# UN CC:Learn

The One UN Climate Change Learning Partnership

# GUIDANCE NOTE

## For Developing a National Climate Change Learning Strategy

Strengthening Human Resources and Skills to Advance Nationally Determined Contributions (NDCs) and National Adaptation Plans (NAPs)

# About UN CC:Learn

**The UN CC:Learn** initiative was started in 2009 as a collaboration of UN agencies committed to supporting and contributing to effective, results-oriented and sustainable learning to address climate change and related development challenges. After a 2011-2013 pilot phase, UN CC:Learn completed a 2014-2017 implementation phase. A further 2017-2020 implementation phase was launched in September 2017.

**At the global level,** the partnership supports knowledge-sharing and the dissemination of common climate change learning materials. It also coordinates training interventions through the collaboration of UN agencies and other partners, contributing to a growing critical mass of professionals and individuals with the necessary understanding of the basics of climate change to inform their decisions and take effective action.

**At the national level**, UN CC:Learn supports countries in addressing learning priorities relevant to their Nationally Determined Contributions (NDCs) and National Adaptation Plans (NAPs), through the development and implementation of climate change learning strategies, in collaboration with national education and training institutions. UN CC:Learn is currently active in 30 countries.

Funding for UN CC:Learn is provided by the Swiss Government, UN partners and national partners. The UN CC:Learn Secretariat is hosted by the UN Institute for Training and Research (UNITAR).

Think, Learn, Act Climate

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# 1. Introduction

**Effectively addressing climate change at the national level is one of the foremost responsibilities of governments around the world today.** Nations must rapidly steer their development pathways towards a low-carbon future, while putting in place safeguards to build resilience and protect citizens from the impacts of climate change.

**The transition to green, low emission and climate resilient development requires unprecedented levels of awareness, knowledge and skills to adopt new systems, transform existing ones, and knowledgeably respond to the changing and challenging future landscape.** However, thousands of policy makers, managers and technical experts face the daily challenge of developing their knowledge and fulfilling the broader competencies of the institutions and governments in which they work, while the general public struggles to understand and prepare for a changing and uncertain future.

**Although increasingly aware of the challenges and the opportunities posed by climate change, countries still lack sufficient organizational and management skills to prepare their executives and professional staff for decision-making under increasing uncertainty.** In many cases, knowledge, approaches and tools are available while the capacities and institutional structures necessary to put them in to effect are not.

**Capacity assessments in all UN CC:Learn countries confirm that human resource and skills gaps constitute a major bottleneck to effectively addressing climate change.** Many organizations support skills development in various ways, but initiatives tend to be project-oriented and short-term. Assessments also indicate that where training does take place, new knowledge and skills are often not applied on the job.

**Effective implementation of the Nationally Determined Contributions (NDCs) arising from the Paris Agreement, beginning in 2020, will require strengthened capacity and clear, comprehensive learning systems to ensure knowledge and skills at all levels of society in all affected sectors nationwide.** Considering the society and economy-wide implications of climate change, complying with these commitments will need increased knowledge and capacity of the NDCs themselves, as well as other related climate policies.

**The development and implementation of National Adaptation Plans (NAPs), which is just beginning for many developing countries, are important policy processes that similarly require significant capacity development.** The identification of vulnerabilities and gaps with the corresponding development of strategic responses is in itself a challenge for many governments.

Overcoming the myriad challenges associated with climate change learning requires a systematic, long-term and programmatic effort. A results-oriented approach to learning that links individual skills development to broader organizational objectives offers a solution.

The education sector plays a central role in building the necessary human capacities for a green, climate-resilient transition. The national education system is a powerful medium for ensuring that future generations are climate literate, while also helping to 're-educate' current generations.

> **MAIN CHALLENGES:**
>
> • **Human Capacity**
>
> • **Financial Resources**
>
> • **Institutional Constraints**
>
> • **Application of Knowledge**

This Guidance Note provides recommendations for countries interested in taking a strategic approach to climate change learning and skills development to contribute to the achievement of their national climate change objectives. In particular, it lays out the process of developing a National Strategy to Strengthen Human Resources and Skills to Advance the Nationally Determined Contribution (NDC) and the National Adaptation Plan (NAP) – or, in short, "National Climate Change Learning Strategy" - through cross-sectoral and multi-stakeholder collaboration, and with engagement of national education and training institutions.

The first edition of this Guidance Note was developed as part of the UN CC:Learn pilot implementation phase (2011-2013) and updated as part of the 2017-2020 implementation phase, with valuable input from members of the UN CC:Learn Steering Group, international experts and discussions at several international and regional meetings/workshops. The Note builds on the experiences of nine national projects and a regional programme aimed at strengthening human resource capacities and skills to address climate change[1]. Evidence has shown that the fundamental approach of UN CC:Learn remains very relevant.

[1] UN CC:Learn national projects have been supporting Benin, Burkina Faso, the Dominican Republic, Ethiopia, Ghana, Indonesia, Malawi, Niger and Uganda. The UN CC:Learn regional programme in Central America involves the eight members of the Central American Integration System (SICA).

## 1.1 Target Audience of the Guidance Note

This Guidance Note stems from the UNFCCC Doha Work Programme on climate change education, training and public awareness-raising, which mandates States to prepare a national strategy on Article 6 of the Convention, as well as requests from more than 40 countries interested in developing a National Climate Change Learning Strategy.

**Potential users include:**

- Decision-makers in governments interested in supporting and benefiting from the process of developing a National Climate Change Learning Strategy;

- Technical staff in Ministries or other institutions responsible for organizing the process of developing a National Climate Change Learning Strategy;

- National NDC and NAP focal points;

- Representatives of education and training institutions as well as non-governmental organizations and women's groups involved in the development and implementation of a National Climate Change Learning Strategy;

- Representatives of the private sector (e.g. employers' organizations and trade unions);

- Interested citizens;

## 1.2 Overview of the Guidance Note

### Why Develop a Climate Change Learning Strategy?

This section presents a conceptual framework for the development of a National Climate Change Learning Strategy.

### Designing a Climate Change Learning Strategy

This section explains the process of developing a National Climate Change Learning Strategy.

### Practical Guide

This section suggests specific activities, including logistical and organizational considerations, that can facilitate the development of a National Climate Change Learning Strategy.

### Planning and Implementation Resources

This section includes recommendations that can help to bolster the effectiveness of each countries' National Climate Change Learning Strategy.

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

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

## 1.3    Global Context for National Learning Strategy Development

A variety of key global agreements recognize the crucial importance of education and training to address the greatest challenges of our eras. Climate change, development and education frameworks all underline these tools as fundamental to effective action and the necessary transformations that will enable countries to develop sustainably. Initiatives in these areas can provide useful context for the development and implementation of a National Climate Change Learning Strategy.

**1992 – The United Nations Framework Convention on Climate Change (UNFCCC) is the umbrella agreement under which 197 nations discuss and cooperate globally to address climate change**. Article 6 of the UNFCCC on Education, Training and Public Awareness calls on governments to develop and implement education and training programmes, including the strengthening of national institutions, training of scientific, technical and managerial personnel, as well as implementing public awareness programmes on climate change and its effects. The Conference of the Parties (COPs) to the UNFCCC established a National Adaptation Plan (NAP) process to promote climate change adaptation in 2011 and adopted a Gender Action Plan in 2017.

**2005 – The Paris Declaration on Aid Effectiveness** lays out a practical, action-oriented roadmap to improve the quality of aid and its impact on development. The Accra Agenda for Action was adopted in 2008 to strengthen and deepen implementation of the Paris Declaration.

**2005 – The Decade of Education for Sustainable Development (2005-2014)**, declared by the United Nations General Assembly in December 2002 and led by the United Nations Educational, Scientific and Cultural Organization (UNESCO), promoted the dissemination of the knowledge and values needed for a sustainable future.

**2011 – The UNFCCC Durban Forum on Capacity Building** was established under the UNFCCC to monitor and review the effectiveness of capacity-building.

**2012-2020 – The Doha work programme on Article 6 of the UNFCCC** recognizes the "importance of taking a long-term, strategic and country-driven approach to education, training and skills development", and invites Parties to "prepare a national strategy on Article 6 of the Convention". It also requests the Subsidiary Body of Implementation (SBI) to organize an annual in-session Dialogue on Article 6 of the Convention to enhance work in this area.

**2014 – The Lima Ministerial Declaration on Education and Awareness-Raising** adopted at COP20 of the UNFCCC encourages "governments to develop education strategies that incorporate the issue of climate change in curricula and to include awareness-raising on climate change in the design and implementation of national development and climate change strategies and policies in line with their national priorities and competencies."

**2014 - The Global Action Programme on Education for Sustainable Development (ESD)**, endorsed by the UNESCO General Conference as a follow up to the Decade of Education for Sustainable Development (2005-2014), aims to promote and scale-up ESD for the promotion of a sustainable future.

**2015 - The 2030 Agenda for Sustainable Development** includes a comprehensive action plan to end poverty, address inequality and promote environmental sustainability through 17 integrated Sustainable Development Goals (SDGs), with SDG13 focusing on taking action to address climate change, SDG4 on promoting quality education and SDG5 on achieving gender equality.

**2015 – The Addis Ababa Action Agenda** provides a global financing framework supporting the implementation of the 2030 Agenda for Sustainable Development.

**2015 – The Paris Agreement** marked a turning point, with developed and developing countries committing to reducing greenhouse gas (GHG) emissions to keep global warming well below 2°C, compared to pre-industrial levels. Nationally Determined Contributions (NDCs) are the agreed plans to achieve this objective within a transparent monitoring regime. Articles 6 of the UNFCCC and 12 of the Paris Agreement work in concert as the Action for Climate Empowerment (ACE) Agenda, addressing education and training in support of the global climate agenda.

**The Paris Committee on Capacity-building (PCCB)** addresses gaps in implementing capacity-building in developing countries while enhancing relevant efforts and coordinating action.

**2015-2030 - The Sendai Framework for Disaster Risk Reduction** is a non-binding 15-year agreement which aims to reduce risks of and losses from disasters.

**2018 - Decision on ways of enhancing the implementation of education, training, public awareness, public participation and public access to information so as to enhance actions under the Paris Agreement**. The first ACE Decision under the Paris Agreement Work Programme, it "encourages Parties to continue to promote the systematic integration of gender sensitive and participatory education, training, public awareness... into all mitigation and adaptation activities implemented under the Convention, as well as under the Paris Agreement, as appropriate, including into the processes of designing and implementing their nationally determined contributions, national adaptation plans, long-term low greenhouse gas emission development strategies and climate policies".

# 2. WHY DEVELOP A CLIMATE CHANGE LEARNING STRATEGY?

## 2.1    What is a National Climate Change Learning Strategy?

A National Climate Change Learning Strategy is a powerful tool to support the implementation of NDCs and NAPs, as well as other relevant plans addressing climate change. Given the linkages between climate change and development, it also contributes to the achievement of the SDGs.

A National Climate Change Learning Strategy systematically examines and identifies critical learning and skills development needs in key climate-related sectors, including agriculture, energy, finance, forestry, health, industry, labour, mining, tourism, transport and water, as highlighted in a country's NDC and NAP. It also addresses challenges to existing training and educational systems in order to increase learning opportunities and reach all relevant stakeholders.

Based on an assessment of learning needs and existing capacities to deliver learning, the Strategy defines a number of specific actions for the short, medium and long-term that are most appropriate to the national context. Such actions include, for example, the organization of specialized courses across sectors to prepare vulnerability assessments, or skills development activities to prepare proposals under existing or new international climate change funding regimes. The Strategy also includes actions that require more strategic planning and institutional transformation aligned with the country's NDC and NAP, such as the design of a sectoral skills development strategy.

## 2.2    Linking Individual with Institutional Capacity Development

Capacity development is the process through which individuals, organizations and societies obtain, strengthen and maintain the abilities to set and achieve their own development over time (UNDP 2009)[2] . Capacity development does not always require new capacities, but may involve the redeployment of existing capacities, or application of dormant ones. Each country starts from a unique baseline that indicates how capacity development interventions will contribute to achieving national and sub-national policy objectives and priorities. Three principle categories of capacity exist in any country: systemic, institutional and individual (see box 2.1).

[2]UNDP (2009). Capacity Development: A UNDP Primer, http://www.undp.org/content/undp/en/home/ourwork/capacitybuilding/overview/

**Box: 2.1 Capacity Development**

**Systemic Level**

At the systemic level, capacity development is concerned with the creation of "enabling environments", i.e. the overall policy, economic, regulatory and accountability frameworks within which institutions and individuals operate. In the context of climate change learning, the overall capacity of the education and training system to deliver quality learning to all parts of society plays a critical role in the effectiveness of climate change learning initiatives. For example, if a country has low school enrolment rates, weak quality standards for education and training, and struggles with linking learning content to labour market needs, this will have consequences for any initiative aimed at developing human resource capacities, be it in the area of climate change or any other subject.

**Institutional Level**

Capacity development at this level focuses on organizational performance and functioning capabilities, as well as the ability of an institution to adapt to change. It aims at developing the institution as a whole, including its constituent individuals and groups, as well as its relationship with other sectors and institutions. In the context of climate change learning, institutional capacity development mainly aims to strengthen technical and functional capacities of institutions that are offering or have the potential to offer relevant learning activities. This might include schools, teacher training institutions, universities, training centres for continuous learning, the media, NGOs, etc. It can also include institutions that coordinate climate change learning activities or provide relevant resources.

**Individual Level**

At the individual level, capacity development refers to the process of changing understanding and behaviours, most frequently by imparting knowledge and developing skills through education and training. It also involves learning by doing, participation and processes associated with increasing performance through improvements in management, motivation, and levels of accountability and responsibility. In the context of climate change learning, individual capacity development aims at changing attitudes towards adopting more climate-responsible behaviours and at developing specific professional skills needed at the political and technical levels.

National Climate Change Learning Strategies aim to ensure that in the long run climate change learning can be delivered through national institutions. The Strategies therefore focus on capacity development at the individual and the institutional levels. They seek to link (1) capacity development to strengthen learning institutions with (2) specific learning activities to develop skills of individuals and vice versa. For example, a curriculum review to integrate climate change into secondary education would need to be accompanied by training programmes for teachers. Exploring linkages between individual and institutional capacity development helps to ensure that individual learning and skills development activities are connected to and help to achieve broader objectives.

## 2.3    Objectives of a Climate Change Learning Strategy

While in many countries a range of related capacity development activities are already being implemented, a National Climate Change Learning Strategy offers a more systematic approach. It enables countries to take stock of existing initiatives, identify gaps and prioritize actions.

**Specific objectives of a Learning Strategy may include:**

1. Assessing existing human resource capacities and skills in key sectors identified in NAPs, NDCs or other relevant plans addressing climate change;

2. Prioritizing actions to enhance climate change learning and strengthen national education and training systems;

3. Ensuring that climate change learning helps to achieve national climate change objectives, for example as set out in the NDCs/NAPs;

4. Augmenting mobilization of resources for training and skills development from national budgets and external sources;

5. Supporting the creation of a sustainable and gender-balanced human resource base able to address climate change in a sustainable manner.

## 2.4 Suggested Principles for Developing a Climate Change Learning Strategy

The following suggested guiding principles for the development of a Climate Change Learning Strategy are based on the UN CC:Learn experience. Each country should consider and tailor these principles or others to their national context.

### Integrating Climate Change Learning within National and Sectoral Planning, Including NDCs and NAPs

Climate change is a cross-sectoral issue that requires an integrated response across government. Engagement of sectoral line Ministries in the Strategy development process is therefore of key importance. It is also critical that Climate Change Learning Strategies are clearly linked to National Development Plans and other relevant policy frameworks to ensure that learning contributes to achieving national climate change priorities. For example, many countries have agreed NDCs and National Adaptation Roadmaps. Both provide a basis for strengthening human capacities for climate change and act as a key entry point for UN CC:Learn support.

### Integrating Learning into Project and Programme Design

A strategic approach to climate change learning does not only demand creating brand new projects or exclusively training oriented activities. On the contrary, mainstreaming climate change learning into existing projects and programmes can often be an effective entry point in areas with significant financial and human resources limitations.

### Achieving Multi-Sectoral and Multi-Stakeholder Collaboration

The process of developing a Strategy should bring together relevant actors from government, civil society, the private sector (including employers' organizations and trade unions), national education and training institutions, as well as UN agencies and other development partners. A multi-sectoral and multi-stakeholder dialogue helps to gather relevant information and increases ownership. It also helps to catalyse collaboration beyond the Strategy development process and strengthen implementation.

### Incorporating Gender Considerations

A gender-sensitive approach pays attention to gender differences in the effects and experiences of climate change within a country. Taking into account gender considerations, such as the representation of women and men, as well as their roles, responsibilities, knowledge and skills, in Strategy development and implementation will result in more inclusive processes, enhanced climate action and increased equality.

### Responding to Labour Market Needs

The transition to a low-emission and climate-resilient economy affects skills needs in different ways. There will be decreased demand for some jobs (e.g. in the production and use of fossil fuels) and increased demand for others (e.g. in the area of public transport). Retraining for new green jobs opportunities is therefore crucial to ease the transition to a climate-resilient economy and to avoid high social and economic costs of restructuring. Strategies should consider existing and future trends, and support effective skills development in line with changing labour markets.

### Strengthening Existing Education and Training Systems

The work of a trainer is never over. In order to ensure that in the long run a country can continue to meet its climate change learning needs through domestic means, it is important to strengthen the capacity of the national education and training systems. It is therefore recommended that the National Learning Strategy includes actions to develop the capacities of national education and training institutions, and advance national curricula and related policy reform.

### Fostering Results

An important dimension of a Climate Change Learning Strategy is to make sure that capacity development activities are followed by concrete results and development changes. It is therefore essential to establish at the beginning of the Strategy development process the baseline situation (what human capacities and skills exist?), define specific objectives and targets (where do we want to go?), and agree on a monitoring and evaluation framework for the Strategy (how will we proceed?).

### Ensuring Sustainability

In order to ensure sustainability, the Strategy development process is as important as its outcome. A country-driven and participatory process helps to foster ownership and to create long-term support for Strategy implementation. Sustainable Strategy implementation also requires the definition of a robust implementation framework, including clear responsibilities for coordinating and implementing different actions and resource mobilization. Aligning coordination and finance arrangements with existing national mechanisms helps to ensure that arrangements remain functional in the medium and long-term.

### Starting and Strengthening

An iterative learning strategy is one which begins with available resources and support, and builds on its successes towards a more comprehensive and robust system. Considering the complexities of climate change and the myriad actors, decision-making processes, sectors and uncertainties involved, no system is all-inclusive or perfect from the start.

# 3. DESIGNING A CLIMATE CHANGE LEARNING STRATEGY

The following recommendations offer a map for initiating and developing a Climate Change Learning Strategy. The steps, summarized in graph 3.1, are suggestions for consideration, discussion, further development and adoption according to what works best in each country context. Countries are encouraged to incorporate cultural, social, economic and other pertinent considerations as they shape the process to their needs.

**GRAPH 3.1 Process of Developing a Climate Change Learning Strategy**



**STEP 1:  Stakeholder Analysis**

Identify key stakeholders

**STEP 2:  Background Report**

Identify existing climate change priorities and initiatives

**STEP 3:  Vision and Strategic Priorities**

Develop a vision and strategic priorities

**STEP 4:  Assessment of Learning Needs and Institutional Capacity**

Assess learning needs and institutional capacities to deliver learning

**STEP 5:  Creating a Learning Action Plan**

For each strategic priority area define and prioritize a number of actions

**STEP 6:  Defining an Implementation Framework**

Define an implementation framework

**STEP 7:  Monitoring and Evaluation**

Define a monitoring and evaluation framework

## 3.1 STEP 1: Stakeholder Analysis

Involving key stakeholders early in the Strategy process is important in strengthening the effectiveness of implementation down the road. To ensure that key actors within and outside of government know about and have the opportunity to contribute to the Strategy, a Stakeholder Analysis should be prepared early-on in the process. The analysis identifies relevant institutions and organizations, and briefly lists their climate change initiatives, programmes and activities relevant to (or requiring) capacity development. It could also indicate the potential interest of different organizations in capacity development (i.e. recipient of training, delivery of learning activities, etc.), as an input to the systematic capacity assessment which will take place later in the process (see section 3.4).

**National actors to take into account include:**

**National climate change institutions:** The development of the Strategy is usually led by the national institution which has the mandate to coordinate climate change actions in the country. In some countries, this responsibility will belong to a special climate change council/committee and in others to a specific Ministry, e.g. the Environment Ministry.

**Finance and Planning Authorities:** The Planning Ministry plays a central role in linking the Strategy to broader planning processes. It can also provide guidance with regards to templates or standards for developing national strategy documents. The Finance Ministry can facilitate the integration of Strategy implementation activities into the national budget.

**Education Ministry:** The Ministry of Education plays a central role in the Strategy development process. It can provide background information concerning the functioning of the national learning system and can offer technical expertise when it comes to developing educational strategies. The Ministry of Education also plays a key role in leading the Strategy implementation in the general education sector.

**Education and training institutions:** Learning institutions are important interlocutors in understanding the current landscape of climate change learning activities. They are key partners in terms of putting actions identified through the Strategy into practice.

**Sectoral Ministries** related to fostering a green economy and climate resilience: During the Strategy development process, sectoral Ministries (e.g. labour, agriculture, forestry, water, tourism, women and social protection, etc.) can provide relevant information about climate change priorities and learning needs in their respective sectors. In terms of Strategy implementation, sectoral Ministries are expected to take the lead in integrating climate change learning into their existing programmes and initiatives.

**Sub-national and local governments:** The community and local dimension is crucial in ensuring that actions defined in the Strategy reach the most vulnerable areas and groups. In many cases, the implementation of climate change learning programmes can be more effective with a bottom-up approach.

**NGOs/CSOs, grassroots and faith-based organizations:** In many countries, NGOs have been the pioneers in climate change training programmes and can provide useful input to design effective programmes with innovative methodologies. Similarly, many faith-based organizations have a recognized track record in raising public awareness and can play a key role in bringing climate change issues to people's attention. Engagement of grassroots organizations, such as women's groups, farmers' organizations, indigenous peoples' groups and others, may lead to the identification of informal education activities, such as knowledge-sharing between communities and farmer-to-farmer visits.

**Business associations, private sector networks and trade unions:** The fostering of a green and climate-resilient economy demands deep and far reaching transformations in all sectors of society. The private sector, as a key agent for change, should be involved in defining training and educational needs for a future workforce with the necessary skills to drive the green transition.

**Media**: Journalists and social communicators not only play a role in providing visibility of the Climate Change Learning Strategy process and its implementation. The media sector itself is a key player in raising public awareness on climate change and in promoting resilient and low carbon behaviour.

**Development partners** (including UN organizations and UN Country Teams; multi-lateral and regional development banks; bilateral partners): Early-on engagement with development partners helps to ensure linkages between the Strategy and existing development projects. It also allows exploring the possible interest of development partners in supporting implementation activities. In the context of NDCs and NAPs, it will be important to identify any relevant groupings that may have been established by the government. In many cases, donor-funded support projects could also provide a useful platform or an entry point for engagement.

Depending on each country, there may be additional stakeholders. NDCs and NAPs, as well as National Communications developed for the UNFCCC, are a great starting point for identifying key sectors, groups and institutions. A template for Stakeholder Analysis is provided in Annex 1.
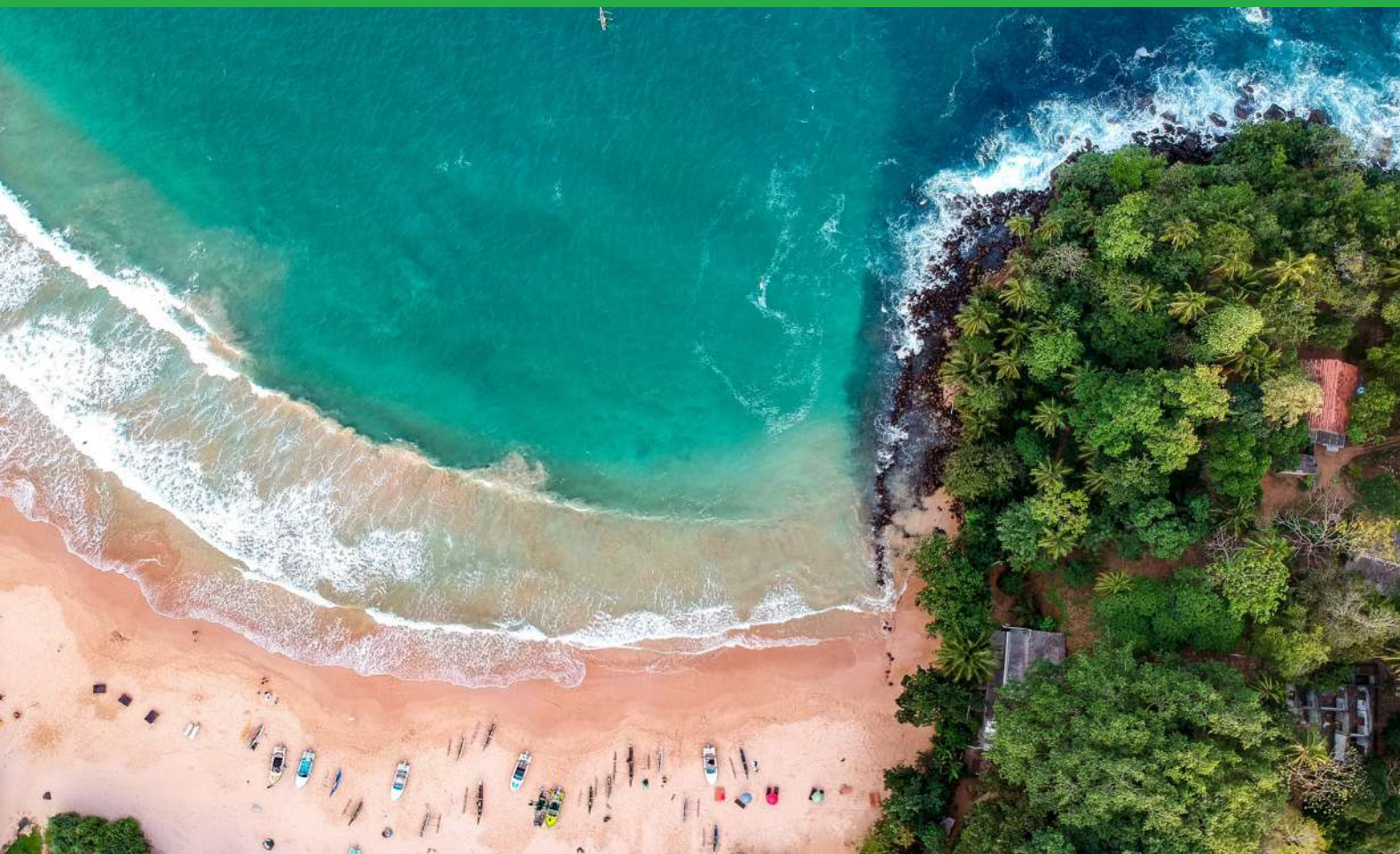
## 3.2    STEP 2: Background Report

A National Climate Change Learning Strategy should build upon and support existing educational, climate change, and development policies and programmes, thus fostering green growth and sustainable development.

An important step in designing a new policy is to collect and catalogue all relevant related national policies and initiatives, and to carry out an initial analysis of their content and potential interlinkages with the Strategy.

### 3.2.1    Climate Policies and Processes: Nationally Determined Contributions (NDCs) and National Action Plans (NAPs)

The Paris Agreement requires all Parties to commit to their best efforts towards achieving the aims of the Paris Agreement through the development and public submission of their **Nationally Determined Contributions (NDCs)**[3] .These are promises by each country on how they will respond, as a nation, by taking measures to reduce emissions and adapt to the impacts of climate change.

All Parties are required to update their NDCs periodically and report regularly (every five years) on their emissions and implementation efforts. While the formats for first iteration of NDCs presented in Paris in 2015 varied widely from country to country, Parties to the Paris Agreement have defined a Rulebook for NDCs at the Katowice COP in 2018[4] , which includes guidelines for the next version of NDCs due in 2020 and subsequent ones.

> **NDC Linkages** – National Climate Change Learning Strategies can provide targeted support to institutions involved in NDC design and implementation. It is key to identify and consult with these institutions to discuss human capacity development needs within key organizations, as well as in each sector where NDCs are to be implemented.
>
> Many NDCs already mention the need for capacity building, also few elaborate on how this could be done. Referring specifically to National Climate Change Learning Strategies could help to resolve this in future NDC iterations.

[3]See Article 4, Paragraph 2 of the Paris Agreement (2015): https://unfccc.int/sites/default/files/english_paris_agreement.pdf

[4]Source: WRI (2018). COP24 Climate Change Package Brings Paris Agreement to Life: https://www.wri.org/blog/2018/12/cop24-climate-change-package-brings-paris-agreement-life

**TIPS:** <u>The NDC Climate Toolbox</u> is a searchable database of tools, guidance and advisory support to help countries implement their NDCs.

In addition to the NDC, the National Adaptation Plan (NAP) is a policy tool for countries to carry out comprehensive medium and long-term climate adaptation planning. It is a process that builds on each country's existing adaptation activities, in particular their National Adaptation Progammes of Action (NAPAs), and helps integrate climate change into national decision-making. The NAP process, decided by the Parties to the UNFCCC at the Durban COP in 2011, outlines four flexible planning elements:

**1. Laying the groundwork and addressing gaps;**

**2. Preparatory elements;**

**3. Implementation strategies;**

**4. Reporting, monitoring and review.**

This process can support the achievement of the adaptation goals included in the NDC (CDKN 2016).

**TIPS:** The UNFCCC and UNDP both have guidance for LDCs on The National Adaptation Plan Process (2012) that is useful for anyone interested in understanding **NAPs.** The UNFCCC Technical Guidelines are available in all UN languages

**NAP Linkages -** When designing your National Climate Change Learning Strategy, it is important to determine if your country already has a NAP process underway or is in the development stage. If under development, discuss with the National Climate Focal Point for the UNFCCC who is designing or who will design the NAP. Consult with the designers and implementers of the NAP on what knowledge and skills support they need to design, implement and monitor the NAP process. Build this input into your Strategy.

In addition to NDCs and NAPs, an initial identification and review of other climate change policy priorities and initiatives could include, inter alia:

- **Relevant components of National Development Plans and other overarching policy frameworks;**

- **National climate change, disaster risk management, environmental protection and green development policies, strategies, priorities and objectives;**

- **Relevant legal and institutional frameworks, including coordinating mechanisms. For example, national and subnational councils or commissions on climate change or disaster risk management;**

- **Existing and planned climate change-related projects and programmes;**

- **Other capacity development and training initiatives to strengthen climate change competencies while considering the gender perspectives.**

**Box 3.1: Linking the Learning Strategy to National Climate Change Objectives**

During the 2014-2017 implementation phase of UN CC:Learn, the starting point of the National Climate Change Learning Strategy of Burkina Faso was the country's pre-existing National Adaptation Plan (NAP), while in Ghana the Strategy is considered a tool to implement the country's National Climate Change Policy and Nationally Determined Contribution (NDC). Other partner countries similarly tied the National Learning Strategy to broader climate change policies and efforts.
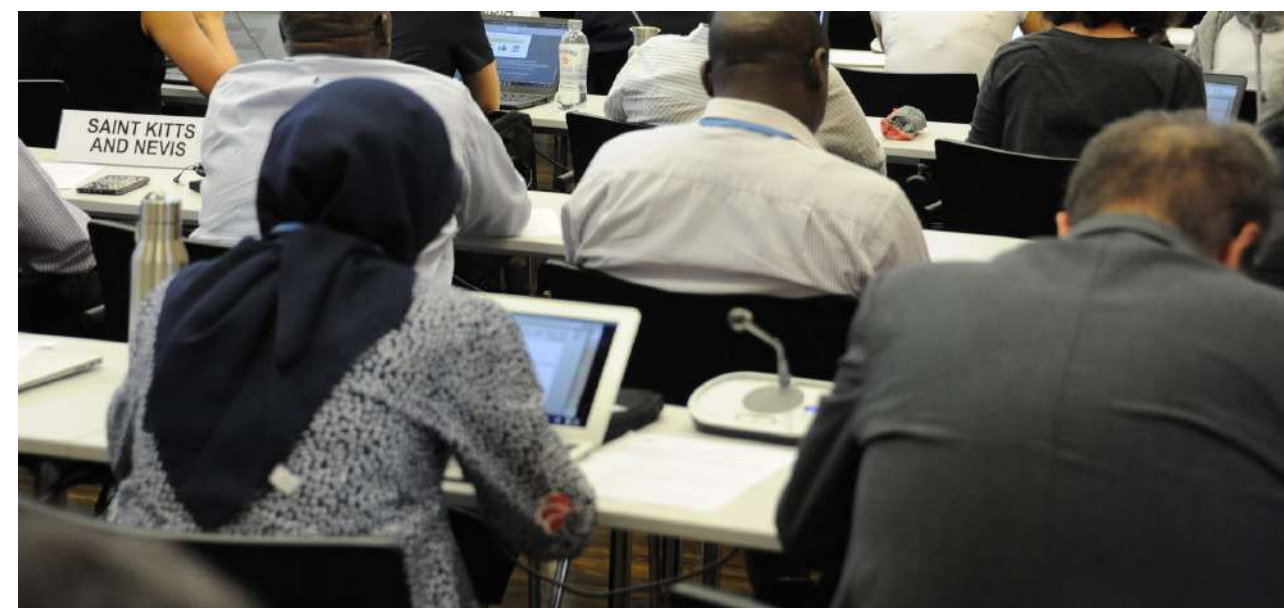
### 3.2.2 Education and Capacity-Building Policies and Priorities

An initial review of education and training policy priorities and initiatives could include, inter alia:

• National policies to strengthen education and training institutions;

• National and sectoral skills development strategies;

• Environmental education plans, both formal and informal;

• Relevant legal and institutional frameworks, including national curricula and processes for their review;

• Other capacity development initiatives to strengthen education and training institutions.

Aggregated, the above information would allow the preparation of a **Background Report on National Policy Priorities, Initiatives and Institutions Relevant for Climate Change Capacity Development.** The report would provide important input for the chapter of the National Climate Change Learning Strategy which summarizes relevant policies, institutions and major initiatives (see par. 3.8).

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**Box 3.2: Understanding the National Education and Training System**

A key objective of the National Climate Change Learning Strategy is to strengthen national education and training institutions and to foster linkages between them and the climate change community. It is therefore important to obtain, at the beginning of the Strategy development process, a clear understanding of the national learning system, as well as its overall capacity to mainstream climate change knowledge and skills. This not only includes an overview of main actors and relevant policies, but also a basic understanding of existing qualification frameworks, certification schemes, mechanisms for curriculum review, skills councils, etc. When trying to get a complete picture of the national learning system it is important to consider formal and non-formal education. Formal education refers to a hierarchically structured, chronologically graded education system, running from primary school through university, while non-formal education refers to any other organized educational activity (UNESCO 2006).

## 3.3 STEP 3: Identifying a Vision and Setting Strategic Priorities

### 3.3.1 Linking the Strategy to the National Development Framework

The long-term development framework of a country provides the basis from which to define a vision for the National Climate Change Learning Strategy. In order to effectively link the Strategy to development planning, it is important to understand the national planning cycle and to identify appropriate entry points for integrating climate change learning. Planning Ministries play a key role in this regard.

> **Box 3.3: Climate Change Learning Vision of Malawi**
>
> In 2000, the Government of Malawi launched a Vision for the country which articulates the long-term development perspective up to 2020. It is a framework for national development goals, policies and strategies. Among other things, Vision 2020 emphasizes the need to integrate social and economic issues in sustainable development. On climate change issues, it urges the government to ensure that greenhouse gas emissions into the atmosphere are monitored and reduced. Taking Vision 2020 as reference, Malawi's National Climate Change Learning Strategy states that: Malawi will become a knowledge-driven climate change resilient population (...), pursuing a low carbon emission development path.

### 3.3.2 Setting Strategic and Sectoral Priorities

Developing a strategy on any topic, by definition, implies prioritizing and identifying the elements that can yield maximum results with minimum resources. In many countries, certain sectors (e.g. energy, transportation, agriculture or forestry) and issues (e.g. REDD) related to green growth and/or climate resilience are prioritized in national policy and legislation, such as the NDC and the NAP, or by decision-makers.

> **NDC Linkages** – Each country's NDC has identified the priority sectors for mitigation and adaptation activities. In the case of mitigation, countries include energy, transportation and agriculture, as well as some other secondary issues. For adaptation, the water, health, agriculture, fisheries, meteorology, land and natural resource sectors are all critical. Both mitigation and adaptation have planning and education sectoral considerations. Understanding the NDC priority sectors and targets is critical to the design of a Climate Change Learning Strategy. It will also serve to prioritize, as well as align and support, the NDC implementation process.

Given the need to focus limited resources to best effect, it would be advisable for countries to identify three to four of these priority sectors/issues from the outset and focus the Strategy on those. Otherwise, the Strategy might be very comprehensive but not very clear in terms of priorities. For each strategic priority area, specific goals/objectives as well as measurable targets should be defined.

Setting priorities up-front helps to better focus activities during the Strategy development process. For example, the capacity assessment could focus on a number of selected sectors. In order to ensure that the overarching priorities of the Strategy are agreed upon, it is useful to organize a **National Planning Workshop** with the participation of all key stakeholders (see Section 4 for details).

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**Box 3.4: Strategic Priorities of Indonesia's Climate Change Learning Strategy**

The Indonesian National Climate Change Learning Strategy was launched in August 2013. It has three strategic priority areas that were defined early in the process at the National Planning Workshop. The first aims to build human capacity for the implementation of Indonesia's National GHG Emission Reduction Plan (RAN GRK), which is targeted to reduce emissions by 26-41% by 2020 compared to a "business-as-usual" scenario. The five main areas of the RAN GRK are: forestry and peat, energy and transportation, agriculture, industry and waste. The second strategic area focuses on the education sector with the aim of integrating climate change learning into the national education system. The third strategic area looks at awareness-raising and knowledge-sharing in the area of climate change adaptation and mitigation.

For each of the priority areas the Strategy sets out a number of actions. The actions are divided into short-term (to be undertaken within a two-year time period) and long-terms actions (lasting longer than two years).

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## 3.4 STEP 4: Assessment of Learning Needs and Delivery Capacity

An important aspect of the Strategy development is to assess learning needs as well as capacities to deliver learning. Key questions to be addressed include:

- **What are the learning and skills development priorities of specific groups of individuals to achieve organizational objectives related to climate change?**

- **What capacities exist to deliver learning and address learning priorities through national education and training institutions?**

The assessment should be as focused, as much as possible, on key institutions for delivering on agreed strategic priorities.

### 3.4.1 Assessing Learning Needs and Priorities

The purpose of this assessment is to obtain an understanding of learning and skills development needs of key sectors and institutions which are affected by climate change. It targets government institutions with related policy-making and implementation functions (e.g. Ministries of Environment, Agriculture, Water, Health, Education, etc.) as well as organizations outside government (e.g. business, civil society organizations, media, local research institutes, etc.) with climate change-related operations and activities. Implementing a needs assessment can be very time-consuming and resource-intensive. Going back to the strategic priorities will help to focus on the essential interlocutors for the assessment.

An understanding of existing learning needs and priorities might emerge from different sources. The review of relevant policies and initiatives (see section 3.2), particularly the NDC and the NAP, can provide a first indication.

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**NDC and NAP Linkages** – Both NDC and NAP processes include focal sectors, actors and objectives. They also include the identification of needs and the definition of objectives. First, map out each of these aspects, and then begin to build the learning strategy in alignment with each of these areas. Below is a sample table that can apply both to NDCs and NAPs. The example outlines how the National Climate Change Learning Strategy of Burkina Faso supports the implementation of the National Adaption Plan.

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## NAP

**Focal Point:** Ministry of Environment of Burkina Faso.

**Existing Plan/NAPA**: NAPA adopted in 2007, NAP adopted in 2015.

**Vision:** "Burkina Faso intends to manage its economic and social development more efficiently by implementing planning mechanisms and measures taking account of resilience and adaptation to climate change between now and 2050".

**Guiding principles:** Participation, coherent interventions, stakeholder empowerment, gender aspect, equitable implementation, principle of partnership.

**Existing National or Sectoral Policies/Programmes**: Accelerated Growth and Sustainable Development Strategy (AGSDS), National Sustainable Development Policy and implementation act.

**Existing Finance**: Funding sources from national budget; traditional or emerging bilateral partners; traditional or emerging multilateral partners; international foundations; private sector; civil society organisations (NGO networks, associations etc.).

**Sector 1 – Agriculture**

**Stakeholders:** farmers, technical staff within Ministry of Agriculture.

**Institutions:** Ministry of Agriculture and Food Security, Ministry of Environment and Sustainable Development, Professional Farming Organisations.

**Objectives:**

Overall objective: increase the resilience of family farms through climate change adaptations.

**Specific objectives**:

1) Recover and restore the fertility of degraded soils;

2) Improve access for farmers to high-quality agricultural production factors;

3) Increase stakeholder resilience to climate change;

4) Develop early warning systems to ensure efficient management of variability and climate change.

**Gaps/Needs:** Technical and financial resources.

## Learning Strategy Link

**Focal Point**: Ministry of Environment of Burkina Faso.

**Existing Strategy**: National Climate Change Learning Strategy launched in 2017.

**Vision:** "By 2025, Burkina Faso has qualified human resources on climate change to sustainably support the development process at national and local level".

**Guiding principles:** Participation, continuous integration of climate change information and knowledge in education and training programmes, gender equity, regional equity, continuous capacity building of actors, Public Private Partnership (PPP).

**Existing National or Sectoral Policies/Programmes**: National Economic and Social Development Plan, Strategies for UNFCCC and Rio Conventions implementation, NAPA and NAP.

**Existing Finance:** Funding sources from national budget; the Green Climate Fund; traditional or emerging bilateral and multilateral partners; international foundations; private sector; civil society organisations (NGO networks, associations etc.); budgets of communities and contributions from direct beneficiaries.

**Building on the assessment of learning needs and priorities, learning actions identified include, among others:**

• Integrating climate change learning in the education and vocational training systems.

• Strengthening technical and operational capacities of the institutions in charge of teaching and training.

• Strengthening technical and scientific skills of teachers and trainers.

• Strengthening skills of key stakeholders, such as decision-makers, public officials, civil society representatives and field agents.

• Strengthening technical and scientific capacities of climate change research institutions.

• Strengthening capacities of users of climate information.

• Strengthening capacities of communities to integrate climate change in local planning.

• Strengthening technical capacities of organizations of agricultural producers.

Another source might be expert and stakeholder input that could be gathered, for example, through focus group discussions, workshops or expert interviews. Countries may also consider conducting a more structured survey (see annex 2). Undertaking a quantitative assessment can be time- and resource-intensive but can help to establish a measurable baseline for the Strategy against which it can be evaluated after a few years of implementation. Taking a gender perspective provides additional relevant data.

Some further guiding questions can serve as a starting point for the assessment of learning needs of relevant institutions, independently of the methodology selected:

• **What specific climate change-related functions and tasks need to be performed by staff of the  institution?**

• **What knowledge, competencies and skills are required? Which staff positions are concerned?**

• **What is the proportion of women and men whose capacities need to be enhanced?**

• **To what extent are current human resource capacities and skills levels in the institution sufficient to perform the required functions and tasks?**

The data obtained through the assessment will allow an analysis of learning needs for specific sectors, as well as an analysis of priority learning themes across sectors. As a first step, a summary analysis of learning needs could be prepared for each sector. In a second step, priority learning themes across sectors (e.g. climate change finance) could be identified, including a description of the intended results of the learning.


### 3.4.2   Assessing Institutional Capacities to Deliver Learning

In order to elicit information on existing capacities in the country to deliver learning, different methods/sources are recommended, including document review, expert interviews, focus groups with representatives from education and training institutions, or a more structured survey (see annex 3).

When assessing delivery capacities, it is worth noting that not only formal education institutions, such as universities, provide relevant activities, but that NGOs or business associations also often act as training providers.

Independently of the assessment methodology used, these are some guiding questions to consider when looking at current capacities of learning institutions:

• **Does the institution offer learning activities or courses on, or related to, climate change? Which programmes? Which specific topics are covered?**

- **What expertise do professors/teachers working for the institution have concerning specific topics of climate change?**

- **Is there a specific topic related to climate change that the institution would like to provide within a programme but currently lacks the human or financial resources to do so?**

- **Has the institution developed any learning materials, training modules, e-learning courses, etc. relevant to climate change?**

The data obtained through the assessment of delivery capacities allows brief profiles to be developed of key institutions engaged in climate change-related learning. The analysis of the profiles can help to identify areas that are already well covered and possible gaps.

A comparison of (1) learning and skills development priorities identified through the needs' assessment, with (2) capacities to deliver learning identified through the second assessment, will point to potential action areas under the National Climate Change Learning Strategy (see graph 3.1). For example, if skills development for conducting vulnerability assessments has emerged as a learning priority, and there is no learning institution in the country that delivers relevant training courses, this could be considered as an action to be included in the Strategy. On the other hand, if many stakeholders are interested in learning about climate-smart agriculture, and the agriculture college and two business associations are already offering relevant learning activities, then an action under the Strategy could focus on matching demand and supply.

Priorities for learning should also take into account results and information from other initiatives including, for example, results of existing training needs assessments and priorities for capacity development identified in NAPs, etc.

In order to discuss and prioritize actions, it is useful to organize a **Mid-Term Workshop** with the participation of all key stakeholders (see Section 4 for details).

## 3.5    STEP 5: Creating a Learning Action Plan

The assessment of learning needs and delivery capacities, together with the strategic priorities, are the basis upon which the Action Plan is constructed. Corresponding actions should be identified for each strategic priority.

The actions in the Plan may focus on individual learning or comprise of activities to strengthen learning institutions/systems (see sections 3.5.1 and 3.5.2). This means that an action can range from a series of workshops to catalysing development of a multi-year learning strategy in a particular sector. For each action (or project), key parameters should be defined in the Action Plan including objectives, main activities and lead organizations

GRAPH 3.2

Identifying Potential Priority Action to Strengthen Individual Learning/Capacities
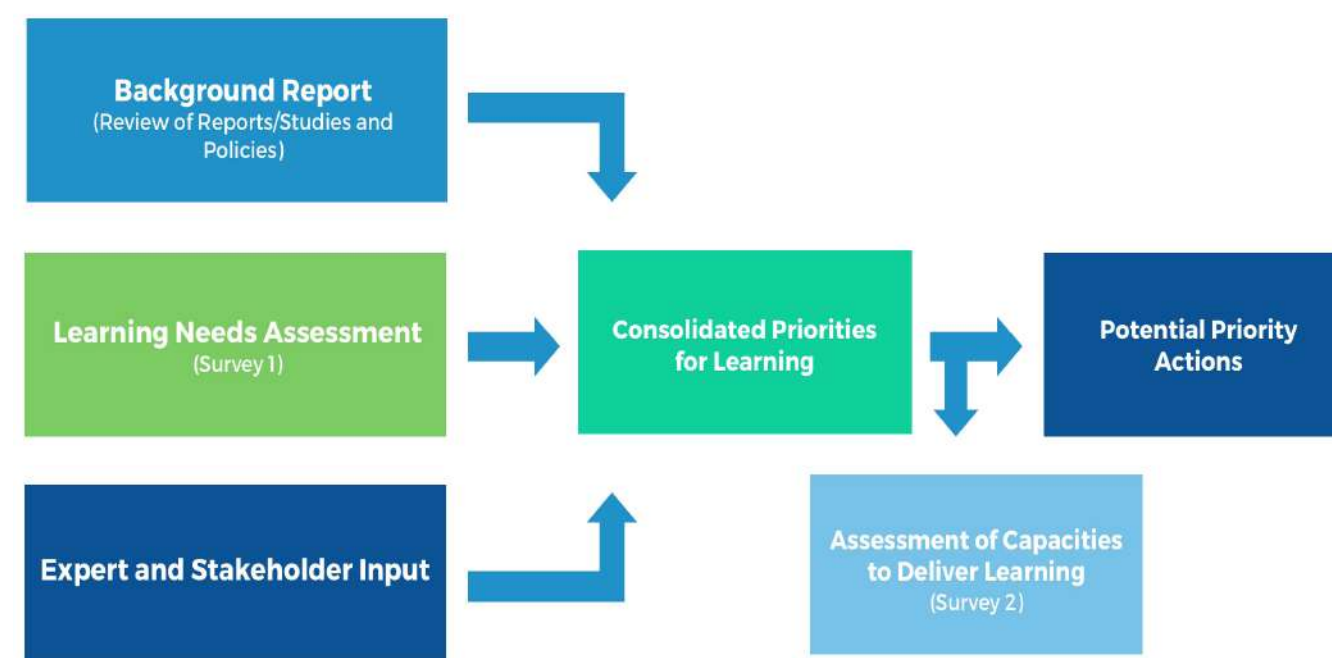


In order to ensure ownership in the Action Plan, it is important to develop the Plan through a consensus-based process involving relevant sectors and stakeholders.

**Specific criteria for selecting possible actions might include the following:**

- **Relevance:** Why is the action important? Which strategic priority would the action contribute and provide value to?

- **Effectiveness:** Is the action likely to deliver concrete results to address climate change objectives?

- **Practicability:** Can the action be realistically implemented?

- **Efficiency:** Does the action make optimum use of limited resources?

- **Monitoring:** Can the results of the action be measured?

An Action Plan can be expressed in the short (1 to 3 years), medium (4 to 10 years) and long-term (more than 10 years).

In order to follow a structured and strategic approach, and to guide interested donors and implementing partners, it is recommended that the Action Plan for the first 1-3 years does not include more than 10-15 selected priority actions. A priority action should be able to deliver "quick wins" that can facilitate the implementation of more long-term actions.

**Box 3.5: Ensuring that the National Learning Strategy is Results Oriented**

Results-based management (RBM) is a management approach that guides planning, implementation, reporting and evaluation in private and public-sector organizations. It focuses on achievements rather than activities and thus requires clear objectives, indicators and targets to be in place. This allows working "backwards" to explore how an action can be designed to achieve an intended result.

For the National Learning Strategy, a results-based approach means that each action (or intended "output") of the Strategy should be linked to a more strategic objective (or "outcome"). The strategic objectives of the Strategy in turn should contribute to the intended long-term impact, as illustrated by the results chain below.

**The Results Chain of the National Learning Strategy**

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES | IMPACT |
|--------|-----------|---------|----------|--------|
| Financial, human, and material resources | Activities performed | Actions completed | Strategic objectives and priorities achieved | Overall conditions changed through National Strategy |

Here are a few examples of what inputs, activities, outputs, outcomes and impact could look like in the context of the National Learning Strategy:

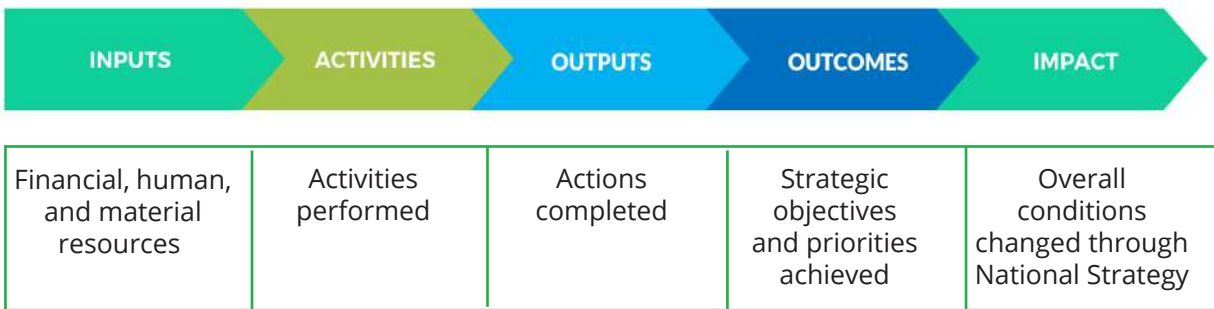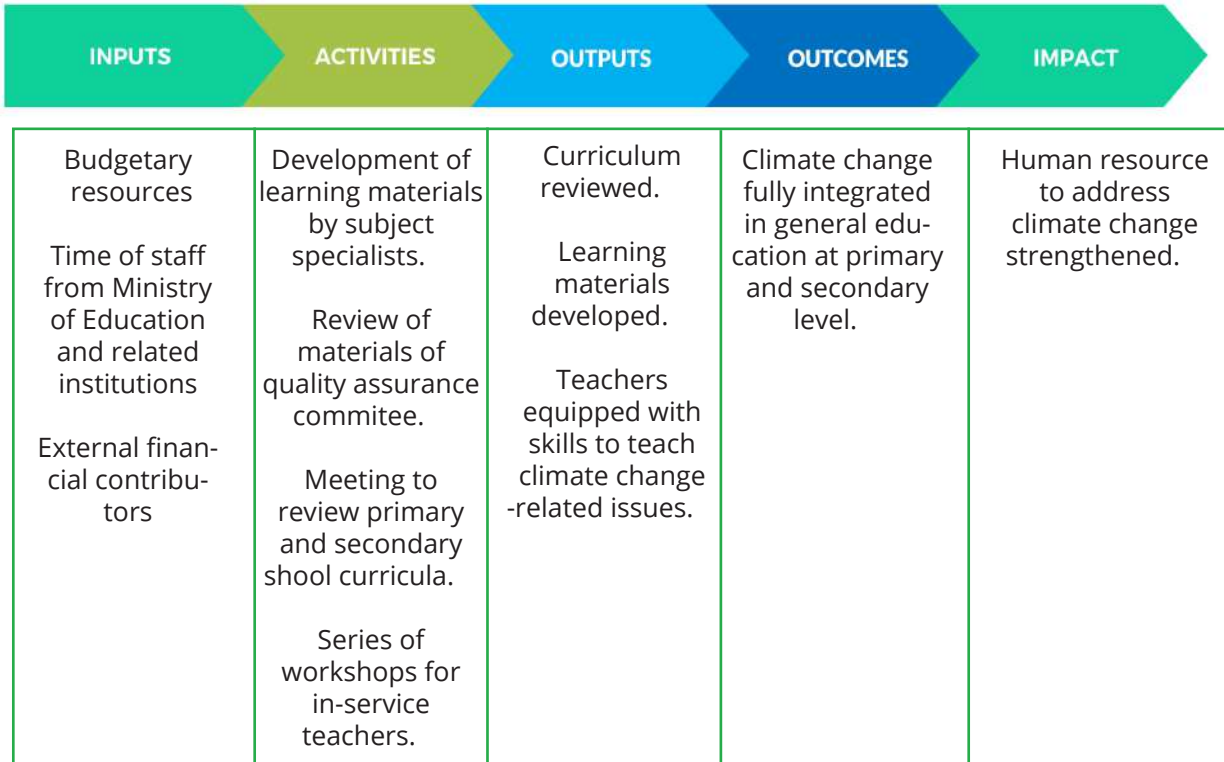| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES | IMPACT |
|--------|-----------|---------|----------|--------|
| Budgetary resources

Time of staff from Ministry of Education and related institutions

External financial contributors | Development of learning materials by subject specialists.

Review of materials of quality assurance commitee.

Meeting to review primary and secondary shool curricula.

Series of workshops for in-service teachers. | Curriculum reviewed.

Learning materials developed.

Teachers equipped with skills to teach climate change -related issues. | Climate change fully integrated in general education at primary and secondary level. | Human resource to address climate change strengthened. |

### 3.5.1 Actions to Strengthen Institutional Capacities to Deliver Learning

This type of action aims at strengthening key institutions and learning systems in a sustainable manner. Actions can cover the preparation of skills development strategies for selected priority sectors, and the integration of climate change into national education curricula and training offers.

**Skills Development in Priority Sectors**

A number of sectors may be significantly affected by climate change or can make a significant contribution to greenhouse gas emissions. During the UN CC:Learn Strategy development process, it may be difficult to conduct a fully comprehensive needs assessment covering all relevant actors (e.g. ministries, the private sector, research institutes, non-governmental actors and specialized training institutions) and skills profiles in a given sector. The Strategy could therefore recommend conducting a sector-specific needs assessment to examine: the existing level of awareness and knowledge in a sector; potential areas for skills and capacity development; key occupations required to achieve climate change objectives; and available education and training institutions and programmes which may support implementation.

In order to develop a strategic approach to strengthening climate change learning in selected priority sectors, a number of questions should be taken into account:

• **Do key institutions have sufficient knowledge of the NDCs, NAPs and other climate policies?**

• **Have sector-specific climate change issues already been identified, and do relevant policies and targets exist (adaptation and mitigation)?**

• **What are key occupation groups in the sector and what are their climate-related learning and skills needs? What are the specific needs of the most vulnerable groups/women and men?**

• **What learning initiatives already exist to support the sector? Do they incorporate a climate change perspective? What topics are specifically relevant?**

• **Which groups and institutions do/could deliver climate change learning in the sector (e.g. employers/workers associations, learning institutions)?**

• **What action is needed to address sectoral learning needs? Is a formal sectoral learning strategy needed? What other options exist?**

• **What are potential synergies with other sectors in addressing cross-sectoral learning needs?**

• **Are there cross-sectoral processes or structures that allow for institutions with related climate objectives and priorities to plan and coordinate actions?**

## Strengthening Capacities of National Learning Institutions

This covers actions to strengthen the capacity of education and training institutions, including primary and secondary schools, high schools, universities, professional training centres, etc. Possible actions could include, for example, the establishment of a new master's programme on climate change science at a university or the integration of climate change into primary and secondary education curricula. These actions could be combined with individual capacity development activities such as training for education planners, curriculum developers and teaching personnel.

It is also relevant to take into account business associations and civil society organizations that, in many contexts, have developed significant climate change education and training capacities.

> **Box 3.6 Strengthening the Education Sector to Deliver Climate Change and Green Economy Learning in Ghana**
>
> As part of the implementation of the National Climate Change and Green Economy Learning Strategy of Ghana, the Ministry of Environment, Science, Technology and Innovation, the Environmental Protection Agency and the Ghana Education Service have undertaken major steps to integrate climate change and green economy into school curricula. Revision of the syllabi for all subjects in primary education has been completed and is advancing for higher levels, together with the development of supplementary teaching materials.

### 3.5.2   Actions to Strengthen Individual Learning

These types of actions cover a combination of learning activities, including  courses, workshops, study visits, etc. as well as awareness raising activities, and enables individuals to participate more fully in responding to climate change at all levels.

### Professional Learning and Skills Development

Professional learning and skills development include actions aimed at equipping professionals with the knowledge and skills to achieve specific results on the job. This may, for example, include on-the-job-training to produce project proposals to access climate change financing, to develop local climate variations scenarios, or to enhance knowledge and negotiation skills concerning the UNFCCC process. In order to define the right mix of activities to achieve a certain result, it might be useful to consider the concept of a "learning trajectory" (see graph 3.3).

## GRAPH 3.3  Considering Learning Trajectories

A learning trajectory comprises a combination of learning events (e.g. workshops) with on-the-job learning and coaching. That means that learning is practically applied to the work experience. The length of a trajectory can be between a few weeks to a year or longer. The key is that a mix of activities/experiences leads to results.



**Possible Elements of a Learning Trajectory**

Coaching >>>>>>

| Initiation Workshop | On the job Tasks | Progress Workshop | On the job Tasks | Synthesis Workshop |

Feedback >>>>>>

In designing learning and skills development actions, it is important to identify at the outset the goals and results that a particular action seeks to achieve, including specific indicators of how success can be measured. A useful tool for designing effective learning events is the so-called ADDIE Model standing for Analysis, Design, Development, Implementation and Evaluation (see graph 3.4).

### GRAPH 3.4 ADDIE Model

ADDIE is a generic term for the five-phase instructional design model consisting of Analysis, Design, Development, Implementation and Evaluation. Each step has an outcome that feeds into the next step in the sequence.



A systemic exploration of the way things are and the way things should be. The difference is the performance gap.

If the analysis identifies a performance gap, the design phase will outline the performance objectives.

Using the information gathered in the analysis and design phase, the performance solution is created.

This stage includes delivery of the performance solution.

Measurement of how well the performance solution achieved the objectives.

**Box 3.7: Strengthening the Capacities of Desk Officers on Climate Change in Uganda**

As part of the efforts to enhance the skills of key officials on climate change, the Ministry of Water and Environment of Uganda organized a dedicated two-day training event, gathering desk officers from all branches of government. In order to support recurrent training, as well as make knowledge more broadly available, the Ministry also developed a "National Climate Change Training Manual for the Inter-Institutional Climate Change Desk Officers and Relevant Stakeholders for Uganda" with input from Makerere University. Topics covered in the manual include climate change, its diverse impacts, possible adaptation and mitigation options, as well as the development of project proposals.

**Public Awareness Raising**

Awareness-raising is essential for ensuring wide-spread understanding of climate issues and enhancing implementation of climate actions. Relevant actions may include, for example, an awareness-raising workshop for community leaders, or TV and radio clips to reach out to the general public. These types of awareness raising activities are considered of importance in many countries, however their outcomes and impacts are often challenging to measure.

**NDC Linkages** – Is the public aware of the national NDC? Are they engaged by climate institutions in providing feedback on climate impacts, readiness, investments or solutions? Helping the national climate institutions and related ministries to engage with the public is an excellent way to educate and inform. This may be done by providing assistance for public engagement campaigns, working with the school system to include NDC elements in school curriculums, engaging with artists or helping local governments to design culturally-appropriate activities.

**Sensitization of Decision-Makers**

A complex, yet vital action is to enhance climate change awareness of political and economic decision makers across sectors and governance levels. This may include, for example, special briefing meetings, high-level dialogues and, if institutionally feasible, the creation of an advisory committee/panel. Sensitization of decision-makers could also be approached as a cross cutting objective, i.e. all priority actions shall include explicit activities for engaging key decision makers (e.g. invitations as keynote speakers and the development of personalized reports or communication materials).

**Box 3.8: Raising Awareness of the Climate Change Learning Strategy in Ethiopia**

The Federal Democratic Republic of Ethiopia launched a National Climate Change Education Strategy and Priority Actions in July 2017, in the presence of over 80 participants representing the climate change education stakeholders from all tiers of the government, line ministries, school administrations and youth groups. More than 2,000 copies of the strategy have since been printed and distributed.

## 3.6 STEP 6: Defining an Implementation Framework

Ensuring effective implementation of the Climate Change Learning Strategy requires clear responsibilities in terms of:

- **Coordination:** Which institution will coordinate operational activities, i.e. develop an annual work plan; organize coordination meetings with different sectors and stakeholders; etc.?

- **Fund-raising:** How will funding for Strategy implementation be raised? For example, in terms of integrating learning actions in sectoral budgets or drafting of project proposals for external fund-raising.

- **Communication and outreach:** Which institution will be responsible for sharing information about implementation activities, including sharing of new learning materials, writing press releases, participating in regional and international fora, etc.?

- **Implementation of specific actions:** Who will take the lead in implementing individual parts of the Action Plan?

- **Monitoring and evaluation:** Which institution/committee will provide monitoring and evaluation functions?

The institutional structure can be the same as the National Coordination Mechanism under which the Strategy was developed. In fact, one key purpose of creating (or building on) a participatory and multi-sectoral mechanism since the beginning of the process is precisely to facilitate the implementation phase. If key stakeholders have been involved during the development process of the Strategy, it will be easier to build strong partnerships to support the execution of priority actions.

The implementation framework is ideally linked to existing NDC/NAP governance structures. Creating parallel structures might not be very effective in terms of costs, consistency and sustainability.

NDC Linkages – As a tool to support the implementation of the NDC, the inclusion of the National Climate Change Learning Strategy under the national NDC implementation framework would be crucial. A national process defined in accordance with national circumstances, NDC implementation could follow different approaches, for instance, integrating NDC commitments into already existing strategies and plans (e.g. NAPs), using sectoral action plans, or creating a new work stream. Countries could also consider the development of an overarching NDC implementation plan. (CDKN and Ricardo, 2016)[6] .

Ensuring a dedicated technical staff to support Strategy implementation has proven to be critical, in particular during the initial Strategy implementation stage.

## 3.7 STEP 7: Defining a Monitoring and Evaluation Framework

Monitoring and evaluation (M&E) are critical parts of a National Climate Change Learning Strategy, which allows countries to follow progress, evaluate the impact of each exercise, and make corrections, adjustments and additions as necessary to ensure the intended results. It is important to identify and measure successes because they validate resources that the government or donors have contributed to the Strategy and help gather more resources.

### Box 3.9: What is Monitoring and Evaluation?

Monitoring is a continuous process to obtain regular feedback on the progress being made towards achieving goals and objectives. That means lessons learned from monitoring should be discussed at least annually to inform the planning of new actions and decisions.

Compared to monitoring, evaluation is much more rigorous in terms of procedures, design and methodology, and generally involves more extensive analysis. It is conducted by an independent entity to provide an objective assessment of whether or not stated objectives have been achieved. Full evaluations are usually done in longer intervals (e.g. every three or four years) (UNDP, 2011. Handbook on Planning, Monitoring and Evaluating for Development Results).

The monitoring and evaluation framework should be discussed with key sectors and stakeholders at the planning stage. It should clarify a set of relevant questions, such as those provided in Box 3.10, and consider gender-sensitive targets and indicators. When designing the evaluation framework, it is important to take into account national guidelines for carrying out evaluations, if they exist.

6 CDKN, Ricardo (2016). Planning for NDC Implementation: Quick Start Guide and Reference Manual. https://www.cdkn.org/ndc-guide/

### Box 3.10: Relevant Questions for Setting-up an Evaluation Framework for the National Learning Strategy

- Has a clear baseline (i.e. the existing conditions) been established?
- Have measurable indicators and targets been defined?
- Who will be responsible for carrying out the evaluation?
- When is the evaluation planned (timing)?
- How will the evaluation be carried out (methods)?
- What resources are required and where are they committed?

In the context of the Climate Change Learning Strategy, evaluation could take place at different levels of the results chain (cf. box 3.5):

(1) National Learning Strategy (impact): Section 3.7.1 provides a few suggested questions that could be relevant for evaluating the impact of the Strategy. The impact evaluation will ideally take place as part of a broader national evaluation (e.g. of a national development plan or a climate change policy).

(2) Strategic priorities (outcomes): Given that resources and time for monitoring and evaluation are limited, it is suggested to focus the evaluation on the outcome level. Further guidance is provided in section 3.7.2.

(3) Actions (outputs) and individual activities: The evaluation of actions and activities will depend on their respective objectives and scope, the standards of the organization that is leading them, the context in which they are implemented, etc. While this Note cannot provide guidance for all different actions that could be possibly implemented under a National Learning Strategy, section 3.7.3 gives some indications in terms of how to evaluate results of learning actions.

In addition to setting-up a monitoring and evaluation framework for the implementation of the Strategy, it is also recommended that the process of developing the Strategy itself is subject of an evaluation. This provides an opportunity for independent reflection to keep the momentum raised through the development of the National Climate Change Learning Strategy. It also provides important feedback at the international level for refining methodologies and facilitating knowledge-sharing related to the implementation of Article 6 of the UNFCCC/Article 12 of the Paris Agreement.

### 3.7.1 Evaluating the Impact of the Climate Change Learning Strategy

The impact of the Strategy will usually be evaluated with reference to its overarching objectives and its baselines. Relevant questions to be addressed include:

• How much additional funding for climate change learning has been mobilized from domestic and external sources?

- **Have development partners aligned their support with the priorities identified in the Strategy?**

- **Have Strategy implementation activities contributed to achieving national climate change priorities?**

- **To what extent is climate change learning delivered through national institutions?**

A dedicated evaluation of the impact of the National Climate Change Learning Strategy might be too resource-intensive. However, if the Strategy is fully integrated in the National Development Plan or the National Climate Change Policy of the country, it might be possible to evaluate Strategy impact as part of a broader national evaluation.

### 3.7.2 Evaluating the Outcomes of the Climate Change Learning Strategy

It is recommended that the formal three to four year evaluation mainly looks at results in terms of outcomes. Effective monitoring and evaluation of outcomes can only take place if clear objectives, indicators and targets have been defined in the Strategy document. It is also crucial to define a baseline against which results can be compared.

For example, if one of the objectives of the Strategy is to make climate change an integral part of primary and secondary education, indicators to measure this could be the extent to which climate change is integrated in curricula or the number of teachers trained on climate change. Now, in order to determine during a Strategy evaluation if progress was made over the past years, it would be important to know what the baseline situation was (i.e. whether climate change was already integrated in curricula or not, and the number of teachers trained at the time). This is illustrated in the table below.

| Intended Results | Indicator (s) | Baseline | Target |
|---|---|---|---|
| Climate change fully integrated in general education at primary and secondary level. | Integration of climate change in curricula at primary and secondary level (Yes or No).<br><br>Percentage (overall and gender-disaggregated) of teachers trained on climate | Climate change integrated in primary shool curricula but not secondary school curricula.<br><br>No training for teachers on climate change (0%). | By 2021, climate change fully integrated in both primary and secondary school curricula.<br><br>By 2022, 50% of all science teachers, with an equal proportion of men and women receive training on climate change. |

The framework should also define means of verification (i.e. what precise information is needed to measure performance?) as well as risks and assumptions.

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Box 3.11: Key Questions that Monitoring and Evaluation Seek to Answer

• Are the pre-identified targets being achieved as planned?

• What risks and challenges arose during implementation and how were they addressed?

• What decisions need to be made concerning changes to the already planned work in subsequent stages?

• Will the planned and delivered actions continue to be relevant for the achievement of the envisioned outcomes?

• Will the outcomes envisaged remain relevant and effective for achieving the overall impact?

### 3.7.3 Evaluating Learning Actions and Activities

To keep track of progress in implementation of the Action Plan it is recommended that an evaluation takes place for selected and representative numbers of actions/implementation projects. The principles of the evaluation are the same as the ones outlined above for evaluating outcomes – just the results will be at a lower level.

Graph 3.5 illustrates the different indicators for evaluating actions that aim at strengthening (1) individual, and (2) institutional capacities (cf. sections 3.5.1 and 3.5.2). Evaluation of actions to strengthen individual capacities will look at whether new knowledge and skills have been acquired and if they have been applied on the job. Indicators for evaluating actions to strengthen institutional capacities could include, for example, whether a new course on climate finance has been introduced by a national institution or whether the Ministry has allocated resources for staff training on climate change.

**GRAPH 3.5 Evaluating Results at Different Levels of Capacity Development**
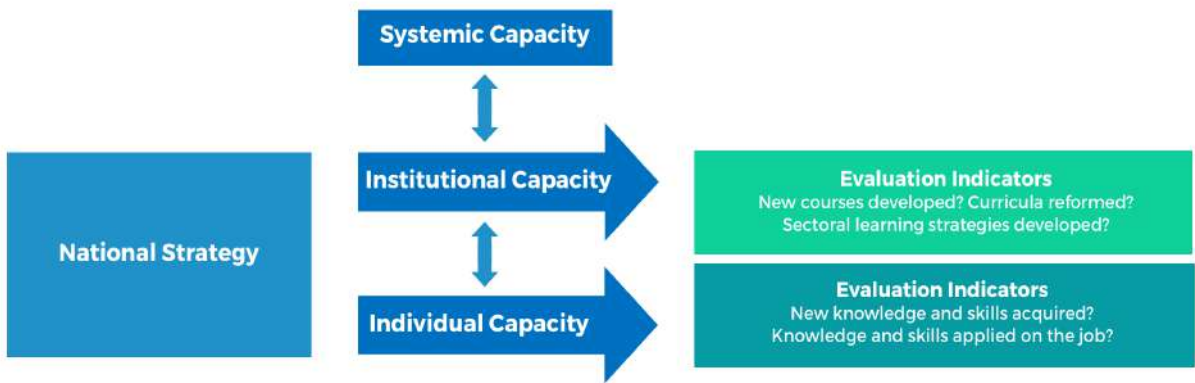


In terms of individual capacity development, many priority actions will include specific training activities for key target groups. The Kirkpatrick Model is an effective methodology for evaluating learning actions at the individual level.

## 3.8 Possible Elements & Structure of a Climate Change Learning Strategy

Recommended elements for a Climate Change Learning Strategy include:

• National Policy Priorities, Institutions and Key Initiatives

• Strategy Vision, Strategic Priorities and Measurable Targets/Objectives

• Assessment of Needs and Institutional Capacities to Deliver Learning

• Action Plan

• Strategy Implementation and Evaluation Framework

• Policy Recommendations/Declaration

**Annex 1: Overview of Relevant Policies and Programmes**

**Annex 2: Participants in the Strategy Development Process**

Some countries have specific guidelines or templates for national strategy documents and it is important to ensure consistency with those, as well as with the NDC and NAP implementation framework, as appropriate in each country.

# 4. PRACTICAL GUIDE

This chapter provides guidance concerning the Strategy development process. The length and exhaustiveness of each phase or activity should be adapted to the national context, including availability of time and human and financial resources.

## 4.1    Getting Started

### 4.1.1    National Coordinating Mechanism

To guide the implementation phase, countries should establish a multi-sectoral and multi-stakeholder National Coordinating Mechanism or facilitate coordination through an existing mechanism, such as a National Climate Change Council or National Climate Change Committee, if in place. It is very likely that such structures exist for the NDC process and related financing through the Green Climate Fund (GCF). Sub-ordinate implementation structures may be established (e.g. sub-committees) to guide activities on a regular basis, taking into account each country specific situation.

It is suggested that each country appoints a National Coordinator, usually within the Ministry which has the lead responsibility for climate change learning initiatives. The National Coordinator oversees Strategy development activities and facilitates coordination at the national level.

### 4.1.2   Appointing a Task Team

The Strategy development is based on the identification of priority learning needs and capacities to deliver learning. It is suggested that a small group of three to six investigators/consultants ("Research/Task Team") provides technical support for the identification of priority actions. Working under the guidance of, and interacting closely with, the National Coordinator and the National Coordinating Mechanism (and/or its sub-committees), the Task Team could support, inter alia, the following:

•        **Initial compilation and review of relevant policies and documents;**

•        **Administering surveys, interviews and focus group discussions;**

•        **Identifying possible options for priority actions;**

•        **Supporting drafting of the Climate Change Learning Strategy.**

The Task Team should include, amongst other, experts from national education, research and training institutions with a background in climate change/green development and human resources capacity development. Equally important, the team should include members with experience in promoting gender equality and in conducting applied research.

## Box 4.1. Developing a Draft Terms of Reference for the Strategy

A Terms of Reference (TOR) for developing the Strategy would be an important tool to provide clarity about the key aspects of its development. The TOR could cover, inter alia, the objectives of the Strategy; national coordination; activities and work plan; the proposed consultation process; and the Strategy launch event.

Regarding the time required to develop and launch a Strategy, it ranges between eight and 16 months, depending basically on the capacity and availability of the technical staff team and the level of complexity of the official approval process.

!

**TIPS**: Involve NDC and NAP focal points throughout the Strategy development process. This will help avoid duplication of tasks and strengthens the NDC and NAP institutional mechanisms. Such coordination may also provide the possibility to "piggy-back" on NDC and NAP workshops or consultations, for instance through the addition of an agenda item on human capacity needs or an entire day for a workshop on Climate Change Learning Strategy inputs.

## 4.2   Organizing a National Planning Workshop

The National Planning Workshop provides an opportunity to discuss the Strategy development process with concerned government sectors and other stakeholders. It sets the stage for the development of a National Climate Change Learning Strategy.

## Box 4.2: National Planning Workshop in Benin

Benin kicked off the development of its National Climate Change Learning Strategy in November 2011, through a National Planning Workshop in Cotonou. Close to 40 representatives from various government sectors, national education and training institutions, civil society and the UN system participated in the workshop.

The workshop included an introduction to the work plan for Phase 1 of the project and the review of a Background Report on National Climate Change Priorities and Objectives and Relevant Capacity Development Initiatives. The report was jointly prepared by a team of university professors and government officials, and participants provided fruitful comments to complement the information included in the report. The workshop also discussed the proposed methodology and Terms of Reference for developing the National Climate Change Learning Strategy.

### 4.2.1   Workshop Objectives

Specific workshop objectives include:

- **Developing a common understanding of the Strategy;**

- **Endorsing the national coordination structure for the project;**

- **Taking stock of relevant national and international initiatives;**

- **Identifying key actors to be engaged in developing the Climate Change Learning Strategy;**

- **Agreeing on the objectives, TOR and work plan to develop the Strategy;**

- **Fostering engagement of educational and vocational training institutions.**

### 4.2.2   Participants

The workshop brings together key actors from government and organizations outside government who have an interest in developing their capacity, or may contribute to the delivery of capacity development activities. The number of workshop participants depends on national circumstances and hence may vary from country to country. Target groups include representatives from:

- **National government ministries/agencies;**

- **Government agencies at the sub-national and local level;**

- **Educational and vocational training institutions;**

- **Private sector institutions;**

- **Civil society;**

- **International development partners (UN agencies, bi-lateral agencies, etc.);**

- **Media.**

### 4.2.3 Agenda

The National Planning Workshop typically takes place over a period of one day. Key considerations for developing the workshop agenda include providing opportunities for:

- **Senior representatives of government and the UN Country Team to express political support through opening statements;**

- **Introducing the national project context, including objectives, national coordinating structure, etc.;**

- **Introducing the international context of climate change capacity development and UN CC:Learn;**

- **Presenting key topics, including the NDC, the NAP, related climate policies, climate financing opportunities and procedures, partners;**

- **Engaging representatives from government, the private sector, civil society organizations, and educational and vocational training institutions to share their views on human resource capacity development challenges and opportunities;**

- **Discussing project planning, work plans and TOR for the Strategy development process;**

- **Identifying agencies and stakeholder organizations that should be engaged with and contribute to the Strategy;**

- **Representatives of international development partners to provide perspectives and outline how they may be able to contribute to the Strategy development process.**

For some of the above topics, the workshop organizers may consider featuring interactive panel discussions or working groups, as appropriate.

### 4.2.4 Documentation

The organizers may consider making available a number of documents as background information and/or for review at the workshop. These could include, inter alia, the following:

- **Preliminary Stakeholder Analysis (see section 3.1)**

- **Background Report on National Policy Priorities and Institutions Relevant for Climate Change Capacity Development, including a reference list of relevant documents (see section 3.2)**

- **Terms of Reference for Developing the Strategy**

Ideally these documents are circulated in advance to allow participants to review and reflect on them.

### 4.2.5  Technical Follow-up Session

The day following the National Planning Workshop, a Technical Follow-up Session could be organized in a smaller setting bringing together the core team and key actors engaged in the Strategy development process. This session could discuss the methodology for developing the Climate Change Learning Strategy in more depth and review draft technical guidance. The meeting could include interested agencies, designated members of the Task Team responsible for collecting information and analysis, the National Project Coordinator, NDC and NAP focal points, and other interested partners.

## 4.3  The Mid-Term Workshop: Staying on Track

About three to four months after the National Planning Workshop, interested countries may consider organizing a technical workshop to discuss possible actions to be included in the Action Plan. The workshop would provide an opportunity to review and prioritize proposed actions and ensure that these are results-oriented and implementable. It could feature a combination of theory (e.g. results-based management) coupled with a peer-review of proposed actions.

In advance of the workshop, the institution coordinating the Strategy development process could request Ministries and other stakeholders to submit proposals for possible actions. Based on the proposals, the coordinating institution could develop a draft Action Plan which would be reviewed and discussed at the workshop.

> **Box 4.3: Mid-term Workshop in Niger**
>
> A technical mid-term workshop was held on 1-2 June 2016, in Niamey, Niger. It identified concrete priority actions to deliver learning in the country, focusing on five priority sectors: education, health, agriculture, livestock breeding and water resources.
>
> Under the theme "Designing Results-based Action to Strengthen Human Resource Capacities to Advance Green, Low Emission and Climate Resilient Development", the workshop brought together 50 participants from ministries of different sectors, civil society, international NGOs, technical and financial partners, and learning centres.

## 4.4    Publishing, Launching, and Disseminating

### 4.4.1    Consultation and Finalizing Content

Once a draft Climate Change Learning Strategy is prepared, it may be valuable to provide an opportunity for interested organizations that are not members of the National Coordinating Mechanism to review the Strategy and provide input. Prior to finalization, the draft Strategy would be resubmitted to members of the National Coordination mechanism for final discussion and endorsement.

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**Box 4.4. High-Level Declaration**

Countries may consider including a high-level declaration at the beginning of the Strategy. Such a declaration could highlight the importance of human resource capacity development, endorse the Strategy and its action, and call upon various actors to support its implementation.

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### 4.4.2    Editing, Layout and Publication

Prior to formal publication, engagement of a professional editor and professional designer would help to ensure that the National Learning Strategy is a high-quality publication that can be used for policy discussion and fund-raising purposes.

### 4.4.3    Strategy Launch Event

The Launch Event provides an opportunity to present the Climate Change Learning Strategy to key stakeholders, and create momentum and support for Strategy implementation. The event brings together decision makers from government, civil society, the private sector, UN agencies and other members from the development community. Countries may want to consider endorsing at the event a National Declaration to Strengthen Human Resource Capacities to Advance the Nationally Determined Contribution (NDC) and National Adaptation Plan (NAP).

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**Box 4.5: Dominican Republic: National Strategy Launch**

In the presence of more than 150 national and international invited guests, H.E. Mr. Rafael Alburquerque, Vice President of the Dominican Republic, launched the National Climate Change Learning Strategy at the National Palace on 7 August 2012.



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## 4.5    Fine tuning: Reviewing and Revising the Strategy

Monitoring and evaluations throughout the Strategy development and implementation process serve as important information for making changes to the new policies, programmes and partnerships that the Strategy has put in motion. A written or in-person evaluation with stakeholders at a decided interval after the Strategy is in motion might be difficult but will prove helpful in ensuring the responsiveness and inclusiveness of the process. A review and revision meeting with the Task Team at a pre-determined date after completion of the Strategy is also critical to making necessary adjustments and avoids potential issues with ownership and impact down the road.

Countries may consider using the updating process to support the revision process of the NDCs, or piggy-backing on that process to integrate the revision of the Strategy. UN CC:Learn Partner Countries wishing to update their existing strategies can consult the proposed methodology in Annex 5.

# 5. PLANNING AND IMPLEMENTATION RESOURCES

## 5.1    Resource Mobilization

One of the most pressing challenges of developing a National Climate Change Learning Strategy is to guarantee at least mid-term financial sustainability. In this sense, it is recommended to carry out an effective resource mobilization plan that combines both national and international sources (public and private). Demonstrating added value at an early stage of implementation can increase the support for future actions. To facilitate engagement of potential donors, the actions identified in the Strategy can be presented in the form of summary project proposals (see template in Annex 6). Direct support and guidance are also provided to partner countries by the UN CC:Learn Secretariat.

Countries like the Dominican Republic, Burkina Faso, Ghana, Malawi and Niger have ensured that relevant Ministries (e.g. Education and Environment) assume part of the cost of implementing learning actions. In various instances, additional support came from development and climate financing partners, such as GIZ in Indonesia and USAID in the Dominican Republic. Private sector financing is an under-utilized source of financing that could be tapped to support the delivery and implementation of Climate Change Learning Strategies. Sectoral industries will benefit from new skills development and often have resources to finance such initiatives. Other private institutions, such as banks or philanthropic organizations, often designate funds for national programmes that support communities or causes of their clients even more broadly.

> **Box 5.1: Investing 1 million USD from the National Budget in Climate Change Training for Teachers**
>
> The Dominican Republic Climate Change Learning Strategy defined education as its priority sector. With methodological support from UNESCO and the leadership of its National Council on Climate Change and the National Institute of Teachers Training (INAFOCAM), it developed a programme which, by the end of 2013, had trained more than 400 teachers on climate change for sustainable development to bring the subject into the classrooms. At the same time, the Ministry of Education approved the introduction of climate change in its new curriculum as a mainstreamed topic.  In this context, INAFOCAM decided to expand the initiative and invest 1 million USD to train over 3,000 teachers all over the country as well as 25 teachers from neighbouring countries on climate change education through a three-year programme.

**TIPS**:  When seeking financing resources for your learning strategy, make sure to mention the NDC and NAP linkages in your project proposals, but also SDG linkages, as well as seek financing for projects in sustainable developing financing institutions. Many such institutions already seek projects where these related co-benefits are evident.

## 5.2   Engagement with UN Country Teams

Close engagement with the UN System in partner countries could be highly beneficial, both in terms of leveraging resource mobilization efforts and of ensuring synergies with other existing initiatives and resources. It is recommended that national coordinating partners exchange regularly with UN resident agencies that are working in the climate change domain.

During the 2014-2017 implementation phase, for instance, UNDP helped to strengthen the connection with the work of other UN agencies in Ghana, Ethiopia, Niger and Malawi. UNESCO, as the chair of the UN Working Group on Climate Change and the Environment in Indonesia, contributed to UN CC:Learn supported activities in the country.

## 5.3   South-South Exchange

Since National Climate Change Learning Strategies have so far been carried out in countries from various regions including Latin America and the Caribbean, Africa and South-East Asia, great potential exists for South-South exchanges and cooperation.

Bilateral contacts and regional or global knowledge-sharing events are facilitated through UN CC:Learn. Regular UN CC:Learn Country Exchange Workshops bring together country representatives to exchange on key topics relevant for partner countries. A Network of UN CC:Learn Ambassadors for Climate Change Learning, composed of individuals who have played a key role in the development and implementation of Climate Change Learning Strategies, allows for additional knowledge-sharing among countries.

In addition, the development of regional UN CC:Learn programmes helps to scale-up the UN CC:Learn approach through knowledge- and experience-sharing among the countries involved.

> **Box 5.2: Promoting Regional Cooperation in Central America**
>
> In 2014, the eight Member States of the Central American Integration System (SICA) decided to initiate a joint programme on climate change education, training and public awareness-raising. This first regional programme supported by the UN CC:Learn partnership aims at leveraging the region's existing experience and capacities in the area of climate change learning, generating synergies among participating countries, jointly implementing priority actions and scaling up collaboration for long-term impact. The Ministries of Environment of the eight countries jointly developed a Regional Action Plan on Climate Change Education, Training and Awareness Raising, which was approved by the Central American Environment and Development Commission (CCAD) in 2017.

Besides UN CC:Learn, an institutionalized space that can be taken advantage of is the Annual Dialogue on Article 6 that is organized by the UNFCCC.

# 6. Annexes

## Annex 1.
## Reference Documents

CDKN, Ricardo-AEA (2015). A Guide to INDCs - Intended Nationally Determined Contributions: Second Edition. https://cdkn.org/wp-content/uploads/2015/04/CDKN-Guide-to-INDCs-Revised-May2015.pdf

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UNDP, WRI (2016). NDC Implementation Readiness Checklist. https://www.uncclearn.org/sites/default/files/inventory/ndc_implementation_handout.pdf

UNEP DTU Partnership (2018). Institutional Capacities for NDC Implementation: A Guidance Document. http://orbit.dtu.dk/files/145212347/51623_NDC_Implementation_web.pdf

UNITAR, NAP-GSP (2015). Skills Assessment for National Adaptation Planning – How Countries Can Identify the Gap. https://www.uncclearn.org/sites/default/files/inventory/nap16062015.pdf

UNITAR, NAP-GSP (2017) Skills Assessment for National Adaptation Planning – A New and Interactive Methodology-https://www.uncclearn.org/sites/default/files/inventory/skills_assessment_document_eng_1192017-web-ok_0.pdf

Open Online Course on Gender and Environment (2018). www.uncclearn.org

# Annex 2.
# Template for Stakeholder Analysis

1. **Government Ministries/Agencies**

| Name of Ministry/Agency | Relevant Policies, Programmes and Activities | Interest in Capacity Development | Contact Person/Department |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

2. **Private Sector and Civil Society Organizations**

| Name of Organization | Relevant Programmes and Activities | Interest in Capacity Development | Contact Person/Department |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

3. **Education and Training Institutions**

| Name of Organization | Relevant Programmes and Activities | Interest in Capacity Development | Contact Person/Department |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

4. **International Development Partners**

| Name of Organization | Relevant Programmes and Activities | Interest in Capacity Development | Contact Person/Department |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Annex 3.
# Survey to Assess Learning Needs and Priorities (Survey 1)

The purpose of Survey 1 is to obtain an understanding of learning and skills development priorities of key sectors and institutions related to climate change. It therefore targets government institutions with related policy-making and implementation functions (e.g. Ministries of Environment, Agriculture, Water, Health, Education, etc.) as well as organizations outside government (e.g. business, civil society organizations, media, etc.) with climate change-related operations and activities.

In selecting potential institutions for the survey, it might be valuable to concentrate on three to five priority sectors. Ministries with a mandate on education and training should be included in the survey, as they may have an interest in specific learning actions that would help in implementing their respective mandates.

The survey can be turned into an online questionnaire or be sent out as a Word document via email. The questionnaire can also be used by a consultant who interviews key actors in relevant institutions face-to-face.

For certain sectors and for major groups (e.g. civil society, media, etc.) it will not be possible to engage all individual members (e.g. individual farmers). In such cases, focus groups may be organized that bring together a small group representing the constituency.

Survey Questions Targeting Institutions Whose Operations and Activities are Affected by Climate Change Considerations.

**General Information**

Name of the Institution:

Address (Street, City, Postal Code, Country):

Telephone/Fax:

Email:

Website:

Name of Respondent(s):

Department/Unit:

Function/Position:

Email of Respondent(s):

Type of Institution:

☐ National Government

☐ Sub-national/Local Government

☐ Education/Training Institution

☐ Private Sector

☐ Civil Society

☐ Media

☐ Other

Number of staff:          Number of women:          Number of men:

**Identification of Human Resource Capacities and Learning Needs**

Climate change affects all sectors of the economy. Therefore, a cross-sectoral and multi-stakeholder approach is needed to combat the challenges related to climate change, while also taking advantage of opportunities.

1.  What specific climate change-related functions and tasks need to be performed by staff in your institution? What knowledge, competencies and skills are required? Which staff positions are concerned?

| Relevant Functions and Tasks | Required Knowledge, Competencies and Skills | Staff positions concerned | Sex |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

2.  Have staff in your institution recently participated in training and skills development activities concerned with climate change? (If yes, please specify.)

☐ Yes

☐ No

Please provide additional information:

3.  Does your institution have a staff development programme and budget?

☐ Yes

☐ No

If yes, are climate change-related themes covered?

☐ Yes

☐ No

If no, is there a potential to include them? (Please explain)

4.  Have any skills development/learning needs assessments relevant to climate change taken place?

☐ Yes

☐ No

If yes, please provide details

5.  To what extent are human resource capacities and skills levels in your institution sufficient to perform climate change-related functions and tasks?

☐ Highly adequate

☐ Moderately adequate

☐ Not adequate

6. If the answer to question 5 is "moderately adequate" or "not adequate", what are specific human resource capacity gaps and what are the main reasons?

| Capacity Gap | Main Reason(s) |
|---|---|
| | (e.g. insufficient number of staff; staff lacks knowledge and skills; academic training of staff not matching performance needs; lack of incentives for staff to apply skills; etc.) |
| | |
| | |
| | |

7. To what extent are the following cross-cutting climate change topics relevant for your institution and a priority for staff learning? How many staff would need to be trained? Please add any topics of interest not covered in the table below.

| Topic | Learning Priority (high, medium, low) | Number of staff |
|---|---|---|
| Fundamentals of Climate Change Science | | |
| Predicting Climate Change Variability | | |
| Vulnerability and Adaptive Capacity Assessment | | |
| Adaptive and Climate-Resilient Decision-making | | |
| Climate Change and Disaster Risk Management | | |
| Climate Change and Population Dynamics | | |
| Green House Gas Inventory Development | | |
| Mitigation and Emission Reduction Strategies/NAMAs | | |
| REDD | | |
| Green Economy, Growth and Jobs | | |
| Development of a Climate Investment Plan | | |
| International Climate Change Funding | | |
| Carbon Markets and CDM | | |
| International Climate Change Law and Negotiations | | |
| Green Technologies/Renewable Energies | | |
| Social Dimensions of Climate Change | | |
| Gender and Climate Change | | |
| Other | | |

8. Does your institution deliver and/or support learning activities targeting learners outside the institution?

☐ Yes

☐ No

If the answer is yes, your institution may consider responding to Survey 2, which assesses in more detail capacities of institutions to deliver learning.

9. Is there any important issue not covered in the above questions?

| |
|---|
| |

# Annex 4.
# Survey to Assess Capacities to Deliver Learning (Survey 2)

The second survey seeks to elicit information on existing institutional capacities to deliver climate change learning actions and to explore opportunities for scaling up delivery of climate change learning through national institutions. It therefore targets institutions that are already engaged in, or might play a potential role in, delivering learning actions concerning green, low emission and climate-resilient development. These include, for example, general education institutions, vocational and professional learning institutions, as well as NGOs or other organizations that are offering education/training activities. For larger institutions, like universities, it might be relevant to identify several respondents at the department level.

Survey Questions Targeting Institutions Engaged in Delivering Learning Action

| General Information |
| --- |

Name of the Institution:

Address (Street, City, Postal Code, Country):

Telephone/Fax:

Email:

Website:

Name of Respondent(s):

Department/Unit:

Function/Position:

Email of Respondent(s):

How can the institution be classified?

☐ General Education

    ☐ Primary

    ☐ Secondary

    ☐ Tertiary

    ☐ Continuing

☐ Vocational and Professional Learning

    ☐ Secondary Vocational Education and Training

    ☐ Higher Vocational Education and Training

    ☐ Professional Learning and Skills Development

☐ Research

☐ Civil Society

☐ Business Association

☐ Media

☐ Other

Is the institution private or public?

    ☐ Private

    ☐ Public

**Identification of Institutional Capacity to Deliver Learning**

1. Does your institution offer learning activities or courses on, or related to, climate change?

   ☐ Yes

   ☐ No

2. How are learning activities delivered by the institution financed?

   ☐ Private resources

   ☐ Public resources

   ☐ Other, please specify

   |  |
   |--|
   |  |

3. What is the annual number of beneficiaries participating in climate change-related learning activities of your institution? What is the proportion of women and men?

   |  |
   |--|
   |  |

4. If your institution offers climate change-related learning activities, are the following topics covered? Is there an interest in including any of the topics in the future?

   | Topic | Already Offered (yes or no) | Future Interest (yes or no) |
   |-------|-----------------|-----------------|
   | Fundamentals of Climate Change Science | | |
   | Predicting Climate Change Variability | | |
   | Vulnerability and Adaptive Capacity Assessment | | |
   | Adaptive and Climate Resilient Decision-making | | |
   | Climate Change and Disaster Risk Management | | |
   | Climate Change and Population Dynamics | | |
   | Green House Gas Inventory Development | | |
   | Mitigation and Emission Reduction Strategies | | |
   | REDD | | |
   | Green Economy, Growth and Jobs | | |
   | Development of a Climate Investment Plan | | |
   | International Climate Change Funding | | |
   | Carbon Markets and CDM | | |

| International Law to Address Climate Change | | |
|---------------------------------------------|--|--|
| Green Technologies/Renewable Energies | | |
| Social Dimensions of Climate Change | | |
| Gender and Climate Change | | |
| Other | | |
| | | |
| | | |
| | | |

5. In which specific learning activities/courses are climate change-related topics currently covered?

   | Learning Activity/Course | Climate Change Topic(s) Covered |
   |--------------------------|---------------------------------|
   | | |
   | | |
   | | |

6. Are there any specific learning activities/courses in which climate change consideration could be integrated?

   | Learning Activity/Course | Climate Change Topic(s) to be Integrated |
   |--------------------------|------------------------------------------|
   | | |
   | | |
   | | |

7. What expertise do professors/teachers working for your institution have concerning specific climate change topics?

   | Name of Trainers/Professor/Teacher | Expertise/Topic |
   |------------------------------------|-----------------|
   | | |
   | | |

8    Has your institution developed any learning materials, training modules, e-learning courses, etc. relevant to climate change? If yes, please provide details in the table below.

| Title of Learning Material | Online Link if applicable |
|---|---|
|  |  |
|  |  |
|  |  |

9.    Is there any important issue not covered in the above questions?

|  |
|---|
|  |

# Annex 5.
# Suggested Methodologies for Updating Existing Strategies

## Steps

### 1.    Desk Review

In partnership with the UN CC:Learn country focal point and other relevant stakeholders, the UN CC:Learn Secretariat will support the implementation of a desk review of the following elements:

• Recent and existing capacity development initiatives on climate change implemented in the selected country, focusing on good practices and lessons learned. This analysis will contribute to a UN CC:Learn research paper collecting good practices in this area from global experience.

• Status of implementation of the National Climate Change Learning Strategy (updated country table).

• Status of NDCs and NAPs (identification of priority sectors and capacity-building elements).

• Entry points for integrating learning into NDCs and NAPs (analysis of how NDC and NAP priority areas are currently supported by Climate Learning Strategies, as well as related gender considerations).

• Existing national and international initiatives supporting NDC and NAP implementation (detailed mapping).

• Key education and training institutions engaged in NDCs and NAPs (detailed mapping).

The desk review should be supported by a country-based working group dedicated to identifying and implementing learning priorities relevant for the country's NDC and NAP (ongoing support and interaction).

**Expected outputs:**

- Set of good practices that could inform future work;

- Priority areas for climate change learning;

- Initial overview of skills gaps;

- Map of existing initiatives and learning institutions for possible collaboration;

- Outline of an addendum to the National Climate Change Learning Strategy and implementation roadmap linked to NDCs and NAPs.

**2.     Addendum to National Climate Change Learning Strategy and Roadmap**

UN CC:Learn will support the country in developing an Addendum to the National Climate Change Learning Strategy, and implementation roadmap, based on the following steps:

• Half-day stakeholder meeting (#1) for priority areas identified by the desk review and the working group, organized by the lead government entity for climate change. The consultation will identify specific learning needs in key areas relevant for NDC and NAP implementation. In addition to representatives from the UN CC:Learn Secretariat, the UNCT should be invited to participate;

• Bilateral meetings with donors and development partners, particularly those supporting NDC and NAP implementation as well as climate change education/learning to discuss the draft addendum and roadmap. Representatives of the UN CC:Learn Secretariat to attend;

• Meeting with national learning institutions to understand how they could contribute and support Strategy implementation. Representatives of the UN CC:Learn Secretariat to attend;

• Finalization of the addendum, roadmap and investment strategy, including private sector engagement located nationally;

• Half-day stakeholder meeting (#2) to present and review the latest version of the addendum, roadmap and investment strategy;

• Launch event (high-level event, press release, etc.), as the country finds appropriate, to present the Roadmap and Investment Strategy. Ministers could be formally briefed by UN CC:Learn Secretariat, at their convenience.

**Expected outputs:**

- Addendum to National Climate Change Learning Strategy, with implementation roadmap launched;

- Investment Strategy with short-, medium- and long-term investments identified.

**3.     Resource Mobilization for Implementation of Learning Actions**

• Resource mobilization for initial (short-term) learning actions (e.g. systematic integration of learning actions into GCF proposals) supported by the UN CC:Learn Secretariat.

**Expected outputs:**

- Learning actions implemented.

**4.     Cross-cutting Elements**

During the process, country-level evidence of the impact of climate change learning initiatives will be collected, for example through:

• Identification and preparation of impact stories;

• Engagement with youth;

• Review of gender dimensions.

## Annex 6:
## Structure and Elements of Proposed Learning Actions

**When developing specific actions, especially in the implementation/fundraising stage, the following aspects should be considered and agreed upon:**

1.     Name of Action

2.     Context and Problem Statement

3.     Aim and Objectives

4.     Target Group/Institution(s)

5.     Lead Organization(s) and Partners

6.     Activities and Timelines

7.     Linkages and Sustainability

8.     Budget

9.     Monitoring and Evaluation

**About UN CC:Learn**

A partnership of more than 30 multilateral organizations which supports Member States in designing and implementing results oriented and sustainable learning to address climate change. The Secretariat for UN CC:Learn is provided by the United Nations Institute for Training and Research (UNITAR). UN CC:Learn supports countries in developing National Strategies to strengthen human resources and skills to advance Nationally Determined Contributions (NDCs) and National Adaptation Plans (NAPs) also referred to as climate change learning strategies.

Funding for UN CC:Learn is provided by the Swiss Government and UN partners.

**uncclearn.org**

Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

**Swiss Agency for Development and Cooperation SDC**

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