

## Ethiopia's National Climate Change Learning Strategy –Implementation Actions

1 – What institutional set-up has been put in place for the implementation of the National Strategy (e.g. communication, cross-government coordination)?

2 – Which activities have taken place as part of the implementation of the National Strategy (2017-2030)?

| Strategic Objective                                                                                                                                                                                   | Implementation Activities 2017-2030(UN CC:Learn and non-UN CC:Learn supported)                                                               |      |                      |                                                  |            |  |  |
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|                                                                                                                                                                                                       | Activity                                                                                                                                     | Year | Lead agency          | Partners                                         | Budget     |  |  |
| Strategic Objective 1: Facilitate the<br>setting up of an enabling awareness<br>policy and institutional frameworks at<br>all levels with a view to fostering<br>sustainable climate change education |                                                                                                                                              |      |                      |                                                  |            |  |  |
| Strategic Objective 2: Ensure<br>adequate level of Climate Change<br>Education in the curricular of the<br>formal education system of Ethiopia                                                        | Development of an<br>"Annotated Guideline for<br>Curriculum Developers on<br>Integrating Climate<br>Change into the Ethiopian<br>Curriculum" | 2019 | UN CC:Learn<br>EFCCC | Ministry of Education,<br>Curriculum Development | USD 25,000 |  |  |

|                                                                                                                                                                     | Create awareness about<br>climate change,forest<br>management, and<br>Environmental education.                                                                                                                                                                     | 2019 | EFCCC  | Ministry OF Education,<br>Research Institute, and<br>Biodiversity institute. | USD 35,105.95 |
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|                                                                                                                                                                     | Create awareness about<br>climate change education<br>strategy and<br>Environmental education<br>for all stakeholders from<br>regional education and<br>Environment sectors<br>experts categorizing in to<br>three clusters, such as<br>Jijiga, Asosa ,and Mekele. | 2019 | EFCCC. | Ministry OF Education,<br>Research Institute, and<br>Biodiversity institute. | USD 39,427.29 |
| Strategic Objective 3: Support<br>co/extra-curricular activities and<br>strengthen integration among formal,<br>non-formal and informal climate<br>change education |                                                                                                                                                                                                                                                                    |      |        |                                                                              |               |
| Strategic Objective 4: Mobilize<br>resources and strengthen<br>partnerships for financing the<br>implementation of the broader<br>Climate Change Education Strategy |                                                                                                                                                                                                                                                                    |      |        |                                                                              |               |