"Designing in" Climate Change

Integrating climate change into country programming

December 2019

Background

Children are disproportionately affected by climate change, and especially those in disadvantaged situations. It is clear that climate change is already happening and that children are already suffering the consequences, particularly from increasing incidence and frequency of heat waves, droughts, floods and cyclones.

In 2016 UNICEF developed an introductory course on Children and Climate Change in collaboration with the One UN Climate Change Learning Partnership (UN CC:Learn). At that time few professionals working in child development felt that they adequately understood the impacts that climate change has on the expected results of country programming. This 3-hour course was widely distributed both within UNICEF and externally with more than 15,000 enrolments and 5,000 certificates of completion issued.

With recognition of the growing importance of climate change as one of the fundamental development issues of our time, UNICEF wishes to build on this introductory course with a new and more applied course focusing on good practices in integrating climate change into country programming.

The proposed new course will take advantage of subsequent advances in the design and delivery of distance-based learning products as well as key feedback on the effectiveness of the previous course. Some of the key issues raised included the importance of further improving the interactivity of the materials, packaging content into shorter modules that can be easily completed by busy professionals and providing content that is more tailored to UNICEF programming needs and realities. Relevant case studies were found to be particularly useful as well as interactive spaces to discuss content and share experiences after completion of the course.

Most significantly a survey of learning needs carried out 6 months after the launch of the course showed that 85% of respondents were ready for more advanced content and were prepared to dedicate (in some cases) considerable additional learning time from several days to several weeks.

Objective

Through the development of a more advanced distance-based learning package UNICEF aims to inspire increased climate change action among professionals engaged in country programming (international and local UNICEF staff, government officials and other stakeholders) through exposure to relevant good practices, practical exercises, and opportunities to share experience and ideas through accompanying webinars.

Outputs

The package could include the following elements:

1. **Assessment of learning needs**
   While the previous introductory course included detailed feedback on future learning needs we propose to carry out a further consultation with key UNICEF staff located in the EAPRO and ROSA regions, as further directed by UNICEF. This would be delivered through a short questionnaire and follow up call with 10-15 individuals. The assessment will establish basic competency levels and learning needs, feeding directly into the development of the course learning objectives. It will be supplemented by an upfront 'intent to use' survey designed to support assessment of downstream course impact.

2. **An e-learning module to be co-delivered on the UN CC:Learn and UNICEF Learning Management Systems**

The UN CC:Learn Learning Management System (LMS) has grown considerably in recent years providing a community of more than 250,000 users worldwide. Certificate issuance is at an all-time high with more than 25,000 issuances in 2019 alone from all Parties to the UNFCCC. The proposed new UNICEF course will therefore benefit both from the UNICEF internal training platform with a specific focus on programme staff at country level, as well as the wider universe of engaged development professionals through the UN CC:Learn LMS. This means that the proposed course will need to have appeal both internally and externally.

A key implication for the proposed course will be that it does not over emphasise internal programming procedures while ensuring that a sufficient discussion of programming realities and needs is included. The course will be added as a specialized module on the UN CC:Learn platform and will be composed of 8-10 self-standing sections, each taking 15 to 20 minutes to complete. Each section would include an interactive lesson with case studies, videos, external links to other resources, and exercises. Three to four dedicated quizzes would need to be completed in order to receive a certificate of completion.

Thematically the course will make an explicit link to the previous course which was inspired by the 2015 UNICEF publication "Unless we act now". It will cover the following structure and narrative:

Why climate change matters for UNICEF (1 x 15 mins)
- What UNICEF is already saying (e.g., State of the World's Children 2019 links climate change to nutrition in Bangladesh)
- Key messages drawn from the previous course (micro learning based exercise) based on its 4 learning objectives
- How climate change is advancing as a policy priority in UNICEF (summary of past 5 years) and where regional-level progress is being made

Stimulating engagement and ideas (6 x 15 mins)
- Existing UNICEF champions and their stories (2 video-based, to be selected by UNICEF)
- Key focus areas (one of the two to be selected by UNICEF):
  - Option A focus areas to include: nutrition and stunting ; WASH ; formal education ; getting ready for the jobs market
  - Option B focus areas to include: climate smart health systems, climate smart education systems, climate smart nutrition services, climate resilient WASH, social protection and climate change, child rights to a healthy environment
- UNICEF to provide definitive guidance based on a selection of 3-4 topics

Understanding the means of implementation (2 x 15 mins)
- How climate change is being tackled politically and through finance, technology and capacity building
- Examples of increasing ambition drawn from within the UN family and other partners

What to do next (2 x 15 mins)
- Knowledge reinforcing exercise linking climate change to UNICEF standard country programming tools covering 2-3 thematic areas
- Sign up for a webinar (3 choices) and prepare your questions.

Participants that complete the new course on "Designing In Climate Change" will receive a UNITAR or an Agora certificate of completion (co-signed by UNITAR), depending on the LMS, with both the UN CC:Learn and UNICEF logos. The module would be advertised through the UN CC:Learn website (50,000 hits annually) and social media. To increase visibility, it would be

important to also have a high-profile link on the UNICEF website and feature the course on Facebook/Twitter accounts.

3. **A webinar series on integrating climate change into country programming**
   In order to reinforce new knowledge acquired through the online course, and to promote interaction between learners, UNITAR proposes that the course should be linked to a webinar series to be implemented in the 6 months following launch of the course. Adult learning tends to lead to action when it is combined with social interaction. The aim would be to inspire participants to think about what the issue of climate change and children means for the programmes and projects they are working on. Webinars could be kicked-off with a round of reflections on the course followed by a relevant case study that has effectively addressed the link between climate change and children presented by a UNICEF champion. Moderated discussion would follow concluding with key points for reporting and sharing through online communities.

   Participants will be expected to have completed the e-course in advance. The webinars will be managed through a voluntary sign up page linked to course completion with topic selection to be made and agreed with UNICEF at this point. The organisation of the series will be led by UNICEF featuring UNICEF internal champions. UNITAR will provide a supporting role through design of an interactive agenda, moderation and reporting, as well as hosting, as necessary.

4. **Evaluation of cost efficiency, effectiveness and impact**
   As a standard procedure UNITAR gathers evaluation data on the following aspects:
   - The relevance of the course: i.e. whether it met the needs and expectations of participants;
   - The effectiveness of the course: i.e. whether it enabled participants to achieve the learning objectives;
   - The cost efficiency of the course: i.e. total costs/number of certificates of completion issued;
   - The impact of the course: i.e. measurement of actual way in which course content has been applied against pre-course assessment of 'intent to use'. This process will be built into course delivery providing a state-of-the-art feature for online training.

Activities

1. **Assessment of learning needs**
   - Development of questionnaire linked to key competencies
   - Follow-up 30-minute calls with individuals to be identified by UNICEF
   - Design of intent to use survey (to be integrated into course design)

2. **E-learning course on integration of climate change into programming**
   - Technical read through of relevant background documentation;
   - FIRST Review and Agreement with UNICEF team on learning objectives and structure of the course;
   - Development of assessment questions in line with the learning objectives;
   - Development of full course outline and visual identity in PowerPoint;
   - SECOND Review and Agreement with UNICEF team on outline and visual identity;
   - Filming of 2 short videos (5-7 mins) of UNICEF climate change good practices;
   - THIRD Review and Agreement with UNICEF of full PPT version
   - Implementation of interactive version in Articulate Storyline/RISE and pilot testing with a restricted audience composed of pre-selected UNICEF staff;
   - FINAL Review and Agreement with UNICEF on final interactive version of the course;

- Recording of voice-over in English;
- Launch of the module on the UN CC:e-Learn platform and advertisement through social media.

3. **Webinar series**
   - Development of draft concept/agenda for each webinar;
   - Review of draft note by the UNICEF team and finalization based on feedback received;
   - Identification of UNICEF champions, technical experts;
   - Technical preparation (software/platform to be determined) as well as integration in the e-course design;
   - Webinar implementation (maximum 3 events) and reporting.

4. **Evaluation of efficiency, effectiveness and impact**
   - Gathering and analysis of evaluation data;
   - Drafting of note on opportunities for future learning actions.

Design specification

Access	Open and by invitation (webinar option)
Cost	Free
Language	English
Schedule	Self-paced
Evaluation level	Intermediary
Interaction between peers	Interaction via additional webinars
Target audience	Development professionals engaged in UNICEF programming including UNICEF staff, government officials and UNICEF partner organisations
Content	South Asia specific with additional content from other regions
Learning techniques	Micro-learning ; video based ; voice over ; practical exercises, quizzes, intent to use survey, webinars
Completion time	2-3 hours (self-paced) Additional 90 mins per webinar
Host	UN CC:Learn platform UNICEF internal Learning Management System

Indicative timeline

A final draft version of the course would be ready by end of Aug 2020. This would be made available for pilot testing during the months of July and August 2020. Three follow up webinars would be delivered from Sept to Nov with final evaluation completed by the end of 2020.

Activity	Feb	Mar	Apr	May	June	July	Aug	Sept-Nov
Needs								
Course devt								
First review		*						
Second review				**				
Final review						***		

Course launch								
Webinars (x3)								
Post evaluation								

Role of UNICEF

UNICEF agrees to provide technical oversight and support to UNITAR both in the development and pre-testing of the e-learning module as well as in the organisation and delivery of the proposed webinars. This will be achieved through the identification of a focal point within UNICEF able to provide a minimum of 3 days per month in support time. Key recent policy documents on climate change and broader corporate policies will be provided, as well as detailed information on UNICEF country programming procedures and best practices. Three to five UNICEF champions will be identified by UNICEF and introduced to UNITAR. All participants in the webinars will be identified and individually invited by UNICEF. UNICEF will liaise with the UN CC:Learn communications team to advertise the module broadly.