



UN CC:Learn

The One UN Climate Change Learning Partnership



2014-2017 IMPLEMENTATION PHASE

Report Year 1

March 2014 - February 2015

Visit us online at:
www.uncclern.org

Contents

| | |
|---|----|
| UN CC:Learn Highlights | 4 |
| Results Global Level | 6 |
| Results National Level | 12 |
| UN CC:Learn @ International Conferences | 22 |
| Project Management and Partnerships | 26 |
| Annexes | 32 |



One Year into the New Phase

2014 has been another big year for the One UN Climate Change Learning Partnership, and the fifth in all since its inception in 2010. Formal discussions are underway with five new countries for entry into the partnership, bringing the total number of national partners to ten, and a sub-regional programme has been launched in Central America led by the Dominican Republic. This brings UN CC:Learn into direct contact with 17 countries – a major expansion from the pilot phase. At the global level the Secretariat held bi-lateral discussions with its partners as a means of identifying areas of joint work in order to further streamline ways in which the UN organizes itself in offering climate change learning services to member states and others.



The UN CC:e-Learn platform (www.uncclearn.org), offering a high-quality free introductory course on key issues such as climate science, adaptation, mitigation, planning and finance, has grown rapidly. More than 10,000 registrations were received during the first 12 months including all 195 Parties to the UNFCCC, and potentially many more in 2015 with the launch of French and Spanish language versions. Furthermore UN CC:Learn is expanding its support into new global thematic areas such as national adaptation planning, climate services and REDD+ , building on its climate education sector roots.

The key to UN CC:Learn remains the strong recognition and demand that it receives from developing countries as politicians, decision makers and technical specialists increasingly face-up to the climate change skills gap that exists in their jurisdictions. What people know really does matter. The 2014 climate meetings in Lima resulted in the adoption of a Ministerial Declaration on Climate Change Education and Awareness Raising, acting as a timely reminder of the importance of knowledge and skills in translating the intent behind policy statements into action on the ground. The UN CC:Learn partnership, with the support of the Swiss Development Cooperation (SDC), continues to provide an important avenue for countries to promote systematic approaches to learning, which are both cross-government and aligned with national development policies.

“ Education, training, public awareness, public participation, public access to information, knowledge and international cooperation play a fundamental role in meeting the ultimate objective of the UNFCCC and in promoting climate-resilient sustainable development. ”

The Lima Ministerial Declaration on Education and Awareness-raising

A handwritten signature in blue ink, appearing to read 'Amackay'.

Angus Mackay, Manager
Climate Change Programme
UNITAR

UN CC:Learn Secretariat

UN CC:Learn Highlights

March 2014 – February 2015

March 2014

- A new agreement signed between the UN CC:Learn Secretariat and the Swiss Development Cooperation for a 3 year full implementation phase (2014-17).

June 2014

- The National Council on Climate Change and Clean Development Mechanism (CNCCMDL) of the Dominican Republic announces that the country will invest a further 1 million USD from the national budget in climate change training for teachers in 2014-2016.
- UN CC:Learn helps to initiate a reform for a more joint-up approach of UN agencies at UNFCCC meetings through a proposal through the Climate Change Working Group of the High Level Committee on Programmes (HLCP).

August 2014

- The Ministry of Education, Science and Technology of Malawi distributes 22,300 copies of a new Climate Change Sourcebook for Primary School Teachers.

September 2014

- UN CC:Learn hosts 8 partner countries at an experience-sharing meeting, including 3 new countries (Burkina Faso, Kazakhstan and Ethiopia).
- The pilot version of an e-course for the REDD+ Academy is delivered through the UN CC:e-Learning platform.

October 2014

- UN CC:Learn launches its Climate Change Learning Ambassador programme with 5 individuals nominated from 4 partner countries.
- The UN CC:Learn Steering Group approves the first sub-regional UN CC:Learn programme covering 8 Central American countries, as a means of up-scaling strategic approaches to climate change learning.

December 2014

- UN CC:Learn is highly visible at COP 20 in Peru including several formal and informal side events as well as a One UN exhibit area on climate change education and training, reaching out directly to more than 1,000 delegates.
- Website visibility of the programme nearly doubles from previous year, increasing from 10,000 unique hits in 2013 to 18,000 unique hits in 2014.
- Total registrations for the introductory e-course on climate change reaches 10,000 with sign-ups from all 195 Parties to the UNFCCC.

January 2015

- Launch of a Massive Open Online Course (MOOC) on adaptation to climate change in small island development states, in collaboration with the National Adaptation Plan Global Support Programme (NAP-GSP).

February 2015

- Launch of the French version of the UN CC:Learn introductory e-course on climate change.

“ Our national climate change learning strategy has initiated a transformational change in the Dominican Republic. We are now scaling up our national experience to the regional level. ”

Omar Ramírez Tejada

National Council for Climate Change and CDM, Dominican Republic
Ambassador for Climate Change Learning



Results Global Level



Highly Visible and Interactive Space for Learning (Output 1.1)

More visible and user-friendly knowledge sharing platform

In the 2014, the position of the UN CC:Learn knowledge-sharing platform (www.unccllearn.org), as 'the' go-to-platform for climate change learning materials, activities and services offered by the UN has been further strengthened. The launch of several key deliverables from the first phase of the UN CC:Learn project in late 2013 and early 2014, as well as the general growing visibility of the partnership, has allowed it to attract more people than ever before. In the past 12 months, 80% more users than in the previous year visited the platform (18,000 between March 2014 to February 2015, compared to 10,000 between March 2013 and February 2014).

The publication of new resources by partners through the Secretariat, as well as feedback by users, called for a rearrangement of certain sections of the website. Additionally, the technology behind the platform started to get out-dated, and there was hence a need for a complete upgrade of the website. The up-grade/redesign was implemented in two steps. The first one, which mostly consisted in visual improvements, was completed in September 2014. A second phase, which consisted in a rearrangement of the content in order to make the structure clearer and resources more accessible, as well as a technical upgrade of the website infrastructure, took place in early 2015. The new version of the website is expected to be launched in April 2015. Specific improvements include:

- Clearer, more attractive design;
- Information and resources organized in a way that makes them more accessible for the user;
- Creation of thematic entry points to the website;

- Semi automation of some of the functions to facilitate knowledge-sharing;
- Improved interactivity with social media;
- Key content available in French and Spanish.

The UN CC:Learn platform in numbers (March 2014-February 2015)

| | |
|--|----------|
| Number of unique visitors | 18,018 |
| Number of sessions/hits | 28,520 |
| Number of learning events featured | 100 |
| Number of new entries in the UN CC:Learn library | 400 |
| Total number of entries in the UN CC:Learn library | 2,120 |
| Average duration of sessions | 3:58 min |

Rapid growth of the UN CC:e-learning platform

Registrations on the e-learning platform, which had been launched in early 2014, exceeded expectations by far. Within 12 months more than 10,000 learners signed-up to the platform, covering all 195 Parties to the UNFCCC. The platform, which had been solely designed to host the UN CC:Learn introductory e-course on climate change, was also modified in order to be able to host other courses, including:

REDD+ Academy introductory learning modules

As part of a collaboration with UNEP and the UN-REDD Secretariat, three introductory modules on REDD+ were hosted on the UN CC:Learn platform. The modules were developed by

Yale University and reviewed by UN-REDD partners. The modules serve as an introduction to the REDD+ Academy face-to-face training. More information on the REDD+ Academy and the development of the modules can be found in sections 3.2 and 3.3.

UN CC:Learn introductory e-course in French

With support from professional translators and volunteers, the UN CC:Learn Secretariat translated the introductory e-course on climate change to French, responding to high demand in particular from West African countries. The French version of the course was launched on 15 February 2015 and already attracted 300 enrolments within 15 days. The course is also currently being translated to Spanish (launch scheduled for early April 2015).

New, translated communication materials disseminated through numerous channels

The second phase of the project was an occasion for the Secretariat to develop new outreach materials and to further develop its communication strategy in order to ensure that UN CC:Learn messages and materials reach more people. A new brochure and flyer were produced, which are now available on the UN CC:Learn website in English, French and Spanish. These documents are aligned with the new design of the website in order to provide a cohesive visual identity for UN CC:Learn. The Secretariat has also worked to further increase the reach of the initiative by using various communication channels, including:

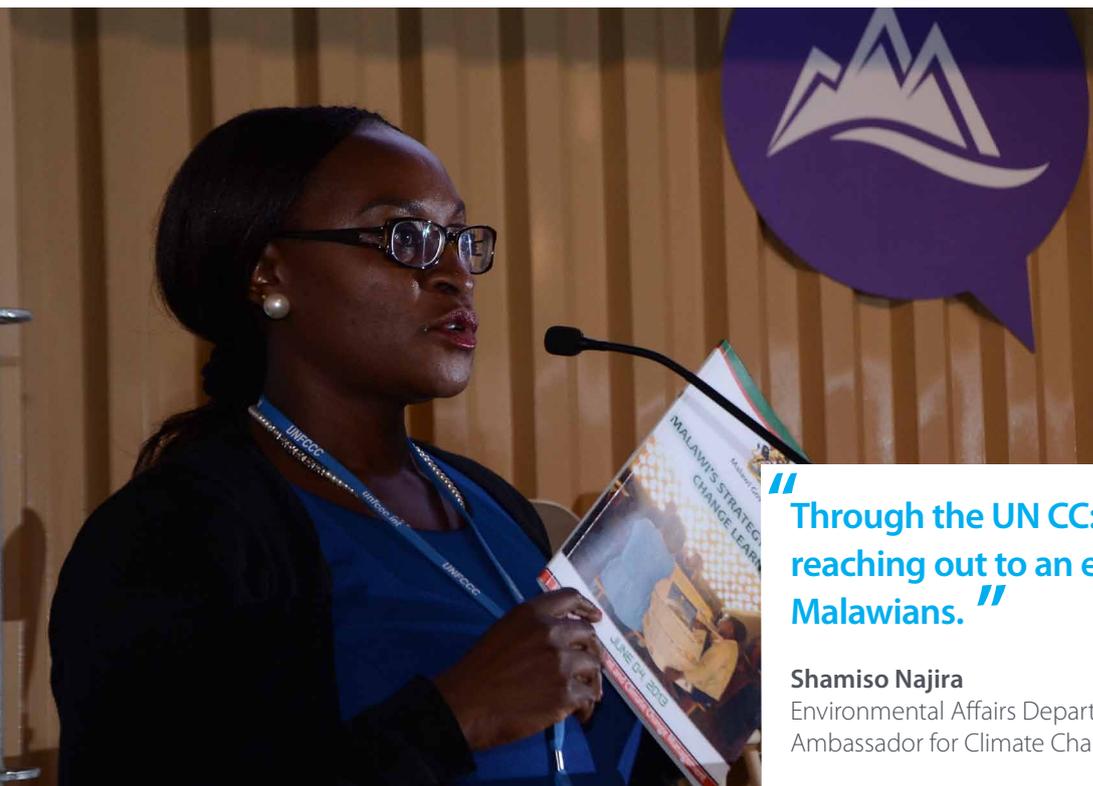
- UN CC:Learn website
- Network of UN CC:Learn partner organisations
- Network of UN CC:Learn partner countries
- UN CC:Learn newsletter to which people can subscribe on the website
- Climate-I mailing list
- Climate Change Learning Ambassador's network (see section 6.2)

- SDC Climate Change and Environment Network
- List of people registered on the UN CC:e-Learn platform
- UN CC:Learn Facebook account
- UN CC:Learn Twitter account

The more effective use of social media (Facebook and Twitter) has increased the general visibility of UN CC:Learn and the services and products it offers. At the moment, data on the impact of this communication strategy is still relatively limited, but more information will be available for the next annual report. The preliminary numbers are quite promising though.

UN CC:Learn outreach

| | |
|---|-------|
| Subscribers to the UN CC:Learn newsletter | 1,124 |
| Facebook followers | 1,955 |
| Twitter followers | 315 |



“Through the UN CC:Learn project we are reaching out to an entire generation of young Malawians.”

Shamiso Najira

Environmental Affairs Department, Malawi
Ambassador for Climate Change Learning

Expanded Suite of One UN Climate Change Learning Products (Output 1.2)

Q During the new implementation phase, UN CC:Learn has continued to expand the package of One UN climate change materials. New products include additional introductory modules and resource guides for advanced learning on climate change. Online versions of existing resource guides, providing access to key UN learning resources on climate change through an attractive and easy-to-use web interface, have also been launched. The development of these new learning products benefits from the technical knowledge of the relevant UN partners, combined with UNITAR's expertise in learning methodologies and instructional design. The selection of topics for the new learning products has been endorsed by the UN CC:Learn Steering Group during its annual meeting in October 2014.

Additional introductory learning modules on REDD+, cities, and health

These new Introductory Learning Modules (ILMs) expand and complement the existing series of six core ILMs on the basics of climate change prepared during the UN CC:Learn pilot phase. ILMs are around 50-60 slides long and include speaker's notes and references. They are available for free on the UN CC:Learn website providing general introductory learning on a specific topic. They can also be downloaded and adapted by users interested in delivering more tailored trainings. New ILMs under development include:

New modules on REDD+

Three new modules focusing on 1) the scientific evidence on forests and climate change, 2) the overview of REDD+ within the UNFCCC, and 3) forests, sustainable development and a green economy have been added to the UN CC:e-Learn platform. These modules provide learners with the basic information needed before attending the REDD+ Academy face-to-face training. 33 individuals completed this course during its first session, concluded at the end of 2014. The course is currently only accessible by invitation, but will be further developed into a full-fledged Massive Open Online Course (MOOC) with public access in 2015. Section 3.3 provides further information on the collaboration between UN CC:Learn and UN-REDD.

New module on climate change and health

Given the importance of understanding how climate change can impact health, and the prominence of this topic in international discussions, a new introductory module on climate change and human health is being developed in collaboration with the World Health Organization (WHO). WHO is providing both in-kind support, through technical guidance and feedback, and co-financing, through funding for a dedicated consultant. Other organizations that expressed interest in supporting this module are: ITU, FAO, and WMO. The final module is expected to be available in April 2015.

New module on cities and climate change

Considering that about 70% of the world's population is projected to live in urban areas by 2050, and cities already consume 78% of the world's energy, it is important to advance understanding of how climate change considerations can be taken into account in urban planning. With this objective, an ILM on cities and climate change is currently under development, with technical support from the United Nations Human Settlements Programme (UN-Habitat). Other partners that are interested in contributing to this module include: FAO, UNFCCC, UNU, and WMO. The final module is expected to be available in May 2015.

New resource guides for advanced learning (REDD+ and cities)

As part of the One UN training package on climate change, UN CC:Learn also facilitates the development of 'Resources Guides for Advanced Learning on Priority Topics of Climate Change'. These Resource Guides provide a guided tour to some of the most relevant and up to date climate change learning materials being produced across the UN system. They are written from the perspective of a learner seeking to understand what learning resources are available for specific learning topics.

New Resource Guide on REDD+

In 2014 a new Resource Guide on REDD+ has been produced in collaboration with the UN-REDD Programme, building on the expertise of FAO, UNEP and UNDP, and the Forest Carbon Partnership Facility (FCPF). The Guide is organized

around 5 learning topics, including: (1) Preparing for REDD; (2) Strengthening a Legal and Regulatory Framework for REDD+; (3) Fulfilling REDD+ Data Needs; (4) Stakeholder Engagement; and (5) Financing for REDD+.

New Resource Guide on Climate Change and Cities

Complementing the ILM on cities and climate change, a guide providing resources for more in-depth learning on how to take climate change into account in urban planning will be developed during the course of 2015. Initial discussions have already taken place between the UN CC:Learn Secretariat and UN-Habitat to define the steps required for the preparation of this Guide.

User-friendly online versions of existing resource guides for advanced learning

All Resource Guides are available as interactive pdfs on the UN CC:Learn website. In order to encourage a broader audience to access the Guides, the pdfs are also turned into interactive online interfaces. These web-tools are organized around the Guides' learning topics and provide access to the selected materials in a few clicks through a user-friendly interface. They are available on the UN CC:Learn website as well as on relevant UN partner websites, providing different entry points. For instance, the online version of the 'Resource Guide on Integrating Climate Change in Education at Primary and Secondary Level' is now available both on the UN CC:Learn website and the UNICEF website (www.unicef.org/environment), multiplying the number of people who

can access it. Following the same principle, the online version of the 'Resource Guide for Advanced Learning on the Climate Change and Health Interface' is also accessible through the WHO website (<http://www.who.int/globalchange/training/en/>). Discussions have taken place with WMO about the preparation of online versions of the two 'Resource Guides for Advanced Learning on the Fundamentals of Climate Change Science and on Predicting and Projecting Climate Change', and their integration into the WMO website. Their development, as well as the development of an online version of the 'Resource Guide for Advanced Learning on REDD+', are now in the planning stage and will be initiated soon.



■ Screenshot of the interactive resource guide "Understanding the Climate Change and Health Interface"

Learning Networks with Key Global Thematic Programmes (Output 1.3)

Q One of the new strategic directions of the current phase of the UN CC:Learn programme is to increase its visibility and reach by engaging with other major global initiatives, such as national adaptation planning, the global framework for climate services and REDD+. In each of these areas UN CC:Learn has specific expertise that it can bring in order to improve the quality of related training and skills development. During 2014 UN CC:Learn has initiated specific activities with the NAP-GSP, as well as with the UN-REDD Programme.

National Adaptation Plan Global Support Programme (NAP-GSP)



The NAP-GSP is a UNDP-UNEP programme, financed by the Least Developed Countries Fund (LDCF).

The NAP-GSP is assisting Least Developed Countries (LDCs) to advance national adaptation planning. The Global Support Programme has been set up to assist countries to bring greater focus and attention to medium and long-term climate change adaptation planning as well as budgeting. Partner agencies to the NAP-GSP include UNDP, UNEP, WHO, FAO, IFAD, UNITAR, GEF, UNFCCC, GWP, GIZ, PROVIA, and UNISDR.

One area of collaboration between the NAP-GSP and UN CC:Learn is the development of country case studies on national adaptation planning, to be integrated into the UN CC:Learn introductory e-course on climate change. Moreover, UN CC:Learn good practices and materials were prominently featured in a MOOC on Climate Change Adaptation in SIDS, jointly delivered by UNEP, the University of Geneva and the NAP-GSP Programme.

The course ran in January and February 2015 attracting more than 8,000 people, although a much lower number actually went on to complete the course. This is a known dynamic of MOOCs which often get a lot of up front interest with decreasing participation towards the end. UN CC:Learn was also featured at a series of three regional NAP-GSP workshops in Africa and Asia covering all 48 LDCs.

MOOC 'Climate Change Adaptation in SIDS' in Numbers

| | |
|--|--------|
| Total learners | 8,545 |
| Lectures viewed | 79,506 |
| Exercises submitted | 6,320 |
| Forum posts made | 2,328 |
| Participants who successfully completed the course (many more benefit from a tendency to browse) | 548 |

United Nations Programme on Reducing Emissions from Deforestation and Forest Degradation (UN-REDD)



The UN-REDD Programme is the United Nations collaborative initiative on Reducing Emissions from Deforestation and forest Degradation (REDD) in developing countries. It builds on the convening role and technical expertise of FAO, UNDP and UNEP. The main training arm of UN-REDD is the REDD+ Academy - a regionally focused education initiative for those involved in national REDD+ programmes.

In 2014, UN CC:Learn engaged with the UN-REDD Secretariat to develop jointly a resource guide for advanced learning on REDD+,

as an initial contribution towards the establishment of the REDD+ Academy. Additionally, introductory online modules on REDD+ were developed to be used in advance of the first regional face-to-face training event of the REDD+ Academy delivered in October 2014 in Indonesia. The online modules were hosted on the UN CC:e-Learn platform with all participants logging on, completing the three modules as well as a test of their comprehension (see also section 3.2). This initial work led to an agreement on further collaboration with the REDD+ Academy, which has mandated UN CC:Learn to develop an in depth syllabus for a face-to-face training, as well as a full e-learning course with 12 modules to be hosted on the UN CC:e-Learn platform. Both of these additional training products are expected to be produced by the end of 2015.

Results National Level



National Climate Change Learning Strategies (Output 2.1)

Q As part of the 2014-2017 phase, UN CC:Learn plans to support five additional country projects. Global UN CC:Learn partners agreed that the new countries should be selected from the pool of countries that had submitted formal applications in 2011. The Secretariat contacted three countries from the existing pool in the first half of 2014, (Burkina Faso, Ethiopia and Kazakhstan) and invited them to an experience-sharing workshop with existing partner countries from 30 September to 1 October 2014 in Geneva, Switzerland. The meeting was articulated around key steps in the development and implementation of a national climate change learning strategy. At the end of the meeting, the group discussed “Top 10 Tips for National Climate Change Learning Strategies” (see box 1). The representatives from Burkina Faso, Ethiopia and Kazakhstan indicated that the workshop was highly useful for them to understand the benefits, but also challenges of developing a climate change learning strategy.

➤ Burkina Faso – Memorandum signed and planning workshop scheduled for March

The project initiation in Burkina Faso has been moving forward smoothly and a Memorandum of Agreement with the Secrétariat Permanent du Conseil National pour l'Environnement et le Développement Durable (SP/CONEDD) was signed in February 2015. To guide project implementation a Comité Technique de Suivi (CTS) has been established bringing together ministries

of health, education, research, energy, social affairs, economy and finance, agriculture, urbanisation, as well as civil society and academia. A national planning workshop to decide on the priority sectors and terms of reference for the development of Burkina's National Climate Change Learning Strategy is scheduled for 11 March 2015 in Ouagadougou.

➤ Ethiopia – Strengthening learning under the Climate Resilient Green Economy (CRGE) Strategy

The project in Ethiopia has been moving ahead decisively under the leadership of the Ministry of Environment and Forestry. UN CC:Learn support will be closely aligned with the implementation of the national Climate Resilient Green Economy (CRGE) Strategy which was adopted in 2011. Given that the country is already undertaking a comprehensive review of capacity development

needs under the CRGE, UN CC:Learn could focus on two possible avenues: (1) support for CRGE capacity development activities, including provision of expertise on skills assessment and provision of co-financing for implementation activities; and (2) support for integrating climate change in the general education system.



“We are training climate change focal points in all key ministries so that they can take the implementation of our climate change learning strategy forward. ”

Chebet Malekhut
Commissioner of the Climate Change Department in Uganda

↔ Kazakhstan – Thinking through the options

The representatives from the Ministry of Energy that attended the experience-sharing workshop in Geneva in October 2014 were very interested in the strategic approach UN CC:Learn is proposing for climate change education and training. In early

2015, the Vice-Minister of Energy appointed the Director of the Climate Change Department as focal point for UN CC:Learn. The Secretariat is in contact with the Ministry to establish options for a UN CC:Learn programme.

↔ Additional partner countries – Ghana and Niger getting started

In addition to Burkina Faso, Ethiopia and Kazakhstan, the UN CC:Learn Steering Group at its annual meeting in October 2014 short-listed five other countries (Gambia, Ghana, Mali, Niger, Peru) that the Secretariat should contact to reconfirm their interest and explore opportunities for co-financing. Niger and Ghana replied enthusiastically and provided formal letters in January 2015 to express their interest in the UN CC:Learn programme (a

letter signed by the Executive Secretary of the Conseil National de l'Environnement pour un Développement Durable in the case of Niger, and a letter on behalf of the Minister of Environment, Science Technology and Innovation signed by the Director of Finance and Administration in the case of Ghana). Memorandums of agreement are expected to be signed in March/April 2015. To date, The Gambia, Mali and Peru did not reconfirm their interest.

↔ Coordination with UN Country Teams

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

Planning Workshop in March. In Kazakhstan, UNDP would be interested in linking the UN CC:Learn project to UNDP support for the Third National Communication, and has continuously provided advice in communicating with the Ministry of Energy. In Ethiopia and initial dialogue with the UNCT contact point for climate change has also taken place.

↖ Piloting a regional approach in Central America

Under the leadership of the Dominican Republic, member states of the Central American Integration System (Spanish: Sistema de la Integración Centroamericana, or SICA) have advanced the idea of a regional hub for climate change learning in Central America. The hub would build on the positive experience of the UN CC:Learn pilot project in the Dominican Republic. At a regional workshop in Santo Domingo, 15-16 September 2014, the eight SICA member states produced a declaration requesting financial support and technical assistance from UN CC:Learn for the regional pilot. The regional hub will build on the existing SICA Regional Climate Change Strategy which outlines a number of specific actions areas related to education, awareness, communication and public participation.

The UN CC:Learn Steering Group agreed to support the regional initiative with funding of approximately two national projects. It requested the Dominican Republic and the UN CC:Learn Secretariat to develop a more detailed concept note, including a detailed budget and co-financing from SICA member countries. A draft of the concept note/proposal has been developed and endorsed by a SICA ministerial meeting in February 2015. As next step the note will be shared with the UN CC:Learn Steering

Group for comments. The regional programme is expected to be launched at the next ministerial meeting of SICA member states in April 2015.

■ Regional programme on climate change learning in Central America

June 2014 – Meeting between UN CC:Learn Secretariat and SICA Member States in Bonn and formal request received

September 2014 – SICA declaration on climate change learning in Santo Domingo

October 2014 – Presentation of SICA programme to UN CC:Learn Steering Committee

November 2014 - Official acceptance provided by UN CC:Learn

February 2015 – Draft technical and financial proposal submitted to UN CC:Learn Secretariat

February 2015 – Secretariat in collaboration with Dominican Republic present a draft budget to SICA members states including an initial UN CC:Learn grant leveraging additional funds from the region and globally.

“
The regional hub for Climate Change Learning in Central America will enable a whole of society approach to Climate Change.”

Lisel Alamilla

Minister of Forests, Fisheries and Sustainable Development of Belize



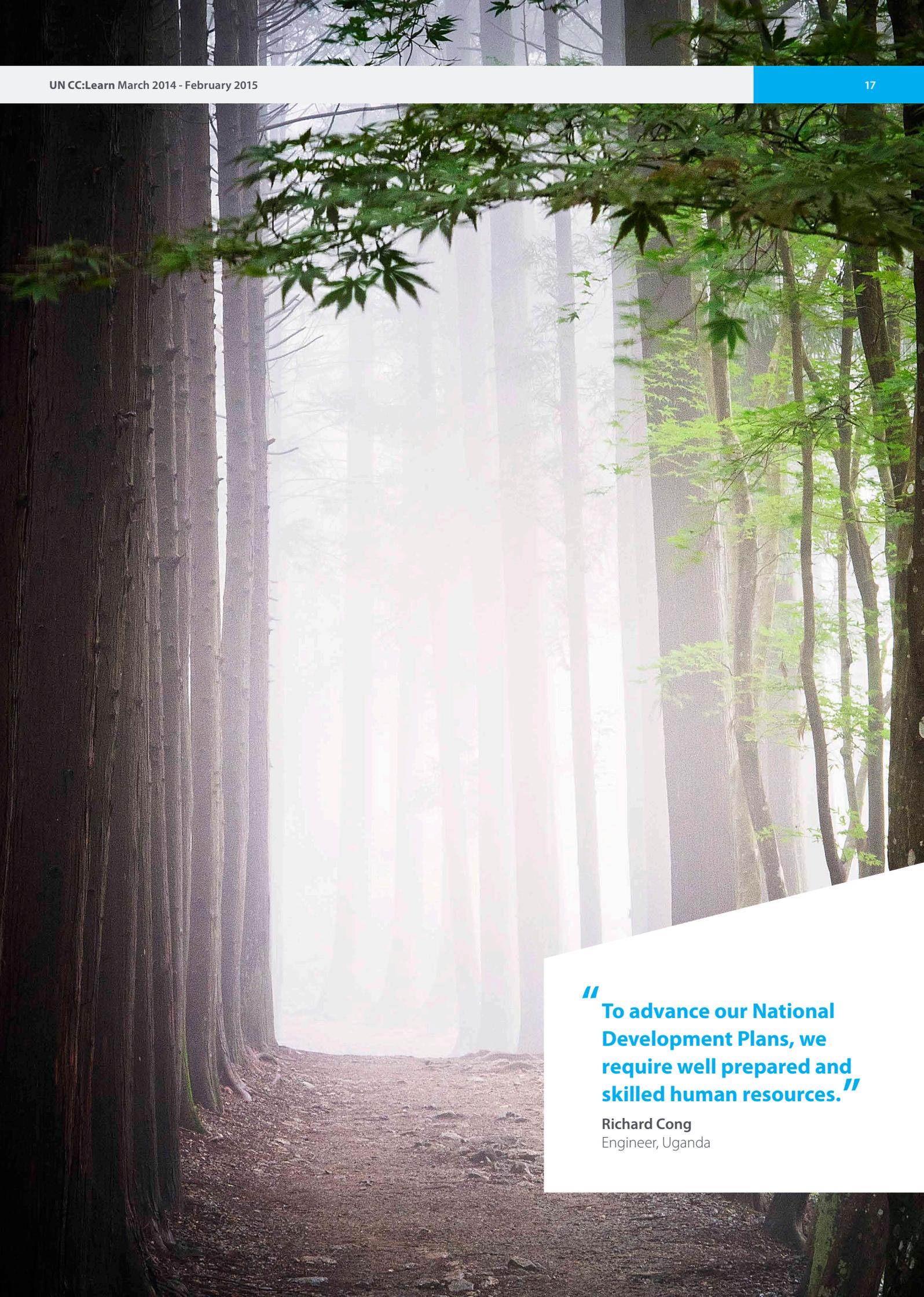
National Coordination Arrangements for Strategy Implementation (Output 2.2)

A central element of the 2014-2017 phase is to foster experience-sharing between partner countries, in particular in terms of establishing strong and sustainable implementation mechanisms for the national climate change learning strategies. Indeed the pilot phase has shown that defining clear responsibilities for coordination, resource mobilization, outreach, implementation of specific actions, and monitoring and evaluation, is key to ensure strategy implementation in the medium- and long-term. This is particularly important in countries where no permanent multi-sectoral coordination mechanism for climate change exists.

To facilitate experience-sharing on matters of coordination and implementation between existing and new partner countries, the UN CC:Learn Secretariat organized a dedicated session during the country partners workshop in Geneva (see above) which discussed a number of specific recommendations. It is also facilitating bilateral collaboration between partner countries, building on a network of Ambassadors for Climate Change Learning (see section 6.2). The Planning Workshop in Burkina Faso, for example, will be attended by representatives both from Benin and Niger.

Top Ten Tips for National Climate Change Learning Strategies

- 1 Tailor climate change learning strategies to the national policy and planning context, so that they support the effective implementation of higher level national climate and development related goals.
- 2 Make sure key government sectors are involved from the start. For example finance and planning authorities, as well as local government, should be engaged.
- 3 Involve other stakeholders including civil society, academia and the private sector. Time, effort and good communication are needed to secure this involvement. On average it takes 18-24 months to develop and start implementing a national climate change learning strategy.
- 4 Mobilize high-level political support for the national climate change learning strategy. For example, Ministers and Members of Parliament are important at national planning and launch events. There is also a need for a well-positioned lead institution and personal commitment of key personalities.
- 5 Engage UN Country Teams (UNCTs) and other development partners from the start. This helps to ensure joined up approaches which are in line with the UN Development Assistance Framework (UNDAF) and compliant with the Paris Declaration principles.
- 6 Historically the education sector has often been marginalized from the mainstream debate on climate change. Make sure that it is on board right from the start. Educational institutions, both public and private, have a central and strategic role to play in mainstreaming climate change learning in general education, helping countries to address the medium and long term challenges of climate change.
- 7 Strengthen the capacity of local training institutions in implementing national climate change learning strategies so that countries begin to build the means of ensuring that they can sustain climate related learning in the long term.
- 8 Start resource mobilization efforts at an early stage. Countries have encountered challenges in mobilizing resources beyond UN CC:Learn, to ensure strategy implementation in the long term. In particular, countries need more support in understanding and navigating the climate change financing architecture (international and domestic).
- 9 Provide an initial injection of funds to get things moving. Early implementation of visible projects will catch the imagination of other stakeholders.
- 10 Make the climate change learning strategy a living document and process. Strategies set goals and objectives, but there should flexibility at the activity level, notably for new partners to get involved.

A photograph of a forest path. The path is made of dirt and fallen leaves, leading into a dense forest. Tall, thin trees line the path, and the air is filled with mist or fog, creating a soft, ethereal atmosphere. Green leaves are visible in the foreground, framing the path.

“ To advance our National Development Plans, we require well prepared and skilled human resources. ”

Richard Cong
Engineer, Uganda

Strategy Implementation Activities (Output 2.3)

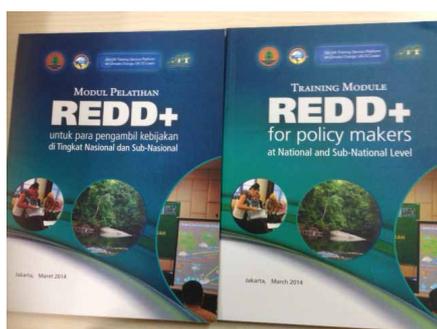
Q The pilot countries have taken decisive steps in implementing their national climate change learning strategies with different levels of advancement. Most countries have focused on integrating climate change in the formal education sector. Moreover, forestry and health are emerging as important sectors for professional skills development. Building full ownership in the strategy implementation process across government remains a challenge for all countries.

↖ Dominican Republic

The Dominican Republic is taking a 'life-long learning' approach in implementing the National Climate Change Learning Strategy, promoting climate change learning from school education to tertiary university programmes and professional learning. In May 2014, the National Teacher Training Institute (INAFOCAM) hosted a regional training event on the subject of climate change education, organised by UNESCO. In June 2014, INAFOCAM announced its commitment to invest over 1 million USD in

up-scaling the climate change training for school teachers which had started in the UN CC:Learn pilot phase. 3,000 additional teachers will be trained in 2015-2016, over and above the 400 teachers already trained in 2014. By February 2015, 300 additional teachers had received the training. Moreover, the Dominican Republic has initiated the process of integrating climate change in curricula of both private and public universities, with co-financing provided through UN CC:Learn and USAID.

↖ Indonesia



Strategy implementation in Indonesia has focused on the forestry sector, with possible further actions in the general education sector. In 2014, the National Council on Climate Change (DNPI) and the Forestry

Education and Training Center of the Ministry of Forestry, with the assistance of Natural Resources Development Center (NRDC) published a Training Module on REDD+ for Policy Makers at National and Sub-National Level, available both in Bahasa Indonesia and English. This module, initially delivered by DNPI, the Ministry of Forestry, and NRDC for province and district level officials in January 2014, has subsequently been taken up by a project led by the German Development Corporation (GIZ) to provide the first of a series of workshops to extend training to district level decision-makers. This

training event took place in Putussibau on 21-22 October 2014 and brought together 30 government officials from national, province and district levels, district parliament member (DPRD), non-government organizations (NGO), and journalists.

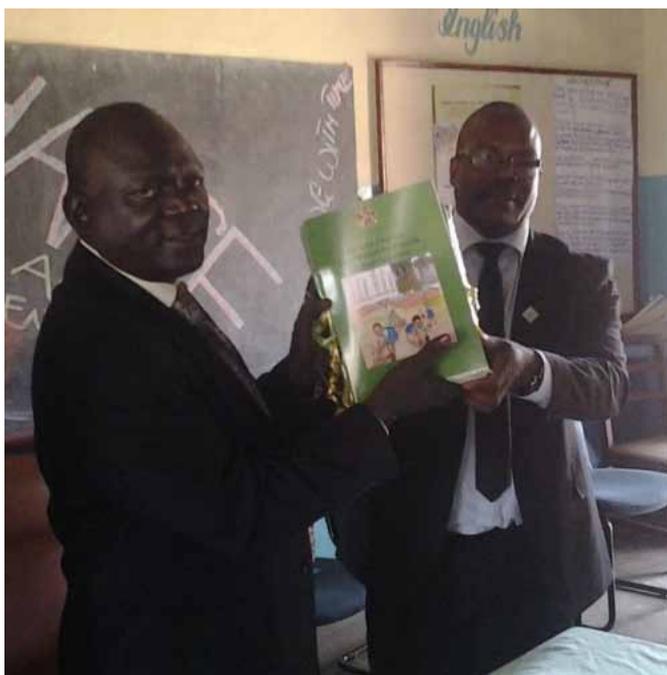
On 10 December 2014, Ms Amanda Katili of DNPI spoke at a COP 20 side event on education and climate change in which she talked about Article 6 of the UNFCCC (Education, Training and Public Awareness) and specifically how UN CC:Learn is supporting the implementation of the Article in Indonesia. To provide further contributions in this area, possible activities for a follow-up phase could include support for youth awareness and education for climate change at sub-national levels. The UN CC:Learn programme proposed to allocate a grant to help implement this work on a co-financing basis. Further discussions with the UNESCO regional office have led to a proposal to link this idea with the new Government's pledge to 12 million hectares of land for local communities, and to arrange discussions with the newly established Ministry of Environment and Forests. UNESCO's global climate change team is also aware of this initiative and expressed an interest in being involved.

➤ Benin

In Benin, the National Climate Change Strategy has not yet been officially endorsed by the Council of Ministers, which is the necessary step for the implementation of the strategy to be added into the national budget. National circumstances, including the need to proceed to three important elections in 2015, as well as the fact that the position of Director of the Climate Change Unit has been vacant for several months has

slowed down the process. However, a new Director is now in charge, and implementation is likely to move forward in 2015. Activities that were discussed as possible implementation actions for this phase include a follow up workshop on climate finance to expand on the work that was done in the previous phase, as well as an activity towards the integration of climate change in the national education system.

➤ Malawi



The implementation of Malawi's National Climate Change Learning Strategy has covered a wide range of sectors, including health, forestry and education. In 2014, the Ministry of Education, Science and Technology of Malawi launched a Climate Change Sourcebook for Primary School Teachers. The book was developed by specialists from the Ministry of Education, the Malawi Institute of Education (MIE), the Environmental Affairs Department, academia, teachers and primary education advisors with financial support provided by UNDP. It was trial-tested with primary school teachers in Zomba, Machinga and Kasungu districts and then refined again. 22,300 copies



were distributed to primary schools in the country. In 2015, UNDP and UN CC:Learn will further support the production of key education materials to strengthen the incorporation of climate change into the national school curriculum. A source book and a poster will be developed to be used in secondary schools, building on the educational materials for primary schools developed during the UN CC:Learn pilot phase. Specific training activities on newly developed materials will target secondary school teachers and subject matter specialists.

← Uganda



In Uganda, the implementation of the national climate change learning strategy has focused on two strategic areas: integrating climate change in formal school education and training of climate change desk officers across government.

In terms of education, the development of two supplementary readers on climate change for students at upper-primary level, initiated during the pilot phase, was further advanced in 2014. In order to conclude field testing of these products, the National Curriculum Development Centre (NCDC) of Uganda conducted a monitoring exercise from 20-24 October 2014 and collected feedback on the readers from teachers and learners in the pilot classes. A follow-up workshop to discuss the results of the exercise and incorporate feedback into the two documents was held from 1-7 November 2014. NCDC is now finalizing the readers. Possible follow-up activities currently under discussion for a next phase include translation of the educational materials into two local languages, use in additional schools, adaptation for use at lower primary level, and development of support materials for



teachers. NCDC would also be interested in documenting good practices of climate change learning activities implemented in schools (e.g. songs, poems, radio shows) and showcasing them on the NCDC website.

The Climate Change Department (CCD) of the Ministry of Water and Environment is also committed to further strengthening the competences of desk officers to support sectoral action on climate change. This could include further training as well as the development of a training manual for reference by desk officers and civil society organizations. The CCD intends to lead discussions with donors and development partners to ensure co-financing for these ideas to match the proposed UN CC:Learn grant. At a side-event at COP 20 in December 2014, the Commissioner of the Climate Change Department in Uganda announced that the country will be investing 2 million USD in human resource development for environment and climate change, starting in 2015.



CLIMATE CHANGE EDUCATION IS
IMPORTANT FOR ME BECAUSE:

I have the right to
know how my actions
affect others!

UN CC:Learn @ International Conferences



In 2014, UN CC:Learn has been present at several important international conferences, further strengthening its visibility at the global level.

UN Secretary General Climate Summit



 23 September 2014

The UN SG's climate summit in September of last year was about catalysing action, by engaging world leaders, governments, the business sector, the financial sector and civil society to try to find climate change solutions that can be readily scaled up. It is a message that UN CC:Learn has responded to in 2014 by restructuring itself to be able to reach out to more countries in various ways. The first regional UN CC:Learn project, covering Central America, was approved at the Steering Committee in October and the Secretariat located in UNITAR has brought in additional staff to be able to handle the extra work of responding to a total of 17 countries – a major expansion relative to the 2010-13 pilot phase.

The SG's event was a success, exceeding expectations in terms of numbers of heads of state attending (more than 130) while bold announcements were made by important countries such as China and USA, and pledges to the Green Climate Fund were broadly on target. While UN CC:Learn did not have a specific platform at the summit, the Head of the Secretariat, Angus Mackay, attended and co-hosted a thematic session on climate science in collaboration with WMO and UNESCO.

World Conference on Education for Sustainable Development



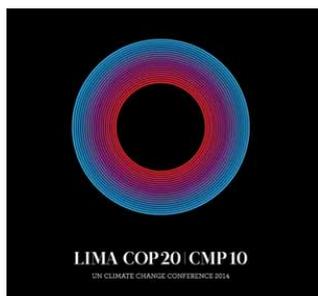
 10-12 November 2014

Recognizing that education can play a key role in addressing present and future challenges to sustainable development, the UN General Assembly adopted in 2002 the UN Decade of Education for Sustainable Development (2005-2014), designating the UN Educational, Scientific and Cultural Organization (UNESCO) as the lead agency of the Decade. The UNESCO World Conference on Education for Sustainable Development (ESD) was held in Nagoya, Japan, from 10-12 November 2014 to take stock of the achievements, as well as challenges, of this Decade and discuss global action on ESD post-2014. The UN Institute for Training and Research (UNITAR), as a member of the UN Alliance on Climate Change Education, Training and Public Awareness, represented the UN CC:Learn Secretariat at the Conference. Key UN CC:Learn activities were highlighted during a side event. Additionally, through the Alliance, UN CC:Learn supported a climate change workshop and an exhibit.

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. In 2014, the annual meeting of the Alliance was held for the second time back-to-back with the UN CC:Learn Steering group meeting. Additionally, UN CC:Learn has contributed to numerous Alliance activities, including side events at the Education for Sustainable Development Conference in Nagoya, as well as during COP 20.

UN Conference on Climate Change (COP 20)



 December 2014

Climate change education and training was high on the agenda at the 20th session of the Conference of the Parties to the UNFCCC (COP20) which was held from 1 to 12 December 2014 in Lima, Peru. Parties adopted the Lima Ministerial Declaration on Education and Awareness-raising, while the ongoing Dialogues on Article 6 of the Convention are increasing understanding of this previously neglected element of the Convention.

UN CC:Learn was a key player regarding how the UN presented itself at the COP. Through discussions at the High-Level Committee on Programmes (HLCP) working group on climate change, UN CC:Learn helped to promote a more coordinated One UN approach. This resulted in the organization of thematic side events and exhibits. Additionally, UN CC:Learn hosted the United Nations System Chief Executive's Board (CEB) Secretariat's collection of important climate change-related publications through the UN CC:Learn library. This has allowed contact with UN agencies which were not previously part on the UN CC:Learn partnership.

One UN Climate Change Education

One UN exhibit

 1-12 December

UN CC:Learn was featured at a One UN exhibit on climate change education that was open for the entire two weeks of the conference. More than 600 delegates actively engaged in discussions about what the UN is doing to support learning and skills development at global, national and local levels. Co-organizers included FAO, IFAD, ILO, ITU, UNEP, UNESCO, UNICEF, UNITAR, UNU and WMO.

“Strengthening Learning on Climate Change through the UN CC:Learn Partnership”

UN CC:Learn Side Event

 4 December

While inside the ‘Pentagonito’ (the venue where the COP was taking place) negotiators were discussing a new agreement for the period after 2020, the ‘Voices for Climate’ area provided an opportunity for the general public to learn about climate change and how it affects forests, mountains, oceans, cities and energy supply. Inside this imaginative space, Ambassadors for Climate Change Learning from four countries (Dominican Republic, Indonesia, Malawi and Uganda) engaged in a discussion with COP delegates and visitors from Lima on how to strengthen learning on climate change, from education for children to professional training for adults. The event was the first joint performance of the UN CC:Learn Ambassadors since their endorsement by the UN CC:Learn Steering Group in October 2014.

“Climate Change Education and Training for Children, Youth and Adults: How to Make a Difference”

One UN Side Event

 8 December

This unusual side event provided a snapshot of what the United Nations is doing to support climate change education and training for children, youth and adults. Panelists and participants discussed how learning can actually ‘make a difference’ on the ground as well as the role of formal, non-formal and informal approaches. The audience also actively engaged in a game on climate risk management animated by the Red Cross Climate Center (RCCC). The event was hosted by UNEP, UNITAR, UNESCO, UNICEF, FAO, and IFAD in collaboration with YOUNGO.

“Up-scaling the UN CC:Learn Project: Regional Implementation in Central America”

Side Event

 10 December

In an innovative initiative (possibly the first of its kind globally) the Central American countries met at a side event chaired by the Environment Minister for Belize to discuss a regional programme on climate change learning. The Central American region already has a climate change strategy which was negotiated in 2010 under the Central America Integration System (SICA). Now SICA member countries want to build on this strategy through coordinated action on climate change learning.

“Education and Communication as Cornerstones for Effective Climate Action”

Side Event

 10 December

This event, jointly prepared and organized by the UN Alliance on Climate Change Education, Training and Public Awareness, featured representatives of governments, the United Nations, civil society and youth organizations to discuss inspiring examples of building knowledge for climate action and engage in an interactive dialogue with participants. At this event, Ms Amanda Katili (Indonesia) spoke about UN CC:Learn in the context of the country’s national Article 6 Strategy.



Project Management and Partnerships

33 multilateral organizations are collaborating in UN CC:Learn, including 10 specialized UN agencies, 5 UN programmes and 2 multilateral development banks. UN CC:Learn Partners to date are: 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. 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.

“One of the reasons of the success of UN CC:Learn is that it is driven by demand and by the country partners.”

Daniel Maselli

Swiss Agency for Development and Cooperation

Q The start of the 2014-2017 phase of UN CC:Learn was an occasion for UN CC:Learn to bilaterally discuss with the majority of the UN CC:Learn partners their priorities and interests in advancing the partnership.

These bilateral discussions have led to new collaboration possibilities, notably on the development of new learning products. Additionally, through the inclusion of climate change related documents produced by UN agencies not part of the membership during the creation of the COP 20 library of key documents, UN CC:Learn has engaged with several potential new UN partners. Discussions regarding the inclusion of new UN agencies in the partnership are underway with the Convention on Biological Diversity (CBD), the United Nations Global Compact, the Climate Technology Centre and Network (CTCN), the International Maritime Organization (IMO), the United Nations Refugees Agency (UNHCR), as well as the United Nations Economic Commission for Latin America and the Caribbean (ECLAC).

Regular sharing of progress with the wider UN system has been continued through the UN HLCP Working Group on Climate Change.





5th Meeting of the UN CC:Learn Steering Group

Q Participants from 16 UN organizations and 8 UN CC:Learn countries took part in the 5th Steering Group Meeting of UN CC:Learn Partners.

📅 1-2 October 2014

📍 Geneva, Switzerland

The meeting allowed to wrap up the first phase of the UN CC:Learn project and discuss activities for the second phase. Achievements of the pilot countries (Benin, Dominican Republic, Indonesia, Malawi and Uganda) were discussed, and three new partner countries were introduced (Burkina Faso, Ethiopia and Kazakhstan). The meeting was also the opportunity to present the new Climate Change Learning Ambassadors. Participating agencies included CEB Secretariat, FAO, IFAD, ILO, ITU, UNDP, UNEP, UNESCO, UNFCCC Secretariat, UN-Habitat, UN-REDD Secretariat, UNICEF, UNITAR, UNU, WHO, and WMO.

The discussions covered the three Programme Areas of UN CC:Learn: (1) Knowledge-Sharing and Management, (2) One UN Training on Climate Change, and (3) National Projects. UN CC:Learn's strategic engagement with additional climate change thematic areas (NAPs, REDD+, GFCS) was endorsed. New partner countries were shortlisted and an innovative regional programme for

Central America was given the go ahead.

Representatives from partner countries and partner agencies got the opportunity to discuss possible collaboration during the market place event. Highlights included:

- Burkina Faso and Ethiopia joining the UN CC:Learn partnership.
- Kazakhstan attending as a potential future UN CC:Learn partner.
- Five Ambassadors for Climate Change Learning appointed.
- Six new One UN learning products endorsed for development including: a learning module on climate change and health; an online academy and resource guide on REDD+; case studies on national adaptation planning; as well as a resource guide and an introductory module on climate change and cities.
- UN CC:Learn first regional project approved – to focus on Central America.



“ It is time for the UN to raise ambition, work faster, better, and do more to address climate change.”

Sally Fegan Wyles
UN Assistant Secretary-General
Acting Head
Executive Director, UNITAR

Ambassadors for Climate Change Learning

Q In order to facilitate South-South exchange between partner countries the Secretariat has appointed seven Ambassadors for Climate Change Learning.



The Ambassadors are individuals that have played a key role in the national UN CC:Learn pilot projects and are motivated to share their technical knowledge and experiences with new partner countries on a bilateral or regional basis. They also contribute to strengthening the global visibility and recognition of the UN CC:Learn partnership. Ambassadors can be drawn either from participating countries or global partners.

Tasks of the Ambassadors include:

- Provide bilateral advice to partner countries concerning challenges and opportunities in developing and implementing national climate change learning strategies;
- Participate in national planning workshops in new partner countries;
- Provide technical inputs to regional and global UN CC:Learn events;
- Represent UN CC:Learn at other international meetings and workshops.

Five of the Ambassadors were formally appointed by Sally Fegan-Wyles, Executive Director of UNITAR, during the 2014 Steering group meeting:

- Daniel Abreu Mejia (Dominican Republic)
- Omar Ramirez Tejada (Dominican Republic)
- Shamiso Najira (Malawi)
- Léonce Glèlè (Benin)
- Doddy Sukadri (Indonesia)

Two additional Ambassadors were appointed subsequently following official nominations by their respective Governments:

- Bob Natifu (Uganda)
- Médard Comlan (Benin)

So far, the Ambassadors had the opportunity to share their experiences with new partner countries at the 2014 UN CC:Learn workshop (see section 4.1 and to represent UN CC:Learn during a dedicated COP 20 side-event (see section 5.3). Additionally, one of the Ambassadors from Benin will share his experience at the national planning working of Burkina Faso to take place on 11 March 2015. A special working group has been developed within the Secretariat to further strengthen the Ambassadors' network.

Meet the Ambassadors



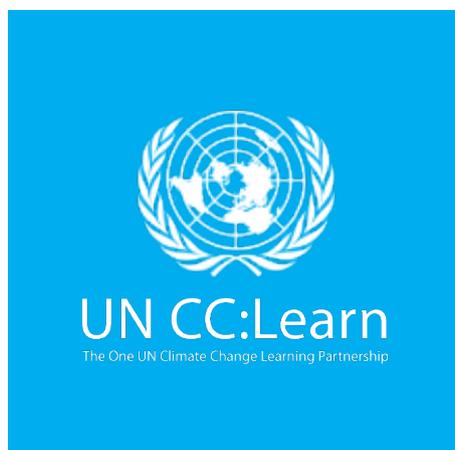
Doddy Sukadri (Indonesia)



Shamiso Najira (Malawi)



Daniel Abreu Mejia (Dominican Republic)



Léonce Glèlè (Benin)



Bob Natifu (Uganda)



Médard Comlan (Benin)



Omar Ramirez Tejada
(Dominican Republic)

Annex 1

UN CC:Learn Logical Framework – Overview of Results Achieved

Impact (Overall Goal)

To create sustainable individual and institutional capacities, in developing and transition countries, to plan and implement effective climate change actions, with collective and coordinated support of UN agencies and alliances, and other development partners.

Impact Indicators

Learning institutions in partner countries are able to deliver high quality, tailored climate change learning and skills development in line with national priorities.

UN Country Teams in partner countries collectively support country-driven learning priorities.

Status as of Feb. 2015

Outcomes

Global Level: Information exchange enhanced, common learning materials developed, and coordinated learning interventions delivered through UN agencies, key thematic alliances and other partners and programmes.

Outcome Indicators

Number of UN and other agencies maintaining UN CC:Learn Focal Points and participating actively in CC:Learn activities.

Baseline: 33

Target: at least 35

Baseline: 33

Status: 33 (underway)

Number of UN CC:Learn training materials being actively used by major global thematic programmes.

Baseline: 0

Target: 3

Baseline: 0

Status: 2 including UN-REDD and NAP (partially complete)

National Level: Systematic, long term and results-based approaches to climate change learning and skills development introduced and extended to interested countries, in partnership with national and regional institutions.

Number of national learning strategies endorsed by key institutions within and outside of government.

Baseline: 5

Target: at least 10

Baseline: 5

Status: 5 (underway)

Amount of additional funding leveraged (over and above UN CC:Learn funding) through the national learning strategy development process.

Baseline: UN CC:Learn grants

Target: at least 55,000 USD per country over and above

Baseline: UN CC:Learn grants

Status:

Dominican Rep: 1 million USD

Indonesia: 23,000 USD

Malawi: 100,000 USD

Burkina Faso: 62,000 USD

(partially complete)

Outputs (per Outcome)

Output 1.1 UN CC:Learn platform transformed into a highly visible and interactive space for climate change learning and collaboration.

Output Indicators

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

Baseline: 100% (46,000 in 3 years)

Target: 250% (138,000 in 3 years)

Baseline: 100% (15,443 per year)

Status: 185% (28,520 in past 12 months)

(partially complete)

Number of registered users of personalized and interactive learning space.

Baseline: 0

Target: at least 500

Baseline: 0

Status: 10,519 (completed)

Output 1.2 Expanded suite of One UN climate change learning products developed, delivered and accredited.

Number of introductory and advanced learning modules produced.

Baseline: 10

Target: 18 including 4 new SDC-financed modules

Baseline: 10

Status: 14 (new in 2014: 3 REDD+ modules; 1 REDD+ resource guide) (partially complete)

Number of e-learning products produced.

Baseline: 6

Target: 18 including 8 new SDC-financed modules

Baseline: 6

Status: 11 (new in 2014: 3 REDD+ e-modules; 2 online interfaces or advanced learning on climate change education and health)

(partially complete)

Outputs (per Outcome)

Output Indicators

| | | | |
|---|--|--|---|
| Output 1.3 Growth of the UN CC:Learn partnership through establishment of learning networks with key global thematic programmes. | Number of national climate change learning strategies (Output 2.1) prioritizing areas supported by the global thematic programmes. | <i>Baseline: 0</i> <i>Target: 4 including 2 new SDC-financed country projects</i> | <i>For discussion with SDC, to be revised or deleted. Indicator not sufficiently country driven in approach.</i> |
| | Number of UN CC:Learn supported learning events related to key thematic programmes. | <i>Baseline: 0</i> <i>Target: total of 6 including 3 SDC-financed events</i> | <i>Baseline: 0</i> <i>Status: 6 (2 REDD+ events in Indonesia; 1 NAP MOOC; 3 NAP regional workshops)</i> <i>(complete)</i> |
| Output 2.1 National Climate Change Learning Strategies developed and sustained through South-South-North dialogue and support. | Number of learning strategies developed through multi-stakeholder collaboration. | <i>Baseline: 5</i> <i>Target: 13, including 4 new SDC-financed Strategies</i> | <i>Baseline: 5</i> <i>Status: 5</i> <i>(underway)</i> |
| | Number of advisory missions carried out to share knowledge between pilot countries and new CC:Learn countries. | <i>Baseline: 0</i> <i>Target: 8 including 4 SDC-financed missions</i> | <i>Baseline: 0</i> <i>Status: 1 (Benin-Burkina Faso)</i> <i>(underway)</i> |

Outputs (per Outcome)

Output Indicators

| | | |
|---|---|---|
| Output 2.2 National coordination arrangements defined that support sustainable Strategy implementation. | Responsibilities for coordination, resource mobilization, outreach, implementation of specific actions and M&E expressed in national strategies <i>Baseline: 5;</i> <i>Target: 13 including 4 new SDC financed Strategies</i> | <i>Baseline: 5;</i> <i>Status: 5 (underway)</i> |
| | Number of government sectors per pilot country implementing climate change learning actions in line with national learning strategies <i>Baseline: 0</i> <i>Target: at least 4 per country</i> | <i>Baseline: 1-2</i> <i>Status:</i> <i>Dominican Rep: 2 (education media)</i> <i>Indonesia: 2 (forestry, education)</i> <i>Malawi: 3 (education, health, forestry)</i> <i>Uganda: 2 (education, environment)</i> <i>Benin: 1 (environment)</i> <i>(underway)</i> |
| Output 2.3 Implementation activities designed, delivered and evaluated which are consistent with priorities included in national climate change learning strategies. | Number of priority learning actions implemented <i>Baseline: 17</i> <i>Target: 33 including 8 new SDC financed actions</i> | <i>Baseline: 17</i> <i>Status: 21 (new in 2014: 1 additional education action in each Dominican Republic, Uganda and Malawi; 1 additional forestry action in Indonesia)</i> <i>(partially complete)</i> |
| | Level of knowledge and skills of individuals that have participated in priority learning actions. <i>Baseline: Kirkpatrick level 1</i> <i>Target: Kirkpatrick level 2</i> | <i>Baseline: Kirkpatrick level 1</i> <i>Status: data gathering underway (underway)</i> |

Annex 2

Overview UN CC:Learn Events March 2014 - February 2015

| Name | Main Organizer | Dates | Location | Beneficiaries |
|--|---|-------------------------------|---------------------------------|---------------|
| NAP GSP Asia Regional Training Workshop | NAP GSP | 17-20 February 2014 | Pattaya, Thailand | 81 |
| NAP GSP Africa Regional Training Workshop for Anglophone Countries | NAP GSP | 14-17 April 2014 | Addis Abeba, Ethiopia | 58 |
| NAP GSP Africa Regional Training Workshop for Francophone Countries | NAP GSP | 21-24 April 2014 | Addis Abeba, Ethiopia | 73 |
| Writershop to Develop Supplementary Materials on Climate Change for Primary Schools | NCDC | 28 April 2014 | Kampala, Uganda | 14 |
| Regional Training Workshop on Climate Change Education | UN Educational, Scientific and Cultural Organization (UNESCO) | 26-29 May 2014 | Boca Chica, Dominican Republic | 35 |
| Orientation for Primary School Teachers on CLimate Change Supplementary Materials | NCDC | 12-15 August 2014 | Bududa/Kasese Districts, Uganda | 125 |
| Thematic Session at UN SG Climate Summit on Climate Science | WMO/UNITAR/UNESCO | 23 September 2014 | New York, United States | 120 |
| Workshop for UN CC:Learn Partner Countries | UN CC:Learn | 30 September - 1 October 2014 | Geneva, Switzerland | 16 |
| 5th Steering Group Meeting of UN CC:Learn Partners | UN CC:Learn | 1-2 October 2014 | Geneva, Switzerland | 39 |
| REDD+ Academy Introductory Learning Course | REDD+/UN CC:Learn | October 2014 | Online | 42 |
| REDD+ Workshop for District Level Decision-Makers | Indonesia's National Climate Council (DNPI), The Forestry Education and Training Center of the Ministry of Forestry | 21-22 October 2014 | Putussibau, Indonesia | 30 |

| Name | Main Organizer | Dates | Location | Beneficiaries |
|--|--|-----------------------------|-----------------|----------------------|
| Side Event at UNESCO World Conference on ESD: The United Nations Delivering as One on Climate Change Education | UN Alliance on Climate Change Education, Training and Public Awareness | 10 November 2014 | Nagoya, Japan | 40 |
| Workshop at UNESCO World Conference on ESD: Championing Education as the Foundation for Change Resilient and Low Emission Societies | UN Alliance on Climate Change Education, Training and Public Awareness | 11 November 2014 | Nagoya, Japan | 35 |
| Exhibit at COP 20: Climate Change Education for All | One UN | 1-12 December 2014 | Lima, Peru | 600 |
| Side Event at COP 20: Strengthening Learning on Climate Change through the UN CC:Learn Partnership | UN CC:Learn | 4 December 2014 | Lima, Peru | 60 |
| Side Event at COP 20: Climate Change Education and Training for Children, Youth and Adults – How to Make a Difference | UNEP, UNITAR, UNESCO, UNICEF, FAO, IFAD, YOUNGO | 8 December 2014 | Lima, Peru | 120 |
| Side Event at COP 20: Education and Communication as Cornerstones for Effective Climate Action | UN Alliance on Climate Change Education, Training and Public Awareness | 10 December 2014 | Lima, Peru | 175 |
| Side Event at COP 20: Up-scaling the UN CC:Learn Project – Regional Implementation in Central America | Central American Integration System (SICA) | 10 December 2014 | Lima, Peru | 60 |
| MOOC on Climate Change Adaptation in SIDS | UNEP, University of Geneva, NAP-GSP Program | 26 January-28 February 2015 | Online | 8545 |
| UN CC:Learn Introductory E-Course on Climate Change | UN CC:Learn | March 2014 - February 2015 | Online | 2400 |

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

Organization

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

Annex 4

List of Abbreviations

| | |
|--|--|
| CBD : Convention on Biological Diversity | RCCC: The Red Cross Climate Center |
| CCD: The Climate Change Department | REDD+: Reducing Emissions from Deforestation and Forest Degradation |
| CEB: Chief Executives Board for Coordination | SDC: Swiss Agency for Development and Cooperation |
| CNCCMDL: National Council for Climate Change and Clean Development Mechanism of the Dominican Republic | SG: Secretary General |
| COP: Conferences of the Parties | SICA: Sistema de la Integración Centroamericana |
| CRGE: Climate Resilient Green Economy | SIDS: Small Island Developing States |
| CTCN: The Climate Technology Centre and Network | SP CONEDD: Conseil National pour l'Environnement et le Développement Durable |
| CTS: Comité Technique de Suivi | UN DPI : UN Department of Public Information |
| DNPI : National Council on Climate Change of Indonesia | UN WOMEN: United Nations Entity for Gender Equality and the Empowerment of Women |
| DPRD: District Parliament | UN: United Nations |
| ECLAC: Economic Commission for Latin America and the Caribbean | UNAIDS: The Joint United Nations Programme on HIV/AIDS |
| EMG : Environmental Management Group | UNCT: UN Country Team |
| ESD : Education for Sustainable Development | UNECA: United Nations Economic Commission for Africa |
| FAO: Food and Agriculture Organization of the UN | UNEP: UN Environment Programme |
| FCPF: The Forest Carbon Partnership Facility | UNESCAP : United Nations Economic and Social Commission for Asia and the Pacific |
| GEF: Global Environment Facility | UNESCO: United Nations Educational, Scientific and Cultural Organisation |
| GFCS: Global Framework for Climate Services | UNESCWA : United Nations Economic and Social Commission for Western Asia |
| GIZ: German Federal Enterprise for International Cooperation | UNFCCC : UN Framework Convention on Climate Change |
| GWP: Global Water Partnership | UNFPA: UN Population Fund |
| HLCP: High Level Committee on Programmes | UN-HABITAT : United Nations Human Settlements Programme |
| IDB: Inter-American Development Bank | UNHCR : UN Refugee Agency |
| IFAD : International Fund for Agricultural Development | UNICEF: United Nations Children Fund |
| ILM: Introductory Learning Modules | UNIDO : UN Industrial Development Organization |
| ILO : International Labour Organisation | UNISDR : UN International Strategy for Disaster Reduction |
| IMO: International Maritime Organization | UNITAR: UN Institute for Training and Research |
| INAFOCAM : National Teacher Training Institute | UN-REDD : UN Collaborative Programme on Reducing Emissions from Deforestation and Forest Degradation in Developing Countries |
| ITU: the International Telecommunication Union | UNSSC : UN System Staff College |
| LDC: Least Developed Country | UNU : UN University |
| LDCF: The Least Developed Countries Fund | UNWTO: United Nations World Tourism Organization |
| MIE: Malawi Institute of Education | UPU: Universal Postal Union |
| MoF: Ministry of Forestry of Indonesia | USAID: The United States Agency for International Development |
| MOOC: Massive Open Online Course | WFP: World Food Programme |
| MOU: Memorandum of Understanding | WHO: World Health Organisation |
| MWE: Ministry of Water and Environment of Uganda | WMO: World Meteorological Organisation |
| NAP-GSP: National Adaptation Plan Global Support Programme | WTO: World Trade Organization |
| NCDC: National Curriculum Development Center | YOUNGO: The Youth Climate Movement |
| NGO: Non-Governmental Organisation | |
| NRDC: Natural Resource Development Centre | |
| OCHA: United Nations Office for the Coordination of Humanitarian Affairs | |
| PROVIA: Global Program of Research on Climate Change Vulnerability, Impacts and Adaptation | |

Photo credits

TABLE OF CONTENTS

page 2, center: shutterstock_110973785

RESULTS GLOBAL LEVEL

page 6: By NASA/ GSFC/ NOAA/ USGS [Public domain], via Wikimedia Commons

RESULTS NATIONAL LEVEL

page 12: UN Photo/Martine Perret
page 17: UN Photo/Kibae Park

PROJECT MANAGEMENT AND PARTNERSHIPS

page 26: shutterstock_228722404




UN CC:Learn

The One UN Climate Change Learning Partnership

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

www.uncclearn.org