



FEDERAL DEMOCRATIC
REPUBLIC OF ETHIOPIA

Climate Change Education Strategy of Ethiopia 2017-2030

**Strengthening the Integration of Climate Change Education
into the Formal System of Education of Ethiopia**

Ministry of Environment, Forests and Climate Change
Ministry of Education



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Resilient nations.*



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PREFACE

Climate change is a fundamental development issue for Ethiopia. Young people make up 50% of our nation's population. Education provides the main instrument of social change and progress, while preparing present and future generations for an increasingly uncertain future.

These factors eloquently explain why Ethiopia joined UN CC:Learn, the One UN Climate Change Learning Partnership in 2015. This inspiring and highly effective global programme helps countries to reflect in a systematic way on their education and training needs, not only for climate change, but also for the broader transition towards low carbon, green and equitable growth.

In essence Ethiopia's drive to build a successful green and resilient economy by 2030 and beyond must be founded on improving the education system. In recognition of this fact the Government of Ethiopia, with financial assistance from the Swiss government, has established this National Climate Change Education strategy. The strategy is based on the findings of a background report which were then verified and agreed in a national consultative meeting held in November 2016. Furthermore, it was launched in September 2017 with a strong focus on integration of climate change into both the formal and non-formal education system.

This strategy is not only demand-driven and country-owned but it is also strategically aligned with important national policy direction and the Growth and Transformation Plan (GTP II), education sector priorities and the Climate Resilient Green Economy (CRGE). It is strongly linked with international frameworks that Ethiopia has signed up to, including the Kyoto protocol, the Paris Agreement and Agenda 2030. The strategy highlights the scope, aspirations and proposed intervention areas over the short, medium and long-term (2017 to 2030).

The pathway towards green, low-emission and climate-resilient development, moreover, requires a significant and long-term investment in human capacities through knowledge, learning and the development of applied skills. This in turn will be dependent on the mobilization of new and additional financial resources from multiple public and private sources. As policy goals, priorities and investments are progressively realigned with the CRGE process we must ensure that the education system, in all its forms, becomes a driving force, so that our youth can become ready to lead.

We wish to thank, on behalf of the Government of Ethiopia, the many institutions and individuals whose commitment and contributions have led to the endorsement of this strategy. We also wish to express our thanks and gratitude to the Government of Switzerland for its financial support through the One UN Climate Change Learning Partnership (UN CC:Learn).

We call upon stakeholders from all levels of government, academia, development partners and the engaged private sector, to spread the word about climate change education and to fully embrace and take ownership of this strategy. Through this commitment we will work together towards a greener, more equitable and climate resilient future.

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ACRONYMS

AAU-CES	Addis Ababa University- Center for Environmental Sciences
CAs	City Administrations
CCE	Climate Change Education
CRGE	Climate Resilient Green Economy
CSOs	Civil Society Organizations
CSR	Corporate Social Responsibility
CTEs	Colleges of Teachers' Education
DICT	Dynamic Institute of Consultancy and Training
ESD	Education for Sustainable Development
ESDP	Education Sector Development Programme
FDRE	Federal Democratic Republic of Ethiopia
GoE	Government of Ethiopia
GTP	Growth and Transformation Plan
HEIs	Higher Education Institutions
IEC	Information, Education and Communication
IP	Implementing Partner
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoEFCC	Ministry of Environment, Forests and Climate Change
MoFEC	Ministry of Finance and Economic Cooperation
MoFED	Ministry of Finance and Economic Development
NGOs	Non-Governmental Organizations
ReBoE	Regional Bureau of Education
ReBoEFCC	Regional Bureau of Environment, Forests and Climate Change
SDGs	Sustainable Development Goals
SLOT	Strengths, Limitations, Opportunities and Threats
SNNPR	Southern Nations, Nationalities and Peoples' Region
TVET	Technical and Vocational Education and Training
UN	United Nations
UN CC:Learn	The One UN Climate Change Learning Partnership
UNDP	United Nations Development Program
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFCCC	UN Framework Convention on Climate Change
UNITAR	United Nations Institute for Training and Research
USD	United States Dollar
WB	World Bank

EXECUTIVE SUMMARY



Currently 51% of Ethiopia's population are aged between 15 and 64 years old. The implications are clear. Climate change is a critical issue for Ethiopia's youth, who make up over half of the nation's population and who are likely to continue to encounter the multifaceted adverse impacts of climate change in the foreseeable future. The national background study revealed that nearly 27% of Ethiopia's population was enrolled in school in the year 2014/15, of which 84% are in primary or secondary schools.

Considering the untapped potential of Ethiopia's formal education system, the sector has not been fully engaged in the implementation of the country's Climate Resilient Green Economy (CRGE) strategy. Among the most noticeable gaps are sub-standard levels of integration of Climate Change Education (CCE) in the present formal education system. This is mainly due to limited engagement of schools in the implementation of CRGE, lack of skilled human resources and deficiency in institutional capacity.

Strengthening Climate Change Education is vital to the success of Ethiopia's drive to build a green and resilient economy by 2030 and beyond. It is for these reasons that the Government of Ethiopia has adopted this CCE strategy (2017-2030). The strategy is not only demand-driven and country-owned but it is also strategically aligned with important national policy direction and the Growth and Transformation Plan (GTP II), Education sector priorities and the Climate Resilient Green Economy (CRGE) strategy and closely aligned with the international frameworks that Ethiopia has signed up to, such as the Kyoto Protocol, Paris Agreement and Agenda 2030.

This strategic guidance and priority actions development process has been technically and financially supported by the One UN Climate Change Learning Partnership (UN CC:Learn) initiative. The strategy development process has been participatory and involved various partners and stakeholders through a four-stage process:

- I) development of a national background study;
- II) field work in selected localities in four regions;
- III) formulation of Climate Change Education strategy document through national consultative workshop;
- IV) endorsement of fully-fledged CCE strategy of Ethiopia

This strategy is based on the findings of the background report and the strategies and priority actions that were determined in the national consultative workshop held on 24 November 2016.

The CCE strategy covers the period 2017-2030 and shall serve as Ethiopia's comprehensive framework for promoting CCE during this period.



In terms of scope, the strategy encompasses three cycles of strategic guidance and priority actions:

1. First Cycle: 2017-2020;
2. Second Cycle: 2021-2025;
3. Third Cycle: 2026-2030.

The first cycle focuses on strengthening the integration of climate change education into the formal education system with special attention to primary and secondary levels of education. Whereas the detailed strategies and priority actions are formulated for the first cycle period (2017-2020), only the milestones and indicative intervention areas are included for the second and third cycles that cover the period 2021-2030.

CHAPTER 1



1.1 BACKGROUND

In 2011 the Government of the Federal Democratic Republic of Ethiopia inaugurated the Climate Resilient Green Economy (CRGE) as a multi-sectoral initiative to protect the country from the adverse effects of climate change and build a green economy that will help to switch to a more sustainable development model by 2025. Moreover, the country has ratified the relevant international frameworks for combating climate change including those promoting climate change education as a key tool to combating climate change.

In view of the significant level of support for the CRGE, including a large-scale capacity building programme, the Government of Ethiopia (GoE) engaged with the One UN Climate Change Learning Partnership Programme with the purpose of strengthening human resources, climate change learning and skills development to advance the national climate change development agenda.

Since 2011, UN CC:Learn has engaged in climate change learning programmes with developing countries such as Benin, Burkina Faso, the Dominican Republic, Indonesia, Malawi, and Uganda.

The quest for integration of climate change education into formal education is underpinned by several existing international frameworks including the UNFCCC, Kyoto protocol, ESD, the SDGs, and the 2015 Paris Agreement. UNESCO has established the Climate Change Education for Sustainable Development (CCESD) programme, recognizing the crucial part that education and awareness raising have to play in rolling back the threat to a sustainable future that climate change represents. The priorities of the CCESD programme are to:

1. Strengthen the capacity of countries to provide quality climate change education for sustainable development at secondary school level;
2. Encourage and enhance innovative teaching approaches to integrate quality climate change education for sustainable development in schools;
3. Raise awareness about climate change and enhance non-formal education programmes through media, networking and partnerships (UNESCO, 2010, p 5). Moreover, as the CCE strategy goes beyond curricular review, it will meaningfully contribute to the success of the CRGE strategy implementation through strengthening co-curricular activities in schools.

The focus of support from UN CC:Learn in Ethiopia is on the formal education system, at primary, secondary and tertiary levels. Following a UN CC:Learn mission to Addis Ababa in July 2015, the Ethiopian Government established a Technical Team drawn from the Ministry of Environment, Forests and Climate Change and the Ministry of Education as the main UN CC:Learn project coordinator.

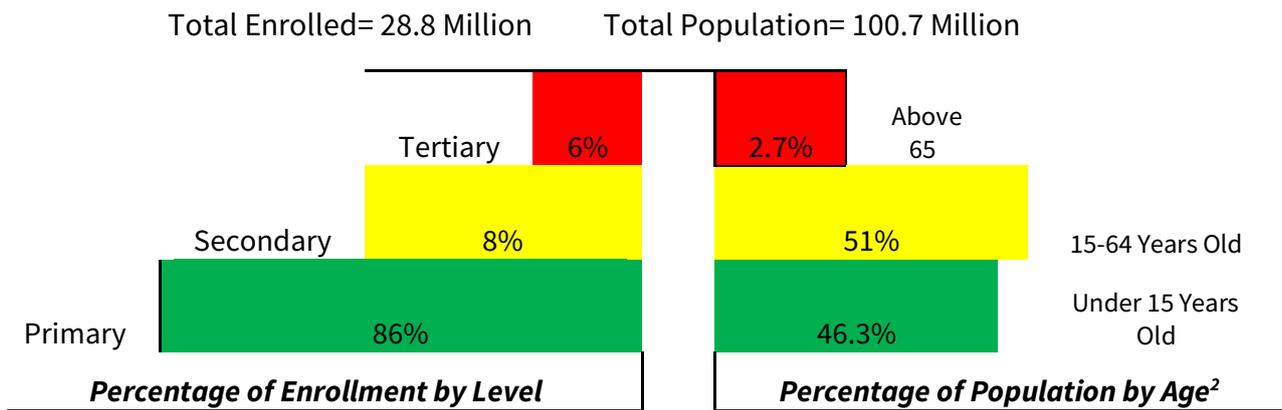
UN CC:Learn activities in Ethiopia, from its launch in September 2016, include the development of a Background Report and the development of this CCE strategy for strengthening the integration of climate change education into the education system of the country. This included field visits to four regions: Afar, Amhara, Southern Nations, Nationalities and Peoples' Region, and Oromia.

Climate change education has far reaching implications if viewed against Ethiopia's demographic and educational sector statistics. Based on CSA (2013/14), 56% of Ethiopia's total population falls under 22 years of age. Hence, a significant proportion of the nation's population will be experiencing the multi-faceted impacts of climate change during most of their lifetimes. Indeed, the demographic and educational sector statistics vividly indicate that climate change education is exceptionally relevant to Ethiopia. Accordingly, of the total population of the country, one-third (37.9%) is in the school age population (i.e. 4-18 years) for primary and secondary levels of education¹.

Thus, promoting climate change education with the schools as entry points is a strategy that is relevant to Ethiopia. The strategy brings about behavioural change directly targeting over a quarter of the population. The strategy also renders the opportunity to ensure broad-reach as schools are available in every woreda of the country. Moreover, as the CCE strategy goes beyond curricular review, it will meaningfully contribute to the success of the CRGE strategy implementation through strengthening co-curricular activities in schools.

In fact, Ethiopia's education sector in general and its curricular policy in particular remains far behind the expected level of integration of CCE in the formal education system. Review of the syllabi and textbooks uncovered a sub-standard level of climate change integration in the general education system of the country, with the weakest level of integration observed at primary levels. Figure 2 depicts the findings from desk level content analysis.

¹ Based on 28% of Ethiopians enrolled in school in the year 2014/15 (MoE 2016) and population size for 2016 (adapted from countrymeters.info, Ethiopia, 2016)



Source: Adapted from countrymeters.info Ethiopia and MoE, 2016

Figure 1. Pyramids on Population and Education/Enrolment

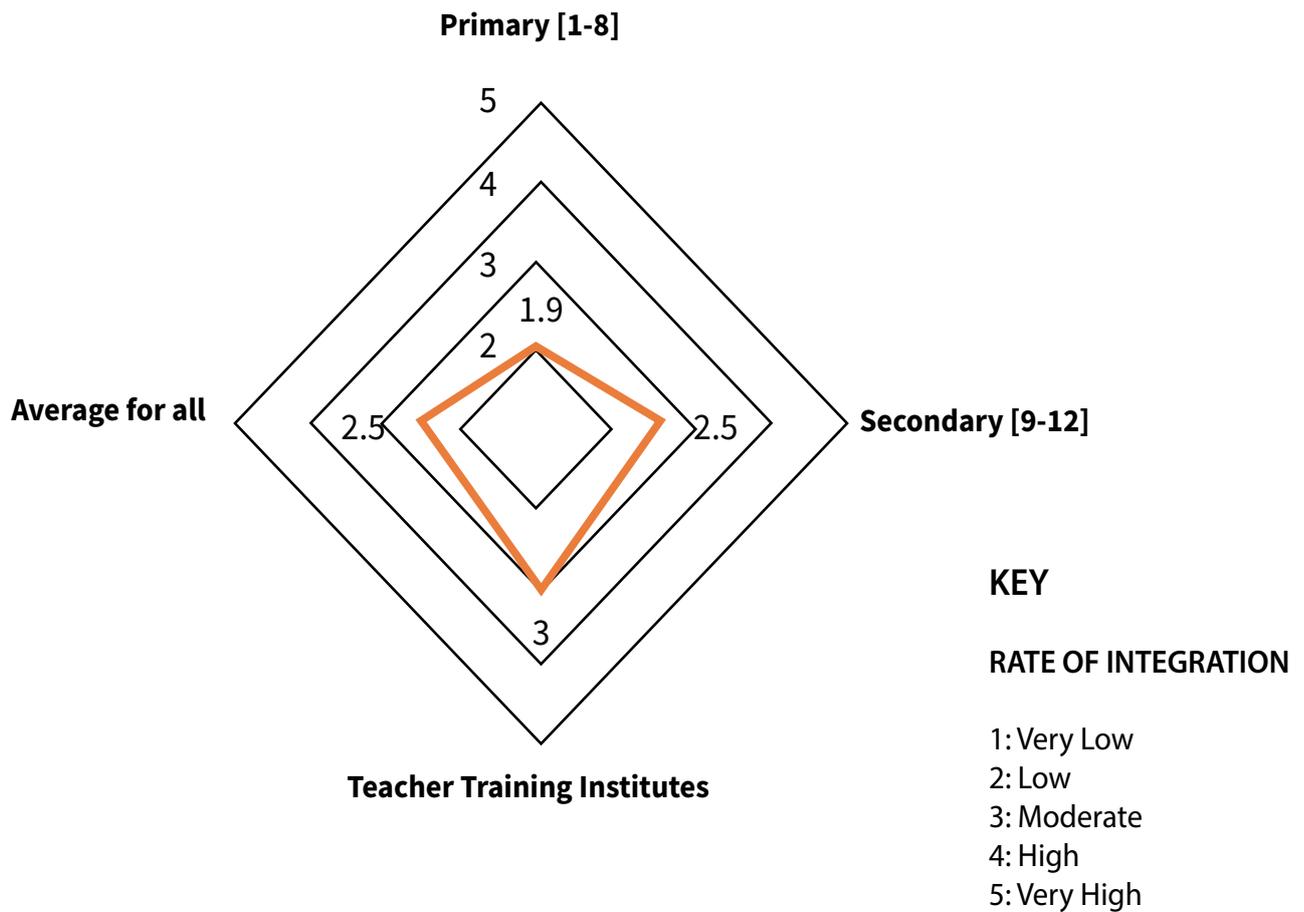


Figure 2: Level of integration of climate change education across various education levels.

Findings from field work corroborate the results of desk analysis. The assessment result, Table 1, shows that the level of integration of climate change education is described as very low or low as rated by 71.6% of the sample. Whereas 21.5% rated the level of integration as moderate, only 6.8% rated it as high or very high level.

Accordingly, for the teachers and education sector experts, the level of integration is better at the tertiary or post-secondary education level (rated 3), while the existing level of CC education at the general education (rated as 2.2) is even lower than the aggregate level of 2.5. However, the level of integration at secondary school level exceeds that at the primary level with average rates of 2.5 and 1.9 respectively (Figure 2).

Table 1. Rating of existing level of integration of climate change education by levels of education

LEVEL	VERY LOW OR LOW	MODERATE	HIGH OR VERY HIGH
Primary schools	86.2%	11.5%	2.3%
Secondary schools	78.5%	17.6%	3.9%
Tertiary education	50.2%	35.4%	14.4%
Average	71.6%	21.5%	6.8%

The existing environmental protection-related subjects lack practical-orientations. The extra-curricular activities in the schools are very weak and fragmented.

In a nutshell, consensus has been reached among the MoE at federal and sub-national levels, on the need to strengthen the level of CCE integration in

the curricula of the general education at all cycles/grades in Ethiopia.

However, there is a lack of a strategic guidance document at the MoE and its sub-national level replicas that serve as a framework for the MoE to address/redress the gaps observed in the curricular policy and beyond.



1.2 STRATEGIC OBJECTIVES

The development of the framework document has been agreed to be a priority action due to the urgent need to strengthen the integration of CCE in the formal education system and the lack of guidelines for revision of the syllabi.

Ethiopia has initiated the CC learning initiative as a key to unleash the untapped potential of the education sector towards realizing the country's widely shared aspiration of becoming a climate resilient green economy. It is in that scope, that Ethiopia has joined CC:Learn joining other African countries involved in the Partnership.

The country's national climate change learning strategy and priority actions commenced in August 2016. The background study unveiled the enabling environment features, a multitude of challenges, and served as input for the strategy and action plan formulation. Consensus was reached on the need to raise awareness and foster enabling policy and institutional framework for CC education while appreciating the noticeable achievements.

As per the project plan, a national consultative workshop was conducted on 24 November 2016. This brought together representatives from a broad spectrum of stakeholders both at the federal and sub-national levels. The consultative workshop aimed at stimulating a structured discussion on the background report and thereby develop the country's strategy for climate change education and the specific and priority measures for strengthening the integration of CC into the education sector. The stakeholders endorsed this strategy by identifying priority actions as short and medium term initiatives towards the full integration of CC into the formal education system.

The specific justifications for this priority action, geared towards raising the level of awareness and ownership of the strategy, include:

- ***CRGE strategy is not fully mainstreamed in the education sector and the sector is marginally represented in the institutional set-up for CRGE strategy at all levels.*** This is largely attributed to the very low level of awareness about the role of CC education both within the education sector and the key sectors for CRGE strategy implementation.

- ***The level of ownership of the present national CCE strategy is confined to a few sector ministries as well as selected regions/localities of the country.*** To start with, the CCE strategy and action planning process, thus far, has involved only selected CC education stakeholders from the federal and sub-national levels. In fact, only representatives from the MoE and MoEFCC have participated in the process while other relevant ministries for the CRGE implementation have not yet been involved. Likewise, the sub-national level participation is limited to four regions and eight woredas out of a total of nine regions, two city administrations and 800 woredas.
- ***Sensitization and awareness raising are essential for broad-based participation and local-ownership of the strategy,*** both of which are critical factors for the successful implementation of actions including resource mobilization, monitoring and evaluation.

The priority actions presented in the following sections are in accordance with the above country context and the priorities identified and agreed in the stakeholders' consultation.

Strategic alignment was the key consideration in the climate change education strategy and priority action formulation, especially in determining the scope, aspirations and intervention areas in the short, medium and long-term periods of the strategy. Regarding the aspirations, the vision and mission of this CCE strategy are aligned to Ethiopia's CRGE strategy, the country's comprehensive development framework, and to the global 2030 agenda i.e. the SDGs that promote CC education.

In terms of scope, the CCE strategy covers the period 2017-2030 and shall serve as Ethiopia's Comprehensive Framework for CC education. The strategy encompasses three cycles (see Figure 3) of strategic guidance and priority actions i.e. the first cycle (2017-2020), the second cycle (2021-2025), and the third cycle (2026-2030).

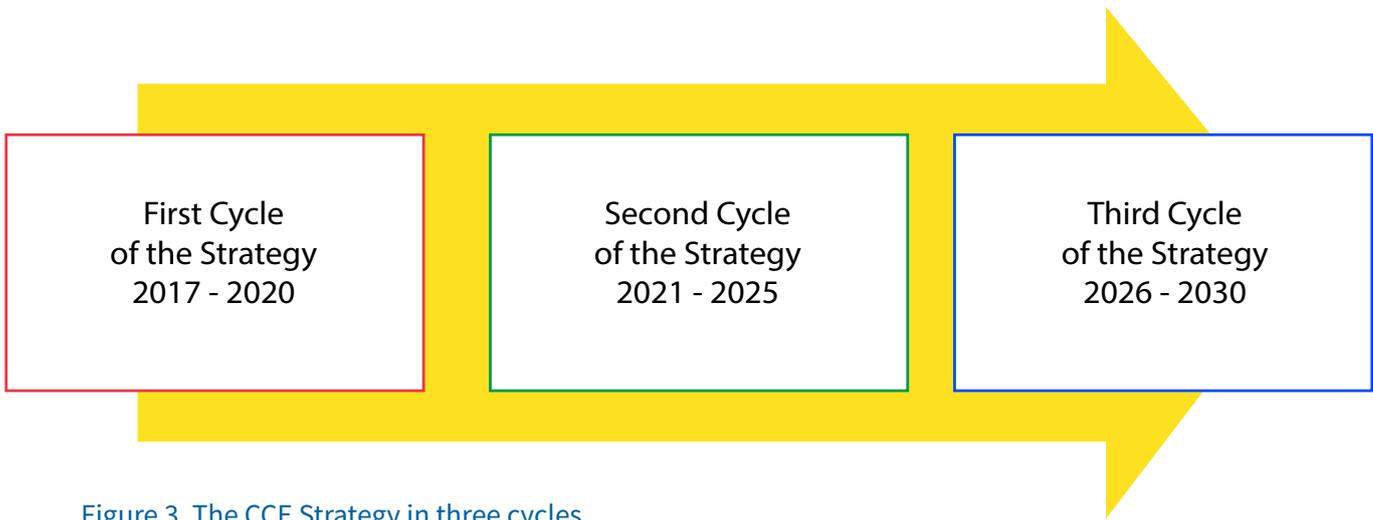


Figure 3. The CCE Strategy in three cycles

This first cycle of the National Strategic Guidance and Action Plan focuses on strengthening the integration of CCE into the formal education system with special attention on primary and secondary levels of education. Accordingly, the overarching goal and strategic objectives are developed in light of the vision and mission as well as within the scope of the UN CC:Learn initiative of strengthening CCE

integration. With special attention on primary and secondary levels of education, the strategy is expected to end by 2020, which is in line with the GTP-II period. Whereas the detailed strategies and priority actions are formulated for the period 2017-2020, only the milestones and indicative intervention areas are included for the second and third cycles that cover the period 2021-2030.



CHAPTER 2



2.1 ASPIRATIONS: VISION, MISSION AND GOAL

Vision: Environmentally conscious citizens created at all levels of education with proper knowledge, skills and attitude that enhance Ethiopia’s climate resilience and green economic development through climate change education.

Mission: Every school in Ethiopia becomes a champion of building a climate-resilient and green economy by 2030 through:

- incorporating climate change into the school system, thereby bringing about behavioural change in the students, teachers and local community and producing informed and engaged citizens;
- supporting school systems to serve as living laboratories thereby meaningfully engaging them in the implementation of the CRGE strategy, and
- becoming one of the sources of knowledge and technical assistance for locally relevant and appropriate options of building green and resilient communities.

Goal: The level of integration of climate change education into the education system to be enhanced with greater and meaningful involvement of schools in the implementation of the CRGE strategy by the end of 2020.

2.2 STRATEGIC OBJECTIVES AND INTERVENTION ACTIVITIES

Four strategic objectives were identified and determined in the national consultative workshop held on 24 November 2016. The workshop was organized to discuss the national background report, indicative strategic guideline and the action plan for climate change education within the education sector of the country. With participation from various national and sub-national levels, as well as the UN, four strategic objectives were determined. These are geared towards the successful achievement of the mission and overarching goal of this strategic plan i.e. the first cycle of Ethiopia’s comprehensive CCE strategy. These are:

- **SO1:** facilitate the setting up of an enabling policy and institutional frameworks at national and sub-national levels with a view to fostering sustainable CC education;
- **SO2:** enhance the level of integration of CCE in the curricular of the formal education system of Ethiopia;
- **SO3:** support co/extra-curricular activities and further the integration of CCE among formal, non-formal and informal education systems; and
- **SO4:** mobilize resources and strengthen partnerships for financing the implementation of the broader CC Education Strategy.

The strategic objectives along with the corresponding major interventions in line with the priority actions agreed with the stakeholders for climate change learning in Ethiopia are described below.



Strategic Objective 1: To facilitate the setting up of an enabling awareness policy and institutional frameworks at all levels with a view to fostering sustainable CC education.

This objective is aimed at increasing the level of CC awareness of all stakeholders to give due attention and priority to CCE through appropriate institutional set up at all levels. This Strategic Objective has three sub-objectives each with related activities.

Table 2: Strategic Objective 1, strategic sub-objectives and related activities

STRATEGIC SUB-OBJECTIVES	ACTIVITIES
<p>1.1 Sensitization and awareness raising on climate change education integration</p>	<p>1.1.1 Publish and disseminate the CCE strategy to all stakeholders at national and sub-regional levels;</p> <p>1.1.2 Conduct national consultative workshop for all regions on the CCE strategy as well as the ongoing CRGE Strategy and the role of the education sector in CRGE implementation and implications of this to the sector;</p> <p>1.1.3 Conduct broader consultations with stakeholders at the sub-national levels;</p> <p>1.1.4 Design and disseminate Information, Education and Communication (IEC) materials such as posters, brochures, sign board in localities and schools at the sub-national levels.</p>
<p>1.2 Enabling policy environments for climate change education</p>	<p>1.2.1 CRGE clearly sets out the role of the education sector in combating climate change with the inclusion of the sector in future/possible revisions of the existing institutional arrangement for CRGE implementation at the federal, regional, and lower tiers of the government;</p> <p>1.2.2 Enhance the level of attention to CCE by MoE in future revisions of pertinent education sector policies including syllabi, text books and teachers' guides in the general education system;</p> <p>1.2.3 Introduce a unit or a focal person for climate change education in the organizational structures of the education sector at all levels including the MoE, bureaux, woredas and city level offices.</p>
<p>1.3 Institutional set-up for CC education</p>	<p>1.3.1 Strengthen the existing technical committee including through experience sharing visits for the technical committee and curricula development experts;</p> <p>1.3.2 Establish the framework for a long-term, all-inclusive, and multi-level institutional arrangement that coordinates the implementation of the climate change education strategy;</p> <p>1.3.3 Create consistency in terms of mandates in the existing government structures that clearly reflect the climate change sector in forest and environmental protection units at the Federal levels of MoEFCC to sub-national levels structures.</p>

Strategic Objective 2: To ensure adequate levels of CC Education in the curricular of the formal education system of Ethiopia.

This strategy focuses on strengthening the integration of CCE in the curricula of primary and secondary school subjects. The priority interventions include: development and delivery of supplementary or

complementary teaching and learning resources to complement the existing curricula, provision of capacity building trainings for school teachers, and the preparation of a guideline/framework document that helps curricula review in the future. This Strategic Objective has three sub-objectives each with related activities (Table 3):

Table 3: Strategic Objective 2, strategic sub-objectives and activities

STRATEGIC SUB-OBJECTIVES	ACTIVITIES
2.1 Develop teaching and learning materials to complement existing curricula	<p>2.1.1 Develop and deliver complementary teaching materials on climate change education for pilot-testing in selected localities. Teaching materials will be produced to best fit local contexts and relevant subject matters and topics in the existing syllabi;</p> <p>2.1.2 Translation of materials into local languages and dissemination to primary and secondary schools upon endorsement by MoE/regional agencies;</p> <p>2.1.3 Development and distribution of supplementary reading notes, brochures, and posters on climate change for students in primary and secondary schools. Materials will be produced to best fit local contexts and will be translated into local languages.</p>
2.2 Building the capacity of school teachers	<p>2.2.1 Provide training for teachers of primary and secondary schools on the complementary teaching and learning materials and other pertinent issues including the CRGE and this strategy;</p> <p>2.2.2 Organize in-school trainings for environmental club members by the teachers who received the training.</p>
2.3 Provide support for curricular review	<p>2.3.1 Develop a guideline for syllabi review by focusing on identified gaps in the existing curricula for primary and secondary education;</p> <p>2.3.2 Compilation of rigorous content analyses of existing syllabi, student textbooks and teachers' guides that will serve as input in future revisions of curricula for primary and secondary education;</p> <p>2.3.3 Provide research and development support on furthering integration of CCE in the school curricula at general education level and beyond.</p>

Strategic Objective 3: To support co/extra-curricular activities and further the integration of CCE among formal, non-formal and informal education systems. This strategic objective is meant to strengthen the practical aspect of CCE. It encompasses specific objectives related to promoting CC:Learn initiatives in

school clubs, initiating a national green academy programme and strengthening the integration between formal, non-formal and informal CC education. These are outlined in Table 4 along with the corresponding major interventions.

Table 4: Strategic Objective 3, strategic sub-objectives and activities.

STRATEGIC SUB-OBJECTIVES	ACTIVITIES
3.1 Promoting CC:Learn initiatives in educational institutions	<p>3.1.1 Support co- and extra-curricula activities by students in primary, secondary and tertiary education by providing financial and material support to clubs;</p> <p>3.1.2 Rejuvenate existing environmental clubs to integrate climate change issues;</p> <p>3.1.3 Develop manuals for the clubs on resource mobilization, peer education and CC:Learn initiatives;</p> <p>3.1.4 Conduct inter-regional experience sharing visits in support of CC:Learn initiatives.</p>
3.2 Develop and implement a national green academy programme	<p>3.2.1 Facilitate the development of a national green academy programme for piloting between 2017 and 2020;</p> <p>3.2.2 Implement the programme in pilot localities;</p> <p>3.2.3 Prepare to roll-out and scale-up the programme for the subsequent period 2021-2025.</p>
3.3 Strengthening integration among formal, non-formal and informal climate change education	<p>3.3.1 Facilitate the establishment of a network of schools/ educational institutions at all levels to strengthen vertical integration among primary, secondary and tertiary level educational institutions for enhanced engagement in climate change education;</p> <p>3.3.2 Strengthen the linkage between educational institutions and communities for enhanced levels of outreach services;</p> <p>3.3.3 Establish linkages between schools and key sectors for CRGE strategy implementation.</p> <p>3.3.4 Strengthen climate change learning in tertiary education, non-formal adult education and linkages with religious institutions.</p> <p>3.3.5 Maximise levels of media engagement in CC:Learn</p>

Strategic Objective 4: To mobilize resources and strengthen partnerships for financing the implementation of the broader CC Education Strategy. This strategic objective focuses on resource mobilization and efficient utilization through collaborations with development partners.

As huge resources are expected to be needed to finance the strategy, the resources available for the pilot UN CC:Learn initiative will serve as a catalyst to secure further funds. Various activities will be carried out to generate adequate resources from diversified sources, See Table 5.

Table 5: Resource mobilization activities under Strategic Objective 4

- 4.1. Develop and implement a resource mobilization strategy and donor-mapping exercise to generate financial and material resources for financing this strategy with the active involvement of governmental, non-governmental, multilateral and bilateral agencies and development partner organizations as well as international and local NGOs at all levels;
- 4.2. Promote CSR initiatives to maximise private sector engagement in CC:Learn;
- 4.3. Allocate government budgets for in-school CC:Learn initiatives for environment, forest and climate change clubs based on the experience of HIV/AIDS clubs that currently share 2% of school grants funds; and
- 4.4. Promote linkages and cooperation for efficient utilization of scarce resources for CRGE strategy implementation through coordinated public awareness raising activities by key sectors using schools as entry points.



2.3 BASELINE AND RESULT INDICATORS BY STRATEGIC OBJECTIVES

Focusing on a results-based approach for strategy and action plan formulation, the following table provides result or success indicators for the major strategic interventions during the strategy period 2017-2020. The matrix shows coherence and logical relationships among the interventions corresponding to the strategic objectives (see Annex 1 for strategic objectives outputs framework with targets).

Table 6: Logical framework - summary of strategic interventions

Objectives	Impact/Outcome Indicators	Baseline Indicators (Nov.2016)	Result Indicators (Dec.2020)
Goal: Level of integration of climate change education into the education system enhanced with greater and meaningful involvement of schools in the implementation of the CRGE by the end of 2020.	By the end of 2020, climate change education becomes an integral part of the formal curricula with the education sector including co-curricular activities of schools playing key roles in the implementation of Ethiopia's CRGE strategy.	Sub-standard levels of integration of climate change education in the curricular policy (low level of integration of climate change education (2.2 out of 5) in the syllabi and textbooks for primary and secondary education).	Climate change education adequately integrated in the curricular policy (climate change learning integration enhanced to high (4 out of 5) by 2020).
		Schools playing a marginal role in CRGE implementation (only 10% of schools are involved in practical climate change education).	Greater and meaningful engagement of schools as living laboratories for combating climate change (at least 50% of the schools will actively engage in CRGE implementation).
Strategic Objective 1: Facilitate the setting up of an enabling awareness policy and institutional frameworks at all levels with a view to fostering sustainable climate change learning.	By the end of 2020, level of awareness is to be raised with appropriate policy and institutional frameworks in place, at all levels in support of sustainable climate change learning.	Very low level of awareness among schools, the public and other stakeholders (especially at sub-national levels) about the CRGE, the role of the education sector in CRGE implementation as well as the benefits to the sector.	High level of awareness, knowledge, attitude and practice among all stakeholders at all levels.
		Minimal level of CRGE mainstreaming into the education sector at all levels.	The CRGE properly articulates the role of education in adaptation and mitigation plans/strategies and the institutional setup incorporates the sector at all levels.
		Education sector not represented in the institutional arrangement for CRGE implementation.	CRGE will be instituted in the education sector at all tiers of the government.

Objectives	Impact/Outcome Indicators	Baseline Indicators (Nov.2016)	Result Indicators (Dec.2020)
		Ad hoc technical committee, confined to federal level government (MoE, MoEFCC) is in place for coordinating the implementation of this national climate change education strategy.	An all-inclusive and multi-level institutional arrangement will be entrenched.
		Lack of consistency in terms of mandates and nomenclatures in the existing structures of MoEFCC at the sub-national levels.	Consistency in nomenclatures and mandates of MoEFCC's replica at sub-national levels in all regions.
Strategic Objective 2: Ensure adequate level of climate change education in the curricula of the formal education system of Ethiopia.	By the end of 2020, climate change education to be adequately addressed in the syllabi, textbooks and teachers' guides and existing capacities for climate change education improved in the actual teaching-learning processes.	Pervasive gaps observed in the syllabi, textbooks and teachers' guides for effective climate change education.	The curricular policy to be revised to augment climate change learning in primary and secondary education, including moderate and above levels of inclusion in terms of comprehensive and depth of climate change education in contents of syllabi, textbooks and teachers' guides for bringing about behavioural change.
		No climate change learning material available both for teachers and students.	50% of Ethiopia's teachers' and students' will have access to improved teaching and learning resources.
		Capacity deficiency widely observed among teachers to deliver climate change education effectively.	50% of Ethiopia's teachers endowed with the required capacity for climate change education.
		Limited research on integration/mainstreaming of climate change and environmental education.	Empirical research undertaken as input for furthering integration/mainstreaming.

Objectives	Impact/Outcome Indicators	Baseline Indicators (Nov.2016)	Result Indicators (Dec.2020)
Strategic Objective 3: Support co/extra-curricular activities and furthering the integration of climate change education among formal, non-formal and informal education systems.	By the end of 2020, co-curricular activities to be strengthened or functional framework for the promotion of a green academy initiative to be put in place and strong bond between educational institutions, schools and communities to be created.	Only one in ten schools is currently functional and/or strong enough to serve as living laboratories for bringing about behavioral change and to engage in CRGE implementation.	50% of Ethiopia's environmental and climate change school clubs will be vibrantly functional for behavioural change among students and will have a positive impact on adaptation and mitigation related initiatives in their respective communities.
		Weak and fragmented green academy initiatives.	A national green academy programme in place for roll-out based on pilot projects in 22 localities.
		Weak linkage and integration among schools at various levels of education. Their engagements with communities is a rare phenomenon.	Strong networking and integration among educational institutions and with the communities in the 22 pilot localities.
		Limited initiatives to strengthen climate change learning in tertiary level education institutions and non-formal/adult education.	Initiate interventions targeting teachers' training colleges, TVETs and universities as well as in adult education programmes.
		Media and networks playing minimal role in climate change learning.	Media collaborates with the education sector, plays a key role in climate change education.
Strategic Objective 4: Mobilize resources and strengthen partnerships for financing the implementation of the broader Climate Change Education Strategy.	By the end of the strategic period, partnerships for climate change learning to be strengthened and reliable, adequate and favourable sources of finance to be created for a nationwide and continued implementation of the Climate Change Education Strategy.	UN CC:Learn budget is the only resource currently available. There is a lack of strategic-oriented resource mobilization and partnership building initiatives.	Adequate resources from diversified sources will be available for the financing of the national Climate Change Education Strategy including the years beyond 2020.
		Schools environmental education clubs are not included as beneficiaries in school grants funds.	Environmental education clubs receive at least 2% of the school grants funds.
		No coordination and linkage between the CRGE implementing agencies and educational institutions.	Key CRGE implementing sectors work in collaboration with schools for public awareness raising and other pertinent interventions.
		Private sector marginally involved in financing the CRGE implementation.	Ethiopia's business community will be involved in CRGE implementation and will be a viable source of finance for schools.

CHAPTER 3



PRIORITY ACTIONS FOR THE

FIRST CYCLE 2017-2020

This part presents the priority actions to commence the implementation of the CCE strategy starting the year 2017. It provides detailed action plans for short-term priority interventions. Remaining

interventions and their indicative budgets are presented as medium & long-term actions for implementation in 2018-2020, as annexes.

Table 7. Summary of short, mid- and long-term priority interventions by activity results for the period 2017-2020

SHORT-TERM PRIORITIES (2017)	MID/LONG-TERM PRIORITIES (2018-2020)
<ul style="list-style-type: none"> Organize national consultative workshop Publish and disseminate the national Climate Change Strategy to all stakeholders at federal and sub-national levels. Establish Steering Committee. Strengthen existing Technical Committee. Monitoring and Evaluation. Produce source document as climate change complementary teaching material for primary schools. Produce supplementary learning material for students of primary schools. Provide refresher trainings for teachers of primary and secondary schools. Organize a high-level ministerial meeting for resource mobilization. 	<ul style="list-style-type: none"> Results-based Monitoring and Evaluation. Sub-national level consultations Design, produce and disseminate complementary teaching and learning materials for secondary schools. Strengthen school clubs. Development and initiation of the green academy programme. Strengthen institutional set-up. Strengthen the level of integration among formal, non-formal and informal climate change education. Strengthen partnerships and collaboration among stakeholders for climate change education. Rigorous resource mobilization to finance the national Climate Change Education Strategy.



3.1 PRIORITY ACTIONS FOR SHORT TERM PERIOD (2017)

This is a detailed action plan for two of the priority actions that are intended to ensure the commencement of the strategy implementation in 2017³. These priority actions are selected in view of their strategic importance as well as availability of budget confirmed thus far.

The first priority action relates to sensitisation and awareness raising intervention that falls under

the first strategic objective of facilitating the setting up of an enabling policy and institutional frameworks at all levels with a view to fostering sustainable CC learning. The second action on the development of a framework document for curricular review is intended to strengthen integration of CC education in the curricular policy, which constitutes the priority interventions under the second strategic objective of Ethiopia's CCE strategy.

Table 8. Summary of the two priority actions for implementation starting in the year 2017

STRATEGIC OBJECTIVE	PRIORITY ACTIONS	ACTIVITIES
SO1: To facilitate the setting up of an enabling policy and institutional frameworks at all levels with a view to fostering sustainable CC education.	Sensitization/ Awareness Raising on the CC education strategy.	Organize a national consultative workshop; publish and disseminate the Climate Change Education Strategy to all stakeholders at federal and sub-national levels.
SO 2: To enhance the level of integration of CCE in the curricular of the formal education system of Ethiopia.	Facilitate the integration of CC education in curricular policy at all levels of the formal education structure.	Develop a guideline document as input for future revisions of the curricula by MoE based on a content analysis of syllabi, textbooks and teaching materials.



³ It's worthwhile mentioning that there are other important priority activities and associated actions including the development of complementary climate change teaching and learning resources that are agreed to be among the top priorities for implementation during this period. However, the budget availability has not yet been confirmed apart from the reiterated commitments by MoEFCC to allocate the required resources. Consequently, the remaining priority actions are also included in the main report assuming MoEFCC to be responsible for co-financing the UN CC:Learn available budget.

3.1.1 PRIORITY ACTION 1: SENSITIZATION AND AWARENESS RAISING ON THE CCE STRATEGY AND ACTION-PLAN

The participants of the national consultative workshop unanimously agreed on the need for sensitization and awareness raising activity as a top priority of the strategy. Activities include organizing a consultative workshop, and publishing and disseminating 2000 copies of the national Climate Change Education Strategy in all regions/localities.

A) Aim and Objectives

Aim: Raise awareness and ownership of the CCE strategic guidance and action plan document among all stakeholders at national and sub-national levels.

Expected result: Create an enabling awareness environment for the implementation of the strategy in general and towards the successful integration of CC:Learn in the formal education sector.

Objective: This priority action has the following objectives:

- To facilitate for future curricular review endeavours by the MoE and its sub-national level replica;
- To broaden the level of local ownership of the CC Education strategy at federal and sub-national levels and throughout the country thereby further deepening the achievements in the country-driven process;
- To pave the way for rigorous resource mobilization works in the future and at all levels;
- To raise the level of awareness among all stakeholders on the link between CCE and the CRGE strategy;
- To stimulate the greater and meaningful engagement of stakeholders at all levels in support of the CCE strategy implementation, monitoring and review.



Table 9. Summary of baseline and expected result indicators by output for Priority Action 1

OUTPUT INDICATORS	BASELINE (NOVEMBER 2016)	TARGET (END OF 2017)
<p>Activity 1.1 Result Indicator: By the end of 2017, level of awareness raised (at all levels) in support of sustainable CC learning.</p>		
<p>Output 1: Level of local ownership of the Climate Change Education strategy at sub-national levels and throughout the country enhanced.</p>	<ul style="list-style-type: none"> • Stakeholders at federal levels and from four regions and eight localities have been engaged in the CCE strategy and action plan formulation process. 	<ul style="list-style-type: none"> • Stakeholders from all regions of the country will own the strategy.
<p>Output 2: Level of awareness raised among stakeholders on the link between CRGE and education.</p>	<ul style="list-style-type: none"> • Very low level of awareness among schools, the public and other stakeholders (especially at sub-national levels) about the CRGE, the role of the education sector in CRGE implementation as well as the benefits to the sector. • Minimal level of CRGE mainstreaming into the education sector at all levels. 	<ul style="list-style-type: none"> • High level of awareness, knowledge, attitude and practice among all stakeholders at all levels. • The CRGE properly articulates the role of education in adaptation and mitigation plans/strategies. • The institutional set-up incorporates the sector at all levels.
<p>Output 3: Stakeholders engaged at all levels in support of the Climate Change Education Strategy implementation, monitoring and review.</p>	<ul style="list-style-type: none"> • Level of stakeholders engaged is limited to those largely from the education and MoEFCC sectors. • Level of participation of relevant UN Agencies, donors and CSOs is still very low 	<ul style="list-style-type: none"> • All of the key sectors of the CRGE implementation will participate at all levels. • Most of the relevant UN agencies, donors and CSOs will actively engage in the financing/implementation, monitoring and evaluation phases.



B) Target Group/Institution (s)

To support the priority action on sensitization and awareness raising, 2,000 copies of the CCE strategy will be printed and distributed to various stakeholders, including representatives from government (federal, nine regions, two

CAs and 800 woredas), UN agencies/donors, CSOs, the private sector and media (see Table 10 below). A workshop⁴ will also be organized with a target number of 50 participants.

Table 10: Target stakeholders and groups/institutions for the distribution of the CCE strategy.

TARGET GROUP/INSTITUTION (S) BY CATEGORY OF STAKEHOLDERS	NO. OF PERSONS
Federal Government Agencies: [MoEFCC, MoE, MoFED, MoYSC & the five key CRGE implementing ministries]	60
Regional Government Agencies: [replicas of the MoEFCC and MoE, above federal agencies] from all of the nine Regions/two City Administrations	220
Woreda Administrations: a total of 800 woredas [Offices for MoE& MoEFCC] across the nation	1,600
UN Agencies/Donors [UNESCO, UNDP, UNEP, WB etc,]	20
Others: CSO, AAU, the private sector and media	100
Total	2,000

C) Activities

Table 11: Immediate activities proposed for April - June 2017

N°	ACTIVITIES	TIMELINE
1.1	Sensitization and awareness raising workshop	April 2017
1.2	Publication of 2,000 copies of the CCE strategy	May 2017
1.3	Dissemination of CCE strategy to all national and sub-regional level stakeholders through the MoE/MEFCC channels	June 2017

D) Implementation

Lead organizations: MoEFCC, MoE and MoFED

Partners:

- Line ministries/key CRGE implementing sectors;
- Sub-national level replica of MoE and MoFED in all regions/CAs and 800 woredas;
- UN Agencies (UNDP/ UNITAR);
- CSOs, media, and private sector organisations such as Chambers and Sectoral Associations

⁴ Whereas the consultation workshop targets only about 50 persons (from federal and sub-national level government and selected stakeholders), the dissemination of the CCE strategy document shall benefit the entire target group (2,000 persons).

E) Linkages and Sustainability

The activities under this priority action are strongly aligned with the country's CRGE strategy. Specifically, the activity enables the education sector to integrate CCE, which is a role expected of the sector as clearly stated in the CRGE strategy mainstreaming documents.

F) Monitoring and Evaluation

[M&E Framework applies to all actions]

It is essential to establish a results-based monitoring and evaluation system for CCE strategy implementation at various levels in order to conduct regular M&E at various levels by engaging stakeholders. At the federal level, the Technical Committee, including the MoFED, which oversees the implementation of the CCE strategy, should monitor and supervise progress on a quarterly, biannual and annual basis. At the regional level, a joint task force involving Bureaux of Environment, Education, and Finance and Economic Development should undertake monitoring activities on a quarterly basis.

Similarly, at the localities level, a committee comprising of principals, teachers, woreda/city education offices, woreda/city environmental protection offices, woreda finance offices and other stakeholders should engage in the supervision of the implementation of the CCE strategy on a monthly basis. Lessons learned should be properly documented and disseminated. A national consultative workshop for the review of the strategic plan and activities implemented during the strategic plan period need to be conducted to get feedback and comments to further improve or revise the strategy. Independent mid-term and final evaluations need to be carried out to evaluate performance and facilitate for the second cycle of the CCE strategy. The results of the end-term evaluation of this strategy will pave the way for the development of the second phase of the strategy. It will be important to facilitate the scaling up of the CC:Learn initiative implementation to the subsequent strategy and action plan.



3.1.2 PRIORITY ACTION 2: FACILITATE THE INTEGRATION OF CLIMATE CHANGE EDUCATION IN CURRICULAR POLICY AT ALL LEVELS OF THE FORMAL EDUCATION STRUCTURE

A) Aims & Objectives:

To enhance the level of CCE integration in the curricula of Ethiopia’s formal education

The objectives of this priority action include:

1. Production of a guideline for future revisions of the curricula by the MoE based on a rigorous content analysis of the syllabi, textbooks and teaching materials.
2. Facilitate the endorsement of the framework document at national level thereby disseminate the guideline document to relevant curricular experts at federal and sub-national levels.

Table 12: Summary of baseline and expected result indicators by output for Priority Action 2

OUTPUT INDICATORS	BASELINE (NOVEMBER 2016)	TARGET (END OF 2017)
Activity 1.1 Result Indicator: By the end of 2020, CCE adequately integrated in the curricular policy of Ethiopia.		
Developed guideline as input for MoE in revisiting syllabi, textbooks and teaching materials.	No guideline available for CCE integration at primary and secondary levels.	Guideline readily available for use by MoE at primary and secondary schools.

B) Target Group/Institution (s)

Overall, the formal education structure, including the MoE and its regional bureaux, shall be the targets of this priority action. In this regard, a total of 1,120 individuals constitute the target/ beneficiaries of the priority action on sensitization/awareness raising. They include representatives from the government, UN Agencies, educational institutions, youth/school clubs, CSOs, media and other stakeholders. These are summarized in the following table:

Table 13: Target group/institution for Priority Action 2 categorized by stakeholders

TARGET GROUP/INSTITUTION (S) BY CATEGORY OF STAKEHOLDERS	NUMBER OF PERSONS
Curriculum development and implementation by experts at the federal MoE and its replicas in all regions and localities (11 regions and 800 woredas).	850
Syllabi, text-books and teaching materials of the five carrier subject matters and six cross-cutting ones for all grades at primary and secondary level.	

C) Activities

Table 14: Activities for Priority Action 2

ACTIVITIES	TIMELINE
Production of a a guideline for future revisions of the curricula by the MoE based on a rigorous content analysis of the syllabi, text-books and teaching materials.	May 2017
National consultative workshop with the Technical Committee with curricular experts at the MoE involved.	June 2017
Duplication and dissemination of 1,000 copies of the guideline to federal and sub-national level education sector offices.	September 2017

D) Implementation

Lead organizations: MoE and MoEFCC with sub-national level replica of these in all regions of the country.
Partners: UN Agencies (UNDP, UNITAR, UNESCO).

E) Linkages and Sustainability

This priority action is key to the envisaged purpose of strengthening integration of CCE in the formal education system. It clearly links with the broader CRGE strategy, as the intervention creates a favourable behavioural environment among the students and their communities. The activities bridge the gaps in the existing curricular policy and serve as stepping stones towards the full integration of CCE in the curricula. As the complementary materials will ultimately be incorporated by the MoE in revising the textbooks and teachers' guides, sustainability is guaranteed.



CHAPTER 4



IMPLEMENTATION STRATEGY

4.1 IMPLEMENTATION STRATEGIES

The following overall implementation approaches/strategies are recommended to ensure effective, efficient and sustainable implementation of the strategy:

A) Promoting local ownership of the Climate Change Education Strategy and priority actions in the implementation, monitoring and review phases is critical to success. Broad-based awareness raising/sensitization activities are imperative including the publication and dissemination of the strategy and IEC materials. Raising awareness among members of parliament and the leadership is key to promoting visibility and political engagement which will ultimately lead to public funds being leveraged through the Ministry of Education. Media is instrumental towards enhancing the awareness and sensitization of the public.

B) Increasing national awareness and promoting visibility and political engagement. Enhanced engagement is instrumental for the success of the national Climate Change Education Strategy. The

higher the political buy-in the higher the chances of public funding leveraged through the MoEFCC. Use of media with sessions for political leadership is a prudent strategy.

C) A Scaling up approach will be followed considering the nature of interventions, availability of resources and impact orientations. The geographic scope of some of the interventions such as pre-testing of climate change education materials during the 5-year strategic period will be confined to a total of 22 pilot localities i.e. one urban and one rural area from each of the 11 regions including the two city administrations. However, the priority action of developing guidelines for curriculum review is a national level intervention. Only primary and secondary schools will be the principal targets of the strategy on strengthening integration of climate change education and interventions will gradually be scaled-up to reach tertiary education including teachers' colleges, TVETs and Universities.



D) The CCE strategy should be conceived as an integral part of the country's CRGE strategy.

Appreciating the linkage and complementarities, resource mobilization and partnership building initiatives for the CCE strategy should be aligned with existing frameworks such as the CRGE.

E) Comprehensiveness, long-term, sustainability

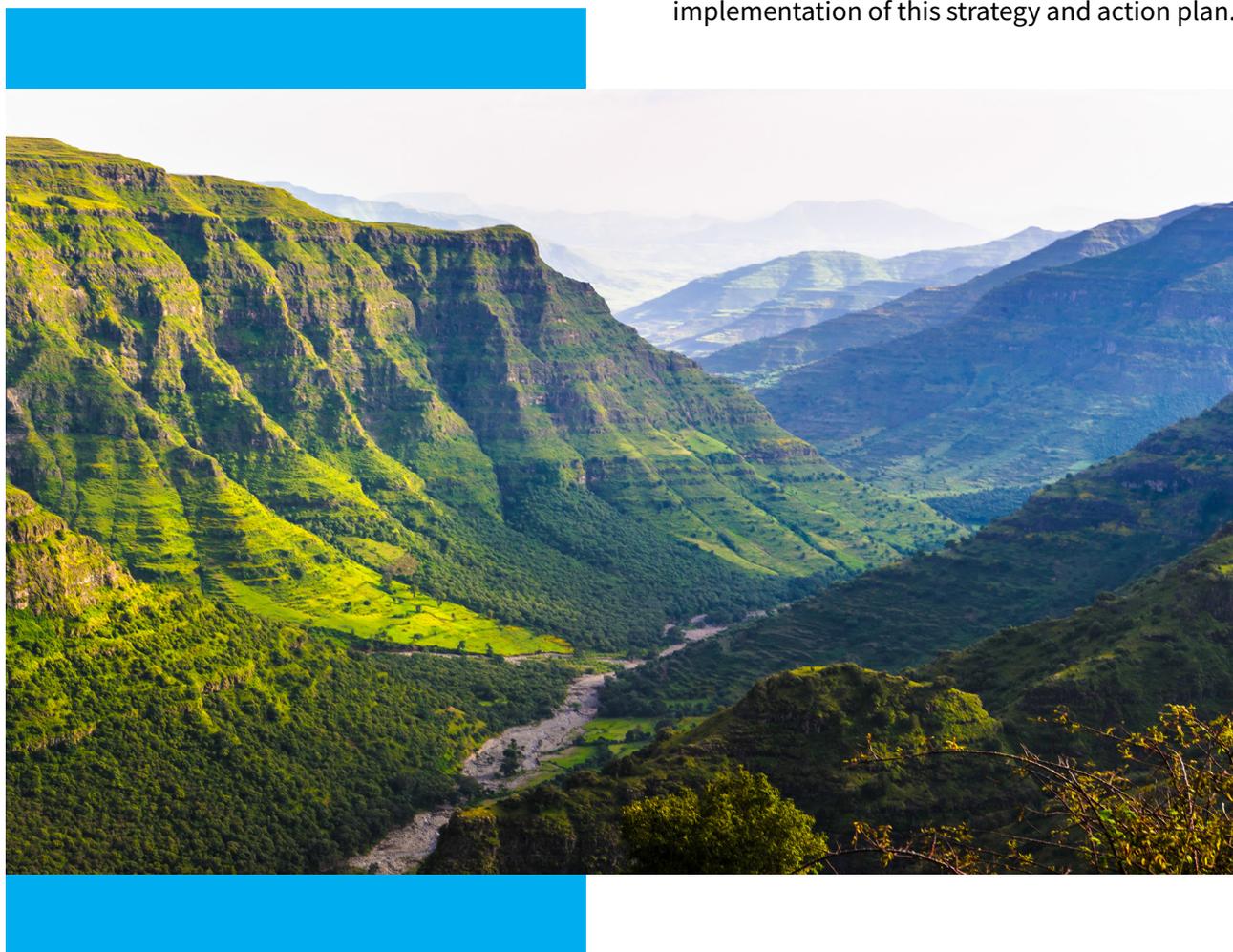
and impact-orientations should be essential features of this strategy that is ultimately aimed at supporting the successful implementation of the CRGE. In this regards, effective implementation of this strategy is a function of capacity development interventions with a fruitful mix of augmenting system, institutional and individual level capacities for CC education. Besides, interventions such as raising awareness, developing and distributing teaching and learning resources, providing earmarked financial and material support for

schools, and building the human resource and institutional capacity of the selected schools constitute the strategy's focus during the short to medium-term period. Likewise, providing evidence-based input for the MoE is a priority action that facilitates the long-term result of curricula policy revision.

In terms of the long-term aspects, the strategy also envisages to bridging the gap observed in the policy and institutional arena for effective CC education during the strategic period and beyond. Ensuring the policy-wise, financial, technical and institutional dimensions of sustainability remain key considerations throughout the strategy implementation phase.

F) Finally, developing collaborations among stakeholders at all levels is essential for enhancing climate change education.

Efficient and effective coordination and management, a transparent, informed and participatory decision making process, and accountability will be the guiding principles that dictate the implementation of this strategy and action plan.



4.2 FINANCING

A total of USD 2,042,218 is required to finance this five-year strategy (see Annex 3 and Annex 4 for full budget per Activity and Actions). While the resources currently available from UN CC:Learn can be used to commence the strategy implementation, rigorous resource mobilization activities should be planned and implemented. The MoEFCC, in collaboration with MoFEC, should drive the process of ensuring that the strategy is financially and technically supported by the federal government, international donors and UN agencies. The strategy should be well aligned with the CRGE facility at MoFEC where specific resources allocated for public awareness raising and CC education related interventions embedded in the CRGE can be partly used to finance CCE strategy.

Based on lessons learned from the HIV/AIDS clubs and initiatives in schools - that receive 2% of the school grants - this can be replicated for the CCE strategy. It is also essential to mobilize resources from sources other than the government.

The resource mobilization and efficient utilization strategy will ensure that in-school climate change initiatives are sustainable. The active engagement and support of governmental and non-governmental organizations, the private sector, and development partners is critical to financing the plan. Efforts to mobilize resources should be exerted at all levels: from the local schools to city administrations, woredas, zone and regional levels.

The UN CC:Learn Secretariat, in addition to co-financing the initial activities of the plan, should be engaged in providing further technical support as well as play key coordinating roles in soliciting resources from similar agencies (e.g. UNESCO) that have a vested interest and mandate in climate change education.

4.3 MONITORING

It is essential to establish a results-based Monitoring and Evaluation system for CCE strategy implementation at various levels in order to conduct regular M&E at various levels by engaging stakeholders:

At the federal Level: The Technical Committee, involving the MoFEC, which oversees the implementation of the CCE strategy, should monitor and/or supervise progress on a quarterly, biannual and annual basis.

At the regional level: A joint task force involving Bureaux of Environment, Education, and Finance, and Economic Development should undertake monitoring activities on a quarterly basis.

At the localities level: A committee comprising of principals, teachers, woreda/city offices of education, woreda/city environmental protection offices, woreda finance offices and other stakeholders should engage in the supervision of the implementation of the CCE strategy on a monthly basis.

It is critical to document and disseminate lessons learned from the various monitoring and evaluations processes. A national consultative workshop should be conducted for the review of the strategic plan and activities implemented during the strategic plan period to get feedback and comments to further improve or revise the strategy.

Mid-term and end-term evaluations need to be carried out to evaluate performance and facilitate for the second cycle of the CCE strategy.

The results of the end-term evaluation of this strategy will pave the way for the development of the second phase of the strategy. The results will also be helpful to facilitate the scaling up of the CC:Learn initiative implementation in subsequent strategies and priority actions



4.4 SUSTAINABILITY

Ensuring the policy-wise, institutional, technical and financial dimensions of sustainability are key to the success of Ethiopia's CC:Learn initiatives both during and beyond the strategy period.

To start with, the achievement of the system-level enabling environment envisaged in the strategy is essential for policy-wise and institutional sustainability of the initiative. The positive changes expected in the CRGE strategy and education sector policies and institutional set-up are of paramount importance. Broadening the level of ownership of the strategy among a broader spectrum of stakeholders and at all levels of the government tiers is a critical success factor. Stakeholders' participation throughout the strategy implementation, monitoring and review is a key issue for guaranteeing sustainability. In this regard, the level of participation of CC:Learn actors starting the launch phase of the initiative should be further strengthened.

The sensitization and awareness raising related interventions not only serve as a phase-in strategy but are also crucial for keeping the present momentum towards motivating enhanced and meaningful engagements of the stakeholders. In terms of the technical sustainability, establishment and capacity building of steering and technical committees at all tiers of the government is a decisive factor.

Finally, financial sustainability is a vital necessity. Supporting co-curricular activities is imperative as empowering the schools will likely result in continuity of expected results without dependence on external supports. The government's incremental allocation of budget, coupled with mobilizing resources from diversified sources, is also mandatory for continually financing CC:Learn initiatives of Ethiopia.



4.5 RISKS

The successful implementation of this strategic plan rests on how the assumptions made will hold true in the planning period. It is important that the envisaged risks for the realization of the plan need to be mitigated by appropriate mechanisms.

Ensuring that the assumptions are clear and well-founded can avoid unintended negative impacts, and can improve the sustainability of project results.

It is necessary that assumptions be examined according to impacts of project activities on different levels. Risks to the project success may include both wrong assumptions and issues that fall outside the influence of the project, but which may affect its success (see Table 15).

To minimize risk and achieve results, some assumptions may have to be revised and expectations and strategies may have to be revised accordingly.

Table 15: Assumptions and risks and mitigation mechanisms

ASSUMPTION	RISK	MITIGATION MECHANISM
The economic development of the country will continue and will provide the necessary budget for implementation of the strategy.	Reduced economic development may limit the availability of financial resources for the project activities.	Prioritize activity with high impact and continually seek additional sources of finance for the implementation of the strategic plan.
The encouraging policy for mitigating climate change at global and national level will continue.	The changes in climate change policy at global level towards a less pessimistic approach to climate change.	Adoption of measures that illustrate CC is a real threat to our globe, and not hypocrisy. Enhanced engagement of parliamentarians and politicians is instrumental in reinforcing the national buy-in to the CC agenda and the broader CRGE strategy.
All stakeholders are fully aware of the extent of the climate change problem and exert concerted effort to implement the CCE strategy.	Dissonance between the rhetoric and the practices in mitigation of climate change by stakeholders.	Strengthen the institutional set-up and collaboration mechanism to sustain efforts in mitigation of climate change.
The motivation of school management, teachers and students to actively engage in climate change mitigation will continue.	Lack of motivation by the key actors in the CCE strategy.	Strengthen the clubs in schools by providing incentives.
Climate change remains a priority agenda in all spheres of sustainable development.	Implementation of the CCE strategy as an isolated activity and lack of mainstreaming of climate change.	Alignment of the CCE strategy with national and regional level planning and strengthen institutional set-up.

ANNEXES



Annex 1: Strategic Objectives Outputs framework with related baseline & impacts indicators with their targets.

Outputs	Baseline Indicators	Impact Indicators	Target
Strategic Objective 1: Facilitate the setting up of an enabling awareness policy and institutional frameworks at all levels with a view to fostering sustainable climate change education			
Output 1.1. Level of awareness and local ownership of the Climate Change Education Strategy and action plan raised laying the foundation for organizing efforts and mobilizing resources to the successful implementation.	<ul style="list-style-type: none"> The Climate Change Education Strategy and action planning confined to four regions and limited sector agencies; Low levels of awareness pervasive; Limited resources available for financing climate change initiatives. 	<ul style="list-style-type: none"> Number of copies of the Climate Change Education Strategy disseminated; High-level ministerial luncheon meeting held for sensitization and awareness raising; Consultative workshops at federal and sub-national level conducted for sensitization and awareness raising. 	<ul style="list-style-type: none"> Target 1: One compiled Climate Change Education Strategy document produced, 2,000 copies printed and disseminated; Target 2: One luncheon meeting held at federal level; Target 3: One national consultative workshop conducted with key stakeholders; Target 4: One regional consultative workshop conducted in each of the 11 regions.
Output 1.2. Enabling policy environments for Climate Change Education further strengthened.	<ul style="list-style-type: none"> Limited attention to Climate Change Education in key education sector policy / organizational structure. 	<ul style="list-style-type: none"> Number of consultation workshops and review meetings; Focal person assigned in the sector. 	<ul style="list-style-type: none"> Target 1: One national consultative workshop conducted on policy input; Target 2: One national consultative workshop conducted on restructuring the education sector.
Output 1.3. Institutional set-up for Climate Change Education developed at all levels.	<ul style="list-style-type: none"> Education sector not represented in the institutional arrangement; No permanent and inclusive institutional setup for Climate Change Education. 	<ul style="list-style-type: none"> New institutional arrangement at federal and regional levels; Number of workshops conducted and participants profiles; New nomenclatures adopted and restructuring. 	<ul style="list-style-type: none"> Target 1: National consultative meetings held by Steering and Technical Committees; Target 2: Study conducted for inclusive and permanent institutional setup; Target 3: International visit made; Target 4: Training material developed; Target 5: Consistency in nomenclature of MoEFCC.

Strategic Objective 2: Ensure adequate level of Climate Change Education in the curricular of the formal education system of Ethiopia			
Output 2.1. National framework document developed as input for curricular review by MoE at all levels.	<ul style="list-style-type: none"> No guideline available for use by MoE in curricular review. 	<ul style="list-style-type: none"> Developed manual for curricular revision. 	<ul style="list-style-type: none"> Target 1: One framework document produced and endorsed for curricular review.
Output 2.2. Complementary climate change teaching and learning resources developed and piloted for primary and secondary schools.	<ul style="list-style-type: none"> No climate change teaching and learning resources available. 	<ul style="list-style-type: none"> Complementary materials produced. 	<ul style="list-style-type: none"> Target 1: Source document produced and piloted as complementary climate change teaching material for primary and secondary schools; Target 2: Supplementary learning resource for students produced and pre-tested in primary and secondary schools.
Output 2.3. Teachers of primary and secondary schools capacitated for effective delivery of Climate Change Education	<ul style="list-style-type: none"> Teachers lack capacity to deliver climate change education. 	<ul style="list-style-type: none"> Teachers' Trainings provided. 	<ul style="list-style-type: none"> Target 1: Teachers of primary and secondary schools in selected 22 pilot localities received refresher trainings on climate change learning.
Strategic Objective 3: Support co/extra-curricular activities and strengthen integration among formal, non-formal and informal climate change education			
Output 3.1. Climate Change Education initiatives in educational institutions promoted.	<ul style="list-style-type: none"> Existing environmental clubs lack financial, technical and material capacity. 	<ul style="list-style-type: none"> Amount of financial support provided; Developed manual; Number of visits 	<ul style="list-style-type: none"> Target 1: Environmental clubs in schools of 22 pilot localities supported.
Output 3.2. National Green Academy programme developed and implemented	<ul style="list-style-type: none"> No national programme that promotes green schools. 	<ul style="list-style-type: none"> Feasibility study; National programme document; Number of green schools; Number of awardees. 	<ul style="list-style-type: none"> Target 1: Schools in the pilot localities/regions covered by the programme support.
Output 3.3. Level of integration among formal, non-formal and informal climate change education strengthened.	<ul style="list-style-type: none"> Very weak linkage and collaboration among schools, at all levels, with community and sector agencies. 	<ul style="list-style-type: none"> Linkages established; Increased level of cooperation and engagement of schools in CRGE implementation. 	<ul style="list-style-type: none"> Target 1: Schools in the pilot localities/regions.

Strategic Objective 4: Mobilize resources and strengthen partnerships for financing the implementation of the broader Climate Change Education Strategy			
Output 4.1. Rigorous resource mobilization undertaken to finance the Climate Change Education Strategy.	<ul style="list-style-type: none"> UN CC:Learn budget is the only resource available. 	<ul style="list-style-type: none"> Financial and other resources made available for Climate Change Education Strategy implementation. 	<ul style="list-style-type: none"> Target 1: UN agencies, donors, NGOs and the private sector support the initiative.
Output 4.2. Budget allocated by the government in support of Climate Change Education initiatives in educational institutions.	<ul style="list-style-type: none"> Environmental clubs do not benefit from government budget. 	<ul style="list-style-type: none"> Amount of budget allocated to school clubs. 	<ul style="list-style-type: none"> Target 1: School clubs benefit from 2% of school grant.
Output 4.3. Partnership and collaboration among stakeholders for CC education strengthened.	<ul style="list-style-type: none"> No platform for partnership and collaboration for Climate Change Education. 	<ul style="list-style-type: none"> Number of stakeholders engaged and linkages established; Level of cooperation. 	<ul style="list-style-type: none"> Target 1: Forging national platform for engagement of stakeholders.
Results-based M&E			
Output 5: Results-based monitoring and evaluation throughout the Climate Change Education Strategy implementation undertaken.	<ul style="list-style-type: none"> No M&E system in place 	<ul style="list-style-type: none"> Number of supervision visits; Mid-term and final evaluation reports and lessons documentation and annual review reports 	<ul style="list-style-type: none"> Target 1: Periodic monitoring and supervision visits by woreda, regional and federal level stakeholders; Target 2: Mid-term and final evaluation report plus lessons documentation and dissemination.

Annex 2: Detailed implementation plan and timeline for activities and actions per Output under the responsibility of MoEFCC (years 2017 – 2020)

Output	Activity Result	Actions	Timeline				
			Y1	Y2	Y3	Y4	
Output 1.1. Level of awareness and local ownership of the Climate Change Education Strategy and action plan raised, laying the foundation for organizing efforts and mobilizing resources for successful implementation.	1.1.1. Publish and disseminate the Climate Change Education Strategy to all stakeholders at national and sub-regional levels.	Action 1: Prepare a stand-alone strategic document (in English and Amharic Languages) for publication and present to a high-level ministerial luncheon.	X				
		Action 2: Publish 2,000 copies of the Strategy for circulation to all stakeholders across the nation.	X				
	1.1.2. Conduct national consultative workshop for all regions on the Climate Change Education Strategy, the ongoing inclusive Climate Resilient Green Economy (CRGE) strategy, the role of the education sector in CRGE implementation and the implications of the education sector on the strategy.	Action 3: Design and facilitate stakeholders' consultation event/agenda.	X				
		Action 4: Present and discuss pertinent policies and the Climate Change Education Strategy, action plan and implementation.	X				
	1.1.3. Conduct broader consultations at the sub-national levels i.e. to all stakeholders in the 11 regions.	Action 5: Design and facilitate stakeholders' consultation event/agenda.	X				
		Action 6: Present and discuss pertinent policies and the Climate Change Education Strategy, action plan and implementations.	X				
	1.1.4. Design, produce and distribute IEC materials, posters, brochures and sign boards in localities and schools in the pilot 22 localities.	Action 7: Design IEC materials.			X		
		Action 8: Produce of IEC materials and distribute to 22 localities.			X	X	
	Output 1.2. Enabling policy environments for Climate Change Education further strengthened	1.2.1. Enhance the level of attention to Climate Change Education in future curricula revisions and planning including in the relevant sectoral policies such as the ESDP and the CRGE.	Action 9: Conduct national workshop and generate and compile inputs for revising pertinent policies.	X			
			Action 10: Review progress in the policy environment (CRGE and education sector).	X	X	X	X
1.2.2. Introduce a unit or a focal person for Climate Change Education in the organizational structures of the		Action 11: Conduct national workshop and generate and compile	X				

	education sector at all levels i.e. MoE, Bureaux, woredas and city level offices.	inputs and organizational restructuring.				
		Action 12 : Review progress in the level of mainstreaming Climate Change in education	X	X	X	X
Output 1.3. Institutional set-up for Climate Change Education developed at all levels.	1.3.1. Include the education sector in the existing institutional arrangements for CRGE strategy implementation at the federal and regional levels, and lower tiers of the government	Action 13 : Conduct national workshop and generate and compile inputs for revising the CRGE's institutional setup.	X			
		Action 14 : Develop Terms of Reference separately for the ad-hoc Technical and Steering Committees.	X			
		Action 15 : Convene meetings for endorsing the ToR and planning separately for the ad-hoc Technical and Steering Committees.	X			
		Action 16 : Establish the framework for a long-term, all-inclusive and multi-level institutional arrangement that coordinates the implementation of the Climate Change Education Strategy.		X		
	1.3.3. Capacity building for the Steering and Technical Committees	Action 17 : Arrange international experience sharing visit for the Steering and Technical Committee and curricula development experts.	X			
		Action 18 : Develop a training programme for policy makers and educational planners to ensure climate change is a national priority agenda for development.	X			
		Action 19 : Create consistency in terms of mandates and nomenclatures in the existing structures that clearly reflect the climate change sector, in addition to the forest and environmental	X			

		protection units, at the federal level of the MoEFCC to sub-national levels, including regional, woreda, city administration structures.				
Output 2.1. National framework document developed as input for curricular review by MoE at all levels.	2.1.1. Produce a guideline for future revisions of the curricula by MoE based on a rigorous content analysis of the syllabi, textbooks and teaching materials.	Action 20: Hire national consultancy firm to engage with experts at the MoE to produce the framework document.	X			
		Action 21: Conduct national consultative workshop for all regions represented.	X			
		Action 22: Publish and disseminate the guidelines in 1,000 copies to federal and sub-national level education sector offices.	X			
Output 2.2. Complementary climate change teaching and education resources developed and piloted for primary and secondary schools.	2.2.1. Produce a source document as climate change complementary teaching material for primary schools.	Action 23: Hire national consultant to produce the framework document for primary schools (including translation in local languages, workshop facilitation, teachers' orientation for piloting and compiling inputs on piloting for material revision).	X			
		Action 24: Conduct national consultative workshop for endorsement of the source document.	X			
		Action 25: Duplication for pre-testing in 28 pilot schools.	X			
		Action 26: Orientation to teachers from 22 pilot areas.	X			
	2.2.2. Produce supplementary learning material for students of primary schools.	Action 27: Design posters, translate in local languages for supplementary learning at primary level.	X			

		Action 28 : Duplicate and disseminate to primary schools in all pilot localities.	X			
	2.2.3. Produce a Source Document as climate change complementary teaching material for secondary schools.	Action 29 : Hire national consultant to produce the framework document for primary schools (including translation in local languages, workshop facilitation, teachers' orientation for piloting and compiling inputs on piloting for material revision).	X			
		Action 30 : Conduct national consultative workshop for endorsement of the source document.	X			
		Action 31 : Duplication for pretesting in 28 pilot schools	X			
		Action 32 : Orientation for teachers from 22 pilot areas.	X			
	2.2.4. Produce supplementary learning material for students of secondary schools.	Action 33 : Design posters, translate in local languages for supplementary learning for secondary schools.		X		
		Action 34 : Duplicate and disseminate to secondary schools in pilot localities.		X		
Output 2.3. Teachers of primary and secondary schools capacitated for effective delivery of Climate Change Education.	2.3.1. Provide refresher training for teachers of primary and secondary schools.	Action 35 : Hire training experts for material development and training facilitation.		X		
		Action 36 : Conduct trainings on the climate change policy, Climate Change Education Strategic Guidance and Priority Actions document for teachers of primary and secondary schools.		X		
Output 3.1. Climate Change Education initiatives in educational institutions promoted.	3.1.1. Provide support to existing environmental clubs.	Action 37 : Provide financial and material support for co-curricular		X		

		activities by students in primary, secondary and tertiary education.				
		<i>Action 38:</i> Workshop to rejuvenate existing environmental clubs to integrate climate change issues.		X		
		<i>Action 39:</i> Provide trainings support to environmental club members.			X	
		<i>Action 40:</i> Develop manuals for the clubs on resource mobilization, peer education and Climate Change Education initiatives.			X	
		<i>Action 41:</i> Conduct inter-regional experience sharing visits in support of Climate Change Education initiatives.			X	
Output 3.2. National Green Academy programme developed and implemented.		<i>Action 42:</i> Conduct feasibility study and design for Green Academy programme development.	X			
		<i>Action 43:</i> Implement Green Academy programme in pilot localities.		X	X	X
		<i>Action 44:</i> Review the programme and facilitate for rolling-out/scaling-up beyond 2020				X
Output 3.3. Level of integration among formal, non-formal and informal climate change education strengthened.		<i>Action 45:</i> Facilitate establishment of network of educational institutions at all levels to strengthen vertical integration among schools and educational institutions.		X	X	X
		<i>Action 46:</i> Strengthen linkage between educational institutions and communities for enhanced level of outreach services.		X	X	X
		<i>Action 47:</i> Establish linkage between schools and key sectors for CRGE strategy implementation.		X	X	X

Output 4.1. Rigorous resource mobilization undertaken to finance the Climate Change Education Strategy.	Action 48: Generate financial and material resources for financing this strategy with the active involvement of governmental, non-governmental, multilateral and bilateral agencies and development partner organizations, international and local NGOs, and private companies at all levels.	X	X	X	X
Output 4.2. Budget allocated by the government in support of Climate Change Education initiatives in educational institutions.	Action 49: Facilitate budget allocation by the government for in-school Climate Change Education initiatives for environment, forest & climate change clubs based on experience of HIV/AIDS clubs that share 2% of school grant fund.		X	X	X
Output 4.3. Partnership and collaboration among stakeholders for climate change education strengthened.	Action 50: Plan and implement partnership modality for joint and enhanced engagement of all stakeholders for Climate Change Learn including UN agencies, donors, CSOs, the private sector and media to strengthen Climate Change Education in schools.		X	X	X
Output 5. Results-based monitoring and evaluation throughout the Climate Change Education Strategy implementation undertaken.	Action 51: Monitoring and supervisions at local levels (monthly by principals, teachers, woreda offices of education & EPA for ongoing monitoring and supervision).	X	X	X	X
	Action 52: Monitoring and supervisions at regional levels (bureaux of environment, BoE and BoFEDs for quarterly supervisions).	X	X	X	X
	Action 53: Monitoring and supervisions at federal level (technical committee – quarterly).	X	X	X	X
	Action 54: Stakeholders review workshop: twice at federal level.		X		X
	Action 55: External evaluation and lessons documentation by independent consultant: mid-term and final evaluations.		X		X

Annex 3: Budget for implementation of the Climate Change Education Strategy (2017 – 2020)

Outputs	Activities	Budget (USD)
Climate Change Education Strategy Implementation Total Budget		2,042,218
Strategic Objective 1: Facilitate the setting up of an enabling awareness policy and institutional frameworks at all levels with a view to fostering sustainable CC learning		
Output 1.1. Level of awareness and local ownership of the CC Education strategy and action plan raised laying the foundation for organizing efforts and mobilizing resources for successful implementation.	Activity 1.1.1: Publish and disseminate the CCE Strategy to all stakeholders at national and sub-regional levels.	12,000
	Activity 1.1.2: Conduct national consultative workshop for all regions on the CCE strategy and the ongoing inclusive CRGE strategy along with the role of the education sector in CRGE implementation and implications of this for the education sector.	20,000
	Activity 1.1.3: Conduct broader consultations at the sub-national levels i.e. to all stakeholders in the eleven regions	30,000
	Activity 1.1.4: Design, produce and distribute IEC materials, posters, brochures and sign boards in localities and schools in the pilot 22 localities.	28,000
Output 1.2. Enabling policy environments for CC Education further strengthened.	Activity 1.2.1: Enhance the level of attention to CCE in future curricula revisions and planning, including in the relevant sectoral policies such as the ESDP and the CRGE.	10,000
	Activity 1.2.2: Introduce a unit or a focal person for CC Education in the organizational structures of the education sector at all levels i.e. MoE, Bureaux and woredas and city level offices.	10,000
Output 1.3. Institutional Set-up for CC Education developed at all levels.	Activity 1.3.1: Include the education sector in the existing institutional arrangement for CRGE strategy implementation at the federal and regional levels, and lower tiers of the government.	15,000
	Activity 1.3.2: Establish Steering Committee and strengthen the existing Technical Committee.	33,000
	Activity 1.3.3: Capacity building for the Steering and Technical Committees.	45,000
Strategic Objective 1 Total		203,000
Strategic Objective 2: Ensure adequate level of CC Education in the curricula of the formal education system of Ethiopia		
Output 2.1. National framework document developed as input for curricula review by MoE at all levels.	Activity 2.1.1: Produce a guideline for future revisions of the curricula by MoE based on a rigorous content analysis and consultations on the syllabi, text-books and teaching materials.	28,000
Output 2.2. Complementary CC teaching and learning resources developed and piloted for primary and secondary schools.	Activity 2.2.1: Produce a source document as CC complementary teaching material for primary schools.	95,109
	Activity 2.2.2: Produce supplementary learning material for students of primary schools.	25,000
	Activity 2.2.3: Produce a source document as CC complementary teaching material for secondary schools.	95,109
	Activity 2.2.4: Produce supplementary learning material for students of secondary schools.	25,000
Output 2.3. Teachers of primary and secondary schools capacitated for effective delivery of CCE	Activity 2.3.1: Provide refresher trainings for teachers of primary and secondary schools.	30,000
Strategic Objective 2 Total		298,218

Strategic Objective 3: Support co/extra-curricular activities and strengthen integration among formal, non-formal and informal CC education		
Output 3.1. CC Education initiatives in educational institutions promoted.	Activity 3.1.1: Provide support to existing environmental clubs.	71,000
Output 3.2. National Green Academy programme developed and implemented.		1,150,000
Output 3.3. Level of integration among formal, non-formal and informal CC education strengthened.		50,000
Strategic Objective 3 Total		1,271,000
Strategic Objective 4: Mobilize resources and strengthen partnership for financing the implementation of the broader CC Education Strategy		
Output 4.1. Rigorous resource mobilization undertaken to finance the CCE strategy.		40,000
Output 4.2. Budget allocated by the government in support of CC Education initiatives in educational institutions.		20,000
Output 4.3. Partnership and collaboration among stakeholders for CC learn strengthened.		40,000
Strategic Objective 4 Total		100,000
Results-based M&E		
Output 5. Results-based monitoring and evaluation throughout the CCE strategy implementation undertaken		170,000
M&E Total		170,000

Annex 4: Detailed budget per Action

Actions	Budget (USD)
Total	2,042,218
Action 1: Prepare a stand-alone strategic document (in English and Amharic Languages) for publication and present at a high-level ministerial luncheon.	5,000
Action 2: Publish 2,000 copies of the Strategy for circulation to all stakeholders across the nation.	7,000
Action 3: Design and facilitate stakeholders' consultation event/agenda.	5,000
Action 4: Present and discuss pertinent policies and the Climate Change Education strategy, action plan and implementations.	15,000
Action 5: Design stakeholders consultation event / agenda, facilitate the events and produce the workshop proceedings.	10,000
Action 6: Present and discuss pertinent policies and the Climate Change Education Strategy, action plan and implementations.	20,000
Action 7: Design IEC materials.	3,000
Action 8: Produce of IEC materials and distribute to 22 localities.	25,000
Action 9: Conduct national workshop and generate and compile inputs for revising pertinent policies.	5,000
Action 10: Review progress in the policy environment (CRGE and education sector).	5,000
Action 11: Conduct national workshop and generate and compile inputs and organizational restructuring.	5,000
Action 12: Review progress of mainstreaming climate change in education.	5,000
Action 13: Conduct national workshop and generate and compile inputs for revising the CRGE's institutional setup.	15,000
Action 14: Develop Terms of Reference separately for the ad-hoc Technical and Steering Committees.	3,000
Action 15: Convene meetings for endorsing the ToR and planning separately for the ad-hoc Technical and Steering Committees.	5,000
Action 16: Establish the framework for a long-term, all-inclusive and multi-level institutional arrangement that coordinates the implementation of the Climate Change Education strategy.	25,000
Action 17: Arrange international experience sharing visit for the Steering and Technical Committee and curricula development experts.	25,000
Action 18: Develop a training programme for policy makers and educational planners to ensure climate change is a national priority agenda for development.	10,000
Action 19: Create consistency in terms of mandates and nomenclatures in the existing structures that clearly reflect the climate change sector, in addition to the forest and environmental protection units, at the federal level of the MoEFCC to sub-national levels, including regional, woreda and city administration structures.	10,000
Action 20: Hire national consultancy firm to engage with experts at the MoE to produce the framework document.	25,000
Action 21: Conduct national consultative workshop for all regions represented.	2,000
Action 22: Publish and disseminate the guidelines in 1,000 copies to federal and subnational level education sector offices.	1,000
Action 23: Hire national consultant to produce the framework document for primary schools (including translation in local languages, workshop facilitation, teachers' orientation for piloting and compiling inputs on piloting for material revision).	50,000
Action 24: Conduct national consultative workshop for endorsement of the source document.	20,000
Action 25: Duplication for pre-testing in 28 pilot schools.	1,789
Action 26: Orientation to teachers from 22 pilot areas.	23,320

Action 27: Design posters, translate in local languages for supplementary learning at primary level.	5,000
Action 28: Duplicate and disseminate to primary schools in all pilot localities.	20,000
Action 29: Hire national consultant to produce the framework document for primary schools (including translation in local languages, workshop facilitation, teachers' orientation for piloting and compiling inputs on piloting for material revision).	50,000
Action 30: Conduct national consultative workshop for endorsement of the source document.	20,000
Action 31: Duplication for pre-testing in 28 pilot schools.	1,789
Action 32: Orientation for teachers from 22 pilot areas.	23,320
Action 33: Design posters, translate in local languages for supplementary learning for secondary schools.	5,000
Action 34: Duplicate and disseminate to secondary schools in pilot localities.	20,000
Action 35: Hire training experts for material development and training facilitation.	10,000
Action 36: Conduct trainings on the Climate Change Education Strategy for teachers of primary and secondary schools.	20,000
Action 37: Provide financial and material support for co-curricular activities by students in primary, secondary and tertiary education.	11,000
Action 38: Workshop to rejuvenate existing environmental clubs to integrate climate change issues.	15,000
Action 39: Provide trainings support to environmental club members.	15,000
Action 40: Develop manuals for the clubs on resource mobilization, peer education and Climate Change Education initiatives.	10,000
Action 41: Conduct inter-regional experience sharing visits in support of Climate Change Education initiatives.	20,000
Action 42: Conduct feasibility study and design for Green Academy programme development.	100,000
Action 43: Implement Green Academy programme in pilot localities.	1,000,000
Action 44: Review the programme and facilitate for rolling-out/scaling-up beyond 2020.	50,000
Action 45: Facilitate establishment of network of educational institutions at all levels to strengthen vertical integration among schools/EIs.	10,000
Action 46: Strengthen linkage between educational institutions and communities for enhanced level of outreach services.	20,000
Action 47: Establish linkage between schools and key sectors for CRGE strategy implementation.	20,000
Action 48: Generate financial and material resources for financing this strategy with the active involvement of governmental, non-governmental, multilateral and bilateral agencies and development partner organizations, international and local NGOs, and private companies at all levels.	40,000
Action 49: Facilitate budget allocation by the government for in-school Climate Change Education initiatives for environment, forest and climate change clubs based on the experience of HIV/AIDS clubs that share 2% of school grants fund.	20,000
Action 50: Plan and implement partnership modality for joint and enhanced engagement of all stakeholders for Climate Change Education including UN agencies, donors, CSOs, the private sector and media to strengthen climate change education in schools.	40,000
Action 51: Monitoring and supervisions at local levels (monthly by principals, teachers, woreda offices of education & EPA for ongoing monitoring and supervision).	30,000
Action 52: Monitoring and supervisions at regional levels (bureaux of environment, BoE and BoFEDs for quarterly supervisions).	20,000
Action 53: Monitoring and supervisions at federal level (technical committee – quarterly).	30,000
Action 54: Stakeholders review workshop: twice at federal level.	30,000
Action 55: External evaluation and lessons documentation by independent consultant: mid-term and final evaluations.	60,000

NOTES

