: 0

Status: 2-7 per country

		Dominican Rep: 7 (education, media, finance, energy, water, agriculture, forestry)
		Indonesia: 4 (forestry, education, health, DRR )
		Malawi: 4 (education, health, forestry, environment)
		Uganda: 4 (education, environment and meteorology, agriculture, energy)
		Benin: 2 (environment, finance) (underway)
		<b>Data gathering ongoing</b>

### Output 2.3

Implementation activities designed, delivered and evaluated which are consistent with priorities included in national climate change learning strategies.

Number of priority learning actions implemented

Baseline: 17  
Target: 33 including 8 new SDC financed actions

Level of knowledge and skills of individuals that have participated in priority learning actions.

Baseline: Kirkpatrick level 1  
Target: Kirkpatrick level 2

Number of priority learning actions implemented

Baseline: 17  
Status: 26 UN CC:Learn co-financed actions (new in 2014/2015: 2 additional education actions in Dominican Republic, 1 in Uganda and 2 in Malawi; 3 YCD; 1 additional forestry action in Indonesia). (partially complete)

**Data gathering ongoing**

Level of knowledge and skills of individuals that have participated in priority learning actions.

Baseline: Kirkpatrick level 1  
Status: data gathering underway (underway)

# Annex 2

## Overview UN CC:Learn Events March 2015 - February 2016

Name	Main Organizer	Dates	Location	Beneficiaries
<b>National Planning Workshop for the Development of Burkina Faso's National Climate Change Learning Strategy</b>	Secrétariat Permanent du Conseil National pour l'Environnement et le Développement Durable (SP-CONEDD) of Burkina Faso	11 March 2015	Ouagadougou, Burkina Faso	50
<b>Third UN World Conference on Disaster Risk Reduction</b>	UNISDR	17 March 2015	Sendai, Japan	-
<b>National Planning Workshop for Niger's National Climate Change Learning Strategy</b>	Executive Secretariat of the National Council of the Environment for Sustainable Development (SE/CNEDD) of Niger	25 June 2015	Niamey, Niger	30
<b>Signing event for agreement to integrate climate change in higher education in the Dominican Republic</b>	The National Council for Climate Change and the Clean Development Mechanism (CNCCMDL) of the Dominican Republic, Universidad Autónoma de Santo Domingo (UASD)	31 July 2015	Santo Domingo, Dominican Republic	-
<b>National Planning Workshop for Ghana's National Climate Change Learning Strategy</b>	The Environment Protection Agency (EPA), Ministry of Environment, Science, Technology and Innovation (MESTI) of Ghana	5 August 2015	Accra, Ghana	80
<b>Two Climate Change Readers launched for primary schools in Uganda</b>	The Governing Council of the Ugandan National Curriculum Development Centre (NCDC), Ministry of Education and Sports	7 August 2015	Uganda	-
<b>Launch of the Malawi sourcebook on climate change for secondary education</b>	Minister for Natural Resources, Energy and Mining of Malawi	12 October 2015	Malawi	Potential 223,440 students
<b>Youth Climate Dialogues between schools in St. Gallen, Switzerland and Lilongwe, Malawi - Student Exchange</b>	UNITAR/ UN CC:Learn, SDC	5 November 2015	St.Gallen, Switzerland/ Lilongwe, Malawi	60
<b>Youth Climate Dialogues between schools in St. Gallen, Switzerland and Lilongwe, Malawi - Official Event</b>	UNITAR/ UN CC:Learn, SDC	9 November 2015	St.Gallen, Switzerland/ Lilongwe, Malawi	200



<b>Burkina Faso Mid-Term Validation Workshop</b>	Secrétariat Permanent du Conseil National pour l'Environnement et le Développement Durable (SP-CONEDD) of Burkina Faso	17-18 November 2015	Koudougou, Burkina Faso	40
<b>Youth Climate Dialogues between schools in La Tour de Peilz, Switzerland and Niamey, Niger</b>	UNITAR/ UN CC:Learn, SDC	18 November 2015	La Tour de Peilz, Switzerland / Niamey, Niger	230
<b>Side Event on Climate Change Education in the Formal Education System: Learning to Live with Climate Change – Accelerating Climate Change Education at COP21</b>	UN Alliance on Climate Change Education, Training and Public Awareness	4 December 2015	Paris, France	-
<b>Side Event on Non-Formal Climate Change Education and Innovative Approaches for Climate Change Learning at COP21</b>	UN Alliance on Climate Change Education, Training and Public Awareness	4 December 2015	Paris, France	-
<b>Youth Climate Dialogues between schools in Lugano, Switzerland and Kampala, Uganda - Student Exchange</b>	UNITAR/ UN CC:Learn, SDC	30 November 2015	Lugano, Switzerland/ Kampala, Uganda	60
<b>Press Conference in Regional Programme</b>	The National Council for Climate Change and the Clean Development Mechanism (CNCCMDL)	4 December 2015	Paris, France	-
<b>Youth Climate Dialogues between schools in Lugano, Switzerland and Kampala, Uganda - Official Event</b>	UNITAR/ UN CC:Learn, SDC	9 December 2015	Lugano, Switzerland/ Kampala, Uganda	200
<b>Youth Climate Dialogues in Central America</b>	UNITAR/ UN CC:Learn, SDC	16 February 2016	Costa Rica, Panama, Guatemala, Dominican Republic	30
<b>UN CC:Learn Country and Partner Exchange Workshops</b>	UN CC:Learn	23-24 February 2016	Geneva, Switzerland	37
<b>6th Steering Group Meeting of UN CC:Learn Partners</b>	UN CC:Learn	25 February 2016	Geneva, Switzerland	17
<b>UN CC:Learn Introductory e-Course on Climate Change</b>	UN CC:Learn	March 2015 - February 2016	Online	2000 (certificate issued)
<b>REDD+ e-Academy</b>	UN CC:Learn	November 2015 (launch) - February 2016	Online	116 (certificate issued)

# Annex 3

## Overview of Implementation Activities in UN CC:Learn Pilot Countries

1. Benin

2. Dominican Republic

3. Indonesia

4. Malawi

5. Uganda

## Mise en œuvre de la stratégie nationale d'apprentissage sur les changements climatiques du Bénin

### 1 – Quel cadre institutionnel a été mis en place pour la mise en œuvre de la Stratégie nationale (par exemple en termes de communication, de coordination intergouvernementale) ?

La mise en œuvre de la Stratégie est basée sur un arrangement multi-acteurs (ministères sectoriels, collectivités locales, Société civile, secteur privé et PTF).

L'organe suprême de la mise en œuvre de la Stratégie est un comité de pilotage émanant du Comité National sur les Changements Climatiques (CNCC). Sa présidence est assurée par le Ministre en charge de l'Environnement en tant que structure point focal de la Convention-Cadre des Nations-Unies sur les Changements Climatiques, et il veille à la mise en œuvre efficiente du plan d'action. Ce comité comprend notamment les représentants des ministères en charge des trois ordres d'enseignement, de l'agriculture, de l'énergie, de l'eau, de la santé, des transports, de l'intérieur, des mairies, du secteur privé et des organisations de la Société civile. Les représentants des différentes entités au sein de ce comité sont les points focaux de la Stratégie pour leurs structures d'origine. Ils contribuent à la préparation des activités, et sont responsables de leur mise en œuvre effective dans leurs secteurs respectifs.

La coordination de la mise en œuvre et du suivi de la Stratégie est assurée par une équipe de gestion, composée notamment d'un coordonnateur et d'un assistant, d'un spécialiste en changements climatiques, d'un spécialiste en sciences de l'éducation, d'un spécialiste en communication, d'un expert en suivi-évaluation, d'un responsable financier et d'une équipe d'appui. Cette équipe de gestion, sous l'autorité de la Direction Générale des Changements Climatiques (DGCC), travaille en étroite collaboration avec les points focaux de Stratégie.

Un arrêté précise les attributs, l'organisation et le fonctionnement de ces deux organes.

## 2 – Quelles activités ont eu lieu dans le cadre de la mise en œuvre de la Stratégie nationale (2013-2015)?

Orientations Stratégiques	Activités de mise en œuvre 2013-2015 (avec et sans soutien de la part de UN CC:Learn)				
	Titre du projet	Année	Agence principale	Partenaires	Budget
Renforcement des capacités individuelles dans l'éducation formelle	Programme de Recherche doctorale sur les changements climatiques et les ressources en eau	2010	WASCAL (Centre de Service Scientifique sur le Changement Climatique et l'utilisation adapté des terres	Ministère Fédéral Allemand de l'Education et de la Recherche  Université d'Abomey-Calavi	data collection ongoing
Renforcement des capacités individuelles dans l'éducation informelle	Renforcement des capacités des professionnels des medias sur les questions liées aux changements climatiques	2015	Direction Générale des Changements Climatiques / Projet d'élaboration de la Troisième Communication Nationale sur les Changements Climatiques	PNUE  Professionnels des médias (radio, presses écrite, télévision)  Pool d'experts Vulnérabilité et Adaptation	4,225 \$
Renforcement des capacités individuelles dans l'éducation non formelle	data collection ongoing	data collection ongoing	data collection ongoing	data collection ongoing	data collection ongoing
Renforcement des capacités institutionnelles d'apprentissage des secteurs de l'éducation	data collection ongoing	data collection ongoing	data collection ongoing	data collection ongoing	data collection ongoing
Renforcement des capacités institutionnelles des secteurs clés ou connexes (Action transversale, Secteur Agriculture, Secteur Energie, Secteur UTCAF, Secteur Déchets, Secteur Ressources en eau, Secteurs Santé et Zones côtières)	Renforcement des capacités des acteurs impliqués dans la mise en œuvre du projet pour l'élaboration des requêtes de financement et la mobilisation des ressources financières nécessaires à la mise en œuvre des actions retenues dans la Stratégie	2013	Direction Générale de l'Environnement	Equipe de gestion du projet  Membres du Comité Scientifique et Technique  Membres du Comité de Pilotage	20,412 \$
	Renforcement des compétences des négociateurs nationaux à participer à des négociations internationales sur le changement climatique	2014	Direction Générale de l'Environnement	Négociateurs béninois  Membres du Comité National sur les Changements Climatiques	41,085 \$



Orientations Stratégiques	Activités de mise en œuvre 2013-2015 (avec et sans soutien de la part de UN CC:Learn)				
	Titre du projet	Année	Agence principale	Partenaires	Budget
	Renforcement des capacités des cadres techniques des structures décentralisées et déconcentrées des communes pilotes (Boukombé, Copargo et Toucountouna) dans le cadre de la mise en œuvre de la Facilité pour le Financement local de l'adaptation aux changements climatiques – LoCAL (Local Climate Adaptive Living facility)	2015	Direction Générale des Changements Climatiques /Projet LoCAL	UNCDF l'Equipe d'Appui aux Communes Experts Communes Préfecture	9,000 \$
	Mise en place et Renforcement des capacités de l'Equipe Nationale d'Inventaire des Gaz à Effet de Serre	2015	Direction Générale des Changements Climatiques / Projet d'élaboration de la Troisième Communication Nationale du Bénin sur les Changements Climatiques	PNUE Cadres techniques des secteurs de l'agriculture, de l'énergie, de la foresterie, des déchets et des procédés industriels, Experts	26,354 \$
	Mise en place et renforcement des capacités des membres du Groupe de Travail sur l'analyse de la Vulnérabilité et l'Adaptation aux Changements Climatiques	2015	Direction Générale des Changements Climatiques / Projet d'élaboration de la Troisième Communication Nationale du Bénin sur les Changements Climatiques	PNUE Cadres techniques des secteurs de l'agriculture, des ressources en eau, de la zone côtière, de la foresterie, de la santé, du tourisme, l'énergie et des transports	10,086 \$
	Sensibilisation des communautés à la base aux questions relatives à l'adaptation aux changements climatiques	2016 (programmée)	Direction Générale des Changements Climatiques / Programme National de Gestion des Changements Climatiques	Gouvernement Communautés à la base Experts	24,000 \$
	Renforcement des capacités des communes pilotes en matière d'ouvrage des activités de résilience/adaptation aux changements climatiques	2016 (programmée)	Direction Générale des Changements Climatiques / Programme National de Gestion des Changements Climatiques	Gouvernement Communautés à la base Experts	20,000 \$

# Dominican Republic

## Implementation of Dominican Republic's National Climate Change Learning Strategy

### 1 – What institutional set-up has been put in place for the implementation of the National Strategy (e.g. communication, cross-government coordination)?

A Steering Group of Climate Change Education has been set up, including the Ministry of Education, the Ministry of Higher Education, the Network of Universities for Environment (16 universities in the country), Technical Institute of Training, the UNESCO National Office and from civil society: Fundacion Sur Futuro and the Organization for the Advancement of Critical Thinking. The initial idea is to meet every 4 months; in practice a lot has been done through bilateral coordination with each of the institutions. All of them have participated in the teachers training programme for which a yearly meeting has been held.

### 2 – Which activities have taken place as part of the implementation of the National Strategy (2013-2015)?

Strengthening the capacities and skills of individuals (short term)	Implementation Activities 2013-2015 (UN CC:Learn and non-UN CC:Learn supported)				
	Project Title	Year	Lead Agency	Partners	Budget <sup>1</sup>
Short term priorities	Training of Journalists on CC  The short term project on teachers training became a permanent project (see last section).	2013	The National Council on Climate Change and the Federation of Journalists of the Dominican Republic	UN CC:Learn	additional support of USAID, \$25,000

Strengthening climate change learning in priority sectors	Implementation Activities 2013-2015 (UN CC:Learn and non-UN CC:Learn supported)				
	Project Title	Year	Lead Agency	Partners	Budget
Intersectoral program	Training on strengthening capacities for climate finance	2013	The National Council on Climate Change	data collection ongoing	\$25,000.00, support of Frankfurt University
Energy	Public information programme (originally an energy efficiency education programme, the UN CC:Learn Project provided support to include CC information)	2013-2015	National Energy Commission	UN CC:Learn	approx. \$150,000

<sup>1</sup> In this Budget data it is included in USD the approximate co-sharing funds that other organizations provided.

Tourism	A NAMA with a training component has been defined but not yet implemented	2015	Ministry of Tourism	data collection ongoing	data collection ongoing
Water	Public information programme (UN CC:Learn has basically provided access to learning materials)	2012-2015	National Institute of Water and Hydrology	UN CC:Learn	approx \$100,000 (government budget)
Agriculture	Sensitization project for farmers (UN CC:Learn has basically provided access to learning materials)	2012-2015	CC Department of the Ministry of Agriculture	UN CC:Learn	approx. \$50,000 (government budget)
Forestry	REDD programme component on training (UN CC:Learn has basically provided access to learning materials)	2012-2015	CC Department of the Ministry of Environment	UN CC:Learn	support from GIZ, approx. \$60,000

Strengthening the capacities of the education system to deliver learning and training	Implementation Activities 2013-2015 (UN CC:Learn and non-UN CC:Learn supported)				
	Project Title	Year	Lead Agency	Partners	Budget
Preschool education	Integration of CC in Education Curricula (UN CC:Learn direct support)	2013-2015	Curriculum Dept Ministry of Education	UN CC:Learn	approx.\$40,000 (both UN CC:Learn and government funds)
Primary and secondary education	Programme on Teachers Training on CC	2012-2015	Institute of Teachers Training (INAFOCAM)	UN CC:Learn	approx. \$1,100,000 (both UN CC:Learn and government funds)
Higher education	Project on Teachers Sensitization on CC	2014-2015	Network of Universities for the Environment (RAUDO)	data collection ongoing	approx. \$30,000 with support of USAID
Technical and vocational education	Renewable energy course (UN CC:Learn has trained facis and provided access to learning materials)	2013-2014	Institute of Technical Training	UN CC:Learn	approx. \$40,000
Non formal education	Programme of public sensitization (UN CC:Learn has trained facis and provided access to learning materials)	2013-2015	data collection ongoing	UN CC:Learn	approx. \$100,000

# Indonesia

## Implementation of Indonesia's National Climate Change Learning Strategy

### 1 – What institutional set-up has been put in place for the implementation of the National Strategy (e.g. communication, cross-government coordination)?

The following institutions are involved in the implementation process:

- a) Directorate General of Climate Change, Ministry of Environment and Forestry
- b) Directorate of Forestry and Water Resource Conservation, Ministry of National Development Planning
- c) Directorate of Environment, Ministry of National Development Planning
- d) Coordinating Ministry of Economics Affairs
- e) Center of Climate Change and Multilateral Financing, Ministry of Finance
- f) Agency of Meteorology, Climatology and Geophysics
- g) Ministry of Agriculture
- h) Ministry of Energy and Mineral Resources

### 2 – Which activities have taken place as part of the implementation of the National Strategy (2013-2015)?

	Implementation Activities 2013-2015 (UN CC:Learn and non-UN CC:Learn supported)				
	Project Title	Year	Lead Agency	Partners	Budget
<b>Strategy Area 1:</b> Individual and institutional capacity building for the five priority areas and cross cutting sectors based on RAN GRK (forestry and peatland, agriculture, energy and transportation, industry and waste)	a) Training Health Adaptation Strategies to Climate Change		Ministry of Health		data collection ongoing
	b) Building Capacity of South Panjang Community to Overcome Climate Change		Center for Climate Risk and Opportunity Management in Southeast Asia Pacific - CCROM-SEAP		
	c) Columbia University and IPB partnership to Build Capacity for Adaptation Climate Risk in Indonesia		Center for Climate Risk and Opportunity Management in Southeast Asia Pacific - CCROM-SEAP		
	d) Resilience Action Plan Facilitator Training		Mercy Corps Indonesia		
	e) REDD+ training workshop for decision-makers in Pontianak and up-dating of REDD+ training modules	2014	National Council on Climate Change (DNPI) and the Ministry of Forestry	UN CC :Learn, Natural Resource Development Centre	
	f) REDD+ training workshop for decision-makers in Putussibau	2014	GIZ		



<b>Strategy Area 2:</b> Capacity building on mitigation and adaptation learning program into national education system	a) Climate Change Curriculum Module for Elementary School, Junior High School, and Senior High School	data collection ongoing	Agency of Meteorology, Climatology and Geophysics - local content	data collection ongoing	data collection ongoing
	b) Climate Change Curriculum Module for Marine Vocational High School		Agency of Meteorology, Climatology and Geophysics - local content		
<b>Strategy Area 3:</b> Awareness improvement and knowledge development of parties related to climate change	a) Public Awareness, Training and Education Program on Climate Change Issue for All Level of Societies in Mitigation and Adaptation		Agency of Meteorology, Climatology and Geophysics		data collection ongoing
	b) Public Awareness as an Effort to Disaster Mitigation, Adaptation to Climate Change and Pollution Control		Directorate for Coastal and Marine, Ministry of Maritime and Fisheries Affairs		
	c) Strengthening and Empowering Teachers and Student Capacities in Urban Climate Change Resilience (UCCR) in Bandar Lampung		Under ACCCRN program - Mercy Corps Indonesia		
	d) Public Awareness Training and Education Program on Climate Change Issue for All Levels of Societies in Mitigation and Adaptation		ICCTF - Indonesia Climate Change Trust Fund		
	e) Workshop on Climate Change Knowledge Management	2014	National Council on Climate Change, Institute for Technology, Bandung	UN CC:Learn	
	f) Training for negotiators in order to increase awareness of strategy for negotiations	2015	Ministry of Environment and Forestry	GIZ	

## Implementation of Malawi's National Climate Change Learning Strategy

### 1 – What institutional set-up has been put in place for the implementation of the National Strategy (e.g. communication, cross-government coordination)?

Implementation of Malawi's Climate Change Learning Strategy follows the formal multi-stakeholder structure as provided in the National Climate Change Management Policy. This set up allows for various groups of stakeholders to be involved in climate change management in the country by participating in the technical committee review meetings and steering committee meetings (relevant Government Departments and Ministries, academia, civil society organisations and the media).

### 2 – Which activities have taken place as part of the implementation of the National Strategy (2013-2015)?

Priority Areas	Implementation Activities 2013-2015 (UN CC:Learn and non-UN CC:Learn supported)				
	Project Title	Year	Lead Agency	Partners	Budget
Human and Institutional Capacity Development  - <b>Strategic objective (i):</b> to develop critical mass of human resources with requisite understanding, knowledge and skills to respond to impacts of climate change	Developed training modules for District Councils, with the different modules on Climate Change. 28 District Forestry Officers, 28 Directors of Planning and 26 Environmental District Officers have been trained.	2013	Ministry of Local Government and Rural Development	UNDP	\$47,600
	Trained Primary Education Advisors on use of the Source Books for Primary School learning and Secondary School learning.	2014-2015	Ministry of Education, Science and Technology	UN CC: Learn	\$55,000
	Trained front line staff in forestry and health sectors on basics of Climate Change	2014	Ministry of Local Government and Rural Development	UN CC: Learn	\$49,000
	Developed and Published NAMAs, revised NAPA, INDCs, NCCRF and their policy briefs to influence implementation of mitigation and adaptation interventions	2015	Ministry of Natural Resources, Energy and Mining	UNDP, USAID	\$125,500
	Conducted training for the Parliamentary Committee on Environment and Climate Change. 23 out of 28 members of the Committee were trained them on various ENR topics including Climate Change.	2015	Ministry of Natural Resources, Energy and Mining	UNDP, UNEP	\$35,600

<b>- Strategic objective (ii):</b> to develop strong organizations to champion public awareness and training in various aspects of climate change	Developed Source Books for Primary and Secondary Schools learning	2014-2015	Ministry of Education, Science and Technology	UN CC: Learn	\$277,500
	Developed posters as teaching aids for primary and secondary schools	2014-2015		UN CC: Learn	\$68,700
	Developed Guidelines for Administering Research Grants on Climate Change in Malawi	2014	National Commission for Science and Technology	UNDP	\$17,800
<b>Sustainable Funding</b>  <b>- Strategic objective (iii):</b> to develop a sustainable financing mechanism for climate change learning programmes	<p>Developed and launched National Climate Change Investment Plan (NCCIP) as a resource mobilization tool. The Investment Plan has a component on capacity building for climate change and that includes CC Learning.</p> <p>The National Climate Change Management Policy has provided for the establishment of a Climate Change Fund for implementation of interventions including CC Learning. The associated Act will enact it. The expectation is that the Fund will be replenished with 60% of funds from Government budget through taxes and levies and 40% will come from development partners. The NCCIP estimated a total budget of USD 954 million for implementation of climate change activities in Malawi for a period of 6 years. Capacity development in Climate Change comprise 13.1% of the total Budget for the Investment Plan.</p>	2014	Ministry of Natural Resources, Energy and Mining	UNDP	\$46,200
<b>Crosscutting Issues</b>  <b>- Strategic objective (iv):</b> to ensure sectoral policies and strategies incorporate gender-sensitive climate change learning activities	Developed a National Climate Change Management Policy, which has adequately integrated gender and capacity building issues. Capacity Building, Education, Training and Awareness is a priority area in the Policy with clear strategies for implementation.	2016	Ministry of Natural Resources, Energy and Mining	UNDP	\$42,900

## Implementation of Uganda's National Climate Change Learning Strategy

### 1 – What institutional set-up has been put in place for the implementation of the National Strategy (e.g. communication, cross-government coordination)?

- The Policy Committee on Environment chaired by the Prime Minister provides guidance on policy on all climate change issues including CC Learn Strategy implementation and ensures information flow on resource allocation for the implementation of the policy
- The National Climate Change Advisory Committee (NCCAC) chaired by the Minister responsible for Environment ensures coordination through Climate Change Department and provides technical input to the Policy Committee on Environment. The NCCAC brings together technical representatives from Government Ministries, Departments, semi-autonomous Agencies and Local Governments along with representatives from private-sector, civil society, academia and the Media.

### 2 – Which activities have taken place as part of the implementation of the National Strategy (2013-2015)?

Key Strategies	Implementation Activities 2013-2015 (UN CC:Learn and non-UN CC:Learn supported)				
	Project Title	Year	Lead Agency	Partners	Budget
Build capacity and strengthen the UNFCCC National Focal Point for Uganda in international climate change policy processes such as UNFCCC negotiations	Support to one Delegate for Paris Climate Conference	2015	UN CC:Learn Project	Climate Change Dept, Ministry of Water and Envir. (CCD/MWE)	About USD 3,000
	Support to one delegate to Warsaw Climate Conference	2013	UN CC:Learn Project	-idem-	USD 5,040
	Support to one delegate to attend 3rd Dialogue of Article 6 during Bonn Session June 1-11 2014	2014	UN CC:Learn Project	-idem-	USD 3,600
	Support to UN CC:Learn Ambassador at the launch in Ghana	2015	UN CC:Learn Project	-idem-	USD 2,800
	Methodological Support by UNITAR	2014-2015	UN CC:Learn Project	-idem-	Approx.USD 140,000
Strengthen the Uganda National Meteorological Authority (UNMA)	UNDP-supported Early Warning Project implemented by UNMA	2015/2016	UNDP/UNMA	-idem-	USD 4 Million (learning component tbd)
	Support to one staff of UNMA to undertake climate change Masters course - EU-GCCA Project.		CCD/MWE	UNMA	USD 3,000



Strengthening capacity in other sectors (Agriculture, Water, Energy)	Development of mainstreaming guidelines in Agric sector		IITA/CCD/MAAIF	CCD/MWE	Approx. USD 32,000 (learning component tbd)
	USAID supported project for districts to mainstream climate change 2015/2016. Trainings conducted for district planners for OBT = USAID support	2015-2016	Ministry of Finance	CCD/MWE	Approx.USD 120,000
	Support to develop NAMAs for Agriculture and Energy- 2014-2015	2014-2015	UNDP/CCD/MWE and Ministry of Agric plus Min.of Energy	CCD/MWE	About USD 125,000 (learning component tbd)
Support the ongoing actions in order to maintain continuity	Pilot Program for Climate Resilience (PPCR)	2016	CIF/AfDB	CCD/MWE	USD 1,5 million (learning component tbd)
Undertake sector-specific economic valuation of climate change impacts in key sectors	Over the project period May 2014-June 2015 economic impacts of climate change have been assessed at the national level (focusing on agriculture, energy, transport and housing infrastructure, water) and at the local level through case-studies in the following regions: Kampala urban area (focusing on infrastructures and floodings), Mount Elgon (focusing on Arabica coffee), Karamoja (focusing on agriculture and livestock), Mpanga river catchment (focusing on water and electricity), Tororo and Kabale (focusing on malaria prevalence).	May 2014-June	CCD/MWE		
		2014-2015	CDKN	CCD/MWE	Approx. USD 550,000 (learning component tbd)
Continue to undertake climate change learning as a continuous process	Supported climate change integration into the lower primary curriculum and development of readers	2013-2016	NCDC/CCD, Ministry of Water and Environment	CCD/MWE, Min.of Agriculture, Min.of Energy, Min.of Housing	Approx. USD 40,000
	Strengthening Climate Change Education at Upper Primary Level		NCDC/Ministry of Water and Environment		
	Finalization of supplementary materials		NCDC/Ministry of Water and Environment		
	Orienting teachers on the supplementary readers		NCDC/Ministry of Water and Environment		
	Training of subject specialists in Climate Change		CCD/MWE and DoM		
	Climate Dialogues: Lugano and Gayaza High School		UNITAR and CCD/MWE/ FAO		

Assess the impacts of climate change learning	data collection ongoing	data collection ongoing	data collection ongoing	data collection ongoing	data collection ongoing
Harmonize climate change learning among different institutions	data collection ongoing	data collection ongoing	data collection ongoing	data collection ongoing	data collection ongoing
Provide fellowships, scholarships, and undergraduate / graduate assistantships and internship to support undergraduate, graduate, diploma, and post-graduate education including existing staff in the lead institutions as outlined in the strategy, to improve research in climate change adaptation and mitigation in Uganda	Support to 4 Staff to undertake Masters degree studies on climate change	2015 to 2016/2017	EU/FAO-GCCA Project	CCD/MWE	USD 40,000
	Exchange Visits for staff Far East and Americas	2016	EU/FAO-GCCA Project	CCD/MWE	Approx.USD 38,000
Build the capacity of high and mid-level government officials, civil society, private sector actors and the media to understand climate change and address impacts of climate change based on the priority topics identified	Conducted board room meetings for key ministries of agriculture, finance, and key departments including district local governments in the cattle corridor		FAO	data collection ongoing	data collection ongoing
	Regional sensitization workshops conducted for districts in cattle corridor		FAO		
Working with training and research institutions design and deliver short-term, medium-term and long-term training programmes on climate change for Inter-institutional climate change Technical Committee on climate change (IITCCC) members, members of civil society, Parliamentary Forum on Climate Change (PFCC), private sector and others	Training of Members of Parliament	2014-2015	FAO	CCD/MWE	Approx.USD 65,000
	Desk officers have had a refresher course- a follow up course to follow with concise actions from each sector.	2014	UN CC:Learn project	CCD/MWE	Approx. USD 14,000





# Annex 4

## Global UN CC:Learn Focal Points

### Organization

### Focal Point

United Nations System Chief Executives Board (CEB) Secretariat	Catherine Zanev, Associate Expert for Climate Change
Environmental Management Group (EMG) Secretariat	Hossein Fadaei, Acting Secretary
Food and Agriculture Organization of the UN (FAO)	Alashiya Gordes, Junior Professional Officer (Climate Change), Climate Change Coordination Team
Global Environment Facility (GEF)	Christian Hofer, Senior Communications Officer
Inter-American Development Bank (IDB)	Alejandra Maruri Trucillo, Knowledge and Learning Sector
International Fund for Agricultural Development (IFAD)	Ilaria Firmian, Environment and Climate Knowledge Officer, Environment and Climate Division
International Labour Organization (ILO)	Dorit Kemter, Knowledge Management Expert, Green Jobs Programme Olga Strietska-Ilina, Specialist in Skills Policies and Systems Skills and Employability Department
International Telecommunication Union (ITU)	Béatrice Pluchon, Senior External Affairs Officer José Maria Diaz Batanero, Coordinator, Inter-Sectoral Activities, Corporate Strategy Division (SG/SPM/CSD)
International Maritime Organization	Theofanis Karayannis, Technical Officer, Marine Environment Division
United Nations Office for the Coordination of Humanitarian Affairs (OCHA)	Vacant
The Joint United Nations Programme on HIV/AIDS (UNAIDS)	Emelia Timpo, Senior Advisor, UNAIDS New York Office
United Nations Development Program (UNDP)	Jazmin Burgess, Climate Change Research Analyst
United Nations Economic Commission for Africa (UNECA)	Charles Muraya, Information Management Officer
United Nations Environment Programme (UNEP)	Monika MacDevette, Chief, Capacity Development Branch, Division of Early Warning and Assessment
United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP)	Masakazu Ichimura, Chief, Environment and Development Policy Section, Environment and Development Division
United Nations Educational, Scientific and Cultural Organization (UNESCO)	Peter Dogse, Manager, UNESCO Intersectoral Platform on Climate Change
United Nations Economic and Social Commission for Western Asia (UNESCWA)	Tarek Sadek, Economic Affairs Officer (Climate Change)
United Nations Framework Convention on Climate Change (UNFCCC)	Alla Metelitsa, Team Leader, Capacity Building and Outreach Unit, Finance and Technical Support Programme
United Nations Population Fund (UNFPA)	Daniel Schensul, Climate Change Expert, Population and Development Branch
United Nations Human Settlements Programme (UN-HABITAT)	Claudio Acioly, Head, Capacity Development Unit

United Nations Children's Fund (UNICEF)	Alex Heikens, Senior Adviser, Climate and Environment
United Nations Industrial Development Organization (UNIDO)	Patrick Nussbaumer, Kentaro Aoki, Rural and Renewable Energy Unit, Energy and Climate Change Branch
United Nations Office for Disaster Risk Reduction (UNISDR)	Glenn Dolcemasclo, Head of Office, UNISDR Office for Northeast Asia and Global Education and Training Institute for Disaster Risk Reduction (GETI) at Incheon
United Nations Institute for Training and Research (UNITAR)	UN CC:Learn Secretariat  Angus Mackay, Manager, Green Development and Climate Change Programme  Amrei Horstbrink, Specialist, Green Development and Climate Change Programme
United Nations System Staff College (UNSSC)	Jafar Javan, Director  Patrick van Weerelt, Senior Manager and Course Coordinator, Development and Human Rights Team
United Nations University (UNU)	Dr. Jörg Szarzynski, Head, Enhancing Graduate Educational Capacities for Human Security Section, United Nations University Vice Rectorate in Europe, Institute for Environment and Human Security
United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)	Verona Collantes, Inter-Governmental Specialist
United Nations World Tourism Organization (UNWTO)	Sofia Gutierrez, Programme Officer, Sustainable Development of Tourism
Universal Postal Union (UPU)	Anne-Claire Blet, Specialist, Environment & Sustainable Development
World Food Programme (WFP)	Oscar Ekdahl, Climate Change Office
World Health Organization (WHO)	Elena Villalobos, Technical Officer, Climate Change and Human Health Unit, Public Health and Environment Department
World Meteorological Organization (WMO)	Amir H. Delju, Senior Scientific Coordinator, Climate Prediction and Adaptation Branch (CLPA), Climate and Water Department (CLW)  Jeff Wilson, Director, Education and Training Office
World Bank	Neeraj Prasad, Manager, World Bank Institute Climate Change Vice-Presidency
World Trade Organization (WTO)	Devin McDaniels, Economic Affairs Officer, Trade and Environment Division

# Annex 5

## List of Abbreviations

<b>CCD:</b> The Climate Change Department	<b>UN-HABITAT:</b> United Nations Human Settlements Programme
<b>CEB:</b> Chief Executives Board for Coordination	<b>UNHCR:</b> UN Refugee Agency
<b>COP:</b> Conferences of the Parties	<b>UNICEF:</b> United Nations Children Fund
<b>EMG:</b> Environmental Management Group	<b>UNIDO:</b> UN Industrial Development Organization
<b>FAO:</b> Food and Agriculture Organization of the UN	<b>UNISDR:</b> UN International Strategy for Disaster Reduction
<b>GEF:</b> Global Environment Facility	<b>UNITAR:</b> UN Institute for Training and Research
<b>GFCS:</b> Global Framework for Climate Services	<b>UN-REDD:</b> UN Collaborative Programme on Reducing Emissions from Deforestation and Forest Degradation in Developing Countries
<b>GIZ:</b> German Federal Enterprise for International Cooperation	<b>UNSSC:</b> UN System Staff College
<b>GWP:</b> Global Water Partnership	<b>UNU:</b> UN University
<b>IDB:</b> Inter-American Development Bank	<b>UNWTO:</b> United Nations World Tourism Organization
<b>IFAD:</b> International Fund for Agricultural Development	<b>UPU:</b> Universal Postal Union
<b>ILMs:</b> Introductory Learning Modules	<b>USAID:</b> The United States Agency for International Development
<b>ILO:</b> International Labour Organisation	<b>WFP:</b> World Food Programme
<b>IMO:</b> International Maritime Organization	<b>WHO:</b> World Health Organisation
<b>ITU:</b> the International Telecommunication Union	<b>WMO:</b> World Meteorological Organisation
<b>LAC:</b> Latin America and the Caribbean	<b>WTO:</b> World Trade Organization
<b>LDCF:</b> The Least Developed Countries Fund	<b>YCD:</b> Youth Climate Dialogues
<b>LDCs:</b> Least Developed Countries	
<b>MOU:</b> Memorandum of Understanding	
<b>NAPA:</b> National Adaptation Plan of Action	
<b>NAP-GSP:</b> National Adaptation Plan Global Support Programme	
<b>NCDC:</b> National Curriculum Development Center	
<b>OCHA:</b> United Nations Office for the Coordination of Humanitarian Affairs	
<b>PROVIA:</b> Global Program of Research on Climate Change Vulnerability, Impacts and Adaptation	
<b>REDD+:</b> Reducing Emissions from Deforestation and Forest Degradation	
<b>SDC:</b> Swiss Agency for Development and Cooperation	
<b>SG:</b> Secretary General	
<b>SICA:</b> Sistema de la Integración Centroamericana	
<b>SP CONEDD:</b> Conseil National pour l'Environnement et le Développement Durable	
<b>TOR:</b> Terms of Reference	
<b>UN WOMEN:</b> United Nations Entity for Gender Equality and the Empowerment of Women	
<b>UN:</b> United Nations	
<b>UNAIDS:</b> The Joint United Nations Programme on HIV/AIDS	
<b>UNCT:</b> UN Country Team	
<b>UN-DSD:</b> UN Division for Sustainable Development	
<b>UNEP:</b> UN Environment Programme	
<b>UNESCAP:</b> United Nations Economic and Social Commission for Asia and the Pacific	
<b>UNESCO:</b> United Nations Educational, Scientific and Cultural Organisation	
<b>UNESCWA:</b> United Nations Economic and Social Commission for Western Asia	
<b>UNFCCC:</b> UN Framework Convention on Climate Change	
<b>UNFPA:</b> UN Population Fund	

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