WISER
Weather and Climate Information Services for Africa

WISER II : Pan-African Component

Mainstreaming Climate Information and Services into legislation, development policies and plans

Training of Trainers (ToT)

ECA, Addis Ababa, 25-26 October 2017

United Nations
Economic Commission for Africa

ACPC
African Climate Policy Centre

WISER
Weather and Climate Information Services for Africa

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WISER
Weather and Climate Information Services for Africa

1. Executive Summary

Under the second phase of the Weather and Climate Information and Services for Africa (WISER) a Pan African initiative financially supported by the Government of the United Kingdom of Great Britain and Northern Ireland acting through the Department for International Development (DFID), the United Nations Economic Commission for Africa (ECA) organized a training of trainers (ToT) on "E-learning module on mainstreaming Climate Information and Services into policy, legislation, Plans and Practice" from 25 to 26 October 2017. The workshop participants included representative of parliaments, media training institute, civil society and youth organisations from Benin, Cameroun, Ethiopia, Ghana, Kenya, Liberia, Morocco, Senegal, Sierra-Leone, Zambia, Zimbabwe, the East Africa Legislative Assembly (EALA), le Centre d'Etudes, des Sciences et Techniques de l'Information (CESTI), l'Ecole Superieure des Sciences et Techniques de l'Information et de la Communication (ESSTIC), Cameroun, l'Insitut Superieur de l'Information et de la Communication de Rabat (ISIC), Morocco, the Ghana Institute of Journalism (GIJ), Ghana, the Pan-African Climate Justice Alliance (PACJA), Kenya; the Climate Smart Agriculture Youth Network (CSYAN), Cameroun; the African Institute of Economic Development and Planning (IDEP), Dakar of the ECA; and the United Nations Institute for Training and Research (UNITAR), Geneva.

Senior trainers and climate information experts from ECA, UNITAR and Climate and Energy Advisory (formerly Camco Advisory Services Ltd.) led the ToT participants through the web-based e-learning module that was very interactive with the aim of turning the delivery of the CIS e-learning material into participatory learning experience; to improve the design of flexible learner-centered activities, as well as own knowledge on climate information (CI) and climate information services (CIS) and their mainstreaming into policies, development and macroeconomic planning. The training also aimed at reinforcing as well as enhancing pre-existing skill sets on training methodologies in the context of CI/S. Based on a previous collaboration between UNECA and UNITAR which led to the development of an e-tutorial on climate information and services, the ToT was an opportunity to introduce the e-learning element into the traditional training leading to a blended training event.

Through recommendations adopted at the end of the ToT (attached as annex III), the instructors acknowledged that national Governments, local communities, farmers, grass roots organizations among others need timely, high quality, relevant and accessible climate information and climate information services for better planning and practices. They called upon African government, private sector and their partners to increase investment in CI and CIS service providers human and institutional capacities.

They invited participants Institution to take the lead in conducting awareness campaign among the public, legislators, policy-makers on the critical role of effective, timely mainstreaming of climate information and services in planning policy-making towards achieving climate proof sustainable

development using various communication channels including print on-line media, television, community radio among others. They resolved to organize national workshop using the CIS e-learning module.

The following Institutions expressed their interest to start the national or sub-regional rollout of the modules during the first quarter of 2018:

- Regional media training Institution (ISIC), Morocco: Organize during the 2018 semester a regional media training workshop using the CIS e-learning modules for sub-regional North Africa countries including, Morocco, Tunisia, Egypt, Algeria, Mauritania and Mali;
- Pan African Climate Justice Alliance through PAMACC will organize a Regional media Training on CI/S using the CIS e-learning modules in collaboration with regional media training institutions represented in this meeting
- Sub-Regional media training Institution (ESSTIC), Cameroon: Organize during the 2018 semester a sub-regional media training workshop using the CIS e-learning modules for sub-regional Central Africa countries including, Cameroon, Congo, Gabon, DRC, Chad, RCA, Sao Tome and Principe.
- Parliaments of Benin, Cameroun, Ethiopia, Sierra Leone: organize national workshop based on the e-learning CIS module during the first quarter of 2018
- Regional training of East Africa legislators and decision-makers in Arusha, Tanzania using the E-learning module for Burundi, Rwanda, Tanzania, South Sudan and Uganda;
- The Ghana Institute of Journalism (GIJ) to organize a national training of journalists and student journalist based on CIS e-learning modules;
- The sub-regional media training institution in West Africa (CESTI/UCAD) will organize a training based on the CIS e-learning modules for both Media and Parliamentarians.
- PACJA to facilitate a training for Africa parliamentarians using CI/S e -Learning module in collaboration with Pan African Parliament (PAP)

With regard to the update of the CIS module participants noted that there's sufficient material that need to be used and proposed some areas of improvement attached as **annex V.**

As a result of the ToT evaluation, which overall 96% participated, with 63% saying they strongly agree and 33% agreed with the relevance of the e-learning CIS module; 53% strongly agreed and 47% agreed that that the ToT has improved their understanding of the definition of climate data, climate information and service and their mainstreaming into policy, plan and practices; it has also equipped them with the methodology to deliver non-technical messages to other users such as Parliamentarian; All the participants thought that the ToT objectives have been met; however 20% disagree with regard to the number of practical exercises which can strengthen the confidence of the trainers. They would like to have more time. Minimum of three days and more practical exercises. Detailed evaluation report is attached as Annex IV.

2. Introduction

Efficient and effective application of Climate Information (CI) and Climate Information Services (CIS) is crucial to helping institutions build capacity in adaptation planning, sectoral development, managing disaster risk and planning for future risks. Training climate change practitioners from various multi-disciplinary institutions to act as trainers on integrating of Climate Information (CI) and Climate Information Services (CIS) into development and practice has paramount importance to advance cross-sectoral climate resilient development in the continent. The strong presence of media professionals in the ToT e-learning workshop who have a lot of influence on decision-makers, legislators and civil society organizations, will go a long way in ensuring that climate-related information critical to advance climate proof development is disseminated and communicated in a simplified way to users.

Unfortunately, on the continent, policy and practice remains far behind in terms of integrating climate information (CI) and climate information services (CIS). This is due in part to the paucity of CI and CIS on the continent, but also to the absence of planning frameworks that are designed to integrate CI and CIS into laws, policies and practices.

Hence, to build the capacities of policy-makers, legislators and other stakeholders in the use of Climate Information and Services for development planning, decision making and practices, the ACPC with the financial support from the Government of the United Kingdom of Great Britain and Northern Ireland acting through the Department for International Development (DFID), and under the *"Weather and Information Services for Africa (WISER)"* Pan-Africa program, developed an open-access CIS online training module. The module aims at building: (i) awareness among various development actors of the value and centrality of CI and CIS to the planning process; and (ii) their capacities to integrate CI and CIS into development planning, policies and programmes.

The training module therefore aims to simplify CI/S to enable decision makers to better understand the importance of Climate Information and Services in decision making. It explains what Climate Information and Services are and their uses in planning and decision making. It explains the physical structure of climate information and services, describes the global context of climate information and services and delves into the products and services available for decision makers. It also analyses the state of climate information services in Africa, and gives a comprehensive analysis on what can be done to strengthen climate information and services on the continent, by mainstreaming Climate Information and Services into laws, plans and policies.

It seeks to contribute towards the resolution of the limited use of climate information and services in development policies, planning and practice most of the continent, by building the capacity of decision makers and experts at all levels to develop and implement national strategies for mainstreaming CI/S into decision making.

The ToT workshop was attended by twenty-five (25) participants drawn from Parliaments of Cameroun, Liberia, Sierra Leone, Zambia, Zimbabwe and the East African legislative Assembly. Other participants were drawn from the media training institute, civil society and youth organisations from Benin, Ethiopia, Ghana, Kenya, Liberia, Morocco, Senegal, le Centre d'Etudes, des Sciences et Techniques de l'Information (CESTI), l'Ecole Superieure des Sciences et Techniques de l'Information et de la Communication (ESSTIC), l'Insitut Superieur de l'Information et de la Communication de Rabat (ISIC), the Ghana Institute of Journalism (GIJ), the Pan-African Climate Justice Alliance (PACJA); the Climate Smart Agriculture Youth Network (CSYAN); the African Institute of Economic Development and Planning (IDEP) of the ECA; and the United Nations Institute for Training and Research (UNITAR). The training was facilitated by Stephen Mutimba, Senior Climate Change Advisor, who is also the Managing Director of Climate and Energy Advisory, based in Nairobi, Kenya, assisted by Mr. Emilian Candrea of the United Nations Institute for Training and Research (UNITAR) with support of ACPC senior staff.

3. Objectives

The objectives of the TOT were to expose participants to the range of methodologies and techniques that can help turn the delivery of the e-learning CIS training into a participatory, high-impact and memorable learning experience. Emphasis was on developing and applying active learning methodologies such as exercises and simulations to reinforce learning. The TOT was very interactive and highly participatory and practical, focusing on techniques, tools and tips of training management, with participants themselves designing and delivering presentations.

4. Expected results

By the end of the training, the learners will be able:

- Define learning and training cycle
- Identify learning modalities
- Use e-learning materials within the traditional training
- Apply participatory facilitation approaches
- Design flexible learner-centred activities
- Develop alternative and sustainable methods of conducting training

5. Learning methods

Learning methods include:

a) Illustrated lectures and group discussions.
b) Individual and group exercises (case studies, role plays)
c) participatory action-oriented learning.
d) Sharing of experience and knowledge.
e) Develop their personal 'Trainer's Manuals' based on the above.

6. Course material

Course material include:

a) Presentation material, including PowerPoint slides, audio-visual aids and lesson plans/lecture notes for each presentation;
b) Standard briefing kits for the presenters of each course topic;
c)Design a range of realistic interactive exercises, including "hands-on" practice of skills, to support course
d) feedback on e-tutorials

7. Workshop Training resource Components

The training resource for capacity building for legislators, policy makers and civil society modules comprises six major components as follow:

a) ***The first component introduces definitions of Climate Information and Services***, Infrastructure, human skills and other requirements for the production of CI and delivery of Climate Services and the status of CI and Services in Africa

b) ***The second component of this training module and user guide describes the type of Climate Information*** (such as hydro/meteorology; weather; atmospheric chemistry; policy and legal), weather forecast, scale, climate scenarios, and climate modelling and emissions scenarios. The interpretation of historical climate information (including annual rainfall totals, rainy season start dates, length of season, temperature data) will also be covered.

c) ***The third component describes Climate Services*** that includes climate products, Communicating CI, stakeholders and users of CI

d) ***The Users and Uses of Climate Information component covers*** climate information for development Planning, agricultural and extension services, infrastructure and

construction, Disaster Risk Reduction (DRR), Urban and spatial development planning and NDCs and sectoral Planning

e) ***The Climate Information and Services and Legislation component*** of this training module gives detail information on how to integrate climate information into new climate sensitive laws (such as emissions legislation, fossil fuel Subsidies, subsidies for Investments in green technologies and taxation), how to legislating for investment in CI and Services, and how CI and CIS in domesticating international climate and environmental agreements including Nationally Determined Contributions, Monitoring and evaluation and Investment assessments

f) ***The last component covers important points on mainstreaming CI and Services into Laws, Plans and Policies*** including the approaches to mainstreaming, Taxation (e.g. carbon taxes), Rationalization of laws – e.g. customs legislation and technology, IPR legislation, tariffs legislation, Tools for mainstreaming and Evaluating effectiveness.

8. Workshop outputs

8.1 Opening statement

The opening ceremony was graced by Dr. James Murombedzi, Officer in Charge of the Economic Commission for Africa's African Climate Policy Center (ACPC).

Mr. Murombedzi stressed the importance of mainstreaming climate information services into development policy, plans and practices on the African continent, noting that Africa needs to develop a strong, scientific understanding of the impacts of the changing weather and climate patterns on its vital sectors and future scenarios to mitigate and adapt to climate risks thus ensuring sustainable development. "With effective climate information services, our climate-sensitive sectors will be able to cope better with increased variability, bringing greater agricultural and other productivity while building resilience and improving livelihoods across the continent," said Mr. Murombedzi.

He underscored that accurate and accessible climate information, for example rainfall and wind information, helps farmers decide not only when to plant and harvest, but when to dry their crops, and when to look out for pests and disease outbreaks that can ruin yields.

"Working with information in this way, farmers increase their chances of boosting productivity and avoiding post-harvest losses," Mr. Murombedzi said, adding that meeting these needs was the

focus of this emerging field called Climate Information and Services (CI/S), which aims to bridge the gap between climate science, policy and practice for adaptation decision-making and disaster resilience.

Mr. Murombedzi stated that the training of trainers' workshop was a collaborative initiative between ECA, United Nations Institute for Training and Research (UNITAR) and the African Institute of Economic Development and Planning (IDEP) under the framework of the Weather Information and Climate Services (WISER) initiative. Its aim is to build a critical mass of trainers who will assist in building capacity of legislators, decision-makers, private sector, investors, various climate practitioners at national sub-national and local levels to understand the role of CI/S in adaptation planning, sectoral development, managing disaster risks and planning for future risks especially when designing infrastructure development.

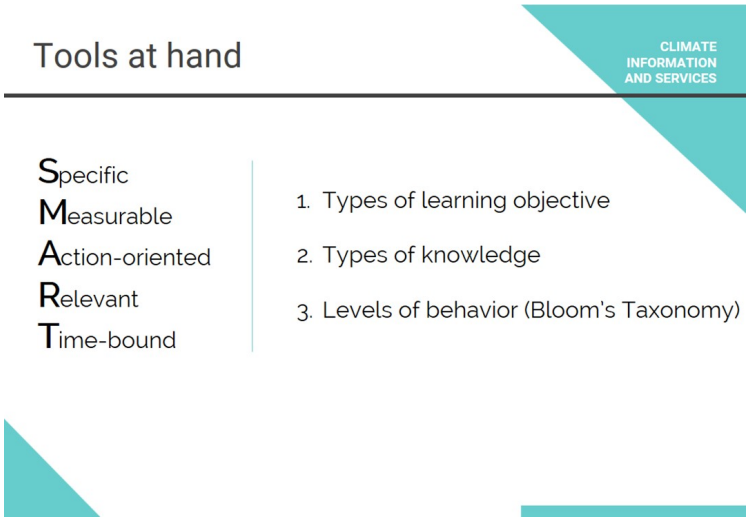
He implored the ToT participants to take advantage of the innovative Climate information materials that have been developed by the ACPC, in collaboration with UNITAR, which include an open-access Climate Information and Services online training module as an output from the WISER initiative. The module whose aim is at build: (i) awareness among various development actors of the value and centrality of Climate Information (CI) and Climate Information Services (CIS) to the planning process; and (ii) their capacities to integrate CI and CIS into development planning, policies and programmes; was a first in a series of useful information to climate and development practitioners, and should be embraced by participants. He concluded by saying that this ToT will be followed by a national roll-out workshops across the African continent with the goal of reaching over 2,000 beneficiaries by 2020.

8.2 Proceedings day one: 25th October 2017

Presentations made on this day included:

8.2.1 Learning Methodologies

The senior climate change trainer, who was the main facilitator, introduced a colleague from UNITAR, who introduced learning methodologies as part of formulating learning Objectives that reflect Climate Information/Services CIS related issues in the national context: The UNITAR trained took the participants through the learning phases of Analyze, Design, Develop, Implement and Evaluate (A.D.D.I.E). Model touching upon: data collection (target audience, learning gap, behavioural change), learning objectives, types of assessments, content structure and deployment, implementation of training and evaluation of reaction and learning. They were presented the potential of e-learning, its implications and how it can be used in tandem with traditional training. ToT participants were taken through the first assignment of the day to test their understanding of learning methodologies as shown below:



8.2.2 Introduction to E-learning module Definition of Climate Information (CI) and CI services (CIS)

The senior trainer introduced the E-learning CIS module to the ToT participants by outlining the objective of the module and the two days training. He gave the background to the module, which was developed in 2006 by ACPC, first as a manual for use by legislators and decision makers to support the awareness raising and capacities building activities in the face of climate change. The E-learning module has taken this a step further, using a downloadable link, the module defines Climate Information and Services, giving illustrative examples of Climate Information and its uses

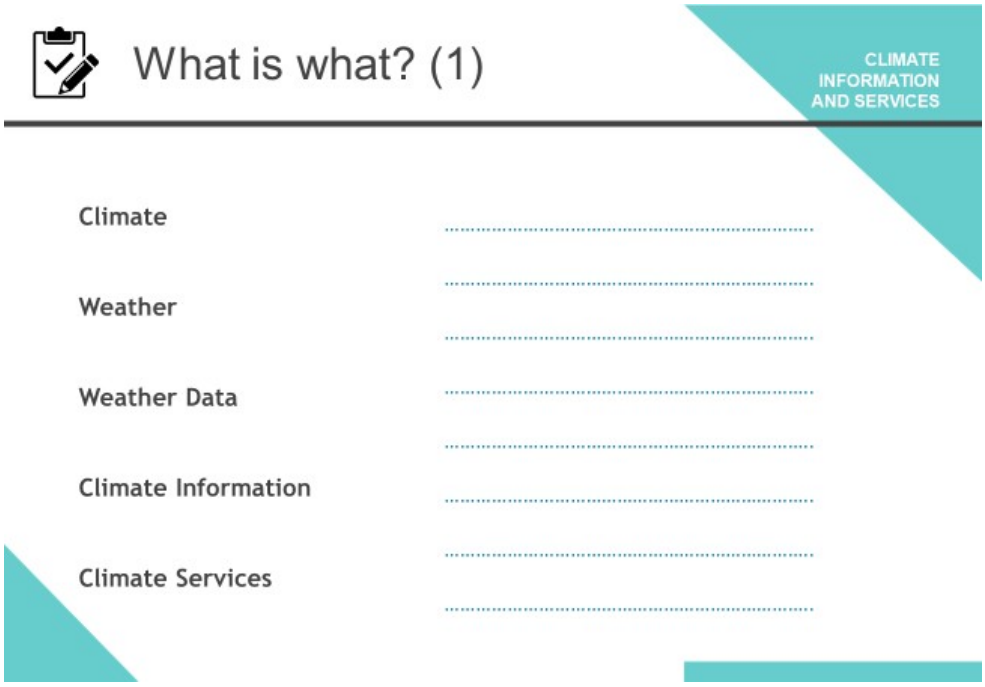
He stated that the E-learning tutorial is an attempt at escalating climate change messages to a wider audience, through such ToTs, with the intention of building up a critical mass of people to join in the fight for our mother earth. It does this by simplifying, demystifying and putting in perspective the basic elements of fighting climate change, which is understanding and applying 'climate information and services.'.

The trainer explained that the fast-track e-tutorial could be divided into four simple steps, for ease of learning:

- Step one defines climate information and services;
- Step two identifies the uses of climate information and services in adaptation and development planning; in climate proofing sectoral development; in disaster risk reduction and infrastructure development

- Step three discusses the role of legislation in strengthening climate information and services; and
- step four provides examples of instruments available to governments for mainstreaming climate information and services.

In terms of definitions of terminologies, he said that the module encourages participatory learning and interaction to ensure that climate terminologies are well understood by the trainers/trainees. An example is given below, where trainees must participate through hands on iterations, to ensure that messages stick.



8.2.3 Introduction to climate information services (e.g., What is CI; What is CI Services (CI/S); Status of CI in Africa; Climate products etc.)

Through an interactive and participatory discussion, the facilitator outlined the definition of CI and CIS, by showing illustrations in the module which give examples of CIS in Africa and talked about the main climate products. He reiterated that Climate Information refers to data on temperature, rainfall, wind, humidity, sunshine hours and other measurable weather-related factors. **Climate information** is the collection and interpretation of weather and climate data that is credible, relevant and usable Climate Information services refers to the provision climate information in a way that assists decision making by individuals and organizations. Climate information is useful for long term decision making, and is important in guiding adaptation planning at various levels of government; guiding sectoral planning; supporting scenario planning, allowing consideration of future risks as well as implications on different development pathways.

He explained the three types Climate products categorised as basic, intermediate or advanced and each are useful at various levels of decision making. He demonstrated using the module, basic climate products, which consist of tables and charts showing historical climate information stemming from observed climate data along with projected mean future changes stemming from climate models. Basic climate information is used to raise awareness, scan for present and future risk as well as for high level governance. Intermediate climate information is used to undertake vulnerability/impact studies, in order to increase resilience and facilitate the early development of adaptation plans.. Advanced climate information consist of information that is focused on projected future climate changes, is often tailored specifically to their needs and will often not be relevant or usable by others. This information is used for to evaluate adaptation measures and to undertake research and development. Due to their high level of specificity, advanced climate products are usually developed on request.

In the afternoon, the trainer took participants through the CIS infrastructure in Africa. Using illustrative demonstration on the e-module, he pointed out that African National Meteorological and Hydrological Services (NMHS) provide basic climate information, while regional bodies such as the Inter-Governmental Authority on Development (IGAD) Climate Prediction and Application Centre. (ICPAC) as well as international bodies such as the WMO provide more sophisticated information. On communicating climate information, he said that climate data at the local and national levels is typically the responsibility of a country's National Meteorological Service (NMS). NMS offices are mandated to continuously generate and disseminate weather and climate data from across a country's territory, as well as develop and issue forecasts and warnings.

8.3 Proceedings day two: 26th October 2017

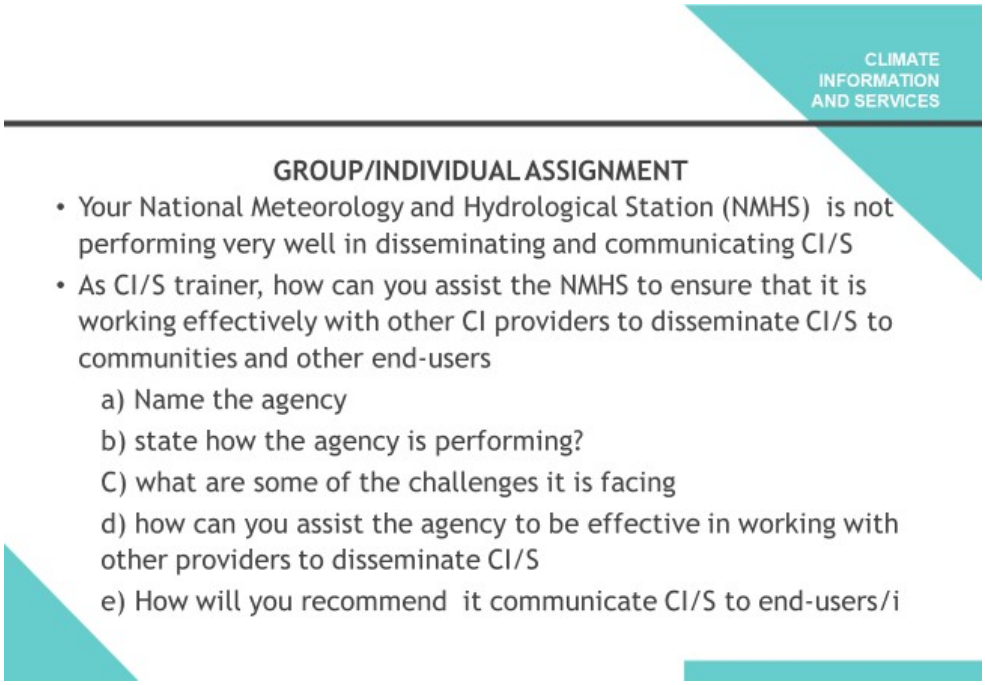
8.3.1 Introduction

The meeting kicked off with recap of activities undertaken and what was learned on day 1. The participants used the e-learning tool and studied the last section on how decision makers can strengthen CI/S and their use. The trainer, using the e-learning module, demonstrated the value of CI and CIS and highlighted how CIS can be mainstreamed in development interventions. He explained that Climate information (CI) can be used to build Africa's resilience to climate change through informing decision-making across social, economic, political and ecological dimensions, including legislature governing sectors within the dimensions. By factoring CI into planning and investments, African decision makers will achieve their long and medium-term development goals since CI guides sustainability and effectiveness of many long-term development objectives and minimizes risk of decisions that will increase vulnerability of sectors and livelihoods.
It was pointed out that there is need for policy and legislation for investment in climate information and services, to ensure collection, packaging and distribution of useful climate information and services that meet the needs of different users within a country. This requires the input of several different institutions and multi-sectors within a country. Most African countries do not have national climate information frameworks that guide the development and distribution of climate information at the national level. Consequently, there are gaps in information, communication, policy, practice, and institutional capacity, compounding the difficulties of creating useful climate services within the country. The generation of climate services within a

country is beyond the capacity of any single institution, it therefore, calls for collaboration among various sectoral institutions across administrative, functional, and disciplinary boundaries. To address these challenges requires the design of a framework for Climate Services at the National level that would lay the foundation for effective climate information services by improving on three crucial elements including : (i) **Improving the quality and availability of Information:** Climate services depend fundamentally on quality data and information.; (ii) **Strengthening collaboration:** Effective climate services are built on sustained communication and interaction between and among user and provider communities; and (iii) **Developing enabling Policies & Practice:** Climate services must connect data and information to policy and practice in order to see impacts on the ground. Adequate domestic resources should also be mobilized to support CI and CIS infrastructure and human capital.

8.3.2 Group and Individual *Assignment on Day 2*

To ensure that ToT participants understand the e-module Scenario based individual/group assignment, which were followed by individual presentations were carried out. the first assignment involved, in the context of their own country of origin, what could they do as trainers to assist the National Meteorological and Hydrological Station (NMHS) so that local communities and other end-users can benefit of viable CI/S? – framework provided. They were to work on assignments based on their country of representation. Individuals participants representing their countries were to work as individuals.

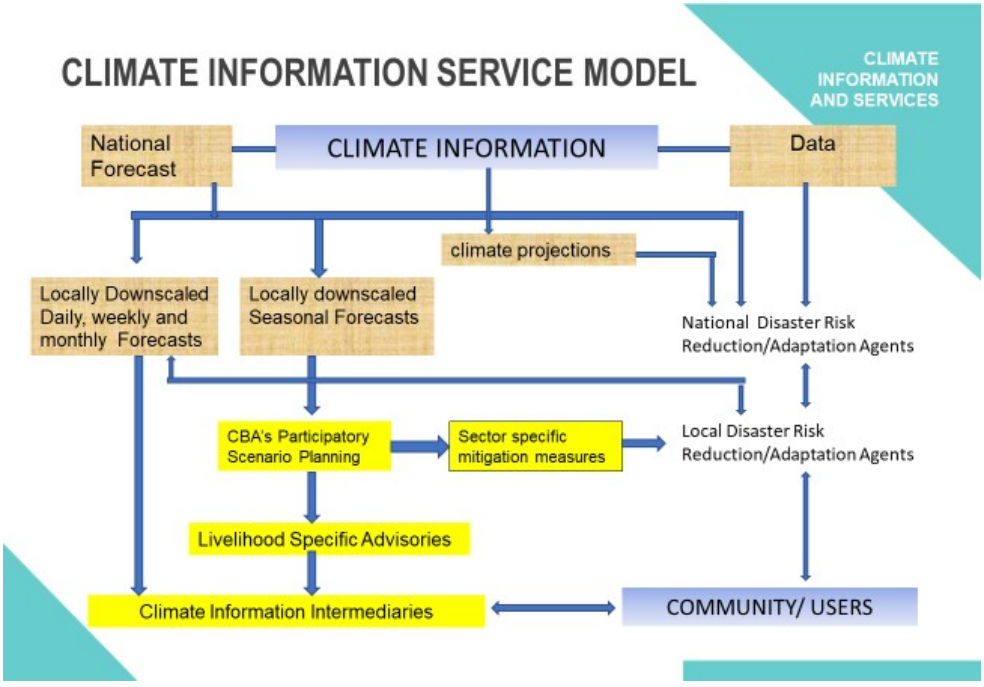


In summary, after group presentations, which are shown in the annex, the senior trainer/facilitator said that for effective communication of climate information, they must have the following characteristics:

1. **Responsive to user needs and priorities**: **practical application to decision makers, communities and other stakeholders.**
2. **Downscaled:** to draw effective localised conclusions for plans and policies and to identify uncertainties, opportunities and barriers.
3. **Accurate:** so as to clearly define risks to be accommodated
4. **Accessible**: easy to find and interpret by users
5. Have been collected over a long period of time (historic trends) and frequently updated
6. **Cost effective:** since there are limited resources to manage information systems
7. **Tailored:** to respond to specific needs of users, risks, vulnerable populations and ecosystems, in order to avoid information overload.

8.3.3 Climate information Service Model

He gave an example of a climate information service model shown below that can be adopted to various national, subnational and local needs to ensure wider dissemination of CIS.



The above illustration can be summarized as below: To ensure climate information reaches a wide audience: (i) Decentralise services to district/local level and make information simple and applicable by incorporate indigenous traditional systems and disseminating information in local languages; (ii) Provide a platform that is accessible to everyone and a contact person at the local level who can interpret climate information through an application programming interface; (iii)

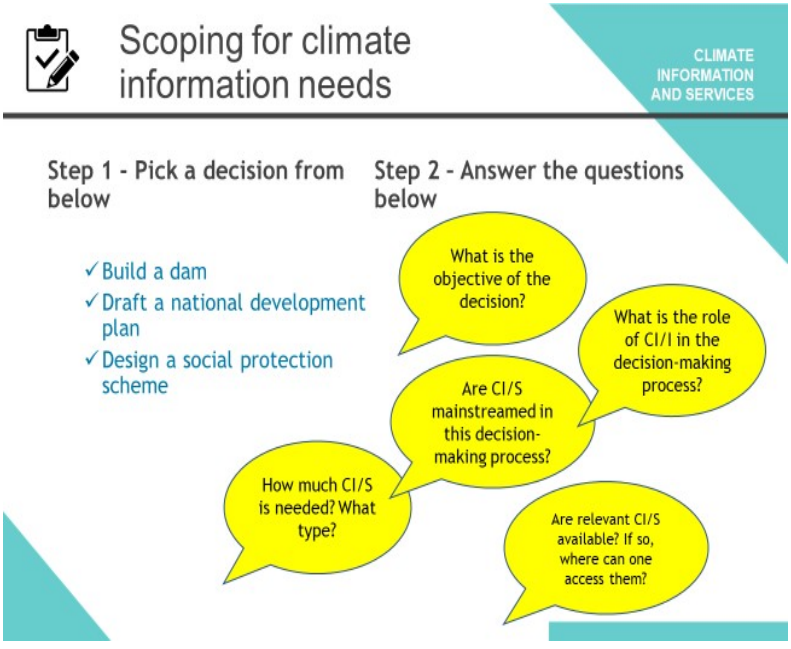
Translate the information into the local language and ensure follow up of the understanding of the information by users; (iv) Partner with private enterprises to process the content and package CI. Other existing channels, such as pastoral networks can be used to reach more remote communities ; (v) Openly indicate at what level the information required is and the point at which it is longer free of charge as it requires specialists to interpret; and (vi)Work with existing decentralised local structures such as provincial administration, county governments and wards.

Challenges hindering full potential of CIS collection, packaging, dissemination and communication were summarized as:

1. Underinvestment in national and local weather stations results in poor and often obsolete physical infrastructure.
2. Climate data and models require highly skilled technical personnel. Many countries find it difficult to attract and retain such human resource due to limited resources.
3. Many countries lack capacity to follow systematic processes for climate information packaging, translating and disseminating. For this reason, users of the information don't receive it in time to utilize it effectively for early warning or proactive planning.
4. Climate data and information can have positive impacts on the ground only when integrated with policy and practice.

8.3.4 Opportunities for decision-makers in CIS mainstreaming in development

The last assignment of the day involved demonstration of CIS decision-making:



Five groups, based on their sitting arrangements, attempted the above. Responses to the assignment are annexed.

In term of advocacy and awareness creation for legislation, the trainer explained that tools that may be required by Legislators include CIS products such as summaries of climate risk and vulnerability assessment reports conducted on sectors, areas, communities and projects of their interest. Trainers should explain succinctly how these tools will provide guidance to legislators/decisions makers on issues to consider when formulating policies and budget allocations close to them. A clear link should be made how climate proofed legislation and adequate budgets for vulnerable areas, sectors, communities and individual projects will build community resilience and strengthen livelihood.

In summary, it was explained that CIS are considered a public good as they are expensive to produce but relatively cheap to reproduce.
Increasing budget for Climate Information can be justified by linking Climate Information/Climate Information Services directly to national development goals, such as:

- the linkage between Climate Information/Climate Information Service & Early Warning Systems
- food security
- water resources management
- health risk management
- terrestrial and coastal ecosystem resilience

8.3.5 Recommendations from participants

Participants unanimously agreed that there was need for rollout of the CIS E-learning modules in their countries to ensure Mainstreaming Climate Information and Services into policy, legislation, Plans and Processes picks up pace and results in a critical mass of people aware of the dangers and means of combating climate change. The resolution is annexed.

8.4 Closing Remarks

Thierry Amoussougbo, senior manager of ECA, gave the closing remarks. He congratulated all the participants for availing themselves for training and urged them to ensure that they share knowledge gained through organizing national, subnational and community training targeting different audiences. He concluded by thanking the main Partner, DFID for its continuous investment in this process through WISER

ANNEXES

9. ANNEX I : AGENDA

TRAINING OF TRAINERS ON E-LEARNING MODULE ON MAINSTREAMING CI AND CIS INTO LEGISLATION, DEVELOPMENT POLICIES, PLANS AND PRACTICE

Training of Trainers Program and Agenda

Mainstreaming Climate Information and Services into legislation, development policies and plans

ECA, Addis Ababa, 25-26 October 2016

Venue: Elilly International Hotel

OVER VIEW OF THE WORKSHOP

TIME	ACTIVITY	RESPONSIBILITY/ACTOR
	DAY 0	
08:00 – 17:00	**ARRIVAL OF PARTICIPANTS, ORIENTATION AND WELCOME DRINKS/DINNER?**	UNECA
	DAY 1, 25th OCTOBER 2017	
9:00 – 10:30	**OFFICIAL OPENING**	UNECA
	Registration of Participants	UNECA
	Welcoming & Opening Remarks	UNECA

	• Introductions *(Participants to do cross introduction of nearest neighbor)* • Workshop Agenda • Workshop Objectives & Expectations • Learning methodologies	C&E CONSULTANT AND UNITAR TRAINER
10:30 – 11:00	**TEA BREAK**	ALL
11:00 – 12:00	**INTRODUCTION TO THE TOT ON CLIMATE INFORMATION AND CLIMATE INFORMATION SERVICES** **At the end of this session Trainers will understand:** • Purpose of the Training Module and Target Audience • Importance of Climate information (CI) and CI Services (CIS) • What is Climate Information? • What are Climate services • Status of Climate Information and Services in Africa • Types of climate information	C&E CONSULTANT AND UNITAR TRAINER
12:00– 13:00	• Short presentation of climate information and CI services from each participant giving practical example from their countries	PARTICIPANTS
13:00 – 14:00	**LUNCH BREAK**	ALL
14:00 – 15:00	**At the end of this session, trainers should have understood the type of Climate Information** (such as hydro/meteorology; weather; atmospheric chemistry; policy and legal), weather forecast, scale, climate scenarios, and climate modelling and emissions scenarios. The interpretation of historical climate information (including annual rainfall totals, rainy season start dates, length of season, temperature data) will also be covered.	C&E CONSULTANT AND UNITAR TRAINER
15:00 – 15:45	***In the last session of day 1 trainers will learn how to describe Climate Services*** that includes: • Categories of Climate Information • Climate products • Communicating Climate Information • What Value do Climate Services add	C&E CONSULTANTS AND

	• Communicating Climate Information • stakeholders and users of CI	UNITAR TRAINER
15:45 - 16:00	TEA BREAK AND END OF DAY ONE	ALL
16:00 – 17:00	Individual presentation on communicating climate products and services based on their country	**ALL**
--------- END OF DAY 1 ----------		

TIME	**ACTIVITY**	**RESPONSIBILITY/ACTOR**
DAY 2 - 26TH OCTOBER 2017		
9.00–10:30	***Recap of Previous Day - both learning methodology and content*** ***In this session on the Users and Uses of Climate Information component, trainers will learn about*** climate information for development Planning, agricultural and extension services, infrastructure and construction, Disaster Risk Reduction (DRR), Urban and spatial development planning and NDCs and sectoral Planning and using Climate Information for Investment Assessments and the need for Climate Proofing Investments	C&E CONSULTANT AND UNITAR TRAINER
10:30–11:00	**TEA BREAK**	**ALL**
11:00–12:00	**In this session on *Climate Information and Services Legislation component*** of this training module, trainers will learn about the • Concept of Mainstreaming • General approach for legislators on mainstreaming of CI/S into legislation • Approaches to mainstreaming	C&E CONSULTANT AND

TIME	ACTIVITY	RESPONSIBILITY/ACTOR
	• Key Challenges in CC Mainstreaming Group discussions on how to integrate climate information into new climate sensitive laws (such as emissions legislation, fossil fuel Subsidies, subsidies for Investments in green technologies and taxation), how to legislate for investment in CI and Services, and how CI and CIS in domesticating international climate and environmental agreements including Nationally Determined Contributions, Monitoring and evaluation and Investment assessments	UNITAR TRAINER
12:00–13.00	• Reflection on learning methodologies and their application	UNITAR Trainer
13:00 -14:00	**LUNCH BREAK**	**ALL**
14:00 – 15:00	***Finally, trainers will learn important points on mainstreaming CI and Services into development and macroeconomic Plans and Policies*** including the approaches to mainstreaming, Taxation (e.g. carbon taxes), Rationalization of laws – e.g. customs legislation and technology, IPR legislation, tariffs legislation, Tools for mainstreaming and Evaluating effectiveness. • Guidelines to successful mainstreaming of climate information into policy, legislation, projects and programmes	C&E CONSULTANT AND UNITAR TRAINER
15:00 – 16:00	**CONCLUSIONS AND RECOMMENDATIONS**	C&E CONSULTANT AND UNECA
16:00	Speeches and official closing of the workshop	ALL
--------- END OF DAY 2----------		

TIME	ACTIVITY	RESPONSIBILITY/ACTOR

10. ANNEX II : LIST OF PARTICIPANTS

1	**Benin** Mr. Afoudji Jules Dognimon National Assembly of Benin Cotonou, Benin E-mail:dojules@Yahoo.fr	2	Mr.Haddis Estifanos Ethiopian Management Institute Cel:0911-176142 Addis Ababa, Ethiopia E-mail: haddisestifanos@yahoo.com
3	Dr. Cocou Jaures Amegnaglo Climate scientist/academics Faculty of Economic ad Management Sciences, University of Abomey-Calavi Benin, Abomey Calavi cocoujaures1@yahoo.fr	4	Mr. Berhanu Solomon Senior Environmental & Climate Change Consultant Cel: +251 911 169325 Addis Ababa, Ethiopia E-mail: berhansol@gmail.com
5	**Cameroon** Prof. Olivier Nana Nzepa **ESSTIC** Tel: 237 699 86 3170 Yaoundé, Cameroon E-mail: nzepsmail@gmail.com	6	**Ghana** Henry Kojo Bonsu-OWU Ghana Institute of Journalism Tel: 0244373633 Accra, Ghana E-mail: henryowu@gmail.com
7	**Cameroon** Mr. Oscar Mewoupea kuete CSAYN Tel: +237 675980018 Yaoundé, Cameroun E-mail:**oscarmewoupea@yahoo.fr**	8	Mr. Ioan Emilian CANDREA UNITAR Tel+41 22 917 8730 Geneva, Switzerland E-mail:Emilian.CANDREA@unitar.org
9	**Cameroon** Mr. Ahmad Amin Amin	10	**Kenya** Ms.Ann Makena Kobia PACJA Tel: +254 720130505

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13	Mr. Mussie Gebremedhn Abreha Mekele University Cel: 0914-313767 Mekele, Ethiopia E-mail : mosgeb@yahoo.com	14	Zambia Mr.Collins Ngozi Parliament of Zambia Tel: +260 977852170 Lusaka, Zambia E-mail: cngozi@parliament.gov.zm
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19	**Senegal** Mr. Mustapha Sene CESTI Dakar, Senegal E-mail: senetafa55@yahoo.fr	20	ACPC Mr James Murombedzi Officer in Charge African Climate Policy Center (ACPC) Addis Ababa, Ethiopia E-mail:murombedzi@un.org
21	Mrs. Catherine Lalyre Faye IDEP Tel: 00 221 33 829 55	22	M. Johnson Nken Senior Adaptation officer ACPC

	Dakar, Senegal E-mail: c.lalyre@unidep.org		Addis Ababa, Ethiopia
23	**Sierra Leone** Mr. Victor Bainga Kamara National Assembly of Seirra Leone Tel: +232-78-992203 Freetown, Seirra Leone E-mail: baingakamara@yahoo.com	**24**	Mr. Thierry Hyacinthe Amoussougbo Senior Programme Management Officer, ACPC Addis Ababa, Ethiopia E-mail:amoussougbo@un.org
25	**Tanzania** Mr.Asheri Michael Wimile East African Legislative Assembly Tel: +255 756 410 362 Arusha, Tanzania E-mail: awimile@eachq.org	**26**	Mr. Kidist Belayneh Programme Manager ACPC Addis Ababa, Ethiopia

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11. ANNEX III : RECOMMENDATIONS

Key Recommendations of the Training of trainers (ToT) on Mainstreaming Climate Information and Services into policy, plans and processes

Addis Ababa, Ethiopia

25-26 October 2017

We instructors in parliaments, media training institute, civil society and youth organisations from Benin, Cameroun, Ethiopia, Ghana, Kenya, Liberia, Morocco, Senegal, Sierra-Leone, Zambia, Zimbabwe, the East Africa Legislative Assembly (EALA), le Centre d'Etudes, des Sciences et Techniques de l'Information (CESTI), l'Ecole Superieure des Sciences et Techniques de l'Information et de la Communication (ESSTIC), l'Insitut Superieur de l'Information et de la Communication de Rabat (ISIC), the Ghana Institute of Journalism (GIJ), the Pan-African Climate Justice Alliance (PACJA); the Climate Smart Agriculture Youth Network (CSYAN); the African Institute of Economic Development and Planning (IDEP) of the ECA; and the United Nations Institute for Training and Research (UNITAR), gathered at the Elilly hotel in Addis Ababa, Ethiopia, for training of trainers (ToT) on "Mainstreaming Climate Information and Services into policy, legislation, Plans and Processes" from 25 to 26 October 2017.

Recalling all resolutions and decision on Climate Change from the United Nations, and the African Union Assembly;
Aware that Climate Change will set back development achieved by developing countries, making it more difficult for them to meet new global Agendas goals, including the 2030 Agenda for Sustainable Development Goals (SDGs) and the Agenda 2063 "Africa we Want" Goals;
Noting that National Governments, local communities, farmers, grass roots organizations among others need timely, high quality, relevant and accessible information on temperature and rainfall, and the timing and severity of storms and climate extremes change for better planning and practices;
Acknowledging that Climate information services – the collection, analysis, packaging and dissemination of climate information to specific users – are vital in supporting Africa's response to climate change;
Taking into account the evidence of recent researches and studies revealing the intensifying changes in global climate system and its increasing impacts on ecosystems, societies and economies;
Noting that greater awareness and training among legislators, policy makers and other stakeholders on the issue of climate change is imperative for formation of important partnerships and synergies for action on climate change;
Expressing the gratitude to the United Nations Economic Commission for Africa, the United Nation Institute for Training and Research (UNITAR), in supporting the development of the CIS e-learning module and the current training of trainers;
Also expressing their gratitude for the continuous financial support from the Government of the United Kingdom of Great Britain and Northern Ireland acting through the Department for International Development (DFID).

RECOMMEND TO:

Participants/Institutions and Organisations

- Support an enabling environment for the uptake of climate information and climate information service within their countries;
- Advocate at national level for the increase of the investment in CI and CIS infrastructure;
- Advocate for the promotion of national forum for information and knowledge on CI, CIS involving CI and CIS services providers such as National Meteorological and Hydrological Services (NMHS), ministerial departments responsible for environment, climate change, the legislators, media, private sector, journalist, youth and civil society organizations;
- Conduct awareness campaign among the public, legislator, policy-makers on the critical role of effective, timely mainstreaming of climate information and services in planning policy-making towards achieving climate proof sustainable development using various communication channels including print on-line media, television, community radio among others;
- Install the CIS e-learning module in their Institution;
- Organise national workshop for legislators, policy-makers and other stakeholders on the CI and CIS e-learning module;
- Collaborate with regional meteorology organizations such as ICPAC, ACMAD and WMO for quality training;
- Mobilise domestic resources through Government, private sector actors and other development partners to support awareness raising and training workshop towards building a critical mass of skilled communities on climate information services and development issues.

ECA and its Partners

- Continue its support to national rollout of the CIS e-learning module;
- Spearhead the promotion of regional knowledge management platform on mainstreaming CI and CIS in policy, plans and processes;
- Monitor the ongoing national workshops to ensure sharing of best practices and lessons learnt.

WISER CIS e-learning ToT Network:

- A CIS e-learning TOT network a platform for information and knowledge sharing between trainers is launched and will be moderated on a rotation basis. A social media group is created as first mechanism to start exchange between members. The representative of ISIC Morocco will lead and moderate the social media group;

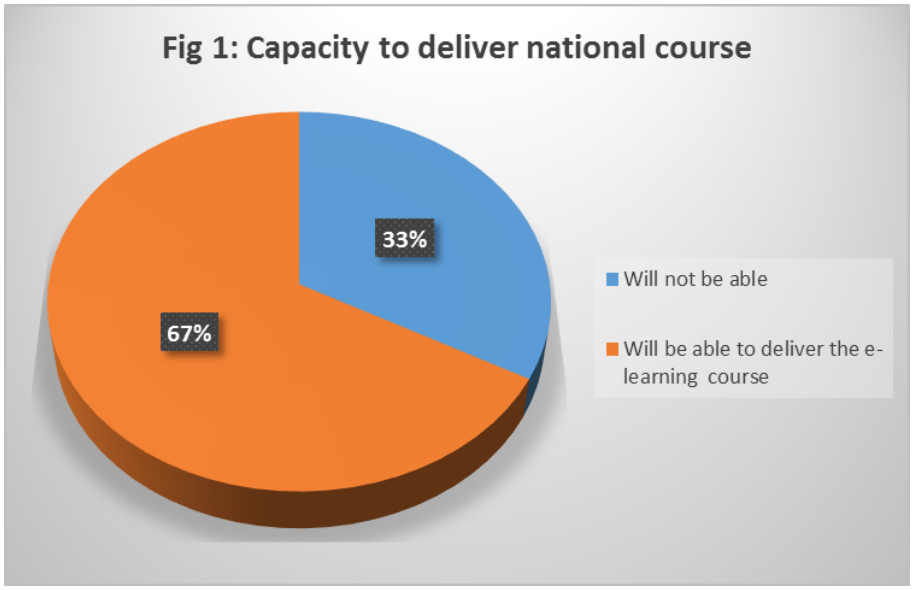
- Further mechanism such as a Knowledge Management platform created by ACPC will serve for the network information and knowledge sharing.

Voluntary Institution and organization for the rollout at national level

The following Institutions expressed their interest to start the national or sub-regional rollout of the modules during the first quarter of 2018:

- Regional media training Institution (ISIC), Morocco: Organize during the 2018 semester a regional media training workshop using the CIS e-learning modules for sub-regional North Africa countries including, Morocco, Tunisia, Egypt, Algeria, Mauritania and Mali;
- Pan African Climate Justice Alliance through PAMACC will organize a Regional media Training on CI/S using the CIS e-learning modules in collaboration with regional media training institutions represented in this meeting
- Sub-Regional media training Institution (ESSTIC), Cameroon: Organize during the 2018 semester a sub-regional media training workshop using the CIS e-learning modules for sub-regional Central Africa countries including, Cameroon, Congo, Gabon, DRC, Chad, RCA, Sao Tome and Principe.
- Parliaments of Benin, Cameroun, Ethiopia, Sierra Leone: organize national workshop based on the e-learning CIS module during the first quarter of 2018
- Regional training of East Africa legislators and decision-makers in Arusha, Tanzania using the E-learning module for Burundi, Rwanda, Tanzania, South Sudan and Uganda;
- The Ghana Institute of Journalism (GIJ) to organize a national training of journalists and student journalist based on CIS e-learning modules;
- The sub-regional media training institution in West Africa (CESTI/UCAD) will organize a training based on the CIS e-learning modules for both Media and Parliamentarians.
- PACJA to facilitate a training for Africa parliamentarians using CI/S e -Learning module in collaboration with Pan African Parliament (PAP)

12. ANNEX IV : EVALUATION



As per fig 1, 67% wil be able to deliver a national workshop against 33% who will need more hand-on practices. A total of 600 participants will attend the national and regional workshop proposed by the 67% of trainers.

Fig 2 represents more comprehensible assessment. In this regard, overall 96% strongly agree (63%) and agree (33%) with the relevance of the e-learning CIS module; 53% strongly agreed and 47% agree that that the ToT has improved their understanding of the definition of climate data, climate information and service and their mainstreaming into policy, plan and practices; it has also equipped them with the methodology to deliver non-technical messages to other users such as Parliamentarians ;All the participants thought that the ToT objectives were met; however 20% disagreed with regard enough practical exercises which can strengthen the confidence of the trainers. They would like to have more time. Minimum of three days and more practical exercises.

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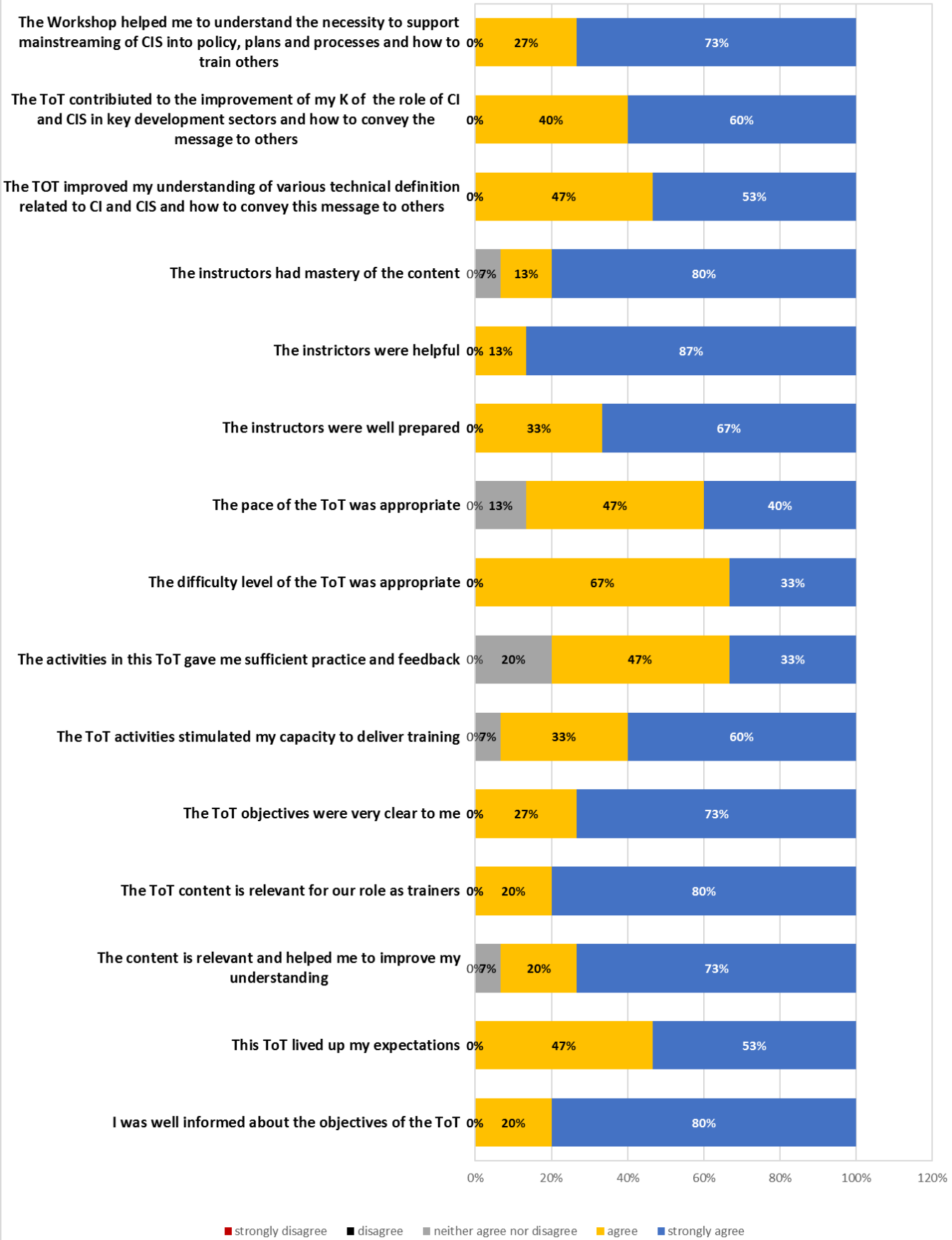
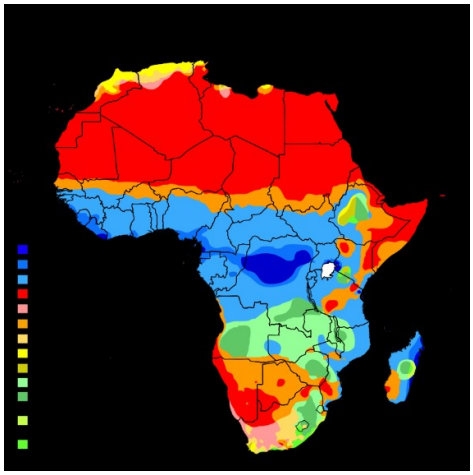
FIG 2 : EVALUATION OF TRAINING OF TRAINERS WORKSHOP



13. ANNEX V : Recommendations on the improvement of the e-tutorial on CIS

- The background blue colour and the front white colour are not conducive for teaching/training as the colour contrast is week especially when using projector. I suggest these colurs be changed to colours that can be seen by participants while training.

- Is it possible to have the English and French translation simultaneously? Most training I have carried out in East, West and Horn of Africa have tended to have both English and French speakers, it is easier if the tutorial can show text in both English and French at the same time. For instance, the recent training in Addis Ababa had more or less equal number of French speaking and English participants yet, we carried it out in English, to the disadvantage of French speakers. Though there was translation but it is not quite the same.
- Page 4 of the e-tutorial, has a map of Africa and a statement that "Extreme weather events pose the most significant climate risks in Africa." This map could be improved to show the different climatic zones of Africa, with some explanation as shown below:



Climate zones of Africa, showing the ecological break between the hot desert climate of the Sahara Desert (red), the hot semi-arid climate of the Sahel (orange) and the tropical climate of Central and Western Africa (blue). Southern Africa has a transition to semi-tropical or temperate climates (green), and more desert or semi-arid regions, centered on Namibia, Botswana, and South Africa. Ref Wikipedia.

- ICPAC could provide some recent and very good maps for use here.

- The 'objectives of the tutorial' is given on page 6, which is a bit late. I prefer that this is given much earlier to ensure better flow, consistency and coherence of information
- Same applies to page 7 on 'tutorial overview.' This should come immediately after the objectives. the current page 5 should be moved to page 7.
- The examples given on page 9 to help participants understand the terminologies, that is, weather, climate, climate information and climate information services, should be revisited to ensure they accurately reflect what ear terminology stands for.

- More and better explanation on Pages 11 to 12 on types of climate information especially the intermediate and Advanced climate information. If you are going to bring in the issue of Representative Concentration Pathway (RCP), then you need to explain in more details than it is done here. I can assist.
- On page 14, where it says, in this tutorial, we will explore 5 characteristics of climate information to consider when making decisions. We start by focusing on "Resolution and Accuracy…." This is then left hanging. I prefer that the 5 characteristics are explored completely before moving on. Slide on page 30, should be moved to be 15 so that these issues are dealt with consistently. As it is both page 14 and 30 are just hanging
- The exercise on Page 26, where it says "match the CI product with the corresponding sector", this needs refining further to avoid confusion, as the answers represent the 'best fits'.. and the others are not necessarily wrong..
- There is need to include more individual and group exercises and assignments to ensure that the tutorial is more interactive and participatory.

Supported by: