



UN CC:Learn 2021-2025 Implementation Phase

Consultation – Learning for Countries

6 May 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 Countries

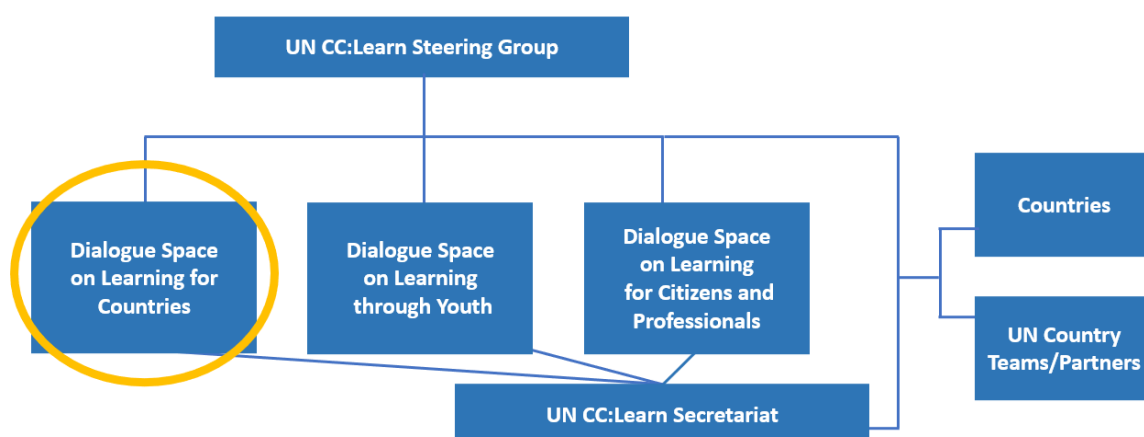
1. Introduction

The consultation focusing on Learning for Countries was held online on 6 May 2022 and brought together 22 participants from 10 organizations in an engaging discussion.

The objectives of the event were to:

- Set-up a dialogue space focusing on outcome areas 1 and 2 of the new phase
- Discuss a mechanism for engaging with countries, which promotes closer alignment among partners
- Explore synergies and coordinate work.

New UN CC:Learn Structure



To start with, the UN CC:Learn Secretariat provided an overview of the support offered so far to its 30 partner countries. This includes assistance for:

- The development of 14 National Climate Change Learning Strategies as well as one Regional Climate Change Learning Strategy in Central America
- The implementation of such strategies, with at least 76 learning actions promoting education, training and awareness on climate change implemented so far in countries. Examples of actions supported by UN CC:Learn include the promotion of climate change education in Ethiopia and Kenya, training of professionals in multiple countries, such as training of teachers in Ghana and the Kyrgyz Republic, and the dissemination of radio and TV programmes in Southern Africa and Benin.
- The strengthening of national and regional learning institutions to be able to provide tailored and recurrent climate change learning interventions, such as the collaboration with Agrhymet, which led to the development and launch of their first free, self-paced online course.

Participants were then reminded of the strategy and the activities planned under outcome areas 1 and 2 of the new phase of UN CC:Learn, which are brought together in the first Dialogue Space due to their close interrelation:

Outcome Area 1

Strategy: Assist partner countries in establishing their NDC and NAP, promoting intersectional and coordinated climate change action through a coordinated approach to education and learning.

Activities:

- Select at least 2-3 new partner countries in alignment with relevant initiatives
- Support strategy development and implementation (50 new actions)
- Support resource mobilization for strategy implementation and for regional action.

Outcome Area 2

Strategy: Support national education and training institutions in adopting climate change education in their curricula.

Activities:

- Organize 2 inclusive national dialogues on the integration of climate change into education
- Provide methodologies and good practices
- Support the integration of climate change into the curricula of learning institutions and the training of educators (4 trainings)
- Support the development of 10 education and training materials on climate change, informed by local knowledge and resources.

Highlight - Action for Climate Empowerment in Zambia

Mr. Reuben Sessa, Natural Resource Officer (Climate Change), FAO, then provided an overview of a new specific collaboration in this area, presenting the **Zambian Education Project for Climate Action (ZEPCA)**. This initiative brings together FAO, UNITAR/UN CC:Learn, UNESCO and two Zambian Universities to support the Government of Zambia in significantly scaling-up climate change education in the country.

Key highlights from the presentation and discussion session include:

- The National Climate Change Learning Strategy of Zambia provided a strong baseline and justification for the activities in the project.
- Adaptation and mitigation activities overlap in the Zambian NDC so co-benefits can be achieved.
- The tools and resources to be developed under the project can be shared in other regions and processes.
- Creating an evidence-base to invest in education for a shift in different sectors and to support future generations is crucial.
- The project will have a focus on behavioural science, highlighted by the UN Secretary General as a priority, which other ACE initiatives can leverage on.

2. Discussion

The discussion focused on the revised mechanism for engaging with countries, ensuring alignment with global partners and coordinating work. Key points highlighted by partners with respect to opportunities for collaboration include:

- **NDC Partnership:** countries have requested support, especially with regard to the implementation of their NDCs across different ministries; at sub-national level to localize NDCs and for public outreach. Some requests on education and capacity building have not been implemented. The NDC Partnership circulates these requests to its members for support consideration.
- **UNESCO:** the Education for Sustainable Development (ESD) framework is launching a 10-year plan from ~50 country initiatives. The Greening Schools flagship initiative on Climate Change Education focusing on curriculum development and review offers an opportunity for cross-cutting collaboration. UNESCO also convenes schemes and accreditation programmes on climate change to develop criteria for climate change education in schools. In general, a mapping of relevant initiatives implemented by UN Agencies on ACE in countries would be useful.

- **UNFCCC:** the UN Alliance on Climate Change Education, Training and Public Awareness could be revitalized in 2022 as there have been more requests from Parties for coordination in the ACE workstream. Parties nominate ACE focal points who are expected to coordinate domestic ACE implementation and report back to the UNFCCC. There has been huge interest to develop ACE national strategies and guidelines, as well as discussions on the costs of developing each step and the appropriate funding sources to support implementation. The ACE Focal Point Academy in Germany aims to provide hands-on training and provisions on how focal points can develop ACE strategies. Regional Climate Weeks can be opportunities for partnership building with UNFCCC, UNDP and the World Bank.
- **MIET Africa:** the Southern African Development Community (SADC) countries use the Ministry of Education as the entry point to create buy-in and sustainability of climate change education programmes. Support to Ministries of Education should be prioritized.
- **UNDP:** education is a sub-national level approach in some countries so getting the right entry points is critical. Internally, some climate change education work is done through UNDP's youth engagement work.

Action points:

- ✓ The NDC Partnership requests related to ACE to be circulated to UN CC:Learn partners to identify areas of interest and opportunities to respond to such requests;
- ✓ Considering engaging further with Ministries of Education as an avenue for climate change education programmes;
- ✓ UNESCO and UN CC:Learn to collaborate to PDF some resources and provide to teachers for free.

On the new governance structure, feedback from partners included the following:

- The space could provide mutual learning opportunities for partners through the presentation of examples and good practices;
- The proposed working-type arrangement and frequency is good;
- Direct involvement of partner countries is critical;
- Important to sequence in order to have internal/external flow of information, which could help how partners can organize, for instance during COP;
- Make the separation between the steering group and the broader discussions clear;
- It is good to create different dialogue spaces, so partners can choose their preferred area(s).

Action points:

- ✓ Create more specific ToRs for the governance and dialogue platforms;
- ✓ Explore effective ways to map existing climate change education programmes;
- ✓ Clarify how and who will be selected for the position of chairs / co-chairs;
- ✓ Highlight the ACE themes in NDC Partnership country requests for UN CC:Learn partners;
- ✓ Explore broadening the support requested in proposals from countries;
- ✓ Explore possible opportunities to join forces as part of the UN Transforming Education Summit, which has an action track on learning for sustainable development.

Annex 1 - Agenda

UN CC:Learn Consultation 1 – Learning for Countries –

Friday, 6 May 2022
(3pm – 5:00pm CEST)

Online

The UN CC:Learn partnership is scheduling a 2-hour group consultation with interested UN CC:Learn members and other relevant stakeholders to discuss a revised mechanism for engaging with partner countries, which ensures further alignment, and a new dialogue space on learning for countries. This consultation will enable the partners to explore synergies and coordinate work under outcome areas 1 and 2 of the 2021-2025 implementation phase, focusing on supporting countries in advancing their climate change learning strategies and building knowledge and skills for NDC and NAP implementation, in collaboration with national education and training institutions.

The consultations will feed into the 2022 work plans for outcomes 1 and 2.

Agenda:

Welcome and Introduction

3:00 Overview and Presentation of Participants

- Welcoming remarks
- Tour de table
- Objectives and agenda

Working Session

3:15 Planning New Activities

- Where we are and what we would like to do
- Highlight – Action for Climate Empowerment in Zambia
 - Moderated discussion
- New Dialogue Space on Learning for Countries
 - Moderated discussion
- Summary of key points
- Wrap-up and next steps

Annex 2 - Presentation



UN CC:Learn
The One UN Climate Change Learning Partnership

WELCOME

UN CC:Learn Consultation 1
– Learning for Countries

6 May 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

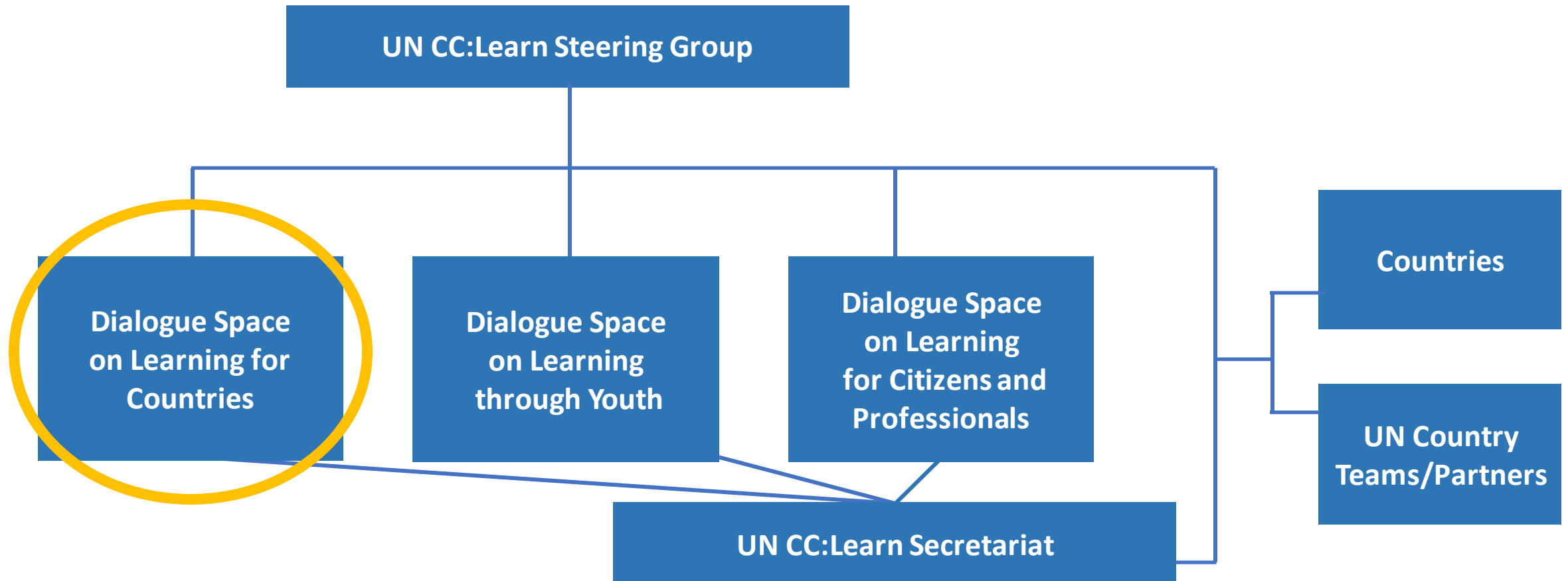
Tour de Table

Meeting Objectives

- Set-up a dialogue space focusing on outcome areas 1 and 2 of the new phase
- Discuss a mechanism for engaging with partner countries, which promotes closer alignment
- Explore synergies and coordinate work

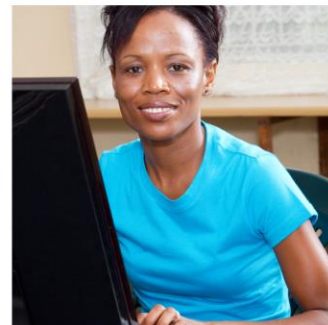
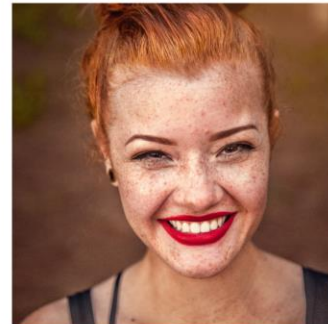
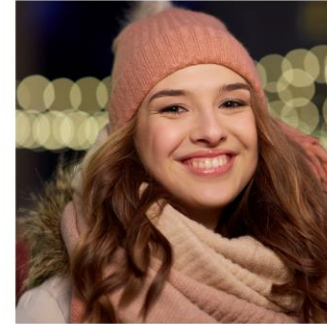


New UN CC:Learn Structure



Agenda

- Introduction
- **Planning New Activities**
 - Where we are and what we would like to do
 - Highlight – Action for Climate Empowerment in Zambia
 - Moderated discussion
 - New Dialogue Space on Learning for Countries
 - Moderated discussion
 - Summary of key points
 - Wrap-up and next steps



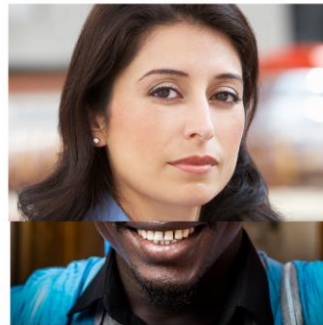
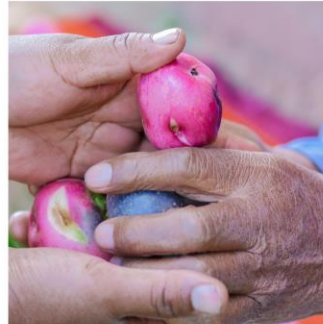
Online Etiquette



- 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.

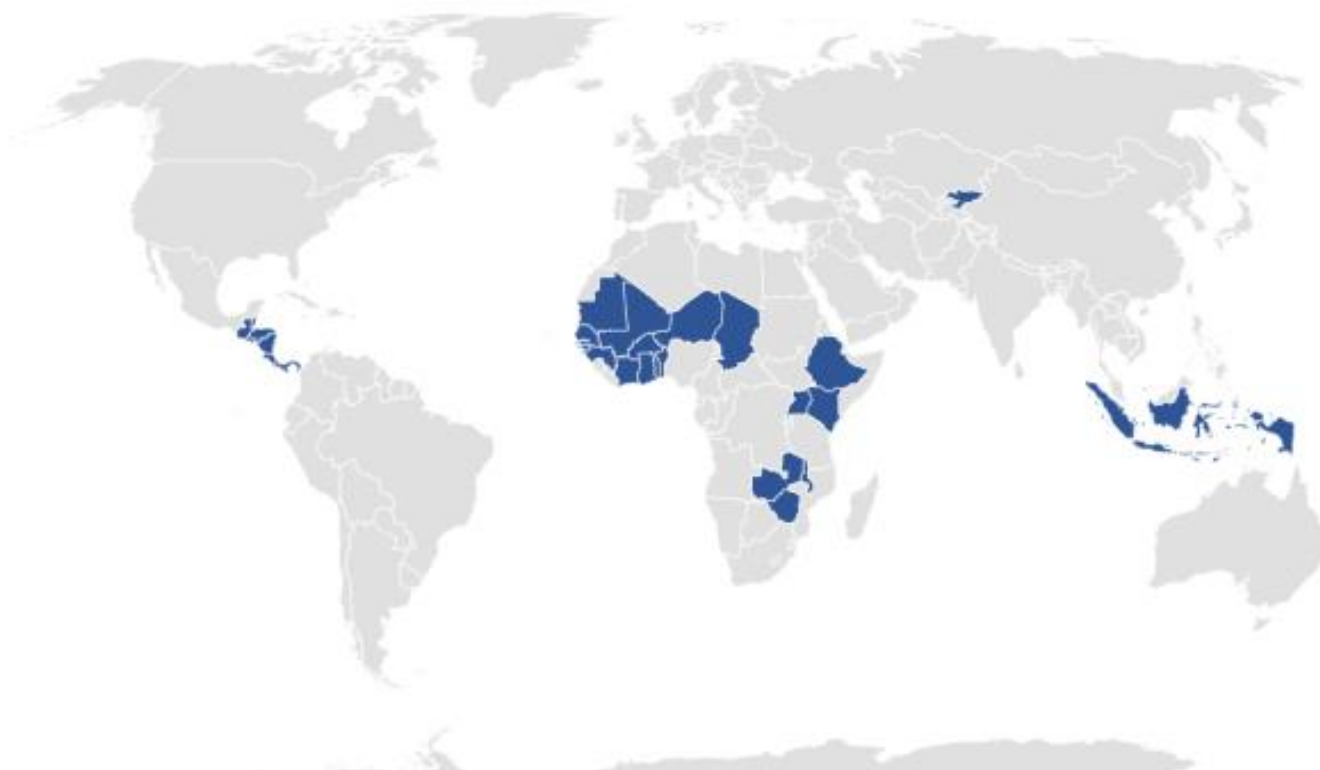
Technical issues: please contact Lucas Terra through the private chat or via email.

Planning New Activities



Where are We?

- **30 countries**, including 2 regional programmes
- **14** national climate change learning strategies + **1** regional strategy
- **76 learning actions** promoting education, training and awareness on climate change
- Strengthening national and regional **learning institutions**



Priority Learning Actions

CCE guidelines
in Ethiopia
and Kenya



Professional training in
Ghana, Kyrgyz
Republic



Radio and TV
programmes in West and
Southern Africa



Strengthening
Agrhymet's e-learning
capacity



1. Strategic Climate Change Learning

Strategy: Assist partner countries in establishing their NDC and NAP, promoting intersectional and coordinated climate change action through a coordinated approach to education and learning

Activities:

- Select at least 2-3 new partner countries in alignment with relevant initiatives
- Support strategy development and implementation (50 new actions)
- Support resource mobilization for strategy implementation and for regional action





Discussion

Highlights – Zambian Education Programme for Climate Action

Mr. Reuben Sessa

Natural Resource Officer (Climate Change)
Deputy Workstream Leader, Innovations for Sustainability
YUNGA Coordinator and FAO UNFCCC ACE Focal Point
Office of Climate Change, Biodiversity and Environment (OCB)
Food and Agriculture Organization of the United Nations (FAO)



Food and Agriculture
Organization of the
United Nations

2. Learning Institutions

Strategy: Support national education and training institutions in adopting climate change education in their curricula.

Activities:

- Organize 2 inclusive national dialogues on the integration of climate change into education
- Provide methodologies and good practices
- Support the integration of climate change into the curricula of learning institutions and the training of educators (4 trainings)
- Support the development of 10 education and training materials on climate change, informed by local knowledge and resources





Discussion

New Dialogue Space - Learning for Countries –

	Previous Phases	New Phase
Frequency	Annual meetings	Bi-annual meetings
Membership	All UN CC:Learn global members, represented by their UN CC:Learn focal point	Interested UN CC:Learn global members and other stakeholders, partner countries
Purpose and responsibilities	<ul style="list-style-type: none">• Review the progress of the programme based on the agreed upon work plan• Provide directions for the activities of the Secretariat for the next year	<ul style="list-style-type: none">• Coordinate, exchange, learn, driving the new implementation mechanism• Raise visibility and advocate at global level



Discussion

Questions

How would you like to engage in this dialogue space?

What would be key elements to include (e.g. thematic discussions, experience-sharing)?

Who could be a suitable chair? Which other stakeholders should be invited?

Summary of Key Points

Wrap-up & Next Steps

Next Steps

- Draft TORs for the Dialogue Space
- Mapping of existing initiatives, checking how this can be done efficiently and effectively
- Identify chair, stakeholders
- Highlight ACE-related elements in NDC Partnership requests and share them with the UN CC:Learn Partnership
- Explore how to broaden the support proposed to respond to NDC Partnership requests through education, training / strengthen support through education and training
- UN Transforming Education Summit – engage on action track on education for sustainable development, linking with and highlighting CCE

Thank you!



UN CC:Learn
The One UN Climate Change Learning Partnership

Annex 3 – List of Participants

1. Global UN CC:Learn Partners

Food and Agriculture Organisation of the United Nations (FAO)

Reuben Sessa
Natural Resource Officer
YUNGA Coordinator
Viale delle Terme di Caracalla
00153 Rome, Italy
Email: Reuben.Sessa@fao.org

Anastasia Tikhonova
Sustainable Agriculture Consultant
Viale delle Terme di Caracalla, 00153 Roma RM, Italy
Email: Anastasia.Tikhonova@fao.org

United Nations Development Programme (UNDP)

Susanne Olbrisch
Climate Policy Specialist – Financial Assessments
Nature, Climate, and Energy
Bureau for Policy and Programme Support
Global Policy Network
304 East 45th St.
New York, USA
Email: susanne.olbrisch@undp.org

Lisa Baumgartner
Knowledge Management and Content Development Specialist
1 United Nations Plaza, New York, NY 10017, United States
Email: lisa.baumgartner@undp.org

Silvia Tovar
Knowledge Coordination Specialist
1 United Nations Plaza, New York, NY 10017, United States
Email: silvia.tovar@undp.org

United Nations Educational, Scientific and Cultural Organization (UNESCO)

Won Jung Byun
Programme Specialist
7, Place de Fontenoy
Paris, France
Email: wj.byun@unesco.org

United Nations Framework Convention on Climate Change (UNFCCC)

Hyunjin Chang
Associate Programme Officer
P.O. Box 260124 D-53153
Bonn Germany
Email: HChang@unfccc.int

World Meteorological Organization (WMO)

Amir H. Delju
Senior Scientific Coordinator
Climate Prediction and Adaptation Branch
Climate and Water Department
7bis Avenue de la Paix
Geneva, Switzerland
Email: adelju@wmo.int

World Trade Organization (WTO)

Daniel Ramos
Legal Expert
Rue de Lausanne 154
Geneva, Switzerland
Email: daniel.ramos@wto.org

2. Non-UN Partners

NCD Partnership

Amanda McKee
Interim Director, Country Engagement
10 G Street, NE Suite 800^{11 SEP}
Washington, DC 20002 United States
Email: amanda.mckee@ndcpartnership.org

Mike Sullivan
Country Knowledge Associate
10 G Street, NE Suite 800^{11 SEP}
Washington, DC 20002 United States
Email: mike.sullivan@ndcpartnership.org

MIET Africa

Charity Banda
59 Henwood Road, Morningside
Durban, South Africa
Email: charity@miet.co.za

Maureen King
Regional Technical Assistant
59 Henwood Road, Morningside
Durban, South Africa
Email: maureen@miet.co.za

Sashie Parbhoolal
Country Manager: Zambia
59 Henwood Road, Morningside
Durban, South Africa
Email: sashie@miet.co.za

Tanyaradzwa Chatyoka
Climate Change Specialist
59 Henwood Road, Morningside
Durban, South Africa
Email: tanya@miet.co.za

3. Swiss Government

Patrick Sieber
Climate Change & Environment Network Focal Point
Global Programme Climate Change and Environment Division (GPCCE)
Freiburgstrasse 130
Bern, Switzerland
Email: patrick.sieber@eda.admin.ch

4. UN CC:Learn Secretariat

Angus Mackay
Director, Planet Division
Avenue de la Paix, 7bis, CH-1211
Geneva, Switzerland
Email: angus.mackay@unitar.org

Cristina Rekakavas
Specialist
Green Development and Climate Change Programme
Avenue de la Paix, 7bis, CH-1211
Geneva, Switzerland
Email: cristina.rekakavas@unitar.org

Colm Hastings
Green Development and Climate Change Programme
Avenue de la Paix, 7bis, CH-1211
Geneva, Switzerland
Email: colm.hastings@unitar.org

Josefina Ashipala
Green Development and Climate Change Programme
Avenue de la Paix, 7bis, CH-1211
Geneva, Switzerland
Email: josefina.ashipala@unitar.org

Julia Villalba
Green Development and Climate Change Programme
Avenue de la Paix, 7bis, CH-1211
Geneva, Switzerland
Email: julia.villalba@unitar.org

Lisa Maina
Green Development and Climate Change Programme
Avenue de la Paix, 7bis, CH-1211
Geneva, Switzerland
Email: lisa.maina@unitar.org

Lucas Terra
Green Development and Climate Change Programme
Avenue de la Paix, 7bis, CH-1211
Geneva, Switzerland
Email: lucas.terra@unitar.org