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UN CC:Learn Country Exchange Workshop

15-17 March 2017

UNECA Conference Center, Addis Ababa

Workshop Report - Draft

1. The UN CC:Learn Country Exchange Workshop

At the request of the UN CC:Learn partner countries, and in order to capitalize on lessons learned from developing and implementing national climate change learning strategies, the UN CC:Learn Secretariat, in collaboration with the Government of Ethiopia, the United Nations Economic Commission for Africa (UNECA) and the Addis Ababa University organized a three day Country Exchange Workshop.

Previous country exchange workshops had been held in Geneva, back to back with the UN CC:Learn Steering Group Meeting, which is organized annually, as a one day event. The country partners had requested:

- More opportunities for countries to share among themselves;
- A bigger accent put on the mobilization of resources;
- Better inclusion of the francophone countries.

Answering these demands, the UN CC:Learn Secretariat organised the UN CC:Learn 2017 Country Exchange Workshop. The objectives of the meeting were:

1. To provide an opportunity for partner countries to exchange on challenges and lessons learned encountered in the development and implementation of their climate change learning strategies;
2. To support the development of an action plan to strengthen the integration of climate change in the education system;
3. To jointly explore opportunities for resource mobilization for strategy implementation and define next steps for each country;
4. To gather input from partner countries on the theory of change which is currently being developed for the next funding cycle of UN CC:Learn.

The meeting agenda can be found in Annex 1.

The workshop was attended by 23 representatives from 9 UN CC:Learn partners countries. The representatives were from both ministries of environment and ministries of education (or other national education institutions). Additional 16 representatives and observers from partner organisations also supported the exchanges. The full list of participants can be found in Annex 2.



Throughout the workshop, country representatives were invited to reflect on how the themes discussed could be explored at country level, and to develop a plan of action to undertake in their respective countries. The action plans were presented at the end of the workshop, including specific steps and ideas for integrating climate change in general education and mobilization of resources.

The following presents an overview of the themes explored, as well as key findings for each theme.

2. Integrating Climate Change in General Education



The first day of the meeting concentrated on the integration of climate change in general education. Discussions were supported by Ms. Dorcas Otieno, Director of the Kenya Organization for Environmental Education. The discussion were also supported by presentations by country representatives:

- M. Girma Tegenu (Ethiopia): development of a general climate change education programme;
- M. Boubacar Ouedraogo (Burkina Faso): integration of climate change education in the curriculum;
- M. Bob Natifu (Uganda): development of climate change readers;
- M. Daniel Abreu (Dominican Republic): training of teachers
- Ms. Shamiso Najira and M. Jennings Kayira (Malawi): assessing quality of education materials.

The participants mapped key actors and policies in the education system, and identified potential entry points for climate change. Time was then provided to further discuss a few of the entry points, including integration in the curricula, training of teachers and development of supplementary materials. Key elements which were highlighted during the discussions:

- While it is important to identify the proper entry point(s) for climate change in the education system, a question which is often overlooked is how we teach climate change – climate change education can go much beyond standard academic learning, and be more oriented towards learning values and developing the skills necessary to make appropriate decisions. The idea of Global Citizenship Education is an interesting inspiration. Other models include competency and solutions based education.

- In order for climate change to be effectively integrated into national education systems, all stakeholders must be on board, from members of parliaments and ministers to provide the proper policy orientations and budgets, to teacher associations and parents.
- While the curriculum is often overloaded with different subjects, a good way to integrate climate change is through existing subjects/themes and through appropriate supplementary materials.
- Defining the appropriate strategy to integrate climate change in the education system is highly dependant on the context – one approach is to be systematic, strategic and work on the long run. Another is to be open to opportunities, and to act in order to make quick gains which can gather momentum.

3. Financing Climate Change Education and Training



The second day of the meeting started by a short presentation of the WISER programme by Charles Muraya of UNECA. It then concentrated on resource mobilization to support climate change learning and training-related activities. After an initial presentation on the general climate finance landscape, the participants discussed different types of funding. A discussion on international public finance was led by Ms. Daisy Mukarakate, a climate finance expert from UNDP, who shared her experiences leveraging international climate change funds. The discussions were also supported by presentations by country representatives:

- Gousmane Moussa (Niger): training to support climate finance;
- Médard Comlan (Bénin): integrating climate change education in the national budget.

The session on international climate change finance also included a roleplay exercise on integrating climate change learning activities in bigger funding proposal. Moreover, participants explored the use of national budgetary resources. Finally, the idea of mobilizing private finance for climate change education was brought in via a remote presentation by Mr. Marcio Schittini, private finance expert from UNITAR.

- At this time, it is unlikely that big GEF or GCF proposals pertaining only to climate change education will be accepted. However, there is a case to be made to systematically include climate change education and training components into sectoral funding proposals. There are resources available for GEF and GCF readiness to enhance the capacities of countries to manage these funds.

- The use of national budgetary resources for climate change education is important to ensure reliable, long-term funding for climate change education. However, mobilizing national budgetary resources can be a challenge. Various actors need to be convinced about the importance of climate change education, including parliamentarians, the ministers of education and planning who will define the maximum spending for each ministry, the section directors who will allocate the resources, etc. Relying on 'champions' who have the will and motivation to reach out to them is a good strategy. Timing is also important, considering the different steps in the national budget cycle from budget preparation, approval, implementation and monitoring and evaluation.
- There are enormous amounts of resources from the private sector which could potentially be used to fund climate change education activities. Potential sources can include corporate social responsibility funds, foundations and university endowments, but also pension funds and private equity. Companies present in CC:Learn partner countries might be interested in sound short or longer terms investments. Although there is no standard way to approach the private sector, general principles highlighted were to be bold, ambitious, and perseverant.

4. Reaching the Furthest First

One of the overarching theme of the meeting was how climate change education can be used to reach the furthest first. In parallel to the country workshop, a Youth Climate Dialogue took place between pupils in a refugee camp in Ethiopia and a school in France. This discussion was supported by a presentation by M. Wisnu Murti and M. Yayan Hadiyan, representatives from Indonesia, on the inclusion of youth, civil society and academia in climate change education. Furthermore, a panel discussion on the subject was organised. It featured, as panelists:

- Dr. Deribe Gurmu, Environmental Officer, UNHCR
- Mr. Ali Regah, WASH Specialist, UNICEF
- Mr. Benno Böer, Ecological Sciences Advisor, UNESCO
- Ms. Felicia Boakye-Yiadom, Director, Curriculum Research and Development Division, Ghana
- Mr. Nahom Zeleke, Youth Representative, Climate for Development in Africa Programme

Important points raised during the discussion included:

- Many vulnerable groups do not have access to quality education. For example, refugee children and adolescents are five times likelier to be out of school than their non-refugee peers. In some refugee settings pupil/teacher ratios are as high as 70:1 and many teachers are unqualified. When designing and promoting climate change education, it is therefore key to promote universal access to quality education and to ensure that the rights, needs and contributions of different learners, particularly those of vulnerable groups, are taken into account.
- Climate change education programmes for vulnerable groups should go beyond awareness-raising, make the content relevant to local needs and focus on livelihood skills.
- New technologies such as mobile learning can play an important role in reaching out to remote areas and groups that have limited access to educational platforms.
- Informal education programmes can be important supplements to include those that are out of school.
- Many education initiatives exist that aim to reach out particularly to vulnerable groups (such as the UNESCO Green Academies, WASH learning action and UNHCRs work in refugee camps). There is an opportunity to work together more closely and upscale good practices.



5. Next Phase of UN CC:Learn

The last segment of the workshop concentrated on getting input from partner countries on the next phase of UN CC:Learn. This started by a quick overview of the UN CC:Learn programme since its inception, followed by the proposed theory of change for the next phase. This discussion was supported by a presentation from M. Emmanuel Tachie-Obeng, representatives from Ghana, on the alignment of climate change education with the NDCs. The participants were then invited to work in groups to (1) review various models to upscale the national work via South-South collaboration, and (2) review the theory of change.

South-South Cooperation

Three models were proposed for discussion (see below), with opportunities for participants to propose additional ones. All three models were found useful and were recommended by the country partners. Several strengths and challenges were associated with each approach, underlining the fact that the adoption of a single model might not be the way to move forward, as different regions and countries have different circumstances and national capacities.



- A. A regional approach **working through existing political structures** such as the Central American Integration System (SICA). This can include development of a regional strategy with elements for national implementation. This approach is encouraged when the political situation allows (absence of conflicts, strong regional structure and leadership, political support available also at national level). It would allow for countries faced with similar issues to share experiences and potentially pool resources, thus supporting implementation. A political process however, can be heavy and time-consuming. In the case of Western Africa, there are already a few regional structures which might be able to lead the process (CEDEAO, UEMOA, CILSS).
- B. Working through **regional centers** to support national actions. These centers would be hosted by recognized regional institutions (e.g. ENDA in West Africa). The difference with approach A would be that the centers would be purely technical and that advice would be provided bilaterally to interested countries. This approach would ensure regular and cost-efficient support to interested countries in the region. However, it would rely on having dedicated and qualified staff at the regional level. It might also be challenging to set-up several centers simultaneously.
- C. A **pairing system**, where an existing UN CC:Learn partner country supports the development of a learning strategy in a new country. This approach was considered efficient in terms of resources, and would build on existing capacities in CC:Learn partner countries and could foster positive bilateral exchanges. It would be particularly useful for countries with very similar economic, social and environmental circumstances and structures. Resources would need to be made available to support the exchange. The partnership would also rely heavily on goodwill and commitment from the mentor. In designing the modalities for such a horizontal peer-learning mechanism, there are a number of success factors that would need to be taken into account:

Beyond the three models proposed, participants also recommended to explore the following avenues:

- Partnering with the private sector, also as implementation partners (beyond resource mobilization);
- Partnering with global NGOs currently not involved in UN CC:Learn's work;
- Rather than developing regional blocks, develop blocks based on language;
- Encourage countries to be part of the UN CC:Learn family, but without getting financial support (using national funds or others for the activities).

Several participants volunteered to be part of a working group which would further reflect on the question of South-South collaboration under UN CC:Learn:

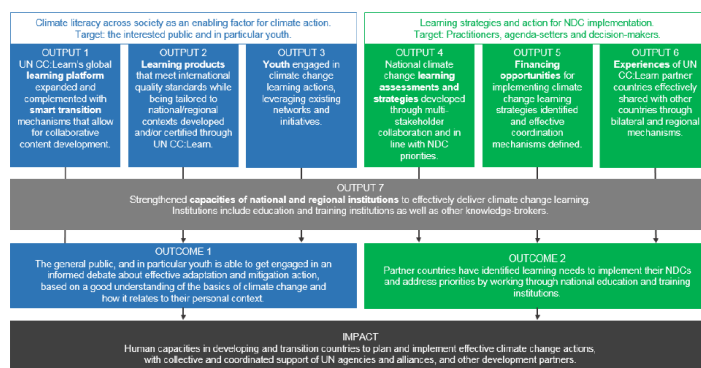
Mr. Boubacar Ouedraogo (Burkina Faso)
 Mr. Joël Korahiré (Burkina Faso)
 Mr. Médard Comlan Ouinakonhan (Benin)
 Ms. Adélaïde Fassinou Allagbada (Benin)
 Mr. Gousmane Moussa (Niger)
 Mr. Abdoulaye Boubakar Diallo (Niger)

Ms. Shamiso Nandi Najira (Malawi)
 Mr. Genene Mulugeta (Ethiopia)
 Mr. Teshome Abune Holate (Ethiopia)
 Mr. Wisnu Murti (Indonesia)
 Mr. Yayan Hadiyan (Indonesia)
 Mr. Daniel Abreu (Dominican Republic)
 Dr. Emmanuel Tachie-Obeng (Ghana)

Theory of Change

The group agree with the proposed focus of the Theory of Change on skills for implementing Nationally Determined Contributions (NDCs). However, some participants highlighted that NDCs are often mainly focused on mitigation actions and that national learning strategies should also cover education and training for climate change adaptation, and other priorities not covered by the NDCs.

UN CC:Learn Theory of Change



Participants welcomed the increased focus of UN CC:Learn on engaging youth. Important points raised were the need to build on existing initiatives and to reach out to youth in rural areas. Several participants volunteered to be part of a working group which would further reflect on how to scale-up UN CC:Learn's work with youth:

Mr. Yared Abera (Addis Ababa University)
 Mr. Bob Natifu (Uganda)
 Mr. Nahom Zeleke (HOAREC)
 Dr. Satishkumar Belliethathan (Addis Ababa University)
 Mr. Genene Mulugeta (Ethiopia)
 Mr. Boubacar Ouedraogo (Burkina Faso)

6. Evaluation

An evaluation form was handed to all participants at the end of the workshop. Twenty participants handed the filled form back to the Secretariat. Highlights of the evaluation include:

- All participants found that the workshop was completely or mostly useful.

- All participants considered that all meeting objectives were fully or mostly achieved (except for one participant who thought that one of the four objectives was more or less achieved).
- All participants agreed or strongly agreed with the statements “The content of the workshop was relevant to my job” and “It is likely that I will use the information acquired”.
- 95% agreed or strongly agreed with the statement “The workshop methodology was useful”.
- Finally, 80% of participants agreed or strongly agreed with the statement “The information presented in this workshop was new to me”.
- Additional comments were also provided. Most were positive regarding the content and organisation of the session. Areas of improvements suggested include: provision of per diem for local participants, the inclusion of an additional day for rest or tourism, the inclusion of a field visit. Some participants found the days too long or too engaging, and quite tiring.



Annex 1: Workshop Agenda

Day 1 – Wednesday, 15 March 2017

Opening and Introduction

- 8.30 Registration and per diem
- 9.00 Welcome by the Head of the UN CC:Learn Secretariat
- 9.10 UN CC:Learn video
- 9.15 Opening remarks
- Ministry of the Environment, Forestry and Climate Change (MoEFCC) of Ethiopia
 - Ministry of Education (MoE) of Ethiopia
 - United Nations Economic Commission for Africa (UNECA)
 - University of Addis Ababa
 - Swiss Agency for Development and Cooperation (SDC)
- 9.40 Introduction of participants and expectations
- 10.00 Workshop objectives and agenda
- 10.15 *Coffee break and group photo*

Theme 1: Integrating Climate Change in General Education

- 10.30 **Introduction: Education as a Catalyst for Climate Action**
- Presentation: Developments in general education – what's the context we are working in?
 - Plenary discussion: What's the role of the education system in addressing climate change?
- 11.15 **Strategies and Policies for Climate Change Education**
- Country input (Ethiopia): Developing a National Action Plan on Climate Change Education
 - Activity: Mapping the stakeholders involved in climate change education
 - Plenary discussion: Identifying entry points for climate change education
- 12.30 *Lunch break*
- 13.30 Fair featuring global and national support initiatives for climate change education
- 14.00 **Integration of Climate Change in Curricula**
- Country input (Burkina Faso): Advancing the integration of climate change in school curricula
 - Country input (Uganda): Combining curriculum change with supplementary materials
 - Group work: Challenges and opportunities for integrating climate change in school curricula
 - Report back in plenary
 - Discussion point: What's different at university level?
- 15.00 *Coffee break*



15.15 **Training and Teaching Materials for Teachers and Educators**

- Country input (Dominican Republic): Training teachers – What have we learned?
- Country input (Malawi): Climate change learning materials – Ensuring quality control
- Group work: Identifying good practices in training teachers and developing materials
- Report back in plenary

16.15 **Outside the Classroom: Non-Formal Education**

- Country input (Indonesia): Working with NGOs on non-formal education
- Group work: National experiences working on non-formal education

17.00 Action items to take forward at country level

17.15 End of Day 1 and Outlook Day 2

Social event in the evening

Day 2 – Thursday, 16 March 2017

9.00 Introduction to Day 2

9.15 Highlight: Weather and Climate Information Services for Africa (WISER)

Theme 2: Financing Climate Change Education and Training

9.30 **Introduction: The Climate Finance Landscape**

- Quiz: Do you know climate finance?
- Status of resource mobilization for national climate change learning strategies
- Plenary discussion: Financing climate change education and training – What are the options?

10.00 **Accessing International Climate Finance**

- Activity: How to identify the right donor
- Presentation: Tips and tricks for bankable climate finance proposals

10.30 *Coffee break*

- Country input (Niger): Helping stakeholders make sense of the climate finance landscape
- Work in pairs: Developing proposals for integrating climate change in general education
- Pitching of proposals in plenary

12.00 *Lunch*

13.30 **Accessing International Climate Finance (continued)**

- Role play: Integrating learning action into sectoral GCF proposals
- Debrief in plenary



14.30 **The Elephant in the Room – How to Tap into National Budgetary Resources?**

- Country input (Benin): Making strategy implementation a national programme
- Group work: Opportunities and challenges in accessing budgetary resources
- Debrief in plenary

15.30 *Coffee break*

15.45 **What Role for Private Sector Finance?**

- Presentation: Tapping into the private sector to finance activities
- Group work: Potential private partners at the national level
- Debrief in plenary

16.30 Action items to take forward at country level

16.45 Collection of topics for clinics and outlook Day 3

Day 3 – Friday, 17 March 2017

9.00 Introduction to Day 3

9.15 **Clinics on priority issues identified on Day 2**

10.15 *Coffee break*

10.30 *Panel discussion: Scaling up climate change education to reach the furthest (tbc)*

12.00 *Lunch*

Theme 3: Next Phase of UN CC:Learn

13.30 **Introduction: UN CC:Learn Results to Date and Ideas for Next Phase**

- Presentation by UN CC:Learn Secretariat
- Q&A

13.45 **UN CC:Learn Theory of Change**

- Presentation by the Secretariat
- Country input (Ghana): Linkages between Climate Change Learning Strategy and NDC
- Group exercise applying theory of change to country context
- Reporting back in plenary

15.15 *Coffee Break*

15.30 **Fostering South South Exchange and Linking Global Products and National Projects**

- Group work on either theme
- Debrief in plenary

16.30 **Review of Country Action Plans**

17.00 Workshop evaluation and closing remarks



Annex 2: List of Participants

1. UN CC:Learn Countries

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