



UN CC:Learn 2021-2025 Implementation Phase

Consultation – Learning for Citizens and Professionals

27 June 2022, online



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

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Introduction

The One UN Climate Change Learning Partnership, also known as UN CC:Learn, is a collaborative initiative of 36 multilateral organizations working together to help countries build the knowledge and skills they need to take action on climate change. The Secretariat for UN CC:Learn is provided by the UN Institute for Training and Research (UNITAR). UN CC:Learn is supported by Switzerland, France, Sweden and UN Partners.

Building on the experience, lessons and evidence gathered since the launch of the programme in 2009, the 5th implementation phase provides a forward-looking and interwoven vision of the contributions that UN CC:Learn is set out to make towards transformative engagement of countries, youth, citizens and professionals in tackling climate change.

Under the new Theory of Change (ToC), four interconnected pathways (PW) are expected to drive change towards the long-term goal:

- **Pathway 1:** Partner countries develop national actionable climate change strategies/policies that are context-driven, inclusive, participatory, and scalable
- **Pathway 2:** Education and training institutions in partner countries are more responsive to knowledge and skills required for citizens to drive changes in climate action
- **Pathway 3:** Youth take individual and collective climate change action and engage with decision-makers as informed and empowered contributors
- **Pathway 4:** A broader base of individuals shows increased awareness, participation and make climate-friendly choices, applying in their community and professional settings the knowledge and skills provided.

For their implementation, the UN CC:Learn Secretariat has proposed a new governance and collaboration mechanism, centered around the set-up of 3 Dialogue Spaces bringing together interested partners. These Dialogue Spaces will serve as a platform to coordinate interventions, exchange and learn from each other, and raise visibility of and advocate for climate change education, training and public awareness. These spaces are organized around the following areas:

1. Learning for Countries
2. Learning through Youth
3. Learning for Citizens and Professionals

The Secretariat organized a Launch Event with UN CC:Learn partners and key stakeholders to officially introduce the new programme. In addition, subsequent consultations were held with partners to launch the new Dialogue Spaces and gather feedback on their operationalization.

Consultation – Learning for Citizens and Professionals

1. Introduction

The consultation focusing on Learning for Citizens and Professionals was held online on 27 June 2022 and brought together 16 participants from 9 organizations. Its objectives were to:

- Discuss opportunities to enhance climate literacy for citizens and professionals
- Explore synergies and coordinate work
- Set-up a dedicated dialogue space focusing on outcome area 4 of the new phase.

Promotion of climate change literacy

The consultation started with welcoming remarks from Mr. Angus Mackay, Head of the UN CC:Learn Secretariat. Participants were then provided with an overview of the work implemented so far under UN CC:Learn to support citizens and professionals in building their knowledge and skills on climate change. Key results include:

- The development of 45 self-paced e-learning resources on a multiplicity of climate change and green economy topics, made available for free to anyone interested on the UN CC:Learn e-learning platform.
- The organization of different training interventions tailored to specific targeted audiences, such as an online training programme on Green Equality and Human Rights in Climate Action and Renewable Energy in South-East Asia, an online training programme on Sustainable Infrastructure in East Africa, workshops for negotiators on climate diplomacy.
- The Climate Classroom – an innovative learning experience providing 45-minute lessons on several climate change topics to delegates attending major climate change conferences.
- A knowledge-sharing platform and a series of communication channels through which interested users can get information about resources and events relevant for climate change learning from the UN System.

Further information was then provided on the UN CC:Learn e-learning platform, highlighting key features as:

- Over 170,000 enrolments from all over the world
- Balanced gender representation
- 200,000 certificates issued
- Average cost per certificate amounting to USD 17.50
- 89% of the respondents of the impact surveys run to assess how alumni use their knowledge noted having changed their consumption pattern to some extent and having altered how they think and act in relation to climate change.
- 90% of the respondents noted having become more confident to speak or advocate for climate change after taking a course.

To further contextualize these statistics, an alumnus, selected as UN CC:Learn Climate Champion, Mr. Supun Lahim Prakash, was invited to provide an overview of the climate action he has been undertaking after participating in UN CC:Learn courses.

Highlight: UN CC:Learn Climate Champion, Sri Lanka - Mr. Supun Lahim Prakash

- Having taken a local training programme on climate change and from his experience working as an activist on local environmental issues, Supun realized that climate change is a larger fundamental problem. This drove him to take a climate change course on the UN CC:Learn e-platform, which was a turning point.
- From there, he became a steering committee member in the *Towards a Civil Society Climate Action Plan* for Sri Lanka. His Masters' research also showed the relation between increasing temperatures and rainfall and increasing dengue fever incidence.

- He is a journalist that writes on climate change incidents and undertakes public awareness on climate change with students.
- He also translates climate change content into local languages for dissemination, linking climate change with day-to-day problems the community faces e.g., increased human-wildlife conflict.
- Due to his status as a UN CC:Learn Champion, he was invited to provide a keynote intervention at the Sri Lanka Scouts Association.
- Challenges: lack of core knowledge among farmers, public health officials and students.

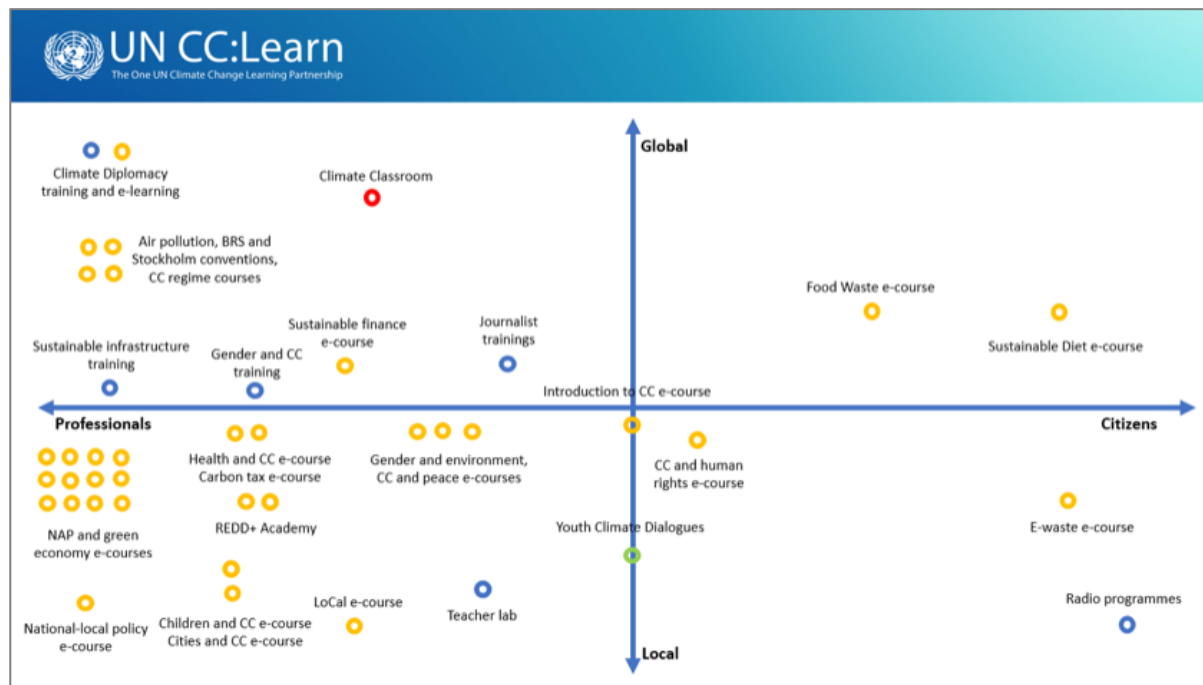
After a Q&A session, the UN CC:Learn Secretariat reminded participants of the strategy and the activities planned during the new implementation phase under outcome area 4:

Strategy: Provide free learning resources to the public in multiple formats and accessible to people with disability, that build awareness and motivation to change behaviors.

Activities:

- Enhance UN CC:Learn online platforms and outreach
- Make 24 new learning resources available for free to anyone interested
- Create a space for exchange through a UN CC:Learn alumni network
- Organize 6 new Climate Classroom editions
- Develop 8 tailored training packages for vulnerable countries.

In this context, participants were then provided with an initial mapping of UN CC:Learn e-courses, trainings and related initiatives, organized across two axis – target audience (a continuum between citizens and professionals) and focus (a continuum from global to local). The map shows that resources are mostly concentrated at the global to national level and target professionals, with a gap in learning for citizens at global and local level. This finding reflects the fact that UN CC:Learn was set-up to develop the knowledge and skills of professionals. As the demand for climate change learning in the public space is increasing, UN CC:Learn needs to consider if and how to adjust its offer.



Partners were then invited to share how they promote climate literacy in their own work, using the map as a reference.

2. Discussion

The following key input was shared by partners:

MIET Africa

- Radio programmes in Malawi, Zambia and Zimbabwe on climate change have been very successful. Incentives were provided for those who participated in quizzes.
- YCDs have proved to be extremely popular.
- The Child and Youth Agency Framework courses on education for sustainable development use climate change as a way to engage with teachers and educators to change the teaching methods.
- It could be interesting to organize workshops with educators on concepts, agency and teaching modalities.

NDC Partnership

- The NDC Partnership Knowledge Portal (kNOOK) has learning and training activities e.g., good practice database, climate toolbox for NDC implementation and climate finance resources.
- The NDC Partnership also runs an internal knowledge platform and collects in-house data from partner countries. Trends in requests from partner countries tend to have a focus on government institutions although they also seek to broaden their stakeholder engagement on different agendas and with underrepresented groups, e.g., academia, the private sector.
- Sharing and communicating experiences on NDC implementation is going to require private sector and citizen engagement although planning is heavily done through government processes.

Monitoring and Evaluating Climate Communication and Education (MECCE) Project

- The project focuses on identifying what good quality ACE means and on increasing its amount. It develops knowledge synthesis on what ACE quality looks like in different contexts and countries. Gaps have been noted in the way ACE is taken up, which is quite piece-meal and patchy.
- The development of indicators and monitoring frameworks for ACE is important to allow countries to increase their ACE offering.
- Training – knowledge brokerage is facilitated among MECCE partners, a webinar series on M&E of ACE activities was also conducted.
- ACE focal points requested a training on M&E for ACE.

World Bank

- There is work ongoing within the technologies for climate change, working with IT and tech sectors – what tech is being deployed (e.g. blockchain in agriculture, digital solutions for mobility, energy technologies)?

UNFCCC

- There has been a heavy focus on the natural science of climate change in what is being offered to citizens. There is a much-needed shift to the social sciences and economy of climate change. Citizens need to know what is needed and how to ask/get what is needed from decision-makers.
- Learning dimensions – teaching the science of climate change alone will not lead to attitude and behaviour change. ACE needs to be engaging and bring in the emotional elements, the ability to think about systems, especially for policy makers, and critical thinking skills to counter mis- and disinformation, for citizens.

WMO

- Countries are requesting technical guidance on the use of climate information to access climate finance directly from governments and financial institutions.
- Challenge in deploying climate science effectively – considering co-production of knowledge to move knowledge to citizens and from the global to local scale. How to develop products that enable us to move along the axes (global – local and citizens – professionals)?

CIF

- The CIF engages primarily with governments and multilateral development banks (MDBs) and uses communication channels (e.g. newsletter) to reach citizens.
- Hands-on learning approach on co-creation of transformational change and just transition although these require certain individuals with a strong understanding of these issues already.
- Dedicated focus on reaching out to youth and on gender issues and increasing South-South conversations.

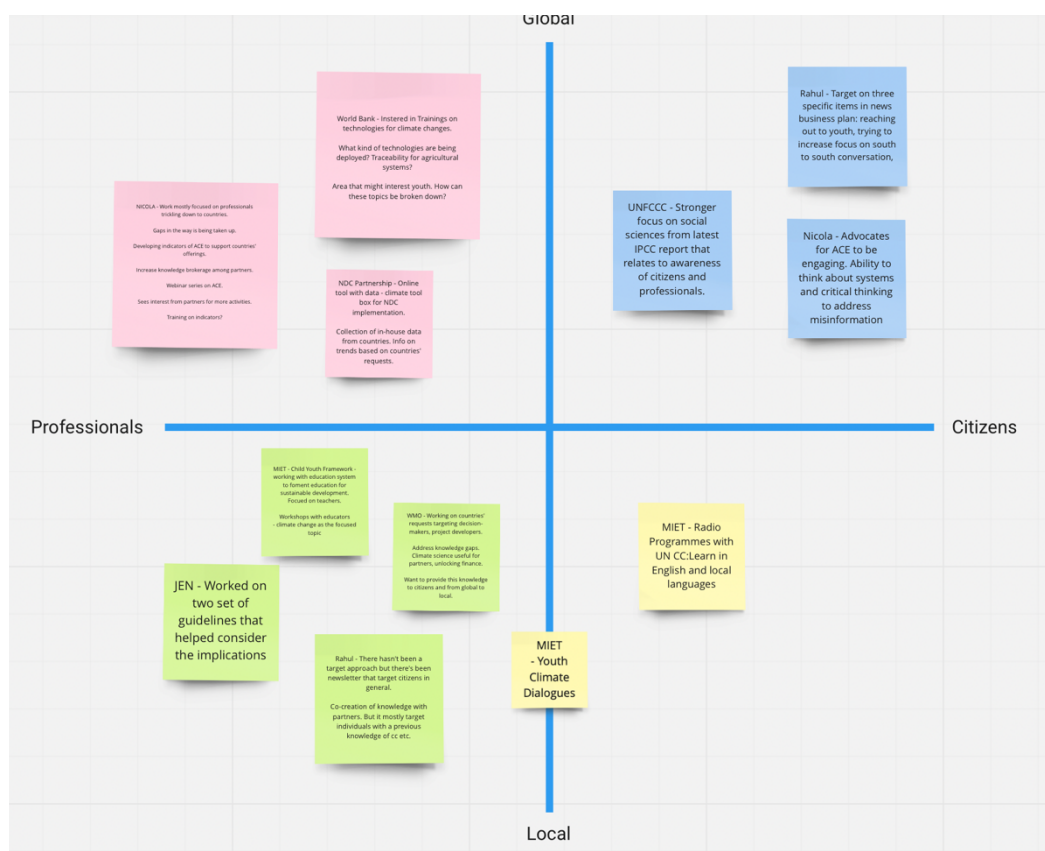


Figure 1: Graph of UN CC:Learn and partner e-courses

Dialogue Space Governance Structure

Participants then discuss the set-up of the Dialogue Space, with views emerging that this could be used as a platform to map what partners are doing as per the graph of global-local and citizens-professional learning on climate change and identify opportunities to fill gaps through joint action.



Figure 2: Miro board discussion on Learning for citizens and professionals

Conclusions

- From science to social systems thinking – UN CC:Learn has started providing training on social issues e.g. gender and environment, peace and security, gender, human rights and renewable energy courses.
- The definition of quality ACE is important to define added value.
- Critical thinking needs to be placed at the centre to challenge complacency and highlight the link to the economy.
- ACE is one of the factors that will bridge the gap in NDC implementation.

Next Steps

- ✓ Development of the ToRs for the Dialogue Space
- ✓ Identify chair, stakeholders
- ✓ Follow-up with partners on the different opportunities for collaboration that emerged during the discussions.

Annex 1 – Agenda

UN CC:Learn Consultation 3

– Learning for Citizens & Professionals –

Monday, 27 June 2022
(3pm – 5:00pm CEST)

Online

The UN CC:Learn partnership is scheduling a 2-hour group consultation with interested UN CC:Learn partners and other relevant stakeholders to discuss synergies and plan activities under outcome area 4 of the 2021-2025 implementation phase, focusing on the provision of free learning resources in multiple formats and accessible to persons with disability, that support understanding, awareness, and motivation to change attitudes and behaviors in matters related to climate change.

The results of the consultation will feed into the 2022 work plan for outcome 4.

Agenda:

Welcome and Introduction

- | | |
|-------------|---|
| 3:00 - 3:10 | <ul style="list-style-type: none">• Welcoming remarks• Tour de table• Objectives and agenda |
|-------------|---|

Working Session 1 – Opportunities for Collaboration

- | | |
|-------------|---|
| 3:10 - 4:30 | <ul style="list-style-type: none">• Presentation: UN CC:Learn activities so far and plans for the new phase on developing climate change learning resources for citizens and professionals• Highlight: From learning to action• Moderated discussion:<ul style="list-style-type: none">➢ Partner suggestions on selected activities➢ Identification of synergies and opportunities for collaboration |
|-------------|---|

Working Session 2 – New Dialogue Space

- | | |
|-------------|---|
| 4:30 - 4:50 | <ul style="list-style-type: none">• Presentation: Setting-up a dialogue space on Learning for Citizens and Professionals• Moderated discussion:<ul style="list-style-type: none">➢ How would you like to engage in this dialogue space?➢ What main features would you like to see?➢ Which other stakeholders could be invited? |
|-------------|---|

Conclusion

- | | |
|-------------|--|
| 4:50 - 5:00 | <ul style="list-style-type: none">• Summary of key points• Wrap-up and next steps |
|-------------|--|

Annex 2 – Presentation



WELCOME

UN CC:Learn Consultation 3 –
Learning for Citizens & Professionals

27 June 2022

3:00 – 5:00 p.m. CEST



Opening Remarks

Mr. Angus Mackay

Head, UN CC:Learn Secretariat
Director, Division for Planet
United Nations Institute for Training
and Research (UNITAR)





UN CC:Learn

The One UN Climate Change Learning Partnership

Think, Learn, Act Climate

Problem

The scale and pace of the adoption and application of knowledge and skills for climate change, remains insufficient for citizens, professionals, and policymakers to influence long-term, decisive, and inclusive climate change action, thereby remaining 2°C above pre-industrial level.





Tour de Table

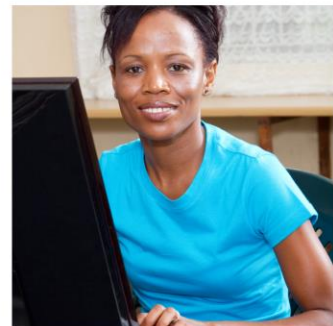
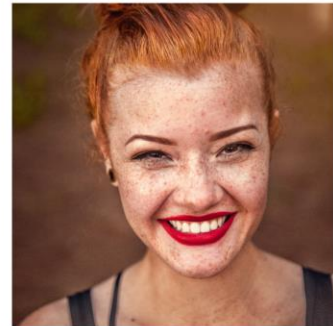
Meeting Objectives

- Discuss opportunities to enhance climate literacy for citizens and professionals
- Explore synergies and coordinate work
- Set-up a dedicated dialogue space focusing on outcome area 4 of the new phase



Agenda

- Introduction
- Session 1 – Opportunities for Collaboration
- Session 2 – New Dialogue Space
- Conclusion



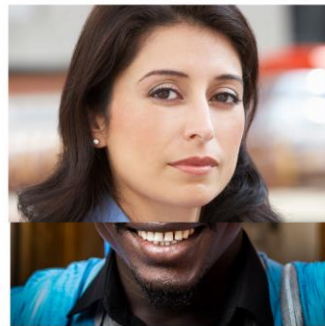
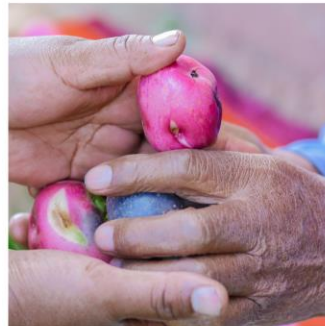
Online Etiquette



- We encourage you to keep the **camera on** at all times in order to facilitate effective communication.
- Please **mute your microphone** when you are not speaking.
- Please use the "**raise your hand**" function in the toolbar if you would like to intervene and wait for the host to give you the floor.

Technical issues: please contact Lucas Terra through the private chat or via email.

Opportunities for Collaboration



Where are We?

Over 45 e-learning
products

Tailored
trainings

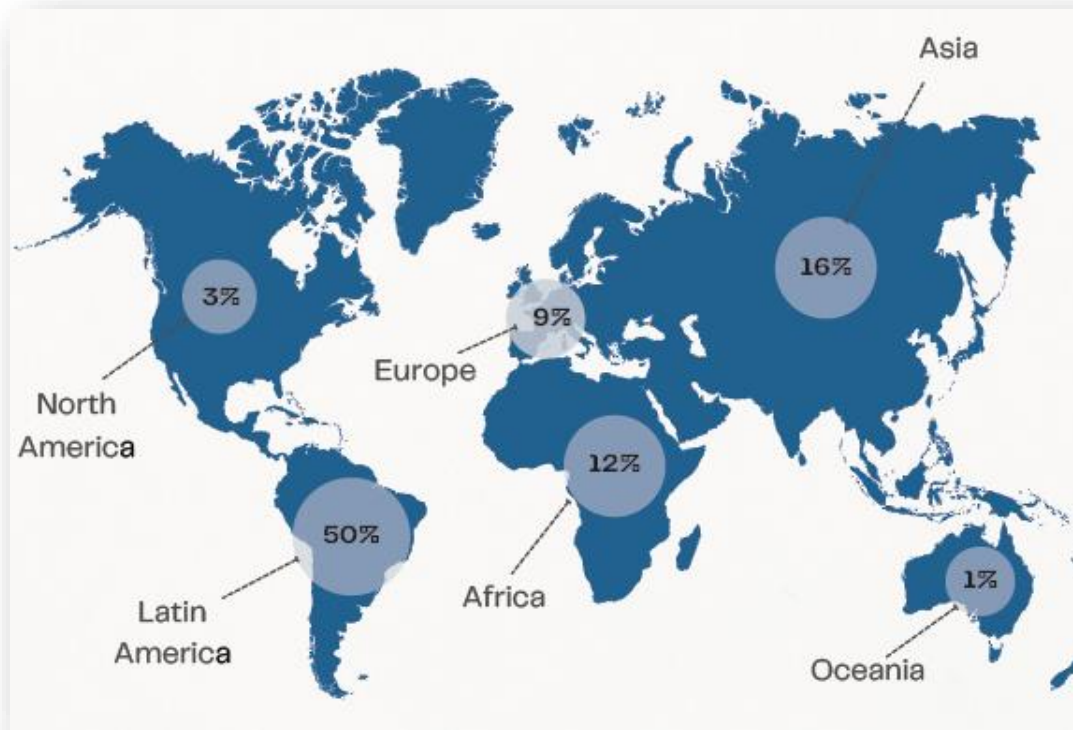
Climate
Classroom

Knowledge-sharing
and outreach



UN CC:e-Learn in Numbers

- **570,000** users
- **200,000** certificates issued
- **+170,000** enrolments for introduction to climate change e-course



Cost-Efficiency

Overall cost per certificate: USD 17.50

E-Courses	USD/Certificate 2021
Introduction to Climate Change	4.80
Cities and Climate Change	2.70
Human Health and Climate Change	3.60
Children and Climate Change	4.30
Sustainable Diet	5.00
Gender and Environment	36.70

Measuring Impact

- **89%** of the respondents have changed their consumption pattern to some extent and have altered how they think and act in relation to climate change.
- **90%** of the respondents have become more confident to speak or advocate for climate change after taking a course.





Highlight – From Learning to Action in Sri Lanka



Q&A

4. Learning for Citizens & Professionals

Strategy: Provide free learning resources to the public in multiple formats and accessible to people with disability, that build awareness and motivation to change behaviors.

Activities:

- Enhance UN CC:Learn online platforms and outreach
- 24 new learning resources
- Space for exchange through alumni network
- 6 new Climate Classroom editions
- 8 tailored training packages for vulnerable countries



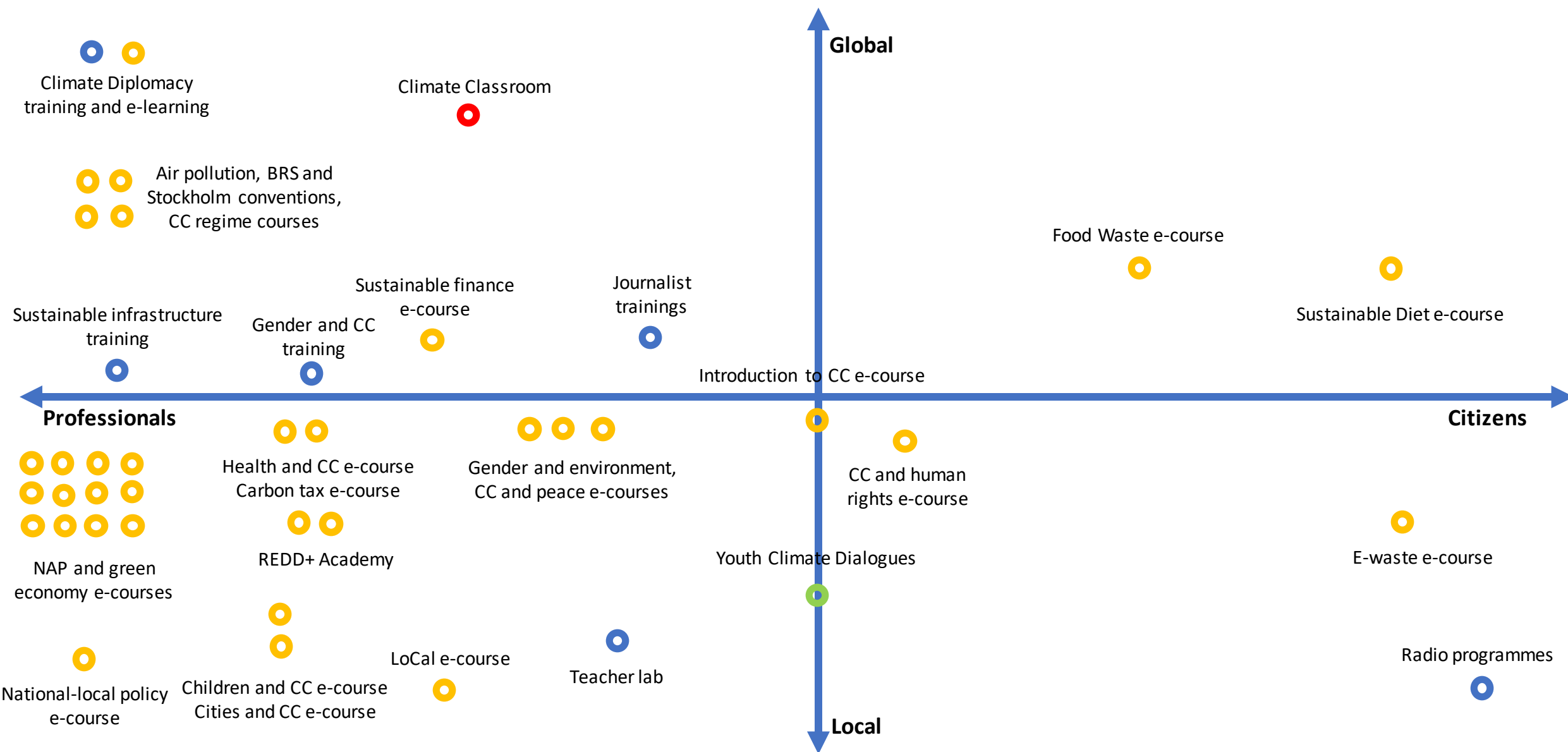


UN CC:Learn

The One UN Climate Change Learning Partnership

**How are you
promoting climate
literacy?**





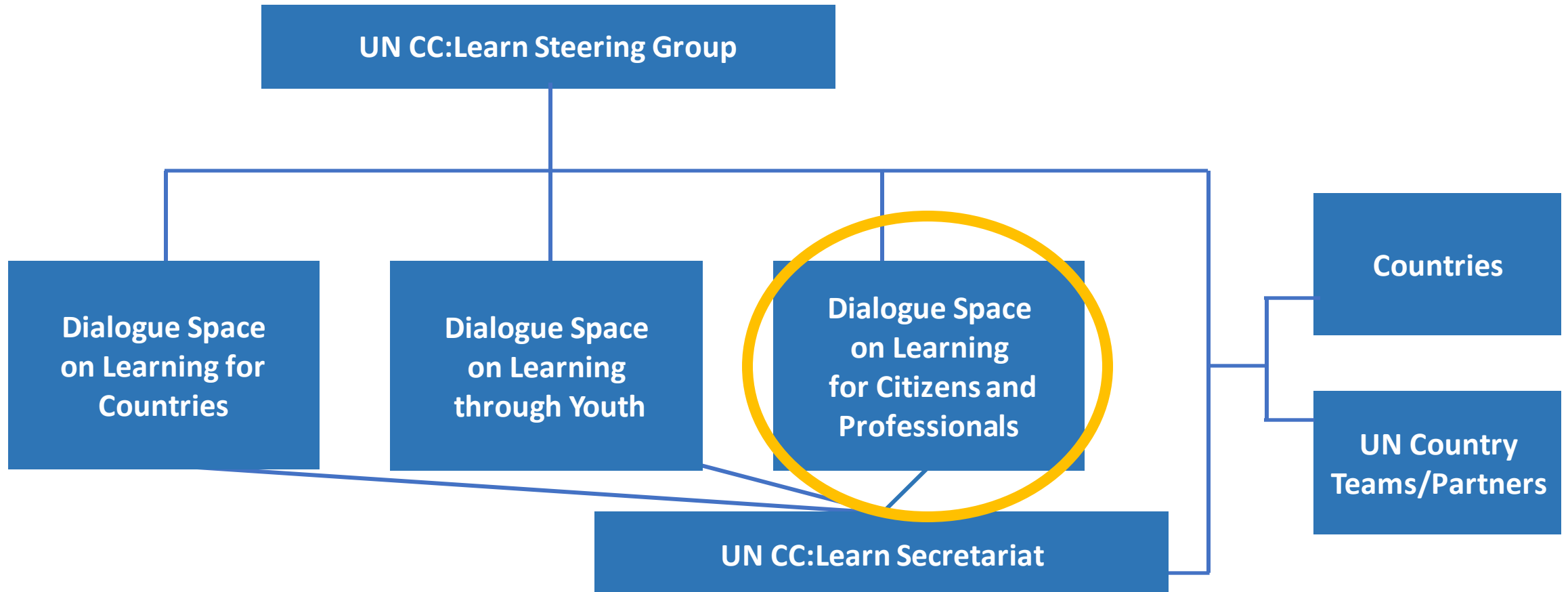


Group Discussion

New Dialogue Space



New UN CC:Learn Structure





Q&A

Next Steps

- Consultation report
- Mission statement (6-12 months)
- Associated list of actions
- Organization of 2 more dialogues



Concluding Remarks

Thank you!



UN CC:Learn

The One UN Climate Change Learning Partnership

Annex 3 – List of Participants

1. Global UN CC:Learn Partners

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