

Independent Evaluation of the One UN Climate Change Learning Partnership: 2017-2020 Implementation Phase

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unitar

United Nations Institute for Training and Research

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This report is a product of the Planning, Performance Monitoring and Evaluation Unit of UNITAR. The findings, conclusions and recommendations expressed herein do not necessarily reflect the opinion of the partner agencies and countries of the UN CC:Learn project or its donors. The evaluation was conducted by Mike Wiggins, Independent Evaluator.

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Coherence

"Everything UN CC:Learn does seems very good. But overall it seems very unclear. I don't know what their value proposition is. I don't see how they're progressing their work with us over time. I don't think they have a Theory of Change? I can see all these different great things they're doing on websites, in countries, with youth, and UN conferences, which are all excellent, but they don't seem connected. I can't see how their activities are connected together into a coherent set of activities that synergistically work together towards an overall outcome."

Relevance & Effectiveness

"I couldn't have asked for a better course. However the content is a little too heavy. Sometimes it is overwhelmingly too much to absorb. If UNCC could break the content down into units that would be great."

Course Participant

Impact

"Youth Climate Dialogues are the most effective things that UN CC:Learn does. If this was the only thing they did, they would be doing something that makes a significant difference to the next generation."
Global Partner

Reach

"I love UN CC:Learn - I do a new course every year and apply the learning to my company. We have seen shipping emissions reduce and we're starting to move away from shipping oil to building and transporting solar"
Senior Manager in a large Asian fuel shipping company.

Empowering

"Working with UN CC:Learn is so good. They respect us. They listen to us. They want us to succeed. They are less bureaucratic, more agile, more responsive, faster and much more empowering than most other multilateral agencies we work with."
National Partner

Effectiveness

"Enhancing education, training and public awareness on climate change is embedded in a number of national climate change policies and frameworks including the NDC and NAP. Having a learning strategy in place offers a collaborative, effective and strategic approach to climate change learning in realization of the SDG 13 and related targets."

National Partner

Attributed change

"Inspired by the knowledge from the courses 'Introduction to climate change and 'National Adaptation plan: Building climate resilience in agriculture' I started promoting honey beekeeping in my local community to preserve the natural integrity of the environment. It is improving the yield of food crops through pollination, efficient use of farm space, improving the livelihood of farmers from additional income through sales of honey and other hive products. I helped establish a cooperative called the Dynamic Beekeepers Cooperative Society with assistance from a UK charity called Bees Abroad"

Course Participant

Usefulness

"I couldn't have got this learning from any other source. I must commend CC:Learn - their work has changed my life."

Effectiveness

"UN CC:Learn has enabled me to work from home"
National Partner

Relevance & Effectiveness

"UN CC:Learn is a model partner -regular consultation, encourages sharing of ideas, welcomes suggestions, warm and supportive personnel, always willing to listen, very responsive in dealing with unexpected challenges -sets a high standard for development partners."

Relevance

"CC:Learn's website is very nice, but they don't hold [all] the knowledge. They don't have internal climate expertise. If I want to know about the science I go direct to WMO. If I want technical knowledge I go to FAO or UNICEF or UNDP. If I want to know about policy I go to the UNFCCC website. The platform isn't for me or my team."

Effectiveness

"UN CC:Learn is giving away its crown jewels for the greater good of climate change learning"
Global Partners

Note: The above quotes are examples of stakeholder comments which should be interpreted with the findings of this report.

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Foreword

The One UN CC:Learn Partnership (UN CC:Learn) is a collaborative initiative involving more than 36 multilateral organizations which are involved in the development and/or delivery of climate change related learning and one of UNITAR's flagship initiatives. The project engages in activities at the global, regional and country levels. Project funding is provided by the Swiss Government and UN and country partners. Building on the achievements of a three-year pilot phase and a 2014-2017 implementation phase, the 2017-2020 phase aims to provide institutions with capacities to implement NAP and NDC related policies and programmes, empower people through the participation in UN CC:Learn courses and activities that help change their behaviours and influences their decisions in a way that contribute to effective and appropriate climate change adaptation and/ or mitigation, and facilitate the work of UN Country Teams in partner countries to plan, launch and implement country-driven climate change learning priorities and create sustainable individual and institutional capacities in developing and transition countries.

The evaluation found the project to be highly relevant, highly coherent and overall very efficient at global, regional and national levels. The evaluation also identified some areas for improving current work through a set of five recommendations to further strengthen its sustainability, impact, effectiveness and efficiency.

The evaluation was managed by the UNITAR Planning, Performance Monitoring, and Evaluation (PPME) Unit and was undertaken by Mr Mike Wiggins, consultant and independent evaluator. The PPME Unit provided guidance, oversight and quality assurance. A Technical Advisory Group (TAG), composed of the UN CC:Learn Secretariat, a UN CC:Learn partner organization (World Bank), the primary donor (Swiss Agency for Development Cooperation – SDC) and a UN CC:Learn partner country (Ghana) acted as the evaluation's primary interlocutor. The TAG's response to the evaluation and its conclusions and recommendations are outlined in the Management Response.

The PPME Unit is grateful to the evaluator, TAG members and other organizations from the partnership, and the other stakeholders for providing important input into this evaluation.

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Executive summary

UN CC:Learn is a partnership of 36 multilateral organizations working to build human capacities in developing and transition countries to plan and implement effective climate change actions. It aims to strengthen climate change (CC) learning globally, regionally and nationally. Globally UN CC:Learn works with partners to collaboratively develop CC learning courses and events and other resources for use primarily by national government policy makers, civil servants and practitioners, and also increasingly by businesses, academia, NGOs and the global public. UN CC:Learn's regional and national work supports the collaborative development, adoption and implementation of CC learning (learning about climate change) strategies. This global, regional and national work contributes to implementation of UNFCCC Article 6 and Paris Agreement Article 12 on education, training and public awareness-raising, and to the 2012-2020 Doha Work Programme.

This independent end of project evaluation was commissioned to assess the relevance, effectiveness, efficiency, sustainability, impact, coherence and project management of the UN CC:Learn project's fourth phase, drawing on experiences from previous phases. The evaluation seeks to identify what went well, as well as any problems or challenges encountered. It makes recommendations and notes lessons learned on project design, implementation and management, which also seek to inform future project phases. The Evaluator used both qualitative and quantitative approaches, commencing with an initial desk review and stakeholder analysis. From this analysis, the evaluation questions were developed and stakeholder surveys created. The key evaluation tools used were stakeholder interviews, two national / regional case studies, surveys of four stakeholder groups, and a literature review and website review.

The evaluation [findings](#) demonstrate that the fourth project phase has been highly **relevant**, highly **coherent** and overall very **efficient** at global, regional and national levels. It is reaching many of its intended users and addressing their needs and priorities, in a way that is **coherent** with climate and development

policies, other learning initiatives and with international norms and standards. **Efficiency** is demonstrated through low costs, high numbers of course participants, extensive collaboration at global, regional and national levels, and evidence from stakeholders. The Secretariat's **Project Management** is mostly highly effective and efficient. The key concerns evidenced by the evaluation are sustainability, reach and scale, which affect the project's potential effectiveness. All of the recommendations relate to this. The project is not yet **sustainable** and there are clear opportunities to strengthen its impact, effectiveness and efficiency.

Its global level work is **effective** at engaging and building the knowledge of government policy makers, development practitioners, and increasingly academic organisations, businesses, NGOs, teachers, and the general public. Many of these beneficiaries report significant personal behaviour change and are taking action to bring change to their families, communities, workplaces and beyond.

With the onset of the COVID-19 pandemic, the project's national and regional work has been delayed. CC learning strategies are near completion, and implementation activities are planned, but not commenced. However, there are indicators of **effectiveness** and **impact**, including effective collaboration across government and other stakeholders; stories of personal behaviour change; and evidence of effective knowledge sharing and support between countries within (sub) regions. There is also evidence that previous phases have been largely effective. However, regional hubs are struggling to make sufficient progress.

Conclusions

The evaluation [conclusions](#) are summarised as follows:

Relevance: The UN CC:Learn project is reaching most of its intended individual and institutional users. Its activities are highly relevant to beneficiaries' needs and priorities. The vast majority are designed with quality. UN CC:Learn's activities, needs and priorities closely **align** with those of its stakeholders and

beneficiaries, as demonstrated through substantial levels of global course enrolment and successful national learning strategies delivered. UN CC:Learn is building its relevance to Business, Academic and NGO partners. A small number of Global Partners (GPs) have said that they struggle to understand how they can work in sustainable mutually beneficial collaboration with UN CC:Learn and some National Partners say UN CC:Learn doesn't have the capacity to help them at sufficient scale.

Effectiveness: The current project phase is not yet complete, with some delay attributable to COVID-19. Learning strategies are not yet finalised and initial implementation activities are not yet started. However this phase looks likely to be effective if granted an extension. UN CC:Learn is effective at developing and sharing CC global learning resources, which are used in substantial numbers and participants are applying their knowledge. It is hard to attribute learning activities to behaviour change. However, stakeholders do so, including finalised national CC learning plans and course participant local action and lifestyle changes. UN CC:Learn's work is promoting climate change education and literacy, achieving reach and leverage beyond its size. However, its reach geographically; across sectors and to grass roots level are all limited by funding and size. UN CC:Learn has a reputation as the main UN initiative speaking into the global debate on CC learning. UN CC:Learn is supporting national and regional learning institutions to deliver CC learning effectively. The project is not yet actively taking a human rights-based approach and its ambition to leave no one behind is addressed only as an issue of accessibility or inclusion. However, it is mainstreaming gender and provides an excellent Gender course.

Efficiency: The project and the Secretariat are both overall highly efficient and cost-effective, with some examples of inefficiency. It has sought to optimise partnerships with the UN system and other actors, including the business sector. There are many examples of these relationships working well, and some suggestions for greater optimisation. Global Partners are collaborating in developing global learning resources and in United Nations Country Teams (UNCTs) supporting implementation of national learning strategies.

However, several GPs say they do not understand UN CC:Learn's value proposition or theory of change and say the partnership is sub-optimal. Some partners suggest inefficiencies include CC:Learn's lack of capacity to host all UN agencies' CC learning, cover all CC topics, or keep all content up to date. Global and National Partners are collaborating in supporting countries to develop learning strategies to implement their NDCs and NAPs, with some partners pointing to some inefficiencies. Regional hubs describe significant efficiencies from existing national partners supporting new countries. Businesses describe the project as highly efficient in developing courses and also bringing significant efficiencies to their organisations, although it is too early to quantify these efficiencies.

Impact: The current phase of the UN CC:Learn project has had planned and unplanned impacts, which have been largely beneficial. These include establishing the West Africa and Southern Africa (sub) regional hubs, which have increased South-South sharing of learning between countries. The YCD methodology has been updated, empowering young people and more private companies have engaged well with the project. The climate learning methodology has been updated to align with NAPs and NDCs. Climate Classrooms are reinforcing UN CC:Learn's status as the go-to platform for ACE. The virtual SGM has helped Global Partners to think about more effective ways of collaborating with the project. COVID-19 has slowed national stakeholders progress. UN CC:Learn has mainstreamed gender and developed a well-received Gender and Environment course. Some GPs have reported that their staff are starting to take a gendered approach to their work.

Sustainability: The project is showing some signs of sustainability. This is evident in countries whose capacity has been built and funding sources leveraged. Sustainability comes in part from partners providing learning materials and funding. UN CC:Learn has used its donor core funding to leverage significant amounts of additional grants, parallel funds and in-kind contributions. However, if the main donor removed its core funding, the Secretariat would cease to function, global learning products would go out of date and be taken

down, and new countries or regions would not be supported. The work of regional hubs and national learning activities would continue, although at a slower rate of progress. CC learning is now part of the Paris Agreement and will continue in some form, with or without UN CC:Learn. Some GPs are unclear regarding UN CC:Learn's business model or theory of change. The project needs additional sources of funding if it is to be scaled up to meet more of the global and country demand. The next project phase could consider the project taking on the role of knowledge broker instead of learning content provider; developing a closer knowledge of partners; faster content development; developing new green economy courses; building on its social media platform for a more grassroots engagement; and could consider further strengthening Youth Climate Dialogues (YCDs) and participatory processes to reach "the last mile" to grassroots communities. Sustainability could be further strengthened through developing stronger branding, visibility, a clearer value proposition and theory of change. Further opportunities could include localisation; strengthening peer support; moving focus from policy to practice; accrediting courses so learners can attain recognised qualifications. Inclusion and intersectionality should be strengthened.

Coherence: UN CC:Learn's work is coherent with climate change and development policies and standards. It is specifically aligned with Article 6 of the UNFCCC 1992 Convention, now known as ACE, and Article 12 of the Paris Agreement. There are many other organisations providing CC learning - UN and Multilateral Agencies, government agencies, universities, NGOs and private companies and UN CC:Learn competes with and complements them. However, UN CC:Learn has a unique advantage, having access to other UN agencies and multilaterals and national governments. UN CC:Learn is coherent with the international norms and standards that apply to all UN Agencies. It is specifically coherent with norms and standards relating to human rights, gender equality, disability, children, impartiality, accountability, monitoring and evaluation. However, it can strengthen its work across these.

Project Management: The Secretariat has a reputation as being very effective at managing most elements of the programme. With a few

exceptions, stakeholders report that the Secretariat is highly responsive, efficient, organised, empowering, collaborative and helps them make progress towards their objectives. There are areas for improvement and opportunity for a step change in the way UN CC:Learn operates. These are mostly related to reviewing UN CC:Learn's operational structure so it is well placed to scale up its work and broaden its reach, to more effectively meet demand. UN CC:Learn's structure is efficient and effective, but needs review if project impacts are to be achieved at greater scale. The annual Steering Group Meeting (SGM) ensures that Global and Country Partners are informed of activity progress and evidence of effectiveness. However, only approximately 10 GPs are actively engaged and several have suggested reviewing how the Steering Group operates to increase their engagement and effectiveness. In most instances the Secretariat's global work has been very effective in developing high quality courses, events and learning resources that are widely accessed, reaching a broad range of beneficiaries. However, some GPs demonstrate a lack of understanding of the project and the Secretariat's objectives and intended ways of working. The global work could be more synergetic with the national and regional work, whilst Secretariat coordination of country work is responsive and effective. UN CC:Learn facilitates collaboration across government and sectors. Several partners from previous phases say this is so effective that they have become regional or global examples of good practice. However, National Partners (NPs) suggest that UNCT collaboration has not always been effective. Regional Partners (RPs) say that coordination of their work is efficient, but has not given them the capacity to be effective at sufficient speed. Some partners want project management capacity to be provided nationally or regionally.

Recommendations

The evaluation makes five [recommendations](#), expounded in Section 7, along with actions that could be explored. The recommendations are all linked with each other and all related to the future sustainability and coherence of the next phases of the project. The first recommendation on sustainability, through identifying significant additional sources of funding, is supported by the others. Increasing the size of the project would require a better

understanding amongst the partnership of how the project aims to bring change (R2), how the project can best be structured to provide this (R3) and how each partner can best collaborate to achieve this (R4), as well as how partners can contribute to ensure the very most vulnerable people are effectively supported (R5). Each recommendation is followed by a list of potential options that could be considered by the project stakeholders. These are given for consideration and are not intended to be in any way prescriptive.

R1. Identify significant additional sources of funding to meet CC learning demand

UN CC:Learn has mobilised three times the resources that it has received as core funding. However, it struggles to be sustainable impact at sufficient scale. Activities need additional funding to replicate them or to transfer them to other formats. And yet the project operates in limited 3-4 year cycles, with no long term goal or certainty of continuation. UNITAR, together with the other UN CC:Learn partners, should identify significant additional sources of funding. This could include: seeking country and GP support for a UNFCCC intervention to establish a Global Fund for CC learning; establishing UN CC:Learn as something more permanent than a project; Reviewing UN CC:Learn's work against GPs work to identify opportunities for direct and parallel funding; Reviewing government and industry spending across sectors to identify synergies and funding opportunities; reviewing funding sources for capacity building of national and regional training institutions; partnering countries and GPs applying for GCF funds.

R2. Develop a fuller, evidence based, theory of change to support project impact, clarity and effectiveness

Global, Regional and National Partners observed that elements of UN CC:Learn's work are unclear, including lack of clarity of project logic, ways of working, end goal and UN CC:Learn's value proposition. Some GPs struggled to articulate the benefits of working with UN CC:Learn. Partners could see links between the two project outcomes, but couldn't articulate how they worked together towards the overall project goal. The Project Document contains a Theory of Change, but it states no theory, only a limited problem analysis, value proposition and list of intended impacts. Effective ToCs include a set of clearly

articulated assumptions that are tested and revised as the project progresses; A set of risks that are planned for, reviewed and updated regularly; a list of key evidence to prove or disprove and strengthen the project.

R3. Review the operational model to support increased scale, reach, sustainability and effectiveness

To support project sustainability UN CC:Learn's operational model should be reviewed. This would explore how UN CC:Learn can scale up its work, achieve greater reach, and ensure effectiveness and sustainability. This could include establishing South-South peer to peer learning as a requirement for work in every country; exploring the impact of exiting national work and moving to a regional operational model; considering a localisation model working entirely through country or regional actors; reviewing the potential for decentralising the Secretariat and recruiting staff in regional hubs as funding is scaled up; reviewing the SGM format and frequency and membership, opening it to national, academic, business and NGO partners and developing it into an innovation hub.

R4. Strengthen collective understanding on collaboration terms of the UN CC:Learn global partnership to improve clarity, reach and effectiveness

Whilst most GPs described effective collaboration with UN CC:Learn, some mentioned lack of clarity regarding the purpose and effectiveness of collaboration. They are unclear regarding what CC:Learn wants or how to collaborate effectively or sustainably. Some partners believe UN CC:Learn lacks capacity to build sufficient understanding of its Global Partners and therefore fails to build effective collaboration with enough of them. Potential actions that could be considered include meeting with GPs to plan who to partner with to achieve the scale and reach of CC learning that is needed. Learning from existing collaborations such as the World Bank, FAO and WHO; developing a Principles of Working Together document with GPs; establishing global collaboration agreements for regional and country work, linking both outcomes;; systematic promotion of global resources amongst UNCTs; reviewing GPs websites to ensure they link to CC learning resources; developing a global course on national learning

strategy development, linking the two outcomes.

R5: Make the impacts of climate change on vulnerable groups, and opportunities to empower those groups, explicit across all of UN CC:Learn's global, regional and national work

The project document for the current phase contained 5 strategic considerations. Two of these were “leave no one behind - reach the farthest first” and gender equality. Some notable progress has been made on gender equality, although more remains to be done. Leave no one behind has been partially addressed in terms of website accessibility, and some increased visibility of indigenous and minority groups. Partners at all levels want climate impacts on the most vulnerable groups and opportunities to empower them to become resilient, to be made visible across all UN CC:Learn resources and activities. This could include staff training; mandatory checklists; collaboration with SCRPD-UNDESA; additional translation; developing resources on CC and intersectionality, such as gender, ethnicity and disability; translating YCDs into Gender, Disability Climate Dialogues or Community Climate Dialogues; recruiting someone with community organising skills to connect with and mobilise local, minority, and other vulnerable groups.

Lessons Learned

Lessons Learned are collated under four headings, highlighting generic learning that could be used in UNITAR's other work. They do not relate directly to evaluation of the specific project. They seek to provide generic learning that could be used elsewhere in UNITAR's work or organisation. The following learning is considered to be potentially valuable for the UN CC:Learn Secretariat and UNITAR.

L1: Digital presence is efficient

UN CC:Learn's and UNITAR's strong digital presence and experience of developing digital content has been core to the project's success and should be built on in future phases and in other projects. Online e-learning resources can have a wide reach and broad and diverse engagement, enabling project goals to be achieved at low cost. E-learning approaches can continue or be scaled up during times of global health crises, where face to face activities are suspended.

L2: A well-articulated Theory of Change can ensure partner engagement and project success

UN CC:Learn's partners are committed to the success of the project and attribute their own success to its support. There are opportunities to strengthen this engagement through clarifying purpose and methodology through developing a well-articulated agile Theory of Change. Projects with ambitious global goals can achieve significant reach when designed to build local partnerships and to empower local action. Implementing a sizeable project without a clear evidence-based ToC creates lack of clarity, lack of focus and inefficiencies and appears to be contributing to less than optimal GP collaboration. Achievement of a project goal seeking global change through capacity building will never be possible in a three-year project cycle. A good ToC will include regular review of risks and assumptions, plan for piloting and innovation and build evidence of what works and what doesn't, in order to strengthen the project with every subsequent stage.

L3: Smaller UN agencies and projects can be more agile

UN CC:Learn has benefitted from UNITAR's relatively small size as a UN agency, enabling the project to avoid bureaucracy and to be innovative and flexible. Smaller UN agencies and projects can have substantial impacts in ways that larger UN agencies would struggle to, through having the flexibility to be more agile and fewer organisational restrictions which enable them to be more innovative and adaptive in their ways of working. Flat organisational structure, and intentional project design and recruitment, enables new approaches to be identified, tested and incubated. Designing projects that require staff to identify multiple one-off partner funded activities hinders methodical progress towards project outcomes and the goal. Projects seeking to contribute to global change should have their operational model reviewed prior to each new phase.

L4: Effective collaboration requires contextual understanding, written agreements and relationship

UNITAR can learn from UN CC:Learn's effective collaboration between a large number of diverse partners, and build on this learning to ensure the success of and synergies between its other projects. Projects requiring collaboration between 36 global organisations, are complex. Opportunities for growing sustainable synergetic partnerships towards global change are possible with overarching agreements, taking time to get to know each

other's mandates, activities and culture and building trust to ensure joint success. Approaches that rely on cross regional collaboration are likely to face obstacles to progress. SICA region has experienced some national and regional political change and "natural" / climate-related disasters that have set back the development of the regional CC learning strategy. These should be anticipated and planned for during the process of establishing any regional hub.

Acronyms and Abbreviations

ACE:	Action for Climate Empowerment	SECA:	Supporting Enhanced Climate Action for Low Carbon and Climate Resilient Development
AGM:	Annual General Meeting	SDG:	Sustainable Development Goal
CC:	Climate Change	SDC:	Swiss Agency for Development and Cooperation
CCA:	Climate Change Adaptation	SGBV:	Sexual and Gender Based Violence
CNCCM	National Council on Climate Change and Clean Development Mechanism	SGM:	Steering Group Meeting
DL:		SIDA:	Swedish International Development Agency
COP:	Conferences of Parties	SICA:	Sistema de la Integración Centroamericana
CSO:	Civil Society Organization	TAG:	Technical Advisory Group
EU:	European Union	ToC:	Theory of Change
FAO:	Food and Agriculture Organization	ToT:	Training of Trainer
FGD:	Focus Group Discussion	UN:	United Nations
GAP:	Global Academic Partner	UN CC:Learn:	One UN Climate Change Learning Partnership
GBPs:	Global Business Partners	UNCT:	UN Country Team
GCF:	Green Climate Fund	UNDESA:	UN Department of Economic and Social Affairs
GHG:	Greenhouse Gas	UNDP:	UN Development Programme
GP:	Global Partner	UN Women:	UN Entity for Gender Equality and the Empowerment of Women
IFAD:	International Fund for Agricultural Development	UNESCO:	UN Educational, Scientific and Cultural Organisation
KII:	Key Informant Interview	UNEP:	UN Environment Programme
LAPA:	Local Adaptation Plan of Action	UNHCR:	UN Refugee Agency
MIET:	Media In Education Trust	UNFCCC:	UN Framework Convention on Climate Change
MOOC:	Massive Open Online Course	UNIDO:	UN Industrial Development Organization
NAP:	National Adaptation Plan	UNICEF:	UN Children's Fund
NAPA:	National Adaptation Plan of Action	UNITAR:	UN Institute for Training and Research
NC:	National Coordinator	UNISDR:	UN International Strategy for Disaster Reduction
NP:	National Partner	UNREDD:	UN Collaborative Programme on Reducing Emissions from Deforestation
NDC:	Nationally Determined Contribution	UN-SWAP:	UN System Wide Action Plan for Gender
NFP:	National Focal Point	WASH:	Water, Sanitation and Hygiene
NOAA:	National Oceanic and Atmospheric Administration, U.S. Dpt of Commerce	WFP:	World Food Program
PAGE:	Partners for Action on Green Economy	WHO:	World Health Organization
PPME:	UNITAR's Planning, Performance Monitoring, and Evaluation Unit	WMO:	World Meteorological Organization
RFI:	Request for Information	YCD:	Youth Climate Dialogue
SADC:	Southern Africa Development Community	ZCCRMd:	Zambia Climate Change and Resources Management Department
REDD+:	Reducing Emissions from Deforestation and Degradation +	ZEMA:	Zambia Environmental Management Agency
SBI:	Subsidiary Body of Implementation	ZCCN:	Zambia Climate Change Network
SCRPD:	Secretariat for the Convention on the Rights of Persons with Disabilities		

1. Introduction

1.0.1 This document reports the findings of the Independent Evaluation of the One UN Climate Change Learning Partnership's Fourth Phase: 2017-2020. This is the second implementation phase, following previous scoping and piloting phases and a first implementation phase. The report is structured in eight sections. Following this Introduction, the second section describes the project, its objectives and the surrounding development context. This is followed by a description of the project theory of change and project logic. The evaluation methodology is then discussed, including its limitations. The findings, based on interviews, surveys, review of websites and courses and document review are then presented, answering the evaluation questions. Conclusions are then drawn from these findings, from which a set of key recommendations are made and then a set of key lessons learned are noted. This report is written primarily for the UN CC:Learn Secretariat, UN CC:Learn partners and collaborators, donors, and project and course beneficiaries, and will also be made available on the UN CC:Learn's , UNITAR's and the United Nations Evaluation Group (UNEG) website for external accountability.

1.0.2 Two case studies are included in the report's Annexes, addressing the project's country-focused second outcome. These case studies look at UN CC:Learn's work in the Southern Africa Sub-region and in the Dominican Republic and Central American (SICA) Region. Further Annexes contain the evaluation Terms of Reference, copies of the four surveys sent to Global Partners (GPs); Global Academic, Private Business and NGO partners; National Partners; and course and event participants. Summaries of the survey responses are also included as Annexes. These are followed by a list of stakeholders and beneficiaries interviewed as Key Informants or within Focus Groups, and a list of documents reviewed. The Evaluation question matrix and the evaluation consultant's agreement form are also attached as Annexes.

2. Project Description, Objectives and Development Context

2.1 Overview

2.1.1 UN CC:Learn is a partnership of 36 multilateral organizations working to build human capacities in developing and transition countries to plan and implement effective climate change actions. As a One UN project, it aims to achieve this with the collective and coordinated support of UN agencies and alliances, and more recently business, academic and NGO partners. The partnership was formed in response to demands from countries and UN agencies for a coordinated approach to climate change learning. Building on a scoping phase in 2010, and a pilot phase from 2011-2013, it entered its first implementation phase which spanned from 2014 to 2017. That implementation phase sought to create sustainable individual and institutional capacities in developing countries, to plan and implement effective climate change actions, with collective and coordinated support of UN agencies, alliances, and other development partners.

2.1.2 The project is currently approaching the end of its fourth phase 2017-2020, which has the following aims:

- To provide institutions with capacities to implement National Adaptation Plans (NAPs) and Nationally Determined Contributions (NDC) related policies and programmes
- To empower people through participation in UN CC:Learn courses and activities that help change their behaviours and influence their decisions, contributing to effective and appropriate climate change adaptation and mitigation

UN CC:Learn in a Nutshell



A One UN partnership involving 36 multilateral organizations and active in 30 countries



Contributes to the implementation of Article 6 of the UNFCCC and Article 12 of the Paris Agreement



Supports countries in strengthening their individual and institutional capacities to address climate change



- To facilitate the work of United Nations Country Teams (UNCTs) in partner countries to plan, launch and implement country-driven climate change learning priorities and create sustainable individual and institutional capacities in developing and transition countries.

2.1.3 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. UN CC:Learn has a Secretariat, which is hosted by UNITAR, and a Steering Group of Focal Points from its 36 Global Partners, who meet annually to review progress, discuss opportunities for collaboration, and agree plans for the next year. The UN CC:Learn Secretariat is hosted by the United Nations Institute for Training and Research (UNITAR). Core funding for UN CC:Learn is provided by the Swiss Government, with additional funds from the Swedish Government and UN Partners, and growing cash and in-kind contributions from other sources. The project theory of change and design logic are discussed in Section 3 of this report. The logframe for the current project phase is included within the Terms of Reference within Annex 3.

Development Context

2.1.4 UN CC:Learn's current project phase is being implemented at a time where climate change impacts are rapidly increasing, yet global climate negotiations are said to be almost complete by some and said to be stalled by others. Countries are trying to make sense of international negotiations and put climate policies in place whilst unsure whether the world's biggest polluters will abide by their international, not legally binding, commitments. They are trying to align these policies with their national development plans, without knowing when and whether they will be able to access adequate funding to put those policies into practice. National Adaptation Plans (NAPs) and Nationally Determined Contributions (NDCs) are being written whilst the future is very uncertain. All of this complexity is exacerbated by government ministries, businesses, learning institutions, NGOs and civil society suffering from a lack of knowledge about what climate change is, its causes, impacts and how they could become resilient to it. As with many things, it is the Least Developed Countries and Small Islands Developing States who are most vulnerable. At the same time countries are facing national, regional and global economic crisis, in the face of COVID-19, perhaps on a scale never seen before. Countries north and south, east and west, desperate to support their economies will make decisions that will either lock them into a high carbon future or work towards a sustainable, green, recovery. Analysts currently predict the economic damage of COVID-19 will lead to global drops in emissions in the order of 4-11 per cent during 2020, with

drops of up to 9 per cent continuing into 2021.¹ This scale of emissions reduction would need to be continued across the globe, each year, to reach the 1.5C global average temperature rise target. The current near global lockdown illustrates the scale of change required by countries. Making progress in this development context emphasises the importance of ensuring effective CC learning (learning about climate change) in all countries.

2.2 Global Work

2.1.5 UN CC:Learn's global work promotes knowledge-sharing and seeks to provide a coordinated way for beneficiaries to access a wide range of learning resources. It also coordinates learning and knowledge sharing events. UN CC:Learn's global work is implemented through collaboration with its Global Partners - UN and other multilateral agencies, and increasingly partners from business, academia and NGO Partners. The aim of its global work is summarised in its first Outcome: *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.* This Outcome is delivered collaboratively amongst Global Partners, including through collating their CC learning resources and sharing them across those partners, and collaborating with them to develop new CC learning resources. These resources are made available on UN CC:Learn's two global websites - its Knowledge Platform and its e-learning Platform:

e-learning Platform

- **e-learning courses:** free to access basic and advanced e-learning courses on climate change. These cover issues including an overview of climate change causes, impacts and potential responses and courses on climate change linkages with diet, forestry, health, gender, children, green economy, policy, and NAPs
- **Social media:** Links to UN CC:Learn's social media channels including Facebook, Twitter, Youtube and Flickr.

Knowledge Platform

- **Resource Guides for Advanced CC Learning:** These guides provide access to existing CC learning resources drawn primarily from within the UN system. They cover topics including climate science, climate projections, climate health, integrating CC into primary and secondary education, forestry and cities
- **Library of UN learning materials:** This library contains key CC publications produced by Global Partners. It contains a search facility to find content by title, organisation, topic, sector, category, language or publication date
- **Learning platforms:** This page provides links to UN learning platforms that are considered of value in learning about different climate change issues. They contain CC information, data and documents, distinct from the e-learning courses mentioned above
- **Videos:** A selection of videos produced by UN agencies that can be used to explain climate change related issues
- **Learning events:** Details of upcoming CC learning events
- **Good Learning Practices:** An interactive global map linking to geographical case studies sharing good practice from UN CC:Learn partner countries.

2.1.6 A further component of this Outcome is delivered through partnerships with global thematic programmes, including REDD+, NAP-GSP, and the Global NDC Partnership. UN CC:Learn also supports events including Climate Classrooms at the annual UNFCCC Conference of the Parties (CoP), to help participants understand climate negotiations and access Global Partners' CC learning activities and resources.

2.3 National Work

2.1.7 UN CC:Learn's national work seeks to support developing and transition countries in understanding and addressing their national CC learning priorities through collaboratively developing and implementing national CC learning strategies that support their national climate

¹ https://climateactiontracker.org/documents/706/CAT_2020-04-27_Briefing_COVID19_Apr2020.pdf

change policies, NDCs and NAPs. UN CC:Learn has developed a successful methodology to support countries in developing national CC learning strategies. This includes government appointment of a CC learning National Coordinator. The NFP is asked to support collaboration across government departments. As part of the One UN approach, the methodology also seeks to identify an appropriate UN Agency Country team that is already implementing a compatible programme, in order to build a synergetic relationship between the programmes. UN CC:Learn thereby does not need to mobilise its own national country team. The NFP, often supported by a consultant, together with the UN Agency Country Team, identify key stakeholders across government and across private, academic and civil society sectors. Stakeholders typically represent environment and education and often also include agriculture, development, planning, finance, energy, tourism and health sectors.

2.1.8 UN CC:Learn provides seed funding to participating countries, used to fund workshops, employ consultants, to undertake research, and to develop national CC learning needs assessments and a background paper. This in turn is used to support the development of a national CC learning strategy. Funding is also provided for a number of initial CC learning actions to help initiate implementation of the national strategy. Stakeholders seek to leverage funds or in-kind assistance from UN Country programmes, government ministry budgets and other stakeholders across the private, academic and civil society sectors. The UN CC:Learn Secretariat provides technical advice and facilitation support. A group of UN CC:Learn Ambassadors also provide advice and support where possible.

2.1.9 UN CC:Learn's national work comes largely under its second Outcome, which is: *Countries are addressing learning priorities to implement their NDCs and NAPs, working through national education and training institutions*. UN CC:Learn is operating directly and indirectly in 30 countries.

2.4 Regional Work

2.1.10 In response to the significant demand from countries for assistance in developing their national CC learning strategies, and UN CC:Learn's limited capacity to support them; and also in recognition of the existing experience and knowledge of existing partner countries, UN CC:Learn has supported the development of three regional CC learning hubs. These hubs aim to extend UN CC:Learn's reach and impact through supporting existing partner countries to support other countries in their region to develop and implement CC learning strategies. SICA and West Africa hubs are also collaborating to develop a joint regional background report and using this to support collaborative development of a regional strategy and regional CC learning actions. There are currently three regional hubs:

- **Central American Integration System (SICA) Regional Hub** - launched in 2015. Member countries are Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama, as well as UN CC:Learn's pilot phase partner country, the Dominican Republic. The Dominican Republic has shared its knowledge and experience from developing and implementing its own national CC learning strategy, with other countries across the region, supporting them in developing and implementing their own learning strategies
- **West Africa Regional Hub** - launched July 2019. Countries engaged in the hub are Benin, Burkina Faso, Cabo Verde, Chad, Côte d'Ivoire, The Gambia, Ghana, Guinea, Guinea Bissau, Mali, Mauritania, Niger, Senegal and Togo. Ghana, Benin, Burkina Faso and Niger are existing UN CC:Learn partner countries, sharing their learning and experience with others in the region. The Regional Platform is the result of a Partnership Agreement between the AGRHYMET Regional Center (ARC) and UNITAR
- **Southern Africa Sub-regional hub²** - informally established in 2019. During the current project phase, UN CC:Learn has supported two new countries, Zimbabwe and Zambia. It is also supporting an existing partner country, Malawi in updating its national CC learning strategy. UN CC:Learn has established this sub-regional hub in partnership with MIET Africa,

² The Southern Africa hub is referred to as a multi-country approach by the UN CC:Learn Secretariat and not considered as a regional hub as such. In this report the region is referred to as a hub though.

a not-for-profit NGO working towards improving the lives of children and youth through the provision of quality education and development opportunities.

2.1.11 In addition to supporting the same CC learning objectives and activities with RPs as it does with NPs, UN CC:Learn is keen to support South-South knowledge exchange supported by countries who have already developed their CC learning strategies who are better placed to understand proximate countries contexts, challenges and opportunities.

3. Theory of change/project design logic

3.1.1 The UN CC:Learn Logical Framework for the current project phase describes the project goal, outcomes, outputs, activities and indicators. Outcomes and outputs are described for the global and national work, but not for the regional work, although the regional work is closely aligned with national work. The Logical Framework is summarised to show the logic flow in Figure 3.1 below. The project logic is therefore concluding that the capacities of people in developing and transition countries, at all levels, and across all sectors, to plan and implement effective CC actions, will be built through the coordinated support of UN agencies, alliances and other partners. It is arguing that this will be achieved through focusing on a single global and a single national outcome. The global outcome is focused on realising a critical mass of people who have sufficient understanding of climate change to take effective action. The national outcome is focused on working with national education and training institutions to help countries address their learning priorities to implement their NDCs and NAPs. Progress against logframe targets and indicators is publicly communicated via UN CC:Learn's Annual Reports.

3.1.2 This Section of the evaluation report does not attempt to analyse the project logic, or to propose a theory of change. However, it is noted that the previous mid-term evaluation report for this project phase

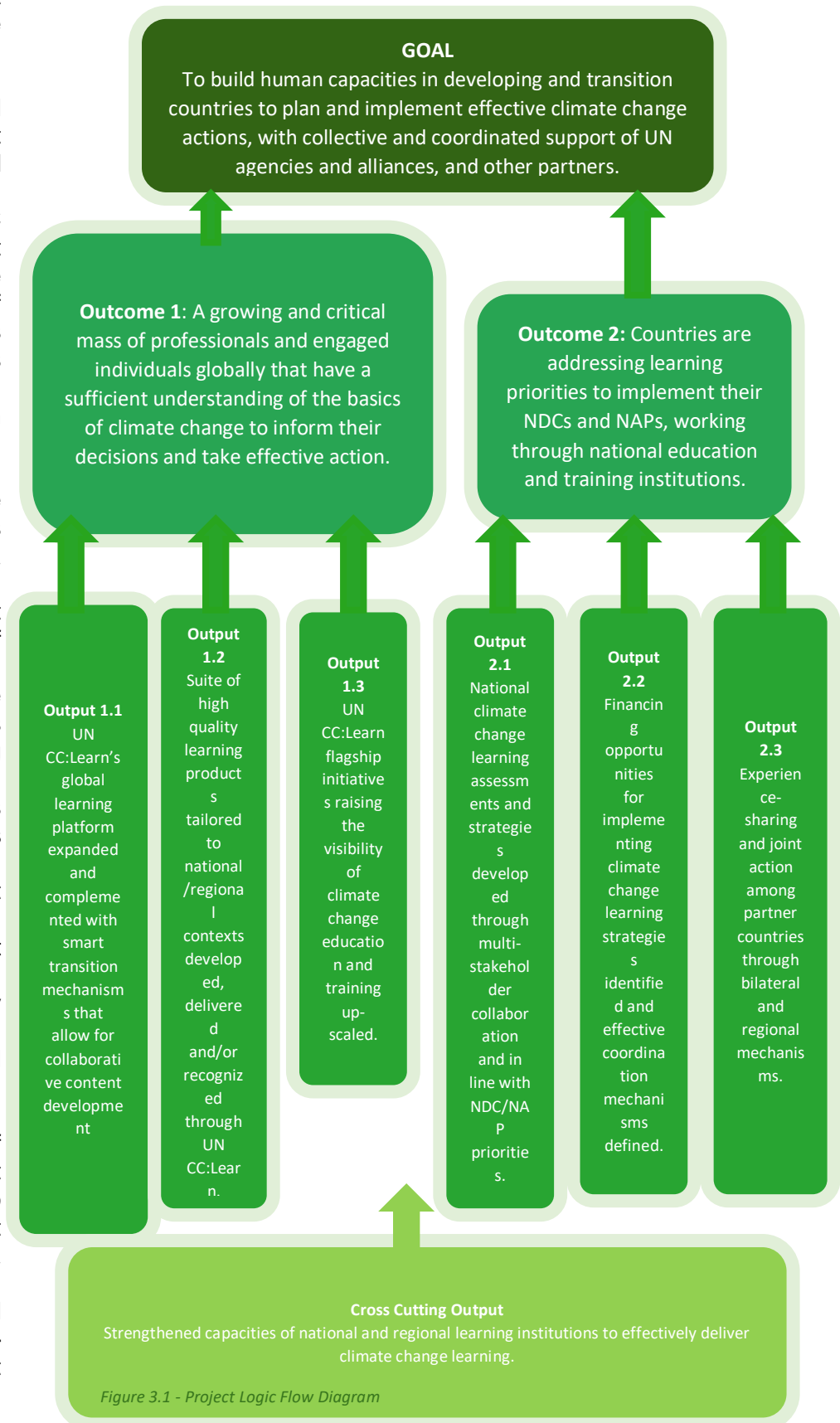


Figure 3.1 - Project Logic Flow Diagram

recommended that UN CC:Learn should develop a detailed theory of change in consultation with global partner agencies and partner countries. It recommends that at a minimum this should identify the project's impact pathways, assumptions, and external influences, including other climate change programmes. It then further recommends that following development of the theory of change, the UN CC:Learn Secretariat should revise the project's logical framework, adjusting impacts, outcomes, outputs and indicators as necessary. Additionally, the mid-term evaluation concludes that the logframe was found to be inadequate for communicating, monitoring and measuring the project's potential impact. It found that the logframe fails to locate UN CC:Learn within the broader climate change context, contains only a limited expression of the link between climate change learning and climate action, and undersells the potential synergies between the project's global and national/regional workstreams.

3.1.3 The Evaluator was supplied with two documents entitled Project Design, one of which contains a section entitled Theory of Change. This section explains the three pillars of Article 6 of the Convention - education, training and public awareness, as well as finance. It then explains UN CC:Learn's value proposition under these areas. These pillars and value proposition could inform the development of a full theory of change.

3.1.4 It is noted that within the evaluation findings in Section 5, questions 1 and 24, a number of partners state that they find UN CC:Learn's activities, overall aim and value proposition unclear, with one stakeholder noting that they feel that work supporting each of the two outcomes is in some ways conflicting instead of synergetic. A fully thought through ToC could help to clarify these matters.

4. Evaluation Methodology and Limitations

4.1 Purpose

4.1.1 The purpose of this evaluation is to assess the relevance, effectiveness, efficiency, sustainability, impact and coherence of the project's fourth phase. It is also to identify any problems or challenges encountered and to issue recommendations and lessons learned on project design, implementation and management. Within the above, it aims to inform decisions on the design and planning of possible future phases and focus areas.

4.2 Scope

4.2.1 The evaluation covers the 2017-2020 implementation phase and its two outcomes, with greater emphasis on outcome one. The scope of the evaluation questions includes consideration of whether the project supports skills development for NDC and NAP implementation; addresses 'Leaving no one behind'; promotes gender equality; addresses country demand beyond the existing partnership; and influencing the global discourse on CC education. Whilst focusing on the current phase, the evaluation considers previous phases informing its findings and conclusions.

4.3 Evaluation criteria

4.3.1 The evaluation assesses project performance using the following criteria: relevance, effectiveness, efficiency, impact, sustainability and coherence, as well as Project Management. These have been defined in the ToR as:

- **Relevance:** Is the project reaching its intended individual and institutional users and are activities relevant to the beneficiaries' needs and priorities, and designed with quality?
- **Effectiveness:** How effective has the UN CC:Learn project been in delivering results and serving as an instrument for project partners to create sustainable individual and organizational/institutional capacities to plan and implement effective climate change actions in developing and transitional countries?
- **Efficiency:** To what extent has the UN CC:Learn project delivered its results in a cost-effective manner and optimized partnerships with the UN system and other actors, including the business sector?
- **Impact:** What are the cumulative and/or long-term effects expected from the UN CC:Learn project, including contribution towards the intended impact, positive or negative impacts, or intended or unintended changes?
- **Sustainability:** To what extent are the UN CC:Learn project's results likely to be sustained in the long term? Is the business model of the UN CC:Learn project sustainable?
- **Coherence:** To what extent is the project coherent with relevant policies on climate change and development, complementing other programmes and projects and adhering to international norms and standards?
- **Project management:** How effective was the project management and its arrangements?

4.4 Approach

4.4.1 The ToR requested engagement of project stakeholders including National Coordinators, UNCTs, the UN CC: Learn Secretariat, donors and course / event participants. Data collection was triangulated where possible. The evaluation was largely qualitative, but included quantitative analysis where data was available. Data was collected through:

- **Desk review:** The Evaluator analysed project documents and secondary data provided by the Secretariat and stakeholders, and external sources. A list of background documentation for the desk review is included in Annex A7
- **Stakeholder analysis:** stakeholders for interview or survey were selected from: Donors; The Secretariat; Country Coordinators; Regional Coordinators; the Steering Group; Host Governments; Global Partners; Global, National and Regional Academic, Business and NGO Partners; Course/Event Trainers; Course/ Event Participants
- **Surveys:** to maximise feedback from a wide range of stakeholders, the Evaluator developed surveys to Participants, Global Partners, Global Business, Academic and NGO Partners, and National Partners. Participant and national partner surveys were deployed in English, French and Spanish

- **Key informant interviews** were conducted with a range of global, regional and national stakeholders/beneficiaries
- **Focus groups** were organized with global, regional and national stakeholders and course participants
- **Case Studies** were selected with guidance from the TAG, Secretariat and interviewees, to address Outcome 2.

4.5 Process

4.5.1 The Evaluator worked to the following requested process:

- Desk Review, data analysis and Stakeholder Analysis
- Evaluation design / question matrix
- Survey design, review, translation and dissemination
- FGD and KII interview questions formulate; interviews conducted; responses analysed
- Survey responses received and analysed
- Zero draft evaluation report submitted to the evaluation manager & amendments made based on PPME comments
- First draft report submitted to the TAG & TAG comments incorporated / responded to
- Final evaluation report submitted & findings and recommendations presented to the TAG and other stakeholders

4.5.2 Almost 90 individuals were interviewed, including participants from 19 Global Partners, 15 National Partners, 5 country academic / NGO Partners, 5 YCD and 2 Climate Classroom stakeholders and 8 Course Participants. Case studies were completed by desktop review and FGD remote interviews. Online surveys used Survey Monkey.

4.6 Evaluation Management Arrangements

4.6.1 The evaluation was undertaken by an independent external consultant, contracted by UNITAR, reporting to the PPME Team, who are independent from the UN CC:Learn project. The PPME Team provided support with survey preparation, translation, data analysis and visualization, and translation during a focus group, as well as providing general guidance, oversight and quality assurance. The Secretariat provided support in terms of providing project documents and data, stakeholder contact details, and answering questions. UNITAR formed a Technical Advisory Group (TAG) to comment on the Evaluation Framework, Review the Draft Evaluation Report and answer any technical questions relating to the evaluation. The TAG comprised representatives from the Secretariat, a global partner (World Bank), the primary donor (SDC), and a national partner (Ghana). The evaluation report underwent a two-stage review by the PPME and by the TAG.

4.7 Limitations

4.7.1 The following limitations affected the evaluation:

- COVID-19 prevented travel to Geneva to attend the SGM, and Secretariat and Global Partner FGDs, in person
- The evaluation did not include travel to countries to meet stakeholders or see the work
- Work in West Africa and Southern Africa is still in its early stages. Most agreements for country level work were finalised in the second half of 2019. COVID-19 has caused some recent delay. The evaluation has therefore taken place before a significant amount of the project activities were complete
- It was not possible to interview participants from all countries involved in the current phase
- Most Global Partners did not respond to FGD/KII or survey requests despite reminders. This may impact the findings
- Receipt of survey data very close to the zero draft report submission date limited the extent of its analysis and use
- Late receipt of the full Project Design Document, and of funding/co-financing data led to some amendments
- A substantial amount of the qualitative data was collected through interviews and is therefore subjective. Where possible findings have been triangulated to try to mitigate this.

A note on Survey Responses.

An overview of the four surveys duration, sample size, response rate and margin of error for 90 per cent confidence is given in the table below. How well the sample represents the views of the total population is gauged by the survey's margin of error and confidence level. A 95 per cent confidence level is the industry standard, but this can only be achieved with samples of over 1000 people surveyed. UN CC:Learn's Global, National and Other Partner groups are each significantly lower than this. **Margin of error** is the percentage range that the overall population's responses may deviate from the sample's responses. For the Global, National and Other Partners, the small sample size and therefore low number of responses (despite the good response rate) means the margin of error is high. For example, if 30 per cent of respondents say their response to a survey question is "Option A" then this only tells us with 90 per cent confidence that between 10 per cent and 50 per cent of the whole population hold that view. The population size and therefore confidence level (95 per cent) for the participants survey is significantly higher and therefore the margin of error is significantly lower, meaning we can use the survey responses to interpret the views of the overall population with greater confidence.

Survey to	Duration (days)	Dates	Reminders sent	Sample size	Response number	Response rate	Margin of error for 90% confidence
Global Partners	14	29 April - 13 May	2	70 ³	14	20%	19.7 %
Other global Partners (Academia, Business, NGOs)	14	29 April - 13 May	2	33	10	30%	21.8 %
Participants	14	12 - 26 May	2	5,087	519	10%	3.4 %
National Partners	14	18 May - 1 June	2	64	28	44%	11.7%

Table 4.7.1 - Survey overview

³ Some of the 36 partners were represented multiple times.

5. Evaluation Findings

5.1 Relevance

Evaluation Question 1: How much do the project activities and beneficiaries' needs and priorities align with each other?



Figure 5.1.1 - Figures supplied by the Secretariat to the 2020 SGM

5.1.1 UN CC:Learn's activities and beneficiaries' needs and priorities closely align with each other in most instances. This is largely demonstrated by figures and evidence presented in answer to question 2 regarding course enrolment and completion, feedback from Annual Surveys, and course feedback. However, some partners believe that some of UN CC:Learn's courses and ways of working are inefficient, reactive and unclear.

5.1.2 Global Partners have diverse needs and priorities. Most want to share their specific CC learning with relevant stakeholders. In alignment with the One UN commitment, GPs want to collaborate on multiple ACE activities. Many want to transfer their training to effective online courses, webinars, Massive Open Online Courses (MOOCs), and guides. This aligns closely with UN CC:Learn priorities whose Global remit is to collaborate on ACE activities to increase global climate literacy to multiple stakeholders, including UN agencies. UN CC:Learn has worked with many UN agencies to develop 30 different global CC courses as well as numerous events and hosting many other CC learning resources. Some GPs say that they are working very effectively with UN CC:Learn, and state that UN CC:Learn is the best in class at developing CC learning products. Examples include MOOCs that reach 30,000 participants. Some GPs say they are extremely proud of the output of their collaboration with UN CC:Learn. One GP said that they undertook a significant amount of research before choosing to work with UN CC:Learn, concluding it was the agency most able to meet their needs and priorities. However, others say that they struggle to understand how they can work well together in sustainable mutually beneficial collaboration. Three of the GP respondents advised that development of learning resources has taken too long and been inefficient. They note a lack of clarity in roles and responsibilities and surprise at what they note as UN CC:Learn's lack of in-house CC technical expertise. These GPs would like UN CC:Learn to review its agility, adopting faster more efficient processes for developing learning resources. Several GPs noted that they think UN CC:Learn needs to invest more time in understanding their priorities, activities and culture and proposed more effective ways of working together so the relationship is more relevant to both organisations. This observation appears to echo comments on partnership made in the mid-term evaluation, and is perhaps underscored by the low response rate from GPs to the survey, half that of NPs, and to FGD / KII interview invites.

5.1.3 UN CC:Learn has processes in place that seek to ensure it understands GPs needs. These include a work plan of annual activities, reviewed by the SGM for relevance and quality. It holds bilateral meetings to get to know each other and develops an MoU for each collaboration. UN CC:Learn undertakes an annual impact survey of course participants.

5.1.4 National Partners want their countries to be resilient against climate change. In support of this they want assistance in raising public and cross-sectoral awareness of climate change impacts and ways to mitigate and adapt. NPs want support with developing national CC learning strategies and aligning them with their NAPs and NDC commitments. They want support in engaging stakeholders from across government, industry, academia and the voluntary sector to assess national CC learning needs and develop a learning strategy. Countries want assistance with embedding CC learning in school and university curricula and broader education, training and public awareness. NPs also want help with accessing and leveraging money and in-kind support. NPs report that this is exactly the support UN CC:Learn is providing, through facilitating its national CC learning methodology in countries and regions. However, they advise that UN CC:Learn does not have the capacity to give them the extent of support that they require. Neither does UN CC:Learn have the capacity or funding to support all countries who would like their assistance. NPs want to embed CC learning within their health, agriculture, energy and other sectors and advise that UN CC:Learn does not have the capacity because other agencies are ploughing huge sums of money into these sectors without prioritising CC learning.

5.1.5 Regional Partners want support in building regional capacity in CC learning. This includes assistance in engaging other countries, and building regional collaboration. They also want support in sharing learning between countries, and in accessing funding. RPs want support developing regional policies and practice. They want regional economic and political stability with sustainable growth and climate resilience. They want to effectively address regional CC impacts together. UN CC:Learn supports Regional Partners with some of these activities. Regional Partners strongly appreciate UN CC:Learn's support. They value UN CC:Learn's willingness to build the capacity of regional learning institutions. They appreciate UN CC:Learn's support in leveraging national and regional funds. Regional Partners say that countries sharing their knowledge and resources is the most effective aspect of this approach. They value UN CC:Learn's unbiased, objective, facilitation helping stakeholders maintain regional transparency and accountability. They value UN CC:Learn's support in online learning. RPs say that UN CC:Learn's support is helping them to become self-sufficient and to become global leaders in CC learning. However, all regions say the work is not yet sustainable. They want UN CC:Learn to strengthen its impact through either establishing a regional presence or fully handing over responsibility and capacity for regional CC learning institutions. UN CC:Learn is working towards this.

5.1.6 Global Business Partners (GBPs) want support in making their businesses more sustainable. They also want support in influencing the sector towards a more sustainable pathway. In support of this, they want to influence staff and supplier behaviours and customer consumption patterns. GBPs report that UN CC:Learn is helping them achieve this. They report that their partnership meets their needs because UN CC:Learn is an expert in e-learning, and as a UN agency, they are trusted, have access to reliable high quality learning resources and they provide reach to global constituents. One GBP described how UN CC:Learn's support had developed a learning resource that had influenced their staff and in turn influenced their whole supply chain, manufacturing processes and customer base. They report that UN CC:Learn's support was efficient in terms of time, cost and quality, taking just 6 months from initiation to delivery. Another GBP described a quite different collaboration whereby they provided expert technical learning support to UN CC:Learn. They say the output had a high uptake and they have some indications of it leading to changed behaviours. However, both GBPs expressed some concerns about sustainability of the learning resources. One expressed some frustration that UN CC:Learn required them to drop some key content including live teacher-webinar support embedded within online courses, and links to external videos and computer models, due to UN CC:Learn platform constraints.

5.1.7 Academic Partners want to grow their knowledge and effectiveness in face to face and online CC learning. They want to build collaborative relationships with government, business, NGOs and other stakeholders and effectively convey learning. UN CC:Learn has sought to find and build relationships with appropriate Academic Partners, at all levels, in order to pass on its own learning and build their capacities to provide CC learning support. Partners describe their working relationship with UN CC:Learn as relevant and effective. However, two regional learning

organisations note that they find UN CC:Learn confusing in terms of its branding and broad range of activities, saying that it targets too many different audiences, covers an arbitrary array of CC learning topics and has too many different ways of working with countries. This is discussed further in response to question 24.

5.1.8 National and Regional NGOs want to have a voice, to represent their constituents in national CC learning strategies to ensure they assist the poorest and most vulnerable people within countries. NGOs want to collaborate with governments, learning organisations and the private sector in order to influence positive social change. NGOs working with UN CC:Learn advise that they have been included, and have been asked to assist in understanding the context within the countries. UN CC:Learn has included NGOs in international steering committee meetings to share their perspective to add to their knowledge and understanding of those countries.

5.1.9 National Partners, Academic Partners, Youth focused NGOs and Young People themselves want support in informing and empowering young people regarding climate change. Young people want to be heard. They want to take action that brings positive change. They want to engage with other young people across the world. They want a sustainable future and a sustainable meaningful livelihood. Young people and youth focused organisations want to achieve this through convening youth and supporting them in leading their own CC learning and action. They also want strengthened education systems with CC learning embedded in school and university curricula. UN CC:Learn is supporting many of these activities through supporting national CC learning strategies, and through facilitating Youth Climate Dialogues. Several partners stated that they believe YCDs are the most effective work that UN CC:Learn does. However, UN CC:Learn does not have a sustainable source of funding for YCDs.

5.1.10 Teachers want to learn about CC and want to gain the skills to effectively teach young people about CC. UN CC:Learn is supporting this through facilitating the development of national CC learning strategies that embed CC learning in national school and university curricula. They have also supported this through the development of a MOOC, which had a very high rate of attendance, which has had very positive feedback. However, there is feedback that partners and beneficiaries are frustrated that the MOOC only stayed on UN CC:Learn's platform for 2 years.

5.1.11 Excluded and Minority Groups include people living with disabilities and mental and physical health conditions. They also include ethnic minorities and groups who could be excluded due to gender sexuality, religion, class, caste and age. Such people want improved accessibility to CC learning resources. More than that, they want better representation within CC learning resources, and most importantly they want CC learning resources that help policy makers, businesses and the general public understand how CC specifically impacts them. They also want support in adapting to CC in ways that meet their needs. UN CC:Learn has worked on improving accessibility to e-courses. They have also made some efforts to represent excluded and minority groups within learning resources. However, UN CC:Learn has not had the capacity nor the Global Partner demand to develop learning resources or events that address or raise awareness of the specific impacts of CC on these groups. It is suggested that UN CC:Learn could explore adapting YCDs to work with excluded and minority groups.

5.1.12 Climate Classrooms are learning events that take place within UNFCCC events. They are aimed at helping delegates understand climate negotiations and look more deeply at specific issues such as: gender and climate linkages; health and climate; climate finance; food security; NAP and NDC support; and Water Resource Management. They are very popular amongst junior climate negotiators, the media, youth, NGOs and others who want to develop a better understanding of the negotiations. Many attendees report that they are very effective and use powerful effective learning techniques. However, participants also suggest that they should be made more widely available, perhaps through holding regular Climate Classrooms online.

5.1.13 Course and Event Participants are diverse, including people from governments, UN agencies, Businesses, NGOs, Universities, Schools, Teachers, and the general public. They therefore have many of the same needs and priorities as other stakeholders. These include

learning to support their professional or voluntary work; for personal interest; for professional development and promotion; to help their companies, schools or communities become more sustainable. Participants from all sectors and many different countries report that they are finding effective learning on UN CC:Learn's platform. 82 per cent of the 519 participant survey respondents said the course or event was relevant to their needs. Some shared examples of using the learning to transform large businesses and entire communities. It is important to users in poorer nations that the learning is free at the point of use, some saying that they could not have gained their learning from any other source. However, Participants said that the global platform needs to cover other CC topics relevant to them, and to clearly separate content for policy makers from other content. They also want the global platform to link them to UN CC:Learn's regional and national work. They want UN CC:Learn's work to include offline or downloadable content such as a phone app that updates when they can access the internet and be used offline otherwise. They want UN CC:Learn to support local people across the world to connect with each other within and across countries and sectors, to find and share learning and build impetus for local and global change.

Evaluation Question 2: How useful do users find course content? Are the actual beneficiaries the same as the planned beneficiaries?

5.1.14 With a relatively small number of exceptions, users overwhelmingly find UN CC:Learn course content useful or extremely useful. Many courses are reaching the planned beneficiaries. However, some courses are reaching a different audience or reaching additional beneficiaries to those who were planned. Table 5.1.1 gives figures and percentage of course enrollment and completion, and enrollment and completion, by language, to date, since 2014. Completion gives some indication of usefulness. Language gives some indication of who the beneficiaries are.

5.1.15 Many UN CC:Learn online or face to face events have an entry or completion questionnaire or are accompanied by a survey, including relevance. Participants have fed back that courses have helped them in many ways, including:

- Helping National Partners develop their national CC action plan
- Giving teachers skills to teach students about CC
- Helping policy makers understand the different impacts of CC on women and men
- Helping young people to have a voice and be heard and take action on climate change
- Persuading civil servants to re-write curricula instead of just amending them
- Prompting members of the public to organise a community clean up
- Give young people information and confidence to persuade their families to recycle
- Global and regional businesses substantially reducing their manufacturing, distribution and supply chain emissions
- Investment companies divesting polluting investments and investing in sustainable technologies
- Whole communities regreening, planting trees, restoring soil, groundwater and biodiversity
- One YCD participant was so impressed by what people were doing on the other side of the world that they decided to start a community garden and made a video about it.

ENROLMENT BY LANGUAGE

Spanish	57,655
English	44,288
Portuguese	25,653

COMPLETION BY LANGUAGE

Chinese	58%
Arabic	20%
French	16%
English	12%
Portuguese	7%

COURSE ENROLMENT

Introduction to Climate Change Course	139,625
CC & Cities	34007

Was the content relevant to your needs?

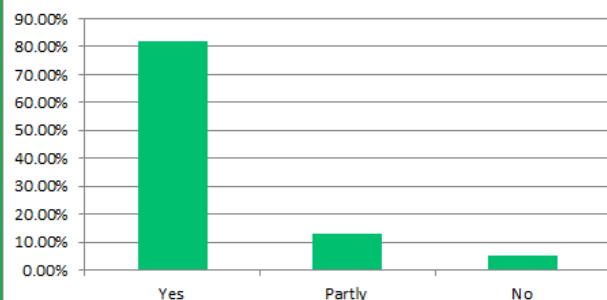


Figure 5.1.1 Course relevance to participants

CC & Health	31559
CC & Children	21916
Sustainable consumption production in Africa	103
COURSE COMPLETION	
Climate Change International Legal regime (affiliated)	53%
Integrating Climate Information Risk into NAPs	47%
CC & Children	34%
CC & Cities	33%
Sustainable diet	30%
CC & Health	27%
Gender and Environment	5%

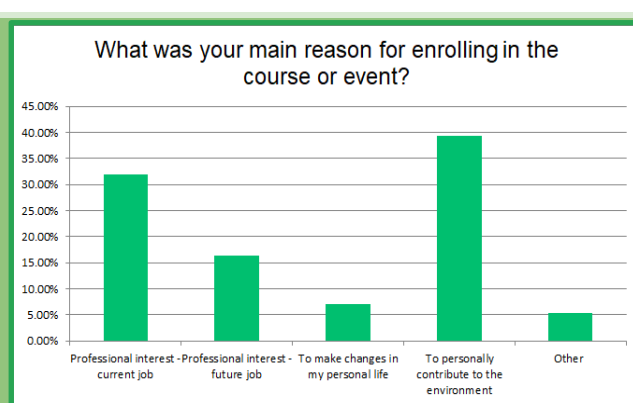


Table 5.1.2 Course Enrolment and Completion, cumulative to Q1 2020 (table figures supplied by Secretariat; chart figures from Evaluation Participants' Survey)

Participants' Survey

5.1.16 The Participants' survey demonstrates that courses are relevant and useful:

- 82 per cent of respondents say the course was relevant to their needs
- 13 per cent say it was partly relevant - with many of these saying it was too basic
- 39 per cent joined to make a personal contribution to improving the environment
- 32 per cent joined to gain learning relevant to their work
- 16 per cent joined to gain skills to get a different job

Beneficiaries are generally those who were intended, although this detail is not available for specific courses:

- 58 per cent of respondents are male and 41 per cent are female
- 34 per cent of respondents are from Africa; 31 per cent from Latin America and the Caribbean; 18 per cent from Asia-Pacific; 13 per cent from Europe
- 32 per cent of respondents are from academia or university
- 22 per cent of respondents are from the private sector and
- 19 per cent of respondents are from the government at national, provincial or local level,
- 11 per cent are from NGOs
- 9 per cent from International and Regional Organisations
- 8 per cent from other sectors.

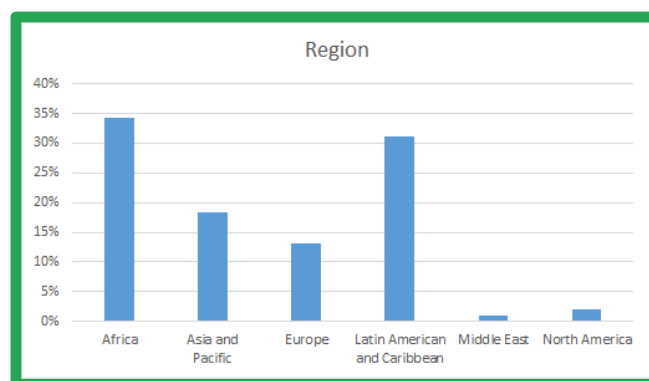


Figure 5.1.3 Course & Event survey response learner locations

Demand Led

5.1.17 UN CC:Learn develops content that is requested and funded by its partners. This demand has increased the number of learning products from 1 to 30 courses and led to the development of many other products and trainings. The range of stakeholders has also broadened from public sector professionals to academics, teachers, NGOs, businesses, and members of the general public. In the pilot phase, the Secretariat thought that UN CC:Learn would train approximately 500 to 600 people per year. However, it has now reached over 250,000 users in 6 years. At the country level, online content has brought in many new partners. Beneficiaries are not just policy makers - the International Civil Aviation Organisation developed an e-tutorial with UN CC:Learn and a 5 module course. Over 2,000 people took the e-tutorial. UN CC:Learn is operating in an education provision marketplace where other organisations offer similar content. UN CC:Learn's numbers are growing substantially and much more than initially envisioned.

5.1.18 Global Partners noted that UN CC:Learn has ensured relevance through participating directly into UNFCCC activities, sharing priorities during Steering Group Meetings, and used this information to encourage GPs to fund relevant new courses to bridge the gaps. GPs reported that courses they've developed with UN CC:Learn have been well attended and received positive

feedback. The MOOC aimed at teachers was particularly useful with very high attendance. Participants tell them that they like receiving the certificate because they can use it for their CV and career development. GPs say that UNITAR shares testimonials which show that the courses are very useful. They also advise that they receive requests from users for additional modules to be developed. One GP said that they have been advised that Universities have replaced their own courses with the one on UN CC:Learn. However, they note examples of courses contributing to participants leaving the country for higher paid work.

5.1.19 The majority of **National and Regional Partners** are not aware of or not using the Global Learning Platform (see Table 5.3.1). Those that are say that it is very useful to them. Almost half attend local events and courses developed by UN CC:Learn national or regional Academic Partners. NPs and RPs advise that national CC learning methodology is highly useful to them.

5.1.20 Global Business Partners say that courses are very useful. They are popular with employees and help them to think through the entire supply chain, manufacture, retail, consumption and disposal process, which is leading to many innovative suggestions for improvements in recycling, energy use, waste and packaging reduction, sustainable consumption. Employees report that they

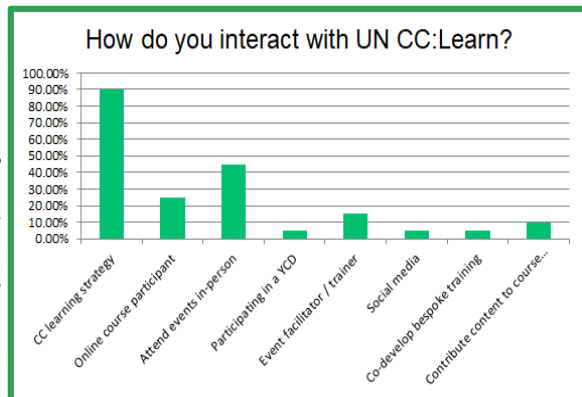


Figure 5.1.4 National Partners' Interaction with UN CC:Learn

are changing their own drinking and eating habits, eating less meat and dairy. GBPs say that course attendance and completion rates are high, which demonstrate their relevance and usefulness.

5.1.21 Global Academic Partners (GAPs) give mixed feedback on course usefulness. They advise that in-country CC learning strategy training is very useful for engaging stakeholders and building their understanding. They also advise that training in CC and in CC learning skills given to national and regional Academic Partners helps build their capacity. However, two GAPs report that UNITAR is not giving feedback to content developers on course usefulness, which they say prevents them from knowing whether their materials are effective.

5.1.22 Youth Climate Dialogue participants report that they have found the training and action-learning process very useful, helping them understand that CC hits all countries, and helping them to directly observe local impacts and mobilise others to take action together. The beneficiaries are the youth who are targeted, but they are also the teachers, families, communities and sometimes national decision makers.

5.1.23 Climate Classrooms are reported to be highly relevant and useful by Global and National Partners. They summarise climate negotiations and look in depth at current key topics. Attendees say that they find it very helpful to hear from and engage directly with key experts. Attendees say their success is substantially due to them being held as side events at negotiations where relevant people are already present instead of asking them to attend an event elsewhere. However, stakeholders noted that Climate Classrooms are aimed at national climate negotiators.

5.1.24 The majority of **Participants** find UN CC:Learn courses and events useful. Some find them extremely useful or even life changing. Most Participants have used their learning to make modifications in their personal lifestyle. Some Participants have used the course content to help them take significant actions including organise climate rallies, mobilise youth movements, reduce the emissions of large companies, influence corporate customers, influence investment markets and to re-green their whole community. However, some Participants stated that online courses are too long, become boring, and should be more interactive and include more frequent quizzes on shorter chunks of learning. A Participants' FGD held a strong view that UN CC:Learn should invest in engaging youth through social media - using it to connect youth and give them a voice and share their learning. Some survey responses supported this.

Evaluation Question 3: How relevant is the UN CC:Learn project in supporting country learning priorities to implement their NDCs, NAPs and SDGs?

5.1.25 UN CC:Learn is very relevant to supporting country learning priorities to implement NDCs, NAPs and SDGs 13, 4 and 17. Countries are requesting this support and UN CC:Learn is effectively providing it. However, UN CC:Learn's relevance is reduced by its lack of capacity and funding to support the number of countries who want support. Its relevance is also reduced by its lack of a direct in-country or regional presence which reduces its capacity for contextual understanding and its ability to build meaningful effective working relationships with national governments and other stakeholders.

5.1.26 National and Regional Partners want to help their people, their environment and their economies, become resilient to Climate Change. They are increasingly realising that NAPs, NDCs and SDGs by themselves will not deliver climate resilience. To achieve climate resilience, all sectors, at all levels, and the general public need to become climate literate and combine their efforts to transform those sectors. To this end National Partners want support in developing national CC learning strategies that support their NDCs, NAPs, SDGs and other development policies. To achieve this they need support in interpreting international climate agreements and national policy. They also need support in understanding effective methodologies for increasing national literacy in CC across the public, private, academic and voluntary sectors and amongst the general public. 85 per cent of national and regional partner survey respondents say that UN CC:Learn is extremely or very relevant to developing learning priorities that support NDCs, NAPs and SDG targets. The national CC learning methodology facilitates an effective process across multiple country stakeholders to do this.

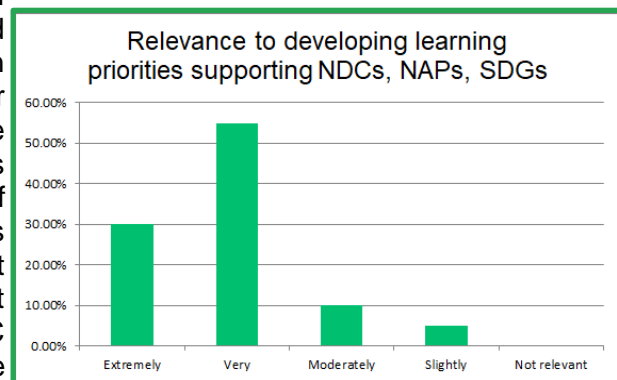


Figure 5.1.5 Relevance to supporting NDCs, NAPs, SDGs

5.1.27 To support countries in CC learning, UN CC:Learn seeks to engage local and regional training organisations and to equip and empower them to deliver CC learning. This is at the heart of UN CC:Learn's country methodology. However, some stakeholders advise that UN CC:Learn needs to find a way to reach more training organisations in-country and take CC learning beyond CC:Learn, giving away their methodology and learning expertise to others.

5.1.28 Several Academic or NGO Partners noted their concern that the UN CC:Learn methodology is too top down, preventing understanding of real impacts and appropriate community level actions. They suggest starting the process with a grass roots consultation, which would be summarised and passed up to local government level to add to, which in turn would be summarised and passed to district government then national government for synthesis and analysis. They advise that at each level all sectors should be consulted. Whilst they note this would require a lot more work, money and resources over a longer period, they say it is an essential process that would help identify genuine needs and opportunities and help governments to hear instead of starting with their own existing agenda. They advise that this process should be possible as there are many international agencies who work on NDCs and NAPs so this could be achieved through engaging with them more effectively. They acknowledge that UN CC:Learn already works with UNCTs, but say that they observe a conflict of priorities whereby the UNCT is not necessarily prioritising CCLearn's priorities.

5.2 EFFECTIVENESS

Evaluation Question 4: To what extent is the project contributing to changed behaviour and informed decision making that contributes to effective climate change adaptation and mitigation?

5.2.1 Attributing behaviour change to training and capacity building is largely subjective. Stakeholder interviews, surveys, website and document review cannot objectively determine whether genuine behaviour change has taken place, or whether any change can be attributed to UN CC:Learn with certainty. Such attribution would require infeasible control studies. However, surveys and interviews do provide some proxy measures, including finalised national CC learning plans, Global Partner observations of greater progress of UN CC:Learn supported countries, as well as course participant stories, and survey responses giving examples of changes at community, corporate and national level.

Indicators of Behaviour Change and Informed Decision Making

5.2.2 Proxy measures of behaviour change and informed decision making include:

- Participant's survey feedback of actions they've taken and attributed to their learning from UN CC:Learn's courses. These include individuals eating less meat or growing their own food; community waste clean-up; local advocacy initiatives; companies reducing travel, energy use and moving to sustainable supply chains; CC learning embedded in national curricula; and national policy changes. One participant completed the Introduction to Climate Change course, then asked her colleagues to take the same course, leading to them moving to an eco-friendly building and her subsequent promotion
- Annual surveys show how people's careers or opportunities or remuneration have been affected, which they attribute to having completed UN CC:Learn courses
- Feedback that participants are more conscious of how their behaviour impacts the planet and encouraging their families, neighbours and colleagues to change their behaviours
- The number of countries that have completed their national CC learning plan, although during the current project phase, countries haven't yet reached this stage
- Testimonials from Business Partners of changes to their business, that they attribute to the e-learning course - suggestions for improvements in recycling, energy use, reducing waste and packaging, sustainable consumption; Employees changing their own drinking and eating habits, eating less meat and dairy
- Demand for new courses coming from teachers, women, youth and UN CC:Learn partners
- Universities using UN CC:Learn training courses as a replacement to their own
- GPs attributing behaviour change to UN CC:Learn courses. One Global Partner advises that as a result of key staff completing the Gender and Environment course, they are now reviewing their country strategies through a gender lens. Another Global Partner advises that they ask participants of their civil society training to also complete the Gender and Environment course
- National Coordinators say that they are translating UN CC:Learn resources into local languages
- National Partners report having observed teachers changing their teaching methods, and encouraging their colleagues to change their behaviours.

5.2.3 The **Secretariat** advises that some existing and all new online courses will include simple pre-course surveys asking "*what are you doing this for?*", and a post survey asking "*did you achieve that - if so, what evidence do you have that you did?*". This may provide some future measure of behaviour change attributable to UN CC:Learn's activities.

5.2.4 Three **National Partners** report that capacity building they have received from UN CC:Learn has enabled their countries to become regional or global leaders in CC learning. However, a number of National Partners' responded that UN CC:Learn's role is solely to fund the national CC learning strategy, and any behaviour change should be attributed to national stakeholders' actions. Some NPs also said that CC learning strategies and online courses will not have enough reach to achieve community or cross sectoral behaviour change. Seven percent of online course participants are from NP countries, as shown in Table 5.2.1, below. They want funding and

resources to embed CC learning in radio and television programmes. They also say that UN CC:Learn's contribution is dwarfed by other agencies' work in their agriculture, energy, finance and commercial sectors.

National Partner	E-learning participants	Percentage of all e-learners
Benin	209	0%
Burkina Faso	300	0%
Dominican Republic	318	1%
Ghana	592	1%
Indonesia	237	0%
Kenya	1110	2%
Kyrgyzstan	23	0%
Malawi	174	0%
Niger	181	0%
Uganda	532	1%
Zambia	307	0%
Zimbabwe	305	0%
Total	4288	7%

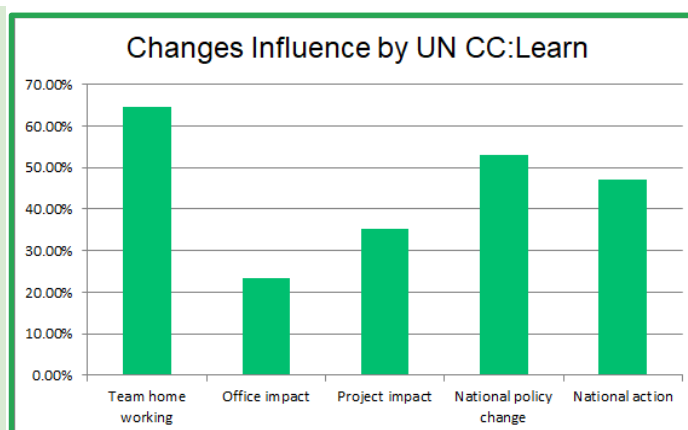


Figure 5.2.1 NP changes influenced by UN CC:Learn

Table 5.2.1 e-learners from Partner Countries 2017-2019

5.2.5 Five Global Partners advised that UN CC:Learn is helping them get knowledge that contributes to CCA and CCM. However, three said that this is not UN CC:Learn's role, that it is hosting CC learning resources containing other agencies' knowledge, and so behaviour change cannot be attributed to UN CC:Learn. Several GPs think UN CC:Learn is not working to an evidence-based theory of change, describing their work as a series of loosely connected vibrant activities.

5.2.6 Regional Partners say that UN CC:Learn's support is a good start. However, they lack the capacity and resources to strengthen regional hubs to the extent that they can influence regional behaviour change. These partners say they are struggling to even get information from each country, and the issue of CC learning takes priority behind many other issues including economic development, regional conflict or political instability, disaster risk, health services, etc.

5.2.7. Regional Academic Partners attribute both personal and organisational behaviour change to UN CC:Learn building their capacity and connecting them with other stakeholders. However, One **Global Academic Partner** said *"I've not seen any evidence of any behaviour change through CC:Learn's work. The activities we have been involved with are very time bound. We have not seen any follow-up so the events were just a workshop with no outcome."*

5.2.8 Participants report in FGDs that they directly attribute their effective CC mitigation and adaptation to their learning from CC:Learn online courses. This includes schools in India, Nigeria, Uganda, and Panama taking actions to remove single use plastic, reduce energy, plant trees, lobby families, communities and local businesses to change, and self organising via social media. One school in Tanzania has appointed pupils as climate ambassadors who visit different companies, make a presentation on CC, then ask them about their environmental impacts and ask them to make specific commitments to reduce their impact. A member of the public in Uganda described how he used course learning to persuade local farmers to stop destroying the swamp by converting it to farm land, helping them to terrace the hills, and plant grass and trees to stabilise the soil and retain water - restoring the environment whilst providing new sustainable farming land. A senior manager described how he reduced Coca Cola's emissions in Nigeria (see inset Example). **Course participants** gave many hundreds of examples of actively using their learning to bring change. Examples included campaigning or advocating for change; speaking at an event; improving the environment in their home or community; reducing their consumption; switching to

renewable energy; starting sustainable businesses; fundraising; changing their diet; reducing travel; stopping using single use plastic; pushing for changes in their workplace.

5.2.9 Youth Climate Dialogues show some indications of behaviour change, with partners reporting young people initiating new activities including community clean-ups and waste management, kitchen gardens, school and community greening, water harvesting, planting indigenous trees, and coordinating environmental advocacy. Many participants reportedly want to be advocates for change.

5.2.10 Partners involved in **Climate Classrooms** say that it is impossible to tell whether they lead to any kind of change. The biggest change reported is participants wanting to replicate the climate classroom format for other topics.

Example

A senior manager working for Coca Cola in Nigeria was asked to reduce their environmental impact. He found the UN CC:Learn website and completed several courses. He then created an emissions reporting system and wrote an environmental policy, setting a five-year target to reduce energy and water use. Key achievements included fuel efficient driving training for their fleet of 600 distribution truck drivers, leading to a reduction from an average 160g CO₂ equivalent per vehicle per year to 68g CO₂e/v/y over a four-year period, with truck drivers competing to achieve the status of being the most efficient driver. Another initiative led to their ratio of energy used per 1 litre of beverage produced reducing from 0.48 to 0.28 in the same period.

Evaluation Question 5: To what extent is the project promoting climate change education and literacy, and how effective is it at empowering people to better understand climate change and to become actors of change?

5.2.11 UN CC:Learn's core mandate is promoting climate change education and literacy. All partners affirm that this is what it does. Most partners assert that this work is high quality, effective and empowering and enabling. The extent to which UN CC:Learn is promoting CC learning is answered by many of the other evaluation questions. Question 1 demonstrates that beneficiaries priorities align with UN CC:Learn's priorities. Question 2 demonstrates the diverse range of stakeholders who use UN CC:Learn's courses and how useful they find them. Question 7 demonstrates how effective the project is in supporting countries in addressing their learning priorities. Question 8 considers how effective the platform is in supporting beneficiaries in applying their knowledge. However, the extent to which they are reaching enough people with CC learning is limited geographically; limited in its reach across sectors within countries; limited within its depth, only occasionally reaching grass roots level. Substantially additional funding or a more effective implementation model is required if it is going to fulfil its ACE commitments at sufficient scale to equip enough people with sufficient CC learning to effectively understand CC and become actors of change.

5.2.12 Secretariat staff attest that both UN CC:Learn Outcomes focus on CC education and seek to empower beneficiaries. However, they note that UNITAR is a small agency, with low capacity compared to the task. The Secretariat refers to numbers of beneficiaries registered and completing courses, discussed in question 2.

5.2.13 Donors confirm that CC education and empowerment are the core intention of the project, referring to MOOCs, Webinars, the knowledge library, online courses, and national CC learning strategies as evidence of this.

5.2.14 Global Partners also affirm that the project is completely centred on CC learning and empowerment. They cite e-learning course feedback as evidence, attributing behaviour changes amongst their staff relating to how they include women, indigenous people and traditional knowledge. They observe that webinar facilitators are highly skilled at transferring knowledge, using participatory processes. GPs cite examples of colleagues using CC:Learn courses for their own personal career development. GPs also note national evidence, saying that they affirm that the national CC learning methodology is effective. Further examples include UN CC:Learn's facilitation of peer to peer learning, supporting countries learning from each other and have a dialogue between decision makers and experts in the topic. GPs refer to UN CC:Learn's

mobilisation of cash and in-kind support and UN CC:Learn referring National Partners to UN Agencies for support in issues that UN CC:Learn cannot support. GPs refer to UN CC:Learn influencing CC integration into national school and teacher training college curricula. However, they note that UN CC:Learn does not host all CC learning resources and they are not CC technical experts, illustrating this by saying that if they wanted technical knowledge they would bypass UN CC:Learn and go direct to WMO; to learn more about NAPs or courses about negotiations or country support they would go to UNFCCC; to learn about CC and food and nutrition or WASH they would go to FAO or UNICEF. This should be balanced by another GP advising that UN CC:Learn can serve a role of helping users who may be otherwise siloed, to see connections and content they otherwise would not have seen.

5.2.15 Participants strongly assert that online courses are delivering CC education and empowering people to take action. They share examples of using their learning for career progression, and for personal, social and business sector change, such as the case study shared at para 5.2.8.

- 78 per cent completely/mostly agreed their thinking on climate had changed
- 62 per cent have reduced their energy use
- 59 per cent have influenced friends, colleagues, family
- 52 per cent recycle more; 52 per cent reduced their consumption
- 51 per cent pursued further learning
- 39 per cent changed their diet
- 38 per cent changed the way they travel
- 29 per cent engaged in advocacy

5.2.16 National Partners advise that the project is supporting them in collaborating with others in delivering national CC learning strategies, integrating CC learning into national school and university curricula. 75 per cent of NPs surveyed say CC Learn has helped them influence the CC behaviours or decision making of others. **80 per cent of them say UN CC:Learn has been very or extremely effective at empowering them to become an actor of change.**

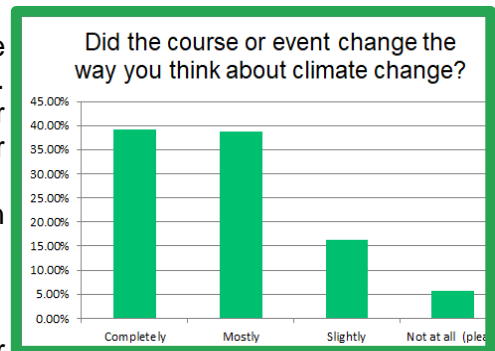


Figure 5.2.2 Course changed participants' thinking

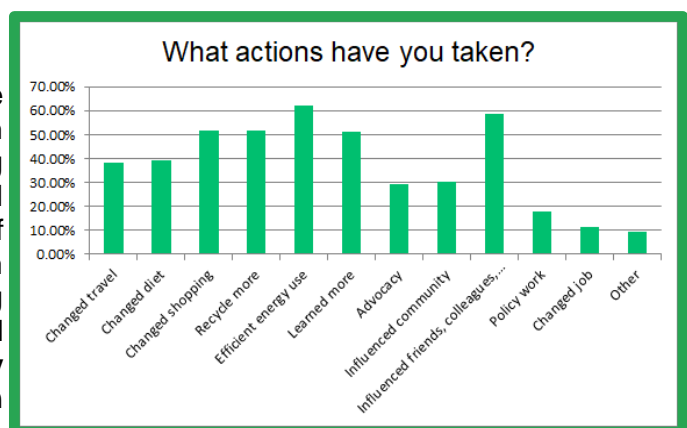


Figure 5.2.3 Participant actions taken

5.2.17 Regional Partners joining the current phase observe that they are being supported in writing CC learning strategies, and supported to share learning between countries. However, they say that it is too early to tell whether people are empowered to become actors of change. They note that UN CC:Learn does not have capacity to give them sufficient support⁴ to make progress at the pace required. However, they appreciate UN CC:Learn's work to build the capacity of national and regional education organisations, and advise that the CC learning methodology has an emphasis on embedding CC learning into the education sector. Regional Partners who have been engaged in previous phases state that UN CC:Learn has built one country's capacity in CC literacy in the region and supported them to in turn support other countries.

5.2.18 Two countries note that UN CC:Learn has supported them to become role models of good practice in their region. **However**, both countries in these regions emphasise that it is ultimately their own work that is empowering people to understand and take action on climate change, citing their own work building the capacity of teachers, training journalists and leveraging funding from other regional donors. One National Partner, supporting its region, advises that they appreciate that UN CC:Learn has tried to support them to support their entire region, but say they need further support and resources in order to make real progress. They further attest that UN

⁴ See Evaluation Question 10

CC:Learn's focus has been education, which is very helpful, but they need support in achieving the other 5 ACE components: Sensitisation, Capacity, Awareness, Public participation, Public accessing information.

5.2.19 Global Business Partners report that UN CC:Learn's work is promoting CC education and literacy and empowering people to become actors of change. They say that UN CC:Learn is very efficient and effective, and were impressed by their engagement with and level of understanding of the Business Sector. A business working with CC:Learn as regional consultants gave examples of users completing UN CC:Learn courses moving from a place of not believing in climate change to taking action to make river basins climate resilient.

5.2.20 Most **Academic Partners** report that the project is building their capacity in understanding CC and CC education and empowering them to pass this learning to others.

5.2.21 Partners involved in **Youth Climate Dialogues** advise that the new action learning approach and support for advocacy ensure they learn and are empowered to take action.

5.2.22 Partners involved in **Climate Classrooms** attest that they are effective in helping participants learn about climate policy, climate negotiations, and thematic topics relating to CC. However, they say they do not and cannot claim to empower people to become actors of change. They explain that participants are rarely decision makers, nor field practitioners. Rather, they are media, youth, NGO policy staff, and business people seeking to understand the negotiations, joined by the occasional junior delegate.

Evaluation Question 6: To what extent is the project contributing to the global debate on climate change learning, and specifically its role as a partnership and programme in supporting the Action for Climate Empowerment dialogues and the Doha Work Programme?

5.2.23 UN CC:Learn is reputed to be the main UN initiative speaking into the global debate on CC learning. This has been reported in the evaluation by Global and National Partners, Donors and the Secretariat. However, CC learning receives quite limited attention within the UNFCCC negotiations.

5.2.24 CC Learning is not as visible as climate finance, technology transfer, adaptation and other issues within global negotiations. Learning is still emerging as a key issue in the climate talks. UN CC:Learn is a small project but it has wide reach. UN CC:Learn states its approach within its 2019 Annual Report, saying that through its engagement at the national and global levels, it contributes to the implementation of Article 6 of the UNFCCC and Article 12 of the Paris Agreement on education, training and public awareness-raising, as well the 2012-2020 Doha Work Programme.

5.2.25 UN CC:Learn is a project member of the Alliance to Support CC Education, Training and Public Awareness, launched at CoP 18. It has participated in Alliance Events at CoPs on education and on agriculture. UN CC:Learn has also hosted events on CC at the last 5 CoPs, including one on Gender and CC at CoP 24.

5.2.26 80 per cent of **National Partners** say UN CC:Learn is significantly or notably contributing to the global debate. Several NPs made interventions leading to UNFCCC decisions on CC education, approved in Poland. This was achieved through Uganda's climate negotiator leading a debate on having a decision on CC education, supported by Malawi, Zambia, Zimbabwe, Dominican Republic and others. They note Western countries were in general not prioritising CC learning.

5.2.27 The majority of **Global Partners** think that UN CC:Learn is contributing to the global debate. Approximately half of those who responded think this contribution is moderate, whilst a similar number think it is significant. However, two GPs think UN CC:Learn is not or is no longer contributing to the global debate. Three GP observed that they think UN CC:Learn had a stronger voice and visibility in the UNFCCC dialogue through their engagement in the NAP process 5-6 years ago. They say UN CC:Learn has become much less visible in the NDC discussion. They

are aware that UN CC:Learn is a member of the NDC Partnership, but observe that UN CC:Learn is not visible on the NDC Partnership website.⁵

5.2.28 UN CC:Learn believes it is the main actor on CC learning within the **ACE Dialogues and Doha Work Programme**. In 2012 the international policy was defined for ACE. UN CC:Learn participated in the ACE dialogue and work towards implementing policy. Secretariat staff say that other agencies develop and share CC learning resources, but UN CC:Learn is the only project that systematically supports CC learning processes at country level. They say that this is illustrated by Global Partners asking “*how can UN CC:Learn help us deliver on this*” in response to multiple issues raised at the 2019 Bonn UNFCCC meeting.

5.2.29 In 2018 UN CC:Learn participated in an ACE dialogue that led to the first CC learning decision made under the Paris Agreement. Partner countries shared their experience and discussed how ACE could support CC learning. This included a submission from UN CC:Learn Uganda National Coordinator, in favour of a decision to integrate ACE into the implementation of NDCs and NAPs. This was adopted by the CoP. UN CC:Learn presents CC learning lessons learned in ACE dialogues. ACE focal point ambassadors, invited by the secretariat to present, noted UN CC:Learn’s contributions. The Uganda Minister of Environment mentioned UN CC:Learn’s work at another event.

5.2.30 **Global Partners** note UN CC:Learn’s contribution to global dialogues and refer to them in UNFCCC meetings. UN CC:Learn has been one of the key programmes supporting the implementation of the Doha Work Programme, empowering countries. Global and National Partners say that countries that have been supported by UN CC:Learn are notably further progressed in their CC learning than other countries.

5.2.31 **National Partners** also note the benefit of UN CC:Learn’s Climate Classrooms and their contribution to the global dialogue. UN CC:Learn has also made contributions to the follow up Doha programme. Several National Partners noted that they have made interventions in UNFCCC processes and shared learning at ACE Dialogues, with UN CC:Learn support, in order to promote CC learning. These NPs noted other countries that have started developing national CC learning strategies based on those shared by them.

5.2.32 UN CC:Learn is making some contribution to the global debate on CC learning through its membership of the **NDC Partnership**. UN CC:Learn shares information about its ongoing and future activities and uses its membership of the partnership towards both aligning UN CC:Learn services with NDC national implementation, and to promote CC learning to countries working on NDC implementation.

5.2.33 Some UNFCCC delegates and attendees attribute their knowledge of UN CC:Learn to their visibility at CoPs through **Climate Classroom** Side Events. Evaluation stakeholders say that this presence gives them an indirect impact on the global debate. They state that attending UN CC:Learn sessions during the negotiations is effective as it is easy to commit an hour when you are already there.

5.2.34 **Youth Climate Dialogues** have influenced the international dialogue. YCDs have given some youth direct access to policy makers in-country. One YCD delegation attended CoP 25, and created a video and wrote poems. These were shared with regional Member States. Youth felt empowered that their messages were heard at CoP 25.

⁵ UNITAR is listed on the NDC Platform as a member, but Partners note UN CC:Learn needs visibility.

Evaluation Question 7: How effective is the project in supporting countries in addressing learning priorities to implement their NAPs and NDCs, and helping in improving the accessibility of learning products and services?

5.2.35 80 per cent of National Partners say UN CC:Learn is extremely or very effective in supporting countries in addressing learning priorities to implement their NAPs and NDCs. UN CC:Learn developed an effective CC learning methodology across five countries during its pilot phase. It has recently updated this methodology to align with NAPs and NDCs. There are indications that this work will be effective. However, NAPs and NDCs are relatively new instruments. It is therefore too early to answer this question with any certainty.

Learning Methodology Guidance Note

5.2.36 Alignment of NAPs and NDCs with CC learning strategies has been introduced in the current phase of UN CC:Learn's work. The Guidance Note for Developing a National CC Learning Strategy was updated in 2018 to include NAPs and NDCs. The Guidance Note responds to the UNFCCC Doha Work Programme which mandates States to prepare a national strategy on Article 6 of the Convention, which deals with climate change education, training and public awareness-raising. It also responds to the request of an additional 35 countries which have expressed interest in developing a national CC learning strategy. The first version of the Guidance Note already focused on improving access to learning products and services, and this has been carried forward to the second edition. UN CC:Learn's work with countries is therefore designed to support countries to address learning priorities to implement their NAPs and NDCs and to improve the accessibility of learning products and services.

NDC Partnership

5.2.37 UN CC:Learn joined the NDC Partnership in order to align their CC learning work with the work of the NDC Platform.

Progress

5.2.38 UN CC:Learn has commenced work in five new countries in this phase, and all are currently in the process of completing their learning strategies. Those countries confirm that the planning phase has aligned their CC learning strategy with their national NDCs and NAPs where they exist, and it will inform their NDCs and NAPs where they are not yet developed. National projects are slow to progress due to the number of stakeholders involved. Country learning exchange workshops include collaboration with the Ministry of Education, Ministry of Environment, national learning institutions, UN Agencies, NGOs and CSO organisations and often include organisations representing finance, agriculture, energy and business. These country stakeholders are supported through training, needs and knowledge assessments, reviewing NAPs and NDCs; creating a Learning Action Plan and Creating an Implementation Framework. However, they say that improvement of accessibility of learning products and services is only effective in the education sector so far and is not yet increasing in agriculture, farming, energy, planning, social services, or other sectors. National Partners warn that they believe that they are too small to influence CC learning in these other sectors. They note that the main constraint that they face is huge amounts of money being invested in those sectors by other actors who do not have a CC learning agenda.

5.2.39 Some NPs note that NDCs and NAPs are currently being developed in their countries and advise that they are seeking to engage to make sure their CC learning strategies align with them. UN CC:Learn advises countries to pick 4-5 key priority sectors to focus on which are usually guided by NDCs and NAPs. Further alignment is achieved through UN CC:Learn's practice of implementing through an existing UN Country Project. This can ensure very close linkages such as working through the NDC support programme in Zambia.

Evaluation Question 8: How effective is the global learning platform at supporting beneficiaries in applying their climate adaptation / mitigation knowledge and skills?

5.2.40 UN CC:Learn is effective at developing and sharing CC learning resources and has been commended by a number of Global and National Partners for their skills in effective learning. The evaluation's Participants survey found that 76 per cent of respondents have applied or used the knowledge they have gained from the courses and 78 per cent say they have applied this knowledge or skills regularly in their work or personal life. However, UN CC:Learn does not actively offer follow up support to beneficiaries after they have completed online or face to face training. It is therefore not possible to confirm, if or to what extent, UN CC:Learn has supported beneficiaries in applying their climate knowledge and skills effectively. Most stakeholders who were asked this question responded that they don't believe it is UN CC:Learn's role to support beneficiaries in knowledge and skill application. However, review of survey feedback and evaluation interviews indicates that learners are actively applying adaptation and mitigation knowledge they have gained from the global learning platform.

5.2.41 People are accessing UN CC:Learn's global e-learning resources in rapidly growing numbers. During COVID-19 Lockdown CC:Learn has seen the issue of course completion certificates grow from a pre-lock down average of under 100 certificates per day to a current average of 400 certificates per day⁶. Feedback suggests that users are inspired by the learning resources being free, accessible online and backed by the UN system which is trusted. This means certificates hold weight with employers - particularly in developing countries. 17 per cent of UN CC:Learn's 2019 annual survey respondents said that they would not have applied their CC knowledge or skill without the UN CC:Learn course.⁷

5.2.42 *Global Partners* advise that course use is high and they are receiving demand for additional modules. However, two say that they have had no feedback on whether the course content is effective at supporting beneficiaries in applying their climate knowledge and skills.

5.2.43 West Africa ***Regional Partners*** advise that Agrhyment is currently developing its own CC learning platform with the support of UN CC:Learn in order to provide more contextualised sustainable regional learning support.

5.2.44 *Global Business Partners* say that one third of participants complete the courses, which is a high completion rate.

5.2.45 *Global Academic Partners* say that UN CC:Learn is not supporting learners after completing their course.

5.2.46 *YCD stakeholder respondents*, including YCD participants, academic partners, Secretariat staff, business partner content developments, advise that they use e-learning guides to learn how to implement the dialogues. They say that these resources were useful in designing and implementing the YCD. However, they advised that the learning resource was too rigid as pupils repeated learning by rote without engaging with it. They therefore re-wrote the materials in order to engage children through asking them to monitor and report on local climate change impacts and then design their own mitigation or adaptation measures. They also say that ongoing application of knowledge would require the addition of an objective that schools' capacity is built to implement their own dialogues without any further support.

⁶ The Secretariat also reports a corresponding number of new registrations.

⁷ This is an indicator of people who think they could not have obtained the information from anywhere else.

5.2.47 Surveyed **Participants** said they applied knowledge they gained from the learning platform:

- 78 per cent of respondents use the knowledge they acquired regularly
- 89 per cent of respondents have fully, very much or somewhat changed their resource consumption pattern
- 62 per cent use water or energy more efficiently
- 61 per cent said that participating in the course lead to some unexpected changes in their personal or professional life
- 58 per cent have tried to influence their friends, colleagues and family
- 52 per cent have changed the way they shop
- 52 per cent recycle more of their waste at home and at work
- 26 per cent have had an improvement in their job

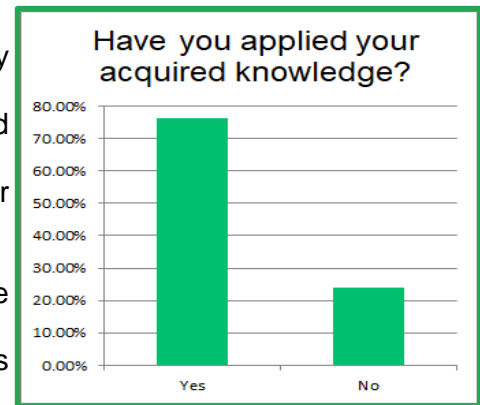


Figure 5.2.4 Course Influence on Participants

5.2.48 Further specific examples suggest that course learning can be attributed to people's application of their knowledge and skills. Enabling and disabling factors are shown in Figure 5.2.5. Gaining confidence (15 per cent) and gaining knowledge (15 per cent) were the main enablers reported by participants, followed by job relevance (14 per cent). Money (35 per cent) then time (16 per cent), followed by work opportunities (11 per cent) and supervisor feedback (11 per cent) were reported as the biggest obstacles to participants applying their knowledge.

- Community sensitisation; Mobilising the community to clear up waste;
- Planting trees and plants
- Teaching students about climate change
- To change diet, travel, consumption; Sustainable household water use
- To inform university assignments; As the foundation of an MSc; as the backgrounds to apply for a PhD
- Growing climate resilient crops for profit; Stopping community slash and burn practice
- Used content to inform published media articles
- Used the knowledge to advise on animal health
- Advocacy for child-centred mitigation and adaptation policy
- Revising corporate policies to align with the SDGs
- Volunteered for community agricultural advisory and extension work
- There are many stories of how teachers are changing the classroom, staffroom and their communities.

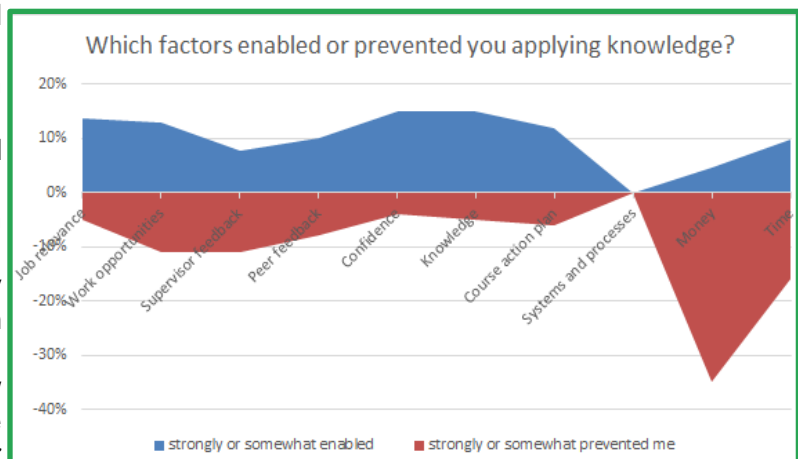


Figure 5.2.5 Course Influence on Participants

Evaluation Question 9: To what extent are national climate change learning assessments and strategies being developed through multi-stakeholder collaboration?

5.2.49 National Climate Change Learning Assessments and Strategies are all being developed through multi-stakeholder collaboration. The extent to which this is happening varies by location and approach, however.

5.2.50 UN CC:Learn typically engages countries through issuing RFIs, indicating regions and contexts within which they want to work. RFIs request information on existing country CC learning capacities, plans, and seek to identify appropriate potential stakeholders. As part of the agreement with countries the government is asked to appoint a National Coordinator, who is typically a Director within the Ministry of Environment. The NFP identifies potential collaborators

from across government ministries. In parallel UN CC:Learn seeks to identify a UN Global Partner with an existing compatible country programme. The intention is that the Global Partner's Country Team facilitates the national CC learning strategy, in partnership with UN CC:Learn, as an add-on to their existing programme. UN CC:Learn supports the NFP and UNCT in understanding and using their *GUIDANCE NOTE For Developing a National Climate Change Learning Strategy*. One of the key principles in the guidance note is Multi-Sectoral and Multi-Stakeholder Collaboration with actors from government, civil society, the private sector, unions, national education and training institutions and UN and other development agencies. The methodology guides users through a Stakeholder Analysis.

5.2.51 70 per cent of **national stakeholders** said national strategies are extremely or very much developed collaboratively. 10 per cent said they were moderately collaborative, whilst 15 per cent said they have not yet got to this point. They gave examples of collaboration from government, private sector, civil society and academic organisations representing Education, Energy, Agriculture, Water, Planning, and Finance. Stakeholders for most countries describe the workshops as highly collaborative. West African, Southern African and Central American stakeholders provided photographic and documented evidence of subsequent ongoing collaboration of stakeholders across multiple sectors. However, whilst several countries reported that initial workshops had involved a wide array of stakeholders, some noted that subsequent strategy development and its implementation largely focused on the Ministry of Education, Ministry of Environment and an organisation representing the education sector. Some said this was intentional in order to focus the strategy on schools and universities. Others said this was a reflection of their limited budget and capacity. One Central Asian stakeholder advised that collaboration is not common in their country and said that no collaboration has happened since the workshop. Some stakeholders noted the absence of district and local government and community organisation involvement, which they believe limits the reach of the learning strategy. Furthermore they advise that this approach of facilitating a workshop of national stakeholders is top down, and therefore misses the opportunity to identify key CC issues impacting the general public and the poorest most vulnerable members of society, that would be identified through a bottom up stakeholder consultation process.

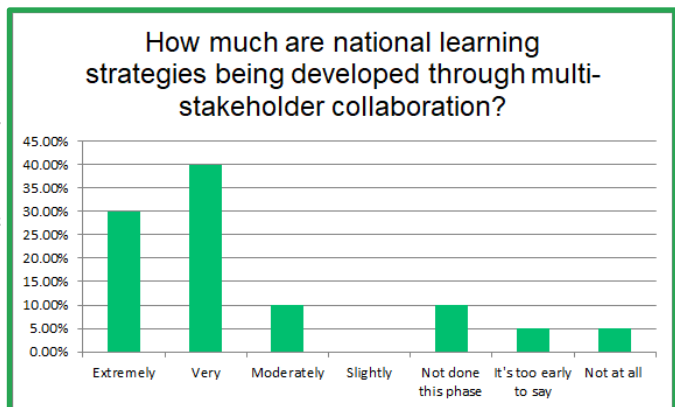


Figure 5.2.6 Extent of collaboration in strategy development

Evaluation Question 10: To what extent is the project supporting national and regional learning institutions to deliver climate change learning effectively?

5.2.52 UN CC:Learn is supporting national and regional learning institutions to deliver CC learning effectively. However, additional funding and capacity is required to strengthen this approach. There is also no institutional outcome for national or regional learning institutions in the logframe.

5.2.53 The **Secretariat** is actively building relationships with regional learning institutions, including Agrhyment in West Africa, MIET in Southern Africa, and CNCCMDL in the SICA Central America region. It is also partnering national learning institutions including Teachers organisations in Ethiopia, the Dominican Republic, the Ghana Education Service, and the Climate Reality Project in Indonesia. In developing this approach the Secretariat initially tried hiring external experts to deliver training, then moved to a Training of Trainers approach, training Ministry of Environment staff with the expectation they would train others in-country. In practice the training was not repeated to other learners, seemingly due to lack of time against their core role responsibilities. UN CC:Learn re-evaluated this approach and now work with organisations whose core mandate is to train people. This includes public sector training institutes such as the National School of Administration in Senegal, and Universities who train school teachers. Ghana, West Africa and Southern African partners are focusing on building the capacity of teacher training

Universities to pass on CC learning skills to school teachers. SICA Countries are also engaging national learning institutions. Work with Agrhyment is notable for the extent to which UN CC:Learn is building their capacity in adult learning, e-learning, technical authorship and CC technical knowledge, including in forestry and green economy. Several stakeholders noted that UN CC:Learn is very much appreciated for essentially “giving away its crown jewels for the greater good of climate change learning”, rather than protecting its knowledge in a competitive manner. However, this approach is constrained by the capacity and availability of Secretariat staff and the time it takes to identify and build relationships and trust with learning institutions. In developing countries where budgets are stretched, they often have insufficient capacity to deliver their core mandate.

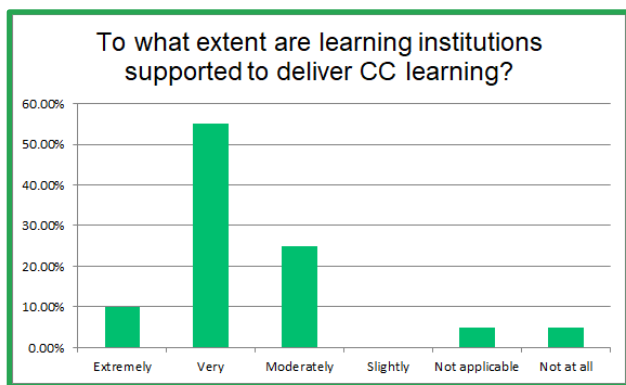


Fig 5.2.7 Support to learning institutions

5.2.54 Sixty-five percent of **National Partners** say that UN CC:Learn is extremely or very much supporting national and regional learning institutions to deliver CC learning effectively. A further 25 per cent say this is happening to a moderate extent. The Secretariat should collate evidence to verify whether learning delivered through learning partners is more effective.

5.2.55 **Donors** and some **Global Partners** believe that there are funding sources that could be accessed for capacity building of national and regional training institutions. A range of stakeholders suggested that UN CC:Learn decentralises and / or builds a local or regional presence, helping them understand local context and build local relationships, both of which are essential for effective collaboration with national and regional learning institutions. Suggestions also included seeking opportunities to collaborate on national CC learning with UNESCO or UNICEF, noting that UNESCO is mandated to work on education which can include school curricula.

5.2.56 Most **Academic Partners** confirm that UN CC:Learn is very effectively supporting them to deliver CC learning effectively. However, one Global Academic Partner stated that they think CC:Learn is mandated to work with national governments, and not with learning institutions, which is perhaps a further indicator that CC:Learn's role and ways of working are unclear to partners. Another Academic Partner said that UN CC:Learn provided insufficient support for them for eduCCate Global to the extent that they will move to partner with a different service provider.

Example

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.

5.2.57 Examples suggested by learning institutions for more effective support include supporting them in developing non-internet based learning resources such as radio, television, information posters, school-community dramas; facilitating collaboration with other UNCT education activities such as UNICEF and UNESCO; a further example was to ensure learning institutions were given permission to contribute to country workshops, which was reportedly not allowed in Central Asian Country workshop.

Evaluation Question 11: To what extent can or should a human rights-based approach and a gender mainstreaming strategy and the “no one left behind” principle be incorporated in the design and implementation of the project, and specifically in the selection of direct and indirect beneficiaries?

5.2.58 UN CC:Learn's Phase 4 Project Document states one of its main strategic considerations guiding the design of the phase, is “Striving to ‘leave no one behind’ and to ‘reach the farthest first’”. A further strategic consideration is “Promoting gender equality”. Some notable progress has been made in gender equality. However, no evidence has been seen of progress in the area of a ‘human rights-based approach’, whilst some limited examples are observed of addressing ‘leave no one behind’. UNITAR annually reports on UN-SWAP and UN CC:Learn contributes to

one of the indicators. They do not have a process or sufficient resources to ensure all courses are inclusive.

Human Rights

5.2.59 The Universal Declaration of Human Rights sets out 30 freedoms, many of which contain no obvious link to climate learning. The clearest links are to the rights to equality and freedom; discrimination; the right to life; freedom to move; a safe place to live; ownership of assets; access to education and healthcare; food and shelter; a fair and free world; and our duty to others. CC impacts on all of these Rights. Some of them are relevant to UN CC:Learn's Global and National activities, including education, health, food and equality. 35 per cent of NPs and 22 per cent of GPs think UN CC:Learn's work is addressing Human Rights. However, UN CC:Learn has not implemented any systematic process to ensure its training resources, methodologies or other activities systematically address human rights. The evaluation question asks "can or should . . .". UN CC:Learn *can* address human rights if it has access to sufficient resources to incorporate them into existing or new projects, guidelines and trainings. Whether it *should* address human rights is somewhat subjective. Human rights are a cross-cutting theme in all UN policies and programmes and therefore all UN agencies are involved to some degree in the protection of human rights. However, UN CC:Learn is not operational and so any action it takes relating to human rights would relate to training content. This *could* be achieved through developing a checklist to ensure relevant rights are considered in different thematic learning resources and activities. Obvious examples would be learning resources on food or water referring to the human right to access to food and water, and consideration of how to access such rights in a context where climate change reduces their availability and increases competition for them.

Gender Mainstreaming

5.2.60 The ACE guiding principles, to which UN CC:Learn is aligned, emphasises adopting a gender approach. Gender mainstreaming *can* and *should* be integrated into the project and to an extent it already *is*. 60 per cent of NPs and 67 per cent of GPs think the project addresses women's empowerment. UN CC:Learn monitors course and event participation by gender, achieving a roughly equal balance. However, there are consistently more male than female participants in national learning strategy workshops and Climate Classrooms, which reflects continued gender inequality in senior government.

5.2.61 Gender and climate change is very visibly addressed in the Online Course on Gender and Environment. This course had the greatest number of GPs involved in co-developing it. It has been very well received with a good participation rate. The course helped users get to know the international agreements on women and on climate and how to ensure women are present and have a voice. All stakeholders noted gender as being the primary way in which UN CC:Learn has addressed inclusion. The national strategy methodology is participatory and inclusive of all sectors including gender. However, three Global Partners separately stressed that they were surprised at UN CC:Learn's lack of gender expertise when developing the Gender and Environment course and stated that they thought this lack of capacity was a significant hindrance and directly contributed to confusion and delay in developing course content. One noted that other courses and communications sometimes lack gender diversity. There is further discussion on gender equality in Question 20.

No One Left Behind

5.2.62 Leaving no one behind is a term normally used in respect of ending extreme poverty and reducing inequalities. This is an inclusion issue. People who should not be left behind include people living with disabilities; people of different genders, ages, sexuality, religion, minorities and ethnicities; people living in different geographical locations; and people living with different physical and mental health conditions. UN CC:Learn has taken some steps towards including some of these issues, but not others. Diversity and inclusion are being increasingly addressed in course and publication content and in social media in terms of representation, seeking to minimise stereotypes. 70 per cent of NPs and 80 per cent of GPs think the project incorporates vulnerable groups into their work. However, this is a further example of an accessibility approach to inclusion and is not the same as promoting learning on how climate change specifically affects people who are elderly, disabled, minorities, etc, which are all very significant issues about which policy

makers and the majority population need to learn. Global Partners and Academics advise that their work with UN CC:Learn demonstrates they are lacking in technical knowledge on ageism, disability, sexuality, ethnicity, and other inclusion issues. In terms of improving accessibility, Global and National Partners both note that content is provided in English, Spanish and French, and state that it needs to also be the other UN languages. Beyond vulnerable groups, the evaluation notes that less than a fifth of UN CC:Learn beneficiaries come from countries in special situations e.g. LDCs, land-locked developing countries (LLDCs) and small island developing States (SIDS).

5.2.63 Participant respondents from the survey suggested the following actions in order to improve access: more advocacy on the learning offer and use of additional channels such as radio; translation in additional languages, including local languages; develop offline courses to avoid issues related to poor connectivity; include different competency levels from beginner to advanced users and tailor accordingly; make the course more interactive and make use of live discussions through new technology; include more practical examples and case studies; use simpler language; make it more child-friendly; provide facilities for people with visual or hearing disabilities, amongst others.

5.2.64 One country stakeholder said that they already fully address inclusion in their national CC learning strategy work. However, further probing revealed that this meant that they include other government ministries and that one of these is the Ministry of Public Service (Social Welfare), who they believe represents excluded groups who need representing. Another country stakeholder stated that they don't have any form of minority or excluded people, the only differences are between urban and rural. Both of these examples demonstrate the need to educate people in positions of power regarding the diverse needs and increased vulnerabilities of minority groups, particularly in relation to climate change.

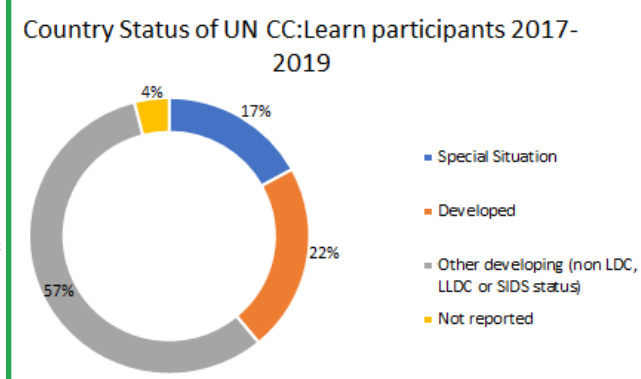


Table 5.2.8 Country status of UN CC:Learn participants 2017-2019

5.2.65 Ghana stakeholders shared pictures and publications of their national CC week, which involved community Chiefs, women's groups, disabled people, elderly people, children, schools, ethnic minorities and local groups. They equipped chiefs to speak with local people about CC in their own languages.

5.2.66 Global Academic and Global Business Partners say that they believe UN CC:Learn needs to strengthen inclusion across its work. They suggest UN CC:Learn should employ staff and consultants who have specialist knowledge on different inclusion issues. They further advise that these specialists should review all CC:Learn resources and practices to ensure they are inclusive. They recommend organising a Climate Classroom on Human Rights and CC and advise that they think UN CC:Learn should be careful to not address inclusion topics separately, but instead note the sometimes double or triple vulnerabilities caused by intersectionality e.g. of gender, ethnicity and disability.

5.2.67 UN CC:Learn has taken some limited steps towards inclusion of **disability**. However, this has largely been treated as an accessibility issue rather than a matter of inclusion. The Global e-learning Platform has integrated new software for people with hearing or visual impairments and for people with autism. Only one example has been found of the intentional inclusion of individuals or groups representing disabled people's interests in national learning strategies - this was done in Ghana. Disability is not specifically addressed as the subject of an e-learning course. Disability is referred to within a number of climate change guidance documents on UN CC:Learn's global knowledge platform. However these contents have been written by Global Partners, not UN CC:Learn. Disability has been addressed in UN CC:Learn Side Events, including the *Leaving No*

One Behind in Climate Change Education side event at CoP 22 in Marrakesh, November 2016, which was facilitated by UNITAR.

Age

5.2.68 ACE guiding principles include taking an intergenerational approach to CC learning. No evidence has been identified addressing either specific accessibility for elderly people to CC learning resources, nor inclusion of the specific CC impacts on elderly people. However there has been an emerging focus on Youth. At the suggestion of one of its donors, UN CC:Learn has facilitated a number of Youth Climate Dialogues and supporting resources. YCDs have taken place between schools in developed and developing countries including Switzerland and Nigeria, Zambia, Namibia, Malawi, and Chile; Sweden and Mongolia; France and Burkina Faso, Zambia, Bolivia and China; and Zambia, Rwanda and Zimbabwe; Spain and Chile, UAE and India. They have also taken place between schools within countries such as Chile, and between schools in different southern countries, including Chile and Zimbabwe and Chile and Peru. YCDs were initially reportedly limited in their effect. However the methodology has been adapted to focus on young people observing their local environment and identifying climate impacts and potential responses. Evidence was seen that this strengthened approach has been more effective in engaging and empowering young people. Youth delegations have also been taken to UNFCCC CoPs, and they have been supported in having a voice to policy makers. Testimonials from these activities suggest that this has strengthened the commitment of youth to lifelong climate activism. Global and National Partners have strongly endorsed YCDs, with one Global Partner postulating that UN CC:Learn would have a bigger impact if it put all of its efforts and resources into YCDs and helping youth access policy makers. However, some young people in Asia and South America said that YCD social media, website content and brochures did not contain images of people who looked like them, and they felt excluded.

Example

Sixteen Youth Climate Dialogues took place in 2019 through collaboration with organisations including China Youth Climate Action Network, EBP-Chile, Météo France, and MIET Africa. This is a UN CC:Learn / SDC initiative.

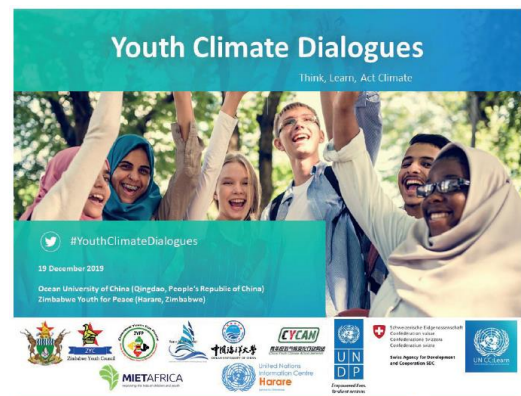
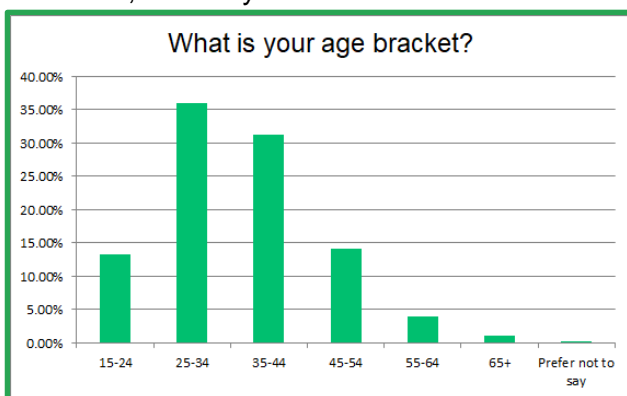


Fig 5.2.9 E-Learning Course Participant Survey Respondents' age profile
Youth Climate Dialogue Flyer

5.2.69 Young people are also supported by UN CC:Learn's activities through the Children and Climate Change short course on the Global Learning Platform, and the CC events with youth in refugee camps.

Minorities

5.2.70 The UN CC:Learn Secretariat advises that it aims to include minority groups and indigenous people and traditional knowledge in all of its resources and review of online e-learning courses and online guides revealed some examples of this. However, some stakeholders advise that they have reported to Secretariat staff and partners, dissatisfaction that resources are not available showing people who look like them - Asian, African, South American.

Geographical Reach

5.2.71 UN CC:Learn was designed as a global project and there are a lot of countries wanting their assistance to develop a CC learning strategy. However, its reach is limited, having no

national programmes in the Pacific, and very limited work in Asia. Global and National Partners have given different hypotheses on why this may be the case. The most consistent view is that despite working through UNCT Partners and local learning organisations, UN CC:Learn's lack of national and regional presence prevents it from understanding the local context and from building local relationships. Examples were given of needing a personal and local introduction to an agency working at State level in China before any work can become sustainable at national or local level. Another example was of Central Asian States requiring regular ongoing face to face meetings to build trust before genuine collaboration can happen across government ministries.

5.2.72 Secondary inhibitors to regional impact relate to technology - the availability, cost and use of the internet; the format of UN CC:Learn's learning materials needing to be downloadable, short, and using non-internet formats such as radio broadcast or non-smart phone text. Related to this are cultural issues - the example was given in West Africa that work is progressed through face to face talking, not through sitting at a desk undertaking an on-line course or virtual workshop. It is likely that a combination of technology, connectivity, culture and local presence have hindered the uptake of learning resources in some regions. UN CC:Learn has taken some steps to mitigate these issues, including hiring staff and consultants from specific countries or regions where they want to work. However, consultants report that they are hired for too short a time, preventing necessary local relational accompaniment. Similarly local staff are reportedly overstretched and do not have the capacity to support UN CC:Learn to effectively engage in new locations. Global Partners advise that their programmes in West Africa are only effective if they are face to face or use local radio or television.

UN CC:Learn Partner Countries



Figure 5.2.10 Countries UN CC:Learn is supporting

5.2.73 All Regional Partners consulted believe that UN CC:Learn should focus on building more regional hubs. They gave examples of local countries supporting each other through understanding each other's context and challenges. Regional Partners suggest that UN CC:Learn should decentralise and strengthen its own regional presence, or build the capacity of learning agencies such as MIET and AGRHYMET to become ACE actors who operate independently of UNITAR.

5.3 Efficiency

Evaluation Question 12: To what extent is the project cost, time and resource efficient versus each UN partner creating their own or using alternative equivalent resources?

5.3.1 UN CC:Learn is generally cost, time and resource efficient compared to each UN Partner creating its own or using alternative equivalent resources. In some aspects UN CC:Learn is extremely cost efficient. However, there are some notable instances of Global Partners and Global Academic Partners saying that they find UN CC:Learn inefficient.

Online Courses

5.3.2 The UN CC:Learn Secretariat states that it is highly cost efficient in terms of its online courses. The adjacent call-out box and Fig 5.3.1 infographic below reproduce figures from its 2019 Annual Report. The Evaluator was not able to verify these figures, including the costs per certificate, but assuming they are accurate, they suggest significant efficiency, particularly if compared to the cost of transporting trainers across the world and gathering small numbers of participants together

Cost Efficiency

The cost per certificate issued for the introductory e-course on climate change dropped from \$17.38 at the end of 2016 to \$5.85 at the end of 2019. The cost per certificate reduced to \$5.79 for the e-course on cities and climate change, to \$7.04 for the e-course on health and climate change.

Figures from 2019 Annual Report

for face to face training. The figures are supported by Fig 5.3.2, which illustrates an increasing number of completion certificates issued per year during this project phase. Fig 5.3.3 then records the percentage of respondents who strongly agree or agree that the courses were overall useful in terms of job relevance, new information or helpful for intended application. The Secretariat reports that the 20,000th certificate was issued in 2018 and that this has risen to 91,520 certificates just 2 years later (Sum Fig. 5.3.2 numbers to Q1 2020). Similarly, it says that 100,000 participants were registered at the start of the phase which has risen to 270,000 currently. The Secretariat has commissioned a Cost Benefit Analysis which is ongoing. The evaluation notes that it is challenging to calculate cost-benefit ratios of training and learning activities where intended benefits are not specified and easily monetised. Such an analysis also requires that fully loaded costs to produce the benefits are taken into consideration and that the benefit effects are isolated from other factors.

5.3.3 One example of efficiency, as suggested in the Annual Report, is likely due to UN CC:Learn's online reach to a global audience. Further contributors are likely to include courses being free at the point of use, and no charge to obtain completion certificates. A further observation made by UN CC:Learn's Secretariat is that participation in online learning has dramatically increased under COVID-19 lockdown.

Website

5.3.4 Some stakeholders noted their confusion as to why UN CC:Learn hosts two separate websites. They advise that this appears inefficient in terms of users' time working out which website they need to use, cost in terms of funding two separate websites, and appears resource inefficient. Stakeholders would like to see the two websites integrated. This could perhaps be achieved by embedding one website portal within the other. It is noted that the e-learning platform is accessible from the knowledge platform.

5.3.5 A group of Global Partners observed that CC:Learn's learning platform saves users searching across multiple agencies' platforms for CC learning, although it's often hosted there too. However, they also observe that UN CC:Learn does not have the capacity to store or manage all of the CC learning resources of all Global Partners, which creates levels of inefficiency for partners searching for learning resources.

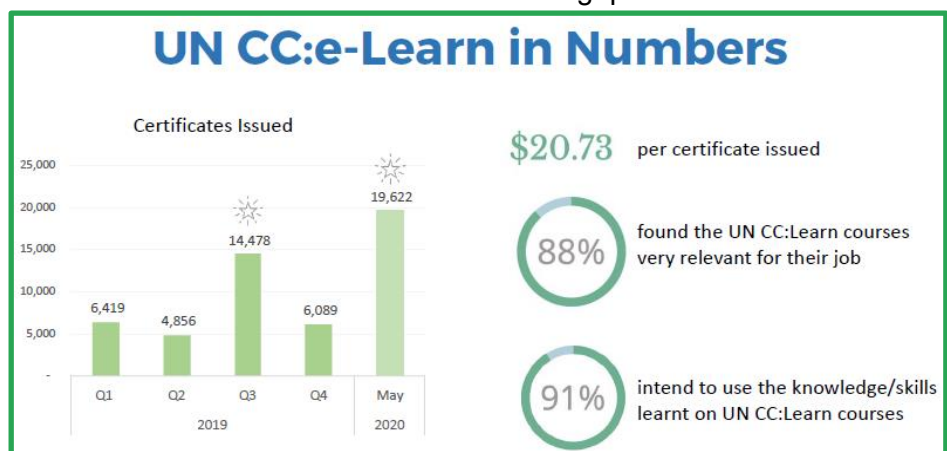


Fig. 5.3.1 UN CC:e-Learn in Numbers
(Supplied by Secretariat for 2019 and Q1 2020)

Project Management

5.3.6 Most partners have described UN CC:Learn's project management of e-learning and national work as extremely efficient. However, there are several notable exceptions. These exceptions appear to be due to differing expectations between the partner and UN CC:Learn Secretariat. One difference in expectations that was mentioned by several partners was a misunderstanding on who would take responsibility to reinterpret technical content into e-learning courses. Partners had expected the Secretariat to do this, but have been frustrated to find that they've had to write almost all of the content, with the Secretariat only commenting on length, format and design. Several partners have noted their expectation that the Secretariat would employ subject matter experts to translate training materials into e-learning courses. This may be a lack of awareness of the Secretariat's small size. Similarly several stakeholders have noted that the Secretariat appeared reluctant to take decisions on direction, content, volume, extent of reviews and meeting deadlines. One partner said they made their frustration explicitly clear to UNITAR, but the service did not change. This partner said that they have now decided that they

do not want to collaborate with UN CC:Learn on future projects. The same partner expressed frustration that the Secretariat over consulted stakeholders, running webinars with 20 people involved, giving everyone a say.

Social Media

5.3.7 No interviewed stakeholders made any reference to UN CC:Learn's social media platforms, and when asked they suggested that they are not very relevant or helpful to them, indicating a potential degree of poor cost efficiency. Some surveyed participants noted that they are aware of or even read UN CC:Learn's social media. However, it is observed that UN CC:Learn uses its social media platforms to push information out, as opposed to facilitating learning amongst a network of beneficiaries. This would then demonstrate a desire to listen, engage with or learn from its partners or beneficiaries. This is one area where cost efficiency should be questioned and reconsidered. Course Participants suggested that social media had the potential to be very powerfully used to connect learners across UN CC:Learn's activities and locations, to share learning and support each other in their own local initiatives.

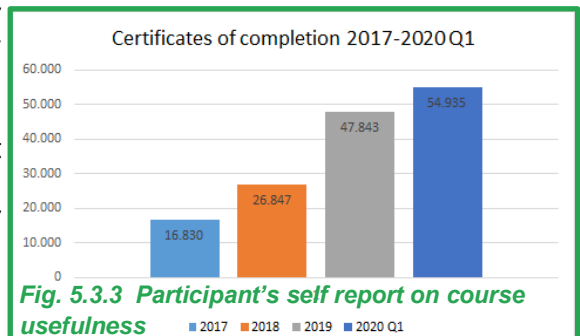
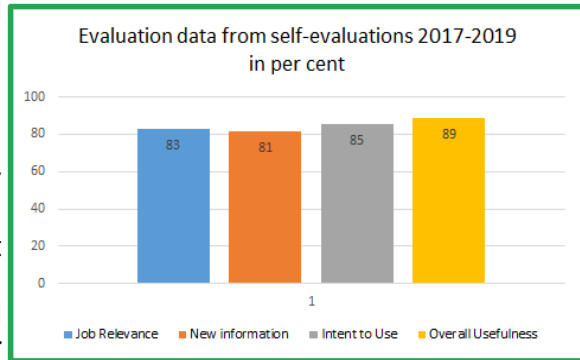


Fig. 5.3.3 Participant's self report on course usefulness

Training Courses

5.3.8 Stakeholder observations on UN CC:Learn's efficiency in developing training courses were mixed. **Global Business Partners** state that UN CC:Learn's work is very efficient. They note good management processes, fair cost for the quality and observe that Project Management was efficient and effective with everything delivered on time. They state that Secretariat staff listened closely to their feedback and used it well. They further advise that the course can be described as very efficient in terms of value for money with 200 certificates issued within 2 months of launch. They further note that this level of efficiency encourages them to want to work with UN CC:Learn again. One Global Business Partner noted an element of inefficiency that UN CC:Learn was unable to host some of their learning content and functions.

5.3.9 Most **Academic Partners** report UN CC:Learn as moderately, very or extremely efficient. However, three say it is inefficient and two say it is extremely inefficient. One Academic Partner said that UN CC:Learn does not listen to them, is unresponsive, wasted resources and outsourced content writing to non-native English speakers. The other reported that every module was sent to every stakeholder for review, eliciting thousands of comments, with too many opinions which were contradictory so it was not possible to satisfy everyone. Furthermore, comments were sent on separate documents without a system to collate and align them for comparison, requiring the Academic Partner to spend many days going through each one separately. This partner noted that on other projects, document review software or shared drives are used to ensure all reviewers can see and respond to other reviewers' comments, which makes the review process substantially more efficient. The partner said that the Secretariat demonstrated a lack of understanding or empathy for the impact that this had on them. Another Partner involved in the same course added that they were surprised that the Secretariat did not employ a climate change technical specialist, and their lack of knowledge on the topic significantly hindered progressing writing of technical content. They also observed that the Secretariat had delegated project management to a person who appeared incapable of making decisions, which led to additional inefficiencies.

5.3.10 Global Partners observe that UN CC:Learn climate courses are generally very efficient because they're online, providing global access, free of cost, and available in multiple languages. They noted this was highly efficient for the Gender and Climate course saying that the \$100k cost would have been \$1M if each agency developed their own gender course separately.

5.3.11 MOOCs are clearly extremely efficient methods of reaching and training large numbers of people. Global and National Partners have expressed significant satisfaction with UN CC:Learn hosted MOOCs. However, some partners noted that a specific MOOC could have been organised in a more efficient way, saying that too many partner experts interjected, making the development process take too long. They also observe that there were complaints of participants not getting certificates. One Global Partner contributing funds to the initiative noted that the \$100,000 MOOC development cost, plus the hundreds of person hours committed, have made them reluctant to repeat the exercise. They claimed that they have received significantly cheaper quotes from private learning providers who are also more efficient due to providing their own technical experts to write content. However, another Global Partner in the same FGD said that their experience was the exact opposite, with UN CC:Learn being significantly cheaper, faster and more agile than a private learning provider had been in developing a previous MOOC.

Global Partners

5.3.12 Global Partners also gave mixed reviews on UN CC:Learn's efficiency. Several GPs observed that the Secretariat was very efficient, timely and responsive with an excellent client orientation, efficient use of time and proactive in spotting potential challenges and addressing them before they became blockages. This GP further observed that UN CC:Learn used virtual meetings very efficiently, saving lots of country trips that the GP would have otherwise anticipated. Global Partners concur with the Secretariat that the days of flying specialists across the world to provide face to face training to small numbers of people, particularly if it is introductory training, must surely be numbered.

National / Regional Partners

5.3.13 UN CC:Learn allocated a budget per country of \$250,000 in the project pilot phase. They have reduced this to \$100,000 per country in the current phase. This appears to be a sign of significant cost efficiency. UN CC:Learn achieves a lot of this cost saving by working through UN Country Partners and encouraging National Coordinators and local Academic Partners to take maximum ownership of the CC learning strategy development process as possible. The Secretariat does monitor and support the process remotely, and provides remote training to local agencies to support the CC learning strategy methodology. This process also involves bringing multiple stakeholders together to develop a joint strategy. UN CC:Learn then uses relationships and outputs developed in this collaborative process to leverage contributions from government ministries, businesses and others. However, some partners noted that the lack of the Secretariat's national or regional presence prevents it from understanding the local context or building sustainable local relationships, and in some instances prevents the forming of collaborative working relationships between national stakeholders. Furthermore, UN CC:Learn is lacking in resources and capacity and so has very limited global reach and is not providing its resources in all UN languages.

5.3.14 Some inefficiencies are noted that are caused by other UN agencies. UN CC:Learn has been trying to progress its work in one East African country since 2018, but a Global Partner has presented a very bureaucratic process through which to sign a working agreement.

Evaluation Question 13: How is the collaboration of UN CC:Learn partners enhancing the project in view of achieving cost and content efficient results?

5.3.15 Global and National Partners are collaborating in support of both developing global learning resources and in supporting countries to develop learning strategies to implement their NDCs and NAPs. Collaboration is clearly more efficient than each partner developing its own separate learning resources or national CC learning strategy. However, there are opportunities to improve efficiencies.

Global Work

5.3.16 The majority of courses and events are designed using existing materials developed by Global UN and Multilateral Partners. Other courses and events are developed using existing resources from Business, Academic and NGO Partners. These courses are reaching tens of

thousands of people, as shown in Table 5.1.1, across multiple sectors and geographical regions. Figures given in the infographics in response to question 12, show that the Secretariat has calculated this equates to an average cost of \$21 per certificate issued. By any measure, this is clearly very cost and content efficient. However, As noted in response to question 12, there are opportunities to achieve greater efficiencies in the development of courses and events.

5.3.17 The Secretariat is working with Global Partners to identify and host their best CC learning content. However, GPs note that UN CC:Learn does not include all of their CC learning resources, with UN and other Multilateral Partners hosting their own learning resources on their websites. This causes confusion for both UN and other people searching for CC learning resources. One observed *“If your current go to location for training resources is the World Bank, NOAA, or UNDP climate portal, then you can very easily miss the resources hosted by UN CC:Learn. If the One UN commitment is to be realised in CC learning, it would make sense for a single agency to host or provide a portal to all UN CC learning content.”* Several GPs have noted that UNITAR is widely trusted and respected as an impartial, objective UN agency who is not competing with other UN agencies. Most other UN Agencies have core mandates that focus them on specific sectors, or subjects, which means it would not be appropriate for them to host CC learning resources for other UN Agencies. It therefore makes sense if UN CC:Learn were to receive significantly more investment to be developed into the single home of all UN CC learning resources.

5.3.18 Three GPs said the development of learning resources has taken too long and been inefficient, requesting greater agility and more efficient processes for collaborative content development. Stakeholders from across Global and National Partners, business and course participants, noted UN CC:Learn doesn't cover all CC topics, which they find inefficient.

5.3.19 Global Partners shared examples of strong collaboration across UN agencies in developing global CC learning resources. However, several GPs reported these as one-off collaborations, with no follow up or continuity, noting it would be more effective and efficient if their partnership developed into a continuous, mutually beneficial collaboration. This has led some GPs to say they are unclear regarding what CC:Learn (the Secretariat) wants, its value proposition, or what evidence base they were using to inform effective collaboration. They ask that the Secretariat takes time to get to know individual partners better and renegotiates its approach to collaboration. Two GPs proposed MoUs should always be written for ongoing collaboration, not for the development of individual resources. They suggested the Secretariat could meet with the World Bank collaboration to understand their long-term collaboration with FAO and WHO.

5.3.20 Global Business Partners say that collaboration with UN CC:Learn is efficient, using a pre-defined work process and re-using existing tools and knowledge, saving a lot of time and effort. They note one key aspect of this efficiency relates to their objective unbiased approach due to them not being a commercial enterprise. GBPs noted that a commercial organisation is always looking for future work opportunities, whereas UN CC:Learn focused on ensuring training courses were relevant to all beneficiaries, unbiased and not commercially branded.

5.3.21 Collaboration is generally noted as efficient in **global events**. This is particularly noted and appreciated in UN CC:Learn's facilitation of Climate Classrooms. However, even in this much appreciated context, examples of poor collaboration between UN agencies were shared that caused some level of confusion and inefficiency within the event.

National and Regional Work

5.3.22 Donors note that UN CC:Learn's hands on collaboration with national institutions and governments looks very efficient compared to UN agencies working in-country separately. They observe that they could source the same service from another organisation at a greater level of efficiency. However, they would then lose the advantage of working with an organisation that operates equally for all countries, an organisation that is agile, flexible, innovative, pilots new approaches and keeps itself relevant. These issues are of greater importance to the donors than achievement of efficiency. Donors shared examples of their work with some other organisations they fund, noting that some of those organisations are clearly very inefficient when compared with

UN CC:Learn. Donors also note that other UN agencies' core mandates are not CC learning, which rightly prevents them from giving their full attention to achieving CC literacy. However, they also note that the Secretariat's collaboration with GPs gives UN CC:Learn's work significantly greater reach across countries and sectors that it could not achieve by itself.

5.3.23 National and Regional Partners also note that their collaboration with UN CC:Learn is very efficient. They compare the Secretariat's methods of working to other agencies' and find that they are less bureaucratic, more agile, more responsive, faster and significantly more empowering than most other multilateral agencies they've worked with. NPs and RPs consistently report that the Secretariat works in a genuinely collaborative, empowering way, seeking to hand over power to countries and national or regional institutions. This makes them feel respected, trusted and supported. NPs and RPs further note that UN CC:Learn helps them to leverage additional support from national governments, businesses, donors and others, which creates substantial additional efficiencies. One NP responded to this question with a disproportionate claim that *"for an investment of \$100,000 in our country, and in building collaboration across government and industry, and opening our eyes to our potential, UN CC:Learn can claim returns of \$100,000,000 from the national education budget which has funded a rewrite of the national curricula across all subject areas, and a retraining of all teachers and teacher training colleges. We have never known of another project that has achieved such efficiencies."* The project cannot and would not seek to claim such efficiencies, but it is interesting to note that a partner views the project as having had a very substantial and efficient impact. However, NPs and RPs say that UN CC:Learn is too small and underfunded and so not able to support them in developing their learning strategies and building local capacity as fast as they would like, and not able to support the number of countries that would like to work with them.

5.3.24 Global Academic Partners generally echo NP and RP endorsements of UN CC:Learn's efficiency. However, one GAP requested the evaluation report notes that in many cultures collaboration only comes with local presence that ensures local contextual knowledge and sustained local relationships. They shared some country examples where remote support had exacerbated challenges of achieving collaboration between country stakeholders.

Evaluation Question 14: To what extent is the project leveraging contributions from partners?

5.3.25 The majority of UN CC:Learn's core funding, approximately US \$3M, comes from SDC. SDC places conditions on its funding that UN CC:Learn grows its funding from other sources. The UN CC:Learn Secretariat advises that it has leveraged the contributions from other agencies as summarised in the table below. However, these totals only count funds or in-kind provisions that have been directly given to UN CC:Learn, or have been committed as partner parallel funding or in-kind contributions at the start of a collaboration. There are indications that the project is leveraging substantial additional in-kind and leveraged contributions from Global Partners, country governments and other stakeholders that cannot easily be quantified or that are expended as a result of the collaboration, and so are not included in table 5.3.1, below.

In-Kind Contributions

5.3.26 The majority of UN CC:Learn's learning content is contributed or co-developed by its partners, and is not monetised. These are substantial in-kind contributions from UN and other multilateral agencies, private companies, academic institutions and NGOs. Only a part of this is quantified and included in the above figures. However, the description of co-development has received criticism from some partners, with one key GP, who described working with UN CC:Learn as: *"It's not really collaboration - they're more of a service provider. We wrote the content. We reviewed and designed every single slide. . . . They had no expertise and made no technical contribution. We even found the participants and linked them to the Webinars.... CC:Learn did structure the content*

Building on its experience in promoting CC 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 Euros for a large regional capacity building, education and outreach programme, making its expertise available across the Caribbean.

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to make the learning experience more effective. Had we known this beforehand, we may not have been so quick to contribute our resources.”

UN CC:Learn Co-Financing			
Funding Type	Source	Total (CHF)	Total (USD)
Cash Contributions	SDC core grant & Southern Africa grant	3,900,000	4,028,926
Cash for specific UN CC:Learn-related deliverables	UN and other donors, including business sector	0	1,910,150
In-kind (monetised)	Climate classrooms and YCDs	0	234,000
Parallel projects related to UN CC:Learn	EU, national support, UN agencies incl. PAGE partners	0	2,891,317
Implementing partners co-financing country work	FAO, UNDP, UNESCO	0	109,000
Total		3,900,000	8,830,736

Table 5.3.1 Funding Sources for UN CC:Learn's Fourth Project Phase 2017-2020. (Figures from Secretariat, Official UN exchange rate June 2020)

Leveraging Parallel or Additional Funding

5.3.27 The Secretariat and UN CC:Learn partners assist other partners in accessing funds that do not go through the Secretariat. It also partners agencies whose contributions are funded by other donors. When asked about such contributions, partners' definitions vary from counting parallel or in-kind contributions identified at the start of their collaboration, to others considering some or all of their national Education or other ministry budget as leveraged. UN CC:Learn recorded 25 projects as parallel funding, with an average \$115,164, although this includes the EC funded CARIFORM project in the Dominican Republic for \$1.6 million. UN CC:Learn provides seed funding for CC learning to countries which it uses to leverage national governments' contributions to develop their strategies and activities. NPs work in the current phase has not yet reached implementation. However, one NP gave the example of UN CC:Learn providing seed funding to train teachers, which they say leveraged an additional \$1M funds from the Ministry of Education in the previous project phase. Another NP attested that the Ministry of Education's entire \$100M budget was leveraged in the previous project phase through integrating CC learning into the curricula of all subjects and training teachers. All partners identified multiple sources of leveraged funds. Two Global Business Partners gave examples of leveraging further funding from other companies for CC learning. One of these was inviting Nestle to observe YCDs in Chile, which led to Nestle funding a youth project within CoP 25. The evaluation found little evidence of partner co-financing, as the term is widely used to mean partners coming together to fund a project. In this phase, co-financing was limited to implementing partners providing resources to contribute to activities under grant agreements from the core contribution.

Learning Contributions

5.3.28 Contributions that are most appreciated by National and Regional Partners are the input of peer learning into their national strategies from other National Partners. Many stakeholders noted how they had been able to build on the prior experience of actors in other countries. Some noted that it would be helpful to try to measure and report this contribution as they found it to be more significant than money, workshop and training resources.

Comms for Funding

5.3.29 Donors note that UN CC:Learn has been effective in producing high quality, attractive, engaging communications materials that tell an attractive story to national governments, global multilaterals, private businesses and academic institutions. They believe UN CC:Learn has set itself up as the go to platform for CC learning and they are therefore attracting direct and indirect contributions to their work. Two Global Business Partners said that their contribution to UN CC:Learn was initiated by reading UN CC:Learn's comms outputs. Donors also advise that they appreciate UN CC:Learn's outreach to donors and multilaterals. They note that other agencies ask them as a donor to open the doors for them to other country donors, but say that UN CC:Learn's direct approach to these organisations is more effective.

Evaluation Question 15: How efficient are the management arrangements, including the secretariat and the annual Steering Group Meetings?

5.3.30 Current management arrangements are efficient. 94 per cent of National Partners and 57 per cent of Global Partners confirm this. However, there are opportunities to make them more efficient.

Secretariat

5.3.31 The Secretariat is quite small in number and no staff member is fully funded by UN CC:Learn, instead working a percentage of their time on other projects. Even the Head of UN CC:Learn is only funded 30 per cent by the project. The Secretariat's management structure is not complex. Administration functions are efficient. UN CC:Learn benefits from UNITAR being a relatively small UN agency, which keeps it free from some of the administrative compliance systems and processes of larger agencies. All partner types report that Secretariat staff are quick to respond to their requests, flexible and always helpful. However, some partners say that they believe Secretariat staff are working at or beyond full capacity.

Partnerships

5.3.32 Global Partners give mixed opinions on the efficiency of the UN CC:Learn structure. Strengths are noted as co-development of learning resources through partners providing the learning materials and UN CC:Learn converting them into effective online e-learning courses. However, several Global Partners advise that UN CC:Learn seems very unclear about how they can best work together on anything other than a one-off basis, which they believe makes collaboration sub-optimal. Some Global Partners gave different examples of course development being very efficient and cost effective, whilst others said they were inefficient and substantially more expensive than similar provisions from private learning content developers. A couple of stakeholders who were involved in developing key e-learning resources also questioned the Secretariat's technical understanding, decision making processes, and excessive consultation in the name of participation.

Annual Steering Group Meetings

5.3.33 Donors describe SGMs as fit for purpose but also mechanistic and lacking innovation. They believe that SGMs should be used as an exercise to motivate and engage Global Partners through UN CC:Learn demonstrating its e-learning expertise directly and through demonstrating innovation through proposing new uses of Global Partners existing resources and capacities in support of global and national CC learning. Donors and some partners expressed the desire to stop CC Learn inviting everyone to Geneva once a year for SGMs and to find new ways to engage through regional meetings, the use of partner panels, and more regular shorter virtual SGMs. One Donor stated his desire for UN CC:Learn to view SGMs as an innovation hub rather than an AGM.

5.3.34 Global Partners advise that they find SGMs very useful for updating them on UN CC:Learn's activities, but say that it is very hard as a partner to know what UN CC:Learn's expectation is of them in their Steering Group Member role. They say content would be easier to digest if it was communicated more regularly in shorter events if they are seeking input to make their work more effective and to provide accountability and governance. Partners say that the Secretariat presents its plans and asks for feedback, but after providing feedback they usually hear nothing more until the SGM the following year. Several Global Partners commented that this is neither enabling genuine partnership, nor providing an effective governance or accountability mechanism. They say this is mainly due to the substantial gap between meetings, but also due to a lack of clarity on what the Secretariat expects of its Global Partners.

5.3.35 Global Partners also say that as CC:Learn is reputedly a leader in learning, the Secretariat should demonstrate this in the SGMs to increase partner engagement and support. Partners say they believe UN CC:Learn lacks the capacity to build sufficient understanding of its Global Partners and therefore fails to build effective collaboration with many of them. One partner requested that this be communicated within the evaluation as a crisis. This partner advised that UN CC:Learn is not visibly looking for an opportunity to become a game changer. They suggest that UNITAR should call a meeting with Global Partners and strategically think through who they

need to partner with in order to achieve the scale and reach of CC learning that is needed. They suggested GEF and GCF should be in that meeting. This partner's comments were followed by another partner saying that they appreciate UN CC:Learn being a UN initiative which is neutral, which enables trust and facilitates brokering. However, they see UN CC:Learn assuming a role similar to a university, interested in the art of learning, instead of engaged in achieving the goal of equipping their beneficiaries. Further discussion on the SGM is given in response to question 29 on SGM Coherence.

Regional Hubs

5.3.36 Regional Partners advise that the establishment of hubs has been supportive, empowering and shown great commitment from UN CC:Learn. However, they consistently state that UN CC:Learn has not been able to provide sufficient funding or ongoing local presence to enable regional learning to work effectively enough to become efficient. SICA have encountered substantial delays and inefficiencies, which are almost entirely outside of UN CC:Learn's control. However, they believe that the co-location of a Secretariat staff member could have helped them make better progress, advising that current arrangements are not working and are under discussion. One West African partner advises that the Regional Hub is showing signs of becoming efficient due to country stakeholders sharing learning and supporting each other. However, they request UN CC:Learn's support in bringing Anglophone and Francophone countries together into a single hub, which they believe would be more efficient. Southern Africa Regional Partners say that the Secretariat are very efficient in coordinating country work. However, they say that the Secretariat does not understand the local context or recognise that partners have a lot of other competing priorities, which leads to some inefficiencies.

Evaluation Question 16: To what extent is the project supporting UN Country Teams to plan, launch and implement country-driven climate change learning priorities? How long is it taking to get countries up to speed?

5.3.37 The Secretariat advises that its size and resources make it too expensive and inefficient to establish its own presence in-country. It says that working collaboratively with UNCTs fits well with the One UN initiative. UN CC:Learn almost always engages with UNCTs, reviewing their activities to determine which UN agency is best placed to channel UN CC:Learn funds. UNCT Partners have included UNICEF, UNESCO, FAO and UNDP amongst others. The approach is to seek to align with an existing programme they have in-country. UN CC:Learn is aligned with the UNDAF which makes project alignment easier between UN agencies. Countries supported in the current project phase are currently finalising their learning strategies. The project is therefore not currently supporting UNCTs to plan, launch and implement country-driven CC learning priorities as it is too early to do so. However, this will happen later in this project phase. Sometimes UNCTs ask UN CC:Learn to engage directly with governments, but in most cases funds go through the UN system. In line with the ToR, the Evaluator only interviewed UNCT stakeholders from the current phase and so information on previous project phases comes from other stakeholders.

5.3.38 West Africa stakeholders reported that UN CC:Learn supported several regional countries in developing their CC learning strategies in the current and previous project phases. They advise that, in the previous phase, this approach engaged UNCTs in supporting national stakeholders in developing an effective national learning strategy and subsequently go beyond this to amend national curricula in all subjects and then train teachers. National and regional stakeholders say that this approach is helpful, but not as effective as it could potentially be. They say it is the Secretariat, not UNCTs that has supported them in developing the regional hub and sharing learning with other countries.

5.3.39 The Dominican Republic National Coordinator advises that UN CC:Learn has implemented its activities through UNESCO in a previous phase. They say this was helpful, but limited. They advise that the lack of Secretariat presence in the region and their use of a consultant instead of staff member has contributed to slowing down the establishment of an effective regional hub. However, they note that a significantly larger cause of delay is regional political unrest.

5.3.40 Southern Africa UNCT sub-regional stakeholders advise that UN CC:Learn is operating through the UNDP country team, through UNDP's existing climate and resilience programme that complements UN CC:Learn. They advise that this is a very well aligned fit. They note that the Secretariat took time to check alignment was good and appropriate and in so doing, took time to understand UNDP's work and empowered them to take on responsibility for delivery of UN CC:Learn's work in-country. UNDP's involvement so far is as a conduit for UN CC:Learn expenditure, and as a contributor in learning strategy workshops.

5.3.41 Some national stakeholders who have been engaged in previous project phases emphasised the direct support of the Secretariat above that of a UNCT. Some national stakeholders advised that UNCTs have their own priorities that, due to their agencies' larger programme, take precedence over UN CC:Learn's work. There were some observations that it can be more effective to have the Secretariat's direct support.

Evaluation Question 17: To what extent are partner countries committing additional funding for NAP / NDC learning-related actions?

5.3.42 Again it is too early in the implementation of Phase 4 to assess partner country contributions of additional funding for NAP / NDC learning related actions. However, all National Partners consulted advise that they expect national learning strategies to be integrated into existing national education budgets and do not expect additional funds to be allocated unless they are accessed through global climate funds such as the GCF. The Secretariat advises that partner countries have committed substantial additional funding in previous phases. A survey respondent reported that Kenya budgeted USD \$18M towards education and training in its NAP as a result of the UN CC:Learn project.

5.3.43 Ghana national stakeholders reported that UN CC:Learn's seed funding in the previous phase has enabled them to leverage existing Ministry of Education and Ministry of Environment funds to develop a national learning strategy that has national reach. Stakeholders advise that they are now sending letters across the private sector asking them to support this programme as part of their Corporate Social Responsibility programmes.

5.3.44 Southern Africa sub-regional stakeholders advise that whilst UN CC:Learn has provided seed funding, they have already engaged with government stakeholders to ensure they go on to fund NAP and NDC learning related actions. However, Zimbabwe stakeholders advise that their Treasury has insufficient funds to contribute additional funding. Zambia stakeholders advise that government commitments are in practice the existing education budget, stating that UN CC:Learn activities are catalytic, facilitating integrating CC learning into the national school curricula. However, they advise that other donors are giving money to climate change activities and training which UN CC:Learn leverages.

5.3.45 SICA stakeholders advise that they have leveraged substantial amounts of government and donor money in the current and previous project phases, including €1.5M EU Caribbean CC funding⁸ to support CC learning.

5.4 Impact

Evaluation Question 18: What planned or unplanned changes have occurred from the project? (e.g. reach, mobilisation, beneficiary type)? Which of these should we seek to build on going forward? How?

5.4.46 The current phase of the UN CC:Learn project has had a number of planned and unplanned impacts, which have been largely beneficial.

Strengthened South-South support

⁸ Intra-ACP GCCA+ Programme in the Caribbean: Enhancing Climate Resilience in CARIFORUM Countries. European Development Fund

5.4.47 The Southern Africa sub-region has emerged during this phase, from discussions on sharing learning between countries. This has proved beneficial to Zimbabwe, Zambia and Malawi and partner organisations in South Africa. Members propose that this regional collaboration should be broadened through implementing the programme through the regional Southern Africa Development Community (SADC). The West Africa Hub has also started in this phase and support has been given to strengthening the SICA regional hub. Partners in each of these hubs recommend that UN CC:Learn broadens its reach through focusing on regional outreach in future phases. The establishment of two new hubs and support of country peer support has already broadened UN CC:Learn's reach.

Greater Engagement of Youth

5.4.48 This phase has seen the Youth Climate Dialogue methodology updated. That has led to significantly greater engagement and empowerment of Youth and given some youth access to national climate policy negotiators. The impact of this should be reviewed and built on.

Greater Engagement of Private Companies

5.4.49 A number of private companies have engaged with UN CC:Learn during the fourth phase. They advise that this is because a UN platform is trusted as reliable and unbiased and enables them to have greater reach. They also note the benefit of implementing external trusted training across their workforce is starting to show signs of transforming their employees. They are beginning to think through their entire supply chain, manufacture, retail, consumption and disposal process, which is leading to many innovative suggestions for improvements in recycling, energy use, waste and packaging reduction, and sustainable consumption. Employees report that they are changing their personal drinking and eating habits, eating less meat and dairy.

Climate Classrooms

5.4.50 Although started in a previous phase, the continuation of Climate Classrooms has embedded them within the UNFCCC process, and raised the profile of UN CC:Learn such that delegates refer to them as the agency responsible for ACE. Climate Classrooms help bring UNFCCC delegates up to speed. Stakeholders suggested Climate Classrooms could have even greater impact if they also took place on-line, and if they move to focus on turning policy into practice.

Climate Learning Strategies Aligned with NAPs and NDCs

5.4.51 Alignment of climate learning strategies with NAPs and NDCs is still in its early stages and so hard to evaluate. However, there are early signs of both positive and negative impacts. Positive impacts include alignment of CC learning and leveraging of funds. Some partners have expressed concern that CC:Learn joining the NDC Partnership appears to have caused UN CC:Learn to lose some of its voice or visibility on CC learning. Engagement of Academic Partners in NDCs and NAPs has reportedly assisted those organisations in gaining practical understanding that they say assists them in developing more practical written guidance.

Evaluation Question 19: Has the project affected people's capacities in developing and transition countries to plan and implement effective climate change actions? How can we best build on this?

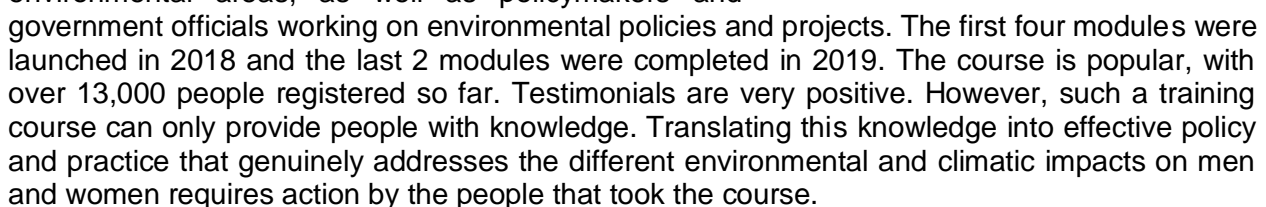
5.4.52 It is largely too early to observe whether developing and transition country stakeholders have implemented effective climate change actions as countries have not completed their learning strategies or started implementing them. However, national stakeholders report that their capacities have been built through a combination of training, multi-stakeholder collaboration in CC learning development and knowledge exchange between countries in regions.

5.4.53 Ghana reports that it has learned how to undertake more effective learning communications during phase 4 through its involvement in sharing learning with the West Africa regional hub and other countries. West African stakeholders say that their capacity has been built through training on the national learning strategy development process. Malawi stakeholders advise that sharing their experience both built the capacity of other country stakeholders and also helped Malawi make much greater progress on updating its own learning strategy than would have been possible otherwise. All Southern Africa sub-region countries strategies are near

Evaluation Question 20: What real difference has the project made with respect to gender? How can we strengthen gender aspects going forwards?

5.4.56 UN CC:Learn has a gender policy and a Director who is a gender champion. It is signed up to the UN's agreement to ensure gender equal representation on panels, and it keeps gender disaggregated numbers on e-learning, event and workshop attendance. E-Learning course registration is gender balanced with women representing 52 per cent of registrants⁹. Evidence of a gender balance being sought in workshops and events is demonstrated in the near equal gender balance of participants in the Indonesia Youth Camp. In other words, it is mainstreaming gender across its operations and activities. This approach aims to ensure women are equally represented, present and have an equal voice. However, UN CC:Learn has not had the capacity to systematically review content to check it is relevant to women's needs relating to CC, rather than just to men, and the evaluation notes that this process will take time.

5.4.57 UN CC:Learn has worked with more than 13 multilateral agencies to develop the Gender and Environment online course. UN CC:Learn co-financed the course because it believed the product was needed and also because it believed that the process of developing it would give it key expertise to ensure it effectively integrates gender into its other products. The course targets development practitioners involved in key environmental areas, as well as policymakers and



5.4.5.8 Achieving gender equality is beyond the scope of UN CC:Learn. Global and National Partners, Business and Academic Partners consistently state that they are impressed with the Gender and Environment Course, but it will obviously take a lot more than a course to ensure the different gendered impacts of climate change on women and men are understood and

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appropriately addressed. Stakeholders suggest that if UN CC:Learn is committed to strengthening its work on gender then it needs to learn good practice from other gender focused agencies. These as a minimum include developing checklists against which it reviews all of its work, asking questions such as “does this course explore the different impacts on men and women?”. If UN CC:Learn wants to make a more substantial difference, it could also mirror the Youth Climate Dialogues with Gender Climate Dialogues. Done well, this could give women and men an opportunity to explore the gendered impacts of climate change and be heard. It could support them in working together to address women and men’s different needs and vulnerabilities and identify opportunities such as new sustainable livelihoods.

Gender Course Statistics

13,015 course enrollments	Affiliation: 25% academics 14% NGOs 12% UN / Multilateral 12% Government 11% Private Sector 25% Other
706 completion certificates issued	
Gender: 63% Female; 26.7% Male, 0.3% other	
Coverage: 189 Countries	

Table 5.4.1 Gender Course Statistics End 2018 to 31/3/2020 (Provided by UN CC:Learn Secretariat)

5.5 Sustainability

Evaluation Question 21: Are the results of the 2017-20 phase likely to be sustainable? How do we know?

5.5.1 UN CC:Learn is leveraging significant amounts of additional cash and in-kind funding. However, it is clear that if the main donor removed its core funding, the Secretariat would cease to function, global learning products would go out of date and be taken down. However, the work of regional hubs and national learning activities would continue, although at a slower rate of progress.

Sustainable Funding

5.5.2 UN CC:Learn’s funding sources are shown in Table 5.3.1. These figures show that UN CC:Learn is dependent on SDC for its core funding of 3,000,000 CHF. The project would not continue in its current form if its main funding sources were withdrawn. However, UN CC:Learn has grown its own funding substantially, from an initial 3,000,000 CHF in its first phase, to the current 9,000,000 CHF, from increasingly innovative sources, as shown in the table. Whilst most organisations work would stop without donor funding, the definition of sustainable funding is generally accepted as sourcing funding from a sufficient number of reliable diverse sources that the loss of one of them would not cause the organisation to cease operations. UN CC:Learn has not reached this point, but it has made significant steps towards this and shows every sign of continuing to do so. Moreover, SDC is driving this funding diversification through committing to maintain its current level of core funding on the condition that UN CC:Learn meets ever increasing agreed match funding targets.

5.5.3 In addition, UN CC:Learn is leveraging substantial amounts of cash and in-kind investment in CC learning, the vast majority of which does not pass through its own accounts. This includes contributions of CC learning materials; Global Partners’ specialist staff time and knowledge; countries’ education budgets; and other donors’ contributions to regional hub activities such as EU funding to SICA. SDC comments that it is not aware of any other UN agency that has raised this level of diverse funding, or leveraged funding, or partner collaboration, and it is wanting to see UN CC:Learn move to a place of financial sustainability.

ACE Funding

5.5.4. The Evaluator notes that substantial amounts of funding are now available for mitigation, adaptation and sustainable economic development. UN CC:Learn should continue to look for opportunities to influence UNFCCC Parties to create specific funds for CC learning.

Secretariat

5.5.5 If SDC withdrew funding UN CC:Learn could not continue in its present form. It is likely the Secretariat would be disbanded. However, the Secretariat is slim and cost efficient and leverages funding from other sources. The Secretariat is surveying users to determine whether it would be sustainable to ask for voluntary donations. However, it is unlikely that the Secretariat has capacity to absorb and effectively spend substantially increased funds in its current form. UN CC:Learn could review its structure and ways of working, including considering decentralising, establishing regional presence, or moving to a full model of localisation, as discussed in response to evaluation questions 22 and 24.

Global CC Learning

5.5.6 Global CC learning is partly sustainable. Global Partners including UN agencies, Business and Academic organisations are providing learning resources and funding the development of online learning resources. However, if core donor funding was removed, this work is unlikely to continue in its current format. One Global Partner advises that one of its online learning providers tried charging users a small fee to receive their course certificate, partly on the assumption that a small payment would strengthen participants' commitment to completing the course. However, participation dropped significantly, and this was most pronounced amongst people in villages in Bangladesh for whom \$5 is a lot of money. This partner therefore changed learning providers and removed the financial constraint.

5.5.7 A Global Partner has also noted that a MOOC developed in collaboration with UN CC:Learn was not sustainable as UN CC:Learn was only able to host it for two years, after which it was migrated to another host and removed from UN CC:Learn. This partner proposes that MoUs should address responsibilities for running costs, to ensure content remains available for as long as it is useful. They advise that now the MOOC has been moved, users can no longer find it. This partner suggests that UN CC:Learn's global work could become sustainable if UN CC:Learn charges Global Partners the full extent of costs, including costs for overheads and support functions.

5.5.8 Global Business Partners advise that internal training using UN CC:Learn resources has increased the capacity of staff. One partner notes that the training resource is the first one that has been suitable to deploy globally in all regions, for all worker levels. They advise that normally content is culturally specific, but CC content is relevant to everyone. They further advise that internal feedback on the course has been very encouraging, with initial indications that the training is leading to positive sustainability ideas across the organisation on issues including sustainable supply chain management, waste and recycling, home working, travel, energy management and market niche.

5.5.9 One Global and one Regional Academic Partner says that the development of CC learning resources is too time and resource intensive, leading to unsustainable costs, and content becoming partially out of date before it is launched. One Global Partner said that this has led them to conclude that they cannot develop further learning resources with UN CC:Learn unless the process becomes more efficient.

Country Work

5.5.10 UNFCCC agreements commit countries to developing CC learning strategies, NAPs and NDCs. Country work on CC learning would therefore continue if UN CC:Learn removed its support for it, although this would be in a different form. UN CC:Learn is working with around 30-40 countries. Those countries are at different points in developing their CC learning strategies. Global and National Partners advise that most countries who are not working with UN CC:Learn are progressing at a substantially slower pace. UN CC:Learn's work with some countries has seen them progress to a point where their work is self-sustaining, and there are also signs of some countries supporting other countries with only minimal support from UN CC:Learn. Dominican Republic, Malawi and Ghana are three good examples of countries who are only minimally dependent on the Secretariat. Each of these countries has established itself as a leader in CC learning and each of them is providing support to other countries in-region. National and Regional Partners all note the effectiveness of peer to peer learning, and say that they support the capacity

building of regional learning institutions. Regional Partners stated a need to integrate CC learning into regional political organisations for the work to become more sustainable.

5.5.11 Some National Partners have noted that multiple government departments, learning organisations, private companies, and NGOs are now collaborating effectively on CC learning. They point to this as an indicator of sustainability. However, they also point out that their countries' economies are struggling, leading to very little finance being available for CC learning. They request support in accessing GCF and other funding to make their CC learning work more sustainable.

5.5.12 Some stakeholders noted that the Secretariat's lack of national or regional presence prevents them from having essential local contextual knowledge, or local relationships. They noted that in some regions collaboration will not take place in an ongoing sustainable way unless both of these things are in place.

Conflicting Outcomes

5.5.13 As discussed in response to question 24, some stakeholders have noted that they think UN CC:Learn is unclear regarding its own role. One consultant observed that they felt the two outcomes work against each other. UN CC:Learn should develop an evidence-based theory of change, to help it either bring these two outcomes together, or revise them.

YCDs

5.5.14 As discussed in response to evaluation question 24, YCDs are widely commended for their effective empowerment and self-led education of Youth. Many stakeholders want to see them continue, expand, and the format mirrored for other minority or excluded groups. Some stakeholders comment that they believe YCDs are UN CC:Learn's crown-jewel. However, there is no specific funding available for them. YCDs have been funded from different sources, and this is not sustainable.

5.5.15 Some YCDs are funded by SDC, and some are at least in part funded with contributions from national education departments. Aside from funding, there was some concern that YCDs were not sustainable when participating youth were observed repeating CC learning by rote. However, Business and NGO partners have worked together to update the methodology so it is now led by young people's observations and personal recommendations, which, together with some provision of follow up support, appears to have made them significantly more sustainable.

Climate Classrooms

5.5.16 Climate Classrooms have become very popular at UNFCCC and other large UN events. They are not high cost, but they require someone to pay for the staff and learning resources. Learning resources need to be updated every time as policy, practice and science all change very quickly. This requires the input of specialist experts. There are always new emerging topics. It is not possible for Climate Classrooms to become self-sustaining. However, there are potential opportunities to reduce or share the cost. There is some demand for some Climate Classrooms to be held on line. Some Global Partners have suggested that if they were regular events, a mechanism could be put in place to share the cost.

Evaluation Question 22: How can the design of the project evolve and ensure relevant, effective, efficient and sustainable results?

5.5.17 Recommendations for the next phase of UN CC:Learn are given in response to Question 24. Learning from the 2020 COVID-19 pandemic to inform the future design of UN CC:Learn is shared under Question 25. Answers given here address relevance, effectiveness, efficient and sustainable results and give options for potential step changes in UN CC:Learn's ways of working rather than evolved approaches. Consequently, answers to this question relate to potential iterations or improvements to existing activities or refer to questions 24 and 25.

Greater financial rigour.

5.5.18 In terms of effectiveness and sustainability, one donor has stated that they would like to see UNITAR and UN CC:Learn demonstrate greater financial rigour through recruiting people with a Finance background to their Board. They also say that to continue funding they want to see more staff in UNITAR's Finance and Budget Unit so they can apply the Harmonized Approach to Cash Transfer compliance process.

Faster content development

5.5.19 In terms of efficiency, some Global Partners would like to see UN CC:Learn implement faster content development and deployment processes. Three examples were shared of training courses taking substantially longer than the Global Partner expected. They said there was a lack of clarity of roles and responsibilities including who developed thematic content, who took decisions on content, and the extent of participation and consultation required. One Global Partner said they would not collaborate with UN CC:Learn again without an improved process, commenting that private e-learning content providers are faster and employ internal technical specialists to develop content.

Localisation

5.5.20 National Partners and National and Regional Academic Partners advise that they believe UN CC:Learn's work would be more sustainable if they work through in-country or in-region actors instead of controlling activities from Geneva. They argue that UN CC:Learn's role should be to become experts in in-country / region capacity building, and experts in understanding how effective change happens over time. They propose that UN CC:Learn should research and develop methodologies on effective capacity building and effective virtual expert accompaniment. West Africa, Southern Africa and SICA stakeholders are advocating for UN CC:Learn to establish more regional hubs and strengthen existing ones and ensure peer learning between countries and between regional hubs. Each of these regions would like to see their capacities strengthened such that they have capacity to collaborate after UN CC:Learn stops working with them. They cite other regional platforms on Gender and WASH that started as UN funded initiatives and have now become self-sustaining. Regional hubs are also requesting support when there is regional economic or political instability. The Southern African Hub is recommending that it is supported in operating through SADC, in order to have wider reach and ongoing sustainability across the region. The SICA regional hub is struggling to make progress due to substantial political change in the region and lack of local Secretariat direct support.

Knowledge Brokership

5.5.21 Global Partners are unclear regarding UN CC:Learn's role and how they can best work together. This is discussed in greater detail under Question 24. However, in regard to iterative improvements, Global Partners are asking UN CC:Learn to take on the role of knowledge broker. They would appreciate the Secretariat taking time to fully understand the climate learning roles of its Global Partners, and to see itself as the communicator of or connector to that learning, and the interpreter of that learning. For example some UN agencies produce CC learning that is very data heavy and only understood by database specialists; others produce learning that is only understood by policy makers; others produce learning that is only understood by scientists; and yet others produce CC learning that is specific to one sector. A knowledge broker role would be a role that enables anyone to navigate the vast quantities of CC learning resources, and simplify them so they can be more easily interpreted by government, businesses, academia and other UN agencies.

Strengthen YCDs

5.5.22 Several partners stated their opinion that YCDs are the most effective activity UN CC:Learn supports, particularly since the methodology was recently updated to be student led. Some Global and National Partners requested that UN CC:Learn supports many more YCDs, and provides follow up support. They express their hope that this will include building real bridges between the youth and national decision makers.

Training Teachers

5.5.23 Stakeholders noted the recent focus on training teachers. The MOOC focused on teachers had a substantial number of participants, but partners have expressed disappointment that it was rapidly retired from the website.

Green Economy

5.5.24 LDCs and Transition Countries economic challenges have become significantly worse under COVID-19 lockdown. National Partners and businesses advise that they urgently need further learning resources relating to sustainable and green economy, to help them recover along a sustainable pathway.

The Last Mile

5.5.25 Global and National Partners and the UN CC:Learn Secretariat have all noted that the programme is effective at supporting regional and national stakeholders and sometimes manages to support district and local government stakeholders. However, they say effective change will only happen when climate learning is truly embedded within local communities. They ask UN CC:Learn to look at how it may be able to achieve this. Continuing embedding CC learning into school curricula goes part way, but they also ask for investment in building local radio, television and printed media learning and in holding community climate dialogues to facilitate communities in exploring and understanding climate impacts that directly face them, and engaging in using their own assets and capacities to adapt to and mitigate them.

Stronger Communications

5.5.26 One Global Business Partner noted that they partnered with UN CC:Learn for its neutral branding and its global reach. They said that their commercial hope was that UN CC:Learn would communicate effective messages about sustainable consumption and nutrition, and that this would support their corporate goal of not only growing their own brand, but of changing the whole food and nutrition sector such that the general public demands sustainable climate friendly nutrition.

Retaining Historical Courses

5.5.27 Climate Classroom stakeholders fed-back that some e-learning modules have been retired. They have proposed that the e-learning platform would be more effective and relevant if older courses were linked to within an archive instead of being retired. They specifically referred to retired modules that support climate change negotiators, noting that whilst some countries take around 50 people to UNFCCC negotiations, others have very small delegations, some of whom are very junior or even volunteers who need to access resources that help them get up to speed with the historical processes and decisions of the negotiations. One Global Partner advises this is a necessary service because if other UN agencies hosted some of the content it would be interpreted as a biased political action, for example guidance on whether and when to use your blocks in negotiations.

Closer Knowledge of Partners

5.5.28 A Focus Group of three partners included a request that UN CC:Learn takes more time to get to know its partners. They cited examples of having been asked for ideas, learning collaboration propositions and feedback, but say that they believe their suggestions are not fully explored or even discussed. They advised that their view is that the Secretariat is not trying to understand them and their work and is therefore missing many opportunities to collaborate. Their suggestion for resolving this challenge was for UN CC:Learn to recruit someone to lead an incubation unit.

Summarise Available Learning

5.5.29 Several partners expressed a lack of clarity around UN CC:Learn's role with regard to ACE. They stated that they think UN CC:Learn does not currently host or even signpost a core foundation of CC learning materials. They request that UN CC:Learn takes on the task of reviewing the plethora of CC learning amongst other UN agencies, and summarise it, and provide coordinated access to it. Similarly, the UN CC negotiations are complex. It's too complex and not thought through. Stakeholders also suggested UN CC:Learn needs to clearly label its online

courses as basic, intermediate or advanced, saying they have been disappointed when they have found themselves working on the wrong level of course.

New Topics

5.5.30 Stakeholders suggested a number of new topics that they would like to see UN CC:Learn develop learning resources for. These include: Water and Sewage Management; Biodiversity and Sustainable Development; Health; Coastal impacts of CC; Migration and CC and Refugees and Climate; CC and Drought, for Southern African countries. In addition, several evaluation interviewees suggested UN CC:Learn should develop a training course on how to do effective e-learning, aimed at schools and universities.

Evaluation Question 23: What can UN CC:Learn do to monitor and reduce its own carbon footprint?

5.5.31 Much of UN CC:Learn's work is the provision of online learning resources which are low in environmental impact. UN CC:Learn currently self-measures and offsets its emissions, which are relatively low. However, there are always opportunities to reduce emissions further. As a CC focused initiative it is essential that UN CC:Learn commissions annual carbon audits and reports its emissions and emissions reduction plan.

5.5.32 Suggestions for driving down UN CC:Learn's emissions further include:

- **External carbon audit and reporting** of its emissions on its website
- **Reducing Travel** through building on the increased number of virtual meetings that have become commonplace under COVID-19. Increasing homeworking
- **Motivating Secretariat staff** and other stakeholders to reduce their own personal impact
- **Decentralising** staff or building a regional presence or building the capacity of regional organisations to work on UN CC:Learn's behalf
- **Virtual workshops** including SGM meetings. The planned CC:Learn branded Zoom platform will help country partners meet virtually
- Continue taking **climate classrooms** to where the people are located such as large UN events and replicate them to an online format
- **Scale up YCDs**, giving the voice to the next generation, helping them engage with policy makers so they are heard
- Many people argue that work with African, Asian and other government representatives can only be done face to face. This may be the case where there's no stable internet connection. However, COVID-19 may be providing an opportunity to demonstrate to Asian and Sub-Saharan African countries that it can be done remotely.

Evaluation Question 24: What are your recommendations for the next phase of UN CC:Learn?

5.5.33 Stakeholders have made a lot of suggestions for the next phase of UN CC:Learn. Central to these are scale-up, sustainability, clearer focus and localisation.

Scale up / more Sustainable

5.5.34 Four-year project cycles focused on outcome delivery have not provided a sufficient foundation or platform for UN CC:Learn to rise to a position of sufficient scale or sustainability. All partners recommend that UN CC:Learn develops a plan towards sustainability. For many partners, this would involve increased funding and staff to provide support to many more countries. UN CC:Learn is thought by many to be the main UN initiative working on ACE and yet it is not working in many countries, and has a low presence in some regions. Some partners believe UN CC:Learn's activities are led by donor priorities or partner opportunities rather than the ACE or Article 6 of the Paris Accord. Donors, including the GCF, advise that there are opportunities to access substantial funding as implementers for countries applying for funds or as their partners. They recommend UN CC:Learn supports countries in applying for GCF funds, with UN CC:Learn as the default training provider. Such applications could be made by region, e.g. the Pacific. GCF advises that UN CC:Learn could also apply through existing accredited partners

such as UNDP or FAO, or as a delivery partner for its Readiness fund, which can allocate up to \$1M to any country for implementing climate education. UN CC:Learn Secretariat staff echo the sustainability challenge, noting that they need donors to support the CoP decision on training, education and awareness with dedicated financing, noting that none of the major instruments have a focus on CC learning, forcing UN CC:Learn to present CC learning as a GHG emissions issue. The UNFCCC has 190 countries. So far only 30-40 countries have developed an ACE national strategy. It appears that it will take too long for each country to develop its own strategy independently and UN CC:Learn does not have the funds or capacity to support them all. Several stakeholders have therefore suggested that UN CC:Learn should adopt a strategy of facilitating peer to peer support between countries and its own operations should be regional, not national. A number of stakeholders stressed that for UN CC:Learn to be relevant globally it will have to provide all of its resources in all of the UN languages: English, French, Spanish, Arabic, Chinese and Russian. Sustainability would also be supported through lengthening the CC:Learn project phases. A long-term vision, perhaps aligned with the 2030 SDGs, with key milestones and measurable targets may help.

Stronger Branding, Visibility and Value Proposition

5.5.35 Closely connected to sustainability, several partners expressed a level of confusion regarding UN CC:Learn's identity, mandate and value proposition. This was notable amongst Private Companies who emphasised that its diverse range of activities would not be sustainable in the commercial sector. Even other Global Partner Steering Group Members expressed a lack of clarity regarding UN CC:Learn's purpose and priorities. An FGD with Global Partners noted that their opinion is that UN CC:Learn claims to be the face of ACE and Article 6 of the Paris Agreement, but feel frustrated that you cannot go to UN CC:Learn's website and find a clear summary of what's happening in the UN negotiations and how you can engage. They say that they would expect the UN CC:Learn website to cover all CC topics, including climate science, climate projections, technology transfer, finance, climate migration, etc. They further note that CC:Learn is not a global agency and so should not claim to be implementing ACE. In addition, they note confusion regarding whether UN CC:Learn is supporting countries, Global Partners, Academic Institutions, Businesses or the general public. They state that it is confusing that it has radically different ways of working in different locations and they feel that UN CC:Learn has a very reactive way of working - on a project by project basis. Other partners also suggested that the Secretariat engages with them on one-off initiatives instead of continuous collaboration towards a common goal. They are unclear as to whether UN CC:Learn is a truly global initiative, is limited to regional hubs or national initiatives or if it is a temporary project that will close down at the end of a funding phase. One FGD noted that they are confused as to whether UN CC:Learn is trying to "do itself out of a job" by passing on its skills and learning to other learning organisations with the intention of then closing its doors.

5.5.36 Business partners say that whilst UN CC:Learn is easy to find through a Google search, and is definitely trusted and well regarded by its constituents, businesses have not heard of it unless they go looking. Partners are in general agreement that UN CC:Learn needs to develop a clear theory of change which informs a more defined corporate identity, and propose that they should build on this to make themselves much more visible, accessible and clearly understood. One partner put this in terms of developing a clear value proposition. One Global Business Partner said they are happy with their work with UN CC:Learn, but they ended the project feeling unable to articulate to any other business why they should engage with UN CC:Learn. A further example illustrates the confusion: One partner said that they are very unclear as to whether UN CC:Learn promotes YCDs, or if it just hosts them amongst many other things. They said from the outside it looks like UN CC:Learn is reacting to donor demands or Global Partners individual opportunities rather than implementing a coordinated set of activities towards a clear goal. The comments of one consultant may give some insight. The consultant advised that they had worked on two separate contracts with UN CC:Learn, with one contract supporting Outcome 1 and the other supporting Outcome 2. They observed that this felt like working for two very separate organisations which was very confusing. They proposed that UN CC:Learn should review its Outcomes and develop a theory of change that combines them to a common vision, or even drops one outcome in favour of the other.

Localisation

5.5.37 A number of national and regional and donor stakeholders request that the Secretariat decentralises and / or deploys responsibilities and decision making away from Geneva. They think that a centralised location prevents the Secretariat from understanding local contexts or providing much needed relational accompaniment to National Partners. They suggest a transition to either establishing a local or regional presence or fully handing over all of their work to local learning providers, all operating under the UN CC:Learn brand. Such a move would align with the global international humanitarian system localisation agenda, which may attract new funders. Several National Partners have noted that their activities have been constrained by UN CC:Learn's limited human resource capacity and centralised decision making. The West Africa Hub would like to expand and strengthen the capacity of Agrhyment to develop technical capacity to generate more locally relevant courses and offline learning. This would include south-south support, peer to peer sharing of learning; linking of educational organisations between regions. The Southern Africa Hub would like to expand to include all SADC countries. Any intentional move towards localisation would require UN CC:Learn supporting regional hubs and countries in accessing funding.

Strengthen Peer Support

5.5.38 National and Regional Partners advise that UN CC:Learn's support to early pilot countries national learning strategies was effective, and built the capacity of those countries around CC learning. However, they note that UN CC:Learn does not have the capacity or resources to provide this level of support to all of the countries that need it. They advise that Regional Hubs have the potential to be more sustainable than a country by country approach. They say that it is taking too long to build national strategies one country at a time. They also state that capacities are currently too low for a regional approach to work. They suggest that UN CC:Learn needs to take stock and make an informed decision. They believe that UN CC:Learn should choose between three options. They suggest these options are to either seek funding and scale up to have a direct presence in all LDC and transition countries, as many UN agencies do; or to switch to a purely regional approach, with a regional presence; or to switch to a regional approach with a full commitment to CC learning delivery through regional partners. They advise that the current approach is "pick and mix", which they believe over stretches Secretariat staff and confuses country and regional partners. However, partners advise that whichever of these options is selected, peer to peer learning support is essential to speed up integration of ACE into CC Policies across more countries faster.

Move from Policy to Practice

5.5.39 Several global partners, in commenting on UN CC:Learn's branding and value proposition, noted that they believe the UNFCCC negotiations are essentially complete and say that with CoP 26 having been deferred, they believe that UN CC:Learn should now change its website content away from CC learning relating to understanding policy to CC learning aimed at putting that policy into practice. This would be a focus on learning that helps governments understand how they can translate policy into practical action within their agriculture, energy, water and sanitation, finance, planning and social services sectors. Partners have suggested a practice of peer knowledge exchange and support to identify and access existing knowledge from communities, youth, farmers and universities together with a methodology for contextualising this knowledge is required.

Accredited Courses

5.5.40 Business Partners, Academics and National Partners expressed a desire for UN CC:Learn to accredit their courses and enable people to complete a range of courses which count towards Diploma and Master's Degree qualifications. A face to face Master's Degree course was also requested.

Youth Engagement

5.5.41 There is wide commendation for UN CC:Learn's Youth Climate Dialogues. They are seen as very effective, empowering young people to action and giving them voice to be listened to by policy makers. Partners suggest scaling up YCDs could be UN CC:Learn's most effective work. They also suggest this approach is replicated amongst minority / excluded groups. Partners note that YCDs are effective in contexts where online learning is not possible, and believe that the

updated approach to YCDs are more effective than online learning as they require young people to observe and respond to their own context. A challenge to this approach is that many youth groups would like to participate but funding is not available. The example was shared of university students in Zambia who took part in a YCD with Chinese Students, advising that it was challenging to find a venue with reliable internet communication to have the dialogue, and when it was found, the greatest expense was transporting students to the venue.

Strengthen Engagement with the Private Sector

5.5.42 Global, National and Business Partners advise that a Green Economy will only be established through educating the private sector. They advise engaging them as learners, partners, donors and actors is required for a move from policy to practice. One partner suggested UN CC:Learn develops products to inform corporate decision making and avoid working with a single employee responsible for sustainability who often lacks corporate influence. Global Partners say they are looking to the Secretariat to inspire them through agile innovative working, helping UN agencies and governments see innovative adaptation that they would not otherwise know about. Global Business Partners advise that in order to do this UN CC:Learn will have to improve its ability to interface diverse training resources, noting that its current inability to combine live and moderated content with packaged modules will limit its relevance to the private sector. They would like to see pre-formulated content interspersed with live interaction with experts and teachers.

Reach More Teachers

5.5.43 An unexpected impact of UN CC:Learn's programme has been reaching significant numbers of teachers who directly influence children in classrooms who in turn influence their own families and future action. Several stakeholders strongly encourage UN CC:Learn to continue to engage directly with teachers, and to innovate in this area. This could include online Climate Classrooms; formal CC education; developing accredited CC courses for universities and teacher training colleges; and more MOOCs aimed at teachers.

Inclusion and Intersectionality

5.5.44 A number of stakeholders emphasised the need to engage minority groups and make CC impacts on them visible to policy makers and practitioners. This includes indigenous minorities; people living with disabilities; youth; people living with physical and mental health conditions; and the elderly. This should be addressed as both a cross-cutting issue mainstreamed across all UN CC:Learn work, and also looked at as an issue of intersectionality such as the CC impacts on women, from minority groups, living with disabilities. Human Rights could also be addressed within this. Global Business Partners suggested UN CC:Learn develops resources to reach people over the age of 45, who are less aware about climate and who are living longer than previous generations. Several National and Regional Partners suggested Dialogues, equivalent to YCDs, be established for minority groups to ensure their voices are heard and relevant actions are taken by governments as they turn international agreements into policy and put policy into practice. Related to this, most stakeholders advise that UN CC:Learn resources need to remain free of cost because many of the people who need them most cannot afford to pay. **Course participants** suggested content needed to be made available in local languages; should be pushed out in a more interactive way over social media using diverse real examples; should contain more practical grass roots examples illustrating impacts and effective support for excluded or minority groups.

Offline Learning

5.5.45 Regional Partners and Regional Academic Partners advise want support in developing offline learning resources. This includes learning resources for non-smart phones, radio, television, podcasts and face to face. Partners suggest this should include scale up of YCDs as a method of self-led / Action-Learning. These partners also request that the Secretariat supports them in obtaining funding for supply of internet infrastructure. Course Participants suggest UN CC:Learn creates an app with its content available offline, that updates when you access the internet.

Course and Event Participant Proposals

5.5.46 Participants had many suggestions for the next project phase. Their strongest one was to recruit someone with community organising skills to build a global community of learners through UN CC:Learn's **social media** platforms. This would connect with and mobilise local and minority groups across countries / stakeholders to share learning with each other, and also connect these communities with each other. Stakeholders would share UN CC:Learn content and their national work, bringing the two project Outcomes together. Participants would want this platform to move UN CC:Learn's social media towards generating more bottom up content and peer to peer learning within and between communities and sectors and link in to YCDs, Gender Climate Dialogues and Community Climate Dialogues. They were passionate about connecting young people with businesses and policy makers, farmers with markets, Africans with Europeans, UN agencies with rural elderly or disabled people. Participants also suggested creating an Alumni, seeing them as partners, as UN CC:Learn's global outreach group. This would involve inviting everyone who completes a course, event or national learning strategy process to join an alumnus to share their learning with others. This is about both identifying and generating passion, noting that there are people who are desperate to learn and to share their learning.

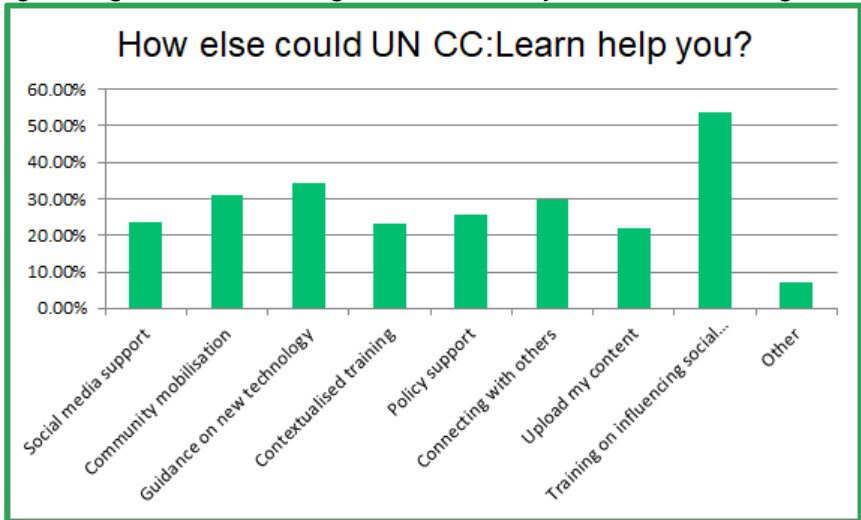


Fig 5.5.1 Course participant further support requests

5.5.47 One Participant works in the **private equity sector** and said that the investment community globally are increasingly aware of the impact of CC, with many divesting fossil fuel investments and having sustainability outreach programmes. He suggested talking with CDC UK, asking them directly how to get their attention and get them involved, assuring that they will tell you how to reach them and have activities such as YCDs and Climate Classrooms funded.

5.5.48 Participants suggested that through the **One UN** initiative UN CC:Learn should be visibly represented in all countries. This would communicate CC learning via community radio; connect demonstration projects to accessing UN CC:Learn resources, linking Outcomes 1 and 2; require UN agencies working with schools, manufacturing, construction, health, education, the energy sector, agriculture, scientific research, and government offices to display posters and be trained to talk about CC learning and UN CC:Learn's resources. This would require renegotiating country collaboration with UN partners to embed UN CC:Learn's work across all agencies' country work.

Evaluation Question 25: What can we learn from the 2020 COVID-19 pandemic to inform the future design of UN CC:Learn?

5.5.49 COVID-19 has had a significant impact globally, including on all UN CC:Learn stakeholders and beneficiaries. Stakeholders have identified a number of ways in which UN CC:Learn could adapt and opportunities it could take advantage of in its work.

Rapid Consultation with Global Partners

5.5.50 All Global Partners and Businesses consulted advised that they have cancelled many in-country operations and national and global events and are investing in expanding their own digital platforms. This includes moving CC learning online. They are looking for ways to restart their work remotely. This will include passing on skills to local partners. They believe this offers a window of opportunity for UN CC:Learn to provide e-learning and virtual learning services for Global Partners and grow UN CC:Learn's work. Several GPs have suggested that UN CC:Learn convenes a

special SGM focusing on ideas for post COVID-19 operations and explore how UN CC:Learn could step up its role as an online learning provider. Similarly GPs and NPs suggest the Secretariat convenes a discussion with UNCTs and NPs to understand COVID-19 impacts on their activities so UN CC:Learn can support and grow its work around this.

Supporting Vulnerable Groups

5.5.51 Several GPs and Academic Partners noted the greater impact of COVID-19 on vulnerable people living with SGBV, disabilities, health issues, the elderly and very young, and minorities. Many places don't have available water for regular handwashing. Many are overcrowded. They suggest UN CC:Learn does a rapid scan of increased vulnerabilities and the intersection with climate change, and release a communiqué, including the role of CC learning in addressing the impacts.

Photo provided by Secretariat



Scale-up Online Learning

5.5.52 UN CC:Learn has seen a fourfold increase in the number of certificates issued daily. GPs, Donors, NPs and Business and Academic Partners all said that they want to access more on line learning. They noted that UN CC:Learn already provides high quality e-learning resources and suggest it makes its work more visible. They observe that enforced homeworking and reduced travel has demonstrated that most work can be completed online. It has become clear that face to face meetings are not as necessary as previously thought. They recommend UN CC:Learn reviews its activities, such as events, in-country training and workshops and move them online. It is noted that some countries don't have reliable widespread internet access. Some NPs have requested specific assistance, including Ghana requesting support with moving its teacher training courses online. GPs and Donors also recommend CC:Learn's existing and new learning resources should be provided in all of the UN languages, so they are available to a wider range of users.

Sustainable Pathways

5.5.53 A number of stakeholders have recommended that UN CC:Learn should develop new courses that share learning relating to global economic recovery in the context of both COVID-19 and CC. Learning on Post-COVID-19 Green Economy is already being called for by the UK's main opposition party, and many media and environmental platforms. The German government has committed itself to ensuring its economic recovery is in line with its CC commitment. Many organisations are publishing information on the links between COVID-19 and humanity living beyond sustainable limits. Most governments and companies will be focused on economic recovery and are likely to be looking for opportunities to do so in a sustainable way. COVID-19 has hit the world's poorest economies hardest, increasing their vulnerability. There are clear links here to NDCs, NAPs and the need to fix the broken global economic model and support LDCs and transition countries in their recovery. Some stakeholders have noted that increased home working has reduced GHG emissions and led to some improvements in employee wellbeing through reduced commuting, increased free time and strengthened community relationships. These stakeholders suggest that UN CC:Learn should therefore promote more home working and virtual working.

CC-Health Resources

5.5.54 The majority of stakeholders recommended provision of health courses and guides demonstrating CC linkages. They also note that health should be mainstreamed as a vulnerable sector across UN CC:Learn's other resources.

Learning Where Internet Connectivity Is Poor

5.5.55 Global and National Partners propose that UN CC:Learn develops options for supporting CC learning in COVID-19 lockdown, where internet access is poor. Suggestions include support to improve internet access, and provision of non-internet based learning resources such as learning resources for radio, television, podcasts, socially distanced in person learning, and text based support for non-smart phones. MIET is working on bidirectional mobile learning. Partners also recommend the scale up of YCDs and duplicating this approach with other stakeholder types such as women's groups, school teachers, ethnic minorities and people living with disabilities.

Communications Review

5.5.56 Stakeholders expressed concern that the impetus on climate change may be lost in the post-COVID-19 economic recovery. It is noted that COVID-19 had a mass impact on the public psyche in just a few weeks versus changes in policy makers and the public's attitudes after more than 50 years of work on climate change. This highlights people's concern with human health. The link with health and personal safety may be the reason changes in practice regarding wearing seatbelts, smoking in public places and drink driving law changes were easier to implement. Many views have been aired over the media and social media regarding improved air quality and the link to health, during COVID-19-lockdown. UN CC:Learn could review developing a narrative for communications that speaks to people's concerns about their health.

Extending National Partner Deadlines

5.5.57 National Partners advise that COVID-19 lockdown has put most of their CC learning activities on hold. They are requesting assistance with transitioning to on-line modes and asking for project extensions to at least February 2021. This includes Southern Africa, West Africa and SICA. Four National Partners say they contacted the Secretariat to ask for help in making progress under COVID-19-lockdown.

Contingency Plan Guidance

5.5.58 Course Participants from multinational companies said they were completely unprepared for COVID-19 and are now looking for guidance on writing contingency plans to keep their companies going when hit by disasters including health and climate impacts. They also want guidance on local production and national self-sufficiency.

Virtual SGMs

5.5.59 The May 2020 virtual SGM was an unplanned change within this project phase, resulting from the near global COVID-19 lockdown and related travel bans. Participants' feedback has been positive regarding reduced travel emissions. Some participants have suggested that SGMs should continue to be virtual and should be shorter but more frequent and focused on looking more deeply at fewer issues.

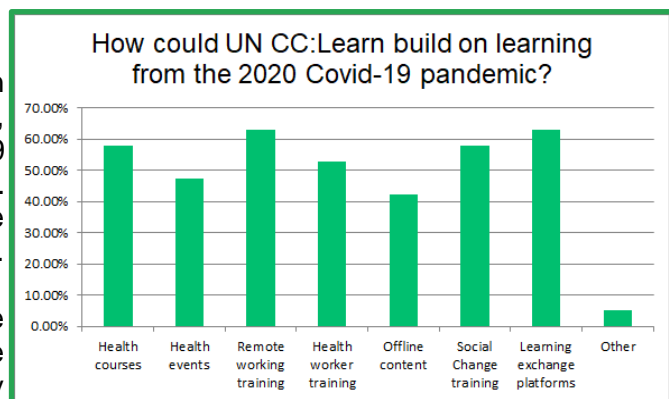


Fig 5.5.2 Course Participant Response

5.6 Coherence

Evaluation Question 26: Is the project coherent with relevant climate change and development policies and standards? Which ones?

5.6.1 UN CC:Learn's work is coherent with climate change and development policies and standards. It is specifically aligned with Article 6 of the UNFCCC 1992 Convention, now known as ACE, and Article 12 of the Paris Agreement. Stakeholders unanimously agree with this, and review of the 2017 through 2019 Annual Reports, and MoUs with different UN and Country Stakeholders confirm this. One Global Business Partner confirmed UN CC:Learn's activities are also in line with national and regional water resource management policies. Several country stakeholders also mentioned alignment with National Development policies, Education Policies, and CC related Policies.

Action for Climate Empowerment.

5.6.2 UN CC:Learn is addressing each of the six ACE priority areas to different extents:

- **Education** - through supporting countries in developing national CC learning strategies, UN CC:Learn is facilitating collaboration between Ministries of Environment and Education to integrate CC learning into national education systems. Teachers' and other national learning organisations are usually engaged in integrating CC into school Curricula. Strong examples

of this were observed in the Dominican Republic, Ghana and Malawi. Feedback from national partners suggest that this education work is empowering policy makers, civil servants, teachers, and pupils

- **Training** - UN CC:Learn is providing training through on-line courses, Webinars, MOOCs, and face to face events, including Climate Classrooms at UN events. Evaluation surveys show that participants find the training effective
- **Public awareness** - UN CC:Learn is limited in its capacity to work on **public awareness**, by either the visibility of the Global Learning Platform to members of the public, or to actions planned through National Learning Strategies. Raising public awareness is therefore mostly indirect. The Dominican Republic, Ghana and West and Southern Africa region are all working to integrate CC learning into local and national radio and television programmes. Whilst this work is in its infancy, partners express strong commitment to using these methods to influence public awareness
- **Public Participation** is evident in several small respects - small numbers of survey respondents indicate that they are members of the public who are not connected to any of UN CC:Learn's partners or other programmes and taking e-learning courses. Highly engaged members of the public are reportedly participating in Climate Classrooms. Dominican Republic and Ghana have organised public climate rallies, with diverse public participation
- **Public access to information** - UN CC:Learn's resources contain neutral information that can be accessed freely by members of the public. However, awareness of its websites is generally quite low amongst the general public
- **International cooperation on these issues** - UN CC:Learn is facilitating some international cooperation, including learning exchange between countries, and engaging in other learning platforms such as the NDC Partnership.

Nationally Determined Contributions

5.6.3 During this fourth phase UN CC:Learn has aligned its national learning strategy methodology with NAPs and NDCs. It has also joined the global NDC Partnership in order to collaborate on CC learning. However several Global and National Partners stated that whilst UN CC:Learn was previously vocal about NAPs, it has been notably quiet regarding NDCs. Three UN partners noted that they believe there is an unnecessary competition or even conflict of effort between UN CC:Learn's focus on national learning strategies supporting NDCs, and the work of the NDC Partnership.

Sustainable Development Goals

5.6.4 There is also some alignment with Sustainable Development Goals. The closest alignment is with **SDG 13 - Climate Action**, specifically the target on *"improving education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning."* Contribution to SDG 17 - Partnerships to achieve the Goals and SDG 4 - Quality Education are also evident.

Intentional or Unintentional Coherence

5.6.5 CC:Learn staff say that they proactively align their work with national policies and international agreements relating to CC learning. However, some Global and National Partners have noted that they believe this is UN CC:Learn's mandate, saying it is only to host other agencies' materials. CC:Learn can only align itself as much as its partners equip it to do so.

Global Green New Deal

5.6.6 Several Global and National Partners suggested the Secretariat approaches them to discuss being a platform for education on the Global Green New Deal, providing training, learning, and capacity building on Green Economy.

Methodology

5.6.7 Many Global and National Partners referenced the usefulness of the UN CC:Learn Guidance Note for Developing a National Climate Change Learning Strategy, and appreciation for it having been updated to align with NAPs and NDCs.

Evaluation Question 27: Is the project complementing other existing or planned CC programmes and projects? Which ones?

5.6.8 UN CC:Learn is both complementing and competing with some CC programmes and also operating within its own unique space that others cannot occupy.

5.6.9 Complementing other CC Programmes

Global Partners noted that they or others host their own CC learning which is targeted towards specific audiences. This include Climate, Food and Agriculture - FAO, WFP and IFAD; Climate, Health and Sanitation - WHO and UNICEF; Climate Finance - GCF and the World Bank; Climate Science - WMO and FAO; Climate Policy - UNFCCC; Climate Projections - World Bank; Climate and Gender - UN Women. It is also complementing general CC learning on UNEP, UNESCO's and the World Bank's websites. Donors and Global Partners also noted UN CC:Learn complements the PAGE Green Economy Partnership, of which UNITAR is a core partner. UN CC:Learn complements these initiatives through not duplicating the same content, although it compiles some of it. Instead it hosts training and learning modules that provide introductions, overviews, summaries and signposts to other Global Partners' CC learning. Several stakeholders noted that this is possible because UN CC:Learn is hosted by UNITAR, who are notably trusted and respected for having a mandate that does not compete with other UN agencies. UN CC:Learn is appreciated for its collaborative approach and strong Global and National partnership way of working. Dominican Republic noted the EU Funded Caribbean CC learning initiative complements and supports UN CC:Learn's work in the region.

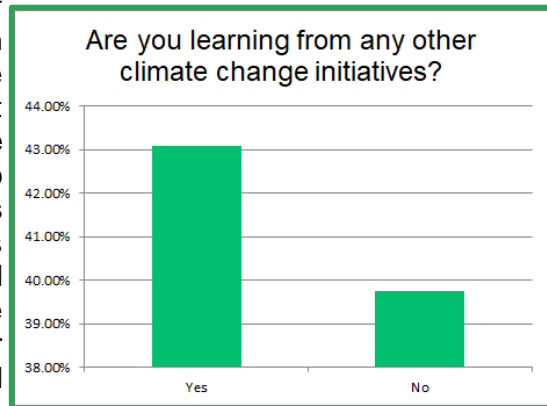


Fig 5.6.1 Course Participants Response

Competing with other CC Programmes

5.6.10 UN CC:Learn is competing with a number of other CC learning platforms. However, this is generally seen to be a good thing either because it gives impetus for all platforms to deliver to a higher standard, or because they serve different audiences. However, some interviewees and survey respondents expressed levels of confusion regarding locating relevant CC learning materials. They noted that UN CC:Learn hosts only a fraction of available learning materials, with substantial quantities of learning materials hosted on other UN agencies' websites.

5.6.11 UNESCO's CC Education for Sustainable Development programme and its Education for Sustainable Development in Sub-Saharan Africa programme were both noted as competing with UN CC:Learn. The NDC Partnership was also noted as competing, although the Secretariat states that it is engaging with the partnership. Private companies are providing CC MOOCs. However, some countries said UN CC:Learn is the only direct source of CC learning available to them. A number of NGOs websites were noted as providing climate learning, although they are also seeking to engage users as supporters and activists. The Finnish Platform Climate Adapt was noted as a competitor, however its focus is European countries. EdX was also noted as a significant competitor. However they charge for certificates and some courses. The University of Chicago's Coursera Climate Courses are widely used, but also charge a fee.

Operating within Its Own Unique Space.

5.6.12 There are other providers of CC learning that compete with UN CC:Learn. However, UN CC:Learn operates in a unique space. UN CC:Learn is a One UN collaborative initiative and has access to partnerships with national governments. This is its unique advantage over other CC learning platforms. As a UN agency, it is trusted by other UN agencies, governments, private companies, NGOs, Academic Institutions and the general public. UN CC:Learn should seek to leverage this unique capacity if it is not already doing so. There is some competition within this space, for example with the NAP Global Network and the NDC Partnership. However, UN CC:Learn's mandate is broader and its e-learning and face to face learning methodologies are reportedly further developed.

5.7 Project Management

Evaluation Question 28: Has the UN CC:Learn structure (Steering Group, Secretariat, National Coordinators) been effective?

5.7.1 The UN CC:Learn structure is effective, but could be improved. The Secretariat says that it has reviewed the structure in each phase and concluded that it is fit for purpose.

Secretariat

5.7.2 The Secretariat is lean, with all members working part time for UN CC:Learn, and part time on other projects. Secretariat staff are highly committed to providing an excellent service, with consistent reports of them going above and beyond their core responsibilities. The Secretariat is consistently reported to be responsive, supportive, efficient, flexible and willing to be innovative. However, National, Regional and Global Partners have noted that the centralised location of most of the Secretariat in Geneva is restricting UN CC:Learn's growth, reach and local contextual understanding. Partners recommend exploring alternatives such as relocating Secretariat members to different regions, creating regional Secretariats with delegated decision making authority, and shrinking the Geneva team, or equipping other agencies to take on UN CC:Learn's mandate in regions where UN CC:Learn has a lower presence.

Steering Group

5.7.3 The Secretariat states that Steering Group Members ensure UN CC:Learn remains representative of all UN agencies who develop learning related to climate change. This sentiment is reflected in part by some Global Partners. However, Global Partners are generally unclear of their role or unclear as to how they can work effectively within UN CC:Learn over time. Examples include Global Partners communicating that their engagement with UN CC:Learn was a one-off initiative; examples of seeing CC:Learn as an additional administrative burden required by the One UN Initiative; Partners advising that they have made suggestions to the Secretariat that have not been acted on, nor responded to. Several Global Partners have noted that they believe the Secretariat lacks capacity to engage with them regularly and in sufficient depth for the initiative to be a functioning ongoing collaboration. National Partners report a lack of clarity as to how the Steering Group can be effective. Some GPs recommended that the structure, function and operation of the Steering Group be reviewed. This could include expansion of the Steering Group to include a more diverse membership, including academic, NGO and Business Partners, and shorter, more frequent, focused meetings.

National Coordinators

5.7.4 National Coordinators have a critical role of facilitating UN CC:Learn's access to and engagement within a country. They are appointed by governments, from within Ministries of Environment. They help to establish a cross government working group representing different sectors. National Coordinators may lack capacity for CC learning, for example if they are a Director of a Government Department. UN CC:Learn sometimes hires consultants to strengthen the link between the National Coordinator and the Secretariat. UN CC:Learn states that it's alignment with UNDAF and connection with UNCTs further enables the effectiveness of National Coordinators in their roles. However, two National Coordinators have stated that hired consultants have been ineffective.

UN Global Partners with In-Country Presence

5.7.5 As UN CC:Learn is a small project without local national presence, they implement their work through other UN agencies' Country Teams. The Secretariat takes time to carefully assess UN agency country programmes to identify agencies whose activities are most likely to complement UN CC:Learn's work. Examples of this working very effectively have been noted. However, several national government stakeholders and consultants have noted an unintentional conflict between the UN implementing agency's agenda and that of UN CC:Learn. Three stakeholders further noted that the Secretariat's lack of presence in countries prevents them from truly understanding the local context, and prevents them from being able to accompany country stakeholders. One consultant, based in-country, reported that national stakeholders for that

specific country wanted to be seen to collaborate during the workshop, but have not collaborated since. The Evaluator is not able to ascertain whether this was a single incident, or if it also occurs elsewhere.

Evaluation Question 29: To what extent has the Annual Steering Committee Meeting ensured project coherence and effectiveness, reviewed progress and advised on implementation?

5.7.6 UN CC:Learn's Annual Steering Group meetings include Global Partners and Country Partners. The inclusion of Country Partners is reportedly fairly unique and gives countries a voice to directly steer the activities of the programme.

Effectiveness

5.7.7 Review of SGM reports, and the Evaluator's attendance at the most recent virtual SGM, confirms that Global and Country Partners are informed of activities and their progress and available evidence of effectiveness and they are consulted to ensure the project is coherent, and to gain their views on effectiveness. However, it is noted that out of a partnership with more than 35 Global Partners, only approximately 10 are actively engaged. These include the World Bank, FAO, UNFCCC, WMO, UN Habitat, UNICEF, WHO, UNDP and UNEP. Several Global Partners report a lack of clarity on their roles or how they can best engage with UN CC:Learn. Some Global Partners also noted that they view their collaboration on the development of e-learning courses as one-off events. Partners and staff note that training content is ageing rapidly and if the SGM was truly effective, it would be regularly updated as a matter of course.

5.7.8 SGMs held once a year are not sufficient to ensure the ongoing engagement of a large number of Global and National Partners. Neither has the Secretariat got sufficient capacity to keep all partners consistently engaged through bilateral meetings. Global and National Partners express enthusiasm for the ongoing work of UN CC:Learn, but report that Annual SGMs provide too much information in too short a time frame and yet do not allow sufficient space to look in depth at content or progress. One stakeholder noted *"It's a nice meeting but then nothing happens. We need regular knowledge exchange so it feels alive and our contributions feel like they help move things forward."* Participants of a Global Partner FGD all agreed that SGMs are not often enough; too long; do not provide enough time to talk; and have no follow-up. They request that SGMs are more frequent, shorter, more focused and more engaging. They note that as UN CC:Learn promotes itself as an expert in learning, then it should share this learning experience through a revised format of SGMs. This could include demonstrating elements of courses and webinars; virtual tours of Youth Climate Dialogues, Climate Classrooms and National Learning Strategy workshops, towards building a true One UN approach. It is recommended that the function and format of SGMs be reviewed, and consideration given to replacing them with more regular short events, focusing on different parts of the programme.

5.7.9 One Global Partner noted its view that SG members are operating as either donors, content providers or implementors, not as joint equal collaborators. They recommended MoUs with Global Partners should commit them to providing resources. This could be financial, learning content and in-kind contributions. However, they proposed MoUs should commit Global Partners to regular joint programming between UN agencies and UNITAR, saying that this is the only way for the Steering Group to be meaningful and for UNITAR to scale up. This partner also noted that UNITAR's main donors also fund other UN Agencies, and proposed that the donors fund joint activities between UN CC:Learn and specific Global Partners and require them to share learning and create co-branded teams.

Virtual or Face to Face?

5.7.10 The recent virtual SGM, as a result of the COVID-19 lockdown, has given useful insights into the effectiveness of the SGMs. A significant number of stakeholders noted that annual travel to a single location is not necessary, and creates unnecessary carbon footprint and expenditure.

Evaluation Question 30: How effective has the Secretariat been in:

- managing global elements of the programme?
- coordinating countries' activities and in monitoring, assistance and advice?
- Is it effective? What should change / remain the same?

5.7.11 The Secretariat is very effective at managing all elements of UN CC:Learn. However, there are areas for improvement and opportunities for a step change in the way the initiative operates.

Global

5.7.12 UN CC:Learn's e-learning and Knowledge platforms have a contemporary look and feel, and provide access to relevant high quality content. They are broadening their reach from Global Partners and Policy Makers, to now include businesses, NGOs, educators and the general public. Collaboration with Global Partners is delivering relevant up to date diverse content. Some Global Partners have reported that they have learned a lot about effective learning from CC:Learn and are very happy with the final learning product. However, some have expressed frustration that they had expected the Secretariat to take a greater role in developing course content, and had not made it clear when signing an MoU that they did not have capacity to do so. These partners report that course development has often been significantly slower than expected, and slower than private sector e-learning providers. Examples include - gender, finance mechanisms, health and food. GPs suggest that a faster content development process is needed, and specialists should be employed who regularly review and update content which otherwise goes out of date rapidly. One example was that a MOOC was retired too early, causing significant stress to the GP who had to migrate it to their own platform. Three GPs have described Secretariat staff as being overworked, running out of energy and disengaging from course development before it was totally complete. Some GPs and consultants say that they are not receiving feedback on whether developed content was useful, effective or well received. As referenced under question 15, two GPs observed that the Secretariat does not appear to have processes in place to avoid delays and ensure quick decision making.

Coordinating Countries' activities

5.7.13 National Partners consistently report that the Secretariat is highly responsive, supportive, enabling and non-directive. They say that UN CC:Learn is almost unique in respecting country wishes and facilitating National Partners in taking the lead. The Secretariat says that it is encouraging greater South-South collaboration, and building the capacity of national and regional actors, which is confirmed by National and Regional Partners. CC:Learn is appreciated for its approach and skills in convening the right stakeholders in-country and for having provided an effective national learning strategy methodology.

However, it is noted that most country grants were made in the second half of 2019, despite the work plan indicating an *"initial 6 month consolidation and planning phase"*, and planned implementation activities starting in year 1 and *"becoming fully operational in years 2 and 3"*. This suggests some delays have occurred to the project. National Partners note that the Secretariat has a lack of capacity to have its own in-country presence and UNCTs are not always closely aligned to UN CC:Learn's priorities. This can lead to a lack of local contextual understanding, lack of continuity of engagement and some National Partners report that national learning strategies are slower and less effective than they would be if the Secretariat had an in-country presence. Partners suggest that effective national CC learning will require CC:Learn to either scale-up or work differently. One regional hub has expressed significant dissatisfaction with the CC:Learn regional consultant and say that they feel they are not being listened to when raising their concerns.

5.7.14 Further considerations include West and Southern Africa stakeholders requesting support in providing CC learning through non-Internet-based methods such as radio, television, street

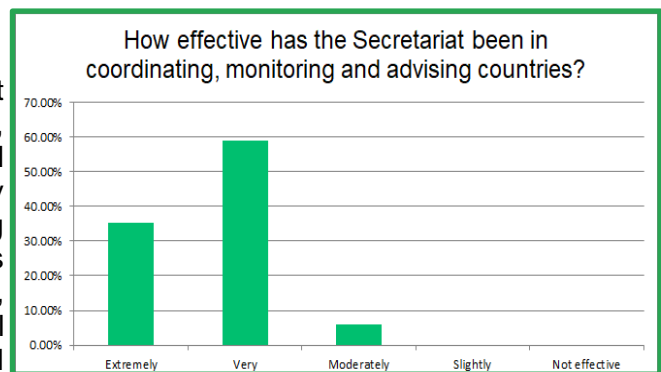


Figure 6.7.1 Secretariat country effectiveness

drama and non-smart phones. It is also noted that CC:Learn has not been able to engage in the Pacific region, China, or made much headway in Central Asia. CC:Learn cannot be a fully mature global programme if it cannot make progress in these locations. Furthermore, several National Partners stated that they need CC:Learn to help them access funding for NAP, NDC and CC learning activities.

Monitoring, assistance and advice.

5.7.15 The Secretariat is commended by stakeholders for its supportive approach to monitoring, assistance and advice. It is noted that it supports National and Global Partners to take their own actions and rarely imposes its own agenda.

5.7.16 The Secretariat undertakes evaluations for each project phase and uses these together with Annual e-learning course surveys, annual SGM discussions and regular bilateral discussions to assess its own effectiveness. This commitment to learning and improvement is commendable. The Secretariat believes that it has an effective structure and process enabling it to manage global and national activities and partnerships, and has no specific proposals for changing its current approach or structure. It believes they are efficient. However, as noted above, some Global Partners report that course development takes too long and is burdensome on them, and some National Partners report that national learning strategies are slower and less effective than they could be if the Secretariat had an in-country presence.

Change

5.7.17 Several changes have been proposed by stakeholders. The strongest is a request to establish a more local presence or alternative means of increasing scale and sustainability, as discussed in Question 28. Related to this is a request that CC:Learn is clearer about whether it truly has a global mandate and if so, to make a specific strategy on moving into the Pacific, China and being more effective in Central Asia. After that is a suggestion that CC:Learn is more intentional about identifying its target audience, with some stakeholders saying this is currently very unclear.

5.7.18 Several GPs are requesting that the Secretariat reviews its processes and identifies ways to speed up product development. This includes greater clarity of responsibilities within MoUs, and stronger decision-making processes to prevent delay from over participatory consultation review processes. In addition, it is recommended that e-learning and Knowledge platforms are integrated as the two separate websites are confusing users.

5.7.19 The regional hubs have the potential to become highly effective. Some Partners believe supporting all countries through a regional approach could be the most effective way for the project to achieve significantly greater reach.

6. Conclusions

6.0.1 The fourth phase of UN CC:Learn has been highly relevant in most instances, consistently highly coherent and overall very efficient. Its global level work is effective at engaging and building the knowledge of government policy makers, UN agency staff, and increasingly academic organisations, businesses, NGOs, teachers, and the general public. Many of these beneficiaries report significant personal behaviour change and are taking action to bring change to their families, communities, workplaces and beyond. UN CC:Learn's national level CC learning strategies are near completion and there are indicators of effectiveness and impact, including effective collaboration across government and other stakeholders; stories of personal behaviour change, and evidence of effective knowledge sharing and support between countries within (sub) regions; and evidence that previous phases have been largely effective. The Secretariat's Project Management is mostly highly effective and efficient. However, it is noted that the project work plan allows a six-month start-up period in each country, most grants for the national work were made in the last two quarters of 2019 suggests some delays have occurred. These delays have been exacerbated by the onset of the 2020 global COVID-19 pandemic. The

project is not yet sustainable and there are clear opportunities to strengthen its impact and effectiveness.

6.1 Relevance: Is the project reaching its intended individual and institutional users and are activities relevant to the beneficiaries' needs and priorities, and designed with quality?

6.1.1 The UN CC:Learn project is reaching most of its intended individual and institutional users. Its activities are highly relevant to beneficiaries' needs and priorities. The vast majority are designed with quality.

6.1.2 UN CC:Learn's activities, needs and priorities closely **align** with those of its stakeholders and beneficiaries in most instances. This is demonstrated at the global level through substantial levels of course enrolment and completion, feedback from Annual Surveys, and course feedback. At the national level it is demonstrated in successful national learning strategies delivered. UN CC:Learn is building its relevance to Business, Academic and NGO partners and particularly to Teachers and Youth. However, some GPs struggle to understand how they can work effectively with UN CC:Learn in sustainable mutually beneficial collaboration; some National Partners say UN CC:Learn doesn't have the capacity to help them sufficiently or to support enough countries. Regional Partners request additional support. UN CC:Learn's Regional work is not incorporated into its project logical framework.

6.1.3 Users find courses **useful and relevant**. Course participant numbers are big and rapidly growing across 6 continents. Global and regional businesses are substantially reducing the emissions of their manufacturing, distribution and supply chains. Investment companies are divesting polluting investments and investing in sustainable technologies. Whole communities greening, planting trees, restoring soil, groundwater and biodiversity. YCD participants are changing their families and communities and engaging with policy makers. MOOC are conveying CC learning to massive numbers of teachers. Climate classrooms are reaching people other than the intended senior negotiators.

6.1.4 UN CC:Learn is very **relevant to country learning priorities** to implement NDCs, NAPs and SDGs. Countries are requesting this support and UN CC:Learn is effectively providing it. However, its relevance is reduced by its lack of capacity to support additional countries and by its lack of a direct in-country or regional presence.

6.2 Effectiveness: How effective has the UN CC:Learn project been in delivering results and serving as an instrument for project partners to create sustainable individual and organizational/institutional capacities to plan and implement effective climate change actions in developing and transitional countries?

6.2.1 The current project phase is not yet complete, with some delay attributed to the global COVID-19 pandemic. Learning strategies are not yet finalised and initial implementation activities are not yet started. However evidence has been gathered from the previous phase and there are indications that elements of this phase will be effective if granted an extension. The main inhibitor to effectiveness is the capacity of the project to meet the demand. This could be achieved through accessing additional funding, and may possibly be achieved through modifying the operational model, perhaps decentralising; collaborating more extensively with UNCTs; or moving to a fully regional model, facilitating countries to support each other.

6.2.2 UN CC:Learn is effective at developing and sharing CC **global learning resources**. People are using these resources in substantial numbers. Participants are applying their knowledge. However, UN CC:Learn does not actively offer follow up support to beneficiaries and most stakeholders do not believe it is its role to support this.

6.2.3 Learning activities, global and national, cannot be directly attributed to **behaviour change**. However, stakeholders attribute change to the project, including finalised national CC learning plans, course participant stories, and survey responses. GPs note that countries' progress can be compared and countries linked to the project demonstrate significantly greater progress than

others. Companies such as Coca Cola in Nigeria attribute substantial mitigation to the project. Course participants attribute their reports of extensive community adaptation to the project. Country Partners attribute their reputation as best practice case studies. However, some countries say the project is too small to enable them to effect change in their energy, agriculture and health sectors, and say that online learning resources don't reach rural communities. Regional hubs are hopeful. Knowledge sharing is strong. However they are struggling to make progress. Academics say UN CC:Learn built their capacity and helped them influence decision makers.

6.2.4 All of UN CC:Learn's work is promoting **climate change education and literacy**, achieving reach and leverage beyond its size, reaching 5 continents. Partners assert that this work is effective and empowering. However, it is limited geographically, within its reach across sectors within countries, and in its depth, not reaching grass roots level. A more effective model is required if it is going to fulfil its ACE commitments at sufficient scale to equip enough people with sufficient CC learning to effectively understand CC and become actors of change.

6.2.5 UN CC:Learn has a reputation as the main UN initiative **speaking into the global debate** on CC learning. However, CC learning receives limited attention in UNFCCC negotiations. UN CC:Learn is visible at CoPs, ACE dialogues, within the Doha Work Programme, NDC Partnership, and as a member of the Alliance to Support CC Education, Training and Public Awareness. With Uganda and other countries' support, UN CC:Learn got a CC learning decision into the Paris Agreement.

6.2.6 UN CC:Learn has realigned its national learning methodology with NAPs and NDCs. Five countries, new in this phase, are all currently completing their learning strategies. They assert its effectiveness in **aligning their CC learning strategy** with national NDCs and NAPs. However, they say that learning access is only effective in the education sector as other sectors have huge amounts of money being invested in by agencies who do not have a CC learning agenda.

6.2.7 Learning assessments and strategies are being developed through **multi-stakeholder collaboration**. Collaboration varies by location and approach. The process is top down and could be reviewed against Nepal's LAPA process.

6.2.8 UN CC:Learn is supporting **national and regional learning institutions** to deliver CC learning effectively. However additional capacity is required to strengthen this approach. Non internet based learning resources also required.

6.2.9 The project is not actively taking a **human rights**-based approach. **Leave no one behind** is addressed only as an issue of accessibility or inclusion. However, it is mainstreaming gender and provides an excellent **Gender** course.

6.3 Efficiency: To what extent has the UN CC:Learn project delivered its results in a cost-effective manner and optimized partnerships with the UN system and other actors, including the business sector?

6.3.1 The UN CC:Learn project is overall highly efficient and cost-effective, with some examples of inefficiency. It has sought to optimise partnerships with the UN system and other actors, including the business sector. There are many examples of these relationships working well, and some suggestions for greater optimisation.

6.3.2 The **Secretariat** is very efficient and has a flat structure. GPs have made suggestions to make their engagement more efficient. SGM participants say the annual meetings are inefficient with some suggesting it would be more efficient to hold shorter, more frequent meetings as innovation hubs.

6.3.3 Global Partners are collaborating in developing global learning resources and in UNCTs supporting implementation of national learning strategies. However, several GPs say they do not understand UN CC:Learn's value proposition or theory of change and say the partnership is sub-optimal. One GP says this is a crisis, requiring an urgent meeting of partners and UNITAR to reformulate their collaboration. Other inefficiencies postulated include CC:Learn's lack of capacity

to host all UN agencies' CC learning, cover all CC topics, or keep all content up to date. Some national stakeholders have described UNCT collaboration as highly efficient, whilst others say it is very inefficient.

6.3.4 Global and National Partners are collaborating in support of both developing global learning resources and in supporting countries to develop learning strategies **to implement their NDCs and NAPs**. Collaboration is clearly more efficient than each partner developing its own separate learning resources or national CC learning strategy. However, some Global and Academic Partners reported course development as highly inefficient.

6.3.5 National Partners consistently describe the project as efficient. COVID-19 has caused delays in the current phase. Countries anticipate the project leveraging national funding, which has occurred in previous project phases. **Regional hubs** describe significant efficiencies from existing national partners supporting new countries.

6.3.6 Businesses describe the project as highly efficient in developing courses and also bringing significant efficiencies to their organisations, although those involved in the current phase say it is too early to quantify these efficiencies.

6.4 Impact: What are the cumulative and/or long-term effects expected from the UN CC:Learn project, including contribution towards the intended impact, positive or negative impacts, or intended or unintended changes?

6.4.1 The current phase of the UN CC:Learn project has had a number of planned and unplanned impacts, which have been largely beneficial. Impacts in the current phase include establishing the West Africa and Southern Africa hubs. These hubs have increased South-South support through sharing learning between countries, broadening UN CC:Learn's reach and impact. The YCD methodology has been updated to include action learning which has significantly empowered young people. More private companies have engaged with UN CC:Learn in this phase, as partners and as course participants. This is increasing their learning, reducing their emissions and waste and impacting markets, manufacturing processes, distribution and supply chains. The climate learning methodology has been updated to align with NAPs and NDCs. It is too early to evaluate the impact of this, but there are reports that this is aligning learning strategies with NDCs and NAPs. Climate Classrooms are reinforcing UN CC:Learn's status as the go to platform for ACE. The virtual SGM has helped Global Partners to think about more effective ways of collaborating with the project.

6.4.2 COVID-19 lockdown has slowed project progress. It is therefore too early to observe all impacts on **national stakeholders**. However, they have reported that they are learning about effective CC learning; identifying national CC learning capacities and gaps; developing strong CC learning strategies; establishing effective collaborative relationships across government and sectors; and learning from other southern countries' experience. Southern Africa stakeholders advise that their strategies are near completion so their capacity to know what needs to be done has been strengthened.

6.4.3 UN CC:Learn has mainstreamed **gender** and has developed a Gender and Environment course. Stakeholders at all levels have mentioned being impacted by the course. However, it is too early to know if this has had any significant impacts relating to the project's objectives. Some GP stakeholders have reported that their staff are starting to take a gendered approach to assessing CC impacts and opportunities.

6.5 Sustainability: To what extent are the UN CC:Learn project's results likely to be sustained in the long term? Is the business model of the UN CC:Learn project sustainable?

6.5.1 The project is showing some signs of sustainability. This is evident in countries whose capacity has been built and funding sources have been leveraged. Sustainability comes in part from partners providing learning materials and funding. UN CC:Learn has used its donor core funding to leverage significant amounts of additional grants, parallel funds and in-kind

contributions. However, if the main donor removed its core funding, the Secretariat would cease to function, global learning products would go out of date and be taken down, and new countries or regions would not be supported. The work of regional hubs and national learning activities would continue, although at a slower rate of progress. CC learning is now part of the Paris Agreement and will continue in some form, with or without UN CC:Learn.

6.5.2 As discussed in para 5.5.34, some GPs are unclear regarding UN CC:Learn's **business model** and ask that they meet with UNITAR to redesign its work with Global Partners towards more effective collaboration. The mid-term evaluation recommended the development of a detailed ToC. Completing this process would help clarify the project's value proposition, and would also build a logical evidence-based connection between the two project outcomes, which are not currently fully accessed. UN CC:Learn is not currently able to meet the scale of demand for national and global CC learning. Stakeholders have suggested it should review its structure and business model to determine whether it should decentralise; duplicate itself through other UN or non-UN agencies; or perhaps operate purely at the regional level, facilitating countries to access peer support to provide CC learning at the national level.

6.5.3 There are many opportunities for **evolving the project design** towards making it sustainable. The key ones at the global level include UN CC:Learn taking on the role of knowledge broker instead of learning content provider; developing a closer knowledge of partners; faster content development; developing new green economy courses that speak into the current COVID-19 economic crisis; training more teachers; and stronger communications. Project evaluation at the regional and national levels include suggestions around localisation of UN CC:Learn's work and resources; further strengthening the YCDs; and bottom up participatory processes to reach "the last mile" to grassroots communities.

6.5.4 Opportunities for the **next phase** of UN CC:Learn are also many. These include opportunities to develop stronger branding, visibility, a clearer value proposition and theory of change and scaling up its work. Opportunities also include localisation; strengthening peer support; moving its focus from policy to practice; accrediting courses so learners can attain recognised qualifications. There are also opportunities for greater youth engagement and strengthening engagement with teachers and with the private sector. Inclusion and intersectionality should be strengthened; offline learning resources developed; and stronger use of social media explored. Country collaboration with UN partners could be renegotiated to embed UN CC:Learn's work across all agencies' country work.

6.5.5 COVID-19 coincides with the end of the fourth project phase and with this evaluation. This timing puts UN CC:Learn in a position where it can take action to **build on COVID-19 learning**. This should include a rapid consultation with GPs to explore opportunities to move more learning and activities online and scale-up activities. It should explore how it can best support and represent vulnerable groups in CC learning and develop health-climate linkages in learning resources. UN CC:Learn could develop communications on CC impacts on vulnerable groups. It could also develop contingency plan guidance for stakeholders, addressing CC impacts and linked issues, such as disasters and health pandemics.

6.5.6 UN CC:Learn has a relatively low **carbon footprint**. Its resources and many of its activities are online and it offsets all of its emissions. To increase its environmental sustainability it should demonstrate its commitment to external audit and reporting; introduce annual travel reduction targets; move more of its workshops and meetings and work with national stakeholders online, taking advantage of the current COVID-19 related increased remote working; it should review the environmental impact of potentially decentralising its work.

6.6 Coherence: To what extent is the project coherent with relevant policies on climate change and development, complementing other programmes and projects and adhering to international norms and standards?

6.6.1 UN CC:Learn's work is coherent with **climate change and development policies and standards**. It is specifically aligned with Article 6 of the UNFCCC 1992 Convention, now known

as ACE, and Article 12 of the Paris Agreement. Stakeholders unanimously agree with this, and review of the 2017 through 2019 Annual Reports, and MoUs with different UN and Country Stakeholders confirm this. One Global Business Partner confirmed UN CC:Learn's activities are also in line with national and regional water resource management policies. Several country stakeholders also mentioned alignment with National Development policies, Education Policies, and CC related Policies.

6.6.2 There are many **other organisations providing CC learning** - UN and Multilateral Agencies, government agencies, universities, NGOs and private companies. UN CC:Learn competes with and **complements** them. However, UN CC:Learn operates in a unique space. As a One UN initiative it has access to other UN agencies and multilaterals and national governments. This is its unique advantage over other CC learning platforms. As a UN agency, it is trusted by other UN agencies, governments, private companies, NGOs, Academia and the general public. There is some competition within this space, for example with the NAP Global Network and the NDC Partnership. However, UN CC:Learn's mandate is broader and its e-learning and face to face learning methodologies are reportedly further developed.

A Unique Operating Space

UN CC:Learn operates in a unique space. As a One UN initiative it has access to other UN agencies and multilaterals and national governments. This is its unique advantage

6.6.3 UN CC:Learn is coherent with the **international norms and standards** that apply to all UN Agencies. It is specifically coherent with norms and standards relating to human rights, gender equality, disability, children, impartiality, accountability, monitoring and evaluation. However, as discussed in question 11, it can strengthen its work across these.

6.7 Project Management: *How effective was the project management and its arrangements?*

6.7.1 The Secretariat has a reputation as being very effective at managing most elements of the programme. With a few exceptions, stakeholders report that the Secretariat is highly responsive, efficient, organised, empowering, collaborative and helps them make progress towards their objectives. There are areas for improvement and opportunity for a step change in the way UN CC:Learn operates. These are mostly related to reviewing UN CC:Learn's operational structure so it is well placed to scale up its work and broaden its reach, to more effectively meet the demand across so many countries.

6.7.2 UN CC:Learn's structure is efficient and effective, but needs review if project impacts are to be achieved at greater scale. Some stakeholders, at all levels, attest that a centralised Secretariat restricts project reach and effectiveness. Alternatives could be explored including relocating Secretariat staff to different regions; creating regional Secretariats with delegated decision making authority; equipping other agencies to lead the project in regions where UN CC:Learn has a lower presence; or strengthening UNCTs to be a true extension of UN CC:Learn, in the spirit of One UN.

6.7.3 The annual **Steering Group Meeting ensures** that Global and Country Partners are informed of activity progress and evidence of effectiveness. It also ensures that they are consulted regarding the project's coherence, effectiveness and future work. However, only approximately 10 GPs are actively engaged and several GPs have suggested reviewing the format, frequency and focus of SGMs to increase their engagement and project effectiveness.

6.7.4 In most instances the Secretariat's **global work** has been very effective in developing high quality courses, events and learning resources that are widely accessed, reaching a broad range of beneficiaries. The Secretariat holds a lot of knowledge about effective learning. However, some GPs think the partnership is extractive, lacks continuity and does not cover all CC learning topics. The global work could be more synergetic with the national and regional work.

6.7.5 Secretariat coordination of country work is responsive and effective. UN CC:Learn facilitates collaboration across government and sectors. Seed funding leverages national funds. Several partners from previous phases say this is so effective that they have become regional or

global examples of good practice. However, NPs suggest that UNCT collaboration has not always been effective. RPs say that coordination of their work is efficient, but has not given them the capacity to be effective at sufficient speed. Some partners want project management capacity to be provided nationally or regionally. Partners suggest national / regional work should be synergetic with global work.

7. Recommendations

Recommendation 1 - Sustainability: Establish a significantly increased sustainable source of funding

7.1.1 UN CC:Learn is highly relevant and coherent, very efficient, and effective and has mobilised three times the resources as SDC's core contribution. However, it struggles to be sustainable or have impact at sufficient scale and is not funded or structured to meet the need or demand for climate change learning. The Project Document attests that over 40 countries would like to join UN CC:Learn, whilst existing National and Regional Partners want additional resources and support. Activities need additional funding to replicate them or to transfer them to other formats, as has been achieved with Youth Climate Dialogues. And yet the project operates in limited 3-4 year cycles, with no long term goal or certainty of continuation. UNITAR, together with the other UN CC:Learn partners, should identify significant additional sources of funding. The following options could be considered:

- Garner country and Global Partner support for a UNFCCC intervention to establish a Global Fund for CC learning
- Review mechanisms for establishing UN CC:Learn as something more permanent than a project
- Review UN CC:Learn's work against Global Partners' work to identify opportunities for direct and parallel funding
- Review government and industry spending across sectors in countries and identify synergies, opportunities for collaboration, and funding opportunities. National Partners report that vast quantities of money are being spent across energy, agriculture and health sectors, related to climate change, but without consideration of CC learning, which is detrimental to UN CC:Learn's work, but could present a substantial opportunity
- Donors and some Global Partners advise that there are funding sources that could be accessed for capacity building of national and regional training institutions
- The GCF advises that UN CC:Learn can seek to partner countries and Global Partners in applying for GCF funds, including funds to spend nationally, regionally or sectorally on CC learning. It further advises that UN CC:Learn / UNITAR could apply to become a delivery partner for their Readiness programme

Supporting the above, the project would benefit from a clear definition of co-financing, agreed with the UNITAR Finance and Budget Unit, ensuring co-financing and in-kind contributions are recorded in line with Finance policy.

Recommendation 2 - Theory of Change: Develop an evidence-based theory of change

7.2.1 Global, Regional and National Partners observed that elements of UN CC:Learn's work are unclear. Examples were given of lack of clarity around the project logic, ways of working, end goal and UN CC:Learn's value proposition. Some GPs struggled to articulate the benefits of working with UN CC:Learn. Partners could not describe what project success would look like. Some partners described aspects of UN CC:Learn's work as being reactive, responding to one off donor or partner opportunities. Partners could see links between the two project outcomes, but couldn't articulate how they worked together towards the overall project goal. One partner attested that UN CC:Learn is innovative within individual project activities but it is not visibly looking for an opportunity to become a game changer. Course participants described UN CC:Learn as "trying to reach everyone with everything".

7.2.2 This finding echoes the mid-term evaluation, which noted that the link between outcomes could be stronger and benefit from increased synergies, and that the logframe is inadequate for communicating, monitoring and measuring the project's potential impact. That evaluation recommended development of a detailed theory of change that identifies the project's impact pathways, assumptions, underlying project logic, and external influences. Section 4 of the Project Document is entitled Theory of Change, but states no theory, only a limited problem analysis, value proposition and list of intended impacts. The need for an effective ToC remains and is considered useful for the project's future direction.

Recommendation 3 - Operational Model: Review the operational model and develop a strategy to support increased scale, reach, sustainability and effectiveness

7.3.1 In support of UN CC:Learn's work becoming more sustainable, and following development of an evidence-based theory of change, it is recommended that UN CC:Learn's operational model is reviewed. This review would explore how UN CC:Learn can scale up its work, achieve greater reach, and ensure effectiveness and sustainability of the work in countries and regional hubs. This could include reviewing some of the following options:

- Consider establishing South-South peer to peer learning as a requirement for work in every country
- Consider exiting national work and moving to a regional operational model, with national work facilitated through peer support and greater alignment with regional organisations
- Consider a localisation model. Some National, Regional and Academic Partners believe UN CC:Learn's work would be more sustainable if it worked entirely through country or regional actors instead of controlling activities from Geneva. They propose UN CC:Learn's role should be as experts in in-country / region capacity building, and experts in understanding how effective change happens over time. They propose that UN CC:Learn should research and develop methodologies on effective capacity building and effective virtual expert accompaniment
- Review the efficacy of decentralising the Secretariat and recruiting staff in regional hubs. This is likely to strengthen contextual understanding, local relationships, and address the Geneva-centric decision making that stakeholders say is stifling some activities. Regional stakeholders are advocating for UN CC:Learn to establish more regional hubs and increase peer support. Regions would like to see their capacities strengthened. They reference regional platforms on Gender and WASH that started as UN funded initiatives and have now become self-sustaining. The Southern African Hub recommends it is supported in operating through SADC, to achieve wider reach and sustainability. The SICA hub is struggling to make progress due to regional political change and insufficient UN CC:Learn support
- Review of the SGM format and frequency and membership. Review opening up the SGM to more academic, business and NGO partners. Stakeholders stated that the SGM is very nice, but ineffective because it only happens once a year and is so long and intense that it loses the opportunity to support the project. Partners propose more frequent, shorter SGMs, even suggesting they could be considered as an innovation hub, to encourage co-creation
- Negotiate global and national collaboration with Global Partners (see Recommendation 4).

Recommendation 4 - Partner Collaboration: Strengthen collective understanding of the UN CC:Learn global partnership to improve clarity, reach and effectiveness

7.4.1 Whilst most Global Partners described effective collaboration with UN CC:Learn, some mentioned lack of clarity regarding the purpose and effectiveness of collaboration. They attested that collaborations were one-off, with no follow up or continuity. They are unclear regarding what CC:Learn wants or how to collaborate effectively or sustainably. Some partners believe UN CC:Learn lacks capacity to build sufficient understanding of its Global Partners and therefore fails to build effective collaboration with enough of them. Partners said they cannot see UN CC:Learn visibly looking for an opportunity to become a game changer. The following actions could be considered:

- UNITAR could call a meeting with Global Partners and strategically think through who to partner with to achieve the scale and reach of CC learning that is needed. Partners suggested GEF and GCF should be in such a meeting

- Consider meeting with the World Bank, FAO and WHO to learn from their long term collaboration
- The partnership could be strengthened with a Principles of Working Together document, forging a collective understanding of the partnership, including its scope, scale, types of CC Learn partners, roles, business model, etc, and incorporating some of the other points in this list
- Establish global collaboration agreements for regional and country work with Global Partners, linking outcomes
- Establish processes for UNCTs to identify and link UN CC:Learn work with their own CC work and resources
- Systematic promotion of global resources amongst UNCTs
- Develop a global course on national learning strategy development, linking the two outcomes
- Support national stakeholders to identify and regularly engage with all UN agencies working on climate change
- MoUs should always be written for ongoing collaboration, not for the development of individual resources
- MoU's should commit GPs to providing ongoing funding to cover core costs and regularly update learning resources
- Clarify roles, responsibilities, and technical sign-off responsibilities within Global work ToRs, before project start up
- Explore opportunities to collaborate on national CC learning with UNESCO or UNICEF. UNESCO is mandated to work on education which can include school curricula.

Recommendation 5 - Completing the last mile: Make the impacts of climate change on vulnerable groups and opportunities to empower explicit across all of UN CC:Learn's global, regional and national work

7.5.1 The project document for the current phase contained 5 strategic considerations. Two of these were "leave no one behind - reach the farthest first" and gender equality. Some notable progress has been made on gender equality, although more remains to be done. Leave no one behind has been partially addressed in terms of website accessibility, and some increased visibility of indigenous and minority groups. Partners at all levels want climate impacts on the most vulnerable groups and opportunities to empower them to become resilient, to be made visible across all UN CC:Learn resources and activities. This could include the following actions:

- Train staff and partners in using a new mandatory checklist on all activities ensuring the most vulnerable or excluded people are identified and given a real voice in the development of learning resources, strategies and action plans
- Collaboration with SCRPD-UNDESA on funding resources on the intersection of climate change and disability
- Translate resources into more languages
- Develop resources on climate change and intersectionality, covering intersections such as gender, ethnicity, disability
- Learning from YCDs, develop Gender Climate Dialogues, Disability Climate Dialogues, Community Climate dialogues
- Develop offline content for poor internet locations. This could include an app containing CC learn resources; and resources for radio; television; written media; community dramas; and for non-smartphones
- Train partners in developing low budget community video diaries to demonstrate CC impacts and responses
- Find a sustainable funding sources for YCDs and other types of Climate Dialogues
- Develop more activities for teacher engagement in CC learning
- Recruit someone with community organising skills to connect with and mobilise local, minority, and other vulnerable groups through local social media initiatives and connect stakeholder groups with each other, to share their own CC learning and experience using UN CC:Learn's resources. This would connect the two project outcomes and help to generate more bottom up content and peer to peer learning within and between communities and sectors

8. Lessons Learned

8.1.1 The following lessons learned are provided in addition to the evaluation's recommendations. Lessons learned do not relate directly to evaluation of the specific project. They seek to provide generic learning that could be used elsewhere in UNITAR's work or organisation. The following learning is considered to be potentially valuable for the UN CC:Learn Secretariat and UNITAR:

Lesson 1 - Digital presence is efficient.

UN CC:Learn's and UNITAR's strong digital presence and experience of developing digital content has been core to the project's success and should be built on in future phases and in other projects.

- Online e-learning resources can have a wide reach and broad and diverse engagement, enabling project goals to be achieved at low cost. E-learning approaches can continue or be scaled up during times of global health crises, where face to face activities are suspended.
- E-learning is an efficient mean to reach larger groups.

Lesson 2 - A well-articulated Theory of Change can ensure Partner engagement and project success

UN CC:Learn's partners are committed to the success of the project and attribute their own success to its support. There are opportunities to strengthen this engagement through clarifying purpose and methodology through developing a well-articulated agile Theory of Change.

- Projects with ambitious global goals can achieve significant reach when designed to build local partnerships and to build capacity to empower local action, using methodologies developed to mobilise local engagement and access or leverage local resources.
- Implementing a sizeable project without a clear evidence based ToC creates lack of clarity, lack of focus and inefficiencies and appears to be contributing to less than optimal GP collaboration.
- Achievement of a project goal seeking global change through capacity building will never be possible in a 4 year project cycle. Projects of such ambition should be established against at least a 10 year timeframe, with systematic processes for evidence gathering, evaluation, and amendments to ensure effective progress towards the goal.
- A good ToC will include regular review of risks and assumptions, plan for piloting and innovation and build evidence of what works and what doesn't, in order to strengthen the project with every subsequent stage.

Lesson 3 - Smaller UN agencies and projects can be more agile

UN CC:Learn has benefitted from UNITAR's relatively smaller size as a UN agency, enabling the project to avoid bureaucracy and to be innovative and flexible.

- Smaller UN agencies and projects can have substantial impacts in ways that larger UN agencies would struggle to, through having the flexibility to be more agile and fewer organisational restrictions which enable them to be more innovative and adaptive in their ways of working.
- Flat organisational structure, and intentional project design and recruitment, to encourage collaborative innovation, enables new approaches to be identified, tested and incubated - such as UN CC:Learn's country methodology; Youth Climate Dialogues and Climate Classrooms.

Lesson 4 - Effective collaboration requires contextual understanding, written agreements and relationship

UNITAR can learn from UN CC:Learn's effective collaboration between a large number of diverse partners, and build on this learning to ensure the success of and synergies between its other projects:

- Projects requiring collaboration between 36 global organisations, are complex. Effective collaboration requires more than annual meetings and MoUs identifying one-off collaboration. Opportunities for growing sustainable synergetic partnerships jointly working towards global change are possible through developing overarching agreements with all or a small number of core partners, together with intentionally taking time to get to know each other's mandates, activities and culture, building trust to ensure joint success.
- Approaches that rely on collaboration across regions subject to disaster, conflict and political change are likely to face obstacles to progress. These should be anticipated and planned for. Achieving national cross government, cross sectoral collaboration is a substantial task, requiring different approaches in different contexts, and requiring a country presence.
- MoUs between partner agencies should clarify roles and decision-making responsibilities, including responsibilities for technical contribution and technical sign off, before project activities start.

ANNEX 1 - Case Study - Southern Africa Sub-region

Note Regarding Case Studies.

UN CC:Learn supports 13 countries directly and a further 17 countries through its regional programmes. The majority, 20, of these countries are in Africa, with 8 in Central America and only two in Asia. UN CC:Learn does not support any countries in the Pacific, Europe or North or South America. The Evaluator was asked to develop one or two country case studies without visiting any of the countries or meeting any stakeholders face to face. These case studies were intended to provide a lighter touch assessment of Outcome 2 of the project, which involves the country work which is a secondary focus of this assessment. These were requested to include one country from the pilot phase with ongoing activities in the 2017-2020 implementation and one implementation phase country. The Evaluator notes that it is not possible to select a single country that was involved in the pilot phase with ongoing activities in the 2017-2020 implementation phase that is also a new country within this implementation phase. Two case studies have therefore been selected.

However, as the Evaluator notes in Section 4 - Methodology and limitations - the draft and final evaluation questions provided in the ToR ask extensive questions relating to Outcome 2. The Evaluator considers the evaluation to therefore address both Outcomes, with a greater emphasis on Outcome 1, and has therefore written the following case studies to provide supplementary information relating to Outcome 2.

A1. Case Study - Southern Africa Sub-region

As part of its fourth project phase UN CC:Learn has provided support to two new countries, Zimbabwe and Zambia. It has also provided additional support to Malawi in updating its CC learning strategy. UN CC:Learn supported Malawi in developing its first national CC learning strategy as part of its three-year pilot phase in 2011-2013. Malawi is supporting Zambia and Zimbabwe as they develop their own national climate change learning strategies. UN CC:Learn has facilitated Malawi sharing its learning and knowledge with Zambia and Zimbabwe and in turn these countries have provided input into Malawi's updated strategy. UN CC:Learn's support to these countries has led to the emergence of a sub-regional CC learning hub. UN CC:Learn's objective is to support these countries to have sustained capacity to plan and implement effective CC learning activities that inform NAP and NDC development and implementation.

In support of achieving sub-regional CC learning sustainability, UN CC:Learn (UNITAR) has signed an agreement with MIET Africa, a youth and education focused regional NGO. UN CC:Learn has invested in building MIET Africa's CC technical knowledge and CC learning capacity so that MIET Africa can effectively support national climate change learning strategy development in the three countries. MIET Africa's existing flagship programme, Future Life Now, focusing on education, climate change, gender and health, has already enabled it to build strong relationships with Ministries of Education and the Secretariat of the Southern Africa Development Community (SADC).

Good progress has been made in all aspects of this work. However, this progress has been interrupted by the global COVID-19 outbreak and related shut down of many organisations and their activities.

A1.1 Malawi

UN CC:Learn supported Malawi in developing its first national CC learning strategy as part of its pilot implementation phase, 2011 - 2013. This included the collaboration of government ministries responsible for environment, education, finance, planning, development, agriculture, disaster management and water; as well as training institutions, private companies and CSOs. These agencies undertook national climate capacity needs assessments, a training assessment, and reports towards ultimately launching their national CC learning strategy in March 2013. UN CC:Learn also supported Malawi in implementing some of its CC learning strategy actions. These activities included a high-level launch event to bring national visibility to the strategy; the collaborative design and distribution of 15,000 CC awareness posters to over 5,000 primary

schools across the country; training for 257 forestry personnel across the country to build knowledge of CC impacts; and three trainings for community health workers across Malawi. UN CC:Learn continued its support to Malawi during the 2014-2017 implementation phase. This included integrating CC into the national secondary school curriculum and training 931 secondary school teachers, inspectors and education advisors across Malawi. In 2015, 400 primary education advisors and over 12,500 primary school teachers were trained. Malawi then held its first National CC Week in October 2015, engaging stakeholders from across government, civil society, academia, development partners, communities and the private sector. Malawi has also organised two Youth Climate Dialogues in November 2015, and November 2017.

As part of the current UN CC:Learn project phase Malawi is now updating its national learning strategy in order to incorporate NAP, NDC, SDG and other development policy commitments relating to climate change. UN CC:Learn is providing some support to them in this process and providing facilitation support for Malawi to share its experience with Zimbabwe and Zambia. UN CC:Learn is supporting Malawi in recruiting a National Consultant to assist with updating its CC learning strategy. Malawi has shared learning on integrating CC into education systems with Zimbabwe and Zambia and shared their curriculum learning materials. Malawi advises that Zimbabwe and Zambia are also assisting with strengthening Malawi's national learning strategy through sharing relevant insights and experience.

UN CC:Learn and MIET Africa jointly supported a Youth Climate Dialogue between young people from schools in Malawi and Switzerland in November 2019.

A1.2 Zambia

UN CC:Learn started supporting Zambia in working towards developing its CC learning strategy to support its NDC and NAP priorities in 2019. The Zambia Climate Change and Resources Management Department, the Zambia Environmental Management Agency (ZEMA) and the Zambia Climate Change Network (ZCCN) are collaborating to lead the development of the national CC learning strategy. They are concerned that Zambia lacks adequate CC information amongst researchers, planners, policy makers and the general public. This is said to have led to the limited preparedness of individuals, households and communities to respond to climate change effects. They are further concerned that there is inadequate communication infrastructure to support exchange of climate change information. These organisations brought together stakeholders from across government, academia, civil society, and youth organisations, in July 2019 to commence the development of their national CC learning strategy. Stakeholders from Zimbabwe, Malawi and MIET Africa also attended. Zambia expects its final strategy to be completed in June 2020.

The UNDP Country Office is supporting implementation through its Nationally Determined Contribution (NDC) Support Programme and a national consultant has been recruited to support the strategy development. Zambia stakeholders are implementing UN CC:Learn's CC learning methodology and have developed a background report and a learning needs and capacity assessment. Stakeholders will next meet together to develop a CC learning action plan.

UN CC:Learn and MIET Africa have collaborated with the University of Zambia in supporting national stakeholders to run three Youth Climate Dialogues.

A1.3 Zimbabwe

UN CC:Learn started supporting Zimbabwe towards developing its own CC learning strategy, in 2019. National stakeholders from the Ministry of Environment and Ministry of Education are collaborating with other government departments and stakeholders from academia, civil society, media, agriculture, the private sector and youth organisations, with the aim of ultimately supporting the development of green economic development and national climate resilience. These stakeholders met in October 2019 to commence the development of their national CC learning strategy. Stakeholders from Zambia, Malawi and MIET Africa also attended.

The UNDP Country Office is supporting implementation through its Supporting Enhanced Climate Action for Low Carbon and Climate Resilient Development Pathway Project (SECA), and a

national consultant has been recruited to support the strategy development. Zimbabwe stakeholders are implementing UN CC:Learn's CC learning methodology and have developed a background report and a learning needs and capacity assessment. Stakeholders met again in February 2020 to develop a CC learning action plan and draft CC learning strategy. This is currently being finalised, although they are seeking the services of an M&E expert and a consultant to assist them in developing the strategy implementation plan. Agriculture and clean energy are the key pillars of the strategy, in alignment with national climate policy.

UN CC:Learn and MIET Africa have collaborated with EBP Chile in supporting national stakeholders to run two Youth Climate Dialogues.

A1.5 Case Study Findings

Relevance

Stakeholders from all three countries and MIET Africa attest that the project is highly relevant to them. They advise that their needs and priorities align closely with UN CC:Learn's project activities. UN CC:Learn has supported them in developing draft national CC learning strategies that are highly relevant to each country's national climate change needs and priorities.

Partners from all three countries note that UN CC:Learn is very collaborative and takes the necessary time to consult and understand country needs. They advise that UN CC:Learn commenced by developing a concept note to clearly identify what support the countries need. This included close consultation with MIET Africa to help understand the country contexts. Zimbabwe and Zambia advise that CC:Learn supported them in developing learning needs assessment background reports, ensuring the CC learning strategy would align with national CC policies and national CC learning priorities.

UN CC:Learn's CC learning methodology was used to ensure participation of and input from a broad range of stakeholders from across all sectors. UN CC:Learn's engagement of MIET Africa ensured the voices of young people were heard and local context was well understood. All stakeholders affirm that the project's relevance is strengthened through the three countries sharing their experiences.

Effectiveness

Regional Partners note that it is too early to say whether the project has been effective because they have not yet reached the project implementation stage. In addition their work has been delayed by the impact of COVID-19. National CC learning strategies are still at draft stage so it has not been possible for the Evaluator to review them. However, National Partners advise that progress so far has been good and there are significant indicators that the project will ultimately be effective.

Stakeholders assert that the following programme elements have been effective:

- Relationship building and consultation
- Needs assessment
- Stakeholder collaboration and input
- Inception and national planning workshops
- Review of the national CC learning strategy background reports
- Review of assessment of learning needs and capacity to deliver on those needs
- Preparation of the draft national CC learning strategies
- The organisation and development of 6 YCDs.

Zimbabwe and Zambia advise that the experience and learning shared by Malawi has helped them achieve faster and more effective progress than they could have on their own. Malawi also notes that updating their own national CC learning strategies was made more effective by input from Zambia and Zimbabwe.

UN CC:Learn has supported each country with guidance. Countries have noted that UN CC:Learn's facilitation role was essential in the effectiveness of the project, observing that an external organisation can step in amongst national peers and facilitate sharing. UN CC:Learn also

brought a global perspective and learning from other contexts that strengthened the process. UN CC:Learn's national CC learning methodology was also noted as significantly strengthening the development of the strategies.

Efficiency

UN CC:Learn's work to support the Southern Africa sub-region is efficient. Key to this efficiency is their collaboration with and capacity building of MIET Africa. This relationship substantially accelerated UN CC:Learn gaining local contextual understanding and removed the need for the Secretariat to build their own effective local relationships with government ministries and across the education sector because MIET Africa already had these relationships.

MIET Africa notes that UN CC:Learn's approach to partnerships is very efficient. They state that they have been able to leverage their resources as an NGO, together with resources brought by UN CC:Learn, because of their experience and their status as hosted by a UN agency. They say that cost sharing and collaboration, working towards a shared vision has brought efficiency. Partners also advise that UN CC:Learn is efficient in knowledge transfer, particularly demonstrated through bringing in Malawi's experience and support. Stakeholders note that this process could have included lots of travel, but their experience was that workshops with remote support were very efficient. They note UN CC:Learn's efficient remote support, stating that they were always approachable, responsible, agile, listening and helpful.

Stakeholders note that whilst the project has not yet reached the implementation stage there are already signs of leveraging contributions from others, stating that another UN agency has expressed interest in supporting implementation of the Zambia CC Learning strategy.

Stakeholders also note that they expect efficiencies as governments use the CC learning strategies to inform developments of NAPs / NDCs. However, they also note that their economies are not strong and government ministries will struggle to fund CC learning activities. Zimbabwe and Zambia partners advise that the CC learning strategy will be catalytic amongst existing government activities and spend, for example emphasising CC within the school curriculum. Stakeholders noted that they anticipate other donors funding training which CC:Learn's project will leverage.

However, National Partners note that whilst CC:Learn is very efficient at coordinating country work, they do so without recognising that stakeholders face lots of other pressing priorities.

Impact

Regional Stakeholders note that although they are not yet at the implementation stage, there is already impact. Impacts include the effective collaboration of stakeholders; the raising of CC awareness amongst those stakeholders; and the integration of CC into curricula. Stakeholders note that UN CC:Learn's work with them has already inspired behaviour change. MIET states that it is their collaboration with UN CC:Learn that has enabled them to achieve impact neither agency could have achieved on its own.

This project is due to end in August 2020. Stakeholders request a project extension to February 2021, reporting delays due to COVID-19 impacts. Whilst implementation is not yet complete, project completion and therefore impact appears to be hindered by the lack of a fully thought through, coherent, evidence-based Theory of Change or more robust logical framework. Stakeholders would also like support in implementing CC learning through alternative means. They note that rural communities do not have internet access, which means the use of alternative older technologies will be necessary. This is likely to include use of community radio and mobile messaging, using non-smart phones for bidirectional mobile messaging, such as using a group demographic profile to assist in providing a fact then asking a question and providing responses.

Sustainability

The project has not yet reached implementation stage and is not yet sustainable. However, the UN CC:Learn Secretariat is providing effective support to build stakeholder capacities towards becoming sustainable. This includes building collaborative relationships, effective CC learning strategies and exploring potential to leverage funding and in-kind support. However, stakeholders note that CC:Learn does not have adequate capacity or funds to progress the work at the scale and speed that they would like. They suggest that the work could become sustainable if it was adopted by and integrated into SADC. They advise that if the platform could be connected to other countries then it would become a well-established platform to share information. They advise that the SADC Secretariat that works across the region, has a CC unit. It would be useful for UN CC:Learn to engage and interact with this unit to explore sharing CC learning at a regional level in order to replicate their work with these 3 countries across a wider platform. They note that there are other existing thematic platforms, including one on gender/ SGBV which started sharing information and support amongst a few countries, but have grown to work effectively across and even beyond the region.

One stakeholder suggested that key to sustainability would be an additional focus on SDG 6 - the sustainable management of water and sanitation for all. They believe that there are strong linkages between climate and water and programmes could be integrated to ensure learning reaches communities and all sectors.

Coherence

This case study demonstrates strong coherence. The project is in line with country climate change policies and standards. It is complementing the countries' implementation of the Paris Agreement and National CC programme response strategies. Malawi, Zambia and Zimbabwe share many similarities in their context and in the challenges they face and strongly appreciate each other's support. Multi stakeholder collaboration has been key to achieving this coherence.

A1.6 Conclusions and Recommendations

It is too early to provide a full assessment of the work UN CC:Learn is doing in Southern Africa. However, early signs are that it is highly relevant, showing signs of being effective, highly efficient, already showing some positive impacts, and strongly coherent with national policies. However, it is too early to tell whether CC learning will become sustainable within the region.

Key recommendations are few at this early stage, but they relate to achieving sustainability:

- Contact the SADC CC unit to explore opportunities to scale up CC learning collaboration across the wider region. Stakeholders advise that this is essential if the work is to become sustainable
- Explore options for leveraging the project through collaborating with regional actors working on SDG 6 - sustainable water and sanitation for all
- UN CC:Learn should plan to identify and support some achievable actions within country CC learning implementation plans
- Explore options with National Partners to extend the project to February 2021
- Explore options with MIET for sharing CC learning through non-Internet-based technologies including non-smart phones, radio, television.

ANNEX 2. Case Study - Dominican Republic & SICA Regional Hub

The reader is referred to the note at the start of the previous Case Study.

For the purposes of brevity and clarity, the Evaluator refers to The Dominican Republic's National Coordinator as the Secretariat when referring to the support they are giving to CC learning across the SICA region, and as the National Coordinator when referring to their work within The Dominican Republic. This is effectively the two functions they are performing.

A2.1 Dominican Republic

The Dominican Republic's small size and location on an island in the Caribbean, makes it very vulnerable to climate change impacts. UN CC:Learn started supporting the country in its 2011-2013 three-year pilot phase. UN CC:Learn worked with The Dominican Republic to help it develop and implement a national CC learning strategy. The Dominican Republic continues to be a partner country during this project phase (2017-2020). UN CC:Learn has been supporting The Dominican Republic in establishing a regional CC learning hub across SICA member countries. These countries are Belize, Costa Rica, Dominican Republic, El Salvador, Guatemala, Honduras, Nicaragua, and Panama.

The UN CC:Learn Project in the Dominican Republic is implemented under the leadership of the National Council on Climate Change and Clean Development Mechanism (CNCCMDL), which brings together 11 Government sectors across environment, planning, agriculture and water, industry, health, tourism, energy and education. In addition, the National Coordination Mechanism for the UN CC:Learn project also comprises non-governmental stakeholders such as universities, private sector and civil society organizations. The National Strategy was developed through 15 meetings and workshops involving over 500 participants. The national CC learning strategy is directly linked to the National Development Strategy (2030) of the Dominican Republic and other policy instruments which promote a new model of low emission and climate resilient development.

A2.2 SICA Regional CC Learning Hub

The CC learning regional programme in Central America was initiated in 2015 as the first regional programme supported by the UN CC:Learn partnership. It aims to leverage the region's existing experience and capacities in CC learning, to support all SICA countries in developing and implementing their own CC learning plans.

The overall goal of the regional programme is to increase climate change knowledge and skills throughout Central America in ways that promote improved personal and social resilience. Specific objectives include:

- Foster a higher quality public debate about climate change informed by evidence-based media coverage and awareness-raising activities
- Integrate climate change into national education systems throughout the region, building on existing experiences
- Equip professionals in Central America with the necessary competencies to address climate change issues that are of relevance for countries across the region
- Increase capacities of national and regional training institutions to act as service providers in climate change related education and training
- Strengthen regional cooperation to maximize synergies and common initiatives to plan better and make use of existing resources, channel more funding and increase the effectiveness of climate change learning.

During the initial project phase, 2015-2017, a number of information gathering, planning, coordination and experience-sharing activities were carried out, together with a resource mobilization effort to enable a full programme in all SICA countries for a further five-year period (2017-2022). The pilot phase also included early implementation activities demonstrating the value of a regional approach to climate change education, training and awareness-raising.

Specific outputs include a Background Report; A Regional Action Plan on CC Education, Training and Awareness-Raising; A joint Regional Action Plan on CC Education, Training and Awareness Raising. In support of the Action Plan, SICA Member States have developed a joint project proposal to mobilize resources from national, bilateral and multilateral sources, as well as the private sector.

A2.3 Case Study Findings

Relevance

UN CC:Learn's support to The Dominican Republic and the SICA regional CC learning hub has been extremely relevant to all countries and regional needs and priorities. Dominican Republic stakeholders report that the work has remained relevant through all UN CC:Learn project phases. In the pilot and first implementation phases, the Secretariat was careful to listen, build relationships and support, and ensure their needs and priorities aligned closely. UN CC:Learn has supported the country and then the region in national CC learning strategies that are highly relevant to each country's and the region's climate change needs and priorities.

UN CC:Learn's CC early learning methodology was used to ensure participation of and input from a broad range of stakeholders from across all sectors. Regional stakeholders affirm that the project's relevance is strengthened through The Dominican Republic sharing their learning and experience with them.

Effectiveness

UN CC:Learn has been highly effective in building the capacity of The Dominican Republic in CC learning. Its CC learning work originally targeted education. It is now at the stage where it is working almost independently of the Secretariat for country CC learning work. The National Partner is confident that the project has led to behaviour change, citing children's awareness of natural resources; better water management in cities and municipalities; universities managing use of energy and electronics; people turning off lights and being aware of energy efficiency; communities planting and caring for trees; rainwater harvesting. They are now seeking to build on this and target all ACE components through a new regional strategy: education, training, public awareness, public participation, public access to information, and international cooperation. Each year the CP writes an institutional memory document. Together these demonstrate the effectiveness of the project over time.

However, due to regional government changes and recent political and economic instability, as well as UN CC:Learn and the SICA regional CC learning hub Secretariat's small size, low capacity and budget, regional effectiveness can currently at best be described as moderate. Good progress was made initially, with countries across the region having developed their CC learning strategies. However, currently the regional hub secretariat is reporting National Partners are not currently collaborating effectively. They advise that they are now not able to gather basic information from countries. Countries don't have the capacity to collect their own information. The project currently provides no technical support from UNITAR to develop the strategy. The regional Secretariat reports that the original approach is not feasible and they need UNITAR's support in identifying other ways to support collaboration between SICA countries. This will require funding and some additional capacity.

Efficiency

The UN CC:Learn project has been very efficient in the ways it has supported The Dominican Republic. The Regional Secretariat advise that their work with the Regional Hub has also been efficient in terms of use of resources and money. The Regional Secretariat has mobilised \$1.6M parallel funding through the EC funded CARIFORM programme. However, ultimately these efficiencies are lost as sufficient progress is currently not being made on CC learning in the region. This is addressed within the recommendations below.

Impact

The project has had some significant impacts in the Dominican Republic and across the SICA Region. Within the country 4,500 teachers have been trained in CC Education. The National Coordinator's team has built the capacity of 32 professionals in CC learning and trained 149 journalists in CC and in CC communications. Furthermore they have directly trained 1,600 citizens in CC mitigation and adaptation. These are substantial impacts that speak for themselves.

The National Partner is continuing activities with minimal Secretariat support. They are achieving this with national funding and have leveraged additional funds to replicate and scale up their work, influencing the entire region. The National Partner can confidently say their work has increased public and national awareness. They note that any organisation may be able to provide resources, but UN CC:Learn has added value through providing an effective methodology and constant support over time. They note that whilst everyone else was focused on mitigation, adaptation, technology transfer or climate finance, UNITAR were the first to realise the importance of effective CC education. They say that this was a groundbreaking intervention that was very much needed.

The Regional Secretariat reports that the project is struggling to have impact in the region, and attributes this in part to the large number of changes in national governments across the region together with political instability in some countries.

Sustainability

UN CC:Learn's work within The Dominican Republic has reached a point where CC learning work can be described as sustainable. The National Partner notes that since 2016 all of their national CC learning work has been implemented without any financial support from UNITAR. The National Partner accesses national level resources from other institutions such as the Teachers' Learning Agency - the Ministry of Education's operational arm. They are also actively looking to other donors to fund other activities at the national level. They have achieved synergies with other projects that help maximise the results.

The National Partner believes that it has sufficient knowledge and expertise to continue to implement Article 12 of the Paris Agreement and Article 6 of the UNFCCC Convention, noting that it was able to develop a national platform and education strategy which runs to 2030, and is closely aligned to national laws and the national development strategy. In addition to accessing sustainable funding for national level CC learning activities, which includes training thousands of teachers, they have been able to expand their work into other ACE activities including training 149 journalists. In addition, since 2012 they have increased the knowledge of thousands of members of the public and other stakeholders. In 2019 they ran some higher education CC programmes, certified courses with a graduate school targeting young professionals from public, private and NGO institutions to enhance their capacity in addressing CC. The CP is currently planning to repeat the national analysis to see what percentage of the population's knowledge on CC has increased, and what work remains to be done. It is trying to develop a local awareness project to increase more CC awareness in remote and vulnerable locations.

However, despite these strong signs of national sustainability, the SICA regional hub is struggling to sustain itself. The Dominican Republic already had some existing CC learning capacity before they started working with UN CC:Learn. Other countries in the region had much less capacity. The Regional Secretariat wants more resources to be provided across the region to enhance its work. It wants UNITAR to support it in rethinking the approach across the region and the roles of both parties. This is discussed further in the recommendations.

The Secretariat is not only supporting SICA, it is also supporting a group of English and Spanish speaking Caribbean countries through an EU funded programme that has a component of CC Education. There are synergies with the CC:Learn work. The Secretariat is seeking to use the synergies to extend the CC:Learn work across SICA.

Coherence

This case study demonstrates strong coherence. The project is in line with national and regional climate change policies and strategies. It is supporting the countries' implementation of Article 6 of the UNFCCC agreement and Article 12 of the Paris Agreement.

A2.4 Conclusions and Recommendations

UN CC:Learn's work with The Dominican Republic is highly relevant, effective, efficient, has positive impacts and is strongly coherent with national policies. However, The Dominican Republic CC:Learn National Coordinator is struggling to support the Regional CC learning hub, in their de-facto role as Regional Secretariat.

UN CC:Learn's work with the SICA regional CC learning hub is also highly relevant and highly coherent with national and regional CC policies and strategies. However, it is currently only moderately effective, moderately efficient, has moderate positive impacts and is struggling to become sustainable.

Key recommendations are therefore:

- Review the SICA regional CC learning hub approach, looking for opportunities to further support and strengthen it
- Consider temporarily co-locating a UN CC:Learn staff member with the Secretariat to assess the context and constraints and co-develop a new approach
- Review Global Partner's country and regional activities and consult them regarding identifying synergetic programmes that could help strengthen the regional CC learning hub and its activities
- Identify funding partners who can fund increasing the capacity of the SICA CC learning secretariat and fund CC learning activities across regional countries
- Identify and engage education partners who can build CC learning throughout the region
- Support the SICA CC learning secretariat in engaging stakeholders and building effective collaboration
- Identify or provide capacity or missions or UNCT allies, such as UNESCO, for each SICA country to get all the information from different institutions and support implementation
- Change the strategy to support different countries to progress at different paces

Annex 3. Terms of reference

Annex 1

Terms of Reference

Independent Evaluation of the One UN Climate Change Learning Partnership

2017-2020 Implementation Phase

Background

1. The **United Nations Institute for Training and Research (UNITAR)** is a principal training arm of the United Nations, with the aim to increase the effectiveness of the United Nations in achieving its major objectives through training and research. The UNITAR mission is to develop the individual, institutional and organizational capacity of countries and other United Nations stakeholders through high-quality learning solutions and related knowledge products and services to enhance decision-making and to support country-level action for overcoming global challenges.
2. The UN CC:Learn (the One UN Climate Change Learning Partnership) project is an innovative and unique climate change learning platform with 36 multilateral organizations supporting member states in the design and implementation of results-oriented and sustainable learning to address climate change. Through its engagement at the national and global levels, UN CC:Learn contributes to the implementation of Article 6 of the UN Framework Convention on Climate Change (UNFCCC) and Article 12 of the Paris Agreement on education, training and public awareness-raising, as well as the 2012-2020 Doha Work Programme. The Secretariat for UN CC:Learn is hosted by UNITAR. Funding for UN CC:Learn is provided by the Swiss Government and UN partners.
3. In 2015 a number of policy frameworks of global outreach have been adopted from the Sendai Framework of Action to tackle disasters, the 2030 Agenda for Sustainable Development with its 17 Goals to the Paris Agreement to limit temperature increase below 2 °C. While the political will to address burning and vital issues on earth seems available, many actors are still unclear how to implement all these declarations and commitments. UN CC:Learn supports countries to design and implement systematic, recurrent and results-oriented climate change learning. In particular, it assists them to address learning priorities relevant to their National Determined Contributions (NDCs) and National Adaptation Plans (NAPs), through the development and implementation of climate change learning strategies. The project also contributes 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.
4. The UN CC:Learn project's current phase builds on three previous phases: a scoping phase, a three-year pilot phase (2011-2013), supporting five pilot countries (Benin, Dominican Republic, Indonesia, Malawi, and Uganda) and a three-year implementation phase (2014-2017). Building on the pilot phase, the overall goal of the 2014-2017 implementation phase was to create sustainable individual and institutional capacities in developing countries, to plan and implement effective climate change actions, with collective and coordinated support of UN agencies and alliances, as well as other development partners. The implementation phase also reached out to a number of important global thematic programmes, including the Global Support Programme for National Adaptation Plans (NAPs), the UN Initiatives on Reducing Emissions from Deforestation and Forest Degradation in developing countries (UN-REDD), and UNFCCC mandated support for Least

Developed Countries (LDC) climate change negotiators. At the conclusion of the 2014-2017 implementation phase, the project underwent an independent evaluation, the report of which can be accessed [here](#).

5. The UN CC:Learn project has entered its fourth phase (2017-2020) with the aim of providing institutions with capacities to implement NAP and NDC related policies and programmes, empower people through the participation in UN CC:Learn courses and activities that help change their behaviours and influences their decisions in a way that contribute to effective and appropriate climate change adaptation and/ or mitigation, and facilitate the work of UN Country Teams in partner countries to plan, launch and implement country-driven climate change learning priorities and create sustainable individual and institutional capacities in developing and transition countries.
6. At the global level UN CC:Learn aims to enhance information-exchange, develop common learning materials, and coordinate learning interventions through a collaboration of UN agencies and other partners. At the national level UN CC:Learn continue to advance systematic, long-term and results-based approaches to climate change learning and skills development in interested countries by working with national and regional institutions.
7. Primary beneficiaries are governments in developing countries committed to taking a strategic approach to Climate Change learning and skills development. National projects convened by governments reach out to and involve all concerned sectors and other stakeholders (e.g. business associations, trade unions, NGOs).

Other beneficiaries include:

- National and regional training and education institutions interested in strengthening their capacities to deliver Climate Change learning;
- UN organizations and other development partners to better align their capacity development support with clear national priorities; and
- the global public.

Purpose of the evaluation

8. The purpose of this evaluation is to assess the relevance, effectiveness, efficiency, sustainability impact and coherence of the UN CC:Learn project's fourth phase; to identify any problems or challenges that the UN CC:Learn project has encountered; to issue recommendations, and to identify lessons to be learned on project design, implementation and management. The evaluation purpose is thus to provide findings and conclusions to meet accountability requirements, and recommendations and lessons learned to contribute to the UN CC:Learn project's improvement and broader organization learning. The evaluation should not only assess how well the UN CC:Learn project has performed, but also seek to answer the 'why' question by identifying factors contributing to (or inhibiting) successful delivery of the UN CC:Learn project results. The evaluation is also forward-looking to inform decisions on the design and planning of possible future phases and focus areas.

Scope of the evaluation

9. The evaluation will cover the 2017-2020 implementation phase and focus on the phase's two outcome areas and their associated outputs, in addition to the crosscutting output area of strengthening capacities of national and regional institutions to deliver climate change learning. While the evaluation will cover the entire phase, the degree to which the outcome areas are assessed across all evaluation criteria will vary given resource limitations of the evaluation, with

more comprehensive coverage of outcome one. The evaluation should include an assessment of the key drivers of the phase, including supporting skills development for NDC and NAP implementation, ‘Leaving no one behind’, promoting gender equality, addressing country demand beyond the existing partnership, and influencing the global discourse and pace of change on climate change education. Although the scope of the evaluation does not include the first eight years of the project (2009 to 2017), the evaluator should take the development of the UN CC:Learn project in its previous phase into account as background context in framing the evaluation’s findings and conclusions. In addition to looking at the results achieved from 2017-2019, the evaluation should also look forward and assess how the project could contribute to the new Programme on Action for Climate Empowerment (ACE), which is being developed and will be launched in 2020 as a follow-up to the existing Doha Work Programme

Evaluation criteria

10. The evaluation will assess project performance using the following criteria: relevance, effectiveness, efficiency, impact, sustainability and coherence.

- **Relevance:** *Is the project reaching its intended individual and institutional users and are activities relevant to the beneficiaries’ needs and priorities, and designed with quality?*
- **Effectiveness:** *How effective has the UN CC:Learn project been in delivering results and serving as an instrument for project partners to create sustainable individual and organizational/institutional capacities to plan and implement effective climate change actions in developing and transitional countries?*
- **Efficiency:** *To what extent has the UN CC:Learn project delivered its results in a cost-effective manner and optimized partnerships with the UN system and other actors, including the business sector?*
- **Impact:** *What are the cumulative and/or long-term effects expected from the UN CC:Learn project, including contribution towards the intended impact, positive or negative impacts, or intended or unintended changes?*
- **Sustainability:** *To what extent are the UN CC:Learn project’s results likely to be sustained in the long term? Is the business model of the UN CC:Learn project sustainable?*
- **Coherence:** *To what extent is the project coherent with relevant policies on climate change and development, complementing other programmes and projects and adhering to international norms and standards?*
- **Project management:** *How effective was the project management and its arrangements?*

Principal evaluation questions

11. The following questions are *suggested* to guide the design of the evaluation, although the criteria applied to the outcomes and the final questions selected/identified will be confirmed by the evaluator following the initial document review and engagement with the Technical Advisory Group (TAG)/project management with a view to ensuring that the evaluation is as useful as possible with regard to the project’s future orientation.

Relevance

- a. *To what extent are the activities under the project aligned with the UNITAR strategic frameworks (2014-2017 and 2018-2021), and the global and national needs and priorities of the project individual and institutional beneficiaries including youth?*
- b. *Are the UN CC:Learn beneficiaries representative of the phase’s geographical, gender, age and other strategic needs?*

- c. *How relevant is the UN CC:Learn project in supporting countries to address learning priorities to implement their NDCs and NAPs policies and programmes?*
- d. *How relevant is the UN CC:Learn project in supporting countries' efforts to implement the 2030 Agenda for Sustainable Development and more specifically helping Member States to achieve Goal 13, amongst others?*
- e. *How relevant is the design of the project and activities to supporting gender equality and women's empowerment, in addition to other groups made vulnerable?*
- f. *To what extent are the current outcome areas likely to remain relevant in the future?*

Effectiveness

- g. *To what extent has the UN CC:Learn project contributed to changed behaviour and informed decision making in a way that contributes to effective climate change adaptation and mitigation?*
- h. *To what extent were the components of education, training and awareness-raising effective to trigger the intended behaviour change at different levels?*
- i. *To what extent has the project promoted education and literacy on climate change, and in particular, how effective has the EduCCate Global initiative been in empowering teachers and students to better understand climate change and to become actors of change?*
- j. *To what extent has the UN CC:Learn project contributed to sustainable individual and institutional capacities in countries to plan and implement effective climate change actions?*
- k. *How effective has the UN CC:Learn project been in supporting countries in addressing learning priorities to implement their NAPs and NDCs related policies and programmes and helping in improving the accessibility of learning products and services?*
- l. *How effective has the UN CC:Learn project's global learning platform been in supporting UN CC:Learn beneficiaries' in the application of their knowledge and skills with a view to advance climate change adaptation/mitigation measures?*
- m. *To what extent have national climate change learning assessments and strategies been developed through multi-stakeholder collaboration and been implemented?*
- n. *To what extent has the UN CC:Learn project supported the national and regional learning institutions to deliver climate change learning effectively?*
- o. *To what extent were a human rights-based approach and a gender mainstreaming strategy and the "no one left behind" principle incorporated in the design and implementation of the UN CC:Learn project and more specifically in the selection of direct and indirect beneficiaries?*

Efficiency

- p. *To what extent has the project produced outputs such as the website, the platform and the strategy developed process in a cost-efficient manner (e.g. in comparison with alternative approaches)?*
- q. *Were UN CC:Learn outputs and objectives achieved on time?*
- r. *To what extent has the project's business model contributed to cost-effective delivery?*
- s. *How cost effective were the project's implementing partners in delivering results?*
- t. *To what extent has the collaboration amongst UN CC:Learn partners been conducive to the functioning of the UN CC:Learn project and achievement of results? To what extent have partners organized joint learning events?*
- u. *To what extent has the project been leveraged in delivering results in partnership with programming divisions of UNITAR and with external partners, including other UN organizations, regional organizations, NGOs, CSO, and the business sector?*

- v. *How efficient are the management arrangements of the UN CC:Learn project, including the UN CC:Learn project's secretariat staffed by UNITAR and the annual session of the UN CC:Learn Steering Group?*
- w. *To what extent has the UN CC:Learn project supported UN Country Teams in partner countries to plan, launch and implement country-driven climate change learning priorities?*
- x. *To what extent has the UN CC:Learn project been supporting countries to mobilize resources for strategy implementation?*
- y. *To what extent have partner countries been covering additional funding for NAP/NDC learning-related actions?*
- z. *To what extent has the programme created benefits of integrating gender equality (or not), and what were the related costs?*

Impact

- aa. *What observable end-results or organizational changes have occurred from the UN CC:Learn project?*
- bb. *What real difference has the UN CC:Learn project made in strengthening the human capacities in developing and transition countries to plan and implement effective climate change actions?*
- cc. *What real difference has the project made with respect to gender equality?*

Sustainability

- dd. *To what extent are the UN CC:Learn project's results likely to endure beyond the implementation of the activities in the mid- to long-term? Has the UN CC:Learn project contributed to better long-term human capacities to plan and implement effective climate change actions? Did the design of the project contribute to this likelihood?*
- ee. *What were the major factors which influenced the achievement or non-achievement of sustainability of the UN CC:Learn project?*
- ff. *To what extent is the current design of the project likely to contribute to sustained capacity?*

Coherence

- gg. *To what extent is the project coherent with relevant policies on climate change and development?*
- hh. *How is the UN CC:Learn project complementing other existing programmes and projects?*
- ii. *Is the project adhering to international norms and standards?*
- jj. *To what extent are the project's components coherent with ongoing and future global climate change initiatives?*

Project management

- 12. The evaluation will also include an assessment of the quality, application and effectiveness of project management, including the performance of implementation arrangements and partnerships. In particular, the evaluation will seek to answer the following questions:
 - a. *Has the UN CC:Learn project Secretariat's (UNITAR's Green Development and Climate Change Programme Unit, Division for Planet) been effective and efficient in supporting the implementation of the UN CC:Learn's activities and delivery of results including the promotion of synergies with other parts of UNITAR?*
 - b. *To what extent has the overall structure of UN CC:Learn project including the Steering Group, the Secretariat, and National Coordinators been effective?*
 - c. *To what extent has the Annual Steering Committee Meeting contributed to ensure coherence and effectiveness within the UN CC:Learn project and reviewed progress and advised on implementation of the UN CC:Learn project work plan?*

- d. *How effective has the UN CC:Learn project Secretariat been in coordinating the UN CC:Learn project countries' activities on the national level and in providing continuous monitoring, assistance and advice?*
- e. *To what extent have UN CC:Learn project implementing partners adhered to applicable UNITAR policies and standards for the delivery of training, courses and related programming?*

Evaluation Approach and Methods

The evaluation is to be undertaken in accordance with the [UNITAR Monitoring and Evaluation Policy Framework](#) and the [United Nations norms and standards for evaluation, and the UNEG Ethical Guidelines](#). The evaluation will be undertaken by a supplier or an international consultant (the "evaluator") under the supervision of the UNITAR Planning, Performance Monitoring and Evaluation Unit (PPME).

13. In order to maximize utilization of the evaluation, the evaluation shall follow a participatory approach and engage a range of UN CC:Learn project stakeholders in the process, including the National Coordinators, UN Country Teams, the UN CC:Learn project Secretariat, donors (Swiss Development Cooperation and others) and other stakeholders. Data collection should be triangulated to the extent possible to ensure validity and reliability of findings and draw on the following methods: comprehensive desk review, including a stakeholder analysis; surveys; review of the log frame baseline data ; key informant interviews; focus groups; and field visits. These data collection tools are discussed below.
14. The evaluator should engage in quantitative and qualitative analysis in responding to the principal evaluation questions and present the findings qualitatively or quantitatively as most appropriate.

Data collection methods:

Comprehensive desk review

The evaluator will compile, review and analyse background documents and secondary data/information related to the UN CC:Learn project. A list of background documentation for the desk review is included in Annex C.

Stakeholder analysis

The evaluator will identify the different stakeholders involved in the UN CC:Learn project. Key stakeholders at the global and national level include, but are not limited, to:

- UN CC:Learn country coordinators
- UN CC:Learn Steering Group
- UN CC:Learn Regional Coordinators
- Host (local) government;
- UN CC:Learn Secretariat
- Partner institutions, including donors and implementing partners;
- Beneficiaries/participants;
- Trainers/facilitators;
- Etc.

Survey(s)

With a view to maximizing feedback from the widest possible range of project stakeholders, the consultants will develop and deploy a survey(s) following the comprehensive desk study to provide an initial set of findings and allow the evaluator to easily probe during the key informant interviews.

Key informant interviews

Based on stakeholder identification, the evaluator will identify and interview key informants. The list of national coordinators and UN CC:Learn ambassadors is available in Annex A. In preparation for the interviews with key informants, the consultant will define interview protocols to determine the questions and modalities with flexibility to adapt to the particularities of the different informants, either at the global, at the national or local level.

Focus groups

Focus groups should be organized with selected project stakeholders at the global, national and local levels to complement/triangulate findings from other collection tools.

Representative selection of countries for case studies

The evaluator should discuss with the project a suitable approach to addressing Outcome 2 of the project which involves the country work and which is a secondary focus on this assessment. One to two partner countries may be selected for consultation, including one country from the pilot phase with ongoing activities in the 2017-2020 implementation phase and one implementation phase country. The following table lists the UN CC:Learn project partner countries based on these criteria. The regional approach to climate change through the Central American Integration System (SICA in Spanish) and in West Africa shall also be taken into account when making the selection.

Country	Pilot	Region	Language	Selection
Dominican Republic (plus 7 other countries involved through the regional programme)	Pilot	Central America	Spanish	
Benin	Pilot	Africa	French	
Burkina Faso	Joined in 2014	Africa	French	
Ethiopia	Joined in 2014	Africa	English	
Ghana	Joined in 2014	Africa	English	
Malawi	Pilot	Africa	English	
Niger	Joined in 2014	Africa	French	

Uganda	Pilot	Africa	English	
Indonesia	Pilot	Asia	English	
Kenya	Joined in 2018	Africa	English	
Kyrgyz Republic	Joined in 2019	Asia	English/Russian	
Zambia	Joined in 2019	Africa	English	
Zimbabwe	Joined in 2019	Africa	English	
West African hub (10 countries part of the Permanent Interstate Committee for drought control in the Sahel (CILSS) plus 3 previous UN CC:Learn partner countries – Benin, Burkina Faso and Niger)	Launched in 2018	Africa	French	

The selection of countries to be consulted shall be made on the basis of recommendations from the UN CC:Learn project Steering Group and in consultation with the evaluation manager and the UN CC:Learn project Secretariat. Regional and linguistic diversity should be taken into account.

Gender and human rights

- The evaluator should incorporate human rights, gender and equity perspectives in the evaluation process and findings, particularly by involving women and other disadvantaged groups subject to discrimination. All key data collected shall be disaggregated by sex and age grouping and be included in the draft and evaluation report.
- The guiding principles for the evaluation should respect transparency, engage stakeholders and beneficiaries; ensure confidentiality of data and anonymity of responses; and follow **ethical** and professional standards([UNEG Ethical Guidelines](#)).

Timeframe, work plan, deliverables and review

- The proposed timeframe for the evaluation spans from January 2020 (initial desk review and data collection) to August 2020 (submission of final evaluation report). An indicative work plan is provided in the table below.

18. The consultant shall submit a brief evaluation design/question matrix following the comprehensive desk study, stakeholder analysis and initial key informant interviews. The evaluation design/question matrix should include a discussion on the evaluation objectives, methods and, if required, revisions to the suggested evaluation questions or data collection methods. The Evaluation design/question matrix should indicate any foreseen difficulties or challenges/limitations in collecting data and confirm the final timeframe for the completion of the evaluation exercise.
19. Following data collection and analysis, the consultant shall submit a zero draft of the evaluation report to the evaluation manager and revise the draft based on comments made by the evaluation manager.
20. The draft evaluation report should follow the structure presented under Annex D. The report should state the purpose of the evaluation and the methods used and include a discussion on the limitations to the evaluation. The report should present evidence-based and balanced findings, including strengths and weaknesses, consequent conclusions and recommendations, and lessons to be learned. The length of the report should be approximately 20-30 pages, excluding annexes.
21. Following the submission of the zero draft, a draft report will then be submitted to the project's Technical Advisory Group (TAG) which is comprised of a member of the UN CC:Learn project Secretariat, a representative of the UN CC:Learn project global partners, a representative from national partners and a representative from the donor, the Swiss Development Cooperation Agency (SDC).
22. Following the submission of the zero draft, a draft report will then be submitted to the TAG to review and comment on the draft report and provide any additional information using the form provided under Annex G by 16 July 2020. Within two weeks of receiving feedback, the evaluator shall submit the final evaluation report. The target date for this submission is 31 July 2020. Subsequently, PPME will finalize and issue the report, and present the findings and recommendations to the TAG and other invited stakeholders.

Indicative timeframe: January 2020 – August 2020

Activity	Jan	Feb	March	April	May	June	July	August
Evaluator selected and recruited								
Initial data collection, including desk review, stakeholder analysis								
Evaluation design/question matrix								
Data collection and analysis, including survey(s), interviews and focus groups and field visit								
Zero draft report submitted to UNITAR								
Draft evaluation report consulted with UNITAR evaluation manager and submitted to TAG								
TAG reviews draft evaluation report and shares comments and recommendations								
Evaluation report finalized and validated by TAG and UN CC:Learn Partnership								
Presentation of the evaluation findings and lessons learned								

Summary of evaluation deliverables and indicative schedule

Deliverable	From	To	Deadline
Evaluation design/question matrix	Evaluator	Evaluation manager/TAG	9 March 2020
Comments on evaluation design/question matrix	Evaluation manager/TAG	Evaluator	23 March 2020
Zero draft report	Evaluator	Evaluation manager	3 June 2020

Comments on zero draft	Evaluation manager/TAG	Evaluator	17 June 2020
Draft report	Evaluator	Evaluation manager/TAG	2 July 2020
Comments on draft report	TAG	Evaluation manager	16 July 2020
Final report	Evaluator	Evaluation manager/TAG	30 July 2020
Presentation of the evaluation findings, recommendations and lessons learned	Evaluator/evaluation manager	TAG	6 August 2020

Communication/dissemination of results

23. The evaluation report shall be written in English. The final report will be shared with all partners and be posted on an online repository of evaluation reports open to the public.

Evaluation management arrangements

24. The evaluator will be contracted by UNITAR and will report directly to the Director of the Strategic Planning and Performance Division and Manager of Planning, Performance Monitoring, and Evaluation Unit (PPME) ('evaluation manager').
25. The evaluation manager reports directly to the Executive Director of UNITAR and is independent from all programming related management functions at UNITAR. According to UNITAR's Monitoring and Evaluation Policy, in due consultation with the Executive Director/programme management, PPME issues and discloses final evaluation reports without prior clearance from other UNITAR Management or functions. This builds the foundations of UNITAR's evaluation function's independence and ability to better support learning and accountability.
26. The evaluation manager will consult directly with UN CC:Learn partners through the TAG. The project's main donor, SDC, may assign a member of its staff to accompany the evaluation.
27. The evaluator should consult with the evaluation manager on any procedural or methodological matter requiring attention. The evaluator is responsible for planning any meetings, organizing online surveys and undertaking administrative arrangements for any travel that may be required (e.g. accommodation, visas, etc.). The travel arrangements, if any, will be in accordance with the UN rules and regulations for consultants.

Evaluator Ethics

28. The evaluator selected should not have participated in the project's design or implementation or have a conflict of interest with project activities. The selected consultant shall sign and return a copy of the code of conduct under Annex F prior to initiating the assignment and comply with [UNEG Ethical Guidelines](#).

Professional requirements

29. The evaluator should have the following qualifications and experience:
- MA degree or equivalent in environmental science, climate change, development or a related discipline. Knowledge and experience of executive type training, including in areas related to climate change adaptation and mitigation.

- At least 7 years of professional experience conducting evaluation in the field of capacity building, climate change. Knowledge of United Nations Norms and Standards for Evaluation.
- Technical knowledge of the focal area including the evaluation of climate change related topics
- Field work experience in developing countries.
- Excellent research and analytical skills, including experience in a variety of evaluation methods and approaches. Experience in evaluation using Kirkpatrick method is an advantage.
- Excellent writing skills.
- Strong communication and presentation skills.
- Cross-cultural awareness and flexibility.
- Availability to travel.
- Complete fluency in English. Fluency in spoken and written French and Spanish are an advantage.

Annexes:

- A. List of UN CC:Learn Partners contact points**
- B. Event data available on the UNITAR Event Management System from 1.9.2017-09.07.2019**
- C. List of documents and data to be reviewed**
- D. Structure of evaluation report**
- E. Project logical framework**
- F. Audit trail**
- G. Evaluator code of conduct**

Annex A: List of UN CC: Learn Partners and contact points

Global Partners	
Organization	Focal Point
United Nations System Chief Executives Board (CEB) Secretariat	Vacant
Environmental Management Group (EMG) Secretariat	Hossein Fadaei Acting Secretary hossein.fadaei@unep 11-13 Chemin des Anémones CH-1219 Châtelaine Geneva, Switzerland
Food and Agriculture Organization of the UN (FAO)	Julia Wolf Natural Resources Officer Julia.Wolf@fao.org Viale delle Terme di Caracalla Rome 00153, Italy
Global Environment Facility (GEF)	Christian Hofer Senior Communications Officer chofer@thegef.org 1818 H Street NW MSN G6-602 Washington, DC, 20433, United States
Inter-American Development Bank (IDB)	Alejandra Maruri Trucillo Knowledge and Learning Sector amaruri@iadb.org 1300 New York Avenue, N.W. Washington, D.C. 20577, United States
International Fund for Agricultural Development (IFAD)	Maria Elena Mangiafico, Knowledge Management Officer Environment, Climate, Gender and Social Inclusion Division m.mangiafico@ifad.org Via Paolo di Dono, 44 Rome, 00142, Italy
International Labour Organization (ILO)	Dorit Kemter Knowledge Management Expert Green Jobs Programme kemter@ilo.org 4 route des Morillons 1211 Geneva 22, Switzerland
	Olga Strietska-Ilina Specialist in Skills Policies and Systems Skills and Employability Department strietska-ilina@ilo.org 4 route des Morillons 1211 Geneva 22, Switzerland
International Telecommunication Union (ITU)	José Maria Díaz Batanero Coordinator, Inter-Sectoral Activities Corporate Strategy Division (SG/SPM/CSD) jose.batanero@itu.int Place des Nations 1211 Geneva 20, Switzerland
International Maritime Organization (IMO)	Camille Bourgeon Technical Officer Marine Environment Division CBourgeo@imo.org 4, Albert Embankment London, SE1 7SR

United Nations Office for the Coordination of Humanitarian Affairs (OCHA)	Vacant Palais des Nations Geneva 10, 1211, Switzerland
The Joint United Nations Programme on HIV/AIDS (UNAIDS)	Emelia Timpo Senior Advisor UNAIDS New York Office timpoe@unaids.org 60 East 42nd Street Lincoln Building Suite 932 9th Floor New York, NY 10165, United States
United Nations Development Program (UNDP)	Sameera Savarala Climate Change and Disaster Risk Reduction Bureau for Policy and Programme Support sameera.savarala@undp.org 304 East 45th Street New York, NY 10017, United States
United Nations Economic Commission for Africa (UNECA)	Charles Muraya Information Management Officer murayac@un.org Menelik II Ave. P.O. Box 3001 Addis Ababa, Ethiopia
United Nations Environment Programme (UNEP)	Monika Macdevette Director, a.i. Ecosystems Division P.O. Box 30552 - 00100 Nairobi, Kenya monika.macdevette@un.org
United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP)	Laura Altinger Zahar Regional Advisor for Climate Change zaharl@un.org United Nations Building Rajadamnern Nok Avenue Bangkok 10200, Thailand
United Nations Educational, Scientific and Cultural Organization (UNESCO)	Peter Dogse Manager, UNESCO Intersectoral Platform on Climate Change p.dogse@unesco.org 1 rue Miollis 75732 Paris Cedex 15, France Abdoul Wahab Coulibaly Section of Education for Sustainable Development Division for Peace and Sustainable Development Education Sector 7, Place de Fontenoy F-75352 Paris 07 SP aw.coulibaly@unesco.org
United Nations Economic and Social Commission for Western Asia (ESCWA)	Tarek Sadek Economic Affairs Officer (Climate Change) sadekt@un.org P.O. Box 11-8575 Riad el-Solh Square Beirut, Lebanon
United Nations Economic Commission for Europe (UNECE)	Maria Teresa Pisani Economic Affairs Officer, Environment Division - Office of the Director

	Email: maria-teresa.pisani@unece.org Geneva, Switzerland
United Nations Framework Convention on Climate Change (UNFCCC)	Adriana Valenzuela Focal Point - Education, Training and Public Awareness Communications and Outreach Programme avalenzuelajimenez@unfccc.int Platz der Vereinten Nationen 1, 53113 Bonn, Germany
United Nations Population Fund (UNFPA)	Daniel Schensul Climate Change Expert Population and Development Branch schensul@unfpa.org 220 East 42nd Street New York, New York 10017, United States
United Nations High Commissioner for Refugees (UNHCR)	Amare Gebre Egziabher Senior Environmental Coordinator gebreega@unhcr.org Case Postale 2500 CH-1211 Geneva
United Nations Human Settlements Programme (UNHABITAT)	Claudio Acioly Head Capacity Development Unit claudio.acioly@unhabitat.org P.O. Box 30030 Nairobi 00100, Kenya
United Nations Children's Fund (UNICEF)	Cristina Colón Policy Specialist, Climate, Energy and Environment Division of Data, Research and Policy ccolon@unicef.org
United Nations Industrial Development Organization (UNIDO)	Patrick Nussbaumer Industrial Development Officer P.Nussbaumer@unido.org P.O. Box 300 A-1400 Vienna, Austria
The United Nations Office for Disaster Risk 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 dolcemascolo@un.org
United Nations Institute for Training and Research (UNITAR)	UN CC:Learn Secretariat: Angus Mackay Manager, Green Development and Climate Change Programme angus.mackay@unitar.org Palais des Nations Geneva, 1211, Switzerland
United Nations System Staff College (UNSSC)	Jafar Javan, Director j.javan@unssc.org Patrick van Weerelt, Senior Manager and Course Coordinator Development and Human Rights Team p.vanweerelt@unssc.org Viale Maestri del Lavoro, 10 Turin, 10127, Italy
United Nations University (UNU)	Dr. Jörg Szarzynski

	<p>Head, Enhancing Graduate Educational Capacities for Human Security Section Szarzynski@ehs.unu.edu United Nations University Vice Rectorate in Europe, Institute for Environment and Human Security UN Campus Hermann Ehlers Str. 10 D-53113 Bonn, Germany</p>
United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)	<p>Verona Collantes Inter-Governmental Specialist verona.collantes@unwomen.org 220 East 42nd St. New York, New York 10017, United States</p>
United Nations World Tourism Organization (UNWTO)	<p>Sofia Gutierrez Deputy Director, Sustainable Development of Tourism sgutierrez@unwto.org Capitan Haya, 42 28020 Madrid, Spain</p>
Universal Postal Union (UPU)	<p>Anne-Claire Blet Specialist, Environment & Sustainable Development anne-claire.BLET@upu.int International Bureau Weltpoststrasse 4 3000 Berne 15, Switzerland</p>
World Food Programme (WFP)	<p>Giorgia Pergolini Climate & Disaster Risk Reduction Programmes Unit giorgia.pergolini@wfp.org 00148 Rome, Italy</p>
World Health Organization (WHO)	<p>Elena Villalobos Technical Officer, Climate Change and Human Health Unit Public Health and Environment Department villalobose@who.int Avenue Appia 20 1211 Geneva 27, Switzerland</p>
World Meteorological Organization (WMO)	<p>Amir H. Delju Senior Scientific Coordinator, Climate Prediction and Adaptation Branch (CLPA) Climate and Water Department (CLW) adelju@wmo.int 7 bis, Avenue de la Paix CH-1211 Geneva, Switzerland</p>
World Bank	<p>Neeraj Prasad, Manager World Bank Climate Change Vice-Presidency nprasad@worldbank.org 1818 H Street NW Washington, DC, 20433, United States</p>
World Trade Organization (WTO)	<p>Daniel Ramos, Legal Officer Trade and Environment Division daniel.ramos@wto.org</p>
National Partner	
Country	National Coordinators and UN Country Team Liaison

Benin	Mr. Médard Comlan Ouinakonhan Coordinator, National UN CC:Learn Project Ministry of Climate Change Management, Reforestation, and Protection of Natural and Forest Resources medouicom@yahoo.fr 01 BP 3621 Cotonou
	Mr. Constant Houdenou National Climate Change Policy Adviser UN Development Programme (UNDP) Benin constant.houdenou@undp.org Phone: +229 21 31 30 45
Burkina Faso	Joël Korahire Directeur Division du Partenariat et de la Coordination des Conventions Internationales en matière d'Environnement Secrétariat Permanent du Conseil National pour l'Environnement et le Développement Durable (SP/CONEDD) joekorahire@yahoo.fr , joelkorahire@ygmail.com Phone: (00226)25312464 / 25313166 Fax: (00226)25 31 64 91 01 BP 6486 Ouagadougou 01
	Mr. Hama Traoré Chef d'équipe environnement / pauvreté UN Development Programme Burkina Faso hama.traore@undp.org Phone : 226.25.30.67.62
Dominican Republic/SICA	Mr Evergito Pena Acosta Executive Vice-president of this National Council on Climate Change and Clean Development Mechanism of the Dominican Republic Clean Development Mechanism Office onmdl@cambioclimatico.gob.do National Council for Climate Change and Clean Development Mechanism (CNCCMDL) Winston Churchill #77, 5to Piso Santo Domingo Tel: 809-472-0537 Fax: 809-227-4406
	Ms. María Eugenia Morales Programme Official Environment and Renewable Energy Unit UNDP Dominican Republic Maria.Morales@undp.org Phone: +1 809 537 0909
Ethiopia	Teshome Abune Holate Director General, Public Awareness creation and Training Coordination In Ministry of Environment, Forest and Climate Change P.O.Box 12670 Addis Ababa, Ethiopia tesheabu@gmail.com Cell Phone: +251 911061189

Ghana	Emmanuel Tachie Obeng National Focal Point Climate change education, training and public awareness etachieobeng@gmail.com Environment Protection Agency Phone: (00233) 0302 664697-8 P. O. Box M.326, Accra, G R
	Mr. Paolo DALLA STELLA Sustainable Development Analyst United Nations Development Programme - Ghana paolo.d.stella@undp.org United Nations House, Ring Road East, Accra Tel. +233 302 215670-83 Ext. 629
Indonesia	Ms. Ardina Purbo Deputy Director of Capacity Building and Low Carbon Technology Development Directorate of Sectoral and Regional Resources Mobilization Directorate General of Climate Change Ministry of Environment and Forestry Indonesia ardinapurbo@gmail.com
	Mr. Hans Thulstrup Senior Programme Specialist Water and Environmental Sciences UNESCO Regional Science Bureau for Asia and the Pacific Jl. Galuh II No.5, Kebayoran Baru Jakarta 12110, Indonesia h.thulstrup@unesco.org
Malawi	Shamiso Nandi Najira Chief Environmental Officer & Focal Point for CDM Environmental Affairs Department shamiso.najira@gmail.com Ministry of Natural Resources, Energy and Mining Lingadzi House, Private Bag 394 Lilongwe
	Jane Swira Manager, National Climate Change Programme jane.swira@undp.org
Niger	Mr. Gousmane Moussa Unité Changement climatique Secrétariat Exécutif du Conseil National de l'Environnement pour un Développement Durable (SE-CNEDD) imgousmane@yahoo.fr B.P. 10193 Niamey Phone: (00227) 96 22 8779
	Mr. Mahamane Lawali Chargé Programme Energie Environnement PNUD Niger mahamane.lawali@undp.org Tel: (+227) 91 20 83 28 Bur: (+227) 20 73 21 09
Uganda	Mr. Bob Natifu Deputy Commissioner, Climate Change Department Ministry of Water and Environment bob.natifu@gmail.com P.O. Box 28119 Kampala

	<p>Mr. Onesimus Muhwezi Team Leader, Energy and Environment UN Development Programme (UNDP) Plot 11, Yusuf Lule Road onesimus.muhwezi@undp.org Kampala Phone: +256 417 112132</p>
Kenya	<p>Mr. Augustine K. Kenduiwo, Deputy Director, Climate Change I&KM & FPO Green Growth Program, Ministry of Environment and Forestry, Kenya P.O Box 30126-00100, Tel. +254-20-2730808/9, Mobile +254792100263. augustkend1990@gmail.com</p> <p>Dr. Barrack Okoba Sub-programme leader Resilient Food and Livelihood Systems Representation in Kenya. Food and Agriculture Organization of the United Nations (FAO) Block P, Level 3, United Nations Complex UN Avenue, Gigiri, Nairobi, Kenya. Tel: : +254 20 76 25939 Mob: 0721 775086 Barrack.Okoba@fao.org</p>
Kyrgyz Republic	<p>Kanat Abdrahmanov Director Climate Finance Center of the Kyrgyz Republic 125/1 Toktogula Str. Bishkek Tel. +996 312 975771 kanat.abdrahmanov@gmail.com</p> <p>Gulnara Abdykalykov UNDP Kyrgyzstan 109/2, Turusbekova str., 720001, Bishkek, Kyrgyzstan gulnara.abdykalykova@seg.undp.kg</p>
Zambia	<p>Ephraim Mwepya Shitima Director & UNFCCC National Focal Point Climate Change and Natural Resources Management Department Ministry of Lands and Natural Resources Mulungushi House Second Floor Room 268 P.O Box 50694 Ridgeway, Lusaka, Zambia emshitima40@gmail.com</p>
Zimbabwe	<p>Washington Zhakata Director, Climate Change Management Department UNFCCC/GCF Focal Point Ministry of Lands, Agriculture, Water, Climate and Rural Resettlement Cnr. S. V. Muzenda/Central Avenue Tel: +263 4 701681/3</p>

	<p>Mutasa Tatenda Climate Change Scientist Climate Change Management Department, Ministry of Lands, Agriculture, Water, Climate & Rural Resettlement, Harare, Zimbabwe. +263772749824, +263713128027, +263733786576 tmutasa09@gmail.com</p>
Regional Programme	
Central America	<p>Consejo Nacional para el Cambio Climático y Mecanismo de Desarrollo Limpio (CNCCMDL) Av. Winston Churchill, No.77 Santo Domingo República Dominicana Phone: +1 (809) 472-0537</p>
West Africa	<p>Mr. Sanoussi ATTA Chef du Département Formation et Recherche Centre Régional AGRHYMET BP 11011 Niamey – NIGER</p> <p>Ms. Mme Elise Kaba Formatrice en ligne Centre Régional AGRHYMET BP 11011 Niamey – NIGER</p>
UN CC:Learn Secretariat	
<p>C/o United Nations Institute for Training and Research (UNITAR) Palais des Nations CH-1211 Geneva 10, Switzerland Phone: +41 22 917 8109 Email: uncclearn@unitar.org</p>	

SDC contact: Mr. Patrick Sieber, patrick.sieber@eda.admin.ch

The contact of additional partners will be proved.

B: Event data available on the Event Management System from 1.9.2017- 09.07.2019

Participated	Event title	Start date (Y-m-d)	End date (Y-m-d)
465	UN CC:Learn Introductory e-Course on Climate Change	2017-01-01	2017-03-31
207	Cours en ligne UN CC:Learn sur les changements climatiques	2017-01-01	2017-03-31
1549	Curso de UN CC:Learn - Introducción al Cambio Climático	2017-01-01	2017-03-31
256	REDD+ Academy e-course	2017-01-01	2017-03-31
161	Climate Change and Cities	2017-01-01	2017-03-31
50	Green Economy and Trade	2017-03-13	2017-04-21
74	Les villes et les changements climatiques	2017-01-01	2017-03-31
73	Les villes et les changements climatiques	2017-04-01	2017-06-30
108	Cours en ligne UN CC:Learn sur les changements climatiques	2017-04-01	2017-06-30
396	UN CC:Learn Introductory e-Course on Climate Change	2017-04-01	2017-06-30
760	Curso de UN CC:Learn - Introducción al Cambio Climático	2017-04-01	2017-06-30
154	Climate Change and Health	2017-04-01	2017-06-30
61	Les changements climatiques et la santé	2017-01-01	2017-03-31
58	Les changements climatiques et la santé	2017-04-01	2017-06-30
185	Climate Change and Cities	2017-04-01	2017-06-30
290	Las Ciudades y el Cambio Climático	2017-01-01	2017-03-31
224	Las Ciudades y el Cambio Climático	2017-04-01	2017-06-30
188	Cambio Climático y Salud Humana	2017-04-01	2017-06-30
23	浅议气候变化 网络课程	2017-04-01	2017-06-30
9	浅议气候变化 网络课程	2017-01-01	2017-03-31
50	Youth Leadership Camp for Climate Change 2017 - Cipanas, West Java	2017-02-04	2017-02-06
40	The Climate Classroom @ Geneva Global Goals Innovation Day	2017-03-24	2017-03-24
323	Children and Climate Change	2017-04-01	2017-06-30
50	Youth Leadership Camp for Climate Change 2017 - Bukit Lawang, North Sumatra	2017-02-18	2017-02-20
49	Youth Leadership Camp for Climate Change 2017 - Bandar Lampung, Lampung	2017-02-24	2017-02-26
50	YCD Sheder Refugee Camp and Lycee International de Ferney-Voltaire	2017-04-12	2017-04-13

36	Atelier "Intégration de l'adaptation au changement climatique dans la planification du développement au Maroc"	2017-04-17	2017-04-20
40	NAP-Global Support Programme (NAP-GSP) - MENA Regional Training Workshop on National Adaptation Plan (NAP) Guideline	2017-04-03	2017-04-05
72	Dialogue Jeunesse Climat	2017-05-04	2017-05-04
62	Dialogue Jeunesse Climat	2017-05-17	2017-05-17
231	Cambio Climático y Salud Humana	2017-01-01	2017-03-31
107	Climate Change and Health	2017-01-01	2017-03-31
1580	Introducción al cambio climático	2017-07-01	2017-12-31
271	Salud Humana y Cambio Climático	2017-07-01	2017-12-31
479	Human Health and Climate Change	2017-07-01	2017-12-31
137	La santé et les changements climatiques	2017-07-01	2017-12-31
414	浅议气候变化网络课程	2017-07-01	2017-12-31
159	Les villes et les changements climatiques	2017-07-01	2017-12-31
628	Children and Climate Change	2017-07-01	2017-12-31
432	Introduction aux changements climatiques	2017-07-01	2017-12-31
661	Cities and Climate Change	2017-07-01	2017-12-31
1340	Introductory e-Course on Climate Change	2017-07-01	2017-12-31
198	REDD+ Academy e-course	2017-04-01	2017-06-30
551	REDD+ Academy e-course	2017-07-01	2017-12-31
429	Las Ciudades y el Cambio Climático	2017-07-01	2017-12-31
236	Les enfants et les changements climatiques	2017-07-01	2017-12-31
388	Los Niños y el Cambio Climático	2017-07-01	2017-12-31
1184	Curso online introdutório sobre mudança climática	2017-08-08	2017-12-31
74	Cérémonie de lancement de la Stratégie Nationale d'apprentissage sur les Changements Climatiques	2017-08-01	2017-08-01
58	NAP-GSP Regional training workshop	2017-09-13	2017-09-16
22	The Climate Classroom @ COP23 – Paris Agreement	2017-11-06	2017-11-06
24	The Climate Classroom @ COP23 – Climate Finance	2017-11-07	2017-11-07

21	The Climate Classroom @ COP23 – Climate Change and Jobs	2017-11-07	2017-11-07
25	The Climate Classroom @ COP23 – Adaptation	2017-11-10	2017-11-10
11	The Climate Classroom @ COP23 – Climate Empowerment	2017-11-16	2017-11-16
16	La Classe sur le Climat @ la COP23 - L'économie circulaire	2017-11-08	2017-11-08
176	Les enfants et les changements climatiques	2018-01-01	2018-06-30
148	La santé et les changements climatiques	2018-01-01	2018-06-30
167	Les villes et les changements climatiques	2018-01-01	2018-06-30
1431	REDD+ Academy e-course	2018-01-01	2018-06-30
480	Salud Humana y Cambio Climático	2018-01-01	2018-06-30
473	Children and Climate Change	2018-01-01	2018-06-30
551	Las Ciudades y el Cambio Climático	2018-01-01	2018-06-30
805	Human Health and Climate Change	2018-01-01	2018-06-30
477	Introduction aux changements climatiques	2018-01-01	2018-06-30
526	Cities and Climate Change	2018-01-01	2018-06-30
385	Los Niños y el Cambio Climático	2018-01-01	2018-06-30
929	Curso online introdutório sobre mudança climática	2018-01-01	2018-06-30
300	COP23 High-Level Event: Uniting for Climate Education Further, Faster, Together through Partnerships	2017-11-16	2017-11-16
80	COP23 Side Event on Dreaming Big in Climate Education	2017-11-16	2017-11-16
400	COP23 One UN Exhibit on Quality Education	2017-11-06	2017-11-17
23	The Climate Classroom @ COP23 – Climate Services for Decision-Making	2017-11-08	2017-11-08
21	The Climate Classroom @ COP23 – Climate Change and Health	2017-11-15	2017-11-15
30	The Climate Classroom @ COP23 – Paris Agreement	2017-11-09	2017-11-09
45	Country Exchange Workshop for Integrating Climate Change into School Curricula	2017-07-31	2017-07-31
45	Youth Dialogue on the Sustainable Development Goals (SDGs)	2017-11-20	2017-11-20
49	Atelier de formation sur les concepts fondamentaux pour la conduite du processus d'élaboration du Plan National d'Adaptation	2017-12-05	2017-12-07
22	7th UN CC:Learn Steering Group Meeting	2017-04-04	2017-04-04
15	UN CC:Learn Country Exchange Workshop on Climate Change Education and Finance	2017-03-15	2017-03-17

60	Restitution Workshop on Burkina Faso's Participation in COP22	2017-01-26	2017-01-26
38	Workshop on Climate Change Issues for the Socio-Economic and Cultural Sectors of Burkina Faso	2017-06-29	2017-06-30
80	Launch Event of National Climate Change Education Strategy of Ethiopia	2017-07-21	2017-07-21
17	Webinar on Workshop on Climate and Education Finance	2017-03-02	2017-03-02
30	Climate Change Education and Finance Workshop	2017-03-15	2017-03-17
21	Workshop on Climate Change and Education Finance	2017-04-06	2017-04-07
23	Workshop on Formulation, Development and Management of Climate Change Learning Policies	2017-06-12	2017-06-13
26	8th UN CC:Learn Steering Group Meeting	2018-03-06	2018-03-06
37	UN CC:Learn Country Exchange Workshop	2018-03-07	2018-03-09
17	Delivering Training Effectively for NAPs - Training of Trainers	2018-03-26	2018-03-29
50	Climate Classroom @ NAP Expo 2018	2018-04-04	2018-04-05
244	浅议气候变化网络课程	2018-01-01	2018-06-30
17	دورة إلكترونية تمهيدية عن تغير المناخ	2018-04-01	2018-06-30
62	Introduction au système pilote du processus d'approbation simplifié de la GCF	2018-06-26	2018-06-26
102	Introducción al Esquema Piloto del Proceso de Aprobación Simplificado del GCF	2018-06-25	2018-06-25
1043	Open Online Course on Gender and Environment	2018-06-25	2018-12-31
72	دورة إلكترونية تمهيدية عن تغير المناخ	2018-07-01	2018-12-31
329	Los Niños y el Cambio Climático	2018-07-01	2018-12-31
1016	REDD+ Academy e-course	2018-07-01	2018-12-31
1032	Introduction aux changements climatiques	2018-07-01	2018-12-31
119	Les enfants et les changements climatiques	2018-07-01	2018-12-31
1430	Curso online introdutório sobre mudança climática	2018-07-01	2018-12-31
306	Salud Humana y Cambio Climático	2018-07-01	2018-12-31
94	La santé et les changements climatiques	2018-07-01	2018-12-31
332	Children and Climate Change	2018-07-01	2018-12-31
398	Cities and Climate Change	2018-07-01	2018-12-31
94	Les villes et les changements climatiques	2018-07-01	2018-12-31

303	Human Health and Climate Change	2018-07-01	2018-12-31
2489	Introducción al cambio climático	2018-01-01	2018-06-30
4252	Introductory e-Course on Climate Change	2018-07-01	2018-12-31
1667	Introductory e-Course on Climate Change	2018-01-01	2018-06-30
2767	National Adaptation Plans: Building Climate Resilience in Agriculture	2017-11-13	2018-01-31
170	Introduction to GCF's Simplified Approval Process Pilot Scheme (SAP): Latin America	2018-05-08	2018-05-08
43	Introduction to GCF's Simplified Approval Process Pilot Scheme (SAP): Asia Pacific	2018-05-09	2018-05-09
66	Introduction to GCF's Simplified Approval Process Pilot Scheme (SAP): Africa	2018-05-09	2018-05-09
43	Introduction to GCF's Simplified Approval Process Pilot Scheme (SAP): Webinar Series 2	2018-08-23	2018-08-23
25	Introduction to GCF's Simplified Approval Process Pilot Scheme (SAP): Webinar Series 2	2018-08-24	2018-08-24
29	Introduction to GCF's Simplified Approval Process Pilot Scheme (SAP): Webinar Series 2	2018-08-28	2018-08-28
1276	Introducción al cambio climático	2018-07-01	2018-12-31
536	Las Ciudades y el Cambio Climático	2018-07-01	2018-12-31
582	浅议气候变化网络课程	2018-07-01	2018-12-31
17	International Aviation CO2 Emissions Reduction: States' Action Plans	2018-01-01	2018-06-30
1	International Aviation CO2 Emissions Reduction: States' Action Plans	2018-07-01	2018-12-31
315	Introduction aux changements climatiques	2018-01-01	2018-06-30
250	COP24 One UN Exhibit on Quality Education	2018-12-02	2018-12-14
19	The Climate Classroom @ COP24 – Paris Agreement	2018-12-07	2018-12-07
17	The Climate Classroom @ COP24 – Health and Climate Change	2018-12-06	2018-12-06
24	The Climate Classroom @ COP24 – Innovation for Climate Change	2018-12-11	2018-12-11
9	The Climate Classroom @ COP24 – Improving Climate Services to Support NAP Implementation	2018-12-11	2018-12-11
22	The Climate Classroom @ COP24 – Experiences in Accessing Climate Finance	2018-12-12	2018-12-12
18	The Climate Classroom @ COP24 – Innovation for Climate Change	2018-12-13	2018-12-13
45	COP24 Side Event on Climate-Compatible Cities: Resilient Cities Driving Risk-informed Sustainable Development	2018-12-10	2018-12-10
70	COP24 Side Event: Fighting Climate Change Requires Zero Tolerance on Food Loss and Waste	2018-12-10	2018-12-10
100	COP24 Side Event on Gender Mainstreaming in Adaptation and Mitigation: A Nexus Approach	2018-12-11	2018-12-11

150	COP24 High-Level Event: Stepping Up Climate Education	2018-12-13	2018-12-13
60	One UN Side Event on Quality Education: Climate Change Education for All	2018-12-13	2018-12-13
13	The Climate Classroom @ COP24 – Climate Information to Optimize Renewable Energy Penetration	2018-12-06	2018-12-06
9	The Climate Classroom @ COP24 – Decision-Making for Water Resources Management	2018-12-06	2018-12-06
20	The Climate Classroom @ COP24 – GFCS and Agriculture and Food Security	2018-12-13	2018-12-13
35	Youth Climate Dialogue: Lycée Claude de France of Romorantin (France) and the Lycée Philippe Zinda Kaboré (Burkina Faso)	2018-05-25	2018-05-25
100	COP24 Side Event on SDG 8: Decent Work & Economic Growth	2018-12-12	2018-12-12
68	NAP-GSP Pacific Regional Training Workshop on Appraisal and Prioritization of Adaptation Options	2018-05-28	2018-05-31
68	NAP-GSP Africa Regional Training Workshop on Climate Change Adaptation Finance	2018-09-25	2018-09-28
64	NAP-GSP Africa Regional Training Workshop on Climate Change Adaptation Finance	2018-10-01	2018-10-04
15	Training of Trainer in Niger: How to develop, deliver and evaluate effective e-learning	2019-03-18	2019-03-20
20	NAP-GSP Training of Trainers	2018-03-26	2018-03-29
35	Youth Climate Dialogue: Lycée en Forêt (France) and Unidad Educativa Nuestra Señora del Pilar (Bolivia)	2019-03-21	2019-03-21
24	9th UN CC:Learn Steering Group Meeting	2019-04-04	2019-04-04
100	7th Dialogue on Action for Climate Empowerment	2019-06-19	2019-06-19

Annex C: List of documents/data to be reviewed

- Annual narrative and finance reports
- Legal Agreements with UN CC:Learn and partners countries and institutions
- Content of *UNITAR* website
<https://www.uncclearn.org/>
- Database of Global UN CC:Learn events and platforms
- UN CC:Learn Logical Framework
- Project Description
- Content from events
- Project baseline data
- Any other document deemed to be useful to the evaluation

Annex D: Structure of evaluation report

- i. Title page
- ii. Executive summary
- iii. Acronyms and abbreviations
- 1. Introduction
- 2. Project description, objectives and development context
- 3. Theory of change/project design logic
- 4. Methodology and limitations
- 5. Evaluation findings based on criteria/principal evaluation questions
- 6. Conclusions
- 7. Recommendations
- 8. Lessons Learned
- 9. Annexes
 - a. Terms of reference
 - b. Survey/questionnaires deployed
 - c. List of persons interviewed
 - d. List of documents reviewed
 - e. Evaluation question matrix
 - f. Evaluation consultant agreement form

Annex E: Project Logical Framework

Annex 1: Logical Framework

The targets in the logframes are presented according to two scenarios with related assumptions:

Scenario 1: UN CC:Learn leverages a total amount of CHF 5.5 million for the 2018-2020 period (CHF 3 million from SDC and CHF 2.5 million from other sources).

Scenario 2: UN CC:Learn leverages a total amount of CHF 9 million for the 2018-2020 period (CHF 3 million from SDC and CHF 6 million from other sources).

Impact (Overall Goal)	Impact Indicators	Sources and Means of Verification	
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>	Qualitative assessment to be carried out by independent evaluation	
Outcomes	Outcome Indicators	Sources and Means of Verification	Assumptions & Risks
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>Number of certificates issued on the UN CC:Learn e-learning platform. <i>Baseline: 10,000</i> <i>Target Scenario 1: 25,000</i> <i>Target Scenario 2: 50,000</i></p> <p>Growth in under-represented areas/regions (total number of registrations on the UN CC:e-Learn platform) <i>Baseline Francophone Africa: 3,700</i></p>	<p>UN CC:Learn Secretariat figures</p> <p>UN CC:Learn Secretariat figures</p>	A1. There is a growing need for relevant climate change information, and the current under representation of French Africa, China, Central Asia, the MENA region and SIDS is due to the accessibility (language, internet connection, etc.) or communication issues.

	<p> <i>Target Scenario 1: 12,000</i> <i>Target Scenario 2: 25,000</i> <i>Baseline Centrale Asia: 79</i> <i>Target Scenario 1: 2,500</i> <i>Target Scenario 2: 5,000</i> <i>Baseline MENA region: 1,900</i> <i>Target Scenario 1: 8,000</i> <i>Target Scenario 2: 15,000</i> <i>Baseline China: 300</i> <i>Target Scenario 1: 15,000</i> <i>Target Scenario 2: 30,000</i> </p> <p>Continued gender balance for registrations on the platform <i>Baseline: 51% registered users are female</i> <i>Target: 45-55% of registered users are female</i></p> <p>A balanced representation of key stakeholder groups in UN CC:Learn courses and activities (academia, governments, NGOs, private sector) <i>Target Scenario 1: At least 30,000 registrations from each of the stakeholder groups</i> <i>Target Scenario 2: At least 45,000 registrations from each of the stakeholder groups</i></p>	UN CC:Learn Secretariat figures	R1. Inability to find strong regional partners to promote the platform in some regions.
<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. <i>Baseline: 0</i> <i>Target Scenario 1: 17 actions</i> <i>Target Scenario 2: 25 actions</i></p> <p>Number of national learning institutions with a clear role defined in providing recurrent skills development support for NDC and NAP implementation. <i>Baseline: not available</i> <i>Target Scenario 1: 3</i></p>	<p>Reports by Government partners</p> <p>Reports by Government partners and learning institutions</p>	<p>A2. Finance partners recognize climate change learning and skills development as an important issue for NAP/NDC implementation. Sufficient basic capacities of national learning institution to build up NAP/NDC portfolios.</p> <p>R2. Sector ministries are not interested in including strong learning components in funding proposals/budget submissions. National learning institutions engage in one-off trainings on NAP/NDC related</p>

		Target Scenario 2: 7		issues but do not offer recurrent programmes.
Outputs (per Outcome) and Costs		Output Indicators	Sources and Means of Verification	Assumptions & Risks
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. <i>Baseline 2016 (in the year): 45,000</i> <i>Target 2020 (in the year) Scenario 1: 120,000</i> <i>Target 2020 (in the year) Scenario 2: 180,000</i></p> <p>Number of users registered on the UN CC:e-Learn platform <i>Baseline 2016 (total): 69,000</i> <i>Target 2020 (total) Scenario 1: at least 220,000</i> <i>Target 2020 (total) Scenario 2: at least 320,000</i></p>	<p>UN CC:Learn website generated figures</p> <p>UN CC:e-Learn website generated figures</p>	<p>A3. Demand for UN climate change learning products continues to grow.</p> <p>R3. Too much competition from other high value platforms crowding out the UN CC:Learn platform. Saturation of the market.</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. <i>Baseline: 0</i> <i>Target Scenario 1: 12</i> <i>Target Scenario 2: 14</i></p> <p>Number of affiliated learning products. <i>Baseline: 0</i> <i>Target Scenario 1: 6</i> <i>Target Scenario 2: 6</i></p>	<p>UN CC:Learn Secretariat figures</p> <p>UN CC:Learn Secretariat figures</p>	<p>A4. Demand for e-learning products continues to grow as a favoured means of acquiring new knowledge and skills, promoted by technological innovation. Learning products tailored to national and sub-national contexts attract a wider and diversified audience of interested users.</p> <p>R4. E-learning products remain hard to access to key individuals and organizations due to poor internet access.</p>
Output 1.3	UN CC:Learn flagship initiatives raising the visibility of climate change education and training up-scaled.	<p>Number of editions of the Climate Classroom delivered. <i>Baseline: 1</i> <i>Target Scenario 1: 3</i> <i>Target Scenario 2: 6</i></p> <p>Number of Youth Climate Dialogues organized. <i>Baseline: 8</i></p>	<p>UN CC:Learn Secretariat figures</p> <p>UN CC:Learn Secretariat figures</p>	A5. Increasing public interest in understanding climate change and its consequences. Large potential to enhance the visibility of climate change education and training among a variety of different stakeholders, including decision-makers.

		<p><i>Target Scenario 1: 18</i> <i>Target Scenario 2: 33</i></p> <p>Number of followers on social media. <i>Baseline for Facebook: 35,000</i> <i>Target Scenario 1: 70,000</i> <i>Target Scenario 2: 100,000</i></p> <p><i>Baseline for Twitter: 9,000</i> <i>Target Scenario 1: 15,000</i> <i>Target Scenario 2: 25,000</i></p>		R5. Slow increase in public interest with regard to climate change. Limited support from partners to upscale flagship initiatives due to the considerable investment required in terms of time and resources.
For Outcome 2: National Approaches to Systematic and Results Based Learning				
Output 2.1	National climate change learning assessments and strategies developed through multi-stakeholder collaboration and in line with NDC/NAP priorities.	<p>Number of learning strategies developed. <i>Baseline: 9 national plus one regional involving 7 additional countries</i> <i>Target Scenario 1: 11 national plus one regional</i> <i>Target Scenario 2: 12 national plus one regional</i></p> <p>Number of countries that mobilize institutions from at least 5 Government sectors, civil society and private sector in developing learning strategies <i>Baseline: 9 countries</i> <i>Target Scenario 1: 11 countries</i> <i>Target Scenario 2: 12 countries</i></p>	<p>National strategy documents</p> <p>Reports by Government partners</p>	<p>A6. NAPs/NDCs adequately reflect climate change priorities of the country. Learning strategies are appropriate tool to address learning needs in a systematic way.</p> <p>R6. Political instability. Climate change in general not high priority on Government agenda. NDC/NAP space already too occupied and existing actors not interested in education and training dimension.</p>
Output 2.2	Financing opportunities for implementing climate change learning strategies identified and effective coordination mechanisms defined.	<p>Responsibilities for coordination, resource mobilization, outreach, implementation of specific actions and M&E expressed in national strategies. <i>Baseline: 9</i> <i>Target Scenario 1: 11 countries</i> <i>Target Scenario 2: 12 countries</i></p>	<p>National strategy documents</p> <p>Reports by Government partners</p>	A7. Coordination mechanisms exist that can provide established entry points for institutionalizing the national climate change learning strategies. There are private sector entities in partner countries that can see benefit from better climate change education and training.

		Number of private sector engagements to support strategy implementation. <i>Baseline: 0</i> <i>Target Scenario 1: 0</i> <i>Target Scenario 2: 3</i>		R7. New coordination mechanisms are established that are parallel mechanisms that do not take into account or build on existing practices. Private sector engagement is driven by special interest groups.
Output 2.3	Experience-sharing and joint action among partner countries through bilateral and regional mechanisms.	Number of joint proposals and learning events developed by partner countries. <i>Baseline: 1</i> <i>Target Scenario 1: 3</i> <i>Target Scenario 2: 5</i> Number of experience-sharing opportunities for countries organized through the Secretariat, including bilateral missions and regional and global workshops/webinars. <i>Baseline: 8</i> <i>Target Scenario 1: 12</i> <i>Target Scenario 2: 20</i>	Proposal documents Evaluations of experience-sharing events/initiatives	A8. Countries motivated to work bilaterally or trilaterally due to the sharing of country experience being highly valued in addressing national needs. R8. Political cycles in countries out of step leading to limited opportunities to promote collaboration.
Cross-cutting Output				
	Strengthened capacities of national and regional learning institutions to effectively deliver climate change learning.	Number of institutions involved in delivering climate change learning activities with support by UN CC:Learn. <i>Baseline: to be established</i> <i>Target Scenario 1: additional 3</i> <i>Target Scenario 2: additional 5</i>	UN CC:Learn Secretariat figures	A9. Sufficient capacities currently existing for selected learning institutions to be able to engage in joint work with UN CC:Learn. R9. Few institutions sufficiently well resourced to be able to continuously engage in additional UN CC:Learn inspired training activities.
Activities (per Output)		Inputs		Assumptions & Risks
<u>List of activities for Output 1.1:</u> 1.1.1 Make the training and knowledge sharing platforms fully mobile compatible 1.1.2 Translate the training platform in all UN languages		Personnel, equipment, financial resources (see Section 7)		A10. Online e-tool is considered to be intuitive and useful by the majority of users. Increased visibility, accessibility, mobile compatibility will translate into a higher number of users.

<p>1.1.3 Make the training and knowledge-sharing platforms accessible to people with disabilities</p> <p>1.1.4 Fully review the structure and usability of the knowledge-sharing platform</p> <p>1.1.5 Engage with the private sector to increase visibility, accessibility, and targeting of communication.</p>		<p>R10. Too many alternative sources of e-learning available.</p>
<p><u>List of activities for Output 1.2:</u></p> <p>1.2.1 Overhaul the introductory e-learning course on climate change</p> <p>1.2.2 Develop new specialized learning modules</p> <p>1.2.3 Design and disseminate tailored learning products</p> <p>1.2.4 Establish a UN CC:Learn affiliation scheme.</p>		<p>A11. Users' interest in innovative, cutting-edge, user-friendly and tailored e-learning products. Strong technical inputs provided by UN CC:Learn partners according to mandate and areas of specialization. Eagerness of national/regional training organizations to participate in a UN affiliation scheme.</p> <p>R11. Waning demand for fee based e-learning and limited access in certain countries. Additional complexity in developing learning products tailored to specific context and in reviewing existing resources proposed for affiliation.</p>
<p><u>List of activities for Output 1.3:</u></p> <p>1.3.1 Deliver on-demand climate classrooms</p> <p>1.3.2 Upscale Youth Climate Dialogues</p> <p>1.3.3 Expand outreach on climate change education</p> <p>1.3.4 Provide evidence of the impact of climate change education through development of an analytical paper</p> <p>1.3.5. Engage with the private sector to enhance climate change education and training.</p>		<p>A.12 Partner demand for delivery of flagship initiative will continue to increase along with interest in investing in climate change education and training.</p> <p>R.12 Limited evidence collected and quantified about the impact of climate change education.</p>
<p><u>List of activities for Output 2.1:</u></p> <p>2.1.1 Revise the current guidance for strategy development</p>		<p>A.13 Sufficient number of additional countries is still interested in joining UN CC:Learn.</p>

<p>2.1.2 Organize new application process. 2.1.3 Support strategy development. 2.1.4 Evaluation of results.</p>		<p>R.13 Insufficient capacity in country within lead climate change institutions to effectively oversee the learning strategy development process.</p>
<p><u>List of activities for Output 2.2:</u> 2.2.1 Support for set-up of effective institutional arrangements in new partner countries 2.2.2 Promoting the implementation of the SICA Regional Action Plan. 2.2.3 Support joint resource mobilization for strategy implementation in Francophone Africa 2.2.4 Targeted technical advice for integrating learning action in GCF proposals. 2.2.5 Private sector engagement.</p>		<p>A.14 Participating countries recognize the value and importance of strengthened coordination arrangements to support the implementation of learning strategies.</p> <p>R.14 Regional hubs for Francophone Africa and SICA do not have sufficient capacity to promote implementation in the regions they cover.</p>
<p><u>List of activities for Output 2.3:</u> 2.3.1 Support SICA regional programme 2.3.2 Establish hub for Francophone countries 2.3.3 Test pairing model</p>		<p>A.15 Countries are interested to collaborate through regional hub. Institution with sufficient capacity can be identified for Francophone hub.</p> <p>R.15 Collaboration among countries is hindered through political conflicts.</p>
<p><u>List of activities for Cross-Cutting Output:</u> CCO1: Develop and deliver climate change learning action through local partners CCO2: Leverage existing networks and initiatives CCO3: Strengthen the capacity of the regional support hubs</p>		<p>A16. Relevant existing networks can be identified and are interested in collaborating with UN CC:Learn.</p> <p>R.16 Local partners of existing networks do not have sufficient capacity to engage in UN CC:Learn activities.</p>

Annex F: Evaluation Audit Trail Template

(To be completed by the TAG to show how the received comments on the draft report have (or have not) been incorporated into the evaluation report. This audit trail should be included as an annex in the evaluation report.)

To the comments received on (date) from the evaluation of the UN CC:Learn

The following comments were provided in track changes to the draft evaluation report; they are referenced by institution ("Author" column) and track change comment number ("#" column):

Author	#	Para No./ comment location	Comment/Feedback on the draft evaluation report	Evaluator response and actions taken

Annex G: Evaluation Consultant Code of Conduct and Agreement Form*

The evaluator:

1. Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
2. Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.
3. Should protect the anonymity and confidentiality of individual informants. He/she should provide maximum notice, minimize demands on time, and respect people's right not to engage. He/she must respect people's right to provide information in confidence and must ensure that sensitive information cannot be traced to its source. He/she are not expected to evaluate individuals and must balance an evaluation of management functions with this general principle.
4. Sometimes uncovers evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. He/she should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.
5. Should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, he/she must be sensitive to and address issues of discrimination and gender equality. He/she should avoid offending the dignity and self-respect of those persons with whom he/she comes in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, he/she should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders' dignity and self-worth.
6. Is responsible for his/her performance and his/her product(s). He/she is responsible for the clear, accurate and fair written and/or oral presentation of study imitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

Evaluation Consultant Agreement Form¹

Agreement to abide by the Code of Conduct for Evaluation in the UN System

Name of Consultant: _____

Name of Consultancy Organization (where relevant): _____

I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation. and I declare that any past experience, of myself, my immediate family or close friends or associates, does not give rise to an actual or perceived conflict of interest.

Signed at place on date

Signature: _____

¹www.unevaluation.org/unegcodeofconduct

*This form is required to be signed by each evaluator involved in the evaluation.

Annex 4. Survey/questionnaires deployed

Global Partners

Global Academia, Private Sector, NGOs

National Partners

Course and Event Participants

UN CC:Learn independent evaluation survey to country partners

Introduction

Dear UN CC:Learn country partner,

Thank you for your work with UN CC:Learn as our partner.

UNITAR is committed to undertaking periodic independent evaluations so we learn and improve. Your participation in this short survey will really help us! We are assessing the relevance, effectiveness, coherence, sustainability and impact of UN CC:Learn.

The survey should take around 15 minutes to complete. All responses, including any personal information you provide, will be kept strictly confidential. Your input will only be used in combination with the responses of others participating in the survey.

We thank you very much for your participation in UN CC:Learn and your time responding to this survey.

Please click on the "Next" button below to begin.

We look forward to receiving your feedback!

Mike Wiggins

Independent Evaluator

&

Planning, Performance Monitoring and Evaluation Unit, UNITAR

UN CC:Learn independent evaluation survey to country partners

About you

* 1. What is your gender?

- ☐ Female
- ☐ Male
- ☐ Prefer not to say
- ☐ Other (please specify)

* 2. What is your age bracket?

- ☐ 18-24
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55-64
- ☐ 65+

* 3. What region are you based in?

- ☐ Africa
- ☐ Asia and the Pacific
- ☐ Europe
- ☐ Latin America and the Caribbean
- ☐ North America
- ☐ Middle East

* 4. In what capacity do you relate to UN CC:Learn? (Tick all that apply)

- ☐ Country partner - host government
- ☐ Country partner - Focal point; UN country team
- ☐ Regional partner
- ☐ Other (please specify)

UN CC:Learn independent evaluation survey to country partners

UN CC:Learn involvement

* 5. What are the ways in which you interact with UN CC:Learn? (Tick all that apply)

- ☐ Contributing to country learning strategy development
- ☐ Online course participant
- ☐ In-person events attendee
- ☐ Participating in a Youth Climate Dialogue
- ☐ In person event facilitator / host / trainer
- ☐ Social media
- ☐ Co-develop bespoke training courses
- ☐ Contribute content to courses and events
- ☐ Other (please describe)

* 6. What contributions are you making to CC:Learn? (Tick all that apply)

- ☐ Providing project coordination
- ☐ We are a key project partner
- ☐ Providing financial support
- ☐ Providing training content
- ☐ Other (please describe below)

Please describe

* 7. When was the last time you received or contributed something from / to UN CC:Learn?

- ☐ Within the last week
- ☐ Within the last month
- ☐ Within the last 3 months
- ☐ Within the last 6 months
- ☐ Within the last 12 months
- ☐ 1+ year ago
- ☐ 2+ years ago
- ☐ 3+ years go

* 8. What was it that you most recently received or contributed? Please be as precise as possible.

* 9. What are the top three things that you value most about UN CC:Learn?

	highest	second highest	third highest
Online courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In person events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in developing contextualised training materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in developing contextualised events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in country learning / strategy supporting NDCs / NAPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in making progress towards SDGs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support through expanded networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specify here

* 10. Did the event, eCourse or website provide what you were looking for?

- ☐ Yes
- ☐ Partly
- ☐ No
- ☐ I can't remember

What were you looking for?

* 11. Has UN CC:Learn helped you change the way you do your professional work?

- ☐ Yes
- ☐ Something else influenced me to change my work
- ☐ CC Learn hasn't influenced me to change
- ☐ It has influenced me to change, but I can't.
- ☐ Not applicable (Not currently in paid employment)

UN CC:Learn independent evaluation survey to country partners

Changes resulting from the project

* 12. Expanding on your previous answer. Has UN CC:Learn influenced the following?:

- ☐ Changes in personal or team home working or location
- ☐ Changes in office climate / environment impact
- ☐ Changes in project climate / environment impact
- ☐ Changes in national policy
- ☐ Changes in national action

Please explain

* 13. Has UN CC:Learn helped you influence the climate change related behaviours or decision making of others?

- ☐ Yes
- ☐ No

Please explain

* 14. Has your work with CC:Learn led to some unexpected changes or events in your personal or professional life that you would not have expected? If so, can you please describe them?

- ☐ Lots of unexpected changes
- ☐ Some unexpected changes
- ☐ One unexpected change
- ☐ No unexpected changes

Please explain

UN CC:Learn independent evaluation survey to country partners

Inclusivity

* 15. Has your UN CC:Learn related Climate Change work incorporated any of the following themes into the design and implementation of your work, and specifically in the selection of direct and indirect beneficiaries?

- ☐ Human rights
- ☐ Women's empowerment
- ☐ Actions targeting vulnerable countries or groups such as persons with disabilities, children, etc.

Please explain

16. Do you have any suggestions to make the UN CC:Learn content more inclusive of people of different genders, abilities, ethnicities or other difference?

UN CC:Learn independent evaluation survey to country partners

Global dimension

* 17. How relevant is the UN CC:Learn project to your country in developing learning priorities which support implementation of their Nationally Defined Contributions, National Adaptation Plans and/or Sustainable Development Goal 13 related-targets?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ Not at all
- ☐ Not relevant

Please explain your response

* 18. How effective is CC:Learn at empowering you to become actors of change?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ Not at all (please explain)

* 19. How much is CC:Learn contributing to the global debate on climate change learning?

- ☐ Significantly
- ☐ Notably
- ☐ Moderately
- ☐ Slightly
- ☐ I don't know
- ☐ It's too early to say
- ☐ Not at all (please explain)

* 20. How effective is the project in supporting your country to access learning products and services to implement NAPs and NDCs?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ I don't know
- ☐ Not applicable
- ☐ Ineffective (please explain)

UN CC:Learn independent evaluation survey to country partners

National dimension

* 21. How effective is the project in supporting your country in addressing learning priorities to implement their NAPs and NDCs, and helping in improving the accessibility of learning products and services?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ I don't know
- ☐ Ineffective (Please explain)

* 22. To what extent are national climate change learning assessments and strategies being developed through multi-stakeholder collaboration?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ I don't know
- ☐ Not applicable (no learning assessments done since 2017)
- ☐ It's too early to say
- ☐ Not at all (please explain)

* 23. To what extent is the project supporting national and regional learning institutions to deliver climate change learning effectively?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ I don't know
- ☐ Not applicable
- ☐ Not at all (Please explain)

* 24. Is the collaboration of UN CC:Learn partners making country climate change learning and action more efficient?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ Not at all

Please explain

UN CC:Learn independent evaluation survey to country partners

* 25. Approximately what level of additional funding has your country committed to NAP/ NDC learning related actions?

* 26. What UN CC:Learn activities will you continue doing? (Tick all that apply)

- ☐ Public awareness raising
- ☐ Training for professionals
- ☐ Teacher training
- ☐ Youth engagement
- ☐ Development of learning products
- ☐ Integration of climate change into school curricula
- ☐ Other (Please describe)

* 27. Are you using UN CC:Learn to support national development policies and standards? (Tick all that apply)

- ☐ Yes, towards the 2030 Agenda for Sustainable Development
- ☐ Yes, towards the UNFCCC and Paris Agreement
- ☐ Yes, towards our National Development Framework
- ☐ Yes, towards national Climate Change Policy (Please list below)
- ☐ Yes towards the country's Nationally Defined Contributions
- ☐ Yes, towards the country's National Adaptation Plan
- ☐ Yes, toward supporting other national development policies or standards (Please list below)
- ☐ No (Please list below why it is not supporting or which ones it is not supporting)

Please list here

* 28. How could UN CC:Learn build on learning from the 2020 Covid-19 pandemic? (tick all that apply)

- ☐ More visible health and climate eCourses
- ☐ Develop Health and climate change events
- ☐ Provide training on remote climate change work
- ☐ Provide specific CC training for health workers
- ☐ Create downloadable, offline content
- ☐ Support partners to develop country or agency specific climate-health learning resources
- ☐ Providing learning resources supporting sectoral climate change related contingency planning
- ☐ Other (please advise)

* 29. Are you learning from any other climate change initiatives?

- ☐ No - we have sufficient resources
- ☐ No - we don't know about them
- ☐ No - we're focusing on ensuring UN CC:Learn meets our needs
- ☐ Yes (specify which ones)

UN CC:Learn independent evaluation survey to country partners

UN CC:Learn secretariat support

The UN CC:Learn Secretariat is responsible for the day to day management of the project. Its responsibilities include:

- Ensure the programme's agreed outputs are delivered.
- Represent UN CC:Learn at national or international meetings.
- Communicate regularly with the Steering Group members to report on progress and collaboration opportunities.
- Organise the annual Steering Group meeting.
- Organise country exchange workshops.
- Coordinate ad hoc project working groups.
- Provide financial and technical support to countries for development and implementation of their climate change learning strategies.
- Coordinate with and provide technical support to Steering Group members who are supporting countries with climate change learning strategies.
- Ensure visibility of project activities via website, newsletters, social media and other communication channels.
- Coordinate resource mobilization at global level.
- Support resource mobilization for national projects.
- Monitor, report and communicate on programme progress.

* 30. How efficient are UN CC:Learn's management arrangements?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ Not efficient
- ☐ Don't know

Please explain

* 31. How effective has the Secretariat been in coordinating countries' activities and in monitoring assistance and advice?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ Not effective

What could they improve? Please explain

* 32. Do you have any suggestions on how UN CC:Learn could improve any of the following?: (tick all that apply)

- ☐ Online courses
- ☐ On line guides
- ☐ In-person events
- ☐ Support in developing contextualised training materials
- ☐ Support in developing contextualised events
- ☐ Social media support
- ☐ Support in developing country learning strategies, NDCs, NAPs
- ☐ Support in making progress towards SDGs?
- ☐ Support through expanded networks
- ☐ Support in coordinating countries' activities and in monitoring assistance and advice
- ☐ Support in regional activities
- ☐ Other

Please explain

33. Do you have any comments that you feel may be useful to the evaluation?

* 34. We would like to contact a number of people to discuss their answers in more depth. Please advise if you're happy to be contacted if selected.

☐ No

☐ Yes (please specify your email address)

Thank you very much for your time in responding to this survey!

UN CC:Learn independent evaluation survey to private sector, Academia and NGOs

Introduction

Dear UN CC:Learn partner,

Thank you for partnering with UN CC:Learn.

UNITAR is committed to undertaking periodic independent evaluations so we learn and improve. As part of this exercise, we are reaching out to all current and recent partners of UN CC: Learn, and your participation in this short survey will really help us! We are assessing the relevance, effectiveness, coherence, sustainability and impact of UN CC:Learn.

The survey should take around 15 minutes to complete. All responses, including any personal information you provide, will be kept strictly confidential. Your input will only be used in combination with the responses of others participating in the survey.

We thank you very much for your participation in UN CC:Learn and your time responding to this survey.

Please click on the "Next" button below to begin.

We look forward to receiving your feedback!

Mike Wiggins

Independent Evaluator

&

Planning, Performance Monitoring and Evaluation Unit, UNITAR

UN CC:Learn independent evaluation survey to private sector, Academia and NGOs

About you

* 1. What is your gender?

- ☐ Female
- ☐ Male
- ☐ Prefer not to say
- ☐ Other (please specify)

* 2. What is your age bracket?

- ☐ 18-24
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55-64
- ☐ 65+

* 3. What region are you based in?

- ☐ Africa
- ☐ Asia and the Pacific
- ☐ Europe
- ☐ Latin America and the Caribbean
- ☐ North America
- ☐ Middle East

* 4. In what capacity do you relate to UN CC:Learn? (Tick all that apply)

- ☐ As a partner from business
- ☐ As a partner from Academia
- ☐ As a partner from an NGO
- ☐ Other (please specify)

UN CC:Learn independent evaluation survey to private sector, Academia and NGOs

UN CC:Learn involvement

* 5. What are the ways in which you interact with UN CC:Learn? (Tick all that apply)

- ☐ Online course participant
- ☐ In-person events attendee
- ☐ Participating in a Youth Climate Dialogue
- ☐ In person event facilitator / host / trainer
- ☐ Social media
- ☐ Co-develop bespoke training courses
- ☐ Provide staff input
- ☐ Other (please describe)

* 6. What contributions are you making to CC:Learn? (Tick all that apply)

- ☐ Providing project coordination
- ☐ We are a key project partner
- ☐ Providing financial support
- ☐ Providing training content
- ☐ Helping UN CC:Learn broaden its outreach
- ☐ Other (please describe below)

Please describe

* 7. When was the last time you received something from (or contributed something to) UN CC:Learn?

- ☐ Within the last week
- ☐ Within the last month
- ☐ Within the last 3 months
- ☐ Within the last 6 months
- ☐ Within the last 12 months
- ☐ 1+ year ago
- ☐ 2+ years ago
- ☐ 3+ years go
- ☐ Never

UN CC:Learn independent evaluation survey to private sector, Academia and NGOs

* 8. What was it that you most recently received or contributed? Please be as precise as possible.

* 9. What are the top three things that you value most about UN CC:Learn?

	highest	second highest	third highest
Online courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In person events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in developing contextualised training materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in developing contextualised events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in country learning / strategy supporting NDCs / NAPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in making progress towards SDGs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support through expanded networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specify here

* 10. Did the event, eCourse or website provide what you were looking for?

- ☐ Yes
- ☐ Partly
- ☐ No
- ☐ I can't remember

What were you looking for?

* 11. Has UN CC:Learn helped you change the way you do your professional work?

- ☐ Yes
- ☐ Something else influenced me to change my work
- ☐ CC Learn hasn't influenced me to change
- ☐ It has influenced me to change, but I can't.
- ☐ Not applicable (I'm currently not in paid employment)

UN CC:Learn independent evaluation survey to private sector, Academia and NGOs

Changes resulting from the project

* 12. Expanding on your previous answer. Has UN CC:Learn influenced the following?:

- ☐ Changes in personal or team home working or location
- ☐ Changes in office climate / environment impact
- ☐ Changes in project climate / environment impact
- ☐ Changes in national policy
- ☐ Changes in national action

Please explain

* 13. Has UN CC:Learn helped you influence the climate change related behaviours or decision making of others?

- ☐ Yes
- ☐ No

Please explain

* 14. Has your work with CC:Learn led to some unexpected changes or events in your personal or professional life that you would not have expected? If so, can you please describe them?

- ☐ Lots of unexpected changes
- ☐ Some unexpected changes
- ☐ One unexpected change
- ☐ No unexpected changes

Please explain

UN CC:Learn independent evaluation survey to private sector, Academia and NGOs

inclusivity

* 15. Has your UN CC:Learn related Climate Change work incorporated any of the following themes into the design and implementation of your work, and specifically in the selection of direct and indirect beneficiaries?

- ☐ Human rights
- ☐ Women's empowerment
- ☐ Actions targeting vulnerable countries or groups such as persons with disabilities, children, etc.

Please explain

16. Do you have any suggestions to make the UN CC:Learn content more inclusive of people of different genders, abilities, ethnicities or other difference?

UN CC:Learn independent evaluation survey to private sector, Academia and NGOs

Global dimension

* 17. How effective is UN CC:Learn at strengthening you in acting on climate change?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ Not at all
- ☐ I don't know

Please explain

* 18. How much is CC:Learn contributing to the global debate on climate change learning?

- ☐ Significantly
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ Not applicable
- ☐ I don't know
- ☐ Not at all (please explain)

* 19. To what extent is the project supporting national and regional learning institutions to deliver climate change learning effectively?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ Not very effectively
- ☐ Not applicable
- ☐ Not at all (Please explain)

UN CC:Learn independent evaluation survey to private sector, Academia and NGOs

Collaboration of partners

* 20. Is your collaboration with UN CC:Learn making country climate change learning and action more efficient?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ Not at all
- ☐ Not applicable

Please explain

UN CC:Learn independent evaluation survey to private sector, Academia and NGOs

* 21. What UN CC:Learn activities will you continue doing? (Tick all that apply)

- ☐ Develop joint events at major climate change conferences and contribute to the Climate Classroom initiative
- ☐ Contribute to the Youth Climate Dialogue initiative
- ☐ Contribute to developing and disseminating e-learning products
- ☐ Support national and regional UN CC:Learn projects
- ☐ Not applicable
- ☐ Other (Please describe)

* 22. How could UN CC:Learn build on learning from the 2020 Covid-19 pandemic? (tick all that apply)

- ☐ More visible health and climate eCourses
- ☐ Develop Health and climate change events
- ☐ Provide training on remote climate change work
- ☐ Provide specific CC training for health workers
- ☐ Create downloadable, offline content
- ☐ Support partners to develop country or agency specific climate-health learning resources
- ☐ Providing learning resources supporting sectoral climate change related contingency planning
- ☐ Other (please advise)

* 23. Are you engaged in any other climate change initiatives?

- ☐ Yes (specify which ones and how you are engaging below)
- ☐ No

Specify which ones, how or why not

UN CC:Learn independent evaluation survey to private sector, Academia and NGOs

UN CC:Learn secretariat support

* 24. How efficient or cost effective would you rate your relationship as a partner of UN CC:Learn?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ Not efficient
- ☐ Don't know

Please explain

* 25. Do you have any suggestions on how UN CC:Learn could improve any of the following?: (tick all that apply)

- ☐ Online courses
- ☐ On line guides
- ☐ In-person events
- ☐ Support in developing contextualised training materials
- ☐ Support in developing contextualised events
- ☐ Social media support
- ☐ Support in developing country learning strategies, NDCs, NAPs
- ☐ Support in making progress towards SDGs?
- ☐ Support through expanded networks
- ☐ Support in coordinating countries' activities and in monitoring assistance and advice
- ☐ Support in regional activities
- ☐ Other

Please explain

26. Do you have any comments that you feel may be useful to the evaluation?

* 27. We would like to contact a number of people to discuss their answers in more depth. Please advise if you're happy to be contacted if selected.

☐ No

☐ Yes (please specify your email address)

Thank you very much for your time in responding to this survey!

UN CC:Learn independent evaluation participant survey

Introduction

Dear UN CC:Learn participant,

Thank you for having participated to a UN CC:Learn course or event.

UNITAR is committed to undertaking periodic independent evaluations so we learn and improve. As a participant in one of the UN CC:Learn courses or activities, you are an important stakeholder and your participation in this short survey will really help us! We are assessing the relevance, effectiveness, coherence, sustainability and impact of UN CC:Learn.

The survey should take around 15 minutes to complete. All responses, including any personal information you provide, will be kept strictly confidential. Your input will only be used in combination with the responses of others participating in the survey.

We thank you very much for your participation in UN CC:Learn and your time responding to this survey.

Please click on the "Next" button below to begin.

We look forward to receiving your feedback!

Mike Wiggins
Independent Evaluator
&
Planning, Performance Monitoring and Evaluation Unit, UNITAR

UN CC:Learn independent evaluation participant survey

About you

* 1. What is your gender?

- ☐ Female
- ☐ Male
- ☐ Prefer not to say
- ☐ Other (please specify)

* 2. What is your age bracket?

- ☐ 12-14
- ☐ 15-24
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55-64
- ☐ 65+
- ☐ Prefer not to say

* 3. What country are you based in?

* 4. What is your nationality?

* 5. Please tick the sector in which you operate or work.

- ☐ School or academia
- ☐ Government – National
- ☐ Government – State/Provincial
- ☐ Government – Local
- ☐ International Organization (non-UN)
- ☐ UN – International Staff
- ☐ UN – Local staff
- ☐ Regional Organization
- ☐ Non-Governmental Organization / voluntary sector
- ☐ Private Sector
- ☐ None of the above, please specify

* 6. What is the main way in which you interact with UN CC:Learn?

- ☐ On-line courses
- ☐ In-person training events
- ☐ Social media
- ☐ Other (please describe)

UN CC:Learn independent evaluation participant survey

About the course or event

* 7. What was the last course you took?

UN CC:Learn independent evaluation participant survey

* 8. What was the last event you have participated in?

UN CC:Learn independent evaluation participant survey

* 9. Was the course, event, guide, or social media content relevant to your needs? If not, what was missing, or what were you looking for?

- ☐ Yes
- ☐ Partly (Please describe below what was missing)
- ☐ No (Please describe below what was missing)

Please describe here

* 10. What was your main reason for enrolling in the last course or event you participated in?

- ☐ Professional interest - relevant to my current job
- ☐ Professional interest, to grow my career in another job
- ☐ To make changes in my personal life
- ☐ To strengthen my ability to make a personal contribution to environmental change
- ☐ Other please specify

* 11. Have you applied / used the acquired knowledge from the course / event?

- ☐ Yes
- ☐ No

Please describe how or why not

UN CC:Learn independent evaluation participant survey

Changes resulting from the course

* 12. Please indicate how frequently you have applied the knowledge you gained from participating (whether in your personal or in your professional life).

- ☐ at least daily
- ☐ at least weekly
- ☐ at least monthly
- ☐ at least annually
- ☐ never - I haven't been able to
- ☐ never - I have already made significant changes

* 13. Which of the following factors enabled or prevented you to apply knowledge / skills from the training? (Tick all that apply)

	Presence of this factor strongly enabled me	Presence of this factor enabled me somewhat	Neutral	Absence of this factor prevented me somewhat	Absence of this factor strongly prevented me
Importance of knowledge/skills to my job success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presence of opportunities at work for me to apply knowledge/skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support/feedback received from my supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support/feedback received from my colleagues/peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidence to apply knowledge/skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient knowledge/skills to be applied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Action plans facilitated at the event/course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 14. Did the course or event change the way you think about climate change?

- ☐ Completely
- ☐ Mostly
- ☐ Slightly
- ☐ Not at all (please explain)

* 15. Do you speak or advocate about climate change?

- ☐ Yes
- ☐ No

UN CC:Learn independent evaluation participant survey

* 16. Have you become more confident in speaking or advocating about climate change because of the course / event?

- ☐ Yes
- ☐ No - CC Learn didn't meet my needs
- ☐ No - I was already confident in this

* 17. Have you changed your resource consumption pattern because of the course / event?

- ☐ Fully – I have completely altered the way I think and act in relation to climate change
- ☐ Very much – I have made some important changes to my life and routine
- ☐ Somewhat – I have made a few changes in my life and routine
- ☐ Not at all – I continued to think and behave exactly the same as I did previously
- ☐ Not relevant to the event I participated in
- ☐ Other (please specify)

UN CC:Learn independent evaluation participant survey

changes resulting from the course continued

* 18. As a result of taking the course/event, what actions **have you adopted** to tackle climate change? (tick all that apply)

- ☐ I have changed the way I travel (walk more, take public transport, fly less)
- ☐ I had changed my diet (eat more plants, less meat and animal products)
- ☐ I have changed the way I shop, buying only what I need and choosing brands of foods, clothes or cleaning products that are locally sourced or more environmentally friendly
- ☐ I have recycled more of my waste at home and at work
- ☐ I have become more efficient in the way I use water or energy
- ☐ I have continued learning and finding new ways that I can tackle climate change
- ☐ I have supported climate movements and advocacy
- ☐ I have tried to influence my local community and authorities, through advocacy or my voting rights
- ☐ I have tried to influence my friends, colleagues and family
- ☐ I have tried to engage in policy work
- ☐ Changes in my professional work" (Please explain below)
- ☐ Not relevant to the event I participated in
- ☐ Have you done something else entirely different? Please let us know:

* 19. What actions do you **intend to adopt** to tackle climate change as a result of taking the course / event? (tick all that apply)

- ☐ I will change the way I travel (walk more, take public transport, fly less)
- ☐ I will change my diet (eat more plants, less meat and animal products)
- ☐ I will change the way I shop, buying only what I need and choosing brands of foods, clothes or cleaning products that are locally sourced and more environmentally friendly
- ☐ I will recycle more of my waste at home and at work
- ☐ I will become more efficient in the way I use water or energy
- ☐ I will continue learning and finding new ways that I can tackle climate change
- ☐ I will support climate movements and advocacy
- ☐ I will try to influence my local community and local authorities, through advocacy or my voting rights
- ☐ I will try to influence my friends, colleagues and family
- ☐ I will try to engage in policy work
- ☐ Changes in my professional work" (Please explain below)
- ☐ Not relevant to the event I participated in
- ☐ Will you do something else entirely different? Please let us know:

* 20. Have you been involved in any other activities related to addressing climate change related behaviours because of the course / event?

☐ Yes

☐ No

If yes, kindly provide a description

* 21. Did participating in the course lead to some changes in your personal or professional life that you would not have expected?

☐ Yes

☐ No

If so, can you please describe them?

UN CC:Learn independent evaluation participant survey

* 22. Which of the following did the course / event help you improve ? (Tick all that apply)

- ☐ Income - Received a pay raise
- ☐ Job status - Received a promotion or additional responsibilities
- ☐ None of the above
- ☐ Other (please specify)

* 23. To what extent do you find UN CC:Learn climate and environment content addresses or misses your specific needs due to your age, gender, abilities, health, religion, sexuality or ethnicity?

- ☐ Content is relevant (Please explain)
- ☐ Content is partially relevant but could be strengthened (Please explain)
- ☐ Content misses significant issues relating to me (Please explain)
- ☐ Other (Please describe below)

Please describe

24. Do you have any suggestions to make the content more inclusive of people of different genders, abilities, ethnicities or other difference?

* 25. Is there any other way in which UN CC:Learn could help you? (Tick all that apply)

- ☐ Support through social media (please describe below)
- ☐ Guidance on community mobilisation or community organising (please explain below)
- ☐ Guidance on engagement through new trends or technology (please describe below)
- ☐ Supporting you in developing bespoke training for your context (please describe below)
- ☐ Engaging with government or multilateral policy or process (please explain below)
- ☐ Helping you connect with others (Please explain below)
- ☐ Facilitating you in uploading your own content, success stories or learning
- ☐ Provide training on influencing social change
- ☐ Other (please add below)

Please explain

UN CC:Learn independent evaluation participant survey

* 26. How could UN CC:Learn build on learning from the 2020 Covid-19 pandemic?

- ☐ More visible health and climate eCourses
- ☐ Develop Health and climate change events
- ☐ Provide training on remote working
- ☐ Provide specific CC training for health workers
- ☐ Create downloadable, offline content
- ☐ Provide training on influencing social change
- ☐ Provision of more online opportunities for learning and discussion on climate change (e.g. providing technology platforms to facilitate discussion)
- ☐ Other (please advise)

* 27. Are you learning from any other climate change initiatives?

- ☐ Yes
- ☐ No
- ☐ Please explain which ones or why not

* 28. If UN CC:Learn gave you the opportunity and donor funding ceases, would you be likely to donate funds to make the course content available to people made vulnerable? (please note that this will not be taken as a commitment). \$ = USD

- ☐ I cannot / would rather not donate
- ☐ Yes. \$10 or less
- ☐ Yes, between \$10 and \$100
- ☐ Yes, more than \$100

29. Do you have any comments that you feel may be useful to the evaluation?

* 30. We would like to contact a number of people to discuss their answers in more depth. Please advise if you're happy to be contacted if selected.

- ☐ No
- ☐ Yes (please specify your email address)

Thank you very much for your time in responding to this survey!

UN CC:Learn independent evaluation survey to global partners

Introduction

Dear UN CC:Learn global partner,

Thank you for partnering with UN CC:Learn.

UNITAR is committed to undertaking periodic independent evaluations so we learn and improve. Your participation in this short survey will really help us! We are assessing the relevance, effectiveness, coherence, sustainability and impact of UN CC:Learn.

The survey should take around 15 minutes to complete. All responses, including any personal information you provide, will be kept strictly confidential. Your input will only be used in combination with the responses of others participating in the survey.

We thank you very much for your participation in UN CC:Learn and your time responding to this survey.

Please click on the "Next" button below to begin.

We look forward to receiving your feedback!

Mike Wiggins

Independent Evaluator

&

Planning, Performance Monitoring and Evaluation Unit, UNITAR

UN CC:Learn independent evaluation survey to global partners

About you

* 1. What is your gender?

- ☐ Female
- ☐ Male
- ☐ Prefer not to say
- ☐ Other (please specify)

* 2. What is your age bracket?

- ☐ 18-24
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55-64
- ☐ 65+

* 3. What region are you based in?

- ☐ Africa
- ☐ Asia and the Pacific
- ☐ Europe
- ☐ Latin America and the Caribbean
- ☐ North America
- ☐ Middle East

* 4. In what capacity do you relate to UN CC:Learn? (Tick all that apply)

- ☐ UN partner
- ☐ Other international organization partner
- ☐ Other (please specify)

UN CC:Learn independent evaluation survey to global partners

UN CC:Learn involvement

* 5. What are the ways in which you interact with UN CC:Learn? (Tick all that apply)

- ☐ Online course participant
- ☐ In-person events attendee
- ☐ Participating in a Youth Climate Dialogue
- ☐ In person event facilitator / host / trainer
- ☐ Social media
- ☐ Co-develop bespoke training courses
- ☐ Provide staff input
- ☐ Annual Steering Group meeting
- ☐ Other (please describe)

* 6. What contributions are you making to CC:Learn? (Tick all that apply)

- ☐ Providing project coordination
- ☐ Providing strategic advice/guidance
- ☐ Providing financial support
- ☐ Providing training content
- ☐ Other (please describe below)

Please describe

* 7. When was the last time you received or contributed something from / to UN CC:Learn?

- ☐ Within the last week
- ☐ Within the last month
- ☐ Within the last 3 months
- ☐ Within the last 6 months
- ☐ Within the last 12 months
- ☐ 1+ year ago
- ☐ 2+ years ago
- ☐ 3+ years go

* 8. What was it that you most recently received or contributed? Please be as precise as possible.

* 9. What are the top three things that you value most about UN CC:Learn?

	highest	second highest	third highest
Online courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In person events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in developing contextualised training materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in developing contextualised events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in country learning / strategy supporting NDCs / NAPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in making progress towards SDGs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support through expanded networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specify here

* 10. Did the event, eCourse or website provide what you were looking for?

- ☐ Yes
- ☐ Partly
- ☐ No
- ☐ I can't remember

What were you looking for?

* 11. Has UN CC:Learn helped you change the way you do your professional work?

- ☐ Yes
- ☐ Something else influenced me to change my work
- ☐ CC Learn hasn't influenced me to change
- ☐ It has influenced me to change, but I can't.
- ☐ Not applicable (I'm currently not in paid employment)

UN CC:Learn independent evaluation survey to global partners

Changes resulting from the project

* 12. Expanding on your previous answer. Has UN CC:Learn influenced the following?:

- ☐ Changes in personal or team home working or location
- ☐ Changes in office climate / environment impact
- ☐ Changes in project climate / environment impact
- ☐ Changes in national policy
- ☐ Changes in national action

Please explain

* 13. Has UN CC:Learn helped you influence the climate change related behaviours or decision making of others?

- ☐ Yes
- ☐ No

Please explain

* 14. Has your work with CC:Learn led to some unexpected changes or events in your personal or professional life that you would not have expected? If so, can you please describe them?

- ☐ Lots of unexpected changes
- ☐ Some unexpected changes
- ☐ One unexpected change
- ☐ No unexpected changes

Please explain

UN CC:Learn independent evaluation survey to global partners

inclusivity

* 15. Has your UN CC:Learn related Climate Change work incorporated any of the following themes into the design and implementation of your work, and specifically in the selection of direct and indirect beneficiaries?

- ☐ Human rights
- ☐ Women's empowerment
- ☐ Actions targeting vulnerable countries or groups such as persons with disabilities, children, etc.

Please explain

16. Do you have any suggestions to make the UN CC:Learn content more inclusive of people of different genders, abilities, ethnicities or other difference?

UN CC:Learn independent evaluation survey to global partners

Global dimension

* 17. As a UN CC:Learn Global Partner, how effective is UN CC:Learn at strengthening you in acting on climate change?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ Not at all (please explain)

* 18. How much is CC:Learn contributing to the global debate on climate change learning?

- ☐ Significantly
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ I don't know
- ☐ Not at all (please explain)

UN CC:Learn independent evaluation survey to global partners

Collaboration of partners

* 19. Is the collaboration of UN CC:Learn partners making country climate change learning and action more efficient?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ Not at all

Please explain

UN CC:Learn independent evaluation survey to global partners

* 20. What UN CC:Learn activities will you continue doing? (Tick all that apply)

- ☐ Contribute to the library of COP relevant publications
- ☐ Develop joint events at major climate change conferences and contribute to the Climate Classroom initiative
- ☐ Contribute to the Youth Climate Dialogue initiative
- ☐ Contribute to developing and disseminating e-learning products
- ☐ Support national and regional UN CC:Learn projects
- ☐ Participate in the UN CC:Learn Steering Group Meeting
- ☐ Other (Please describe)

* 21. How could UN CC:Learn build on learning from the 2020 Covid-19 pandemic? (tick all that apply)

- ☐ More visible health and climate eCourses
- ☐ Develop Health and climate change events
- ☐ Provide training on remote climate change work
- ☐ Provide specific CC training for health workers
- ☐ Create downloadable, offline content
- ☐ Support partners to develop country or agency specific climate-health learning resources
- ☐ Providing learning resources supporting sectoral climate change related contingency planning
- ☐ Other (please advise)

* 22. Are you engaged in any other climate change initiatives?

- ☐ Yes - internal. (Please describe which ones below)
- ☐ Yes - external. (Please describe which ones below)
- ☐ No - we're seeking to align all our climate change initiatives through CC:Learn
- ☐ No - other reason (Please describe why not below)
- ☐ Specify which ones or why not

23. What should UN CC:Learn do to monitor and reduce its own carbon footprint? (Tick all that apply)

- ☐ Annual carbon audit
- ☐ Staff training
- ☐ Flight reduction plan
- ☐ Change energy providers
- ☐ Reduce waste
- ☐ Publish it's emissions on UN CC:Learn website
- ☐ Nothing
- ☐ Other (please describe)

UN CC:Learn independent evaluation survey to global partners

UN CC:Learn secretariat support

The UN CC:Learn Secretariat is responsible for the day to day management of the project. Its responsibilities include:

- Ensure the programme's agreed outputs are delivered.
- Represent UN CC:Learn at national or international meetings.
- Communicate regularly with the Steering Group members to report on progress and collaboration opportunities.
- Organise the annual Steering Group meeting.
- Organise country exchange workshops.
- Coordinate ad hoc project working groups.
- Provide financial and technical support to countries for development and implementation of their climate change learning strategies.
- Coordinate with and provide technical support to Steering Group members who are supporting countries with climate change learning strategies.
- Ensure visibility of project activities via website, newsletters, social media and other communication channels.
- Coordinate resource mobilization at global level.
- Support resource mobilization for national projects.
- Monitor, report and communicate on programme progress.

* 24. How efficient are UN CC:Learn's management arrangements?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ Not efficient
- ☐ Don't know

Please explain

* 25. How effective has the UN CC:Learn Secretariat been in managing global elements of the programme?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ Not very effective

Please explain

* 26. How effective has the Secretariat been in coordinating countries' activities and in monitoring assistance and advice?

- ☐ Extremely
- ☐ Very
- ☐ Moderately
- ☐ Slightly
- ☐ Not at all

What could they improve? Please explain

* 27. Do you have any suggestions on how UN CC:Learn could improve any of the following?: (tick all that apply)

- ☐ Online courses
- ☐ On line guides
- ☐ In-person events
- ☐ Support in developing contextualised training materials
- ☐ Support in developing contextualised events
- ☐ Social media support
- ☐ Support in developing country learning strategies, NDCs, NAPs
- ☐ Support in making progress towards SDGs?
- ☐ Support through expanded networks
- ☐ Support in coordinating countries' activities and in monitoring assistance and advice
- ☐ Support in regional activities
- ☐ Other

Please explain

28. Do you have any comments that you feel may be useful to the evaluation?

* 29. We would like to contact a number of people to discuss their answers in more depth. Please advise if you're happy to be contacted if selected.

- ☐ No
- ☐ Yes (please specify your email address)

Thank you very much for your time in responding to this survey!

Annex 5. Survey Response Summaries

Global Partners

Global Academia, Private Sector, NGOs

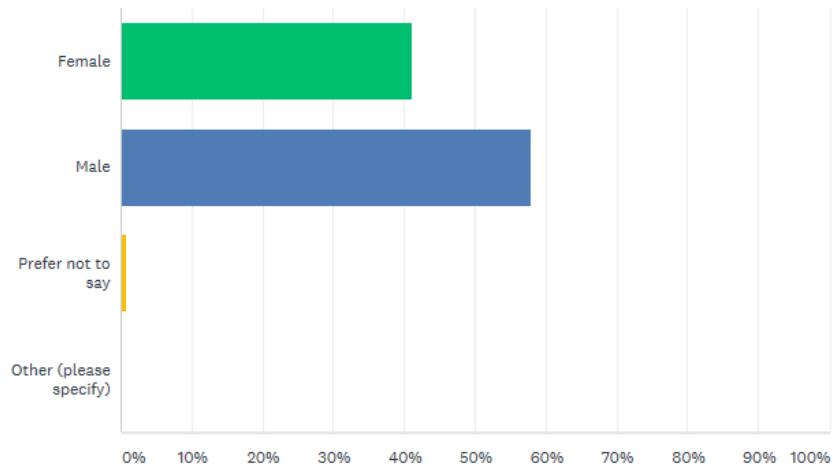
National Partners

Course and Event Participants

Survey to course and event participants: results

What is your gender?

Answered: 520 Skipped: 0

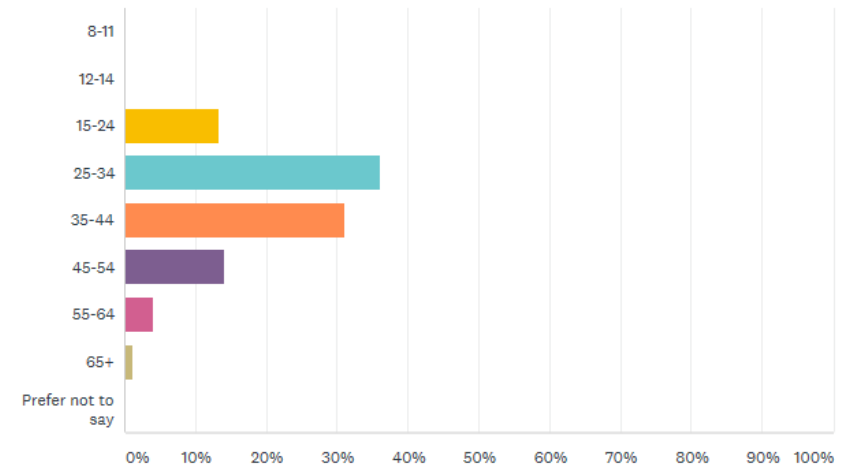


UN CC:Learn independent evaluation participant survey

🔍 (0)

What is your age bracket?

Answered: 520 Skipped: 0

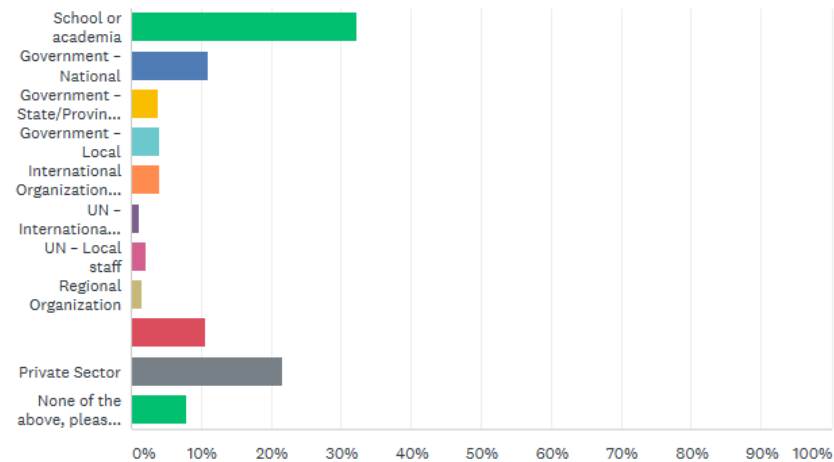


UN CC:Learn independent evaluation participant survey

🔍 (0)

Please tick the sector in which you operate or work.

Answered: 520 Skipped: 0

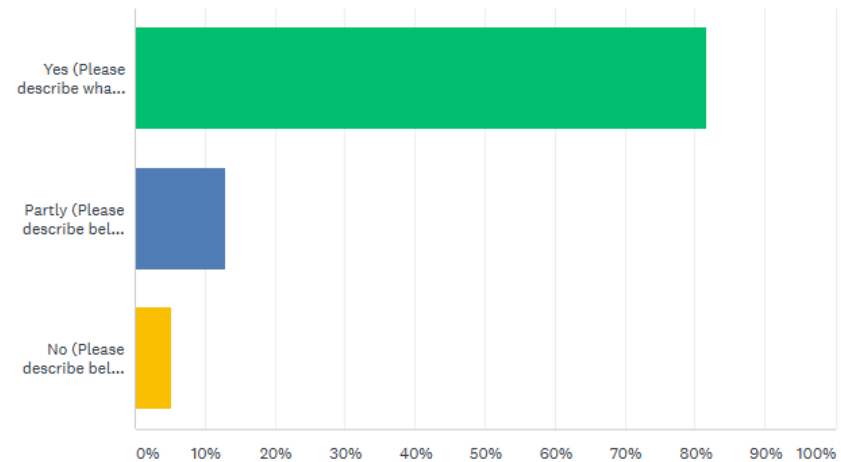


UN CC:Learn independent evaluation participant survey

🔍 (0)

Was the course, event, guide, or social media content relevant to your...

Answered: 454 Skipped: 66

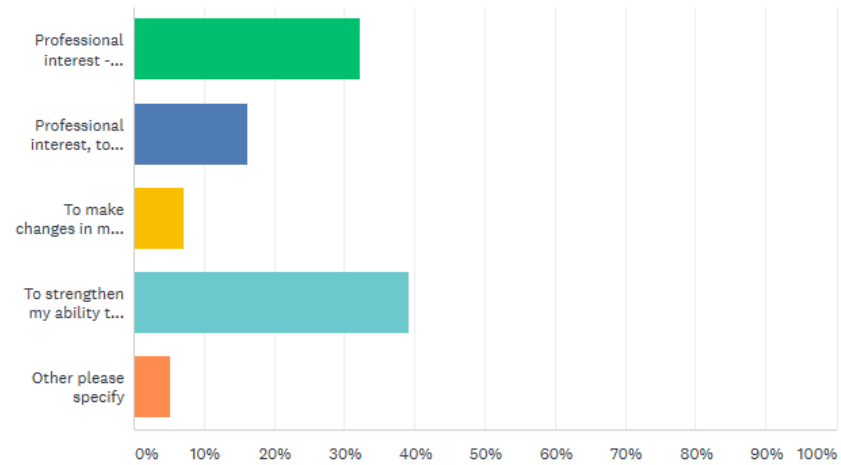


UN CC:Learn independent evaluation participant survey

🔍 (0)

What was your main reason for enrolling in the last course or event yo...

Answered: 454 Skipped: 66

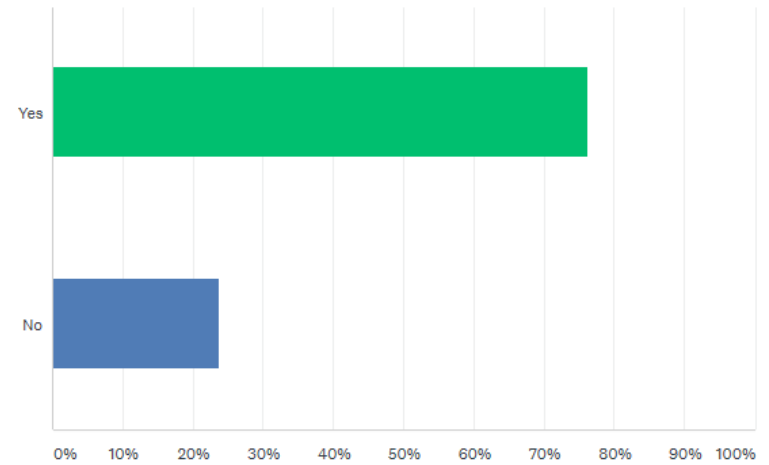


UN CC:Learn independent evaluation participant survey

🔍 (0)

Have you applied / used the acquired knowledge from the course / ev...

Answered: 454 Skipped: 66

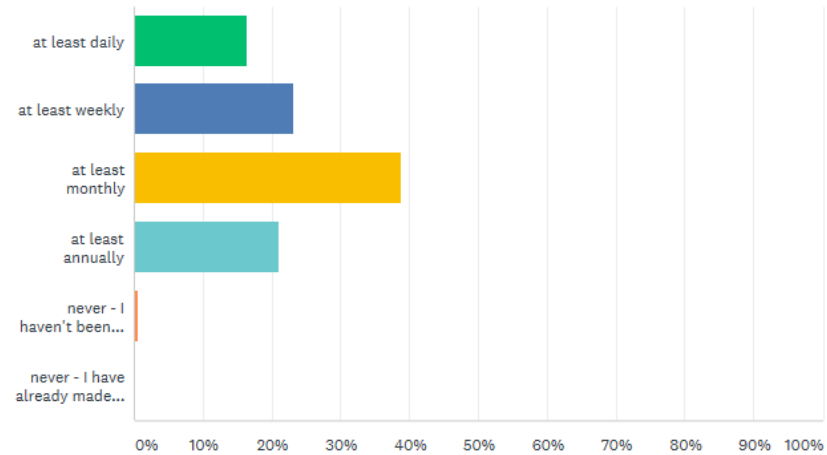


UN CC:Learn independent evaluation participant survey

🔍 (0)

Please indicate how frequently you have applied the knowledge you g...

Answered: 324 Skipped: 196

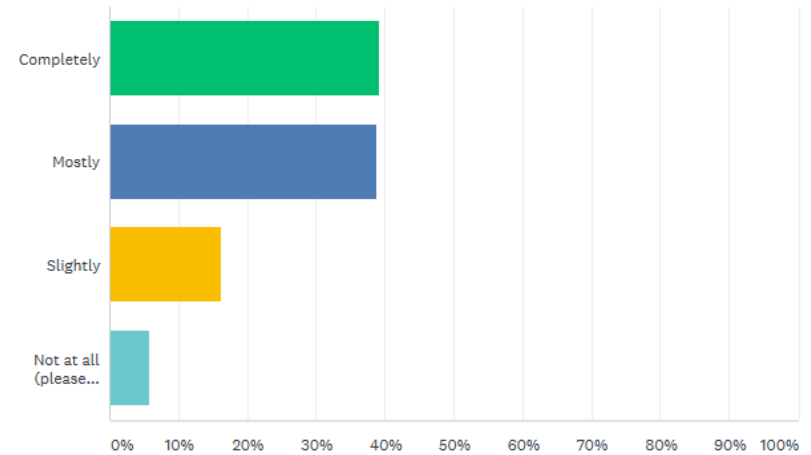


UN CC:Learn independent evaluation participant survey

🔍 (0)

Did the course or event change the way you think about climate chang...

Answered: 432 Skipped: 88

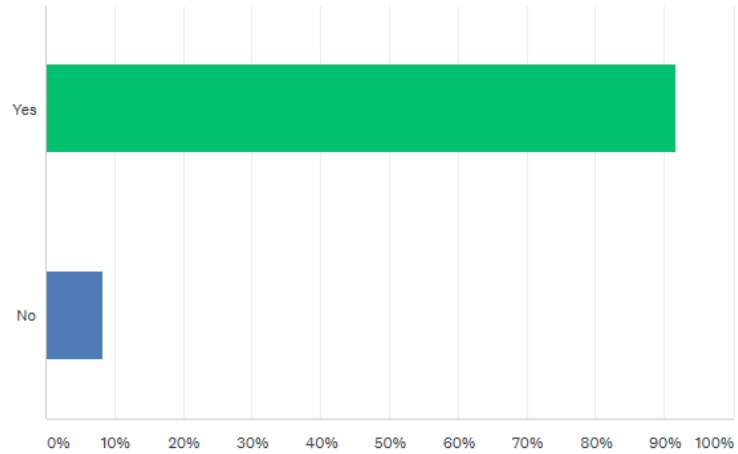


UN CC:Learn independent evaluation participant survey

🔍 (0)

Do you speak or advocate about climate change?

Answered: 432 Skipped: 88

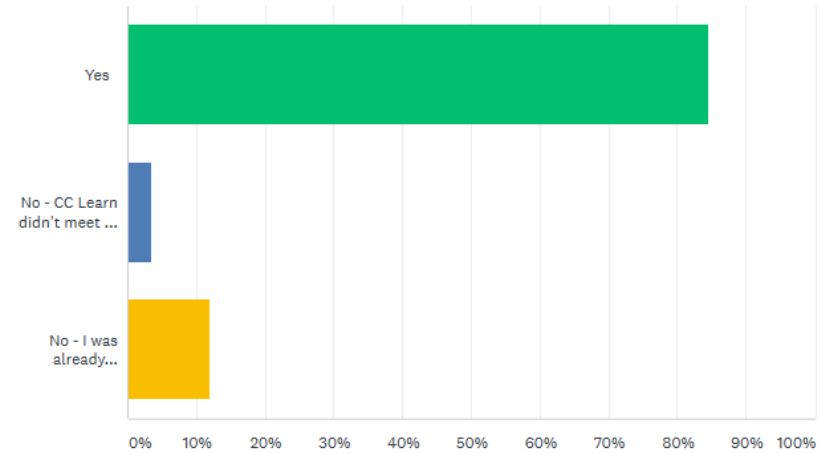


UN CC:Learn independent evaluation participant survey

🔍 (0)

Have you become more confident in speaking or advocating about cli...

Answered: 394 Skipped: 126

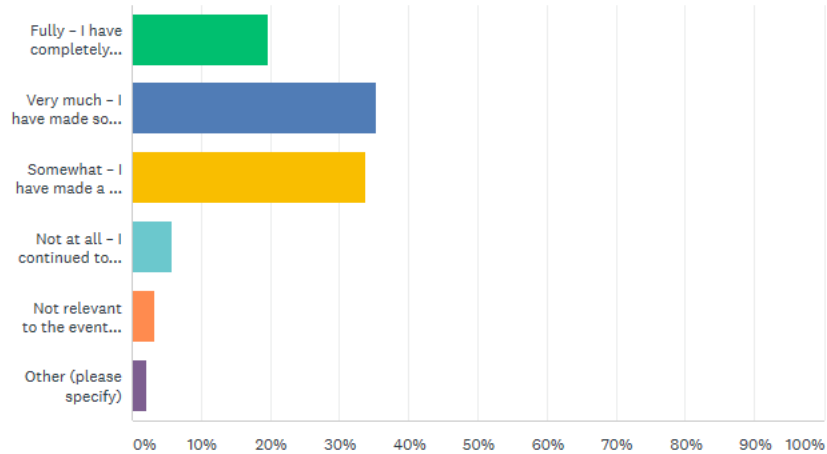


UN CC:Learn independent evaluation participant survey

🔍 (0)

Have you changed your resource consumption pattern because of the ...

Answered: 428 Skipped: 92

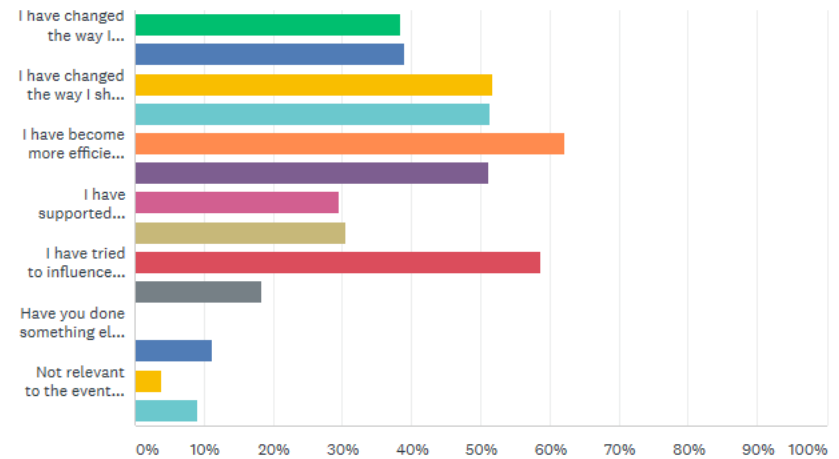


UN CC:Learn independent evaluation participant survey

🔍 (0)

As a result of taking the course/event, what actions have you adopted...

Answered: 383 Skipped: 137

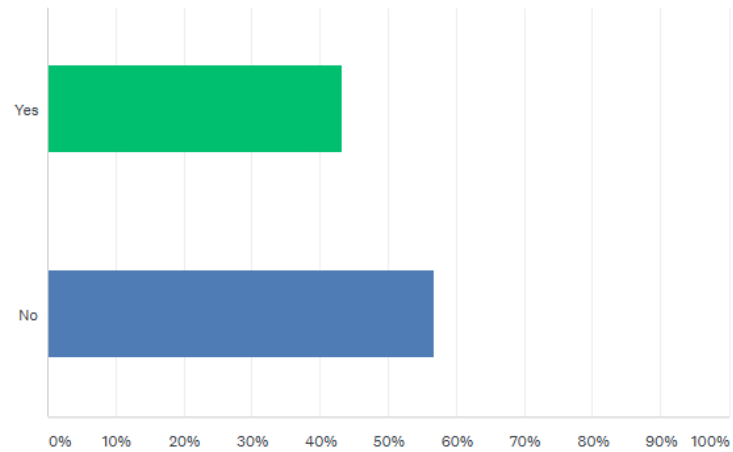


UN CC:Learn independent evaluation participant survey

🔍 (0)

Have you been involved in any other activities related to addressing cl...

Answered: 417 Skipped: 103

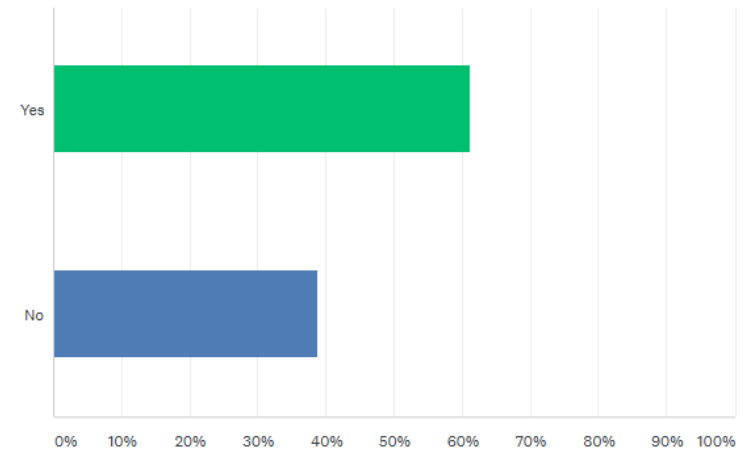


UN CC:Learn independent evaluation participant survey

🔍 (0)

Did participating in the course lead to some changes in your personal ...

Answered: 417 Skipped: 103

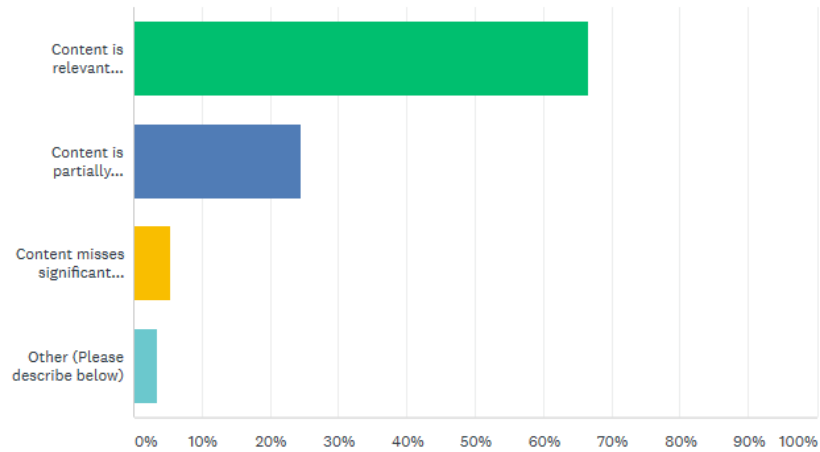


UN CC:Learn independent evaluation participant survey

🔍 (0)

To what extent do you find UN CC:Learn climate and environment con...

Answered: 404 Skipped: 116



UN CC:Learn independent evaluation participant survey

🚩 (0)

Do you have any suggestions to make the content more inclusive of p...

Answered: 210 Skipped: 310

No

At the moment No

it is okay but it should be better if it is more published so that many people can participate

No tengo

No me parece excelente el contenido

Implementar estos programas en redes educativas y promoverlas a través de medios sociales como radio, tv, y aplicaciones telefónicas.

Probably, doing courses in their language, like quechua

no

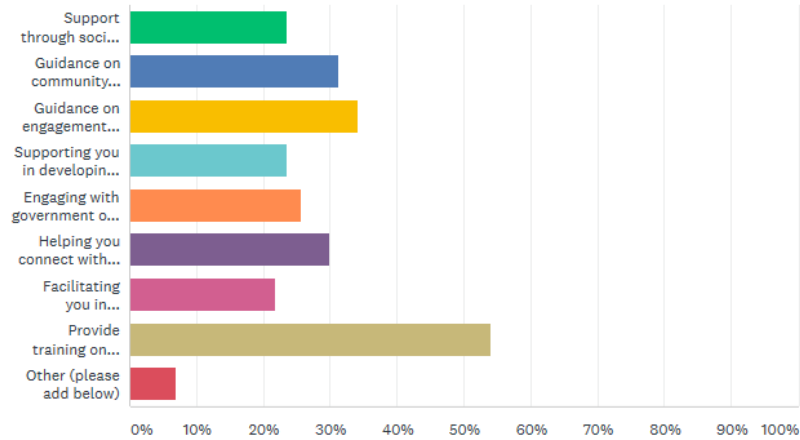
APROVECHAR LAS NUEVAS PLATAFORMAS VIRTUALES PARA TRANSMITIR CONFERENCIAS POR LAS REDES SOCIALES (GOOGLE MEET) POR EJEMPLO

UN CC:Learn independent evaluation participant survey

🚩 (0)

Is there any other way in which UN CC:Learn could help you? (Tick all ...

Answered: 404 Skipped: 116

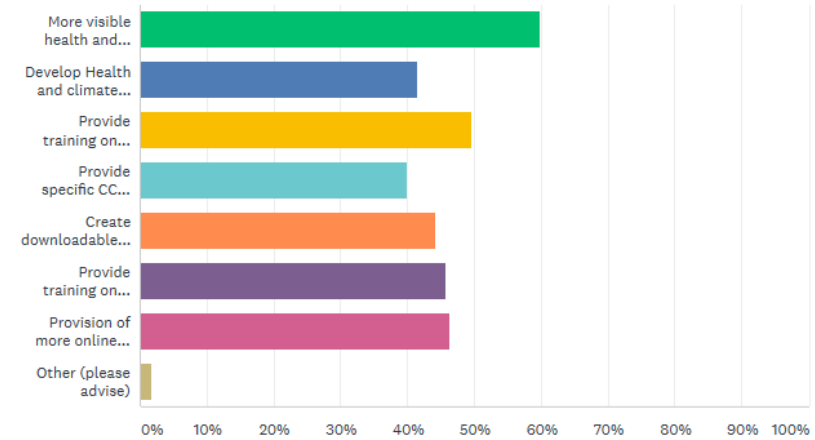


UN CC:Learn independent evaluation participant survey

🔍 (0)

How could UN CC:Learn build on learning from the 2020 Covid-19 pan...

Answered: 391 Skipped: 129

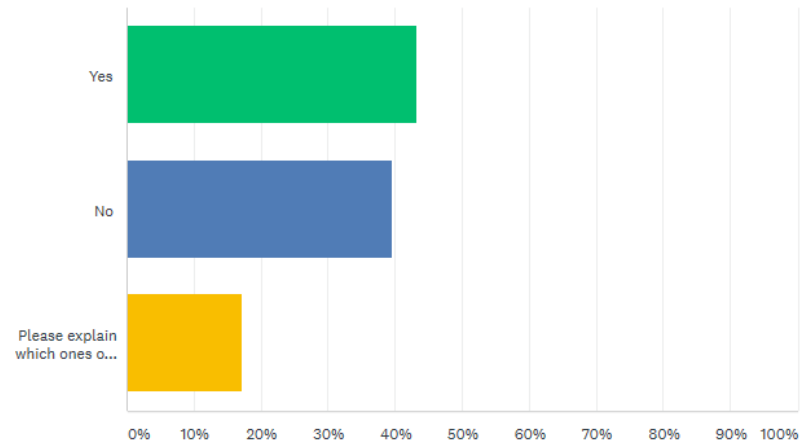


UN CC:Learn independent evaluation participant survey

🔍 (0)

Are you learning from any other climate change initiatives?

Answered: 391 Skipped: 129

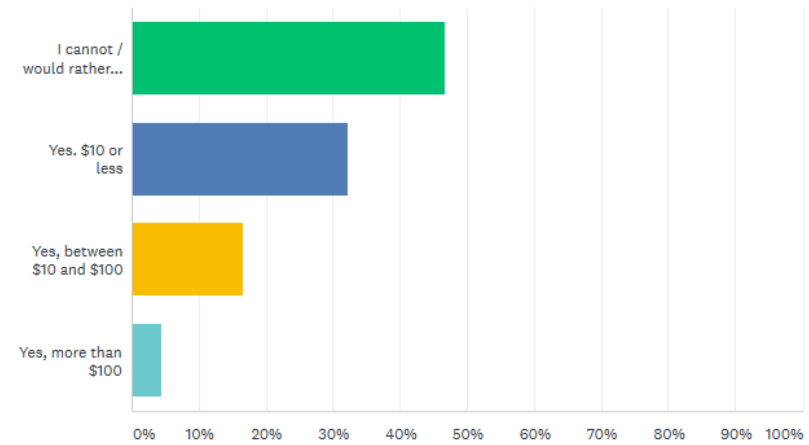


UN CC:Learn independent evaluation participant survey

🔍 (0)

If UN CC:Learn gave you the opportunity and donor funding ceases, w...

Answered: 391 Skipped: 129



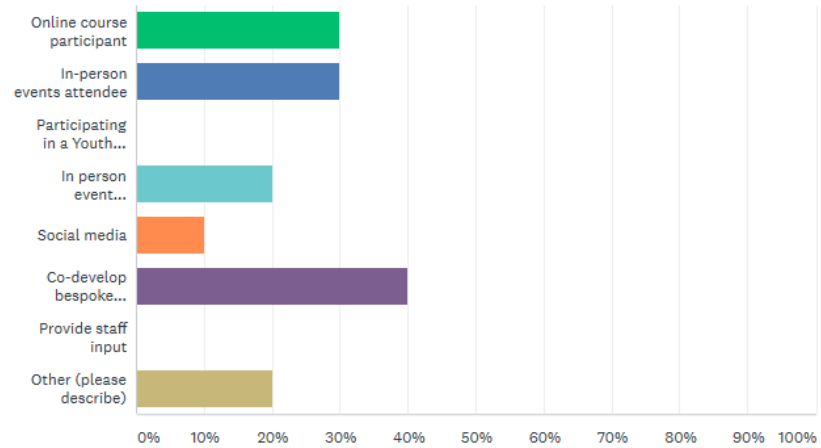
UN CC:Learn independent evaluation participant survey

🔍 (0)

Survey to global academia, private sector and NGOs: results

What are the ways in which you interact with UN CC:Learn? (Tick all t...

Answered: 10 Skipped: 0

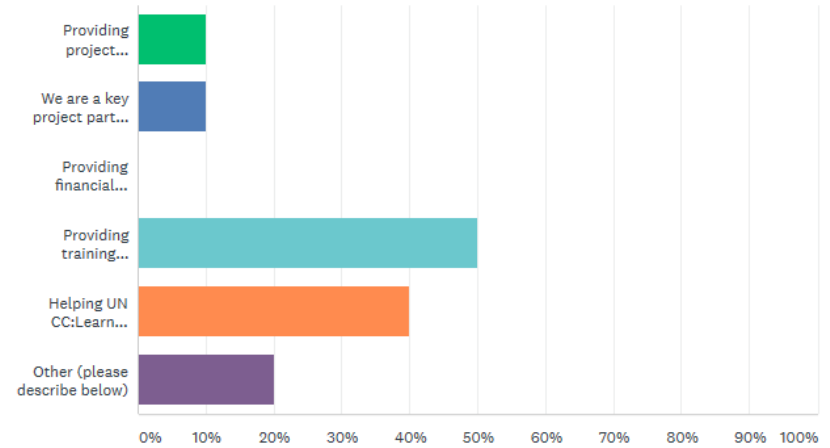


UN CC:Learn independent evaluation survey to other global partners

🔍 (0)

What contributions are you making to CC:Learn? (Tick all that apply)

Answered: 10 Skipped: 0

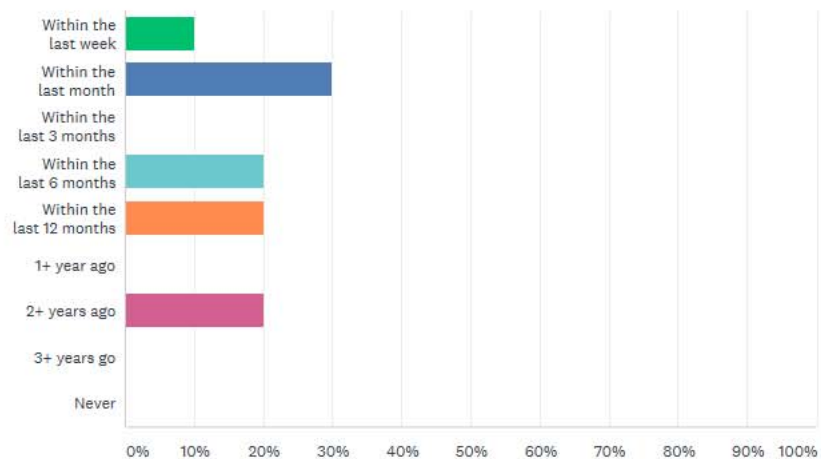


UN CC:Learn independent evaluation survey to other global partners

🔍 (0)

When was the last time you received something from (or contributed ...

Answered: 10 Skipped: 0



UN CC:Learn independent evaluation survey to other global partners

🔍 (0)

What was it that you most recently received or contributed? Please b...

Answered: 9 Skipped: 1

“The mini e-course on how to review IPCC Assessment reports was added to the UN CC:Learn platform ”

← PREV

1 of 9

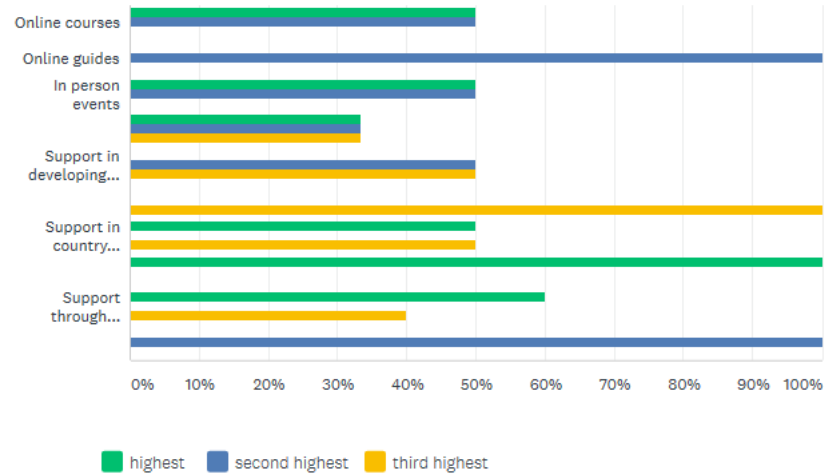
NEXT →

UN CC:Learn independent evaluation survey to other global partners

🔍 (0)

What are the top three things that you value most about UN CC:Learn?

Answered: 9 Skipped: 1

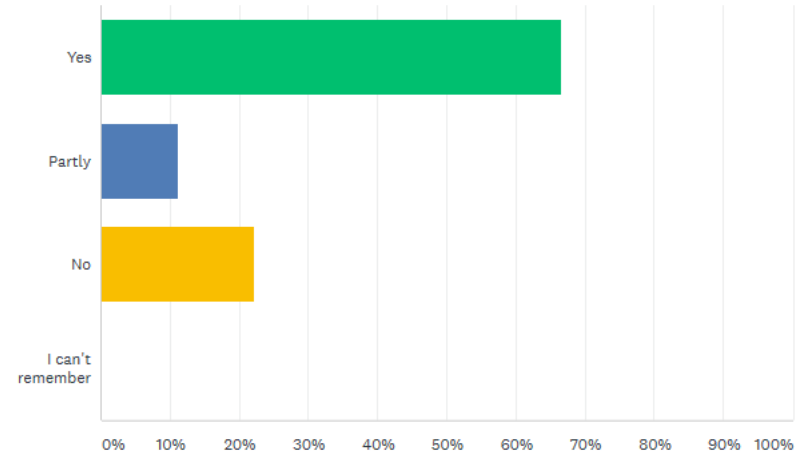


UN CC:Learn independent evaluation survey to other global partners

🔍 (0)

Did the event, eCourse or website provide what you were looking for?

Answered: 9 Skipped: 1

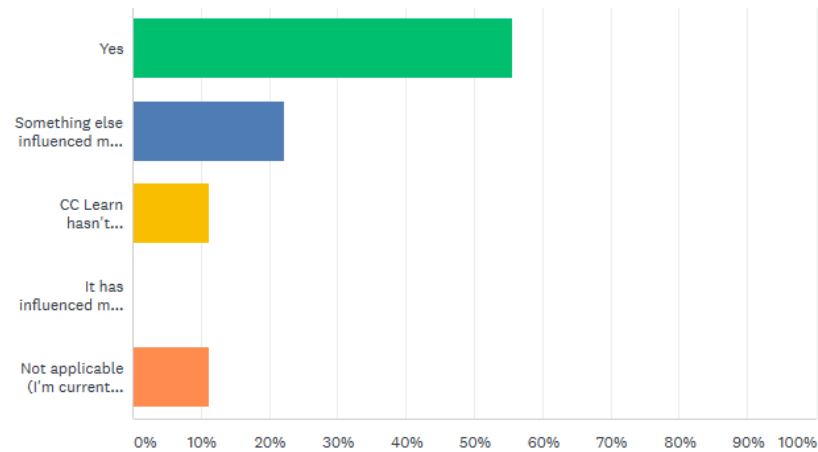


UN CC:Learn independent evaluation survey to other global partners

🔍 (0)

Has UN CC:Learn helped you change the way you do your professional...

Answered: 9 Skipped: 1

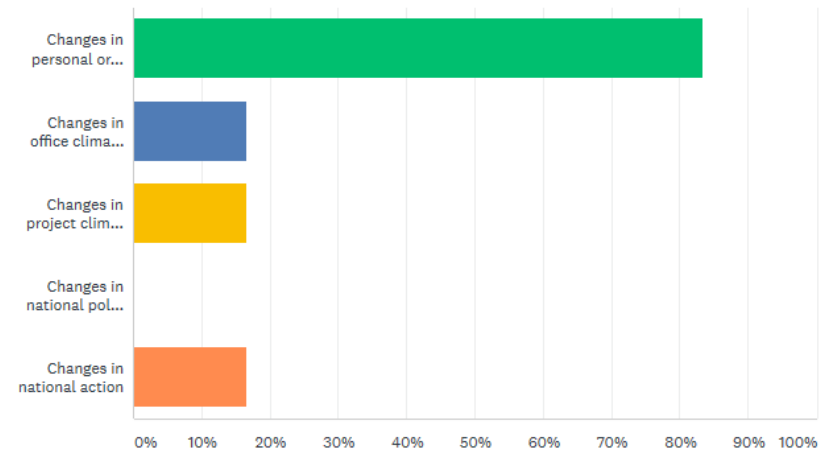


UN CC:Learn independent evaluation survey to other global partners

🔍 (0)

Expanding on your previous answer. Has UN CC:Learn influenced the f...

Answered: 6 Skipped: 4

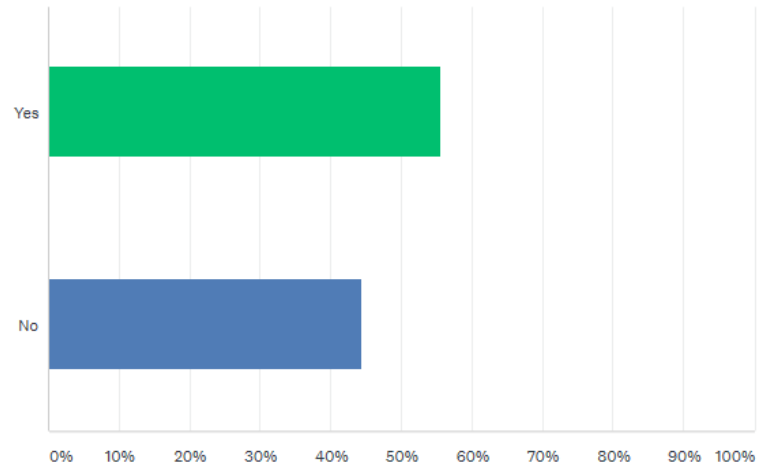


UN CC:Learn independent evaluation survey to other global partners

🔍 (0)

Has UN CC:Learn helped you influence the climate change related beh...

Answered: 9 Skipped: 1

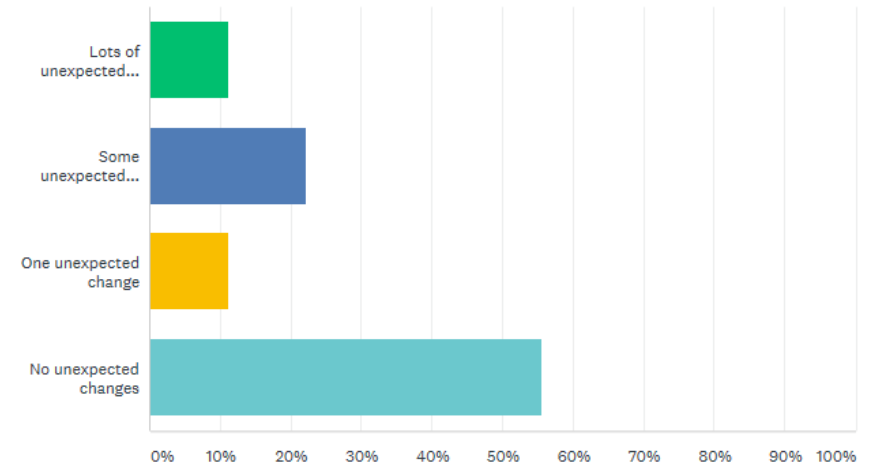


UN CC:Learn independent evaluation survey to other global partners

🔍 (0)

Has your work with CC:Learn led to some unexpected changes or even...

Answered: 9 Skipped: 1

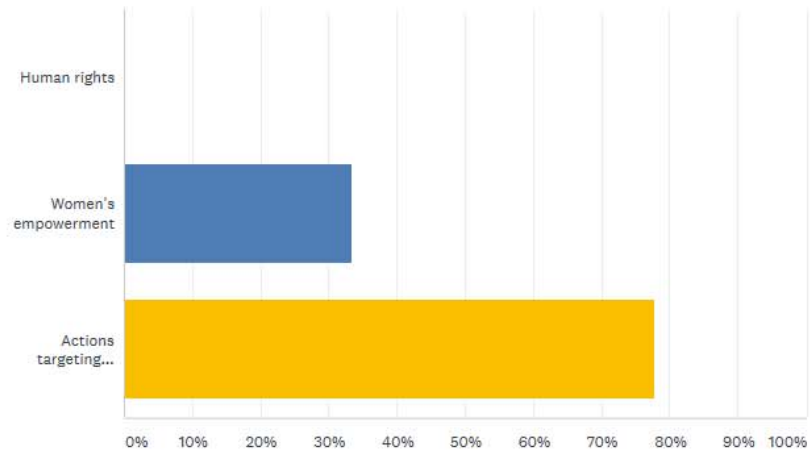


UN CC:Learn independent evaluation survey to other global partners

🔍 (0)

Has your UN CC:Learn related Climate Change work incorporated any ...

Answered: 9 Skipped: 1



UN CC:Learn independent evaluation survey to other global partners

🚩 (0)

Do you have any suggestions to make the UN CC:Learn content more i...

Answered: 5 Skipped: 5

"I am not sure how far UN CC:Learn engages with TSU's, but discussing with TSU's how UN CC:Learn can assist the TSU's in any capacity/capability development activities would be beneficial. My understanding is that TSU's are not able to take up capacity work, but the UN CC:Learn could provide the capacity support arm of the work of the IPCC."

[< PREVIOUS](#)

1 of 5

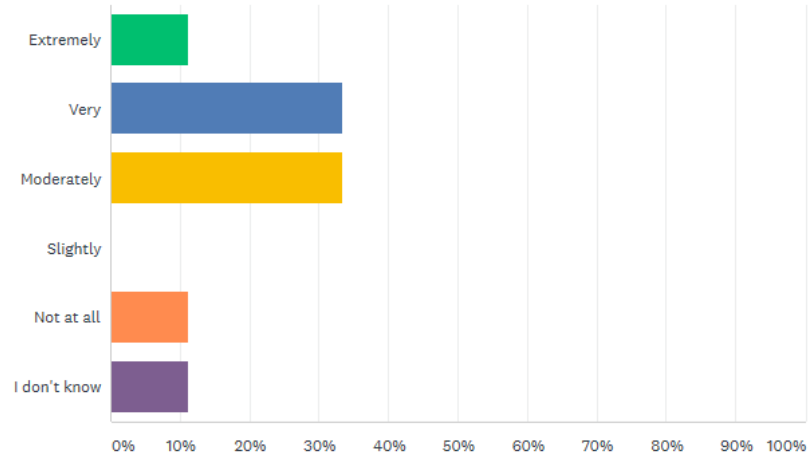
[NEXT >](#)

UN CC:Learn independent evaluation survey to other global partners

🚩 (0)

How effective is UN CC:Learn at strengthening you in acting on climat...

Answered: 9 Skipped: 1

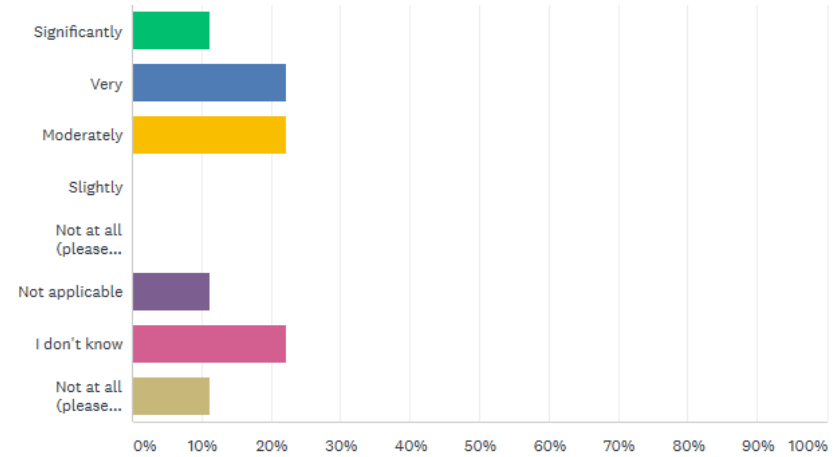


UN CC:Learn independent evaluation survey to other global partners

🔍 (0)

How much is CC:Learn contributing to the global debate on climate ch...

Answered: 9 Skipped: 1

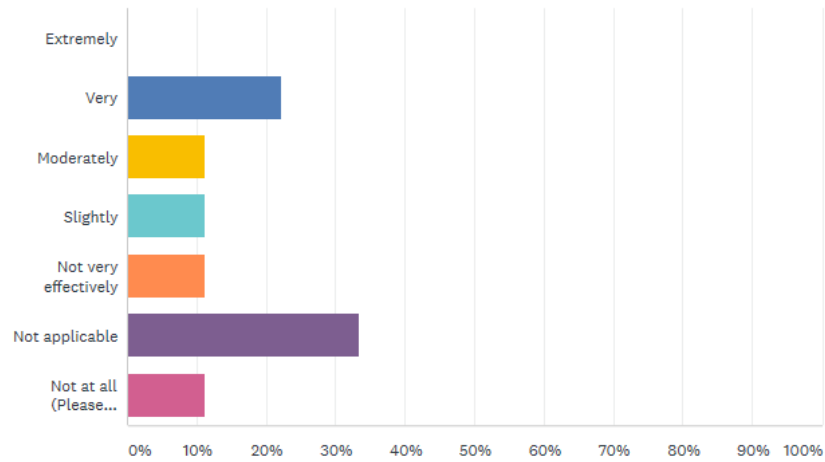


UN CC:Learn independent evaluation survey to other global partners

🔍 (0)

To what extent is the project supporting national and regional learnin...

Answered: 9 Skipped: 1

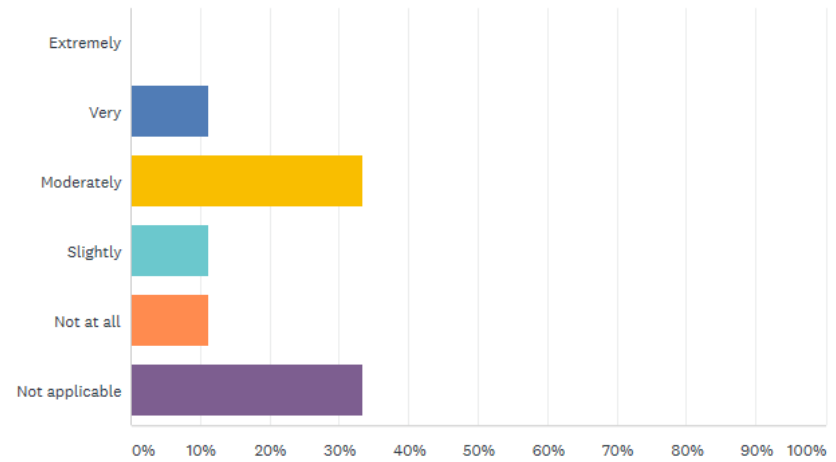


UN CC:Learn independent evaluation survey to other global partners

🔍 (0)

Is your collaboration with UN CC:Learn making country climate chang...

Answered: 9 Skipped: 1

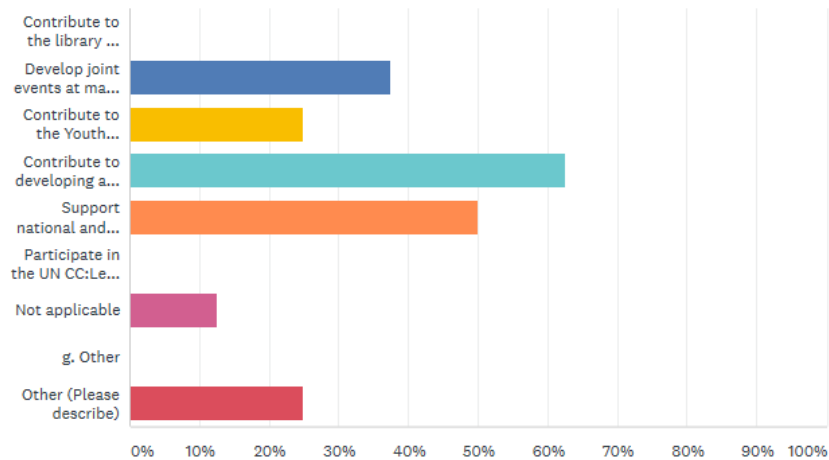


UN CC:Learn independent evaluation survey to other global partners

🔍 (0)

What UN CC:Learn activities will you continue doing? (Tick all that ap...

Answered: 8 Skipped: 2

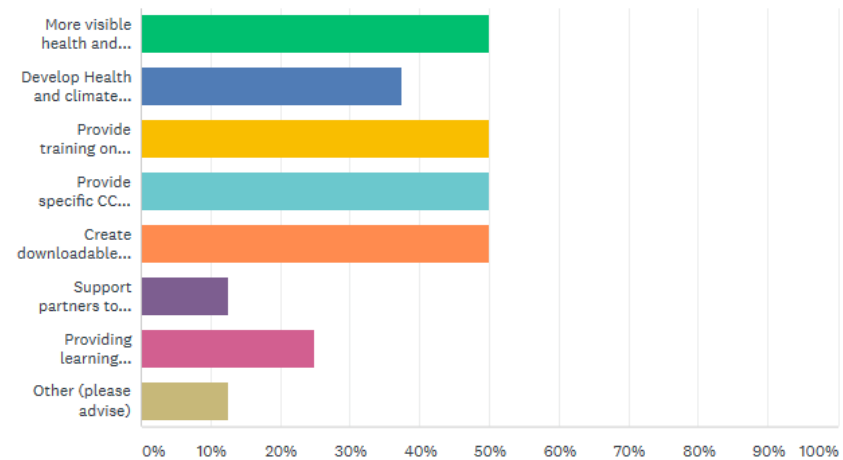


UN CC:Learn independent evaluation survey to other global partners

🔍 (0)

How could UN CC:Learn build on learning from the 2020 Covid-19 pan...

Answered: 8 Skipped: 2

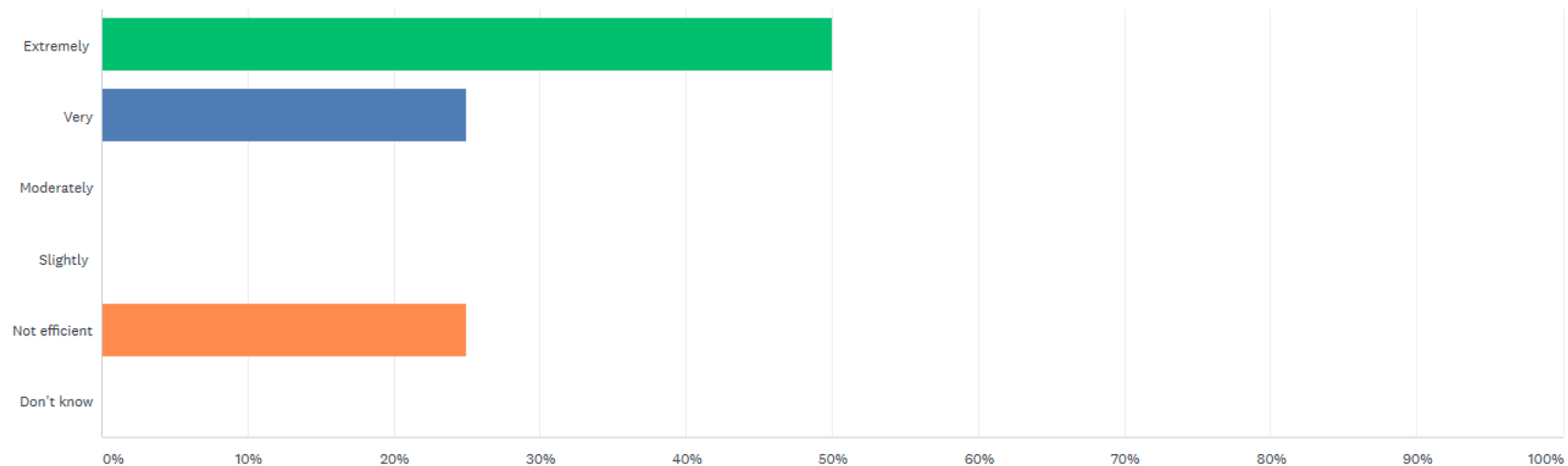


UN CC:Learn independent evaluation survey to other global partners

🔍 (0)

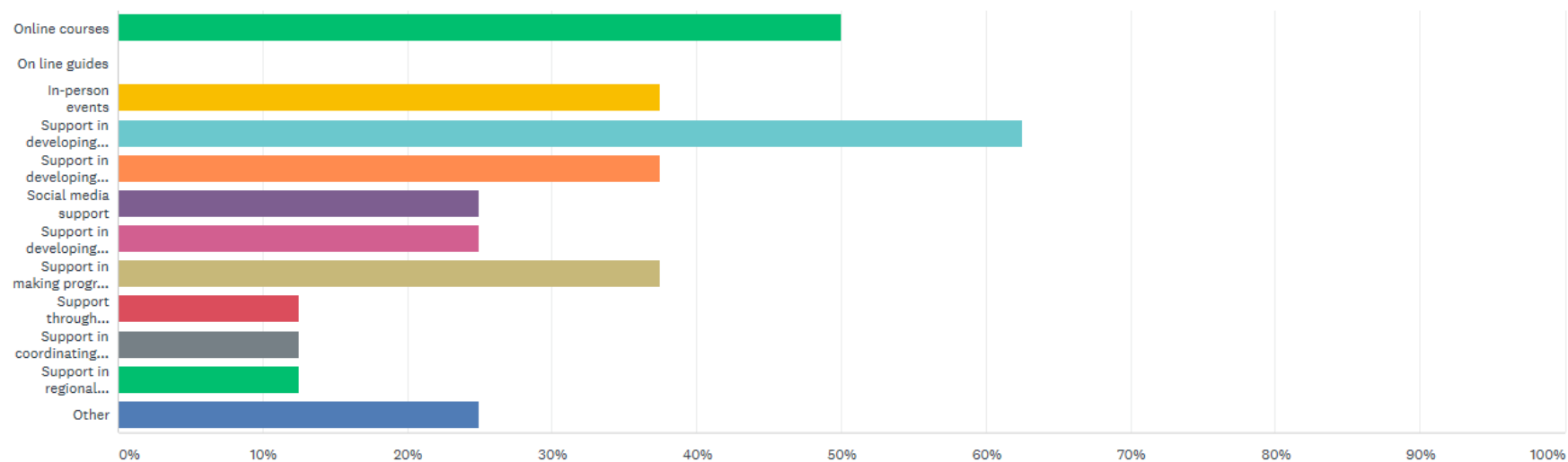
How efficient or cost effective would you rate your relationship as a partner of UN CC:Learn?

Answered: 8 Skipped: 2



Do you have any suggestions on how UN CC:Learn could improve any of the following?: (tick all that apply)

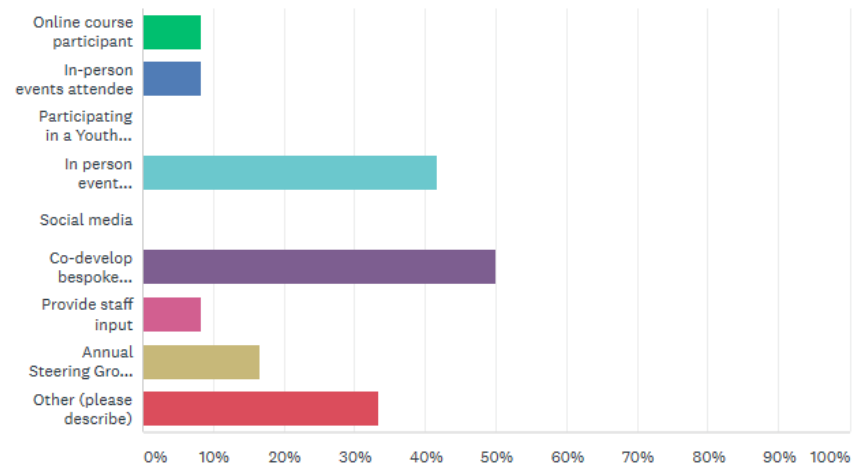
Answered: 8 Skipped: 2



Survey to global partners: results

What are the ways in which you interact with UN CC:Learn? (Tick all t...

Answered: 12 Skipped: 2

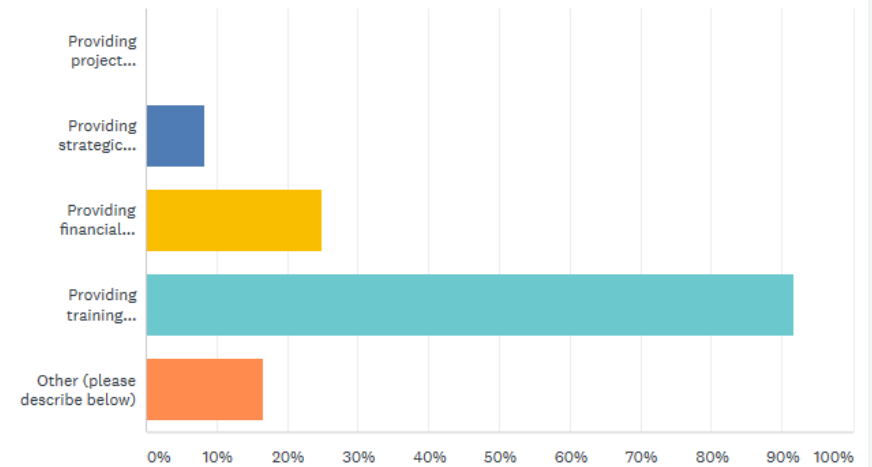


UN CC:Learn independent evaluation survey to global partners

🚩 (0)

What contributions are you making to CC:Learn? (Tick all that apply)

Answered: 12 Skipped: 2

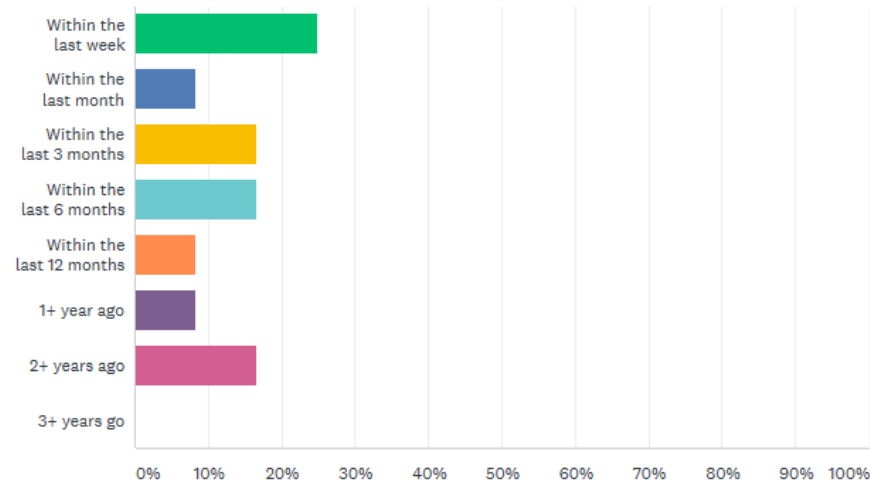


UN CC:Learn independent evaluation survey to global partners

🚩 (0)

When was the last time you received or contributed something from / ...

Answered: 12 Skipped: 2



UN CC:Learn independent evaluation survey to global partners

🔍 (0)

What was it that you most recently received or contributed? Please b...

Answered: 12 Skipped: 2

Provided training content to a recently launched online course.

SCP e-learning course for Africa

Climate Change: From Learning to Action 2019 <https://unccelearn.org/course/view.php?id=48&page=overview>

Reporting on complementary work being done by UN CC Learn and PAGE in some of the partner countries of PAGE.

We receive quarterly from UNITAR our statistics of the courses we have on the platform.

we worked together on the UN-REDD Academy

needs assessment report of an online course we are jointly developing with UNITAR

Invitation to Steering group meeting

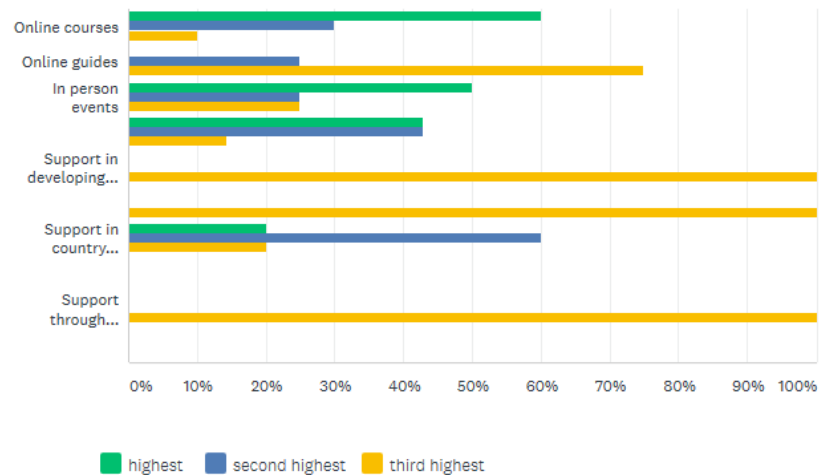
Supported a training session

UN CC:Learn independent evaluation survey to global partners

🔍 (0)

What are the top three things that you value most about UN CC:Learn?

Answered: 12 Skipped: 2

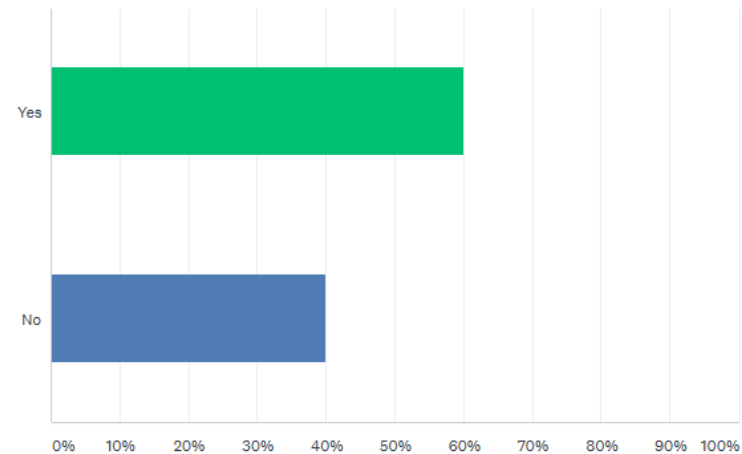


UN CC:Learn independent evaluation survey to global partners

🔍 (0)

Has UN CC:Learn helped you influence the climate change related beh...

Answered: 10 Skipped: 4



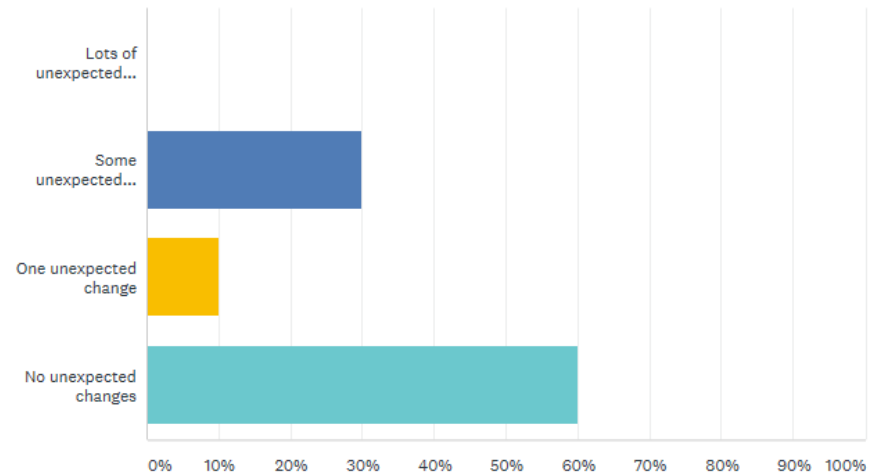
UN CC:Learn independent evaluation survey to global partners

🔍 (0)

Has your work with CC:Learn led to some unexpected changes or even...



Answered: 10 Skipped: 4

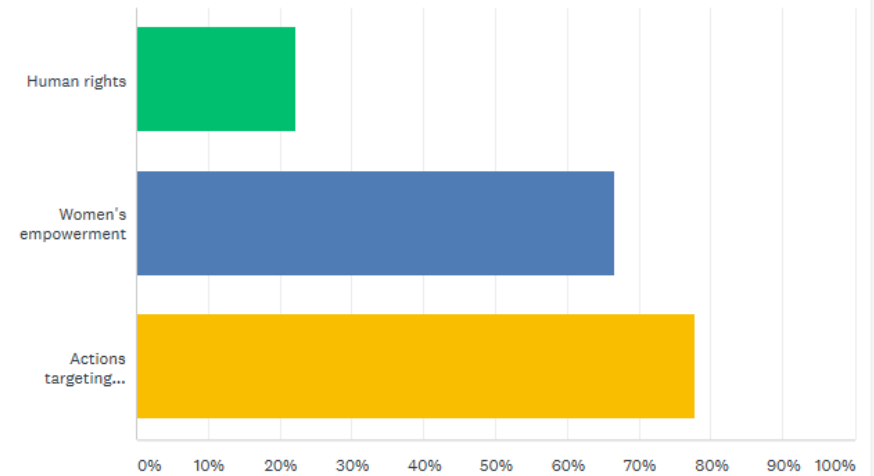


UN CC:Learn independent evaluation survey to global partners

🔍 (0)

Has your UN CC:Learn related Climate Change work incorporated any ...

Answered: 9 Skipped: 5



UN CC:Learn independent evaluation survey to global partners

🔍 (0)

Do you have any suggestions to make the UN CC:Learn content more i...

Answered: 5 Skipped: 9

“all are good!”

[← PREV](#)

1 of 5

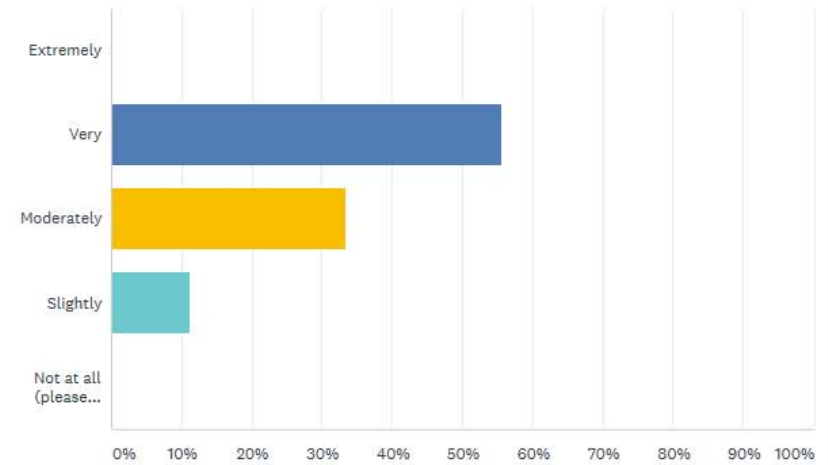
[NEXT →](#)

UN CC:Learn independent evaluation survey to global partners

[🔍 \(0\)](#)

As a UN CC:Learn Global Partner, how effective is UN CC:Learn at stre...

Answered: 9 Skipped: 5

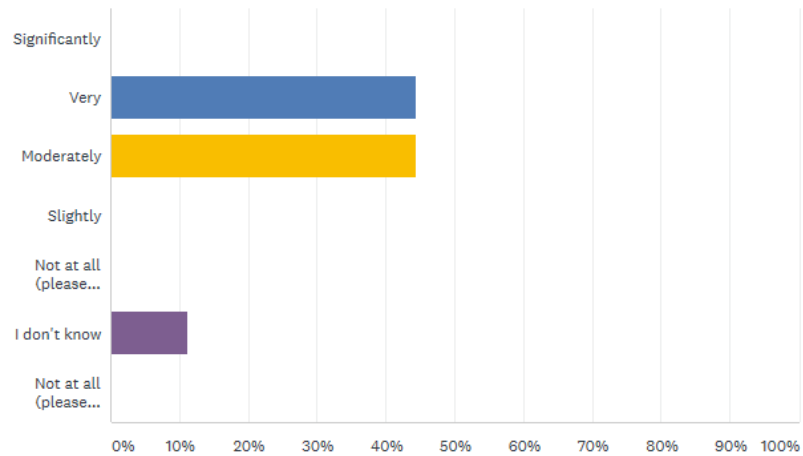


UN CC:Learn independent evaluation survey to global partners

[🔍 \(0\)](#)

How much is CC:Learn contributing to the global debate on climate ch...

Answered: 9 Skipped: 5

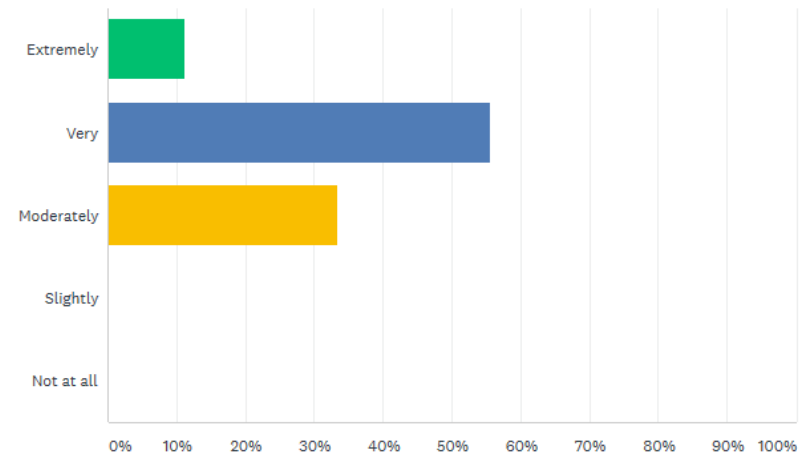


UN CC:Learn independent evaluation survey to global partners

🔍 (0)

Is the collaboration of UN CC:Learn partners making country climate ...

Answered: 9 Skipped: 5

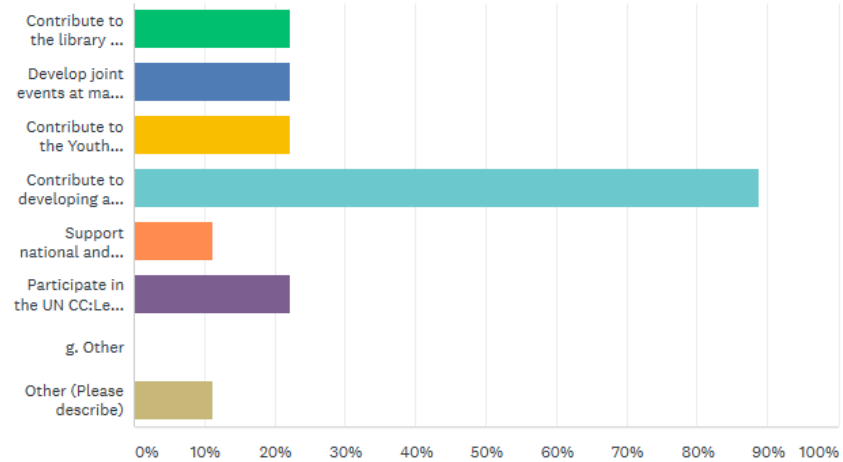


UN CC:Learn independent evaluation survey to global partners

🔍 (0)

What UN CC:Learn activities will you continue doing? (Tick all that ap...

Answered: 9 Skipped: 5

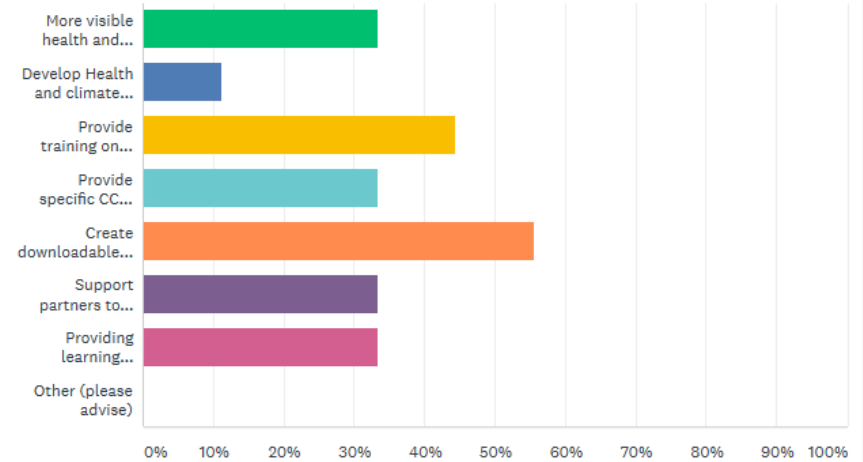


UN CC:Learn independent evaluation survey to global partners

🔍 (0)

How could UN CC:Learn build on learning from the 2020 Covid-19 pan...

Answered: 9 Skipped: 5

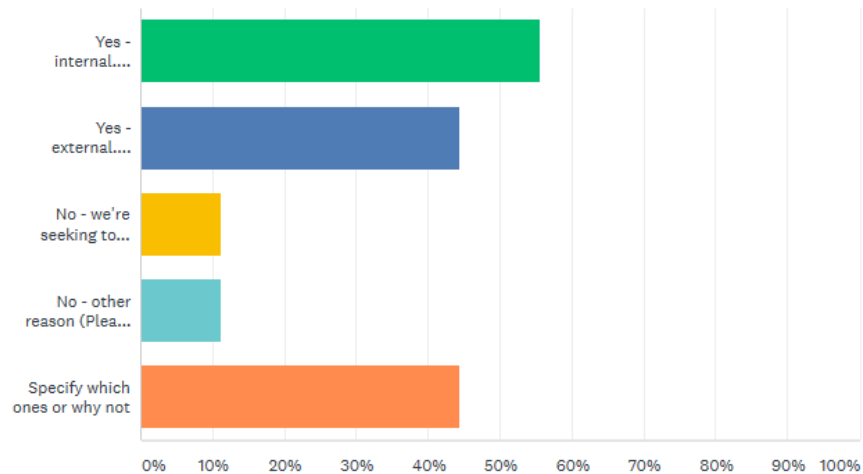


UN CC:Learn independent evaluation survey to global partners

🔍 (0)

Are you engaged in any other climate change initiatives?

Answered: 9 Skipped: 5

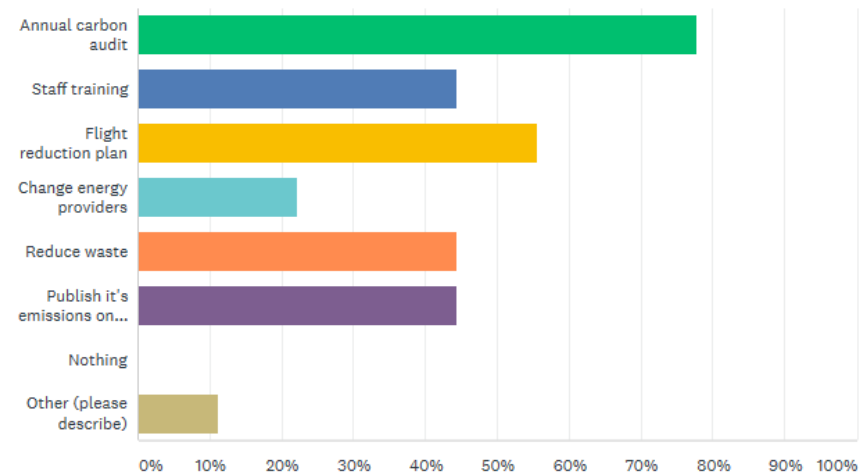


UN CC:Learn independent evaluation survey to global partners

🚩 (0)

What should UN CC:Learn do to monitor and reduce its own carbon fo...

Answered: 9 Skipped: 5

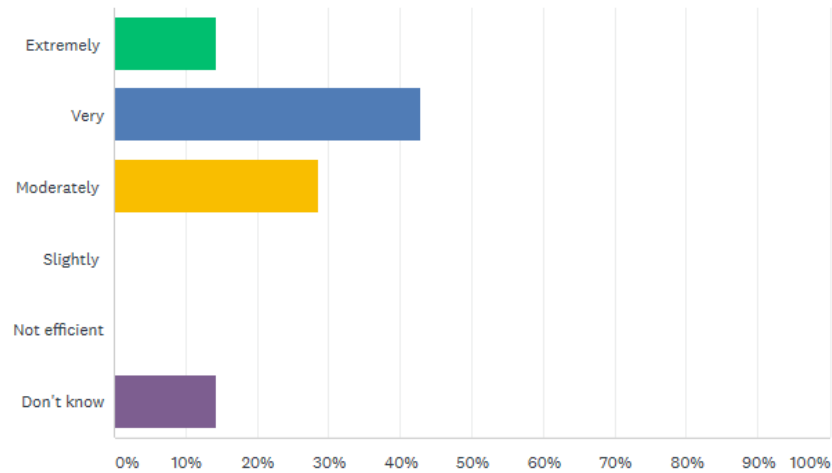


UN CC:Learn independent evaluation survey to global partners

🚩 (0)

How efficient are UN CC:Learn's management arrangements?

Answered: 7 Skipped: 7

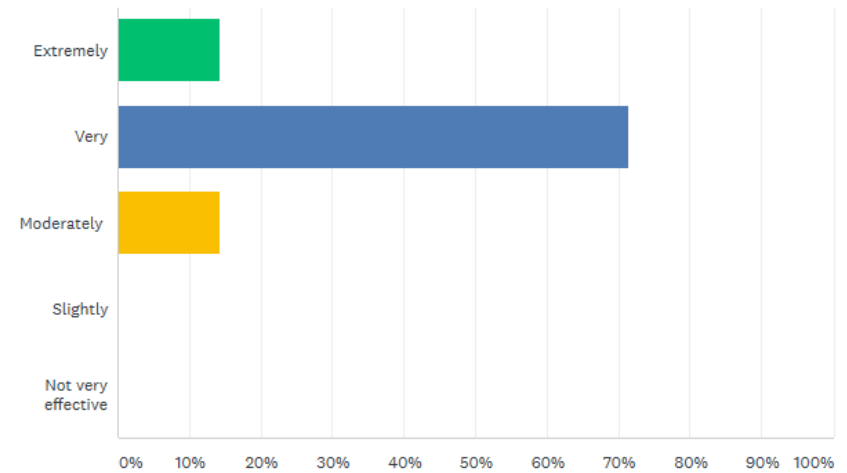


UN CC:Learn independent evaluation survey to global partners

🔍 (0)

How effective has the UN CC:Learn Secretariat been in managing glob...

Answered: 7 Skipped: 7

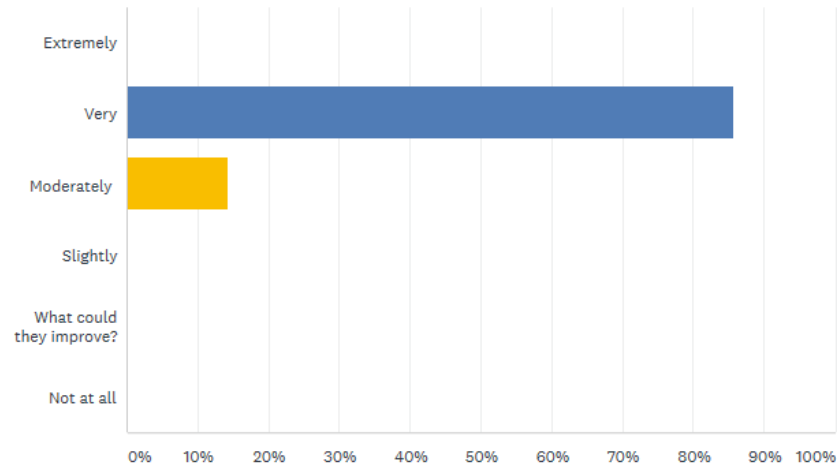


UN CC:Learn independent evaluation survey to global partners

🔍 (0)

How effective has the Secretariat been in coordinating countries' acti...

Answered: 7 Skipped: 7

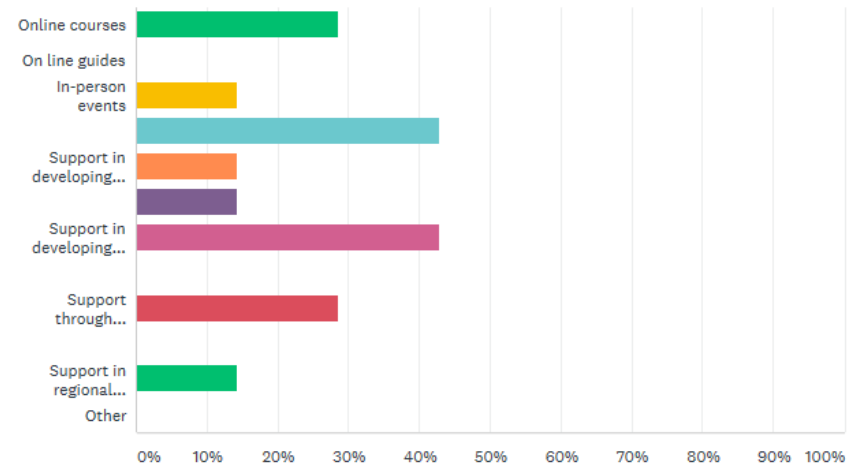


UN CC:Learn independent evaluation survey to global partners

🔍 (0)

Do you have any suggestions on how UN CC:Learn could improve any ...

Answered: 7 Skipped: 7



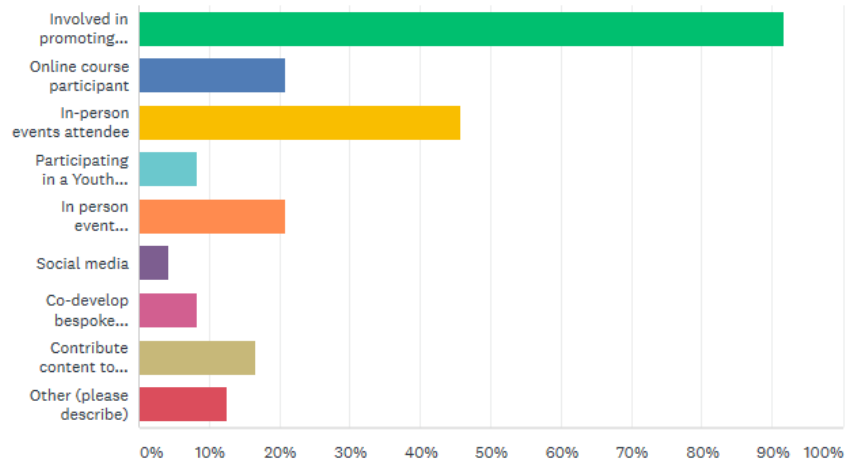
UN CC:Learn independent evaluation survey to global partners

🔍 (0)

Survey to country partners: results

What are the ways in which you interact with UN CC:Learn? (Tick all t...

Answered: 24 Skipped: 4

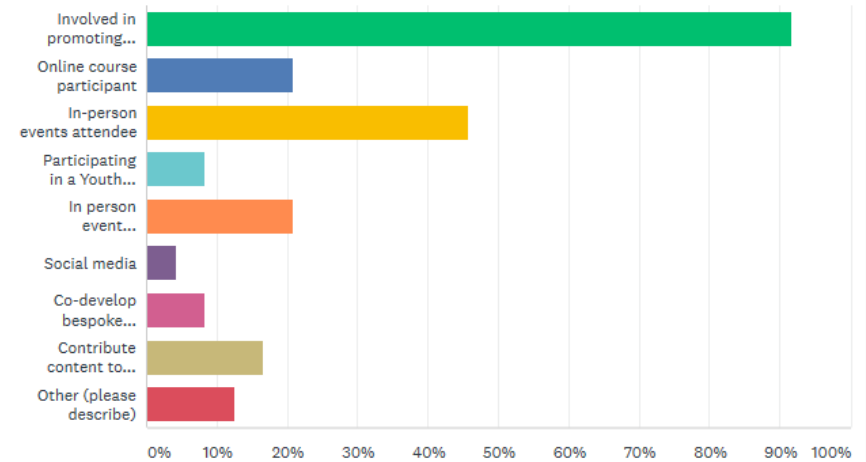


UN CC:Learn independent evaluation survey to country partners

🔍 (0)

What are the ways in which you interact with UN CC:Learn? (Tick all t...

Answered: 24 Skipped: 4

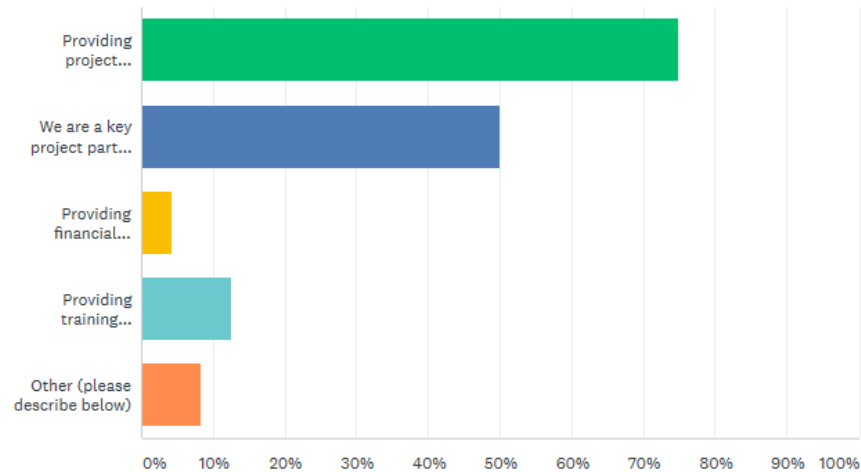


UN CC:Learn independent evaluation survey to country partners

🔍 (0)

What contributions are you making to CC:Learn? (Tick all that apply)

Answered: 24 Skipped: 4

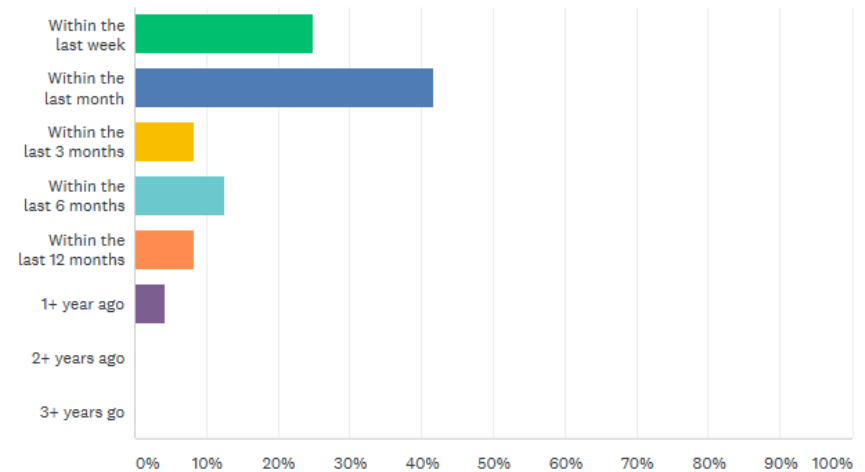


UN CC:Learn independent evaluation survey to country partners

🔍 (0)

When was the last time you received or contributed something from / ...

Answered: 24 Skipped: 4



UN CC:Learn independent evaluation survey to country partners

🔍 (0)

What was it that you most recently received or contributed? Please b...

Answered: 24 Skipped: 4

Feedback on revision of workplan and budget, to deliver the National Climate Change Learning Strategy for Kenya. based on Covid-19 interruptions.

Participation in the development of the Learning Strategy itself

UN CC:Learn National Partner Consultations-COVID-19 implications for UN CC:Learn support

The Newsletter with relevant updates

funding for climate change learning activities, specifically for reviewing and updating Malawi's National Strategy for Climate Change Learning.

J'ai eu des échanges avec l'équipe UNCC: Learn concernant la troisième phase.

Meetings with UNITAR Staff for the next steps at country and regional level.

Support to further developed a regional proposal

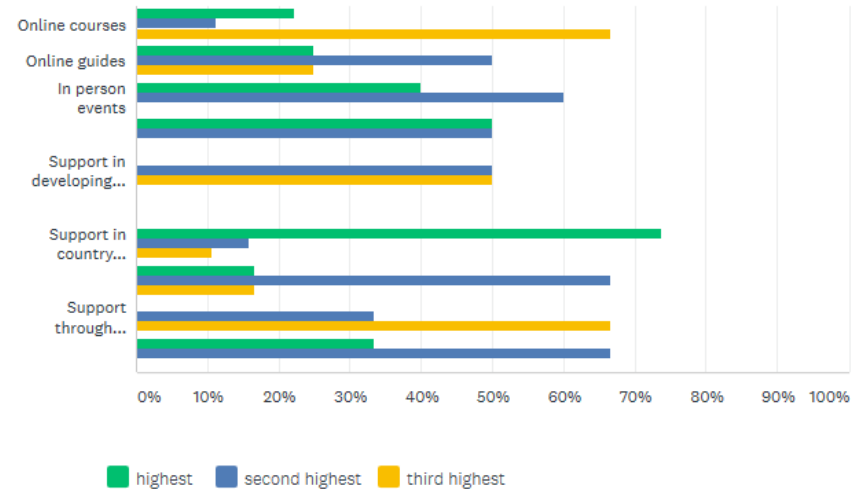
Information on what activities can be done during the time of Covid 19

UN CC:Learn independent evaluation survey to country partners

🚩 (0)

What are the top three things that you value most about UN CC:Learn?

Answered: 24 Skipped: 4

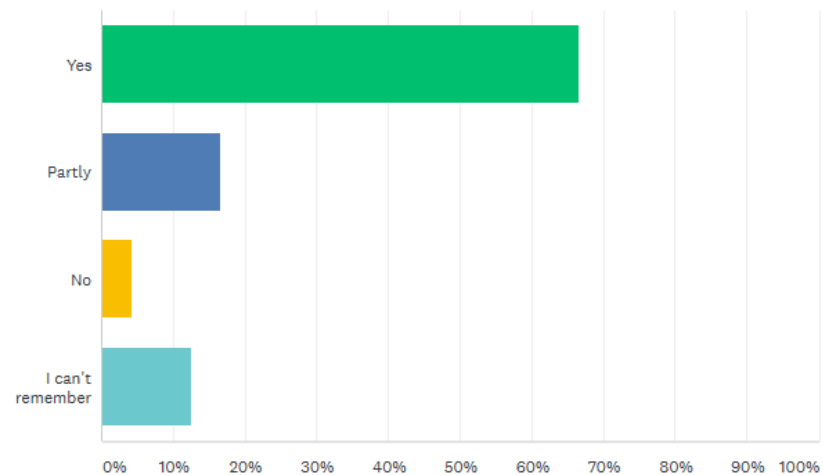


UN CC:Learn independent evaluation survey to country partners

🚩 (0)

Did the event, eCourse or website provide what you were looking for?

Answered: 24 Skipped: 4

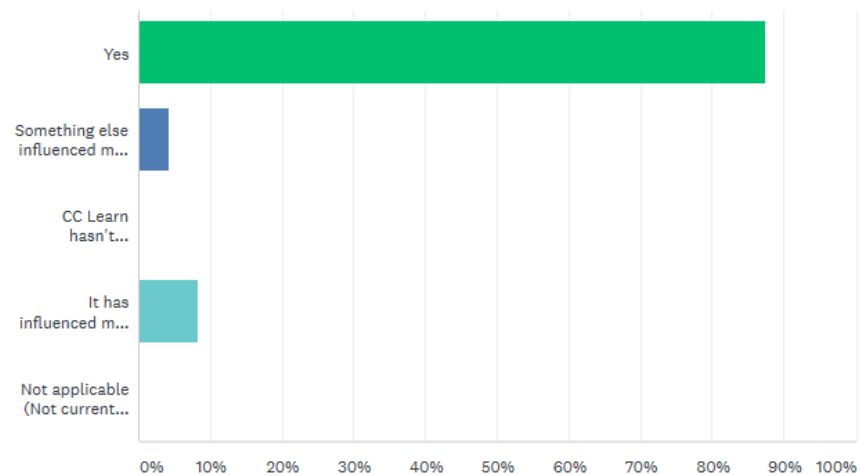


UN CC:Learn independent evaluation survey to country partners

🔍 (0)

Has UN CC:Learn helped you change the way you do your professional...

Answered: 24 Skipped: 4

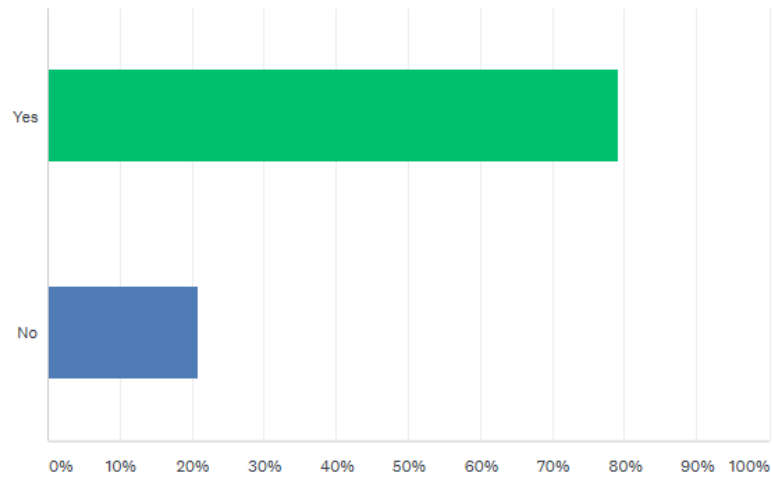


UN CC:Learn independent evaluation survey to country partners

🔍 (0)

Has UN CC:Learn helped you influence the climate change related beh...

Answered: 24 Skipped: 4

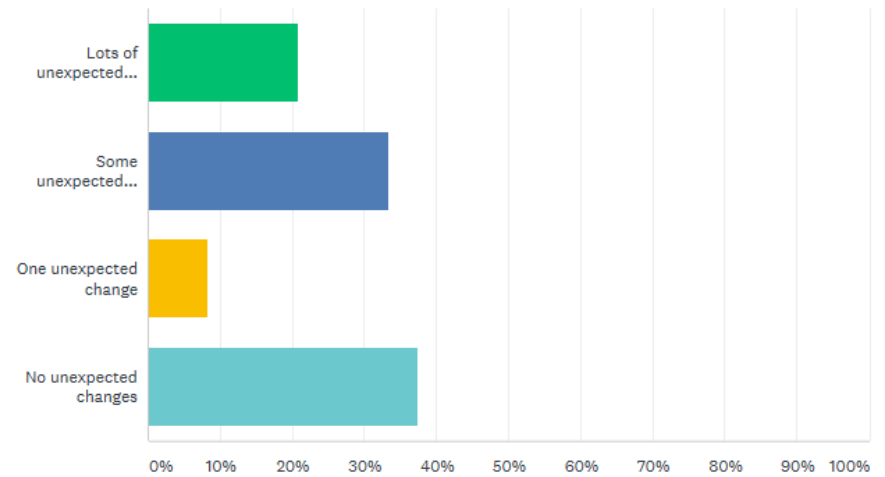


UN CC:Learn independent evaluation survey to country partners

🔍 (0)

Has your work with CC:Learn led to some unexpected changes or even...

Answered: 24 Skipped: 4

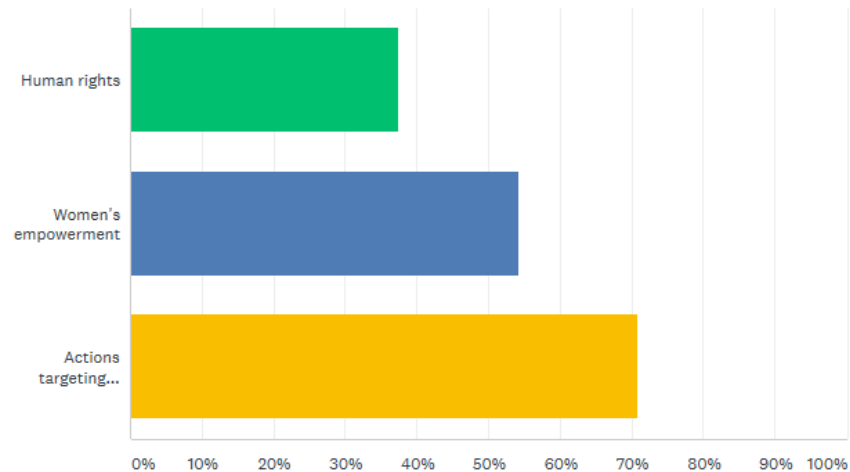


UN CC:Learn independent evaluation survey to country partners

🔍 (0)

Has your UN CC:Learn related Climate Change work incorporated any ...

Answered: 24 Skipped: 4



UN CC:Learn independent evaluation survey to country partners

🔍 (0)

Do you have any suggestions to make the UN CC:Learn content more i...

Answered: 14 Skipped: 14

The process is still on-going

Vigorous outreach programmes included in the strategy

Include key populations like LGBTI

Keep expanding the translation efforts to more languages

You could add all the elements of the human rights perspective to all preexisting courses. Also, every course should give a participation certificate, that empowers users with all different backgrounds.

Perhaps in terms of contribution to UNCC:Learn content, having more voices and contributions from indigenous communities and examples of good practice from these communities may be beneficial.

Having Inclusive teaching strategies that incorporate diverse perspectives into course content and extending much up scaling and extending much support to learners in rural areas that would enable them have easy access to climate learning in their context

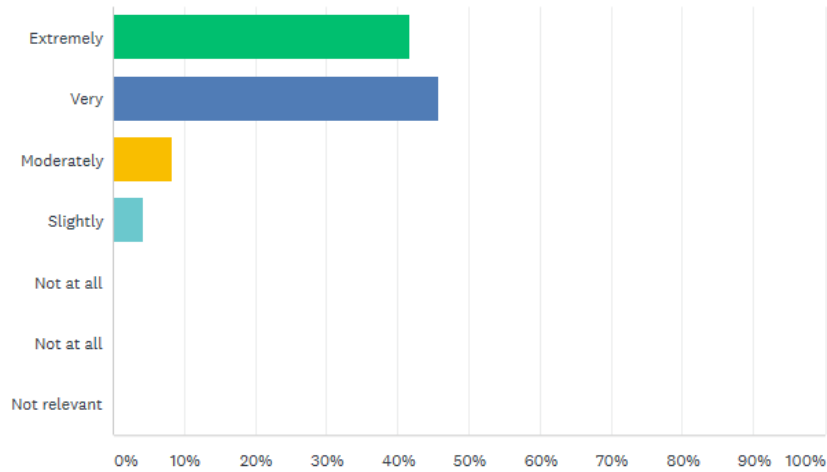
A ce niveau, j'ai deux suggestions alternatives à faire: - lancer un appel ou un concours sur la problématique avec des critères précis de sélection: - élaborer un programme global comme action

UN CC:Learn independent evaluation survey to country partners

🔍 (0)

How relevant is the UN CC:Learn project to your country in developing...

Answered: 24 Skipped: 4

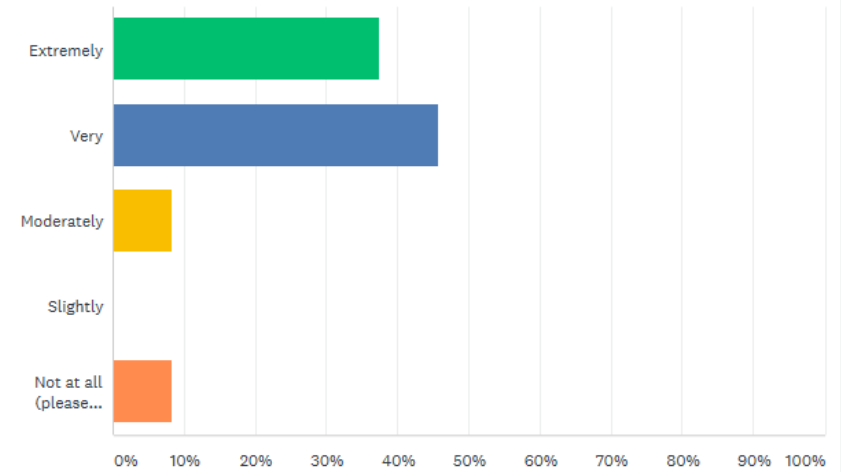


UN CC:Learn independent evaluation survey to country partners

🔍 (0)

How effective is CC:Learn at empowering you to become an actor of c...

Answered: 24 Skipped: 4

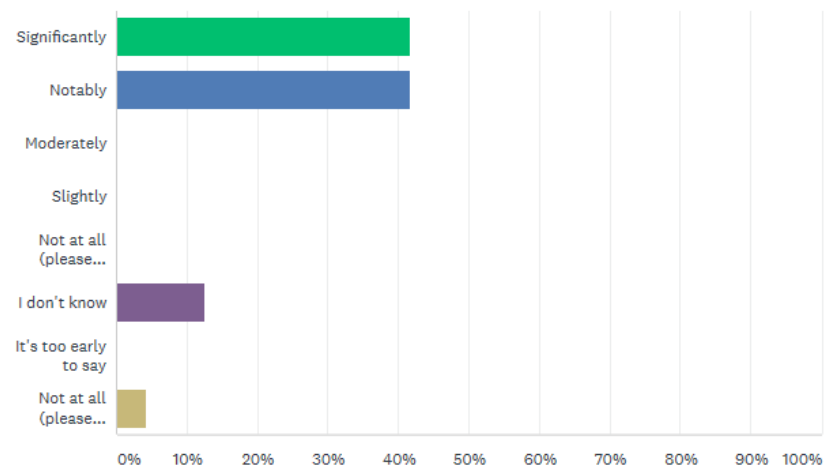


UN CC:Learn independent evaluation survey to country partners

🔍 (0)

How much is CC:Learn contributing to the global debate on climate ch...

Answered: 24 Skipped: 4

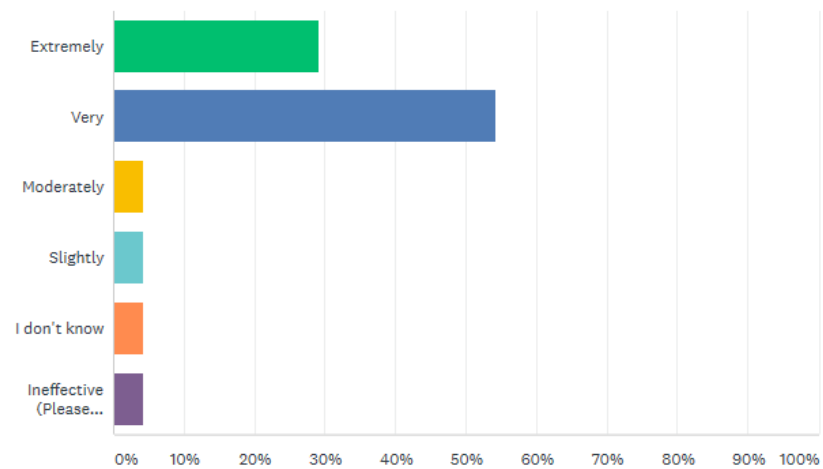


UN CC:Learn independent evaluation survey to country partners

🔍 (0)

How effective is the project in supporting your country in addressing l...

Answered: 24 Skipped: 4

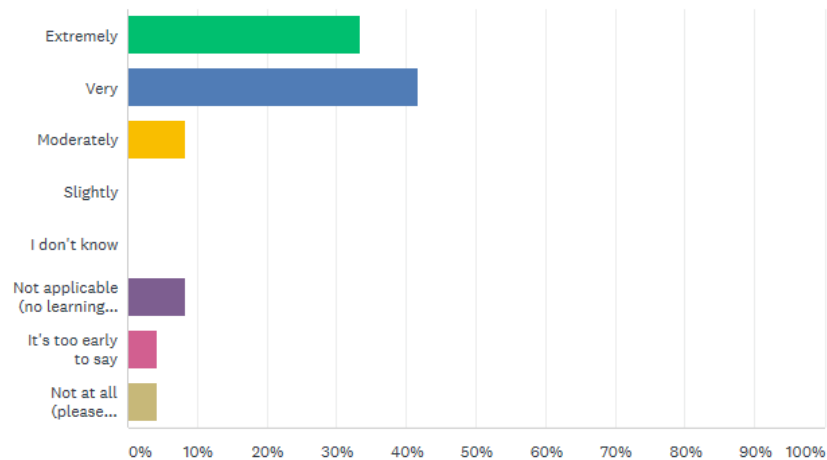


UN CC:Learn independent evaluation survey to country partners

🔍 (0)

To what extent are national climate change learning assessments and...

Answered: 24 Skipped: 4

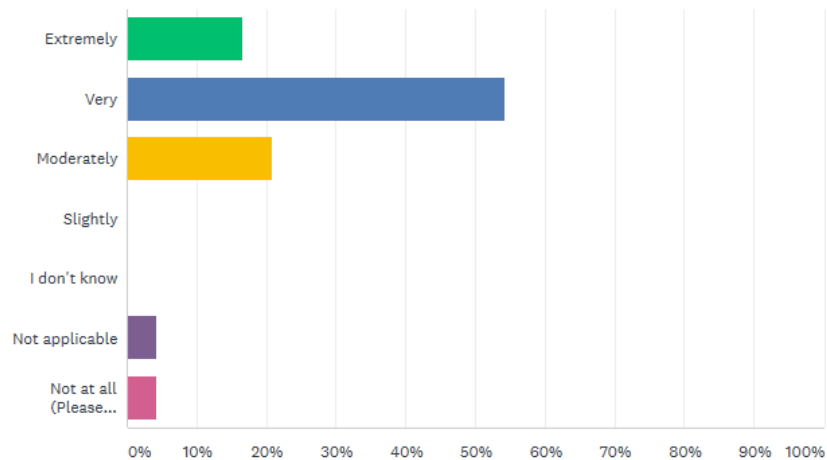


UN CC:Learn independent evaluation survey to country partners

🔍 (0)

To what extent is the project supporting national and regional learnin...

Answered: 24 Skipped: 4

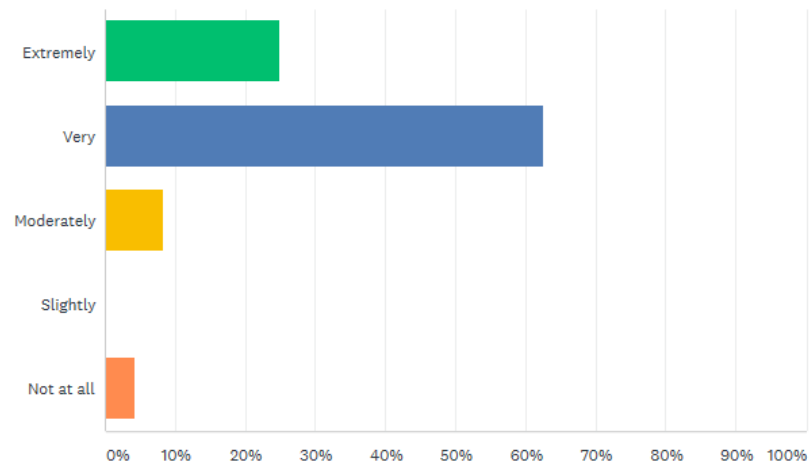


UN CC:Learn independent evaluation survey to country partners

🔍 (0)

Is the collaboration of UN CC:Learn partners making country climate ...

Answered: 24 Skipped: 4



UN CC:Learn independent evaluation survey to country partners

🔍 (0)

Approximately what level of additional funding has your country com...

Answered: 23 Skipped: 5

Not yet, as the process is mid way through.

Moderate contribution

Don't know

More than USD 1 million (between 2012 to 2018) since then the DR government did not continued financing

not quantified yet

Aucune idée

I don't have financial information available. I can say our country is committed to integrating ACE on our NAP and NDC throughout the current work of my institution.

TBD

Not sure

UN CC:Learn independent evaluation survey to country partners

🔍 (0)

Annex 6. List of persons interviewed

Stakeholder type	Organization	Type / Country	Name	Position	Activity	Type of Engagement / Phase	FGD	KII
Global - Donor	Swiss Agency for Development and Cooperation (SDC)	Government	Patrick Sieber	Climate Change & Environment Network Focal Point	Focal point	2014-2017 Implementation Phase	FGD - Donor	
Global - Donor	Swiss Agency for Development and Cooperation (SDC)	Government	Daniel Maselli	Senior Policy Advisor and Focal Point SDC Water Networkc/o Global Programme Water GPW	Former focal point	All previous phases	FGD - Donor	
Global - Donor	Swedish International Development Cooperation Agency (SIDA)	Government	Peter Roslander	Programme Manager	Focal point	2014-2017 Implementation Phase	FGD - Donor	
UNITAR Secretariat	UNITAR	UNITAR	Amrei Horstbrink	Senior Specialist, Green Development and Climate Change Programme and UN CC:Learn secretariat	country work in Ghana, Dominican Republic and Central America		FGD 1 - Secretariat	
UNITAR Secretariat	UNITAR	UNITAR	Cristina Rekakavas	Specialist, Green Development	Focus on project coordination, e-			KII - Secretariat

				and Climate Change Programme and UN CC:Learn secretariat	learning, the Climate Classroom initiative & Indonesia, Kenya, Uganda			
UNITAR Secretariat	UNITAR	UNITAR	Maya Valcheva	Associate Programme Officer, Green Development and Climate Change Programme and UN CC:Learn secretariat,	e-learning and country work in the Kyrgyz Republic		FGD 1 - Secretariat	
UNITAR Secretariat	UNITAR	UNITAR	Emilian Candrea	Training Associate, Green Development and Climate Change Programme and UN CC:Learn secretariat	coordinating UN CC:Learn's platforms and e-learning		FGD 2 - Secretariat	
UNITAR Secretariat	UNITAR	UNITAR	Vanita Bardeskar	Training Assistant, Green Development and Climate Change Programme and	administrative support		FGD 2 - Secretariat	

				UN CC:Learn secretariat				
UNITAR Secretariat	UNITAR	UNITAR	Josefina Ashipala	Contractor, Green Development and Climate Change Programme and UN CC:Learn secretariat	Country work in Ethiopia, Malawi, Zambia and Zimbabwe, as well as the Youth Climate Dialogue initiative		FGD 2 - Secretariat	
UNITAR Secretariat	UNITAR	UNITAR	Julia Villalba	Individual Contractor, Green Development and Climate Change Programme and UN CC:Learn secretariat	Communications and data analysis		FGD 2 - Secretariat	
UNITAR Secretariat	United Nations Institute for Training and Research (UNITAR)	UN	Angus Mackay	Director, Division for Planet	UN CC:Learn Partnership focal point and Head of the UN CC:Learn Secretariat			KII - Secretariat
Global - Multilateral	Food and Agriculture Organization of the UN (FAO)	UN	Julia Wolf	Natural Resources Officer	UN CC:Learn Partnership focal point, Climate Classroom	All previous phases	FGD - Global Partner & SGM	

Global - Multilateral	Green Climate Fund	International organization	Demetrio Innocenti	Simplified Approval Process Manager	Collaboration for 9 webinars on the GCF's Simplified Approval Process Pilot Scheme			KII - Global Multilateral
Global - Multilateral	International Telecommunication Union (ITU)	UN	Victoria Sukenik	Coordinator, Inter-Sectoral Activities	UN CC:Learn Partnership focal point		FGD - Global Partner & SGM	
Global - Multilateral	United Nations Development Programme (UNDP)	UNDP	Ana Maria Currea	Communications and Knowledge Management Advisor, Gender and South-South Focal Point	Collaboration to develop the e-course on gender and environment	2014-2017 Implementation Phase		KII - Global Multilateral
Global - Multilateral	United Nations Environment Programme (UN Environment)	UN	Ingrid Dierckxsens	Africa Regional Communications and Knowledge Management Specialist	Global Products	Collaboration to update REDD+ courses	FGD - Global Partner	
Global - Multilateral	United Nations Educational, Scientific and Cultural Organization (UNESCO)	UN	Julia Heiss	UNESCO ROSA Education Programme Specialist	Former focal point	Collaboration on multiple activities, aware of activities at both global and national level as	FGD - Global Partner	

						of December 2018		
Global - Multilateral	United Nations Framework Convention on Climate Change (UNFCCC) Secretariat	UN	Adriana Valenzuela	Focal Point - Education, Training and Public Awareness	UN CC:Learn Partnership focal point	Collaboration on multiple ACE activities, new course on climate change from learning to action, climate classroom, West African Hub		KII - Global Multilateral
Global - Multilateral	United Nations Framework Convention on Climate Change (UNFCCC) Secretariat	UN	Motsomi Maletjane	Team Leader, LDC Unit, National Adaptation Plans and Policy	Contact point, Climate Classroom	Contact for adaptation at the UNFCCC Secretariat, climate classroom trainer	FGD - Climate Classroom	
Global - Multilateral	World Health Organization (WHO)	UN	Elena Villalobos	Technical Officer	UN CC:Learn Partnership focal point, Climate Classroom	Collaboration for the Climate Classroom initiative. Elena is also a long-standing focal point and involved in general UN		KII - Global Multilateral

						CC:Learn conversations		
Global - Multilateral	World Meteorological Organization (WMO)	UN	Ilaria Gallo	Associate Scientific Officer	Contact point, Global Products, Climate Classroom. Collaboration at country level.	Collaboration for climate classroom initiative, the course on climate change: from learning to action, the course on integrating climate risk information into NAPs, West African hub	FGD - Global Partner & SGM	
Global - Multilateral	World Bank	International organization	Jeanette Murry	Senior Knowledge & Learning Coordinator	Contact point	Jeanette is a long-standing contact point and involved in general UN CC:Learn conversations, member of the TAG		KII - Global Multilateral
Global - Multilateral	World Bank	International organization	Neeraj Prasad	Director		Helped establish WB		KII - Global Multilateral

						collaboration with UN CC:Learn		
Global - Other - Private	Danone	Private Sector	Françoise Cardoso	One Planet, One Health initiative	Global Products	Collaboration to develop e-course on sustainable diet. Additional opportunities for collaboration under discussion		KII
Global - Other - Private	DHI Group	Private Sector	Bertrand Richaud	Project Manager, Inland waters	Affiliation Programme	Collaboration for affiliation of climate change and water management e-course (Senegal river basin)		KII
Global - Other - Private	EBP	Private Sector	Arnaud Fragniere	Project Manager	Youth Climate Dialogues	Youth	FGD - YCD	
Global - Other - NGO	China Youth Climate Action Network (CYCAN)	NGO	Bai Yunnan	Executive Director	Youth Climate Dialogues	Collaboration for the Youth Climate Dialogue Initiative	FGD - YCD	

Global - Other - NGO	MIET Africa	NGO	Megan Cockerill	Regional Programme Manager	Youth Climate Dialogues. Also specific collaboration at country level	Collaboration for the Youth Climate Dialogue Initiative, as well as country work in Southern Africa and Ethiopia	FGD - YCD	
Global - Other - Learning	Centre for Climate, Energy and Environmental Law of the Law School, University of Eastern Finland	Learning Institution	Yulia Yamineva	Senior Researcher	Climate Classroom	Involved in the Climate Classroom @COP23 edition as lead trainer		KII
Global - Other - Learning	Independent Consultant	Learning Institution	Sepideh Labani	Gender Expert	Global Products, Gender Strategy	Gender expert for the development of the e-course on gender and climate change and of the gender guidelines		KII
Regional	National Council for Climate Change and Clean Development Mechanism (CNCCMDL)	Dominican Republic / SICA	Jeniffer Hanna Collado	Planning and Development Manager	Contact point, involved in UN CC:Learn activities for a long time	2011-2013 Pilot Phase for the Dominican Republic, 2014-2017 Implementation	FGD - SICA	

						Phase for the Launch of the regional programme		
Regional	National Council for Climate Change and Clean Development Mechanism (CNCCMDL)	Dominican Republic / SICA	Pedro Coss Sanz	Adaptation Analyst	New National Coordinator DR, joined a few months ago	2011-2013 Pilot Phase for the Dominican Republic, 2014-2017 Implementation Phase for the Launch of the regional programme	FGD - SICA	
Country	Environment Protection Agency	Ghana	Emmanuel Tachie Obeng	Principal Programme Officer; UN CC:Learn Ambassador for the Promotion of Climate Change Learning		2014-2017 Implementation Phase	FGD - Ghana Country Partner & Stakeholders	
Country - Other Partner	National Council of Curriculum and Assessment	Ghana	Mercy Nyamekeye	Climate Change Focal Point		2014-2017 Implementation Phase	FGD - Ghana Country Partner & Stakeholders	
Country - Other Partner	Greener Impact International	Ghana	Kassim Gawusu	UNFCCC Youth Constituency		2014-2017 Implementation Phase	FGD - Ghana Country Partner & Stakeholders	

Country - Other Partner	UNDP	Ghana	Akosua Owusu-Nyarko	UN CCLearn Focal Point		2014-2017 Implementation Phase	FGD - Ghana Country Partner & Stakeholders	
Country	MIET Africa	Malawi	Bukelwa Mandisa Ntlabati	Country Manager, Malawi	MIET Africa focal point for Malawi, but new national activities started recently	2011-2013 Pilot Phase	FGD - Southern Africa	
Country	UN Development Programme (UNDP) - Country Office Malawi	Malawi	Heather Maseko	Program Analyst, Climate Change and Disaster Risk Reduction	UNDP focal point	2011-2013 Pilot Phase	FGD - Southern Africa	
Country	UN Development Programme (UNDP) - Country Office Zambia	Zambia	Winnie Musonda	Assistant Resident Representative and Environment Advisor	UNDP focal point	2017-2020 Implementation Phase	FGD - Southern Africa	
Country	UN Development Programme (UNDP) - Country Office Zambia	Zambia	Laura Sinyama	Program Associate	UNDP focal point	2017-2020 Implementation Phase	FGD - Southern Africa	
Country	MIET Africa	Zambia	Lynn van der Elst	Director, Regional Programmes	MIET Africa is a new partner during this phase, Lynn is the main focal	2017-2020 Implementation Phase	FGD - Southern Africa	

					point for the partnership			
Regional	Centre Régional AGRHYMET	West Africa (inc above)	Elise Kaba	Formatrice en ligne	Day-to-day focal point Agrhymet, e-learning development	2017-2020 Implementation Phase	FGD - Regional stakeholders - W Africa	
Regional	Government of Burkina Faso, DGPE/MEEVCC	West Africa (inc above)	Roger Baro	ACE Focal Point	Invited to participate in the West African, as its first beneficiaries	2017-2020 Implementation Phase	FGD - Regional stakeholders - W Africa	
Regional	Government of Côte d'Ivoire, ACEMINEDD/CI	West Africa (inc above)	Ange Patricia Agni Adiko	ACE Focal Point	Invited to participate in the West African, as its first beneficiaries	2017-2020 Implementation Phase	FGD - Regional stakeholders - W Africa	
Regional	Government of Chad, Ministère de l'eau	West Africa (inc above)	Justin Maina	ACE Focal Point	Invited to participate in the West African, as its first beneficiaries	2017-2020 Implementation Phase	FGD - Regional stakeholders - W Africa	
Regional	Government of Niger, CT/SE/CNEDD	West Africa (inc above)	Neino Mahamadou Daoura	CT/SE/CNEDD	Invited to participate in the West African, as its	2017-2020 Implementation Phase	FGD - Regional stakeholders - W Africa	

					first beneficiaries			
Regional	Government of Togo, Dir-Env/MEDDPN	West Africa (inc above)	Bolagbédé Bankati	Sociologue	Invited to participate in the West African, as its first beneficiaries	2017-2020 Implementation Phase	FGD - Regional stakeholders - W Africa	
Regional	Government of Guinea	West Africa (inc above)	Biliga Koivogui	Point focal Genre	Invited to participate in the West African, as its first beneficiaries	2017-2020 Implementation Phase	FGD - Regional stakeholders - W Africa	
Course Participant	Member of the public	Nigeria	Moboluwaji	Geog teacher	Learn about CC. eduCCate. Impact of CC.	2017-2020 Implementation Phase	FGD - Participants	
Course Participant	Member of the public	Uganda	Mukasa David	Geo teacher Tanzania, Uganda - working with VSO as international volunteer	Forestry and Agriculture courses	2017-2020 Implementation Phase	FGD - Participants	
Course Participant	Member of the public	Ethiopia	Benard Mugisha	Haramaya University, Climate Smart Agriculture, Ethiopia	first course was introduction to social safety nets, then intro to CC . Climate Smart Ag Masters. PhD in Food Security soon.	2017-2020 Implementation Phase	FGD - Participants	

Course Participant	Member of the public	India	<i>Yasmin Faruqi (India)</i>	University lecturer	Economics. CC course - v interesting.	2017-2020 Implementation Phase	FGD - Participants	
Course Participant	Member of the public	Nigeria	<i>Chigozie Ejimogu</i>	Head of Health, Safety and Welfare, Coca Cola Nigeria	Environmental issues - Env Technology . UN training programmes. International environment training law. Envt social risk analysis course.	2017-2020 Implementation Phase	FGD - Participants	
Course Participant	Member of the public	Singapore	<i>Samson Onyeabor</i>	Regulatory Compliance - vessel inspection. Energy Mgt Systems and Envt H&S.		2017-2020 Implementation Phase	FGD - Participants	
Course Participant	Member of the public	Panama	<i>Rocio Collantes</i>	UNESCO Youth Groups worker.		2017-2020 Implementation Phase	FGD - Participants	

Annex 7. List of documents reviewed

Location / Source	Title	Type	Source
01. Agreements SDC	UNITAR - SDC MoU	Document	UNITAR PPME
01. Agreements SDC	UNITAR - SDC MoU Amendment	Document	UNITAR PPME
02. SGMs & CEW	Meeting Report_ENCCLearn CEW 2018	Document	UNITAR PPME
02. SGMs & CEW	Meeting Report_UNCCLearn SGM 2018	Document	UNITAR PPME
02. SGMs & CEW	Meeting Report_UNCCLearn SGM 2019	Document	UNITAR PPME
03. 2017 Annual Reporting	Interim Financial Report Sep-Dec 2017	Document	UNITAR PPME
03. 2017 Annual Reporting	UN CCLearn First Interim Report Sept-Dec 2017	Document	UNITAR PPME
04. 2018 Annual Reporting	TARGC023 Signed Financial Report 01SEP17-31Dec18	Document	UNITAR PPME
04. 2018 Annual Reporting	UNCCLearn Annual Report 2018_Final	Document	UNITAR PPME
04. 2018 Annual Reporting	Cumulative Financial Report 2019	Document	UNITAR PPME
04. 2018 Annual Reporting	UNCCLearn Annual Report 2019_Final	Document	UNITAR PPME
05. NDC Partnership	NDC Partnership Membership Welcome Letter_UNITAR	Document	UNITAR PPME
05. NDC Partnership	UNITAR Letter_NDC Patnership Membership Request	Document	UNITAR PPME
06. ACE Submissions	UNCCLearn_Submission ACE_Feb 2020	Document	UNITAR PPME
06. ACE Submissions	UNCCLearn_Submission ACE_Jan 2018	Document	UNITAR PPME
06. ACE Submissions	UNCCLearn_Submission ACE_Sep 2017	Document	UNITAR PPME
07. COPs	Concept Note High Level Event CCE CoP 23	Document	UNITAR PPME
07. COPs	Concept Note High Level Event CCE CoP 25	Document	UNITAR PPME
07. COPs	Concept Note High Level Event CCE CoP24	Document	UNITAR PPME
07. COPs	Concept Note One UN Side Event CCE CoP24	Document	UNITAR PPME
07. COPs	Concept Note_One UN Side Event CCE CoP23	Document	UNITAR PPME
07. COPs	Info Note One UN Side Event CCE CoP 25	Document	UNITAR PPME
07. COPs	Info Note One UN Side Event on Gender and CC CoP 24	Document	UNITAR PPME
08. Guidance Documents	UNCCLearn_Gender Guidelines	Document	UNITAR PPME
08. Guidance Documents	UNCCLearn_Guidance Note Eng	Document	UNITAR PPME
08. Guidance Documents	UNCCLearn_Guidance Note Fre	Document	UNITAR PPME
08. Guidance Documents	UNCCLearn_Guidance Note Rus	Document	UNITAR PPME

08. Guidance Documents	UNCCLearn_Support Proposal_Pilot Countries	Document	UNITAR PPME
09. Global Component Documents	Making a Difference Flyer Nov 2019	Document	UNITAR PPME
09. Global Component Documents / Affiliation Programme	Concept Note_UNCCLearn Affiliation Programme	Document	UNITAR PPME
09. Global Component Documents / Climate Classroom	Climate Classroom Lesson Plan Guidelines	Document	UNITAR PPME
09. Global Component Documents / Climate Classroom	Climate Classroom Summary Note Jan 2019	Document	UNITAR PPME
09. Global Component Documents / Climate Classroom	Climate Classroom Welcome Overview	Document	UNITAR PPME
09. Global Component Documents / KSP Redesign	KSP Redesign Concept Draft	Document	UNITAR PPME
09. Global Component Documents / KSP Redesign	KSP Redesign Layout	Document	UNITAR PPME
09. Global Component Documents / Research Impact CCE	Impact Survey Report 2019	Document	UNITAR PPME
09. Global Component Documents / Research Impact CCE	MECCE 2019 Proposal	Document	UNITAR PPME
09. Global Component Documents / Research Impact CCE	UN CCLearn Desk Review CCE Impact Research	Document	UNITAR PPME
09. Global Component Documents / Research Impact CCE	UNCCLearn Reserach Proposal CCE Impact Research	Document	UNITAR PPME
09. Global Component Documents / YCDs	Report YCD Chile	Document	UNITAR PPME
09. Global Component Documents / YCDs	Youth Climate Dialogue Guide Eng	Document	UNITAR PPME
10. Global Products Agreements	French Mission Contribution UN CCLearn 2019	Document	UNITAR PPME
10. Global Products Agreements	SouthSouthNorth Non Profit Company Agreement Affiliation Programme	Document	UNITAR PPME
10. Global Products Agreements	UNITAR InfoMEA Agreement signed	Document	UNITAR PPME
10. Global Products Agreements	UNITAR Agreement Course on Aviation	Document	UNITAR PPME
10. Global Products Agreements	UNITAR DHI Agreement Affiliation Programme	Document	UNITAR PPME
10. Global Products Agreements	UNITAR DHI AGreement Amendment 1_Affiliation Programme	Document	UNITAR PPME
10. Global Products Agreements	UNITAR GCF Agreement SAP Webinars	Document	UNITAR PPME
10. Global Products Agreements	UNITAR GCF Agreement Amendment no. 1_SAP Webinars	Document	UNITAR PPME
10. Global Products Agreements	UNITAR Harwood Education Agreement Teachers Academy Portal	Document	UNITAR PPME

10. Global Products Agreements	UNITAR ICAO Agreement Aviation Course Hosting	Document	UNITAR PPME
10. Global Products Agreements	UNITAR UNDP Agreement MOOC on Adaptation	Document	UNITAR PPME
10. Global Products Agreements	UNITAR UNOPS Agreement Gender & Environment Course Translation	Document	UNITAR PPME
10. Global Products Agreements	UNITAR UNOPS Agreement Gender & Environment Course	Document	UNITAR PPME
10. Global Products Agreements	UNITAR WMO Agreement Amendment no.1 Training Package on CIS in NA	Document	UNITAR PPME
10. Global Products Agreements	UNITAR WMO Agreement Training Package on CIS in NA	Document	UNITAR PPME
12. Country Projects	List UNCCLearn Partner Countries	Document	UNITAR PPME
12. Country Projects / Benin	Photos	Photos	UNITAR PPME
12. Country Projects / Dominican Republic & SICA	UNCCLearn SICA Plan de Accion 2017 2022	Document	UNITAR PPME
12. Country Projects / Ethiopia	Annotated Guide for Climate Change	Document	UNITAR PPME
12. Country Projects / Ghana	ACE Dialogue Presentation Emmanuel Tachie-Obeng	Document	UNITAR PPME
12. Country Projects / Ghana	Ghana Integration CCE GE in Primary School Final Narrative Report	Document	UNITAR PPME
12. Country Projects / Ghana	UNITAR UNDP Agreement UNCCLearn Project Ghana	Document	UNITAR PPME
12. Country Projects / Malawi	UNITAR MIET Africa Agreement UNCCLearn Project Southern Africa	Document	UNITAR PPME
12. Country Projects / Malawi	UNITAR UNDP Agreement UNCCLearn Project Malawi	Document	UNITAR PPME
12. Country Projects / Uganda	ACE Dialogue Presentation Chebet Maikut	Document	UNITAR PPME
12. Country Projects / Uganda	ACE Submission Uganda April 2018	Document	UNITAR PPME
12. Country Projects / West Africa Hub	Agenda 1st Regional Workshop July 2019	Document	UNITAR PPME
12. Country Projects / West Africa Hub	Letter of Interest Tchad	Document	UNITAR PPME
12. Country Projects / West Africa Hub	Letter of Interest Togo	Document	UNITAR PPME
12. Country Projects / Zambia	Card1 Resilience Ready Zambia	Document	UNITAR PPME
12. Country Projects / Zambia	Card2 Resilience Ready Zambia	Document	UNITAR PPME
12. Country Projects / Zambia	Zambia Background Report	Document	UNITAR PPME
12. Country Projects / Zimbabwe	Inception Workshop Report	Document	UNITAR PPME
12. Country Projects / Zimbabwe	Zimbabwe Background Report	Document	UNITAR PPME
12. Country Projects / Zimbabwe	Zimbabwe Learning Needs Assessment	Document	UNITAR PPME
Agreement and Project Document	Project Description / Project Document.	Document	UNITAR PPME

Agreement and Project Document	UNCCLearn Logframe 31 Dec 2019	Document	UNITAR PPME
Country Project Agreements	UNITAR MIET Africa Agreement UNCCLearn Project Southern Africa	Document	UNITAR PPME
Country Project Agreements	UNITAR UNDP Agreement UNCCLearn Project Ghana	Document	UNITAR PPME
Country Project Agreements/Zambia	Zambia Background Report	Document	UNITAR PPME
Country Project Agreements/Zimbabwe	Zimbabwe Background Report	Document	UNITAR PPME
Country Project Agreements/Zimbabwe	Zimbabwe Learning Needs Assessment	Document	UNITAR PPME
Country Project Agreements/Zimbabwe	Zimbabwe Policy Brief	Document	UNITAR PPME
Documentation	Outcome 1	Document	UNITAR PPME
Documentation	UNCCLearn Financing Summary Table	Document	UNITAR PPME
Documentation	UNCCLearn National and Regional Training Partners Baseline	Document	UNITAR PPME
Documentation	UNCCLearn Platforms	Document	UNITAR PPME
Documentation	UNCCLearn Tracking Sheet Baseline	Document	UNITAR PPME
EMS	even stats list 01.2019-07-2019	Document	UNITAR PPME
EMS	even stats list 01.2019-07-2019 for external evaluation	Document	UNITAR PPME
Guidance Documents	Guidance Note Eng	Document	UNITAR PPME
Guidance Documents	UNCCLearn Gender Guidelines	Document	UNITAR PPME
Guidance Documents	UNCCLearn Support Proposal Pilot Countries	Document	UNITAR PPME
UNITAR and UNEG Documents	Good PracticesGE&HR Final 10May	Document	UNITAR PPME
UNITAR and UNEG Documents	Guidance on Evaluating Application of Knowledge Skills Awareness and Attitudes Level 3	Document	UNITAR PPME
UNITAR and UNEG Documents	Learning Evaluation Guidance Document	Document	UNITAR PPME
UNITAR and UNEG Documents	Monitoring and Evaluation Revised April 2017	Document	UNITAR PPME
UNITAR and UNEG Documents	UNITAR gender mainstreaming 2016	Document	UNITAR PPME
UNITAR and UNEG Documents	UNITAR strategic framework web new	Document	UNITAR PPME
Ghana National Coordinator - document	UN CC:Learn Programme (Ghana) Project Completion Report May 2015 - September 2017)	Document	Emailed
Ghana National Coordinator	UN CC:Learn Educational Sector Programme Annual Report 2017	Document	Emailed
Emailed	Impact Survey Report 2019	Document	Secretariat
Emailed	EMS Data Beneficiaries and Event List	Spreadsheet	Secretariat
Emailed	SFF Interim Narrative Report_UNCCLearn_Feb2020	Document	SIDA
Emailed	SFF allocation request application_2	Document	SIDA

Secretariat	Making a Difference E-Learning Course Flyer Nov 2019	Leaflet	Emailed
Secretariat	Sustainable Consumption and Production in Africa Flyer 2019	Flyer	Emailed
Secretariat	UN CC:Learn flyer	Flyer	Emailed
Emailed	Future of Events Report	Document	Autumn Live
Youtube	YCD video - Protect Our Future	Video	Josefina Ashipala
Email	ACE Report SBI52	Document	Cristina
Email	Elearning in steep climb email	Email	Angus MACKay
Website	CC:Learn website - user feedback	Website comments	Webiste
Email	<u>UN CC:Learn Guidance Note for Developing a National Climate Change Learning Strategy</u>	Document	Secretariat
Email	Ghana National Climate Change and Green Economy Learning Strategy	Document	Secretariat
Email	National Climate Change Learning Strategy, Indonesia	Document	Secretariat
Email	Kenya's Intended Nationally Determined Contribution	Document	Secretariat
Email	Zambia's Intended Nationally Detmined Contrution to the 2015 Agreement on Climate Change	Document	Secretariat
Email	Burkina Faso National Climate Change Adaptation Plan (NAP)	Document	Secretariat
Email	Climate Change and Human Health: Impact and Adaptation. WHO 2000.	Document	UNCCLearn Knowledge Platform
Email	Climate Change, Disaster Risk and the Urban Poor. World Bank 2011.	Document	UNCCLearn Knowledge Platform
Email	Development Financing for Tangible Results: A Paradigm Shift to Impact Investing and Outcome Models - The Case of Sanitation in Asia - Discussion Paper. UNESCAP, 2013.	Document	UNCCLearn Knowledge Platform
Email	<u>National Strategy to Strengthen Human Resources and Skills to Advance Green, Low Emission and Climate Resilient Development</u>	Document	Dominican Republic National Focal Point
Email	UN CC:Learn Pilot Implementation Phase 2011-2013 Final Report, November 2014.	Document	unccllearn.org
Email	UN CC:Learn Final Report 2014 - 2017 Implementaiton Phase, December 2017	Document	unccllearn.org
Email	Independent Mid-Term Review of the NDC Partnership's 2018-2020 Work Programme, iodparc, March 2020, Mark Keen, Judith Friedman and Simon Henderson	Document	
Email	UN CC:Learn Cofinancing Tracking Document	Document	Secretariat
Email	Investing in People and Learning for Green and Climate Resilient Development - Project Document for a 2017-2020 Implementation Phase of the One Un Climate Chagne Learning PARTnership: UN CC:Laern, June 2017	Document	Secretariat
Email	Mid-term evaluation of the UN CC:Learn 2014-2017 Implementaiton Phase	Document	UNITAR PPME
Email	UNCCLearn_Financial Resources_Information	Document	Secretariat
Email	UNSCC Paris Agreement on Climate Change as a Development Agenda	Email	Secretariat

Website	Empowering Youth to lead on climate change	Web article	Secretariat
Website	Indonesia is making teachers part of the solution to climate change	Web article	Secretariat
Email	Report on the workshop on climate change capacity building for teachers - Indonesia	Document	Secretariat
Email	Integrating Climate Change into the Ethiopian Curriculum	Document	Secretariat
Website	Ghana trains over 600 primary school teachers on climate change and green economy.	Web article	Secretariat
Email	ACE decision - Ways of enhancing the implementation of education, training, public awareness, public participation and public access to information so as to enhance actions under the Paris Agreement.	Document	Secretariat
Email	Evaluation of Regional Climate Change strategy workshop	Document	SICA
Website	The Dominican Republic Institutional Memory Document - National Council for Climate Change and the Clean Development Mechanism 2019	Document	SICA
Website	SICA Proposal: Empowering Societies for Climate Action	Document	SICA
Emailed	Learning Institutions, INGOs, Business Strategy Development Zambia, Zimbabwe	Document	Secretariat
Emailed	Gender and Environment Course Feedback Survey	Online survey	Secretariat
Emailed	2020 Steering Group Meeting Powerpoint Slide	Powerpoint	Secretariat
Emailed	UN CC:e-Learn Course information Q1 2020	Spreadsheet	Secretariat
Youtube	COP25 Press Conference, Calling Teacher to Join the Climate Education Initiative	Video	Secretariat
Youtube	Sky News, 'Climate change teacher programme'	Video	Secretariat
Youtube	North Tne Government, 'World First for North Tyne Metro Mayor'	Video	Secretariat
Youtube	The Guardian, 'England region plans world-first for climate change teaching'	Video	Secretariat
Youtube	Die Welt, 'Berlin students fight to get climate change onto lesson plans'	Video	Secretariat
Youtube	Publico, 'Mi profe de cambio climático nos ha dicho...' (Spain)	Video	Secretariat
Youtube	The Guardian, 'New Zealand schools to teach about climate crisis, activism and eco anxiety'	Video	Secretariat
Youtube	BBC 5 Live Interview, 'Climate change teacher recruitment'	Video	Secretariat
Youtube	Il Fatto Quotidiano, 'L'ora di clima nella scuola certificata dall'Onu' (Ital	Video	Secretariat
Youtube	Bob Natifu UN CC:Learn Ambassador (Uganda)	Video	Secretariat
Youtube	Youth for Climate Action. Breaking barriers Youth and Climate Change	Video	Secretariat
Facebook	UN CC:Learn Inclusion photos	Photos	Secretariat
Facebook	UN CC:Learn YCD photo	Photos	Secretariat
Twitter	West Africa Hub regional workshop photos	Photos	Secretariat
Twitter	UN CC:Learn example tweets	Tweet	Secretariat

Annex 8. Evaluation question matrix

Rev Qn	DAC Criteria	Proposed Revised Evaluation Questions	Potential Limitations	Ocome 1 or 2, c3 (Crosscutting) or all	Ask via survey	Ask via FGD	Ask via KII	Document eg UNCCCL Guide eg Progress Report	Website eg UNCCCL Facebook eg UNCCCL course
1	Relevance	How much do the project activities and beneficiaries' needs and priorities align with each other?	Time limitation on verifying this question.	All	Steering Group Participants	Secretariat National Focal Points UN Agencies		Project Document UNITAR Strategic Frameworks Baseline	
2	Relevance	How useful do users find course content? Are the actual beneficiaries the same as the planned beneficiaries (eg location, gender, age and other strategic needs)	Potential limitations of identifying beneficiaries.	1	Participants	Partners Training facilitators		Event Management Stats xls - but doesn't contain gender / age data?	Social media channels
3	Relevance	How relevant is the UN CC:Learn project supporting country learning priorities to implement their NDCs, NAPs and SDGs?	There are a lot of countries and the number of responses possible, may not be representative of other countries.	2, 3	National Focal Points	Steering Group National Focal Points Partners			

4	Effectiveness	To what extent is the project contributing to changed behaviour and informed decision making that contributes to effective climate change adaptation and mitigation?	Current data captured doesn't measure behaviour change. Answering this question depends on high survey returns or large numbers of FGDs.	All	Participants Partners	Participants Partners			
5	Effectiveness	To what extent is the project promoting climate change education and literacy, and how effective is it been at empowering people to better understand climate change and to become actors of change?	It may be difficult to disaggregate learning from CCLearn / EduCCate from learning from other sources.	1, 3	Participants Partners	Participants Partners			Social media channels
6	Effectiveness	To what extent is the project contributing to the global debate on climate change learning, and specifically its role as a partnership and programme in supporting the ACE							

		dialogues and the Doha Work Programme?							
7	<i>Effectiveness</i>	How effective is the project in supporting countries in addressing learning priorities to implement their NAPs and NDCs, and helping in improving the accessibility of learning products and services?	There are a lot of countries. Answering this question with any level of meaning may be too time and resource intensive. I propose asking it by survey to all countries, and by FGD to just a small number of countries within the same FGD.	2, 3	Governments Partners	Steering Group Governments Partners			
8	<i>Effectiveness</i>	How effective is the global learning platform at supporting beneficiaries in applying their climate adaptation / mitigation knowledge and skills?	It may be difficult to attribute knowledge application to CCLearn or other support.	All	Participants Partners	Participants Partners			Social media channels

9	Effectiveness	To what extent are national climate change learning assessments and strategies being developed through multi-stakeholder collaboration?	Too many countries to verify comprehensively and there may be very wide variation between countries so sample surveys/ FGDs may not be representative.	2	Secretariat Regional and National Coordinators Host government Partners	Secretariat Regional and National Coordinators Host government Partners			
10	Effectiveness	To what extent is the project supporting national and regional learning institutions to deliver climate change learning effectively? NUMBER OF TRANSLATIONS OF COURSE MATERIALS COULD BE AN INDICATOR HERE	Consultant's capacity to consult large number of stakeholders within the 35 days funded.	2, 3	National and regional participants National and regional partners	National and regional participants National and regional partners			
11	Effectiveness	To what extent can or should a human rights-based approach and a gender mainstreaming strategy and the “no one left behind” principle incorporated in the	Need to find evidence of how the direct and indirect beneficiaries were selected.	All	Participants	Secretariat Global, Regional, National Partners		EMS stats?	

		design and implementation of the project, and specifically in the selection of direct and indirect beneficiaries?							
12	<i>Efficiency</i>	To what extent is the project cost, time and resource efficient versus each UN partner creating their own or using alternative equivalent resources? Which element or stakeholder? Why? (Eg website, the platform, strategy, social media, training courses, partners) (e.g. in comparison with alternative approaches)?	There may not be any directly comparable alternative approaches or it may not be possible to source data to answer the question.	All	Steering Group Academic partners	Steering Group Academic partners			Social media channels Websites
13	<i>Efficiency</i>	How is the collaboration of UN CC Learn partners enhancing the project in view of achieving cost and	Original question assumes that there has been collaboration, and it's worked well.	All	Partners	Partners Secretariat			

		content efficient results?							
14	<i>Efficiency</i>	To what extent is the project leveraging contributions from partners? (including other UN organizations, regional organizations, NGOs, CSOs, and the business sector?)	Need clarification of the question's meaning.	All	Partners	Steering Group Secretariat Focal Points Partners			
15	<i>Efficiency</i>	How efficient are the management arrangements, including the secretariat and the annual Steering Group Meetings?	This is a subjective and comparative question. Hard to triangulate or find objective answers.	All	Steering Group Secretariat Focal Points Partners	Steering Group Secretariat Focal Points Partners			
16	<i>Efficiency</i>	To what extent is the project supporting UN Country Teams to plan, launch and implement country-driven climate change learning priorities? How long	Capacity of the consultant to research this to sufficient depth and breadth.	2	Secretariat Host Government UN Country Teams	Secretariat Host Government UN Country Teams			

		is it taking to get countries up to speed? (Note Angus' suggestion to look at good examples from Ghana, Dominican Republic and Indonesia)							
17	<i>Efficiency</i>	To what extent are partner countries committing additional funding for NAP/NDC learning-related actions?	Possible insufficient time / resource to verify across all countries and countries are likely to differ from each other.	2	Secretariat National Focal Points Partners	Secretariat National Focal Points Partners			
18	<i>Impact</i>	What planned or unplanned changes have occurred from the project? (eg reach, mobilisation, beneficiary type)? Which of these should we seek to build on going forward? How?	Need FGD or participatory exercise to help most people really think through any unintended impacts.	All	Secretariat Focal points Partners Participants	Secretariat Focal points Partners Participants			Social media channels
19	<i>Impact</i>	Has the project affected people's capacities in developing and transition countries to plan and implement effective	This is a directive question. Most people would want to answer this in the affirmative because all of us	All	National Focal Points Partners Participants	National Focal Points Partners Participants			Social media channels

		climate change actions? How can we best build on this?	tend to want to show that we're "improving" over time.						
20	<i>Impact</i>	What real difference has the project made with respect to gender? How can we strengthen gender aspects going forwards?	Attribution of the project to any changes relating to gender equality is very difficult to do.	All	Participants	Partners Focal Point			Social media channels
21	<i>Sustainability</i>	Are the results of the 2017-20 phase likely to be sustainable? How do we know? (towards 2030 vision and 2025 interim point)	This question is highly subjective so the answers are not likely to be reliable / verifiable.	All	Partners Host Governments Participants	Partners Host Governments Participants			
22	<i>Sustainability</i>	How can the design of the project evolve and ensure relevant, effective, efficient and sustainable results?	There are many unknowns - changes in technology; beneficiary demand for CC learning; This question is highly subjective.	All	Partners Host Governments Participants	Partners Host Governments Participants			Social media channels
23	<i>Sustainability</i>	What can UN CCLearn do to monitor and reduce							

		its own carbon footprint?							
24	<i>Sustainability</i>	What are your recommendations for the next phase of UN CCLearn? (Eg tapping into movement building; use of social media; contingency planning toolkits)	Need to identify and access event/course participants who were not the original target beneficiaries eg private businesses, teachers, youth and young adults.						
25	<i>Sustainability</i>	What can we learn from the 2020 Covid-19 pandemic to inform the future design of UN CC:Learn. (Eg more visible health and climate linkages; specific CC training for health workers)?							
26	<i>Coherence</i>	Is the project coherent with relevant climate change and development policies and standards? Which ones?	This needs the identificaion then input of people who are trying to meet policy requirements. Consultant research would unearth a wide range of relevant policies and	All	Steering Group Partners Host Governments Secretariat	Steering Group Partners Host Governments Secretariat			Social media channels

			standards that would be very time intensive to assess the project against.						
27	<i>Coherence</i>	Is the project complementing other existing or planned CC programmes and projects? Which ones?	Identifying the right stakeholders to ask.	All	Secretariat Partners	Secretariat Partners		Desk research	Social media channels
28	<i>Project management</i>	Has the UN CC:Learn structure (Steering Group, Secretariat, National Coordinators) been effective?	Just because this structure may have been effective doesn't mean other structures may or may not have been more or less effective. What does answering this question really tell us?	All		Secretariat Steering Group National Coordinators Partners		Review structure in Project Plan	
29	<i>Project management</i>	To what extent has the Annual Steering Committee Meeting ensured project coherence and effectiveness, reviewed progress	This is subjective and only the people who attended can really know what went on in the meetings and as the question is	All		Steering Group Secretariat Government focal points Partners		Review Annual Steering Committee Meeting record.	

		and advised on implementation?	therefore about their own roles they are very likely to answer that it has been highly effective.						
30	<i>Project management</i>	How effective has the Secretariat been in: <ul style="list-style-type: none"> - managing global elements of the programme? - coordinating countries' activities and in monitoring, assistance and advice? Is it effective? What should change / remain the same? 	Lots of countries. Time / resource intensive in verifying this across all countries, and a sample of countries may not be sufficiently representative.	All		Steering Group Secretariat Government focal points Partners		Review documents	

Annex 9. Evaluation consultant agreement form

Annex: Evaluation Consultant Code of Conduct and Agreement Form

The evaluator:

1. Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
2. Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.
3. Should protect the anonymity and confidentiality of individual informants. They should provide maximum notice, minimize demands on time, and respect people's right not to engage. Evaluators must respect people's right to provide information in confidence, and must ensure that sensitive information cannot be traced to its source. Evaluators are not expected to evaluate individuals, and must balance an evaluation of management functions with this general principle.
4. Sometimes uncover evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. Evaluators should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.
5. Should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender equality. They should avoid offending the dignity and self-respect of those persons with whom they come in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, evaluators should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders' dignity and self-worth.
6. Is responsible for his/her performance and his/her product(s). They are responsible for the clear, accurate and fair written and/or oral presentation of study imitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

Evaluation Consultant Agreement Form¹

Agreement to abide by the Code of Conduct for Evaluation in the UN System

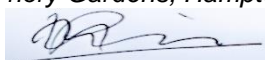
Name of Consultant: Michael Wiggins

Name of Consultancy Organization (where relevant): N/A

I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation and I declare that any past experience, of myself, my immediate family or close friends or associates, does not give rise to a potential conflict of interest.

Signed at *28 Priory Gardens, Hampton, Middlesex, TW12 2PZ, UK* on *18th February 2020*

Signature: _____



¹www.unevaluation.org/unegcodeofconduct