



UN CC:Learn
The One UN Climate Change Learning Partnership



UN CC:Learn Annual Report 2019

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



Schweizerische Eidgenossenschaft
Confédération suisse
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**Swiss Agency for Development
and Cooperation SDC**





UN CC:Learn

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A decorative horizontal bar consisting of five colored segments: dark blue, light blue, green, pink, and teal.

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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 United Nations Framework Convention on Climate Change (UNFCCC) and Article 12 of the Paris Agreement on education, training and public awareness-raising, as well the 2012-2020 Doha Work Programme. The UN CC:Learn Secretariat is hosted by the United Nations Institute for Training and Research (UNITAR).

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



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Foreword

Despite the emerging global health crisis of early 2020, it may well be that we look back at 2019 as a turning point in the global effort to turn the tables on runaway climate change. Youth engagement and politicization of the issues were the big story, backed by a serial growth in the number of climate change champions around the world. This can only be a good thing.

When I look at UN CC:Learn's performance over the year, once again I am amazed at the way in which the programme continues to grow in scope and complexity, building on so many new and creative partnerships. It is becoming an advertisement for SDG 17, as much as for SDG 4 and SDG 13. UN CC:Learn's work with teachers in the United Kingdom and beyond has been one of the game changers because of the media interest that it has drawn. Never before have so many high-quality column inches been 'out there' talking about our courses and how they are helping to transform classrooms.

And in fact, there is an increasingly audible global clamour to do more on climate change education, particularly in Sub-Saharan Africa from Ghana to Ethiopia and Zambia and Zimbabwe. The Ghana case is particularly impressive. Important steps have been taken to integrate climate change into the general education system through the identification of specific themes for school curricula, the preparation of teaching and learning materials and the training of over 600 primary school teachers. Ethiopia has been working to fundamentally strengthen its curriculum at all grades. In particular, the country has developed a guideline on climate change for curriculum developers in support of the ongoing curriculum reform. Partnerships with the EduCCate Global programme based out of the UK, MIET-Africa and UNESCO helped UN CC:Learn to reach many more teachers and students than ever before.

Our global offer, based on its compelling message of 'best in business' online learning products has outperformed once again, leaping to more than 30,000 certificates issued in a single year. Just 5 years ago in 2014 we were happy to have less than 1,000 certificates. Today they are quite commonplace, something that the whole team in Geneva is particularly proud of.

Regionally our partnership with the CILSS and Agrhymet, based in Niger, is helping to take the climate change education and training message to many more Sub-Saharan African countries through a series of knowledge exchange workshops, and through the development of new courses that are more closely tailored to local concerns. So now UN CC:Learn is reaching more than 30 countries globally, many of which are facing extreme and persistent climate risks. It remains incredibly important that these very vulnerable countries are able to deepen and broaden their human resource base with knowledge and skills to tackle climate change.

Nationally much progress has been made in Southern Africa with both Zambia and Zimbabwe now well into the development of their climate change learning strategies, building on advice and support provided by the 'old timers', such as Malawi. There is no doubt now that 2020 will be a tough year for all of us but UN CC:Learn will do all that it can to continue to support our new countries in making progress towards the climate learning objectives.

UN CC:Learn and its partners have embarked on a long-distance journey and there will always be checks and balances along the way. I have no doubt that 2020 will be yet another remarkable year of learning and action on climate change. The prize now is 2025 and beyond and we look forward to the next decade with a sense of optimism and opportunity.

My thanks and congratulations to the whole of the UN CC:Learn family for a fantastic 2019.

Angus Mackay
Head, UN CC:Learn Secretariat



Thank you, Chebet Maikut!

Dear colleagues and friends,

Many of you will no doubt be aware of the sad passing of Chebet, our dear friend and climate change champion.

Along with his career as a politician and public servant, including his most recent post as Uganda's Commissioner for Climate Change, Chebet has provided leadership and a great example to others about what it means to implement climate change action.



As you will know he was also Uganda's national coordinator for the UN CC:Learn project, helping to develop one of the very first National Climate Change Learning Strategies, back in 2011. In 2017, he became a UN CC:Learn global ambassador helping to raise the profile of Action on Climate Empowerment, which is rooted in Article 6 of the Convention. In simple terms, Chebet believed that climate change education, in all its forms, is one of the defining ways in which humanity will be able to stand up to the challenge. We agree with you Chebet and we thank you for your service and your leadership.

Most recently Chebet played an instrumental role in promoting this agenda within the Convention negotiations leading a formal submission to the UNFCCC, providing a keynote speech during SBI 48, and helping to formulate the first COP Decision on education and training; subsequently adopted at COP 24.

We will miss Chebet's gentlemanly and reassuring presence in the climate change negotiations but we also feel confident that his influence will continue to be felt through all that had the privilege to know him and to work with him. Our deep sympathies to Chebet's family and friends at this time of sadness, and yet justifiable pride.

The UN CC:Learn Secretariat
Geneva

Highlights

Building Climate Change Literacy

By the end of 2019, the UN CC:Learn e-learning platform has reached over 230,000 registrations and issued almost 60,000 certificates. This data shows a considerable acceleration for both indicators, compared to 2018.

The flagship Introductory e-Course on Climate Change, launched in 2014, has been completely revised in collaboration with UN CC:Learn partners and updated following the latest instructional design standards.

A further 9 new e-learning courses, tutorials and modules have been launched to complement the offer of the platform, in partnership with several UN agencies, including the CBD Secretariat, the GEF, ILO, UNDP, UN Environment, the UNCCD Secretariat, UN Climate Change, UNIDO, UNITAR, UN Women, WMO, the Secretariats of the Basel, Rotterdam and Stockholm Conventions, as well as other interested organizations, such as Danone, SEB and GIZ.

The UN CC:Learn affiliation programme has recognized 2 new courses, developed respectively by the Future Climate for Africa programme, in collaboration with SouthSouthNorth Non-Profit Company and Climate Contact Consultancy, and by the Organisation de Mise en Valeur du Fleuve Sénégal, in collaboration with the Danish consultancy company DHI, the Senegalese consultancy company TROPIS and the Gaston Berger University of Saint Louis (Senegal), with support from UN CC:Learn.

While the number of interested learners continues to grow, some regions and stakeholder groups remain underrepresented. These include, in particular, participants from Central Asia (0.2% of all registrants), China (1.3%), the MENA region (3.3%) and West Africa (4.9%). NGO staff (8% of all registrants) are also less represented than other professional categories. Further efforts will be undertaken in 2020 to reach out to and engage these audiences.

Cost efficiency of the UN CC:Learn courses is increasing thanks to the growing number of interested learners. For instance, the cost per certificate issued for the introductory e-course on climate change (all languages considered) dropped from 17.38 USD at the end of 2016 to 5.85 USD at the end of 2019. The cost per certificate reduced to 5.79 USD for the e-course on cities and climate change, to 7.04 USD for the e-course on health and climate change and to 8.50 USD for the e-course on children and climate change. The average cost per certificate issued on the platform amounts to 20,73 USD as of 31 December 2019.

Strengthening Global Capacities

Following a Training of Trainers on instructional design and e-learning methodologies, UN CC:Learn is providing coaching and support to the Agrhyment Regional Centre for the development of their first e-learning module.

In collaboration with Harwood Education, UN CC:Learn helped to launch the EduCCate Global project providing interested teachers with access to e-learning on climate change, as well as supported them in the development of lessons plans, which can facilitate the integration of climate change-related issues into school curricula in the United Kingdom, and beyond.

Three new editions of the Climate Classroom initiative were held at 2 major UNFCCC-related conferences as well as at a private sector event, bringing over 300 participants up-to-speed on 16 different climate change topics. In 2019, the initiative has leveraged the expertise of the Barcelona Supercomputing Center, BloombergNEF, the Climate Investment Funds, the Climate Technology Centre & Network, the GEMS schools, the Global Water Partnership, the NDC Partnership, UN Climate Change, UNESCAP, WMO.

Sixteen new Youth Climate Dialogues have taken place in 2019 through collaboration with different organizations, including the China Youth Climate Action Network, EBP-Chile, Météo-France, and MIET Africa.

Highlights

National and Regional Projects

Despite a slow set-up phase required to bring on board the right actors, the national UN CC:Learn projects in Kenya and the Kyrgyz Republic have been officially launched and are advancing in collaboration with the UN Country Teams. However, the launch of the new national climate change learning strategies, expected in 2020, may be delayed due to the emerging COVID-19 crisis.

The new UN CC:Learn Southern Africa programme has been set-up in collaboration with MIET Africa and UN Partners. National UN CC:Learn projects have been officially launched in both Zambia and Zimbabwe, with input and experience shared by Malawi. The development / upgrading of the national climate change learning strategies of these three countries is advancing. Launch events, planned during the 1st half of 2020, may need to be rescheduled in light of the COVID-19 crisis.

The UN CC:Learn regional hub in West Africa has been promoting climate change learning in 13 Sahelian countries, in partnership with the regional training centre of the Permanent Interstate Committee for Drought Control in the Sahel (CILSS), Agrhymet. As part of this initiative, UN CC:Learn has provided new training and experience-sharing opportunities, as well as explored options for additional collaborations. This will continue in 2020, with possible adjustments depending on the evolution of the COVID-19 crisis.

The implementation of the climate change learning strategies of UN CC:Learn partner countries continues through a multiplicity of learning actions. Examples of activities supported by UN CC:Learn include the development of guidelines for the integration of climate change into school curricula in Ethiopia, the integration of climate change and green economy topics into school curricula, along with dedicated teacher training and teaching materials, in Ghana, the organization of another youth camp for university students interested in becoming “climate influencers” in Indonesia, and the launch of a school competition to raise the awareness of pupils in Benin on climate change.

Building on its experience in promoting climate change learning as a UN CC:Learn partner country, the Dominican Republic together with the University of the West Indies (UWI) and the Caribbean Community Climate Change Centre (CCCCC), has leveraged around 1.5 million € for a large regional capacity building, education and outreach programme for the Caribbean, making its expertise available to additional countries.

International Advocacy for Climate Change Learning

UN CC:Learn has continued to play an important role in raising the visibility of education and training as essential means for an effective response to climate change at international events, including the SB50 and COP25 of the UNFCCC. It also increasingly invests in the analysis of the impact of learning interventions.

Resource Mobilization

Multiple efforts continue to be undertaken to mobilize additional resources for implementation of the UN CC:Learn programme, from a broad range of partners committed to addressing climate change, including the UN family and other international public institutions, private sector entities, national governments and learning institutions.

Co-financing under scenario 1 – i.e. UN CC:Learn leverages a total amount of CHF 5.5 million for the 2018-2020 period, is achieved. Co-financing under scenario 2 – i.e. UN CC:Learn leverages a total amount of CHF 9 millions, is almost achieved, with strong prospects for over achieving it in 2020. This includes direct co-financing of UN CC:Learn supported activities, based on signed agreements, co-financing of climate change learning strategy implementation, based on information provided by partner countries, and in-kind support from UN CC:Learn partners.



Overview

Climate change is becoming an increasingly visible issue in the global debate. However, in order to effectively address its challenges and promote the transition to low carbon, climate-resilient and greener societies, appropriate knowledge and skills are required. Therefore, investing in education, training and public awareness is an essential part of the solution.

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. In this context, the UN CC:Learn knowledge-sharing and e-learning platforms continue to grow, offering new resources and learning products, and attracting an increasingly wide and diverse range of stakeholders. In addition, flagship initiatives and continuous communication efforts keep informing a large number of individuals globally.

At country level, UN CC:Learn continues to assist countries in addressing learning priorities relevant to their Nationally Determined Contributions (NDCs) and National Adaptation Plans (NAPs). To do so, it strengthens collaboration and synergies with multiple partners, promoting the development and implementation of climate change learning strategies. New learning actions have taken place and additional funding has been leveraged. Building partnerships with national and regional learning institutions and enhancing their capacities to provide education and training on climate change remain a central element of the UN CC:Learn approach, with the aim of enhancing the sustainability of the learning interventions, for a long-term transformation.

Over the course of 2019 many thousands of new individuals and organisations have been engaged through a multiplicity of UN CC:Learn-supported and -inspired activities.



1 | Results at the Global Level

Output 1.1 | Global Learning Platforms Expanded

In 2019, the UN CC:Learn global knowledge and e-learning platforms have continued to expand, thanks to an increase in their offer, new features, and engagement with new partners and a growing and varied global audience.

Revising the UN CC:Learn Knowledge-Sharing Platform (KSP)

In order to continue to offer an engaging and user-friendly experience, through the most relevant and recent technological solutions, the UN CC:Learn Knowledge-Sharing Platform (KSP) has undergone a full revision. From a technical perspective, the platform was shifted from Drupal to WordPress, a more resilient software which offers administrators a more complex set of tools. It was adjusted to enhance accessibility for individuals with impairments and optimized for online search.

From a substantive perspective, the focus of the platform has been broadened and re-oriented to provide content that is geared to a higher degree to a global audience interested in climate change learning. While still presenting UN CC:Learn activities and achievements, the content is being extended with stories and testimonials, practical tips, reflections on specific topics or news, as well as new learning opportunities. A curator is being recruited to fully revise the content and increase the appeal of the platform, in advance of the launch in early 2020.



COP25 LIBRARY CARD

Access the publications!

Access a collection of curated documents relevant to COP25

<http://bit.ly/COP25Library>

UN CC:Learn

@uncclearn

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In addition, the KSP and the UN CC:Learn e-learning platform have been more closely aligned. The revised KSP features a comprehensive catalogue of courses with a search functionality and a set of thematic areas, enabling visitors to browse through based on interests and to access courses directly.

While the new platform is being finalized, the current public version, which can be accessed at www.unclearn.org, continues to be regularly updated and provides a single entry-point to the latest products, publications, news and events relevant for climate change learning from all UN CC:Learn members. In addition, for the 6th consecutive year, the platform hosted the online library of top climate change documents relevant for the Conference of the Parties (COP) to the United Nations Framework Convention on Climate Change (UNFCCC) produced by UN partners.

The growing knowledge offer of the platform now attracts over 20,000 visitors every quarter, which represents the highest engagement so far.

UN CC:Learn Knowledge Sharing Platform in Numbers

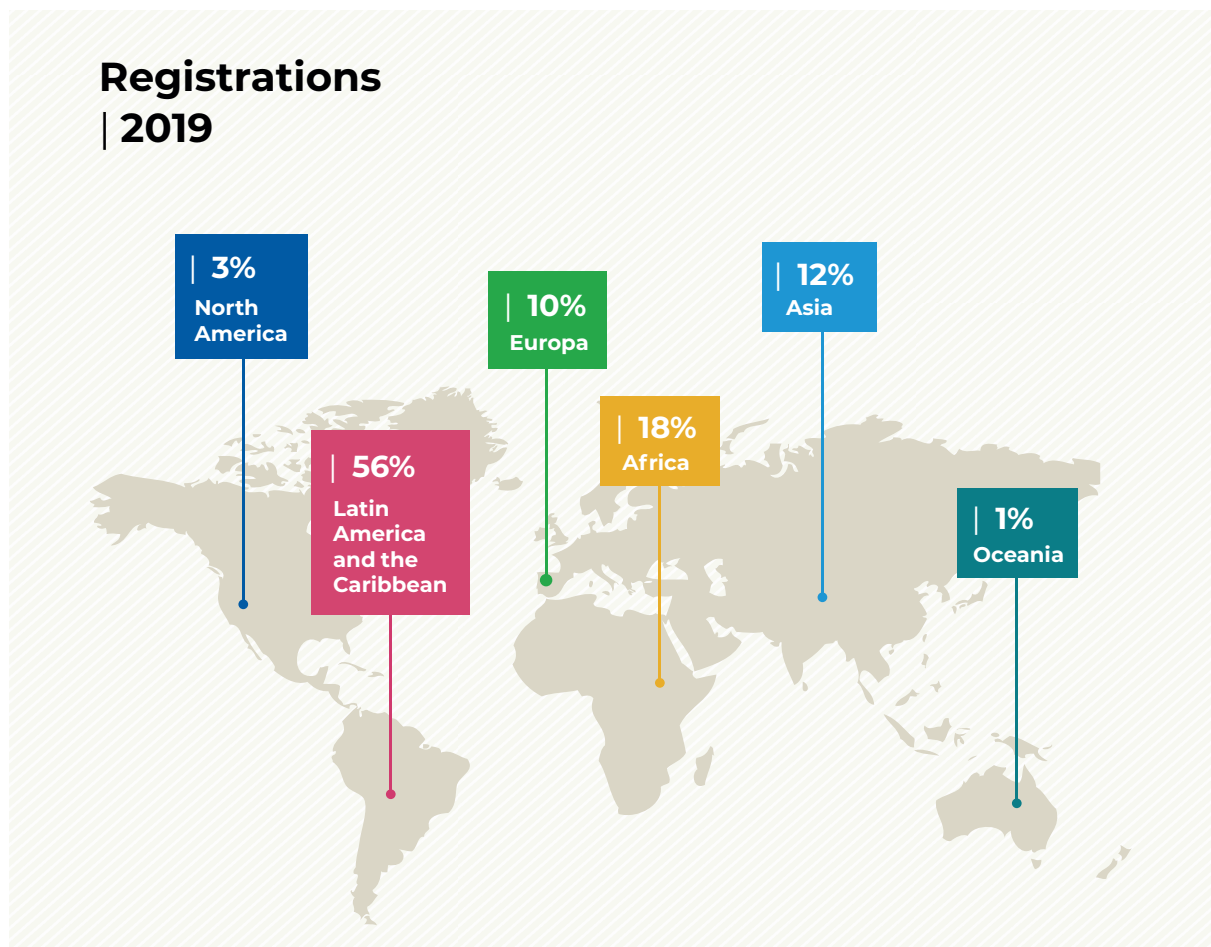
	2017	2018	2019
Number of unique visitors	58,307	66,041	80,290
Number of sessions¹	87,828	91,413	104,308

¹ A session is the period of time a user is actively engaged with a website, app, etc.

Extending the UN CC:e-Learn Platform

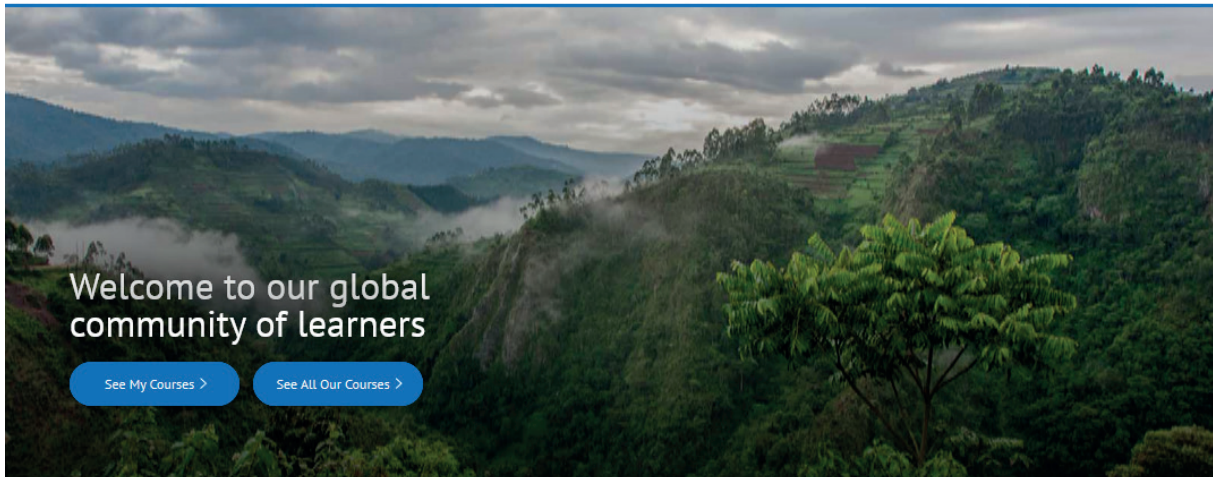
The UN CC:Learn e-learning platform (UN CC:e-Learn) has been constantly improved while addressing users' regular feedback in terms of both content and navigation. As of December 2019, the platform has reached over 230,000 users and has issued 60,000 certificates. Registration is gender balanced, with women representing 52% of the registrants and men 48%. In relation to organizational affiliation, the top professional categories that are most frequent among the users include the academia (29%), the public sector/government (12%), the private sector (11%) and non-governmental organizations (8%). The platform covers registrations from 195 countries distributed as follows:

The UN CC:Learn E-learning Platform in Numbers: registrations overview




To increase the outreach another entry point (Portal) to the Platform has been developed in collaboration with Harwood Education, a UK-based education company. This Portal promotes and allows access to a selected set of courses and is addressed to teachers from all over the world as a tool to empower and support them in promoting climate change literacy among their pupils.

This is the second dedicated portal launched on the platform, following the entry point developed for users of the multinational food company Danone in 2018. Possibility to launch new portals, in particular portals designed for businesses/corporations, are being explored, as a way to extend the reach of the



Welcome to our global community of learners

[See My Courses >](#) [See All Our Courses >](#)



platform and to respond to the increasing interest from the private sector within the framework of their corporate social responsibility and staff development programmes.

With regard to accessibility, the UN CC:e-Learn platform provides free learning opportunities to all, paying particular attention to the needs of individuals with impairments and from Least Developed Countries (LDCs). With the aim of continuing to promote this approach, while finding new ways of maintaining the increasingly extended and complex infrastructure required to cope with new courses and growing traffic, crowdfunding solutions are being explored to provide interested users with an opportunity to donate and support. Research is being conducted to identify the most suitable format.



Output 1.2 | High Quality and Tailored Learning Products Developed

The UN CC:e-Learn platform has been enriched with several new courses providing learning in new areas, including green economy, gender, adaptation, climate finance, climate science, and sustainable diet. At the same time, older products continued to be updated. One such product is the UN CC:Learn flagship learning resource, the Introductory e-Course on Climate Change. All resources have been prepared relying on latest methodologies and technical means of delivery, addressing all learning styles.

Flagship Learning Resources Revised and Further Disseminated

E-Course on Climate Change: From Learning to Action

The first edition of the UN CC:Learn Introductory e-Course on Climate Change was launched in Spring 2014 in English. It features six interactive modules and a total study time of 12 hours. Since its launch,



the course has been the flagship training resource on the UN CC:Learn platform, generating more than 100,000 registrations and issuing over 15,000 certificates.

In 2019, the overhaul of the Introductory e-Course on Climate Change was completed. The new course, titled *Climate Change: From Learning to Action*, improved on the original in several dimensions: 1) inclusion of new and up-to-date information (e.g. NDC process, youth engagement and more); 2) improved design and usability; 3) more practical use and engagement for learners.

The course remains self-paced and not moderated. The content is once again broken into thematic modules, each focusing on essential aspects of climate change. Each thematic module features 4 to 5 learning units that answer a specific question (e.g. *How does the climate system work?*).

The thematic modules, as well as each of the learning units within them, are self-standing and can be accessed in random order. Learning units take 15-20 minutes to complete. Thus, the overall seat time of the course is lowered to 8 hours, and the specific information is more easily accessible depending on the interest of the learner. Each learning unit features a mix of learning tools, which deliver key content and engage the learners. These include:

- 1. Video lectures from renowned experts from UN CC:Learn partner institutions in each thematic field
- 2. Interactive lessons that provide additional information, complementing the video lectures
- 3. Short practical activities, including knowledge checks, reflection points, discussion boards, polls, and more.

The course is available for free in English since December 2019 (it became public during COP25 in Madrid). A pilot phase of 2 months ends in February 2020. During this time, content is made available for review by UN CC:Learn focal points and comments received are implemented. Versions in French and Spanish languages are currently under preparation and should become available by end of April 2020.



Steven Stone
UN Environment

Climate FEAR

I am afraid of losing our connection to nature, of waking up in a world in which nature does no longer exist

Climate ACTION

With my family we are insulating our home to bring it to a top level of efficiency. I ride my bike to work and try to produce less waste. I spread the word about the value of a stable climate and sustainable economy

EXPERTISE
CLIMATE FINANCE
ENVIRONMENTAL ECONOMY

A main objective of the course is still to increase the understanding (i.e. literacy) of learners on climate change. However, as the title suggests, the new course also aims to give learners practical tools and skills to take climate action or to educate others on climate issues. The ultimate goal of the course is that learners become climate change agents in their respective organizations, communities and families. Around 2,000 learners have enrolled in the course and over 250 certificates of completion have been issued to change agents from around the world (*as of end of February 2020).

UN CC:Learn Portfolio Extended – Global Products

Open Online Course on Gender & Environment

The *Open Online Course on Gender & Environment* was developed by 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.

This course introduces the linkages between gender and the environment. While open to anyone interested, it targets, in particular, specialists and development practitioners involved in key environmental areas, as well as policymakers and government officials working on environmental policies and projects. Following the launch of the first 4 modules in 2018, the last 2 modules were completed in 2019.

The *Module on Gender, Chemicals & Waste* explains the nexus between these elements and its relevance for the promotion of sustainable development. It also presents concrete tools, recommendations and frameworks for integrating gender-responsive approaches into the management of chemicals and waste. The module was launched at the side event “Integrating Gender into Sound Management of Chemicals

"This course is very good and inspirational."
H. Wolf

GENDER AND ENVIRONMENT
E-Learning Course

Logos: UN Women, UN Environment, GEF, SGP, UNDP, UN CC:Learn, UNFCCC, UNCCD, IUCN, IFAD



and Waste”, held on 9 May 2019, in Geneva, Switzerland, during the 2019 meetings of the Conferences of the Parties (COPs) to the Basel, Rotterdam and Stockholm (BRS) Conventions.

The *Module on Gender & International Waters* discusses the importance of taking gender considerations into account in transboundary water management and of engaging both women and men in improved governance systems that will foster a more equitable and sustainable water resource use for everybody.

Each module includes an interactive lesson, with videos, relevant statistics, case studies, exercises, key messages and references to additional resources. An offline version is also available for self-study or training purposes. At the end, a quiz allows users to measure the achievement of the learning objectives and, if successful, receive a certificate of participation. Learners succeeding all the quizzes, are awarded a certificate of completion.

The Open Online Course on Gender & Environment is currently being translated into French and Spanish. Discussions were also held with interested multilateral agencies for potential translation into Arabic, Portuguese and Macedonian. Overall, over 11,000 users have registered to this course.

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

The course *Integrating Climate Risk Information into NAPs* has been developed in partnership with the World Meteorological Organizations (WMO). It shows how to strengthen National Adaptation Plans (NAPs) through appropriate climate information and coordinated policy action, enabling different types of institutions and actors to work together in a collaborative framework, drawing on the resources of the global hydro-meteorological community at large.

The course is designed to respond the learning needs of both climate services providers (National Hydro-meteorological Services, research/academic and international organizations), and users (e.g. decision makers, private investors, non-governmental organizations, etc.), as well as of those working



Building Better NAPs

Interactive Lesson

Click to start!

at the science-policy interface for outreach or communication purposes. The course is modular and provides two learning paths, each being rewarded with a certificate of completion.

The course is currently being translated into French and Spanish. In only two months since its launch, the course has attracted almost 500 participants, issuing over 120 certificates.

E-Course on Sustainable Diet

The *e-course on Sustainable Diet* focuses on the interlinkages between environmental and human health and aims to educate, inspire, and empower action and behavioural change among Danone employees,

Sustainable Diet

Overview Course Certification

Watch video

Welcome to:
Sustainable Diet

"One Planet. One Health" e-learning Series

Go to course page >

Green economy

- Self-paced course
- 2 hours
- English

The course at a glance

1. Our Choices Matter

How the way we consume and produce food affects our health and the planet.

2. Better Farming

Why should we pay attention to farming methods?

3. Buying Food Locally

Why should we care where our food comes from?

4. Is Processed Food Bad?

Is processed food always unhealthy?

5. Reading the Labels

How to get the right information for a better food choice?

6. Food Waste and Packaging

When is packaging necessary, when and how can it be avoided?

7. Changing Eating Habits

How to change eating habits for a healthier, sustainable lifestyle?

My Plate, My Pledge

What will you do to improve your health and that of the planet?

as well as the public at large. The course is part of a global partnership between UN CC:Learn and Danone. It supports Danone's "One Planet. One Health" vision and is the main training tool to educate 100% of Danone employees by September 2020 (Danone Day).

Three formats of the course have been developed to meet the needs of the different sets of audiences:

- For the general public: an [online course available on UN CC:e-Learn](#).
- For "connected" Danone employees: an online course integrated into the Danone internal learning system. The course has already been made available in 7 languages ([Preview available here](#))
- For "non-connected" Danone employees (e.g. factory workers): an adaptation of the course into a 2-hours face-to-face workshop.

Example of engaging video: <https://youtu.be/EyvgpqEGjCU>

✓ Video: Our Choices Matter (Length: 6 min)

Mark as not complete X



The course enables learners to take action to counter climate change and lead a sustainable and healthy lifestyle. Participants learn how their habits and daily choices are affecting their health and that of the planet and gain the knowledge and skills to make their diet healthier and more sustainable.

The course is composed of 7 thematic lessons, and 1 practical “pledge” lesson. Each lesson features a range of learning activities, including videos, factsheets, knowledge checks, interactive group exercises and reflections. The course is unique in its learning approach. The learning materials are short and dynamic, the tone is upbeat and engaging.

The course was launched on 5 June 2019 (Environment Day) and has since attracted almost 4,000 learners (1,000 certificates issued). The completion rate of the course is around 28%, one of the highest on the platform, which attests to the interest in the topic and the content.

The positive reactions from both Danone and the learners have inspired UN CC:Learn to pursue the development of a series of sustainable lifestyle courses aimed at educating consumers and designed in partnership with leading consumer goods and services companies.

E-Course on Sustainable Finance

The *e-course on Sustainable Finance* has been developed in partnership with the Strategic Alliance on Green Bond Market Development in G20 Emerging Economies (STA), a partnership between Skandinaviska Enskilda Banken (SEB) and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and the Partnership for Action on Green Economy (PAGE). PAGE is a one-UN initiative composed of five UN agencies - i.e. UN Environment, the United Nations Industrial Development Organization (UNIDO), the International Labour Organization (ILO), UNDP and UNITAR, that aims to support countries in their transition towards the green economy through macroeconomy policy reform, as well as institutional and individual capacity development.

This interactive and practice-oriented course covers the basics of sustainable finance while providing several opportunities to dive deeper. It shares valuable insights of the Strategic Alliance of GIZ and SEB



and technical partner CICERO, gained during activities in emerging economies and interactions with market participants worldwide. In addition, users can learn about examples of UN-supported initiatives to promote sustainable finance in countries like Mongolia and Indonesia. The course, composed of 3 modules, is designed for interested participants from governments, financial sector, businesses, and civil society. It provides a certificate of completion to successful learners. Over 3,500 users have enrolled so far.

Introduction to Green Economy E-Course in Spanish

The *e-course Introduction to a Green Economy* was developed in 2018 in collaboration with the Partnership for Action on Green Economy (PAGE) to illustrate the basic concepts, policy instruments and international frameworks of inclusive green economies in 5 modules. Already launched in English, it has been made also available in Spanish. Altogether, the course has achieved the mark of 8,500 enrolments. A new language version, in French, is under development.

The e-course Introduction to a Green Economy will soon become a part of a suite of e-courses on green economy which are currently being developed and will become available in the 1st half of 2020.

NAP e-Tutorials

This series of three 45-minute tutorials has been developed in partnership with the National Adaptation Plan Global Support Programme (NAP-GSP) – a joint programme implemented by UNDP and UN Environment, in collaboration with other UN Agencies, to assist countries with their National Adaptation Planning (NAP) processes. They do not include a learning assessment and no certificate is issued upon completion. Overall, 2,254 users have enrolled in the e-tutorials so far.

These e-learning resources are part of a blended (i.e. combining online and face-to-face delivery) training package.

– NAP e-tutorial 1: Finding the Money – Financing Climate Action

This e-tutorial provides an introduction to climate finance, including information on where countries can access different sources of financing for their action aimed at reducing greenhouse gas (GHG) emissions as well as improving adaptive capacity and resilience to the harmful impacts of climate change. It is relevant for the engaged public and practitioners with an interest in understanding climate finance, as well as for policymakers and adaptation planners willing to increase their understanding on sources of funds for climate action.

– NAP e-tutorial 2: Making the Right Choices – Prioritizing Adaptation Options

This e-tutorial introduces the concept of prioritizing adaptation options during adaptation planning and implementation. It is relevant for the engaged public and practitioners with an interest in understanding the tools and methods used in appraisal and prioritization of adaptation options, as well as for policymakers and experts interested in increasing their knowledge on the appraisal and prioritization phase of adaptation planning.



– NAP e-tutorial 3: Keeping the Taps Running in a Changing Climate

This e-tutorial introduces the concept of mainstreaming climate change adaptation into water resources. It provides an overview of how the effects of climate change are manifested through the scarcity or abundance of water, which, as a result, have serious impacts on other key socio-economic sectors. It is relevant for the engaged public and practitioners with an interest in better understanding the cross-sectoral linkages between water resources and climate change, as well as for policymakers wanting to increase their understanding on how this can be an entry-point for their National Adaptation Plans (NAPs).

In 2019, building on an existing competency framework, UN CC:Learn has also supported a NAP skills assessment in Egypt.

New Developments

Additional self-paced courses currently under development cover the following topics:

- The Economics of Ecosystems and Biodiversity (TEEB)
- Carbon Tax
- Green Economy and Trade
- Green Fiscal Reform
- Green Industrial Policy.

UN CC:Learn Portfolio Extended – Tailored Learning Products

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

Since 2016, two editions of the e-course *Introduction to Sustainable Consumption and Production (SCP) in Africa* have been delivered in both English and French, reaching close to 200 decision-makers and change agents from governments, academia, civil societies and the private sector.

The 2nd edition of the e-course took place on the UN CC:Learn e-learning platform in the period April-June 2019. The moderated e-learning course equipped participants with the basic skills for applying the circular economy / SCP concept in economic, policy and professional context. A large number of practical action plans have been developed by participants during the moderated course. Some of the action plans constitute full-fledged, bankable project proposals, while others are well-thought through proposals for policy reform.

With the goals of reaching out to many more stakeholders and educating the general public on the fundamentals of SCP, UNITAR and UN Environment, within the EU-funded Switch Africa Green programme, have developed the self-paced, free of charge e-learning course *SCP in Africa*, available in both English and French. The course is not time-bound, so available to learners all year round.

The course is geared towards change agents in Africa, who are looking to be involved in the process of developing, implementing and evaluating actions in support of circular economy and SCP. It will be officially launched at the Regional Meeting of the Switch Africa Green Programme in Kampala, Uganda, on 24-26 February 2020.

Results from 2nd moderated edition, April – June 2019



- 97% | Of respondents* stated they will likely use the knowledge acquired
- 100% | Assessed the course as very or mostly useful
- 100% | Indicated they would recommend the course

36 participants from all SWITCH Africa Green countries (Burkina Faso, Ethiopia, Ghana, Kenya, Mauritius, South Africa, and Uganda)

28% of participants stated they are involved in SWITCH Africa Green Projects

54% of participants from the government sector

E-Course on Children and Climate Change in South Asia

Building on the Specialized Module on Children and Climate Change, launched in 2016, UN CC:Learn and the United Nations Children's Fund (UNICEF) joined forces again to develop a new and more applied course focusing on good practices in integrating climate change into UNICEF country programming.

While relevant to all UNICEF staff and other professionals working on children protection, the course will be particularly targeted at audiences in South Asia. In order to reinforce new knowledge acquired through the online course, and to promote interaction between learners, the course will be linked to a webinar series.

A learning needs assessment to inform the detailed development of the course is currently under preparation. The launch of this new e-learning resource is scheduled for August 2020.

E-Module on Integrating Climate Change into Public Policy in West Africa

Following the Training of Trainers organised in March 2019 to build the capacities of key staff at Agrhymet, the regional training centre of the Permanent Interstate Committee for Drought Control in the Sahel (CILSS), in the area of online learning (see section 3), UN CC:Learn has been providing coaching to the centre to convert existing face-to-face training materials into a self-paced e-learning module. Initially dedicated to students following the Master in Climate Change and Sustainable Development, this resource will be also made available to Action for Climate Empowerment (ACE) focal points and any other member of the UN CC:Learn regional hub in West Africa.

This module focuses on climate change mainstreaming. More specifically, it addresses the following aspects:

- Understanding climate change and its links with development
- Integrating climate change into national, sectoral and local policies
- Integrating climate change into the budget process
- Integrating climate change into the monitoring and evaluation system.



UN CC:Learn Portfolio Extended – The Affiliation Programme

The UN CC:Learn affiliation programme highlights high-quality e-learning products on climate change topics developed by recognized institutions outside the framework of UN CC:Learn and its collaborations, in accordance with specific quality criteria. These resources complement the portfolio on the UN CC:e-Learn platform. In 2019, UN CC:Learn has supported the development and affiliation of the following two resources.

How to Review IPCC Assessment Reports – Webinars and Guidance for Climate Experts

This e-course, developed by the Future Climate for Africa (FCFA) programme, in collaboration SouthSouthNorth Non-Profit Company and Climate Contact Consultancy, aims to increase the involvement of scientists from developing countries in the review of the Intergovernmental Panel on Climate Change (IPCC) reports. In particular, it enables first-time reviewers and early career climate experts to understand how the IPCC reporting process works and how they can contribute, increasing the submission of local and regional data.

The course comprises two webinars divided into a series of topic-specific videos:

- Webinar 1: How the IPCC and its review process work.
- Webinar 2: How to review an IPCC draft report.



Learners have the possibility to freely watch any video, depending on their interests, and to download the full presentation in PDF. Video recordings with subtitles in French and Spanish are also available, supported by translated materials.

The course has been reviewed by UNITAR, with regard to the methodology, and the IPCC, with regard to the content.

Prise en Charge des Changements Climatiques dans le Bassin du Fleuve Sénégal E-Course

In 2019, UN CC:Learn provided coaching and online implementation support as part of the development of the new course *Prise en charge des changements climatiques dans le bassin du Fleuve Sénégal* launched by the Organisation de Mise en Valeur du Fleuve Sénégal (OMVS). The course was produced by the Danish consultancy company DHI, the Senegalese consultancy company TROPIS and the Gaston Berger University (UGB) of Saint Louis (Senegal). The content was reviewed and confirmed by the United Nations Environment Programme centre of expertise UNEP-DHI Centre for Water and Environment.

This e-learning course provides information for a global understanding of climate change and how this affects water resources and water management, particularly in a transboundary setting, with a focus on the Senegal river basin. The 8-hour course is of particular interest to government officials, representatives of provincial departments and local authorities involved in the management of international waters, as well as environmental managers from the private sector, civil society organizations, researchers and university students. It is available in French and is tailored to West Africa. After successfully completing the quizzes, participants are awarded a certificate.



Other Collaborations

As part of the affiliation programme, UN CC:Learn also continues to provide support to the International Maritime Organization (IMO), upon request, for the development of 3 new *e-learning courses on Energy Efficient Ship Operation*.

Given the interest raised by this scheme, discussions are ongoing with multiple other partners, including:

- The Inter-American Institute for Global Change Research (IAI), for a free e-learning course providing an introduction to climate change in the context of Latin America.
- UN Environment, for a MOOC on nature-based solutions.
- The Global Infrastructure Basel Foundation (GIB), for a MOOC on sustainable infrastructure.



Output 1.3 | Flagship Initiatives Upscaled

Scaling-up the Youth Climate Dialogues

In order to meet the demand from schools and universities from all over the world interested in participating in the Youth Climate Dialogue (YCD) initiative, UN CC:Learn has both continued to collaborate with existing partners and liaised with new institutions willing to organize these exchanges in conjunction with their own activities. Through such partnerships, 16 Dialogues were held in 2019, engaging 772 participants.

Youth Climate Dialogues
Think, Learn, Act Climate

#YouthClimateDialogues

19 December 2019

Ocean University of China (Qingdao, People's Republic of China)
Zimbabwe Youth for Peace (Harare, Zimbabwe)

Logos: ZYC (Zimbabwe Youth Council), ZYFP (Zimbabwe Youth For Peace), Ocean University of China, CYCAN (China Youth University Climate Action Network), United Nations Information Centre Harare, UNDP (United Nations Development Programme), UN CC:Learn.

List of Youth Climate Dialogues held in 2019

Date	Partners
21 March 2019	Unidad Educativa Nuestra Señora del Pilar (Cochabamba, Bolivia) and Lycée en Forêt (Montargis, France)
15 May 2019	Lycée International de Ferney-Voltaire (Ferney-Voltaire, France) and Media Network on Child Rights and Development (MNCRD) (Lusaka, Zambia). This was co-organized with MIET Africa and support from the Zambian Ministry of Lands and Natural Resources Management.
23 May 2019	Kantonsschule am Burggraben (St. Gallen, Switzerland) and Yaba College of Technology (Lagos, Nigeria).
05 June 2019	University of Zambia (Lusaka, Zambia) and Zhejiang University (Hangzhou, China). This was co-organized with the China Youth Climate Action Network (CYCAN), MIET Africa and support from the Zambian Ministry of Lands and Natural Resources Management.
20 June 2019	Kantonsschule am Burggraben (St. Gallen, Switzerland) and Media Network on Child Rights and Development (MNCRD) (Lusaka, Zambia). This was co-organized with MIET Africa and support from the Zambian Ministry of Lands and Natural Resources Management.
24 June 2019	Kantonsschule am Burggraben (St. Gallen, Switzerland) and Hochland High School (Windhoek, Namibia) - Group 1
24 June 2019	Kantonsschule am Burggraben (St. Gallen, Switzerland) and Hochland High School (Windhoek, Namibia) - Group 2
12 November 2019	The Green Fighters (Kigali, Rwanda) and Volunteer Organization of International Education, China Southwest University Political Science and Law (Chongqing, China)
20 November 2019	Bwaila Secondary School (Lilongwe, Malawi) and Lycée-Collège des Creusets (Sion, Switzerland). This was co-organized with MIET Africa FutureLife-Now programme, Swiss Foundation for Sustainable Development in Mountain Regions (FDDM), EBP Chile and support from the SADC Secretariat and Malawian Ministry of Education.
26 November 2019	Liceo Carlos Alessandri (Algarrobo, Chile) and Liceo Polivalente San José de Maipo (San José de Maipo, Chile). This was co-organized with EBP Chile and support from the Chile Ministries of Environment and Education.
27 November 2019	Liceo Experimental UMAG (Punta Arenas, Chile) and Colegio Ciudad de Lyon (El Bosque, Santiago, Chile). This was co-organized with EBP Chile and support from the Chile Ministries of Environment and Education.
28 November 2019	Colegio Suizo de Santiago (Santiago de Chile, Chile) and Collège des Creusets (Sion, Switzerland). This was co-organized with EBP Chile, Swiss Foundation for Sustainable Development in Mountain Regions (FDDM) and support from the Chile Ministries of Environment and Education.
29 November 2019	Colegio Suizo de Santiago (Santiago de Chile, Chile) and Murape Secondary School (Seke, Zimbabwe). This was co-organized with EBP Chile, MIET Africa, and support from the Chile Ministries of Environment and Education and Zimbabwean Ministry of Education and Ministry of Environment, Climate Change, Tourism and Hospitality Industry.

Date	Partners
03 December 2019	Colegio de Farellones (Farellones, Chile) and Insitución Educativa 'Inés Schreiber' (Collón, Peru). This was co-organized with EBP Chile and support from the Chile Ministries of Environment and Education.
04 December 2019	GEMS Modern Academy (Dubai, U.A.E) and Stepping Stones High School (Maharashtra, India).
19 December 2019	Ocean University of China (Qingdao, China) and Zimbabwe Youth for Peace (Harare, Zimbabwe). This was co-organized with the Zimbabwean Ministry of Environment, Climate Change, Tourism and Hospitality Industry, MIET Africa, CYCAN, UNDP Zimbabwe and UNIC Zimbabwe.

Most of the YCDs held in November and December 2019 have been organized upon initiative of the Swiss Government, through the Swiss Agency for Development and Cooperation (SDC) and the Swiss

Diálogos Juveniles

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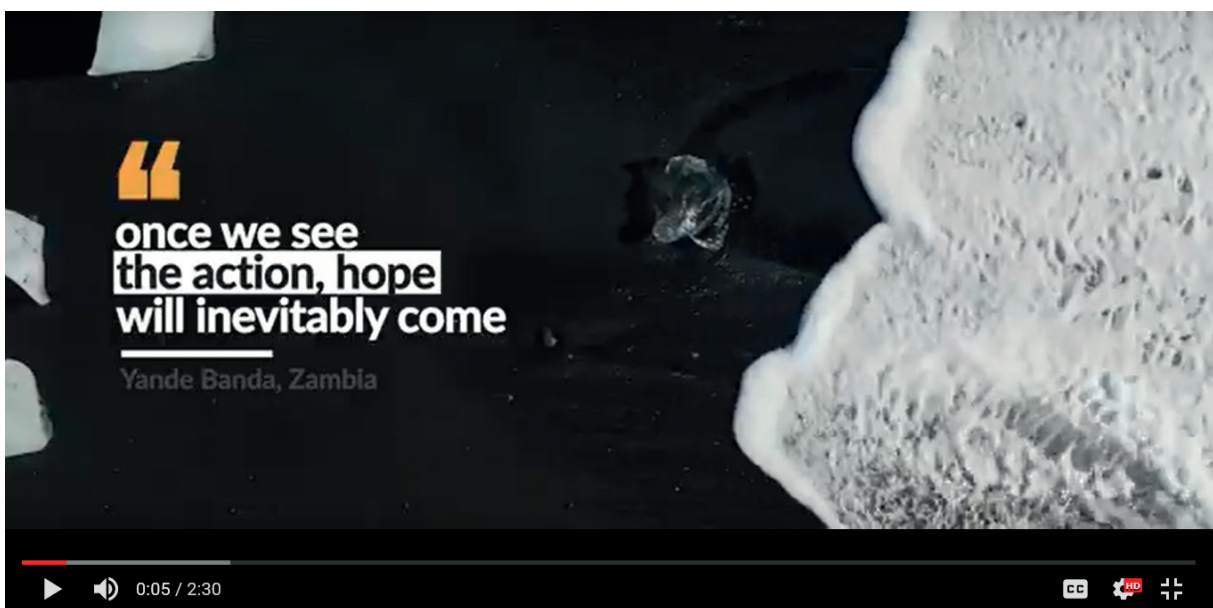
Embassy in Chile, and the Government of Chile, in the lead up to COP25 of the UNFCCC. In addition to UN CC:Learn, other partners involved include the consultancy company EBP, MIET Africa, Care, Autoridad Nacional de Agua, and Fondation pour le développement durable des régions de montagne.

In addition to the organization of new dialogues, for the 4th consecutive year, the students of the Kantonsschule am Burggraben, in St. Gallen, visited UNITAR's headquarters in Geneva to learn about UNITAR's and UN CC:Learn's work, cementing the fruitful collaboration between the two institutions.

As part of the support to youth engagement, two young speakers from Zambia, who had participated in a YCD, shared their views on climate change and climate action in a new UN CC:Learn video, launched on youth day at COP25 of the UNFCCC.

Video - Youth for Climate Action. Breaking Barriers:

<https://www.youtube.com/channel/UCNhN8uvdNTY9O8liLP-94mg>



UN CC:Learn Academy for Teachers

Building on the Youth Climate Dialogue initiative, UN CC:Learn has partnered with Harwood Education, a private company based in United Kingdom (UK) to improve climate literacy among teachers and provide them with the tools to bring climate change and sustainability into the classroom. The project was founded on the recognition that the classroom is the new front line on climate change action and that both teachers and students need to better understand the issues in order to become part of the solution.

As mentioned in section 1.1, a portal dedicated to teachers was developed on the UN CC:Learn e-learning platform, providing access to the following courses:

- Climate Change: From Learning to Action
- Open Online Course on Gender and Environment
- Children and Climate Change
- Human Health and Climate Change
- Cities and Climate Change.

More than 1,500 teachers have joined the portal, with over 10,000 certificates issued. Teachers completing all the five courses were awarded a UN CC:Learn accredited climate teacher badge. Further to this recognition, teachers were able to join a separate curated online community where they were able to exchange and join forces to develop lessons plans and classroom materials with the objective of integrating climate change into school curricula. While targeted at the United Kingdom, the programme raised a lot of interest among teachers in many other countries. This collaboration also contributed to raising the visibility of climate change education in the media, including The Guardian, BBC, Sky News (UK), Il Fatto Quotidiano (Italy), Die Welt (Germany), among others.

The pilot phase was held over the course of 2019. Feedback, data and lessons learned are currently being reviewed to define next steps. Among multiple options, the development of a free online course on climate change specifically dedicated to teachers is currently being discussed with the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Additional Climate Classroom Editions

Further to increasing interest and visibility since the launch of the initiative in 2016, three new editions of the Climate Classroom were delivered in 2019. These were organized at the following events:

- Nestlé’s annual awareness-raising event with a focus on Safety, Health, Environment & Food Safety, held on 5-6 June 2019, at Nestle’s R&D Centre in Singen, Germany.
- Bonn Climate Change Conference (SB50), held on 17-27 June 2019, in Bonn, Germany.
- The 25th session of the Conference of the Parties (COP25) to the United Nations Framework Convention on Climate Change (UNFCCC), held on 2–13 December 2019, in Madrid, Spain.

Overall, 20 learning sessions were presented, enhancing the knowledge of over 320 delegates. Topics covered include:



- Climate Change and the Paris Agreement
- National Climate Change Learning Strategies
- Teaching Climate Change
- Innovation for Climate Solution
- Adaption and NAPs
- Climate Science Rationale for Adaptation
- Adapting: The Case of Drought
- Decarbonization
- NDC Implementation
- Climate Finance
- Local Stakeholder Engagement in Climate Finance
- Climate Finance and Commercial Banks
- Framework for Transformational Change
- Mitigation and Carbon Market Mechanisms
- Climate and Technology
- Climate Services for Energy Transition

The 2019 editions, which achieved the greatest reach so far, benefitted from the support of multiple UN agencies and other highly recognized institutions, including the Barcelona Supercomputing Center, BloombergNEF (BNEF), the Climate Investment Funds (CIF), the Climate Technology Centre & Network (CTCN), the GEMS schools, the Global Water Partnership (GWP), the NDC Partnership, the Secretariat of the UNFCCC (UN Climate Change), the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) and WMO.

Providing Evidence of the Impact of Climate Change Learning

In addition to promoting multiple opportunities for education, training and public awareness, UN CC:Learn is interested in understanding the impact of such interventions. This contributes to reinforcing the arguments on the importance and cost effectiveness of learning as a key means to address climate change. To this end, the following activities have been undertaken.

UN CC:e-Learn User Survey

UN CC:Learn designed a survey for the users of the UN CC:e-Learn platform. A sample of 3,840 randomly selected learners received it, with possibility to choose among four different languages: English, French, Spanish and Portuguese. A total of 408 participants answered the survey, corresponding to a response rate of 10,6%. With regard to gender balance, 52% of the respondents were men and 46% women. In terms of geographic distribution, 58% of the respondents were from Latin America and The Caribbean, 22% from Africa, 12% from Asia, 1% from North America and 0,7% from Oceania.

The main results include:

- 83% of the respondents have used the knowledge acquired through UN CC:e-Learn.
- 63% of the respondents have frequently applied the knowledge or skills acquired through UN CC:e-Learn at work.
- 66% of the respondents got involved in climate change related activities after taking the courses.
- 60% of the respondents agreed that the UN CC:Learn courses helped them to either improve their job or social status.
- 56% of the respondents changed their consumption pattern significantly after completing the courses.
- 97% of the respondents altered, to some extent, their consumption patterns after completing the courses.

More in-depth testimonials are being collected, particularly following more specific comments. For example, one of the survey respondents noted that “At the moment, we are developing a Climate Change Action Plan and Climate Change Policy for Kenya. I have been able to apply the concepts learnt in REDD+ courses and use them to fill in forms for grants to donors.”

Cost Efficiency

Given the growing number of users of the UN CC:Learn e-learning platform, the cost per certificate issued keeps decreasing, making the provision of foundational climate change learning via distance-based solutions increasingly efficient and appealing.

Enrolments and costs per certificate for selected courses as of December 2019

e-Course	Enrolments	Certificates	Cost/ Certificate (USD)
Introductory e-course on Climate Change (English)	41,810	5,008	5.85
Introductory e-course on Climate Change (Spanish)	55,334	7,380	
Introductory e-course on Climate Change (French)	8,536	1,421	
Introductory e-course on Climate Change (Portuguese)	20,202	1,606	
Introductory e-course on Climate Change (Chinese)	2,248	1,437	
Introductory e-course on Climate Change (Arabic)	454	95	
Specialized E-Course on Cities and Climate Change	31,617	10,011	5.79
Specialized E-Course on Human Health and Climate Change	29,224	7,756	7.04
Specialized E-Course on Children and Climate Change	20,012	6,813	8.50
Sustainable Diet e-Course	3,583	1,003	63.25
Introduction to Green Economy e-Course (English and Spanish)	8,532	859	62.18

Return on Investment

With the aim of further investigating the impact of UN CC:Learn courses, the UN CC:Learn Secretariat participated in a workshop focused on *Measuring Impact of e-Learning*, delivered by Ms. Patti Phillips, CEO of ROI Institute and member of UNITAR Board of Trustees.

Following this workshop, UN CC:Learn has been engaging with the Institute to develop a framework for assessing the return on investment (ROI) and the cost-benefit of its e-learning offer. The former is a financial metric particularly tailored to measuring the success of the programme; the latter provides an in-depth understanding regarding the efficient use and application of funds.

Research on the Impact of Climate Change Education

Building on the analysis and research undertaken in 2018, a full research proposal on assessing the impact of climate change learning was developed with the input of a recognized scholar interested in this topic.

The proposal includes 3 inter-related approaches, including:

1. Focus on UN CC:Learn partner countries – In-depth interviews with ten policy-makers and other stakeholders to document their background understanding in climate change, determine whether and to what extent the UN CC:Learn trainings were beneficial, and

whether and how they have had the individual or collective agency to apply what they have learned toward policies and practices.

2. Global Snapshot – This approach will involve surveying university students, as the next generation of community leaders, at ten countries around the world to gauge their background understanding of climate change, assess the source of their understanding, and evaluate whether and how they have been able to apply their understanding in their own behavior or in practice.
3. International Investigation – Coordinating efforts with a major polling organization to examine climate-related understanding and attitudes of adults around the world.

Selected academic institutions have been contacted to build a consortium of interested partners that could further develop the concept and apply for the research funding needed to carry out such analysis, which is estimated in over a year of investigation. These include the University of Bournemouth, the University of Bath, in the UK, and Tongji University, in China.

In addition, UN CC:Learn has been exchanging with the University of Saskatchewan, in Canada, which leads a grant proposal on the *Monitoring and Evaluation of Climate Change Education* assembling 70 leading scholars and agencies with the overall goal “to increase the quality and quantity of climate change education, training, and public awareness across Canada and internationally to advance global climate literacy and action.” The proposal is currently under evaluation by the Social Sciences and Humanities Research Council of Canada. If approved, the research proposal prepared by UN CC:Learn can be included in this larger research endeavor.

UN CC:Learn Social Media and Communications

UN CC:Learn continues to actively use social media to raise awareness of climate change and promote its activities and courses. Through these channels, UN CC:Learn aims to strengthen, in particular, its connection with young people and promote a change in their attitudes and behaviors to foster social and economic transformation. Social media, particularly Facebook and Twitter, have been the main platforms to promote new courses and greatly contributed to boost the number of registrations and increase the overall interest in the UN CC:Learn online platforms. In addition, UN CC:Learn launched its own Instagram account.

Over the course of 2019, UN CC:Learn carried out several campaigns to present its work, but also to raise the visibility and understanding of climate change issues. As a result, UN CC:Learn posts reached almost 1 million users on Twitter and almost 900,000 users on Facebook. UN CC:Learn online content and communication materials continue to be developed, revised and optimized, to be even more user-friendly and engaging. A new video focused on country work is being produced.





2 | Results at the National Level

Output 2.1 | New Climate Change Learning Strategies Developed

The development of new national climate change learning strategies, as well as the updating of an existing one, is advancing in 5 UN CC:Learn partner countries, in alignment with the respective National Determined Contributions (NDCs) and National Adaptation Plans (NAPs). The countries supported include Kenya, Kyrgyz Republic, Malawi, Zambia and Zimbabwe. The basic UN CC:Learn national strategy process is being replicated in these countries, as set out in the Guidance Note.

UN CC:Learn Guidance Note Published in English, French and Russian

Edited versions of the *Guidance Note for Developing a National Climate Change Learning Strategy: Strengthening Human Resources and Skills to Advance the Nationally Determined Contributions (NDCs) and the National Adaptation Plans (NAPs)* have been published in English, French and Russian. The Guidance Note is available to any country interested in taking a strategic approach to climate change learning on a dedicated page of the UN CC:Learn knowledge-sharing platform.



Kenya

Kenya is a leading country in taking action on climate change, having several dedicated national policies and being actively engaged in multiple international initiatives. With the aim of strengthening existing processes by taking a more strategic approach to climate change learning, the Government of Kenya officially joined the UN CC:Learn Partnership in 2018. The project is implemented following a multi-

stakeholder and cross-sectoral approach under the leadership of the Climate Change Directorate (CCD) of the Ministry of Environment and Forestry, in collaboration with the Kenya Climate Change Working Group (KCCWG).

To maximize synergies and impacts, the UN CC:Learn project aligned with new FAO-supported GCF NAP Readiness Programme *Enhancing Capacity for Planning and Effective Implementation of Climate Change Adaptation in Kenya*. This 3-year programme aims to enhance technical and institutional capacities for adaptation planning in key Ministries, Department and Agencies, strengthen the existing knowledge base on national adaptation planning, provide evidence-based results for NAPs, and engage with the private sector to support adaptation efforts. Different areas for potential additional collaboration under the project, particularly the training of journalists and the development of a regional knowledge hub on adaptation bringing together Kenya, Ethiopia and Uganda, have been identified and presented by the Food and Agriculture Organization of the United Nations (FAO) Kenya Office during the 9th UN CC:Learn Steering Group meeting. The NAP Readiness Programme, including the UN CC:Learn contribution, is fully aligned with the NDC Partnership Plan of Kenya.

The Launch Event of the GCF NAP Readiness and UN CC:Learn Projects, officially kick-starting both initiatives, took place on 29 April 2019, in Nairobi, Kenya. The event brought together several governmental and non-governmental representatives to discuss the two projects and their linkages, as well as plan for their implementation.

The project set-up was concluded during the 2nd half of 2019. The recruitment of a consultant for the development of the Background Report on National Climate Change Priorities and Relevant Capacity Development Goals and Initiatives, as well as of a consultant who could support CCD with the daily implementation of the project, has been initiated.

In parallel, UN CC:Learn agreed to support, as a first learning action, a training for Kenyan diplomats and government officials in the area of climate diplomacy, following specific request from the Foreign Service Academy (FSA) of the Ministry of Foreign Affairs. This activity is financed by the Swedish International Development Cooperation Agency (SIDA) and is scheduled in the 1st half 2020.

Opportunities for the promotion of teacher training are also being explored, together with the organization of YCDs. However, project activities in 2020 may be delayed due to the emerging COVID-19 crisis.



Kyrgyz Republic

In 2019, the Kyrgyz Republic expressed interest in joining the UN CC:Learn Partnership and taking a strategic approach to climate change learning and skills development to contribute to the achievement of their national climate change objectives.

After several consultations with the government and the UN Country Team (UNCT), the UN CC:Learn initiative in Kyrgyz Republic was officially launched during a dedicated inception workshop held on 12 November 2019. At country level, the project is coordinated by the Climate Finance Centre, in collaboration with the State Agency for Environmental Protection and Forestry, the Ministry of Education and the Ministry of Economy, with support from UNDP.

The UN CC:Learn project aims to align itself with key frameworks and initiatives related to climate change and green development in Kyrgyz Republic, including:

- The ratification by the Kyrgyz Republic of the Paris Agreement and the commitment to enhancing the country's Nationally Determined Contribution (NDC). Effective implementation of NDC requires strengthened capacity and clear, comprehensive learning systems to ensure knowledge and skills at all levels of society in all affected sectors nationwide.
- The development of a National Adaptation Plan (NAP). The development and implementation of NAPs is an important policy process that similarly requires significant capacity development.
- The adoption of a Green Economy National Programme, which recognizes capacities for green economy as an underlying cross-sectoral condition for the implementation of national plans and strategies on green economy.

In its effort to transition towards sustainable economic development, the country is also supported by the Partnership for Action on Green Economy (PAGE). In view of the synergies between green economy and climate change learning and the development priorities of the country, a collaboration between the UN CC:Learn and the PAGE project has been established. Hence, the end result from the UN CC:Learn project in Kyrgyz Republic is envisioned as a National Climate Change and Green Economy Learning Strategy.



Since the inception workshop, which included an intervention from the UN CC:Learn Ambassador for Climate Change Learning of Ghana sharing the experience of his country, a Technical Team, chaired by the Climate Finance Centre and comprising key stakeholders from the government, academia and civil society has been created to guide and steer the national process. A draft background report that examines the policy and institutional context for climate change education in Kyrgyz Republic is being drafted. A National Planning Workshop has been scheduled for 26 March 2020.

The Kyrgyz Republic Climate Change and Green Economy Learning Strategy is expected to be completed and launched by August 2020. However, project activities in 2020 may be delayed due to the emerging COVID-19 crisis.

Southern Africa Programme

Under the current phase and with additional funding, UN CC:Learn support was extended to two new Southern African countries, Zambia and Zimbabwe, along with additional assistance to Malawi. The overall goal of this extension is to support the creation of sustained individual and institutional capacities in these three Southern African countries to plan and implement effective climate change actions for overall NAP and NDC formulation and implementation. With a large experience-sharing component, Zambia and Zimbabwe are developing their own national climate change learning strategies building on Malawi's experience. Malawi, a UN CC:Learn pilot country, is updating the existing National Climate Change Learning Strategy taking into account the latest international framework and policy developments.

As part of this programme, UN CC:Learn, has partnered with MIET Africa, a not for profit education NGO working across the Southern Africa Development Community (SADC) region towards improving the lives of children and youth through the provision of quality education and development opportunities. MIET Africa is providing support to the UN CC:Learn national climate change learning strategy development processes for Zambia, Zimbabwe and Malawi, focusing their contribution on the general education sector. To do so, MIET Africa uses several strategic levers such as existing strong partnership established with the respective ministries of education, strong relationship with the SADC Secretariat, a platform created through the Care and Support for Teaching and Learning (CSTL) framework, and opportunities provided through the regional FutureLife-Now programme – a youth focused initiative that brings together health, education, gender and climate change to address the most pressing challenges confronting the youth in the SADC region.

More specifically, MIET Africa has provided support in:

- Organization and participation in the Zambia Inception and National Planning Workshop (July 2019)
- Organization and participation in the Zimbabwe Inception and National Planning Workshop (October 2019)
- Review of the Zambia National Climate Change Learning Strategy background report
- Review of the Zimbabwe National Climate Change Learning Strategy background report
- Review of the Zimbabwe assessment of learning needs and capacity to deliver on those needs
- Co-organization of 6 Youth Climate Dialogues (see section 1.3).

Zambia

Zambia joined the Partnership and launched the national UN CC:Learn project in 2019 to strengthen learning and skills development to address climate change, with the specific aim of advancing the NDC and the NAP. The project has a strong knowledge and regional experience sharing focus, building on the experience of Malawi and collaboration with Zimbabwe and MIET Africa.

The project is being implemented through a multi-stakeholder and cross-sectoral approach under the leadership of the Climate Change and Natural Resources Management Department, Ministry of Lands and Natural Resources. A Technical Team involving the Climate Change and Resources Management Department, the Zambia Environmental Management Agency (ZEMA) and the Zambia Climate Change Network (ZCCN) has been established to spearhead the development of the National Climate Change Learning Strategy. The project implementation is supported by the UNDP Zambia Country Office, through the *Nationally Determined Contribution (NDC) Support Programme*.

The project Inception and National Planning Workshop took place on 16-17 July 2019, in Chinsamba, Lusaka, Zambia. The event brought together representatives of various climate change relevant stakeholders to discuss Zambia's climate change learning priorities and set out the development of the country's National Climate Change Learning Strategy. UN CC:Learn Ambassador Ms. Shamiso Najira attended the event to share Malawi's experience and the key lessons learnt from their own process. Representatives from Zimbabwe also attended to present their own national experience and how they are implementing their UN CC:Learn project.

A National Consultant has been recruited to support the government in the strategy development process. A background report has been completed and the assessment of learning needs and capacity to deliver on those needs has been initiated. Three Youth Climate Dialogues have been organized in partnership with MIET Africa, the University of Zambia, the Media Network on Child Rights and Development (MNCRD).

In parallel, UN CC:Learn contributed to the organization of the Climate Resilience Mainstreaming





Conference held under the theme Resilience Ready – Zambia’s Vision 2030 on 4-6 November 2019 in Lusaka, through a collaboration with the Government of Zambia, the Climate Investment Fund (CIF), the World Bank and the African Development Bank (AfDB).

This event provided an opportunity for the task team supporting the new national UN CC:Learn project to collect insights from the 10-year Pilot Program for Climate Resilience (PPCR) implementation as well as brief all participants on the development of the National Climate Change Learning Strategy of Zambia, as a key instrument to promote the implementation of the NDC and the NAP and ultimately strengthen climate resilience in the country.

UN CC:Learn has linked-up with the NDC Partnership, sharing information about its ongoing and future activities. Project activities in 2020 may be delayed due to the emerging COVID-19 crisis.

Zimbabwe

In order to strengthen individual knowledge, skills and institutional capacities to foster green, low emission and climate resilient development, the government of Zimbabwe has launched a national UN CC:Learn project in 2019. The project has a strong knowledge and regional experience sharing focus, building on the experience of Malawi and collaboration with Zambia and MIET Africa.

The UN CC:Learn project in Zimbabwe is implemented under the leadership of the Climate Change Management Department, Ministry of Environment, Climate, Tourism & Hospitality Industry through a multi-sectoral and multi-stakeholder arrangement. The implementation of the project is supported by the UNDP Zimbabwe Country Office, through the UNDP-supported *Supporting Enhanced Climate Action for Low Carbon and Climate Resilient Development Pathway Project (SECA)*.

The Project Inception and National Planning Workshop took place on the 21-22 October 2019 in Bulawayo, Zimbabwe. The event brought together multiple stakeholders to discuss Zimbabwe’s climate change learning priorities, and to set out the development of the country’s National Climate Change Learning Strategy. Participants included representatives from the government, civil society, academia, youth groups, media, as well as the SDC representative and regional participants from Malawi, Zambia, MIET Africa.

UN CC:Learn Ambassador Ms. Shamiso Najira attended the event to share Malawi’s experience and key lessons learnt from their own process. Representatives from Zambia also attended to present their national experience.



A National Consultant has been recruited to support the government in the strategy development process. A background report and an assessment of learning needs and capacity to deliver on those needs have been completed. A policy brief was also produced from the two reports. Planning of the mid-term workshop has initiated to bring together stakeholders again for the development of the Action Plan.

Two Youth Climate Dialogues have been organized in partnership with MIET Africa, EBP Chile, the Zimbabwe Youth Council, the Government Climate Change Management Department, UNIC Zimbabwe and UNDP Zimbabwe.

UN CC:Learn has linked-up with the NDC Partnership, sharing information about its ongoing and future activities. Project activities in 2020 may be delayed due to the emerging COVID-19 crisis.

Malawi

UN CC:Learn support has been extended to Malawi to revise their National Climate Change Learning Strategy. Being one of the partner countries that have fully implemented their developed strategies, this time the country has an opportunity to update this document, paying particular attention to supporting the formulation and implementation of the NAP and NDC.

In addition, Malawi is sharing its long-standing UN CC:Learn experience with Zambia and Zimbabwe to support the promotion of systematic and results-oriented climate change learning in the SADC region. As highlighted above, experience has already been shared during both Zambia's and Zimbabwe's Project Inception and National Planning Workshops. More opportunities will be organized as the process advances in both countries.

The recruitment of a National Consultant to support the government in updating the National Climate Change Learning Strategy has initiated. Plans for the National Planning Workshop have advanced, with this event expected to take place in early 2020. However, project activities may be delayed due to the emerging COVID-19 crisis.

One Youth Climate Dialogue between Malawian and Swiss high school students has been organized in partnership with MIET Africa and took place on 20 November 2019.

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

The definition, financing and implementation of new learning actions relevant to NDC and NAP policies and the promotion of climate change education continued in 2019 as part of partner country efforts to implement their climate change learning strategies. Opportunities have been and continue to be explored in collaboration with a broad range of stakeholders, including national institutions, international agencies, NGOs and the private sector.

Ethiopia

Following the launch of the Ethiopian National Climate Change Education Strategy in 2017, UN CC:Learn provided further assistance to the implementation of some of the priority actions. This support led to the development of an annotated guideline for curriculum developers on how to integrate climate change into the national curricula, to be considered as part of the ongoing full curriculum reform in the country.

The guideline was prepared through a consultative process between the Ethiopian Environment, Forestry and Climate Change Commission (EFCCC) and the Curriculum Department of the Ministry of Education, structured around 2 main events.

On 21-22 August 2019, local curriculum development experts and climate change experts met in Bishoftu, Ethiopia to kickstart the process of developing the guideline. The workshop benefitted from guidance and input provided by an international curriculum expert and a national curriculum expert.

This workshop had 3 main objectives:

- To create consensus among the regional and national curriculum experts on the key concepts of climate change that should be integrated into the national curriculum.
- To decide on the approaches and techniques for the integration of climate change concepts.
- To draft a framework that guides curriculum experts on the integration of climate change concepts into the national curriculum.

By the end of the workshop, a list of key climate change concepts and a flowchart per grade to be integrated into the curriculum were agreed.

A second workshop was organized on 5-7 December 2019 and brought together national experts again from the EFCCC and the Curriculum Department of the Ministry of Education to validate the draft annotated guideline.



Integrating Climate Change into the Ethiopian Curriculum

An Annotated Guideline for Curriculum Developers

This annotated guide is prepared to assist curriculum developers in their effort to integrate climate change into the Ethiopian National Curriculum. The guide contains preferences of subjects that could be the courier and some exemplars on how to integrate climate change education in all subjects. It has to be used along with its two annexes – the content flowchart and the syllabi for grades 1-12.



December 2019



The Integrating Climate Change into the Ethiopian Curriculum - An Annotated Guideline for Curriculum Developers was finalized and formally submitted to the Ministry of Education in December 2019. The guideline has been accepted and is currently being used in the syllabus development process of the different climate change carrier subjects.

Further UN CC:Learn assistance is now being planned, thanks to additional resources from SIDA. This support would focus on assisting the Ethiopian Ministry of Education with the revision of the carrier subjects syllabi. This would include building the capacities of textbook authors on how to write climate change content for the different carrier subjects (about 9-10 subjects ranging between Geography, Science, Mathematics and Languages). However, project activities may be delayed due to the emerging COVID-19 crisis.

In parallel, EFCCC in collaboration with the Ministry of Education and national research institutes has been promoting awareness raising on climate change, forest management, and environmental education.

Ghana

Since the launch of Ghana's National Climate Change and Green Economy Learning Strategy, the country has taken important steps to integrate climate change into the general education system. With support by UN CC:Learn and the Partnership for Action on Green Economy (PAGE), the Ghana Education Service (GES) together with the country's Environmental Protection Agency (EPA) and the Ministry of Environment, Science, Technology and Innovation (MESTI) have integrated the two topics into pre-tertiary education curricula, from basic to senior high school levels. In 2019, several activities were carried out including:

- Identification of climate change and green economy themes for inclusion in pre-tertiary curricula;
- Analysis to assess climate change and green economy knowledge among school children and teachers;



- Preparation of Teaching and Learning Materials at primary level; and
- Training of over 600 primary school teachers.

At the beginning of the project, a thorough assessment was conducted to present a broad overview of the state of climate change and green economy knowledge of school children and teachers. It was carried out in 45 schools, among primary, junior and senior high schools, comprising 5 regions of the country. The findings served as the starting point for the development of the framework for implementation.

Teaching and learning materials were developed to support teaching and learning of climate change and green economy in Ghana at primary level. They covered nine areas of interest, such as Effects of Climate Change and Efficient Use of Energy. The materials consisted of drawings carefully designed to catch and hold the attention of the students and get the message across through practical examples. The drawings were further developed into posters that were displayed to the students during their classes.

EPA and GES also trained teachers from various regions of Ghana on climate change and green economy issues, so that teachers feel at ease with the subjects to pass the knowledge on to their students. Until December 2019, 12 out of 16 regions of the country had been covered. Trainings in the four remaining regions are planned in the first half of 2020. However, project activities may be delayed due to the emerging COVID-19 crisis.

The successful implementation of this project has laid the groundwork for a possible extension beyond primary schools. EPA and GES are currently looking for partners to bring climate change and green economy literacy to secondary education, and work with teachers training institutes to strengthen climate change and green economy issues in the standard training programme for teachers.

Information about UN CC:Learn support has been shared with the NDC Partnership.

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, The Climate Reality Project, Indonesia, and other partners. The event, scheduled on 24-26 January 2020 in the Belambangan UNESCO Biosphere Reserve, in East Java, will focus on building the knowledge of 50 university students (selected to ensure a gender balance and allow participation of youth with disabilities) on climate change and the NDC commitments of Indonesia, as well as on enhancing their communication skills around climate action. This event, aligned with UNESCO's national Climate Change Initiative, contributes to scaling up a successful youth leadership programme jointly delivered in 2017.

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 in 2018. UN CC:Learn has offered its support to the Ministry to further develop the initiative in 2019 and 2020.

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Congratulations!
We have received & reviewed over **272 applications** and over **1.360 candidates** from various regions in Indonesia. We are pleased to inform you that your team has been selected to attend YLCCC 2020 in Banyuwangi, Taman Nasiona Baluran, & Kalibendo, January 24th - 26th 2020.

- Bernadetha Maria H. C. P.
- Fefi Eka Wardiani
- Hasanul Adha Fauzi
- Maulida Mardhatillah
- Ratna Dhian Noventy
- Riezdqhy Amalina F. A. H.
- Rolanda Noverdo
- Sheila Noor Baity
- Siti Nadia Nurul Azizah
- Yulia Ayu Kartikasari



Uganda

The UN CC:Learn Secretariat has been exchanging with the Climate Change Department of the Ministry of Water and Environment to explore opportunities to update the National Climate Change Learning Strategy, implement additional learning actions aligned with the country NDC and NAP, as well as scaling-up regionally and join the new Southern African programme.

The Minister of Water and Environment of Uganda presented the National Climate Change Learning Strategy as well as a multiplicity of climate change learning activities implemented by the country during the COP25 High-level Side Event on Climate Change Education (CCE), held on 10 December 2019, in Madrid, Spain. Information about strategy implementation is being collected.

The West African Hub

The West Africa Hub builds on a partnership between UN CC:Learn and the Agriculture, Hydrology and Meteorology (Agrhymet) Regional Centre for the promotion of climate change learning in the region. In parallel with activities aimed at strengthening the capacities of Agrhymet to deliver training, enhancing the knowledge and skills of the ACE focal points of 13 countries², and promoting South-South experience-sharing (see sections 2.3 and 3), options have been explored to extend the reach of the hub and sustain its function and missions beyond 2020 through partnership-building and resource mobilization.

The vision for the platform and its development is continuously discussed and enriched through consultation and collection of input from the 13 countries, including:

² Benin, Burkina Faso, Cape Verde, Chad, Gambia, Guinea-Bissau, Guinea, Ivory Coast, Mali, Mauritania, Niger, Senegal, and Togo



- A briefing dedicated to focal points of the West Africa hub during SB50, in June 2019
- A webinar to collect lessons learned from the UN CC:Learn-supported projects in Benin, Burkina Faso and Niger, in June 2019
- The first regional workshop, held on 29 July-2 August 2019
- Dedicated online exchange platform and WhatsApp group
- A webinar to collect new ideas and discuss future directions, held on 14 November 2019
- Bilateral consultations with national focal points at COP25 of the UNFCCC, in December 2019
- Regular exchanges with Agrhymet.

The ACE focal points supported under the West African hub also benefited from a training on climate finance, which provided the basis to initiate joint country-led project proposals in the area of awareness raising, learning and capacity-building on climate change for the region (see section 2.3).

Three large project proposals, whose preparation has been led instead by the UN CC:Learn Secretariat, have been prepared and submitted in 2019:

- A proposal to support the development and dissemination of mobile learning on climate change in West Africa as a tool to engage and educate young women and men between the age of 15 and 24 years old. This has been developed in collaboration with the not-for-profit organization Worldreader, which promotes literacy in developing countries through digital libraries and technological solutions adapted to the context, as well as discussed with interested UN agencies. The proposal, valued at around 820,000 USD, has been submitted to the Fonds français pour l'environnement mondial (FFEM).

- A proposal on enhancing science-and evidence-based adaptation planning and knowledge exchange in Western and Central Africa to scale up climate change adaptation. This was developed through a consortium including UNDP, UNITAR, WMO and the Global Water Partnership. UNITAR's contribution would focus on developing innovative knowledge solutions and learning platforms, promoting capacity-building, as well as monitoring for impact, through the established UN CC:Learn programme. This component has been valued at 1,968,800 EUR. The overall proposal has been submitted to Germany's International Climate Initiative (IKI).
- A proposal to support a youth programme as well as learning products targeting current and future policymakers in West Africa, in collaboration with the Suez/ParisTech Executive Master's Degree Programme "Water for All". This has been submitted to the French water treatment and waste management company Suez, as part of a larger collaboration framework under discussion between Suez and UNITAR.

Information about the hub and opportunities for possible collaboration have been discussed with multiple partners, including UNESCO (HQ and regional office), the World Bank, the NDC Partnership, the International Fund for Agricultural Development (IFAD), FAO, the International Telecommunication Union (ITU), WMO and Expertise France, as well as different learning institutions in the region.

In addition, a regional coordinator for the West African Hub, based in the region, has been hired to facilitate these exchanges and efforts and support all activities.

While support is focused on the regional level, UN CC:Learn continues to assist and monitor the implementation of the existing national climate change learning strategies in Benin, Burkina Faso and Niger. In particular, in 2019 UN CC:Learn has supported the promotion of climate change education for youth in **Benin**.

As a result of a successful call for projects, to which the UN CC:Learn Ambassador for Climate Change Learning, Mr. Médard Comlan Ouinakonhan, has responded, the Government of Benin, through the Ministry of the Environment and Sustainable Development (MCVDD) and with the technical and financial support of UNESCO, organized the first edition of its new *School Competition on Climate Change*.

This initiative ran from 27 May to 12 July 2019 and involved pupils in the 4th and 5th grades (10-15 years old) with the aim of developing their critical thinking and sense of responsibility, as well as promoting exchanges on the issue of climate change within their families and communities of origin. The competition was conducted in three phases, namely: 1) registration of candidates in 6 main cities, 2) a written composition, 3) selection of the 12 best candidates who were invited to answer questions from a jury on the television set of the Office de Radiodiffusion et Télévision du Bénin (ORTB). The 3 best candidates received an award during a ceremony chaired by the Minister of Environment and Sustainable Development and attended by a representative of the UN CC:Learn Secretariat. UN CC:Learn has also supported communications and outreach. Following the success of this first edition, this initiative is expected to be organized annually.

Burkina Faso also advanced the implementation of the National Climate Change Learning Strategy. In particular, the Ministry of Education together with the Secrétariat permanent du Conseil national pour le développement durable (SP-CNDD), with support from UNICEF, developed a module on climate change adaptation and delivered a training to a group of selected teachers on its use.

In **Niger**, the successful implementation of the National Climate Change Learning Strategy, which is



centered around 3 strategic lines – 1) climate change skills development in priority sectors, 2) integration of climate change into national and sectoral policies, and 3) awareness-raising and knowledge sharing on climate change, continued in collaboration with multiple partners. Key activities include:

- The finalization of a module on climate change adaptation in the context of small irrigation, supported by GIZ.
- The integration of climate change into the sectoral strategy for the water sector, undertaken by the Ministry of Water Resources in collaboration with the Université de Niamey and the Secrétariat Exécutif du Conseil national de l'environnement pour un développement durable (SE-CNEDD), with support from the World Bank.
- Awareness raising of regional actors on climate change adaptation planning promoted by the Secrétariat Exécutif du Conseil national de l'environnement pour un développement durable (SE-CNEDD), mayors and regional technical services, with support from FAO.

The Central American Programme

In 2019, UN CC:Learn continued to support the development of a 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, with the aim to advance implementation of the Regional Action Plan on Climate Change Education, Training and Awareness Raising across the Member states of the Central American Integration System (SICA). Input is being collected from all the partner countries. After some delays in receiving the information, the process has been reactivated and an experienced consultant specialized in preparing concept notes for different financial mechanisms will be hired to conclude the preparation and submission process in 2020.



In parallel, given its leadership and extensive experience in the area of climate change learning - built under the UN CC:Learn project, among other initiatives, as noted in the project document, the Dominican Republic has partnered with the University of the West Indies (UWI) and the Caribbean Community Climate Change Centre (CCCCC) to lead the *Elaborating a Capacity building, Education and Outreach Programme* component of the Intra-ACP GCCA+ Programme in the Caribbean *Enhancing Climate Resilience in CARIFORUM Countries*, supported by the European Union. CARIFORUM countries include Antigua and Barbuda, Bahamas, Barbados, Belize, the Commonwealth of Dominica, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, St. Kitts and Nevis, Saint Lucia, St. Vincent and the Grenadines, Suriname, Trinidad and Tobago. This project has now been approved.

The activities planned under the awareness raising, education and training component will be implemented over the next 4 years, as follows:

1. Develop/complement national climate awareness programmes.
2. Conduct a national needs assessment, recognizing that national climate awareness programmes are most likely to succeed if they are developed in cooperation with major stakeholders and individuals in a society.
3. Consider organizing a stakeholder workshop as follow-up to the survey, with the main purpose to:
 - review and validate the findings of the needs assessment;
 - agree on a list of priority activities
 - recommend how to implement these activities and allocate resources
 - produce an agreed strategy paper and action plan for establishing a sustainable and long-term climate awareness programme.
4. Implement priority activities, based on national priorities identified by stakeholders and approved at the workshop (e.g. radio programmes in local languages, educational curricula for secondary schools, training manuals and tutorials for technical staff).
5. Institutional strengthening of the Sustainable Development Unit of the CARICOM Secretariat.

The budget for this component amounts to around 1.5 million €.

At the national level, the implementation of the National Climate Change Learning Strategy of the **Dominican Republic** has also continued. In 2019, at least 1687 citizens were empowered through the CNCCMDL's efforts. All of them were introduced to the science of climate change and the following topics or modalities:

- 687 on topics such as ecological footprint, solid waste management, energy efficiency and sustainable development.
- 819 on issues of climate change, adaptation measures, risk management and resilience building, with a focus on gender equality and promotion of social responsibility.
- 32 professionals certified with a Diploma in "Solutions for Adaptation to Climate Change and the Increase of Resilience at Community Level", in collaboration with the Academia and NGOs.
- 149 journalists, communicators and students of communication trained in workshops for journalists on the science of climate change and the methods for covering this phenomenon.

Videos and radio spots on climate change, with emphasis on the country's National Determined Contribution (NDC) and the Paris Agreement were produced throughout the year. Infographics on climate change, referring to topics such as agriculture, water resources and land planning, were generated for distribution among decision makers in each area, academics and students of secondary school and universities. Among the materials generated and made available to the public, two stand out: a *Guide on Climate Change for Journalists* and a *Guide of Good Practices Compatible with Climate*.



Output 2.3 | Experience Sharing and Joint Action among Partner Countries

The West African Hub

The West African Hub is centred around the promotion of South-South experience sharing. In addition to the discussions highlighted in section 2.2, a major opportunity has been provided by the first regional workshop, held from 29 July to 2 August 2019, at Agrhymet’s campus in Niamey, Niger.

The workshop facilitated exchanges on a strategic approach to the promotion of climate change learning, building on the experience of Benin, Burkina Faso and Niger, and discussions on the framework for knowledge and experience sharing and collaboration among the countries. It also strengthened the capacities of the ACE focal points from 11 countries through dedicated training sessions and practical exercises.

As a result, the focal points:

- Improved the basic knowledge of the main sources of climate-related financing, with a gender perspective.
- Acquired knowledge of Monitoring, Reporting and Verification (MRV) tools, in particular those targeting GHG mitigation projects.
- Familiarized with the process and opportunities to develop and implement a national climate change learning strategy.
- Formulated project ideas and initiated the preparation of two regional “bankable” project proposals in the areas of climate change education and broad capacity-building across sectors.



The joint development of the proposals continued after the workshop through online exchanges facilitated by the regional coordinator, for finalization during the second regional workshop, which is planned on 17-21 February 2020. This event will include again a strong knowledge and experience-sharing element in two new areas deemed of particular interest by the focal points – climate change negotiations and the integration of climate change into education. It will benefit from input on UN CC:Learn-supported activities not only from Benin, Burkina Faso and Niger, but also Ghana.

All relevant information for the West African Hub, including reference documents, resources, training materials, are included in a private webpage on the Agrhymet website. This space also includes a forum for online discussions, which complements the exchanges through the WhatsApp group.

The Southern Africa Programme

Through the dedicated component of the Southern African regional programme, UN CC:Learn representatives from the 3 countries have shared their respective experiences in promoting a strategic approach to climate change learning. Lessons learned from Malawi's long-standing experience, shared by the UN CC:Learn National Coordinator and UN CC:Learn Ambassador, Ms. Shamiso Najira, has proven to be a particularly significant contribution to the new processes in Zambia and Zimbabwe.

More specifically:

- Zimbabwe and Malawi participated, shared their experience and presented their national project at the Zambia project Inception and National Planning Workshop (July 2019)
- Zambia and Malawi have participated and shared their experience at the Zimbabwe project Inception and National Planning Workshop (October 2019).

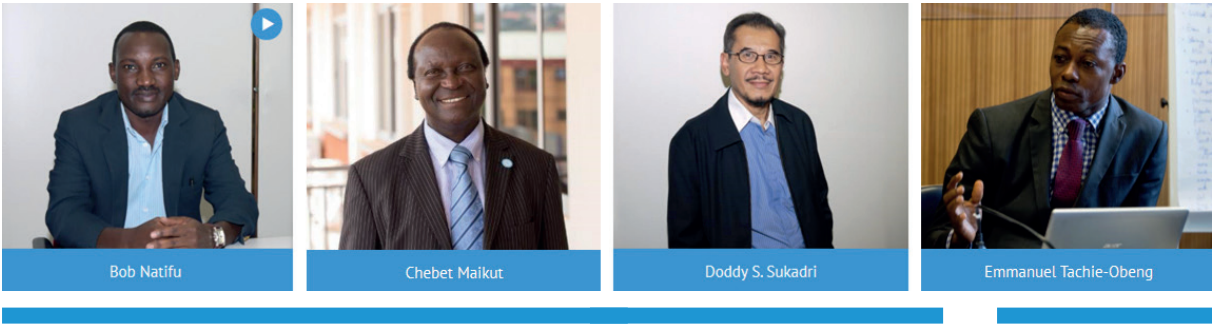


More regional experience sharing opportunities are being planned for early 2020. However, project activities may be delayed, due to the emerging COVID-19 crisis.

UN CC:Learn Ambassadors

Ambassadors for Climate Change Learning are individuals that have played a key role in the national UN CC:Learn projects and are motivated to share their technical knowledge and experiences with new partner countries on a bilateral or regional basis. They also contribute to strengthening the global visibility and recognition of the UN CC:Learn partnership. In addition to the experience shared by Mr. Médard Comlan Ouinakonhan and Ms. Shamiso Najira highlighted in the previous paragraphs, the following activities have been supported by other Ambassadors in 2019:

- Mr. Doddy Sukadri, UN CC:Learn Ambassador for Climate Change Learning of Indonesia, published an article with his reflections on the outcomes of COP24 of the UNFCCC in January 2019.
- The national experience in promoting climate change and green economy education has been shared by Dr. Emmanuel Tachie-Obeng, ACE Focal Point and UN CC:Learn Ambassador for Climate Change Learning of Ghana, during the 7th ACE Dialogue organized by UN Climate Change in the margins of SB50, as well as during the Inception Workshop of the UN CC:Learn project in the Kyrgyz Republic.
- Mr. Bob Natifu, UN CC:Learn Ambassador for Climate Change Learning of Uganda, was selected to co-moderate the 7th ACE Dialogue, held on 19 June 2019 in Bonn, Germany.
- Mr. Chebet Maikut, UN CC:Learn Ambassador for Climate Change Learning of Uganda, was also invited as a speaker and shared the experience of Uganda in promoting climate change education, training and public awareness during the 7th ACE Dialogue.



A close-up, profile view of a woman with dark hair, focused on her craft. She is seated and working on a traditional wooden loom. The loom is strung with numerous white threads, and a colorful, patterned fabric is being woven. Her hands are visible, deftly manipulating the threads. The background is a soft-focus green, suggesting an outdoor or garden setting. The overall mood is one of concentration and traditional craftsmanship.

3 | Strengthening Learning Institutions

In 2019, UN CC:Learn continued to partner with national and regional learning institutions to promote climate change education and skills development interventions that are relevant, specific and sustainable. Existing synergies are often maintained, while new collaborations are being developed.

Learning Institutions Engaging with UN CC:Learn

Level	Institution
Global – e-learning products	Inter-American Institute for Global Change Research, SouthSouthNorth Non-Profit Company and Climate Contact Consultancy, Franklin University
Global – flagship initiatives	Harwood Education, Barcelona Supercomputing Center, Global Water Partnership, ENB Chile, MIET Africa, CYCAN, Météo-France
National/Regional	Worldreader (Africa), MIET Africa (Southern Africa), Ghana Education Service (Ghana), The Climate Reality Project (Indonesia), CNCCMDL (SICA and Dominican Republic), Agrhymet, Organisation de Mise en Valeur du Fleuve Sénégal, TROPIS, Université Gaston Berger de Saint Louis, DHI, Ecole Nationale d’Administration of Senegal, Ecole Nationale des Eaux et Forêts of Burkina Faso (West Africa)

Strengthening the Capacity of the West African Hub

As mentioned in section 1.2, a Training of Trainers of the Agrhymet Regional Centre was organized on 18-21 March 2019 in Niamey, Niger. The overall objective of this training was to develop and enhance in-house capacity to design and develop online training.

Specifically, at the end of the training participants were able to:

- Explain the principles of adult learning
- Describe the stages in the e-learning development process
- Identify various types of e-learning events
- Describe the functioning principles of e-learning platforms
- Identify authoring tools for developing interactive lessons.

The training combined a variety of methodologies alternating theoretical sessions with individual and group activities, as well as practical/hands on sessions aiming at strengthening existing theoretical backgrounds, but also, at building new technical skills and competences.

As part of the regional hub in West Africa, the UN CC:Learn Secretariat has also facilitated two discussions between Agrhymet and respectively the Ecole Nationale d’Administration (ENA) in Senegal and the Ecole Nationale des Eaux et Forêts (ENEF) in Burkina Faso to exchange on their training offers and explore potential synergies in the areas of climate change and green economy.



In order to extend the support, a regional workshop focusing on selected green economy and climate change topics is currently under discussion for 2020. This workshop, which is being planned as a joint collaboration between UN CC:Learn and the Partnership for Action on Green Economy (PAGE), would bring together 2 or 3 West African countries as well as selected training institutes, such as Agrhymet, ENA Dakar, ENEF Burkina Faso and/or others, with the aim to:

- Facilitate and encourage the exchange of experience between the various training institutes already working in the area of climate change and green economy.
- Build capacity for effective learning on climate change and green economy (targeted at professionals and managers of national institutions).
- Discuss opportunities for future collaboration through PAGE, UN CC:Learn or other platforms.
- Benefit from a technical/practical training/exercise from a Suez Institute based in the region (to be confirmed).

Collaborating with Other Learning Institutions

Affiliation Programme

Through the affiliation programme, UN CC:Learn has provided coaching on instructional design and e-learning principles to staff of the following organizations when developing two learning products that have been subsequently affiliated (see section 1.2):

- The Danish consultancy company DHI, which liaised with the Senegalese consultancy TROPIS, the Université Gaston Berger de Saint Louis and the Organisation de Mise en Valeur du Fleuve Sénégal.
- SouthSouthNorth Non-Profit Company and Climate Contact Consultancy.

Franklin University

As part of a new joint Master's Program organized by UNITAR and Franklin University Switzerland (FUS) focusing on Agenda 2030 and Climate Change Action, students can take on-campus classes at FUS during the first semester and online courses offered by UNITAR during the second, followed by a capstone or an internship period in Geneva. UN CC:Learn e-learning courses made available as part of this collaboration include:

- Climate Change: From Learning to Action
- Introduction to Green Economy
- Open Online Course on Gender and Environment
- Children and Climate Change
- Cities and Climate Change
- Human Health and Climate Change.

FUS is based in Lugano and is the only Swiss university that is accredited in both Switzerland and the US. The Master's Program was launched in fall 2019.





**4 |
UN CC:Learn @
International
Conferences**

UN Conference on Climate Change SB50, Bonn, Germany, June 2019

In order to enhance implementation of climate change education, training and public awareness as well as public participation, public access to information, and international cooperation on these matters, the 2012-2020 Doha Work Programme on Article 6 of the UNFCCC requests the organization of annual Dialogues on Action for Climate Empowerment (ACE). The 7th ACE Dialogue took place on 19 June and on 24 June 2019, in the margins of the Bonn Climate Change Conference (SB50), held from 17-27 June 2019.

The UN CC:Learn Secretariat attended the event and highlighted 5 tips for the development of national climate change learning strategies drawn from the UN CC:Learn experience over the last 8 years, including:

- 1. Promoting Multi-Sectoral and Multi-Stakeholder Collaboration
- 2. Raising Visibility for the Strategy
- 3. Strengthening Collaboration with the Education Sector
- 4. Building the Capacities of National/Regional Learning Institutions
- 5. Mobilizing Resources through Partnerships.

After introductory presentations, participants split into parallel working groups designed to take stock of past experiences and reflect on challenges and success stories related to the implementation of the Doha Work Programme through focused discussions. The UN CC:Learn Secretariat contributed expert input to the group dedicated to training.

The event benefited from input from Ghana, Uganda – represented by their UN CC:Learn Ambassadors, as well as the Dominican Republic and Indonesia.

During SB50, UN CC:Learn also had an opportunity to meet and discuss with multiple global and national partners and deliver a new edition of the Climate Classroom (see section 1.3). It also hosted a briefing for the ACE focal points invited to participate in the new UN CC:Learn regional hub in West Africa (see section 2.2).



UN Conference on Climate Change COP25/ CMP15, Madrid, Spain, December 2019

During the 25th Conferences of the Parties (COP25) to the United Nations Framework Convention on Climate Change (UNFCCC), held in Madrid, Spain on 2-13 December 2019, UN CC:Learn exchanged with multiple stakeholders interested in the promotion of ACE, including development partners, multilateral agencies, private companies and partner countries. UNITAR/UN CC:Learn also participated in a meeting of the UN Alliance on Climate Change Education, Training and Public Awareness, which discussed the ACE negotiations, the role of UN agencies in supporting the ACE agenda, as well as the development of guidance on the integration of ACE into the NDCs.

At COP25, UN CC:Learn delivered a new edition of the Climate Classroom (see section 1.3), supported the organization of 2 side events and coordinated an exhibit.

One UN Side Event on Climate Change Education

UN CC:Learn co-led the organization of the One UN Side Event on Climate Change Education titled *Learning for Climate Action – Implementing the Paris Agreement through Education, Training and Skills Development*, which took place on 12 December 2019. This side event was designed to highlight the tangible contributions that learning, skills development and investment in climate-resilient education systems are making towards concrete and ambitious climate action as well as discuss opportunities to scale-up and enhance ambition.

The discussion was opened by Ms. Fiona Cowan, Headteacher, Bolsover Infants and Nursery, UK, who shared her experience in integrating climate change into the curriculum of her school in her new capacity as UN CC:Learn accredited climate change teacher. Her remarks were followed by a first panel focused on the question ‘How does climate change affect education and how are education-focused interventions leading to robust climate action?’ The second panel was dedicated to the question ‘How can climate change education be scaled-up to support the implementation of the Paris Agreement and stay below 1.5C?’



High-Level Event on Action for Climate Empowerment

UNITAR/UN CC:Learn, through the UN Alliance on Climate Change Education, Training and Public Awareness, supported the High-level Event on Action for Climate Empowerment (ACE), held on Tuesday 10 December 2019. During this event, ministers and decision-makers in the area of environment and education from several countries, from Italy to China, showcased a multiplicity of interventions their countries and organizations are implementing in these areas, as well as launched new commitments. The Minister of Water and Environment of Uganda was in attendance and presented numerous activities being advanced across the country, including the development and implementation of a National Climate Change Learning Strategy.

One UN Exhibit Climate Change Education

UN CC:Learn contributed to the One UN Exhibit on Quality Education, jointly organized with UNESCO, providing information on courses, activities and country work to interested delegates.





5 | Project Management and Partnerships

UN CC:Learn work is only possible thanks to the invaluable support and engagement of its multiple partners. 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 scheduled in the framework of the different collaborations – for instance, with UNICEF as part of the development of the new course on children and climate change, or with UNDP for the dissemination of UN CC:Learn resources and the joint support being provided to the Kyrgyz Republic, Malawi, Zambia, and Zimbabwe.

Global partners with whom the UN CC:Learn Secretariat particularly engaged in 2019 for global or national activities include FAO, the GEF, ILO, IMO, UN Climate Change, UNDP, UNECA, UN Environment, UNESCAP, UNESCO, UNICEF, UNIDO, UNITAR, UN Women, WMO, the World Bank.

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

9th UN CC:Learn Steering Group Meeting

On 4 April 2019, UN CC:Learn global members and key partners met in Bern, Switzerland for the 9th UN CC:Learn Steering Group Meeting. Representatives from FAO, IFAD, IMO, UNDP, the United Nations Economic Commission for Africa (UNECA), UN Climate Change, UNITAR, the United Nations System Staff College (UNSSC), United Nations World Food Programme (WFP), the World Bank, WMO, as well as MIET Africa, the NDC Partnership and the Swiss Agency for Development and Cooperation (SDC) participated in the event.

The day started with welcoming remarks from Ms. Tatjana von Steiger Weber, Deputy Assistant Director General at SDC and Mr. Angus Mackay, Head of the UN CC:Learn Secretariat. The meeting then focused on discussing the results achieved so far under the 2017-2020 implementation phase of UN CC:Learn, both at the global and the national level. These included, among others, the upgrade of the UN CC:e-Learn platform, the development of a suite of new e-learning products, as well as engagement with new partner countries, both bilaterally and through regional programmes. Looking forward, the event offered a space for partners to share ideas and suggestions for the development of existing and new initiatives, particularly with regard the promotion of climate literacy and youth engagement, in collaboration with multiple and diverse stakeholders.



Officialising the Collaboration with the NDC Partnership

Building on the invitation extended in 2018, UN CC:Learn has officially become a member of the NDC Partnership in May 2019. Opportunities to join forces have been presented by the NDC Partnership team to UN CC:Learn members during the 9th Steering Group Meeting. Linkages with the NDC Partnership process have been made in countries where UN CC:Learn is also active. A proposal for a joint peer-to-peer learning support platform was also discussed and shared with the NDC Partnership Support Unit. Furthermore, the UN CC:Learn Secretariat contributed to facilitating the NDC Partnership workshop *Development Partner Meeting: The Use of Knowledge Tools for Accelerating Climate Action*, held in the margins of SB50.

Evaluation

The UN CC:Learn programme will undergo an overall independent outcome level evaluation in 2020. This evaluation will assess UN CC:Learn work, particularly with regard to Outcome 1. It will also identify lessons learned about project design, implementation and management, issuing forward-looking recommendations. Draft Terms of Reference for the evaluation have been developed by UNITAR Planning, Performance Monitoring and Evaluation Unit and consulted with the UN CC:Learn Secretariat. Global members have been contacted to share their input as well as invited to participate in the Technical Advisory Group (TAG) supporting the process.

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 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 2019, with data collection ongoing (particularly with regard to country level activities supporting strategy implementation), is included in the table below.

Sources of Project Financing

Sources of Financing	Activities	Amount (CHF)
SDC	Core funding for UN CC:Learn activities	3,000,000
SDC – Southern Africa Programme	Support to 3 additional countries in Southern Africa	900,000
UN Agencies and International Public	Global products and implementation of climate change learning strategies	4,200,610 (data collection ongoing)
Private Sector	Development and dissemination of global products	254,327
Learning Institutions and National Budgetary Resources	Global products and implementation of climate change learning strategies	408,346 (data collection ongoing)
Grand Total		8,763,283

*An exchange rate of 1 USD = 1 CHF is assumed

The Secretariat has analyzed potential sources of co-financing for the remainder of the project. This analysis shows that additional co-financing is realistic. Efforts will continue to identify new avenues as the implementation of the UN CC:Learn programme advances, particularly through new partnerships for the development of global products, the launch of new national climate change learning strategies in 2020, as well as the regional hubs. In addition to the options highlighted previously, particular opportunities include:

- Ongoing discussion with potential donors for support to develop a free online course on climate change for teachers, in collaboration with UNESCO, and other partners. Such project could enable stronger linkages with MIET Africa and synergies with the SIDA-supported *Advanced Regional Training Programme in Education for Sustainable Development (ESD) for ECCE, Primary and TVET Teacher Educators in Southern Africa*.
- Ongoing discussions with the Government of France, which has already contributed to supporting the organization of the Youth Climate Dialogues.
- Ongoing discussions with the Government of Germany, particularly through meetings and exchanges with BMZ, the Federal Ministry for Economic Cooperation and Development, as part of the opening of the new UNITAR Office in Bonn, Germany.
- Engagement with the GCF to support large regional projects promoting climate change education, training and public awareness in Central America and West Africa.

- Ongoing discussions with UNDP to 1) consolidate UNDP climate change learning materials across the global portfolio by using the UN CC:Learn platform, 2) support advanced learning within UNDP's GEF/GCF pipeline, 3) provide specific learning services to support NDC implementation.
- Collaboration with UN Climate Change to strengthen engagement with private sector entities with regard to both access to UN CC:Learn e-learning resources and promotion of climate change learning at national level.
- Collaboration with the One Ocean Hub of Strathclyde University for the development of a Massive Open Online Course (MOOC), and with UN Environment for the tailoring of existing courses in the area of green economy and sustainable consumption and production to 5 countries of the Eastern Partnership initiative.





**6 |
Annexes**

Annex 1 |

UN CC:Learn Related Events

Jan-Dec 2019

Title	Main organizer	Date	Location	Beneficiaries
Information Session for Students of the Kantonsschule am Burggraben of St. Gallen	UN CC:Learn	30 January 2019	Geneva, Switzerland	15
Training of Trainers: How to Develop, Deliver and Evaluate Effective e-Learning	Centre Régional Agrhymet, UN CC:Learn, SDC	18-20 March 2019	Niamey, Niger	18
Youth Climate Dialogue: Lycée en Forêt (France) and Unidad Educativa Nuestra Señora del Pilar (Bolivia)	Lycée en Forêt, Unidad Educativa Nuestra Señora del Pilar, UN CC:Learn, SDC	21 March 2019	Online	35
9th UN CC:Learn Steering Group Meeting	UN CC:Learn, SDC	4 April 2019	Bern, Switzerland	24
NAP Skills Assessment in Egypt	UN CC:Learn, Egyptian Environment Affairs Agency	14-17 April 2019	Cairo, Egypt	39
Launch Event of the GCF NAP Readiness and UN CC:Learn Projects	Government of Kenya, FAO, UN CC:Learn, SDC	29 April 2019	Nairobi, Kenya	26
Launch of the Online Module on Gender, Chemicals and Waste	BRS Conventions, UNDP, GEF SGP, UN CC:Learn	9 May 2020	Geneva, Switzerland	60
Youth Climate Dialogue: Lycée International de Ferney-Voltaire (France) and Media Network on Child Rights and Development (Zambia)	Government of Zambia, Lycée International de Ferney-Voltaire, Media Network on Child Rights and Development, MIET Africa, Government of France, UN CC:Learn, SDC	15 May 2019	Online	42
Youth Climate Dialogue: Yaba College of Technology (Nigeria) and Kantonsschule am Burggraben (Switzerland)	Yaba College of Technology, Kantonsschule am Burggraben, UN CC:Learn, SDC	23 May 2019	Online	87

Title	Main organizer	Date	Location	Beneficiaries
Youth Climate Dialogue: Zhejiang University (China) and University of Zambia (Zambia)	Zhejiang University, University of Zambia, Government of Zambia, China Youth Climate Action Network, UN CC:Learn, SDC	5 June 2019	Online	48
Climate Classroom @ Nestlé's SHE Days 2019	UN CC:Learn, SDC, Nestlé	6 June 2019	Singen, Germany	80
Climate Classroom @ SB50 – Developing National Learning Strategies	UN CC:Learn, SDC	17 June 2019	Bonn, Germany	19
Climate Classroom @ SB50 - Introduction to National Adaptation Plans	UN CC:Learn, SDC	17 June 2019	Bonn, Germany	19
Climate Classroom @ SB50 – Innovation and Climate Change	UN CC:Learn, SDC	17 June 2019	Bonn, Germany	10
Climate Classroom @ SB50 – Innovation and Climate Change	UN CC:Learn, SDC	18 June 2019	Bonn, Germany	12
Climate Classroom @ SB50 – Framework for Transformational Change	UN CC:Learn, SDC	19 June 2019	Bonn, Germany	6
7th Dialogue on Action for Climate Empowerment	UN Climate Change	19 June 2019	Bonn, Germany	100
Climate Classroom @ SB50 – Decarbonization and Why It's Not Happening	UN CC:Learn, SDC	20 June 2019	Bonn, Germany	23
Climate Classroom @ SB50 – Local Stakeholder Engagement in Climate Finance	UN CC:Learn, SDC	20 June 2019	Bonn, Germany	21
Climate Classroom @ SB50 – How Cheap Money Can Save the World	UN CC:Learn, SDC	20 June 2019	Bonn, Germany	14

Title	Main organizer	Date	Location	Beneficiaries
Climate Classroom @ SB50 – Framework for Transformational Change	UN CC:Learn, SDC	20 June 2019	Bonn, Germany	19
Climate Classroom @ SB50 – NDC Implementation and Knowledge Portal	UN CC:Learn, SDC	20 June 2019	Bonn, Germany	6
Youth Climate Dialogue: Kantonsschule am Burggraben (Switzerland) and Media Network on Child Rights and Development (Zambia)	Media Network on Child Rights and Development, Kantonsschule am Burggraben, Government of Zambia, MIET Africa, UN CC:Learn, SDC	20 June 2019	Online	39
Climate Classroom @ SB50 – Climate Finance and Commercial Banks	UN CC:Learn, SDC	21 June 2019	Bonn, Germany	11
Climate Classroom @ SB50 – Climate Science Rationale for Adaptation	UN CC:Learn, SDC	21 June 2019	Bonn, Germany	11
Climate Classroom @ SB50 – Mitigation and Carbon Market Mechanisms	UN CC:Learn, SDC	21 June 2019	Bonn, Germany	19
Climate Classroom @ SB50 – Climate and Technology	UN CC:Learn, SDC	21 June 2019	Bonn, Germany	15
Youth Climate Dialogue: Kantonsschule am Burggraben (Switzerland) and Hochland High School (Namibia)	Hochland High School, Kantonsschule am Burggraben, UN CC:Learn, SDC	24 June 2019	Online	79
UN CC:Learn Project Inception and National Planning Workshop in Zambia	Government of Zambia, UN CC:Learn, UNDP, MIET Africa, SDC	16-17 July 2019	Chisamba, Zambia	47
1er Atelier Régionale UN CC:Learn en Afrique de l'Ouest	Centre Régional Agrhymet, UN CC:Learn, SDC	29 July-2 August 2019	Niamey, Niger	13

Title	Main organizer	Date	Location	Beneficiaries
Integrating Climate Change into the National Curriculum of Ethiopia Guideline Development Workshop	Government of Ethiopia, UN CC:Learn, SDC	21-22 August 2019	Bishoftu, Ethiopia	23
UN CC:Learn Project Inception and National Planning Workshop in Zimbabwe	Government of Zimbabwe, UN CC:Learn, UNDP, MIET Africa, SDC	21-22 October 2019	Bulawayo, Zimbabwe	60
Climate Resilience Mainstreaming Conference	Government of Zambia, CIF, World Bank, AfDB, UN CC:Learn, SDC	4-6 November 2019	Lusaka, Zambia	251
UN CC:Learn Project Inception Workshop in the Kyrgyz Republic	Government of the Kyrgyz Republic, UN CC:Learn, UNDP, SDC	12 November 2019	Bishkek, Kyrgyz Republic	40
Youth Climate Dialogue: The Green Fighters (Rwanda) and China Southwest University Political Science and Law (China)	The Green Fighters, China Southwest University Political Science and Law, China Youth Climate Action Network, UN CC:Learn, SDC	12 November 2019	Online	52
Youth Climate Dialogue: Bwaila Secondary School (Malawi) and College Les Creusets (Switzerland)	Bwaila Secondary School, College Les Creusets, MIET Africa, MIET Africa, FutureLife-Now, Southern African Development Community, SDC, UN CC:Learn	20 November 2019	Online	36
Youth Climate Dialogue: Liceo Carlos Alessandri (Chile) and Liceo Polivalente San José de Maipo (Chile)	Liceo Carlos Alessandri, Liceo Polivalente San José de Maipo, MIET Africa, Chile Minister of Environment, Chile Minister of Education, Nestlé, EBP, SDC, UN CC:Learn	26 November 2019	Online	46
Youth Climate Dialogue: Liceo Experimental UMAG (Chile) and Colegio Ciudad de Lyon (Chile)	Liceo Experimental UMAG, Colegio Ciudad de Lyon, MIET Africa, Chile Minister of Environment, Chile Minister of Education, EBP, SDC, UN CC:Learn	27 November 2019	Online	52

Title	Main organizer	Date	Location	Beneficiaries
Youth Climate Dialogue: Colegio Suizo de Santiago (Chile) and Collège des Creusets (Switzerland)	Colegio Suizo de Santiago, Collège des Creusets, MIET Africa, Chile Minister of Environment, Chile Minister of Education, Fondation pour le développement durable des régions de montagne, EBP, SDC, UN CC:Learn	28 November 2019	Online	66
Youth Climate Dialogue: Colegio Suizo de Santiago (Chile) and Murape Secondary School (Zimbabwe)	Colegio Suizo de Santiago, MIET Africa, Murape Secondary School, Government of Zimbabwe, Chile Minister of Environment, Chile Minister of Education, EBP, SDC, UN CC:Learn	29 November 2019	Online	60
Youth Climate Dialogue: Colegio de Farellones (Chile) and Insitución Educativa 'Inés Schreiber' (Peru)	Colegio de Farellones, Insitución Educativa 'Inés Schreiber', Chile Minister of Environment, Chile Minister of Education, EBP, SDC, UN CC:Learn	3 December 2019	Online	36
Youth Climate Dialogue: Stepping Stones High School (India) and GEMS Modern Academy (U.A.E)	Stepping Stones High School, GEMS Modern Academy, UN CC:Learn, SDC	4 December 2019	Online	31
Development and Validation of the Guideline on the Integration of Climate Change into Ethiopian National Education System Workshop	Government of Ethiopia, UN CC:Learn, SDC	5-7 December 2019	Bishoftu, Ethiopia	46
High-level Event on Action for Climate Empowerment	One UN	10 December 2019	Madrid, Spain	150
Climate Classroom @ COP25 – Framework for Transformational Change	UN CC:Learn, SDC	10 December 2019	Madrid, Spain	17

Title	Main organizer	Date	Location	Beneficiaries
Climate Classroom @ COP25 – Adapting to Climate Change: The Case of Drought	UN CC:Learn, SDC	11 December 2019	Madrid, Spain	19
Climate Classroom @ COP25 – Climate Services for Energy Transition	UN CC:Learn, SDC	11 December 2019	Madrid, Spain	8
COP25 One UN Exhibit on Quality Education	One UN	12 December 2019	Madrid, Spain	80
Climate Classroom @ COP25 – Teaching Climate Change	UN CC:Learn, SDC	12 December 2019	Madrid, Spain	6
One UN Side Event on Climate Change Education - Learning for Climate Action	One UN	12 December 2019	Madrid, Spain	60
Youth Climate Dialogue: Ocean University of China (China) and Zimbabwe Youth for Peace (Zimbabwe)	Ocean University of China, Zimbabwe Youth for Peace, Zimbabwe Government, China Youth Climate Action Network, UNIC Zimbabwe, UNDP Zimbabwe, MIET Africa, SDC, UN CC:Learn	19 December 2019	Online	63



Annex 2 | UN CC:Learn Logical Framework – Overview of Results Achieved

Intended Results	Key Indicators	Status as of Dec 2019
Impact (Overall Goal)	Impact Indicators	
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>	
Outcomes	Outcome Indicators	

Intended Results	Key Indicators	Status as of Dec 2019
<p>Outcome 1: A growing and critical mass of professionals and engaged individuals globally that have a sufficient understanding of the basics of climate change to inform their decisions and take effective action.</p>	<p>Number of certificates issued on the UN CC:Learn e-learning platform.</p> <p>Baseline: 10,000</p> <p>Target Scenario 1: 25,000</p> <p>Target Scenario 2: 50,000</p> <p>Growth in under-represented areas/ regions (total number of registrations on the UN CC:e-Learn platform)</p> <p>Baseline Francophone Africa: 3,700</p> <p>Target Scenario 1: 12,000</p> <p>Target Scenario 2: 25,000</p> <p>Baseline Central Asia: 79</p> <p>Target Scenario 1: 2,500</p> <p>Target Scenario 2: 5,000</p> <p>Baseline MENA region: 1,900</p> <p>Target Scenario 1: 8,000</p> <p>Target Scenario 2: 15,000</p> <p>Baseline China: 300</p> <p>Target Scenario 1: 15,000</p> <p>Target Scenario 2: 30,000</p> <p>Continued gender balance for registrations on the platform</p> <p>Baseline: 51% registered users are female</p> <p>Target: 45-55% of registered users are female</p> <p>A balanced representation of key stakeholder groups in UN CC:Learn courses and activities (academia, governments, NGOs, private sector)</p> <p>Target Scenario 1: At least 30,000 registrations from each of the stakeholder groups</p> <p>Target Scenario 2: At least 45,000 registrations from each of the stakeholder groups</p>	<p>Baseline: 10,000</p> <p>Status: 59,983</p> <p>(Scenario 2 achieved)</p> <p>Baseline Francophone Africa: 3,700</p> <p>Status: 11,249</p> <p>Baseline Central Asia: 79</p> <p>Status: 522</p> <p>Baseline MENA region: 1,900</p> <p>Status: 7,611</p> <p>Baseline China: 300</p> <p>Status: 2,950</p> <p>(Underway)</p> <p>Baseline: 51% registered users are female</p> <p>Status: 52% of registered users are female</p> <p>(On target)</p> <p>Status: Academia: 61,089</p> <p>Government: 26,090</p> <p>NGOs: 17,569</p> <p>Private Sector: 24,226</p> <p>(Underway)</p>

Intended Results	Key Indicators	Status as of Dec 2019
<p>Outcome 2: 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>Baseline: 0</p> <p>Target Scenario 1: 17 actions</p> <p>Target Scenario 2: 25 actions</p> <p>*These target scenarios refer to the n. of implementation actions for which additional funding has been leveraged. However, in most cases, this leverage is combined with UN CC:Learn funding</p> <p>Number of national learning institutions with a clear role defined in providing recurrent skills development support for NDC and NAP implementation.</p> <p>Baseline: not available</p> <p>Target Scenario 1: 3</p> <p>Target Scenario 2: 7</p>	<p>Baseline: 0</p> <p>Status: 25 (11 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 and other awareness raising materials, training and manual for journalists, guide of good practices compatible with climate change, training on climate adaptation and resilience, empowerment programme on climate change with focus on gender, empowerment programme on ecological footprint and energy efficiency, successful proposal for education and training in CARIFORUM), 3 Niger (early warning system training, small irrigation module, awareness raising for regional actors on adaptation planning), 2 Burkina Faso (COP24 training, module on adaptation and associated teacher training), 1 Ghana (learning materials and teacher training), 2 Indonesia (teachers training, youth camp), 1 Benin (youth competition on climate change), 4 Ethiopia (curriculum guidelines, training for textbook authors, 2 awareness raising initiatives), 1 Kenya (training on climate change diplomacy)(Scenario 2 achieved, data collection ongoing)</p> <p>*Status with regard to the n. of countries having leveraged additional funding: 8</p> <p>(Data collection ongoing)</p> <p>Baseline: not available</p> <p>Status: 4 (INAFOCAM, Agrhyment, Curriculum Department of the Ministry of Education of Ethiopia, Ghana Education Service)</p> <p>(Data collection ongoing)</p>

Intended Results		Key Indicators	Status as of Dec 2019
Outputs (per Outcome)		Output Indicators	
For Outcome 1: A growing mass of the 'climate literate' able to inform public policy			
Output 1.1	UN CC:Learn's global learning platform expanded and complemented with 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>Baseline 2016 (in the year): 45,000</p> <p>Target 2020 (in the year) Scenario 1: 120,000</p> <p>Target 2020 (in the year) Scenario 2: 180,000</p> <p>Number of users registered on the UN CC:e-Learn platform</p> <p>Baseline 2016 (total): 69,000</p> <p>Target 2020 (total) Scenario 1: at least 220,000</p> <p>Target 2020 (total) Scenario 2: at least 320,000</p>	<p>Baseline 2016 (in the year): 45,000</p> <p>Status: 80,290</p> <p>(Underway)</p> <p>Baseline 2016 (total): 69,000</p> <p>Status: 231,373</p> <p>(Scenario 1 achieved)</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>Baseline: 0</p> <p>Target Scenario 1: 12</p> <p>Target Scenario 2: 14</p> <p>Number of affiliated learning products.</p> <p>Baseline: 0</p> <p>Target Scenario 1: 6</p> <p>Target Scenario 2: 6</p>	<p>Baseline: 0</p> <p>Status: 82 learning products launched (6 introductory modules on climate change fully upgraded, 12 modules on REDD+ fully upgraded, 6 introductory modules on climate change in Arabic, 6 modules gender and environment, 1 MOOC on agriculture, 1 e-tutorial and 1 course on GHG emissions in the aviation sector, 10 modules on green economy (5x2 languages), 12 NAP tutorials (3x4 languages), 8 modules on sustainable diet, 3 modules on sustainable finance, 6 modules on integrating climate risk information into NAP), 10 modules on sustainable consumption and production in Africa (5x2 languages)</p> <p>(Scenario 2 achieved)</p> <p>Baseline: 0</p> <p>Status: 3 + 3 under development</p> <p>(Underway)</p>

Intended Results		Key Indicators	Status as of Dec 2019
Output 1.3	UN CC:Learn flagship initiatives raising the visibility of climate change education and training up-scaled.	Number of editions of the Climate Classroom delivered.	
		Baseline: 1	Baseline: 1
		Target Scenario 1: 3	Status: 7
		Target Scenario 2: 6	(Scenario 2 achieved)
		Number of Youth Climate Dialogues organized.	
		Baseline: 8	Baseline: 8
		Target Scenario 1: 18	Status: 27
		Target Scenario 2: 33	(Scenario 1 achieved)
		Number of followers on social media.	
		Baseline for Facebook: 35,000	Baseline for Facebook: 35,000
		Target Scenario 1: 70,000	Status: 66,209
		Target Scenario 2: 100,000	(Underway)
Baseline for Twitter: 9,000	Baseline for Twitter: 9,000		
Target Scenario 1: 15,000	Status: 16,927		
Target Scenario 2: 25,000	(Scenario 1 achieved)		

Intended Results	Key Indicators	Status as of Dec 2019	
For Outcome 2: National Approaches to Systematic and Results Based Learning			
Output 2.1	<p>National climate change learning assessments and strategies developed through multi-stakeholder collaboration and in line with NDC/ NAP priorities.</p>	<p>Number of learning strategies developed.</p> <p>Baseline: 9 national plus one regional involving 7 additional countries</p> <p>Target Scenario 1: 11 national plus one regional</p> <p>Target Scenario 2: 12 national plus one regional</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>Baseline: 9 countries</p> <p>Target Scenario 1: 11 countries</p> <p>Target Scenario 2: 12 countries</p>	<p>Baseline: 9 national plus one regional involving 7 additional countries</p> <p>Status: 9 national plus one regional involving 7 additional countries (development of new strategies and upgrading of existing strategy advancing in 5 countries)</p> <p>(Underway)</p> <p>Baseline: 9 countries</p> <p>Status: 9 countries (5 countries agreed to develop new strategies/ upgrade existing strategy)</p> <p>(Underway)</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&E expressed in national strategies.</p> <p>Baseline: 9</p> <p>Target Scenario 1: 11 countries</p> <p>Target Scenario 2: 12 countries</p> <p>Number of private sector engagements to support strategy implementation.</p> <p>Baseline: 0</p> <p>Target Scenario 1: 0</p> <p>Target Scenario 2: 3</p>	<p>Baseline: 9</p> <p>Status: 9 (development of new strategies and upgrading of existing strategy advancing in 5 countries)</p> <p>(Underway)</p> <p>Baseline: 0</p> <p>Status: 2</p> <p>(Underway)</p>

Intended Results		Key Indicators	Status as of Dec 2019
Output 2.3	Experience-sharing and joint action among partner countries through bilateral and regional mechanisms.	<p>Number of joint proposals and learning events developed by partner countries.</p> <p>Baseline: 1</p> <p>Target Scenario 1: 3</p> <p>Target Scenario 2: 5</p> <p>Number of experience-sharing opportunities for countries organized through the Secretariat, including bilateral missions and regional and global workshops/webinars.</p> <p>Baseline: 8</p> <p>Target Scenario 1: 12</p> <p>Target Scenario 2: 20</p>	<p>Baseline: 1</p> <p>Status: 1 + 2 under finalization (Underway)</p> <p>Baseline: 8</p> <p>Status: 15</p> <p>(Scenario 1 achieved)</p>
Cross-cutting Output			
	Strengthened capacities of national and regional learning institutions to effectively deliver climate change learning.	<p>Number of institutions involved in delivering climate change learning activities with support by UN CC:Learn.</p> <p>Baseline: to be established</p> <p>Target Scenario 1: additional 3</p> <p>Target Scenario 2: additional 5</p>	<p>Baseline: 28</p> <p>Status: additional 8 (Agrhymet, Harwood Education, MIET Africa, CYCAN, Franklin University, OMVS, SouthSouthNorth, Climate Contact Consultancy)</p> <p>(Scenario 2 achieved)</p>



Annex 3 | Global UN CC:Learn Focal Points

Organization	Focal Point
United Nations System Chief Executives Board (CEB) Secretariat	Vacant
Environmental Management Group (EMG) Secretariat	Hossein Fadaei Acting Secretary
Food and Agriculture Organization (FAO)	Julia Wolf Natural Resources 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)	Maria Elena Mangiafico Knowledge Management Officer Environment, Climate, Gender and Social Inclusion Division
International Labour Organization (ILO)	Olga Strietska-Illina Specialist in Skills Policies and Systems Skills Employability Department
International Telecommunication Union (ITU)	Béatrice Pluchon, Senior External Affairs Officer José Maria Diaz Batanero, Coordinator, Inter-Sectoral Activities, Corporate Strategy Division
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

Organization	Focal Point
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 (UN Environment)	Sam Barratt Chief, Education & Youth, Chair of the UN Higher Education Sustainability Initiative
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 Secretariat (UN Climate Change)	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)	Raphaelle Vignol Human Settlements Officer, Capacity Development Unit
United Nations Children's Fund (UNICEF)	Cristina Colón Policy Specialist, Climate, Energy and Environment

Organization	Focal Point
United Nations Industrial Development Organization (UNIDO)	Patrick Nussbaumer Industrial Development Officer
United Nations International Strategy for Disaster Reduction (UNISDR)	Glenn Dolcemascolo Head of Office, UNISDR Office for Northeast Asia and Global Education and Training Institute for Disaster Risk Reduction (GETI) at Incheon
United Nations Institute for Training and Research (UNITAR)	UN CC:Learn Secretariat: Angus Mackay, Director, Division for Planet Cristina Rekasavas, Specialist, Green Development and Climate Change Programme
United Nations System Staff College (UNSSC)	Jafar Javan, 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
United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)	Verona Collantes Inter-Governmental Specialist
United Nations World Tourism Organization (UNWTO)	Sofía Gutiérrez Deputy Director, 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)

Organization	Focal Point
World Bank	Neeraj Prasad Manager, World Bank Climate Change Vice-Presidency
World Trade Organization (WTO)	Daniel Ramos Legal Officer, Trade and Environment Division
UN CC:Learn Secretariat	
United Nations Institute for Training and Research (UNITAR) Palais des Nations 1211 Geneva 10 Switzerland Phone: +41 22 917 8109 Email: uncclearn@unitar.org	





Annex 4 | List of Abbreviations

- ACE:** Action for Climate Empowerment
- AFD:** Agence Française de Développement
- AfDB:** African Development Bank
- BNEF:** BloombergNEF
- BRS:** Basel, Rotterdam and Stockholm Conventions
- CAN:** Climate Action Network
- CARIFORUM:** Caribbean Forum
- CBD:** Convention on Biological Diversity
- CCD:** Climate Change Directorate / Climate Change Department
- CCCCC:** Caribbean Community Climate Change Centre
- CCE:** Climate Change Education
- CEB:** Chief Executives Board for Coordination
- CIF:** Climate Investment Funds
- CILSS:** Permanent Interstate Committee for Drought Control in the Sahel
- CNCCMDL:** Climate Change Council of the Dominican Republic
- COP:** Conferences of Parties
- CSCC:** School Competition on Climate Change
- CSTL:** Care and Support for Teaching and Learning
- CTCN:** Climate Technology Centre & Network
- CYCAN:** China Youth Climate Action Network
- EFCCC:** Environment, Forest and Climate Change Commission
- EMG:** Environmental Management Group
- ENA:** Ecole Nationale d'Administration
- ENEF:** Ecole Nationale des Eaux et Forêts
- EPA:** Environmental Protection Agency
- ESD:** Education for Sustainable Development
- EU:** European Union
- FAO:** Food and Agriculture Organization

FCFA: Future Climate for Africa

FFEM: Fonds français pour l'environnement mondial

FSA : Foreign Service Academy

FUS: Franklin University of Switzerland

GCF: Green Climate Fund

GE: Green Economy

GEF-SGP: Global Environment Facility Small Grants Programme

GEF: Global Environment Facility

GEMS: Global Education Management Systems

GHG: Greenhouse Gas

GIZ: German Federal Enterprise for International Cooperation

GWP: Global Water Partnership

IAI: Inter-American Institute for Global Change Research

IBIMET: Institute of Biometereology

IFAD: International Fund for Agricultural Development

ILO: International Labour Organisation

IMO: International Maritime Organization

INAFOCAM: Instituto Nacional de Formación y Capacitación del Magisterio

IOM: International Organization for Migration

IPCC: Intergovernmental Panel on Climate Change

ITU: International Telecommunication Union

IUCN: International Union for Conservation of Nature

KCCWG: Kenya Climate Change Working Group

KSP: Knowledge Sharing Platform

LDC: Least Developed Country

MCVDD: Ministry of the Environment and Sustainable Development

MESTI: Ministry of Environment, Science, Technology and Innovation

MNCRD: Media Network on Child Rights and Development

MOOC: Massive Open Online Course

MRV: Measurement, Reporting and Verification

NAP-GSP: National Adaptation Plan Global Support Programme

NAP: National Adaptation Plan

NDC: Nationally Determined Contribution

NGO: Non-governmental Organization

OCHA: United Nations Office for the Coordination of Humanitarian Affairs

OMVS: Organisation de Mise en Valeur du Fleuve Sénégal

ORTB: Office de Radiodiffusion et Télévision du Benin

PAGE: Partnership for Action on Green Economy

PPCR: Pilot Program for Climate Resilience

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

SCP: Sustainable Consumption and Production

SDC: Swiss Agency for Development and Cooperation

SE-CNEDD: Secrétariat Exécutif du Conseil national de l'environnement pour un développement durable

SEB: Skandinaviska Enskilda Banken

SGP: Small Grants Programme

SICA: Central American Integration System

SIDA: Swedish International Development Agency

SP-CNDD: Secrétariat permanent du Conseil national pour le développement durable

TAG: Technical Advisory Group

TEEB: The Economics of Ecosystems and Biodiversity

TROPIS: Tropical Service Sarl

UGB: Gaston Berger University of Saint Louis Senegal

UN CC:Learn: One UN Climate Change Learning Partnership

UN WOMEN: United Nations Entity for Gender Equality and the Empowerment of Women

UN-HABITAT: United Nations Human Settlements Programme

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

UN: United Nations

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

UNCT: United Nations Country Team

UNDP: United Nations Development Programme

UNECA: United Nations Economic Commission for Africa

UN Environment / UNEP: United Nations Environment Programme

UNESCAP: United Nations Economic and Social Commission for Asia and the Pacific

UNESCO: United Nations Educational, Scientific and Cultural Organisation

UNFCCC: United Nations Framework Convention on Climate Change

UNFPA: United Nations Population Fund

UNHCR: United Nations Refugee Agency

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

UNSSC: United Nations System Staff College

UNU: United Nations University

UNWTO: United Nations World Tourism Organization

UPU: Universal Postal Union

UWI: University of the West Indies

WB: World Bank

WFP: United Nations World Food Programme

WHO: World Health Organization

WMO: World Meteorological Organization

YCD: Youth Climate Dialogue

ZCCN: Zambia Climate Change Network

ZEMA: Zambia Environmental Management Agency



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