



# UN CC:Learn

The One UN Climate Change Learning Partnership



## UN CC:Learn Annual Report 2018

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



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra

**Swiss Agency for Development  
and Cooperation SDC**

# About Us

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

At the national level, UN CC:Learn supports countries in addressing learning priorities relevant to their National Determined Contributions (NDCs) and National Adaptation Plans (NAPs), through the development and implementation of climate change learning strategies, in collaboration with national education and training institutions. UN CC:Learn is currently operating in over 25 countries.

Through its engagement at the national and global levels, UN CC:Learn contributes to the implementation of Article 6 of the UNFCCC on education, training and public awareness-raising, and the 2012-2020 Doha Work Programme. The UN CC:Learn Secretariat is hosted by the UN Institute for Training and Research (UNITAR).



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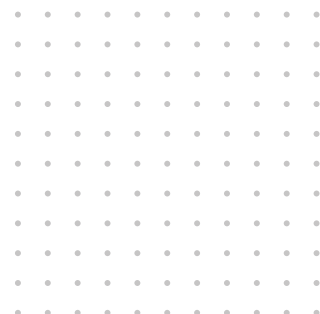




Think, Learn, Act Climate



# Foreword



UN CC:Learn has never been as ready as it is now to scale up. The acquisition of knowledge, understanding and skills is central to solving complex problems associated with climate change. As it moves into its 8th full year of implementation, UN CC:Learn is providing a wide range of services: from tailored advice and training delivery to our 25+ country partners, to premium free online learning opportunities, to flagship initiatives that bring much needed visibility to climate change education and training as a means of increasing ambition on implementation.

With this in mind, over the course of 2018, UN CC:Learn has focused on developing some important strategic partnerships. I am delighted to announce that UN CC:Learn has been holding detailed discussions with World Resources Institute (WRI) and is now set to become a member of the NDC Partnership during 2019. This important move reflects the focus of the current phase (2017 to 2020) towards explicitly aligning UN CC:Learn services with NDC national implementation and enhancement measures. Equally, UN CC:Learn has been working closely with the Secretariat of the Green Climate Fund (GCF) in order to help them engage with all National Designated Authorities (NDA) globally on the roll out of new rapid access procedures for the Fund. In addition to providing much need information on access to all countries, this initiative has extended the visibility of UN CC:Learn as a key global service provider. UN CC:Learn will continue to build and strengthen its work with these key global climate institutions and initiatives over the coming year.

At the country level we are working with a larger number of partners than ever before. One new way in which UN CC:Learn is reaching more beneficiaries is by promoting regional approaches, complementing the more usual bilateral model of country engagement. In Central America UN CC:Learn continues to promote joint dialogue on climate change learning priorities across 8 countries as a basis for preparing a regional GCF project. With the opening of a UN CC:Learn West African hub office in Niger, we are reaching a dozen additional nations in a similar way. The Sahel countries face very specific adaptation challenges associated with increasing dry spells and drought within an already water stressed geographic context. UN CC:Learn is responding to this need by developing more tailored learning events and products, as well as reaching out to local audiences more effectively through a better understanding of how knowledge is transferred in these contexts. Not everyone has a smart phone or a desk top computer.

As ever it is the quality of the partnerships that makes the difference. 2018 brought a number of very stimulating examples, from the work jointly developed with Danone on climate change and nutrition, to the inspired work led by the Government in Indonesia with teachers at primary and secondary levels, to countless actions among our nearly 200,000 alumni which are stimulated by our free online courses.

My thanks and my congratulations to the global family of individuals and institutions that make UN CC:Learn the inspiration that it continues to be. I look forward to a busy and engaging 2019 work programme.

**Angus Mackay**

Director, Division for Planet, UNITAR

# Highlights

The UN CC:Learn e-learning platform was upgraded and reached almost **170,000** registrations by the end of 2018, with around **30,000** certificates issued.

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UN CC:Learn is extending its e-learning portfolio to cover new topics and reach out to additional audiences, in partnership with several UN agencies, including the CDB Secretariat, FAO, GEF, ILO, UNDP, UNECA, UN Environment, the UNCCD Secretariat, UN Climate Change, UNIDO, UNITAR, UN Women, WMO, the World Bank, the Secretariats of the Basel, Rotterdam

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A new affiliation programme complements the standard UN CC:Learn e-learning offer with high-quality resources developed by recognized institutions outside the framework of UN CC:Learn. A first course developed by UN Environment and UNITAR has been affiliated and three others by IMO are receiving support from the UN CC:Learn Secretariat under the programme.

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UN CC:Learn joins forces with Danone to bring climate change and sustainability learning to thousands of private sector employees around the world.

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New UN CC:Learn Academy for Teachers is developed in collaboration with the private sector company Harwood Education to enhance integration of climate change into school curricula in the UK as a model for other countries to follow and as a means of leveraging private

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Two editions of the Climate Classroom initiative held at major UNFCCC-related events brought over 200 delegates up to speed on 11 different climate change topics, leveraging the expertise of several highly recognized institutions committed to sustainable development, including the Alliance for Global Water Adaptation, Columbia University's International

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UN CC:Learn played a key role in raising awareness of the importance of education and training for an effective response to climate change in the margins of international negotiations,

# Highlights

Kenya and the Kyrgyz Republic expressed an interest in taking a strategic approach to climate change learning and officially joined the UN CC:Learn partnership. UN CC:Learn support is channeled through national programmes led-respectively by FAO and UNDP, in collaboration

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A new UN CC:Learn Southern Africa programme was launched to support Zambia and Zimbabwe in developing national climate change learning strategies, capitalizing on the experience of Malawi. The national projects are jointly implemented with the not-for-profit

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UN CC:Learn established a regional hub in West Africa promoting South-South collaboration and climate change learning in 13 countries in collaboration with the regional training centre of the Permanent Interstate Committee for Drought Control in the Sahel, Agrhymet, also affiliated to WMO.

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Continuous resource mobilization efforts, technical advice and knowledge-sharing advance the implementation of the climate change learning strategies of UN CC:Learn partner countries in collaboration with national/regional education and training institutions.

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UN CC:Learn continues to build synergies with build synergies with like-minded national and international institutions and initiatives in order to support countries in building the human capacity required for an effective response to climate change that is aligned with their respective Nationally Determined Contributions (NDCs), the Paris Agreement and the United Nations 2030 Agenda for Sustainable Development. In particular, multiple discussions have taken place with the NDC Partnership, in view of joining the coalition in 2019.

# Overview

The complex issue represented by climate change is now more central than ever, attracting an unprecedented level of attention from policy-makers, managers, experts, youth, civil society representatives and the general public around the world. However, addressing its challenges and harnessing the associated opportunities for the promotion of greener and more sustainable societies require widespread awareness, the dissemination of new knowledge adapted to the different beneficiaries, and the development of specific skills in all areas.

Through its numerous knowledge-sharing opportunities, innovative learning experiences and quality products, UN CC:Learn aims to contribute to a growing critical mass of professionals and engaged individuals globally who have a sufficient understanding of the basics of climate change to inform their decisions and take effective action. Contributing to this objective, the UN CC:Learn e-learning platform has become a reference to anyone interested in learning more about climate change, with an increasing number of users from different regions and stakeholder groups. Efforts to enhance the visibility, relevance and intuitiveness of the e-learning experience are made on a continuous basis, through engagement with multiple partners, targeted research, and the development of innovative approaches. In addition, flagship initiatives and strategic communications inform a large number of individuals globally.

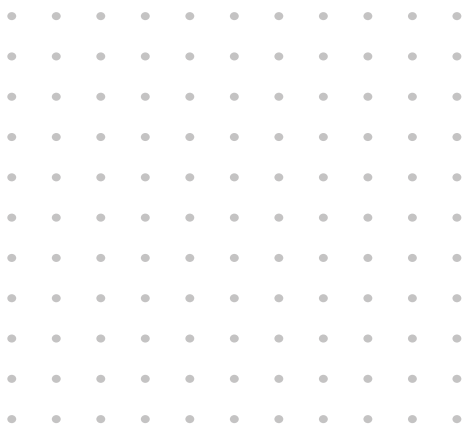
Global resources and initiatives are also made available to support UN CC:Learn partner countries, whose number considerably extended over the course of 2018. UN CC:Learn assists them in addressing learning priorities to implement their Nationally Determined Contributions (NDCs) and National Adaptation Plans (NAPs). To do so, it strengthens partnerships and synergies with other institutions committed to similar results, such as the NDC Partnership and the GCF, leveraging additional funding for the promotion of climate change learning. Building collaboration with national/regional institutions and enhancing their capacities to provide relevant and recurrent climate change learning and skills development is central to this process, with the aim of multiplying the efforts, disseminating knowledge and ultimately ensuring a long-term transformation.

In 2018, several thousands of individuals have been engaged through a multiplicity of UN CC:Learn-supported activities highlighted in the following sections.





# 1. Results at the Global Level

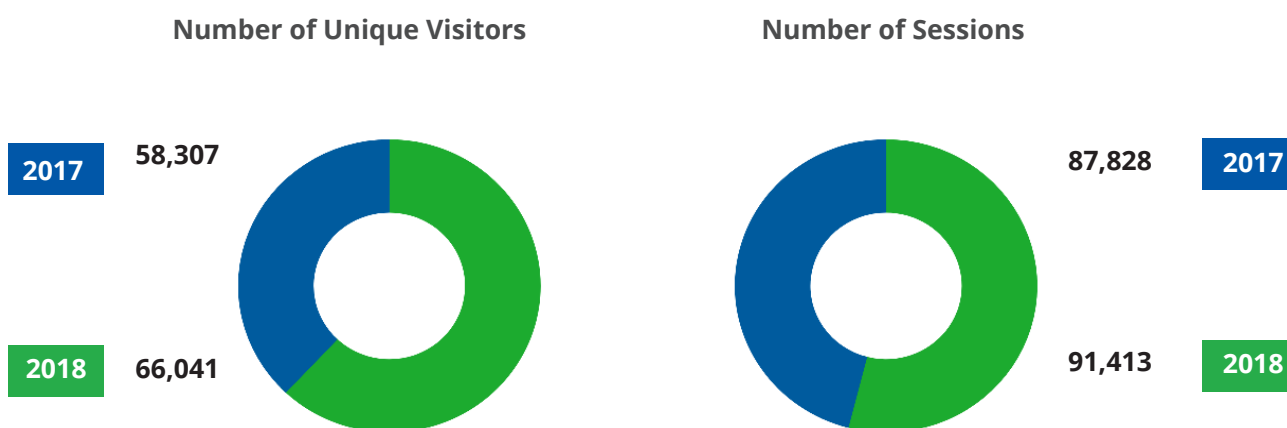


# Output 1.1 Global Learning Platforms Expanded

In 2018, access to UN CC:Learn global knowledge and learning platforms continued to increase thanks to continuous technical upgrades, additional content, and new features designed to provide a more interactive user experience and cater for different audiences, in line with the latest industry standards, as well as in collaboration with multiple partners.

## Evolving Knowledge-Sharing Platform

The UN CC:Learn knowledge-sharing platform ([www.unccllearn.org](http://www.unccllearn.org)), which provides a single-entry point to a multiplicity of resources relevant for climate change learning, continues to be regularly updated with the latest products, publications, news and events from UN CC:Learn members. In December 2018 it hosted, for the fifth consecutive year, the library of climate change documents relevant for COP24 produced by UN partners. The growing knowledge offer of the platform attracts over 15,000 visitors every quarter.



In order to keep-up with evolving technology and reach out to a broader audience, a concept for the revision and upgrade of the platform has been developed, based on an evaluation of the user experience, an analysis of access data, and the review of the latest trends in website design. Its main directions include:

- ✓ Revising the visual identify and simplifying the overall navigation
- ✓ Highlighting the sections that receive most attention
- ✓ Adjusting the content, using a broader range of features and techniques (e.g. videos, infographics, storytelling)
- ✓ Providing opportunities for interested users to ask questions and share content as well as options to set up private knowledge-sharing areas reserved to pre-defined groups, with the aim of creating more engaging .and collaborative online exchange spaces
- ✓ Making the platform accessible by individuals with impairments and optimized for online search
- ✓ Providing a closer integration between the UN CC:Learn website, e-learning platform and social media.

# Upgraded UN CC:eLearn

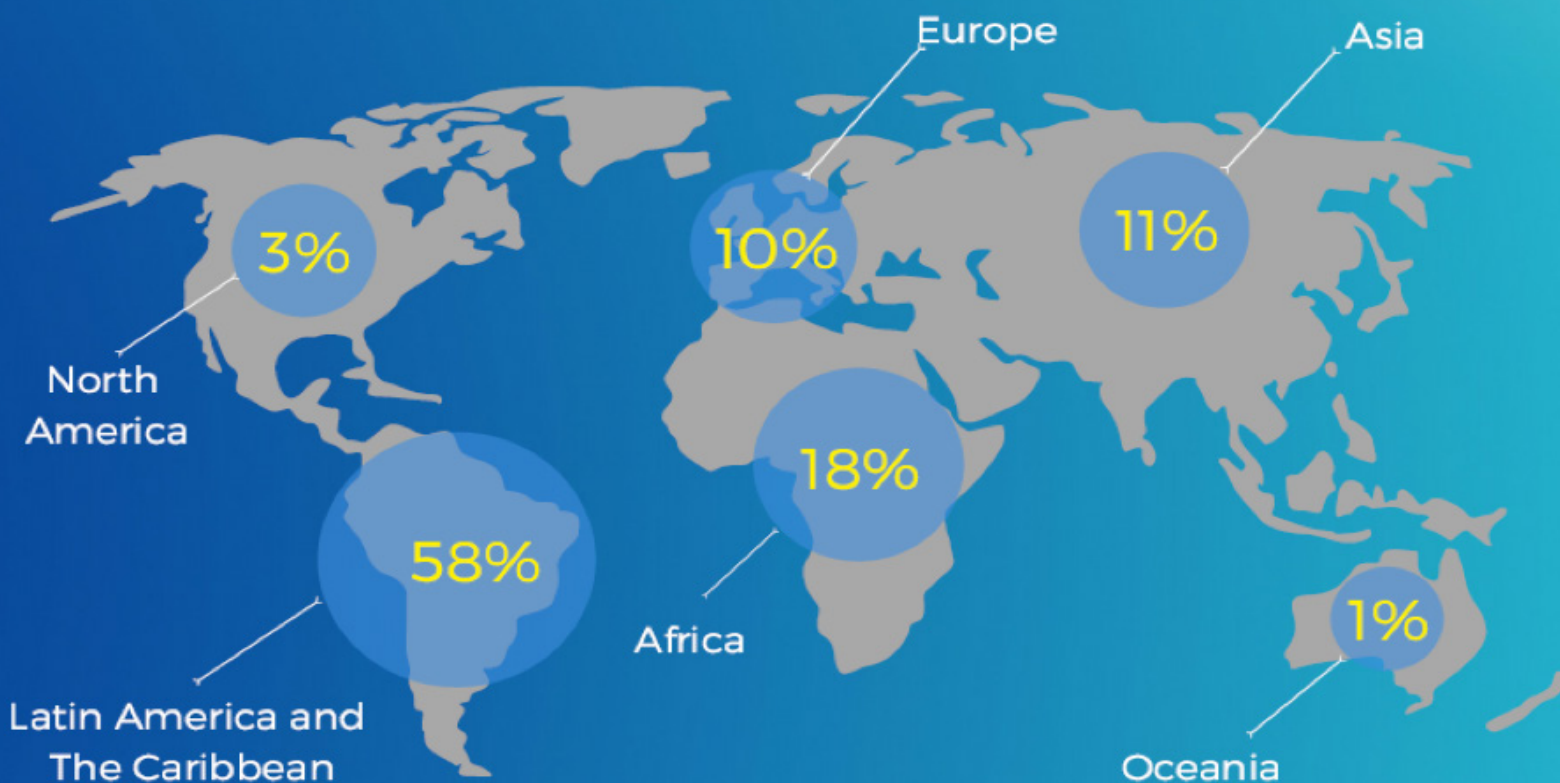
Since its launch in 2014, UN CC:e-Learn ([www.uncclearn.org](http://www.uncclearn.org)) has become the largest online learning platform focusing on climate change and green economy topics. Making 14 different resources (in 8 different languages) available to the wide public, with other 10 in the pipeline to be launched in the months to come, the platform counts almost 170,000 users from 195 countries and around 30,000 certificates issued to the learners who successfully completed the online courses.

## In 2018, the platform underwent major improvements, including:

- ✓ Optimization of the user interface, for instance through a new help section, a highly intuitive navigation, a revised course structure, a full course catalogue
- ✓ Implementation of new features allowing engagement and collaboration with users, such as forums and polls
- ✓ Mobile-friendly accessibility
- ✓ Accessibility for individuals with impairments
- ✓ Definition of well-structured course categories.

The e-learning platform was also extended through the launch of a private “One Planet, One Health” sub-section dedicated to the employees of the food company Danone. Through this new collaboration, UN CC:Learn provides a selection of its learning products on climate change as well as an up-coming course on sustainable diet (see section 1.2.) and other relevant resources to thousands of Danone workers around the world. This represents a valuable contribution towards the achievement of nine goals introduced by Danone earlier this year to drive long-term sustainable value creation, in line with the United Nations 2030 Sustainable Development Agenda. In addition, WHO linked UN CC:e-Learn to its newly launched Nutrition Knowledge Hub, an e-learning platform providing training to WHO staff and other interested parties working in the area of nutrition and related topics.

## The UN CC:Learn e-learning platform in numbers: Registrations Overview



# The UN CC:Learn e-learning platform in numbers

## Enrolments and Certificates as of December 2018

E-learning Resources	Enrolments	Certificates	Cost/Certificate
Introductory e-course on Climate Change (English)	34,983	4,017	7.53
Introductory e-course on Climate Change (French)	7,210	1,208	
Introductory e-course on Climate Change (Spanish)	47,819	5,779	
Introductory e-course on Climate Change (Chinese)	1,829	955	
Introductory e-course on Climate Change (Portuguese)	9,292	986	
Introductory e-course on Climate Change (Arabic)	368	93	
REDD+ Academy	8,919	1,066	110.85
Specialized E-Course on Cities and Climate Change	22,081	5,077	11.23
Specialized E-Course on Human Health and Climate Change	21,592	4,212	12.74
Specialized E-Course on Children and Climate Change	11,898	3,435	16.59
Open Online Course on Gender and Environment	4,830	2,164	54.35
E-course on International Aviation CO2 Emissions Reduction: States' Action Plans	222	19	n/a
E-course on International Aviation: Intro to States' Action Plans to reduce CO2	1,394	n/a	n/a
E-tutorial on Climate Policy and Public Finance	4,589	n/a	n/a
E-tutorial on Climate Responsive Budgeting	2,818	n/a	n/a
E-tutorial on Climate Information and Services	4,989	n/a	n/a

Considering raising costs related to the maintenance of the platform due to the increasing number of resources and concurrent visitors, a plan for the self-financing of the platform has been developed.



# Output 1.2 High Quality and Tailored Learning Products

The UN CC:Learn portfolio of free, self-paced e-learning resources is expanding considerably thanks to multiple partnerships that have allowed inclusion of new topics, such as gender or green economy, and new translations increasing accessibility of the content. The suite of resources already available is also being updated to reflect the latest knowledge and instructional design methodologies.

## Flagship Learning Resources Revised and Further Disseminated

### Introductory e-Course on Climate Change

In 2018, UN CC:Learn partnered with ZCO2, a coalition of citizens and companies in Brazil engaged in sustainable development initiatives, to bring climate change education to local communities in Rio de Janeiro through the dissemination of the introductory e-learning course on climate change in Portuguese. The project also created a space for exchanging ideas and aligning interests to transform the challenges that climate change presents to urban communities into opportunities. A workshop was organized on 26 March 2018, allowing community leaders who had obtained a certificate for completing the course to share their knowledge with 50 attendees. Views and expertise were also offered by many relevant stakeholders, including the C40 network, representatives of the municipality of Rio de Janeiro and the State of Rio de Janeiro, UN-Habitat, the World Resources Institute (WRI), Pro Natura International, Civil Defense Organization and the Museum Museu do Amanhã.

In order to provide learning opportunities to a broader audience, UN CC:Learn, in collaboration with the Ministry of the Environment of Jordan and the EDAMA Association for Energy, Water & Environment, also developed a free version of the course in Arabic. This resource was made publicly available during a high-level launch event held on 25 April 2018 in Amman, Jordan. In parallel, an awareness raising session on climate change was conducted at the Jordan University of Science and Technology, introducing university students to the course.

Furthermore, UN CC:Learn continued to exchange with Tongji University to promote the version of the course in Chinese. This is currently part of the curriculum of Tongji University's Minor Programme in Sustainable Development..

In addition to the translations, an overhaul of the introductory e-course on climate change was initiated to enhance the learning experience and will be completed in the 2nd quarter of 2019. The course will help learners to understand the concept of climate change, how this affects them and others, and what can be done to address it. After completing the course, learners will be able to answer the following questions:

**What is climate change?**

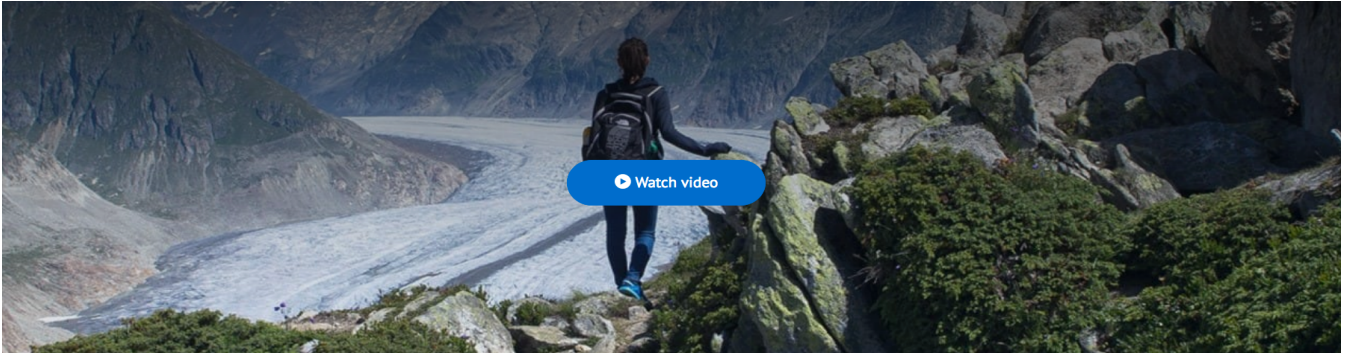
**How to adapt to the negative impacts of climate change?**

**What opportunities exist for a low carbon future?**

**How to plan and finance climate actions?**

**How climate negotiations work?**

Learners will also develop a concrete action or project to tackle climate change. The course employs recent advances in digital learning, breaking content into smaller bites, enabling individual learning paths and interaction with resources and peers. Renown experts from key UN CC:Learn members deliver engaging video lectures. The course, which will be certified, is now open for pre-registration.



## Welcome to: **Climate Change: From Learning to Action**

[Download syllabus](#)

Climate change

Self-paced course

12 hours

English

Coming up in spring 2019!

[Pre-register now](#)

## **REDD+ Academy**

In 2015, the United Nations Environment Programme (UN Environment) and UN CC:Learn partnered to strengthen the methodology and design of the REDD+ (Reducing Emissions from Deforestation and Forest Degradation) Academy. This resulted in an extensive online training composed of 12 modules. Each module comprised an interactive lesson, a learning journal and an assessment. The interactive lessons and learning journals provided the basis for both moderated and self-paced versions of the online REDD+ Academy.

In 2018, while striving for a greater outreach and an upgraded learning experience, UN Environment and UN CC:Learn joined forces to review the course. The online REDD+ Academy underwent major improvements and benefitted from the newly overhauled e-learning platform. The course was updated to reflect the most recent global socio-economic and political dynamics on the topic and, at the same time, restructured in order to remain on track with the global e-learning tendencies. Two separate online courses were then re-launched: (1) Fundamentals on REDD+, and (2) Advancing on REDD+, both certified.

# UN CC:Learn Portfolio Extended – Global Products

## Open Online Course on Gender & Environment

UN CC:Learn, the Global Environment Facility (GEF), the GEF Small Grants Programme (SGP) and the United Nations Development Programme (UNDP), with valuable contributions from the International Union for Conservation of Nature (IUCN), UN Women, UN Environment and the Secretariats of the Multilateral Environmental Agreements that the GEF serves, including the Convention on Biological Diversity (CBD), the United Nations Framework Convention on Climate Change (UNFCCC), the United Nations Convention to Combat Desertification (UNCCD) and the Basel, Rotterdam and Stockholm Conventions, among others, developed a new Open Online Course on Gender & Environment.

This course provides clear, concise and up-to-date information for anybody interested in obtaining a general understanding of the linkages between gender and the environment. It targets in particular specialists and development practitioners involved in key environmental areas at international, national or the local level as well as policy-makers and government officials working on environmental policies and projects.

**The course includes 6 modules:**

**1. Gender & Environment**

**2. Gender & Biodiversity**

**3. Gender & Climate Change**

**4. Gender & Land Degradation**

**5. Gender & International Waters**

**6. Gender & Chemicals and Waste.**

Each module includes an interactive lesson, with videos, relevant statistics, case studies, exercises/reflection points, key messages and references to additional resources. A certificate of participation is made available to all learners passing the quiz at the end of each module while a certification of completion will be provided to those succeeding all six quizzes. The first four modules of the course were launched during a dedicated side event at the 6th GEF Assembly on 25 June 2018 in Danang, Vietnam. The last 2 modules are being finalised.

*“I just took the course: Gender and Environment on your platform. I would like to share that this is the most serious course that I ever took on this thematic”*

## E-course: Introduction to Green Economy

Developed within the framework of the UN Partnership for Action on Green Economy (PAGE), bringing together UNDP, UN Environment, UNITAR, the UN Industrial Development Organization (UNIDO) and the International Labour Organization (ILO), the e-learning course “Introduction to Green Economy” makes the link between the need for low-carbon development and the practical tools and actions that enable the transition.

The course introduces learners to the basic concepts, policy instruments and international frameworks of inclusive green economies through five 2-hour modules, divided into smaller sections. Participants can start with any module depending on their preference.

**After completing the course, learners will be able to:**

**Describe the rationale and core concepts for realizing an inclusive green economy against business-as-usual practices**

**Identify enabling conditions for greening national economies**

**Outline principal opportunities and challenges in key sectors**

**Provide examples of national strategies and planning to advance an inclusive green economy**





## New Developments

The development of the following resources, which will contribute to populating the e-learning platform, was initiated in 2018:

### NAP e-Tutorials

In collaboration with the National Adaptation Plan Global Support Programme (NAP-GSP), bringing together UNITAR, UNDP, UN Environment and the GEF, 3 introductory National Adaptation Planning (NAP) e-tutorials for policy-makers and practitioners are being finalized, to be launched on UN CC:e-Learn in early 2019:

- 1) **E-tutorial 1: Keeping Taps Running in a Changing Climate: mainstreaming climate change adaptation into water resources**
- 2) **E-tutorial 2: Appraisal of Adaptation Options**
- 3) **E-tutorial 3: Financing Climate Change Adaptation**



### E-Course on Integrating Climate Risk Information into National Adaptation Planning

UN CC:Learn and the World Meteorological Organization (WMO) partnered to build a 5-module course on “Integrating Climate Risk Information into National Adaptation Planning”. The course will target primarily two main groups, climate information producers (scientists) and climate information users (policy-makers), through two learning tracks. It will be available in English, French and Spanish.

### E-Course on Sustainable Finance

This interactive and practice-oriented course aims to provide technical knowledge on why and how to choose sustainable finance solutions over conventional investment. The e-learning programme, developed under the PAGE initiative, is divided

## E-Course on The Economics of Ecosystems and Biodiversity (TEEB)

This online course will teach learners how to conduct a study on The Economics of Ecosystems and Biodiversity (TEEB). It is designed to help policy-makers and practitioners understand how to measure and integrate the value of nature in policies and projects. The course is being developed as part of a collaboration between UNITAR and UN Environment.

## E-Course on Carbon Tax

This e-learning course, resulting from a partnership between UNITAR and the World Bank, aims to provide both conceptual analysis and practical lessons learned from designing and implementing carbon taxes around the world. It will be accompanied by materials for face-to-face training.

## E-Course on Sustainable Diet

This e-course on sustainable diet focuses on the interlinkages between environmental and human health with the goal to educate, inspire, and empower action and behavioral change among consumers worldwide. It is developed under a new UN CC:Learn – Danone global partnership established in 2018 and aims to support Danone’s “One Planet. One Health” vision.



**SUSTAINABLE DIET E-COURSE**

**COMING SOON**

## UN CC:Learn Portfolio Extended – Tailored Learning

### E- Tutorial on Nationally Determined Contributions (NDCs)

UN CC:Learn and UNECA agreed to join forces to develop a new e-tutorial on NDC implementation, targeted particularly at African policy-makers. This e-learning resource will cover around 20 minutes of learning time. It will include two slightly different versions tailored respectively to Anglophone and Francophone African countries. The e-tutorial will be launched around mid-2019.

### E-learning Course on Sustainable Agriculture in West Africa

Under a new partnership with the regional training Centre Agrhymet to set-up a UN CC:Learn regional hub in West Africa (see section 2), the development of an e-learning resource focused on climate change and sustainable agriculture and adapted to the West African region was agreed and will initiate in early 2019.

### E-Course on Sustainable Consumption and Production (SCP) in Africa

With the goal of scaling up learning on Sustainable Consumption and Production (SCP), UN Environment and UNITAR joined forces to develop an interactive e-learning course specifically tailored to the African context. The course will take 4 hours to complete and become available during the 2nd quarter of 2019 in English and French.



E-LEARNING COURSE  
**INTRODUCTION TO SUSTAINABLE  
CONSUMPTION AND PRODUCTION  
IN AFRICA**

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**2ND EDITION**  
**29 APRIL - 21 JUNE 2019 / APPLY BY 17 MARCH**

# UN CC:Learn Portfolio Extended

## The Affiliation Programme



The Affiliation Programme is a new initiative under the 2017-2020 implementation phase of UN CC:Learn. Its overall objective is to enhance global climate literacy through dissemination of quality learning resources on climate change developed by recognized institutions outside of the framework of UN CC:Learn and its collaborations, while avoiding duplication of similar products.

The programme focuses on e-learning courses that could complement the existing offer on the UN CC:Learn e-learning platform, with a particular focus on new relevant topics and on regionally-tailored content. UN CC:Learn members also have the possibility to affiliate their key products. The initiative provides the opportunity to explore synergies with regional and national learning institutions that support quality learning on climate change for a multiplicity of interested users around the world.

### **Thus far, the following objectives have been achieved:**

- ✓ **Research of relevant institutions as well as of learning products that can be affiliated compiled.**
- ✓ **Criteria for quality, design and technical compatibility to support the screening of the resources in order to ensure high quality and coherence**
- ✓ **UN CC:Learn Affiliation Badge developed as a visual product to promote the selected products.**
- ✓ **Affiliation of 3 new e-learning courses on Energy Efficient Ship Operation currently being developed by the International Maritime Organization (IMO) under the Global Maritime Energy Efficiency Partnership agreed in early 2018, with input provided by the UN CC:Learn Secretariat at pre-defined milestones in the process. The 3 courses will receive an affiliation badge and be published on UN CC:e-Learn as soon as completed.**
- ✓ **E-learning course on “Climate Change International Legal Regime”, developed by UN Environment and UNITAR, reviewed and affiliated. This self-paced course presents the causes and effects of climate change, describes the mechanisms established by the United Nations Framework Convention on Climate Change (UNFCCC) and explains the key provisions and commitments under the Kyoto Protocol and the Paris Agreement through 3 modules.**

# Output 1.3 Flagship Initiatives Up-scaled

## Options for New Youth Climate Dialogues Explored

A new Youth Climate Dialogue (YCD) was held on 25 May 2018 with the participation of 35 students from Lycée Claude de France of Romorantin, France, and Lycée Philippe Zinda Kabore of Ouagadougou, Burkina Faso. Preparation also started for a YCD between the Unidad Educativa Nuestra Señora del Pilar in Cochabamba, Bolivia and the Lycée Montargis in France, scheduled for March 2019. Both dialogues benefitted from the support of Météo France, which provided conferences on the science of climate change to the French students in preparation for the exchange.

Over the course of 2018, the UN CC:Learn Secretariat received a multiplicity of requests for support to organize YCDs both from UN CC:Learn partner countries and beyond (e.g. Namibia, Nigeria, Bolivia, Portugal, China). While offering assistance to the requesting schools, particularly by sharing the suggested methodology and facilitating connection with a suitable counterpart, UN CC:Learn is also liaising with a number of institutions, both within and outside of the UN System, interested in replicating the initiative by integrating it within their existing educational work. Several YCDs are planned throughout 2019 and 2020 to meet the global demand.

## UN CC:Learn Academy for Teachers Developed

Building on the Youth Climate Dialogue initiative, UN CC:Learn partnered with Harwood Education to create an innovative climate change education programme for primary and secondary schools in the United Kingdom. Harwood Education is a private sector entity that delivers innovative education resources, programmes, training and learning schemes to the entirety of the education sector as well as to the home learning sector.

More specifically, the project seeks to develop a comprehensive package of interactive classroom materials on climate change for school teachers and children, with the aim to integrate climate change knowledge into all core subjects of the school curriculum. The first step is the development and delivery of a UN CC:Learn Academy for Teachers, which consists of an introductory online training for teachers, based on selected UN CC:e-Learn resources.

The pilot phase of the project will take place during the second quarter of 2019 in around 80 schools to provide feedback and data necessary to scale the programme nationally and then internationally. The conclusions derived from the British edition will lay the groundwork for a broader climate change learning methodology that can be applied within different national education systems.

## UN CC:Learn Academy for Teachers



# Additional Climate Classroom Editions

Building on its initial success in 2016 and 2017, two additional editions of the Climate Classroom initiative were organized in 2018 during major UNFCCC-related events: the NAP Expo, held in Sharm El-Sheik, Egypt in April 2018, and the 24th session of the Conference of the Parties (COP24) to the United Nations Framework Convention on Climate Change (UNFCCC), held in Katowice, Poland, in December 2018. Overall, twelve learning sessions were organized, enhancing the knowledge of over 200 delegates.

## **Topics covered include:**

**Paris Agreement** – focusing on the Paris Agreement and its provisions

**Skills Poker for NAPs** – focusing on skills assessment for NAP implementation

**Keeping the Taps Running in a Changing Climate** – focusing on adaptation in the water sector

**Climate Finance** – focusing on financing flows and instruments as well as experiences in accessing them

**Climate Change and Health** – focusing on the linkages between climate change and human health

**Climate Services** – focusing on climate information and services (CIS) for decision-making

**Climate Services for Energy** – focusing on CIS for the promotion of renewable energy

**Climate Services for Water Resources** – focusing on CIS for water resource management

**Climate Services for Agriculture** – focusing on CIS for agriculture and food security

**Climate Services for NAPs** – focusing on CIS for NAP implementation

**Innovation for Climate Change** – focusing on “doing things differently” for new climate solutions.

The initiative, which has had its greatest reach so far, benefitted from the support of multiple UN agencies and other highly recognized institutions committed to sustainable development, including the Alliance for Global Water Adaptation, Columbia University's International Research Institute for Climate and Society, the International Federation of Medical Students' Associations, the International Institute for Environment and Development, the Red Cross Red Crescent Climate Centre, UN Climate Change, UN Environment, UNITAR, the World Health Organization (WHO), the World Food Programme (WFP), WMO and the World Energy & Meteorology Council.



## Impact of Climate Change Education Researched

In addition to its flagship initiatives, UN CC:Learn intends to contribute to raising the visibility of climate change education and training through the development of an analytical paper showing evidence of their transformative role in the transition to greener low carbon societies. The paper would support the arguments on the importance and cost effectiveness of learning and skills development as a means to address climate change.

To this end, the following has been achieved:

- ✓ **Literature review including documents published by academic institutions and UN organizations**
- ✓ **Preliminary stakeholder consultations, for example with key partners of UNESCO's Global Action Programme on Education for Sustainable Development (GAP on ESD), of which UN CC:Learn continues to be a member**
- ✓ **Research proposal for academic partner institutions.**

# UN CC:Learn Social Media and Communication

Social Media: UN CC:Learn has expanded its outreach and online visibility through several campaigns as well as regular social media activities. The number of followers on Facebook and Twitter has substantially increased due to a new strategic approach. Social media activities focused on promoting key developments, projects, events and new online courses launched on UN CC:Learn platforms. Course promotion was also enhanced through a new pre-register campaign which proved to boost public interest and engagement

In addition, a new UN CC:Learn account was launched on Weibo, a very popular Chinese social media platform, with support from CIFAL Shanghai, with the aim to enhance communication on UN CC:Learn and its resources in China.

## Optimized Branding

UN CC:Learn visual ID has undergone a slight makeover to ensure more visual consistency on all online channels as well printed marketing materials. New UN CC:Learn Branding Guidelines have been developed and implemented by the communications team.

## Online Content

The UN CC:Learn content is being regularly optimized to be even more engaging and interactive and thus inspire others to take climate change action through learning. A number of videos and course trailers highlighting the role and impact of climate change literacy were developed.

## Printed Content

Several new publications, brochures and flyers were created to promote specific events and courses. UN CC:Learn is committed to shifting into more paperless content therefore some marketing materials have been developed only as digital resources.



Think, Learn, Act Climate





#ThinkClimate #LearnClimate #ActClimate  
UN Climate Change:Learn



Climate Change: From Learning to Action (COMING SOON)

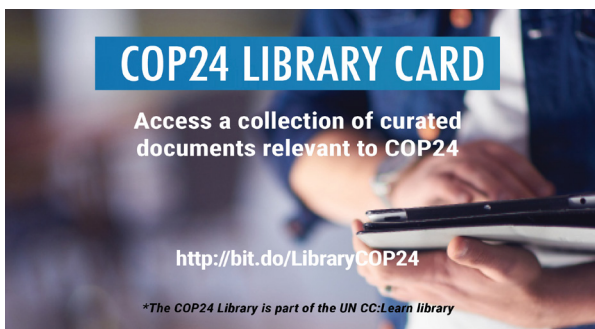
# Selected communication campaigns carried out in 2018

## UN CC:e-Learn

High proportion of UN CC:Learn efforts was focused on promoting the new, revamped e-learning platform attracting thousands of new visitors. The platform was also introduced to over 150,000 UN CC:Learn alumni.

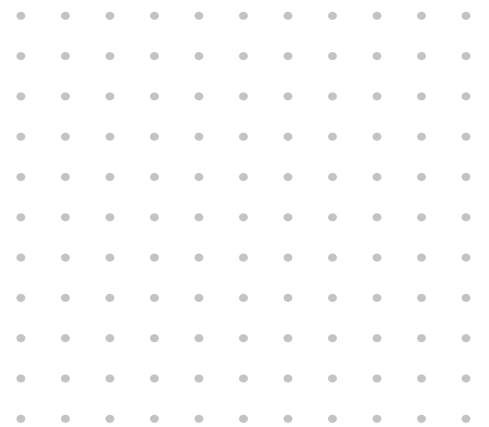
## COP24

UN CC:Learn launched several promotion campaigns for COP24 to attract visitors to its events and activities during the event in Katowice.



COP24·KATOWICE 2018  
UNITED NATIONS CLIMATE CHANGE CONFERENCE

# 2. Results at the National Level



# Output 2.1 New Climate Change Learning Strategies Developed

The development of new national climate change learning strategies, supporting countries in addressing learning priorities relevant to their National Determined Contributions (NDCs) and National Adaptation Plans (NAPs) was agreed in 4 new countries, along with the updating of an existing strategy in a 5th country.

## UN CC:Learn Methodology Revised

The launch of the 2017-2020 implementation phase provided an opportunity to update the UN CC:Learn methodology. Inputs and suggestions were contributed by global and national members during the 2018 Steering Group Meeting and Country Exchange Workshop.

The revision aimed at linking the strategy development process with the latest international policy frameworks, closely orienting it towards NAP/NDC implementation. It also took into account the lessons learned from the 2014-2017 implementation phase and added new recommendations for a gender-responsive approach. As a result, the Guidance Note for Developing a National Climate Change Learning Strategy: Strengthening Human Resources and Skills to Advance the Nationally Determined Contribution (NDC) and the National Adaptation Plan (NAP) was produced. In parallel, a methodology to support countries interested in updating their existing climate change learning strategies was developed and shared with UN CC:Learn pilot countries.

## Engaging with New Countries: Kenya and the Kyrgyz Republic

Following discussions on options for country engagement at its 8th Steering Group Meeting, UN CC:Learn offered its support to the Government of Kenya and the Government of the Kyrgyz Republic. During the second half of 2018, both countries expressed a wish to join the Partnership. Subsequent consultations with Government representatives and resident UN agencies were held, including through dedicated meetings at COP24.

In Kenya, the UN CC:Learn project is set-up under the leadership of the Climate Change Directorate (CCD) of the Ministry of Environment and Forestry. UN CC:Learn support is being aligned with the FAO-led NAP Readiness Programme “Enhancing Capacity for Planning and Effective Implementation of Climate Change Adaptation in Kenya”. In the Kyrgyz Republic, the

# New Southern Africa Programme

Thanks to generous support of the Government of Switzerland, UN CC:Learn was able to extend its assistance to two additional countries, Zambia and Zimbabwe. The Government of Malawi will be also supported to revise and update its existing National Climate Change Learning Strategy, which was launched in 2013.

Under this new Southern African Programme, 3 UN CC:Learn national projects will be implemented, with a strong focus on experience-sharing, in partnership with MIET Africa. MIET Africa is a not-for-profit NGO working towards improving the lives of children and youth through the provision of quality education and development opportunities. This collaboration stems from MIET Africa's expertise and experience, developed over more than two decades of working with education ministries in the Southern Africa Development Community (SADC) region. It will also align well with MIET's FutureLife-Now Programme – a youth focused initiative that brings together health, education, gender and climate change to address the most pressing challenges confronting young people in the region.

The 3 countries expressed their interest in joining the partnership and are eager to initiate project implementation. Meetings with country delegates from Zambia and Zimbabwe were also held at COP24. An inception event is scheduled during the first half of 2019.



# Output 2.2 Financing Opportunities for Implementing Climate Change Learning Strategies Defined

UN CC:Learn continues to support its partner countries in mobilizing resources for implementing their climate change learning strategies. Opportunities are under discussion with a broad range of stakeholders, including national institutions, international agencies, NGOs and the private sector. The definition, financing and implementation of new learning actions, inspired through UN CC:Learn and relevant to NDC/NAP policies and the promotion of climate change education, continued in 2018. Partner country efforts to raise the awareness of the international community on the importance of investing in knowledge and skills development for an effective response to climate change were also supported.

## Ethiopia

Following the launch of the National Climate Change Education Strategy in 2017, the Head of the UN CC:Learn Secretariat participated in March 2018 in a high-level meeting chaired by the Minister of Environment, Forest and Climate Change and the Minister of Education. The meeting concluded that an institutional mechanism will be established at both national and regional levels to work on climate change education.

With the aim of raising the visibility of climate change education, 500 copies of the strategy were printed and distributed to country stakeholders and partners, including the UN Resident Coordinator's office. At the international level, a representative of the Government of Ethiopia also participated in a high-level side event on Climate Change Education at COP24 in Katowice, Poland on 13 December 2018, presenting on the activities undertaken by the country in this area.

Opportunities to use the strategy as a resource mobilization tool are being explored. In parallel, discussions are in advanced stage for the development of practical guidelines to be used to integrate climate change into the formal education system, as well as for the organization of related training for curriculum developers. This activity, to be carried out by the Environment, Forest and Climate Change (EFCC) Commission and the Ministry of Education with UN CC:Learn support, aims to have the guidelines ready for use in mid-2019. To start with, a 2-day awareness creation event on climate change for education sector experts, curriculum leaders and policy-makers was held in the town of Bishoftu.



## Ghana

Implementation of the National Climate Change and Green Economy Strategy of Ghana is focusing on the integration of climate change and green economy topics into primary school curricula. This activity is led by the Environment Protection Agency (EPA) and the Ghana Education Service (GES) with support from UNDP Ghana, UN CC:Learn and PAGE.

Following the revision of the syllabuses for all subjects, guided by a group of national education experts, 3 – science, geography and religious and moral education – were selected for more in-depth integration. In particular, during a meeting held in November 2018, curriculum developers in these key areas discussed the design of complementary learning materials as supporting resources to deliver teaching and learning.

A situation analysis to assess the knowledge that pupils and teachers currently have in the area of climate change and green economy is being undertaken in different parts of the country to provide additional guidance on the integration of these topics into schools and the development of the complementary resources.

These learning materials will illustrate the new content identified through this process, as well as the expert consultations, focusing on engaging drawings, accompanied by short explanatory text in English and local languages. A minimum of 10 posters for the 3 areas will be prepared and collected in a booklet during the first half of 2019.

The Government of Ghana, UN CC:Learn and UNDP also joined forces to prepare a proposal for a public-private partnership with the private firm Ghana Capital Partners to enhance climate change learning in the energy sector. Its main objective is to create awareness and build capacity of different stakeholder groups in the sector in Ghana, particularly business leaders, media and the artisans, with the goal to scale up the use of renewable energy, promote clean energy in households and ensure efficient use and conservation of energy.



## Indonesia

UN CC:Learn is supporting the implementation of the National Climate Change Learning Strategy of Indonesia through the organization of a new Youth Camp to Enhance Communication Skills in Promoting Climate Change Actions. The concept is being discussed with UNESCO Office, Jakarta, as the Chair of the UN Working Group on Climate Change and the Environment, the Government, and other partners. The event will focus on building the knowledge of the selected students on climate change and the NDC commitments of Indonesia as well as their communication skills around climate action. The aim is to scale up a successful youth leadership programme jointly delivered in 2017 while aligning with the UNESCO Climate Change Initiative.

In addition, the Ministry of Environment and Forestry, inspired by the experience of the Dominican Republic, learned through the 2017 Country Exchange Workshop, decided to launch a climate change awareness raising programme for teachers from primary to high school level. Three workshops were organized during the second half of 2018 in collaboration with the Local Education Office, involving over 140 educators. UN CC:Learn has offered its support to the Ministry to further develop the initiative in 2019.

Finally, the UN CC:Learn Secretariat shared its experience in supporting climate change learning in Indonesia, as part of a newly-launched PAGE project in the country. This project aims to support the Government of Indonesia in implementing its Low Carbon Development Initiative, contributing to the commitments set in the NDC. The UN CC:Learn Secretariat made the background report, the assessment of learning needs and delivery capacities and the priorities for learning highlighted in the National Climate Change Learning Strategies, as developed through the national UN CC:Learn project, available to PAGE colleagues for integration into their analysis, avoiding duplication of efforts. Given that a systematic approach to learning will be also promoted through this project over the course of 2019 and 2020, further linkages with the UN CC:Learn project may be identified.

## Malawi

During the UN CC:Learn Country Exchange Workshop held in March 2018, the Government of Malawi highlighted the advanced status of implementation of the National Climate Change Learning Strategy and the need to update this document to reflect new priorities. UN CC:Learn will be able to support the implementation of additional learning actions as defined through the revision of the National Climate Change Learning Strategy commencing in early 2019 (see section 2.1).

In order to promote additional activities, the Government of Malawi informed the UN CC:Learn Secretariat of the establishment of a national climate change fund for implementation of the National Climate Change Management Policy (2016), whose interventions also cover climate change learning. It is foreseen that the fund will be replenished through a 60% contribution from government budget and a 40% contribution from development partners.

## Uganda

Uganda has been very much involved in supporting Action for Climate Empowerment (ACE) negotiations. In early 2018, building on discussions held with other UN CC:Learn partner countries during the 2018 Country Exchange Workshop, the Government prepared a submission to the UNFCCC, which provided valuable input for the ACE Workshop organized during SBI 48 in May 2018. This input, along with the technical support provided by the UN CC:Learn Secretariat during the discussions, was considered as part of the SBI negotiations, which concluded with a draft Decision on Ways of enhancing the implementation of education, training, public awareness, public participation and public access to information so as to enhance actions under the Paris Agreement. This was adopted by the Conference of the Parties serving as the meeting of the Parties to the Paris Agreement at its first session in December 2018. The decision “encourages Parties to continue to promote the systematic integration of gender sensitive and participatory education, training, public awareness...into all mitigation and adaptation activities implemented under the Convention, as well as under the Paris Agreement, as appropriate, including into the processes of designing and implementing their nationally determined contributions, national adaptation plans, long-term low greenhouse gas emission development strategies and climate policies”.

In addition, over the course of 2018, the UN CC:Learn Secretariat exchanged on multiple occasions with the Climate Change Department, Ministry of Water and Environment to explore opportunities to implement additional learning actions aligned with the country NDC and NAP. Options are also under considerations to disseminate the climate change educational materials for primary school, approved by the National Curriculum Development Centre (NCDC), Ministry of Education and Sports, under the 2014-2017 implementation phase of UN CC:Learn.





# The West African Hub

Building on the lessons learned with Benin, Niger and Burkina Faso, UN CC:Learn embarked on a new partnership with the Agriculture, Hydrology and Meteorology (Agrhymet) Regional Centre, based in Niamey, Niger, to set-up a new UN CC:Learn regional hub in West Africa. Agrhymet is a specialized agency of the Permanent Inter-State Committee against Drought in the Sahel (CILSS) serving thirteen member countries: Benin, Burkina Faso, Cape Verde, Chad, Ivory Coast, Gambia, Guinea, Guinea Bissau, Mali, Mauritania, Niger, Senegal and Togo. The objective of this hub is to strengthen the capacities and skills of future and current professionals in these countries. Associated to WMO, Agrhymet was selected as the host institution for the hub after a rigorous selection process. A letter of agreement was signed in December 2018.

## The following activities were agreed:

Two regional workshops in Niger will be organized in 2019 to bring together representatives of the 13 targeted countries (ACE focal points and other government officials) in a spirit of South-South cooperation, knowledge exchange and capacity-building, on relevant topics. It is expected that the countries take advantage of this platform to identify common regional climate change learning priorities in line with their NDCs and NAPs, increase their knowledge and start elaborating joint proposals to be submitted to relevant funding mechanisms.

A regional Coordinator will be hired in early 2019 to coach and support the West African Hub in view of sustaining its function and mission beyond 2020, through partnership building, distant coaching/coordination with the targeted countries and fundraising.

In addition to the set-up of the regional hub, UN CC:Learn continued to provide advice for the implementation of the existing strategies in Benin, Burkina Faso and Niger. These strategies formed the basis for various national activities.

## In Benin

The Minister of Environment confirmed its support to the Strategy and the new phase of UN CC:Learn via an official letter. The Strategy and the need for its update were integrated within the Ministry of Environment's Workplan.

The preparation for a school competition on climate change, to be organized in 12 provinces of the country by the Ministry of Environment in cooperation with UNESCO, was initiated. The competition will be broadcasted on a TV show. UN CC:Learn support was requested to promote outreach.

Preparation started for a YCD between secondary schools in Benin and in France.

## In Burkina Faso

A Youth Climate Dialogue took place between 2 schools in France and Burkina Faso (see section 1)

In November 2018, the training on climate change negotiations, organized in preparation for past COPs, was replicated, increasing the capacity of 20 members of the government and civil society in advance of COP24.

Funding is being sought by the focal point for UN CC:Learn within the Ministry of Education to integrate climate change into the curricula of primary, secondary and high schools.

## In Niger

Niger's National Climate Change Learning Strategy is centered around 3 strategic lines: 1) climate change skills development in priority sectors; 2) integration of climate change into national and sectoral policies; 3) awareness-raising and knowledge sharing on climate change. An action plan with specific activities was designed. Most of the activities were implemented in 2018, in collaboration with multiple partners, including:

- ✓ A GIZ-WFP project to raise the awareness of local communities on early warning systems and climate change, through theatre and songs in the local language. This was an effective partnership between the Ministry of Environment, the Direction de la Météorologie Nationale, and the Ministry of Culture. It raised the awareness of 113 decision-makers and local stakeholders (of which 33 women) in 3 villages, on agrometeorology, climate risks and adaptive irrigation systems.
- ✓ A GIZ project to create a module on small irrigation for farmers, to be validated in March 2019.
- ✓ The integration of climate change into the sectoral strategy and national regulations for transportation/ infrastructure. This follows the integration of climate change into the sectoral plans for animal husbandry achieved in 2017 through the Global Climate Change Alliance (GCCA), in partnership with Agrhymet.

### **The Ministry of Environment observed the following impact after these and earlier initiatives:**

- ✓ Integration of climate change considerations into 200 municipal planning documents, after the interventions with 8 pilot municipalities. This concerns the use of resilient varieties of crops adapted to drought as well as more sustainable irrigation system, and the use of solar power to pump water for irrigation.
- ✓ Integration of climate change in the subjects of geography and natural sciences in selected schools of the country, thanks to the training of teachers, education counsellors and inspectors through a module on climate change developed by the Ministry of Environment.
- ✓ In addition, Mr. Gousmane Moussa, UN CC:Learn focal point in Niger, was recently appointed coordinator for the elaboration of Niger's National Adaptation Plan (NAP). To do so, Mr. Moussa is building and capitalizing on the diagnosis and action plan developed under the National Climate Change Learning Strategy:
- ✓ The content of the National Climate Change Learning Strategy is being integrated into the NAP progress, especially with regard to its section on higher education.
- ✓ Starting in 2019, the Ministry of Environment will implement a 4-year project funded by the Green Climate Fund for the elaboration of the NAP, in collaboration with the Ministry of Planning, the Ministry of Finance, the University of Niamey, the University of Diffa, two Private Universities, and the Ecole Nationale d'Administration. The National Climate Change Learning Strategy is being used as a reference document.

## In Burkina Faso:

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In November 2018, the training on climate change negotiations organized in preparation for past COPs, was replicated increasing the capacity of 20 members of the government and civil society in advance of COP24.

Funding is being sought by the Ministry of Education focal point to integrate climate change in the curricula of primary, secondary and high schools.

## The Central America Programme

Following approval of the Regional Action Plan on Climate Change Education, Training and Awareness Raising 2017-2022 by the Central American Commission on Environment and Development (CCAD) in October 2017, efforts have been centered around the development of a regional implementation programme and related resource mobilization.

A joint concept was developed with input from SICA Members states. The proposed project aims to inform 20% and empower 5% of the population of the SICA region over a 5-year period to take climate action through education, training, and awareness raising on climate change, its risks and response measures. Activities, to be carried out both at the national and regional levels, are conceptualized under two main streams – formal education (primary, secondary and vocational) and non-formal education, targeting community leaders, public and private entities, and civil society at large. The ultimate goal is to enable SICA countries to successfully adapt to climate change and achieve the commitments in their NDCs.

The project proposal was shared with several international donors and private foundations in the region. It is also providing the basis for the development of Simplified Approval Process (SAP) concept note to be submitted for the consideration of the Green Climate Fund (GCF) by the Climate Change Council of the Dominican Republic (CNCCMDL), as coordinator of the regional UN CC:Learn programme. Options for integrating activities included in the proposal into the national NDC Partnership Plans of SICA countries are being discussed through the relevant focal points.

In parallel, the Central American Commission on Environment and Development (CCAD) created a package of educational materials to be used in schools across the region to teach climate change. Representatives of the UN CC:Learn Central American programme presented these materials to other partner country representatives at the 2018 UN CC:Learn Country Exchange Workshop, together with the “School Guide for the Study of Freshwater Ecosystems: Rivers and Lakes”, developed by CCAD and UNESCO. The design of other educational material for supporting learning on climate change adaptation contextualized to local environments is being considered.

## Dominican Republic

Important new initiatives in the field of climate change education derived from UN CC:Learn programme in Central America recently emerged in the Dominican Republic, including:

A certified course in public policy and climate change, designed and implemented jointly by the Fundación PUCMM/ Fundación Popular, the CNCCMDL and the Pontificia Universidad Católica Madre y Maestra to train public and private actors across the country on the alignment of national strategies with international climate change mitigation and adaptation policy and targets.

The course “Teaching Capacities in Climate Change for Sustainable Development”, attended in 2018 by over 2,300 teachers and district technicians of the Ministry of Education. This was organized by the Instituto Nacional de Formación y Capacitación del Magisterio (INAFOCAM), the Sur Futuro Foundation and the Universities Environmental Network (Red Ambiental de Universidades Dominicanas, RAUDO) as a follow-up to the initial UN CC:Learn collaboration to train teachers on climate change.

A workshop on greenhouse gas (GHG) emissions calculation methodologies and a course providing guidelines on GHG calculation delivered to 50 professionals from different areas (e.g. engineering, natural resource management, and others) to help build technical capacities at the national level to develop the GHG Inventory of the Dominican Republic. This training was developed under the leadership of the Ministry of Economics, Planning and Development and the Ministry of Environment and Natural Resources, with UN CC:Learn support.

The elaboration of infographic materials on solutions to climate change in the Dominican Republic, aimed at raising awareness of climate change issues among the general public.



## Output 2.3 Experience Sharing and Joint Action among Partner Countries

In 2018, UN CC:Learn continued to support the South-South cooperation and exchange mechanisms already in place under the programme, while developing new ones through additional regional approaches and a pairing system that builds on the experience of existing partner countries.

### The West African Hub

The UN CC:Learn focal points from Benin, Burkina Faso and Niger provided their inputs for the development of the West African Hub on multiple occasions, including during the 2018 Country Exchange Workshop and discussions at COP24. In addition, the focal points from Benin and Burkina Faso participated in an online exchange to reflect on their lessons learned at the national level under the respective UN CC:Learn projects so far.

Furthermore, as one of the key objectives of the West African Hub is to promote knowledge sharing among the 13 partner countries, it was agreed that the regional workshops will include a strong focus on the presentation of the experiences of Benin, Burkina Faso and Niger in developing and implementing national climate change learning strategies. The UN CC:Learn methodology will be introduced and opportunities for joint action discussed (see section 2.2).

The agreement also foresees the creation of a web-page for the West African Hub, where all the tools, information and data will be shared with the concerned parties in order to maintain the knowledge acquired within the hub.

### The Central American Programme

UN CC:Learn continues to support a regional approach in Central America, promoting the implementation of the Regional Action Plan through the existing structures of the Central American Integration System (SICA) (see section 2.2).

### The Southern Africa Programme

Following a pairing approach, Malawi agreed to make its experience in developing and implementing a National Climate Change Learning Strategy available to Zambia and Zimbabwe through structured exchanges, both at political and technical levels. These will include, for instance, experience-sharing events and UN CC:Learn Ambassador missions. Opportunities will be explored to further share good practices at the regional level with other Southern African Development Community (SADC) countries, in collaboration with existing regional networks and initiatives.

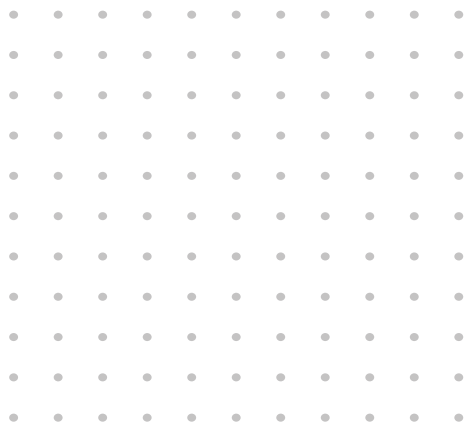
## UN CC:Learn Country Exchange Workshop

From 7 to 9 March 2018, UN CC:Learn held a 3-day workshop to promote knowledge and experience sharing among its partner countries on the development and implementation of their national climate change learning strategies. Participants had the opportunity to exchange on a set of specific topics through a multiplicity of interactive presentations, group activities and moderated discussions supported by expert interventions.

On the first day, country representatives provided input on the set-up of the 2017-2020 implementation phase of UN CC:Learn. They then discussed the diverse and innovative activities their countries are promoting to advance climate change education and training at different levels. The second day provided an occasion to reflect on the identification of learning priorities that can effectively support implementation of NDCs and NAPs and to discuss the role of education and training in enhancing action under the Paris Agreement, in preparation for the ACE Workshop held at SBI 48 (see section 4). The third day was structured around resource mobilization for climate change learning, with a focus on accessing the GCF and engaging with private sector entities.



# 3. Strengthening Learning Institutions



# Education & Training Institutions Engaging with UN CC:Learn

In 2018, UN CC:Learn continued to partner with national and regional learning institutions to promote climate change education and training, ensuring relevance and sustainability. Various organizations involved in previous implementation phases continue to be on board (see section 1 for global activities and section 2 for national activities) while additional ones will be soon involved in the new partner countries.



## Global E-learning Products

Tongji Institute of Environment for Sustainable Development, Jordan University of Science and Technology, Inter-American Institute for Global Change Research

## Global Flagship Initiatives

The Alliance for Global Water Adaptation, Columbia University's International Research Institute for Climate and Society, the International Federation of Medical Students' Associations, the International Institute for Environment and Development, the Red Cross Red Crescent Climate Centre, the World Energy & Meteorology Council

## National/Regional

Agrhyment, WASCAL (West Africa), Worldreader (Africa), CNCCMDL, CCAD, INAFOCAM, Fundación PUCMM, Fundación Popular, Pontificia Universidad Católica Madre y Maestra, Sur Futuro Foundation, Red Ambiental de Universidades Dominicanas (SICA and Dominican Republic), MIET (Southern Africa), Ghana Education Service (Ghana)



## Training on E-learning for Agrhymet

During the discussions for the establishment of the West African Hub, Agrhymet expressed a strong interest in building its capacity to deliver e-learning. A training of trainers on how to develop and maintain e-learning resources was agreed and will be organized in March 2019, based on a learning needs assessment to be finalized in January 2019. An e-learning product on climate change and agriculture tailored to the West African context will be developed as a result, with the coaching of an expert from the UN CC:Learn Secretariat.

## Supporting the CNCCMDL and the Regional Hub

UN CC:Learn regularly provides technical advice to the Climate Change Council of the Dominican Republic (CNCCMDL) to promote coordination and dissemination of climate change education and training in the SICA region.

Furthermore, after initial UN CC:Learn support, INAFOCAM has become a leader in advancing climate change education, offering since 2014 regular training opportunities to teachers across the Dominican Republic in this area.

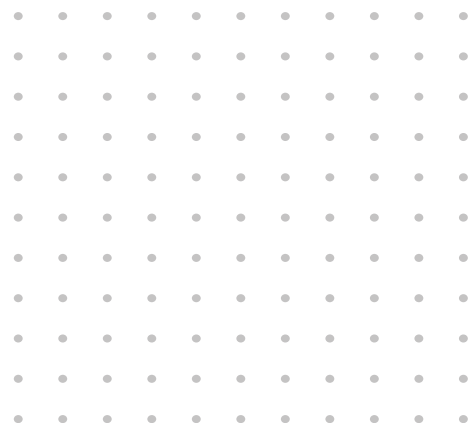
## Promoting Climate Change Education at Tertiary Level

In order to raise awareness of the importance of promoting climate change learning, UN CC:Learn participated in the first session ever dedicated to this topic during the Annual Conference of the European Association for International Education (EAIE), organized from 11 to 14 September 2018, in Geneva, Switzerland. The conference, which is Europe's largest conference on international education and is now in its 30th edition, gathered over 5,000 professionals from universities in 95 countries.

The session, titled "The way forward – universities facing and addressing climate change", allowed participants to reflect on how to integrate climate change into higher education through a combination of presentation and group discussions.



# 4. UN CC:Learn at International Conferences





## WORKSHOP ON ACTION FOR CLIMATE EMPOWERMENT (ACE) BONN, GERMANY, MAY 2018

The UN CC:Learn Secretariat participated in the ACE Workshop on ways of enhancing the implementation of education, training, public awareness, public participation and public access to information so to enhance actions under the Paris Agreement held on 1 May 2018, in Bonn, Germany, in the margins of SBI 48. The event aimed at developing a list of actions to enhance the implementation of the Paris Agreement through ACE-related activities and provided relevant input that was considered during the negotiations. SBI 48 concluded with the development of a draft ACE decision that was forwarded for consideration and approval at the Conference of the Parties serving as the meeting of the Parties to the Paris Agreement at its first session, in December 2018. The Head of the UN CC:Learn Secretariat and Mr. Chebet Maikut, Commissioner for Climate Change of Uganda and UN CC:Learn Ambassador for Climate Change Learning actively contributed to the event.



COP24 KATOWICE 2018  
UNITED NATIONS CLIMATE CHANGE CONFERENCE

## UN CONFERENCE ON CLIMATE CHANGE COP24/CMP14 KATOWICE, POLAND, DECEMBER 2018

The United Nations Framework Convention on Climate Change (UNFCCC) held its 24rd Conference of Parties (COP24) in Katowice, Poland, from 2 to 14 December 2018. At this major climate change event, UN CC:Learn had the possibility to exchange on climate change education and training with donors, country representatives and other multilateral agencies, as well as to develop relationships with new partners. During COP24, UN CC:Learn delivered multiple learning sessions on climate change through the Climate Classroom (see section 1.3), coordinated an exhibit and supported the organization of 5 side events.



### ONE UN EXHIBIT

UN CC:Learn was featured at a One UN exhibit on climate change education that was open for the entire two weeks of the conference. Over 250 delegates actively engaged in discussions about what the UN is doing to support learning and skills development at global, national and local levels. Other activities at the exhibit included interviews with delegates. Co-organizers of this space included ILO, UNICEF, UNITAR and UNESCO.



### SIDE EVENTS

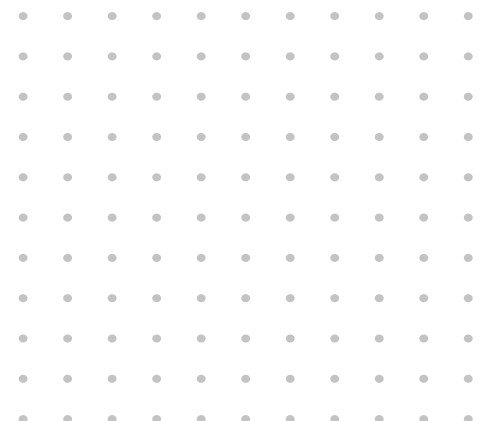
UN CC:Learn contributed to 5 side events, highlighting the importance of education and training to build the knowledge and skills needed to mitigate and adapt to climate change in different sectors.

- ✓ **One UN Side Event on Climate-Compatible Cities: Resilient Cities Driving Risk-informed Sustainable Development, 10 December 2018**
- ✓ **One UN Side Event: Fighting Climate Change Requires Zero Tolerance on Food Loss and Waste, 10 December 2018**
- ✓ **One UN Side Event on Gender Mainstreaming in Adaptation and Mitigation: A Nexus Approach, 11 December 2018**
- ✓ **High-Level Event: Stepping Up Climate Education, 13 December 2018**
- ✓ **One UN Side Event on Quality Education, 13 December 2018**

During these events, UN CC:Learn-supported speakers highlighted the National Climate Change Strategy of Ethiopia, private sector engagement to support the integration of climate change into the formal education system, and the nexus between climate change-gender-education-health. The Head of the UN CC:Learn Secretariat was invited to moderate the One UN Side Event on Quality Education.

A representative of the UN CC:Learn Secretariat was also invited to present global and national activities implemented by UN CC:Learn during a UNDP-supported side event on innovative tools for climate change education held on 13 December 2018 at the Pavilion of Russia.

# 5. Project Management and Partnerships



UN CC:Learn work would not be possible without the invaluable support and engagement of its multiple partners. To promote collaboration, the UN CC:Learn Secretariat organizes regular exchanges with UN CC:Learn global members through summary emails, the UN CC:Learn newsletter and bilateral calls, providing updates on the activities under implementation. Specific exchanges are organized for the delivery of joint initiatives – for instance, with WMO for the development of the new course “Integrating Climate Risk Information into National Adaptation Planning” and for the set-up of the West African hub, or with UNESCO for the organization of a new youth camp on climate change in Indonesia. The UN CC:Learn Secretariat also organized two inception calls with global members to discuss synergies between the new proposed UN CC:Learn projects in Kenya and in the Kyrgyz Republic and ongoing partner initiatives in these countries, in order to build linkages and map out the next steps. Global partners with whom the UN CC:Learn Secretariat particularly engaged in 2018 for global or national activities include FAO, the GEF, ILO, IMO, UNDP, UN Climate Change, UNECA, UN Environment, UNESCO, UNICEF, UNIDO, UNITAR, UN Women, WHO, WFP, WMO, the World Bank.

Global members are also invited to participate in the annual Steering Group Meeting of UN CC:Learn and the UN CC:Learn Country Exchange Workshop.

## **8th UN CC:Learn Steering Group Meeting**

On 6 March 2018, representatives of UN CC:Learn global members met in Geneva, Switzerland for the 8th UN CC:Learn Steering Group Meeting. Partners from FAO, ILO, IOM, UN Environment, UNECA, UNESCO, UN Climate Change, UNITAR, UNSSC, WFP, WTO participated in the event to discuss the arrangements for the 2017-2020 phase of UN CC:Learn, launched in September 2017.

The event started with a reflection on UN CC:Learn key messages and impact. New activities to promote global climate change literacy were then discussed, particularly the expansion of the e-learning platform with additional features, languages and products, as well as the up-scaling of UN CC:Learn flagship initiatives.

Further sessions allowed members to share their inputs and advice on the engagement with existing and potential new partner countries, including defining a list of pre-selected countries for new national projects as well as opportunities for South-South cooperation and regional exchanges. A discussion on options for additional joint actions and enhanced outreach concluded the event. The Steering Group Meeting provided the Secretariat with a wealth of ideas and suggestions to advance implementation of the new phase.

## **Country Exchange Workshop**

As highlighted in section 2.3, the 2018 Country Exchange Workshop was held on 7-9 March 2018, in Geneva, Switzerland. Valuable inputs to discussions with partner country representatives were provided by FAO, UN Climate Change, UNECA, UNITAR and WMO, as well as the Swiss Agency for Development and Cooperation (SDC)

# New Partnerships

In addition to the multiple partnerships developed under specific outputs, as highlighted in the previous sections, numerous exchanges led to strengthening alignment with the global work of two major actors supporting the development of an effective response to climate change – the NDC Partnership and the GCF.

## Joining Forces with the NDC Partnership

In 2018, the UN CC:Learn Secretariat started engaging with the NDC Partnership, a major coalition of governments and international institutions seeking to achieve ambitious climate goals while enhancing sustainable development. As a result, UNITAR, as the Secretariat for UN CC:Learn, has been invited to join the Partnership in early 2019 and contribute to supporting countries in implementing their NDCs. To start with, tailored support will be provided to UN CC:Learn partner countries according to identified needs under both UN CC:Learn and the NDC Partnership engagement processes, continuing to promote a strategic approach to climate change learning. Building on its expertise, UN CC:Learn will also assist the Partnership with the development of global knowledge products that could benefit multiple countries and stakeholders.

## Collaborating with the GCF

In 2018, the Green Climate Fund (GCF) Secretariat in collaboration with UNITAR delivered nine webinars introducing the GCF's Simplified Approval Process Pilot Scheme (SAP). The webinars were designed to raise awareness and build capacities among Nationally Designated Authorities (NDAs), Accredited Entities (AEs), and other relevant organizations on this new funding modality – ultimately scaling up strong SAP proposal submissions. Registrations for the webinars exceeded 1,200. On average 53% of those who registered also attended the sessions. On average, 30 countries were represented per session and overall, with multiple representatives from Asia Pacific, Africa and Latin America and the Caribbean. The webinars have been recorded and will be made available to anyone interested on the revised UN CC:Learn knowledge-sharing platform.



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# Advancing Key Principles

## UN CC:Learn Gender Guidelines

In order to promote gender equality, the UN CC:Learn Secretariat sought expert advice to develop user-friendly guidelines that support the integration of gender considerations into UN CC:Learn activities at the global level. In addition, a gender specialist involved in the development of the National Climate Change and Green Economy Learning Strategy of Ghana was invited to join the UN CC:Learn Secretariat in February-March 2018 and contributed with her expertise to including a gender-responsive perspective in the revised UN CC:Learn Guidance Note. The specialist also led a discussion on the topic at the UN CC:Learn Country Exchange Workshop.

## Off-setting the GHG Emissions of the Secretariat

To limit its environmental impact, the Secretariat of UN CC:Learn offset its greenhouse gas (GHG) emissions for the year 2017 through the United Nations Carbon Offset Platform, supporting an efficient cook stove programme in Kenya and a renewable energy project in Brazil.

## Resource Mobilization

UN CC:Learn is very grateful for the support provided by the Swiss Agency for Development and Cooperation (SDC), which agreed in 2017 to contribute with 1/3 of the financing of the entire programme equivalent to a total of CHF 9 million. Furthermore, additional resources have been kindly provided by SDC in 2018 to support the development of the new Southern Africa Programme. Multiple efforts have already been undertaken to mobilize additional resources from a broad range of partners committed to addressing climate change, including the UN family and other international public institutions, private sector entities/private foundations, national governments and learning institutions. A summary of the status of project financing as of end of 2018, with data collection ongoing (particularly at country level), is included in the table below.

Sources of Financing	Activities	Amount (CHF)
<b>SDC</b>	Core funding for UN CC:Learn activities	2,996,000
<b>SDC – Southern Africa Programme</b>	Support to 3 additional countries in Southern Africa	900,000
<b>UN Agencies and International Public</b>	Global products and implementation of climate change learning strategies	1,125,367
<b>Private Sector</b>	Development and dissemination of global products	206,970
<b>Learning Institutions and National Budgetary Resources</b>	Global products and implementation of climate change learning strategies	187,613 (data collection ongoing)
<b>Grand Total</b>		<b>5,415,950</b>

The Secretariat has analyzed potential sources of co-financing for the remainder of the project, up to end 2020. This analysis shows that an additional CHF 2 million to CHF 3 million is realistic. Efforts will continue to identify new avenues as the implementation of the UN CC:Learn advances. The following provides further details of these potential financing sources.

The main strength of the UN CC:Learn programme is that it benefits from the engagement of 36 multilateral organizations. As the previous sections highlight, this has led to a high number of collaborations, particularly for the promotion of global climate literacy through the provision of free e-learning opportunities and the extension of the Climate Classroom initiative. Building on the successful experiences so far, this engagement is expected to continue in 2019. In addition, discussions with institutions interested in integrating Youth Climate Dialogues into their own educational work, such as UNDP, but also non-UN organizations, as MIET-Africa and the Chinese youth NGO CYCAN, point to the possibility of expanding this programme. UN Country Teams and resident agencies in partner countries are also being kept informed on UN CC:Learn activities, joining forces whenever synergies can be maximized. Additional opportunities are expected as part of the strategy development/updating process being initiated in 5 partner countries.

Beyond UN CC:Learn global members, the UN CC:Learn Secretariat is exploring opportunities for collaboration with the Agence Française de Développement (AFD), particularly through Adapt'Action, a programme supporting 15 countries particularly vulnerable to climate change to implement their NDCs, as well as the development of mobile learning for youth in West Africa.

In parallel, the UN CC:Learn Secretariat is exchanging with the Swedish Development Agency (SIDA) to be able to provide support to 2 additional countries. Potential synergies in the framework of the new UN CC:Learn Programme in Southern Africa could also be found with the SIDA-supported "Advanced Regional Training Programme in Education for Sustainable Development (ESD) for ECCE, Primary and TVET Teacher Educators in Southern Africa" implemented by UNESCO, Rhodes University, the Southern African Regional Universities Association (SARUA), the Swedish International Centre of Education for Sustainable Development (SWEDESD) and other partners.

In 2018, the UN CC:Learn Secretariat also explored the mechanisms of the Global Partnership for Education (GPE). Through multi-stakeholder collaboration, GPE provides a funding platform to strengthen education systems in developing countries. While focusing on the education sector in general, the Partnership could potentially support efforts to promote climate change education if included in national education sector plans.

Emerging cooperation with the NDC Partnership, the GCF Secretariat, as well as with global initiatives supporting NAPs, such as the NAP Global Support Programme (NAP-GSP) are expected to open-up numerous opportunities for the mobilization of additional resources to support climate change-related skills development across different sectors and stakeholder. Furthermore, discussions with private entities continue, with a particular focus towards scaling-up the successful collaboration with Danone, as well as exploring areas of common interest with other companies. In 2018, the UN CC:Learn Secretariat exchanged with BNP Paribas on sustainability learning; with technology start-ups innovating in the areas of knowledge-sharing, online learning, and blockchain solutions; and with private educational organizations, particularly Harwood Education.



The UN CC:Learn Secretariat is also looking into the possibility of getting a private sector investor to ensure the long-term sustainability of the e-learning platform and the development of a UN CC:Learn app that could bring UN CC:Learn learning products closer to even more individuals. Potential collaboration with private sector entities have also been explored in partner countries. The discussions with Ghana Capital Partners are the most advanced and will be continued in 2019. Such partnerships will be also actively sought in new partner countries – for instance, the Kenya Private Sector Alliance (KEPSA) shows a strong interest in supporting human capacity development in the area of climate change, as one of the institutions represented in the Steering Group Meeting of the NAP Readiness Programme, which also channels UN CC:Learn support to the country.

Partner countries continue to be supported in mobilizing resources to implement their climate change learning strategies through international donors and mechanisms. The mobilization of national budgetary resources, for instance through the Malawi Climate Change Fund (see section 2.2), is also advancing.

Finally, the development of a SAP concept note for the implementation of the Regional Action Plan on Climate Change Education, Training and Awareness Raising in Central America will be completed and submitted to the GCF in 2019. Resource mobilization through interested national foundations and donors active in the region is ongoing. Opportunities to further strengthen the promotion of climate change education in the Dominican Republic, while potentially reaching out to new countries, could be found under the European Commission “Enhancing Climate Resilience in CARIFORUM Countries (ECRRCC) Project”. As part of this project, the Dominican Republic will lead the elaboration and delivery of a 4-year capacity building, education and outreach programme for Caribbean countries.



# Annexes

## Annex 1: UN CC:Learn Related Events Jan-Dec 2018

Title	Main organizer	Date	Location	Beneficiaries
Climate Change Education Meeting	Government of Ethiopia	1 March 2018	Addis Ababa, Ethiopia	
8 <sup>th</sup> UN CC:Learn Steering Group Meeting	UNITAR/UN CC:Learn, SDC	6 March 2018	Geneva, Switzerland	28
UN CC:Learn Country Exchange Workshop	UNITAR/UN CC:Learn, SDC	7-9 March 2018	Geneva, Switzerland	38
Awareness Raising and Climate Change Resilience Building Workshop in Rio de Janeiro	UNITAR/UN CC:Learn, ZCO2	26 March 2018	Rio de Janeiro, Brazil	50
Climate Classroom @ NAP Expo 2018 - Skills Poker for NAPs	UNITAR/UN CC:Learn, SDC, UNEP	4 April 2018	Sharm El Sheikh, Egypt	25
Climate Classroom @ NAP Expo 2018 - Keeping the Taps Running in a Changing Climate	UNITAR/UN CC:Learn	5 April 2018	Sharm El Sheikh, Egypt	25
Launch Event of the Introductory e-Course on Climate Change in Arabic	UNITAR/UN CC:Learn, Ministry of the Environment of Jordan, Edama	25 April 2018	Amman, Jordan	
Awareness Raising Session of the Introductory e-Course on Climate Change in Arabic	UNITAR/UN CC:Learn, Ministry of the Environment of Jordan, Edama, Jordan University of Science and Technology	April 2018	Ramtha, Jordan	
Workshop on Action for Climate Empowerment	UN Climate Change, SBI	1 May 2018	Bonn, Germany	150
Youth Climate Dialogue between high	UNITAR/UN CC:Learn, SDC	25 May 2018	Online	35

school students from the Lycée Claude de France of Romorantin, France and the Lycée Philippe Zinda Kaboré of Ouagadougou, Burkina Faso				
Launch Event of the Open Online Course on Gender and Environment	GEF, UNDP	25 June 2018	Danang, Vietnam	50
30 <sup>th</sup> Annual Conference of the European Association for International Education (EAIE)	European Association for International Education (EAIE)	13 September 2018	Geneva, Switzerland	40
Inception Meeting of UN CC:Learn Programme in Ghana	UNITAR/UN CC:Learn, SDC	November 2018	Accra, Ghana	
One UN Exhibit on Quality Education	One UN	2 December 2018	Katowice, Poland	250
The Climate Classroom @ COP24 – Climate Service for Decision-Making	UNITAR/UN CC:Learn, SDC	5 December 2018	Katowice, Poland	20
The Climate Classroom @ COP24 – Climate Services for Water Resources	UNITAR/UN CC:Learn, SDC	6 December 2018	Katowice, Poland	9
The Climate Classroom @ COP24 – Health and Climate Change	UNITAR/UN CC:Learn, SDC	6 December 2018	Katowice, Poland	17
The Climate Classroom @ COP24 – Climate Services for Energy	UNITAR/UN CC:Learn, SDC	6 December 2018	Katowice, Poland	13

The Climate Classroom @ COP24 – Paris Agreement	UNITAR/UN CC:Learn, SDC	7 December 2018	Katowice, Poland	20
COP24 Side Event on Climate-Compatible Cities: Resilient Cities Driving Risk-informed Sustainable Development	One UN	10 December 2018	Katowice, Poland	45
COP24 Side Event on Fighting Climate Change Requires Zero Tolerance on Food Loss and Waste	One UN	10 December 2018	Katowice, Poland	70
COP24 Side Event on Gender Mainstreaming in Adaptation and Mitigation: A Nexus Approach	One UN	11 December 2018	Katowice, Poland	100
The Climate Classroom @ COP24 – Innovation for Climate Change	UNITAR/UN CC:Learn, SDC	11 December 2018	Katowice, Poland	24
The Climate Classroom @ COP24 – Climate Services for NAPs	UNITAR/UN CC:Learn, SDC	11 December 2018	Katowice, Poland	10
The Climate Classroom @ COP24 – Climate Finance	UNITAR/UN CC:Learn, SDC	12 December 2018	Katowice, Poland	23
COP24 Side Event on Stepping Up Climate Education	One UN	13 December 2018	Katowice, Poland	150
The Climate Classroom @ COP24 – Climate Services for Agriculture	UNITAR/UN CC:Learn, SDC	13 December 2018	Katowice, Poland	20

The Climate Classroom @ COP24 – Innovation for Climate Change	UNITAR/UN CC:Learn, SDC	13 December 2018	Katowice, Poland	8
COP24 Side Event on Innovative Tools for Climate Change Education	UNDP, Government of Russia	13 December 2018	Katowice, Poland	30
COP24 Side Event on Quality Education: Climate Change Education for All	One UN	13 December 2018	Katowice, Poland	60

# Annex 2: UN CC:Learn Logical Framework

## Overview of Results Achieved

<i>Intended Results</i>	<i>Key Indicators</i>	<i>Status as of Dec 2018</i>
<b>Impact (Overall Goal)</b>	<b>Impact Indicators</b>	
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.	<p>Number of institutions reporting they have stronger individual capacities to implement NAP and NDC related policies and programmes.</p> <p>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.</p> <p>Extent to which UN Country Teams in partner countries are supporting country-driven climate change learning priorities.</p>	
<b>Outcomes</b>	<b>Outcome Indicators</b>	
<b>Outcome 1:</b> 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.	<p>Number of certificates issued on the UN CC:Learn e-learning platform.</p> <p><i>Baseline: 10,000</i> <i>Target Scenario 1: 25,000</i> <i>Target Scenario 2: 50,000</i></p> <p>Growth in under-represented areas/regions (total number of registrations on the UN CC:e-Learn platform)</p> <p><i>Baseline Francophone Africa: 3,700</i> <i>Target Scenario 1: 12,000</i> <i>Target Scenario 2: 25,000</i></p> <p><i>Baseline Centrale Asia: 79</i> <i>Target Scenario 1: 2,500</i> <i>Target Scenario 2: 5,000</i></p>	<p>Baseline: 10,000 Status: 29,011 <i>(Scenario 1 achieved)</i></p> <p>Baseline Francophone Africa: 3,700 Status: 9,061</p> <p>Baseline Centrale Asia: 79 Status: 391</p>

<i>Intended Results</i>	<i>Key Indicators</i>	<i>Status as of Dec 2018</i>
	<p><i>Baseline MENA region: 1,900</i> <i>Target Scenario 1: 8,000</i> <i>Target Scenario 2: 15,000</i></p> <p><i>Baseline China: 300</i> <i>Target Scenario 1: 15,000</i> <i>Target Scenario 2: 30,000</i></p> <p>Continued gender balance for registrations on the platform</p> <p><i>Baseline: 51% registered users are female</i> <i>Target: 45-55% of registered users are female</i></p> <p>A balanced representation of key stakeholder groups in UN CC:Learn courses and activities (academia, governments, NGOs, private sector)</p> <p><i>Target Scenario 1: At least 30,000 registrations from each of the stakeholder groups</i> <i>Target Scenario 2: At least 45,000 registrations from each of the stakeholder groups</i></p>	<p>Baseline MENA region: 1,900 Status: 4,978</p> <p>Baseline China: 300 Status: 2,199 <i>(Underway)</i></p> <p>Baseline: 51% registered users are female Status: 49% of registered users are female <i>(underway)</i></p> <p>Status: Academia: 43,597 Government: 19,900 NGOs: 13,859 Private Sector: 17,395 <i>(underway)</i></p>
<p><b>Outcome 2:</b> Countries are addressing learning priorities to implement their NDCs and NAPs, working through national education and training institutions.</p>	<p>Number of countries having leveraged additional funding for implementing NAP/NDC relevant learning actions in partner countries.</p> <p><i>Baseline: 0</i> <i>Target Scenario 1: 17 actions</i> <i>Target Scenario 2: 25 actions</i></p>	<p>Baseline: 0 Status: 10 (5 DR/SICA (school guide on freshwater ecosystems, regional learning package, course on public policy and climate change, workshop and course on GHG emissions calculation, infographics on climate solutions), 2 Niger (early warning system training, small irrigation module), 1 Burkina Faso (COP24 training), 1 Ghana (learning</p>



<i>Intended Results</i>		<i>Key Indicators</i>	<i>Status as of Dec 2018</i>
		<p>Number of national learning institutions with a clear role defined in providing recurrent skills development support for NDC and NAP implementation.</p> <p><i>Baseline: not available</i> <i>Target Scenario 1: 3</i> <i>Target Scenario 2: 7</i></p>	<p>materials), 1 Indonesia (teachers training) – other actions under development. <i>(Underway)</i></p> <p>Baseline: not available Status: 0 (<i>data collection ongoing</i>)</p>
<b>Outputs (per Outcome)</b>		<b>Output Indicators</b>	
<b>For Outcome 1: A growing mass of the 'climate literate' able to inform public policy</b>			
Output 1.1	UN CC:Learn's global learning platform expanded and complemented with smart transition mechanisms that allow for collaborative content development	<p>Increase in the number of individual visitors per year on the UN CC:Learn knowledge-sharing platform.</p> <p><i>Baseline 2016 (in the year): 45,000</i> <i>Target 2020 (in the year) Scenario 1: 120,000</i> <i>Target 2020 (in the year) Scenario 2: 180,000</i></p> <p>Number of users registered on the UN CC:e-Learn platform</p> <p><i>Baseline 2016 (total): 69,000</i> <i>Target 2020 (total) Scenario 1: at least 220,000</i> <i>Target 2020 (total) Scenario 2: at least 320,000</i></p>	<p>Baseline 2016 (in the year): 45,000 Status: 66,041 <i>(Underway)</i></p> <p>Baseline 2016 (total): 69,000 Status: 169,101 <i>(Underway)</i></p>
Output 1.2	Suite of high quality learning products tailored to national/regional contexts developed, delivered and/or recognized through UN CC:Learn.	<p>Number of new or fully upgraded learning products.</p> <p><i>Baseline: 0</i> <i>Target Scenario 1: 12</i> <i>Target Scenario 2: 14</i></p>	<p>Baseline: 0 Status: 30 products launched (1 e-tutorial and 1 course on GHG emissions in the aviation sector, 1 MOOC on</p>

<i>Intended Results</i>		<i>Key Indicators</i>	<i>Status as of Dec 2018</i>
		<p>Number of affiliated learning products.</p> <p><i>Baseline: 0</i> <i>Target Scenario 1: 6</i> <i>Target Scenario 2: 6</i></p>	<p>agriculture, 4 modules on gender and the environment, 6 introductory modules on climate change in Arabic, 12 modules on REDD+ fully upgraded, 5 modules on green economy) <i>(Scenario 2 achieved)</i></p> <p>Baseline: 0 Status: 1 (3 under finalization) <i>(Underway)</i></p>
Output 1.3	UN CC:Learn flagship initiatives raising the visibility of climate change education and training up-scaled.	<p>Number of editions of the Climate Classroom delivered.</p> <p><i>Baseline: 1</i> <i>Target Scenario 1: 3</i> <i>Target Scenario 2: 6</i></p> <p>Number of Youth Climate Dialogues organized.</p> <p><i>Baseline: 8</i> <i>Target Scenario 1: 18</i> <i>Target Scenario 2: 33</i></p> <p>Number of followers on social media. <i>Baseline for Facebook: 35,000</i> <i>Target Scenario 1: 70,000</i> <i>Target Scenario 2: 100,000</i></p> <p><i>Baseline for Twitter: 9,000</i> <i>Target Scenario 1: 15,000</i> <i>Target Scenario 2: 25,000</i></p>	<p>Baseline: 1 Status: 4 <i>(Scenario 1 achieved)</i></p> <p>Baseline: 8 Status: 11 (over 10 new YCDs under discussion with multiple partners) <i>(Underway)</i></p> <p>Baseline for Facebook: 35,000 Status: 60,571 <i>(Underway)</i></p> <p>Baseline for Twitter: 9,000 Status: 13,723 <i>(Underway)</i></p>
<b>For Outcome 2: National Approaches to Systematic and Results Based Learning</b>			
Output 2.1	National climate change learning assessments and strategies	Number of learning strategies developed.	

<i>Intended Results</i>	<i>Key Indicators</i>	<i>Status as of Dec 2018</i>
developed through multi-stakeholder collaboration and in line with NDC/NAP priorities.	<p><i>Baseline: 9 national plus one regional involving 7 additional countries</i>  <i>Target Scenario 1: 11 national plus one regional</i>  <i>Target Scenario 2: 12 national plus one regional</i></p> <p>Number of countries that mobilize institutions from at least 5 Government sectors, civil society and private sector in developing learning strategies</p> <p><i>Baseline: 9 countries</i>  <i>Target Scenario 1: 11 countries</i>  <i>Target Scenario 2: 12 countries</i></p>	<p>Baseline: 9 national plus one regional involving 7 additional countries  Status: 9 national plus one regional involving 7 additional countries (development of new strategies and upgrading of existing strategy agreed in 5 countries)  <i>(Underway)</i></p> <p>Baseline: 9 countries  Status: 9 countries (5 countries agreed to develop new strategies/upgrade existing strategy)  <i>(Underway)</i></p>
Output 2.2	<p>Financing opportunities for implementing climate change learning strategies identified and effective coordination mechanisms defined.</p> <p>Responsibilities for coordination, resource mobilization, outreach, implementation of specific actions and M&amp;E expressed in national strategies.</p> <p><i>Baseline: 9</i>  <i>Target Scenario 1: 11 countries</i>  <i>Target Scenario 2: 12 countries</i></p> <p>Number of private sector engagements to support strategy implementation.</p> <p><i>Baseline: 0</i>  <i>Target Scenario 1: 0</i>  <i>Target Scenario 2: 3</i></p>	<p>Baseline: 9  Status: 9 (development of new strategies and upgrading of existing strategy agreed in 5 countries)  <i>(Underway)</i></p> <p>Baseline: 0  Status: 1 under discussion</p>
Output 2.3	<p>Experience-sharing and joint action among partner countries through bilateral and regional mechanisms.</p> <p>Number of joint proposals and learning events developed by partner countries.</p> <p><i>Baseline: 1</i>  <i>Target Scenario 1: 3</i>  <i>Target Scenario 2: 5</i></p>	<p>Baseline: 1  Status: 1 (discussions for joint proposals planned under the West African hub)</p>

<i>Intended Results</i>		<i>Key Indicators</i>	<i>Status as of Dec 2018</i>
		<p>Number of experience-sharing opportunities for countries organized through the Secretariat, including bilateral missions and regional and global workshops/webinars.</p> <p><i>Baseline: 8</i>  <i>Target Scenario 1: 12</i>  <i>Target Scenario 2: 20</i></p>	<p>Baseline: 8  Status: 10  <i>(underway)</i></p>
<b><i>Cross-cutting Output</i></b>			
	<p>Strengthened capacities of national and regional learning institutions to effectively deliver climate change learning.</p>	<p>Number of institutions involved in delivering climate change learning activities with support by UN CC:Learn.</p> <p><i>Baseline: to be established</i>  <i>Target Scenario 1: additional 3</i>  <i>Target Scenario 2: additional 5</i></p>	<p>Baseline: 28  Status: 30 (Agrhymet, Harwood Education)  <i>(underway)</i></p>

## Annex 3: Global UN CC:Learn Focal Points

<i>Organization</i>	<i>Focal Point</i>
United Nations System Chief Executives Board (CEB) Secretariat	Catherine Zanev Associate Expert for Climate Change
Environmental Management Group (EMG) Secretariat	Hossein Fadaei, Acting Secretary
Food and Agriculture Organization (FAO)	Alashiya Gordes Climate Change Junior Professional Officer
Global Environment Facility (GEF)	Christian Hofer Senior Communications Officer
Inter-American Development Bank (IDB)	Alejandra Maruri Trucillo Knowledge and Learning Sector
International Fund for Agricultural Development (IFAD)	Ilaria Firmian Environment and Climate Knowledge Officer Environment and Climate Division
International Labour Organization (ILO)	Olga Strietska-Ilina, Specialist in Skills Policies and Systems Skills and Employability Department
International Telecommunication Union (ITU)	Béatrice Pluchon, Senior External Affairs Officer José Maria Diaz Batanero, Policy Analyst
International Maritime Organization (IMO)	Camille Bourgeon Technical Officer, Marine Environment Division
United Nations Office for the Coordination of Humanitarian Affairs (OCHA)	Vacant
The Joint United Nations Programme on HIV/AIDS (UNAIDS)	Emelia Timpo, Senior Advisor UNAIDS New York Office
United Nations Development Program (UNDP)	Sameera Savarala Climate Change and Disaster Risk Reduction Bureau for Policy and Programme Support
United Nations Economic for Africa (UNECA)	Charles Muraya Information Management Officer
United Nations Environment Programme (UNEP)	Jaime Alexandra Webbe Programme Management Officer
United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP)	Laura Altinger Zahar Regional Advisor for Climate Change
United Nations Educational, Scientific and Cultural Organization (UNESCO)	Peter Dogse, Manager UNESCO Intersectoral Platform on Climate Change
United Nations Economic and Social Commission for Western Asia (UNESCWA)	Tarek Sadek Economic Affairs Officer - Climate Change
United Nations Economic Commission for Europe (UNECE)	Maria Teresa Pisani Economic Affairs Officer, Environment Division - Office of the Director
United Nations Framework Convention on Climate Change (UNFCCC)	Adriana Valenzuela Focal Point - Education, Training and Public Awareness Communications and Outreach Programme
United Nations Population Fund (UNFPA)	Daniel Schensul, Climate Change Expert Population and Development Branch
United Nations High Commissioner for Refugees (UNHCR)	Amare Gebre Egziabher Senior Environmental Coordinator
United Nations Human Settlements Programme (UN-HABITAT)	Claudio Acioly, Head Capacity Development Unit
United Nations Children's Fund (UNICEF)	Alex Heikens, Senior Adviser Climate and Environment
United Nations Industrial Development Organization (UNIDO)	Patrick Nussbaumer Industrial Development Officer
United Nations International Strategy for Disaster Reduction (UNISDR)	Glenn Dolcemascolo, Head Inter-Agency Cooperation Unit
United Nations Institute for Training and Research (UNITAR)	<i>UN CC:Learn Secretariat:</i>

<b>Organization</b>	<b>Focal Point</b>
	Angus Mackay, Director, Division for Planet  Cristina Rekakavas, Training Associate Green Development and Climate Change Programme
United Nations System Staff College (UNSSC)	Jafar Javan, Deputy Director  Patrick van Weerelt, Senior Manager and Course Coordinator, Development and Human Rights Team
United Nations University (UNU)	Dr. Jörg Szarzynski, Head Enhancing Graduate Educational Capacities for Human Security Section United Nations University Vice Rectorate in Europe, Institute for Environment and Human Security
United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)	Verona Collantes Inter-Governmental Specialist
United Nations World Tourism Organization (UNWTO)	Sofia Gutierrez, Programme Officer Sustainable Development of Tourism
Universal Postal Union (UPU)	Anne-Claire Blet, Specialist Environment & Sustainable Development
World Food Programme (WFP)	Giorgia Pergolini Climate & Disaster Risk Reduction Programmes Unit
World Health Organization (WHO)	Elena Villalobos, Technical Officer Climate Change and Human Health Unit Public Health and Environment Department
World Meteorological Organization (WMO)	Amir H. Delju, Senior Scientific Coordinator Climate Prediction and Adaptation Branch (CLPA) Climate and Water Department (CLW)
World Bank	Neeraj Prasad, Manager World Bank Institute Climate Change (WBICC) Practice
World Trade Organization (WTO)	Devin McDaniels, Economic Affairs Officer Trade and Environment Division
<b>UN CC:Learn Secretariat</b>	
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## Annex 4: List of Abbreviations

ACE: Action for Climate Empowerment  
AFD: Agence Française de Développement  
CARIFORUM: Caribbean Forum  
CBD: Convention on Biological Diversity  
CCAD: Central American Environment and Development Commission  
CCD: Climate Change Directorate  
CEB: Chief Executives Board for Coordination  
CIS: Climate Information and Services  
CILSS: Permanent Interstate Committee for Drought Control in the Sahel  
CNCCMDL: Climate Change Council of the Dominican Republic  
COP: Conferences of Parties  
EAIE: European Association for International Education  
EFCC: Environment, Forest and Climate Change Commission  
EMG: Environmental Management Group  
EPA: Environmental Protection Agency  
ESD: Education for Sustainable Development  
FAO: Food and Agriculture Organization  
GAP ESD: Global Action Programme on Education for Sustainable Development  
GCF: Green Climate Fund  
GEF: Global Environment Facility  
GEF-SGP: Global Environment Facility Small Grants Programme  
GES: Ghana Education Service  
GFCS: Global Framework for Climate Services  
GHG: Greenhouse Gas  
GIZ: German Federal Enterprise for International Cooperation  
GMEEP: Global Maritime Energy Efficiency Partnership  
IIED: International Institute for Environment and Development  
IFAD: International Fund for Agricultural Development  
ILO: International Labour Organisation  
IFMSA: International Federation of Medical Students' Associations  
IMO: International Maritime Organization  
INAFOCAM: Instituto Nacional de Formación y Capacitación del Magisterio

IOM: International Organization for Migration  
ITU: International Telecommunication Union  
IUCN: International Union for Conservation of Nature  
KEPSA: Kenya Private Sector Alliance  
NAP: National Adaptation Plan  
NAP-GSP: National Adaptation Plan Global Support Programme  
NDA: National Designated Authorities  
NDC: Nationally Determined Contribution  
OCHA: United Nations Office for the Coordination of Humanitarian Affairs  
PAGE: Partnership for Action on Green Economy  
REDD+: Reducing Emissions from Deforestation and Forest Degradation in Developing Countries, and the Role of Conservation, Sustainable Management of Forests, and Enhancement of Forest Carbon Stocks in Developing Countries  
SADC: Southern Africa Development Community  
SAP: Simplified Approval Process Pilot Scheme  
SBI: Subsidiary Body for Implementation  
SCP: Sustainable Consumption and Production  
SDC: Swiss Agency for Development and Cooperation  
SICA: Central American Integration System  
SIDA: Swedish International Development Agency  
TEEB: The Economics of Ecosystems and Biodiversity  
UN CC:Learn: One UN Climate Change Learning Partnership  
UN: United Nations  
UN WOMEN: United Nations Entity for Gender Equality and the Empowerment of Women  
UNAIDS: The Joint United Nations Programme on HIV/AIDS  
UNCCD: United Nations Convention to Combat Desertification  
UN Climate Change: Secretariat of the United Nations Framework Convention on Climate Change  
UNDP: United Nations Development Programme  
UNECA: United Nations Economic Commission for Africa  
UN Environment: United Nations Environment Programme  
UNESCO: United Nations Educational, Scientific and Cultural Organisation  
UNESCWA: United Nations Economic and Social Commission for Western Asia  
UNFCCC: United Nations Framework Convention on Climate Change  
UNFPA: United Nations Population Fund



UNICEF: United Nations Children Fund

UNIDO: United Nations Industrial Development Organization

UNISDR: United Nations International Strategy for Disaster Reduction

UNITAR: United Nations Institute for Training and Research

UN-REDD: United Nations Collaborative Programme on Reducing Emissions from Deforestation and Forest Degradation in Developing Countries

UNSSC: United Nations System Staff College

UNU: United Nations University

UNWTO: United Nations World Tourism Organization

UPU: Universal Postal Union

WFP: World Food Program

WHO: World Health Organization

WISER: Weather Information Services for Africa

WMO: World Meteorological Organization

WRI: World Resources Institute

YCD: Youth Climate Dialogue



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