



The One UN Training Service Platform
on Climate Change

UN CC:Learn Pilot Implementation Phase 2011-2013

Strengthening Human Resources and Skills for
Green and Climate Resilient Development

Final Report, November 2014



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Swiss Agency for Development
and Cooperation SDC

International UN CC:Learn Partners

Members of the UN CC:Learn Steering Group include, to date, the following:
CEB, EMG, FAO, GEF, IDB, IFAD, ILO, ITU, OCHA, UNAIDS, UNDP, UNECA, UNEP, UNESCAP,
UNESCO, UNESCWA, UNFCCC, UNFPA, UN-HABITAT, UNICEF, UNIDO, UNISDR, UNITAR, UNSSC,
UNU, UN WOMEN, UNWTO, UPU, WFP, WHO, WMO, WTO, World Bank.

Funding for the 2011-2013 pilot implementation phase, including five country projects,
has been provided by the Government of Switzerland.



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UN CC:Learn Highlights: 2011-2013

UN CC:Learn – A Growing Partnership

- 33 international organizations have appointed UN CC:Learn focal points, a growing network of international partners collaborating in the area of climate change learning.
- UN CC:Learn organized and contributed to 34 events with more than 2,350 beneficiaries plus three exhibits with approximately 2550 visitors (see Annex 1).
- UN CC:Learn was formally invited to join four UN inter-agency mechanisms to foster coordination and collaboration.

Strengthening Knowledge-Sharing on Climate Change Learning

- A global knowledge-sharing platform (www.uncclearn.org) is operational, including a searchable library of resources relevant for climate change learning with over 1,700 entries. More than 27,000 unique visitors from 190 countries explored the UN CC:Learn website in 2011/2013.
- 190 in-depth articles about UN learning activities and more than 500 learning events were featured on the UN CC:Learn website.
- UN CC:Learn regularly contributed to and shared experiences at international conferences and events, including Rio+20, COP 17, 18 and 19 of the UNFCCC, the Durban Forum on Capacity Building, the UNFCCC workshop on the implementation of Article 6, and the African Dialogue on Climate Change Finance and Development Effectiveness.

Advancing One UN Training on Climate Change

- Four Advanced Learning Packages as well as six Introductory Learning Modules have been compiled and peer-reviewed through collaboration of UN CC:Learn Partners, including IDB, IFAD, ILO, UNDP, UNECA, UNEP, UNESCO, UNFCCC, UNIDO, UNICEF, UNISDR, UNITAR, WHO, WMO, the World Bank Institute and others.
- The six Introductory Learning Modules were transformed into a free, self-paced e-learning course that can be accessed on the UN CC:Learn website.

Country Projects: Supporting a Strategic Approach to Climate Change Learning

- Five pilot countries - Benin, Dominican Republic, Indonesia, Malawi and Uganda - have put in place multi-sectoral and multi-stakeholder processes to advance a strategic approach to climate change learning.
- All pilot countries have developed a *National Strategy to Strengthen Human Resources and Skills to Advance Green, Low Emissions and Climate Resilient Development*.
- 17 priority actions have been implemented across all five pilot countries.
- Additional funding from national or international sources leveraged in all five countries.

1 Introduction



UN CC:Learn: A One UN Approach to Climate Change Learning

The transition to green, low emission and climate resilient development requires unprecedented levels of awareness, knowledge, and skills of individuals. It also necessitates that national learning institutions and systems strengthen their capacity to deliver learning and skills development action in support of national policy objectives and priorities. In response to this challenge, UN CC:Learn was initiated in 2009 as a collaboration of United Nations (UN) agencies interested in designing and implementing results-oriented and sustainable learning to address climate change. Following an inception phase in 2010, core support provided by the Swiss Agency for Development and Cooperation (SDC) in 2011-2013 allowed UN CC:Learn to implement a pilot phase including five country projects (in Benin, Dominican Republic, Indonesia, Malawi and Uganda). To date, 33 multilateral organizations are collaborating in UN CC:Learn.

The initiative is included in the "One UN Climate Change Action Framework" of the UN System Chief Executives Board for Coordination (CEB) through the High Level Committee on Programmes (HLCP). A UN CC:Learn Steering Group comprised of partner organizations provides guidance for UN CC:Learn activities. The Secretariat is provided by the UN Institute for Training and Research (UNITAR).

UN CC:Learn includes three Programme Areas which are closely linked to each other:

- I. Knowledge Management and Networking
- II. One UN Climate Change Training
- III. Strengthening Human Resource Capacities in Partner Countries



This report presents results and lessons learned from the 2011-2013 UN CC:Learn pilot phase. It summarizes key achievements of the past three years (Section 2), describes in detail progress made under each of the three Programme Areas (Sections 3-5), presents UN CC:Learn contributions to international conferences and workshops (Section 6), and provides information about governance and partnerships (Section 7). The report concludes with a discussion of lessons learned at the national and global levels (Section 8).

“The most important variable that determines whether Uganda is able to address the challenge of climate change and achieve sustainable development is human **capacity**”.

Hon. Prof. Ephraim Kamuntu,
Minister of Water and Environment of Uganda



2 Overview of Main Results Achieved



Three Years of Innovation

During the 2011-2013 pilot phase, UN CC:Learn has supported systematic and results-oriented approaches to climate change learning in five pilot countries. At the global level, complementary actions, products and services have been developed through collaboration of international UNCC:Learn partners, with a focus on knowledge-sharing, communication and outreach, and the development of One UN learning resources. Over the past three years, UN CC:Learn has established itself as a key implementation mechanism for Article 6 of UNFCCC as well as global recognition for the work that it does. The following sections summarize main results achieved during the past three years.

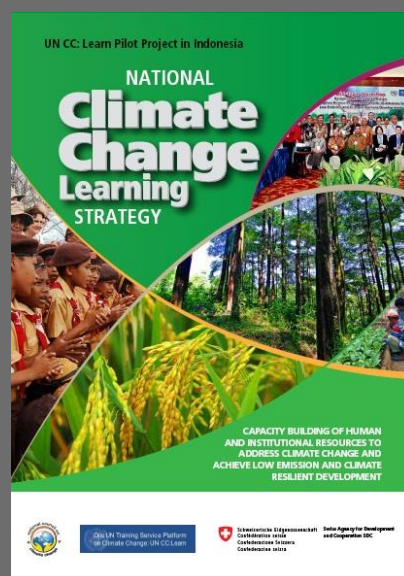
2.1 National Level

At the national level, UN CC:Learn has supported five pilot countries – Benin, Dominican Republic, Indonesia, Malawi and Uganda – in developing a *National Strategy to Strengthen Human Resources and Skills to Advance Green, Low Emission and Climate Resilient Development* – also referred to as climate change learning strategies. UN CC:Learn has also supported countries in advancing initial strategy implementation actions. Some of the key results achieved include:

- National climate change learning strategies were developed and completed by all five countries through a cross-sectoral and multi-stakeholder process. National coordination mechanisms engaged sector Ministries, planning and finance authorities, local governments, civil society organizations, universities and other national learning institutions, trade unions and business associations. In total, nearly 1,000 participants attended national planning and priority-setting workshops, as well as strategy launch events.

National Climate Change Learning Strategies

At the national level, UN CC:Learn has developed and pilot-tested a methodology for developing national climate change learning strategies through cross-sectoral and multi-stakeholder collaboration. The national climate change learning strategies systematically examine learning and skills development needs in key sectors concerned with climate change. The strategies also review opportunities to strengthen national education and training systems to scale up the delivery of climate change related learning. Based on the assessment of learning needs and existing capacities to deliver learning, the strategies define a number of specific actions for the short, medium and long-term.



- In all countries, the strategy development process has mobilized political support for climate change learning. High-level support has become particularly clear at national planning and launch events with Ministers as well as Members of Parliament playing important roles.
- The climate change learning strategies have been integrated within national and sectoral development plans and are linked to broader policy objectives. For example, Indonesia's climate change learning strategy aims to build human capacity for the five strategic priority areas of the National Greenhouse Gas Emission Reduction Plan (RAN GRK). All strategies feature a long-term approach to monitoring and evaluation in order to assess outcomes and impact in the coming years.
- In all countries, implementation frameworks have been established to secure long-term sustainability of the strategies. Where possible the frameworks build on existing coordination mechanisms. For example, in Malawi the climate change learning strategy will be implemented through the structures of the National Climate Change Programme, including the National Climate Change Steering Committee chaired by the Ministry of Economic Planning and Development, and the National Technical Committee, chaired by the Department of Climate Change and Meteorological Services.

Formulación. El documento plantea el entrenamiento del personal de las empresas

Gobierno lanza estrategia prevención cambio climático

Con éste plan la República Dominicana se convierte en referente en el mundo

JOSÉ DE LEÓN

Dominga Ramírez García
Santo Domingo

La República Dominicana es el único país del mundo que incluye en su Carta Magna el tema de la adaptación al cambio climático, lo que lo convierte en un referente en cuanto a políticas de aprendizaje en este tema en la región de América Latina y el Caribe.

Así lo aseguró ayer el vicepresidente de la República, Rafael Albuquerque, al encabezar el lanzamiento de la Estrategia Nacional para Fortalecimiento de las Capacidades y Habilidades de los Recursos Humanos para Avanzar hacia un Desarrollo Verde, con Bajas Emisiones y Resiliencia Climática.

El documento presentado plantea como un imperativo la implementación de



El vicepresidente Rafael Albuquerque también recibió un reconocimiento de sus colaboradores.

nuevos métodos de aprendizaje para actualizar las instituciones educativas y la realización de amplias campañas de sensibilización pública, a fin de fortalecer un desarrollo climático sustentable.

"A nivel internacional, hemos asumido un importante liderazgo como coor-

NÚMEROS

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MIL DÓLARES. Aportó el Gobierno de Suiza, serán utilizados en 2012 -2014.

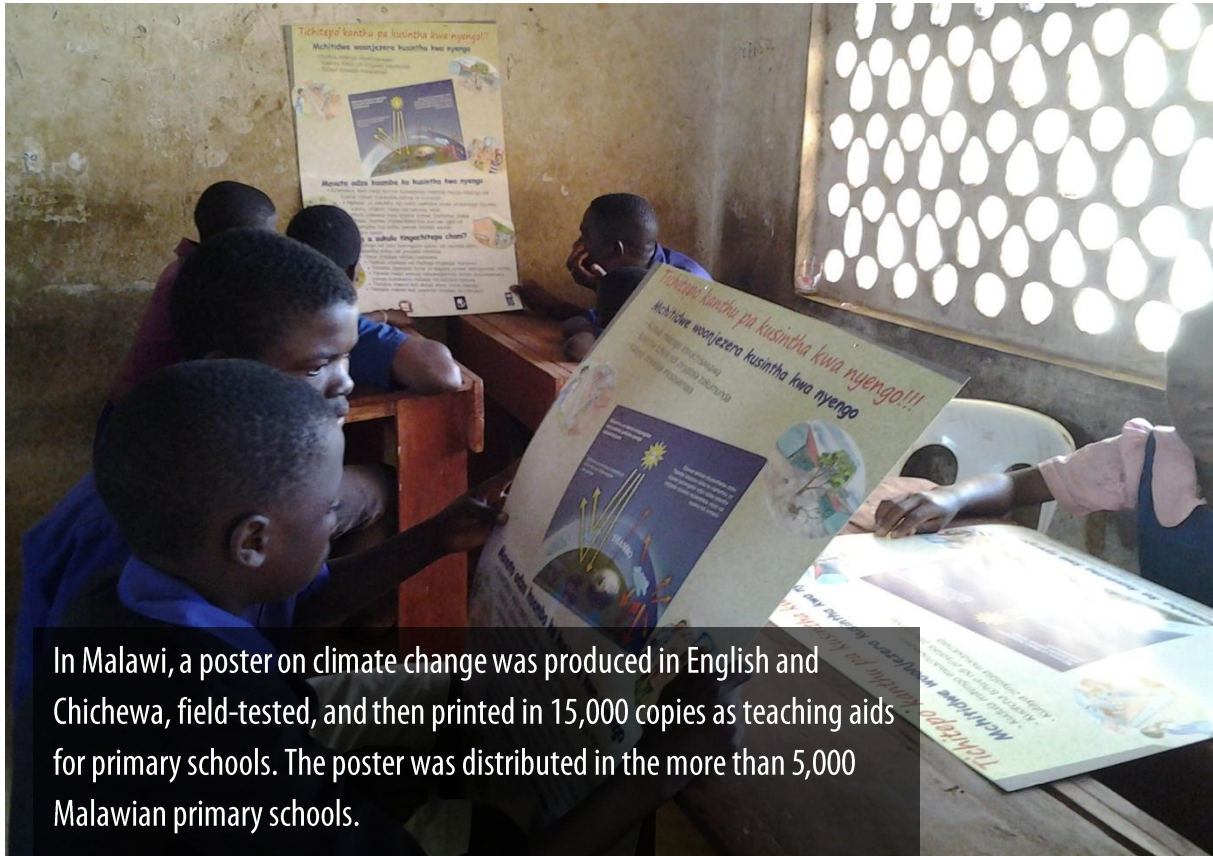
dinadores en el grupo de negociación del G-77+China (Grupo más numeroso de negociación en las Naciones Unidas) en el Artículo 6 de la Convención Marco sobre el Cambio Climático, Educación, Formación y Sensibilización de Públicos", expresó Albuquerque.

"Through the National Strategy the Dominican Republic is initiating a long-term process to systematically integrate climate change learning in key sectors and strengthen capacities of national education and training institutions."

H.E. Mr. Rafael Albuquerque, Vice-President of the Dominican Republic



- The national projects have contributed to the institutionalization of climate change education in national learning systems. For example, in Uganda UN CC:Learn is supporting the development of climate change learning materials for primary level students. In Malawi, the UN CC:Learn project has initiated the formal integration of climate change in the primary school curriculum.



- In total, 17 priority actions have been implemented across all five pilot countries with support by UN CC:Learn. These actions have led to measurable increase of climate change knowledge and skills of individuals. They have also fostered institutional capacity development through the engagement of local training institutes. For example, in the case of Benin the capacity of the Centre d'Education à Distance has been strengthened to regularly deliver trainings on climate change finance and negotiation skills.
- UN CC:Learn support has leveraged new resources for climate change learning. These include additional resources from other UN agencies (e.g. from United Nations Development Programme - UNDP, United Nations Children Fund - UNICEF United Nations Educational, Scientific and Cultural Organisation - UNESCO, and the World Bank Institute - WBI), as well as national budgetary resources, in the case of Dominican Republic and Benin.

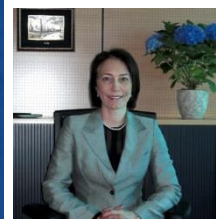
2.2 Global Level

At the global level UN CC:Learn has developed into a vibrant partnership of 33 multilateral organizations, sustained and fostered through a combination of high visibility events, information- and knowledge-sharing and development of One UN training products. Key results achieved to date include:

- UN CC:Learn is now fully recognized as spearheading One UN efforts to enhance information exchange and coordinate UN support in the area of climate change learning. UN CC:Learn has been included in the 'One UN Climate Change Action Framework' of the HLCP of the CEB.

"UN CC:Learn is there to help people understand the complex issue of climate change and let them know where the best resources are to learn more."

Ms. Elena Manaenkova, Chair of the HLCP Working Group on Climate Change



- The initiative has provided value added to important international alliances on climate change, notably the UN Alliance on Article 6 of the Convention and the Inter-Agency Committee on Education for Sustainable Development.
- UN CC:Learn has catalysed partnerships between global and national partners (for example in the case of Uganda, where UNICEF is now providing technical assistance for integrating climate change in primary education).
- A global knowledge-sharing platform is in place that has attracted more than 27,000 unique visitors from more than 190 countries in the period 2011 to 2013. The platform includes a searchable library with over 1,700 entries that can be directly downloaded from the site free-of-charge. The platform is regularly up-dated with new materials, events as well as weekly 'in focus' articles that inform users about the latest developments and services offered by the UN in the area of climate change learning.
- Six Introductory Learning Modules (ILMs), four Resource Guides for Advanced Learning (ALPs) on key climate change topics, as well as a self-paced e-learning course have been developed with active involvement of global UN CC:Learn partners.
- A *Guidance Note for Developing National Climate Change Learning Strategies* has been completed to support the development of future learning strategies in interested countries. The document was drafted with valuable input from UN CC:Learn partners and discussions at several international and regional meetings. It builds on the practical experience of the five 2011-2013 UN CC:Learn pilot countries.
- A map of good learning practices in the area of climate change was created. It features case studies from the pilot countries with the aim to share experiences and lessons learned. The tool can further be complemented with new good learning practices from the pilot countries or future UN CC:Learn countries.




3 Strengthening Knowledge-Sharing on Climate Change Learning

Everything You Want to Know about Climate Change at Your Finger Tips

A wealth of training and learning materials concerning climate change exists, or is being developed within the UN system and by development partners. However, from the perspective of a user, it is often challenging to identify and access relevant materials. Similarly, information about learning and training initiatives supported by UN agencies and related events is scattered and often not easy to trace. In this context the UN CC:Learn knowledge-sharing platform (www.unccllearn.org) has been established as a 'one-stop-shop' to access learning materials, activities and services offered by the UN.

In 2011, the website underwent a major up-grade in terms of structure and design. In 2012, additional features were added to the website, including a search function, easy subscription to the UN CC:Learn newsletter, and dedicated pages for each UN CC:Learn pilot country. Search Engine Optimization (SEO) measures have been taken to ensure that the site is always among the first results when people search for UN climate change learning information via google or other search engines. As a result, the website has received a growing number of visits, totaling more than 27,000 unique visitors from 190 countries in 2011/2013.



One UN Training Service Platform on Climate Change: UN CC:Learn

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Welcome to UN CC:Learn

Investing in People and Learning to Foster a Climate Resilient and Green Transition

UN CC:Learn is a partnership of 33 multilateral organizations which supports Member States, UN agencies and other development partners in designing and implementing results-oriented and sustainable learning to address climate change. UN CC:Learn is included in the "One UN Climate Change Action Framework" of the UN System Chief Executives Board for Coordination through the HLCP capacity development group convened by UNDP and UNEP. The Secretariat of UN CC:Learn is hosted by UNITAR. [Read more.](#)

[MORE](#)

UN CC:Learn @ COP19/CMP9



Follow UN CC:Learn activities at the UN Climate Change Conference in Warsaw, November 2013.

UN Campaign on Climate Change - Fill Out the Survey!

To participate in the survey, click [here](#).


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UN CC:LEARN NEWS



Dominican Republic Trains 400 Teachers on Climate Change

1 November 2013. Dominican Republic invested on 1 November more than 400 teachers who completed the course on Climate Change and Sustainable Development, designed by UNESCO. [...]

PARTNER NEWS



ILO Promotes Distance Learning on Green Jobs

4 November 2013. The Training Center of the ILO organizes an e-learning course titled Green Jobs for Sustainable Development. [...]

More than 27,000 unique visitors from more than 190 countries explored the UN CC:Learn website in the period 2011-2013.

[MORE](#)

[UN CC:LEARN PILOT PROJECTS](#)
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UN CC:Learn News and Partner News

The in focus articles on the homepage keep users informed about the latest developments and services offered by the UN in the area of climate change learning. The articles are divided into UN CC:Learn News and Partner News.

Partner News showcase activities and products of UN CC:Learn Partners in the area of climate change learning such as new training manuals, up-coming e-learning courses, innovative learning websites, etc. More than 190 UN activities and materials were featured through dedicated articles in 2011-2013.

UN CC:Learn News provide updates on UN CC:Learn related activities, e.g. a news article about a national planning workshop in one of the pilot countries. The articles are published on the homepage.

As an additional service the Secretariat is regularly sending out a UN CC:Learn news to partners at global and national levels, as well as to over 600 other subscribers interested in the programme.

Library of UN Materials Relevant for Climate Change Learning

The searchable UN CC:Learn library (<http://www.unccllearn.org/inventory-search>) provides a one-stop-window to access UN materials relevant for climate change learning. To date the library includes a total of over 1,700 entries. Resources include slide presentations, training packages, analytical reports, technical publications, videos, and much more.

Calendar of UN Learning Events

The UN CC:Learn events calendar (<http://www.unccllearn.org/events>) features UN events with a clear learning or training component, such as workshops, e-learning courses, educational events, etc. In 2011-2013, visitors were alerted to more than 500 events.

UN Climate Change Videos

The video section (<http://www.unccllearn.org/videos>) features climate change videos produced by UN CC:Learn Partners that could be used for learning purposes. Featured videos range from an animated film produced by the UN Environment Programme (UNEP) about the role of forests in addressing climate change, to a World Bank documentary on the impacts of climate change and natural disasters on the urban poor.

UN Joint Climate Change Capacity Development Initiatives

The joint initiative section (<http://www.unccllearn.org/capacity-development>) presents major joint UN capacity development initiatives in the area of climate change that have a training or learning component. The section includes inter alia links to the Green Jobs Initiative; the UN Joint Framework Initiative on Children, Youth and Climate Change; the UN Collaborative Programme on Reducing Emissions from Deforestation and Forest Degradation in Developing Countries (UN-REDD); the Climate Change Adaptation & Development Initiative (CC DARE); among others. For the Territorial Approach to Climate Change (TACC) partnership an entirely new page (<http://www.unccllearn.org/tacc>) was developed as the initiative did not have a home in the World Wide Web yet.

Pilot Country Pages

Each pilot country has its own pages within the UN CC:Learn platform which provide background information about national coordination arrangements, summarize main project activities, and present the climate change learning strategy. The pages also include contact information for people who would like to get in touch with the Project Coordinators in the pilot countries.

One UN Training Service Platform
on Climate Change: UN CC:Learn

Home | Knowledge Management | One UN Training Package | Country Pilot Projects | Contact | Members

Benin | Dominican Republic | Indonesia | Malawi | Uganda | National Coordinators

Home » Country Pilot Projects » Benin

UN CC:Learn in Benin

Strengthening Human Resources and Skills to Address Climate Change

Climate change is a major development concern for Benin due to its impacts on human health, food security, economic development, physical infrastructure and water resources. In order to strengthen individual skills and institutional capacities to foster green, low emission and climate resilient development, the country is implementing a national UN CC:Learn Project. Through the Project the country is taking a strategic and results-oriented approach to climate change learning with involvement of key sectors and stakeholders. The Project is being implemented over a period of 24 months in 2011-2013.

Ministry of Climate Change Management

The Ministry of Climate Change Management, Reforestation, and Protection of Natural and Forest Resources (formerly Ministry of Environment, Housing and Urbanism - MEHU) is coordinating the UN CC:Learn Project in Benin.

National Coordinator

Mr. Léonore Gbélé Ahanhanzo
Coordinator, National UN CC:Learn Project
Ministry of Climate Change Management, Reforestation, and Protection of Natural and Forest Resources

UN CC:Learn Project Benin - National Coordination

The National UN CC:Learn Project in Benin is a strategic and results-oriented approach to climate change learning with involvement of key sectors and stakeholders. The Project is being implemented over a period of 24 months in 2011-2013.

Benin Builds Capacity to Access Climate Finance

The National UN CC:Learn Project in Benin is a strategic and results-oriented approach to climate change learning with involvement of key sectors and stakeholders. The Project is being implemented over a period of 24 months in 2011-2013.

All relevant information to be inspired by the country projects can be found on the country pages.

Members Section

To facilitate document-sharing among UN CC:Learn Partners, the Secretariat has created a Members section within the UN CC:Learn website. The section is password protected and allows accessing internal documents for UN CC:Learn meetings.

Map of Good Learning Practices in the Area of Climate Change

A dynamic platform to showcase good learning practices from the pilot countries was launched and added as a feature on the website. The platform aims to inspire climate change education and training activities around the world, and to identify concrete recommendations for effective learning action. The cases presented demonstrate how countries can strengthen national capacities in delivering climate change education for school children, as well as support professional training on climate change as it relates to health, finance, forestry and other key sectors.



Each case tells a story about the issue (what was the problem?), action taken (what was done to address the problem?) and impacts (what were the results?). Additionally, the tool features a lessons learned sections which try to tease out experiences and recommendations that could be of interest to other countries/contexts. The case examples, which are available as downloadable pdfs, are complemented with links to relevant materials and institutions.



4 Advancing One UN Training on Climate Change

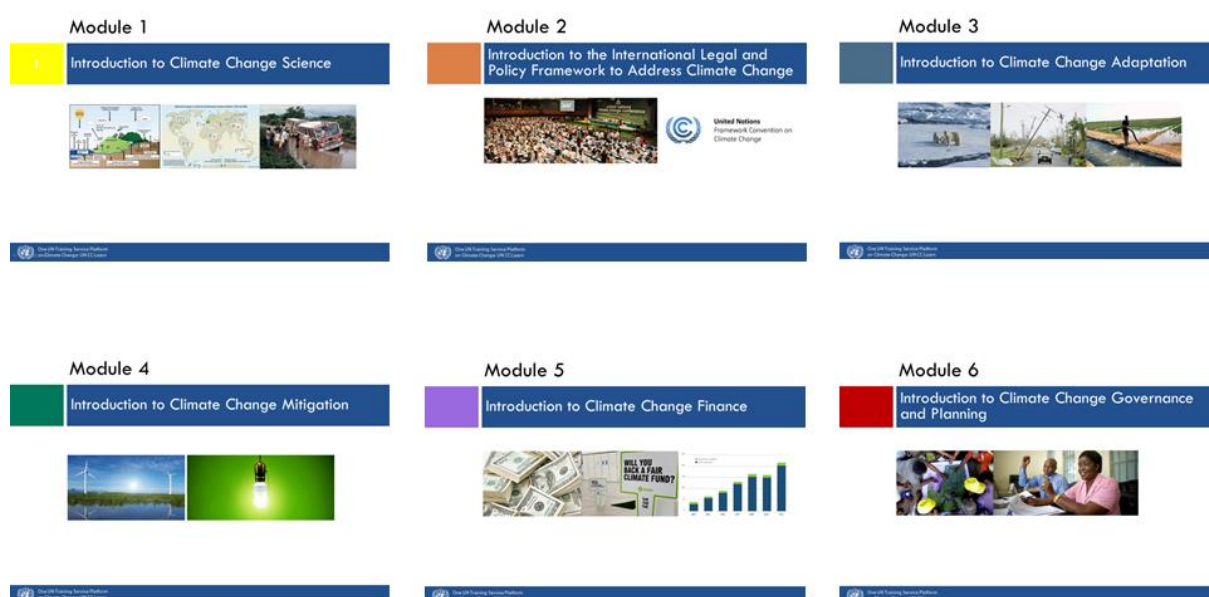
High-Quality Training Products Drawing on the Expertise of 33 Partners

During the 2011-2013 pilot phase UN CC:Learn partners have worked together on an initial package of One UN climate change learning materials. The package includes a series of introductory modules and a self-paced e-course that provide “everything you need to know about climate change in a nutshell” (see Sections 4.1 and 4.2). It also features a series of resource guides for advanced learning, responding to specific learning priorities at country level (see Section 4.3). The materials draw on the specialized expertise of global UN CC:Learn partners (such as the World Health Organisation - WHO in the area of health or the World Meteorological Organisation - WMO in the area of climate change science), combined with UNITAR’s know-how in the area of learning methodologies. Moreover, a *Guidance Note for Developing a National Climate Change Learning Strategy* has been developed through collaboration of national and global UN CC:Learn partners (see Section 4.4).

4.1 Introductory Learning Modules

Introductory Learning Modules (ILMs) are a series of presentations covering core climate change topics. They present the latest information available and have been reviewed by UN CC:Learn partner agencies to ensure accuracy and relevance. Each module features approximately 50-60 slides (plus speaker notes and reference materials) to support presentations of approximately two hours in length. Each ILM has specific learning objectives around which the content is structured.

All modules are available for free through the UN CC:Learn website. The presentations are generic in nature, but they can be further developed in a tailor-made fashion taking into account the needs of specific target audiences.



Which gases are actually contributing to the greenhouse gas effect? What temperature change is projected for this century? How does the international climate change negotiation process work? What adaptation and mitigation options are available and how to select the most adequate ones? Where does the financing come from? The UN CC:Learn introductory learning modules provide “everything you need to know” about the basics of climate change.

The ILMs that were developed during the pilot phase and agencies who participated in peer-reviewing include:

ILMs - Topics	Supporting Agencies
Introduction to Climate Change Science	UNDP, UNISDR, UNITAR, WMO
Introduction to the International Climate Change Legal and Policy Framework	UNDP, UNFCCC, UNITAR
Introduction to Climate Change Adaptation	IDB, IFAD, UNDP, UNECA, UNISDR, UNITAR
Introduction to Climate Change Mitigation	ILO, UNDP, UNEP, UNIDO, UNITAR, UNFCCC
Introduction to Climate Change Finance	UNDP, UNITAR, World Bank
Introduction to Planning for Climate Change	ILO, UNICEF, UNISDR, UNITAR

4.2 Introductory e-Course on Climate Change

The UN CC:Learn introductory e-course on climate change is a self-paced, free-of-charge online course that provides clear, concise and up-to-date information for anybody interested in obtaining a general understanding about climate change.

The course is based on the six Introductory Learning Modules presented in the previous section. Each self-paced module takes an average of two hours to complete. A short quiz at the end of each module allows users to verify if they have achieved the learning objectives. Once users have completed all six modules, they receive a certificate.

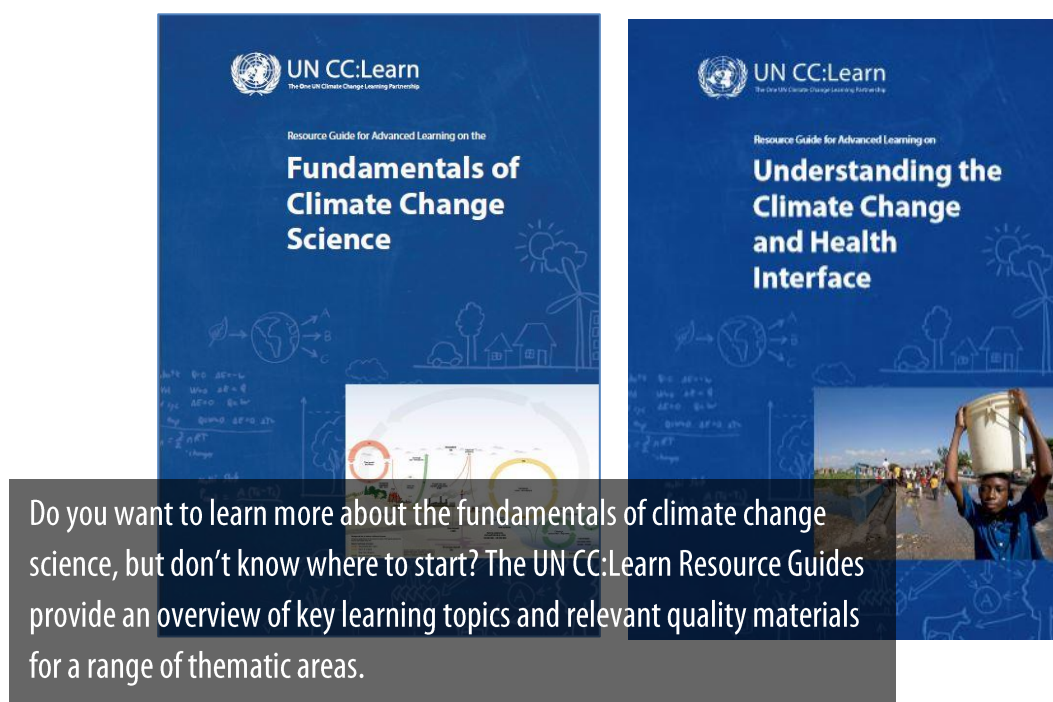
The platform on which the modules are running has been tested by UNITAR reviewers, including feedback from the Knowledge Systems Innovation section. It also complies with UNITAR's quality assessment process which it applies to all training products.

The screenshot displays the user interface of the 'Introduction to Climate Science' module. The top navigation bar is dark blue with the text 'Module 1: Introduction to Climate Change Science' and links for 'Glossary', 'Additional Resources', and 'Menu'. On the left, a blue sidebar contains the title 'Introduction to Climate Science' and a descriptive paragraph: 'This section provides an introduction to basic concepts of *climate change* science such as weather, climate, the *greenhouse effect*, climate forcings and natural climate fluctuations. It then discusses main causes and elements of *anthropogenic* (human caused) climate change, including observed and projected changes in the surface temperature. The section concludes with a short discussion of climate change science, its importance and historical development.' The main content area features a large background image of cracked, dry earth. Overlaid on this is a dark blue banner with a large white number '1' and the title 'Introduction to Climate Change Science'. Below the banner, the text 'UN Photo/Martine Perret' is visible. At the bottom of the interface, there is a dark blue bar with a speaker icon on the left and a 'NEXT >' button on the right.

A free-of-charge e-learning course for everyone who wants to acquire essential knowledge about climate change. Expected time commitment: six times two hours.

4.3 Resources for Advanced Learning

An important objective of UN CC:Learn is to facilitate access to existing climate change learning materials and support the development of complementary learning resources, as appropriate. The compilation of *Advanced Learning Packages on Priority Topics of Climate Change* (ALPs) contributes to this objective. ALPs are compiled for selected topics of climate change for which a wealth of learning resources is available and that have been identified as important topics from a country perspective. An ALP includes a Resource Guide which directs a user to specific learning materials and courses, as well as selected reference materials relevant for learning.



The Resource Guides can be considered a guided tour to existing climate change learning resources included in the ALP. They are written from the perspective of a learner seeking to obtain an understanding what learning materials are available for a specific learning topic.

An important aspect of preparing a Resource Guide is to identify potential target groups, define pertinent learning topics and select relevant and high-quality learning resources, such as presentations, curricula, train-the-trainers guides, multimedia resources, etc.

The process of developing a Resource Guide for a particular topic includes the following steps:

- Identification of learning topics and target audience
- Definition of selection criteria for resources
- Selection of quality materials and resources relevant for learning
- Preparation of fact sheets for selected written materials and courses
- Development of content of the Resource Guide

An important aspect of this process is to identify possible gaps of learning resources and explore the development of complementary resources through UN CC:Learn, or UN CC:Learn partners.

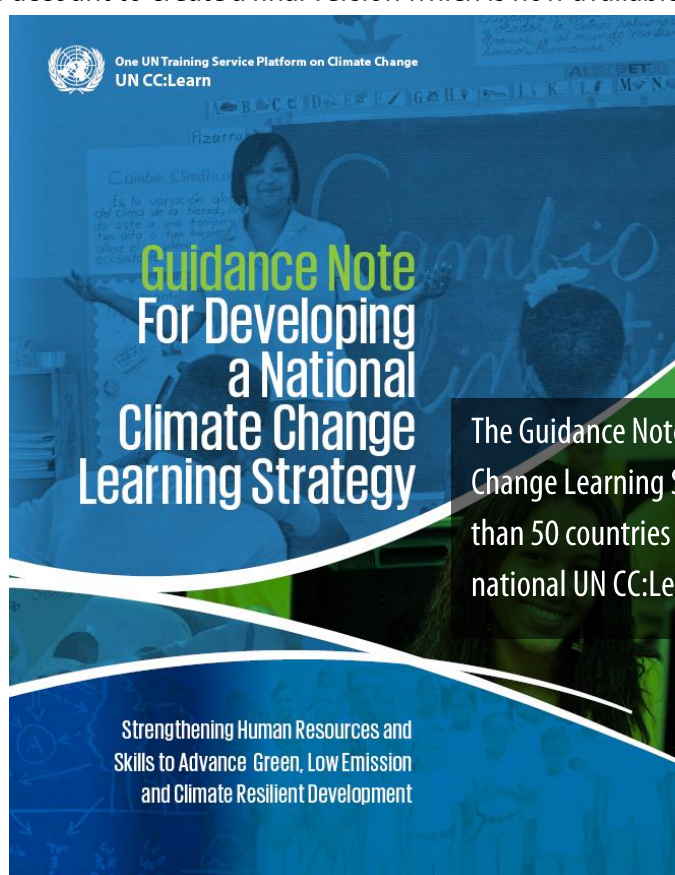
Resource Guides are made available as hard copies and as a web-based resource with linkages to the respective learning resources/materials.

During the 2011-2013 pilot phase, four ALPs/Resource Guides have been developed under the leadership of global UN CC:Learn partners:

ALPs/Resource Guides – Topics	Lead Agencies
Fundamentals of Climate Change Science	WMO, UNEP
Predicting and Projecting Climate Change	WMO, UNEP
Integrating Climate Change in Education at Primary and Secondary Level	UNITAR, UNESCO, UNICEF
Understanding the Climate Change and Health Interface	WHO

4.4 Guidance Note for Developing a Climate Change Learning Strategy

An important component of the national UN CC:Learn pilot projects is the development, through a multi-stakeholder and multi-sectoral process, of a national climate change learning strategy (see Chapter 5). In support of the strategy development process, a draft guidance note has been developed with valuable input from members of the UN CC:Learn Steering Group and discussions at several international and regional meetings/workshops. The draft guidance note has been reviewed and pilot-tested in the five UN CC:Learn pilot countries. Country feedback has been taken into account to create a final version which is now available to all interested countries.



The Guidance Note for Developing a National Climate Change Learning Strategy responds to the request of more than 50 countries which have expressed interest in the national UN CC:Learn projects.

The Guidance Note is structured as follows:

1. Why Develop a Climate Change Learning Strategy: The first part presents a conceptual framework for the development of a national climate change learning strategy, looks at specific objectives of the strategy and proposes principles for the strategy development process. It also provides background information on relevant international initiatives and frameworks.

2. Main steps in Developing a Climate Change Learning Strategy: The second part explains the process of developing a national climate change learning strategy and provides suggestions for the structure and content of the document.

3. Practical Guide: The final part suggests specific activities, as well as logistical and organizational considerations that can facilitate the development of a climate change learning strategy.

Users are encouraged to consider the suggestions provided in the guidance note, taking into account national needs and circumstances. The note focuses on the national scale, but the methodologies proposed can also be adapted for regional and local levels.

“The necessary transition to green, low emissions and resilient development requires an unprecedented level of consciousness, knowledge and skills of individual communities. This also calls for national education systems and institutions to strengthen their capacities to offer relevant learning actions to support national climate change priorities.”

Dra. Maragarita Cedeño de Fernández
Vice-president of the Dominican Republic





5 Country Projects: Supporting a Strategic Approach to Climate Change Learning

Working with Partner Countries to Strengthen National Learning Systems

In 2011-2013 UN CC:Learn has supported five pilot countries (Benin, the Dominican Republic, Indonesia, Malawi and Uganda) in developing national climate change learning strategies. All strategies were developed through multi-sectoral and multi-stakeholder collaboration. UN CC:Learn also provided support for early strategy implementation actions. Between November 2011 and December 2013, 27 national events with more than 2400 participants were organized by partner countries (see Annex 1).

It is incumbent upon the overnment to expedite the process of climate change learning in the country through human and institutional capacity building, climate change financing, and consideration of cross-cutting issues. These three pillars will ensure the attainment of the requisite resilience to climate change by the year 2030.

Hon. Halima Daud,
Minister of Environment and Climate Change Management of Malawi



Specific objectives of the pilot projects include to:

- Foster a systematic and country-driven process to strengthen human resources, learning, and skills development to address climate change;
- Determine specific actions to enhance climate change learning and strengthen learning institutions;
- Ensure that climate change learning is linked to and helps to achieve national climate change objectives;
- Augment mobilization of resources for training and skills development from national budgets and external partners, such as UN organizations/country teams, bilateral donors, foundations;
- Ultimately, create a strengthened human resource base in the country to enhance the implementation of the UN Framework Convention on Climate Change (UNFCCC).

National Institutions Coordinating UN CC:Learn Pilot Projects



Benin

Ministry of Environment



Dominican Republic

National Council for Climate Change and Clean Development Mechanism (CNCCMDL)



Indonesia

National Council on Climate Change (DNPI)



Malawi

Ministry of Economic Planning and Development



Uganda

Ministry of Water and Environment (MWE)

The UN CC:Learn pilot projects are directly linked to and make a contribution to the implementation of the Doha Work Programme on Article 6 of the UNFCCC. They also apply the core principles of the Paris Declaration on Aid Effectiveness which emphasize local ownership, empowerment of national institutions and alignment of donor support.

2005 Paris Declaration	UN CC:Learn Pilot Projects
Country Ownership	<ul style="list-style-type: none"> • Governments owns application process • Projects endorsed by various government sectors • Engagement of national education/training institutions
Alignment	<ul style="list-style-type: none"> • UN agencies and other development partners align support with national climate change learning strategy • Use of country learning systems
Harmonization	<ul style="list-style-type: none"> • Division of support depending on comparative advantage
Managing for Results	<ul style="list-style-type: none"> • Project objectives and indicators jointly agreed at the outset • Evaluation of all project activities
Mutual Accountability	<ul style="list-style-type: none"> • Joint evaluation of pilot projects

5.1 Applications and Pilot Country Selection

The application process for countries interested in participating in the UN CC:Learn pilot implementation phase 2011-2013 was launched in November 2010. In a first step, countries were invited to submit a formal notification of interest by a government institution. The UN CC:Learn Secretariat then provided all interested countries with application forms and further information about the projects. In a second step, countries prepared full application packages through multi-sectoral and multi-stakeholder processes and through engagement of national learning institutions.

The UN CC:Learn Secretariat received formal expressions of interest/applications from 23 countries, including:

- Belize
- Benin
- Burkina Faso
- Colombia
- Costa Rica
- Dominican Republic
- Egypt
- Ethiopia
- Gambia
- Ghana
- Haiti
- Indonesia
- Jordan
- Kazakhstan
- Liberia
- Madagascar
- Malawi
- Mali
- Nepal
- Niger
- Peru
- Romania
- Uganda

All applications were reviewed at the UN CC:Learn Steering Group Meeting in July 2011. Given the large number of strong country applications from Africa and the particular need for capacity development in this region, the Steering Group selected two African countries for the UN CC:Learn pilot phase, Benin and Uganda. In addition, the Dominican Republic was selected as a pilot country. Given the large number of excellent applications, the Steering Group approved increasing the number of pilot countries to five and requested the Secretariat to explore mobilization of resources to support additional pilot countries.

In response to the request by the Steering Group and in view of the large number of high quality country applications, SDC generously agreed to increase its support for the UN CC:Learn pilot implementation phase, allowing Indonesia and Malawi to join Benin, Uganda and the Dominican Republic as the fourth and fifth pilot country.

Over the course of 2011-2013, around 30 additional countries informally approached the UN CC:Learn Secretariat to inquire about opportunities for a second round of country projects. An overview of all countries interested in UN CC:Learn is included in Annex 4.

UN CC:Learn Pilot Projects - Country Activities

Project Initiation and Preparatory Activities

UN CC:Learn partner countries sign a Memorandum of Understanding with the UN CC:Learn Secretariat, including the appointment of a National Coordinator. The National Coordinator oversees project activities and facilitates coordination at the national level and with the UN CC:Learn Secretariat. To guide project implementation, countries establish a multi-sectoral and multi-stakeholder National Coordinating Mechanism or facilitate coordination through an existing national coordinating mechanism, such as a National Climate Change Council or National Climate Change Committee, if in place. During this preparatory phase countries also undertake information collection and document review to take stock of existing policies and initiatives that address climate change and foster green development.

National Strategy Development

An important first milestone of the projects is the development of a national climate change learning strategy. The strategy seeks to identify, through a country-driven process, national priorities and related actions to strengthen learning and skills development. The strategy is presented at a high-level launch event which brings together senior level decision-makers, national stakeholders, international development partners, and other interested organizations.

In preparation of the strategy development, a national planning workshop is organized which brings together representatives from key government sectors, different levels of government (i.e. national, sub-national and local level), national learning institutions, civil society, the private sector, as well as UN agencies and other development partners that are interested in climate change learning and capacity development. The main objective of the workshop is to foster a discussion and stimulate a structured follow-up process to develop the national strategy.

Implementation of Priority Actions

As a concrete follow-up to the launch of the national climate change learning strategy, UN CC:Learn, working in collaboration with other development partners, supports at least two identified priority actions. These actions are executed by national/local partner institutions with UN CC:Learn and its network providing methodological and technical support. They can range from the organization of specialized courses across sectors to prepare vulnerability assessments to the integration of climate change learning into school curricula.

Evaluation and Identification of Lessons Learned

Towards the end of the project, an independent evaluation is carried out assess to what extent agreed objectives have been achieved. The evaluation examines in particular results of the strategy development process and initial progress in strategy implementation. Moreover, all priority learning actions are evaluated using the Kirkpatrick model.

5.2 Overview of Country Projects

The following tables summarize implementation of the national projects in the 5 pilot countries. Further details are provided in the following section.

Planning and Strategy Development Phase

	Benin	Dominican Republic	Indonesia	Malawi	Uganda
Signing of MOU	November 2011	October 2011	May 2012	February 2011	January 2012
Background Report on Relevant Policy Priorities and Initiatives	Completed in Nov 2011	Completed in Feb 2012	Completed in Dec 2012	Completed in Mar 2012	Completed in Feb 2013
National Planning Workshop	10 Nov 2011, 40 participants	7 Feb 2012, 90 participants	9 Oct 2012, 120 participants	7-8 Mar 2012, 40 participants	29 Feb 2012, 70 participants
Assessment of Learning Needs and Delivery Capacities	Completed in May 2012	Completed in Apr 2012	Completed May 2013	Use of existing assessments	Completed in Aug 2012
Mid-Term Workshop	6 Jun 2012 and 18-19 Dec 2012, 75 participants	24-25 Apr 2012, 55 participants	14 Feb 2013, 60 participants	19 Mar 2013, 30 participants	19-20 Sep 2012, 50 participants
National Strategy	Completed	Completed	Completed	Completed	Completed
Launch Event	Submitted to Conseil des Ministres	7 Aug 2012, 150 participants	29 Aug 2013, 124 participants	18 Sep 2013, 60 participants	28 Jun 2013, 60 participants

Implementation Phase

Benin	Dominican Republic	Indonesia	Malawi	Uganda
Support for sustainable strategy implementation	Establish the National Implementation Platform	Support for sustainable strategy implementation	Support for sustainable strategy implementation	Support for sustainable strategy implementation
Strengthening capacities of negotiators to participate in international climate change negotiations	Strengthening capacities to integrate climate change education for sustainable development in secondary schools	Development of REDD training modules for decision makers at national and sub-national levels	Development and testing climate change resources for teachers at primary and secondary levels	Strengthening capacities to integrate climate change education at primary secondary level
Building capacities of key ministries to access climate change funding	Development and testing modules to strengthen basic climate change competencies (for Journalists)	Development of knowledge management module for climate change adaptation and mitigation	Development and testing of training materials for forestry and health extension staff	Building competencies of newly appointed Climate Change Desk Officers
	Advanced training for development of climate change financing proposals			
	Strengthening international cooperation and knowledge-sharing			

5.3 Benin

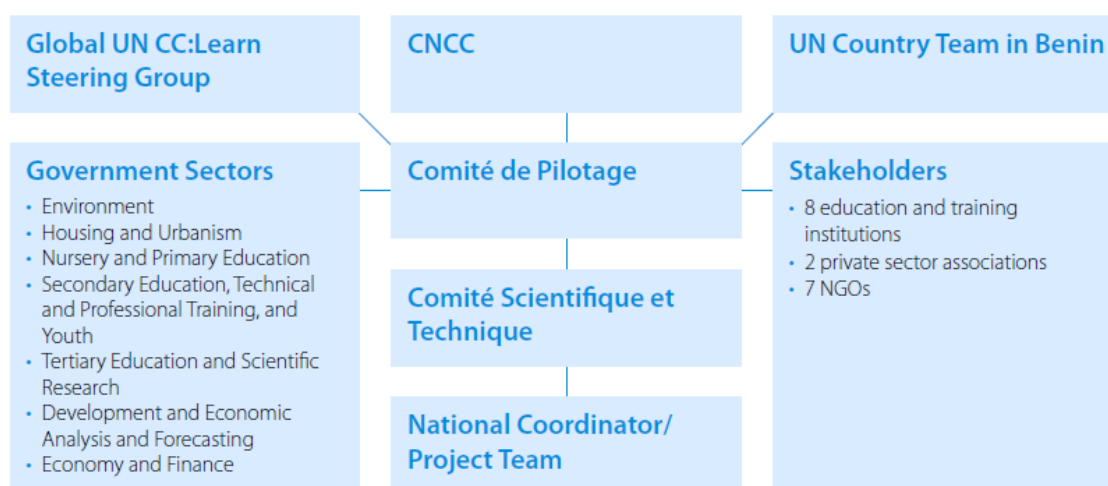
Project Initiation and Signing of MOU, November 2011



The UN CC:Learn Secretariat informed the Government of Benin in July 2011 that the country had been selected as one of five UN CC:Learn pilot countries in 2011-2013. The Memorandum of Understanding (MOU) with the Ministry of Climate Change Management, Reforestation, and Protection of Natural and Forest Resources of Benin for the national UN CC:Learn project was signed end of November 2011.

The UN CC:Learn Project in Benin is coordinated through a multi-stakeholder and multi-sectoral National Steering Committee (“Comité de Pilotage”) which is linked to the National Climate Change Committee (CNCC). The Comité de Pilotage comprises Ministry of Climate Change Management, Reforestation, and Protection of Natural and Forest Resources; the Ministry of Tertiary Education and Scientific Research; the Ministry of Secondary Education, Technical and Professional Training and Youth Integration and Reconversion; the Ministry of Nursery and Primary Education; the Ministry of Development, Economic Analysis and Forecasting; and the Ministry of Economy and Finance. Moreover, eight education and training institutions; two private sector associations; seven NGOs; as well as (UNDP and UNICEF are part of the Mechanism. Technical advice is provided by a “Comité Scientifique et Technique”. The National Project Coordinator is hosted by the Ministry of Climate Change Management, Reforestation, and Protection of Natural and Forest Resources.

National Project Coordination - Benin



Background Report, November 2011

In order to set the stage for project implementation, the Ministry of Environment produced a comprehensive *Background Report on National Climate Change Priorities and Objectives and Relevant Capacity Development Initiatives in Benin*. The Report seeks to ensure that the National Strategy is linked to existing initiatives and programmes. The Report also includes initial ideas for actions to strengthen climate change education and training and identifies key organizations which should contribute to the development and implementation of the National Strategy.

National Planning Workshop, 10 November 2011

The National Planning Workshop took place on 10 November 2011 in Cotonou. Close to 40 representatives from various Government sectors, national education and training institutions, civil society and the UN system, including UNDP, the Food and Agriculture Organization of the UN (FAO), and the World Food Programme (WFP), participated in the workshop. The event was opened by Mr. Blaise Ahanhanzo-Glèlè, Minister of Environment, Housing and Urbanism. Mr. Isidore Agbokou, Assistant UN Resident Coordinator spoke on behalf of the UN Resident Coordinator, Ms. Nardos Békélé Thomas and highlighted the One UN nature of the project and expressed the commitment of the UN agencies in Benin to support the development and implementation of the National Strategy. At the Workshop the Background Report as well as the Terms of Reference for the development of the National Strategy were further developed and endorsed.



Assessment of Learning Needs and Delivery Capacities, March-May 2012

In order to obtain a better understanding of existing human resource capacities and learning needs of relevant Government sectors, as well as organizations outside of Government, Benin conducted a country-wide assessment covering more than 100 institutions. Moreover, an examination of existing capacities to deliver climate change related learning activities was implemented.

Technical Mid-term Workshop, 6 June 2012

The workshop "Pre-validation of Benin's National Strategy to Strengthen Human Resources, Learning and Skills Development to Address Climate Change" took place on 6 June 2012. It brought together around 25 participants from different government sectors including, education, agriculture, energy, health and development planning, as well as non-governmental organizations, universities, the Chamber of Commerce and Industry of Benin, and international development partners. During the event, participants discussed ideas for concrete action to strengthen individual and institutional capacities in Benin to respond to the learning challenges posed by climate change.



Working Group Session, Mid-term Workshop Benin, 6 June 2012

National Strategy Review and Validation Workshop, 18-19 December 2012

The Environment Ministry of Benin organized a workshop to review and validate the final draft National Strategy on 18-19 December 2012 in Cotonou, Benin. The event brought together over 50 participants from different Government sectors (environment, economy, education, development,

finance, forestry, fishery, agriculture, energy, water, coastal protection), education and training institutions, civil society, and development partners. Participants agreed on an implementation framework for the Strategy and developed a road map for the finalization and launch of the Strategy document, including formal approval by the Council of Ministers. Financial support was provided by the Swiss Government through the UN CC:Learn Project as well by the UNDP Office in Benin. The National Strategy has completed all formal technical reviews and has been submitted for formal approval by the Conseil des Ministres, the highest decision-making body of the Government.

"Currently no formal education programme on climate change exists in Benin. The development of the Climate Change Learning Strategy has helped to initiate this process and strengthen national learning institutions.."

Dr. Césaire Gnanglè

Director general of Environment, Ministry of Environment of Benin

Workshop for Public Servants on Climate Finance, 24-27 September 2013

A four-day training was conducted in Bohicon, Benin for staff of the Ministry of and related organizations to strengthen capacities to access different climate change funding sources.



Participants to the Workshop on Climate Finance, 27 September 2013

Altogether 30 staff were trained. The training was organized under the leadership of the Ministry of Environment in collaboration with the local Centre d'Education à Distance (CED) and the Frankfurt School (UNEP) Collaborating Centre for Climate & Sustainable Energy Finance, with support from UN CC:Learn.

Workshop on Post COP19 Negotiations, 21-23 January 2014

A three day training was conducted in Bohicon, Benin, for members of the Benin delegation at the climate negotiations. Thirty people were trained in the negotiations and diplomacy of climate change and on the main issues that will be addressed in future negotiations. The training, supported by the Institut de la Francophonie pour le Développement Durable, was organized under the leadership of the Ministry of Environment with support from UN CC:Learn. The workshop was facilitated with a local training institution, the Centre d'Education à Distance, to develop national training capacity on the subject and ensure sustainability of the project.

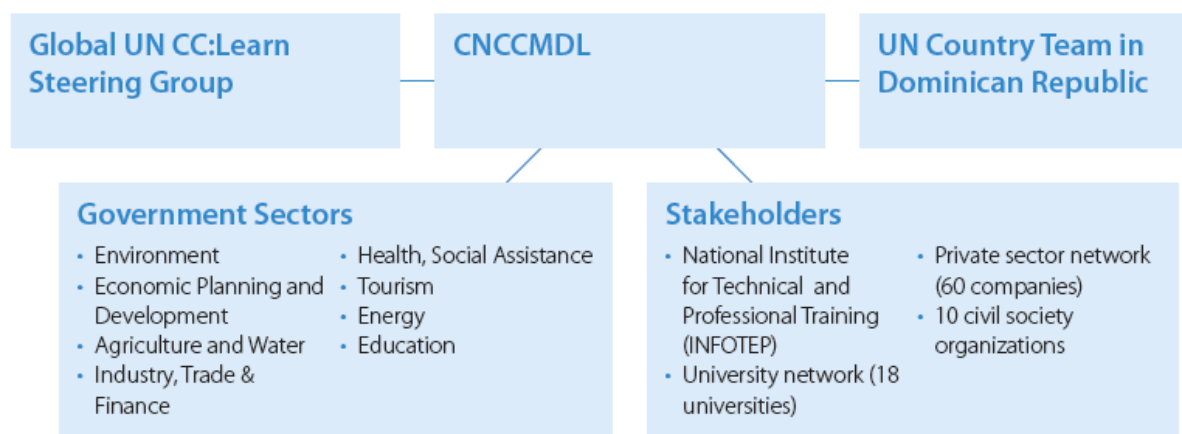
5.4 Dominican Republic

Project Initiation and Signing of MOU, October 2011



The UN CC:Learn Secretariat informed the Dominican Republic in July 2011 that the country had been selected as one of five UN CC:Learn pilot countries in 2011-2013. The MOU with the CNCCMDL was signed in October 2011. The Council is a multi-sectoral institution representing 11 government sectors, including environment, economic planning and development, agriculture, farming, industry, trade, health, social assistance, finance, energy and education. In addition, the National Coordination Mechanism also comprises the National Institute for Professional and Technical Training (INFOTEP), a university, three private sector associations and five civil society organizations.

National Project Coordination – Dominican Republic



National Planning Meeting, 22 November 2011

An initial National Planning Meeting took place on 22 November 2011 in Santo Domingo bringing together about 25 Government officials, members of the civil society, the private sector, and UN organizations. The event had the objective to initiate the preparations for the national UN CC:Learn project. In advance of the Planning Meeting a meeting with 5 UN organizations (including UNDP, the UN Population Fund - UNFPA, FAO, UNESCO and the UN Country Office Dominican Republic) took place to explore how the UN CC:Learn project can add value to existing UN activities in the Dominican Republic.



Participants of the National Planning Workshop of the Dominican Republic, 7 February 2012

National Planning Workshop, 7 February 2012

The National Planning Workshop for the UN CC:Learn Project in the Dominican Republic took place on 7 February 2012 in Santo Domingo. The event was opened by the Executive Vice President and Head of the CNCCMDL along with the Minister of Education, the Minister of Higher Education, Science and Technology and the UN Resident Coordinator of the Dominican Republic. More than 90 participants from Government, academia, the private sector, non-governmental

organisations (NGOs), youth organizations, the UN Country Team and other international development partners attended the workshop.

Assessment of Learning Needs and Delivery Capacities

The assessment of learning needs and capacities to deliver learning action covered some 50 organizations representing the public and the private sector, civil society, education institutions and international cooperation agencies. Priorities for professional skills development centered around four themes: 1) climate change dynamics and impacts; 2) climate change adaptation, vulnerability and risk management; 3) mitigating impacts of climate change; and 4) climate change funding mechanisms and instruments. The assessment also identified learning priorities in key sectors with specific focus on the energy, tourism, water, agriculture and forestry sectors. Equally important, special attention was given to the education sector/system and its capacities to deliver learning action and related capacity development.

Technical Mid-term Workshop, 24-25 April 2012

From 24-25 April 2012, the CNCCMDL organized a workshop on “Developing Results-based Action to Strengthen Human Resources, Learning and Skills to Advance Green, Low Emission and Climate Resilient Development”. The workshop brought together more than 50 participants from Government, academia, the private sector, the media, NGOs, youth organizations, UN and other development partners.



Participants of the Mid-term Workshop of the Dominican Republic, 24-25 April 2012

During the workshop, participants identified Priority Action for inclusion in the National Strategy. The latter include Action (1) to strengthen the capacities and skills of individuals and (2) to strengthen institutional capacities, including the integration of climate change learning issues within sectoral learning strategies and strengthening capacities of the national education and training system. The workshop also allowed for exploring linkages with ongoing and planned climate change projects, such as the Low-Emission Climate-Resilient Development Strategy (LECRDS) implemented by the CNCCMDL with support of UNDP.

Policy Briefing, 2 May 2012

On 2 May 2012, the CNCCMDL organized a Policy Briefing to present and review the outcomes of the workshop on “Developing Results-based Action to Strengthen Human Resources, Learning and Skills to Advance Green, Low Emission and Climate Resilient Development”, Juan Dolio, Dominican Republic, 24-25 April 2012. The Briefing provided an opportunity to discuss the actions identified during the workshop and agree on a road map for preparing and launching the National Strategy in mid-2012.

National Strategy Document, August 2012

The overall goal of the Strategy is to create a national framework for coordinated and enhanced action to strengthen learning relevant for green, low emission and climate resilient development in the Dominican Republic.



Cover page of the National Strategy of the Dominican Republic

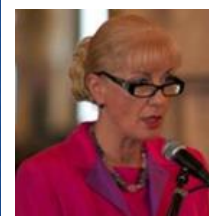
It sets out a vision for 2030 that “the Dominican society has an education system and implements public policies that generate institutional capacities and human resources to address the challenges of climate change adaptation and mitigation.” The National Strategy is directly linked to the National Development Strategy (2030) of the Dominican Republic and other policy instruments which promote a new model of low emission and climate resilient development.

Launch Event, 7 August 2012

In the presence of more than 150 national and international invited guests, the Vice President of the Dominican Republic launched the *National Strategy to Strengthen Human Resources and Skills to Advance Green, Low Emissions and Climate Resilient Development* at the National Palace on 7 August 2012 in Santo Domingo. The launch event was attended by H.E. Ms. Line Marie Leon-Pernet, Swiss Ambassador in the Dominican Republic, who commended the Dominican Republic and the National Climate Change Council for their leadership in promoting education, training and public awareness in matters of climate change.

“This Strategy is a model for creating a sustainable human resource base and can make a significant contribution for climate resilient development in the Dominican Republic.”

H.E. Ms. Line Marie Leon-Pernet, Swiss Ambassador in the Dominican Republic



Signature of a Memorandum of Understanding with the National Teacher Training Institute, 11 March 2013

The CNCCMDL signed a Memorandum of Understanding with the National Teacher Training Institute (INAFOCAM) to develop a Training Programme on Climate Change for Teachers. The high-level event was attended by teachers, and a representative of UNITAR. The programme aims at strengthening capacities to integrate Climate Change Education for Sustainable Development (CCESD) into secondary school education. This agreement was implemented from March to December 2013, mobilizing around 130,000 USD from both national (INAFOCAM) and international resources (UN CC:Learn). Activities include:

- Adapt an existing UNESCO course on CCESD to the Dominican context;
- Organize a national pilot workshop to train trainers;
- Organize 10 regional workshops to train 400 teachers in 18 regions of the Dominican Republic;
- Follow-up on the implementation of CCESD in selected teacher training institutions;
- Implement an international exchange programme for teachers in collaboration with other Latin American countries.

The programme is coordinated by the CNCCMDL in partnership with the Ministry of Education and INAFOCAM. At the international level UNITAR and UNESCO are providing technical assistance and financial resources.

Launch of National Training Programme on Climate Change for Teachers, 12 March 2013

The Vice President of the Dominican Republic launched the National Training Programme for Teachers on Climate Change Education for Sustainable Development on 12 March 2013. It is based on a Climate Change Education for Sustainable Development course, originally designed by

UNESCO to support teachers in helping young people understand the causes and consequences of climate change, and bring about changes in attitudes and behaviours.

Teachers Training on Climate Change, 10-15 March 2013

In the framework of the aforementioned MOU, the CNCCMDL in partnership with INAFOCAM organized a pilot workshop on *Climate Change Education for Sustainable Development*. More than 45 delegates, education planners, curriculum development specialists, teacher trainers and teachers from the Education Ministry, Teacher Training Institutions, Universities and NGOs attended the six-day workshop.

Workshop for Strengthening Climate Change Knowledge and Skills of Journalists, 24 May 2013

The CNCCMDL in collaboration with The Nature Conservancy (TNC), the Dominican College of Journalists (CDP) and the National Union of Press Workers (SNTP) organized a workshop for Dominican journalists on climate change. The workshop brought together more than 30 journalists from different regions of the Dominican Republic and provided an opportunity for strengthening their knowledge and skills in adaptation and mitigation to climate change.

Workshop to Promote Access to Climate Change Finance, 7-8 August 2013

The CNCCMDL organized a capacity-building workshop on climate finance on 7-8 August 2013 in Juan Dolio, Dominican Republic. The event gathered 38 participants. Organizations that attended the workshop include the Sur Futuro Foundation, INTEC University, Participacion Ciudadana (PC), the Foundation for Marine Studies (FUNDEMAR), the Dominican Institute for Integral Development (IDDI), the Center for Conservation and Eco-development of Samana Bay (CEBSE), the National Network of Business Support for Environmental Protection (ECORED), Pro Nature Fund (ProNatura),



Participants at the Workshop to Promote Access to Climate Change Finance

Alianza ONG, the Dominican Institute for Agriculture and Forestry (IDIAF), the Center for Business Executive Education (IEBEC) and Plenitud Foundation. Public sector institutions included the Ministry of Environment and Natural Resources, the Ministry Education, the Ministry of Finance, the National Energy Commission (CNE), The Central Bank of the Dominican Republic, the National Institute of Water and Sewer Service (INAPA), (INAFOCAM, the Dominican Federation of Municipalities (FEDOMU), the Office for the Reorganization of Transportation (OPRET), among others. As a result of this workshop, 12 project proposals were submitted and integrated into the 6 priority areas of an umbrella project proposal totaling 2.2 million USD. These projects will be presented at the Cooperation Roundtable on Climate Change, which regroups donor organizations providing funding on climate change in the Dominican Republic.

Graduation of Teachers on Climate Change Course, 1 November 2013



Some of the 400 graduates

More than 400 teachers graduated from the Programme of Education on CCESD in an event organized by CNCCMD and INAFOCAM, in the Jaragua Hotel. Initially, this 50 hours training was directed to prepare a group of 50 trainers who were responsible for educating on climate change. 400 teachers of secondary and basic levels of the Dominican education system in the areas of natural and social sciences as well as curriculum technicians, risk management specialists, regional technicians and NGO facilitators with expertise in the subject were then trained.

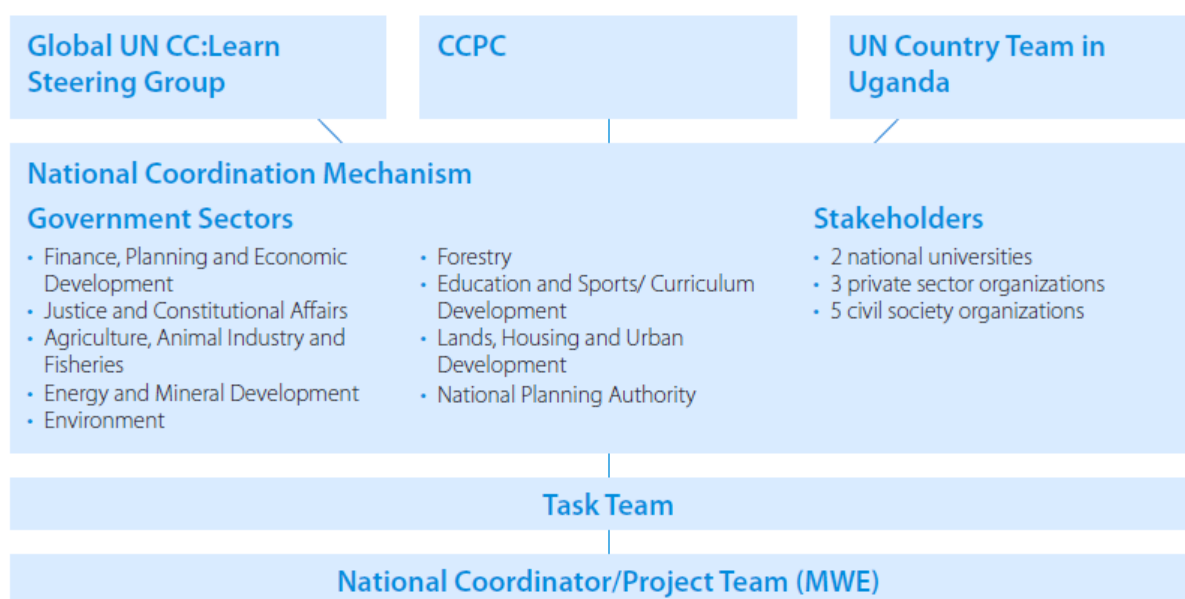
5.5 Uganda

Project Initiation and Signing of MOU, January 2012

The UN CC:Learn Secretariat informed the Government of Uganda in July 2011 that the country had been selected as one of five UN CC:Learn pilot countries in 2011-2013. The MOU with the Ministry of Water and Environment of Uganda MWE was signed in January 2012. The National Coordination Mechanism brings together the Ministry of Finance Planning and Economic Development; the Ministry of Justice and Constitutional Affairs; the Ministry of Agriculture, Animal Industry and Fisheries; the Ministry of Energy and Mineral Development; the National Planning Authority; the National Environment Management Authority; the Forestry Sector Support Services Department; the Ministry of Education and Sports/National Curriculum Development Centre; and the Ministry of Lands, Housing and Urban Development. Moreover, the Mechanism includes two national universities, three private sector organizations and five civil society organizations.



National Project Coordination - Uganda



Side-event @ Durban Climate Change Conference, 3 December 2011

In the framework of the 17th Conference of the Parties (COP 17) of the UNFCCC in Durban, Uganda hosted a UN CC:Learn side event on 3 December 2011 that featured an interactive discussion with senior representatives of the five UN CC:Learn pilot countries, as well as discussant statements by international UN CC:Learn Partners (see Section 5.3).

"The UN CC:Learn project is a strategic investment to promote real transformation in countries."

H.E. Ms. Flavia Munaaba Nabugere, Minister of State for Environment of Uganda



Background Report, Draft, February 2012

In order to set the stage for project implementation, Uganda produced a *Background Report on National Climate Change Priorities and Objectives and Relevant Capacity Development Initiatives*. The Report seeks to ensure that the National Strategy is linked to existing policies, initiatives, and priorities, including the National Development Plan 2010-2015, the National Climate Change Policy, and the National Adaptation Programme of Action (NAPA). The document also includes a list of organizations to be involved in the Strategy development process.

National Planning Workshop, 29 February 2012

The National Planning Workshop, 29 February 2012 in Kampala brought together more than 60 participants from various government sectors, education and training institutions, Members of Parliament, private sector, civil society, UN organizations and other development partners. The event provided an opportunity to take stock of existing national climate change priorities, initiatives and related capacity development challenges in Uganda. It also focused on the methodology, terms of reference (TOR) and work plan for developing the National Strategy.

Assessment of Learning Needs and Delivery Capacities, July-August 2012

The assessment of learning needs and capacities to deliver learning action covered some 100 organizations representing the public and the private sector, civil society, and education and training institutions. The assessment helped to identify priorities for individual learning and skills development. Equally important, it evaluated capacities of the national education and training system to deliver learning action and related capacity development.

Technical Mid-term Workshop, 19-20 September 2012

The technical mid-term workshop for the national UN CC:Learn Project in Uganda, 19-20 September 2012, Kampala identified concrete action to strengthen individual and institutional capacities in the country to address climate change, focusing on the education, agriculture, energy, water, forestry, environment, tourism, works and transport sectors.

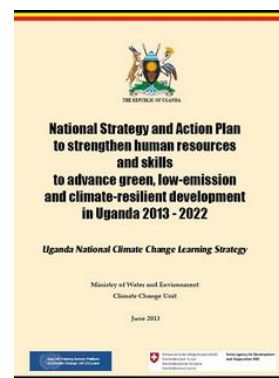


Participants to the Mid-term Workshop Uganda

Under the theme "Designing Results-based Action to Strengthen Human Resource Capacities to Advance Green, Low Emission and Climate Resilient Development", the workshop brought together more than 50 participants from various government sectors, education and training institutions, Members of Parliament, private sector, and civil society.

High-Level Launch Event, 28 June 2013

At a high-level event with over 60 participants Uganda's Minister of Water and Environment, H.E. Prof. Ephraim Kamuntu launched the *National Strategy to Strengthen Human Resources and Skills to Advance Green Low Emission and Climate Resilient Development 2013-2022* on 28 June 2013, Kampala, Uganda. In his remarks the Minister highlighted that the National Strategy was a decisive step for Uganda to strengthen its national learning system to make sure people, especially the young generation, had the right knowledge and skills to build a climate smart future.



Cover page of the Strategy

National Workshop for Training of Climate Change Desk Officers, 7-8 August 2014

The Climate Change Department (CCD) of Uganda organized a workshop for desktop officers to ensure there were people trained on climate change issues in all Ministries. 45 desk officers from several ministries received a two day training discussing the policy framework of climate change, the use of climate information, mainstreaming gender, adaptation options, climate change finance, and mitigation measures.

Development of educational material for primary school students 28 April – 14 May 2014

The National Curriculum Development Center (NCDC) in collaboration with CCD organized a workshop to develop education materials for primary school students at Shimoni Core PTC. A team of 14 participants comprised of curriculum specialists, seasoned writers of children's books, primary school teachers, illustrators and an editor and climate change unit staff developed two learning products, namely "The Forest Dancer, Climate Change" and "Padeum Village, Climate Change". The two documents were pilot tested in 30 schools from the Budada and Kasese District.

Teacher's Orientation on the Use of Learning Products, 12 and 15 August 2014.

NCDC organized an orientation event for teachers in order to get feedback from them regarding the learning material developed, as well as to train them in the use of these materials in their classroom to support the climate change curriculum. A total of 122 participants were trained. These included 116 teachers, 1 municipal Education officer, 1 Senior Education Officer, 2 Inspectors of schools and 2 coordination Centre Tutors.

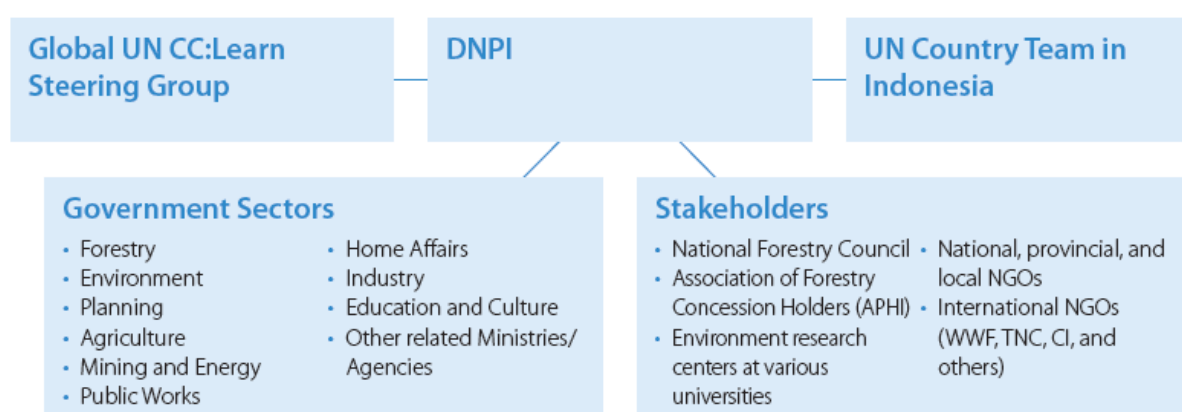
5.6 Indonesia

Project Initiation and Signing of MOU, May 2012



The UN CC:Learn Secretariat informed Indonesia in September 2011 that the country had been selected as one of five UN CC:Learn pilot countries in 2011-2013. In November 2011, the UN CC:Learn Secretariat paid a pre-mission to Indonesia to discuss the UN CC:Learn project with the National Council on Climate Change (DNPI) together with UNDP. The mission also provided an opportunity to introduce UN CC:Learn to Indonesia's UN Country Team (UNCT) Climate Change Group. Some 10 UN organizations participated in the meeting. The framework MOU with the National Council on Climate Change was signed in May 2012. The first Phase of the Project was implemented by a third party (PT Surveyor Indonesia) which was identified through a formal selection process. A MOU with PT Surveyor Indonesia was signed in September 2012. The second phase of the project was also implemented through third party agreements with the Lapi Institut Teknologi Bandung and the Natural Resources Development Center.

National Project Coordination - Indonesia



National Planning Workshop, 9 October 2012

The National Planning Workshop, 9 October 2012, Jakarta was organized by the National Council on Climate Change and brought together more than 120 participants from diverse government departments, the private sector, education institutions, and non-governmental organizations as well as international development partners. The workshop discussed various aspects of developing a *National Strategy to Strengthen Human Resources and Skills to Advance Green, Low Emission and Climate Resilient Development* including a work plan to launch the National Strategy by mid-2013.



Participants of the National Planning Workshop of Indonesia, 9 October 2012

“Indonesia is committed to addressing climate change and reducing greenhouse gases. Implementing our commitment requires unprecedented human resource and skills development and a strategic approach to climate change learning in key sectors and at all levels in Indonesia.”

Prof. Rachmat Witoelar, Executive Chair, DNPI, Indonesia



Workshop on Results-Based Priority Action, 14 February 2013



The DNPI held a workshop with over 62 participants representing 15 government ministries and agencies, 7 UN agencies (UNESCO, FAO, International Labour Organisation - ILO, WHO, United Nations Office for REDD+ Coordination in Indonesia - UNORCID, UNEP, UNITAR), the UN Resident Coordinator (RC) Office, 3 universities (University of

Technology), NGOs and the private sector, to review progress on development of a National Learning Strategy to address climate change. Participants reached a common understanding of the objectives of the Strategy and its priorities.

High-level Launch Event, 29 August 2013

In front of a packed auditorium at the Kartika Chandra Hotel in Central Jakarta, the President of Indonesia's Special Envoy on Climate Change, Dr. Rachmat Witoelar, launched the *National Strategy to Strengthen Human Resources and Skills to Advance Green, Low Emissions and Climate Resilient Development*. More than 20 government sectors were represented at the launch. Seven UN agencies attended as well as key donors including the United Kingdom, Germany and Switzerland.



Training of National and Sub-National Decision-Makers on REDD+, 21-22 January 2014



DNPI and the Ministry of Forestry (MoF) of Indonesia organized a training workshop for decision-makers in Pontianak, West Kalimantan on 21-22 January 2014 to support the implementation of Reducing Emissions from Deforestation and Forest Degradation (REDD+). 25 participants from national and local government,

parliament, business, universities, NGOs and international partners took part. The event was facilitated by the Natural Resource Development Centre (NRDC).

Meeting of Academia on Knowledge for Climate Change, 11 February 2014

DNPI in collaboration with the Institute of Technology of Bandung (ITB) organized a workshop on climate change knowledge management on 11 February, 2014. A hundred and sixty participants from the scientific community, including national research institutes as well as private and national universities took part.



5.7 Malawi

Project Initiation and Signing of MOU, February 2011



The UN CC:Learn Secretariat informed the Government of Malawi in September 2011 that the country had been selected as one of five UN CC:Learn pilot countries in 2011-2013. During the week of 14 November 2011, a representative from the UN CC:Learn Secretariat was in Malawi to discuss the UN CC:Learn project with Government, UN partners and other interested parties. During a meeting at the Office of the UN Resident Coordinator in Malawi, Mr. Richard Dictus, RC, expressed his support for the UN CC:Learn project highlighting the value of a results-oriented One-UN approach in the area of climate change learning. The mission coincided with and provided an opportunity to present and discuss the UN CC:Learn project at a UNDP/UNITAR Training Workshop on Climate Change Diplomacy, 15-17 November 2011.

The MOU with the Ministry of Economic Planning and Development was signed in February 2012. The Project is implemented through the existing structures of the National Climate Change Programme, including the National Climate Change Steering Committee, the National Climate Change Technical Committee, and the Government/Development Partners Working Group. Overall supervision of the Project is being ensured by the National Climate Change Steering Committee.

National Project Coordination – Malawi



Members of the Steering Committee include the Ministry of Economic Planning and Development; the Office of the President and Cabinet; the Ministry of Natural Resources, Energy and Environment Energy; the Ministry of Agriculture and Food Security; the Department of Disaster Management Affairs; the Ministry of Irrigation and Water Development; the Ministry of Finance; the Ministry of Education, Science and Technology; the Ministry of Tourism, Wildlife and Culture; the Ministry of Information and Civic Education; the Ministry of Local Government and Rural Development; the Department of Environment Affairs; the Department of Surveys; the Department of Climate Change and Metrological Services; the Department of Forestry; and the Department of Fisheries. Moreover, the coordination of the UN CC:Learn project involves three education and training institutions, three private sectors, four civil society organizations, and three international organizations based in Malawi, including UNDP, FAO, and WFP.

The National Climate Change Programme of Malawi

The Government of Malawi with support from its cooperating partners (Norway, UK, Japan, and UNDP) is implementing a comprehensive National Climate Change Programme which aims at mainstreaming and addressing climate change issues in the national development agenda. The Programme consists of two complementary projects: the National Programme for Managing Climate Change in Malawi – formulation phase (CCP) and the Africa Adaptation Programme - Building Capacity for Integrated and Comprehensive Approaches to Climate Change Adaptation in Malawi (AAP-Malawi). The UN CC:Learn Project is complementing the Programme by reinforcing the human resources and skills development dimension and engaging national learning institutions.

Background Report, Draft, March 2012

In order to take stock of existing initiatives and priorities Malawi produced a *Background Report for the Development of a National Strategy to Strengthen Human Resources and Skills Development to Advance Green, Low Emission and Climate Resilient Development*. The Report builds on the results of a Training Needs Assessment and a Capacity Needs Assessment that were conducted as part of the African Adaptation Project and the National Programme for Managing Climate Change.

National Planning Workshop, 7-8 March 2012

The National Planning Workshop, 7-8 March 2012 in Salima was organized by the Ministry of Finance and Development Planning and brought together 40 participants from various government sectors, education and training institutions, civil society, and international development partners. Some of the key points discussed included the importance of working through existing governance structures while at the same time ensuring the participation of relevant actors that are not yet part of the Steering Committee, as well as the need to combine training with institutional capacity development.



Participants of the National Planning Workshop of Malawi, 7-8 March 2012

Workshop to Validate Malawi's National Strategy, 19 March 2013



Key sectors and stakeholders in Malawi defined strategic priority areas and related action to strengthen climate change learning in the country at a workshop in Lilongwe. The workshop to review and validate the National Climate Change Learning Strategy brought together around 30 participants from different Government sectors, education and training institutions, civil society, and development partners.

Development of an Education Poster on Climate Change, 15-26 July 2013

The Malawi Institute of Education (MIE) in collaboration with the Ministry of Environment and Climate Change Management produced a poster centered on the message *Climate change is real. Act now!*. The poster was first designed during a workshop in which several experts from different ministries completed a first draft which was then completed through field testing with over 400 learners and teachers. The poster was then printed in over 15 000 copies to be distributed among the more than 5000 primary schools of the country.



Field testing of the poster

High-level Launch Event, 18 September 2013



The Malawi Minister for Environment and Climate Change Management launched the *National Strategy to Strengthen Human Resources and Skills to Advance Green, Low Emissions and Climate Resilient Development* in front of a full house at the Sunbird Lilongwe Hotel on 18 September 2013 in Lilongwe. Further opening

comments were provided by Mr Aloysius Kamperewera, Director of the Environment Affairs Department and Mr Jan Rijpma on behalf of UN Resident Coordinator Ms Mia Seppo.

Training for Frontline Forestry Personnel, September-October 2013

The Government of Malawi trained 257 forestry assistants across the country on climate change, in an effort to enhance knowledge and skills in climate change management among key personnel in sectors that are threatened by climate change. The training was implemented by different ministries of the country and LEAD Southern and Eastern Africa with support from UN CC:Learn.



Three Trainings for Health Surveillance Assistants, 2-11 December 2013

The Ministry of Health (MOH) in collaboration with the Ministry of Local Government and Rural Development (MLGRD) organized frontline training workshops on climate change for 200 health surveillance assistants (HSA) in all three regions of Malawi with funding from UN CC:Learn. The overall objective of the training was to build capacity of the HSAs who are the frontline staff that work directly with the communities. The training workshops aimed at enhancing their knowledge and improve their response to climate change.

5.8 Collaboration with UN CC:Learn Partners in Country Projects

An important dimension of the pilot projects is to facilitate collaboration between national and global UN CC:Learn partners. One example is the inclusion of the Dominican Republic in UNESCO's Country Program on CCESD. With support by UN CC:Learn, UNESCO climate change education materials were translated into Spanish and pilot-tested in the Dominican Republic. The materials have been made freely available by UNESCO to all Spanish speaking countries. Moreover, representatives from several UN CC:Learn pilot countries (including Dominican Republic, Uganda and Malawi) were regularly invited to UNESCO workshops for climate change education practitioners. Technical assistance to pilot countries in the area of climate change education was also provided by UNICEF. UNICEF was particularly active in Uganda, where it supported the development of climate change learning materials.

Another example of successful collaborations between national and global partners is the support provided by UN agencies to the national strategy development process. For example, the UNDP office in Malawi contributed more than 35,000 USD to the development of the national climate change learning strategy and is planning to provide additional funds for Strategy implementation through the National Climate Change Programme. UNDP in Benin has financially supported the organization of several workshops during the strategy development process and is supporting the Government in organizing donor roundtables to mobilize additional funds for strategy implementation. In Indonesia, UNESCO has contracted a consultant, through the UNCT Working Group on Climate Change, to provide support to the National Council on Climate Change for implementation of the learning Strategy (25,700 USD).

Furthermore, the WBI has provided a total of 25 fellowships for pilot countries to participate in facilitated e-courses on various climate change issues, responding to learning priorities.

5.9 Evaluation

National evaluations were conducted in the pilot countries by independent consultants. They were mandated to evaluate the strategy development and implementation processes, the results achieved, as well as the collaboration with the UN CC:Learn Secretariat. These evaluations were based on a survey that was distributed to the people involved the projects, as well as a number of interviews conducted with key stakeholders. Documents produced during the strategy development and implementation were also reviewed. The evaluations revealed several strengths of the projects, but also a number of challenges. The following sections summarize key points that were raised in several national evaluations.

Strengths of the Projects

Competent, multidisciplinary teams leading the processes

The evaluations commended the competence of the country teams that lead the UN CC:Learn national projects. It was mentioned that the processes were led by multidisciplinary teams which had skills and knowledge in several fields which allowed for a better understanding of the process and a comprehensive view in terms of relevant stakeholders.

Multi stakeholder process creating new partnerships and interactions between national and international actors

The multi-stakeholder processes were mentioned among the key factors which led to the success of the development and implementation of the national strategies. Not only did it bring a wealth of knowledge and skills to the table, but it also allowed for the development of a common understanding of the issue of climate change learning, as well as the development of new partnerships. In Uganda for example, 76% of respondents to an online survey strongly or mostly agreed with the following statement: “Through participation in the strategy development process I was able to make new contacts and initiate new partnerships/collaborations”. 67% had a similar opinion in Malawi and 76% in the Dominican Republic.

Including the education sector as one of the priorities reaching wider society through school children and parents

The inclusion of the education sector as a priority of the strategies was commonly viewed as an excellent way to reach the wider society and to facilitate the attainment of the strategies’ objectives. The Dominican Republic, for example, has focused strategy implementation on the education system, integrating climate change in the curriculum and training teachers on substance and relevant teaching methodologies. In Malawi, the focus was put on developing educational material for children and teachers to support climate change education. These examples were highlighted in the evaluations as activities that were likely to have a long term, structural impact.

The training of trainers approach and involvement of national education and training institutions

The strengthening of national training institutions has a multiplier effect which can ensure that the implementation of the strategies will be maintained after the initial implementation phase. For example in Benin, the participation of a local training institution in a skills development programme on climate change negotiations allowed the training institution to develop the capacity to provide further training on the subject in the medium-term.

A global Secretariat responsive to country needs

Overall, the support provided by the UN CC:Learn Secretariat has been considered responsive to country needs, both in terms of adapting to national realities as well as rapidly providing answers to questions or needs.

Challenges

Defining clear priorities for the strategy

Given the inclusiveness of the strategy development process with participation of various stakeholders, countries have faced difficulties in defining clear priorities for their strategies. Given that it was challenging for stakeholders to agree on specific priorities, the strategies have a wide breadth. Additional efforts are needed to pinpoint priority actions for the first years of implementation.

Identifying all relevant primary stakeholders

Many of the country project evaluations underlined the fact that not all key stakeholders were sufficiently involved in the process. In some cases, key ministries were not directly involved, in others, it was the private sector, or key civil society organizations. For example, in the case of the

Dominican Republic, 69% of the respondents to an online survey rated the engagement of the private sector in the strategy development process with “partial participation”, “inadequate participation” or “no participation”. In Malawi, 92% of the respondents had a similar opinion and 72% in Uganda.

Communicating with stakeholders throughout the process

Communication with all stakeholders was also considered insufficient in some of the projects, either during the development or implementation phase. This includes communication before the process, to ensure stakeholder involvement, during the process, to ensure they are informed of the developments and can contribute to it, and after the process, so stakeholders are aware of the results of the process and how they can be further involved.

Leveraging additional financial support for strategy implementation (key sectors, key development partners)

All countries managed to leverage resources for the strategy development and implementation, either from national or international sources. However, there is still a need to mobilize additional resources to ensure the strategies are implemented in a sustainable manner beyond the initial implementation phase. In some cases opportunities to engage with development partners were missed which could have been achieved had a more consistent approach to providing regular updates been put in place.

More opportunities needed for countries to share experience

The country teams have found there was a lot to learn from other countries’ experience. However, they have commented that there should be more formal or informal occasions for the countries to discuss their experiences and share knowledge.

6 UN CC:Learn @ International Conferences and Workshops



Spreading the Word

UN CC:Learn has been visible at numerous global and regional conferences. Activities included dedicated side-events, workshops, and exhibits at UNFCCC sessions, as well as contributions to relevant thematic meetings (in particular in the areas of climate change finance and education). These efforts are time intensive but vital in promoting the effectiveness of the UN CC:Learn programme. It is important to “do things” but also to be “seen to be doing things”.

6.1 Regional UN Development Group (UNDG) Workshops, June – July 2011

To address linkages between climate change, environmental sustainability, and disaster risk reduction and mainstream them in country programming, the *UNDG Task Team on Environmental Sustainability, Climate Change and Rio+20*, in collaboration with UNITAR/UN CC:Learn, the Capacity for Disaster Reduction Initiative (CADRI), UNEP, UNDP through the Bureau for Development Policy and the Bureau for Crisis Prevention and Recovery, the Secretariat of the UN International Strategy for Disaster Reduction (UNISDR), and the UN System Staff College (UNSSC), organized a series of regional workshops. The workshops brought together members of UN Country Teams who are embarking on the UN Development Assistance Framework (UNDAF) roll-out process, as well as national government and regional representatives.

The workshop for the African and Arab regions took place from 20-24 June 2011 in Nairobi, Kenya, the workshop for Latin America and the Caribbean from 11-15 July 2011 in Panamá City, Panama and the workshop for Asia from 25-29 July 2011 in Bangkok, Thailand. UN CC:Learn contributed to

the events by supporting the development and review of the workshop materials and with a presentation on UN CC:Learn resources and activities at the Nairobi workshop.

6.2 African Dialogue on Climate Change Finance and Development Effectiveness, September 2011

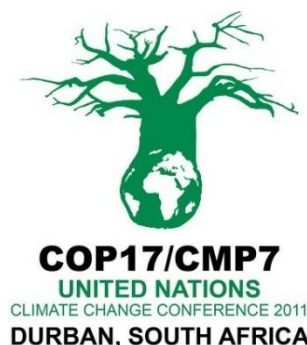
The *African Dialogue on Climate Change Finance and Development Effectiveness*, 21-23 September 2011, Nairobi, Kenya explored opportunities for a country-driven approach to strengthening the design of



climate change financing modalities. The workshop was facilitated by the African Development Bank (AfDB) and the Development Assistance Committee of the Organisation for Economic Co-operation and Development (OECD DAC) in partnership with UNDP, the Poverty Environment Initiative of UNDP and UNEP, and UN CC:Learn. UN CC:Learn contributed to the Dialogue with a presentation and moderated discussion on country-driven capacity development to plan for, access, and manage climate change financing. The session involved representatives from the three African UN CC:Learn pilot countries who shared their perspectives on capacity development challenges and opportunities related to climate financing.

6.3 UN Conference on Climate Change COP 17/CMP 7, Durban, December 2011

The COP 17/CMP 7 of the UNFCCC took place in Durban, South Africa from 27 November to 9 December 2011. The conference provided an opportunity to present UN CC:Learn and a range of UN activities and resources in the area of climate change learning to a targeted audience through an exhibit. UN CC:Learn further organized a one-day workshop and contributed to several side-events to facilitate knowledge- and experience-sharing on human resources, learning and skills development to address climate change. Finally, UN CC:Learn supported several preparatory activities in collaboration with the UNFCCC Secretariat.



Briefing and Knowledge Sharing Session for COP 17 & CMP 7, 3-4 May 2011

In advance of the Durban Conference, UN CC:Learn supported a “Briefing and Knowledge-Sharing Session on International Climate Change Governance and COP 17 & CMP 7 (UNFCCC)” from 3-4 May 2011, Switzerland. It was a high-level two-day intensive session addressing issues and topics considered of particular interest to the South African Presidency and her team, including tailor-made sessions in the areas of multilateral conference diplomacy and international climate change governance. The workshop was supported by two senior resources persons from the UNFCCC Secretariat (Senior Legal Advisor and Head of COP Conferences), two international resource persons with long-standing experience in the area of multilateral diplomacy and climate change governance, and a UNITAR team of professional staff. In preparation for the Session, UNITAR/UN CC:Learn and the UNFCCC Secretariat prepared a comprehensive set of resource materials and presentations that were tailored to address the priority topics of interest, as expressed by the partner.

Pre-COP 17 Media Workshop on Climate Change, 26 October 2011

Reporting about the complex international climate change negotiations is a challenging task. In order to brief national and international journalists from Africa about the main issues at stake at the COP 17/CMP 7 the Secretariat of the UNFCCC, the UN Information Centre (UNIC) Pretoria, and the Department of International Relations and Cooperation (DIRCO) of South Africa, with support by UN CC:Learn organized a one-day interactive workshop on 26 October 2011 in Pretoria, South Africa. The workshop brought together around 130 journalists from the African region. While most participants were from South Africa, a number of journalists from other African countries were invited with support by UN CC:Learn, including media representatives from the three African UN CC:Learn pilot countries, Benin, Malawi and Uganda.

UN CC:Learn Exhibit, 27 November-9 December 2011

Throughout the COP a UN CC:Learn exhibit was organized to showcase UN services and learning materials in the area of climate change learning. An estimated 2,000 visitors came to visit the booth. At the UN CC:Learn booth, visitors could participate in the UN CC:Learn Assessment of Climate Change Learning Needs. More than 400 people completed the online survey. Vulnerability and adaptation emerged as key learning areas with respectively 71% and 65% of the respondents identifying *Adaptive and Climate Change Decision Making* and *Vulnerability and Adaptive Capacity*



UN CC:Learn Exhibit @ COP 18

Assessments as high level learning priorities. Other learning priorities highlighted by respondents were *International Climate Change Funding*, *Climate Change Disaster Risk Management* and *Mitigation and Emission Reduction Strategies*. With regard to sectoral issues, climate change education and training stood out as an area in which 75% of the respondents were interested/involved in.

One UN Side Event “Results-Based Capacity Development to Address Climate Change: Lessons Learned from UN Supported Projects”, 2 December 2011

The event that was co-organized by UNDP, UNEP, and UNITAR/UN CC:Learn attracted more than 80 participants. One of the questions discussed was how learning and skills development can be designed and implemented so that it achieves tangible and sustainable results to implement the UNFCCC. Panelists included Ms. Amanda Katili Niode, Coordinator of the Communication, Information and Education Division at the National Climate Change Council of Indonesia, presenting the national UN CC:Learn project in Indonesia, as well as Mr. Achim Halpaap, Associate Director, UNITAR and Head, UN CC:Learn Secretariat serving as a discussant.

UN CC:Learn/Uganda Side Event: “Developing and Sustaining Human Resource Capacities to Advance Green, Low Emission and Climate Resilient Development: Perspectives from UN CC:Learn Pilot Countries and International UN Partners”, 3 December 2011

The event was hosted by the Government of Uganda in collaboration with UN CC:Learn. It brought together more than 80 COP delegates and was opened by the Hon. Minister of Nabugere Munaaba Flavia, Minister of State for Environment of Uganda. An interactive discussion featured senior representatives from all five UN CC:Learn pilot countries, as well as discussant statements by international UN CC:Learn partners (ILO, UNDP, FAO, UNICEF and UNFPA).

UN CC:Learn/UNFCCC Workshop: “Strengthening Human Resources and Skills to Address Climate Change: A COP 17 Workshop to Support Implementation of Article 6 of the UNFCCC”, 4 December 2011

The one-day workshop was jointly organized by UN CC:Learn and the UNFCCC Secretariat. 50 participants from UN CC:Learn pilot countries, Government, civil society, academia, the private sector and international and regional development partners joined the event. The workshop provided an opportunity for presenting progress and facilitating experience sharing among the five pilot countries and COP delegates. It also featured presentations by international development partners (Climate and Development Knowledge Network - CDKN, Inter-American Development Bank - IDB, UNESCO, UNFCCC Secretariat, UNFPA, UNICEF, UNITAR, WHO and WBI) on their climate change learning services.



Participants of UN CC:Learn/UNFCCC COP 17 Workshop, 4 December 2011

One UN Side Event: “Investing in People: Tools and Country Experiences Integrating Social Dimensions in Climate Responses”, 7 December 2011

The event was organized under the HLCP Task Team on the Social Dimension of Climate Change led by WHO and ILO. It presented tools and experiences from countries and UN organizations that have integrated different social factors into policies and programmes and generated additional co-benefits. The event was attended by 25 participants. Panelists included Mr. Sylvain Akindélé, Natural Resource Manager, Ministry of Environment, Housing and Urbanism of Benin, who presented the national UN CC:Learn project in Benin.

Social Talks on “Green Jobs and Mitigation” and “Green Jobs and Adaptation”, 2 December 2011

The two social talks were co-organized by ILO and UNITAR/UN CC:Learn. They took place in a "Digital Media Lounge" that was connected to a bloggers work area. The idea of the social talks was to disseminate key messages from interviews with different stakeholder groups through social media communication tools. Interviewees included Ms. Karen Hedeman from the National Council for Climate Change and Clean Development Mechanism of the Dominican Republic.

Contribution to the Climate Communications Day: “Addressing Climate Change with Innovation and Information”, 1 December 2011

The Climate Communications Day that was organized by the Earth Journalism Network provided a forum to exchange insights, lessons learned and innovative approaches on how to spread climate change news and information. Ms. Amrei Horstbrink, UN CC:Learn Secretariat, presented the UN CC:Learn knowledge sharing platform in the break-out session on “Connecting IT and Communications”. Mr. Achim Halpaap was invited as a panelist for the closing plenary on “From Top-Down to Two-Way Climate Communication”.

6.4 Climate Change Conference, Bonn, May 2012

Durban Forum on Capacity Building, 23 May 2012

The Durban Forum on Capacity Building, 23 May 2012, Bonn provided an opportunity to share initial lessons learned from the *UN CC:Learn Pilot Projects to Strengthen Human Resources and Skills to Address Climate Change*. Speakers included representatives from the pilot countries and the UN CC:Learn Secretariat. Key questions discussed included: How do we plan capacity-building activities so that they deliver results? What good practices exist to strengthen the capacity of developing countries to effectively design, implement and evaluate learning activities? The Durban Forum on Capacity Building is an annual one-day event to facilitate the enhancement of monitoring and review of the effectiveness of capacity-building.

Article 6 and UN CC:Learn Press Conference, 24 May 2012



Representatives from UN CC:Learn pilot countries and Secretariat participating in the Bonn press conference, 24 May 2012

The Dominican Republic in collaboration with UN CC:Learn organized a press conference on 24 May 2012 in the margins of the Bonn Climate Change Conference, Germany. The event highlighted that Article 6 of the UNFCCC on education, training and public awareness and the development of a successor programme to the New Delhi work programme are of key importance to developing countries. The press conference also provided an opportunity to present progress made in UN CC:Learn pilot countries.

6.5 UNFCCC Workshop on Implementation of Article 6 in LDCs, June 2012

The UNFCCC Secretariat organized a workshop on the implementation of Article 6 of the Convention in Least Developed Countries (LDCs), from 19-21 June 2012, in Bonn, Germany. During the workshop UNITAR/UN CC:Learn presented on initial lessons learned from supporting five pilot projects in the Dominican Republic, Benin, Indonesia, Malawi and Uganda, to develop a *National Strategy to Strengthen Human Resources and Skills to Advance Green, Low Emission and Climate Resilient Development*.

6.6 UN Conference on Sustainable Development (Rio+20), June 2012

The UN Conference on Sustainable Development (Rio+20), took place from 20-22 June 2012 in Rio de Janeiro, Brazil. The conference provided an opportunity to share UN CC:Learn experiences at various preparatory meetings and side-events in the margins of the Conference.



Global Transition Dialogue #2 on the New Economy, 17-18 March 2012

The Second Global Transition Dialogue on the New Economy was held at Pace University, New York from 17-18 March 2012. The event was co-organized in the run-up to Rio+20 by Stakeholder Forum, the New Economics Foundation (NEF), the New Economics Institute and the Green Economy Coalition, working in collaboration with several international partners, including UN CC:Learn. The aim of the event was to bring together a variety of government and non-government stakeholders to develop ideas and generate thinking on how to transition to a new

and green economy. The contribution of UN CC:Learn to the workshop focused on supporting a discussion on strengthening institutional and knowledge-based enabling conditions, including learning and skills development, and transparent and participatory environmental governance.

Side Event “Learning and Skills Strategies to Advance a Green and Climate Resilient Transition”, 16 June 2012

Organized by UNITAR/UN CC:Learn in partnership with the Secretariat of the High Level Panel on Global Sustainability (GSP), the side event entitled “Learning and Skills Strategies to Advance a Green and Climate Resilient Transition” took place on 16 June 2012 in the margins of Rio+20. The event brought together more than 70 representatives from Governments, civil society and international organizations. The panel statements and interactive discussion raised important issues and identified several opportunities for action at the national and international levels to foster a strategic approach to learning and skills development. Ms. Veerle Vandeweerd, Director, UNDP Environment and Energy Group, and moderator of the session emphasized that the topic of the event goes to the heart of what is required to advance a green transition.

Side Event “UN Multi-stakeholder Strategies for Scaling-up and Mainstreaming Learning for Sustainable Development”, 21 June 2012

The Rio+20 side event “UN Multi-stakeholder Strategies for Scaling-up and Mainstreaming Learning for Sustainable Development”, 21 June 2012, Rio de Janeiro called for new concerted efforts to implement, in partnership between various sectors, transformational strategies for a sustainable future. The event was organized by UNICEF in collaboration with the UN University (UNU), UNDP, UNESCO, the UN Industrial Development Organization (UNIDO) and UNITAR/UN CC:Learn.

Dialogue “What Happens on Monday”, 22 June 2012

On the final day of the Rio+20 Summit, an interactive dialogue entitled “What Happens on Monday” took place to take stock of the outcomes of Rio and discuss opportunities for taking implementation forward. The event convened by Stakeholder Forum brought together more than 200 governmental and non-governmental stakeholders with the goal to advance information sharing and networking. UNITAR/UN CC:Learn contributed to the dialogue with an intervention on training and skills development for a green and climate resilient transition.

6.7 Conference on Environmental Education for Sustainable Development, Tbilisi+35, September 2012



In order to strengthen international cooperation in the area of environmental education, the Government of Georgia in partnership with UNESCO and UNEP organized the Intergovernmental Conference on Environmental Education for Sustainable Development Tbilisi+35 on 6-7 September 2012 in Tbilisi, Georgia. Over 300 country delegates, representatives of different intergovernmental, non-governmental and national organizations participated in the event. In the first plenary session, Ministers of three UN CC:Learn pilot countries, including H.E. Mr. Blaise Onesiphore Glele Ahanhanzo, Minister of Environment, Housing and Urban Development of Benin; H.E. Ms. Flavia Munaaba Nabugere, Minister of State for Environment of Uganda; and H.E. Ms. Catherine Gotani Hara, Minister of Environment and Climate Change Management of Malawi delivered statements

referring to the national UN CC:Learn projects. In addition, the statement by UNITAR/UN CC:Learn highlighted inter alia the collaboration with UNESCO and UNICEF to develop capacities to integrate climate change into education planning, school curricula and teaching in UN CC:Learn pilot countries, as well as the cooperation with ILO, UNEP and UNESCO to organize an International Forum on Training and Skills Development to Advance Green and Climate Resilient Jobs in mid-2013.

6.8 HLCP Climate Change Workshop, September 2012

To initiate the development of a plan of activities and priorities, the HLCP Working Group on Climate Change held a two-day workshop on 10-11 September 2012 at the headquarters of WMO in Geneva entitled “Aligning our Strengths to Advance and Sustain Climate Action”. The objectives of the workshop were to:

- Discuss vision, strategic direction, working methods and focus of the work of the group for 2012-2014, and
- Agree on the UN system’s joint contribution to the UNFCCC COP 18 to be held in Doha, Qatar from 26 November to 7 December 2012.

Forty representatives from 26 UN organizations and the International Federation of Red Cross and Red Crescent Societies (IFRC) attended the event. UN CC:Learn was recognized and highlighted among the examples of joint activities that could be expanded.

6.9 Inter-sessional Consultation Platform on UNFCCC Article 6

At the 36th sessions of the Subsidiary Body for Implementation, 14-25 May 2012, Bonn, Germany, the Dominican Republic offered to organize and coordinate informal consultations between Parties in order to exchange views on the new work programme on Article 6 of the Convention related to Education, Training and Public Awareness, with the aim of its adoption at the COP 18 in Doha. In order to facilitate the discussion and exchange of ideas on the draft text of the new work programme on Article 6, the Dominican Republic initiated the development of an online Platform to support inter-sessional consultations on Article 6. The Platform was developed with technical support of UNITAR/UN CC:Learn and in cooperation with the UNFCCC Secretariat.

6.10 UN Conference on Climate Change COP 18/CMP 8, Doha, December 2012

The COP 18/CMP 8 of the UNFCCC took place in Doha, Qatar from 26 November to 8 December 2012. UN CC:Learn was present at the Conference with a one-week exhibit and contributed to several side-events.



One UN Side Event “Climate Change and Education - Making the Future Work for You(th)”, 27 November 2012

At the One UN side event “Climate Change and Education - Making the Future Work for You(th)” held on 27 November 2012 in Doha, Qatar, youth representatives presented their activities aimed at raising awareness and engaging young people in addressing climate change. The event, attended by over 60 participants, was coordinated by UNEP in partnership with UNESCO, UNICEF, the UNFCCC Secretariat, FAO, and UNITAR. It featured a statement by Mr. Bob Natifu from the

Ministry of Water and Environment of Uganda who discussed youth aspects of the country's national climate change learning strategy.

UN CC:Learn Exhibit, 1-7 December 2012

During the second week of the COP, UN CC:Learn organized an exhibit where visitors could explore UN climate change training materials and meet experts from UN CC:Learn Partner organizations. Visitors were also invited to participate in the UN CC:Learn @ COP 18 Lottery and could win free e-learning courses sponsored by UNITAR, UNEP and WBI. Approximately 1,000 delegates came to visit the booth.

Side Event on the Launch of the United Nations Alliance on Climate Change Education, Training and Public Awareness, 3 December 2012

More than 250 delegates participated in the launch of the United Nations Alliance on Climate Change Education, Training and Public Awareness at a side-event on 3 December 2012, just after Parties had agreed on the new Doha Work Programme on Article 6. The event featured a statement by H.E. Mr. Omar Ramírez Tejada, Secretary of State and Executive Vice President of the CNCCMDL of the Dominican Republic, who informed participants about the launch of the country's national climate change learning strategy in August 2012 and thanked UN CC:Learn Partners and the Swiss Government for



Anton Hilber, Co-Director, GPC, SDC, Switzerland (left); H.E. Omar Ramírez Tejada, Executive Vice President, CNCCMDL, Dominican Republic (right)

supporting the development and initial action to implement the Strategy. UN CC:Learn was also highlighted in a statement by Mr. Anton Hilber, Co-Director of the Global Programme on Climate Change (GPC), SDC, who explained that the constellation of country-driven processes involving key sectors and stakeholders, coupled with a One UN approach supported by a small Secretariat based at UNITAR in Geneva, made UN CC:Learn an appealing initiative for SDC.

6.11 Meeting of the UN Inter-Agency Committee for the UN Decade for Education on Sustainable Development (UNDESD), Paris, 14 December 2012

The United Nations Educational, Scientific and Cultural Organization (UNESCO) organized the Annual Meeting of the Inter-Agency Committee for the United Nations Decade of Education for Sustainable Development (IAC/DESD) on 13-14 December 2012 at UNESCO headquarters in Paris, France. UNITAR stressed that it is glad to be a member of the IAC/ESD group since 2012. It highlighted linkages between the work of the IAC/ESD group and UN CC:Learn and emphasized the possibility of creating additional linkages between the specialized work undertaken by the IAC/ESD members and UN CC:Learn activities. Finally, UNITAR highlighted that countries increasingly take a strategic approach to education for sustainable development (ESD) through engagement of all sectors and national learning institutions, as within the framework of UN CC:Learn.

6.12 Expert Consultation on Ways to Use Education to Promote Climate Change Awareness, April 2013

The United Nations Educational, Scientific and Cultural Organization (UNESCO) organized an Expert Consultation on Guidelines on Climate Change Education (CCE). The event took place at the UNESCO Headquarters. This two-day meeting brought together policy makers from education ministries, delegates from United Nations agencies, academics, research institutes, education and climate change experts from different world regions. UNITAR attended the meeting, and shared information on the UN CC:Learn Resource Guide on “Integrating Climate Change in Education at Primary and Secondary Level” which is under preparation. A spokesperson from the Dominican Republic also attended and spoke on recent achievements on climate change education.

6.13 Climate Change Conference, Bonn, June 2013

UNITAR and representatives of UN CC:Learn pilot countries attended the National Adaptation Plan (NAP) Expo event on 9 June, which launched the NAP process in LDCs. At this high level event UNITAR pointed out ways in which national climate change learning strategies developed under UN CC:Learn can support NAP development. The NAP Expo served as a forum for sharing experiences and best practices on planning, prioritizing and implementing adaptation.

6.14 Africa Carbon Forum, Abidjan, Côte d'Ivoire, 3-5 July 2013

The Africa Carbon Forum (ACF) is a trade fair and knowledge sharing platform for carbon investments in Africa. Given that the Clean Development Mechanism (CDM) and carbon markets were among the priority learning topics identified in Malawi's and Benin's national climate change learning strategies, UN CC:Learn supported the participation of representatives from these two countries in the Forum. The AFC provided an opportunity to present the national climate change learning strategies to a relevant audience. The Forum was also a learning opportunity in itself, with several roundtables, plenary discussions and training sessions.

6.15 Meeting of the UN Inter-Agency Committee for the UNDESD, New-York, 16-17 September 2013

UNICEF organized the Annual Meeting of IAC/DESD on 16-17 September 2013 at UNICEF headquarters in New York, USA. Ms. UNITAR spoke on behalf of UN CC:Learn, highlighting its achievements in the area of climate change education, which include the compilation of a resource guide on “Integrating Climate Change in Education at Primary and Secondary Level”, the development of a series of introductory learning modules on climate change, and several initiatives aimed at strengthening climate change education at primary and secondary level in the Dominican Republic, Malawi, and Uganda. UNITAR thanked UNESCO, UNICEF and the other UN CC:Learn partners for their contributions.

6.16 First Annual Meeting of the United Nations Alliance on Climate Change Education, Training and Public Awareness, Geneva, 4 October 2013

UNITAR, through the UN CC:Learn partnership, hosted the 1st Annual Meeting of the United Nations Alliance on Climate Change Education, Training and Public Awareness. The main subjects discussed were the joint organization of a number of side-events in COP19 as well as the preparation of the Alliance's new campaign on climate change awareness, expected to start in 2014.

6.17 UN Conference on Climate Change COP 19/CMP 9, Warsaw, November 2013

At the conference, the UN CC:Learn partnership was perceived to be a highly useful and relevant programme that responds to country needs and that engages actors across government and across society. UN CC:Learn was active and visible, directly involved in three side events and hosting an exhibit for the second week.



One UN Side Event “Comprehensive Climate Finance”, 14 November 2013

The issue of climate finance is maturing and this event was an opportunity for three UN organisations and the World Bank to show case their take on more comprehensive and country driven approaches. UNITAR and Dominican Republic led off from the perspective of the need for skills development as a key area for barrier removal and a fundamental element in promoting ‘readiness’ for climate finance.

Side Event “Combatting Climate Change through Education and Training”, 16 November 2013

This side event (organized by the United Nations Alliance on Climate Change Education, Training and Public Awareness) featured nine panellists from a range of youth initiatives, the education sector and UN agencies. Each presented a different project which, although diverse, were all underpinned by the principle that climate education was the way forward to build a sustainable future. A little educational game by two teachers from the Dominican Republic delightfully illustrated this:



random audience members were given a balloon upon their arrival. Those holding yellow ones were asked to let them fly without tying a knot in their ends, making them deflate: if resilience is weak, the system collapses, the teachers explained. Those holding red ones were asked to pop them – no resilience at all. And those holding green ones were asked to buffet them around: a truly resilient society can bounce back. That’s the kind of society we build through education.

UN CC:Learn Side Event “Building Skills to Address Climate Change”, 22 November 2013



From left to right: Angus Mackay, UNITAR; Omar Ramírez Tejada, CNCCMDL, Dominican Republic; Shamiso Najira, Ministry of Environment and Climate Change Management, Malawi; H.E. Darmansyah Djumala, Ambassador of Indonesia to Poland; Veerle Vandeweerd, UNDP; Ephraim Kamuntu, Honourable Minister for Water and Environment of Uganda; Daniel Abreu, CNCCMDL, Dominican Republic; Eduardo Julia, Sur Futuro; Césaire Gnanlè, Ministry of Environment of Benin.

Learning and skills development is not a niche issue when it comes to effectively implementing climate change actions on the ground. This became clear at the UN CC:Learn side event which brought together three Ministers, two Ambassadors, Members of Parliament, the UN of Peru and a total of 80 COP delegates on the last day of the COP. The event was hosted by the CNCCMDL and the Sur Futuro Foundation. Representatives from all five UN

CC:Learn pilot countries presented their national climate change learning strategies, looking at lessons learned from the strategy development process and concrete implementation activities. The side event targeted particularly the 50+ countries that have expressed an interest in implementing a national UN CC:Learn project.

UN CC:Learn Exhibit, 18-22 November 2013

The UN CC:Learn team held a booth in the exhibit area for the 2nd week of the Conference. Visitors could find about the latest UN CC:Learn products, including a self-paced introductory e-course on climate change, and learn about the national pilot projects. The team engaged with around 250 people in active discussions. One of the key topics both Government delegates and NGO representatives were interested in was climate change education at primary and secondary level. Julia Viehöfer, from UNESCO was available at the booth to provide expert advice on the issue. Mario Castro from the International Telecommunication Union (ITU) answered questions about capacity development for effective technology transfer.



UN CC:Learn Exhibit @ COP 19



Delivering as One

Thirty-three multilateral organizations are collaborating in UN CC:Learn, including ten specialized UN agencies, five UN programmes and two multilateral development banks. UN CC:Learn Partners to date are: CEB, the Environmental Management Group (EMG), FAO, the Global Environment Facility (GEF), IDB, the International Fund for Agricultural Development (IFAD), ILO, ITU, United Nations Office for the Coordination of Humanitarian Affairs (OCHA), the Joint United Nations Programme on HIV/AIDS (UNAIDS), UNDP, the United Nations Economic Commission for Africa (UNECA), UNEP, the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP), UNESCO, the United Nations Economic and Social Commission for Western Asia (UNESCWA), UNFCCC, UNFPA, the United Nations Human Settlements Programme (UN-HABITAT), UNICEF, UNIDO, UNISDR, UNITAR, UNSSC, UNU, the United Nations Entity for Gender Equality and the Empowerment of Women (UN WOMEN), the United Nations World Tourism Organization (UNWTO), the Universal Postal Union (UPU), WFP, WHO, WMO, the World Trade Organization (WTO), WBI. Within each Partner organization a Focal Point has been nominated who is working directly with the UN CC:Learn Secretariat. Annex 2 provides a list of UN CC:Learn Focal Points.

“UNITAR is committed to servicing UN CC:Learn and its 33 international and five national partners.”

Ms. Sally Fegan-Wyles, Assistant UN Secretary-General and Executive Director, UNITAR



7.1 Steering Group Meetings

2011 Steering Group Meeting, 7-8 July 2011



Participants of the 2nd UN CC:Learn Steering Group Meeting, 7-8 July 2011

The 2nd Meeting of UN CC:Learn Steering Group took place on 7-8 July 2011, Geneva, Switzerland. During the meeting, representatives from more than 15 UN agencies (FAO, ILO, ITU, UNDP, UNEP, UNESCO, UNFCCC, UNFPA, UN-HABITAT, UNIDO, UNITAR, UNSSC, UPU, WHO, WMO, and WTO) reviewed progress made and agreed on action to advance the three Programme Areas of UN CC:Learn.

Key outcomes of the meeting include: the endorsement of 23 country applications for the UN CC:Learn pilot projects and the selection of 5 priority countries for 2011-2013 (see Section 4.1); the review and further development of a draft outline of the UN CC:Learn Guidance Note “Developing a National Strategy to Strengthen Human Resources and Skills to Advance Green Low Carbon and Climate Resilient Development” (see Section 3.3); ideas for the further development of the UN CC:Learn website (see Section 2); and agreement on the concepts for the development of Advanced Learning Packages and Introductory Learning Modules on climate change priority topics (see Sections 3.1 and 3.2).

2012 Steering Group Meeting, 23-24 October 2012

The 3rd Meeting of the UN CC:Learn Steering Group took place on 23-24 October 2012 in Geneva, Switzerland. It brought together representatives from 17 UN organizations (CEB Secretariat, FAO, IFAD, ILO, UNDP, UNEP, UNESCAP, UNESCO, UNFCCC Secretariat, UN-HABITAT, UNICEF, UNITAR, UNSSC, UNU, WBI, WHO, WMO) and five countries (Benin, Dominican Republic, Indonesia, Malawi, and Uganda). Key points discussed included progress made in the five UN CC:Learn pilot countries; the review of a draft Guidance Note on “Developing a National Strategy to Strengthen Human Resources and Skills to Advance Green Low Carbon and Climate Resilient Development”; and the endorsement of six draft Introductory Learning Modules and five draft introductions to *Guides to Resources Relevant for Climate Change Learning*.

2013 Steering Group Meeting, 2-3 October 2013

The 4th Meeting of the UN CC:Learn Steering Group took place on 2-3 October 2013 in Geneva, Switzerland. It brought together representatives from 12 UN organizations (IFAD, ILO, ITU, UNDP, UNECA, UNESCO, UNFCCC Secretariat, UNICEF, UNISDR, UNITAR, WBI, and WMO) and five countries (Benin, Dominican Republic, Indonesia, Malawi, and Uganda).



Participants of the 4th UN CC:Learn Steering Group Meeting, 2-3 October 2013

The discussions covered three areas of work: (1) Knowledge-Sharing and Management, (2) One UN Training on Climate Change, and (3) National Projects. Highlights from the discussions included:

- Finance and planning authorities should be engaged in the development of national climate change learning strategies, by making clear what the added value would be to the work of these authorities (e.g. expenditure reviews, climate budgeting);

- The education sector has a central role to play in helping countries to address the medium and long term challenges of climate change. National curriculum reviews are underway in Dominican Republic, Malawi and Uganda;
- UN Country Teams (UNCTs) play a critical role in national climate change learning strategy development and should be engaged at an early stage in the process to ensure joined up approaches which are compliant with the Paris Declaration;
- There are challenges in mobilizing national and international resources to ensure strategy implementation, as well as in defining indicators to evaluate progress. Countries need more support, in particular, in understanding the climate change financing architecture.
- There are benefits in engaging local training institutions in implementing national climate change learning strategies through training delivery but also through downstream evaluation of how learners are using newly acquired skills.
- The concept for an e-tool for advanced learning on climate change to be implemented as part of a future phase of UN CC:Learn was welcomed by the Steering Group.
- Participants endorsed the main themes presented for a possible future implementation phase of UN CC:Learn, including an expansion of the national projects to an additional 5 countries. Participants also underlined their continued commitment to collaborate through the partnership.

7.2 Collaboration with Interagency Mechanisms

In 2012, UN CC:Learn joined four UN inter-agency mechanisms to foster coordination and collaboration.

Inter-Agency Committee (IAC) for the UN Decade of Education for Sustainable Development



Recognizing that moving towards green economies and societies requires appropriate knowledge and skills, the United Nations General Assembly declared a Decade of Education for Sustainable Development (DESD, 2005-2014). To ensure harmonious international coordination of the DESD, a UN Inter-Agency Committee (IAC) for DESD was established under the leadership of UNESCO. Given the linkages of UN CC:Learn with work of the group, UNESCO invited UNITAR to participate in the committee in June 2012. UNITAR/UN CC:Learn was represented at the

Annual Meeting of the IAC/DESD on 13-14 December 2012 at UNESCO headquarters in Paris, France. The overall goal of the UN Decade of Education for Sustainable Development (DESD) is to integrate the principles, values and practices of sustainable development into all aspects of education and learning. This educational effort is directed to encourage changes in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability and a just society for present and future generations. The UN Inter-Agency Committee that supports the activities of the Decade currently includes: FAO, ILO, UNAIDS, UNDP, UNEP, UNESCO, UNFPA, UN-Habitat, the Office of the High Commissioner for Human Rights (UNHCHR), the UN Refugee Agency (UNHCR), UNICEF, UNITAR, UNU, WFP, WHO, World Bank, and WTO.

United Nations Joint Framework Initiative for Children, Youth and Climate Change

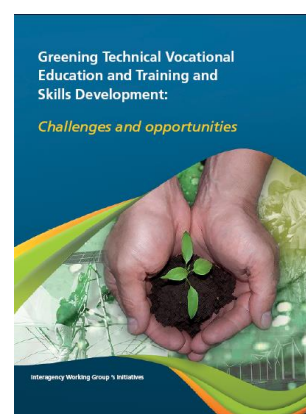


The UNFCCC Secretariat invited UNITAR/UN CC:Learn to participate in the “United Nations Joint Framework Initiative for Children, Youth and Climate Change” in April 2012. The objective of the inter-agency framework is to promote the engagement of children and youth in intergovernmental processes on climate change and related activities undertaken by the United Nations system, such as support of formal and non-formal educational programmes at regional and national levels to build capacity and facilitate local actions of children and young people. The inter-agency cooperative effort currently includes: the Convention on Biological Diversity (CBD), FAO, the United Nations

Convention to Combat Desertification (UNCCD), UNDP, the UN Division for Sustainable Development (UN-DSD), UNEP, UNESCO, UNFPA, UN-HABITAT, UNICEF, UNITAR, United Nations Non Governmental Liaison Service (UN-NGLS), UN Programme on Youth, the United Nations Volunteer programme (UNV), the World Bank, NGOs and focal points of the UNFCCC youth constituency.

Inter-Agency Working Group on Greening Technical and Vocational Education and Training (TVET) and Skills Development

Recognizing the need for coordinated action and enhanced knowledge exchange to advance learning for green jobs, the Inter-Agency Group on Technical and Vocational Education and Training (IAG-TVET) established a working group on “Greening TVET and Skills Development” in December 2011. UNITAR/UN CC:Learn joined the collaboration in April 2012. The first Inter-Agency Working Group meeting on “Greening TVET and Skills Development” took place in Bonn, Germany from 10-11 April 2012. The working group includes the UNESCO International Center for Technical and Vocational Education and Training (UNESCO-UNEVOC), ILO, OECD, the European Training Foundation, Cedefop, UN Economic Commission for Europe (UNECE), the Asian Development Bank (ADB) and the World Bank.



Cover page of an information leaflet on the working group on 'Greening TVET and Skills Development'

UN Alliance on Climate Change Education, Training and Public Awareness

The mission of the UN Alliance on Climate Change Education, Training and Public Awareness is to promote meaningful, result-oriented and effective international cooperation in support of the implementation of the Doha Work Programme on Article 6 of the UNFCCC. Recognizing the various existing projects and initiatives in the area of climate change learning (including UN CC:Learn), the Alliance aims at establishing a clear link between the on-going work of its member organizations and the UNFCCC process. The founding members of the Alliance are: FAO, UNEP, UNESCO, the UNFCCC Secretariat, UNICEF, UNITAR and WMO, with the UNFCCC Secretariat providing the Secretariat for the Alliance. In 2013, UNU, WHO, UNDP, UN Women and the UN Department of Public Information (UN DPI) have also joined the alliance.



8 Lessons Learned from the 2011-2013 Pilot Phase

What Worked, What Didn't and Why?

The UN CC:Learn pilot implementation phase has generated a number of lessons learned that will shape a future phase of the programme. What follows is a distillation of what can be said for all the partners and participating countries. Additional country specific lessons are available in specific national reports and evaluations.

8.1 National Level

The approach introduced through UN CC:Learn to five pilot countries has generated the following lessons learned which have been taken into account in the elaboration of this further implementation phase:

- Helping countries to strategically assess their learning needs generates significant interest nationally and can bring together, on average, some 50 institutions and stakeholder groups per country. This requires a significant management effort from the National UN CC:Learn Project Coordinators and their teams in country. National lead institutions should be made aware of this in advance so that they can plan accordingly.
- Countries encounter challenges in prioritizing their learning needs and require additional support in this area. Most of the strategies have tended to try and address all sectoral issues rather than focusing down on the most important ones. There are a number of reasons for this tendency, including the wish to be as inclusive as possible; the importance of promoting a genuine cross-sectoral approach; and political or personal influence being applied. A balance between priority focus and wider ownership needs to be achieved in each case.

- Working from the outset and more explicitly through key climate change thematic programmes that are already underway or planned in many countries would help to make national climate change learning strategies more focused and relevant.
- National implementation frameworks for climate change learning need to be strengthened so that minimum functions for coordination, resource mobilization, implementation of specific actions, and communication and outreach are secured. These frameworks should be built up during the strategy development phase and build on existing institutional functions and capacities. In some countries additional resources may need to be allocated following initial capacity assessment work.
- Host institutions responsible for developing climate change learning strategies have achieved greater recognition and visibility across government as a result of strategy development. This needs to be recognized and built on, particularly by UN Country Teams and other bilateral and multi-lateral stakeholders.
- The education sector has emerged as a priority in all five pilot countries and can act as a driver for achieving long-term climate change goals. Working with and through Education Ministries and national training institutes can lead to very quick and visible wins, as has been clearly demonstrated both in Malawi and the Dominican Republic.

8.2 Global Level

At the global level the growing body of climate change information, knowledge and learning materials has created challenges for efficient access and usage. UN CC:Learn has helped to address these challenges through the introduction of a 'one-stop-shop' approach, which has generated the following lessons learned:

- A One UN approach to climate change learning knowledge management is an effective way of identifying and organizing existing resources, so as to make these accessible to the maximum number of individuals and interest groups. It is an ongoing and continuous effort which requires dedicated time from the Secretariat.
- As the partnership continues to grow and as climate change becomes increasingly visible as a development issue, so the task of keeping in touch with new developments and materials will become increasingly challenging. Some level of automation is possible to keep the UN CC:Learn global platform constantly up-dated but often an individual and bilateral approach remains necessary with each partner. There is therefore an optimum size to the partnership in order for it to be sustained cost-effectively.
- UN CC:Learn could increase the reach and visibility of its work, including the accumulated knowledge products that it can provide, through building partnerships with other key global programmes and thematic areas. This would also be a significant investment in time and therefore only those partnerships likely to be highly reciprocal should be pursued.
- Further technical guidance is needed to support countries in assessing their climate change learning needs and planning results-based action. This has inspired the development of the Guidance Note on how to design a national climate change learning strategy to be distributed to new country partners. It is likely that countries starting out on their climate change learning strategies can achieve significant efficiencies as a result of the UN CC:Learn pilot experience, cutting down the time taken to shift from strategy development into implementation.

Annex 1: UN CC:Learn Events 2011-2013

National UN CC:Learn Events

Name	Main Organizer	Dates	Location	Beneficiaries
National Planning Workshop for the UN CC:Learn Project in Benin	Ministry of Environment, Housing and Urbanism of Benin	10 Nov 2011	Cotonou, Benin	40
National Planning Meeting for the UN CC:Learn Project in the Dominican Republic	National Council for Climate Change and Clean Development Mechanism of the Dominican Republic	22 Nov 2011	Santo Domingo, Dominican Republic	25
National Planning Workshop for the UN CC:Learn Project in the Dominican Republic	National Council for Climate Change and Clean Development Mechanism of the Dominican Republic	7 Feb 2012	Santo Domingo, Dominican Republic	90
National Planning Workshop for the UN CC:Learn Project in Uganda	Ministry of Water and Environment of Uganda	29 Feb 2012	Kampala, Uganda	69
National Planning Workshop for the UN CC:Learn Project in Malawi	Ministry of Finance and Development Planning of Malawi	7-8 Mar 2012	Salima, Malawi	39
Workshop on "Developing Results-based Action to Strengthen Human Resources, Learning and Skills to Advance Green, Low Emission and Climate Resilient Development"	National Council for Climate Change and Clean Development Mechanism of the Dominican Republic	24-25 Apr 2012	Juan Dolio, Dominican Republic	54
Policy Briefing on National Strategy	National Council for Climate Change and Clean Development Mechanism of the Dominican Republic	2 May 2012	Santo Domingo, Dominican Republic	25
Workshop "Pre-validation of Benin's National Strategy to Strengthen Human Resources, Learning and Skills Development"	Ministry of Environment, Housing and Urbanism of Benin	6 June 2012	Cotonou, Benin	25

Dominican Republic's Launch Event of the National Strategy to Strengthen Human Resources and Skills to Advance Green, Low Emissions and Climate Resilient Development	National Council for Climate Change and Clean Development Mechanism of the Dominican Republic	7 Aug 2012	Santo Domingo, Dominican Republic	150
Technical Mid-term Workshop for the national UN CC:Learn Project in Uganda	Ministry of Water and Environment of Uganda	19-20 Sept 2012	Kampala, Uganda	50
National Planning Workshop for the UN CC:Learn Project in Indonesia	National Council on Climate Change of Indonesia	9 Oct 2012	Jakarta, Indonesia	120
Workshop "Validation of Benin's National Strategy to Strengthen Human Resources, Learning and Skills Development"	Ministry of Environment, Housing and Urbanism of Benin	18-19 Dec 2012	Cotonou, Benin	50
Workshop on Results-Based Priority Action	National Council on Climate Change of Indonesia	14 February 2013	Jakarta, Indonesia	62
Signature of a Memorandum of understanding with the National Teacher Training Institute	National Council for Climate Change and Clean Development Mechanism of the Dominican Republic	11 March 2013	Santo Domingo, Dominican Republic	20
Launch of National Training Programme on Climate Change for Teachers	National Council for Climate Change and Clean Development Mechanism of the Dominican Republic	12 March 2013	Santo Domingo, Dominican Republic	100
Teachers Training on Climate Change	National Council for Climate Change and Clean Development Mechanism of the Dominican Republic	10-15 March 2013	Santo Domingo, Dominican Republic	45
Workshop to Validate Malawi's National Strategy	Ministry of Finance and Development Planning of	19 March 2013	Lilongwe, Malawi	30

	Malawi			
Workshop for Strengthening Climate Change Knowledge and Skills of Journalists	National Council for Climate Change and Clean Development Mechanism of the Dominican Republic	24 May 2013	Boca Chica, Dominican Republic	30
High-Level Launch Event	Ministry of Water and Environment of Uganda	28 June 2013	Kampala, Uganda	60
Development of an Education Poster on Climate Change	Ministry of Finance and Development Planning of Malawi	15-26 July 2013	Liwonde, Malawi	448
Workshop to Promote Access to Climate Change Finance	National Council for Climate Change and Clean Development Mechanism of the Dominican Republic	7-8 August 2013	Juan Dolio, Dominican Republic	38
High-level Launch Event	National Council on Climate Change of Indonesia	29 August 2013	Jakarta, Indonesia	124
High-level Launch Event	Ministry of Finance and Development Planning of Malawi	18 September 2013	Lilongwe, Malawi	60
Workshop for Public Servants on Climate Finance	Ministry of Environment, Housing and Urbanism of Benin	24-27 September 2013	Bohicon, Benin	30
Training to Frontline Forestry Personnel	Ministry of Finance and Development Planning of Malawi	September – October 2013	Various locations in Malawi	257
Graduation of teachers on climate change course	National Council for Climate Change and Clean	1 November 2013		400

	Development Mechanism of the Dominican Republic			
Workshops on Climate Change for Health Surveillance Assistants	Ministry of Finance and Development Planning of Malawi	2-11 December 2013	Various locations in Malawi	200
Workshop on Climate Change Negotiations	Ministry of Environment, Housing and Urbanism of Benin	21-23 January 2014	Bohicon, Malawi	30
Development of educational material for primary school students	Ministry of Water and Environment	28 April – 13 May 2014	Wakiso, Uganda	14
Workshop on Climate Change for Desk Officers	Ministry of Water and Environment	7-8 August 2014	Kampala, Uganda	45
Teacher's Orientation on the Use of Learning Products,	Ministry of Water and Environment	12 and 15 August 2014	Budada and Kasese District, Uganda	122

International Events with Active Engagement and Support of UN CC:Learn

Name	Main Organizer	Dates	Location	Beneficiaries
Briefing and Knowledge-Sharing Session on International Climate Change Governance and COP 17 & CMP 7 (UNFCCC)	UNITAR/UN CC:Learn	3-4 May 2011	Switzerland	20
Regional UNDG Workshop for the African and Arab Regions	UNDG Task Team on Environmental Sustainability, Climate Change and Rio+20	20-24 June 2011	Nairobi, Kenya	42
2nd Meeting of UN CC:Learn Steering Group	UN CC:Learn	7-8 July 2011	Geneva, Switzerland	22
Regional UNDG Workshop for Latin America and the Caribbean	UNDG Task Team on Environmental Sustainability, Climate Change and Rio+20	11-15 July 2011	Panamá City, Panama	39
Regional UNDG Workshop for Asia	UNDG Task Team on Environmental Sustainability, Climate Change and Rio+20	25-29 July 2011	Bangkok, Thailand	19
African Dialogue on Climate Change Finance and Development Effectiveness	AfDB, OECD DAC	21-23 Sept 2011	Nairobi, Kenya	92

Pre-COP 17 Media Workshop on Climate Change	UNFCCC Secretariat, UNIC Pretoria, Department of International Relations and Cooperation (DIRCO) of South Africa	26 Oct 2011	Pretoria, South Africa	130
UN CC:Learn COP 17 Exhibit	UN CC:Learn	27 Nov-9 Dec 2011	Durban, South Africa	2000
Climate Communications Day: "Addressing Climate Change with Innovation and Information"	Earth Journalism Network	1 Dec 2011	Durban, South Africa	60
One UN Side Event "Results-Based Capacity Development to Address Climate Change: Lessons Learned from UN Supported Projects"	UNDP, UNEP, UNITAR/UN CC:Learn	2 Dec 2011	Durban, South Africa	80
Social Talk on "Green Jobs and Mitigation"	ILO, UN CC:Learn	2 Dec 2011	Durban, South Africa	Broadcasted
Social Talk on "Green Jobs and Adaptation"	ILO, UN CC:Learn	2 Dec 2011	Durban, South Africa	Broadcasted
Side Event: "Developing and Sustaining Human Resource Capacities to Advance Green, Low Emission and Climate Resilient Development: Perspectives from UN CC:Learn Pilot Countries and International UN Partners"	Government of Uganda, UN CC:Learn	3 Dec 2011	Durban, South Africa	80
Workshop: "Strengthening Human Resources and Skills to Address Climate Change: A COP 17 Workshop to Support Implementation of Article 6 of the UNFCCC"	UN CC:Learn, UNFCCC Secretariat	4 Dec 2011	Durban, South Africa	50
One UN Side Event: "Investing in People: Tools and Country Experiences Integrating Social Dimensions in Climate Responses"	The HLCP Task Team on the Social Dimension of Climate Change led by WHO and ILO	7 Dec 2011	Durban, South Africa	25
Global Transition Dialogue #2 on the New Economy	Stakeholder Forum, nef, New Economics Institute, Green Economy Coalition	17-18 Mar 2012	New York, USA	142
Durban Forum on Capacity Building	UNFCCC	23 May 2012	Bonn, Germany	200
Article 6 and UN CC:Learn Press Conference	Dominican Republic	24 May 2012	Bonn, Germany	Broadcasted
Side Event "Learning and Skills Strategies to Advance a Green	UN CC:Learn	16 June 2012	Rio de Janeiro, Brazil	70

and Climate Resilient Transition”				
UNFCCC Workshop on the Implementation of Article 6 in LDCs	UNFCCC Secretariat	19-21 June 2012	Bonn, Germany	36
Side Event “UN Multi-stakeholder Strategies for Scaling-up and Mainstreaming Learning for Sustainable Development”	UNICEF	21 June 2012	Rio de Janeiro, Brazil	50
Dialogue “What Happens on Monday”	Stakeholder Forum	22 June 2012	Rio de Janeiro, Brazil	204
Intergovernmental Conference on Environmental Education for Sustainable Development Tbilisi+35	Government of Georgia	6-7 Sept 2012	Tbilisi, Georgia	300
HLCP Climate Change Workshop “Aligning our Strengths to Advance and Sustain Climate Action”	HLCP Working Group on Climate Change	10-11 Sept 2012	Geneva, Switzerland	40
3rd Meeting of the UN CC:Learn Steering Group	UN CC:Learn	23-24 Oct 2012	Geneva, Switzerland	35
One UN Side Event: “Climate Change and Education - Making the Future Work for You(th)”	UNEP/UNESCO	27 Nov 2012	Doha, Qatar	Approx. 80
UN CC:Learn COP 18 Exhibit	UN CC:Learn	1-7 Dec 2012	Doha, Qatar	Approx. 3,00
Side Event on the Launch of the United Nations Alliance on Climate Change Education, Training and Public Awareness	UNFCCC	3 Dec 2012	Doha, Qatar	Approx. 80
Annual Meeting of the Inter-Agency Committee for the UN Decade of Education for Sustainable Development (IAC/DESD)	UNESCO	13-14 December 2012	Paris, France	15
Expert Consultation on Ways to Use Education to Promote Climate Change Awareness	UNESCO	9 April 2013	Paris, France	20
National Adaptation Plan (NAP) Expo	UNFCCC	9 June 2013	Bonn, Germany	Approx. 100
Meeting of the UN Inter-Agency Committee for the UNDESD, New-York	UNICEF	16-17 September 2013	New-York, United States	25
1st Annual Meeting of the United Nations Alliance on Climate Change Education, Training and Public Awareness	United Nations Alliance on Climate Change Education, Training and Public Awareness	4 October 2013	Geneva, Switzerland	10
One UN Side Event “Comprehensive Climate	UNDP	14 November 2013	Warsaw, Poland	Approx. 100

Finance"				
Side Event "Combatting Climate Change through Education and Training"	United Nations Alliance on Climate Change Education, Training and Public Awareness	16 November 2013	Warsaw, Poland	Approx. 120
UN CC:Learn Side Event "Building Skills to Address Climate Change"	UN CC:Learn	22 November 2013	Warsaw, Poland	70
UN CC:Learn COP 19 Exhibit	UN CC:Learn	18-22 November 2013	Warsaw, Poland	Approx. 250

Annex 2: UN CC:Learn Logical Framework – Overview of Results Achieved

Intended Results	Key Indicators	Results Achieved
Impact (Overall Goal)	Impact Indicators	
To create sustainable human resource capacity in developing and transition countries to plan and implement climate change action, with collective and coordinated support of UN agencies and development partners	<ul style="list-style-type: none"> Number of national learning systems and organizations that have institutionalized climate change learning and skills development Degree UN agencies and development partners respond to, and support country-driven learning priorities in a coordinated manner Quality and quantity of adaptation and mitigation action enhanced 	<ul style="list-style-type: none"> Climate change has been formally integrated in national education systems in the Dominican Republic, Uganda, and Malawi. In addition, capacity of 5 national training institutions to deliver climate change learning activities has been strengthened (CED, INAFOCAM, ITB, NRDC, NDCDC). In Benin, Indonesia and Malawi development and implementation of national climate change learning strategies are closely aligned with ongoing UN Country Team climate change programmes, including related financing arrangements. School children in the Dominican Republic, Malawi, and Uganda are aware of the causes and consequences of climate change and what actions their communities could take. Key stakeholders in the Dominican Republic are engaging directly with appropriate climate change funding sources, both domestic and international, through development of bankable funding proposals. UN CC:Learn has brokered the establishment of a national climate change research network in Indonesia through the national climate change council and leading universities. High-level representatives (Ministers/Ambassadors) from Uganda, Indonesia and Dominican Republic made

Intended Results		Key Indicators	Results Achieved
			statements at key international meetings on the importance of climate change learning as adaptation and mitigation strategies.
Outcomes		Outcome Indicators	
Global Level: Enhanced information exchange, common learning material development, and coordinated learning interventions by UN agencies		<ul style="list-style-type: none"> At least 30 UN agencies nominate UN CC:Learn Focal Points and participate actively in CC:Learn activities One UN Climate Change Training Package developed with at least 15 agencies contributing to its development UN CC:Learn referred to by the UN as an example of effective One UN collaboration 	<ul style="list-style-type: none"> 33 multi-lateral organizations have nominated a UN CC:Learn Focal Point 17 international UN CC:Learn Partners are actively collaborating in the development of a One UN Training Package UN CC:Learn referred to as a “successful joint programming initiative” by HLCP Working Group on Climate Change
National Level: Programmatic and results-based approach to climate change learning and skills developments developed at the national level through national institutions		<ul style="list-style-type: none"> National Strategy in place and endorsed by key institutions within and outside of government Leverage of additional resources from international and national sources to fund learning action included in the Strategy 	<ul style="list-style-type: none"> National Strategies endorsed in 4 countries and formally presented for government approval in 1 country. Learning strategies are directly linked to national development plans and are influencing national budgetary allocations. Additional resources have been leveraged from international sources and national sources. Total funding provided by UNDP, UNICEF, UNESCO, and the World Bank Institute in line with national learning priorities amounts to CHF 100,000. In addition, 150,000 USD were provided by national Governments in support of strategy development and implementation (Benin and Dominican Republic).
Outputs (per Outcome)		Output Indicators	
For Outcome 1			
Output 1	State-of-the-art platform featuring information and knowledge on UN related climate change learning resources and action	<ul style="list-style-type: none"> 500 materials relevant for learning included in library of UN Learning Materials and directly accessible through CC:Learn website 	<ul style="list-style-type: none"> Over 1,700 materials directly downloadable from UN CC:Learn Library of UN Materials Relevant for Climate Change Learning

Intended Results		Key Indicators	Results Achieved
		<ul style="list-style-type: none"> One weekly in focus article featuring a specific UN learning action At least 10 cases of good learning practices placed on the CC:Learn website CC:Learn website regularly kept up to date 	<ul style="list-style-type: none"> In focus articles published on a weekly basis (more than 250 to date) Good learning practices map created and online including 8 specific entries to date. UN CC:Learn website regularly up-dated with new materials, events (close to 500 to date), etc.
Output 2	One UN Climate Change Training Package	<ul style="list-style-type: none"> 6 Introductory Learning Modules prepared and peer-reviewed 4 Advanced Learning Packages prepared and peer-reviewed 	<ul style="list-style-type: none"> 6 Introductory Learning Modules prepared and peer-reviewed 4 Advanced Learning Packages prepared Guidance Note for development of national climate change learning strategies developed
Output 3	Introductory e-Learning Course on Climate Change	<ul style="list-style-type: none"> Course prepared and tested Operational learning platform 	<ul style="list-style-type: none"> Online course prepared and tested Platform operational
For Outcome 2			
Output 4	National Strategies to Strengthen Human Resources, Learning and Skills Development to Address Climate Change	<ul style="list-style-type: none"> National Strategy prepared in 5 countries through multi-sectoral and multi-stakeholder collaboration and endorsed by concerned actors in government, the private sector and civil society UN Country Teams and other development partners recognize and use National Strategies as a basis for providing future support on climate change learning 	<ul style="list-style-type: none"> National Strategies developed through collaboration of both governmental and non-government stakeholders in all countries. Over 1,000 participants attended national planning and launch events. All 5 country projects closely coordinated with UN Country Teams. UN Resident Coordinators/UN Country Teams have expressed support for implementation of strategies.
Output 5	Advanced learning action completed consistent with priorities included in National Strategy	<ul style="list-style-type: none"> 2 advanced learning actions completed per country Measurable enhancement of knowledge and skills of participants following learning intervention (Kirkpatrick level 2 evaluation) 	<ul style="list-style-type: none"> At least 2 actions implemented in all pilot countries. In the Dominican Republic 4 learning actions have been implemented National evaluations for learning activities have demonstrated increase in knowledge and skills.

Intended Results		Key Indicators	Results Achieved
		<ul style="list-style-type: none"> Degree knowledge and skills developed through learning interventions are applied to real world situation (Kirkpatrick level 3 evaluation) 	<ul style="list-style-type: none"> Participants from climate finance training in Dominican Republic have developed 12 projects to be integrated in an umbrella project proposal amounting to 2.2 million USD. A poster on climate change was distributed to 5,000 public primary schools in Malawi, reaching out to an entire generation of pupils. Similarly, in Uganda climate change education materials for primary school children have been pilot-tested in two particularly vulnerable districts in Uganda.

Annex 3: 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 (FAO)	Adam Gerrand, Natural Resources Officer Climate Change Coordination & REDD+
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, Policy Analyst
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)	Maude Veyret-Picot, Technical Specialist Environment and Energy Group, Bureau of Development Polic
United Nations Economic 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 Uni
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 International Strategy for Disaster Reduction (UNISDR)	Glenn Dolcemasclo, Head Inter-Agency Cooperation Unit
United Nations Institute for Training and Research (UNITAR)	UN CC:Learn Secretariat: Angus Mackay, Manager Climate Change Programme

Organization	Focal Point
	Amrei Horstbrink, Training Associate Climate Change Programme Vincens Côté, Climate Change Specialist Climate Change Programme
United Nations System Staff College (UNSSC)	Jafar Javan, Deputy 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 (WBICC) Practice
World Trade Organization (WTO)	Devin McDaniels, Economic Affairs Officer Trade and Environment Division
UN CC:Learn Secretariat	
United Nations Institute for Training and Research (UNITAR) Palais des Nations 1211 Geneva 10 Switzerland Phone: +41 22 917 8109 Email: uncclearn@unitar.org	

Annex 4: Countries Interested in UN CC:Learn

Country	Main Contact Point/ Government Institution	Comments
Antigua & Barbuda	Ms. Arica M. Hill, Environment Education Officer Ministry of Agriculture, Lands, Housing & the Environment	Expressed interest at Tbilisi+35 Conference, September 2012
Belize	Ms. Beverly D. Castillo, Chief Executive Officer Ministry of Natural Resources and Environment	Formal application received
Benin	Mr. Ibila Djibril, National UNFCCC Focal Point Ministry of Environment	2011-2013 pilot country
Bosnia and Herzegovina	Ms. Srebrenka Golic, Minister of Urbanism, Civil Construction and Ecology Ministry of Physical Planning, Civil Engineering and Ecology	Expressed interest in 1st round of applications
Burkina Faso	Mme. Mama Christine R. Liehoun (for the Minister), Chevalier de l'Ordre du Merite du Developpement Rural Ministère de l'Environnement et du Développement Durable	Formal application received
Central African Republic	M. Bienvenu Adamou Mbessa, Directeur de Cabinet Ministère de l'Environnement, de l'Ecologie et du Développement Durable	Expressed interest at COP 19, December 2013
Colombia	Sr. Carlos Castano Uribe, Viceministro de Ambiente Ministerio de Ambiente, Vivienda y Desarrollo Territorial	Formal application received
Costa Rica	Ing. Teofilo de la Torre A., Ministro Ministerio de Ambiente, Energía y Telecomunicaciones	Formal application received
Cuba	Mr. Tomas R. Escobar Herrera, General Director Ministry of Science, Technology and Environment Agency	Expressed general interest in UN CC:Learn at Tbilisi+35 Conference, September 2012

Democratic Republic of Congo	Mr. Francois Mubilayi Kabeya, Chef de Bureau à la Direction de Développement durable Ministère de l'Environnement	Expressed interest at UNFCCC Article 6 workshop, June 2012
Dominican Republic	Mr. Omar Ramirez Tejada, Executive Vice-President National Council for Climate Change and CDM	2011-2013 pilot country
Egypt	Prof. Dr. Mohamed F. Osman, President, Agricultural Research Center Ministry of Agriculture & Land Reclamation, Agricultural Research Center	Formal application received
Ethiopia	Mr. Dessalegne Mesfin, Deputy Director General Environmental Protection Authority	Formal application received
Fiji	Mr. Sele N. Tagivuni, National Coordinator, Capacity Building, Self Assessment and Multilateral Environment Agreements Ministry of Local Government, Urban Development, Housing and Environment	Expressed general interest in UN CC:Learn at Tbilisi+35 Conference, September 2012 and sent email in February 2013
Gambia	Ms. Nancy Aminatta Niang, Permanent Secretary Ministry of Forestry and the Environment	Formal application received
Georgia	Ms. Maia Bitadze, Head of Legal Department Ministry of Environment Protection	Expressed interest at Tbilisi+35 Conference, September 2012
Ghana	Mr. Daniel. S. Amlalo, Acting Executive Director Environmental Protection Agency	Formal application received
Grenada	Ms. Dessima M. Williams, Ambassador and Permanent Representative in New York Permanent Mission of Grenada to the United Nations in New York Ms. Glynis Roberts, Minister of the Environment, Foreign Trade and Export Development Ministry of Environment, Foreign Trade and Export Development	Expressed interest at Tbilisi+35 Conference, September 2012

Guinea Bissau	Mr. Alexandre Cabral, Secretariat of the State of Environment and Sustainable Development, National Climate Change Programme and National Article 6 Focal Point Ministère des Ressources Naturelles et de l'Environnement	Expressed interest at UNFCCC Article 6 workshop, June 2012
Haiti	Ing. Jean-Marie Claude Germain, Ministre de l'Environnement Ministère de l'Environnement	Formal application received
Indonesia	Mr. Agus Purnomo, Head of Secretariat National Council on Climate Change	2011-2013 pilot country
Ivory Coast	Dr. Kadio Ahossane UNFCCC Focal Point/Negotiator Head, Climate Change Unit Ministry of Environment and Sustainable Development	Sent email in October 2012
Jamaica	Mr. Albert Daley, Principal Director, Climate Change Division Ministry of Water, Land, Environment and Climate Change	Expressed interest at COP 19, December 2013
Jordan	H.E. Mr. Nasser Shraideh, Minister of Environment Ministry of Environment	Formal application received
Kazakhstan	Mr. Mazhit Turmagambetov, Vice-Minister Ministry of Environmental Protection	Formal application received
Lesotho	Ms. Mamasheane Motabotabo, Senior Environment Officer Ministry of Tourism, Environment and Culture	Sent email in December 2013
Liberia	Ms. Anyaa Vohiri, Executive Director Environmental Protection Agency	Formal application received
Libya	Mr. Al Mehdi A. Mejrbi, General Director General Water Authority Mr. D. Elhadi M. Abogrean, Associate Professor, Director of Planning and Information, National Authority of Scientific Research Ministry of Higher Education and Scientific Research	Expressed interest at COP 19, December 2013

Madagascar	M. Germain Randriasandratana, Directeur du Changement Climatique Ministère de l'Environnement et des Forets	Formal application received
Malawi	Mr. Ted Sitimawina, Permanent Secretary Ministry of Development Planning and Cooperation	2011-2013 pilot country
Mali	M. Mamadou Gakou, Directeur General Agence de l'Environnement et du Développement Durable (AEDD)	Formal application received
Mauritania	M. Mohamed Mahmoud Ould Bah Ould Sid'Ebatt, Secrétaire Général Ministère Chargé de l'Environnement et du Développement Durable	Expressed interest in 1st round of applications
Mauritius	Mr. Rajendra Kuman, Environment Officer Ministry of Environment & Sustainable Development	Expressed general interest in UN CC:Learn at Tbilisi+35 Conference, September 2012
Mozambique	Ms. Ivete J. Maibaze, National Director of Environmental Promotion Ministry for Coordination of Environmental Action	
Namibia	Dr. Kalumbi Shangula, Permanent Secretary Ministry of Environment and Tourism	Expressed interest in 1st round of applications
Nepal	Mr. Purna Bhakta Tandukar, Under Secretary and Chief, Administration and Human Resources Development Section Ministry of Environment	Formal application received
Niger	M. Amadou Souley Massaoudou, Secrétaire Exécutif/Point Focal de la CNUCC Cabinet du Premier Ministre, Conseil National de l'environnement pour un Développement Durable	Formal application received
Nigeria	Mr. Umo Mildred Ene-Obong, Director Climate Change and Health Ministry of Health Mr. Raphael Molu, Foreign Affairs	Expressed interest at COP 19, December 2013

	Officer Ministry of Foreign Affairs	
Papua New Guinea	Dr. Wari Iamo, Acting Executive Director, Office of Climate Change and Development and Secretary, Department of Environmental Conservation Office of Climate Change and Development (UNDP office)	Expressed interest in 1st round of applications
Peru	Sr. Eduardo Durand López-Hurtado, Director General de Cambio Climático, Desertificación y Recursos Hídricos Ministerio del Ambiente	Formal application received
Republic of South of Sudan	Mr. Paul L. Demetry, Environmental Officer Ministry of Environment	Expressed general interest in UN CC:Learn at Tbilisi+35 Conference, September 2012
Romania	Ms. Florentina Manea, Director, Climate Change and Sustainable Development Department The Ministry of Environment and Forests	Formal application received
Russia	Mr. Alexander Frolov, Head of the Federal Service for Hydrometeorology and Environmental Monitoring Federal Service for Hydrometeorology and Environmental Monitoring	Expressed interest in 1st round of applications
Sierra Leone	Mr. Alpha Bockari, Deputy Director, Meteorological Department Ministry of Transport and Communications Mr. Nanyumba Paul, Human Resource and Organizational Development Adviser Civil Service Training College	Expressed interest at UNFCCC Article 6 workshop, June 2012 and sent email in March 2013
Somalia	Dr. Khalid Omar Ali, National Article 6 Focal Point Ministry of Fishers, Marine Resources and Environment Mr. Hassan Ibrahim, Adviser to the Minister	Expressed interest at UNFCCC Article 6 workshop, June 2012 and sent email in Dec 2011

	Ministry of Fishers, Marine Resources and Environment	
St. Vincent & the Grenadines	Mr. Yasa Belmar, Environmental Resource Analyst Ministry of Health, Wellness and Environment	Expressed general interest in UN CC:Learn at Tbilisi+35 Conference, September 2012
Sudan	Mr. Somaya Omer Abdoun, Director, Khartoum State's Forest Ministry of Environment, Forests and Physical Development Mr. Hanadi Awadalla Abdelrasoul, Head of Extension Department Ministry of Lands, Natural Resources and Environmental Protection	Expressed interest at COP 19, December 2013
Suriname	Mr. Melvin Uiterloo, Health Focal Point The Amazon Conservation	Expressed general interest in UN CC:Learn at Tbilisi+35 Conference, September 2012
Tajikistan	Mr. Safarov, National Climate Change Focal Point State Organization of Hydrometeorology	Expressed interest in 1st round of applications
Tanzania	Mr. Masinde Bwire, Environmental Officer Vice-President's Office	Expressed interest at COP 19, December 2013
Togo	M. Notokpe Komlavi Midoji, Chargé des études à la DGTP / DPESE / DEES Ministère des Travaux Public	Expressed interest at COP 19, December 2013
Uganda	Mr. Paul Isabirye, National UNFCCC Focal Point Ministry of Water and Environment	2011-2013 pilot country
Zambia	Mr. Lungu Mfumu Richard, Principal Natural Resources Management Officer Ministry of Lands, Natural Resources and Environmental Protection	Expressed interest at COP 19, December 2013

Annex 5: List of Abbreviations

AAP-Malawi : Africa Adaptation Programme - Building Capacity for Integrated and Comprehensive Approaches to Climate Change Adaptation in Malawi

ACF : Africa Carbon Forum

ADB : Asian Development Bank

AfDB : African Development Bank

ALP: Resource Guides for Advanced Learning

CADRI: Capacity for Disaster Reduction Initiative

CC DARE : Climate Change Adaptation & Development Initiative

CCE : Climate Change Education

CCESD : Climate Change Education for Sustainable Development

CCP : National Programme for Managing Climate Change in Malawi – formulation phase

CDB : Convention on Biological Diversity

CDKN : Climate and Development Knowledge Network

CDM : Clean Development Mechanism

CDP : Dominican College of Journalists

CEB: Chief Executives Board for Coordination

CEBSE : Center for Conservation and Eco-development of Samana Bay

CED : Centre d'Education à Distance

CNCC : National Climate Change Committee of Benin

CNCCMDL : National Council for Climate Change and Clean Development Mechanism of the Dominican Republic

CNE : National Energy Commission

DIRCO : Department of International Relations and Cooperation of South Africa

DNPI : National Council on Climate Change of Indonesia

ECORED : National Network of Business Support for Environmental Protection

EMG : Environmental Management Group

ESD : Education for Sustainable Development

FAO : Food and Agriculture Organization of the UN

FEDOMU : Dominican Federation of Municipalities

FUNDEMAR : Foundation for Marine Studies

GEF : Global Environment Facility

GPCC : Global Programme on Climate Change

GSP : Secretariat of the High Level Panel on Global Sustainability

HLCP: High Level Committee on Programmes

HSA : Health Surveillance Assistants

IAC/DESD : Inter-Agency Committee for the United Nations Decade of Education for Sustainable Development

IAG-TVET : Inter-Agency Group on Technical and Vocational Education and Training

IDB: Inter-American Development Bank

IDDI : Dominican Institute for Integral Development

IDIAF : Dominican Institute for Agriculture and Forestry

IEBEC : Center for Business Executive Education

IFAD : International Fund for Agricultural Development

IFRC : Federation of Red Cross and Red Crescent Societies

ILM: Introductory Learning Modules

ILO : International Labour Organisation INAFOCAM : National Teacher Training Institute

INAPA : National Institute of Water and Sewer Service

INFOTEP : National Institute for Professional and Technical Training

ITU: the International Telecommunication Union

LDC: Least Developed Country

LECRDS : Low-Emission Climate-Resilient Development Strategy

MIE : Malawi Institute of Education

MLGRD : Ministry of Local Government and Rural Development of Malawi

MoF: Ministry of Forestry of Indonesia

MOH : Ministry of Health of Malawi

MOU : Memorandum of Understanding

MWE : Ministry of Water and Environment of Uganda

NAP : National Adaptation Plan

NAPA : National Adaptation Programme of Action

NEF: New Economics Foundation

NGO: Non-Governmental Organisation

NRDC: Natural Resource Development Centre

OCHA : United Nations Office for the Coordination of Humanitarian Affairs

OECD DAC : Development Assistance Committee of the Organisation for Economic Co-operation and Development

OPRET : Office for the Reorganization of Transportation

PC : Participacion Ciudadana

RAN GRK: National Greenhouse Gas Emission Reduction Plan

RC : United Nations Resident Coordinator

REDD+: Reducing Emissions from Deforestation and Forest Degradation

SDC: Swiss Agency for Development and Cooperation

SEO: Search Engine Optimization

SNTP : National Union of Press Workers

TACC : Territorial Approach to Climate Change

TNC : The Nature Conservancy

TOR : Terms of Reference

UN : United Nations

UN DPI : UN Department of Public Information

UN WOMEN : United Nations Entity for Gender Equality and the Empowerment of Women

UN-DSD : UN Division for Sustainable Development

UN-HABITAT : United Nations Human Settlements Programme

UN-NGLS : United Nations Non-Governmental Liaison Service

UN-REDD : UN Collaborative Programme on Reducing Emissions from Deforestation and Forest Degradation in Developing Countries

UNAIDS : The Joint United Nations Programme on HIV/AIDS

UNCCD : United Nations Convention to Combat Desertification

UNCT : UN Country Team

UNDAF : UN Development Assistance Framework

UNDG : UN Development Group

UNDESD : UN Decade for Education on Sustainable Development UNDP: United Nations Development Programme

UNECA: United Nations Economic Commission for Africa

UNECE : UN Economic Commission for Europe

UNEP: UN Environment Programme

UNESCAP : United Nations Economic and Social Commission for Asia and the Pacific

UNESCO: United Nations Educational, Scientific and Cultural Organisation

UNESCO-UNEVOC : UNESCO International Center for Technical and Vocational Education and Training

UNESCWA : United Nations Economic and Social Commission for Western Asia

UNFCCC : UN Framework Convention on Climate Change

UNFPA: UN Population Fund

UNHCHR : Office of the High Commissioner for Human Rights

UNHCR : UN Refugee Agency

UNIC : UN Information Centre

UNICEF: United Nations Children Fund

UNIDO : UN Industrial Development Organization

UNISDR : UN International Strategy for Disaster Reduction

UNITAR: UN Institute for Training and Research

UNORCID : United Nations Office for REDD+ Coordination in Indonesia

UNSSC : UN System Staff College

UNU : UN University

UNV : United Nations Volunteer programme

UNWTO : United Nations World Tourism Organization

UPU : Universal Postal Union

WBI: World Bank Institute

WFP : World Food Programme

WHO : World Health Organisation

WMO : World Meteorological Organisation

WTO : World Trade Organization

UN CC:Learn Secretariat

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