

# Final Report

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2014 - 2017

## Implementation Phase

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

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**December 2017**



UN CC:Learn is a partnership of more than 30 multilateral organizations supporting countries to design and implement systematic, recurrent and results-oriented climate change learning. At the global level, the partnership supports knowledge-sharing, promotes the development of common climate change learning materials, and coordinates learning interventions through a collaboration of UN agencies and other partners. At the national level, UN CC:Learn supports countries in developing and implementing national climate change learning strategies.

Through its engagement at the national and global levels, UN CC:Learn contributes to the implementation of Article 6 of the UNFCCC on training, education and public awareness-raising, and the 2012-2020 Doha Work Programme. Funding for UN CC:Learn is provided by the Swiss Government, UN partners and national partners. UN CC:Learn is operating in 16 countries. The UN CC:Learn Secretariat is hosted by the UN Institute for Training and Research (UNITAR).



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Confederaziun svizra

**Swiss Agency for Development  
and Cooperation SDC**

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# Foreword

One of the great pleasures that I experience in my job is, from time to time, to be able to look back and reflect on what has been achieved through the One UN Climate Change Learning Partnership (UN CC:Learn). UN CC:Learn is grateful for the continuing trust and support provided by the Swiss Agency for Development and Cooperation (SDC) for this global initiative.

In the afterglow of COP 21 we published an annual report that talked much about youth and the inspiration and hope that come from engaging with young adults on the challenges and opportunities presented by major global issues. In the lead up to COP 21 UN CC:Learn had launched a series of Youth Climate Dialogues bringing together secondary level students around the world through live discussion.

These events have proved to be compelling and popular and I am happy to report that many more have been held since. In the spirit of Agenda 2030 and leaving no one behind, this included a dialogue between students of an environment club in Shedder refugee camp in Eastern Ethiopia and collégiens of the international school in Ferney Voltaire, France, with the grateful support of our global partners UNESCO and UNHCR.

I mention this because it captures something of the essential importance of climate change education to the success of the Paris Agreement. While international negotiations, financing solutions and technology transfer are essential ingredients, the world also needs inspiration; from the many and not the few and from those who will live with climate change for the entirety of their lives. UN CC:Learn is in the business of inspiration through education to generate new ideas,

new solutions, and above all new partnerships.

Climate change education is nothing less than the DNA of the Paris Agreement, and it needs to be spread thickly across all public sector institutions, within private sector boardrooms and supply chains, among media entities, academia, not for profit organisations and (yes of course) schools.

There is no question that this message is getting through as more and more countries acknowledge the critical importance of engaging their education sectors (formal and non formal). Ethiopia is a case in point. Already a key regional leader following the launch of its 2012 Climate Resilient and Green Economy Strategy (CRGE), Ethiopia joined UN CC:Learn in 2015 with a specific focus on climate change education. The reasoning is compelling. With more than 50% of the country's population of school age or younger, education is considered to be the main way to prepare its youth for an uncertain future.

So now, as of September this year, the CRGE is supported by a Climate Change Education Strategy and Action Plan which will integrate climate change into the formal and non formal education system. Similar and equally inspiring examples can be found among UN CC:Learn's many other country partners and I invite you to take a look at [www.uncclearn.org](http://www.uncclearn.org)

Learning and skills development, if relevant, accessible and of high quality, makes all the difference in the world. I hope that you will dip into this report for inspiration; even if you don't read it from cover to cover.



**Angus Mackay, Manager**  
Green Development and Climate  
Change Programme  
UN CC:Learn Secretariat

# UN CC:Learn Highlights: 2014-2017

## UN CC:Learn – A Well-Established Partnership for Climate Change Learning

- UN CC:Learn has expanded its network of partners, from 33 partners at the start of the phase to 36 partners today. The new organizations that joined are IMO, UNECE, UNHCR.
- UN CC:Learn actively engaged with 4 global thematic programmes (adaptation, education for sustainable development, REDD+ and climate services) and other international processes related to climate change to scale-up its action.
- The partnership has been instrumental in promoting a joint “One UN” approach to how the UN System presents and showcases its work at the Conferences of the Parties (COPs) of the UNFCCC.
- UN CC:Learn is recognized as the main international mechanisms supporting the implementation of the Doha Work Programme on Article 6 of the UNFCCC.

## Advancing Global Climate Literacy

- A revamped and user-friendly knowledge-sharing platform provides a single entry point to the latest and best offers from the UN System in the area of climate change learning.
- Over 100,000 registered participants from 195 countries use the UN CC:e-Learn platform, providing free access to a multiplicity of learning resources on different climate change topics, in 7 languages.
- Over 10,000 certificates of completion have been issued for the flagship introductory e-course on climate change, available in English, French, Spanish, Chinese and Portuguese.
- New learning resources have been launched, including an e-Academy on REDD+, three specialized modules complementing the introductory e-course and short e-tutorials. Further knowledge can be accessed through the UN CC:Learn series of Resource Guides for Advanced Learning on Climate Change. These materials have been developed in collaboration with key UN Partners.
- The innovative “Climate Classroom” initiative has contributed to raising the visibility of climate change education and training among decision-makers.
- Eight “Youth Climate Dialogues” (YCDs) have inspired and increased engagement of youth around the world.

## Promoting a Strategic Approach to Climate Change Learning at the National and Regional Level

- The 2011-2013 pilot countries – Benin, Dominican Republic, Indonesia, Malawi and Uganda – have taken important steps in implementing their national climate change learning strategies.
- Four new countries – Burkina Faso, Ethiopia, Ghana, Niger – have joined UN CC:Learn on a bilateral basis, taking a systematic, long-term and results-based approach to climate change learning and skills development.
- Up-scaling of the UN CC:Learn’s approach has led to the development of a Regional Climate Change Learning Strategy in Central America, in collaboration with SICA’s Member States.
- UN CC:Learn has supported the implementation of 40 priority actions defined within the climate change learning strategies, in collaboration with national institutions.
- The National Council on Climate Change and the Clean Development Mechanism (CNCCMDL) of the Dominican Republic invested 1 million USD from the national budget in teachers’ training on climate change between 2014 and 2016.
- Overall, an estimated 3.85 million USD from national or international sources has been raised in co-financing for the further implementation of the national climate change learning strategies.
- UN CC:Learn has promoted South-South collaboration and exchange through the establishment of a network of UN CC:Learn Ambassadors for Climate Change Learning, involving 9 outstanding individuals, as well as through annual country exchange workshops.

# 1 Introduction

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

- The Paris Agreement



The One UN Climate Change Learning Partnership (UN CC:Learn) is a collaborative initiative currently involving 36 multilateral organizations, which supports countries to design and implement systematic and results-oriented learning linked to national policy objectives and structures. By promoting a strategic approach and strengthening educational institutions, it ensures that learning has a long-lasting and transformational impact. UN CC:Learn was launched in 2009 at COP 15. Building on an inception phase in 2010 and a 2011-2013 pilot phase, it has just completed a 2014-2017 implementation phase, which led to a considerable increase in the scope, the reach and the recognition of the programme.

At the *global level*, UN CC:Learn supports knowledge-sharing, communication and outreach and the development of One UN learning resources and interventions. It has built partnerships to engage with a variety of different climate change topics, as well as developed innovative programmes to raise awareness among youth and promote fundamental climate knowledge. The strength of the approach consists in leveraging the expertise of the relevant competent UN agency, thereby ensuring that the best available knowledge is taken into account in the development of UN CC:Learn learning resources.

At the *national level*, UN CC:Learn assists 16 countries in developing and implementing their National Strategy to Strengthen Human Resources and Skills to Advance Green, Low Emission and Climate Resilient Development (also referred to as National Climate Change Learning Strategy), through technical support and provision of grants. During the 2014-2017 implementation phase, UN CC:Learn continued to support five pilot countries, including Benin, the Dominican Republic, Indonesia, Malawi and Uganda. In addition, four new countries, Burkina Faso, Ethiopia, Ghana and Niger joined the programme.

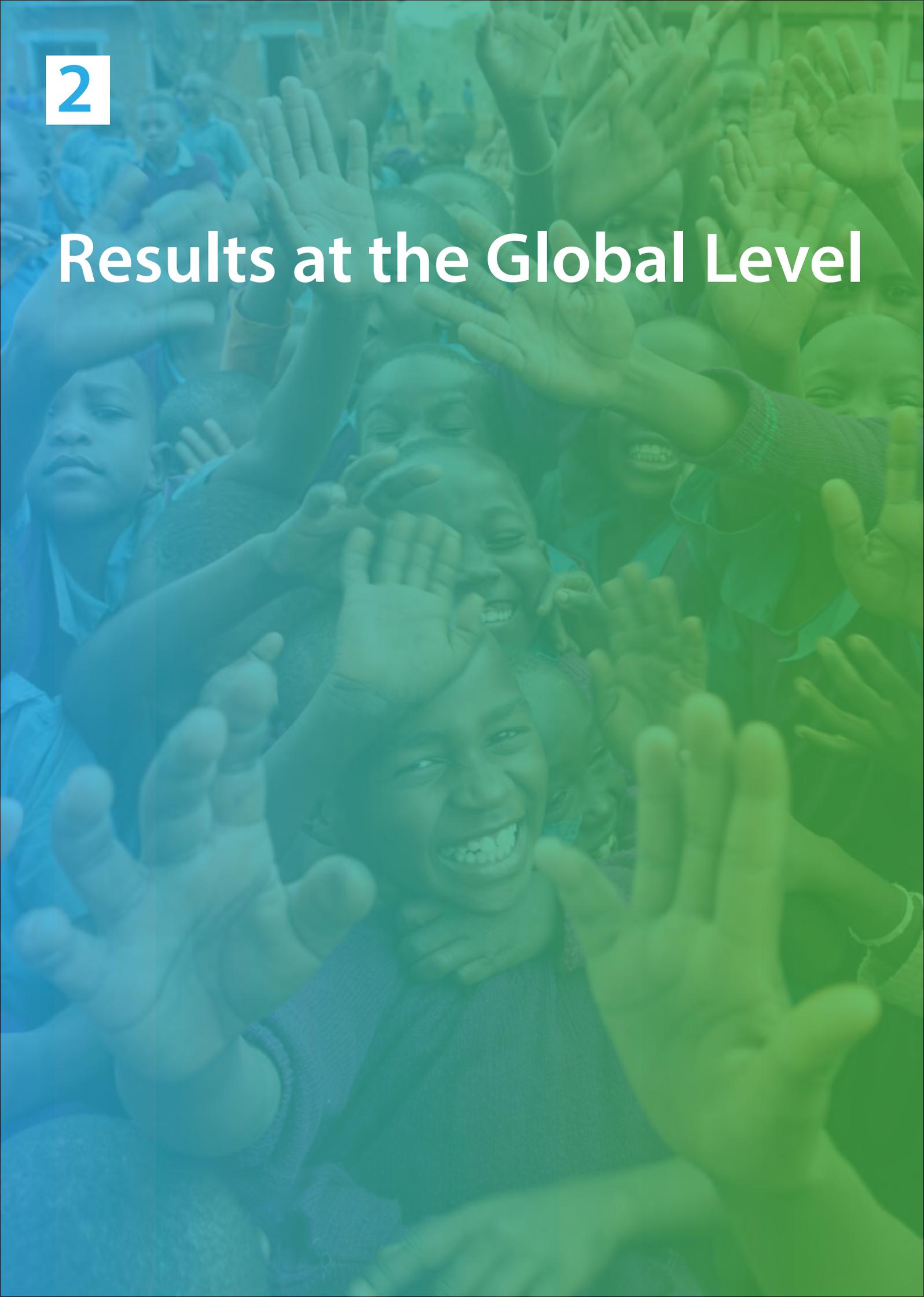
To upscale its reach and impact, UN CC:Learn also supports a regional approach to climate change learning through the Central American Integration System (SICA), whose members include Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama, as well as the Dominican Republic.

Through its engagement at the national and global levels, UN CC:Learn contributes to the implementation of Article 6 of the UNFCCC and Article 12 of the Paris Agreement on education, training and public awareness-raising, as well as the 2012-2020 Doha Work Programme. The Secretariat for UN CC:Learn is hosted by the UN Institute for Training and Research (UNITAR). Funding for UN CC:Learn is provided by the Swiss Government and UN partners.



Providing an overview of the 2014-2017 implementation phase, this report presents key results, both at the global (section 2) and the national (section 3) level, as well as activities to bridge the two (section 4). It also summarizes UN CC:Learn's participation in and contribution to international conferences and events (section 5) and provides information on governance and partnerships, including the main outcomes of an independent mid-term evaluation of the programme (section 6). Lessons learned from the 2014-2017 implementation phase of UN CC:Learn (section 7) conclude the report.



A large crowd of people, primarily young women, with their hands raised in the air. The image is overlaid with a green and blue gradient. The number '2' is in the top left corner.

2

# Results at the Global Level

## Output 1.1 Highly Visible and Interactive Space for Learning

The UN CC:Learn knowledge-sharing platform ([www.uncclearn.org](http://www.uncclearn.org)) is 'the' go-to platform for climate change learning materials, activities and services offered by the UN System. The increasing visibility of the partnership, including through enhanced communication and social media presence, the upgrading and translation of content, and the inclusion of a multiplicity of new resources, have contributed to attract a large number of visitors. From March 2014 to August 2017, 121,725 unique users accessed the platform.

Furthermore, in 2014, UN CC:Learn launched its own e-learning platform (UN CC:e-Learn, available at [www.uncclearn.org](http://www.uncclearn.org)). Accessible for free and in multiple languages, in only 3 years this website has emerged as the single largest global provider of climate change learning, with currently over 100,000 registered users. The mid-term evaluation established that "the online platform is seen by partner UN agencies as a critical, central resource for guidance and materials on climate change learning."



### The UN CC:Learn Knowledge-Sharing Platform

The UN CC:Learn knowledge-sharing platform is designed to provide users with a one-stop-window to identify interesting UN resources relevant for climate change learning that would be otherwise scattered and more difficult to trace. Developed during the 2011-2013 pilot phase, the platform has undergone a major update between 2014 and 2015 to improve the visuals as well as enhance functionality and user-friendliness. The upgraded knowledge-sharing platform was launched in September 2015. It now includes a simplified structure, revised easy-to-use layout and new features that facilitate navigation and interaction with social media.

#### The list of key updates comprises the following:

- Website now available in English, French and Spanish.
- User-friendly modern design, with a navigation bar on the right side.
- Visible links to all UN CC:Learn social media channels.
- Redesigned home page with rotating news section, list of partner news, events, and customizable highlights.
- Enhanced library's search function.
- RSS feed and iCal subscription for news and events.
- "Theme" function, which categorizes key resources under thematic areas.
- Tag function to link related news articles and events.

#### Current resources of the platform include:

- UN CC:Learn news presenting the latest updates from the work of the partnership.
- Partners news with information on new activities and products delivered by global partners.
- A calendar of UN learning and training events on climate change.
- A library with almost 3,000 entries including materials from the UN System relevant for climate change learning (e.g. manuals, reports, training modules, presentations, and much more).
- The full portfolio of UN CC:Learn learning resources.
- Country pages providing information on the national/ regional projects, including coordination arrangements, milestones, key achievements and contacts.
- A map of good learning practices showcasing successful activities in partner countries.
- A member space exclusively open to global partners, giving access to all Steering Group Meeting documents.

### The UN CC:Learn platform in numbers (uncclearn.org)

Number of unique visitors - Year 1	18,018
Number of unique visitors - Year 2	41,467
Number of unique visitors - Year 3	38,945
Number of unique visitors - Mar- Aug 2017	25,219
Number of hits (sessions*) - Year 1	28,520
Number of hits (sessions*) - Year 2	58,806
Number of hits (sessions*) - Year 3	58,127
Number of hits (sessions*) - Mar- Aug 2017	37,243

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



## The UN CC:e-Learn Platform

UN CC:e-Learn hosts all UN CC:Learn e-learning resources. This platform has greatly evolved over the past 3 and a half years in terms of functionality, availability of learning materials as well as amount of registrations. Following progressive technical updates, assuring visibility and user-friendliness, an upgraded and re-designed version was launched in early 2017.

Initially conceived to feature the UN CC:Learn introductory e-course on climate change only, the platform was modified to be able to offer direct access to multiple resources. Furthermore, among its new background features, the platform enables the retrieval of comprehensive statistics about its users' profile with regard to, among others, their background as well as learning preferences. This plays a key role in constantly shaping the learning experience in accordance with users' preferences.

### The UN CC:e-Learn platform in numbers (unccelearn.org)

Number of unique visitors - Year 1	19,574
Number of unique visitors - Year 2	100,265
Number of unique visitors - Year 3	117,819
Number of unique visitors - Mar- Aug 2017	66,514
Number of hits (sessions*) - Year 1	53,131
Number of hits (sessions*) - Year 2	238,665
Number of hits (sessions*) - Year 3	330,423
Number of hits (sessions*) - Mar- Aug 2017	189,739

Currently the interface is available in 5 languages: English, French, Spanish, Portuguese and Chinese. Overall, the platform hosts 8 different learning resources such as self-paced courses, modules and tutorials, in 7 languages, and provides links to 6 Guides.

Since its inception, it has enjoyed a fast-growing number of users. If registrations exceeded expectations – with over 10,000 learners from all 195 Parties to the UNFCCC signed-up within the first 12 months, a boom of registration was recorded in 2015, following translation of the introductory e-course to Spanish and French, and the release of new learning products. Over 100,000 learners are now registered to the platform, with more than 13,000 having obtained a certificate<sup>1</sup>. This makes the platform a highly cost-effective tool to promote global climate literacy.

### An increasing number of registered users – yearly trend<sup>2</sup>

Total number of registrations in 2014	9,500
Total number of registrations in 2015	22,400
Total number of registrations in 2016	68,900
Total number of registrations in Q3 2017	102,000

<sup>1</sup> The 100,000 registrations target has been achieved on 22 September 2017.

<sup>2</sup> Cumulative data

## UN CC:Learn Communication and Social Media

The 2014-2017 phase of UN CC:Learn has provided an occasion for the Secretariat to further develop its communication strategy in order to ensure that UN CC:Learn messages and resources reach more people.

With regard to outreach material, 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.

A promotional video titled "Learning to Live with Climate Change" is also available. This video introduces UN CC:Learn and raises awareness of the importance and the benefits of climate change education.

Moreover, UN CC:Learn has also increased its engagement on social media, maintaining a daily presence on Twitter, Facebook, Google+ and LinkedIn. This has greatly contributed to the visibility of the knowledge-sharing platform and the UN CC:Learn learning products.

Through the #ThinkClimate, #CCLearnAlumni, and #ClimateIQ social media campaigns, people from different nationalities have increased their awareness of climate change, and

engaged in experience sharing. Social media continue to be one of the growing communication channels with most outreach to UN CC:Learn audiences.

Building on this, the Secretariat has established a network of social media officers from UN CC:Learn's partner organizations, collaborating on joint communication campaigns.

**The communication channels currently used by the Secretariat include:**

- UN CC:Learn website
- Network of UN CC:Learn partner organisations
- Network of UN CC:Learn partner countries
- UN CC:Learn newsletter
- Climate-L mailing list
- Ambassadors for Climate Change Learning
- SDC Climate Change and Environment Network
- UN CC:Learn social media: Facebook, Twitter, Google+, and LinkedIn
- UN CC:Learn YouTube account.

UN CC:Learn alumni and broader audiences have been kept up to date with the latest initiatives and learning resources through the trilingual Newsletter sent quarterly to 86,512 people.

### UN CC:Learn Facebook in numbers<sup>3</sup>

Followers - Year 1	1,924
Followers - Year 2	5,104
Followers - Year 3	18,325
Followers - Aug 2017	39,854
Posts - Year 1	795
Posts - Year 2	5,247
Posts - Year 3	7,786
Posts - Aug 2017	8,029
Post Reach - Year 1	51,744
Followers - Year 2	564,672
Followers - Year 3	1,367,989
Followers - Aug 2017	1,843,419

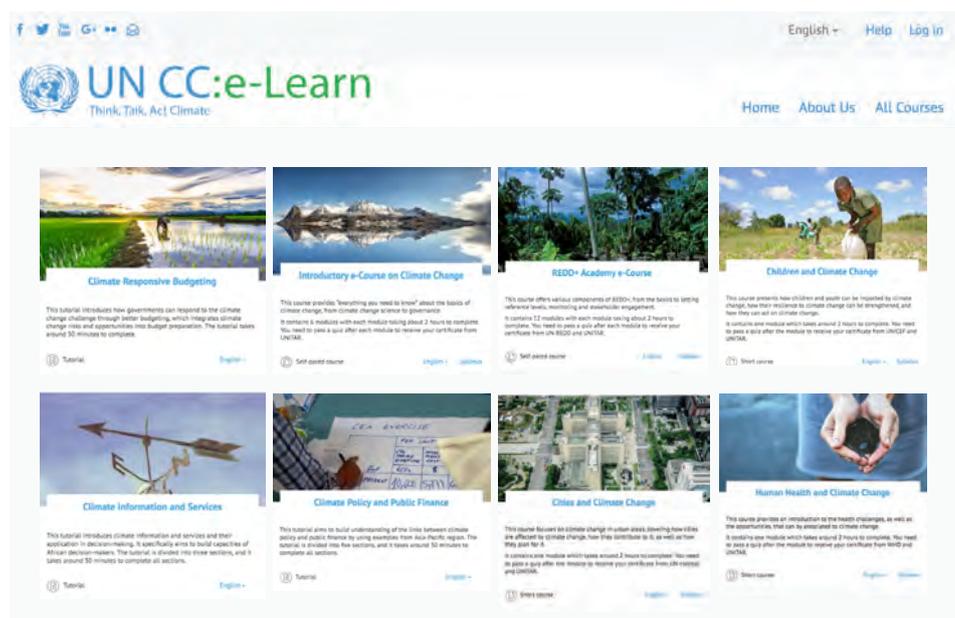
### UN CC:Learn Twitter in numbers<sup>4</sup>

Followers - Year 1	N/A
Followers - Year 2	2,958
Followers - Year 3	6,402
Followers - Aug 2017	10,407
Tweets - Year 1	N/A
Tweets - Year 2	4,108
Tweets - Year 3	7,149
Tweets - Aug 2017	8,834
Impressions - Year 1	N/A
Impressions - Year 2	1,508,214
Impressions - Year 3	3,916,900
Impressions - Aug 2017	4,597,891

<sup>3</sup> Cumulative data

<sup>4</sup> Cumulative data

## Output 1.2 Expanded Suite of One UN Climate Change Learning Products



During the 2014-2017 implementation phase, UN CC:Learn has continued to expand its offer of One UN climate change materials. New learning products, both introductory and advanced, have been launched, in multiple languages. The development of these resources benefitted from the technical knowledge of the relevant UN partners, combined with UNITAR's expertise in learning methodologies and instructional design. All the resources are made available free-of-charge. UN CC:Learn also collaborated with global thematic networks to enhance its outreach.

UN CC:Learn offers a comprehensive portfolio of learning resources, covering different topics, formats, and cognitive levels, including:

### Introductory e-Course on Climate Change

The UN CC:Learn introductory e-course on climate change is a self-paced online course that provides clear, concise information to anyone interested in obtaining a general understanding on climate change, through 6 self-standing modules. These modules are also available as downloadable versions for learners with limited connectivity and/or interested in using them to deliver more tailored learning.

Participants successfully passing all module quizzes are automatically awarded a UN certificate. Between 2014 and 2017, the UN CC:Learn Secretariat undertook a technical review and updated the content. It then made available French, Spanish, Chinese and Portuguese versions of the course.

The Chinese course was developed with the Tongji Institute of Environment for Sustainable Development (IESD). The Portuguese course was prepared in partnership with the United Nations Educational, Scientific and Cultural Organization (UNESCO) Office in Brazil.

An Arabic version is currently under development, in collaboration with the Ministry of Environment of the Hashemite Kingdom of Jordan and the business association EDAMA. Translation has proved to be very important to reach out to a much larger audience, particularly in West Africa, Latin America, and China. •

### REDD+ e-Academy

In partnership with the UN Collaborative Programme on Reducing Emissions from Deforestation and Forest Degradation in Developing Countries (UN-REDD) Programme, UN CC:Learn provides online training on REDD+.

Three introductory e-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, were produced by UN-REDD in 2014 and hosted on the UN CC:e-Learn platform.

These resources, accessible upon invitation only, provided learners with the basic information needed before attending a REDD+ Academy face-to-face training. Thirty-three individuals completed this course during its first session, concluded at the end of 2014.

This initial work led to further collaboration with the REDD+ Academy, UN-REDD's regionally focused education initiative for those involved in national REDD+ programmes, which mandated UN CC:Learn to develop an in depth syllabus for a face-to-face training, as well as a full curriculum including 12 modules. These modules were subsequently converted into an online course, the "REDD+ e-Academy".

The REDD+ e-Academy provides an overview of key REDD+ issues with the aim to empower participants to contribute to a well-informed national REDD+ process. The e-course is self-paced.

Each of the 12 modules contains an interactive lesson, a learning journal (available in English, French and Spanish), and a quiz.

This e-learning course has been further used to deliver two moderated versions of the academy in 2016, one in African

francophone countries and one in Latin America (LAC). Over 100 individuals ranging from NGOs to government representatives were trained during these 6-week sessions. The materials have been also used for various training events at the national level.

### Specialized Modules on Climate Change

*Three new Specialized Learning Modules have been launched, extending the existing series of 6 core modules composing the introductory e-course on climate change. The modules are self-standing and available both as interactive lessons and downloadable versions (in PowerPoint and PDF format). They include voice-over, various interactive exercises and links to external resources. Each module takes 2-3 hours to complete and is available in English, French and Spanish. A quiz is available at the end. All participants passing the quiz obtain a dedicated UN certificate.*

### Cities and Climate Change



This specialized module provides an introduction to the theme of climate change and cities, covering how urban areas are affected by climate change while, at the same time, contributing to it. The module also presents several examples of how cities can play a transformational role in addressing climate change. It was developed with technical advice provided by the United Nations Human Settlements Programme (UN-Habitat), and shared for review with the Food and Agriculture Organization of the United Nations (FAO), the Secretariat of the United Nations Framework Convention on Climate Change (UNFCCC), the United Nations University (UNU) and the World Meteorological Organization (WMO).

### Children and Climate Change



This specialized module introduces the specific relation between climate change and children, with the aim of providing a child's perspective on how to deal with this global challenge. It presents how children are and can be impacted by climate change, but also how children's resilience may be strengthened. It leads learners to reflect on solutions, with a particular focus on education, and on the key role that Governments can play in advancing children's protection. The module was developed in collaboration with the United Nations Children's Fund (UNICEF) and shared for review with FAO and UNESCO.

### Human Health and Climate Change



This specialized module discusses the relation between health and climate change. After discussing potential impacts, it explores the linkages between adaptation and mitigation policies and human health, providing the user with tools and country examples to understand challenges and opportunities. The module was developed in collaboration with the World Health Organization (WHO) and shared for review with FAO, the International Telecommunication Union (ITU) and WMO.

## Tutorials

E-tutorials are short online learning tools that aim to provide specific information to support the completion of a specific task. Three tutorials for policy-makers are hosted on UN CC:e-Learn.

### Climate Responsive Budgeting and Climate Policy and Public Finance

The e-tutorials on “Climate Policy and Public Finance” and “Climate Responsive Budgeting for Sectors” aim at supporting policy makers in understanding how to optimize countries’ budgets and public expenditures by taking into account the risk and opportunities associated to climate change.

They were developed in partnership with the United Nations Development Program (UNDP), with support from the Government of Sweden, through the regional project “Strengthening the Governance of Climate Change Finance to Benefit the Poor and Vulnerable in Asia and the Pacific”.

These tools are both available in English and Khmer. The tutorial on “Climate Policy and Public Finance” is also translated to Thai. The tutorial on “Climate Responsive Budgeting for Sectors” was piloted tested during a face-to-face training in Cambodia in May 2015.

### Climate Information Services

The introductory e-tutorial on “Climate Information and Services” is a user-friendly learning tool, particularly targeted at African decision-makers.

It explains key concepts and features a variety of examples, interactive elements, reflection questions and useful links to other UN resources in order to support the integration of climate information and services into development planning, policy and practices.

Available in English and French, as an online tool and an offline package, this tutorial was prepared in collaboration with the United Nations Economic Commission for Africa (UNECA), as part of the Pan-Africa component of the Weather Information Services for Africa (WISER) program, which is supported by UK’s Department for International Development (DFID).

#### Key numbers (as of Q3 2017)

Course/Module	Enrolment	Certificates
Introductory e-Course on Climate Change (English)	24,178	2,835
Introductory e-Course on Climate Change (French)	4,323	722
Introductory e-Course on Climate Change (Spanish)	37,346	4,051
Introductory e-Course on Climate Change (Chinese)	229	34
Introductory e-Course on Climate Change (Portuguese)	4,270	170
REDD+ Academy	6,056	678
Specialized Module on Cities and Climate Change	12,454	2,055
Specialized Module on Health and Climate Change	12,135	1,534
Specialized Module on Children and Climate Change	2,607	722
E-tutorial on Climate Responsive Budgeting	1,515	*
E-tutorial on Climate Policy and Public Finance	2,705	*
E-tutorial on Climate Information and Services	1,215	*

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

## Resource Guides for Advanced Learning

UN CC:Learn Resource Guides for Advanced Learning on Climate Change facilitate access to existing climate change learning resources for specific topics that have been identified as relevant from a country perspective. They provide a guided tour to the best and more recent materials drawn primarily from within the UN system, organized around specific learning topics. During the 2014-2017 implementation phase, UN CC:Learn continued to expand the series, which now includes 6 Guides. They supplement the introductory knowledge accessible through the resources mentioned above.

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

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

### Resource Guides for Advanced Learning on REDD+

A new Resource Guide on REDD+ has been produced in collaboration with the UN-REDD Programme, building on the expertise of FAO, UN Environment 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+.

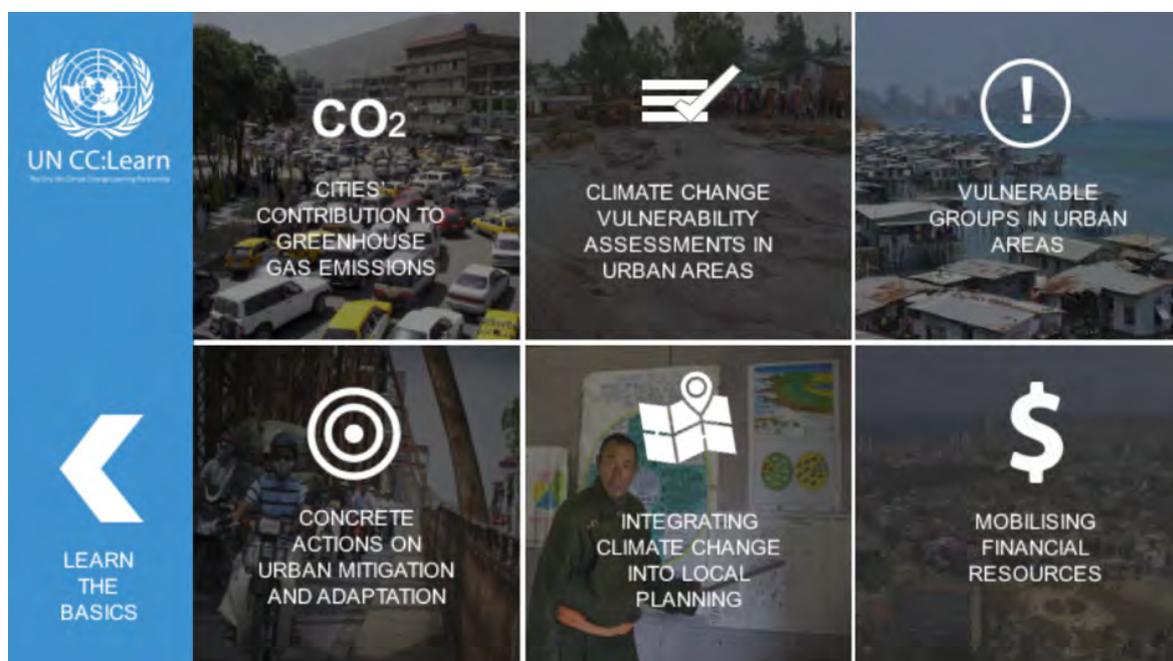
### Resource Guides for Advanced Learning on Cities

The UN CC:Learn Secretariat and UN-Habitat jointly developed a Resource Guide for Advanced Learning on Climate Change and Cities. Building on the Specialized Module in the same area, this product focuses on 6 key learning topics, including: (1) Cities' Contribution to Greenhouse Gas Emissions; (2) Climate Change Vulnerability Assessments in Urban Areas; (3) Vulnerable Groups in Urban Areas; (4) Concrete Actions on Urban Mitigation and Adaptation; (5) Integrating Climate Change into Local Planning; and (6) Mobilising Financial Resources.



## User-friendly Online Versions of Existing Guides

All Guides are available as interactive pdfs, both for online reading or for download. In order to encourage a broader audience to access them, interactive online versions for all Guides have also been developed. 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 shared on relevant UN partner websites, providing different entry points to these resources.



### Number of downloads (1 March 2014 - 31 August 2017)

The Scientific Fundamentals of Climate Change	1,664
Predicting and Projecting Climate Change	1,727
Understanding the Climate Change and Health Interface	1,010
Integrating Climate Change in Education at Primary and Secondary Level	924
REDD+	950
Climate Change and Cities	835
Total	7,110

## New Developments

A new 5 module certified e-course for civil aviation technical staff on "States' Action Plans to Reduce CO2 Emissions from International Aviation" is currently being finalized in collaboration with the International Civil Aviation Organisation (ICAO). It will be accompanied by a shorter e-tutorial open to a broader audience. These resources will be launched on the UN CC:Learn e-learning platform at the end of 2017. A new 6 module certified e-course on gender and the environment is also under preparation in collaboration with the GEF Small Grant Programme and expected to be online in early 2018.

## UN CC:e-Learn Users' Survey

With the aim to measure the concrete impacts of UN CC:Learn courses, a survey was circulated to all registered users on the UN CC:Learn e-learning platform in mid-2017.

### Answers were provided by 1,874 respondents. Key results include:

- 88% of respondents said that they have applied and used the acquired knowledge from the course.
- 53% of respondents told others about the course, 52% encouraged others to enroll, 45% briefed their colleagues, 3% made it mandatory for their employees to take the course.
- 56% of respondents involved in climate change related activities after taking the course.
- 30% of respondents improved their job status, 19% improved their social status and 4% increased their income.
- 97% of respondents changed their resource consumption pattern to some extent after completing the course. 56% of participants answered their consumption pattern changed significantly.
- 59% of respondents would donate funds to make the course content available to more people.
- 72% of respondents agreed to be contacted for follow up.



These data clearly indicate that UN CC:Learn resources made a difference in the lives of their users. The Secretariat is conducting a more in-depth analysis through follow-up email exchanges and interviews. Over 17 testimonials have already been collected.

## Testimonials

*"Thanks to UN CC:e-Learn courses, I was able to obtain a position at the International Labor Office - Regional Representation for Central Africa, as National Expert to promote green jobs in Cameroon in support of the Ministry of Labor and Vocational Training. I encourage all young professionals from around the world, especially from Africa, to take UN CC:e-Learn courses."*

**- Maurice Henri, Cameroon**

*"Continuing education is a must as new challenges emerge. The course has been structured in such a way that even mid-to-senior-level professionals can benefit from it; it is a very effective refresher course! I had applied the lessons in an online course that I had taught for two years and continue to apply the lessons in my current role as a program manager."*

**- Mary Anne Velas-Suarin, Philippines."**

*I developed a conference to educate people in my neighborhood about the burning of plastics in households and its effects on the environment. The mayor of the capital used my conference to take measures and limit the use of plastic bags in supermarkets and their circulation in the capital."*

**- Ibrahim Mohamed-Tohir, Comoros**

## Output 1.3 Learning Networks with Key Global Thematic Programmes

*UN CC:Learn regularly engages with other key thematic global programmes and processes related to climate change to increase its visibility and reach, as well as to scale up its support for the provision of quality learning to countries, beyond UN CC:Learn partner countries. In particular, UN CC:Learn collaborates with the National Adaptation Plan Global Support Programme (NAP-GSP), the UN-REDD Programme, the Global Framework for Climate Services (GFCS), and the Global Action Programme on Education for Sustainable Development (GAP on ESD).*

### UN CC:Learn and UN-REDD

The UN CC:Learn Secretariat has strengthened its partnership with the UN-REDD Programme. This is the United Nations Collaborative Initiative on Reducing Emissions from Deforestation and Forest Degradation (REDD) in developing countries. Created in response to the UNFCCC decision on REDD at COP13 and the Bali Action Plan, it builds on the convening role and technical expertise of FAO, UNDP and UN Environment. UN CC:Learn has engaged with the UN-REDD Secretariat for the development of a Resource Guide for Advanced Learning on REDD+ and the establishment of the REDD+ Academy, including training materials for regional face-to-face events, which have been converted into an online self-paced course (see above).

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

The NAP-GSP is a joint UNDP-UN Environment initiative assisting developing countries to advance National Adaptation Plans (NAPs). It is a collaborative effort involving over 10 partner agencies<sup>5</sup> and is financed by the Special Climate Change Fund (SCCF) and the Least Developed Countries Fund (LDCF). The programme supports countries in three areas, providing 1) institutional support, 2) technical support, and 3) knowledge brokering.

UN CC:Learn collaborated with NAP-GSP to develop three country case studies on national adaptation planning, which were integrated into the introductory e-course on climate change. They are available online, in English, French and Spanish, and focus on the following topics: i) Adaptation Implementation Challenges in Malawi; ii) Enhanced Governance for Climate Finance in Cambodia; iii) Skills Assessment for National Adaptation Planning in Niger.

Furthermore, UN CC:Learn good practices and materials were prominently featured in a free Massive Open Online Course (MOOC) on climate change adaptation in Small Island Developing States (SIDS), jointly delivered by UN Environment, the University of Geneva and the NAP-GSP in January and February 2015. This course attracted more than 8,000 registrations, with 548 learners successfully completing it. The decrease in participation is consistent with a general trend observed for such type of learning experiences.

UN CC:Learn was also featured at the NAP-GSP regional workshops in Africa and Asia, covering all Least Developed Countries (LDCs). In particular, it supported the preparation of face-to-face training materials in collaboration with GIZ and UNDP, which have been subsequently rolled-out in more than 15 LDCs to help to quick start national adaptation planning processes. UN CC:Learn, through UNITAR, directly delivered trainings in three countries over 2015, including Mauritania, Djibouti and Lesotho.

The development of a new MOOC on National Adaptation Plans: Building Climate Resilience in Agriculture, jointly prepared by UNITAR, UNDP and FAO, was initiated in 2016. This MOOC looks at the nexus of climate change adaptation, agriculture and sustainable development, and will run between 13 November-22 December 2017 on UN CC:e-Learn.

In 2017, the NAP-GSP requested UN CC:Learn's expertise to design a blended learning package focusing on NAP implementation through three specific modules, on: 1) Climate Change Finance; 2) Appraisal of Adaptation Options; and 3) Mainstreaming Adaptation in Water Resource. The package includes two components: face-to-face regional and country training materials, as well as three e-tutorials. These tools, currently under development, will be also hosted on the UN CC:Learn platform.

<sup>5</sup> UNDP, UNEP, WHO, FAO, International Fund for Agricultural Development (IFAD), UNITAR, GEF, UNFCCC, Global Water Partnership (GWP), German Federal Enterprise for International Cooperation (GIZ), Global Program of Research on Climate Change Vulnerability, Impacts and Adaptation (PROVIA), and United Nations Office for Disaster Risk Reduction (UNISDR).

## UN CC:Learn and GFCS

The UN CC:Learn Secretariat has been increasingly involved in the work of the Global Framework for Climate Services (GFCS). Established during the Third World Climate Conference in 2009, the GFCS is a UN-led initiative hosted by WMO to coordinate the accessibility, provision and effectiveness of climate services to end users.

The Head of the Secretariat has chaired several meetings of the Partner Advisory Committee (PAC). Multiple discussions towards joint implementation of UN CC:Learn and GFCS activities in countries which are supported by both programmes, namely in Burkina Faso and Niger, have also been held. Further opportunities for collaboration will be sought.

Additionally, UN CC:Learn and UNECA provide an introduction to climate services through a dedicated tutorial (see above).

## UN CC:Learn and the GAP on ESD

The Global Action Programme (GAP) on Education for Sustainable Development (ESD) was launched in November 2014 at the UNESCO World Conference on ESD in Nagoya, Japan, following the end of the UN Decade of Education for Sustainable Development (ESD) 2004-2014.

Its overall objective is to promote and scale up actions in all areas of learning to advance sustainable development. In April 2016, UN CC:Learn was nominated to become a key member of the GAP Partner Networks under the "Priority Action Area 1: Advancing Policy." The 5 GAP Partner Networks form a global community of practice with the aim to strengthen synergies between key partners and beyond.

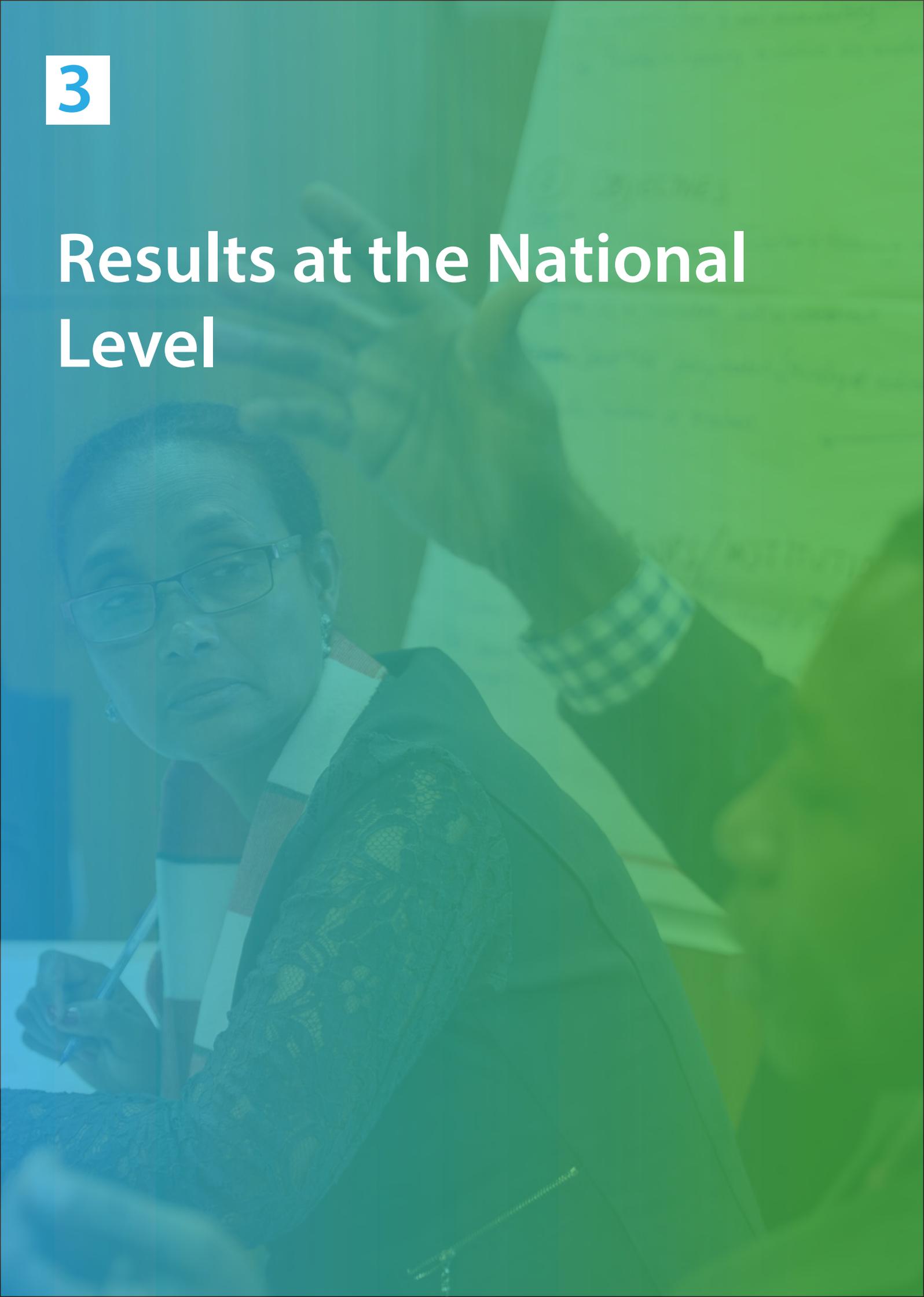
UN CC:Learn commitments as part of the GAP include activities to promote climate change education at the national and international level, such as supporting the development of national/regional climate change learning strategies and developing new free learning products on different climate change topics, in multiple languages.

All UN CC:Learn's commitments for the 2014-2017 implementation phase have been achieved. By participating in the network, UN CC:Learn's visibility has increased and information on its work shared both through regular webinars and annual GAP events. UN CC:Learn also supports the development of a series of policy-briefs targeted at developing country officials, which will build on the expertise of GAP Partner Network 1.



3

# Results at the National Level



## Output 2.1 New National and Regional Climate Change Learning Strategies Developed

As part of the 2014-2017 phase, UN CC:Learn supported four additional country projects. In agreement with global UN CC:Learn partners, the new countries were selected from the group of countries that had submitted formal applications in 2011. Following the UN CC:Learn methodology developed during the pilot phase and summarized in the dedicated Guidance Note, all countries developed a National Climate Change Learning Strategy linked to national development objectives. The independent mid-term evaluation found that UN CC:Learn-supported strategies were “extremely well aligned with national climate change needs, priorities and objectives” and that “strategy development processes were always highly participatory and inclusive, drawing on the experience and resources of institutions from across the economy.” Partner countries have also initiated the implementation of key priority actions.

In Central America, UN CC:Learn’s first regional programme facilitated the development of a joint Regional Action Plan on Climate Change Education, Training and Awareness Raising, as a way of upscaling UN CC:Learn and leverage the pre-existing broader climate change strategy adopted in 2010.



### Consolidating UN CC:Learn’s Strategic Approach at the National Level

#### Burkina Faso

Burkina Faso initiated its National Climate Change Learning Strategy development process in 2015, under the leadership of the Secrétariat permanent du Conseil national pour le développement durable (SP-CNDD). During a dedicated event, representatives from different government sectors, civil society, training institutions and development partners endorsed the work plan, the background report, the priority sectors and the vision for the Strategy.

The Strategy took the existing National Adaptation Plan (NAP) as its starting point, which greatly helped to ensure alignment with national climate change needs, priorities and objectives.

The final document was officially launched in the presence of the Minister of Environment, Green economy and Climate Change as well as the United Nations Resident Coordinator in August 2017. The National Climate Change Learning Strategy revolves around three strategic axes: the institutionalization of climate change learning, building capacity of stakeholders

and enhancing climate change learning governance. Having been officially validated, the Strategy currently awaits final adoption by Ministers’ council.

#### Key milestones in this process include:

- Development of background report to assess the national policy context as well as existing capacity-development initiatives in the area of climate change;
- A National Planning Workshop in March 2015 gathering 50 participants, including representatives from neighboring countries, Benin and Niger;
- A capacity and needs assessment, conducted between May and October 2015;
- A Mid-term Evaluation Workshop in November 2015 to discuss learning needs and identify priority actions for the Strategy;
- A National Validation Workshop in May 2016 to review and finalize the Strategy document;
- The official launch of the Strategy, which took place on 1 August 2017.

As part of the implementation of Burkina Faso’s National Climate Change Learning Strategy, several activities have been organized in selected priority areas. In September 2016, SP-CNDD, with technical support from UNESCO and UN Environment delivered a training for teaching supervisors in charge of curriculum development.



This training programme aimed at facilitating the integration of climate change into school curricula, curriculum review being currently underway.

Furthermore, a workshop for representatives of the government of Burkina Faso and other key national stakeholders part of the delegation to the 22th Conference of Parties (COP 22) of the UNFCCC was organized in October 2016 by SP-CNDD. A restitution workshop to share the main outcomes of COP 22, such as the newly adopted Paris Agreement and the NDCs, with local development actors followed-up in early 2017.

A Youth Climate Dialogue (YCD), consisting of a youth exchange on climate change perceptions and experiences through video-conference, also took place between the Lycée Bogodogo and l'école le Petit Monde in Burkina Faso and the Lycée International Ferney-Voltaire, France in May 2017.

Finally, as Burkina Faso defined the training of journalists and communicators as one of the top priorities, representatives from the communications services of the country's ministerial departments, the press and press associations were trained on climate change issues for the national socio-economic and cultural sectors in June 2017.

**Five actions, included in the Strategy Action Plan, have been identified as implementation priority until the end of 2018:**

- Integrating climate change learning into curricula,
- Strengthening the technical and scientific skills of teachers on climate change,
- Strengthening the technical capacities of agricultural producer organizations,
- Capacity building for climate information users,
- Communication on climate change learning.

Burkina Faso was one of the countries visited during the UN CC:Learn mid-term evaluation. The evaluation report highlights that the UN CC:Learn supported process has resulted in the

development of a National Climate Change Learning Strategy that is highly relevant to Burkina Faso's national needs and priorities. The evaluation also found that the strategy was developed through strong, cross-sectoral participation and – as a result – benefits from a high degree of national ownership.

## Ethiopia

In 2011, the Federal Democratic Republic of Ethiopia inaugurated the Climate-Resilient Green Economy (CRGE) initiative to protect the country from the adverse effects of climate change and build a green economy that will help to switch to a new and more sustainable development model by 2025.

Building on this significant initiative, which includes a large-scale capacity building program, the national UN CC:Learn project focused on supporting the integration of climate change into the formal education system, at primary, secondary and tertiary levels.

Particular emphasis was dedicated to further developing the national curriculum through the provision of classroom materials and related teacher training.

A Technical Team drawn from the Ministry of Environment, Forests and Climate Change and the Ministry of Education was established to coordinate the preparation of the Ethiopian Climate Change Education Strategy (2017-2030). Initiated in September 2016, the development process concluded with the launch of the Strategy in July 2017.

The participatory approach pursued ensured country ownership and alignment of the Strategy with the national normative frameworks including the CRGE, the Growth and Transformation Plan and the Education sector policy.



#### Key steps in this process include:

- Preparation of the national background study report, building on field assessments in four regions investigating the integration of climate change learning in the education sector.
- A National Consultative Workshop organized with 68 participants on 24 November 2016 to discuss the national background report, indicative strategic guidelines and detailed action plan for climate change learning in the country, including major intervention areas and priority actions.
- Development of the National Climate Change Education Learning Strategy and Priority Actions based on the findings of the background report and the outcomes of the national consultative workshop.
- Launch of the National Climate Change Education Strategy and Priority Actions on 21 July 2017, in the presence of over 80 participants representing the climate change education stakeholders from all tiers of the government, line ministries, school administrations and youth groups. More than 2,000 copies of the strategy have since been printed and distributed.

#### The four strategic objectives and priority areas of the Climate Change Education Strategy include:

- Facilitate the setting up of an enabling policy and institutional frameworks at all levels with a view to fostering sustainable climate change learning;
- Enhance the integration of climate change education in the curricular formal education system of Ethiopia;
- Support co/extra-curricular activities and strengthen integration among formal, non-formal and informal climate change education;
- Mobilize resources and strengthen partnership for financing the implementation of the broader climate change education strategy.

The priority action areas will be tackled in 3 phases (1st phase 2017-2020; 2nd phase 2021-2025; and 3rd phase 2026-2030).

As a contribution to the promotion of climate change education, a YCD took place in April 2017, involving students from the Lycée International de Ferney-Voltaire, France and students from the environmental club from the Shedder refugee camp primary and secondary schools in the Shedder refugee camp. This is situated close to the Somaliland border. The event was organized in collaboration with UNHCR and UNESCO.



## Ghana

Ghana launched its National Climate Change and Green Economy Learning Strategy in October 2016 during a dedicated one-week event with over 1,500 participants. The strategy had been developed through a 15-months consultation process under the leadership of the Ministry of Environment, Science, Technology and Innovation (MESTI) and the Environmental Protection Agency (EPA). It is structured around the five priority areas of Ghana's National Climate Change Policy and makes a direct contribution to the implementation of the country's National Determined Contribution (NDC).

A critical decision taken during the development process was to reframe and reshape the strategy to encompass climate change and green economy related learning. Thirteen priority actions are put forward for which national and international support is sought.

Ghana was one of the focus countries of the UN CC:Learn mid-term evaluation. The evaluation report highlights that national stakeholders perceive the strategy "as an integral, inseparable part of the main National Climate Change Policy". The evaluation also found that the strategy "benefited from broad institutional engagement including government, NGOs / CSOs, private sector, academia and church groups" and "high level support and input from government institutions".

### Key steps in the strategy development process included:

- Development of a Background Report to assess existing national climate change policies, programmes and related capacity development initiatives;
- A National Planning Workshop in August 2015 with over 80 participants;
- A Stakeholder Coordination Meeting in September 2015;
- Definition of thematic groups and design of questionnaires to assess learning needs and priorities in different sectors in October 2015;

- A Technical Workshop in November 2015 for each of the thematic groups to complete their questionnaires and present results for discussions;
- A workshop for the thematic groups to update their climate change learning actions to take into consideration elements of green economy learning;
- A Technical Review Workshop to discuss the Strategy with the thematic groups and ensure that priority actions were well reflected in the Strategy;
- Regional consultations in May 2016 to seek feedback on the Strategy from stakeholders in the Northern and Southern parts of Ghana;
- A National Validation Workshop in August 2016 to finalize the Strategy document;
- Launch of the Strategy in October 2016.

Since the launch event, Ghana has undertaken major steps to implement priority actions outlined included in the Strategy. In particular, the Ghana Education Service together with MESTI and EPA has led efforts to integrate climate change education into the school curriculum.

A roadmap was developed during a first stakeholder meeting in September 2016. The roadmap foresees a forum with key stakeholders in the educational sector, the formation of a climate change education committee, a situational analysis, incorporation of climate change and green economy in science, technology, engineering and mathematics, development of learning materials, training of teachers and a transboundary youth programme.

A forum with key stakeholders from the education sector was held in October 2016 and a baseline involving school children and teachers has been initiated.



## Niger

The Secrétariat Exécutif du Conseil national de l'environnement pour un développement durable (SE-CNEDD) of Niger started implementing a national UN CC:Learn programme in 2015. Building on the inspiring vision that “by 2035, Nigerien citizens, aware of the challenges and issues of climate change, internalize and integrate them into their everyday concerns in the context of economic development and ensuring social well-being of everyone”, Niger validated its National Climate Change Learning Strategy in 2016.

### Key steps in the Strategy development process included:

- Development of a Background Report to assess the climate change learning context in the country.
- A National Planning Workshop in June 2015, during which Mr. Kamayé Maàzou, Executive Secretary of the CNEDD, highlighted that the climate change learning strategy should strengthen existing efforts towards the development of strategic documents on climate change.
- A workshop organized by the CNEDD in June 2016, at the midpoint of the process, bringing together 50 participants to 1) examine and validate the reports of the learning needs and capacity to deliver learning assessments, and 2) identify the priority actions of the strategy and discuss the next steps of the Strategy development process.
- A Validation Workshop of Niger's National Climate Change Learning in August 2016, with 30 representatives of various ministries, international cooperation agencies, the academic sector and civil society to bring the latest amendments to the Strategy.

### The national strategy revolves around four strategic axes:

- Skills development in priority sectors;
- Integration of climate change into sectoral policies and strategies;

- Information, awareness and knowledge sharing on climate change;
- Mobilization of resources for the implementation of the strategy.

The Strategy is awaiting official adoption by the Government.

In parallel, Niger has started implementing different priority actions. In particular, an awareness raising and information workshop focusing on the climate change learning strategy was held in November 2016. This event targeted national teachers' schools, training institutes, universities, NGOs and the private sector.

Moreover, a training workshop on bilateral and multilateral climate change funding was organized in December 2016.

During the event, participants discussed and formulated several recommendations, notably to elaborate a national strategy for the mobilization of climate funds; to strengthen the capacity of the Technical Commission on Climate Change and Variability; to conduct regular assessments of the impact of climate finance; and to intensify this type of workshops for a better appropriation of climate change and financial mechanisms to all actors.

A YCD took place between the Centre Scolaire Privé Elim in Niamey and the Gymnase de Burier in La-Tour-de-Peilz, in Switzerland in November 2015. This was the first time that a dialogue was held in French.

## Exploring Additional Collaboration: Kazakhstan

Initial discussions took place with the Government of Kazakhstan to consider the development of a national UN CC:Learn project. Representatives from the Ministry of Energy expressed an interest in the strategic approach UN CC:Learn propose for climate change education and training in 2014. 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 has been in contact with the Ministry and is always available to discuss options for a UN CC:Learn programme. However, no further request has taken place during the 2014-2017 implementation phase.

## Coordination with UN Country Teams

At the country level UN CC:Learn's support draws on national UN Country Teams (UNCTs), thereby working towards UN CC:Learn's aim of building a systematic, 'One UN' approach to climate change learning.

During the 2014-2017 phase, UNDP has helped to strengthen the connection with UNCTs and the work of other UN agencies, and has provided a mechanism for the delivery of UN CC:Learn resources, specifically in Ghana, Ethiopia, Niger, as well as Malawi. The UN CC:Learn mid-term evaluation pointed out that additional efforts should be made to engage UNCTs more regularly.

## Piloting a Regional Approach in Central America

The eight Member States of the Central American Integration System (SICA) decided to initiate a joint programme on climate change education, training and public awareness-raising in January 2014.

It is the first regional programme supported by the UN CC:Learn partnership, aiming to leverage the region's existing experience and capacities in the area of climate change learning, generate synergies among participating countries, jointly implement priority actions and scale up collaboration for long-term impact.

The programme is implemented by SICA Member States as part of measures for accelerating the implementation of the 2010 Regional Strategy on Climate Change (RSCC). It has been supported through a regional UN CC:Learn hub hosted by the National Council on Climate Change and Clean Development Mechanism (CNCCMDL) of the Dominican Republic in collaboration with the Central American Environment and Development Commission (CCAD).

During a two-year consultative process that started in 2015, representatives of the eight Ministries of Environment jointly developed a Regional Action Plan on Climate Change Education, Training and Awareness Raising. The Plan that covers the period 2017-2022 has been approved by the CCAD in October 2017.



### Milestones in the development of the regional plan include:

- SICA Member States officially decided to scale-up the UN CC:Learn programme in the region in January 2014;
- SICA countries held a joint side event at COP 21 in Lima, Peru in December 2014 to promote a regional approach to climate change education and training;
- Representatives of the SICA Member States collaborated in the first semester of 2016 in the elaboration of a Background Report summarizing existing national programmes, activities and overall progress made in the region in terms of climate change education, training and awareness raising;
- Representatives of all SICA Member States met in Santo Domingo in June 2016 to set the basis for the formulation of a five-year action plan;
- The Council of Environment Ministers of the CCAD reviewed progress in implementing the regional programme during a meeting in San Jose, Costa Rica in March 2017 and the Ministries of Education expressed their interest in joining the programme's activities;
- The regional UN CC:Learn hub in the Dominican Republic (in collaboration with the Frankfurt School) organized a webinar and a face-to-face workshop with representatives of the Ministries of Environment and Education of SICA countries in April 2017. The workshop allowed them to start developing and identifying funding sources for a joint project proposal based on priority actions of the regional action plan;
- The UN CC:Learn hub in the Dominican Republic together with UNESCO organized a workshop in San Jose, Costa Rica in June 2017 to promote public policy for sustainable development and climate change education;
- CCAD officially approved the Regional Action Plan on Climate Change Education, Training and Awareness Raising (2017-2022) in October 2017.

SICA Member States also implemented Youth Climate Dialogues among Central American countries in February 2016. Through the Dialogues youth from Costa Rica, Guatemala, Panama and the Dominican Republic shared their concerns and ideas about climate change in the region.

In 2017, all countries participated in the elaboration of a short video on the common challenges climate change poses to SICA countries. This video was presented at the meeting in Costa Rica. As a next step, countries in the region will collectively focus their efforts on mobilizing financial resources for the development and implementation of activities outlined in the 2017-2022 Action Plan, prioritizing those included in the regional project proposal.

## Output 2.2 National Coordination Arrangements Strengthened



A central element of the 2014-2017 phase has been the promotion of experience sharing between partner countries, in particular with regard to the establishment of strong and sustainable implementation mechanisms for the national climate change learning strategies. 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.

To facilitate experience-sharing on these matters between pilot and new partner countries, the UN CC:Learn Secretariat has provided opportunities for country representatives to exchange and learn from each other, including:

- Launch of a network of UN CC:Learn Ambassadors for Climate Change Learning
- Advisory missions of UN CC:Learn Ambassadors to new partner countries
- Participation in international events
- Organization of annual country exchange workshops.

Further to their exchanges and discussion during 2 dedicated workshops, partner countries formulated a number of specific recommendations, summarized in a list of Top Tips for the Development and Implementation of National Climate Change Learning Strategies (see Annex 5).

## Output 2.3 A Wide Range of Strategy Implementation Activities Delivered

*UN CC:Learn has continued working with countries that had developed their national climate change learning strategies in the previous phase, providing technical and financial support for the implementation of the priority learning actions. Most countries have focused on integrating climate change in the formal education sector, with forestry and climate finance also emerging as important areas for professional skills development. Resources from national budget as well as from other international donors/sources have also been raised to support this process, demonstrating the leveraging effect of UN CC:Learn.*



### Benin

Benin developed a National Climate Change Learning Strategy through a process that involved multiple stakeholders inside and outside the government, and validated it during a workshop held in December 2012 in Cotonou. This final version has been provided to the Government which will disseminate it among the different Ministries in order to gather feedbacks and comments. Once all inputs compiled, the Government will convey a session of the Council of Ministers in order to adopt the Strategy. This is planned at the end of 2017 or in early 2018.

As part of the implementation of the Strategy, Benin participated in a Youth Climate Dialogue in May 2016. The dialogue took place between the Collège d'enseignement général 1 d'Abomey-Calavi and Collège la Plénitude from Cotonou and the Collège Anatole France from Tours, in France.

This was the first dialogue organized in partnership with the French Ministry of Foreign Affairs and Météo France, as well as CANOPE of the Académie d'Orléans-Tours (Network of educational creation and pedagogical support). In Cotonou, students were hosted by the UNDP office.

### Dominican Republic

The Dominican Republic was the first pilot country to launch its National Climate Change Learning Strategy in 2012. During the 2014-2017 phase, the Dominican Republic advanced implementation of the Strategy in the formal education sector.

The National Teacher Training Institute (INAFOCAM) and the National Council on Climate Change and the Clean Development Mechanism (CNCCMDL) in collaboration with Sur Futuro Foundation launched a training programme that equips teachers across the country to effectively teach climate change.

The country invested 1 million USD from the national budget to implement this initiative. By October 2017, over 3,200 teachers had graduated from the course that was developed and pilot-tested in partnership with UNESCO and UN CC:Learn.

The CNCCMDL also signed a collaboration agreement with the Universidad Autónoma de Santo Domingo (UASD) Network of Universities for the Environment (RAUDO in Spanish) for a climate change education programme at tertiary level. More than 300 university professors from 8 different universities were trained during the course of 2016. This programme saw the participation of the Minister of Environment as an honorary teacher in the closing class of the curriculum.

The Dominican Republic was one of the three focus countries of the UN CC:Learn mid-term evaluation. The evaluation was highly positive about the work supported by UN CC:Learn, highlighting that the prospects for long-term sustainability are very strong.

## Indonesia

During the 2014-2017 phase, Indonesia advanced the implementation of its National Climate Change Learning Strategy in two priority sectors: forestry and education.

With the aim to build capacity in the forestry sector, the National Council on Climate Change (DNPI) and the Forestry Education and Training Center of the Ministry of Forestry, with the assistance of the Natural Resources Development Center (NRDC) published in 2014 a Training Module on REDD+ for Policy Makers at National and Sub-National Level, available both in Bahasa Indonesia and English, which was used to deliver training for province and district level officials. The module was subsequently integrated into a project led by the German Development Cooperation (GIZ) to provide the first of a series of workshops extending REDD+ training to district level decision-makers.

In the area of education, the Government of Indonesia and several international partners, through the UN Working Group on Climate Change and Environmental Sustainability, developed a comprehensive proposal on youth awareness and involvement. As a contribution to this programme, UN CC:Learn and UNESCO Office, Jakarta, in collaboration with The Climate Reality Project Indonesia and Youth for Climate Change Indonesia, and with support from the Office of the President's Special Envoy for Climate Change, launched the "Youth Leadership Camp for Climate Change" (YLCCC) initiative.

Through 3 camp-style training events held in February 2017, 150 university students from all over Indonesia learned about climate change, its impact, and how to become actors of



change in their communities. After the camps, participants were invited to implement their own climate projects.

Three outstanding participants were recognized for their motivation and impactful activities, and awarded with a fully sponsored invitation by UN CC:Learn to a "Tribal Climate Camp" (TCC), hosted near Seattle, USA, in August 2017.

During this event, the students received more advanced training on climate change and local climate adaptation planning, as well as shared their experiences and initiatives with the other US participants, contributing to extending their global climate networks. Now back in Indonesia, they



disseminate the new knowledge acquired with other youth and continue to engage in the promotion of effective climate action.

## Malawi

As part of the implementation the National Climate Change Learning Strategy and building on the success of the educational materials and trainings developed during the pilot phase, the Government of Malawi concentrated on integrating climate change topics into the secondary school curriculum.

During the 2014-2017 implementation phase, a team of educational and environmental experts developed a secondary school sourcebook on climate change. The sourcebook was field tested in 15 schools to gather comments and inputs. It was then vetted by the Malawi Institute of Education and endorsed by the management of the Ministry of Education in 2015.

A poster on climate change for secondary schools was also developed and 15,000 copies distributed to all the public and registered private secondary schools in the country. Overall, 931 secondary school climate change carrier subject teachers, inspectors and education methods advisors were trained on the use of the sourcebook and the poster, through workshops organized across Malawi.

Orientation of primary school teachers, initiated during the pilot phase, continued also during the 2014-2017 implementation phase. In 2015, 400 primary education advisors throughout the country and over 12,500 primary school teachers were familiarized on the primary school sourcebook on climate change.

Furthermore, to raise awareness and understanding of climate change throughout the country at both national and district level, Malawi held its first National Climate Change Week from 12–16 October 2015. Stakeholders from government, civil society, academia, development partners, communities and private sector attended. The Climate Change Secondary School Sourcebook was launched by the Minister for Natural Resources, Energy and Mining and the UN Resident Coordinator at the event.



A Youth Climate Dialogue was held in Malawi in November 2015, involving students from Lilongwe and St. Gallen, Switzerland. A second Dialogue, with a focus on the SDGs, is in preparation for the UNICEF World Children's Day on the 20 November 2017.

## Uganda

Building on the initial priority actions selected during the pilot phase, the Government of Uganda has continued to implement its National Climate Change Learning Strategy by focusing in particular on formal education and on strengthening the network of climate change desk officers.

To promote climate change education, the development of two supplementary readers on climate change for students at upper-primary level, initiated during the pilot phase with support from UN CC:Learn and UNICEF, was further advanced.

After conducting a monitoring exercise in pilot schools, collecting and integrating feedback, the National Curriculum Development Centre (NCDC) of Uganda finalized the readers in 2015.

The Governing Council of NCDC approved them for use in primary schools nationally, as additional materials complementing the national curriculum. These books provide an introduction to climate change through storytelling.

The Government of Uganda is planning to print and distribute these materials to all the schools in the country.

Furthermore, high school students in Uganda had the chance to meet online with other students in Europe to talk about climate change during two Youth Climate Dialogues.

The first YCD took place between the Gayaza High School in Kampala and the Liceo cantonale di Lugano 1, in Switzerland in November 2015; the second dialogue involved the Trinity College Nabbingo, and the Lycée International de Ferney-Voltaire, in France, in October 2016.

With a strong commitment to enhance the capacities of technical government officers, the Climate Change Department (CCD) of the Government of Uganda drafted, consulted and launched a "National Climate Change Training Manual for the Inter-Institutional Climate Change Desk Officers and Relevant Stakeholders for Uganda" in August 2017.

This manual, prepared with support of UN CC:Learn and technical input from Makerere University, is designed to support training for desk officers from different Ministries on climate change, its diverse impacts, possible adaptation and mitigation options, as well as the development of project proposals.

4

# Linking the Global and the National Level

 OBJECTIFS  
DE DÉVELOPPEMENT  
DURABLE

*Climate change is a global issue, with different implications at the national and local level. At the same time action at the national and sub-national level is crucial to address this challenge. Demonstrating and enhancing a link between these two levels, including between international initiatives and national policy, as well as promoting exchanges between individuals from different countries and contexts, is very important for effective climate action. Through its work, UN CC:Learn tries to bridge this gap.*



## Experience Sharing Among Countries

During the 2014-2017 phase, UN CC:Learn promoted opportunities for partner countries to share knowledge and experiences, reflecting on key global climate issues and initiatives. Major areas for exchange concerned coordination, development and implementation of the national climate change learning strategies, as well as resource mobilization.

### Country Exchange Workshops

#### Country Exchange Workshop, 30 September-1 October 2014, Geneva, Switzerland

During this event, representatives from the pilot countries as well as three new partner countries (Burkina Faso, Ethiopia, Kazakhstan) discussed the development and implementation of national climate change learning strategies. Through the exchange, they debated and elaborated specific recommendations – the “Top Ten Tips for National Climate Change Learning Strategies”.

#### Country Exchange Workshop and Partner Exchange Workshop, 23-24 February 2016, Geneva, Switzerland

Representatives from Benin, Burkina Faso, Dominican Republic, Ethiopia, Ghana, Indonesia, Malawi and Uganda participated in a second country exchange workshop towards the mid-term of the phase. As part of the programme, they discussed challenges as well as new opportunities for the development and implementation of national climate change learning strategies.

They also exchanged on effective approaches for resource mobilization and possible avenues to strengthen South-South collaboration.

On the following day, country focal points had the opportunity to directly interact with the representatives of 16 UN CC:Learn partner organizations. Key issues addressed include the development of priority actions and collaboration with the UN country teams. Time was also dedicated for national and global partners to network and explore ideas for further bilateral collaboration.

#### Country Exchange Workshop, 15-17 March 2017, Addis Ababa, Ethiopia

Representatives from both ministries of Environment and Education, as well as the education system, of the 9 UN CC:Learn partner countries met in Addis Ababa for a third exchange workshop in March 2017.

This event was organized by the UN CC:Learn Secretariat, in collaboration with the Government of Ethiopia, UNECA, and the Addis Ababa University with the aim of promoting sharing of knowledge and experiences in two areas: 1) integrating climate change in the general education system, identifying multiple entry points, and 2) mobilizing resources for climate change education activities, including integration into greater funding proposals, as well as ways to tap into private climate finance. It also allowed for participants to share their ideas and suggestions for the next phase of UN CC:Learn.



## Youth Climate Dialogues

The Youth Climate Dialogues (YCDs) educational initiative was launched in November 2015 in the run up to the COP 21 by the Swiss Agency for Development and Cooperation (SDC) and UN CC:Learn, in collaboration with other partners. This aims to provide youth with a platform to discuss climate change with their peers in other countries through video conference.

So far, 8 YCDs have been successfully organized involving students from Switzerland, France, Benin, Burkina Faso, Costa Rica, Dominican Republic, Guatemala, Panama, Malawi, Niger, Uganda, and a group of Somali refugees from Sheddor refugee camp in Ethiopia. The debates focus on how youth perceive climate change, how it affects their lives, and what actions they consider the most important in their own contexts. In preparation of the debates, students undertake some of the modules of the UN CC:Learn introductory e-course on climate change and prepare a range of audio-visual material (photos, videos, statements) to share with their peers.

On 22 April 2016, the St. Gallen Kantonsschule am Burggraben won an Eduki Foundation award under the category of concrete projects for their participation in the YCD. This competition, organized in partnership with the Department of Education, Culture and Sports of Geneva, the Swiss Confederation and the Fondation pour Geneve, is aimed at inspiring students to “imagine the Switzerland of tomorrow” and develop real and implementable projects that can bring social, economic and environmental benefits in Switzerland and abroad.

On this occasion, the St. Gallen students who had participated in this 1st YCD with the Lilongwe Girls Secondary School (Malawi) visited UNITAR and the UN CC:Learn Secretariat in Geneva to learn more about climate change and sustainable development. This has since become an annual event, with a second visit in February 2017 and another one planned for February 2018.

Following the success of the YCD model, the French Government decided to co-finance the dialogues taking

place in France. Furthermore, requests for support for further dialogues keep coming from other countries and partner agencies, including a special Dialogue on the SDGs requested by UNICEF to allow remote participation of youth outside Geneva in the event “There’s Hope for the SDGs – Youth Takeover the Palais des Nations”. This event will take place on the World Children’s Day on 20 November 2017.

A short guide for teachers and project leaders interested in organizing a YCD was launched. To raise awareness of this initiative, a YCD trailer and a video clip featuring the dialogue with the refugee students were also produced and are available via all UN CC:Learn social media channels.

### Four key lessons have been derived from the YCDs:

1. The YCDs provide an innovative way for youth to voice the many climate change views, perspectives and experiences from the ground. This enriches and expands the “one model-one science” climate science, by exploring how youth in different parts of the world are affected by climate change.
2. These dialogues create a platform for North-South dialogue reversing the established North-South narratives with the South being the recipient of Northern/western knowledge and support.
3. The peer-to-peer format of the dialogues creates a space for same level interactions between youth. Rather than having the usual “top-down” transmission of information, the peer-to-peer format breaks the “walls” and allows for better interactions. Even with cultural differences and great distances, the social bonds allow them to learn from each other. At the end of the day, they are all youth/teenagers.
4. Students that have participated in the dialogues testified that they were motivated to change their habits. The YCD allowed students to reflect more on the link between climate learning-climate action and how peer-to-peer exchange can trigger a behavioral change in the participating youth. Students have been able to become agents of influence and change in their immediate environments (e.g. families and friends).

5

# UN CC:Learn @ International Conferences



UN CC:Learn has participated in multiple international events, including conferences, side events, workshops and exhibits, which have provided an occasion to raise the international visibility of climate change education and training, as well as of UN CC:Learn work. UN CC:Learn has also launched a new flagship initiative – the Climate Classroom – providing an innovative space for learning during major climate events.



#### **UN Secretary General Climate Summit, New York, USA, 23 September 2014**

The SG's Climate Summit focused on catalyzing 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 SG's event was a success, exceeding expectations in terms of numbers of heads of state attending 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, Nagoya, Japan, 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 UNESCO as the lead agency of the Decade. The UNESCO World Conference on Education for Sustainable Development (ESD) was held to take stock of the achievements, as well as challenges, of this Decade and discuss global action on ESD post-2014. 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 on climate change education. 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**

Launched in 2012 at COP18, the UN Alliance on Climate Change Education, Training and Public Awareness aims 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, the Alliance establishes a clear link between the ongoing work of its member organizations and the UNFCCC process.

The UN Alliance currently comprises 13 members, including FAO, ILO, UNDP, UN Department of Public Information (UN DPI), UN Women, UN Environment, UNESCO, the UNFCCC Secretariat, UNICEF, UNITAR, UNU, and WHO, WMO, with the UNFCCC Secretariat providing the Secretariat for the Alliance.

UN CC:Learn has contributed to numerous Alliance's activities and participated in its different events. The annual meeting of the Alliance was held back-to-back with the UN CC:Learn Steering Group Meeting both in 2014 and 2017. UN CC:Learn representatives also attended meetings of the Alliance during COP21 and COP22.

### **UN Conference on Climate Change COP 20/CMP 10, Lima, Peru, 1-12 December 2014**

At the 20th session of the Conference of the Parties to the UNFCCC (COP 20), the Parties adopted the Lima Ministerial Declaration on Education and Awareness-raising. 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. 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.

### **One UN Climate Change Education Exhibit**

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 of this space included FAO, IFAD, ILO, ITU, UNEP, UNESCO, UNICEF, UNITAR, UNU and WMO.

### **UN CC:Learn COP 20 Side Event "Strengthening Knowledge on Climate Change through the UN CC:Learn Partnership", 4 December 2014**

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.

### **COP 20 One UN Side Event "Climate Change Education and Training for Children, Youth and Adults: How to Make a Difference", 8 December 2014**

This event provided a snapshot of what the UN 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.

### **COP 20 Side Event "Up-scaling the UN CC:Learn Project: Regional Implementation in Central America", 10 December 2014**

In an innovative initiative, the Central American countries met at a side event chaired by the Environment Minister for

Belize to discuss the 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). SICA Member States would build on this strategy through coordinated action on climate change learning.

### **COP 20 Side event "Education and Communication as Cornerstones for Effective Climate Action", 10 December 2014**

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 action to build 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.

### **Third UN World Conference on Disaster Risk Reduction, Sendai City, Japan, 14-18 March 2015**

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

### **Colloque international "Éduquer et former au changement climatique", Paris, France, 30 March 2015**

This event, organized by the Société météorologique de France - Météo et Climat, showcased a variety of innovative initiatives to promote education and training on climate change. The Head of the Secretariat was invited to participate to present UN CC:Learn. Mr. Mackay stressed that when it comes to climate change the only way in which countries can achieve their objectives in terms of transforming economies towards low carbon and climate resilient growth, is through skills development. Yet, skills development for climate change remains a rather ad hoc and occasional exercise in most countries. UN CC:Learn strives to make the issue of education and training more high profile within the international discourse, to help to address the funding gap, to raise the issue within its partner countries at national level so that it can be built into future planning, and to develop training products to reach as many people as possible globally.

### **UN Conference on Climate Change COP 21/CMP11, Paris, France, 30 November - 11 December 2015**

The 21st session of the Conference of the Parties to the UNFCCC (COP 21) had a high political value and ended with the adoption of a new climate agreement, which underscores the importance of climate change education, training and capacity-building. UN CC:Learn was present at COP21 to

showcase One UN activities in this area. As in the previous year, it continued playing an important role in promoting a One UN approach at COPs, supporting the organization of multiple joint activities. Additionally, UN CC:Learn hosted for a second time the CEB Secretariat's collection of key climate change-related publications, made available through the UN CC:Learn library.

#### **One UN Climate Change Education Exhibit**

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

#### **COP 21 UN Side Event on Climate Change Education in the Formal Education System: Learning to Live with Climate Change – Accelerating Climate Change Education, 4 December 2015**

This side event aimed at showcasing examples of activities promoting the integration of climate change in the formal education system. Opened by UNESCO's Director General, it included: a presentation of the results of the World Wide Views survey, following a global citizen consultation on how to address climate change; a moderated discussion on the role of education for a transition towards resilient and low carbon societies and economies with Ministers of Education and Environment from different countries; and a panel of experts on innovative approaches for climate change education. The Honorable Flavia M. Nabugere, Minister of State for Environment, Republic of Uganda presented the two Climate Change Readers for primary education launched by Uganda. Mr. Omar Ramirez, Secretary of State, Dominican Republic and UN CC:Learn Ambassador for Climate Change Learning also highlighted the country's teachers' training programme on climate change.

#### **COP 21 UN Alliance Side Event on Non-Formal Climate Change Education and Innovative Approaches for Climate Change Learning, 4 December 2015**

This side event presented innovative ways to promote non-formal education with a special focus on alternative approaches for climate change learning, such as music, social media and video games. It was opened by a video message by singer Pharrell Williams and included interventions by a variety of high level speakers. Among the activities highlighted, UNITAR's Executive Director introduced the Youth Climate Dialogues (YCDs) initiative. A short video summarizing the three Dialogues held in 2015 was also shown to all participants.

#### **Action for Climate Education (ACE) Workshop, Bonn, Germany, 27 May 2016**

Organized by the UNFCCC Secretariat, with support from Nordic Council of Ministers, this workshop aimed at

supporting the implementation of the Doha Work Program on Article 6 of the Convention by strengthening the network of national ACE Focal Points. A representatives of the UN CC:Learn Secretariat contributed to the facilitation of the event. The two Ambassadors for Climate Change Learning from the Dominican Republic shared their experiences and exchanged ideas, good practices and lessons learned.

#### **GAP on ESD Conference, Paris, France, 5-6 July 2016**

As implementation of the Global Action Programme on Education for Sustainable Development (GAP on ESD) advance, this meeting gathered key partners to present and review progress achieved and challenges encountered in advancing GAP commitments, to share successful approaches with regard to scaling-up ESD, to discuss challenges encountered in reaching the target group of each Partner network, and to plan common activities for the year ahead.

#### **UN Conference on Climate Change COP 22/CMP 12, Marrakech, Morocco, 7-18 November 2016**



During the 22nd session of the Conference of Parties to the UNFCCC (COP 22), countries mainly discussed the implementation of the Paris Agreement. UN CC:Learn was present at COP22 to showcase its work in the area of climate change education and training. UN CC:Learn continued to play an important role in promoting a One UN approach at COPs, supporting the organization of multiple joint events. Additionally, it launched the Climate Classroom @ COP22 initiative, designed to provide busy delegates with short lessons on climate change throughout COP, the Climate Course @ COP22, showcasing UN CC:Learn e-learning courses to youth, and continued to host the library of documents produced by UN partners, which are relevant for the COP.

#### **One UN Climate Change Education Exhibit**

UN CC:Learn co-hosted the One UN Exhibit on Climate Change Education for All in collaboration with UNICEF, UN Environment and UNESCO. This exhibit provided insights into how the UN system helps member states in accelerating climate change education and awareness-raising. Over 600 delegates visited the exhibit and engaged in discussions on the different initiatives presented.

### COP 22 High-level Event: Education as a Key Driver to Scale-up Climate Action, 14 November 2016

This side event, organized by the Kingdom of Morocco and the Mohammed VI Foundation for Environmental Protection, in partnership with the UNFCCC, UNESCO and the UN Alliance on Climate Change Education, Training and Public Awareness, discussed how education accelerates implementation of the Paris Agreement and the Sustainable Development Goals. The event also featured the launch of the Action for Climate Empowerment Guidelines and the 2016 Global Education Monitoring Report. High level speakers included Her Royal Highness, Princess Lalla Hasnaa of Morocco.

### COP 22 UN Side Event on Climate Change Education - "Leaving No One Behind in Climate Change Education", 14 November 2016

The event addressed the question "How can climate change education be made more inclusive and relevant to a large variety of stakeholders?", discussing examples from groups with traditional learning systems and special learning needs, such as people with disabilities, indigenous peoples, and refugees. Key messages from the event include the importance of focusing on people's main needs and interests and of working with different communities (considering local realities, languages and solutions), acknowledging that reaching the furthest first does not mean doing more to include the vulnerable communities in existing and future activities, but putting them at the center of such activities.

### The Climate Classroom @ COP22

Keeping abreast of the newest developments in climate change is essential to make timely, effective and sustainable decisions. Yet, adequate time and space for learning are rarely accessible for busy delegates, decision-makers and full-time working professional. The Climate Classroom provides a mobile learning space that 'pops up' at the center of major climate change conferences and related events, offering focused 45-minute learning sessions on highly relevant climate change topics, delivered by select experts in English and French. While open to anyone interested, it targets in particular LDC delegates.

During each session, the lecturer and the 20 participants are equipped with professional head-sets through which they will be able to follow the lecture and engage in discussion, canceling external noise. A booklet is distributed to all participants at the beginning of each session, including a summary of the content and links to additional resources for further learning.

The first edition of the Climate Classroom, which was inaugurated on 9 November 2016 by UN CC:Learn Ambassador, Mr. Bob Natifu, took place at COP22. Seven sessions were delivered covering the following topics: 1) Paris Agreement, 2) the NDCs, 3) Climate Finance, 4) Circular Economy, 4) Climate Change Education. Given its success, UN CC:Learn aims to make the Climate Classroom a regular event at COPs and other international climate events.

### The Climate Course @ COP22

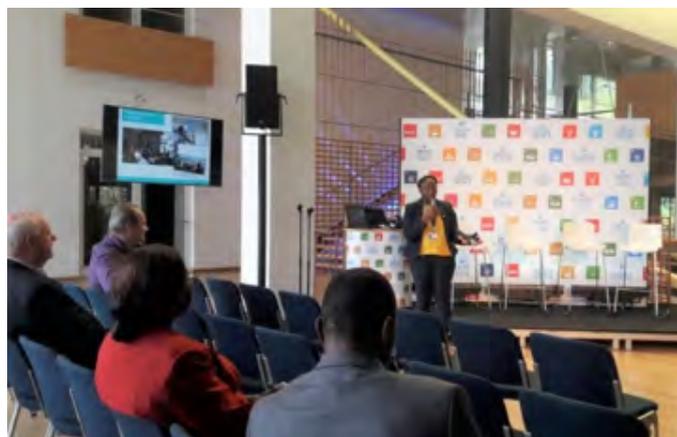
To raise youth awareness, this initiative aimed at providing a learning space for young people interested in knowing the basics of climate change. In particular, UN CC:Learn learning assistants introduced and oriented the participants to the UN CC:Learn introductory e-course and its interactive modules. Learners could take any of the modules online at COP22 and continue at their own pace at home.

### Review Forum of the UNESCO GAP on ESD, Ottawa, Canada, 6-8 March 2017

To discuss ESD as well as Global Citizenship Education (GCED) as two main programs that contribute to making education relevant to today's global challenges, UNESCO and the Canadian Commission for UNESCO organized the "UNESCO Week for Peace and Sustainable Development: the Role of Education" in March 2017. UN CC:Learn, as a key partner of the GAP on ESD, contributed to the discussions and the activities of the first part of the week, dedicated to the Review Forum of the UNESCO GAP on ESD. UN CC:Learn also supported the debate No Time to Lose! How Can We Accelerate Climate Change Solutions in the Classroom? organized by the UN Alliance on Climate Change Education, Training and Public Awareness.

### 5th Dialogue on Action for Climate Empowerment (ACE) at SBI 46, Bonn, Germany, 15-16 May 2017

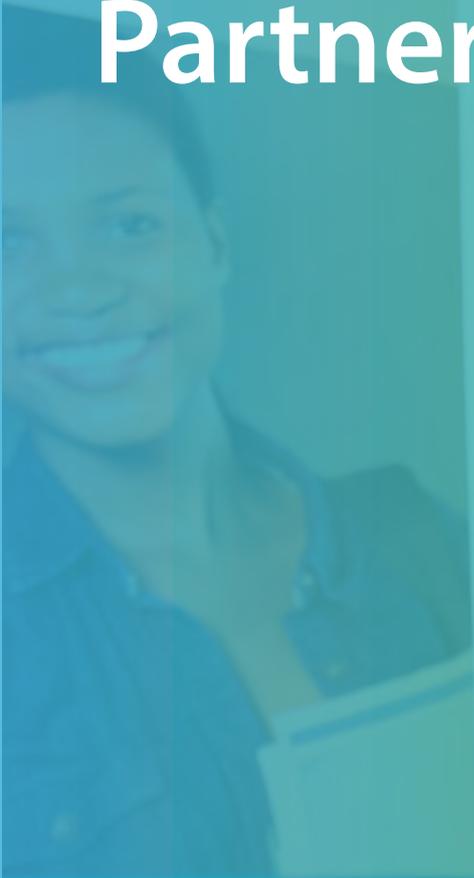
The 5th dialogue on Action for Climate Empowerment (ACE) provided a forum for Parties and stakeholders to share their experiences, good practices and lessons learned on



Article 6 of the UNFCCC. UNITAR participated in the event and presented how the UN CC:Learn partnership aims to strengthen climate change learning.

In the margins of the Dialogue, UN CC:Learn was also invited to announce the launch of a second edition of the Climate Classroom, to be delivered at COP23, in Bonn, Germany, in November 2017.

# Project Management and Partnerships



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SECURITY TRAINING





Thirty-six multilateral organizations are collaborating in UN CC:Learn, including 11 specialized UN agencies, 6 UN programmes, 4 UN Regional Commissions and 2 multilateral development banks. UN CC:Learn Partners to date are: CEB, EMG, FAO, GEF, IDB, IFAD, ILO, IMO, ITU, OCHA, UNAIDS, UNDP, UNECA, UNECE, UN Environment, UNESCAP, UNESCO, UNESCWA, UNFCCC, UNFPA, UN-HABITAT, UNHCR, UNICEF, UNIDO, UNISDR, UNITAR, UNSSC, UNU, UN WOMEN, UNWTO, UPU, WFP, WHO, WMO, WTO, World Bank.

The International Maritime Organization (IMO), the United Nations Economic Commission for Europe (UNECE), and the United Nations High Commissioner for Refugees (UNHCR) joined the partnership during the 2014-2017 implementation phase, contributing to further expanding UN CC:Learn's reach and scope.

Within each Partner organization a Focal Point has been nominated who is working directly with the UN CC:Learn Secretariat. Annex 3 provides a list of UN CC:Learn Focal Points.

During the 2014-2017 implementation phase, UN CC:Learn has played a key role in promoting a joint "One UN" approach to how the UN System presents and showcases its work at the Conferences of the Parties (COPs) of the UNFCCC. It has also engaged in regular exchange with the wider UN System through the UN HLCP Working Group on Climate Change until its dissolution in 2016.



## Steering Group Meetings

### 5th Steering Group Meeting of UN CC:Learn

The 5th Steering Group Meeting of UN CC:Learn took place on 1-2 October 2014, in Geneva, Switzerland. Participants from 16 UN organizations (CEB Secretariat, FAO, IFAD, ILO, ITU, UNDP, UN Environment, UNESCO, UNFCCC Secretariat, UN-Habitat, UN-REDD Secretariat, UNICEF, UNITAR, UNU, WHO, and WMO) and 8 partner countries attended. The meeting allowed to wrap up the first phase of the UN CC:Learn project and discuss activities for the 2014-2017 implementation 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 launch the new Climate Change Learning Ambassadors programme and appoint 5 Ambassadors.

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 along with the development of six new UN CC:Learn products. New partner countries were shortlisted, with Burkina Faso and Ethiopia joining the partnership, and the innovative regional programme for Central America was approved. Representatives from partner countries and partner agencies got the opportunity to discuss possible collaboration during the market place event.

### 6th UN CC:Learn Steering Group Meeting

The 2016 Annual Meeting of UN CC:Learn was held in Geneva, Switzerland from 23 to 25 February 2016. It consisted of 3 different events: a Country Exchange Workshop, a Partner Exchange Workshop and the 6th Meeting of the UN CC:Learn Steering Group. The 16 participating agencies included: the CEB Secretariat, FAO, ILO, IMO, UNDP, UNECA, UNEP, UNESCO, the UNFCCC Secretariat, UN-Habitat, UNICEF, UNITAR, UNSSC, WHO, WMO, and the World Bank.

Following the Country Exchange Workshop and the Partner Exchange Workshop (see above), during the Steering Group Meeting partner organizations were invited to discuss the results of the second year of the 2014-2017 implementation phase of the project, as well as plans for 2016, including new learning products and the mid-term evaluation.

The meeting also provided an occasion to initiate a reflection on the next phase of the project, including issues such as funding and how to further scale-up the activities of the partnership.

### 7th UN CC:Learn Steering Group Meeting

The 7th Steering Group Meeting of UN CC:Learn was held in Bonn, Germany on 7 April 2017, back to back with two other UN meetings focusing on the promotion of climate change education. Representatives of 15 partner organizations (FAO, ILO, IMO, UNECE, UN Environment, UNESCO, the UNFCCC Secretariat, UNHCR, UNICEF, UNITAR, UNSSC, UNU, UN-Habitat, WHO and the World Bank) participated directly or via phone. The meeting started with a welcome to new partners, UNHCR and UNECE, and a discussion on results and lessons learned from the 2011-2013 and 2014-2017 phases.

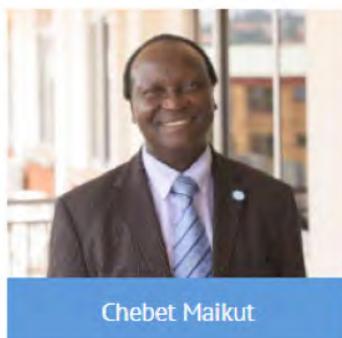
The event then focused on the ambition and design of the new UN CC:Learn 2017-2020 phase, considering in particular the alignment with Agenda 2030 and how to reach the furthest first, different models to upscale the support provided at national level through South-South collaboration, and the development of online resources tailored to national contexts.

The discussions finally switched to the role of the different agencies within the partnership, and the positioning of UN CC:Learn in the global climate change education and training landscape. The meeting provided the Secretariat with a wealth of ideas on the shape which UN CC:Learn will take for the 2017-2020 phase.

## Ambassadors for Climate Change Learning



Emmanuel Tachie-Obeng



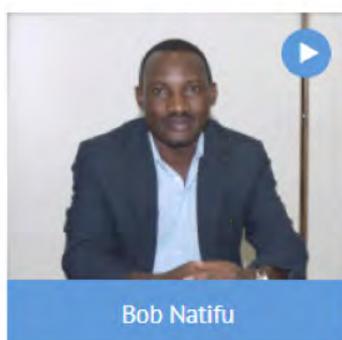
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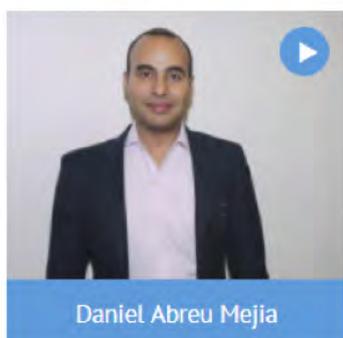
Omar Ramírez Tejada



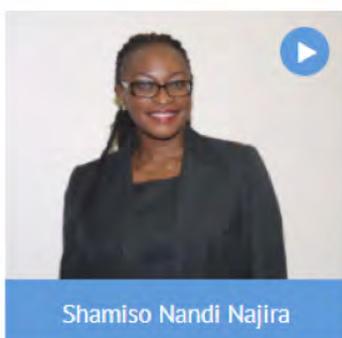
Bob Natifu



Doddy S. Sukadri



Daniel Abreu Mejia



Shamiso Nandi Najira



Léonce Glèlè Ahanhanzo

In order to facilitate South-South exchange between partner countries, UN CC:Learn appointed nine 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 are 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.

### The Ambassadors have played a key role during the 2014-2017 implementation phase participating in the 3 country exchange workshops and in five advisory missions:

- Mr. Léonce Glèlè Ahanhanzo presented Benin's experience in Burkina Faso on 11 March 2015
- Mr. Leonce Glèlè Ahanhanzo contributed to the National Planning Workshop of Niger on 25 June 2015
- Mr. Bob Natifu attended the National Planning Workshop in Ghana 5 August 2015
- Mr. Leonce Glèlè Ahanhanzo supported the Mid-Term Validation Workshop in Burkina Faso on 17 November 2015
- Mr. Bob Natifu participated in the launch event of Ghana's Learning Strategy on 28 October 2016.

In addition to country missions, the Ambassadors have been actively involved in the promotion of climate change learning both nationally and internationally. Among the different activities, they have facilitated Youth Climate Dialogues (YCDs).

They have also supported additional knowledge-sharing opportunities, for instance supporting the organization of a phone call between Malawi and Uganda to exchange on the integration of climate change in the respective education systems, coordinating the participation of a national expert from Uganda's National Curriculum Development Centre (NCDC) in a climate change education workshop in Ghana, and disseminating information through news articles. Ambassadors also contribute to national, regional and international events showcasing their experiences.

A dedicated side event at COP20 provided an opportunity for Ambassadors for Climate Change Learning to engage in a discussion with the delegates and other stakeholders on how to enhance climate change education and training.

In order to further strengthen the network, the UN CC:Learn Secretariat also facilitated contact and information sharing among the group itself. An Ambassador mailing list has been put in place, and specific hashtags for Twitter and Facebook created and shared to increase the visibility of the Ambassadors' activities on social media. The dedicated webpage on the UN CC:Learn website was extended to include additional biographies, short video messages, and relevant articles, as well as a timeline and a section on up-coming events.

## Meet the Ambassadors

### ☆ Médard Comlan (Benin)

Médard has promoted the implementation of the National Climate Change Strategy in Benin. *"The role of Ambassador is beneficial for all countries having such personalities, so to ensure that the experience with the UN CC:Learn projects will not be lost. All interested national and international actors will be able to refer to this experience and build on it in their work strengthening implementation of Article 6 of the UNFCCC",* he stated.

### ☆ Léonce Glèlè (Benin)

Léonce has taken part in three missions to Burkina Faso and Niger to share the experience of Benin in taking a strategic approach to climate change learning with other Francophone countries in West Africa.

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

### ☆ Daniel Abreu Mejia (Dominican Republic)

Daniel strongly believes that education is key to address climate change. In this regard, he has played a pivotal role in both the implementation of the national strategy of the Dominican Republic and the development of the Regional

Action Plan in Central America. As an Ambassador, he has coordinated the organization of the YCD among high school students in Costa Rica, Guatemala, Panama and the Dominican Republic. He has also shared his experience in promoting climate change learning with an international audience in multiple occasions, such as during a Workshop for Article 6 focal points, held in May 2016.

### ☆ Omar Ramirez Tejada (Dominican Republic)

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

As Daniel, Omar has played a crucial role in the promotion of climate change learning in his country, in Central America, as well as globally through continuous engagement and enthusiasm.

### ☆ Emmanuel Tachie Obeng (Ghana)

Appointed in 2017 in recognition for his commitment to the promotion of climate change learning in his country, Emmanuel has been instrumental in the development and implementation of the national strategy of Ghana. He will represent UN CC:Learn at 2 major international events at the end of the year 2017.

### ☆ Doddy Sukadri (Indonesia)

Among his various activities for the promotion of a greener, low-carbon and climate resilient economy in Indonesia, Doddy writes articles on climate change and the international negotiations to raise awareness of the issues at stake among a broad audience. The articles are also made available through UN CC:Learn communication channels.

### ☆ Shamiso Najira (Malawi)

Shamiso led the implementation of formal and non-formal climate change education activities in Malawi and beyond. She has been the first Ambassador to facilitate YCDs. She was very impressed by the impact of this initiative noting that: *"The Youth Climate Dialogue inspired the students from Lilongwe Girls Secondary School to come up with ideas on how to best address the issue of climate change at the local level."*

### ☆ Chebet Maikut (Uganda)

Chebet joined the network of Ambassadors in 2017. As Commissioner at the Climate Change Department, Ministry of Water and Environment and UNFCCC National Focal Point for Uganda, he provides the leadership, management oversight, and technical support to climate change actions. Chebet has supported the development and implementation of the National Climate Change Learning Strategy since its very initial stages in 2011.

## ☆ Bob Natifu (Uganda)

Bob has shared knowledge with Ghana through two advisory missions at key moments in the development of Ghana's National Climate Change Learning Strategy. With regard to this experience, he stated that *"At the initial meetings at the Ministry of Environment, Science, Technology and Innovation (MESTI) of Ghana, with most of the directors, I was struck by the fact that the high-profile government officials engaged in the discussions are all forward-looking and much impressed about the project. The expectations are high and meeting these expectations will create enthusiasm in taking forward this critical agenda."*

Bob has also facilitated two YCDs and offered his support to different UN CC:Learn initiatives, such as the Climate Classroom and the UN CC:Learn video.

### UN CC:Learn Evaluation

In 2016, as a key requirement under the 2014-2017 implementation phase, UN CC:Learn underwent a mid-term evaluation. The evaluation covered the period from March 2014 through March 2016, drawing from the experience of the 2011-2013 phase.

It was undertaken by an independent international consultant, with no ties to the project or to the programme, to determine progress being made toward the achievement of planned targets, to identify any problems or challenges that the project may be encountering, and to issue recommendations for corrective action, if necessary. Field visits were organized in three partner countries: Burkina Faso, the Dominican Republic and Ghana.

The evaluation assessed the programme against four standard criteria: relevance, efficiency, effectiveness and sustainability.

A Technical Advisory Group (TAG), including a representative of a global partner (UNFCCC Secretariat), a national partner (Ghana), the UN CC:Learn Secretariat and SDC, supported the evaluation process. An evaluation report was published at the end of 2016.

Overall, the results of the evaluation were very positive, noting that:

*"The evaluation found that UN CC:Learn has been efficient, effective, and of high relevance to its targeted global and national audiences. The project is well on track to delivering agreed outputs and outcomes, with good evidence suggesting that the work is already contributing to long-term impacts. Understanding of climate change is clearly building amongst the project's target audiences, with early signs that UN CC:Learn-supported resources and processes are even triggering a degree of positive behavioural change and climate action amongst those target audiences."*

#### Five recommendations for future work were proposed:

1. The UN CC:Learn Secretariat should establish a dedicated staff position to support partner country resource mobilization efforts. Core responsibilities should include the development of a more systematic approach to UN CC:Learn resource mobilization, including the provision of direct support and guidance for partner countries.
2. With support from the UN CC:Learn Secretariat, national coordinating partners should develop more systematic approaches to engaging with – and maintaining awareness of – UN resident agencies that are working in the climate change domain.
3. In consultation with global partner agencies and partner countries, the UN CC:Learn Secretariat should develop a detailed theory of change for the project. At a minimum this should identify the project's impact pathways, assumptions underlying the project logic, and external influences on the project, including other climate change programmes. Following development of the theory of change, the UN CC:Learn Secretariat should revise the project's logical framework, adjusting impacts, outcomes, outputs and indicators as necessary.
4. The UN CC:Learn Secretariat should identify and deliver more regular opportunities for learning exchanges between partner country stakeholders. This should include the provision of – or support for – some form of continuously available web-based networking.
5. In consultation with global partner agencies, the UN CC:Learn Secretariat should formally confirm arrangements for the ongoing, post-project hosting of the e-courses and learning resources developed through UN CC:Learn.



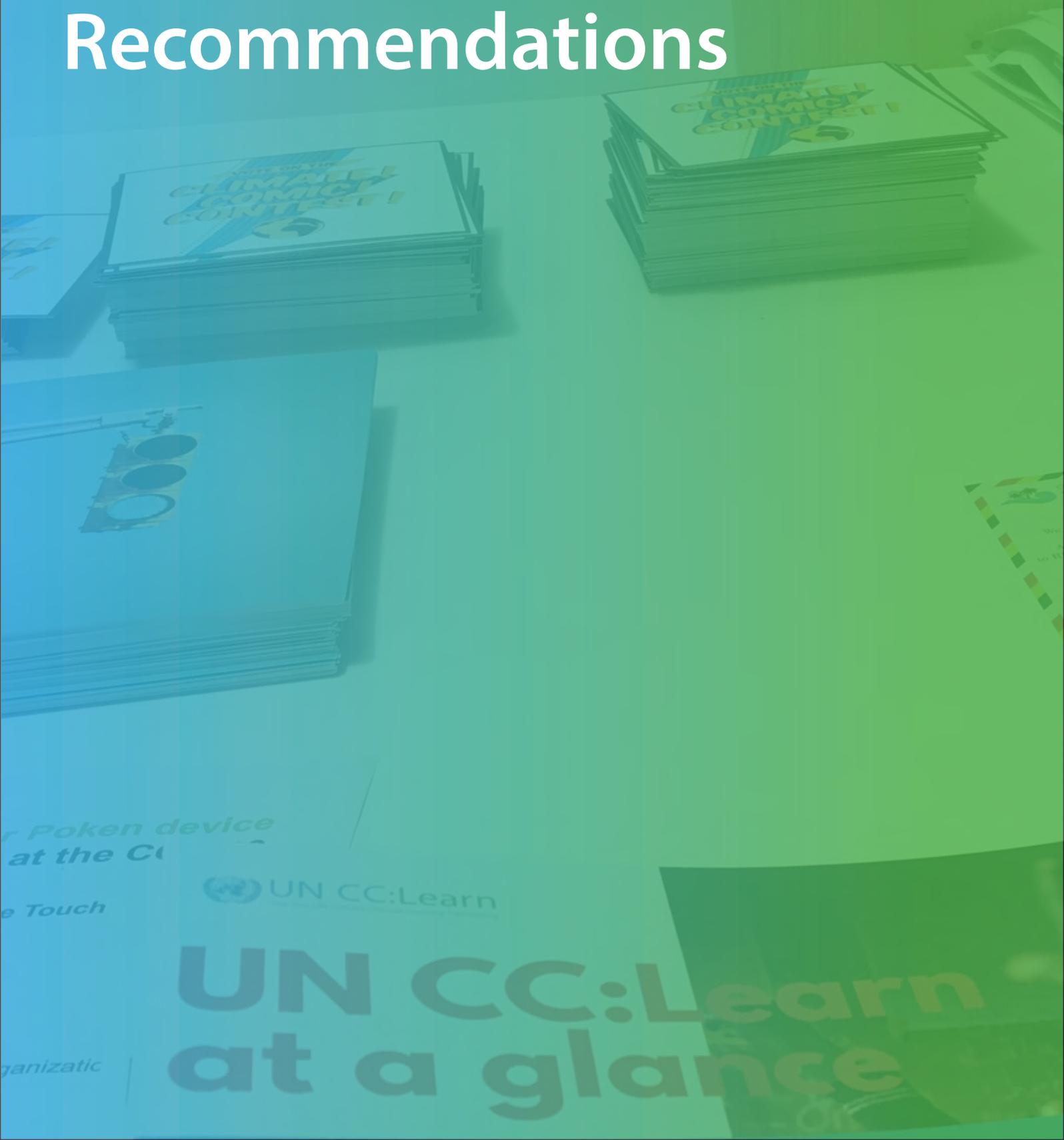
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# Lessons Learned and Recommendations





*The UN CC:Learn 2014-2017 implementation phase has generated a number of lessons learned, which, together with the results of the mid-term evaluation, will shape the future of the programme.*

#### **Systematic approach to learning and skills development remains relevant**

The fundamental idea of UN CC:Learn, i.e. the need for a systematic review of learning priorities to achieve national climate change objectives has proven to remain relevant. The national learning strategies that were developed during the second phase are well aligned with national climate change needs, priorities and objectives.

For example, within Burkina Faso the learning strategy's starting point was the country's pre-existing National Adaptation Plan and in Ghana the strategy is considered a tool to implement the country's existing climate change policy. Other partner countries similarly tied the national learning strategy to broader climate change policy and efforts.

For the next phase, strategy development processes and related capacity assessments will focus on learning actions for NDC implementation and reporting, to respond to the new international policy context.

#### **Support for strategy implementation needs to be further strengthened**

UN CC:Learn partner countries have leveraged an estimated USD 3.85 million for strategy implementation. While this is a significant amount, the mid-term evaluation of UN CC:Learn pointed out that partner countries identified resource mobilization for implementation of national climate change learning strategies as a major challenge.

During the 2014-2017 phase the UN CC:Learn Secretariat provided tailor-made support to each partner country to identify funding opportunities for strategy implementation. In addition, the Secretariat organized country-exchange workshops with dedicated sessions on resource mobilization.

For the next phase, support to partner countries for resource mobilization will be a core element, including help to integrate climate change education and training into proposals for major international funding sources. Structuring the national projects around the NDCs should also facilitate resource mobilization efforts as many funding sources are now geared towards NDC implementation.

#### **UN CC:Learn support model works but the bilateral model is difficult to scale up**

UN CC:Learn-supported learning strategies benefit from a high degree of national ownership. Strategy development processes are highly participatory and inclusive, drawing on the experience and resources of institutions from across the economy (government, academia, private sector, CSOs / NGOs etc.).

The UN CC:Learn Secretariat has close working relationships with national partner institutions and provides regular technically substantive advice, but these inputs are not at the expense of reduced national ownership. While the bilateral support model has proven to be effective and appreciated by partner countries, a significant increase in the number of national projects that are directly supported by the Secretariat would require very significant additional funding as well as significant restructuring. Therefore, the new phase will include not more than 2-3 additional bilateral country projects. In addition, a new support mechanism based on South-South collaboration will be put in place, leveraging the experience of existing CC:Learn partner countries.

This approach is in line with other global programmes, for example the Partnership for Action on Green Economy (PAGE) which works in 20 countries only and leverages this experience through knowledge sharing and South-South collaboration.



### UN CC:Learn's theory of change and long term vision should be clarified

The current UN CC:Learn logframe sets out a number of national and global outputs and outcomes, as well as relevant indicators.

While the log frame has been useful to systematically monitor progress towards intended results, there is an opportunity to further clarify how the global and national level activities jointly contribute to the intended goal (i.e. 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.”).

The Secretariat in consultation with global and national partners therefore developed a revised logframe and theory of change that explains the project's logic and reveals underlying assumptions.

### Effective distance learning would benefit from more tailoring to local circumstance

The UN CC:e-learning platform has been a great success with over 100,000 registrations since its launch in 2014. However, to be effective and respond to user needs, learning products and services will need to become increasingly tailored to national and regional contexts. Instead of top-down, one-size fits all approaches that are the nature of most global learning platforms, UN CC:Learn will scale-up its work with national and regional partners. Interested institutions could receive support to offer their own climate change (online) courses.

Engagements with private companies will be pursued to receive advice on issues such as mobile learning and user profiling.

### UN CC:Learn is influencing the global discourse on climate change education

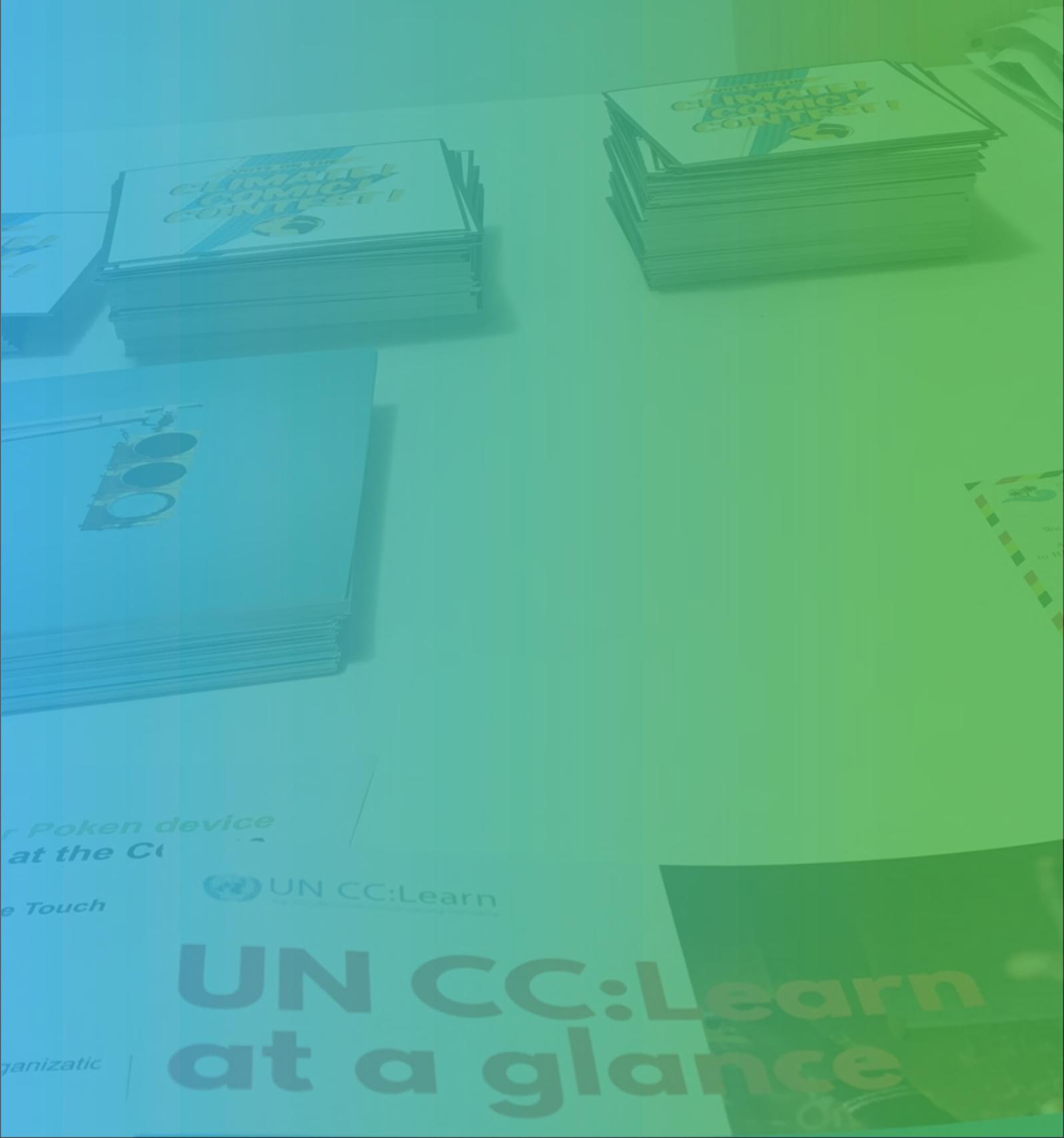
By virtue of its longevity, its recognized successes and multiple partnerships, UN CC:Learn has become a recognized and influential voice on climate change education. This is achieved because all the key UN institutions engaged in this topic (UNESCO, UN Environment, UNICEF, FAO, UNDP) stand behind the programme and support it.

An example of this influence was witnessed at COP22 in Marrakech where UN CC:Learn co-hosted a discussion on the issue of ‘leaving no one behind’ in the context of climate change education and what this means in practice.

A strong linkage with the SDGs was identified at this event and this has helped to frame similar discussions in other fora, such as the UNESCO led GAP process, the UN Alliance on Climate Change Education, Training and Public Awareness as well as more practical discussions on how to influence GCF financing for countries.



# Annexes



## Annex 1: UN CC:Learn Events 2014-2017

### National UN CC:Learn Events

Name	Main Organizer	Dates	Location	Beneficiaries
Teachers' Training Programme on Climate Change	The National Council for Climate Change and the Clean Development Mechanism (CNCCMDL), National Teacher Training Institute	June 2014-October 2017	Dominican Republic	3,200
Launch of REDD+ Training Materials in Indonesia	GIZ Forest, Climate Change Programme (FORCLIME)	29 July 2014	West Kalimantan, Indonesia	-
Launch of Climate Change Sourcebook for Primary School Teachers in Malawi	Ministry of Education, Science and Technology of Malawi	29 July 2014	Lilongwe, Malawi	-
REDD+ Workshop for District Level Decision-Makers	German Development Corporation (GIZ)	21-22 October 2014	Putussibau, Indonesia	30
National Planning Workshop for the Development of Burkina Faso's National Climate Change Learning Strategy	Permanent Secretariat of the National Council for Sustainable Development (SP-CNDD) of Burkina Faso	11 March 2015	Ouagadougou, Burkina Faso	50
National Planning Workshop for the Development of Niger's National Climate Change Learning Strategy	Executive Secretariat of the National Council of the Environment for Sustainable Development (SE/CNEDD) of Niger	25 June 2015	Niamey, Niger	47
Signing Event for Agreement to Integrate Climate Change in Higher Education in the Dominican Republic	The National Council for Climate Change and the Clean Development Mechanism (CNCCMDL) of the Dominican Republic, Universidad Autónoma de Santo Domingo (UASD)	31 July 2015	Santo Domingo, Dominican Republic	-
Climate Change Education Programme at Tertiary Level	The National Council for Climate Change and the Clean Development Mechanism (CNCCMDL) of the Dominican Republic, Universidad Autónoma de Santo Domingo (UASD)	July 2015-2016	Dominican Republic	300
National Planning Workshop for Ghana's National Climate Change Learning Strategy	The Environment Protection Agency (EPA), Ministry of Environment, Science, Technology and Innovation (MESTI) of Ghana	5 August 2015	Accra, Ghana	94
Launch of Two Climate Change Readers for Primary Schools in Uganda	The Governing Council of the Ugandan National Curriculum Development Centre (NCDCC) of Uganda	7 August 2015	Uganda	-
Coordination Meeting for the Development of a National Climate Change Learning Strategy	The Environment Protection Agency (EPA), Ministry of Environment, Science, Technology and Innovation (MESTI) of Ghana	29 September 2015	Legon, Ghana	43
Launch of Malawi Sourcebook on Climate Change for Secondary Education	Minister for Natural Resources, Energy and Mining of Malawi	12 October 2015	Lilongwe, Malawi	-
National Climate Week of Malawi	Minister for Natural Resources, Energy and Mining of Malawi	12-16 October 2015	Lilongwe, Malawi	80
National Climate Coordination Meeting	The Environment Protection Agency (EPA), Ministry of Environment, Science, Technology and Innovation (MESTI) of Ghana	4 November 2015	Accra, Ghana	45
Burkina Faso's Mid-Term Validation Workshop	Permanent Secretariat of the National Council for Sustainable Development (SP-CNDD) of Burkina Faso	16-17 November 2015	Koudougou, Burkina Faso	40
Follow-up meeting on Climate Change Learning and Green Economy Learning	The Environment Protection Agency (EPA), Ministry of Environment, Science, Technology and Innovation (MESTI) of Ghana	15 January 2016	Accra, Ghana	12

Sectoral Information Sessions	The Environment Protection Agency (EPA), Ministry of Environment, Science, Technology and Innovation (MESTI) of Ghana	14-15 April 2016	Accra, Ghana	24
Regional Stakeholder Workshops to Validate the National Climate and Green Economy Strategy of Ghana	The Environment Protection Agency (EPA), Ministry of Environment, Science, Technology and Innovation (MESTI) of Ghana	15-17 May 2016	Tamale, Kumasi/Ghana	52
Burkina Faso's National Climate Change Strategy Validation Workshop	Permanent Secretariat of the National Council for Sustainable Development (SP-CNDD) of Burkina Faso	19 May 2016	Ouagadougou, Burkina Faso	50
Niger's National Climate Change Learning Strategy Mid-Term Workshop	Executive Secretariat of the National Council of the Environment for Sustainable Development (SE/CNEDD) of Niger	1-2 June 2016	Niamey, Niger	50
Ghana's National Climate Change Strategy Validation Workshop	The Environment Protection Agency (EPA), Ministry of Environment, Science, Technology and Innovation (MESTI) of Ghana	10 August 2016	Accra, Ghana	35
Niger's National Climate Change Strategy Validation Workshop	Executive Secretariat of the National Council of the Environment for Sustainable Development (SE/CNEDD) of Niger	16 August 2016	Niamey, Niger	30
Training Workshop on Basics and Implications of Climate Change for Teaching Supervisors in Burkina Faso	Permanent Secretariat of the National Council for Sustainable Development (SP-CNDD) of Burkina Faso	15-17 September 2016	Ouagadougou, Burkina Faso	30
Training Workshop on CO22 Negotiations in Burkina Faso	Permanent Secretariat of the National Council for Sustainable Development (SP-CNDD) of Burkina Faso	12-14 October 2016	Ouagadougou, Burkina Faso	30
Climate Change and Green Economy Week and Launch Event of the National Climate Change Learning Strategy of Ghana	The Environment Protection Agency (EPA), Ministry of Environment, Science, Technology and Innovation (MESTI) of Ghana	24-28 October 2016	Accra, Ghana	1,500
National Planning Workshop for the Development of Ethiopia's National Climate Change Education Strategy	Ministry of Environment, Forests and Climate Change and Ministry of Education of Ethiopia	24 November 2016	Bishoftu, Ethiopia	70
Atelier de formation pour les acteurs du système d'éducation	Executive Secretariat of the National Council of the Environment for Sustainable Development (SE/CNEDD) of Niger	28-29 November 2016	Tahoua, Niger	31
Formation des acteurs sur les mécanismes de financement bilatéraux et multilatéraux sur les changements climatiques	Executive Secretariat of the National Council of the Environment for Sustainable Development (SE/CNEDD) of Niger	1-2 December 2016	Tahoua, Niger	27
Restitution Workshop on Burkina Faso's Participation in COP22	Permanent Secretariat of the National Council for Sustainable Development (SP-CNDD) of Burkina Faso	26 January 2017	Kaya, Burkina Faso	60
Youth Leadership Camp for Climate Change – Cipanas	UNESCO Office Jakarta, The Climate Reality Project	4-6 February 2017	Cipanas, Indonesia	50
Youth Leadership Camp for Climate Change – Bukit Lawang	UNESCO Office Jakarta, The Climate Reality Project	18-20 February 2017	Bukit Lawang, Indonesia	50
Youth Leadership Camp for Climate Change – Bandar Lampung	UNESCO Office Jakarta, The Climate Reality Project	24-26 February 2017	Bandar Lampung, Indonesia	50
The Climate Classroom @ Geneva Global Goals Innovation Day	UN CC:Learn/SDC	24 March 2017	Geneva, Switzerland	30
Workshop on Climate Change Issues for the Socio-Economic and Cultural Sectors of Burkina Faso	Permanent Secretariat of the National Council for Sustainable Development (SP-CNDD) of Burkina Faso	29-30 June 2017	Koudougou, Burkina Faso	38

Launch Event of National Climate Change Education Strategy of Ethiopia	Ministry of Environment, Forest and Climate Change and Ministry of Education of Ethiopia	21 July 2017	Addis Ababa, Ethiopia	80
Country Exchange Workshop on the Integration of Climate Change in Educational Curricula	The Environment Protection Agency (EPA), Ministry of Environment, Science, Technology and Innovation (MESTI) of Ghana	31 July 2017	Accra, Ghana	33
Launch Event of the National Climate Change Learning Strategy of Burkina Faso	Permanent Secretariat of the National Council for Sustainable Development (SP-CNDD) of Burkina Faso	1 August 2017	Ouagadougou, Burkina Faso	100
Launch of Training Manual on Climate Change for Desk-Officers and Other Relevant Stakeholders in Uganda	The Climate Change Department (CCD) of the Ministry of Water and Environment (MWE) of Uganda	31 August 2017	Kampala, Uganda	-

### Regional and Global Events with Active Engagement and Support of UN CC:Learn

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 Ababa, Ethiopia	58
NAP GSP Africa Regional Training Workshop for Francophone Countries	NAP GSP	21-24 April 2014	Addis Abeba, Ethiopia	73
UN CC:Learn Introductory E-Course on Climate Change (English)	UN CC:Learn	March 2014 – September 2017	Online	2,835 (certificates issued)
Regional Training Workshop on Climate Change Education	UNESCO	26-29 May 2014	Boca Chica, Dominican Republic	35
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
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	548 (certificates issued)
UN CC:Learn Introductory E-Course on Climate Change (French)	UN CC:Learn	February 2015-September 2017	Online	722 (certificates issued)
Third UN World Conference on Disaster Risk Reduction	UNISDR	14-18 March 2015	Sendai City, Japan	-
Colloque international "Éduquer et former au changement climatique"	Société météorologique de France	30 March 2015	Paris, France	150
Training of Trainers (ToT) of the Country-level Training on National Adaptation Planning (NAP)	NAP GSP	22-27 April 2015	Bangkok, Thailand	23
UN CC:Learn Introductory E-Course on Climate Change (Spanish)	UN CC:Learn	June 2015-September 2017	Online	4,015 (certificates issued)
Climate Change Negotiation Skills: Training for LDC Negotiators	UNITAR, UNDP, UNEP, GEF, IIED	20-30 July 2015	Bangkok, Thailand	74
Latin America REDD+ Academy	UN-REDD	4-9 October 2015	Iguazu, Argentina	44
Seminar for Senior LDC Coordinators and Negotiators on Climate Change	UNITAR, UNDP, UNEP, GEF, IIED	12-13 October 2015	Bonn, Germany	34
Africa REDD+ Academy	UN-REDD	10 October-4 November 2015	Calabar, Nigeria	58
REDD+ Academy Introductory Learning Course	UN CC:Learn, UN-REDD	November 2015-September 2017	Online	678 (certificates issued)
Specialized Module on Cities and Climate Change (ENG, FRE, SPN)	UN CC:Learn, UN-Habitat	November 2015-September 2017	Online	2,055 (certificates issued)
Specialized Module on Health and Climate Change (ENG, FRE, SPN)	UN CC:Learn, WHO	November 2015-September 2017	Online	1,534 (certificates issued)
Youth Climate Dialogues between schools in St. Gallen, Switzerland and Lilongwe, Malawi – Student Exchange	UNITAR/UN CC:Learn, SDC	5 November 2015	St. Gallen, Switzerland/Lilongwe, Malawi	60
Youth Climate Dialogues between schools in St. Gallen, Switzerland and Lilongwe, Malawi – Official Event	UNITAR/UN CC:Learn, SDC	9 November 2015	St. Gallen, Switzerland/Lilongwe, Malawi	200
Youth Climate Dialogues between schools in La Tour de Peilz, Switzerland and Niamey, Niger	UNITAR/UN CC:Learn, SDC	18 November 2015	La Tour de Peilz, Switzerland /Niamey, Niger	230
Youth Climate Dialogues between schools in Lugano, Switzerland and Kampala, Uganda – Student Exchange	UNITAR/UN CC:Learn, SDC	30 November 2015	Lugano, Switzerland /Kampala, Uganda	60
COP21 Side Event on Climate Change Education in the Formal Education System: Learning to Live with Climate Change – Accelerating Climate Change Education at COP21	UN Alliance on Climate Change Education, Training and Public Awareness	4 December 2015	Paris, France	300
COP21 Side Event on Non-Formal Climate Change Education and Innovative Approaches or Climate Change Learning at COP21	UN Alliance on Climate Change Education, Training and Public Awareness	4 December 2015	Paris, France	80
Exhibit at COP 21: Climate Change Education for All	One UN	December 2015	Paris, France	600

Youth Climate Dialogues between Schools in Lugano, Switzerland and Kampala, Uganda – Official Event	UNITAR/UN CC:Learn, SDC	9 December 2015	Lugano, Switzerland /Kampala, Uganda	200
Youth Climate Dialogues between Schools Central America (Costa Rica, Guatemala, Panama, Dominican Republic)	UNITAR/UN CC:Learn, SDC	16 February 2016	Costa Rica, Guatemala, Panama, Dominican Republic	46
UN CC:Learn Country Exchange Workshop	UN CC:Learn	23 February 2016	Geneva, Switzerland	18
UN CC:Learn Partner Exchange Workshop	UN CC:Learn	24 February 2016	Geneva, Switzerland	30
6th Steering Group Meeting of UN CC:Learn Partners	UN CC:Learn	25 February 2016	Geneva, Switzerland	24
Training of Trainers (ToT) for the Country Level NAP Training	NAP GSP	12-17 June 2016	Marrakesh, Morocco	28
Workshop on Regional Strategy on Climate Change Education	UN CC:Learn Regional Hub	30 June-1 July 2016	Santo Domingo, Dominican Republic	22
Climate Change Negotiation Skills: Training for LDC Negotiators	UNITAR, UNDP, UNEP, GEF, IIED	3-7 July 2016	Bangkok, Thailand	74
GAP on ESD Conference	UNESCO	5-6 July 2016	Paris, France	100
Seminar for Senior LDC Climate Change Coordinators and Negotiators	UNITAR, UNDP, UNEP, GEF, IIED	6 -7 October 2016	Bangkok, Thailand	36
Youth Climate Dialogues between schools in Ferney-Voltaire, France and Kampala, Uganda	UN CC:Learn, FAO, SDC, France	19 October 2016	Ferney-Voltaire, France/ Kampala, Uganda	35
The Climate Classroom @ COP22 - Paris Agreement	UNITAR/UN CC:Learn, SDC	9 November 2016	Marrakesh, Morocco	20
The Climate Classroom @ COP22 - Paris Agreement	UNITAR/UN CC:Learn, SDC	10 November 2016	Marrakesh, Morocco	20
The Climate Classroom @ COP22 - The Circular Economy	UNITAR/UN CC:Learn, SDC	10 November 2016	Marrakesh, Morocco	20
The Climate Classroom @ COP22 - Paris Agreement	UNITAR/UN CC:Learn, SDC	11 November 2016	Marrakesh, Morocco	20
The Climate Classroom @ COP22 - Climate Action	UNITAR/UN CC:Learn, SDC	11 November 2016	Marrakesh, Morocco	20
The Climate Classroom @ COP22 - Climate Finance	UNITAR/UN CC:Learn, SDC	12 November 2016	Marrakesh, Morocco	20
The Climate Classroom @ COP22 - Climate Empowerment	UNITAR/UN CC:Learn, SDC	14 November 2016	Marrakesh, Morocco	20
COP 22 Side Event on Leaving No One Behind in Climate Change Education	One UN	14 November 2016	Marrakesh, Morocco	70
COP22 High-Level Event: Climate Education as a Driver of Change	UN Alliance on Climate Change Education, Training and Public Awareness	14 November 2016	Marrakesh, Morocco	300
The Climate Classroom @ COP22 - The Circular Economy	UNITAR/UN CC:Learn, SDC	15 November 2016	Marrakesh, Morocco	20
COP22 Exhibit - One UN for Climate Change Education for All	One UN	7-18 November 2016	Marrakesh, Morocco	600
The Climate Course @ COP22	UNITAR/UN CC:Learn, SDC	7-18 November 2016	Marrakesh, Morocco	38
St. Gallen Students Visit at UNITAR	UNITAR/UN CC:Learn	27 January 2017	Geneva, Switzerland	15

Review of Regional Action Plan by Council of Ministers of the Central American Commission for Environment and Development	CCAD	2 February 2017	San Jose, Costa Rica	-
Review Forum of the UNESCO GAP on ESD	UNESCO	6-8 March 2017	Ottawa, Canada	250
Webinar on Workshop on Climate and Education Finance	UN CC:Learn Regional Hub, Frankfurt School – UNEP	2 March 2017	Online	17
Climate Change Education and Finance Workshop	UN CC:Learn, Government of Ethiopia, UNECA, Addis Ababa University	15-17 March 2017	Addis Ababa, Ethiopia	30
NAP-Global Support Programme - MENA Regional Training Workshop on NAP Guideline	NAP GSP	2-4 April 2017	Amman, Jordan	59
Specialized Module on Children and Climate Change	UN CC:Learn, UNICEF	April-September 2017	Online	772 (certificates issued)
7th Steering Group Meeting of UN CC:Learn Partners	UN CC:Learn	4 April 2017	Bonn, Germany	22
Workshop on Climate and Education Finance	UN CC:Learn Regional Hub, Frankfurt School-UNEP	6-7 April 2017	Santo Domingo, Dominican Republic	21
Youth Climate Dialogues between Schools France and Ethiopia	UN CC:Learn, UNHCR, UNESCO, France, SDC	12 April 2017	Ferney-Voltaire, France/ Shedder, Ethiopia	56
Dialogue Jeunesse Climat entre Bénin et France	UN CC :Learn, UNDP, SDC, France, Meteo France, Benin	3 May 2017	Tours, France/Cotonou, Benin	134
5th Dialogue on Action for Climate Empowerment	UN Alliance on Climate Change Education, Training and Public Awareness	15-16 May 2017	Bonn, Germany	100
Youth Climate Dialogues between Schools in France and Burkina Faso	UN CC:Learn, SDC, France, UNICEF	17 May 2017	Ferney-Voltaire, France/Ouagadougou, Burkina Faso	63
Workshop on Formulation, Development and Management of Climate Change Learning Policies	UN CC:Learn Regional Hub	12-13 June, 2017	San Jose, Costa Rica	33
UN CC:Learn Introductory e-Course on Climate Change in Chinese	UN CC:Learn, Tongji University	June-September 2017	Online	34 (certificates issued)
UN CC:Learn Introductory e-Course on Climate Change in Portuguese	UN CC:Learn, UNESCO	August 2017-September 2017	Online	170 (certificates issued)
Approval of Regional Action Plan on Climate Change Education, Training and Awareness Raising	CCAD	27 October 2017	Santo Domingo, Dominican Republic	-

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

Intended Results	Key Indicators	Results Achieved
<b>Impact (Overall Goal)</b>		
<p>To create sustainable individual and institutional capacities, in developing and transition countries, to plan and implement effective climate change actions, with collective and coordinated support of UN agencies and alliances, and other development partners.</p>	<p>Learning institutions in partner countries are able to deliver high quality, tailored climate change learning and skills development in line with national priorities.</p> <p>UN Country Teams in partner countries collectively support country-driven learning priorities.</p>	<p>Learning institutions in the Dominican Republic (INAFOCAM, the Universidad Autonoma de Santo Domingo Network of Universities for the Environment), Ghana (Ghana Education Service), Malawi (Malawi Institute of Education), Uganda (NCDC, Makerere University) delivered high quality, tailored learning and/or developed high quality, tailored learning materials on climate change in line with national priorities.</p> <p>At the country level, UN CC:Learn's support draws on UN Country Teams. UNDP has helped to strengthen the connection with UN Country Teams in Ghana, Ethiopia, Niger, Malawi, and UNESCO in Indonesia. The UN CC:Learn mid-term evaluation pointed out that additional efforts should be made to engage UN Country Teams more regularly.</p>
<b>Outcomes</b>		
<p><b>Global Level:</b> Information exchange enhanced, common learning materials developed, and coordinated learning interventions delivered through UN agencies, key thematic alliances and other partners and programmes.</p>	<p>Number of UN and other agencies maintaining UN CC:Learn Focal Points and participating actively in CC:Learn activities.</p> <p>Baseline: 33 Target: at least 35</p> <p>Number of UN CC:Learn training materials actively used by major global thematic programmes.</p> <p>Baseline: 0 Target: 3</p> <p>Proposed revised indicator: Number of major global thematic programmes actively using UN CC:Learn training materials.</p> <p>Baseline: 0 Target: 3</p>	<p>Number of UN and other agencies maintaining UN CC:Learn Focal Points and participating actively in CC:Learn activities.</p> <p>Baseline: 33 Status: 36 (fully achieved)</p> <p>Number of major global thematic programmes actively using UN CC:Learn training materials.</p> <p>Baseline: 0 Status: 4 including UN-REDD, CPPF, NAP-GSP, ESD (fully achieved)</p>

**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

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

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

Baseline: 5  
Status: 9 national and 1 regional covering 8 countries (fully achieved)

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

Baseline: UN CC:Learn grants  
Status: Direct co-financing of UN CC:Learn supported activities (based on signed agreements):  
Dominican Republic: 619,000 USD + 1,101,000 USD  
Indonesia: 73,000 USD  
Malawi: 100,000 USD  
Burkina Faso: 182,000 USD Ethiopia: 20,000 USD  
Ghana: 112,000 USD  
Niger: 65,000 USD  
SICA: 285,000 USD  
Sub-Total: 2,557,000

Further co-financing of national climate change learning strategy implementation (based on estimates provided by partner countries in 2016)

Benin: at least 155,162 USD

Malawi: at least 665,860 USD  
Uganda: at least 474,440 USD  
Sub Total: At least 1,268,462

Estimated total: At least 3,852,462 USD (achieved)

## Outputs (per Outcome)

## Output Indicators

### For Outcome 1

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

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

Baseline: 100% (46,000 in 3 years)  
Target: 250% (138,000 in 3 years)

Number of registered users of personalized and interactive learning space.

Baseline: 0  
Target: at least 500

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

Baseline: 100% (46,000 in 3 years)  
Status: 2062% (994,654 from March 2014 to August 2017, including 182,696 on knowledge-sharing platform and 811,958 on e-learning platform) (fully achieved)

Number of registered users of personalized and interactive learning space.

Baseline: 0  
Status: Over 100,000 as of Q3 2017 (fully achieved)

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

Number of introductory and advanced learning modules produced.

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

Number of e-learning products produced.

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

Number of introductory and advanced learning modules produced.

Baseline: 10  
Status: 29 (new include: 1 module on climate change and health; 1 module on climate change and cities; 1 module on climate change and children; 12 REDD+ modules; 1 REDD+ resource guide; 1 Cities resource guide; 1 CPPF intro module, 1 module on climate information and services) (fully achieved)

Number of e-learning products produced.

Baseline: 6  
Status: 33 (new include: 1 e- module on climate change and health; 1 e-module on climate change and cities; 1 e-module on climate change and children; 2 e-modules on CPPF; 1 e- module on climate information and services; 12 REDD+ e-modules; 6 online interfaces for advanced learning on climate change science, REDD+, climate change education, health and cities; 3 interactive NAP case studies) (fully achieved)

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

Baseline: 0  
Status: 13 (6 basic climate change modules translated to SPN, FRE, CHN, POR; 3 specialized modules translated to SPN, FRE; basic CPPF e-module translated to Khmer and Thai; basic climate responsive e-module translated to Khmer; basic climate information services e-module translated to FRE; NAP case studies translated to SPA and FRE)

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.

Indicator deleted as not sufficiently country driven in approach.

Baseline: 0  
Target: 4 including 2 new SDC- financed country projects

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

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

Baseline: 0  
Status: 16 (2 REDD+ events in Indonesia, 1 REDD+ event in Argentina, 1 REDD+ event in Nigeria; 1 NAP MOOC; 3 NAP regional workshops; 8 YCD events related to ESD) (fully achieved)

Baseline: 0  
Target: total of 6 including 3 SDC- financed events

## For Outcome 2

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

Number of learning strategies developed through multi-stakeholder collaboration.

Number of learning strategies developed through multi-stakeholder collaboration.

Baseline: 5  
Target: 13, including 4 new SDC- financed Strategies

Baseline: 5  
Status: 9 national and 1 regional covering 8 countries (fully achieved)

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

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

Baseline: 0  
Target: 8 including 4 SDC-financed missions.

Baseline: 0  
Status: 7 (partially achieved)

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.

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

Baseline: 5  
Target: 13 including 4 new SDC financed Strategies

Baseline: 5  
Status: 9 national and 1 regional covering 8 countries (fully achieved)

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

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

Baseline: 0  
Target: at least 4 per country

Baseline: 0  
Status: 2-7 per country (achieved)

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

Number of priority learning actions implemented.

Number of priority learning actions implemented.

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

Baseline: 17  
Status: 40 UN CC:Learn co-financed actions (new in 2014-2017 include: 2 additional education actions in Dominican Republic, 1 in Uganda, 1 in Indonesia, 2 in Malawi, 1 in Ghana, 1 in Burkina Faso; 8 YCDs; 1 additional forestry action in Indonesia; 1 national climate change and green economy week in Ghana; 1 additional desk-officers support action in Uganda; 1 climate change negotiation preparation action in Burkina Faso; 1 media support action in Burkina Faso; 1 awareness raising action in Niger; 1 action on climate change funding in Niger) (fully achieved)

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

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

Baseline: Kirkpatrick level 1  
Status: Most of the priority actions supported by UN CC:Learn were not traditional training activities and therefore a Kirkpatrick type of evaluation did not apply

## 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)	Alashiya Gordes, Climate Change Junior Professional Officer
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
International Maritime Organization (IMO)	Camille Bourgeon Technical Officer, Marine Environment Division
United Nations Office for the Coordination of Humanitarian Affairs (OCHA)	Vacant
The Joint United Nations Programme on HIV/AIDS (UNAIDS)	Emelia Timpo, Senior Advisor UNAIDS New York Office
United Nations Development Program (UNDP)	Sameera Savarala Climate Change and Disaster Risk Reduction Bureau for Policy and Programme Support
United Nations Economic for Africa (UNECA)	Charles Muraya, Information Management Officer
United Nations Environment Programme (UNEP)	Jaime Alexandra Webbe, Programme Management Officer
United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP)	Laura Altinger Zahar, Regional Advisor for Climate Change
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 (UN-ESCWA)	Tarek Sadek, Economic Affairs Officer - Climate Change
United Nations Economic Commission for Europe (UNECE)	Maria Teresa Pisani Economic Affairs Officer, Environment Division - Office of the Director
United Nations Framework Convention on Climate Change (UNFCCC)	Adriana Valenzuela Focal Point - Education, Training and Public Awareness Communications and Outreach Programme
United Nations Population Fund (UNFPA)	Daniel Schensul, Climate Change Expert Population and Development Branch
United Nations High Commissioner for Refugees (UNHCR)	Amare Gebre Egziabher Senior Environmental Coordinator
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
United Nations International Strategy for Disaster Reduction (UNISDR)	Glenn Dolcemasclo, Head
United Nations Institute for Training and Research (UNITAR)	UN CC:Learn Secretariat: Angus Mackay, Manager Green Development and Climate Change Programme  Amrei Horstbrink, Specialist Green Development and Climate Change Programme  Cristina Rekasavas, Training Associate Green Development and 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)	Sofía Gutiérrez, Deputy Director, Sustainable Development of Tourism
Universal Postal Union (UPU)	Anne-Claire Blet, Specialist Environment & Sustainable Development
World Food Programme (WFP)	Tania Osejo Carrillo 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)
World Bank	Neeraj Prasad, Manager sWorld Bank Institute Climate Change (WBICC) Practice
World Trade Organization (WTO)	Devin McDaniels, Economic Affairs Officer, Trade and Environment Division

### UN CC:Learn Secretariat

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1211 Geneva 10  
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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	2014-2017 country
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	2014-2017 country
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	2014-2017 country
Grenada	Ms. Dessima M. Williams, Ambassador and Permanent Representative in New York Permanent Mission of Grenada to the United Nations in New York	Expressed interest at Tbilisi+35 Conference, September 2012
	Ms. Glynis Roberts, Minister of the Environment, Foreign Trade and Export Development Ministry of Environment, Foreign Trade and Export Development	
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	Expressed interest at COP 19, December 2013
	Mr. D. Elhadi M. Abogrean, Associate Professor, Director of Planning and Information, National Authority of Scientific Research Ministry of Higher Education and Scientific Research	
Madagascar	M. Germain Randriasandrana, Directeur du Changement Climatique Ministère de l'Environnement et des Forêts	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
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	2014-2017 country
Nigeria	Mr. Umo Mildred Ene-Obong, Director Climate Change and Health Ministry of Health	Expressed interest at COP 19, December 2013
	Mr. Raphael Molu, Foreign Affairs 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 Ministry of Fishers, Marine Resources and Environment	Expressed interest at UNFCCC Article 6 workshop, June 2012 and sent email in Dec 2011
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 a la DGTP / DPESE / DEEES 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: Top Tips for National Climate Change 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. Mobilise 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 marginalised 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 mobilising 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.
11. Make sure key partners continue supporting the climate change learning strategy throughout its implementation, by promoting the organization of high level ministerial meetings, maintaining a national implementation mechanism with a clear monitoring system, and building and strengthening coalition with relevant stakeholders.
12. Support the implementation of the strategies by raising public awareness on climate change. This could be done for instance through cultural means (e.g. drama, music) and the identification of climate change champions (e.g. traditional/religious leaders, vulnerable groups).
13. Increase visibility of the climate change learning actions through the involvement of the media. This is very helpful to share information with a broad audience and to reach out to other interested actors as well as possible new partners.

## Annex 6: List of Abbreviations

ACE	Action for Climate Empowerment
AEDD	Agence de l'Environnement et du Développement Durable
AR5	Fifth Assessment Report
CCAD	Central American Environment and Development Commission
CCD	The Climate Change Department
CEB	Chief Executives Board for Coordination
CNCCMDL	Consejo Nacional para el Cambio Climático y el Mecanismo de Desarrollo Limpio
COP	Conferences of Parties
CRGE	Climate Resilient and Green Economy
DFID	Department for International Development
DNPI	National Council on Climate Change
EMG	Environmental Management Group
EPA	Environmental Protection Agency
ESD	Education for Sustainable Development
FAO	Food and Agriculture Organization
FCPF	Forest Carbon Partnership Facility
GAP ESD	Global Action Programme on Education for Sustainable Development
GEF	Global Environment Facility
GFCS	Global Framework for Climate Services
GIZ	German Federal Enterprise for International Cooperation
CLPA	Climate Prediction and Adaptation Branch
CLW	Climate and Water Department
CRGE	Climate-Resilient Green Economy
GWP	Global Water Partnership
ICAO	International Civil Aviation Organisation
IDB	Inter-American Development Bank
IESD	Institute of Environment for Sustainable Development
IFAD	International Fund for Agricultural Development
ILO	International Labour Organisation
IMO	International Maritime Organization
IPCC	Intergovernmental Panel on Climate Change
ITU	International Telecommunication Union
LA	Latin America
LDCF	The Least Developed Countries Fund
LDCs	Least Developed Countries
MESTI	Ministry of Environment, Science, Technology and Innovation
MOOC	Massive Open Online Course
NAPs	National Adaptation Plans
NAP-GSP	National Adaptation Plan Global Support Programme
NCDC	National Curriculum Development Centre
NDC	Nationally Determined Contributions
NRDC	Indonesia' Natural Resources Development Center
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
PAC	Partner Advisory Committee
PROVIA	Global Program of Research on Climate Change Vulnerability, Impacts and Adaptation
RAUDO	Red Ambiental de Universidades Dominicanas
RCCC	Red Cross Climate Center
REDD+	Reducing Emissions from Deforestation and Forest Degradation in Developing Countries, and the Role of Conservation, Sustainable Management of Forests, and Enhancement of Forest Carbon Stocks in Developing Countries
SCCF	Special Climate Change Fund
SDC	Swiss Agency for Development and Cooperation
SG	Secretary General
SICA	Sistema de la Integración Centroamericana
SIDS	Small Island Developing States
SE/CNEDD	Executive Secretariat of the National Council of the Environment for Sustainable Development
SP-CNDD	Permanent Secretariat of the National Council for Sustainable Development
TCC	Tribal Climate Camp
UASD	Universidad Autónoma de Santo Domingo
UN CC:Learn:	One UN Climate Change Learning Partnership

UN WOMEN	United Nations Entity for Gender Equality and the Empowerment of Women
UN	United Nations
UNAIDS	The Joint United Nations Programme on HIV/AIDS
UNCT	UN Country Team
UNDAF	UN Development Assistance Framework
UNDP	United Nations Development Programme
UNDPI	UN Department of Public Information
UNECA	United Nations Economic Commission for Africa
UNECE	United Nations Economic Commission for Europe
UN Environment	United Nations Environment Programme
UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNESCWA	United Nations Economic and Social Commission for Western Asia
UNFCCC	United Nations Framework Convention on Climate Change
UNFPA	United Nations Population Fund
UN-HABITAT	United Nations Human Settlements Programme
UNHCR	United Nations Refugee Agency
UNICEF	United Nations Children's Fund
UNIDO	UN Industrial Development Organization
UNISDR	UN International Strategy for Disaster Reduction
UNITAR	UN Institute for Training and Research
UN-REDD	UN Collaborative Programme on Reducing Emissions from Deforestation and Forest Degradation in Developing Countries
UNSSC	United Nations System Staff College
UNU	United Nations University
UNWTO	United Nations World Tourism Organization
UPU	Universal Postal Union
WBICC	World Bank Institute Climate Change
WFP	World Food Program
WHO	World Health Organization
WISER	Weather Information Services for Africa
WMO	World Meteorological Organization
YCD	Youth Climate Dialogue
YLCCC	Youth Leadership Camps for Climate Change



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