UN CC:Learn
The One UN Climate Change Learning Partnership

Investing in People and Learning for Green and Climate Resilient Development

Project Document for a 2017-2020 Implementation Phase of the One UN Climate Change Learning Partnership: UN CC:Learn

June 2017

About UN CC:Learn

UN CC:Learn is a partnership of more than 30 multilateral organizations supporting countries to design and implement systematic, recurrent and results-oriented climate change learning. At the global level, the partnership supports knowledge-sharing, promotes the development of common climate change learning materials, and coordinates learning interventions through a collaboration of UN agencies and other partners. At the national level, UN CC:Learn supports countries in developing and implementing national climate change learning strategies. Through its engagement at the national and global levels, UN CC:Learn contributes to the implementation of Article 6 of the UNFCCC on training, education and public awareness-raising, and the 2012-2020 Doha Work Programme. Funding for UN CC:Learn is provided by the Swiss Government, UN partners and national partners. UN CC:Learn is operating in 16 countries. The UN CC:Learn Secretariat is hosted by the UN Institute for Training and Research (UNITAR).

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Foreword

The world has changed since 2013, when the current UN CC:Learn phase (2014-17) was largely designed. But not necessarily as much as we might think. Climate change remains today the prescient development and rights issue that it was then. The issue of financing continues to figure as the principle negotiation issue and the most vulnerable countries continue to plan for an uncertain future without knowing if or when significant and meaningful adaptation funds will ever be channelled their way. Therefore, the most vulnerable societies remain in coping mode, while the World's focus has shifted to whether or not the much heralded Nationally Determined Contributions (NDCs) will be honoured by the top polluters.

Yet the Paris Agreement is now in force and when, in years to come, we look back at December 2015, it will still be perceived as a defining moment. Never before has such a complex global mechanism been agreed by so many countries which, while it is not legally binding on all, incorporates mechanism to enforce transparency and accountability on a regular basis. So countries will become pariah states if they renege on their commitments. Meanwhile Agenda 2030 is gradually taking root, providing a fundamental reference point against which all countries measure development progress, with action on climate change being a Sustainable Development Goal (SDG) in its own right as well as a key connector between multiple SDGs.

Over the same few years the One UN Climate Change Learning Partnership (UN CC:Learn) has become an important and well recognized actor, both globally and in the many countries where it supports national action. 2016 was a pivotal year during which a thorough and independent evaluation of both the partnership and the programme that supports it, was undertaken. Important recommendations emerged, informing the design of this new proposed phase, but on the overall relevance and effective questions, full marks were awarded. This is a tribute to the many hundreds, if not thousands, of women, men and children worldwide who make a contribution towards UN CC:Learn objectives and goals day in and day out.

The Youth Climate Dialogues (YCDs), which have been a feature of country work since 2015 and which bring together school leavers in live debates on the global-local nature of climate change, provide an excellent example. The YCDs have so far involved hundreds of students, teachers, government officials and professionals drawn from across the UN system. What these dialogues do, above all, is to reveal an antidote to the often-troubled international negotiations on climate change of the past 20 years. For if all school children were to engage in such dialogues, which promote understanding, empathy, respect and trust, how much easier will it be to build a future global civilisation based on shared values with the ability to address complex challenges of today and those that are yet to come.

Climate change education (CCE), in its many dimensions, remains the most cost effective way to address climate change. Without it political, institutional, financial and technical measures are weak and of short duration. CCE is the only way in which to change mindsets and behaviours and to embed related values into entire societies. The proof of this is in the demand that exists now for UN CC:Learn services globally, from the classroom to the farm gate, to the boardroom. This is because countries understand that what they need above all is capacity to develop their own solutions; rather than to borrow sometimes less effective ideas from well-meaning external agents.

Wherever UN CC:Learn has engaged with its message of empowerment through CCE, it has found success. But it has equally found an overwhelming demand that it is ill equipped to respond to in its current form. This is why this new phase is designed differently; no longer 'showcasing' UN CC:Learn approaches but rather acting as a connector and motivator, so that its ideas (based around the concept that countries need systematic and recurrent approaches to CCE tailored to national development priorities) can be increasingly scaled up through South-South collaboration and better networking. In all of this the UN system remains the principle channel through which the partnership will continue to operate bringing credibility, convening power, networks, and moral leadership. There is no question that there is a place for UN CC:Learn in this post COP 21 world and that it has begun to shape the agenda

of tomorrow in multiple ways, as acknowledged in the 2016 evaluation. The 'impact' and added value of UN CC:Learn is visible and will become increasingly so over time.

Why Invest in UN CC:Learn?
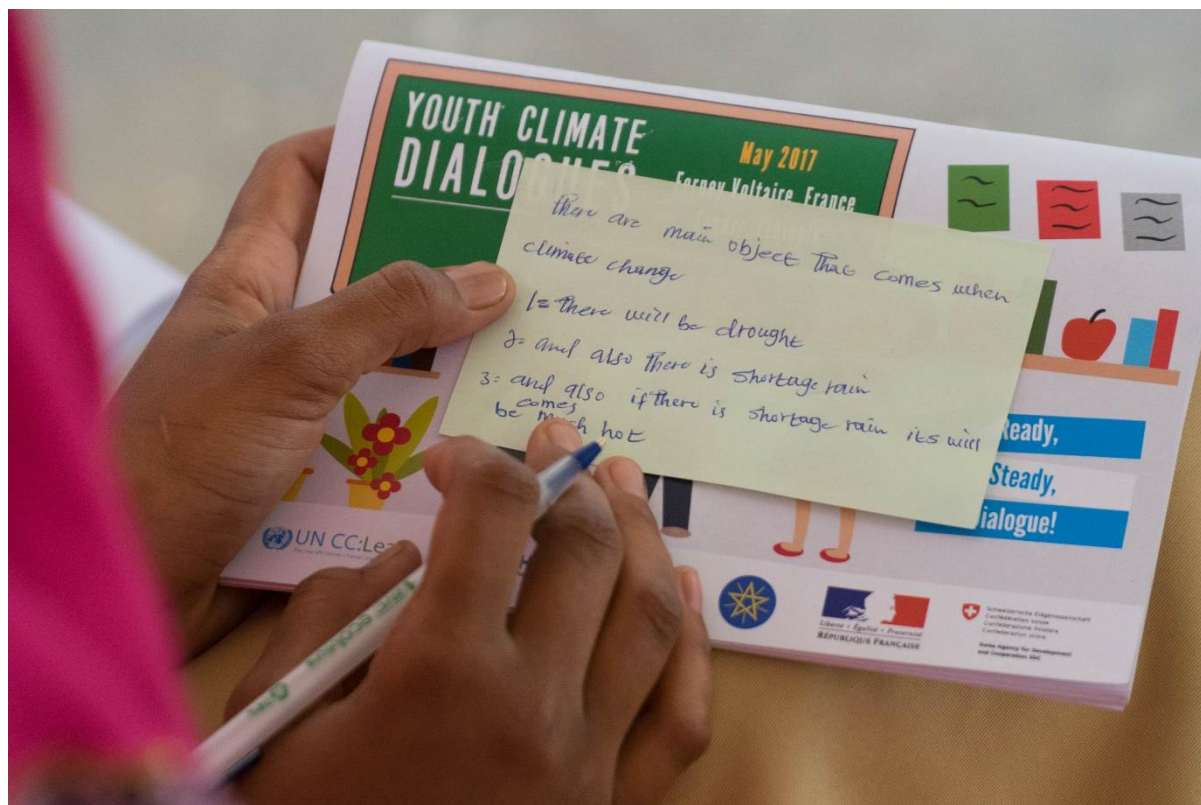
- **It addresses the right issues** – human capacity is one of the key determinants that will allow countries to achieve their adaptation and mitigation targets; **in the right way** – through systematic approaches to climate change learning rather than one-off training events. Few other programmes offer the same service.

- **It is demand- and country-driven**. Over 40 countries have expressed interest in joining UN CC:Learn. Existing partner countries are taking full ownership in the development and implementation of national climate change learning strategies involving more than national 50 institutions in each case. As the mid-term evaluation pointed out: "Within all partner countries it was clear that the UN CC:Learn-supported learning strategies were extremely well aligned with national climate change needs, priorities and objectives."

- **It is cost-efficient**. At the global level, you get the expertise of 36 multi-lateral organizations through one programme. Learning products such as the introductory e-course on climate change are provided at a cost of USD 17 per certificate. At the national level, a relatively small up-front investment delivers a fully-consulted national strategy document and leverages substantial funding for implementation. During the 2014-2017 phase the ratio between UN CC:Learn's budget for national-level work (USD 1.3 million) and funding leveraged by countries (USD 3.7 million) has been 1:3.

- **It delivers results**. The national projects trigger real development changes. Under the mid-term evaluation, partners reported that the UN CC:Learn project had significantly raised the profile of – and sometimes even introduced – the subject of systematic climate change learning within their countries. Additionally, a positive effect of the projects has been a significant contribution to the development of a cross-sectoral shared understanding of climate change:

different departments often understood key concepts and terminology (e.g. resilience, adaptation, mitigation) in completely different ways, but the strategy development process helped to build a common understanding and language. In the majority of countries UN CC:Learn has triggered the integration of climate change into the general education system. At the global level, there is clear evidence that UN CC:Learn's training products are delivering behavioural change. In a 2016 survey among uses of the UN CC:Learn e-learning platform, 95% of the respondents indicated that they are applying what they have learned in their professional context.

- **It provides visibility**. If you invest in UN CC:Learn, your contribution will be recognized *globally* (through social media and highly visible events at international meetings), in *partner countries* (all countries have formally recognized the contribution by Switzerland in their learning strategies and Swiss Ambassadors have been invited to speak at launch events along with Ministers of Education and Environment), and in *your own country/context* (through initiatives such as the award-winning Youth Climate Dialogues that have connected students from Switzerland and France with students in Benin, Burkina Faso, Ethiopia, Malawi, Niger and Uganda).

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

1 Context

The word is becoming increasingly aware of the challenges, but also the opportunities associated to climate change. The adoption of the Paris Agreement at the 21st Conference of the Parties (COP) to the United Nations Framework Convention on Climate Change (UNFCCC) in December 2015 has marked a turning point, with developed and developing countries committing to reduce 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.

In this context, investing in education and training is paramount to develop the awareness, knowledge and skills needed to deal with climate change. As stated by the Minister of Water and Environment of Uganda, Professor Ephraim Kamuntu, "human capacity is the most important variable that determines whether our country is able to address the challenge of climate change and achieve sustainable development."

The knowledge and capacities required for the transition to green, low emissions and climate resilient societies are multiple and diverse. For example, Government officers working in national Ministries need to understand climate change issues and how to address them when developing and implementing sectoral policies; municipalities need to be able to assess the observed and future impacts of climate change to take them into account effectively in local planning; professionals in different areas require specific sets of competencies and tools to implement appropriate adaptation and mitigation measures; the general public, including youth and children, need to become aware of climate change to make informed decisions and adjust behaviour. National education sectors and training institutions should be particularly strengthened to be able to convey the most appropriate and tailored learning to different audiences.

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[1], and then reiterated in Article 12 of the Paris Agreement[2], which entered into force in November 2016. Article 6, which has recently been rebranded as "Action for Climate Empowerment"[3], is being reinforced through the dedicated Doha Work Programme on Article 6 of the Convention (2012-2020). This "serves as a flexible framework for country-driven action addressing the specific needs and circumstances of Parties and reflecting their national priorities and initiatives"[4]. Following the intermediate review of the Doha Work Programme, the 2016 COP 22 Decision 17/CP.22 aims at improving its effectiveness. Among the recommendations, it invites relevant international organizations, such as the members of the United Nations Alliance on Climate Change Education, Training and Public Awareness[5], to continue supporting Parties and stakeholders in the implementation of the Doha Work Programme, including in the development of national strategies on Article 6 of the Convention as well as disseminating information, resources and good practices[6].

In parallel, 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

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[1] http://unfccc.int/files/essential_background/background_publications_htmlpdf/application/pdf/conveng.pdf#page=17
[2] https://unfccc.int/resource/docs/2015/cop21/eng/l09r01.pdf
[3] Action for Climate Empowerment is the focus of Article 6 of the UNFCCC.
[4] http://unfccc.int/resource/docs/2012/sbi/eng/l47.pdf
[5] Multiple UN CC:Learn global members are also members of the United Nations Alliance on Climate Change Education, Training and Public Awareness.
[6] http://unfccc.int/resource/docs/2016/cop22/eng/10a02.pdf

change in the design and implementation of national development and climate change strategies and policies in line with their national priorities and competencies"[7].

Building knowledge and skills to deal with climate change is an important element contributing towards the implementation of the 2030 Agenda for Sustainable Development, effective as of 2016[8]. This includes a comprehensive action plan to end poverty, address inequality, and promote environmental sustainability. Agenda 2030 comprises 17 integrated Sustainable Development Goals, with Goal 13 focusing specifically on taking urgent action to combat climate change and its impacts, including by improving education, awareness-raising and human and institutional capacity.

Contributing to the implementation of these international commitments, the One UN Climate Change Learning Partnership (UN CC:Learn) has pioneered work in the area of climate change education and training. UN CC:Learn is a collaborative initiative currently involving 36 multilateral organizations, which supports countries to design and implement systematic and results-oriented learning linked to national policy objectives and structures. By promoting a strategic approach and strengthening educational institutions, it ensures that learning has a long-lasting and transformational impact. Launched in 2009 at COP 15, UN CC:Learn has completed two previous implementation phases (2011-2013, and 2014-2017).

At the global level, UN CC:Learn supports knowledge-sharing as well as the development of One UN learning resources and interventions. It has built partnerships to engage with a variety of different climate change topics, as well as developed innovative programmes to raise awareness among youth and promote fundamental climate literacy. The strength of the approach is that each learning product is developed by the relevant competent UN agency thereby ensuring that the best available expertise is brought to bear on the developing of learning resources. This has ensure that UN CC:Learn learning certificates are highly sought after.

At the national level, UN CC:Learn is assisting 16 countries in developing and implementing climate change learning strategies, through technical support and provision of grants. Five pilot projects in Benin, the Dominican Republic, Indonesia, Malawi and Uganda have been implemented in 2011-2013. For the 2014-2017 phase, additional partner countries included Burkina Faso, Ethiopia, Ghana and Niger. Since 2014, UN CC:Learn is also supporting a regional approach to climate change learning through the Central American Integration System (SICA), involving Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama. The Secretariat for UN CC:Learn is hosted by the UN Institute for Training and Research (UNITAR). Funding for UN CC:Learn is provided by the Swiss Government and UN members.

Building on the results achieved so far, this Project Document presents a proposed approach and key elements of a further UN CC:Learn implementation phase (September 2017-August 2020). This phase aims at significant upscaling UN CC:Learn's support, by enhancing work in partner countries and expanding the breadth of its knowledge-management offer and learning resources. During this phase, UN CC:Learn will focus on supporting the national implementation of key climate change policies linked to NDCs and National Adaptation Plans (NAPs), further tailoring of its learning resources to local realities, as well as direct measures to meaningfully reach out to the most vulnerable (e.g. children and youth, women, indigenous peoples, people living with a disability, refugees, etc.) and "leaving no one behind"[9].

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[7] http://unfccc.int/resource/docs/2014/cop20/eng/l01r01.pdf
[8] https://sustainabledevelopment.un.org/post2015/transformingourworld
[9] Key principle highlighted in Agenda 2030 for Sustainable Development.

2 Results and Lessons Learned from the Pilot Phase

This document is the result of numerous discussions with national and global partners which have reviewed in detail the lessons learned from the two previous phases as well the results framework and strategic directions. Additionally, an external mid-term evaluation of the 2014-2017 phase was undertaken and several conclusions and recommendations from this evaluation have further influenced the current document.

2.1 Results to date

At the national level

UN CC:Learn has supported, over the last six years, the systematic, strategic and sustainable capacity development to address climate change in 16 countries via the support for the development and implementation of national or regional climate change learning strategies.
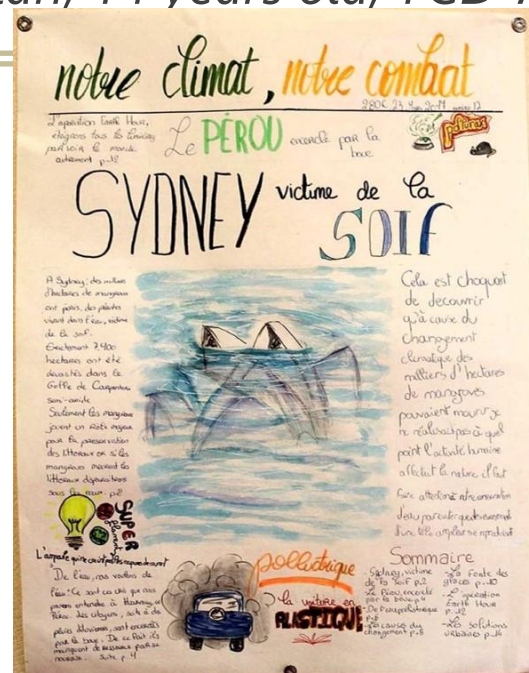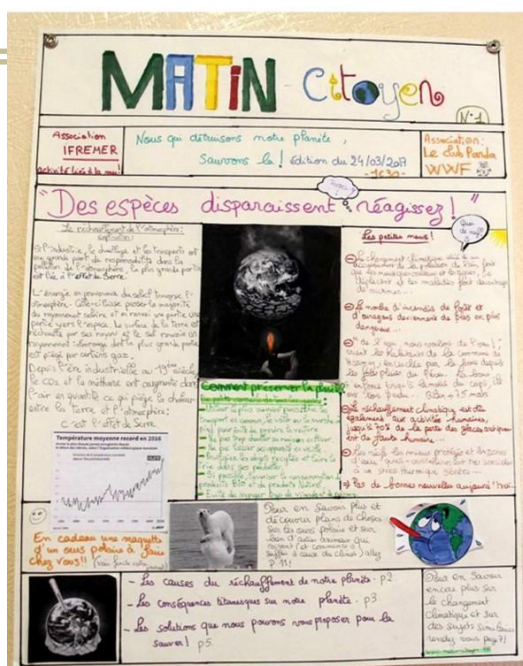
- Development of nine national climate change learning strategies in Benin, Burkina Faso, Dominican Republic, Ethiopia, Ghana, Indonesia, Malawi, Niger and Uganda. The strategies have been developed through country-led multi-stakeholder processes, and have involved numerous governmental sectors, including environment, education, finance, agriculture, etc., as well as civil society, academia and other stakeholders. For example, in Niger, the Strategy focuses on the education, health, agriculture and water sectors.

- Development of a regional climate change learning strategy in the Central American Integration System (SICA), which comprises eight countries (including the Dominican Republic). The strategy is the first of its kind providing a vision and specific action plan for what needs to be done if the region wants to build the necessary human capacity to adapt to a changing climate.

- Direct support of the implementation, when possible by national institutions, of over 34 priority actions found within the climate change learning strategies, in the education, forestry, finance, communication, health and youth sectors. For example, forestry was identified as a key sector in Indonesia, with a specific focus on Reducing emissions from deforestation and forest degradation and the role of conservation, sustainable management of forests and enhancement of forest carbon stocks in developing countries (REDD+). A gap was identified in the capacity of subnational stakeholders to properly address the issue, and as part of the UN CC:Learn project, existing training material was reviewed and training sessions were organised. The training programme was then expanded with support from the GIZ.

- Leveraging of an estimated USD 3.85 million from national or international sources for further implementation of the national climate change learning strategies. For example, in the Dominican Republic, the National Institute for Teacher's Training (INAFOCAM) has provided over one million USD to support the teacher's training programme which was developed during the UN CC:Learn process, in collaboration with UNESCO.

- Organisation of eight Youth Climate Dialogues in between classrooms of countries supported by UN CC:Learn and classrooms in Switzerland or France to allow for students from different countries to discuss their climate realities. For example, an exchange was organised between a Gymnase de Burier (La Tour de Peilz, Switzerland) and the Centre Scolaire Privé Elim (Niamey, Niger).

YCD between Benin and France: Collège d'enseignement général d'Abomey-Calavi and Collège d'enseignement général la Plénitude de Cotonou and Collège Anatole France de Tours.

"Climate change affects the entire planet, if we act here at home, there will also be impacts on you, if tomorrow the world will no longer know about climate change, it will be thanks to the children of today."

- Milan, 14 years old, YCD 7

The development and implementation of the climate change learning strategies has also led to additional benefits beyond systematic, strategic and sustainable capacity development to address climate change:

- High-level involvement in the national processes which has raised the profile of capacity building for climate change at the national level and strengthened implementation. For example, in Uganda, the involvement of the Minister of Environment at the launch of the strategy has provided a lot of visibility to the national strategy.

- Creation or strengthening of relationships between institutions which did not necessarily work together, such as ministries of environment and ministries of education. For example, in Malawi, the education sector is now an important player in the climate change discussion, which was not the case before the UN CC:Learn process.

- Synergies and alignment with other development processes. For example, in Burkina Faso, the strategy was built on the priorities identified through the NAP process, and an important part of its implementation will take place jointly with the Global Framework for Climate Services (GFCS) process.

At the global level

Steering Group Meeting 2017, Bonn, Germany.

UN CC:Learn is a One UN partnership, which has over time grown to 36 multilateral members interested in climate change and learning. The programme's efforts have been geared towards providing a one-stop shop for the public on UN contributions on climate change education and training, as well as the development of One UN training products. UN CC E-Learn has emerged in recent years as the signal largest global provider of climate change learning, freely provided and in multiple languages including nearly 100,000 adherents so far. Results include:

- Development and maintenance of the UN CC:Learn knowledge-sharing platform where the public can access news, publications, and events from all the members on the subject of climate change learning.

- Strong communication component, including extensive use of social media and various communication networks to promote UN CC:Learn as well as partner initiatives.

- Enhanced communication and collaboration between members, notably via the UN CC:Learn Steering Group Meetings, as well as One UN events taking place at COPs and other climate change or education related events. For example, UN CC:Learn has contributed to how the UN presents itself at COPs based on themes rather than organizations.

- Launch of the "Climate Classroom" initiative, an innovative learning experience designed for anyone interested in getting up to speed on selected climate change topics through 45-minute lessons that pop-up at the centre of major climate change events. The first edition, comprising 8 sessions, either in English or in French, was delivered at COP 22 and attracted over 150 delegates.

- Strengthened the skills development component of several major thematic work streams in the field of climate change via the development of training courses, either face to face or online. For example, UN CC:Learn has contributed to the development of the REDD+ Academy and its online version, and is currently hosting the e-learning version on its training platform.

- Development of several climate change related e-learning resources on climate change, including the renowned UN CC:Learn introductory e-course on climate change, as well as several thematic modules, all developed in collaboration with the UN members. For example, the module on children and climate change was jointly developed with the United Nations Children's Fund (UNICEF), with input from the Food and Agriculture Organisation of the United Nations (FAO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO).

> *"Such a course should be mandatory for any new person attending COP."*
>
> *- Climate Classroom Participant, COP 22*

2.2 Evaluation results

An independent mid-term evaluation was commissioned to assess progress being made against UN CC:Learn's planned targets, and to identify problems or challenges that the project may be encountering. The evaluation focused on UN CC:Learn's 2014-2017 implementation phase, but also drew on experiences from the 2011-2013 pilot phase.

Overall, the results of the evaluation were very positive:

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

The evaluation assessed the programme against four standard criteria: relevance, efficiency, effectiveness, and sustainability. The following paragraphs show the summary assessment for each of the criteria:

1. ***Relevance:*** *The evaluation found that UN CC:Learn was highly relevant to its targeted users at both the global level and the national level. Globally, the project has developed a series of resources that are well used and highly regarded by a diverse audience of users. However, the degree of relevance was particularly impressive at the national level, where UN CC:Learn has been supporting nine partner countries to develop national climate change learning strategies.*

2. ***Efficiency:*** *The evaluation found that delivery of UN CC:Learn has been efficient and cost-effective. Central to this efficiency was the technical capability of the UNITAR-based UN CC:Learn Secretariat, whose coordination and inputs were routinely praised by all evaluation correspondents. However, a major challenge for future cost effectiveness will be the extent to which the project – and in particular partner countries – are able to attract the financial resources necessary for delivery of national learning strategies and priority actions.*

3. ***Effectiveness:*** *The evaluation found that good progress is being made against the majority of outputs and outcomes, with several targets having already been exceeded. Delivery against UN CC:Learn's online objectives (including development of learning resources) has been particularly impressive. It is also clear that the national learning strategy development processes have been well-managed and valuable within all partner countries, although it is still too early to fully assess country-level effectiveness of the implementation phase given that priority actions have yet to be initiated by the new countries.*

4. ***Sustainability:*** *Given the early stage of the project it is too early to fully assess the sustainability of any potential results, particularly within most partner countries. However, the evaluation identified a number of factors that are most likely to support continued delivery of the work's long-term results. The most important determinants of sustainability are likely to be resource mobilization, UN CC:Learn's communication and profile, and the strength of partnership and linkages between UN CC:Learn member agencies.*

Five recommendations were formulated to inform not just the current work, but also any future UN CC:Learn activity beyond the 2014-2017 implementation phase. These recommendations were integrated in the project proposal presented in this document.

1. *The UN CC:Learn Secretariat should establish a dedicated staff position to support partner country resource mobilization efforts. Core responsibilities should include the development of a more systematic approach to UN CC:Learn resource mobilization, including the provision of direct support and guidance for partner countries.*

2. *With support from the UN CC:Learn Secretariat, national coordinating partners should develop more systematic approaches to engaging with – and maintaining awareness of – UN resident agencies that are working in the climate change domain.*

3. *In consultation with global partner agencies and partner countries, the UN CC:Learn Secretariat should develop a detailed theory of change for the project. At a minimum this should identify the project's impact pathways, assumptions underlying the project logic, and external influences on the project, including other climate change programmes. Following development of the theory of change, the UN CC:Learn Secretariat should revise the project's logical framework, adjusting impacts, outcomes, outputs and indicators as necessary.*

4. *The UN CC:Learn Secretariat should identify and deliver more regular opportunities for learning exchanges between partner country stakeholders. This should include the provision of – or support for – some form of continuously available web-based networking.*

5. *In consultation with global partner agencies, the UN CC:Learn Secretariat should formally confirm arrangements for the ongoing, post-project hosting of the e-courses and learning resources developed through UN CC:Learn.*

2.3 Lessons learned from the 2011-2017 work

Building on the recommendations from the evaluation, as well as the experience from the Secretariat and discussions with the partners, a number of lessons learned have emerged:

Support for implementation of national learning strategies needs to be further strengthened

UN CC:Learn partner countries have leveraged an estimated USD 3.85 million for strategy implementation. While this is a significant amount, the mid-term evaluation of UN CC:Learn pointed out that partner countries identified resource mobilization for implementation of national climate change learning strategies as a major challenge. During the current phase the UN CC:Learn Secretariat provided tailor-made support to each partner country to identify funding opportunities for strategy implementation. In addition, the Secretariat organized country-exchange workshops with dedicated sessions on resource mobilization. For the next phase, support to partner countries for resource mobilization will be a core element, including help to integrate climate change education and training into proposals for major international funding sources. Structuring the national projects around the NDCs should also facilitate resource mobilization efforts as many funding sources are now geared towards NDC implementation.

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

UN CC:Learn-supported learning strategies benefit from a high degree of national ownership. Strategy development processes are highly participatory and inclusive, drawing on the experience and resources of institutions from across the economy (government, academia, private sector, CSOs / NGOs etc.). The UN CC:Learn Secretariat has close working relationships with national partner institutions and provides regular technically substantive advice, but these inputs are not at the expense of reduced national ownership. Yet, while the bilateral support model has proven to be effective and appreciated by partner countries, a significant increase in the number of national projects that are directly supported by the Secretariat would require very significant additional funding as well as significant restructuring.

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

The current UN CC:Learn logframe sets outs a number of national and global outputs and outcomes, as well as relevant indicators. While the logframe has been useful to systematically monitor progress towards intended results, there is an opportunity to further clarify how the global and national level activities jointly contribute to the intended goal (i.e. to "create sustainable individual and institutional capacities, in developing and transition countries, to plan and implement effective climate change actions, with collective and coordinated support of UN agencies and alliances, and other development partners."). This is further clarified in the following chapter of this project document.

Effective distance learning would benefit from more tailoring to local circumstance

The UN CC:e-learning platform has been a great success with close to 90,000 registrations in three years. However, to be effective and respond to user needs, learning products and services will need to become increasingly tailored to national and regional contexts. Instead of top-down, one-size fits all approaches that are the nature of most global learning platforms, UN CC:Learn will scale-up its work with national and regional partners. Interested institutions could receive support to offer their own climate change (online) courses. Engagements with private companies will be pursued to receive advice on issues such as mobile learning and user profiling.

3 Strategic Directions for a 2017-2020 Implementation Phase

The evaluation has provided a useful basis of ideas building upon what has been learned from two previous phases of UN CC:Learn. In addition, exchanges with national and global partners, as well as new international circumstances are shaping the future of UN CC:Learn. This chapter outlines the main drivers that have guided the design of the proposed new phase.

3.1 Supporting skills development for NDC and NAP implementation

UN CC:Learn will design its national offer to align its learning actions much more **specifically towards NDC and NAP implementation and reporting**. The aim is to support countries in building up the human capacity they need to achieve the commitments and priorities set out in their NDCs and NAPs. The methodology for the capacity assessment and learning strategy development will be revised accordingly, taking into account NDC/NAP-related guidance developed by other partners (e.g. the United Nations Development Programme - UNDP, the World Meteorological Organization - WMO, FAO, World Bank, the NAP Global Support Programme (NAP-GSP) and the NDC Partnership). Structuring the national projects around the NDCs and NAPs will allow for a more focused strategy development process and should also facilitate resource mobilization efforts as many funding sources are now geared towards NDC and NAP implementation. UN CC:Learn will continue its approach of country-driven project implementation, whereby it is up to partner countries to decide on the selection of priorities to be addressed by the learning strategies.

3.2 'Leaving no one behind'

YCD between Ethiopia and France: Sheder Refugee Camp primary and secondary schools and Lycée International de Ferney.

"As we embark on this collective journey, we pledge that no one will be left behind" (Preamble of the 2030 Agenda). For UN CC:Learn this principle means that the partnership will continue supporting the existing nine partner countries, as well as the regional programme in Central America. 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. UN CC:Learn will also help countries in mobilizing resources for strategy implementation, including support for accessing major international funding sources. "Leaving no one behind" also means improving the

accessibility of learning products and services, including for people with disabilities and for communities in remote areas. The work with young refugees will be further developed based on initial exchanges and lessons learned resulting from UN CC:Learn organized exchanges (Youth Climate Dialogue) between a refugee camp school in Ethiopia and a school in France.

3.3 Promoting gender equality

By amplifying existing challenges, climate change undermines recent gains towards the achievement of gender equality. Studies have shown that women are particularly vulnerable to the impacts of climate change. For instance, in many societies, women rely heavily on climate-sensitive natural resources for their and their families' livelihoods and are less likely to survive in case of extreme events, such as floods or typhoons. They also represent the majority of the World's poor and the World's illiterate population, conditions which affect their capacity to cope with the complex challenges posed by climate change[10]. Furthermore, women's unequal participation in decision-making and in the formal economy limit their possibility to contribute to climate change planning and implementation. However, women can play a key role in addressing climate change thanks to their specific local knowledge and in-depth community involvement[11]. 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[12]. In this context, UN CC:Learn will continue 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 (such as the introductory course on climate change), including specific information and case studies, and using a gender inclusive language. Partner counties will be encouraged to undertake a gender analysis as part of the preparation and updating of the national climate change learning strategies, informing the development of interventions that benefit both women and man. The assessment of these efforts will be covered by final evaluations, which will identify recommendations for further action. The collection of gender-disaggregated data will also be promoted, as available. Finally, women's and girls' participation will be encouraged throughout UN CC:Learn diverse activities, for instance in national consultations, or the Youth Climate Dialogues.

3.4 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. What would be an effective model to address this demand? In addition to the bilateral support model, new mechanisms based on South-South collaboration will be put in place, leveraging the experience of CC:Learn partner countries. Existing initiatives and related studies[13] 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 have been discussed with national and global partners:

- A regional approach **working through existing political structures** such as the SICA programme.

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[10] http://www.unesco.org/new/en/unesco/events/prizes-and-celebrations/celebrations/international-days/international-womens-day-2014/women-ed-facts-and-figure/

[11] http://unfccc.int/gender_and_climate_change/items/7516.php

[12] https://unfccc.int/resource/docs/2015/cop21/eng/l09r01.pdf

[13] OECD (2016): Triangular Cooperation: Promoting Partnerships to Implement the Sustainable Development Goals. Summary of Discussions International meeting on Triangular Cooperation. Available at: http://www.oecd.org/dac/dac-global-relations/Summary_of_Discussion_Triangular_Co-operation.pdf; OECD (2011): Unlocking The Potential of South-South Cooperation Policy Recommendations From The Task Team On South-South Cooperation. Available at: https://www.oecd.org/dac/effectiveness/TT-SSC%20Policy%20Recommendations.pdf

- Working through **regional centers** to support national actions. These centers could be hosted by recognized regional institutions such a training center or university (e.g. WMO Regional Training Centers)[14].

- A **pairing system**, where an existing UN CC:Learn partner country supports the development of a learning strategy in a new country.

The different approaches are further discussed under Output 2.3.

UN CC:Learn programme presented at Meeting of the Council of Ministers of the Central American Commission for Environment and Development

3.5 Influencing the global discourse and pace of change on climate change education

By virtue of its longevity, its innovative approaches, recognized successes and multiple country partnerships, UN CC:Learn has become a recognized and influential voice on climate change education. This has been achieved because all the key UN institutions engaged in this topic (such as UNESCO, the UN Environmental Programme – UNEP, UNICEF, FAO, UNDP, the United Nations Settlements Programme - UN HABITAT, WMO, the World Health Organisation – WHO, and the United Nations Refugee Agency – UNHCR, among many others) stand behind the programme and support it. An example of this influence was witnessed at COP 22 in Marrakech where UN CC:Learn co-hosted a discussion on the issue of "leaving no one behind" in the context of climate change education and what this means in practice. A strong linkage with the SDGs was identified at this event and this has helped to frame similar discussions in other fora, such as the UNESCO led Global Action Programme on Education for Sustainable Development (GAP-ESD) process and the UN Alliance on Climate Change Education, Training and Public Awareness. Furthermore UN CC:Learn is now recognized as the **main international mechanism responding to the Doha Work Programme on Article 6**.

For the new phase, countries have expressed the need for UN CC:Learn to further increase the visibility of climate change education and training in global discussions and to raise its profile as an attractive mechanism for channeling related national and international financing. In particular, UN CC:Learn will **demonstrate the cost effectiveness of learning and skills development** as a means to address climate change. Currently, many actors at national and international levels would agree that climate

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[14] WMO hosts over 40 Regional Training Centers (RTCs), which are mostly affiliated to a recognized university: http://www.wmo.int/pages/prog/dra/etrp/rtcs.php.

change education and training is important, but don't necessarily see it as a financing priority that requires substantial funding. By designing skills development effectively in the first place, and then providing the metrics to demonstrate impact, UN CC:Learn can shift the "malaise" that still exists around funding "training activities".

> *"The experience of developing the National Climate Change Learning Strategy in the Dominican Republic during the pilot phase of UN CC:Learn was very positive."*
>
> *- Daniel Abreu, National Climate Change Council of the Dominican Republic*

4 Theory of Change and Intended Results

4.1 Problem analysis

The past six years of implementation have shown that there are different sets of human-resource related problems that prevent countries from effectively addressing climate change. The issues presented below are derived from the collective experience of UN CC:Learn and the UN system, as well as several key studies, in particular the Intermediate Review on Progress Made in Implementing the Doha Work Programme on Article 6 of the Convention[15] and the 2016 UNESCO Global Education Monitoring Report. They are structured around the three pillars of Article 6 (education, training and public awareness), as well as finance.

Education

- Under the 2016 review of the Doha Work Programme, Parties and other stakeholders reported on a range of climate change education activities being undertaken in all regions, indicating widespread progress. However, the report also points out that in many countries the issue is still relatively new and that there is an **urgent need for more technical, financial and human resources to scale up climate change education** at all levels. Parties mentioned that gender, culture, local languages and traditional knowledge are not always addressed appropriately in climate change education and that relevant materials are missing.

- Countries also face **challenges in mobilizing all relevant stakeholders** from members of parliaments, Government ministers, to teacher associations and parents. The Doha Work Programme review points to a "lack of coordination between ministries of environment and education".

- While there is widespread agreement that improving basic education is vital for public engagement and support for climate action, the 2016 UNESCO Global Education Monitoring Report points out that **higher levels of education do not automatically lead to more climate-friendly behaviour.** In fact, education systems that focus on preparing young people for a lifetime of work and consumption to serve mainly economic ends can have adverse effects. The report therefore calls for education approaches that facilitate changes in values and world views, reflective and critical learning, and greater agency to address complex sustainability issues.

Training

- Under the review of the Doha Work Programme, Parties and other stakeholders reported on the implementation of a variety of training programmes on climate change related issues. Yet, assessments carried out under the UN CC:Learn country projects and experience from other programmes show that despite various training initiatives **those directly involved in climate change action still do not have (or apply) the necessary knowledge and skills** to effectively design and implement relevant policies and programmes. This includes climate change practitioners in Government administrations, civil society, and the private sector. Skills needs are not systematically assessed and training programmes tend to be project driven rather than needs based; they are non-recurrent and do not cover the spectrum of skills needed to attain national climate change objectives. Furthermore, training is often provided by external organizations without building the capacities of national and local training institutions or being sufficient well tailored to local realities and needs. As a result, learning on climate change is fragmented and where people acquire relevant knowledge and skills they are often not able to use them in their professional context. For example, a recent survey among Government

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[15] http://unfccc.int/resource/docs/2016/sbi/eng/06.pdf

officials commissioned by the Ministry of Water and Environment of Uganda showed that during the previous 10 years half of the respondents had participated in training programmes related to climate change, but a large proportion (84%) did not apply the skills on the job.

- **While decision-makers** in Government and other agenda-setters within the public and private space may **have a basic understanding of climate change, this does not necessarily translate into actual policy decisions.** Often a "lack of political will" is put forward as an explanation for inaction on climate change, however the actual underlying causes are being ignored. While several academic projects have tried to analyse the complexity of climate politics and governance, "there has been little or no investigation into how politicians, as *individuals* within the political system and wider society, understand or make decisions on climate change".[16] A research project launched in 2015 by Lancaster University is aiming to address the question of what motivates politicians to take action on climate change (or not). One of the early results of the project shows that politicians often frame climate change as a purely economic and technical issue, preventing comprehensive responses that fully take into account the social and human dimensions of the issue.[17] In conclusion, while political economy certainly plays a critical role in shaping political decisions on climate change, the way decision-makers understand and conceptualize the challenges and opportunities related to climate change can also be an important factor.

Public Awareness

- **An important part of the population does not have the necessary basic understanding of climate change to take informed decision and actions.** A 2015 study conducted by researchers from Yale University, Columbia University, Utah State University, Princeton University, The University of Massachusetts-Amherst, and Academia Sinica in 119 countries shows that "about 40 percent of adults worldwide have never heard of climate change".[18] The study highlights in particular the contrast between developed and developing countries: In North America, Europe and Japan, more than 90 percent of the public is aware of climate change. But in many developing countries relatively few are aware of the issue, although many do report having observed changes in local weather patterns. The research team found that globally, education level tends to be the single strongest predictor of public awareness of climate change. Other factors include civic engagement, communication access and proximity to urban areas.

- Under the review of the Doha Work Programme, Parties reported that the **main barriers to implementing awareness-raising activities** in developing countries include inadequate technical and financial support, inadequate expertise and resources and the lack of relevant technologies. Several Parties reported that the importance of gender roles and traditional and cultural methods in climate change public awareness and mainstreaming activities is often neglected. They emphasized the need to take into account the diversity of audiences and languages, the gender dimension and traditional knowledge and to coordinate with relevant stakeholders in order to raise public awareness.

Financing education, training and awareness-raising

- An issue that is relevant to all problem areas outlined above is access to finance. Similar to the issue of "political will", the issue of "lack of finance" is often put forward as a cause for limited action on climate change education. The challenge of resource mobilization has also been flagged by UN CC:Learn partner countries. However, the question is: *Why* is there a funding gap for climate change education and training? Indeed major funding sources like the Green

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[16] https://greenallianceblog.org.uk/2015/10/08/what-motivates-politicians-to-act-on-climate-change/
[17] http://www.tandfonline.com/doi/full/10.1080/09644016.2016.1274504
[18] http://climatecommunication.yale.edu/publications/analysis-of-a-119-country-survey-predicts-global-climate-change-awareness/

Climate Fund have yet to clearly define how climate change education and training can be financed. One of the root causes is the way in which continuing (post-school) education and training is valued by national governments and the development system more broadly. Often learning and skills development is still seen as a 'nice-to-have' add-on. Other concerns relate to the effectiveness of training in achieving sustainable and measurable results. Under the intermediate review of the Doha Work Programme countries reported challenges in designing results-based learning interventions and evaluating outcomes in the medium- and long-term. Without clear evidence on the effectiveness and impact of education and training, financial flows will remain limited.

4.2 UN CC:Learn's value proposition

How can the problems described above be tackled? What is UN CC:Learn's comparative advantage in this response?

The fundamental idea of UN CC:Learn (i.e. the need for a systematic review of learning priorities to achieve national climate change objectives) has proven to remain relevant. The tool proposed by UN CC:Learn to achieve such a systematic approach is the development of a national climate change learning strategy through multi-stakeholder collaboration. As part of the strategy development process, partner countries identify key sectors and stakeholder groups, 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. Therefore, national climate change learning strategies are well aligned with national climate change needs, priorities and objectives. For example, in Burkina Faso the learning strategy's starting point was the country's pre-existing NAP and in Ghana the strategy is considered a tool to implement the country's existing climate change policy. Other partner countries similarly tied the national learning strategy to broader climate change policy and efforts. For the next phase, strategy development processes and related capacity assessments will focus on learning actions for NDC implementation and reporting, to respond to the new international policy context.

The following paragraphs set out the main elements of UN CC:Learn's value proposition for the three area of education, training and awareness-raising:

Education

- In all UN CC:Learn partner countries the development of national climate change learning strategies has mobilized ministries of education in a unprecedented way and, as a consequence, has provided major impetus for integrating climate change in the national education system. In many countries, climate change education has emerged as a national "cause celebre" for senior politicians, who have advocated the topic at various national and regional events for promoting national interests and political support.

- UN CC:Learn has provided various fora for countries to exchange experiences on climate change education and exchange relevant materials. In terms of more technical and methodological advice, UN CC:Learn is helping to leverage the capacities of partners such as UNESCO and UNICEF that provide more specialized support on teachers training, curriculum review and policy development in the education sector. However, current support programmes are not sufficient to address the demand by national partners for tailored support. A larger funding proposal to international funds for climate change education is therefore under discussion under the leadership of UNEP, UNICEF and the UNFCCC and UN CC:Learn Secretariats.

- In line with the recommendations of the Global Education Monitoring Report UN CC:Learn encourages both acquisition of specific knowledge on climate change, as well as development of agency and reflective learning. For example, the Youth Climate Dialogues combine

foundational learning on climate change with a unique exchange between pupils from different parts of the world, inducing critical reflection about complex sustainability issues and values.

Training

- UN CC:Learn is tackling the problem of ad-hoc training by supporting 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 points is that not everybody needs to know everything. Rather UN CC:Learn offers countries a methodology to define key target groups and their learning needs at policy, organizational and operational levels (see Figure 1 below). For each of these groups the approach recognizes the need for a mix of skills: technical, managerial and facilitation. Technical advice is made available to national counterparts in terms of results-based learning methodologies that combine face-to-face workshops with e-learning and on-the-job coaching.

Figure 1. Individual skills and institutional capacities for climate change planning and action

- In addition to providing advice on learning methodologies to national counterparts, UN CC:Learn engages directly in the delivery of applied training interventions in collaboration with specialized global thematic programmes such as the NAP-GSP and REDD+. By strengthening

the learning dimensions of these programmes UN CC:Learn contributes to the achievement of higher level climate change objectives, which could not be attained and sustained otherwise.

- Under the new phase UN CC:Learn will increasingly focus on tailoring learning products to national and regional contexts, collaborative content development and translation to local language, with the overall aim to reach more people and with more relevant content.

Public Awareness

- UN CC:Learn is providing free-of-charge evidence-based learning products that build on the expertise of UN partners. Now more than ever, in this era of "fake news" people need trustworthy resources on climate change. With 85,000 registrations on its e-learning platform in 2017 the partnership is already making a difference globally in terms of providing a growing mass of people with reliable learning resources – and during the new phase the reach of the global platform will be significantly increased. However, broad-based foundational learning cannot be achieved through global flagship products alone. UN CC:Learn is also supporting partner countries in implementing public awareness campaigns such as the "Climate Change Week" in Ghana with over 1,500 participants. Under the new phase new methodologies such as mobile learning will be explored to further increase outreach to distant areas.
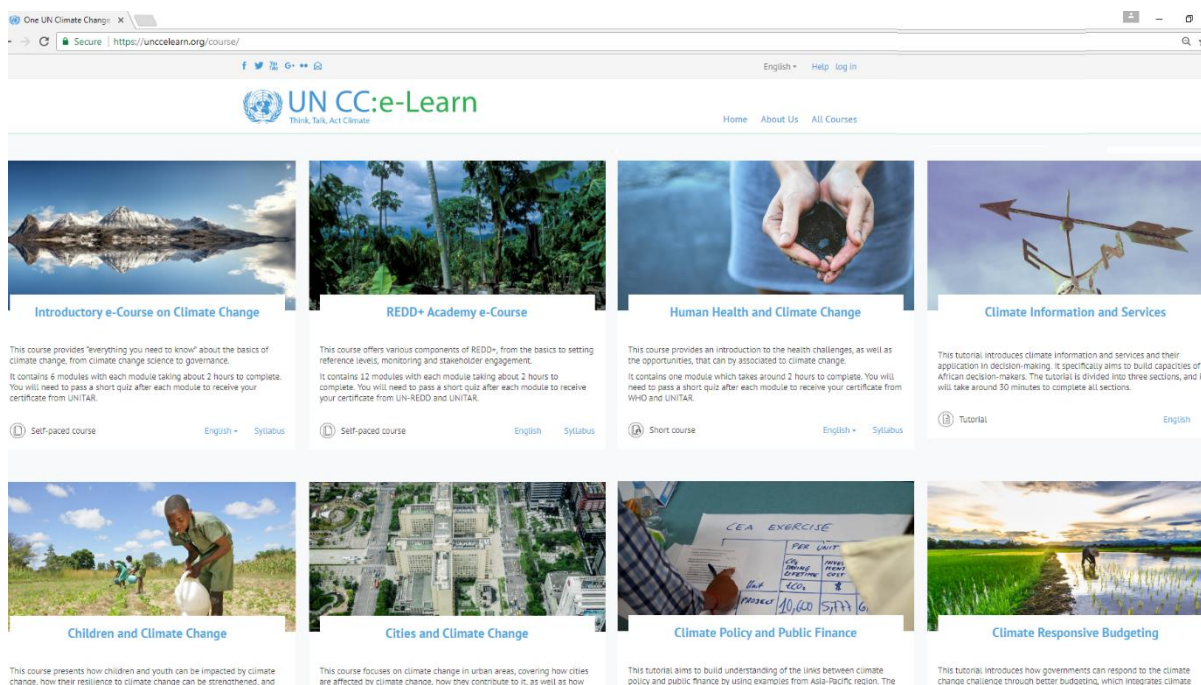
Financing education, training and awareness-raising

- During the new phase UN CC:Learn will proactively engage with international funding sources to discuss barriers for funding climate change learning and skills development and open up new financing avenues. Many global and national UN CC:Learn partners have expressed an interest to jointly advocate for more funding for climate change learning and skills development. Forces will be joined with the UN Alliance on Climate Change Education, Training and Public Awareness which has close linkages with the UNFCCC process and is well positioned to play an agenda-setting role.

- In terms of national budgetary resources, the process of developing national climate change learning strategies is designed in a way that encourages national ownership and engagement of decision-makers from the beginning. Through events such as national planning workshops with broad stakeholder and media participation, high-level launch events, and visible initiatives such as the Youth Climate Dialogues, UN CC:Learn raises the interest of decision-makers inside and outside Government. It thereby helps to put climate change education on the political agenda, opening avenues for national budget resources to follow.

- Private sector funding remains a relatively unexplored source for financing climate change education, training and awareness-raising. During the new phase, UN CC:Learn has a clear target of leveraging funding from private companies and foundations, but also more unconventional sources such as banks and insurance and pension funds, both at national and global levels. UN CC:Learn's vision of private sector engagement also involves the provision of specific expertise from for example telecommunication companies in the area of e-learning or social media corporations to improve outreach, visibility and user-analysis.

- An important parameter for engaging with major international finance players and the private sector will be UN CC:Learn's ability to demonstrate measurable impact of its work. During the new phase the data collection on the effectiveness and importance of learning and skills development interventions will be further refined. For global foundational learning products this includes a systematic review of how participants apply their newly gained knowledge and skills (this type of measurement was initiated under the current phase). For more applied training programmes this implies the definition of specific changes that the learning intervention is aiming to achieve and the factors that need to be in place to get there. Similarly, for country projects more specific results in terms of intended development changes will be discussed and agreed with national partners, along with an up-front discussion on potential risk factors.

4.3   Intended results of the 2017-2020 phase

Impact: Human capacity for climate change action

UN CC:Learn's overall intended impact remains the same. The partnership aims to build human capacity[19] in developing and transition countries to plan and implement effective climate change actions, with collective and coordinated support of UN agencies and alliances, and other partners. To the list of potential partners the new phase will also include a spectrum of private sector organizations. Qualitative indicators of change will be analysed to evaluate for results at the impact level including:

- Number of institutions reporting they have stronger capacity to implement NAP and NDC related policies and programmes.

- Number of people reporting that participation in UN CC:Learn courses and activities has changed their behaviors or has influenced their decisions in a way that contributes to climate change adaptation and/or mitigation.

- Extent to which UN Country Teams in partner countries are supporting country-driven climate change learning priorities.

Overall impact will be delivered through two outcomes, a set of specific outputs, as well as coordination, advisory and management functions provided by the UN CC:Learn Secretariat. The results chain evolves around the following interrelated elements:

I.   The need for an enabling environment for climate action. Without an informed public and commitment across society, Governments and agenda-setters in the private sector and civil society will not be able (or willing) to take effective action. (Outputs 1.1 to 1.3 that support Outcome 1)

II.   The idea that countries need a systematic and recurrent approach to learning and skills development if they are to achieve their national climate change objectives. This area or work is now geared towards NDC and NAP implementation and includes stronger elements on

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[19] Human capacity is thereby defined as the aggregated skills and knowledge of individuals that contribute to achieving social, economic and environmental objectives (based on: http://siteresources.worldbank.org/EXTTRABUICAPDEV/Resources/full_doc.pdf and https://www.oecd.org/insights/humancapitalhowwhatyouknowshapesyourlife.htm)

mobilizing finance and sharing experiences with other countries. (Outputs 2.1 to 2.3 that support Outcome 2)

III.   Capacity development support for national and regional educational institutions that act as enablers to transform outputs into outcomes. These institutions have relevant local knowledge, outreach and experience which allow them to provide tailored learning products and services. Examples include universities offering specialized climate change courses; NGOs engaging in Youth initiatives; national training centers delivering NDC learning actions, and curriculum development departments advancing the integration of climate change in general school education. (Cross-cutting Output that supports both Outcomes 1 and 2)

Figure 2 aims to capture how the different elements of the next phase contribute to the broader goal of building sustainable human capacities to plan and implement climate actions.

OUTPUT 1
UN CC:Learn's global **learning platform** expanded and complemented with **smart transition** mechanisms that allow for collaborative content development.

OUTPUT 2
Learning products that meet international quality standards while being tailored to national/regional contexts developed and/or certified through UN CC:Learn.

OUTPUT 3
UN CC:Learn **flagship initiatives** that raise the visibility of climate change education and training.

OUTPUT 4
National climate change learning **assessments and strategies** developed through multi-stakeholder collaboration and in line with NDC/NAP priorities.

OUTPUT 5
Financing opportunities for implementing climate change learning strategies identified and effective coordination mechanisms defined.

OUTPUT 6
Experiences of UN CC:Learn partner countries effectively shared with other countries through bilateral and regional mechanisms.

CROSS-CUTTING OUTPUT
Strengthened **capacities of national and regional institutions** to effectively deliver climate change learning. Institutions include education and training institutions as well as other knowledge-brokers.

OUTCOME 1
A growing and critical mass of people has a sufficiently good understanding of the basics of climate change to inform their decisions and take effective adaptation and mitigation action.

OUTCOME 2
Partner countries are addressing learning priorities to implement their NDCs and NAPs by working through national education and training institutions.

IMPACT
Human capacities in developing and transition countries to plan and implement effective climate change actions, with collective and coordinated support of UN agencies and alliances, and other partners.
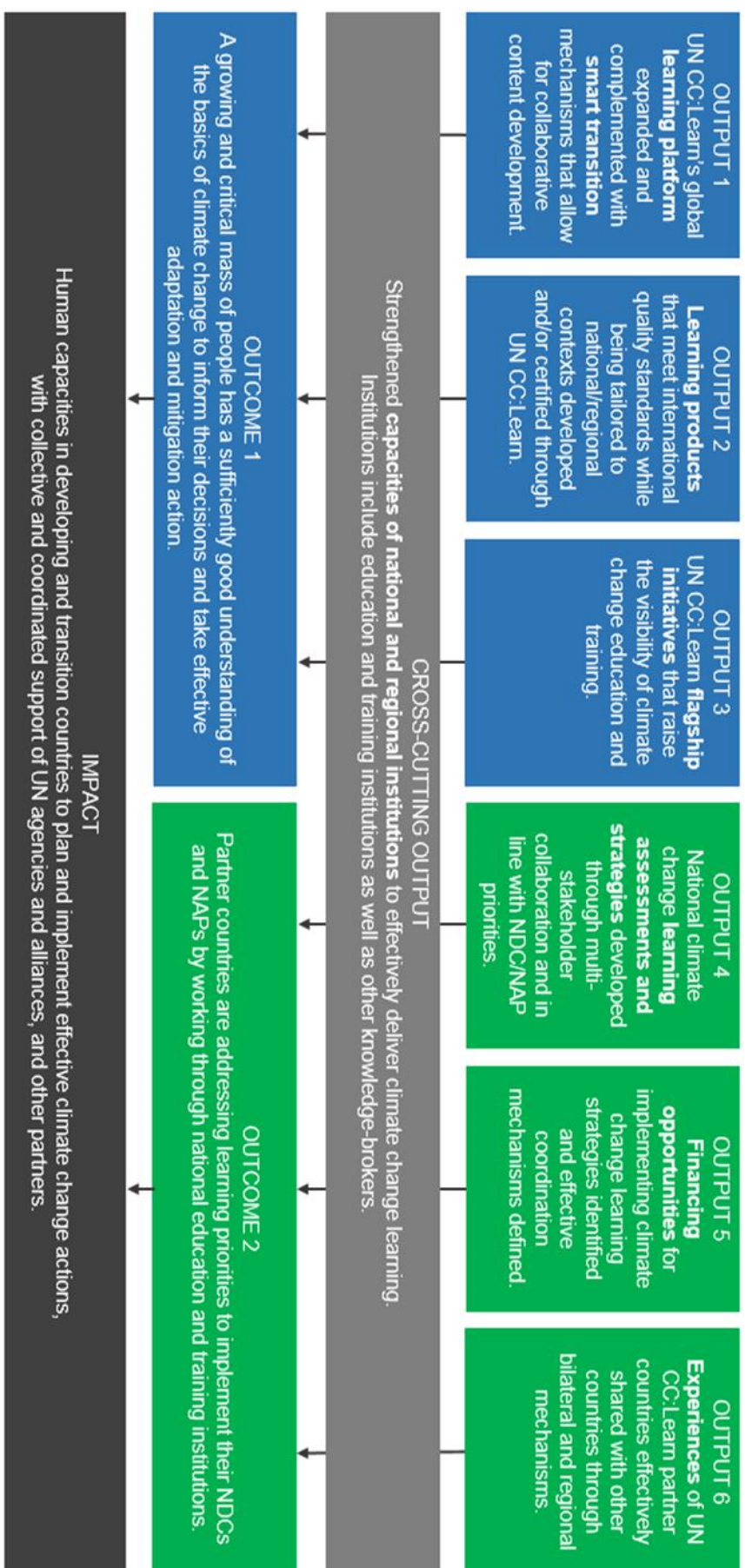
Figure 2. UN CC:Learn logical framework illustrated

Target Groups

The primary beneficiaries of UN CC:Learn's country support are governments in developing countries committed to taking a strategic approach to climate change learning and skills development. National projects convened by governments reach out to, and involve all concerned sectors (agriculture, forestry, health, transport, etc.) and other stakeholders, such as business associations, trade unions, NGOs, etc. A second group of beneficiaries are national and regional training and education institutions which are interested in strengthening their capacities to deliver climate change learning. UN CC:Learn also provides benefits for UN organizations and other development partners which can better align their capacity development support with clear national priorities and benefit from increased efficiencies (e.g. through development of joint materials).

Through its free-of-charge learning products UN CC:Learn also benefits the larger public, i.e. anybody interested in learning about climate change has access to trustworthy and high-quality courses endorsed by the United Nations. During the new phase CC:Learn will put particular emphasis on ensuring the accessibility of all its products (for those with disabilities and/or limited Internet access). UN CC:Learn is also placing a particular focus on youth engagement through a number of targeted initiatives (e.g. the Youth Climate Dialogues and social media campaigns).

Outcome 1: A growing and critical mass of the 'climate literate'

The first project outcome is to contribute to <u>a growing and critical[20] mass of professionals and engaged individuals globally that have a sufficiently good understanding of the basics of climate change to inform their decisions and take effective action.</u>

Under the 2011-2013 and the 2014-2017 phases, Outcome 1 was more inward looking, taking the collaboration of UN agencies on joint learning products as a measure of success. The new Outcome 1 proposes a more strategic result, i.e. it asks what is the ultimate intent of the various One UN learning products and services made available through UN CC:Learn.

The aim is to engage each year at least an additional 75,000 people worldwide in climate change learning through global products and flagship initiatives, social media, as well as regional and national level activities. Thereby, a hallmark of UN CC:Learn will remain its ability to innovate and promote new learning approaches. During the 2017-2020 phase innovative learning products and methodologies will continue to be developed, tested, and implemented. The visibility, relevance and intuitiveness of the e-learning experience will be further increased, through for example joint social media campaigns with CC:Learn partners and youth organizations, a complete overhaul of the introductory e-course on climate change, as well as more opportunities for learners to engage with each other and contribute to the platform. Engagements with private companies will be pursued to receive advice on issues such as mobile learning and user profiling. Learning products and services will also become increasingly tailored to national and regional contexts. Instead of top-down, one-size fits all approaches that are the nature of most global learning platforms, UN CC:Learn will scale-up its work with national and regional partners. Interested institutions will receive support to offer their own climate change (online) courses. UN CC:Learn could also certify courses developed without support from the partnership, based on a number of quality criteria.

The key indicators of success that will be measured at this level include:

- Number of certificates issued on the UN CC:Learn e-learning platform.

- Growth in registrations to the training platform from under-represented areas/regions such as Francophone Africa, Central Asia, the Middle East and North Africa Region (MENA), and China.

- Continued gender balance for registrations on the platform.

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[20] A 'critical mass' is thereby defined by the total number of people reached as well as their representativeness of key stakeholder groups.

- A balanced representation of key stakeholder groups in UN CC:Learn courses and activities.

Output 1.1: Global learning platform expanded and complemented with smart transition mechanisms that allow for collaborative content development

The existing training platform (www.unccelearn.org), as well as the knowledge-sharing platform (www.uncclearn.org) have greatly evolved in the two previous phases, growing in terms of visibility and users. In 2016 only, the UN CC:Learn knowledge-sharing platform has attracted over 45,000 unique visitors, and the training platform has now a user base of 85,000 registered users. Over the next phase, efforts will be made to gain even further visibility, and increase accessibility of information and training materials shared on either platform.

It is expected that there will be a continued growth of affluence on the knowledge-sharing platform to at least 120,000 unique visitors in 2020, and a dramatic increase in the number of users of the training platform, with at least 220,000 registered users by the end of the 2017-2020 phase.

Activities:

- **Make the training and knowledge sharing platforms fully mobile compatible:** This activity will include a complete review on the knowledge-sharing platform, and the development of a UN CC:e-Learn app, which will make access to the UN CC:e-Learn course easier. It will also allow users to fully download the course, which will be helpful for users who have unstable internet connection.

- **Translate the training platform in all UN languages**: At the moment, the platform is available in English, French, Spanish, Chinese and Portuguese, four of which are UN languages. The platform be translated to Arabic and Russian.

- **Make the training and knowledge-sharing platforms accessible to people with disabilities:** This activity will include as review (to be done at the same time as the review for mobility) of the accessibility of both websites to people with disabilities, namely visual and hearing disabilities, and implementation of relevant measures.

- **Fully review the structure and usability of the knowledge-sharing platform:** Through the evaluation of the user experience and the analysis of access data, the UN CC:Learn knowledge-sharing website will be fully re-assessed to facilitate user access to the resources they need. This will include review of the less used sections to either improve their usability or removal if they do not answer to user needs.

- **Engage with the private sector:** Current discussions with the private sector relate to in kind support for the technical improvement of the platform or courses, further analysis of user data to improve communication efforts and the provision of free data during roaming when accessing the UN CC:Learn courses.

Output 1.2: Learning products that meet international quality standards while being tailored to national/regional contexts

Through the previous two implementation phases, UN CC:Learn has developed and disseminated a comprehensive suite of learning materials, including both introductory and advanced resources on a variety of climate change topics – ranging from the science, to planning, and sectoral issues. This suite currently includes 2 courses, 3 specialized learning modules, 3 e-tutorials, and 6 resources guides for advanced learning – available both as online tool and printable version to ensure maximum flexibility. During the 2017-2020 phase, this suite of learning materials will be further expanded to provide learning on additional topics that are of particular importance in the current climate change debates, as well as further enhance accessibility and interactivity to reach out to a wider public. Furthermore, in order to respond to diverse national and local needs, new learning resources tailored to specific contexts will significantly increase the UN CC:Learn offer.

Activities:

- **Overhaul the introductory e-learning course on climate change**: Launched in 2014, the course provides an introduction to climate change through 6 modules, focusing respectively on science, policy, adaptation, mitigation, finance and planning. A complete overhaul of the course will be undertaken to provide learners with an even more engaging, interactive and collaborative learning experience as well as enhanced design and accessibility, in line with the latest industry standards. The course, already available in English, French, Spanish, Chinese, and Portuguese, will also be made available in Arabic and Russian.

- **Develop new specialized learning modules**: At least 3 additional modules will be developed to integrate the series of existing specialized learning modules on climate change. While complementing the introductory e-learning course, these modules are self-standing and focus on sectoral issues (the topics addressed so far include health, cities, and children). The new modules will cover additional "hot topics" in the climate change arena, defined based on global and national partners interest and input, and be made available in multiple languages. In this area, UN CC:Learn will continue collaborating with global thematic programmes (e.g. GAP on ESD, GFCS).

- **Design and disseminate tailored learning products:** Further to requests from partner countries, 3 new learning products will be developed taking specifically into account national and local realities, particularly in areas where UN CC:Learn is already engaged through its country project, as in Central America and Africa. These resources, whose design and level of complexity will vary depending on the specific needs addressed, will be developed in close collaboration with regional and national training institutions and tailored to the diverse impacts and challenges brought about by climate change in different contexts. This process will include a coaching component, strengthening the capacities of the partner institutions involved with regard to both the development of quality resources and their delivery (e.g. training of trainers).

- **Establish a UN CC:Learn affiliation scheme**: In order to enhance the offer of tailored products to interested stakeholders at the national and sub-national levels and avoid duplication, UN CC:Learn will develop an affiliation scheme through which existing non-UN CC:Learn learning resources responding to high quality standard will be provided with a specific UN CC:Learn acknowledgement (as a UN CC:Learn "stamp"). It is expected that such resources will benefit from UN CC:Learn recognition and visibility through increased uptake.

Output 1.3: UN CC:Learn flagship initiatives that raise the visibility of climate change education and training.

During the 2014-2017 implementation phase, UN CC:Learn piloted a series of new initiatives designed to raise the global visibility of climate change education and training in innovative and engaging ways and inspire decision-makers to take action in this area. Building on experiences and lessons learned so far, all these initiatives will be extended and up-scaled in collaboration with national and global partners, as well as the private sector, to reach out to a larger number of stakeholders.

- **Deliver on-demand climate classrooms**: Keeping abreast of the newest developments in climate change is essential to make timely, effective and sustainable decisions. In this context, the Climate Classroom offers focused 45-minute learning sessions on highly relevant climate change topics for busy decision-makers. At least 2 new editions of the Climate Classroom will be delivered at up-coming COPs of the UNFCCC, as well as other major conferences and upon partners' request. They will cover a multiplicity of audiences and topics.

- **Upscale Youth Climate Dialogues**: New Youth Climate Dialogues will be directly organized by UN CC:Learn to continue providing a forum for an increasing number of youth around the world to share their views about climate change. New countries and age groups will be considered, focusing on including the most vulnerable groups (e.g. refugees and indigenous peoples). To upscale the programme and provide other young people around the world with

the possibility to engage in such exchanges, UN CC:Learn will also explore the possibility to develop an online matching platform where interested schools worldwide could connect and partner for the organizations of Youth Climate Dialogues. Guidance documents will be provided for the schools to be able to organize autonomously.

- **Expand outreach on climate change education:** UN CC:Learn will continue expanding the visibility of climate change education by sharing key messages through strategic engagement with social media as well as the written press. The reach and visibility of the existing "Climate IQ Campaign", "Think Climate", and "UN CC:Learn Alumni" will be increased. Coordination of the network of communication focal points of UN CC:Learn members will be enhanced to maximize outreach and visibility of climate change learning. Dedicated articles will be developed in partnership with professional writers and published in the major international press with a particular attention to environmental issues.

- **Provide evidence of the impact of climate change education**: In order to reinforce the arguments on the importance and cost effectiveness of learning and skills development as a means to address climate change, UN CC:Learn will prepare an analytical paper showing evidence of its transformative role in the transition to greener low carbon societies.

- **Engage with the private sector:** Recognizing the importance of the private sector as a key stakeholder in dealing with climate change, at least three new concrete project proposals focusing on enhancing climate change education and training will be developed and submitted to private entities with the objective a scaling up resources for the proposed new phase (up to USD 3 million).

Launch of Climate Classroom at COP 22.

Outcome 2: Learning priorities to implement NDCs and NAPs addressed

The second project outcome is to support <u>countries in addressing learning priorities to implement their NDCs and NAPs, working through national education and training institutions</u>.

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. The World Resource Institute (WRI) lead NDC partnership is a case in point. UN CC:Learn

resources have already been uploaded on the NDC partnership outreach platforms and the Secretariat maintains a close eye on developments in this area.

While Outcome 1 relates to a global audience, Outcome 2 targets specifically UN CC:Learn partner countries. By 2020 a total of 25 countries will be engaged, including continued support to the existing 16 partners, plus an additional nine through bilateral and South-South collaboration.

Table 1. Proposed UN CC:Learn country engagement 2017-2020

Mechanism	Countries	Approach
Regional SICA programme	8 (Belize, Dominican Republic, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama)	Support for resources mobilization and implementation of Regional Action Plan on Climate Change Learning working through UN CC:Learn hub in the Dominican Republic.
Francophone Africa support hub	3 existing countries (Benin, Burkina Faso, Niger) plus up to 6 additional countries depending on applications received	Introduce systematic approaches to climate change learning in up to 6 additional Francophone countries working through a regional technical support center in West Africa. Existing Francophone countries will benefit from regional experience-sharing events and joint resource mobilization efforts.
Support for existing partner countries that are not part of SICA or Francophone hub	5 existing countries (Ghana, Ethiopia, Indonesia, Malawi, Uganda)	Pilot countries (Indonesia, Malawi, Uganda) can receive technical support to analyze the learning dimensions of their NDCs and NAPs and receive support for resource mobilization, including systematic integration of learning action into GCF proposals. Countries that joined in the 2014-2017 phase (Ghana and Ethiopia) will receive direct support for initial implementation action.
Bilateral support by the UN CC:Learn Secretariat and/or global partners	At least 3 additional countries	Direct support for development of national climate change learning strategies will be provided to at least another three countries. This element can include a variety of scenarios, including bilateral support by the Secretariat or interested global UN partners; work through global thematic programmes such as the NAP-GSP; or pairing with existing partner countries.
	Total of 25+ countries	

By the end of this phase, all participating countries will have in place functional multi-stakeholder mechanisms to systematically review learning needs in key sectors, prioritize learning actions to achieve national climate change objectives, and raise the necessary resources implement learning strategies. Countries that have already set priorities for climate change learning will be able to use existing resources set aside for training and capacity development for climate change in a more effective and targeted way. They will also be in a better position to mobilize additional domestic and international resources in line with national needs.

In terms of the delivery of learning actions, national education and training institutions will be strengthened, working hand-in-hand with global UN CC:Learn partners and specialized regional institutions. The aim is to foster sustained approaches and transformational changes in countries that continue to have an impact beyond the national projects.

The key indicators of success that will be measured at this level include:

- Number of countries having leveraged additional funding for implementing NAP/NDC relevant learning actions in partner countries.

- Number of national learning institutions with a clear role defined in providing recurrent skills development support for NDC and NAP implementation.

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 the 2017-2020 phase 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.

Activities:

- **Revise the current guidance for national climate change learning strategy development**: During the first six months of the new phase, the existing *Guidance Note for Developing a National Climate Change Learning Strategy* will be up-dated with inputs from global and national partners. The aim is to cover latest international policy framework such as Agenda 2030, integrate lessons learned from the 2014-2017 implementation phase, and propose a strategy development process that is closely oriented towards supporting NAP/NDC implementation.

- **Organize new application process:** The Secretariat will organize a formal application process in the fourth quarter of 2017 to get a complete picture of countries interested in participating in UN CC:Learn. Applications from Francophone Africa will be encouraged in view of the idea of launching a regional hub in West Africa. Countries that have participated in the 2011 call for applications will need to reapply as institutional priorities and staff are likely to have changed over the past six years. The Steering Group will review all applications and select new partner countries keeping in mind the different implementation mechanisms outlined above.

- **Support strategy development:** The strategy development process will be supported through different models. In the case of Francophone Africa a South-South collaboration approach will be applied (see Output 2.3), however the UN CC:Learn Secretariat will still provide a strong guiding role and participate in key national and regional events. For additional bilateral country projects, either the UN CC:Learn Secretariat or global partners will provide grants and direct technical assistance to national partners, including methodological advice (e.g. for the capacity assessment), as well as participation in main events, such as national planning workshops and launch events.

- **Evaluation of results**: UN CC:Learn will support partner countries in conducting independent evaluations of (1) the strategy development process, (2) initial progress in implementing the strategy, and potentially (3) the gender impact of country support.

Steering Group Meeting 2016, Geneva, Switzerland.

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. Effective national coordination mechanisms that oversee strategy implementation include key sectors and stakeholders, including finance and planning authorities, education ministries, national education and training institutions, sectoral ministries (such as energy, agriculture, water, etc.), NGOs, business associations, and trade unions. 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.

Activities:

- **Promoting the implementation of the SICA Regional Action Plan**: Over the past two years the SICA Members States have developed a Regional Action Plan for Climate Change Education, Training and Awareness-raising that builds directly on the Regional Climate Change Strategy. They have also developed a funding proposal for implementation of the Plan through a participatory process involving Ministries of Education and Ministries of Environment from all eight Member States. UN CC:Learn will continue supporting resource mobilization efforts for the region, including submissions to relevant international funding sources such as the International Climate Initiative (IKI) and the Green Climate Fund (GCF); engagement of UN Alliance on Climate Change Education, Training and Public Awareness which had expressed interest in supporting the Plan; as well as the implementation of flagship initiatives to raise interest by national and international partners.

- **Support joint resource mobilization for strategy implementation in Francophone Africa**: In designing the hub in Francophone Africa, UN CC:Learn will reach out to relevant partners such as the Institut de la Francophonie pour le Développement Durable (IFDD), the French

Government or the West African Science Service Center on Climate Change and Adapted Land Use (WASCAL) that could support the implementation of national strategies technically and/or financially. In addition to working with traditional development partners, UN CC:Learn will support Francophone countries in jointly approaching private sector entities with a particular interest in the West African region.

- **Targeted technical advice for integrating learning action in GCF proposals**: UN CC:Learn will provide guidance on how to strengthen the learning component of GCF proposals submitted by partner countries. While currently there is no dedicated funding window for climate change education and training under the GCF, there is an opportunity to strengthen the skills development dimension of GCF proposals that focus on other issues such as energy, forestry, agriculture.

- **Support for set-up of effective institutional arrangements in new partner countries** (new national projects under bilateral support mechanism): As part of the strategy development process, new partner countries will review existing institutional and coordination arrangements for managing climate change issues. The responsibility for implementing the national climate change learning strategy can be given to an existing or a new mechanism. Often the same mechanism that guides strategy development will also oversee its implementation. UN CC:Learn will accompany the process with technical advice and by facilitating experience-sharing between new and existing partner countries.

- **Private sector engagement**: UN CC:Learn will support regional and national efforts in engaging private sector entities in strategy implementation. Examples for private sector engagement could include: philanthropic contributions by private foundations for learning actions with high public visibility; financial contributions by private corporations to learning actions that are relevant to their supply chains; or in-kind/technical contributions by telecommunication companies to distance learning (m- and e-learning).

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

During the 2014-2017 phase experience-sharing among countries has been facilitated through a network of UN CC:Learn Ambassadors drawn from the 2011-2013 pilot countries, as well as a number of global workshops. As the partnership is growing to 25+ countries UN CC:Learn needs a much more systematic approach to South-South cooperation. Three models have been discussed with national and global partners. Several strengths and challenges were associated with each approach, underlining the fact that the adoption of a single model might not be the best way to move forward, as different regions and countries have different circumstances and national capacities.

A. A regional approach **working through existing political structures** such as the SICA programme. This includes development of a regional strategy with elements for national implementation. This approach is encouraged when in a politically favourable situation (absence of conflicts, strong regional structure and leadership, political support available also at national level). It allows countries faced with similar issues to share experiences and potentially pool resources, thus supporting implementation. During the 2017-2020 this approach will be further supported in the SICA region. Given that a political process has proven to be relatively complex and time-consuming even in a small region like Central America, no additional mechanisms of this type will be established during the new phase.

B. Working through **regional centers** to support national actions. These centers could be hosted by recognized regional institutions such a training center or university[21]. The difference with approach A is that the centers are purely technical and that the process would result in a number of national

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[21] For instance, WMO Regional Training Centers (RTCs): http://www.wmo.int/pages/prog/dra/etrp/rtcs.php.

strategies rather than one joint action plan. Approach B ensures regular and cost-efficient support to interested countries in the region, including regular regional experience-sharing events. However, it relies on having dedicated and qualified staff at the regional level. In terms of the 2017-2020 phase the set-up of one regional technical support center could be considered for the Francophone Africa region.

C. A **pairing system**, where an existing UN CC:Learn partner country supports the development of a learning strategy in a new country. This approach builds on existing capacities in CC:Learn partner countries and could foster positive bilateral exchanges. It would be particularly useful for countries with very similar economic, social and environmental circumstances and structures. Resources would need to be made available to support the exchange. The partnership would also rely heavily on goodwill and commitment from the mentor. In designing the modalities for such a horizontal peer-learning mechanism, there are a number of success factors that would need to be taken into account:

- Leadership – The countries involved have "champions" (institutions / individuals) with the motivation and position to bring an idea to implementation.

- Ownership – With countries understanding the partnership as horizontal, with clear mutual benefits but also roles and responsibilities. Transparent communication and steering structures.

- Demand driven – With problems and local needs clearly stated and the intention to co-create solutions or innovate.

- Collaborative use of resources – Including expertise, financial and in-kind contributions.

- A broad and inclusive stakeholder base – With active engagement of government agencies, academia, private sector, civil society and development partners.

- High level commitment to engage in the partnership and an enabling policy environment.

- Proper monitoring and evaluation which is a weakness of many existing initiatives.

- Engagement in networks for wide dissemination of results and learning outcomes, visibility, and potential for engaging in new partnerships for scaling-up.

The pairing approach could be tested under the 2017-2020 phase in relation to the 3+ new countries that will be supported directly by the UN CC:Learn Secretariat/global partners. The idea would be a combined approach of a grant provided by a global partner and technical advice provided by a country pair.

Any of the proposed mechanisms would be combined with foundational learning actions in the new countries; the rationale being that in order to participate in meaningful peer-learning key stakeholders need to have a common understanding of core concepts. The basic skills development programme can itself be a means to initiate dialogue between different Ministries on NDC and NAP-related learning needs.

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 (beyond project-based training) and relevance (of learning content and approach). During the new phase CC:Learn will adhere to this credo and 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 also engage with other knowledge-brokers, such as e-learning providers and research centers.

Activities:

- **Developing and delivering climate change learning action through local partners**: UN CC:Learn will work with a range of learning institutions on educational materials and services that respond to local needs and circumstances. This can include the revision of existing global UN CC:Learn products or the development of new courses and modules depending on the context and objective of the collaboration.

- **Leveraging existing networks and initiatives**: UN CC:Learn partners will provide opportunities for education and training institutions from UN CC:Learn countries to participate in existing regional and global initiatives and networks. Examples could include participation of higher education institutions in WASCAL events or participation of curriculum development centers in regional UNESCO workshops.

- **Strengthening the capacity of the regional support hubs**: UN CC:Learn will provide continued technical advice and support to the two regional hubs in the SICA region and West Africa. Thematic focus areas will include country driven strategy development and resource mobilization.

Country Exchange Workshop 2017, Addis Ababa, Ethiopia.

5 Implementing Arrangements

The UN CC:Learn programme is implemented via the UN CC:Learn Secretariat, which is hosted by UNITAR, in collaboration with the UN and non-UN partners. The Secretariat is supported by the UN CC:Learn Steering Group, which is composed of appointed representatives from the UN CC:Learn members called focal points. At the national and regional level, projects are implemented via coordinators, nominated by the organizations with whom UN CC:Learn is coordinating. Each national coordinator works with a national multi stakeholder committee to develop and implement the national climate change learning strategy.

The following paragraphs present the roles and responsibilities of each instance. It should be noted that, answering to the changing context and nature of the partnership, a few changes are proposed:

- Membership to the Steering Group is not limited to multilateral institutions. Countries and relevant development corporations can now also officially join.

- A distinction has been made between members – institutions who have a seat at the Steering Group and nominate a focal point, and partners, who can be any institution contributing in a way or another to UN CC:Learn activities. This will allow to provide more recognition to institutions which worked with UN CC:Learn but could not be called 'partners' in the past.

- The roles of the various instances are clarified. Additionally, ToRs for the member focal points will need to be jointly developed, beyond the short description below.
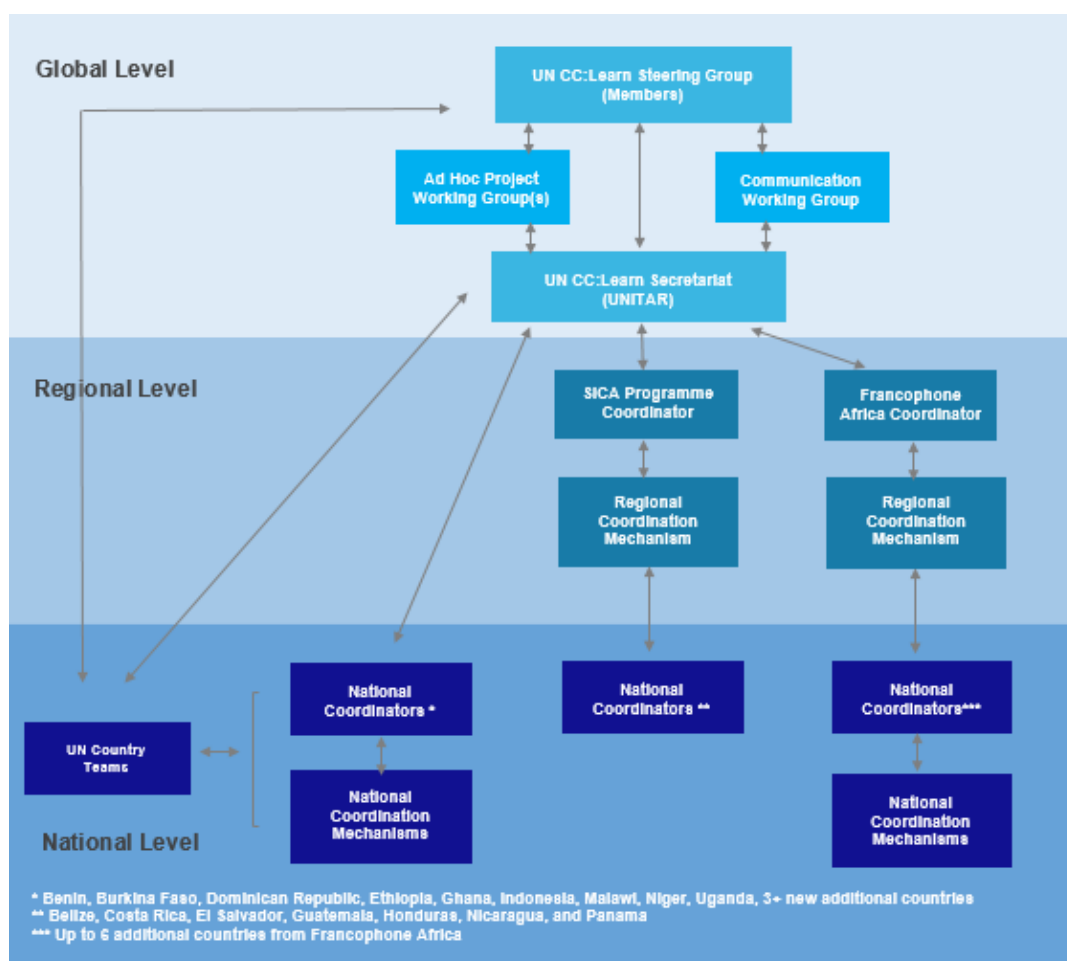

Figure 3. UN CC:Learn Institutional Set-Up

5.1 Global level – roles and responsibilities

Secretariat

The Secretariat is responsible for the day to day management of the project. It is hosted by UNITAR. The Secretariat's responsibilities include:

- Ensure that the programme's agreed upon outputs are delivered

- Represent the UN CC:Learn partnership at national or international meetings

- Communicate regularly with the members of the Steering Group to report on progress and on collaboration opportunities, including linking with the UNCTs before and after important UN CC:Learn related events

- Organise the annual Steering Group meeting

- Organise country exchange workshops

- Coordinate ad hoc project working groups

- Provide financial and technical support to a defined number of countries for the development and implementation of their climate change learning strategies

- Coordinate with and provide technical support to members of the Steering Group who are supporting countries in developing of implementing their climate change learning strategies

- Coordinate external visibility to project activities via website, newsletters, social media and other communication channels

- Coordinate resource mobilization at global level

- Support resource mobilization for national projects

- Monitor, report and communicate on programme progress

UN CC:Learn Members

UN CC:Learn members are institutions which have an interest in climate change learning and sharing experiences with like-minded organizations. They are currently largely multilateral organizations, government of supported countries, and the Swiss Development Corporation. To become a member, an institution needs to submit a letter of interest to the Secretariat, which will be shared with all current members. If all members agree (on a no-objection basis), the organisation officially becomes a member. Responsibilities of members include:

- Appoint a focal point for UN CC:Learn

- If relevant, appoint a communication / social media focal point

- When relevant, contribute technically or financially to UN CC:Learn activities

- When relevant, support countries in developing, and implementing their climate change learning strategies

Focal Points

The focal points are individuals appointed by the member organizations of UN CC:Learn to participate in the Steering Group meetings and collaborate with the UN CC:Learn Secretariat. Responsibilities of the focal points include:

- Participate in the UN CC:Learn Steering Group meetings

- Update the Secretariat on any news from their organizations related to climate change learning to keep the knowledge-sharing platform up to date

- Ensure liaison with regional or national offices to provide support to national projects

- Stay up to date with UN CC:Learn activities

- Identify opportunities for climate change learning internationally or nationally and discuss them with the Secretariat

- When relevant, represent their institution in ad hoc project working groups

UN CC:Learn Steering Group

The UN CC:Learn Steering Group is composed of the focal points from the UN CC:Learn members. It advises the development of the UN CC:Learn programme and reviews progress in an annual meeting. Responsibilities include:

- Review the progress of the programme based on the agreed upon work plan

- Provide directions for the activities of the Secretariat for the next year

UN CC:Learn Steering Group

Ad Hoc Project Working Groups

The Secretariat and specific members or partners may create informal, ad hoc project working groups to work on specific project deliverables, such as specific courses or other agreed upon elements. These working groups can also be created to reflect on or develop additional elements of the programme. These working groups are informally organised and coordinated by the Secretariat, and exist solely for the duration of the project for which it is responsible.

Communication Working Group

The UN CC:Learn communication working group is a loosely organised group of social media or communication specialists of the UN CC:Learn members. The group communicates regularly to share news, publications and events and coordinate how they are shared on social media. In the future, the communication working group's activities might be further developed to organize joint social media campaigns or similar activities, as agreed by the members.

5.2 National and regional level – roles and responsibilities

The structure of the work at the national level heavily depends on the existing national structures and the governance system. At the regional level, coordination will be assured through the existing SICA programme coordination mechanism, as well as through new collaboration with a regional support center in Francophone Africa. A few key roles include the following.

National/Regional Coordinator

The national coordinator is a person designated by the government entity in charge of the UN CC:Learn process at the national level. At the regional level, the coordinator works with the national coordinators through specific regional coordination mechanisms. Responsibilities include:

- Liaise with the UN CC:Learn Secretariat or other supporting agency
- Lead the national/regional process and ensure that agreed upon outputs are delivered
- Monitor, report and communicate on project progress
- Coordinate resource mobilization for the implementation of national/regional climate change learning strategies

National Coordination Mechanism

The national mechanism can take many forms depending on the country, and is ideally based on an existing multi-stakeholder process. Roles will heavily depend on national structure, but usually include:

- Contribute to strategy development and implementation
- Communicate on project advancement to other institutions
- Etc.

United Nations Country Team (UNCT) and other development partners

UNCTs are composed of the national or regional representation of UN agencies in country. Along with other development partners, they may contribute technically or financially to the development and implementation of the national strategy and ensure it is aligned with existing programmes and activities.

6 Timeframe, Management and Administration

6.1 Timeframe

The 2017-2020 phase will start with a six month consolidation and planning phase. This initial phase will include the opening of a new application process for new countries interested in taking a strategic approach to climate change learning through UN CC:Learn, accompanied by a revision of the guidance for strategy development. The consolidation period will also allow the definition of the arrangements and co-financing, including from the private sector, for the new learning products, and the development of the affiliation scheme for existing materials. Implementation activities under the outputs will start in year 1 and will become fully operational in years 2 and 3, as illustrated in the table below. The green cells indicate the six-month consolidation phase.

Table 2. Timeframe for the 2017-2020 Project Phase

Delivery of Outputs	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
1.1 Highly visible and interactive space for learning	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
1.2 Expanded suite of high quality climate change learning products	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨		
1.3 Upscaling of flagship initiatives	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨		
2.1 National climate change learning strategies	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨		
2.2 Coordination mechanisms and financing for strategy implementation	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
2.3 Experience sharing and South-South cooperation	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
Country level evaluation	▨	▨									▨	▨

6.2 Project management and administration

The UN CC:Learn Secretariat is hosted by UNITAR in Geneva. It includes several part time staff, including the Head of the UN CC:Learn Secretariat, a senior training officer, a training officer, an administrative assistant, design and communication specialists. The Secretariat team interacts regularly with global and national focal points, including country missions to support key events in the development and implementation of the national climate change learning strategies. Activities at the country level will be also supported by UN CC:Learn technical advisers and/or Ambassadors. The

responsibilities of key project staff, the National Project Coordinators and UN CC:Learn Ambassadors are outlined in Annex 4.

6.3 Grant administration and additional financial auditing

Special Purpose Grants provided to UNITAR are administered in accordance with the United Nations financial regulations and its rules and procedures. Accordingly, personnel are engaged and administered; equipment, supplies and services purchased; and contracts entered into.

The Special Purpose Grants are subject exclusively to the internal and external auditing procedures laid down in the Financial Regulations and Rules and directives of the United Nations. The donor can reserve the right to request and be provided with the results of the normal audit of accounts and records to ensure compliance with the terms and obligations of the agreement.

7 Resources

7.1 Financial resources

In order to address country demand and the planned expansion of UN CC:Learn global products and services, it is proposed that the total funding envelope for the 2017-2020 phase should be up to CHF 9.0 million. The Swiss Development Corporation (SDC) will contribute approximately a third of this amount (CHF 3.0 million) as a mix of core and operational funding, with co-financing being mobilized through other sources (both direct and parallel funding).

SDC funds will secure on-going functioning of the Secretariat, the development of innovative learning products and services, support for new partner countries and the set-up of a UN CC:Learn hub in Francophone Africa. Co-financing resources will cover investments in the e-learning platform, development of additional knowledge products, as well as large-scale implementation of climate change education and training action in partner countries.

With the support of a UNITAR consultant working on the development of private sector partnerships, several discussions have been initiated with companies to gather either financial or technical support for some components of the project, in particular the expansion of the global e-learning offer. Other sources of co-financing include bilateral donors, relevant international support programmes (like the NAP-GSP), partner country governments and the UN system. In a change to past practice development agencies will be invited to become observer organizations, to encourage additional resources for implementation.

At country level, the development and early implementation of national climate change learning strategies and regional action plans is expected to mobilize at least CHF 100,000-250,000 per country. At the global level, UN CC:Learn members are expected to continue contributing staff time and travel costs. Several members have also indicated interest in leading national projects in additional countries with their own resources, or resources mobilised through their channels.

Indicative sources and amounts of co-financing are provided in Table 3. An overview budget including all sources of finance is included in Annex 2. A detailed budget for the SDC contribution including a split-up of costs per year is provided in Annex 3.

Table 3. Sources of Project Co-financing

Sources of Co-Financing	Name of Co-Financier	Type of Co-Financing	Amount (CHF)
International public	UNDP GEF (NAP GSP)	Parallel	120,000
International public	Support by IKI or other international fund for UN CC:Learn programme in Central America	Parallel	2,000,000
International public	DFID programme in Pakistan	Parallel	725,000
International public	Contribution by other bilateral donor to CC:Learn	Grant	425,000
National budgetary and other resources	CC:Learn partner countries and national training institutions	Parallel and in kind	1,160,000
UN	CC:Learn global partners	Parallel and in kind	400,000

Private finance	Contribution by Foundations to CC:Learn	Grant	370,000
Private finance	Technical expertise and services provided by private companies	In kind	550,000
Total Co-Financing			**5,750,000**
7% PSC			402,500
Grand Total			**6,152,500**

Some of these co-financing sources are more likely to be mobilized then others. The UN CC:Learn results framework therefore differentiates between two scenarios:

Scenario 1: Total project budget of 5.5 million CHF (including SDC contribution and co-financing in the amount of approx. CHF 2.5 million)

Scenario 2: Total project budget of 9 million CHF (including SDC contribution and co-financing in the amount of approx. CHF 6 million)

7.2 Human resources and equipment

The Secretariat, based at UNITAR in Geneva, will be slightly expanded taking into account the increase in geographical scope of the programme, and the intent to strengthen partnerships with a number of global thematic climate change programmes. Under the 2017-2020 phase the Secretariat will be made up of the following posts:

- Head of Secretariat (part time)
- Senior Training Officer
- Training Officer
- Administrative Assistant
- Instructional Design Officer (part time)
- Graphic Designer (part time)
- Communication Assistant

In addition, the programme will recruit a number of technical advisers/UN CC:Learn Ambassadors, reporting to the Head of the Secretariat and kept on retainer to promote UN CC:Learn globally and regionally, as well as to facilitate South-South-North learning and knowledge sharing. The responsibilities of key staff are further explained in Annex 4.

Equipment needs will be limited to some up-grading of the Secretariat in terms of office equipment and furniture, as well as the provision of some limited IT equipment for UN CC:Learn coordinating institutions in partner countries. Table 4 provides a summary of equipment needs.

Table 4. Breakdown of Equipment for UN CC:Learn Secretariat

Category	Item	Estimated Cost (CHF)
Office supplies	Consumables, software	5,000
Office equipment	Phones, computers	10,000
Training equipment	Replacement head sets	5,000
Office equipment for partner countries	Computer/printer x 8	25,000
Total		**45,000** (+/- 10%)

8 Risk Analysis

The project risks were derived from the experience gained from the two previous implementation phases and the independent evaluation of UN CC:Learn conducted in 2016. The following table provides the resulting project risk management strategy, including risk mitigation, monitoring and responsibility for taking management action. The strategy will be reviewed and presented to the UN CC:Learn Steering Group on an annual basis and an up-date of the table included in the report from the Steering Group meeting. This could result in the removal of existing risks areas which have been identified as having low probability, and/or the addition of new risks which have not yet been identified.

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 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.

Table 5. Risk Management Strategy

Nature of Risk	Proposed Mitigation	Monitoring	Responsibility
Outcome Level			
R1. Inability to find strong regional partners to promote the e-learning platform in some regions.	Develop learning products that are tailored to the needs of the targeted regions which should ensure up-take even without strong lead partner.	Annual	Secretariat
R2. Sector ministries are not interested in including strong learning components in funding proposals/budget submissions. National learning institutions engage in one-off trainings on NAP/NDC related issues but do not offer recurrent programmes.	Strong engagement with NAP/NDC lead institutions from the outset. Capacity development for national learning institutions demonstrating the value of recurrent approaches.	Annual	National and Regional Coordinators
Output Level			
R3. Too much competition from other high value platforms crowding out the UN CC:Learn platform. Saturation of the market.	Continuous innovation to ensure high quality of CC:Learn offer. Develop partnerships with highly-visible initiatives. Focus outreach efforts on under-represented regions.	Continuous	Secretariat
R4. E-learning products remain hard to access to key individuals and organizations due to poor internet access.	All e-learning products will also be made available as downloadable PDF based files.	Bi-annually	Secretariat
R5. Slow increase in public interest with regard to climate change. Limited support from partners to upscale flagship initiatives due to the considerable	Promotion of knowledge-sharing events with pilot countries, use of UN CC:Learn Ambassadors, provision of empirically derived guidance materials. Extensive communications and information-sharing	Continuous	National Project Coordinators and Secretariat

investment required in terms of time and resources.	about the results of the flagship initiatives, collaboration with a variety of different partners.		
R6. Political instability. Climate change in general not high priority on Government agenda. NDC/NAP space already too occupied and existing actors not interested in education and training dimension.	Define relevant selection criteria for the identification of new partner countries. Develop strategic partnerships with NAP/NDC lead initiatives (like NAP-GSP and NDC Partnership).	As required	Secretariat
R7. New coordination mechanisms are established that are parallel mechanisms that do not take into account or build on existing practices. Private sector engagement is driven by special interest groups.	Early engagement with UNCTs and provision of empirically derived guidance materials. Establishment of clear criteria for private sector engagement and analysis of potential conflicts of interest on a case by case basis.	As required	Secretariat
R8. Political cycles in countries out of step leading to limited opportunities to promote collaboration.	Advance collaborative initiatives by working with countries willing to engage.	Continuous	Regional Coordinators and Secretariat
R9. Few institutions sufficiently well resourced to be able to continuously engage in additional UN CC:Learn inspired training activities.	Concentrate resources on working with a selected number of institutions rather than spreading out support too widely with limited impact.	Before the selection of new institutional partners	Secretariat and Global Partners
Activity Level			
R10. Too many alternative sources of e-learning available.	Ensure high standard of products and use of international accreditation where feasible.	As required	Secretariat
R11. Waning demand for fee based e-learning and limited access in certain countries. Additional complexity in developing learning products tailored to specific context and in reviewing existing resources proposed for affiliation.	Most e-learning products will continue to be offered free of charge. The development of a tailored learning product will be piloted to define best arrangements. High-quality criteria will be defined to standardize the affiliation process, including self-assessment questionnaire.	As required	Secretariat
R.12 Limited evidence collected and quantified about the impact of climate change education.	Efforts will be put in place to monitor the impact of UN CC:Learn activities and to systematically collect and analyse relevant examples and data.	Continuous	Secretariat and Members
R.13 Insufficient capacity in country within lead climate change institutions to effectively oversee the	This risk area will apply to certain countries more than others. Were necessary the country focal points will be	As required	Secretariat and National Coordinators

learning strategy development process.	re-enforced with additional technical and management support.		
R.14 Regional hubs for Francophone Africa and SICA do not have sufficient capacity to promote implementation in the regions they cover.	Provide some bilateral advice directly to all Francophone countries. Further develop capacity of UN CC:Learn team in Central American hub.	At the beginning of the new phase	Secretariat and Regional Coordinators
R.15 Collaboration among countries is hindered through political conflicts.	Emphasize technical nature and benefits of collaboration on climate change education. Depoliticize the process.	Continuous	Regional Coordinators
R.16 Local partners of existing networks do not have sufficient capacity to engage in UN CC:Learn activities.	Careful selection of partner for Francophone hub and for joint learning actions in consultation with Global Partners.	As required	Secretariat and Global Partners

9 Monitoring and Evaluation

UN CC:Learn will continue to implement its existing monitoring and evaluation approach during the 2017-2020 implementation phase. 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.

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 project.

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, launch event) or significant implementation activities. These visits will be used as opportunities to provide additional technical support, as necessary, including briefing 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.

The project will undergo an overall independent outcome level evaluation during the third year of the 2017-2020 implementation phase. 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. It will be carried out on the basis of an assessment of baseline conditions (against key indicators in the log frame) to be completed during the first 6 months the new implementation phase (Q1-Q2).

The evaluation will be conducted by independent consultants. As for the mid-term evaluation of the 2014-2017 implementation phase, a small working group of interested UN CC:Learn members (including interested donors) will support the establishment and verification of project baseline data, regularly review progress towards agreed targets and support the work of the evaluation, including the provision of review comments on the report. The process will be carried out in an open and transparent manner with the objective of increasing visibility and interest from other donors.

The monitoring and evaluation plan for this project is presented in Table 6. The project logical framework in Annex 1 provides the necessary indicators, baseline information, targets and sources of verification at the impact, outcome and output levels.

Table 6. Monitoring and Evaluation Plan

Type of M&E Activity	Responsible Parties	Budget (CHF) (excluding Secretariat staff time)	Timeframe (per quarter)
Knowledge-sharing workshops	Secretariat Global Focal Points National Coordinators UN CC:Learn Ambassadors	Outcome 1 budget	Annual
Establishment and verification of project baseline data	Secretariat UN CC:Learn Member Working Group	0	Q1-Q2
Steering Group Meetings	Secretariat	Outcome 1 budget	Q3, Q7

Annual narrative and financial reporting	Secretariat	0	Q4, Q8
Country level evaluation	National Coordinators	80,000	Q11-Q12
Global evaluation	Secretariat UN CC:Learn Member Working Group	40,000	Q9-Q11
Final narrative and financial report	Secretariat	0	Q12+6 months
Financial audit	UNITAR	0	Annual
Field Visits	Secretariat National Coordinators UN CC:Learn Ambassadors	120,000	3 per new country, as required
Total Indicative Cost		**240,000** **(+/-10%)**	

Annex 1: Logical Framework

The targets in the logframes are presented according to two scenarios with related assumptions:

Scenario 1: UN CC:Learn leverages a total amount of CHF 5.5 million for the 2018-2020 period (CHF 3 million from SDC and CHF 2.5 million from other sources).

Scenario 2: UN CC:Learn leverages a total amount of CHF 9 million for the 2018-2020 period (CHF 3 million from SDC and CHF 6 million from other sources).

Impact (Overall Goal)	Impact Indicators	Sources and Means of Verification	
To build human capacities in developing and transition countries to plan and implement effective climate change actions, with collective and coordinated support of UN agencies and alliances, and other partners.	Number of institutions reporting they have stronger individual capacities to implement NAP and NDC related policies and programmes. Number of people reporting that participation in UN CC:Learn courses and activities has changed their behaviours or has influenced their decisions in a way that contributes to climate change adaptation and/or mitigation. Extent to which UN Country Teams in partner countries are supporting country-driven climate change learning priorities.	Qualitative assessment to be carried out by independent evaluation	

Outcomes	Outcome Indicators	Sources and Means of Verification	Assumptions & Risks
Outcome 1: A growing and critical mass of professionals and engaged individuals globally that have a sufficient understanding of the basics of climate change to inform their decisions and take effective action.	Number of certificates issued on the UN CC:Learn e-learning platform. *Baseline: 10,000* *Target Scenario 1: 25,000* *Target Scenario 2: 50,000* Growth in under-represented areas/regions (total number of registrations on the UN CC:e-Learn platform) *Baseline Francophone Africa: 3,700* *Target Scenario 1: 12,000* *Target Scenario 2: 25,000* *Baseline Centrale Asia: 79* *Target Scenario 1: 2,500* *Target Scenario 2: 5,000* *Baseline MENA region: 1,900* *Target Scenario 1: 8,000*	UN CC:Learn Secretariat figures UN CC:Learn Secretariat figures	A1. There is a growing need for relevant climate change information, and the current under representation of French Africa, China, Central Asia, the MENA region and SIDS is due to the accessibility (language, internet connection, etc.) or communication issues. R1. Inability to find strong regional partners to promote the platform in some regions.

	Output Indicators	Sources and Means of Verification	Assumptions & Risks
	Target Scenario 2: 15,000 *Baseline China: 300* *Target Scenario 1:15,000* *Target Scenario 2: 30,000* Continued gender balance for registrations on the platform *Baseline: 51% registered users are female* *Target: 45-55% of registered users are female* A balanced representation of key stakeholder groups in UN CC:Learn courses and activities (academia, governments, NGOs, private sector) *Target Scenario 1: At least 30,000 registrations from each of the stakeholder groups* *Target Scenario 2: At least 45,000 registrations from each of the stakeholder groups*	UN CC:Learn Secretariat figures	
Outcome 2: Countries are addressing learning priorities to implement their NDCs and NAPs, working through national education and training institutions.	Number of countries having leveraged additional funding for implementing NAP/NDC relevant learning actions in partner countries. *Baseline: 0* *Target Scenario 1: 17 actions* *Target Scenario 2: 25 actions* Number of national learning institutions with a clear role defined in providing recurrent skills development support for NDC and NAP implementation. *Baseline: not available* *Target Scenario 1: 3* *Target Scenario 2: 7*	Reports by Government partners Reports by Government partners and learning institutions	A2. Finance partners recognize climate change learning and skills development as an important issue for NAP/NDC implementation. Sufficient basic capacities of national learning institution to build up NAP/NDC portfolios. R2. Sector ministries are not interested in including strong learning components in funding proposals/budget submissions. National learning institutions engage in one-off trainings on NAP/NDC related issues but do not offer recurrent programmes.

Outputs (per Outcome) and Costs	Output Indicators	Sources and Means of Verification	Assumptions & Risks
For Outcome 1: A growing mass of the 'climate literate' able to inform public policy			
Output 1.1	UN CC:Learn's global learning platform expanded and complemented with	Increase in the number of individual visitors per year on the UN CC:Learn knowledge-sharing platform.	UN CC:Learn website generated figures	A3. Demand for UN climate change learning products continues to grow.

		Baseline 2016 (in the year): 45,000 Target 2020 (in the year) Scenario 1: 120,000 Target 2020 (in the year) Scenario 2: 180,000 Number of users registered on the UN CC:e-Learn platform Baseline 2016 (total): 69,000 Target 2020 (total) Scenario 1: at least 220,000 Target 2020 (total) Scenario 2: at least 320,000	UN CC:e-Learn website generated figures	R3. Too much competition from other high value platforms crowding out the UN CC:Learn platform. Saturation of the market.
smart transition mechanisms that allow for collaborative content development				
Output 1.2	Suite of high quality learning products tailored to national/regional contexts developed, delivered and/or recognized through UN CC:Learn.	Number of new or fully upgraded learning products. Baseline: 0 Target Scenario 1: 12 Target Scenario 2: 14 Number of affiliated learning products. Baseline: 0 Target Scenario 1: 6 Target Scenario 2: 6	UN CC:Learn Secretariat figures UN CC:Learn Secretariat figures	A4. Demand for e-learning products continues to grow as a favoured means of acquiring new knowledge and skills, promoted by technological innovation. Learning products tailored to national and sub-national contexts attract a wider and diversified audience of interested users. R4. E-learning products remain hard to access to key individuals and organizations due to poor internet access.
Output 1.3	UN CC:Learn flagship initiatives raising the visibility of climate change education and training up-scaled.	Number of editions of the Climate Classroom delivered. Baseline: 1 Target Scenario 1: 3 Target Scenario 2: 6 Number of Youth Climate Dialogues organized. Baseline: 8 Target Scenario 1: 18 Target Scenario 2: 33 Number of followers on social media. Baseline for Facebook: 35,000 Target Scenario 1: 70,000 Target Scenario 2: 100,000	UN CC:Learn Secretariat figures UN CC:Learn Secretariat figures	A5. Increasing public interest in understanding climate change and its consequences. Large potential to enhance the visibility of climate change education and training among a variety of different stakeholders, including decision-makers. R5. Slow increase in public interest with regard to climate change. Limited support from partners to upscale flagship initiatives due to the considerable investment required in terms of time and resources.

		Baseline for Twitter: 9,000 *Target Scenario 1: 15,000* *Target Scenario 2: 25,000*		
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. *Baseline: 9 national plus one regional involving 7 additional countries* *Target Scenario 1: 11 national plus one regional* *Target Scenario 2: 12 national plus one regional* Number of countries that mobilize institutions from at least 5 Government sectors, civil society and private sector in developing learning strategies *Baseline: 9 countries* *Target Scenario 1: 11 countries* *Target Scenario 2: 12 countries*	National strategy documents Reports by Government partners	A6. NAPs/NDCs adequately reflect climate change priorities of the country. Learning strategies are appropriate tool to address learning needs in a systematic way. R6. Political instability. Climate change in general not high priority on Government agenda. NDC/NAP space already too occupied and existing actors not interested in education and training dimension.
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. *Baseline: 9* *Target Scenario 1: 11 countries* *Target Scenario 2: 12 countries* Number of private sector engagements to support strategy implementation. *Baseline: 0* *Target Scenario 1: 0* *Target Scenario 2: 3*	National strategy documents Reports by Government partners	A7. Coordination mechanisms exist that can provide established entry points for institutionalizing the national climate change learning strategies. There are private sector entities in partner countries that can see benefit from better climate change education and training. R7. New coordination mechanisms are established that are parallel mechanisms that do not take into account or build on existing practices. Private sector engagement is driven by special interest groups.
Output 2.3	Experience-sharing and joint action among partner countries through bilateral and regional mechanisms.	Number of joint proposals and learning events developed by partner countries. *Baseline: 1* *Target Scenario 1: 3* *Target Scenario 2: 5* Number of experience-sharing opportunities for countries organized	Proposal documents Evaluations of experience-sharing events/initiatives	A8. Countries motivated to work bilaterally or trilaterally due to the sharing of country experience being highly valued in addressing national needs.

	through the Secretariat, including bilateral missions and regional and global workshops/webinars. *Baseline: 8* *Target Scenario 1: 12* *Target Scenario 2: 20*		R8. Political cycles in countries out of step leading to limited opportunities to promote collaboration.

Cross-cutting Output			
	Strengthened capacities of national and regional learning institutions to effectively deliver climate change learning.	Number of institutions involved in delivering climate change learning activities with support by UN CC:Learn. *Baseline: to be established* *Target Scenario 1: additional 3* *Target Scenario 2: additional 5*	UN CC:Learn Secretariat figures	A9. Sufficient capacities currently existing for selected learning institutions to be able to engage in joint work with UN CC:Learn. R9. Few institutions sufficiently well resourced to be able to continuously engage in additional UN CC:Learn inspired training activities.

Activities (per Output)	**Inputs**	**Assumptions & Risks**
List of activities for Output 1.1: 1.1.1 Make the training and knowledge sharing platforms fully mobile compatible 1.1.2 Translate the training platform in all UN languages 1.1.3 Make the training and knowledge-sharing platforms accessible to people with disabilities 1.1.4 Fully review the structure and usability of the knowledge-sharing platform 1.1.5 Engage with the private sector to increase visibility, accessibility, and targeting of communication.	Personnel, equipment, financial resources (see Section 7)	A10. Online e-tool is considered to be intuitive and useful by the majority of users. Increased visibility, accessibility, mobile compatibility will translate into a higher number of users. R10. Too many alternative sources of e-learning available.
List of activities for Output 1.2: 1.2.1 Overhaul the introductory e-learning course on climate change 1.2.2 Develop new specialized learning modules 1.2.3 Design and disseminate tailored learning products 1.2.4 Establish a UN CC:Learn affiliation scheme.		A11. Users' interest in innovative, cutting-edge, user-friendly and tailored e-learning products. Strong technical inputs provided by UN CC:Learn partners according to mandate and areas of specialization. Eagerness of national/regional training organizations to participate in a UN affiliation scheme.

		R11. Waning demand for fee based e-learning and limited access in certain countries. Additional complexity in developing learning products tailored to specific context and in reviewing existing resources proposed for affiliation.
List of activities for Output 1.3: 1.3.1 Deliver on-demand climate classrooms 1.3.2 Upscale Youth Climate Dialogues 1.3.3 Expand outreach on climate change education 1.3.4 Provide evidence of the impact of climate change education through development of an analytical paper 1.3.5. Engage with the private sector to enhance climate change education and training.		A.12 Partner demand for delivery of flagship initiative will continue to increase along with interest in investing in climate change education and training. R.12 Limited evidence collected and quantified about the impact of climate change education.
List of activities for Output 2.1: 2.1.1 Revise the current guidance for strategy development 2.1.2 Organize new application process. 2.1.3 Support strategy development. 2.1.4 Evaluation of results.		A.13 Sufficient number of additional countries is still interested in joining UN CC:Learn. R.13 Insufficient capacity in country within lead climate change institutions to effectively oversee the learning strategy development process.
List of activities for Output 2.2: 2.2.1 Support for set-up of effective institutional arrangements in new partner countries 2.2.2 Promoting the implementation of the SICA Regional Action Plan. 2.2.3 Support joint resource mobilization for strategy implementation in Francophone Africa 2.2.4 Targeted technical advice for integrating learning action in GCF proposals. 2.2.5 Private sector engagement.		A.14 Participating countries recognize the value and importance of strengthened coordination arrangements to support the implementation of learning strategies. R.14 Regional hubs for Francophone Africa and SICA do not have sufficient capacity to promote implementation in the regions they cover.
List of activities for Output 2.3: 2.3.1 Support SICA regional programme		A.15 Countries are interested to collaborate through regional hub.

2.3.2 Establish hub for Francophone countries 2.3.3 Test pairing model		Institution with sufficient capacity can be identified for Francophone hub. R.15 Collaboration among countries is hindered through political conflicts.
List of activities for Cross-Cutting Output: CCO1: Develop and deliver climate change learning action through local partners CCO2: Leverage existing networks and initiatives CCO3: Strengthen the capacity of the regional support hubs		A16. Relevant existing networks can be identified and are interested in collaborating with UN CC:Learn. R.16 Local partners of existing networks do not have sufficient capacity to engage in UN CC:Learn activities.

Annex 2: Overall Budget 2017-2020 Implementation Phase

	SDC	UNDP GEF (NAP GSP)	IKI or other for SICA	DFID Pakistan	Other bilat. donor	Countries (Gvt + training instit.)	CC:Learn global partners	Private grants	Private in kind	TOTAL	Co-Finance %
Outcome 1:											
Output 1.1 Learning Platform	100,000	0	0	0	0	0	0	0	220,000	**320,000**	69%
Output 1.2 Learning Products	455,000	120,000	0	0	0	60,000	80,000	0	100,000	**815,000**	44%
Output 1.3 Flagship Initiatives	120,000	0	0	0	100,000	0	40,000	0	230,000	**490,000**	76%
Outcome 2:											
Output 2.1 Learning Strategies	660,000	0	0	0	0	300,000	190,000	0	0	**1,150,000**	43%
Output 2.2 Strategy Implement.	100,000	0	2,000,000	725,000	325,000	800,000	0	250,000	0	**4,200,000**	98%
Output 2.3 Experience-Sharing	265,000	0	0	0	0	0	0	120,000	0	**385,000**	31%
Cross-Cutting: Learning Institutions	90,000	0	0	0	0	0	90,000	0	0	**180,000**	50%
Monitoring and Evaluation	240,000	0	0	0	0	0	0	0	0	**240,000**	0%
Support Services/Secretariat	750,000	0	0	0	0	0	0	0	0	**750,000**	0%
Total	**2,780,000**	**120,000**	**2,000,000**	**725,000**	**425,000**	**1,160,000**	**400,000**	**370,000**	**550,000**	**8,530,000**	**67%**
PSC (7%)	194,600	8,400	140,000	50,750	29,750	81,200	28,000	25,900	38,500	597,100	67%
Grand Total	**2,974,600**	**128,400**	**2,140,000**	**775,750**	**454,750**	**1,241,200**	**428,000**	**395,900**	**588,500**	**9,127,100**	**67%**

Annex 3: Yearly SDC Budget in CHF

	Q1-Q4	Q5-Q8	Q9-Q12	SDC Total
Outcome 1:				
Output 1.1 Learning Platform	80,000	10,000	10,000	100,000
Output 1.2 Learning Products	255,000	100,000	100,000	455,000
Output 1.3 Flagship Initiatives	40,000	40,000	40,000	120,000
Outcome 2:				
Output 2.1 Learning Strategies	280,000	380,000	0	660,000
Output 2.2 Strategy Implement.	20,000	60,000	20,000	100,000
Output 2.3 Experience-Sharing	205,000	30,000	30,000	265,000
Cross-Cutting: Learning Institutions	30,000	30,000	30,000	90,000
Monitoring and Evaluation	0	0	240,000	240,000
Support Services/Secretariat	250,000	250,000	250,000	750,000
Total	**1,160,000**	**900,000**	**720,000**	**2,780,000**
PSC (7%)	81,200	63,000	50,400	194,600
Grand Total	**1,241,200**	**963,000**	**770,400**	**2,974,600**

Annex 4: Terms of Reference of Key Project Staff

Head, UN CC:Learn Secretariat

The Manager of the UNITAR Climate Change Programme acts as the Head of the UN CC:Learn Secretariat responsible for providing overall guidance on project implementation, building strategic partnerships, and mobilizing co-financing. Specific tasks include:

- Oversee execution of annual work plans, budgetary planning, and reporting
- Develop proposals for additional co-financing
- Forge and maintain relations with global and national members and partners
- Represent UN CC:Learn at important events
- Provide technical guidance and quality control for development of learning resources
- Co-chair annual UN CC:Learn Steering Group meetings.

Senior Training Officer

The Senior Training Officer provides advice and support to country projects, designs and delivers climate change learning activities and resources, and provides support to overall project management. Specific tasks include:

- Design training materials and other learning resources in line with quality standards
- Deliver and evaluate training activities
- Provide advice to country partners on Strategy development and implementation
- Support methodology development
- Maintain and strengthen UN CC:Learn network of national and global members
- Organize global meetings and workshops
- Supervise the work of consultants and provide guidance to Training Officer
- Support budgetary planning and reporting.

Training Officer

The Training Officer provides advice and support to country projects and designs and delivers climate change learning activities and resources. Specific tasks include:

- Maintain and further develop UN CC:Learn website
- Design training materials and other learning resources in line with quality standards
- Develop e-learning platforms and tools
- Deliver and evaluate training activities
- Provide advice to country partners on Strategy development and implementation
- Support UN CC:Learn network of national and global members
- Support organization of global meetings and workshops.

Instructional Designer

The instructional designer is the technical specialist who supports de development of training materials. Specific tasks include:

- Provide instructional design expertise in the development of training materials
- Implement the training materials designed using the appropriate software
- Review and assess the quality of the training materials developed
- Provide technical support to partners to develop training materials
- Manage the UN CC:e-Learn training platform

Communication Assistant

The communication assistant is the person in charge of managing and maintaining the numerous communications networks of the UN CC:Learn Secretariat. Specific tasks include:

- Maintain and update the UN CC:Learn website
- Answer emails received at the UN CC:Learn email address
- Maintain the UN CC:Learn presence on social media
- Provide support for the development of UN CC:Learn's communication strategy
- Prepare the UN CC:Learn newsletter

Graphic Designer

The graphic designer ensures that the UN CC:Learn products are of good visual quality and support UN CC:Learn's visual identity. Specific tasks include:

- Provide input for the visual design of training materials
- Develop a visual branding for UN CC:Learn
- Review UN CC:Learn communication documents to ensure visual coherence

Administrative Assistant

The Assistant provides administrative support for the project. Specific tasks include:

- Assist in drafting agreements with national and global members and partners
- Keep track of contract obligations
- Assist in processing payments
- Prepare draft financial reports
- Organize travel
- Provide logistical support for global meetings and workshops

National Project Coordinators and Project Managers

Each UN CC:Learn partner country designates a National Project Coordinator that supports coordination among national sectors and stakeholders and guides overall project implementation at the country level. The National Coordinators are encouraged to develop and maintain nationally appropriate risk management strategies which feed into the global UN CC:Learn project risk management strategy.

In most cases the Project Coordinator will be a senior government staff with established connections to the climate change policy community in the country. He/she can decide to nominate a national Project Manager responsible for day-to-day project activities and acting as a regular contact point for the UN CC:Learn Secretariat. The time input of both the Project Coordinator and the Project Manager is generally expected to be an in kind contribution by the partner country.

UN CC:Learn Technical Advisers/Ambassadors

Individuals from countries that have participated in the pilot phase of UN CC:Learn act as technical advisers or 'UN CC:Learn Ambassadors' to share their experiences with new countries on a bilateral or regional basis. They also provide technical input to international meetings and workshops and enhance the global visibility of UN CC:Learn.

Annex 5: List of Abbreviations

CCE	Climate Change Education
COP	Conference of the Parties
CSO	Civil Society Organisations
FAO	Food and Agriculture Organization
GAP-ESD	Global Action Programme on Education for Sustainable Development
GCF	Green Climate Fund
GFCS	Global Framework for Climate Services
GHG	Greenhouse Gas
IFDD	Institut de la Francophonie pour le Développement Durable
IKI	International Climate Initiative
INAFOCAM	Dominican Republic National Institute for Teacher's Training
MENA	Middle East and North Africa
NAP	National Adaptation Plan
NAP-GSP	National Adaptation Plan Globala Support Programme
NDC	Nationally Determined Contribution
NGO	Non-Governmental Organization
REDD+	Reducing Emissions from Deforestation and Forest Degradation and the Role of Conservation, Sustainable Management of Forests and Enhancement of Forest Carbon Stocks
RTC	Regional Training Center
SDC	Swiss Agency for Development and Cooperation
SDG	Sustainable Development Goal
SICA	Central American Integration System
UN CC:Learn	One Un Climate Change Learning Partnership
UNCT	UN Country Team
UNDP	UN Development Programme
UNEP	UN Environmental Programme
UNESCO	UN Organization Educational, Scientific and Cultural Organization
UNFCCC	UN Framework Convention on Climate Change
UNHCR	UN High Commissioner for Refugees
UNICEF	UN Children's Fund
UNITAR	UN Institute for Training and Research
UN-Habitat	UN Settlement Programme
WASCAL	West African Science Service Center on Climate Change and Adapted Land Use
WHO	World Health Organization
WMO	World Meteorological Organization
WRI	World Resource Institute
YCD	Youth Climate Dialogue