

Annex 1: Credit Proposal

<u>Project title</u>	UN CC:Learn – Southern Africa	<u>SDC priority theme</u> Climate Change (CC)
<u>Project no.</u>	7F-06576.04	<u>Country or region</u> Global/multi-country
<p><u>Lead</u> UN CC:Learn is a partnership of 36 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 UN Institute for Training and Research (UNITAR). UN CC:Learn supports countries in developing National Strategies to strengthen human resources and skills to climate resilient development and promotes learning materials including massive open online courses on climate change.</p>		
<p><u>Context (general and related to relevant area):</u> UN CC:Learn is an innovative and unique CC learning platform with 36 multilateral partners working on three inter-linked Programme Areas: i) Knowledge-sharing and management; ii) One UN Climate Change training; iii) Human resources, learning and skills development in partner countries. The current initiative will serve to extend UN CC:Learn services under Phase 4 to two new countries located in Southern Africa and extend support to Malawi.</p>	<p><u>Overall goal</u> To create sustainable individual and institutional capacities in three Southern African countries, to plan and implement effective climate change actions, with collective and coordinated support from partners.</p>	
<p><u>Key results and insights from previous phases</u> UN CC Learn continues to support multiple countries in developing and implementing national climate change learning strategies (Benin, Dominican Republic, Indonesia, Malawi, Uganda) and expanded to six new countries (Burkina Faso, Ethiopia, Ghana, Kenya, Kyrgyzstan, Niger); it offers all countries state of the art free online courses (now available in English, French, Spanish, Portuguese, Arabic, Khmer, Thai & Mandarin) with 150,000 registrations and 25,000 successful completions.</p>	<p><u>Outcomes (objectives) of the planned phase</u></p> <ol style="list-style-type: none"> 1) Provide support to institutions to strengthen capacities to implement NAP¹ and NDC² related policies and programmes in 3 Southern African countries. 2) Facilitate the work of UN Country Teams in 3 partner countries to plan, launch and implement country-driven climate change learning priorities. 	

¹ National Adaptation Plan

² Nationally Determined Contribution

<p>Key outputs of the planned phase (selection)</p> <p>National climate change learning assessments & strategies developed in line with NDC/NAP priorities (two new strategies, one revised strategy); strengthened capacities of national & regional learning institutions to effectively deliver climate change learning in the long term; mechanisms in place for related knowledge sharing between countries.</p>	<p><u>Target group/s</u></p> <p>The primary beneficiaries are governments in three Southern African countries committed to taking a strategic approach to climate change learning & skills development. A 2nd group are national and regional training & education institutions interested in strengthening their capacities to deliver cc learning. A 3rd group are UN organizations and other development partners to better align their climate change capacity development support with clear national priorities. A 4th group is the public at large profiting from the free-of-charge learning products with a special emphasis on youth.</p>
<p><u>Contract partner/s</u></p> <p>The United Nations Institute for Training and Research (UNITAR, www.unitar.org) as the training arm of the UN System with a global outreach; UNITAR hosts the UN CC:Learn Secretariat (www.uncclearn.org).</p>	<p><u>Coordination and synergies with other projects and actors</u></p> <p>UN CC:Learn is connected through its host organization UNITAR to major global initiatives and activities linked to CC learning and awareness raising; it is directly involved in implementing Article 6 (now called ACE – Action for Climate Empowerment) of the UN Framework Convention on Climate Change (UNFCCC); UNITAR and its 36 multilateral partners work closely with international and national bi- and multilateral actors at all levels. The SADC region benefits from several relevant initiatives including in the area of climate change adaptation and mitigation, as well as in education and skills development. The Swiss Development Cooperation in SADC is particularly active in the education sector.</p>
<p><u>Start of phase:</u> from 1.11.2018</p>	<p><u>End of phase:</u> to 31.8.2020</p>
<p><u>SDC Budget (Addendum to phase 4)</u> CHF 9'000'000</p>	<p><u>Total SDC expenses (phases 1-4)</u> CHF 9'850'000</p>
<p><u>Total budget of phase including local partners and external contributions</u> CHF 9'000'000 (1/3 SDC, 2/3 other contributions cash and/or in-kind)</p>	<p><u>Estimated Swiss/SDC budget for the duration of the whole intervention (all phases combined, indicate total duration)</u> Perspective: 12 year duration; total budget with all contributions (cash and in kind) from all partners: about USD 30 million</p>

1. Strategic orientation

In 2015 a number of policy frameworks of global outreach have been adopted – from the Sendai Framework of Action to tackle disasters, the 2030 Agenda with its 17 Sustainable Development Goals (SDGs) to the Paris Agreement to limit temperature increase below 2°C. While the political will to address burning and vital issues on earth seems available, many actors are still unclear on how to implement all these declarations and commitments. This is still particularly true for effective climate action that can help adapt to the unavoidable changes and reduce greenhouse gases (GHG) emissions in order to avoid unmanageable changes of the earth's climate.

In this context, ***investing in education and training is paramount to develop the awareness, knowledge and skills needed to deal with climate change***. The knowledge and capacities required for the transition to green, low emissions and climate resilient societies are multiple and diverse. The importance of education, training and public awareness has been recognized by the World's governments in many instances. It was at first highlighted in Article 6 of the 1992 United Nations Framework Convention on Climate Change, and then reiterated in Article 12 of the Paris Agreement, which entered into force in November 2016. Article 6, recently rebranded as "Action for Climate Empowerment" (ACE), is being reinforced through the dedicated Doha Work Programme of the Convention (2012-2020). In 2014, Ministers and Heads of delegations adopted at COP 20 the Lima Ministerial Declaration on Education and Awareness-raising, which 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"***.

Malawi is a founding UN CC:Learn partner country since 2011 which has accumulated considerable experience in the design and implementation of systematic approaches to climate change education and learning. Zambia and Zimbabwe have close historical ties with each other and with Malawi, and are both priority countries under SDC's bilateral development cooperation. While both countries are subject to significant changes in key climate variables, in particular rainfall, systematic approaches to climate change education have yet to be put in place. Zimbabwe's NDC highlights the importance of ***"education, training and awareness in climate change issues"***. It has also initiated a NAP process as well as a child friendly climate change policy. Zambia's NDC includes a specific programme on ***"Enhanced capacity building ..."*** highlighting the need for training and awareness both for farmers and public sector officials. This echoes the National Climate Change Policy which calls for strengthened education, training and public awareness at all levels. Zambia also has a more established NAP process with a specific focus on agriculture.

The main strategic considerations that have guided the design of the proposed Phase 4 of UN CC:Learn, and which hold true for the proposed additional support to be provided for Southern African countries, are the following:

a) Supporting skills development for NDC and NAP implementation

The current phase of UN CC:Learn is oriented towards supporting ***NDC and NAP implementation and reporting***. The aim is to support countries in building up the human capacity needed to achieve the commitments and priorities set out in their NDCs and NAPs. Structuring the national projects around the NDCs and NAPs will allow for a more focused strategy development process and will also facilitate resource mobilization efforts. UN CC:Learn will continue its approach of country-driven project implementation, whereby partner countries will decide themselves on the selection of priorities to be addressed by the learning strategies.

b) Striving to 'leave no one behind' and to 'reach the furthest behind first'

For UN CC:Learn these principles stated in the Preamble of the Agenda 2030 mean that the partnership will on one hand ***continue supporting the existing nine partner countries, as well as the regional programme in Central America, while also expanding to***

cover additional countries both under Phase 4 funding and through the proposed addendum to support countries in Southern Africa. Support will be provided to countries to up-date and align their climate change learning strategies with the commitments set out in their NDCs and NAPs as a means of showcasing best practices to other countries. On the other hand UN CC:Learn will further help countries in **mobilizing resources for strategy implementation**, and help **improving the accessibility of learning products and services**, including for people with disabilities and for communities in remote areas.

c) Promoting gender equality

By amplifying existing challenges, climate change undermines recent gains made towards the achievement of gender equality. As women are particularly vulnerable to the impacts of climate change they are less resilient to extreme events, such as droughts and floods. They also represent the majority of the World's poor and the World's illiterate populations, conditions which affect their capacity to cope with the complex challenges posed by climate change. **Promoting gender equality and women's empowerment** is therefore key for an effective response to climate change that benefit all humankind, as highlighted by the Paris Agreement. In this context, UN CC:Learn continues to support a gender-sensitive approach to climate action, reinforcing it through the **development of dedicated UN CC:Learn guidelines**. Through their implementation, UN CC:Learn will promote the integration of a gender perspective in its learning materials, including specific information and case studies, and using a gender inclusive language. The collection of gender-disaggregated data will also be promoted, as available. Women's and girls' participation are encouraged throughout UN CC:Learn diverse activities, in particular in national consultations and decision making processes - or the Youth Climate Dialogues.

d) Addressing country demand beyond the existing partnership

More than 40 countries have expressed interest in joining UN CC:Learn and developing a national climate change learning strategy. Existing initiatives and related studies suggest that learning among countries and institutions from the same region, language, cultural and political backgrounds is effective and avoids transaction costs and time. Three models of exchange and support are applied through UN CC:Learn: a) a regional approach **working through existing political structures** such as the SICA³ programme; b) **working through regional centers** to support national actions and c) **a pairing system**, where existing UN CC:Learn partner country supports the development of a learning strategy in a single or multiple new countries. The proposed addendum covering three Southern African countries follows the later approach and may, in time, provide a starting point for the other two approaches. In this case Malawi will act as the primary partner, as an existing UN CC:Learn country, pairing with Zambia and Zimbabwe. All key government focal points have been contacted, represented by the following individuals:

Ms. Shamiso Nandi Najira
Deputy Director
Environmental Affairs Department
Ministry of Natural Resources, Energy and Mining
Government of Malawi

Mr. Trevor Kaunda
Permanent Secretary
Ministry of Lands and Natural Resources
Government of Zambia

Mr. Washington Zhakata
Director, Climate Change Management Department
Ministry of Environment, Water, Climate
Government of Zimbabwe

³ Central American Integration System

e) Influencing the global discourse and pace of change on climate change education

UN CC:Learn is recognized as a key mechanism responding to the Doha Work Programme on Article 6. It has become ***an influential voice on climate change education*** and helped to frame respective discussions in fora such as the UNESCO led Global Action Programme on Education for Sustainable Development (GAP-ESD) process and the UN Alliance on Climate Change Education, Training and Public Awareness. More recently the UN CC:Learn partnership has facilitated and supported a UNFCCC draft decision on climate change education and training, to increase international visibility and related access to resources.

2. Stakeholder assessment

UN CC:Learn operates through a ***broad institutional set-up*** and ***multiple arrangements*** consisting of i) 36 multilateral partners interested and involved in CC capacity development; ii) 11 pilot partner countries and 2 regions interested and involved in developing national/regional CC learning strategies; and iii) a variety of actors such as civil society and private sector representatives or youth in the development of the national CC learning strategies and their effective implementation.

The UN CC:Learn consortium currently encompasses the following multi-lateral partners: CEB, EMG, FAO, GEF, IDB, IFAD, ILO, ITU, OCHA, UNAIDS, UNDP, UNECA, UNECE, UNEP, UNESCAP, UNESCO, UNESCWA, UNFCCC (ACE), UNFPA, UN-HABITAT, UN-HCR, UNICEF, UNIDO, UNISDR, UNITAR, UNSSC, UNU, UN WOMEN, UNWTO, UPU, WB, WFP, WHO, WMO, and WTO. All play a role in validating, applying and disseminating the activities, services, outputs and tools provided by UN CC:Learn as well in mobilizing additional funding or providing themselves in-kind support (target: 2/3 of total funding).

This established structure will be brought to bear in supporting the selected Southern African countries to achieve their objectives in climate change learning, also ensuring that relevant national and regional training and education institutions are engaged. For example UNICEF Zimbabwe have developed a policy brief on children and climate change that promotes related teacher training and the preparation of classroom materials. UNESCO supports pedagogical approaches linked to the Education for Sustainable Development initiative. As will other UN CC:Learn countries the links with youth will be explored (for example through the Youth Climate Dialogue project) as well as private sector entities. All products developed through UN CC:Learn will continue to remain open source and thus publicly available to any interested party or individual.

3. Objectives

This proposed Addendum will be fully aligned with Phase 4 UN CC:Learn, serving to address Outcome 2 and related outputs within the 3 target Southern African countries. (see also Logical Framework, Annex 1):

Outcome 2: Learning priorities to implement NDCs and NAPs addressed

UN CC:learn supports countries in addressing learning priorities to implement their NDCs and NAPs, working through national education and training institutions. This outcome recognizes that building sustainable human resource capacities for climate change requires more than transferring knowledge and skills to individuals through training events. Rather, institutional capacities need to be strengthened to identify learning priorities and design relevant actions that deliver results. It also recognises the significant global coalition that is being put together to support the implementation of NDCs and NAPs and the need for UN CC:Learn to be seen as a key partner in this process.

Output 2.1: National climate change learning assessments and strategies developed and aligned with NDC/NAP priorities

UN CC:Learn has developed and successfully tested a methodology to support the development of national climate change learning strategies. The approach includes a systematic review of existing climate change policy priorities and initiatives, an assessment of learning needs and delivery capacity, and the development of an action plan and implementation framework through collaboration of stakeholders from Government, education and training institutions, private sector, civil society and the media. During Phase 4 UN CC:Learn, this proposed approach will be applied in a way that is more closely linked to NDC/NAP priorities and processes, helping to have more focused learning needs assessment and access relevant funding channels.

Output 2.2: Financing opportunities for implementing climate change learning strategies identified and effective coordination mechanisms defined

UN CC:Learn will support partner countries in establishing robust frameworks and mobilizing public and private funding for the implementation of their climate change learning strategies. For new countries, UN CC:Learn will support national partners in defining clear responsibilities for strategy coordination, resource mobilization, outreach, implementation of specific actions, and monitoring and evaluation. To support existing and new partner countries in their resource mobilization efforts, the UN CC:Learn Secretariat will lead targeted efforts to engage with the private sector and major international funding sources. The existing partnership between the Swiss Development Cooperation and MIET-Africa for the SADC region will be supported and leveraged with respect to implementation and resource mobilisation activities that focus on general education systems.

Output 2.3: Experience-sharing and joint action among partner countries through bilateral and regional mechanisms

During Phase 3 experience-sharing among countries was facilitated through deployment of UN CC:Learn Ambassadors as well as global knowledge sharing workshops. As the partnership continues to grow more systematic approaches to South-South cooperation are being put in place. Three models have been discussed with national and global partners (see chapter 1 (d)) including:

- A regional approach working through existing political structures;
- Working through regional centers to support national actions; and
- A pairing system.

UNCC:Learn expects to engage the Swiss Development Cooperation's ongoing partnership with MIET-Africa in the SADC region in view of their strong positioning with regard to SADC institutions on general education.

Cross-cutting Output: Strengthened capacities of national and regional institutions to effectively deliver climate change learning

One of UN CC:Learn's key principles has been to strengthen capacities of national and regional education and training institutions, as the only way to ensure sustainability and relevance. For the proposed Southern African countries UN CC:Learn will work through national and regional institutions in all project areas, from strategy development to training delivery and experience-sharing. Beyond traditional learning institutions UN CC:Learn will further engage with other knowledge-brokers, including education support programmes and research centers. The work will support and leverage the Swiss Development Cooperation's ongoing partnership with MIET-Africa in the SADC region on strengthening general education systems.

4. Intervention Strategy

A recent external evaluation, conducted in 2016, has indicated that the main intervention strategy of UN CC:Learn is highly valued by countries and sound in intent and approach. Therefore, for the proposed three Southern African countries the development of national climate change learning strategies through multi-stakeholder collaboration will remain a central element. As part of the strategy development process, partner countries identify key sectors and stakeholder groups (including line ministries, local government actors, private sector entities, non-governmental organizations); take stock of existing climate change priorities and initiatives; identify a vision and set strategic priorities for climate change learning; assess learning needs and delivery capacities of national education and training institutions; define an action plan; and put in place robust implementation and monitoring and evaluation frameworks. The focus of this work will be on learning actions for NDC and NAP implementation and reporting, responding to the new international policy context. The approach for Malawi will be slightly different given that it will be revising and updating its existing climate change learning strategy, while the other countries will be initiating new strategies. Furthermore the Malawi experience will be made available to the other participating countries through structured exchanges (both political and technical) between the three, based on an approach used in other regions. Opportunities will be explored to further share good practices at the regional level with other countries of the Southern African Development Community (SADC), in collaboration with existing regional networks and initiatives, potentially in collaboration with its Environment and Sustainable Development Programme.

UN CC:Learn will also support the three countries in implementing initial learning actions, working with national and regional partner organizations and leveraging relevant initiatives with the aim to maximize synergies. MIET-Africa will be a key partner with regard to interventions in respect of general education. UN CC:Learn and partners will pay particular attention to collecting evidence of the impact of climate change learning. In line with its strategic directions, UN CC:Learn interventions will be designed to be inclusive, context-specific and gender-responsive.

In order to trigger the intended behavioural change at different levels and among different actor groups, UN CC Learn will continue to tackle in a complementary way three areas of intervention - education, training and awareness-raising. For education this will include the mobilization of ministries of education to create the necessary impetus for integrating climate change education for sustainable development in the national education systems, in partnership with MIET-Africa. For training this will include the provision of events to support countries in designing targeted learning interventions for climate practitioners that are derived from an analysis of national climate objectives and their skills implications; the starting point is that not everybody needs to know everything. With regard to awareness-raising UN CC:Learn will continue to provide free-of-charge evidence-based learning products that build on the expertise of UN partners such as the introductory e-learning course (MOOC). In addition UN CC:Learn will support partner countries in implementing public awareness campaigns such as the "Climate Change Week" in Ghana with over 1,500 participants and explore new methodologies such as mobile learning to further increase outreach to distant areas.

5. Resources

SDC's financial contribution to the proposed project amounts to CHF 900,000. Table 1 summarizes the overall budget per output and per year. Table 2 provides a budget breakdown by output.

Table 1: Overall budget in CHF to UN CC:Learn, Addendum to Phase 4

SAP TA	2018	2019	2020	TOTAL
TA 1:				
Contribution to UNITAR	300'000	500'000	100'000	900'000

Table 2: Budget Breakdown for UN CC:Learn, Addendum to Phase 4

Outcome 2: Learning priorities to implement NDCs and NAPs addressed	Q1-Q4	Q5-Q8	Total
Output 2.1: Learning Strategies	242,831		242,831
Output 2.2: Strategy Implementation	54,800	105,040	159,840
Output 2.3: Experience sharing	60,380	31,195	91,575
Cross-cutting: Learning institutions	64,380	109,890	174,270
Monitoring and Evaluation		42,375	42,735
Support services/Secretariat	64,935	64,935	129,870
Total	487,326	353,795	841,121
PSC (7%)	34,113	24,766	58,879
Grand Total	521,439	378,561	900,000

UNITAR will manage the funds through its dedicated UN CC:Learn Initiative including the pooling of other cash contributions and securing an overall accounting which includes in-kind contributions by other partners, in particular the partner countries in developing and transition countries (the detailed overall budget and the allocation of SDC resources of co-funding as currently known / anticipated are compiled in Annex 4).

6. Risk Management

The project risks are derived from the experience gained from the previous implementation phases and the independent evaluation of UN CC:Learn conducted in 2016. The table provided in Annex 5 of the main proposal presents the project risk management strategy, including risk mitigation, monitoring and responsibility for taking management action. The strategy is reviewed and presented to the UN CC:Learn Steering Group on an annual basis and up-dated accordingly. The risks identified are at the level of the overall UN CC:Learn programme and may not include all risks that emerge at country level, many of which may be quite unique to a specific local context. National UN CC:Learn Project Coordinators will be encouraged to develop and maintain their own risk management strategies which, in turn, will feed into the global strategy.

7. Monitoring and steering

UN CC:Learn will continue to implement its existing monitoring and evaluation approach for this initiative. As with previous practice, annual meetings of the UN CC:Learn Steering Group will review progress and advise on implementation of the UN CC:Learn Work Plan. The quorum for the meeting is for 15 members attending, with possibility of virtual participation. SDC is represented in the Steering Group, consulted in the preparation of the agenda, and involved in the minutes / follow-up activity planning.

The Steering Group Meetings will inform formal project reporting which will be carried out annually (both narrative and financial). A final report will also be provided at the end of the phase.

Secretariat staff will carry out country visits to each partner country at least once a year, coinciding with key points in the strategy development process (inception, mid-term, launching event) or significant implementation activities. These visits will be used as opportunities

to provide additional technical support, as necessary, including briefings and orientation of staff within the lead partner institutions, UN Country Teams and other interested stakeholders on UN CC:Learn. The country projects will continue to be evaluated in terms of:

- Results of the national strategy development process
- Progress in strategy implementation
- Results of priority learning actions using the Kirkpatrick model.

UN CC:Learn will undergo an overall independent outcome level evaluation during the third year of Phase 4, with which this additional financing for Southern African countries will be aligned. This evaluation will assess UN CC:Learn work in specific areas to be agreed by UN CC:Learn members - such as promotion of climate literacy, Climate Change Education, or engagement with the private sector. It will also identify lessons learned about project design, implementation and management, as well as specific forward-looking recommendations.

8. Proposal

For the reasons presented above, we apply for an amount of **CHF 900'000** to be released.

This commitment is to be debited to the Framework Credit of CHF 6.635 billion to finance the technical cooperation and financial assistance to developing countries according to the Federal Decree of 26 September 2016.

The respective payments arising from this commitment are to be debited to the budget of the SDC, Credit A231.0329, Development Cooperation Designated Actions.

The required financial resources are contained within the budget and the financial spending plan of the organizational unit responsible at SDC.

9. Annexes

Annex 1: Logical Framework.

Outputs (per Outcome)		Output indicators	Sources and means of verification	Assumptions and risks
For Outcome 2: National approaches to systematic and results-based learning				
Output 2.1	National climate change learning assessments and strategies developed through multi-stakeholder collaboration and in line with NDC/NAP priorities	Number of learning strategies developed or updated <u>Target: 3 strategies</u> Number of countries that mobilize institutions from at least 5 Government sectors, civil society and private sector in developing learning strategies <u>Target: 3 countries</u>	National Strategy documents Reports from government partners	NDC/NAP space already too occupied and existing actors not able to focus sufficient time on education and training
Output 2.2	Financing opportunities for implementing climate change learning strategies identified and effective coordination mechanisms defined.	Responsibilities for coordination, resource mobilization, outreach, implementation of specific actions and M&E expressed in national strategies <u>Target: 3 countries</u>	National strategy documents	New coordination mechanisms are established that are parallel mechanisms that do not take into account or build on existing practices.
Output 2.3	Experience-sharing and joint action among partner countries through bilateral and regional mechanisms.	Number of high quality experience-sharing opportunities for countries organized through the Secretariat, including bilateral missions and regional and global workshops/webinars. <u>Target: 6 events</u>	Evaluations of knowledge/learning events	Political cycles in countries out of step leading to limited opportunities to promote collaboration.
Cross-cutting	Strengthened capacities of national and regional learning institutions to effectively deliver climate	Number of institutions involved in delivering climate change learning activities with support by UN CC:Learn.	UNCC:Learn Secretariat figures	Few institutions sufficiently well resourced to be able to continuously engage in additional UN

	change learning.	<u>Target: at least 1 per country</u>		CC:Learn inspired training activities
--	------------------	---------------------------------------	--	---------------------------------------