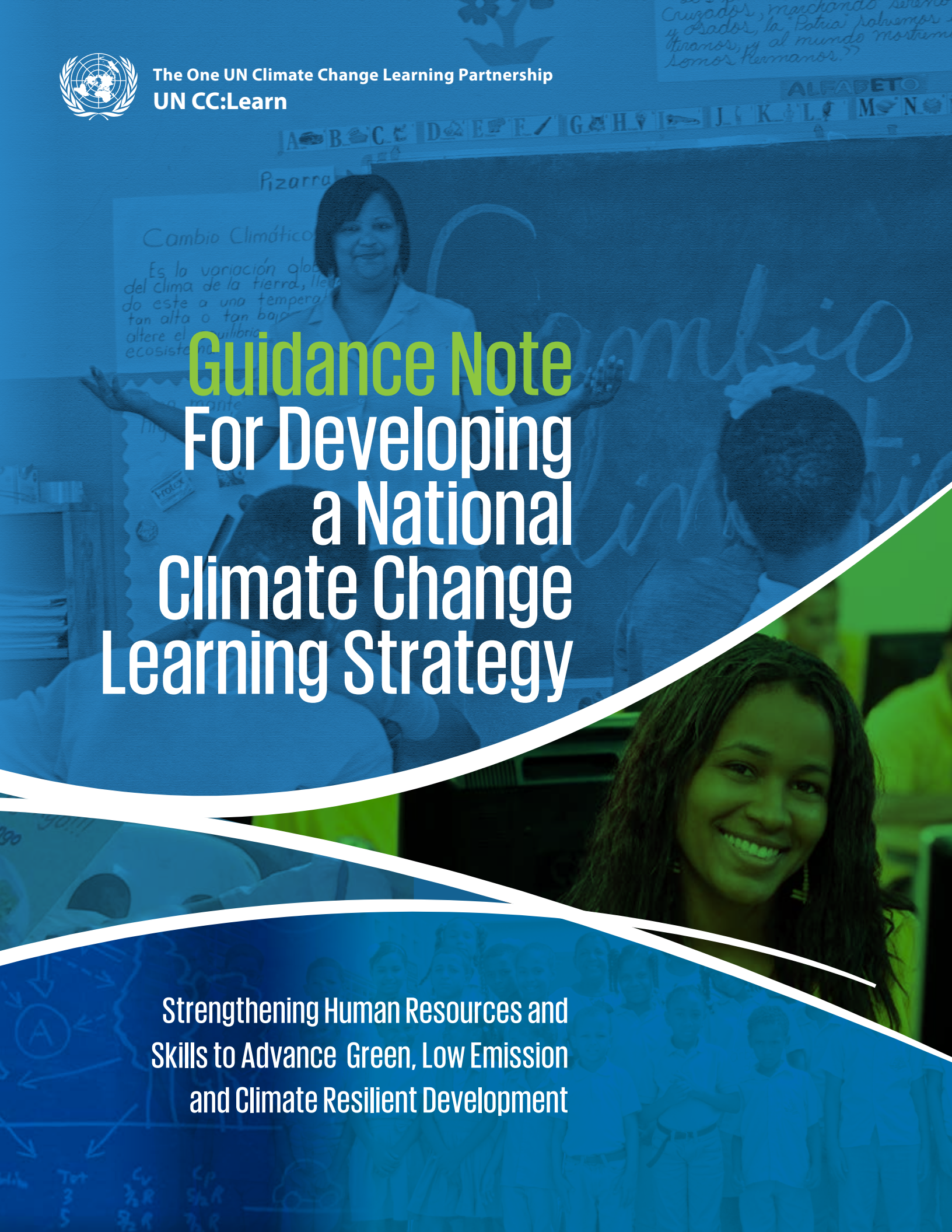




The One UN Climate Change Learning Partnership  
UN CC:Learn

The background of the cover is a blue-tinted photograph of a classroom. A female teacher is standing in the center, gesturing towards a whiteboard. The whiteboard has Spanish text about climate change: "Cambio Climático", "Es la variación global del clima de la tierra, desde este a una temperatura tan alta o tan baja que altere el equilibrio del ecosistema.", and "Cambio". Above the teacher, there are alphabet cards (A-Z) and a quote in Spanish: "Cruzados, marchando, heren y poder, la Patria por siempre, Heramos, y al mundo mostramos Heramos Hermanos." In the foreground, the back of a student's head is visible, looking towards the whiteboard. In the bottom right corner, there is a close-up of a smiling young woman with long dark hair. The bottom of the cover features a blue-tinted photograph of a group of diverse children standing together.

# Guidance Note For Developing a National Climate Change Learning Strategy

Strengthening Human Resources and  
Skills to Advance Green, Low Emission  
and Climate Resilient Development

**Authors:** Achim Halpaap, Amrei Horstbrink, and Angus Mackay, UNITAR; and Daniel Abreu, National Council on Climate Change and Clean Development Mechanism of the Dominican Republic.

**Acknowledgements:**

This Guidance Note has been developed as part of the UN CC:Learn pilot implementation phase (2011-2013), with valuable input from members of the UN CC:Learn Steering Group and discussions at several international and regional meetings/workshops. It builds on the experiences of five national pilot projects to “Strengthen Human Resource Capacities and Skills to Address Climate Change”. The five pilot countries are Benin, the Dominican Republic, Indonesia, Malawi, and Uganda.

Specific comments on the draft document were also provided by: Ilaria Firmian, IFAD; Christine Hofmann, Olga Strietska-Illina and Bolormaa Tumurchudur-Klok, ILO; Cassie Flynn, Stephen Gold and Tom

Twining-Ward, UNDP; Charles Davies, UNEP; Julia Heiss, UNESCO; Donna Goodman, UNICEF; Ilaria Gallo and Sharon Oseku, UNITAR; Elena Villalobos, WHO; Moisés Alvarez, National Council on Climate Change and Clean Development Mechanism of the Dominican Republic; Doddy Sukadri, National Council on Climate Change of Indonesia; and John Kaddu, Makerere University, Uganda.

**Photos:** Tony Nuñez, INFOTEP, UN CC:Learn Team of Indonesia, Environmental Affairs Department of Malawi, Ministry of Water and Environment of Uganda and UN CC:Learn Secretariat.

**Layout:** Tony Núñez & Asociados

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## The One UN Climate Change Learning Partnership UN CC:Learn

The UN CC:Learn initiative was started in 2009 as a collaboration of UN agencies committed to support and contribute to effective, results-oriented and sustainable learning to address climate change and related development challenges. UN CC:Learn includes three Programme Areas which are closely linked to each other:

- I. Knowledge Management and Networking
- II. Development of a One UN Climate Change Learning Package
- III. Strengthening Human Resource Capacities in Partner Countries

The three Programme Areas collectively contribute to the implementation of Article 6 of the UN Framework Convention on Climate Change (UNFCCC) and the UNFCCC Capacity Development Framework. UN CC:Learn also contributes to the implementation of the 2005 Paris Declaration on Aid Effectiveness by supporting country-driven processes, fostering co-ordination and alignment of external support, and promoting a results-oriented approach to climate change learning.

UN CC:Learn is included in the “One UN Climate Change Action Framework” of the UN System Chief Executives Board for Coordination (CEB) through the High Level Committee on Programmes (HLCP). To date, 33 multilateral organizations are collaborating in UN CC:Learn. A UN CC:Learn Steering Group comprised of UN partner agencies provides guidance for UN CC:Learn activities. The Secretariat is provided by the United Nations Institute for Training and Research (UNITAR).

Funding for the 2011-2013 pilot implementation phase of UN CC:Learn is provided by the Government of Switzerland.







The most important variable that determines whether Uganda is able to address the challenge of climate change and achieve sustainable development is human capacity.

Hon. Prof. Ephraim Kamuntu,  
Minister of Water and Environment of Uganda





## Foreword

"Climate change affects every aspect of society, from the health of the global economy to the health of our children." These are the words of UN Secretary-General Ban Ki-moon, who has called climate change the defining issue of our time.

One of the best ways in which we can successfully address the challenges posed by climate change - while also taking advantage of the opportunities it can bring - is through learning. Unless CEOs understand green investment opportunities; unless policy-makers can find the right mix of incentives to encourage and reward those investments; unless school teachers can convey the right messages about the causes and consequences of climate change to their charges; and unless farmers can acquire the knowledge they need to apply climate-resilient agriculture, then the problems of climate change will continue to dominate the headlines.

What people know does matter. Public awareness on climate change is important but not enough on its own. It needs to be reinforced by applied knowledge and learning; of a sort that can only be delivered if it is an integral

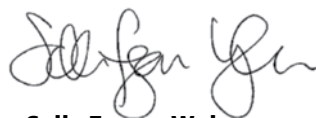
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part of national education and training systems. The UN CC:Learn partnership has given us a glimpse of what this might look like in practice, working in five pilot countries (Benin, Dominican Republic, Indonesia, Malawi and Uganda).

The message is 'be systematic'. Countries start with a thorough review of learning needs, across government, civil society and the private sector. From there they prioritize (and then prioritize again) so that the learning actions eventually undertaken are those most likely to make a lasting difference. While this work is being done by technical professionals, it is important that advocacy is being done with politicians, opinion leaders and decision makers, in order to generate the political and financial support that will be required for implementation.

We are delighted to introduce you to this Guidance Note for Developing a National Climate Change Learning Strategy. It is based on invaluable country experience, developed with inputs from many dedicated individuals, and we would like to thank all contributors for their time and effort. It is our hope that the guidance will help to inspire systematic action on climate change learning in many other countries, and that those countries will share their experiences with yet other countries.

If climate change affects 'every aspect of society', then without question the response will need to be multi-layered, inclusive and involve all generations. What follows provides some good advice on how to make a start.



**Sally Fegan-Wyles**  
UN Assistant Secretary-General  
Acting Head  
Executive Director, UNITAR



**Martin Dahinden**  
Ambassador  
Director-General,  
Swiss Agency for Development and  
Cooperation (SDC)





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1

# WHY DEVELOP A CLIMATE CHANGE LEARNING STRATEGY?







A National Climate Change Learning Strategy systematically examines learning and skills development needs in key sectors concerned with climate change.

## 1.1 About the Guidance Note

This note provides methodological and organizational guidance to countries interested in taking a strategic approach to climate change learning and skills development. In particular, it lays out the process of developing a National Strategy to Strengthen Human Resources and Skills to Advance Green, Low Emission and Climate Resilient Development - or short “National Climate Change Learning Strategy” - through cross-sectoral and multi-stakeholder collaboration, and with engagement of national education and training institutions.

### ***What is a National Climate Change Learning Strategy?***

A National Climate Change Learning Strategy systematically examines learning and skills development needs in key sectors concerned with climate change, including Agriculture, Energy, Finance, Forestry, Health, Industry, Labour, Mining, Tourism, Transport, Water, etc. The Strategy also aims to address the challenge of how to strengthen the national education and training systems to scale up the delivery of climate change related learning.

Based on an assessment of learning needs and existing capacities to deliver learning actions, the Climate Change Learning Strategy defines a number of specific actions for the short, medium and long-term. Such actions may include, for example, the organization of specialized courses across sectors to prepare vulnerability assessments, or skills development activities to prepare proposals under existing or new international climate change funding regimes. The Strategy also includes actions that require more strategic planning and institutional change, such as the integration of climate change learning into school curricula or the design of a sectoral skills development strategy.





### ***Development and Pilot-Testing of this Guidance Note***

This Guidance Note has been developed as part of the UN CC:Learn pilot implementation phase (2011-2013), with valuable input from members of the UN CC:Learn Steering Group and discussions at several international and regional meetings/workshops. It builds on the experiences of five national pilot projects to “Strengthen Human Resource Capacities and Skills to Address Climate Change”. The five pilot countries are Benin, the Dominican Republic, Indonesia, Malawi, and Uganda.

#### **Box 1.1**

##### **2011-2013 Pilot Countries – Coordinating Institutions**

- Benin - Ministry of Environment, Housing and Urbanism (MEHU)
- Dominican Republic - National Council for Climate Change and Clean Development Mechanism (CNCCMDL)
- Uganda - Ministry of Water and Environment (MWE)
- Indonesia - National Council on Climate Change (DNPI)
- Malawi - Ministry of Finance and Development Planning

### ***Target Groups of the Guidance Note***

This Guidance Note responds both 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) and to the request of more than 40 countries which have expressed interest in developing a National Climate Change Learning Strategy.

The Guidance Note focuses on the national scale, but the methodologies proposed can be adapted for regional and local levels also.

Potential users include:

- Decision-makers in government interested in understanding the process and benefits of developing a National Climate Change Learning Strategy;
- Technical staff in Ministries or other institutions responsible for organizing the process of developing a National Climate Change Learning Strategy;
- Representatives of education and training institutions and non-governmental organizations involved in the development and implementation of a National Climate Change Learning Strategy;
- Representatives of the private sector (e.g. employers' organizations and trade unions);
- Interested citizens.

### ***How to Use the Guidance Note***

The Guidance Note is structured as follows:

- 1. Why Develop a Climate Change Learning Strategy:** The first chapter presents a conceptual framework for the development of a National Climate Change Learning Strategy, looks at specific objectives of the Strategy and proposes principles for the Strategy development process. It also provides background information on relevant international initiatives and frameworks.
- 2. Main steps in Developing a Climate Change Learning Strategy:** This chapter explains the process of developing a National Climate Change Learning Strategy and provides suggestions for the structure and content of the document.
- 3. Practical Guide:** The final part suggests specific activities, as well as logistical and organizational considerations that can facilitate the development of a Climate Change Learning Strategy.

Users are encouraged to consider the suggestions provided in this note, taking into account national needs and circumstances.

The Guidance Note focuses on the national scale, but the methodologies proposed can be adapted for regional and local levels also.

## **1.2 Human Resource and Skills Challenges to Address Climate Change**

The transition to green, low emission and climate resilient development requires unprecedented levels of awareness, knowledge, and skills. Literally thousands of policy makers, managers and technical experts face the challenge of enhancing their knowledge and competencies. For example, planning officers in Ministries responsible for sectoral policies (e.g. transport and tourism), need to know how to integrate adaptation and mitigation into sectoral policy cycles and implementation; local authorities need to develop skills to integrate climate resilience in city planning; civil servants in Ministries of Finance need to be able to draft sound project proposals to access international carbon finance schemes; and, electricians need to become familiar with installing solar energy technologies.



**The capacity development challenges associated with climate change are so tremendous that a systematic, long term and programmatic effort is required.**

However, countries, increasingly aware of the challenges and opportunities posed by climate change, still lack sufficient organizational and management skills to prepare their executives and professional staff for decision-making under increasing uncertainty. In many cases knowledge, approaches and tools are available while the human capacities and institutional structures necessary to give them effect, are not.

Capacity assessments in the five UN CC:Learn pilot countries have confirmed that human resource and skills gaps constitute a major bottleneck to effectively address climate change. Many organizations support skills development in various ways, but these efforts tend to be project-oriented and time-bound. The assessments also demonstrated that where training is taking place, new knowledge and skills are often not applied on the job.

This Guidance Note is based on the premises that the capacity development challenges associated with climate change are so tremendous that a systematic, long term and programmatic effort is required. It suggests a results-oriented approach to learning that links individual skills development to broader organizational objectives.

This note also recognizes the central role to be played by the education sector in building the necessary human capacities for a green and climate resilient transition. The national education system is a powerful medium for ensuring that future generations are climate literate, while also helping to 're-educate' current generations through their children.



It is incumbent upon the government to expedite the process of climate change learning in the country through human and institutional capacity building, climate change financing, and consideration of cross-cutting issues. These three pillars will ensure the attainment of the requisite resilience to climate change by the year 2030.

Hon. Halima Daud,  
Minister of Environment and Climate Change  
Management of Malawi



### 1.3 Linking Individual with Institutional Capacity Development

Capacity development can be described as the process through which individuals, organizations and societies obtain, strengthen and maintain the abilities to set and achieve their own development over time (UNDP 2009)<sup>1</sup>. Capacity development does not necessarily require creating new capacities, but may involve the redeployment of existing capacities, or release of latent ones. Each country starts from a unique baseline which helps to determine how capacity development interventions can contribute to achieving national and sub-national policy objectives and priorities. Generally three levels of capacity are differentiated: systemic, institutional and individual.

#### ***Systemic Level***

At the systemic level capacity development is concerned with the creation of “enabling environments”, i.e. the overall policy, economic, regulatory, and accountability frameworks within which institutions and individuals operate. In the context of climate change learning, the overall capacity of the education and training system to deliver quality learning to

1

UNDP (2009). Capacity Development: A UNDP Primer, <http://www.undp.org/content/undp/en/home/ourwork/capacitybuilding/overview/>



all parts of society plays a critical role for the effectiveness of climate change learning initiatives. For example, if a country has low school enrolment rates, weak quality standards for education and training, and struggles with linking learning content to labour market needs, this will have consequences for any initiative aimed at developing human resource capacities, be it in the area of climate change or any other subject.

### ***Institutional Level***

Capacity development at this level focuses on overall organizational performance and functioning capabilities, as well as the ability of an institution to adapt to change. It aims at developing the institution as a whole, including its constituent individuals and groups, as well as its relationship with the outside. In the context of climate change learning, institutional capacity development mainly aims to strengthen technical and functional capacities of institutions that are offering or have the potential to offer relevant learning activities. This might include schools, teacher training institutions, universities, training centres for continuous learning, the media, NGOs, etc. It can also include institutions that coordinate climate change learning activities or provide relevant resources.

### ***Individual Level***

At the individual level, capacity development refers to the process of changing attitudes and behaviours, most frequently by imparting knowledge and developing skills through education and training. It also involves learning by doing, participation, and processes associated with increasing performance through improvements in management, motivation, and levels of accountability and responsibility. In the context of climate change learning, individual capacity development aims at changing attitudes towards adopting more climate-responsible behaviours and at developing specific professional skills needed at the political and technical levels.

### **Box 1.2**

#### **Capacity Development Focus of the National Learning Strategies**

National Climate Change Learning Strategies aim to ensure that in the long-run climate change learning can be delivered through national institutions. The Strategies therefore focus on capacity development at the individual and the institutional levels. They seek to link (1) capacity development to strengthen learning institutions with (2) specific learning activities to develop skills of individuals and vice versa. For example, a curriculum review to integrate climate change into secondary education would need to be accompanied by training programmes for teachers. Exploring linkages between individual and institutional capacity development helps to ensure that individual learning and skills development activities are connected to and help to achieve broader objectives.

## **1.4 Objectives of a Climate Change Learning Strategy**

Awareness, knowledge and skills are often a bottleneck for green, low emission and climate resilient development. While in many countries a range of related capacity development activities are already being implemented, a National Climate Change Learning Strategy offers a systematic approach. It enables countries to take stock of existing initiatives, identify gaps and prioritizes actions.

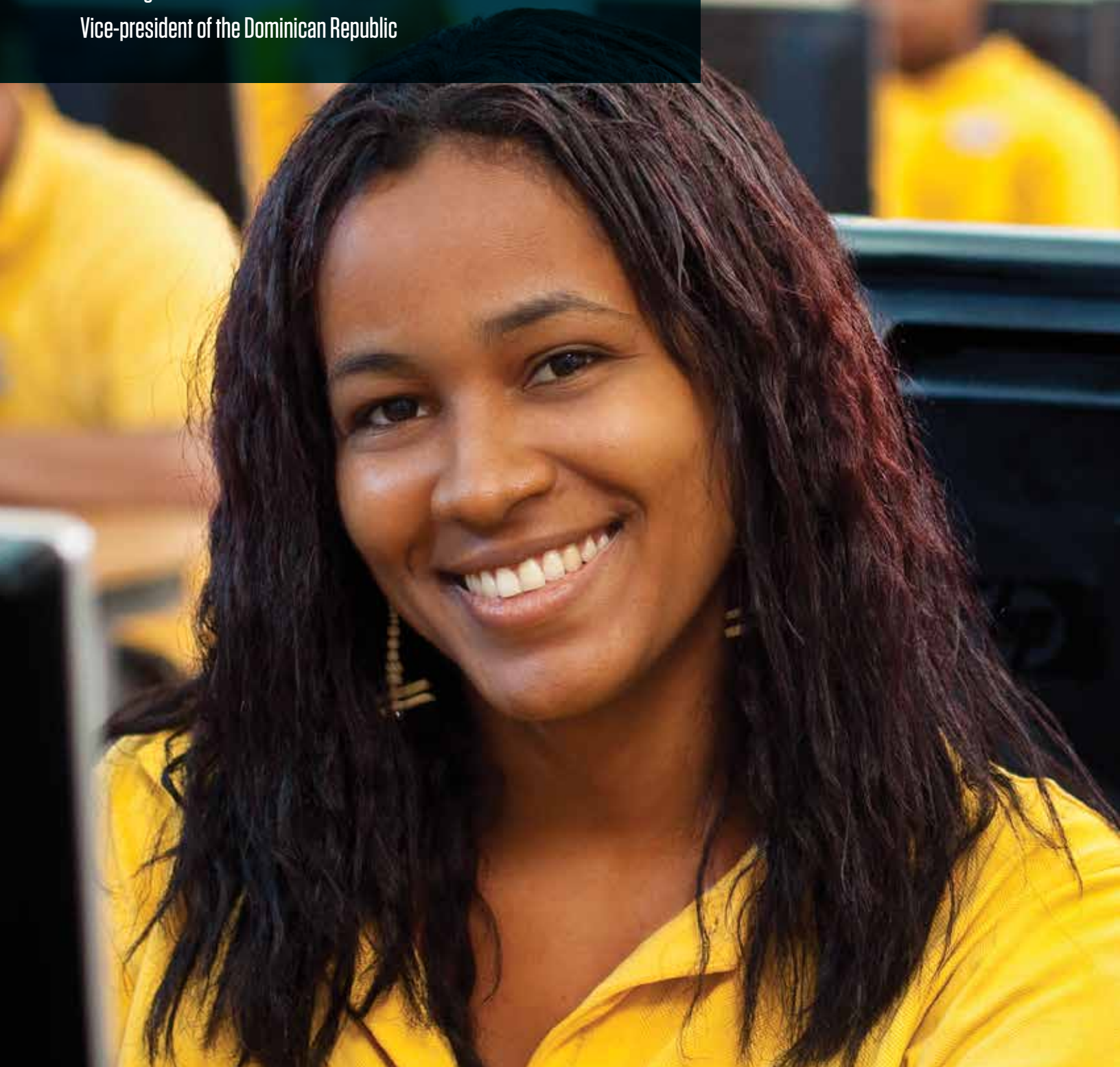
Specific objectives of a Learning Strategy may include:

- Assess existing human resource capacities and skills in key sectors to address climate change;
- Prioritize actions to enhance climate change learning and strengthen national education and training systems;
- Ensure that climate change learning is linked to and helps to achieve national climate change objectives;
- Augment mobilization of resources for training and skills development from national budgets and external partners;
- Support the creation of a sustainable human resource base to address climate change.



The necessary transition to a green, low emissions and resilient development requires an unprecedented level of consciousness, knowledge and skills of individuals and communities. This also calls for national education systems and institutions to strengthen their capacities to offer relevant learning actions to support national climate change priorities.

Dra. Margarita Cedeño de Fernández  
Vice-president of the Dominican Republic





It is also critical that Climate Change Learning Strategies are clearly linked to National Development Plans.

## 1.5 Suggested Principles for Developing a Climate Change Learning Strategy

As a starting point for developing a Climate Change Learning Strategy it is important to agree on a set of principles. The following principles have been derived from five UN CC: Learn the pilot projects. They should be adjusted to the national context.

### ***Integrating Climate Change Learning within National Planning and Key Government Sectors***

Climate change is a cross-sectoral issue that requires an integrated response throughout government. Engagement of sectoral line Ministries in the Strategy development process is therefore of key importance. It is also critical that Climate Change Learning Strategies are clearly linked to National Development Plans or other main policy frameworks to ensure that learning contributes to achieving national climate change priorities.

### ***Integrating Learning into Project and Programme Design***

A strategic approach to climate change learning does not only demand creating brand new projects or exclusively training oriented activities. On the contrary, mainstreaming climate change learning into existing projects and programmes can be often an effective entry point in contexts with significant financial and human resources limitations.

### ***Achieving Multi-sectoral and Multi-stakeholder Collaboration***

The process of developing the Strategy should bring together relevant actors from government, civil society, the private sector (including employers' organizations and trade unions), national education and training institutions, as well as UN agencies and other development partners. A multi-sectoral and multi-stakeholder dialogue helps to gather relevant information and increases ownership. It also helps to catalyse collaboration beyond the Strategy development process

Capacity development activities should deliver concrete results and development changes.

A country-driven and participatory process helps to foster ownership and to create long-term support for Strategy implementation.

and strengthen implementation. Countries might consider setting up a National Coordination Mechanism or use an existing mechanism that oversees and coordinates the Strategy development process.

### ***Responding to Labour Market Needs***

The transition to a low-emission and climate-resilient economy affects skills needs in different ways. There will be decreased demand for some jobs (e.g. in the production and use of fossil fuels) and increased demand for others (e.g. in the area of public transport). Retraining for new green jobs opportunities is therefore crucial to ease the transition to a climate resilient economy and to avoid high social and economic costs of restructuring. The development of new technologies and practices also results in the emergence of some entirely new occupations, such as solar technicians. Moreover, skills profiles within existing occupations will change (e.g. climate-smart agriculture skills needed by farmers) (ILO 2011)<sup>2</sup>. National Climate Change Learning Strategies should consider existing and future trends and support effective skills development in line with changing labour market needs and opportunities.

### ***Strengthening the National Education and Training System***

In order to make sure that in the long run a country can meet its climate change learning needs through domestic means, it is important to strengthen the capacity of the national education and training system. It is therefore recommended that the Climate Change Learning Strategy include actions to develop the capacities of national education and training institutions, and advance curricula and policy reform.

### ***Fostering Results***

An important dimension of a Climate Change Learning Strategy is to make sure that capacity development activities are followed by concrete results and development changes. It is therefore essential to establish at the beginning of the Strategy development process the baseline situation (what human capacities and skills exist?), define specific objectives and targets (where do we want to go?), and agree on a monitoring and evaluation framework for the Strategy (how will we now that we have gotten there?).

### ***Ensuring Sustainability***

In order to ensure sustainability, the Strategy development process is as important as its outcome. A country-driven and participatory process helps to foster ownership and to create long-term support for Strategy implementation. Sustainable Strategy implementation also requires the definition of a robust implementation framework, including clear responsibilities for coordinating and implementing different actions and resource mobilization. Aligning coordination and finance arrangements with existing national mechanisms helps to ensure that arrangements remain functional in the medium and long-term.

2 ILO (2011). *Skills for Green Jobs – A Global View. Guidelines on the assessment of current and future skills needs for a greener economy* are also available from ILO: “Anticipating Skill Needs for Green Jobs: A Practical Guide”, ILO, Geneva (2014).





## 1.6 International Context

Climate change learning has recently received increasing international attention, in particular under the UN Framework Convention on Climate Change (UNFCCC). Besides the Convention, a variety of initiatives in the areas of climate change education and training, sustainable development, disaster risk reduction and aid effectiveness exist that can provide useful input for the development and implementation of a National Climate Change Learning Strategy.

### 1.6.1 UN Framework Convention on Climate Change (UNFCCC)

The United Nations Framework Convention on Climate Change (UNFCCC) was adopted at the “Rio Earth Summit” in 1992. The ultimate objective of the Convention is to prevent “dangerous” human interference with the climate system.

#### ***UNFCCC Article 6 and the Doha Work Programme***

Article 6 of the UNFCCC on Education, Training and Public Awareness calls on governments to develop and implement education and training programmes, including the strengthening of national institutions, training of scientific, technical and managerial personnel, as well as implementing public awareness programmes on climate change and its effects.

At the 2012 Climate Change Conference in Doha (COP 18), Parties adopted the eight-year Doha work programme on Article 6<sup>3</sup> and requested the Subsidiary Body of Implementation (SBI) to organize an annual in-session Dialogue on Article 6 of the Convention to enhance work in this area. The Doha Work Programme recognizes the “importance of taking a long-term, strategic and country-driven approach to education, training and skills development”, and invites Parties to “prepare a national strategy on Article 6 of the Convention”.

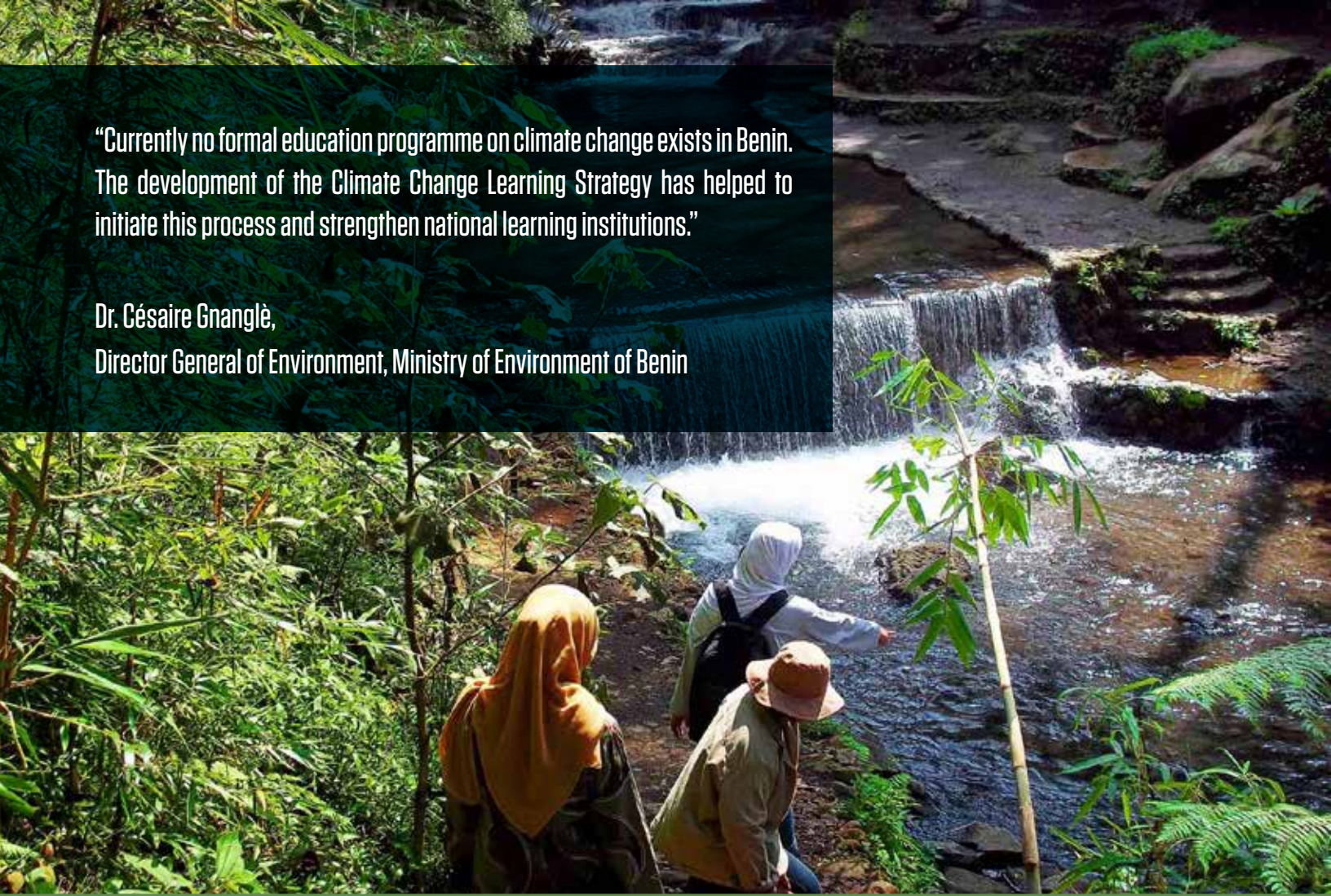
#### ***Durban Forum on Capacity Building***

At the UN Climate Change Conference in Durban, December 2011, Parties decided to set up the Durban Forum on Capacity Building<sup>4</sup>, an annual one-day event to facilitate the monitoring and review of the effectiveness of capacity-building. It provides an opportunity for Parties and other stakeholders to share ideas lessons learned and good practices on the implementation of capacity building activities in developing countries.

<sup>3</sup> See: [http://unfccc.int/cooperation\\_and\\_support/education\\_and\\_outreach/items/2529.php](http://unfccc.int/cooperation_and_support/education_and_outreach/items/2529.php)

<sup>4</sup> See: [http://unfccc.int/cooperation\\_and\\_support/capacity\\_building/items/7486.php](http://unfccc.int/cooperation_and_support/capacity_building/items/7486.php)





“Currently no formal education programme on climate change exists in Benin. The development of the Climate Change Learning Strategy has helped to initiate this process and strengthen national learning institutions.”

Dr. Césaire Gnanglè,  
Director General of Environment, Ministry of Environment of Benin

### **1.6.2 Relevant Sustainability, Resilience and Aid Effectiveness Initiatives**

#### ***Decade of Education for Sustainable Development (2005-2014)***

In December 2002, through its Resolution 57/254, the United Nations General Assembly declared a Decade of Education for Sustainable Development (2005-2014) with the UN Educational, Scientific and Cultural Organization (UNESCO) as lead agency. The vision of education for sustainable development is “a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.” Climate change is one of the key topics of the Decade.

#### ***UN Conference on Sustainable Development (Rio+20)***

The outcome document of the UN Conference on Sustainable Development (Rio+20), that took place in Rio de Janeiro, Brazil (20-22 June 2012) encourages countries to consider implementing green economy policies in the context of sustainable development and poverty eradication, in a manner that drives sustained, inclusive and equitable economic growth and job creation. In this context, the document highlights the importance of ensuring that workers acquire the necessary skills, through education and capacity-building.



### ***Hyogo Framework of Action***

The Hyogo Framework for Action (HFA) is a global plan to describe and detail the work that is required from all different sectors and actors to reduce disaster losses. The HFA's goal is to substantially reduce disaster losses by 2015 by building the resilience of nations and communities to disasters. Its third priority action focuses on the use of knowledge, innovation and education to build a culture of safety and resilience at all levels.

### ***Paris Declaration on Aid Effectiveness and the Accra Agenda for Action***

The Paris Declaration on Aid Effectiveness was signed in 2005 by donor and developing-country governments, multilateral donor agencies, regional development banks and international agencies. It lays out a practical, action-oriented roadmap to improve the quality of aid and its impact on development. In order to strengthen and deepen implementation of the Paris Declaration, the Accra Agenda for Action was adopted in 2008. It proposes the following three areas for improving aid effectiveness: country ownership; inclusive partnerships; and delivering results. The development of a Climate Change Learning Strategy is consistent with these areas (see box 1.3 below).





**Box 1.3 Accra Agenda for Action and National Climate Change Learning Strategies**

<b>Accra Agenda for Action</b>	<b>National Climate Change Learning Strategies</b>
<b>Country Ownership</b>	<ul style="list-style-type: none"> <li>• Strategy endorsed by various government sectors</li> <li>• Use of country learning systems</li> </ul>
<b>Inclusive Partnerships</b>	<ul style="list-style-type: none"> <li>• Engagement of national education/training institutions and non-governmental organizations</li> <li>• UN agencies and other development partners involved in Strategy development process and support aligned with national priorities</li> </ul>
<b>Delivering Results</b>	<ul style="list-style-type: none"> <li>• Strategy objectives and targets agreed at the outset</li> <li>• Evaluation of overall Strategy implementation results in medium and long-term</li> <li>• Evaluation of individual learning activities look at whether skills are applied on the job</li> </ul>





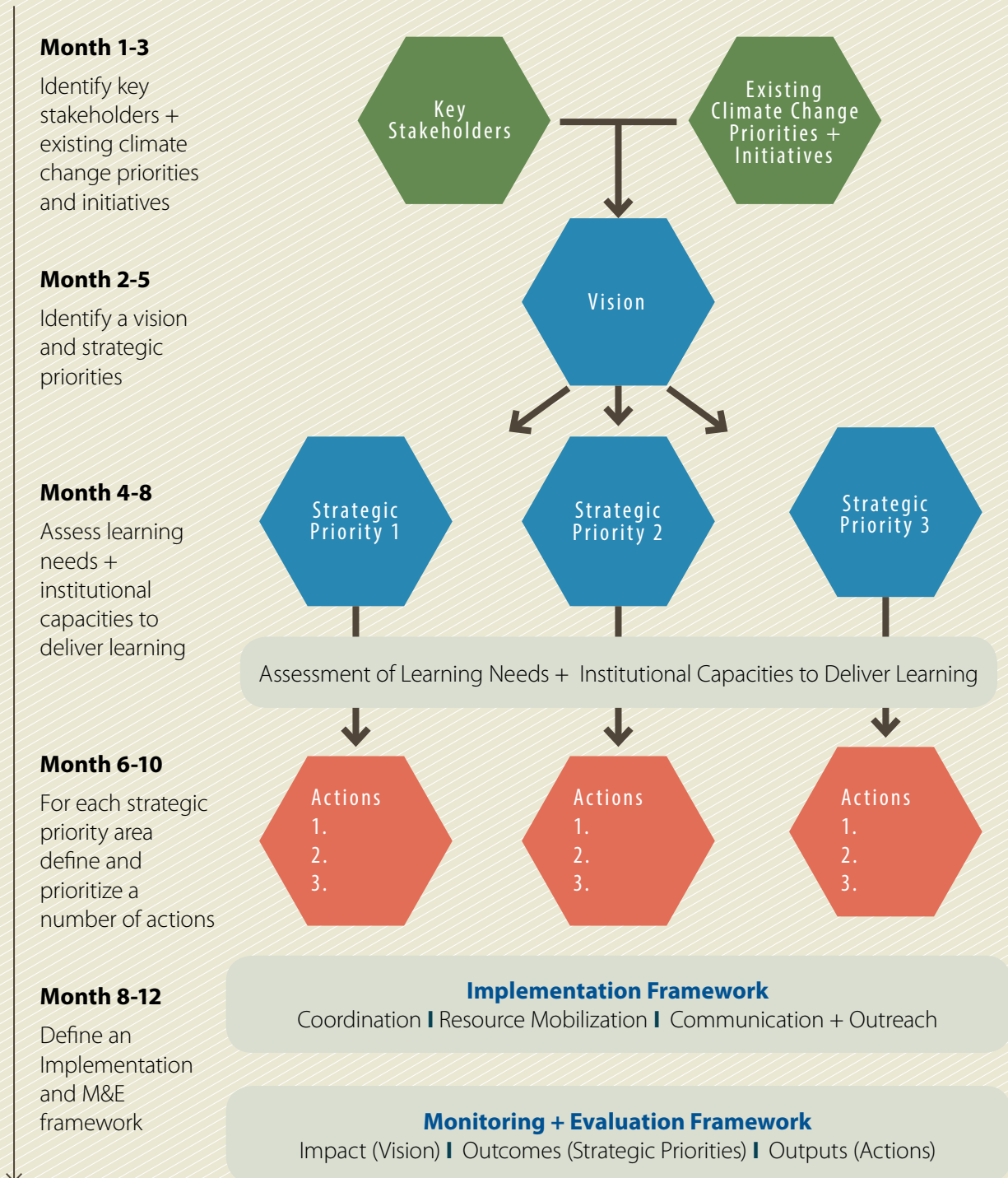


2

# MAIN STEPS IN DEVELOPING A CLIMATE CHANGE LEARNING STRATEGY



**Graph 2.1**  
**Process of Developing a Climate Change Learning Strategy**



Ministries are expected to take the lead in integrating climate change learning into their existing programmes and initiatives.

The Ministry of Education plays a key role in leading the Strategy implementation in the general education sector.

This chapter presents main steps in developing a National Climate Change Learning Strategy and provides suggestions for the structure and content of the document. It builds on lessons from the five UN CC:Learn pilot countries. The recommendations should be adapted to effectively address the specific challenges of interested countries, also taking into account available resources.

## 2.1 Identifying Key Sectors and Other Stakeholder Groups

To ensure that key actors within and outside of government know about and have the opportunity to contribute to the Climate Change Learning Strategy, a Stakeholder Analysis should be prepared early-on in the process. The analysis identifies relevant institutions and organizations and briefly lists their climate change initiatives, programmes and activities relevant for (or requiring) capacity development. It could also indicate the potential interest of different organizations in capacity development (i.e. recipient of training, delivery of learning activities, etc.), as an input to the systematic capacity assessment which will take place later in the process (see section 2.4).


National actors to take into account include:

- **National climate change institutions:** The development of the Climate Change Learning Strategy is usually led by the national institution which has the mandate to coordinate climate change actions in the country. In some countries this responsibility will belong to a special climate change council/committee and in others to a specific Ministry, e.g. the Environment Ministry.
- **Finance and Planning Authorities:** The Planning Ministry plays a central role in linking the Climate Change Learning Strategy to broader planning processes. It can also provide guidance with regards to templates or standards for developing national strategy documents. The Finance Ministry can facilitate the integration of Strategy implementation activities in the national budget.
- **Education Ministry:** The Ministry of Education plays a central role in the Strategy development process. It can provide background information concerning the functioning of the national learning system (including curriculum review processes, qualification frameworks, etc.) and can offer technical expertise when it comes to developing educational strategies. The Ministry of Education also plays a key role in leading the Strategy implementation in the general education sector.
- **Education and training institutions:** Learning institutions are important interlocutors to understand the current landscape of climate change learning activities. They are key partners in terms of putting actions identified through the Strategy into practice.
- **Sectoral Ministries related to fostering a green economy and climate resilience:** During the Strategy development process, sectoral Ministries (like Labour, Agriculture, Forestry, Water, Tourism, etc.) can provide relevant information about climate change priorities and learning needs in their respective sectors. In terms of Strategy implementation, sectoral Ministries are expected to take the lead in integrating climate change learning into their existing programmes and initiatives.



- **Sub-national and local governments:** The community and local dimension is crucial to ensure that actions defined in the Strategy reach the most vulnerable areas. In many cases the implementation of climate change learning programmes can be more effective with a bottom-up approach.
- **NGOs/CSOs, grassroots and faith based organizations:** In many countries NGOs have been the pioneers in climate change training programmes and can provide useful input to design effective programmes with innovative methodologies. Similarly, many faith based organizations have a relevant and recognized track record in raising public awareness and can play a key role in bringing climate change issues to people's attention. Engagement of grassroots organizations such as women's groups, farmers' organizations, indigenous peoples' groups and others may lead to the identification of informal education activities such as knowledge sharing between communities and farmer-to-farmer visits.
- **Business associations, private sector networks and trade unions:** The fostering of a green and climate resilient economy demands deep and far reaching transformations in all sectors of society. The private sector, as a key agent for change, should be involved in defining training and educational needs for a future workforce with the necessary skills to drive the green transition.
- **Media:** Journalists and social communicators not only play a role in providing visibility of the Climate Change Learning Strategy process and its implementation. The media sector itself is a key player in raising public awareness on climate change and in promoting resilient and low carbon behaviour.
- **Development partners (including UN organizations and UN Country Teams; multi-lateral and regional development banks; bi-lateral partners):** Early-on engagement with development partners helps to ensure linkages between the Strategy and existing development projects. It also allows exploring the possible interest of development partners to support implementation activities.





The efforts to improve public awareness and capacity building, especially in the disaster prone regions and sectors, are determinants in effectively addressing climate change. This Climate Change Learning Strategy is a long waited document to contribute to the efforts in reducing national GHG emission around 26-41%. As we are all aware, the implementation of such goals will fail without support from the skilled human resources working in the area of climate change.

Ir. Rachmat Witoelar

Executive Chairman, National Climate Change Council of Indonesia (DNPI)

The Climate Change Learning Strategy is based on existing policies and initiatives.

A template for the Stakeholder Analysis is provided in annex 1.

## 2.2 Taking Stock of Existing Priorities and Initiatives

An important aspect of the Climate Change Learning Strategy is that it is based on, and provides value added to existing policies and initiatives that address climate change and foster green development. Equally important, the Climate Change Learning Strategy is linked to national policies and initiatives to strengthen national education and training institutions. It is therefore recommended to undertake a review of relevant documents to inform the Strategy development process.

### ***Green, Low Emission and Climate Resilient Development***

The initial identification and review of policy priorities and initiatives from a climate change perspective would include, inter alia:

- Relevant components of National Development Plans and other overarching policy frameworks;
- National climate change, disaster risk management, environmental protection and green development policies, strategies, priorities and objectives;
- Relevant legal and institutional framework(s), including coordinating mechanism(s). For example, national/subnational councils or commissions on climate change or disaster risk management;
- Existing and planned climate change related projects and programmes;
- Capacity development and training initiatives to strengthen climate change competencies.





### ***Education and Training***

An initial review of education and training policy priorities and initiatives would include, inter alia:

- National policies to strengthen education and training institutions;
- National and sectoral skills development strategies;
- Environmental education plans, both formal and informal;
- Relevant legal and institutional framework(s), including national curricula and processes for their review;
- Capacity development initiatives to strengthen education and training institutions.

The above information would allow the preparation of a Background Report on National Policy Priorities, Initiatives and Institutions Relevant for Climate Change Capacity Development. The report would provide important input for the chapter of the Climate Change Learning Strategy which summarizes relevant policies, institutions and major initiatives.

**Box 2.1****Understanding the National Education and Training System**

A key objective of the National Climate Change Learning Strategy is to strengthen national education and training institutions and to foster linkages between them and the climate change community. It is therefore important to obtain, at the beginning of the Strategy development process a clear understanding of the national learning system, as well as its overall capacity to mainstream climate change knowledge and skills. This not only includes an overview of main actors and relevant policies, but also a basic understanding of existing qualification frameworks, certification schemes, mechanisms for curriculum review, skills councils, etc.

When trying to get a complete picture of the national learning system it is important to consider formal and non-formal education.

*Formal education* is the hierarchically structured, chronologically graded education system, running from primary school through university. It includes, in addition to general academic studies, a variety of specialized programmes and institutions for full-time technical and professional training.

*Non-formal education* is any organized educational activity that does not correspond exactly to the definition of formal education (e.g. it is not done full-time). It can take place both within and outside educational institutions, and cater to persons of all ages. It may cover educational programmes to impart adult literacy, education for out-of-school children, life-skills, work-skills, and general culture (UNESCO, 2006).

Guidance for Planning Education in Emergency and Reconstruction  
<http://unesdoc.unesco.org/images/0019/001902/190223e.pdf>





It is important to understand the national planning cycle and identify appropriate entry points for integrating climate change learning.

## 2.3 Identifying a Vision and Setting Strategic Priorities

### ***Linking the Strategy to the National Development Framework***

The long term development framework of a country provides the basis from which to define a vision for the National Climate Change Learning Strategy.

In order to effectively link the Climate Change Learning Strategy to development planning, it is important to understand the national planning cycle and identify appropriate entry points for integrating climate change learning. Planning Ministries play a key role in this regard.

#### **Box 2.2 Climate Change Learning Vision of Malawi**

The Government of Malawi launched in 2000 a Vision for the country which articulates the long-term development perspective for the country up to 2020. It is a framework for national development goals, policies and strategies. Among other things, Vision 2020 emphasizes the need to integrate social and economic issues in sustainable development. On climate change issues, it urges the Government to ensure that greenhouse gas emissions into the atmosphere are monitored and reduced. Taking as reference Vision 2020, Malawi's National Climate Change Learning Strategy states that: *Malawi will become a knowledge-driven climate change resilient population(...), pursuing a low carbon emission development path.*

### ***Setting Strategic and Sectoral Priorities***

Developing a strategy on any topic, by definition, implies prioritizing and identifying the elements that can yield maximum results with minimum resources. In many countries certain sectors (e.g. energy, transportation, agriculture, or forestry) and issues (e.g. REDD) related to green growth and/or climate resilience are already considered critical. Given the need to focus limited resources to best effect, it would be advisable that countries identify 3-4 of these priority sectors/issues from the outset and focus the Strategy on those. Otherwise, the Strategy might be very comprehensive but not very clear in terms of priorities. For each strategic priority area specific goals/objectives as well as measurable targets should be defined.

Setting priorities up-front also helps to better focus activities during the Strategy development process. For example the capacity assessment could focus on a number of selected sectors.

As explained in chapter 3, in order to ensure that the overarching priorities of the Strategy are agreed upon, it is useful to organize a planning event with the participation of all key stakeholders.

#### **Box 2.3**

##### **Strategic Priorities of Indonesia's Climate Change Learning Strategy**

The Indonesia National Climate Change Learning Strategy was launched on 29 August 2013. It has three strategic priority areas that were defined early in the process at the National Planning Workshop. The first one aims to build human capacity for the implementation of Indonesia's National GHG Emission Reduction Plan (RAN GRK), which is targeted to reduce emissions by 26-41% by 2020 compared to a "business-as-usual" scenario. The five main areas of the RAN GRK are: forestry and peat, energy and transportation, agriculture, industry, and waste. The second strategic area focuses on the education sector with the aim to integrate climate change learning in the national education system. The third strategic area looks at awareness-raising and knowledge-sharing in the area of climate change adaptation and mitigation.

For each of the priority areas the Strategy sets out a number of actions. The actions are divided into short-term (to be undertaken within a two-year time period) and long-term actions (more than two-year period).

## **2.4 Assessing Learning Needs and Delivery Capacities**

An important aspect of the Strategy development is to assess learning needs as well as capacities to deliver learning. Key questions to be addressed include:

- What are learning and skills development priorities of specific groups of individuals to achieve organizational objectives related to climate change?
- What capacities exist to deliver learning and address learning priorities through national education and training institutions?

The assessment should be as focused as possible on key institutions for delivering on agreed strategic priorities.

#### **2.4.1 Assessing Learning Needs and Priorities**

The purpose of this assessment is to obtain an understanding of learning and skills development needs of key sectors and institutions which are affected by climate change. It targets government institutions with related policy-making and implementation functions (e.g. Ministries of Environment, Agriculture, Water, Health, Education, etc.) as well as organizations outside of government (e.g. business, civil society organizations, media, local research institutes, etc.) with climate change related operations and activities. Implementing a needs assessment can be very time-consuming and resource-intensive. Going back to the strategic priorities will help to focus on the essential interlocutors.

An understanding of existing learning needs and priorities in the area of green and climate resilient development might emerge from different sources. The review of relevant policies and initiatives (see section 2.2) might provide a first indication. National Adaptation Programmes of Action (NAPAs), for example, often outline priority areas for climate change capacity development. Another source might be expert and stakeholder input that could be gathered, for example, through focus group discussions, workshops or expert interviews.

Countries may also consider conducting a more structured survey (see annex 2). Undertaking a quantitative assessment can be time- and resource-intensive, but can help to establish a measurable baseline for the Climate Change Learning Strategy against which it can be evaluated after a few years of implementation.

Some guiding questions can serve as starting point for the assessment of learning needs of relevant institutions, independently of the methodology selected:

- What specific climate change related functions and tasks need to be performed by staff of the institution?
- What knowledge, competencies and skills are required? Which staff positions are concerned?
- To what extent are human resource capacities and skills levels in the institution sufficient to perform the required functions and tasks?

The data obtained through the assessment will allow an analysis of learning needs for specific sectors, as well as an analysis of priority learning themes across sectors. As a first step, a summary analysis of learning needs could be prepared for each sector. In a second step, priority learning themes across sectors (e.g. climate change finance) could be identified, including a description of intended results.

#### **2.4.2 Assessing Institutional Capacities to Deliver Learning**

In order to elicit information on existing capacities in the country to deliver learning, different methods/sources are recommended, including document review, expert interviews, focus groups with representatives from education and training institutions, or a more structured survey (see annex 3).



When assessing delivery capacities, it is worth noting that not only formal education institutions like universities provide relevant activities, but that NGOs or business associations also often act as training providers.

Independently of the assessment methodology used, these are some guiding questions to consider when looking at current capacities of learning institutions:

- Does the institution offer learning activities or courses on, or related to, climate change? Which programmes? Which specific topics are covered?
- What expertise do professors/teachers working for the institution have concerning specific topics of climate change?
- Is there a specific topic related to climate change that the institution would like to provide within a programme but currently lacks the human or financial resources to do so?
- Has the institution developed any learning materials, training modules, e-learning courses, etc. relevant for climate change?

The data obtained through the assessment of delivery capacities allows to develop brief profiles of key institutions engaged in climate change related learning. The analysis of the profiles can help to identify areas that are already well covered and possible gaps.

A comparison of (1) learning and skills development priorities identified through the needs assessment, with (2) capacities to deliver learning identified through the second assessment, will point to potential action areas under the Climate Change Learning Strategy (see graph 2.2). For example, if skills development for conducting vulnerability assessments has emerged as a learning priority, and there is no learning institution in the country that delivers relevant training courses, this could be considered as an action to be included in the Strategy. On the other hand, if many stakeholders are interested in learning about climate-smart agriculture, and the agriculture college and two business associations are already offering relevant learning activities, then an action under the Strategy could focus on matching demand and supply.

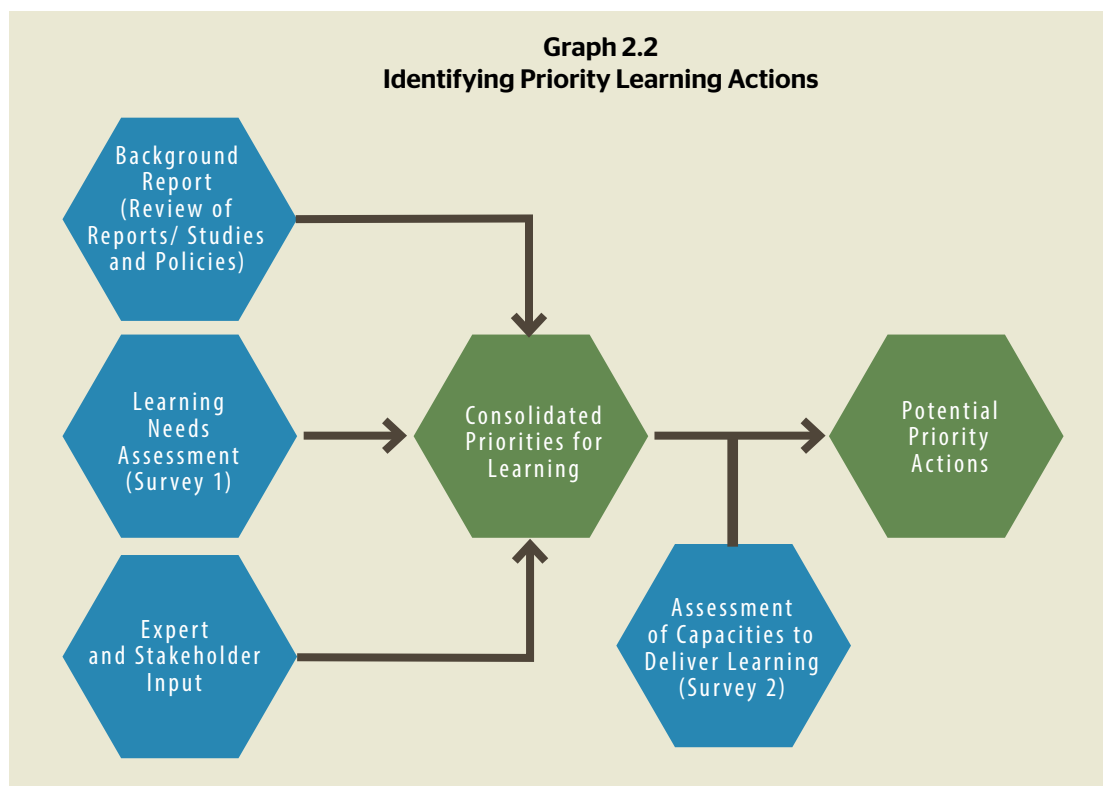
Priorities for learning should also take into account results and information from other initiatives (including, for example, results of existing training needs assessments; priorities for capacity development identified in NAPAs, etc.).

## **2.5 Defining an Action Plan**

The assessment of learning needs and delivery capacities, together with the strategic priorities are the base upon which the Action Plan is constructed. For each strategic priority corresponding actions should be identified.

The actions in the Plan may focus on individual learning or comprise activities to strengthen learning institutions/systems (see sections 2.5.1 and 2.5.2). This means that an action can range from a series of workshops to catalysing development of a multi-year learning strategy in a particular sector. For each action (or project) key parameters should be defined in the Action Plan including objectives, main activities and lead organizations.

**Graph 2.2**  
**Identifying Priority Learning Actions**



In order to ensure ownership in the Action Plan it is important to develop it through a consensus-based process involving relevant sectors and stakeholders.

In order to ensure ownership in the Action Plan it is important to develop the Plan through a consensus-based process involving relevant sectors and stakeholders.

Specific criteria for selecting possible actions might include the following:

- **Relevance:** Why is the action important? Which strategic priority would the action contribute and provide value to?
- **Effectiveness:** Is the action likely to deliver concrete results to address climate change objectives?
- **Practicability:** Can the action be realistically implemented?
- **Efficiency:** Does the action make optimum use of limited resources?
- **Monitorability:** Can the results of the action be measured?

The Action Plan could be expressed in the short (1 to 3 years), medium (4 to 10 years) and long-term (more than 10 years).

In order to follow a structured and strategic approach and to guide interested donors and implementing partners, it is recommended that the Action Plan for the first 1-3 years does not include more than 10-15 selected priority actions. A priority action should be able to deliver “quick wins” that can facilitate the implementation of more long term actions.



A priority action should be able to deliver “quick wins”.

#### Box 2.4

#### Ensuring that the Climate Change Learning Strategy is Results-Oriented

Results-based management (RBM) is a management approach that guides planning, implementation, reporting and evaluation in private and public-sector organizations. It focuses on achievements, rather than activities and thus requires clear objectives, indicators and targets to be in place. This allows working “backwards” to explore how an action can be designed to achieve an intended result.

For the Climate Change Learning Strategy, a results-based approach means that each action (or intended “output”) of the Strategy should be linked to a more strategic objective (or “outcome”). The strategic objectives of the Strategy in turn should contribute to the intended long-term impact, as illustrated by the results chain below.

The Results Chain of the Climate Change Learning Strategy

Inputs >	Activities >	Outputs >	Outcomes >	Impact
Financial, human, and material resources	Activities performed	Actions completed	Strategic objectives/priorities achieved	Overall conditions changed through National Strategy
		Results start with outputs		

Here are a few examples what inputs, activities, outputs, outcomes and impact could look like in the context of the Climate Change Learning Strategy:

Inputs >	Activities >	Outputs >	Outcomes >	Impact
Budgetary resources Time of staff from Ministry of Education and related institutions External financial contributions	Development of learning materials by subject specialists Review of materials by quality assurance committee Meeting to review primary and secondary school curricula Series of workshops for in-service teachers	Curriculum reviewed Learning materials developed Teachers equipped with skills to teach climate change related issues	Climate change fully integrated in general education at primary and secondary level	Human resource base to address climate change strengthened

### **2.5.1 Actions to Strengthen Institutional Capacities to Deliver Learning**

This type of action aims at strengthening key institutions and learning systems in a sustainable manner. Actions can cover the preparation of skills development strategies for selected priority sectors, and the integration of climate change into national education curricula and training offers.

#### ***Skills Development in Selected Priority Sectors***

A number of sectors, for example, agriculture, forestry, energy, manufacturing, and water, may be significantly affected by climate change, or can make a significant contribution to reducing greenhouse gas emissions. Actors involved include government ministries, the private sector (including employers' organizations and trade unions), research institutes, non-governmental actors, specialized training institutions etc.

During the Strategy development process it will not be possible to conduct comprehensive needs assessment covering all relevant occupations and skills profiles in a given sector. The Strategy could therefore recommend conducting a sector-specific needs assessment to examine: the existing level of awareness and knowledge in a sector; potential areas for skills and capacity development; key occupations required to achieve climate change objectives; and available education and training institutions and programmes which may support implementation.

In order to develop a strategic approach to strengthening climate change learning in selected priority sectors, a number of questions should be taken into account:

- Have sector-specific climate change issues already been identified and do relevant policies and targets exist (adaptation and mitigation)?
- What are key occupation groups in the sector and what are their climate change related learning and skills needs? What are the specific needs of vulnerable/disadvantaged groups?
- Which learning initiatives/programmes already exist to support the sector? Are they incorporating a climate change perspective? What topics are specifically relevant?
- Which groups and institutions do/could deliver climate change learning in the sector (e.g. employers/workers associations, learning institutions)?
- What action is needed to address sectoral learning needs? Is a formal sectoral learning strategy needed? What other options exist?
- What are potential synergies with other sectors in addressing cross-sectoral learning needs?



### ***Strengthening Capacities of Education and Training Institutions***

This cluster covers actions to strengthen the capacity of education and training institutions, including primary and secondary schools, high schools, universities, professional training centres, etc. Possible actions could include, for example, the establishment of a new Masters programme on climate change science at a university or the integration of climate change into primary and secondary education curricula. These actions could be combined with individual capacity development activities such as trainings for education planners, curriculum developers and teaching personnel.

It is also relevant to take into account business associations and civil society organizations which in many contexts have developed significant climate change education and training capacities.

#### **Box 2.5 Strengthening the Education Sector to Deliver Climate Change Learning in the Dominican Republic**

The Dominican Republic Climate Change Learning Strategy defined education as its priority sector. With methodological support from UNESCO and the leadership of its National Council on Climate Change and the National Institute of Teachers Training it developed a programme which by the end of 2013 had trained more than 400 teachers in a climate change for sustainable development course to bring the subject into the classrooms. At the same time, the Ministry of Education approved the introduction of climate change in its new curriculum as a mainstreamed topic.

### **2.5.2 Actions to Strengthen Individual Learning**

This type of action usually covers a combination of learning activities, including e.g. courses, workshops, study visits, etc. as well as awareness raising activities.<sup>5</sup>

#### ***Professional Learning and Skills Development***<sup>5</sup>

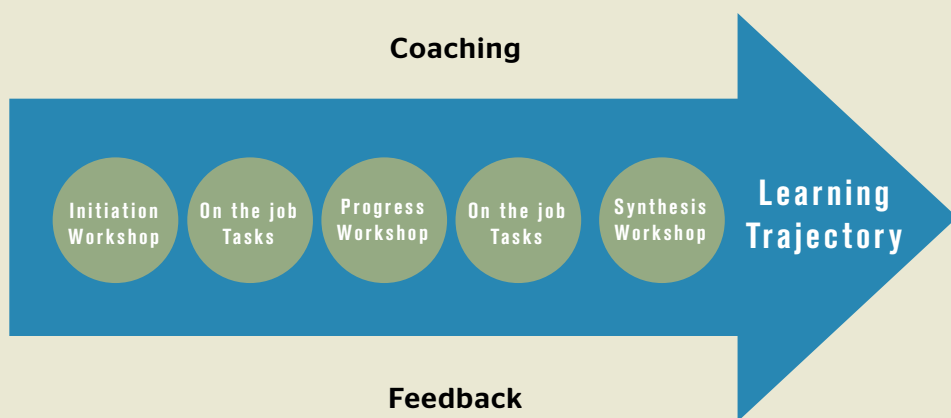
Relevant actions aim at equipping professionals with the knowledge and skills to perform specific results on the job. This may, for example, include on-the-job training to produce project proposals to access climate change financing, to develop local climate variations scenarios, or to enhance knowledge and negotiation skills concerning the UNFCCC process. In order to define the right mix of activities to achieve a certain result, it might be useful to consider the concept of a “learning trajectory” (see graph 2.3).

<sup>5</sup> Including Technical Vocational Education and Training (TVET).

### Graph 2.3 Considering Learning Trajectories

A learning trajectory comprises a combination of learning events (e.g. workshops) with on-the-job learning and coaching. That means that learning is practically applied to the work experience. The length of a trajectory can be between a few weeks to a year or longer. The key is that a mix of activities/experiences leads to results.

#### Possible Elements of a Learning Trajectory



In designing learning and skills development actions, it is important to identify at the outset the result which a particular action seeks to achieve, including specific indicators how success can be measured. A useful tool for designing effective learning events is the so-called ADDIE Model<sup>6</sup> standing for Analysis, Design, Development, Implementation and Evaluation (see graph 2.4).

**Graph 2.4**  
**ADDIE Model**

ADDIE is the generic term for the five-phase instructional design model consisting of Analysis, Design, Development, Implementation, and Evaluation. Each step has an outcome that feeds into the next step in the sequence.



### ***Public Awareness Raising***

Relevant actions may include, for example, an awareness-raising workshop for community leaders, or TV and radio clips to reach out to the general public. These types of awareness raising activities are considered of importance in many countries, however, outcomes are often challenging to measure.

### ***Sensitization of Decision Makers***

A complex, yet vital action, is to enhance climate change awareness of political and economic decision makers across sectors and governance levels. This may include, for example, special briefing meetings, high level dialogues and, if institutionally feasible, the creation of an advisory committee/panel. Sensitization of decision-makers could also be approached as a cross cutting objective, i.e. all priority actions shall include explicit activities for engaging key decision makers (e.g. invitations as keynote speakers and the development of personalized reports or communication materials).



## 2.6 Possible Elements/Structure of a Climate Change Learning Strategy

In accordance with the previous sections, it is suggested that the Strategy includes the following elements:

1. National Policy Priorities, Institutions and Key Initiatives
2. Strategy Vision, Strategic Priorities and Measurable Targets/Objectives
3. Assessment of Needs and Institutional Capacities to Deliver Learning
4. Action Plan
5. Strategy Implementation and Evaluation Framework
6. Policy Recommendations/Declaration

Annex 1: Overview of Relevant Policies and Programmes

Annex 2: Participants in the Strategy Development Process

Some countries have specific guidelines or templates for national strategy documents and it is important to ensure consistency with those.

## 2.7 Developing an Implementation Framework

The implementation framework should define clear responsibilities in terms of:

- Coordination: Which institution will coordinate operational activities, i.e. develop an annual work plan; organize coordination meetings with different sectors and stakeholders; etc.?
- Fund-raising: How will funding for Strategy implementation be raised? For example, in terms of integrating learning actions in sectoral budgets or drafting of project proposals for external fund-raising.
- Communication and outreach: Which institution will be responsible for sharing information about implementation activities, including sharing of new learning materials, writing press releases, participating in regional and international fora, etc.?
- Implementation of specific actions: Who will take the lead in implementing which parts of the Action Plan?
- Monitoring and evaluation: Which institution/committee will provide monitoring and evaluation functions (see also section 2.8)?

The institutional structure can be the same as the National Coordination Mechanism under which the Strategy was developed. In fact, one key purpose of creating (or building on) a participatory and multi-sectoral mechanism since the beginning of the process is precisely to facilitate the implementation phase. If key stakeholders have been involved during the development process of the Strategy, it will be easier to build strong partnerships to support the execution of priority actions.

The implementation framework is ideally linked to existing governance structures.

The implementation framework is ideally linked to existing governance structures, e.g. committee's set-up under the national climate change policy, if existent. Creating parallel structures might not be very effective in terms of costs, consistency, and sustainability.

Ensuring a dedicated technical staff to support Strategy implementation has proven to be critical, in particular during the initial Strategy implementation stage.

## 2.8 Monitoring and Evaluation

Monitoring and evaluation frameworks relate to pre-identified targets in the Strategy. They are driven by the need to account for the achievement of intended results.

### Box 2.6 What is Monitoring and Evaluation?

Monitoring is a continuous process to obtain regular feedback on the progress being made towards achieving goals and objectives. That means lessons learned from monitoring should be discussed at least annually to inform the planning of new actions and decisions.

Compared to monitoring, evaluation is much more rigorous in terms of procedures, design and methodology, and generally involves more extensive analysis. It is conducted by an independent entity to provide an objective assessment of whether or not stated objectives have been achieved. Full evaluations are usually done in longer intervals (e.g. every 3 or 4 years) (UNDP, 2011. Handbook on Planning, Monitoring and Evaluating for Development Results, <http://web.undp.org/evaluation/handbook/>).

The monitoring and evaluation framework should be discussed with key sectors and stakeholders at the planning stage. It should clarify a set of relevant questions, such as those provided in Box 2.7. When designing the evaluation framework it is important to take into account national guidelines for carrying out evaluations, if existent.

### Box 2.7 Relevant Questions for Setting-up an Evaluation Framework for the Climate Change Learning Strategy

- Has a clear baseline (i.e. the existing conditions) been established?
- Have measurable indicators and targets been defined?
- Who will be responsible for carrying out the evaluation?
- For when is the evaluation planned (timing)?
- How will the evaluation be carried out (methods)?
- What resources are required and where are they committed?

Given that resources and time for monitoring and evaluation are limited, it is suggested to focus the evaluation on the outcome level.

It is also recommended that the process of developing the Strategy in itself is subject of an evaluation.

In the context of the Climate Change Learning Strategy, evaluation could take place at different levels of the results chain (cf. box 2.4):

1. Climate Change Learning Strategy (impact): Section 2.8.1 provides a few suggested questions that could be relevant for evaluating the impact of the Strategy. The impact evaluation will ideally take place as part of a broader national evaluation (e.g. of a national development plan or a climate change policy).
2. Strategic priorities (outcomes): Given that resources and time for monitoring and evaluation are limited, it is suggested to focus the evaluation on the outcome level. Further guidance is provided in section 2.8.2.
3. Actions (outputs) and individual activities: The evaluation of actions and activities will depend on their respective objectives and scope, the standards of the organization that is leading them, the context in which they are implemented, etc. While this Note cannot provide guidance for all different actions that could be possibly implemented under a Climate Change Learning Strategy, section 2.8.3 tries to give some guidance in terms of how to evaluate results of learning actions.

In addition to setting-up a monitoring and evaluation framework for the implementation of the Strategy, it is also recommended that the process of developing the Strategy in itself is subject of an evaluation. This provides an opportunity for independent reflection to keep the momentum raised through the development of the National Climate Change Learning Strategy. It also provides important feedback at the international level for refining methodologies and facilitating knowledge-sharing related to the implementation of Article 6 of the UNFCCC.

### **2.8.1 Evaluating the Impact of the Climate Change Learning Strategy**

The impact of the Strategy will usually be evaluated with reference to its overarching objectives (cf. section 1.4). Relevant questions to be addressed include:

- How much additional funding for climate change learning has been mobilized from domestic and external sources?
- Have development partners aligned their support with the priorities identified in the Strategy?
- Have Strategy implementation activities contributed to achieving national climate change priorities?
- To what extent is climate change learning delivered through national institutions?

A dedicated evaluation of the impact of the National Climate Change Learning Strategy might be too resource-intensive. However, if the Strategy is fully integrated in the National Development Plan or the National Climate Change Policy of the country, it might be possible to evaluate Strategy impact as part of a broader national evaluation.





### 2.8.2 Evaluating the Outcomes of the Climate Change Learning Strategy

Effective monitoring and evaluation can only take place if clear objectives, indicators and targets have been defined in the Strategy document.

It is recommended that the formal 3-4 year evaluation mainly looks at results in terms of outcomes. Effective monitoring and evaluation of outcomes can only take place if clear objectives, indicators and targets have been defined in the Strategy document. It is also crucial to define a baseline against which results can be compared.

For example, if one of the objectives of the Strategy is to make climate change an integral part of primary and secondary education, indicators to measure this could be the extent to which climate change is integrated in curricula or the number of teachers trained on climate change. Now, in order to determine during a Strategy evaluation if progress was made over the past years, it would be important to know what the baseline situation was (i.e. whether climate change was already integrated in curricula or not, and the number of teachers trained at the time). This is illustrated in the table below.

Intended Result	Indicator(s)	Baseline	Target
Climate change fully integrated in general education at primary and secondary level	Integration of climate change in curricula at primary and secondary level (yes/no)	Climate change integrated in primary school curricula but not in secondary school curricula	By 2015, climate change fully integrated in both primary and secondary school curricula
	Percentage of teachers trained on climate change education	No training for teachers on climate change (0%)	By 2016, 50% of all science teachers receive training on climate change

The framework should also define means of verification (i.e. what precise information is needed to measure performance?) as well as risks and assumptions.

#### **Box 2.8**

##### **Key Questions that Monitoring and Evaluation Seek to Answer**

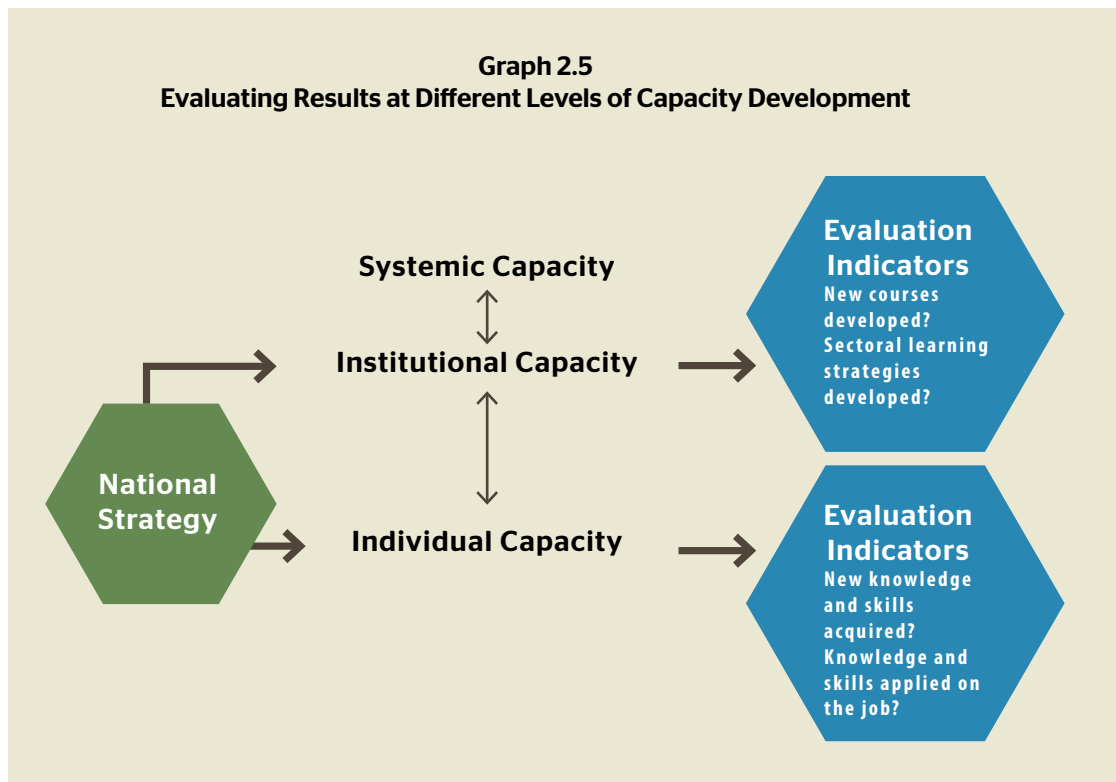
- Are the pre-identified targets being achieved as planned?
- What risks and challenges arose during implementation and how were they addressed?
- What decisions need to be made concerning changes to the already planned work in subsequent stages?
- Will the planned and delivered actions continue to be relevant for the achievement of the envisioned outcomes?
- Will the outcomes envisaged remain relevant and effective for achieving the overall impact?

### **2.8.3 Evaluating Learning Actions and Activities**

As discussed in section 2.5, the Strategy includes an implementation plan with specific actions. To keep track of progress in the plan it is recommended that an evaluation takes place for a selected and representative number of actions/implementation projects. The principles of the evaluation are the same as the ones outlined above for evaluating outcomes - just that the results will be at a lower level.

Graph 2.5 illustrates the different indicators for evaluating actions that aim at strengthening (1) individual, and (2) institutional capacities (cf. sections 2.5.1 and 2.5.2). Evaluation of actions to strengthen individual capacities will look at whether new knowledge and skills have been acquired and if they have been applied on the job. Indicators for evaluating actions to strengthen institutional capacities could include, for example, whether a new course on climate finance has been introduced by a national institution or whether the Ministry has allocated resources for staff training on climate change.

**Graph 2.5**  
**Evaluating Results at Different Levels of Capacity Development**



In terms of individual capacity development, many priority actions will include formal training activities for key target groups. In this sense, the Kirkpatrick Model is introduced below as an effective methodology for evaluating learning actions at the individual level.

**Box 2.9**  
**Kirkpatrick's Evaluation Model**

The four levels of Kirkpatrick's evaluation model essentially measure:

1. Reaction of Learners - what they thought and felt about the training
2. Learning - increases in knowledge or skills
3. Behaviour - extent of behaviour and capability improvement and implementation/application
4. Results - the effects on the institution or environment resulting from the learners' performance

All these measures are recommended for a full and meaningful evaluation of the learning process. Their application broadly increases in complexity, and usually cost, through the levels 1 to 4.

For more information about the model visit:

[http://www.click4it.org/index.php/Kirkpatrick\\_Model](http://www.click4it.org/index.php/Kirkpatrick_Model)





3

PRACTICAL GUIDE



Countries should establish a multi-sectoral and multi-stakeholder National Coordinating Mechanism or facilitate coordination through an existing mechanism.

This chapter provides practical guidance concerning the Strategy development process and organizational aspects related to it. It is emphasized that the length and exhaustiveness of each phase or activity should be adapted to the national context, including availability of time and human and financial resources.

### 3.1 Strategy Initiation

#### *National Coordinating Mechanism*

To guide the implementation phase, countries should establish a multi-sectoral and multi-stakeholder National Coordinating Mechanism or facilitate coordination through an existing mechanism, such as a National Climate Change Council or National Climate Change Committee, if in place. Sub-ordinate implementation structures may be established (e.g. a sub-committee) to guide activities on a regular basis, taking into account each country specific situation.

It is suggested that each country appoints a National Coordinator, usually within the Ministry which has the lead responsibility for climate change learning initiatives. The National Coordinator oversees Strategy development activities and facilitates coordination at the national level.

#### *Appointing a Task Team*

The Strategy development is based on the identification of priority learning needs and capacities to deliver learning. It is suggested that a small group of 3-6 investigators/consultants ("Research/Task Team") provides technical support for the identification of priority actions. Working under the guidance of, and interacting closely with, the National Coordinator and the National Coordinating Mechanism (and/or its sub-committees), the Task Team could support, inter alia, the following:

- Initial compilation and review of relevant policies and documents;
- Administer surveys, interviews and focus group discussions;
- Identify possible options for priority actions;
- Support drafting of the Climate Change Learning Strategy.

The Task Team should include, amongst others, experts from national education, research and training institutions with a background in climate change/green development and human resource capacity development. Equally important, the team should include members with experience in conducting applied research.

**Box 3.1****Developing a Draft Terms of Reference for the Strategy**

A Terms of Reference (TOR) for developing the Strategy would be an important tool to provide clarity about the key aspects of its development. The TOR could cover, inter alia, the objectives of the Strategy; national coordination; activities and work plan; the proposed consultation process; and the Strategy launch event.

Regarding the time required to develop and launch a Strategy it ranges between 9 to 18 months depending basically on the capacity and availability of the technical staff team and the level of complexity of the official approval process.

### 3.2 National Planning Workshop

The National Planning Workshop provides an opportunity to discuss the Strategy development process with concerned government sectors and other stakeholders. It sets the stage for the development of a National Climate Change Learning Strategy.

**Box 3.2****National Planning Workshop in Benin**

Benin kicked off the development of its National Climate Change Learning Strategy on 10 November 2011, through a National Planning Workshop in Cotonou. Close to 40 representatives from various government sectors, national education and training institutions, civil society and the UN system participated in the workshop.

The workshop included an introduction to the work plan for Phase 1 of the project and the review of a Background Report on National Climate Change Priorities and Objectives and Relevant Capacity Development Initiatives. The report had been jointly prepared by a team of university professors and government officials and participants provided fruitful comments to complement the information included in the report. The workshop also discussed the proposed methodology and Terms of Reference for developing the Climate Change Learning Strategy.





### ***Workshop Objectives***

Specific workshop objectives include to:

- Develop a common understanding of the Strategy
- Endorse the national coordination structure for the project
- Take stock of relevant national and international initiatives
- Identify key actors to be engaged in developing the Climate Change Learning Strategy
- Agree on the objectives, TOR and work plan to develop the Strategy
- Foster engagement of educational and vocational training institutions

### ***Participants***

The workshop brings together key actors from government and organizations outside of government who have an interest in developing their capacity, or may contribute to the delivery of capacity development activities. The number of workshop participants depends on national circumstances and hence may vary from country to country. Target groups include representatives from:

- National government ministries/agencies
- Government agencies at the sub-national and local level
- Educational and vocational training institutions
- Private sector institutions
- Civil society
- International development partners (UN agencies, bi-lateral agencies, etc.)
- Media

### ***Agenda***

The National Planning Workshop typically takes place over a period of one day. Key considerations to develop the workshop agenda include providing opportunities for:

- Senior representatives of government and the UN Country Team to express political support through opening statements;
- Introducing the national project context, including objectives, national coordinating structure, etc.;
- Introducing the international context of climate change capacity development and UN CC: Learn;
- Engaging representatives from government, the private sector, civil society organizations, and educational and vocational training institutions to share their views on human resource capacity development challenges and opportunities;
- Discussing project planning, work plan and TOR for the Strategy development process;
- Identifying agencies and stakeholder organizations that should be engaged with, and contribute to the Strategy;
- Representatives of international development partners to provide perspectives and outline how they may be able to contribute to the Strategy development process.

For some of the above topics, the workshop organizers may consider featuring interactive panel discussions or working group, as appropriate.

### ***Documentation***

The organizers may consider making available a number of documents as background information and/or for review at the workshop. These could include, inter alia the following:

- Background Report on National Policy Priorities and Institutions Relevant for Climate Change Capacity Development, including a reference list of relevant documents (see section 2.2)
- Preliminary Stakeholder Analysis (see section 2.1)
- Terms of Reference for Developing the Strategy

Ideally these documents are circulated in advance to allow participants to review and reflect on them.

The mid-term workshop provides an opportunity to review and prioritize proposed actions.

### **Technical Follow-up Session**

The day following the National Planning Workshop, a Technical Follow-up Session could be organized in a smaller setting bringing together the core team and key actors engaged in the Strategy development process. This session could discuss the methodology for developing the Climate Change Learning Strategy in more depth and review draft technical guidance. The meeting could include interested agencies, designated members of the Task Team responsible for collecting information and analysis, the National Project Coordinator, and other interested partners.

## **3.3 Mid-Term Workshop**

About 3-4 months following the National Planning Workshop, interested countries may consider organizing a technical workshop to discuss possible actions to be included in the Action Plan. The workshop would provide an opportunity to review and prioritize proposed actions and ensure that these are results oriented and implementable. It could feature a combination of theory (e.g. results-based management) coupled with a peer-review of proposed actions.

In advance of the workshop, the institution coordinating the National Strategy development process could request Ministries and other stakeholders to submit proposals for possible actions. Based on the proposals the coordinating institution could develop a draft Action Plan which would be reviewed and discussed at the workshop.

### **Box 3.3 Mid-term Workshop in Uganda**

A technical mid-term workshop was held on 19-20 September 2012, in Kampala, Uganda. It identified concrete actions to strengthen institutional capacities to deliver learning in the country, focusing on the education, agriculture, energy, water, forestry, environment, tourism, works and transport sectors.

Under the theme “Designing Results-based Action to Strengthen Human Resource Capacities to Advance Green, Low Emission and Climate Resilient Development”, the workshop brought together more than 50 participants from various government sectors, education and training institutions, Members of Parliament, private sector, and civil society.





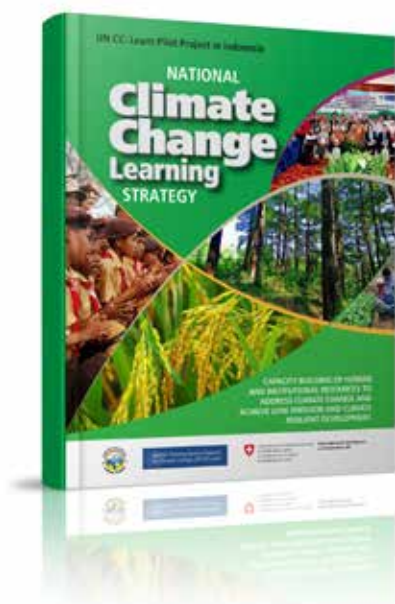
### 3.4 Preparing and Launching the Climate Change Learning Strategy

#### *Consultation and Finalizing Content*

Once a draft Climate Change Learning Strategy is prepared, it may be valuable to provide an opportunity for interested organizations that are not members of the National Coordinating Mechanism to review the Climate Change Learning Strategy and provide input. Prior to finalization, the draft Strategy would be resubmitted to members of the National Coordination mechanism for final discussion and endorsement.

#### **Box 3.4.** **High Level Declaration**

Countries may consider including a high level declaration at the beginning of the Strategy. Such a declaration could highlight the importance of human resource capacity development, endorse the Strategy and its action, and call upon various actors to support its implementation.



### ***Editing, Layout and Publication***

Prior to formal publication, engagement of a professional editor and professional designer would help to ensure that the Climate Change Learning Strategy is a high quality publication that can be used for policy discussion and fund-raising purposes.

### ***Strategy Launch Event***

The Launch Event provides an opportunity to present the Climate Change Learning Strategy to key stakeholders and create momentum and support for Strategy implementation. The event brings together decision makers from government, civil society, the private sector, UN agencies and other members from the development community. Countries may want to consider endorsing at the event a National Declaration to Strengthen Human Resource Capacities to Advance Green, Low Emission and Climate Resilient Development.

### Box 3.5

#### Dominican Republic: National Strategy Launch

In the presence of more than 150 national and international invited guests, H.E. Mr. Rafael Alburquerque, Vice President of the Dominican Republic launched the National Strategy to Strengthen Human Resources and Skills to Advance Green, Low Emissions and Climate Resilient Development in the National Palace on 7 August 2012

Read more: [http://www.uncclearn.org/news/vice\\_president\\_dominican\\_republic\\_launched\\_na](http://www.uncclearn.org/news/vice_president_dominican_republic_launched_na)

## 3.5 Resource Mobilization

One of the most pressing challenges of developing a National Climate Change Learning Strategy is to guarantee at least mid-term financial sustainability. In this sense, it is recommended to carry out an effective resource mobilization plan that combines both national and international sources. To facilitate engagement of potential donors, the actions identified in the Strategy can be presented in the form of summary project proposals.

Countries like Malawi and the Dominican Republic have ensured that their respective Education Ministries assume part of the cost of implementing learning actions. Similarly, Benin aims at integrating Strategy implementation in sectoral budgets of key Ministries such as water, environment, forestry, etc.

The implementation phase of the Strategy should ensure having a high public impact from the start. Demonstrating added value at an early stage can increase the support for future actions from key stakeholders and potential donors.

## 3.6 South-South Exchange

Since National Climate Change Learning Strategies have so far been carried out in countries from various regions including Latin America and the Caribbean, Africa and South East Asia, there is great potential in facilitating South-South exchanges and cooperation.

Besides bilateral contacts and regional or global knowledge-sharing events that can be facilitated through the UN CC:Learn Partnership, an institutionalized space that can be taken advantage of is the Annual Dialogue on Article 6 that is organized by the UNFCCC under the Doha Work Programme.





## ANNEXES

## Annex 1:      Template for Stakeholder Analysis

### 1. Government Ministries/Agencies

Name of Ministry/ Agency	Relevant Policies, Programmes and Activities	Interest in Capacity Development	Contact Person/ Department

### 2. Private Sector and Civil Society Organizations

Name of Organization	Relevant Programmes and Activities	Interest in Capacity Development	Contact Person/ Department

### 3. Education and Training Institutions

Name of Organization	Relevant Programmes and Activities	Interest in Capacity Development	Contact Person/ Department

### 4. International Development Partners

Name of Organization	Relevant Programmes and Activities	Interest in Capacity Development	Contact Person/ Department

## **Annex 2: Survey to Assess Learning Needs and Priorities (Survey 1)**

The purpose of Survey 1 is to obtain an understanding of learning and skills development priorities of key sectors and institutions related to climate change. It therefore targets government institutions with related policy-making and implementation functions (e.g. Ministries of Environment, Agriculture, Water, Health, Education, etc.) as well as organizations outside government (e.g. business, civil society organizations, media, etc.) with climate change related operations and activities.

In selecting potential institutions for the survey, it might be valuable to concentrate on 3-5 priority sectors. Ministries with a mandate on education and training should be included in the survey, as they may have an interest in specific learning actions that would help in implementing their respective mandates.

The survey can be turned into an online questionnaire or be sent out as a Word document via email. The questionnaire can also be used by a consultant who interviews key actors in relevant institutions face-to-face.

For certain sectors and for major groups (e.g. civil society, media, etc.) it will not be possible to engage all individual members (e.g. individual farmers). In such cases, focus groups may be organized that bring together a small group representing the constituency.

Survey Questions Targeting Institutions Whose Operations and Activities are Affected by Climate Change Considerations

### **GENERAL INFORMATION**

Name of the Institution: \_\_\_\_\_

Address (Street, City, Postal Code, Country) : \_\_\_\_\_

Telephone/Fax: \_\_\_\_\_

Email: \_\_\_\_\_

Website: \_\_\_\_\_

Name of Respondent(s): \_\_\_\_\_

Department/Unit: \_\_\_\_\_

Function/Position: \_\_\_\_\_

Email of Respondent(s): \_\_\_\_\_

Type of Institution:

☐

National Government



- ☐ Sub-national/ Local Government
- ☐ Education/Training Institution
- ☐ Private Sector
- ☐ Civil Society
- ☐ Media
- ☐ Other

Number of staff:

#### IDENTIFICATION OF HUMAN RESOURCE CAPACITIES AND LEARNING NEEDS

Climate change affects all sectors of the economy. Therefore a cross-sectoral and multi-stakeholder approach is needed to combat the challenges related to climate change, while also taking advantage of opportunities.

1. What specific climate change related functions and tasks need to be performed by staff in your institution? What knowledge, competencies and skills are required? Which staff positions are concerned?

Relevant Functions and Tasks	Required Knowledge, Competencies and Skills	Staff positions concerned

2. Has staff of your institution recently participated in training and skills development activities concerned with climate change? (If yes, please specify.)

- ☐ Yes
- ☐ No

Please provide additional information:

3. Does your institution have a staff development programme and budget?

- ☐ Yes
- ☐ No

If yes, are climate change related themes covered?

☐ Yes

☐ No

If no, is there a potential to include them? (Please explain):

4. Have any skills development/learning needs assessment relevant for climate change taken place?

☐ Yes

☐ No

If yes, please provide details

5. To what extent are human resource capacities and skills levels in your institution sufficient to perform climate change related functions and tasks?

☐ Highly adequate

☐ Moderately adequate

☐ Not adequate

6. If the answer to question 5 is “moderately adequate” or “not adequate” what are specific human resource capacity gaps and what are the main reasons?

Capacity Gap	Main Reason(s) (e.g. insufficient number of staff; staff lacks knowledge and skills; academic training of staff not matching performance needs; lack of incentives for staff to apply skills; etc.)

7. To what extent are the following cross-cutting climate change topics relevant for your institution and a priority for staff learning? How many staff would need to be trained? Please add any topics of interest not covered in the table below.

Topic	Learning Priority (high, medium, low)	Number of staff
Fundamentals of Climate Change Science		
Predicting Climate Change Variability		
Vulnerability and Adaptive Capacity Assessment		
Adaptive and Climate Resilient Decision-making		
Climate Change and Disaster Risk Management		
Climate Change and Population Dynamics		
Green House Gas Inventory Development		
Mitigation and Emission Reduction Strategies/ NAMAs		
REDD		
Green Economy, Growth and Jobs		
Development of a Climate Investment Plan		
International Climate Change Funding		
Carbon Markets and CDM		
International Climate Change Law and Negotiations		
Green Technologies/ Renewable Energies		
Social Dimensions of Climate Change		
Gender and Climate Change		
Other		



8. Does your institution deliver and/or support learning activities targeting learners outside the institution?

☐ Yes

☐ No

If the answer is yes, your institution may consider responding to Survey 2 which assesses in more detail capacities of institutions to deliver learning.

9. Is there any important issue not covered in the above questions?

### **Annex 3: Survey to Assess Capacities to Deliver Learning (Survey 2)**

The second survey seeks to elicit information on existing institutional capacities to deliver climate change learning actions and to explore opportunities for scaling up delivery of climate change learning through national institutions. It therefore targets institutions that already are engaged in, or might play a potential role in delivering learning actions concerning green, low emission and climate resilient development. These include, for example, general education institutions as well as vocational and professional learning institutions, but also NGOs or other organizations that are offering education/training activities. For larger institutions, like universities, it might be relevant to identify several respondents at the department level.

Survey Questions Targeting Institutions Engaged in Delivering Learning Action

#### GENERAL INFORMATION

Name of the Institution:

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Address (Street, City, Postal Code, Country):

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Telephone/Fax:

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Email:

---

Website:

---

Name of Respondent(s):

---

Department/Unit:

---

Function/Position:

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Email of Respondent(s):

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How can the institution be classified?

- ☐ General Education
- ☐ Primary
- ☐ Secondary
- ☐ Tertiary
- ☐ Continuing
- ☐ Vocational and Professional Learning
- ☐ Secondary Vocational Education and Training
- ☐ Higher Vocational Education and Training
- ☐ Professional Learning and Skills Development

- ☐ Research
- ☐ Civil Society
- ☐ Business Association
- ☐ Media
- ☐ Other

Is the institution private or public?

- ☐ Private
- ☐ Public

#### IDENTIFICATION OF INSTITUTIONAL CAPACITY TO DELIVER LEARNING

1. Does your institution offer learning activities or courses on, or related to, climate change?

- ☐ Yes
- ☐ No

2. How are learning activities delivered by the institution financed?

- ☐ Private resources
- ☐ Public resources
- ☐ Other, please specify

3. What is the annual number of beneficiaries participating in climate change related learning activities of your institution?



4. If your institution offers climate change related learning activities, are the following topics covered? Is there an interest to include any of the topics in the future?

Topic	Already Offered (yes or no)	Future Interest (yes or no)
Fundamentals of Climate Change Science		
Predicting Climate Change Variability		
Vulnerability and Adaptive Capacity Assessment		
Adaptive and Climate Resilient Decision-making		
Climate Change and Disaster Risk Management		
Climate Change and Population Dynamics		
Green House Gas Inventory Development		
Mitigation and Emission Reduction Strategies		
REDD		
Green Economy, Growth and Jobs		
Development of a Climate Investment Plan		
International Climate Change Funding		
Carbon Markets and CDM		
International Law to Address Climate Change		
Green Technologies/Renewable Energies		
Social Dimensions of Climate Change		
Gender and Climate Change		
Other		

5. In which specific learning activities/courses are climate change related topics currently covered?

Learning Activity/Course	Climate Change Topic(s) Covered

6. Are there any specific learning activities/courses in which climate change consideration could be integrated?

Learning Activity/Course	Climate Change Topic(s) to be Integrated

7. What expertise do professors/teachers working for your institution have concerning specific climate change topics?

Name of Trainers/Professor/Teacher	Expertise/Topic

8. Has your institution developed any learning materials, training modules, e-learning courses, etc. relevant for climate change? If yes, please provide details in the table below.

Title of Learning Material	Online Link if applicable

9. Is there any important issue not covered in the above questions?

# About UN CC:Learn

A partnership of 33 multilateral organizations which supports Member States in designing and implementing results oriented and sustainable learning to address climate change. The Secretariat for UN CC:Learn is provided by the UN Institute for Training and Research (UNITAR). UN CC:Learn supports countries in developing National Strategies to Strengthen Human Resources and Skills to Advance Green, Low Emission and Climate Resilient Development - also referred to as climate change learning strategies. During the pilot phase (2011-2013) five countries have prepared learning strategies, including Benin, the Dominican Republic, Indonesia, Malawi, and Uganda.

[www.uncclearn.org](http://www.uncclearn.org)

Funding for the 2011-2013 UN CC:Learn pilot implementation phase is provided by the Government of Switzerland.



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Swiss Agency for Development  
and Cooperation SDC

Contact Information:  
UN CC:Learn Secretariat  
UNITAR  
Palais des Nations  
1211 Geneva 10, Switzerland  
Phone: +41 22 917 8109  
Email: [uncclearn@unitar.org](mailto:uncclearn@unitar.org)

