

Mid-term evaluation of the UN CC:Learn 2014-2017 Implementation Phase

Final report

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This report is a product of the Planning, Performance and Results Section of UNITAR and the findings, conclusions and recommendations expressed therein do not necessarily reflect the opinion of the partner agencies and countries of UN CC:Learn or the Swiss Agency for Development and Cooperation. The evaluation was conducted by Mr. Ronnie MacPherson, Director and Lead Consultant at Greenstate.

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Cover photo taken from UN CC:Learn Malawi partner country. Credit: UN CC:Learn 2013.

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Preface

The One UN CC:Learn Partnership (UN CC:Learn) is a collaborative initiative involving more than 30 multilateral organizations which are involved in the development and/or delivery of climate change related learning. The project engages in activities at the global, regional and country-levels. Project funding is provided by the Swiss Government and UN and country partners. Building on the achievements of a three-year pilot phase, the project's 2014-2017 implementation phase extends activities to an additional set of countries with the aim of creating sustainable individual and institutional capacities in developing and transitional countries to plan and implement effective climate change actions.

The mid-term evaluation of the 2014-2017 implementation phase found the project to be effective, efficient and highly relevant to its targeted users at both the global and national levels, and is well on track to delivering its planned outputs and achieving its intended outcomes. Project performance has been strong with much added value to climate change learning. The evaluation also identified some areas for improving current work through a set of five recommendations.

The evaluation was managed by the UNITAR Planning, Performance and Results Section (PPRS) and was conducted by Mr. Ronnie MacPherson, Director and Lead Consultant at Greenstate. PPRS provided guidance, oversight and quality assurance, as well as interpretation, translation and logistical support for the field work. Overall guidance of the evaluation was provided by the project's Technical Advisory Group (TAG), comprised of representatives from the UN CC:Learn Secretariat, a UN CC:Learn partner organization (UNFCCC), the primary donor (Swiss Agency for Development and Cooperation - SDC) and a UN CC:Learn partner country (Ghana). Peer reviews of the draft evaluation report were performed by PPRS (internal) and the SDC (external). The UN CC:Learn Secretariat/TAG response to the evaluation and its conclusions and recommendations are outlined in the Management Response.

The UNITAR Planning, Performance and Results Section is grateful to the evaluator, the Secretariat of UN CC:Learn (UNITAR Green Development and Climate Change Programme), SDC and the project's other international and national partners.

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Acronyms

CNCCMDL	Consejo Nacional para el Cambio Climático y el Mecanismo de Desarrollo Limpio (Dominican Republic)
CEB	United Nations System Chief Executives Board (CEB) Secretariat
COP	UNFCCC Conference of the Parties
CSO	Civil Society Organisation
EPA	(Ghana) Environmental Protection Agency
FAO	Food and Agriculture Organization of the United Nations
GEF	Global Environment Facility
IFAD	International Fund for Agricultural Development
ILO	International Labour Organization
INAFOCAM	Instituto Nacional de Formación y Capacitación del Magisterio (Dominican Republic)
IMO	International Maritime Organization
LDC	Least Developed Country
MOU	Memorandum of Understanding
NAP	National Adaptation Plan
NAP-GSP	National Adaptation Plan Global Support Programme
NGO	Non-governmental Organisation
PPRS	Planning, Performance & Results Section (UNITAR)
REDD+	UN Programme on Reducing Emissions from Deforestation and Forest Degradation
SDC	Swiss Agency for Development and Cooperation
SICA	Central American Integration System
SP-CONEDD	Secrétariat permanent du Conseil national pour l'environnement et le développement durable (Burkina Faso)
TAG	Technical Advisory Group (for this evaluation)
TOC	Theory of Change
UNCT	United Nations Country Team
UNDP	United Nations Development Program
UNECA	United Nations Economic Commission for Africa
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFCCC	United Nations Framework Convention on Climate Change
UNICEF	United Nations Children's Fund
UNIDO	United Nations Industrial Development Organization
UNITAR	United Nations Institute for Training and Research
UNSSC	United Nations System Staff College

Executive Summary

The One UN Climate Change Learning Partnership (UN CC:Learn) comprises 34 multilateral organisations, all of which are involved in the development and/or delivery of climate change related learning. The project aims to strengthen climate change learning resources and strategies and – crucially – to ensure that learning is subsequently used to improve capacities for delivering effective climate actions. To achieve these aims UN CC:Learn works at a global level, and at a national/regional level. Globally, UN CC:Learn supports knowledge sharing across its 34 partner agencies and – most significantly – manages an online platform dedicated to climate change learning material, including a series of resources and e-courses that have been developed directly through the project. At the national and regional level, UN CC:Learn works directly with developing and transition countries to support the development, political endorsement and implementation of comprehensive, results-orientated climate change learning strategies.

This independent mid-term evaluation was commissioned to assess progress being made against UN CC:Learn's planned targets, and to identify problems or challenges that the project may be encountering. The evaluation was focussed on UN CC:Learn's 2014-17 implementation phase, but also drew on experiences from the 2011-13 pilot phase. Moreover, evaluation recommendations were formulated in order to inform not just the current work, but also any future UN CC:Learn activity beyond the 2014-17 implementation phase. The assessment was guided by a series of questions agreed during an evaluation inception phase, with these questions in turn framed against the standard, internationally recognised evaluation criteria of relevance, efficiency, effectiveness and sustainability. The evaluation applied a mixture of qualitative and quantitative methods, with the primary tools being interviews with key project stakeholders, a series of country level case studies (Burkina Faso, Dominican Republic, Ghana), a survey of e-course participants, web analytics, and a literature review.

The evaluation found that UN CC:Learn has been efficient, effective, and of high relevance to its targeted global and national audiences. The project is well on track to delivering agreed outputs and outcomes, with good evidence suggesting that the work is already contributing to long-term impacts. Understanding of climate change is clearly building amongst the project's target audiences, with early signs that UN CC:Learn-supported resources and processes are even triggering a degree of positive behavioural change and climate action amongst those target audiences.

At the global level, UN CC:Learn has developed online learning materials and e-courses that have attracted an impressive amount of web traffic and a considerable user base. These online resources are very highly rated by participants, with strong evidence suggesting that those resources are effectively building knowledge and capacities amongst participants. UN partner agencies also assess the online platform to be a critical, central resource for guidance and materials on climate change learning.

UN CC:Learn has also been supporting nine partner countries to develop and deliver national climate change learning strategies. Although it is too early to assess the long-term effectiveness of this work, it is clear that the UN CC:Learn-supported processes have been effective so far, delivering a series of high quality strategies, generating political interest and support for the subject of systematic climate change learning, and helping to build more conducive, supportive environments for climate change learning.

The project has also benefitted from a highly organised, professional and very well-respected Secretariat. The Secretariat's coordination and technical capability were routinely praised by all evaluation correspondents, with partners consistently identifying the Secretariat's inputs as a central factor underpinning the project's success.

It is therefore clear that UN CC:Learn's overall performance has been strong. However, the evaluation also identified some areas for improvement.

A major challenge for future cost effectiveness and sustainability will be the extent to which partner countries are able to attract the resources necessary for delivery of their national learning strategies and priority actions. The majority of partner countries identified resource mobilization as the primary challenge – and *risk* – to the ongoing viability of their work.

Recommendation 1

The UN CC:Learn Secretariat should establish a dedicated staff position to support partner country resource mobilization efforts. Core responsibilities should include the development of a more systematic approach to UN CC:Learn resource mobilization, including the provision of direct support and guidance for partner countries.

Closely linked to the need for stronger resource mobilization, the evaluation identified a need for increased engagement with the UN system in partner countries: the extent of relationships and level of substantive engagement between national stakeholders and other UN actors was often very limited. There is a risk that this could result in missed opportunities to link UN CC:Learn-supported work with existing initiatives and resources in partner countries.

Recommendation 2

With support from the UN CC:Learn Secretariat, national coordinating partners should develop more systematic approaches to engaging with – and maintaining awareness of – UN resident agencies that are working in the climate change domain.

UN CC:Learn's monitoring strategy is based around a logframe that was found to be inadequate for communicating, monitoring and measuring the project's potential impact. The logframe fails to locate UN CC:Learn within the broader climate change context, contains only a limited expression of the link between climate change learning and climate action, and undersells the potential synergies between the project's global and national/regional workstreams.

Recommendation 3

In consultation with global partner agencies and partner countries, the UN CC:Learn Secretariat should develop a detailed theory of change for the project. At a minimum this should identify the project's impact pathways, assumptions underlying the project logic, and external influences on the project, including other climate change programmes.

Following development of the theory of change, the UN CC:Learn Secretariat should revise the project's logical framework, adjusting impacts, outcomes, outputs and indicators as necessary.

Country partners routinely reported that learning exchanges between countries were particularly informative and valuable. However, partners also felt that such exchange opportunities were very limited and somewhat ad-hoc.

Recommendation 4

The UN CC:Learn Secretariat should identify and deliver more regular opportunities for learning exchanges between partner country stakeholders. This should include the provision of – or support for – some form of continuously available web-based networking.

The e-Learning platform is well used and highly regarded by training participants. However, UN CC:Learn is a time-limited project and – at some point – funding for the initiative will cease. It is important that access to these resources is maintained in the long-term.

Recommendation 5

In consultation with global partner agencies, the UN CC:Learn Secretariat should formally confirm arrangements for the ongoing, post-project hosting of the e-courses and learning resources developed through UN CC:Learn.

1. Introduction

1.0.1 This report documents the mid-term evaluation of UN CC:Learn's April 2014 – March 2017 implementation phase. The report commences with a brief overview of UN CC:Learn and its operating context, followed by a description of the evaluation methodology. The primary evaluation findings are then reported in detail, presented against the four evaluation questions and criteria agreed during the evaluation's inception phase. Building on these findings, the evaluation's conclusions are presented, along with recommendations for UN CC:Learn's stakeholders.

1.0.2 The report is supported by a set of annexes, including three country-level case studies (Burkina Faso, Dominican Republic, Ghana), evaluation survey results, and an assessment of progress against the project's logical framework. Additional material – including the complete evaluation source data – is presented on an [accompanying secure website](#).

2. Overview of UN CC:Learn

2.0.1 The One UN Climate Change Learning Partnership (UN CC:Learn) was formed in response to growing demands (from countries and from within the UN system) for a more strategic, consistent and coherent approach to climate change learning. The partnership comprises 34 multilateral organisations¹ (UN and non-UN), all of which are involved in the development and/or delivery of climate change related learning.

2.0.2 Building on the collective experience of these partners, the project works to strengthen climate change learning resources and strategies and – crucially – to ensure that learning is subsequently used to improve capacities for delivering effective climate actions. By working towards these aims, UN CC:Learn contributes to the implementation of [Article six of the UN Framework Convention on Climate Change \(UNFCCC\)](#) on training, education and public awareness-raising.

2.0.3 Partnership coordination is provided by a Secretariat, which is hosted by the UN Institute for Training and Research (UNITAR). A Steering Group guides strategic direction, meeting at least annually and comprising Focal Points from all 34 partner agencies. The partnership was initially delivered as a pilot during the period 2011-13, immediately followed by the current 2014-17 implementation phase. The overall implementation phase budget is CHF 5.67 million. The Swiss Agency for Development and Cooperation (SDC) is the primary donor (CHF three million), with the balance of funds coming from within the UN system, and from UN CC:Learn institutional and national partners,

2.0.4 UN CC:Learn works globally, nationally and – more recently – regionally.

Defining climate change 'learning'

Within the context of UN CC:Learn, climate change 'learning' encompasses not just formal education (schools, universities), but also awareness, knowledge and skills development *across* the economy. Learning strategies and activities may therefore target *all* sectors that are or will be influenced by climate change. As such, climate change learning could involve – and be targeted at – a broad range of stakeholders, from governmental departments, to policymakers, to private sector, to civil society organizations, to the general public.

¹ A 35th agency (United Nations High Commissioner for Refugees) joined UN CC:Learn in mid-September 2016. However, as the evaluation had virtually been completed by this point, the figure of 34 agencies is used throughout this report.

2.1 Global work

2.1.1 At a global level UN CC:Learn supports knowledge sharing across the 34 partner organisations, promotes the development of common learning materials amongst partners, and coordinates joint learning interventions between partners. Central to this global activity is the management of the UN CC:Learn website. The site serves as a portal to partner-developed climate change learning materials and – most significantly – hosts a series of resources that have been developed directly through the UN CC:Learn partnership. While the UNITAR-hosted Secretariat leads development of these UN CC:Learn resources, all material is developed in close collaboration with – and often using detailed technical input from – UN CC:Learn partner agencies. The main resources developed through UN CC:Learn are:

- **e-courses:** Interactive e-learning modules, including an introductory course on climate change, and more targeted modules focussing on (for example) the UN Programme on Reducing Emissions from Deforestation and Forest Degradation (REDD+), Climate Policy and Public Finance, and Climate Responsive Budgeting.
- **Resource Guides for Advanced Learning:** Detailed, topic-specific guides that identify high quality learning resources, categorising those resources against target audiences and specific learning needs. Guides include, for example, ‘The Scientific Fundamentals of Climate Change’ and ‘Understanding the Climate Change and Health Interface’.
- **Good Learning Practices:** A compilation of good practice case studies on climate change learning, drawn from UN CC:Learn’s own experience of supporting the development and implementation of national learning strategies.

2.1.2 In addition to the curation and development of web-based learning resources, UN CC:Learn’s global work also encompasses partnerships with global thematic programmes such as REDD+ and the National Adaptation Plan Global Support Programme (NAP-GSP). Partnering with such initiatives aims to support UN CC:Learn’s efforts to develop and promote targeted resources of global relevance. UN CC:Learn also coordinate side-events at the annual UNFCCC Conference of the Parties (COP), curating and promoting partner agencies’ climate change learning materials, but also raising awareness of the partnership’s broader work.

2.2 National work

2.2.1 UN CC:Learn also works at a national level, supporting developing and transition countries to plan and implement systematic, long-term and results-orientated national climate change learning strategies. While the precise approach varies between countries and contexts, UN CC:Learn aims to bring together stakeholders from across national government departments and across the economy (public, private and voluntary sectors), working to ensure broad ownership of strategies that are cross-cutting and multi-sectoral in nature. The process also draws in national UN Country Teams (UNCTs) and individual partner agencies, thereby working towards UN CC:Learn’s aim of building a systematic, ‘One UN’ approach to climate change learning. Where possible, coordination is based on existing national structures.

2.2.2 UN CC:Learn provides seed funding to participating countries, which supports initial research (ordinarily resulting in a national ‘Background Paper’) and the development of a comprehensive National Climate Change Learning Strategy. Funding is also provided for a limited set of ‘priority actions’, which are used to initiate delivery of the national strategy, and typically comprise tangible activities for strengthening climate change learning and/or skills development within the partner country.

2.2.3 In addition to funding, direct technical advice and facilitation support from the UN CC:Learn Secretariat, UN CC:Learn have also developed a series of resources to assist partner countries. Most notable amongst these resources is the ‘Guidance Note For Developing a National Climate Change Learning Strategy’, a practical manual based largely on experience gained through UN CC:Learn’s pilot phase. Ad-hoc advice is also available to partner countries through UN CC:Learn Ambassadors – individuals that worked closely on the national learning strategies developed during UN CC:Learn’s pilot phase.

2.2.4 Through the partnership’s pilot stage, UN CC:Learn worked with five countries (Benin, Dominican Republic, Indonesia, Malawi, Uganda). The implementation phase continues work with these countries, but also brought in another 4 countries (Burkina Faso, Ethiopia, Ghana, Niger).

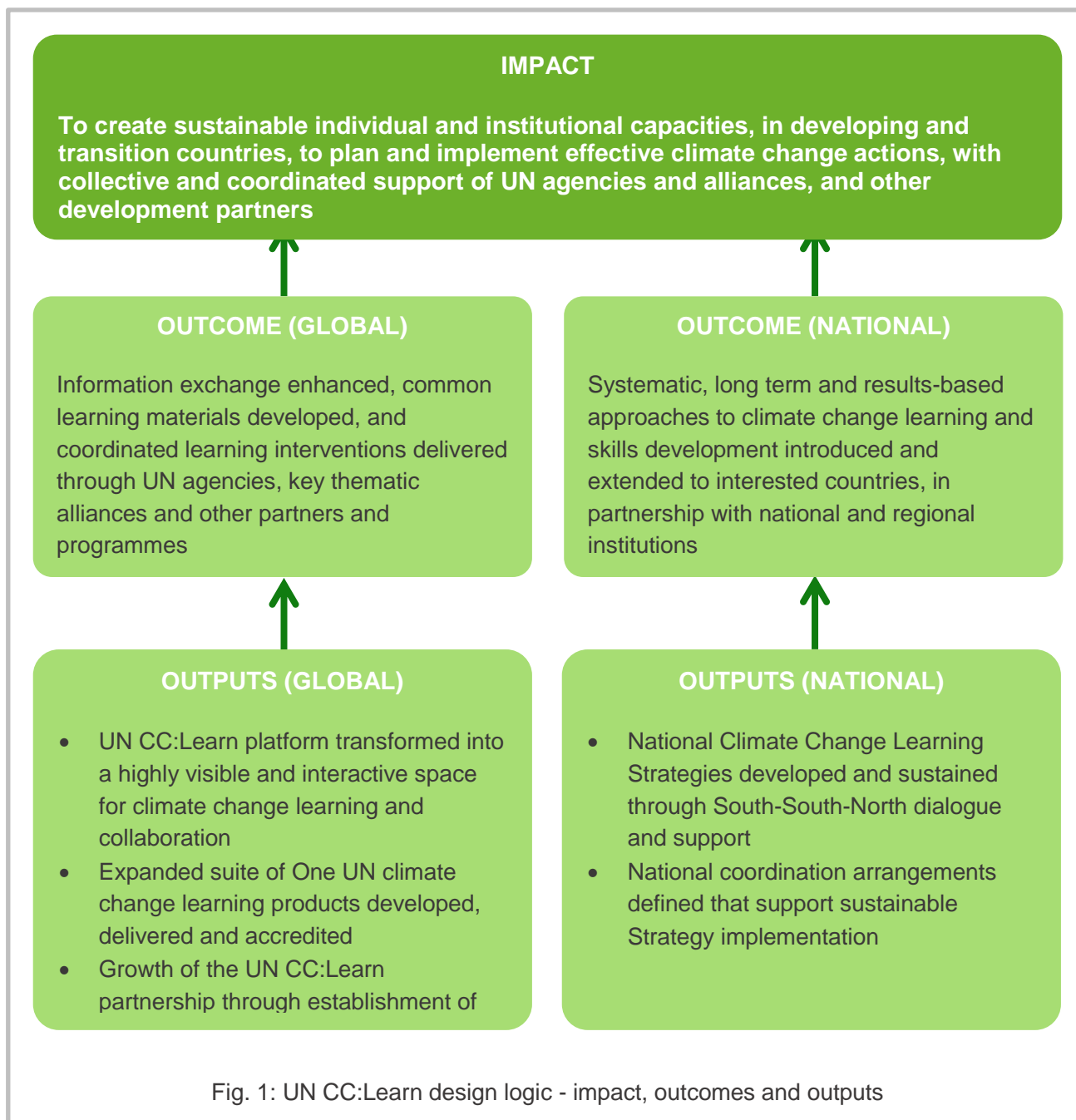
2.3 Regional work

2.3.1 UN CC:Learn is also exploring regional approaches, recently initiating work to improve cooperation on climate change learning amongst Central American Integration System (SICA) countries. The approach is similar to the national UN CC:Learn work, with countries developing a joint background report for the region, then developing a regional strategy complete with tangible priority actions. The strategy development process and the delivery of some priority actions will be supported by funding from UN CC:Learn. Within SICA, the UN CC:Learn supported regional climate change learning strategy will be grounded in the broader Regional Strategy on Climate Change (2010).

2.4 UN CC:Learn objectives and design logic

2.4.1 UN CC:Learn’s logical framework serves as the primary results framework for the partnership, expressing the underlying design logic and rationale for the work. The logframe establishes a series of impact, outcome and output statements, along with indicators, assumptions and risks. Separate outcomes and outputs have been identified for the partnership’s global and national level work, but not for the recently initiated regional work. However, the national level outcome statement does encompass – and is a reasonable reflection of – the aims of the regional work. The logframe is used as a day-to-day monitoring tool by the Secretariat, and is reviewed annually by the Steering Group. Progress against logframe targets and indicators is also publicly communicated via UN CC:Learn’s Annual Reports.

2.4.2 The impact, outcome and output statements provide a concise description of the overall partnership (Annex 5 presents the logframe in full):



3. Evaluation methodology

3.1 Coordination, oversight and quality assurance

3.1.1 The evaluation was undertaken by an independent, external consultant, commissioned by UNITAR's Planning, Performance & Results Section (PPRS). The consultant received interpretation, translation and logistical support, as well as general guidance and oversight from the PPRS, in addition to support from the UN CC:Learn Secretariat, and the national coordination teams within the three case study countries. The broader evaluation process – including the approval of the evaluation terms of reference – was overseen and guided by a Technical Advisory Group (TAG), comprised of representatives from the UN CC:Learn Secretariat, a partner agency (UNFCCC), the primary donor (SDC), and a partner country (Ghana). The evaluation report underwent two peer reviews by (i) UNITAR's PPRS, and (ii) an SDC-based climate change advisor.

3.2 Purpose, objectives and audience

3.2.1 The overarching purpose of the evaluation was to determine progress being made toward the achievement of planned targets, to identify problems or challenges that the project may be encountering, and to issue recommendations for corrective action, if needed. During the evaluation inception phase it was also agreed that – to the extent possible – the evaluation would identify lessons that could inform any future or related UN CC:Learn programming beyond the current 2014-2017 implementation phase.

3.2.2 In support of this purpose, two evaluation objectives were established:

Objective 1 (Accountability / Results)

Assess progress towards UN CC:Learn's global and national targets, outcomes and outputs.

Objective 2 (Learning / Improvement)

Identify recommendations and lessons for strengthening current and future UN CC:Learn activity.

3.2.3 Given the timing and formative nature of the assessment, the target audiences for the evaluation are the UN CC:Learn Secretariat, UN CC:Learn partner agencies, National Coordination teams within partner countries, and SDC (UN CC:Learn's primary donor).

3.3 Methodological approach

3.3.1 The methodological approach was developed during an inception phase, and documented in an evaluation inception report. In order to address the evaluation purpose and objectives – and in line with UN CC:Learn's design logic – three broad assessment areas were identified:

- **Assessment of global results**, encompassing results and activities associated with UN CC:Learn's global outcomes and outputs;
- **Assessment of national and regional results**, encompassing results and activities associated with UN CC:Learn's national outcomes and outputs, including early work on the SICA Regional Climate Change Learning Strategy;

- **Assessment of partnership coordination and implementation**, looking in particular at the process and challenges of supporting a relatively large number of diverse partner agencies.

3.3.2 The evaluation purpose and objectives also provided the basis for an evaluation framework, which in turn underpinned and guided the whole methodological approach. The framework was structured against the standard OECD-DAC evaluation criteria² of relevance, efficiency, effectiveness and sustainability. Key evaluation questions were identified for each of these criteria:

- 1. Relevance:** Is the project reaching its intended users and is it relevant to the targeted global and country specific needs and priorities?
- 2. Efficiency:** To what extent are outputs being produced in a cost-effective manner?
- 3. Effectiveness:** To what extent is the project producing planned outputs and making progress towards attainment of outcomes?
- 4. Sustainability:** To what extent are the planned results likely to be sustained in the long term?

3.3.3 The evaluation framework also identified more detailed sub-questions, an overview of potential tools for addressing each question, and an indication of how questions related to each of the three assessment areas (global results, national & regional results, coordination & implementation). The complete framework is presented in Annex 6.

3.3.4 Guided by the evaluation framework, the evaluation's data collection phase applied several tools to gather and analyse qualitative and quantitative information. The primary tools were:

- **Interviews:** Over 80 individuals were interviewed either face-to-face or remotely, including representatives from 14 UN CC:Learn partner agencies, and eight partner countries³.
- **Case studies:** While stakeholders within most national partner countries were interviewed, the evaluation also undertook more detailed case studies of UN CC:Learn's work within three partner countries, namely Burkina Faso, Dominican Republic and Ghana. These case studies involved short country visits, allowing the evaluator to engage directly with national stakeholders and – in the case of the Dominican Republic – undertake an online survey of UN CC:Learn beneficiaries. Case study countries were selected in close consultation with the evaluation TAG and the UN CC:Learn Secretariat. The case studies closely informed the whole evaluation, but standalone case study briefings have also been provided in Annexes 1-3. Each case study contains a limited set of **country-level recommendations**, provided **in addition to** the main evaluation recommendations: it is important that the UN CC:Learn Secretariat and national partners take these country-level recommendations into account.
- **Online surveys / Kirkpatrick modelling:** The main evaluation survey targeted all participants that had at least started a course on the UN CC:Learn e-Learning platform, and was distributed in English, French and Spanish. Out of 6,753 invitations, 1,006 responses were received (14.9% response rate).

² <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

³ Efforts were made to interview focal points from all 34 UN CC:Learn partner agencies; however, focal points from only 14 agencies replied to the requests for interviews. At least one (and often two) reminder(s) was (were) sent. The evaluation inception report envisaged some interviews being undertaken via focus groups, particularly in connection with the country field work, but this proved to be impractical during country visits, given time and logistical limitations.

The survey gathered general feedback on the platform and e-courses, but was also used to inform capacity assessments against [the Kirkpatrick model](#), a common framework for reviewing training effectiveness⁴. In addition to analysis at the aggregate level, survey results were also compared across different demographic groups. Comparative analysis was undertaken on responses by **gender**, across different **age groups**, different native **language groups**, and against the status of **respondents' countries (developed, developing, LDC)**. However, no significant differences were identified across any of these sub-groups.

- A second survey (Spanish language only) was targeted at all teachers that participated in the 'Cambio Climático En El Aula' training, delivered within the Dominican Republic as part of that country's UN CC:Learn-supported national climate change learning strategy. 47 responses were received against 230 invitations (20.4% response rate).

Full survey results are presented in Annex 4.

- **Logframe review:** The evaluation reviewed progress against logframe indicators, but also assessed the overall quality and appropriateness of the logframe as a monitoring and management tool. The logframe indicator review is provided in Annex 5.
- **Desk review:** A literature review considered documentation including formal reports, web content, financial data, and relevant external documentation (e.g. partner material, NAPs). The full bibliography is listed in Annex 8.
- **Web analytics:** The evaluation considered web metrics relating to UN CC:Learn's main website and the e-Learning platform (via Google Analytics), and UN CC:Learn's social media activity (via the Secretariat's own monitoring data).

3.3.5 Following data collection and analyses, a draft evaluation report was discussed and validated with the evaluation's TAG. The evaluation process culminated with the production of this final evaluation report.

3.4 Limitations

3.4.1 This is a mid-term evaluation of the project's 2014-17 implementation phase, but work on the project actually commenced through the 2011-13 pilot phase. There was considerable continuity between the two periods so the evaluation necessarily takes account of the pilot phase, although findings are based on implementation phase activities (i.e. delivered from April 2014 onwards).

3.4.2 Relating to this point, work in the four implementation phase countries (Burkina Faso, Ethiopia, Ghana, Niger) is still at a relatively early stage. While national strategies in these countries have been developed, very limited work has been undertaken to deliver priority actions. This is not necessarily a problem for UN CC:Learn, as project timelines are broadly on track. However, the limited delivery of priority actions means that a complete assessment of national-level effectiveness and sustainability was not always possible.

3.4.3 While the three case studies provided valuable inputs for the broader evaluation (and – most importantly – consistent findings were identified across all case study and non-case study countries) the evaluation would ideally have undertaken more detailed work with all nine national partners. However, financial limitations precluded the possibility of such a comprehensive analysis.

⁴ The Kirkpatrick model measures the capacity development 'journey' through level one (participant reaction), level two (knowledge acquisition), level three (behavioural change / application in the working environment), and level four (targeted outcomes / impacts occur).

3.4.4 The main focus of the evaluation was UN CC:Learn's global and national work, but it was also anticipated that an assessment of the SICA regional work could be undertaken. However, during the evaluation period it became apparent that the regional work was at a very early stage, with participants still at the initial strategy drafting stage. While a limited number of findings and observations are presented within the evaluation report, it was not possible to undertake a complete assessment of this regional work.

3.4.5 As with many evaluations, a considerable amount of the qualitative data collected was based on individual, subjective perceptions and opinions. To mitigate any subjective bias, findings have been triangulated across sources, and across tools (interviews, surveys etc.).

3.4.6 There are discrepancies between the demographic profile of global survey respondents and the *actual* profile of course participants, as provided by participants during the course registration process. For example, the survey sample profile is 36% female respondents to 64% male, but the actual course registration details confirm that participants are 45% female, 55% male. While the discrepancies are unfortunate, it is not likely that the robustness of overall survey results has been unduly affected: as above, comparative analyses undertaken between survey respondent sub-groups identified no significant differences by gender, age group, language group, or the status of respondents' countries.

3.4.7 The number of responses to the Dominican Republic teacher survey was relatively low ($n = 47$), so findings associated with this survey should be treated with caution. This point is reiterated whenever Dominican Republic survey data is discussed within the evaluation report. The main survey of e-Learning platform participants attracted considerably more responses ($n = 1,006$), so findings here are considerably more robust.

4. Findings

4.1 Relevance

EVALUATION QUESTION 1:

Is the project reaching its intended users and is it relevant to the targeted global and country specific needs and priorities?

4.1.1 The evaluation found that UN CC:Learn was highly relevant to its targeted users at both the global level and the national level. Globally, the project has developed a series of resources that are well used and highly regarded by a diverse audience of users. However, the degree of relevance was particularly impressive at the national level, where UN CC:Learn has been supporting nine partner countries to develop national climate change learning strategies.

Partner countries: high degree of relevance and ownership

4.1.2 Within all partner countries it was clear that the UN CC:Learn-supported learning strategies were extremely well aligned with national climate change needs, priorities and objectives. For example, within Burkina Faso the learning strategy's starting point was the country's pre-existing National Adaptation Plan (NAP). Alignment with national policy and objectives was particularly impressive within Ghana, where the whole learning strategy was so closely linked to the country's existing climate change policy that most evaluation correspondents considered the (new) learning strategy to be an integral, inseparable component of the broader national policy. Other partner countries similarly tied the national learning strategy to broader climate change policy and efforts.

4.1.3 Intimately linked to this high degree of relevance, the evaluation found that UN CC:Learn-supported learning strategies benefitted from an equally high degree of national ownership. Strategy development processes were always highly participatory and inclusive, drawing on the experience and resources of institutions from across the economy (government, academia, private sector, CSOs / NGOs etc.). In several instances, national ownership was so strong that some participating institutions did not realise the work was a UN-supported initiative, assuming instead that the process was entirely driven from within the country's existing structures.

4.1.4 Several common factors were found to underpin the strong relevance and ownership attained within partner countries:

Ghana: ensuring relevance and ownership

From the outset, the strategy was explicitly linked to the pre-existing *National Climate Change Policy*, developed using the same five priorities identified within that 'master' policy. This guaranteed alignment, but also ensured that most participants were already well familiar with the basic structure and initial content of the strategy. This expedited the process and – far more importantly – made it easy for participants to relate the learning strategy to their own work, and to identify priority actions for their own sectors and institutions. Consequently, evaluation correspondents did not perceive or treat the learning strategy as a 'separate' document or initiative – it is seen as an integral, inseparable part of the main national climate change policy.

- The national coordinating institution tended to benefit from high-level political support and visibility, and/or benefitted from a cross-sectoral mandate that enabled them to convene government bodies and other institutions from across the economy (i.e. not just institutions focussed on environment and/or education).
- The strategy development process was invariably based on UN CC:Learn's '*Guidance Note For Developing a National Climate Change Learning Strategy*'. There was a general consensus that the recommended process was inherently valuable for building ownership and momentum, even prior to any implementation activity. Some countries also noted that – irrespective of the work's focus on learning – bringing together such a diverse set of national stakeholders helped to build new networks within the country, and helped diverse stakeholders to develop a common language and understanding of climate change.
- Climate change was already high up partner country political agendas. However, the focus of UN CC:Learn (i.e. strategic, systematic, cross-sectoral learning) represented an area that had not previously been addressed through – or received support from – any other national or international initiatives.
- The support provided by UN CC:Learn Secretariat personnel was intensive and technically substantive, but these inputs were categorically not at the expense of reduced national ownership. Indeed, several countries praised the freedom that the Secretariat allowed them, noting that the project's approach to national ownership was commendable when compared to other international programmes.

4.1.5 The national learning strategies are focussed on a fast evolving sector: greatly increased investment is being targeted at activities addressing climate change, with new scientific and funding priorities continuously arising. Against this background, a number of countries felt that a key challenge would be to *maintain* the relevance of their national learning strategies. Some stakeholders felt that more emphasis and guidance could be provided on how to build the necessary dynamism into their strategies.

4.1.6 In most cases though, national priority actions (the activities underpinning actual delivery of the national strategies) are either at an early stage of delivery, or have not yet been initiated. As such, it has not been possible to undertake an assessment of the relevance of priority actions to national needs.

Regional relevance

4.1.7 Although it was only possible to undertake a limited assessment of UN CC:Learn's regional work across Central American Integration System (SICA) countries, it was clear that this initiative was also highly relevant to regional priorities. Similar to the UN CC:Learn-supported country strategies, the early approach adopted within the SICA region suggests that the regional learning strategy is likely to be firmly grounded in – and aligned with – the pre-existing regional climate change policy.

Identifying focus sectors vs cross-sectoral approach

4.1.8 Several partner countries were uncomfortable with the UN CC:Learn guidance (frequently interpreted as a requirement) to identify three to four sectors upon which national learning strategies should focus. Evaluation correspondents often found the sector selection process to be somewhat artificial and contradictory, given the cross-sectoral nature of climate change. On occasion the process created tensions, with some stakeholders feeling excluded by the final sector choices. However, partner countries also noted that – in many instances – the priority actions that they identified were cross-sectoral anyway.

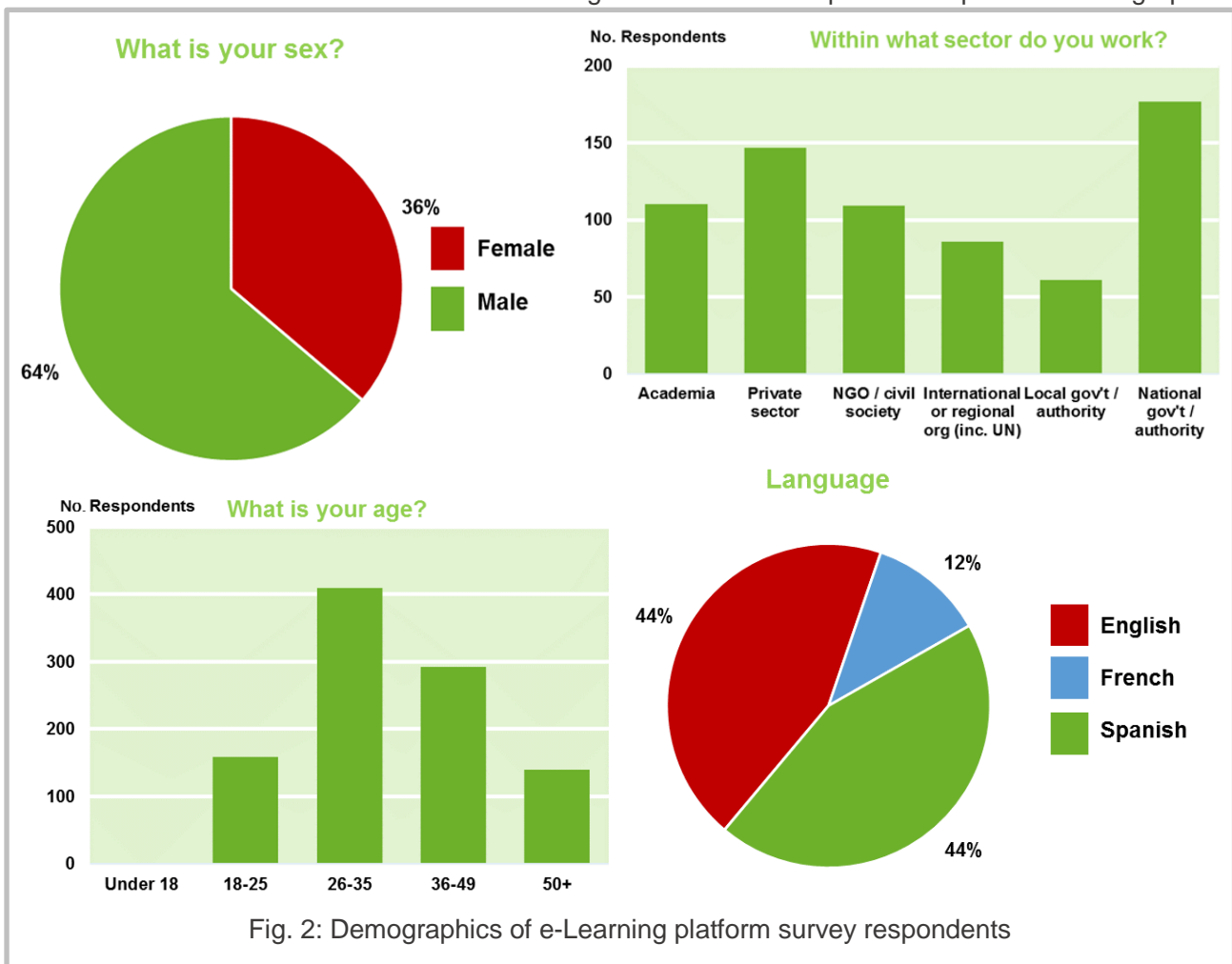
Some countries purposefully designed such cross-sectoral priority actions to – at least in part – mitigate tensions arising during the sector selection process.

Involving communities and grassroots organisations

4.1.9 While all partner countries commended the strategy development process and were invariably highly satisfied with their final strategic document, a consistent concern across all countries was the difficulty of involving and reaching grassroots organisations and – in particular – geographically or economically isolated communities. The limited resources available for strategy development restricted the extent of consultation that was possible with such groups. Subsequently, many stakeholders were concerned that learning strategies placed insufficient emphasis on the need to deliver learning actions with grassroots organisations and isolated communities. This potential shortcoming was seen as particularly important given the need (and desire) to reach all sections of society, and what many identified as a greater capacity gap within geographically and economically isolated communities.

Relevance of global resources

4.1.10 Prior to assessing the relevance of UN CC:Learn’s global resources to its audience, it will firstly be useful to characterise the profile of that audience. The evaluation survey targeted all individuals that had commenced at least one UN e-course module. Figures two and three present respondent demographics⁵:



⁵ Reiterating the report's earlier discussion regarding methodological limitations (see section 3.4), the demographic profile of survey respondents does have some discrepancies when compared to the actual demographic details of course participants.

4.1.11 To an extent, the e-Learning platform was found to be reaching UN CC:Learn’s primary target audience, namely users within developing and transition countries. The proportion of users from developing countries (including LDCs) is in line with the proportion of the global population⁶ living within developing countries:

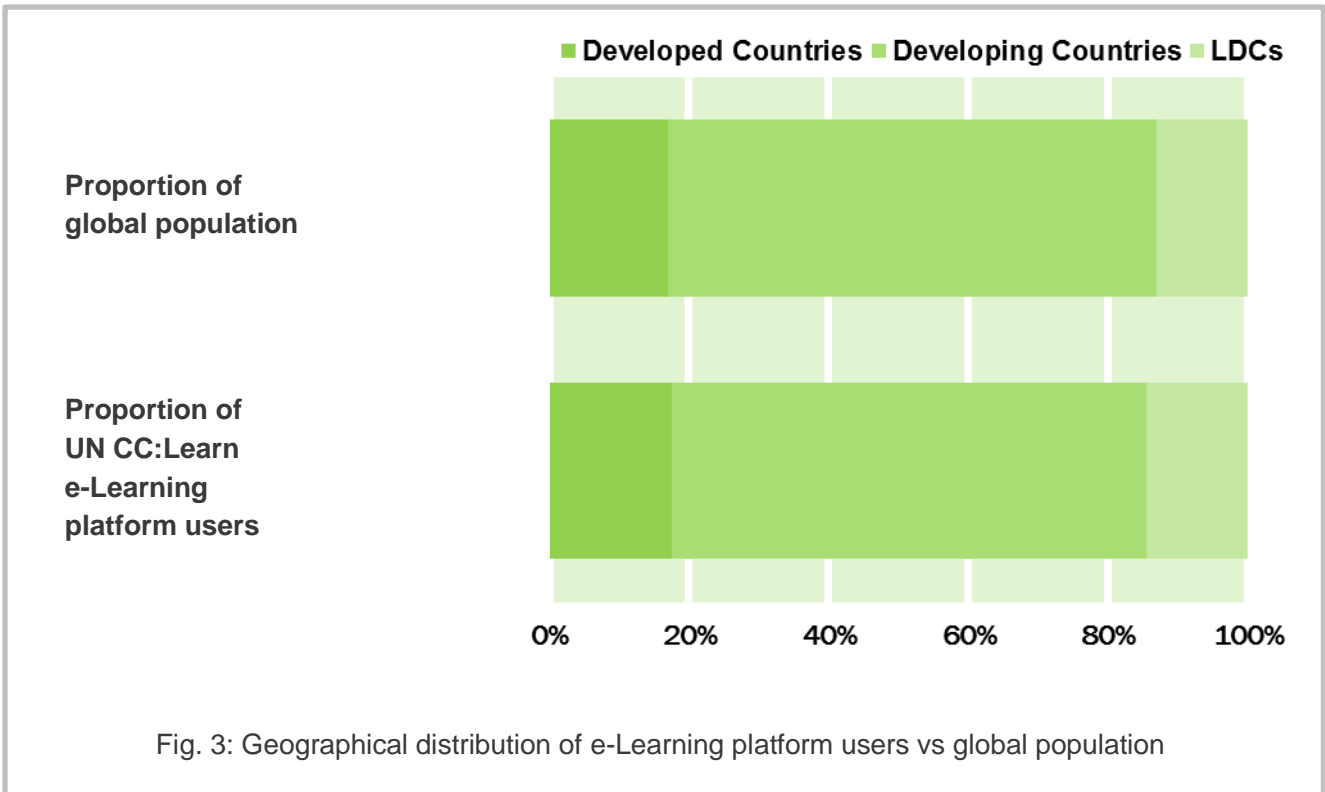


Fig. 3: Geographical distribution of e-Learning platform users vs global population

4.1.11 The evaluation found that UN CC:Learn’s global resources were highly relevant to its users. For example, the evaluation survey asked respondents to assess the relevance of UN CC:Learn’s e-course modules:

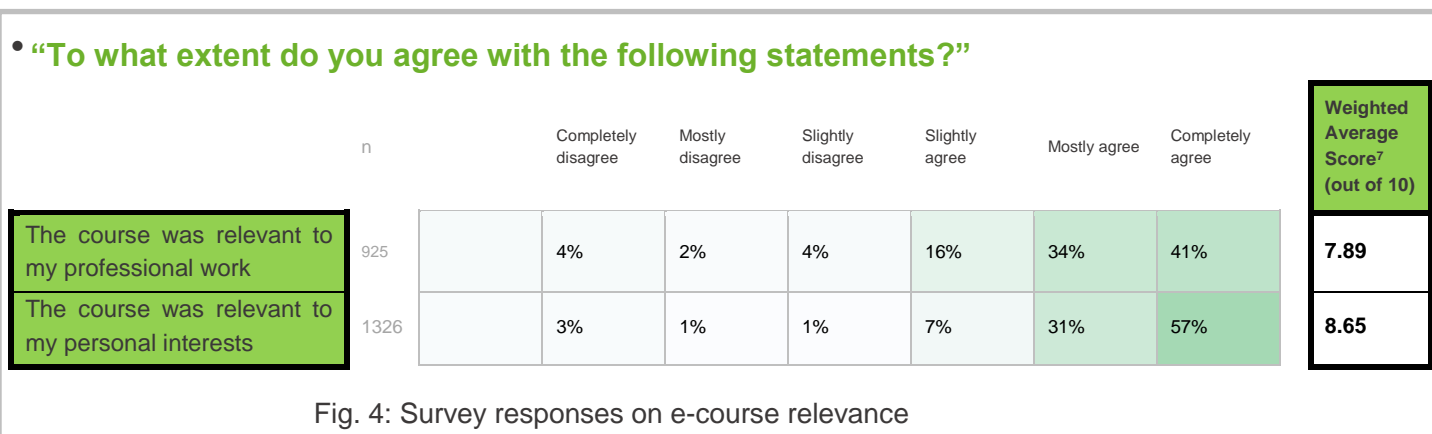


Fig. 4: Survey responses on e-course relevance

⁶ 2016 World Population Data Sheet, (2016), Population Reference Bureau

⁷ Weighted Average Score is calculated by first assigning numeric values to response choices (Completely disagree = 0, Mostly disagree = 2, Slightly disagree = 4, Slightly agree = 6, Mostly agree = 8, Completely agree = 10), then calculating (weighting) the overall average according to the number/frequency of responses to each choice. An overall score above 6.00 is therefore positive, above 8.00 is highly positive.

4.1.13 Qualitative survey responses – and direct interviews with country stakeholders – indicated that relevance may be negatively affected by a perceived lack of non-English language e-courses. However, it is clear that the UN CC:Learn Secretariat is addressing this issue. Several module translations are currently under development and – in any case – the evaluation found that a reasonable amount of non-English modules are already in place: the flagship course (Introductory e-Course on Climate Change) is available in French and Spanish, with other modules available in Khmer and Thai.

Relevance to global thematic programmes

4.1.14 A number of UN CC:Learn resources and activities have been explicitly developed to address the learning needs of global thematic programmes such as REDD+ and the National Adaptation Plan Global Support Programme (NAP-GSP). This work was found to be highly relevant to the global thematic programmes, with the REDD+ Academy in particular attracting significant praise from UN CC:Learn partners, and from users of UN CC:Learn’s e-learning platform.

4.1.15 The work was also relevant for partner countries, but not necessarily as a result of UN CC:Learn’s inputs. Partner countries were aware of the link between UN CC:Learn and the global thematic programmes. However, if their national strategies were aligned to global thematic programmes it was invariably because their own national policies and priorities were previously aligned *anyway*, rather than as a result of UN CC:Learn’s guidance and work in the area.

4.2 Efficiency

EVALUATION QUESTION 2:

To what extent are outputs being produced in a cost-effective manner?

4.2.1 The evaluation found that delivery of UN CC:Learn has been efficient and cost-effective. Central to this efficiency was the technical capability of the UNITAR-based UN CC:Learn Secretariat, whose coordination and inputs were routinely praised by all evaluation correspondents. However, a major challenge for future cost effectiveness will be the extent to which the project – and in particular partner countries – are able to attract the financial resources necessary for delivery of national learning strategies and priority actions.

Strong coordination

4.2.2 Partner agencies and country partners were highly positive in their assessment of the Secretariat’s coordination and management of UN CC:Learn. The following characteristics were commonly identified by evaluation correspondents:

- The Secretariat’s inputs – whether to global learning materials or national learning strategies – are always technically valuable and substantive: it is clear that the Secretariat engages deeply with support requests that they receive from partners. A short quote from one correspondent is representative of the general assessment: “*they deliver*”.
- This routine demonstration of technical capability gives partners a high degree of confidence in the Secretariat: the team are seen as highly credible and consistently professional.

- The Secretariat also invests considerable time in the development *and maintenance* of personal relationships with partner agencies and partner countries. This personal connection is particularly valued by country partners, who were often impressed by the amount of time that the Secretariat allocated to supporting and advising on the national strategy development processes.

4.2.3 The written material developed and provided by the Secretariat has also supported efficient project delivery so far. The value of the ‘*Guidance Note for Developing a National Climate Change Learning Strategy*’ has already been noted, but efficiencies have also been gained through other less obvious, seemingly mundane documentation. For example, the written MOUs between UNITAR and partner countries benefit from an admirable level of detail and clarity: roles, responsibilities and expectations are very well articulated, which in turn has supported the efficient delivery of initial milestones relating to national strategy development.

Resource mobilization: the primary challenge

4.2.4 UN CC:Learn’s cost effectiveness has been strengthened through some notable successes in resource leveraging. When developing global learning materials, the project routinely draws on ‘free’, high quality technical expertise provided by partner agencies. As such, the global work is often *inherently* cost-effective, exploiting pre-existing expertise within the UN system and other international partner agencies. Co-financing has also been pursued at the country level, with the Secretariat reporting some \$3.7m having been leveraged during the project’s two phases, with most having been mobilized during the present implementation phase. The exceptional success of the Dominican Republic has been well reported. In excess of \$1m was raised from the Dominican Republic government to support delivery of the national learning strategy, representing a leverage ratio of over 4:1 when compared to UN CC:Learn’s investment of \$244,370 in that country (pilot *and* implementation phase funding). Other partner countries have also successfully secured resources from government and international donors.

4.2.5 However, the evaluation found that – although clearly remarkable – the Dominican Republic’s fundraising success was an outlier, and not representative of the general experience within UN CC:Learn partner countries. Indeed, the majority of other partner countries (and particularly implementation phase countries) identified resource mobilization as the primary challenge – and *risk* – to the ongoing viability of their national strategies. Stakeholders in all countries almost exclusively felt that the UN CC:Learn supported process had delivered high quality, comprehensive national learning strategies. However, the (commendable) comprehensiveness and level of detail that was invariably present within those strategies also highlighted the often daunting scale and diversity of resources that were required to fully deliver priority actions. Indeed, some of the current delays to priority action delivery can be attributed to

Dominican Republic: mutual efficiencies

Individuals participating in national strategy priority actions are routinely encouraged to undertake UN CC:Learn’s ‘Introduction to Climate Change’ e-course. Such an approach has the potential to add value to the Dominican Republic’s work, but at zero financial cost to the country (e-courses are funded from UN CC:Learn’s global budget). Conversely, the broader UN CC:Learn project has clearly gained from work in the Dominican Republic. In particular, the Guidance Note for Developing a National Climate Change Learning Strategy codifies and builds on the experience of UN CC:Learn pilot countries (including the Dominican Republic), thereby ensuring that experience gained during the pilot phase can inform other countries’ approaches to national strategy development.

inadequate resource mobilization. One quote from a national coordinating partner was representative of the general feeling across all countries: “*We feel ourselves overwhelmed by the need to mobilize resources*”.

4.2.6 Against that background, the most common recommendation from partner country stakeholders was for increased support and direction from the Secretariat on resource mobilization. While some called for increased investment from UN CC:Learn directly, greater emphasis was placed on the need for support in developing resource mobilization strategies, including the identification of – and introduction to – potential donors.

Results-based payments

4.2.7 Some partner country stakeholders were not convinced that UN CC:Learn’s approach to payment scheduling was appropriate or cost-effective, given the nature of the work. UN CC:Learn’s payments are milestone-based, with monies released against outputs such as Country Background Papers and Draft National Climate Change Learning Strategies. However, country partners often questioned whether the long-term process of embedding systematic climate change learning should be framed against discrete ‘deliverables’. Moreover, within virtually all partner countries the strategy development and endorsement process has been subject to politically-related delays that have almost always been completely out of the country teams’ hands. Some correspondents suggested that a more regular payment schedule would be more appropriate and cost-effective given the work’s process-intensive (and often unpredictable) character.

Partner country exchanges / networking

4.2.8 Country partners routinely reported that learning exchanges between countries (for example, advisory visits by UN CC:Learn Ambassadors) were particularly informative and valuable, in some instances helping countries to avoid repeating ‘mistakes’ made in earlier UN CC:Learn activity. However, partners also felt that such exchange opportunities were very limited and somewhat ad-hoc. There were frequent calls for more exchange opportunities between countries, whether through face-to-face interaction or via web-based networking.

4.3 Effectiveness

EVALUATION QUESTION 3:

To what extent is the project producing planned outputs and making progress towards attainment of outcomes?

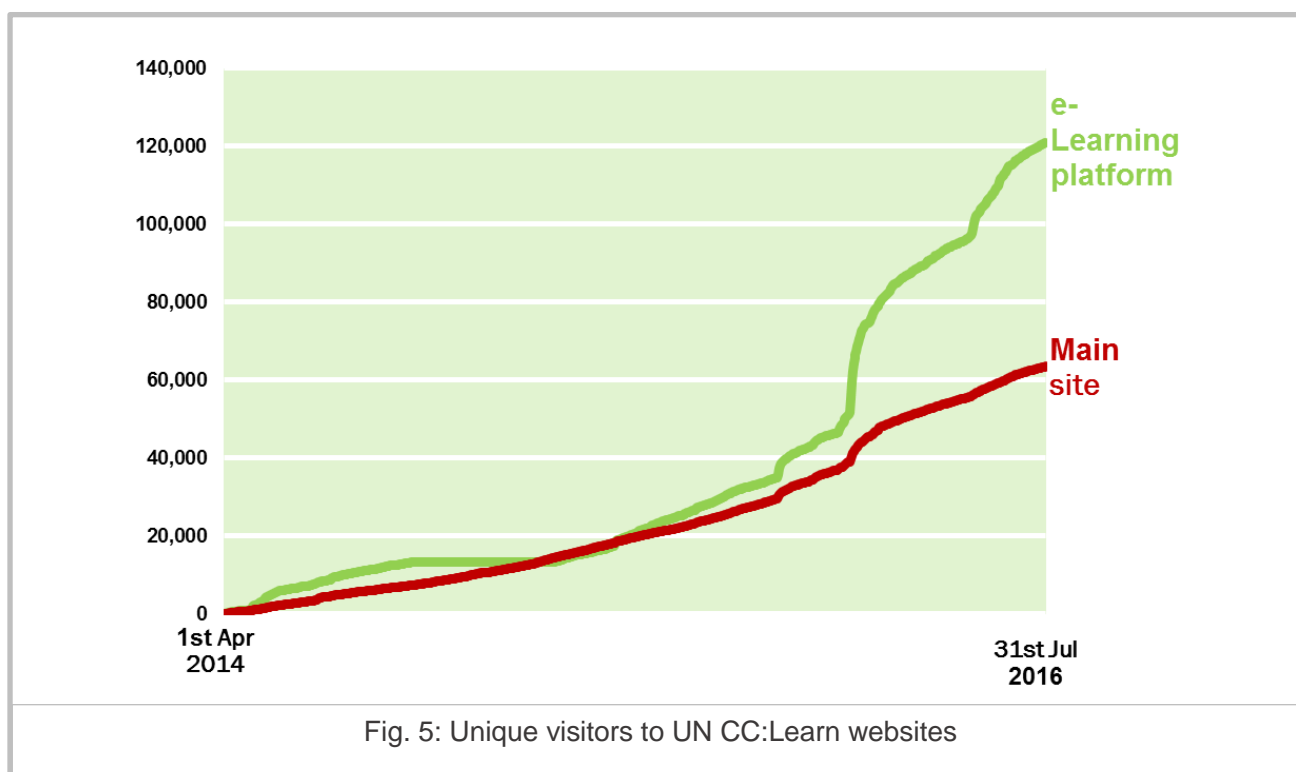
4.3.1 The evaluation found that good progress is being made against the majority of outputs and outcomes, with several targets having already been exceeded. Delivery against UN CC:Learn’s online objectives (including development of learning resources) has been particularly impressive. It is also clear that the national learning strategy development processes have been well-managed and valuable within all partner countries, although it is still too early to fully assess country-level effectiveness of the implementation phase given that priority actions have yet to be initiated by the new countries. While it is likely that UN CC:Learn will achieve almost all of its implementation phase outputs and outcomes by March 2017, the evaluation identified a number of areas where effectiveness could be improved, particularly if the project is extended beyond its current timeframe. Potential areas for strengthening include the level of

engagement between partner countries and UN Country Teams (UNCTs), linkages between UN CC:Learn’s global and country-level work, and the project’s monitoring and evaluation strategy. The following section discusses the most important evaluation findings, but a complete assessment of progress towards *all* outputs and outcomes (against the project logframe) is also provided in Annex 4.

Strong online presence, underpinned by high quality learning materials

4.3.2 UN CC:Learn has greatly exceeded its web-related targets, as expressed through output 1.1 (“UN CC:Learn platform transformed into a highly visible and interactive space for climate change learning and collaboration”) and output 1.2 (“expanded suite of One UN climate change learning products developed, delivered and accredited”). In some instances it could be argued that the associated indicators and targets were not sufficiently ambitious, but this should not detract from the clear achievements within this domain of UN CC:Learn’s work.

4.3.3 The number of unique visitors to the UN CC:Learn website and – particularly – the e-Learning platform has increased dramatically since the implementation phase commenced.

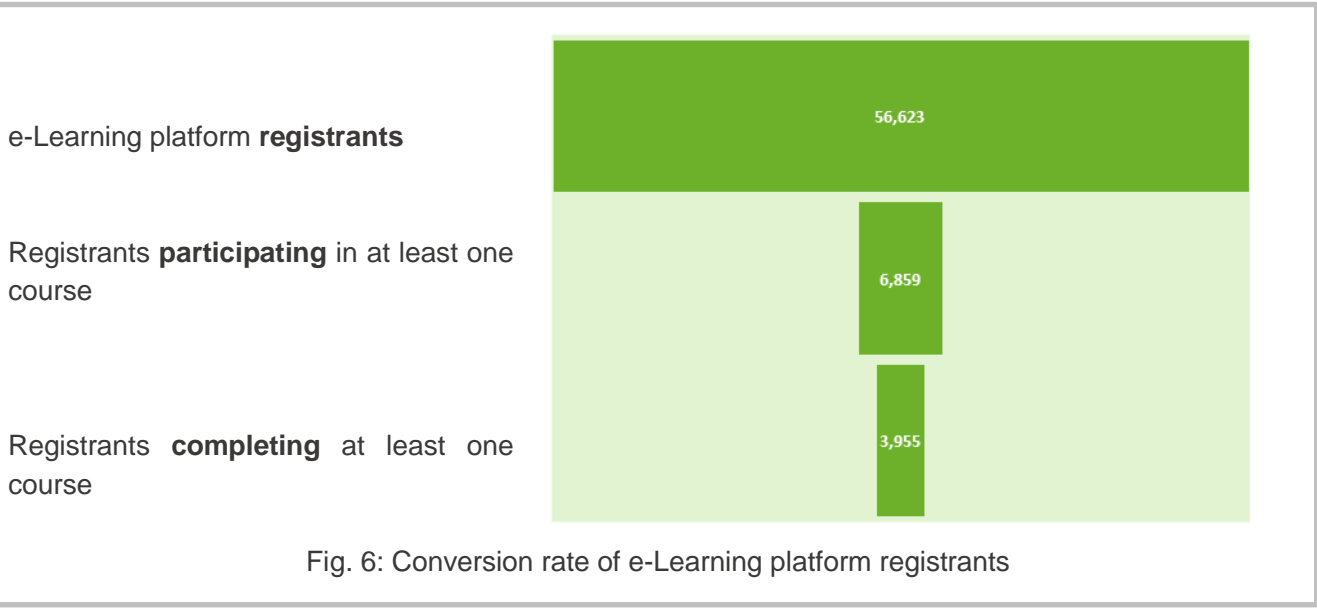


4.3.4 In the first 28 months of the implementation period (April 2014 – July 2016) the main website received 63,499 unique site visitors, a 257% increase on the 39-month pilot period (January 2011 – March 2014). But traffic to the e-Learning platform has been particularly impressive, with 120,904 unique visitors during the period April 2014 – July 2016⁸. Also noteworthy are two significant ‘spikes’ of traffic (particularly to the e-Learning platform) in January 2016 and May 2016. Both of these spikes are directly attributable to UN CC:Learn gaining exposure on a series of Latin America based websites. In both instances, this exposure and interest can be attributed to UN CC:Learn’s introduction of Spanish language modules.

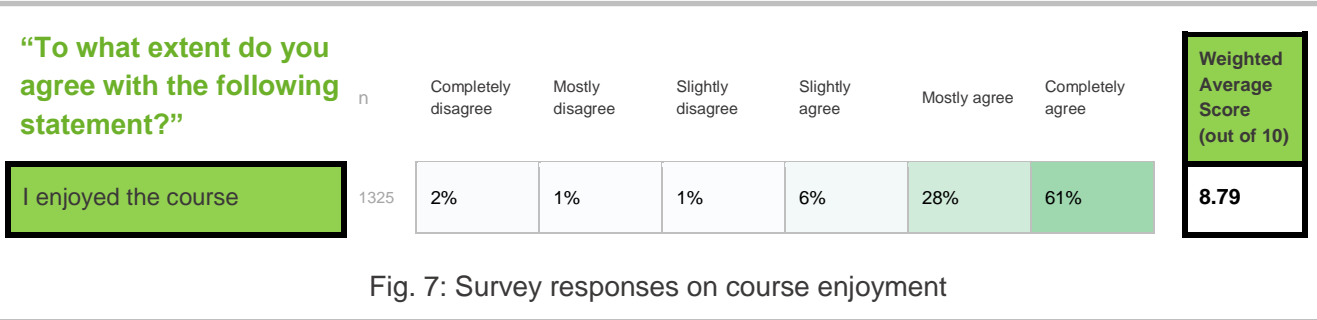
⁸ Unfortunately, e-Learning traffic data is unavailable prior to April 2014, so a comparison with the pilot phase is not possible.

However, the ‘free’ advertising (and the resulting traffic) was not the result of any specific promotional effort by the Secretariat, and so was somewhat fortuitous. However, the spikes dramatically underline the potential value to be accrued from increased outreach and profile.

4.3.5 Crucially, the conversion rate of the e-Learning platform traffic into actual e-course participants is also high: as of end July 2016, there were 6,859 course participants (5.7% of all site visitors), 3955 of whom went on to complete at least one course. This is a good level of participation, although as of end July 2016 the e-Learning platform actually had 56,623 registered users (i.e. approaching half of all visitors) who had not actually participated in a course. While this is also an impressive figure, it would be instructive to explore why these registrants did not subsequently use the platform.

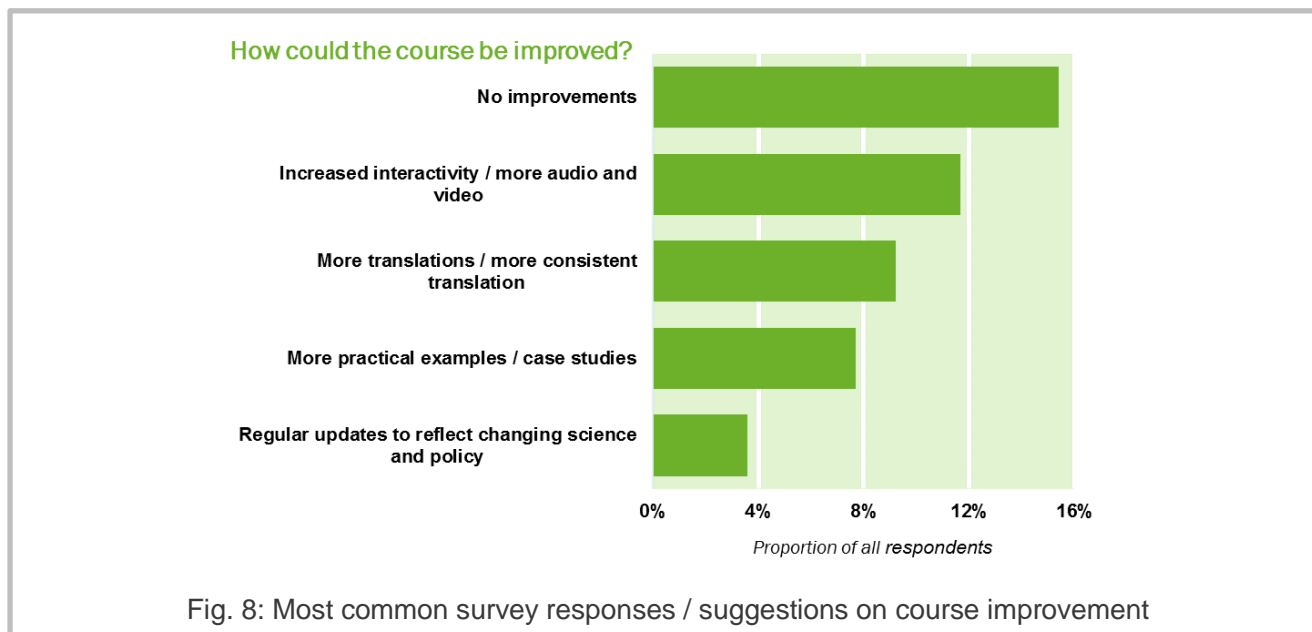


4.3.6 Importantly, the increased web traffic is supported by highly positive assessments of the actual web content: UN CC:Learn’s online resources are reaching significantly more users, and these users clearly find the resources to be valuable. Partner agencies and partner countries were exclusively complimentary about the online content, identifying the UN CC:Learn platform as a key ‘go to’ resource for climate change learning material. Qualitative survey responses were also highly positive and – importantly – the degree of course enjoyment was extremely high:



4.3.7 While all aspects of the e-courses received highly positive feedback, there were suggestions for improvement from survey participants. The most common qualitative responses could be classified into

the following broad groups (note that the most common response was “no improvements”, i.e. users were already completely satisfied with the course):



Effective capacity development

4.3.8 It is of course commendable that the UN CC:Learn platform is so highly enjoyed and regarded by its users. But if UN CC:Learn is to deliver its intended impact – “to create sustainable...capacities...to plan and implement effective climate change actions” – the project’s learning resources will need to at least build participants’ knowledge of climate change and, hopefully, affect behavioural change. Using [the Kirkpatrick model](#) as a measurement framework (a common tool for assessing training effectiveness), the evaluation survey explored the extent to which UN CC:Learn resources had contributed towards these aspirations.

4.3.9 Survey results demonstrated that UN CC:Learn’s e-courses had clearly delivered against both Kirkpatrick level two (acquisition of knowledge skills, attitude, confidence and commitment) and – to a slightly lesser extent – Kirkpatrick level three (participants actually apply their training back at their jobs):

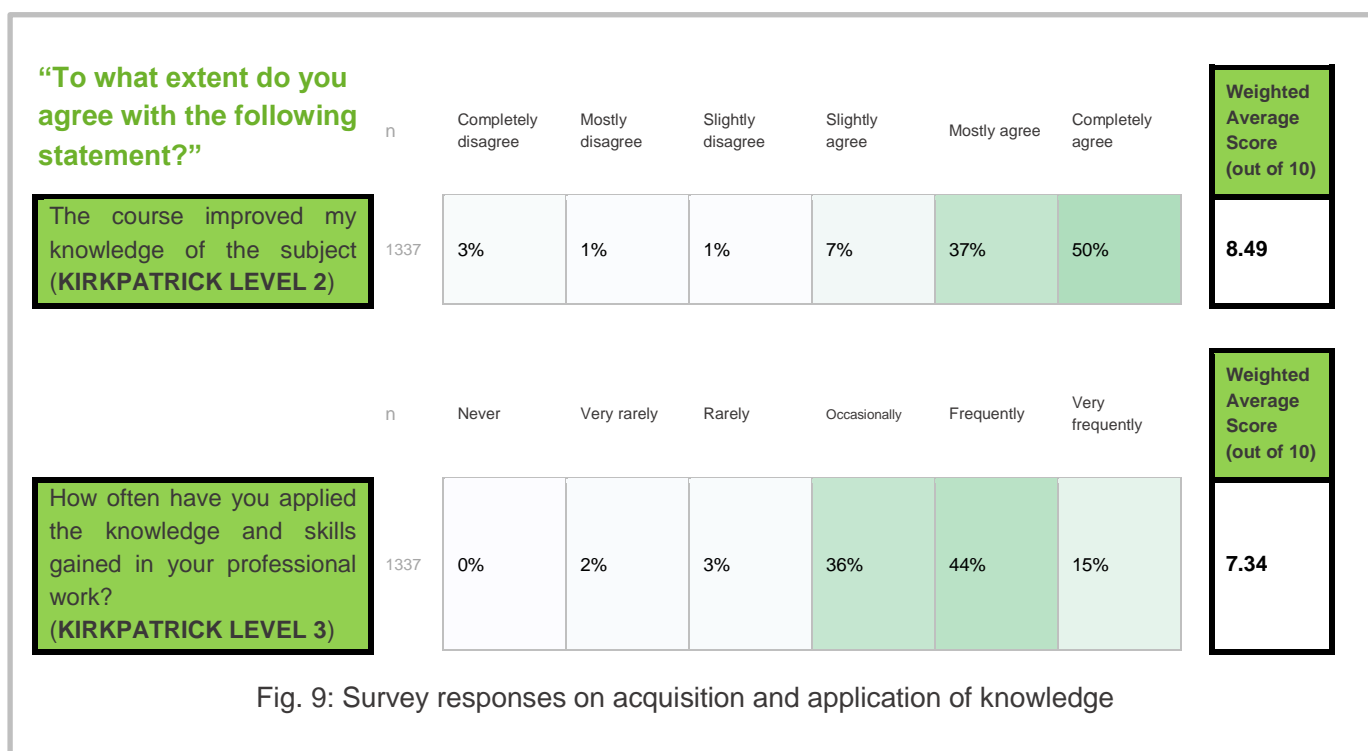


Fig. 9: Survey responses on acquisition and application of knowledge

4.3.10 Survey responses also indicated that at least some progress was being made towards attaining Kirkpatrick level three (targeted outcomes occur, i.e. climate change ‘action’ / behavioural change), with a limited number of qualitative, anecdotal responses indicating that – for example – some participants had completely changed their use of energy and transport as a result of the e-courses.

4.3.11 At a national level, similarly positive responses were received through the evaluation’s survey of Dominican Republic teachers (see also Annex 2). However, beyond that survey it was too early to undertake an assessment of capacity development effectiveness within partner countries, given that – in most instances – priority actions have not yet been initiated.

Effective national learning strategy development

4.3.12 While many partner countries have still to deliver priority actions and a comprehensive assessment of effectiveness was not possible, it is nevertheless clear that the UN CC:Learn-supported processes have been effective so far, ultimately delivering a series of high quality national learning strategies across participating countries. In most instances, partners reported that the initiative had significantly raised the profile of – and sometimes even introduced – the subject of systematic climate change learning within their countries.

4.3.13 Another commonly reported ‘side-effect’ from the UN CC:Learn-supported process was a degree of institutional capacity development: specifically, new networks, institutional relationships and cross-sectoral understanding was certainly apparent within each country. At the country level UN CC:Learn has therefore been effective in delivering its intended outputs (i.e. national learning strategies), but has also helped to build more conducive, supportive environments for climate change learning.

Increasing the involvement of UNCTs

4.3.14 Within all partner countries a lead UN agency (ordinarily UNDP) has provided day-to-day technical and logistical support to the UN CC:Learn process. However, beyond this relationship the evaluation found that the project had limited visibility amongst - and hence limited practical support from - other resident UN agencies. While resident agencies often attended national strategy development workshops, their engagement during these events was typically not substantive, adding only limited value above and beyond the inputs of national participants. More broadly, UN staff were often unaware of the UN CC:Learn project and – in particular – its e-learning modules and other online resources.

4.3.15 In the short-term, the limited engagement has not necessarily been a problem. Often, the strength of national capacity and political engagement precluded the need for any significant UNCT involvement. In some countries, many core participants were actually unaware that the learning strategy development was a UN-supported process. Both of these factors have arguably been advantageous for ensuring genuine national ownership of the strategy.

4.3.16 However, the limited early engagement of UN agencies could have future implications for strategy delivery. A number of partner countries are now moving to implementation of priority actions, but are often insufficiently keyed in to the national UN system, having only limited relationships with – and awareness of – relevant UN agencies and programmes. There is a risk that the UN’s limited involvement could – or already has – resulted in missed opportunities to link UN CC:Learn-supported work with existing initiatives and resources within partner countries.

4.3.17 Aside from the potential for programme alignment and resource mobilization, partner countries also felt that support from the UN system could – and in some instances did – help with project visibility and, specifically, with expediting the strategy endorsement process. Regardless of whether such support came from resident agencies or the UN CC:Learn Secretariat, it was generally felt that the UN ‘badge’ was helpful for building the necessary political support. The visibility of the UN brand has been stronger in some partner countries, with correspondents confirming that it was helpful, adding a degree of political clout to the process. However, in other partner countries this visibility – and the relationships underpinning that visibility – could certainly have been stronger.

Burkina Faso: building a shared understanding

In addition to the delivery of a high quality national strategy, many evaluation correspondents in Burkina Faso felt that the process was responsible for introducing the whole concept of systematic climate change learning within the country. Additionally, a positive side-effect of the process was a significant contribution to the development of a cross-sectoral, intra-Ministry shared understanding of climate change: different departments often understood key concepts and terminology (e.g. resilience, adaptation, mitigation) in completely different ways, but the strategy development process helped to build a common understanding and language.

Developing the link between global and national work

4.3.18 Both workstreams of UN CC:Learn (i.e. global work, national/regional work) are well on course to deliver the project's anticipated outputs and outcomes. However, only limited crossover between the two workstreams was observed. Of course, there are synergies: some partner countries have used global e-Learning resources, global resources have benefitted from partner country inputs, and the Secretariat's experience of delivering both workstreams undoubtedly contributes to overall project effectiveness. But stakeholders working in both streams also felt that the link could be stronger, and that the broader project could only benefit from increased synergies. Suggestions from stakeholders included more aggressive promotion of the global resources amongst UNCTs in partner countries, and the development of a global e-course on national learning strategy development, based on experiences gained within partner countries.

Building a stronger monitoring and evaluation strategy

4.3.19 The limited crossover between UN CC:Learn's global and national/regional work could also be a function of the project's logframe, indicators and associated targets, which express a clear demarcation between the two workstreams. As a result of this demarcation, the two workstreams can be – and are – monitored relatively independently, to the extent where they can almost be conceptualised as two separate projects: indeed, a number of evaluation stakeholders perceived UN CC:Learn in this way. The limitations of the logframe could therefore have negatively affected understanding of the whole project. Moreover, when it comes to the long-term monitoring and evaluation of project effectiveness, there is a risk that any potential value in combining the two workstreams could be missed entirely: project impact could end up being under-reported.

4.3.20 Of arguably greater importance, a number of country partners and partner agencies were also concerned that the logframe inadequately expressed – and hence inadequately measured – the transition from improved climate change learning to climate change action. Additionally, some felt that the logframe did not support any understanding of the relationship and interdependencies between UN CC:Learn and other climate change programmes. Several partner agencies recommended that – while a logframe would continue to be an important monitoring tool – a more comprehensive conceptual model should also be built for UN CC:Learn, specifically through the development of a detailed theory of change.

4.3.21 The evaluation's own assessment of the UN CC:Learn logframe supports these suggestions. The logframe was found to be overly quantitative in nature, focussing too much on measuring the number of outputs (e.g. quantity of learning resources produced) rather than measuring the quality and contribution of those outputs to the project's higher level goal (e.g. extent of behavioural change amongst project participants): indeed, only two out of eighteen indicators measured capacity development directly. In line with the views of other evaluation stakeholders, the logframe was also found to be somewhat simplistic, failing to locate UN CC:Learn within the broader climate change context, containing only a limited expression of the link between learning and action, and – as noted above – 'underselling' the potential linkages between the project's global and national/regional workstreams. Consequently, there is a risk that the logframe does not provide an adequate basis for measuring project effectiveness, delivery of outcomes and – ultimately – impact.

4.4 Sustainability

EVALUATION QUESTION 4:

To what extent are the planned results likely to be sustained in the long term?

4.4.1 Given the early stage of the project it is too early to fully assess the sustainability of any potential results, particularly within most partner countries. However, the evaluation identified a number of factors that are most likely to support continued delivery of the work's long-term results. The most important determinants of sustainability are likely to be resource mobilization, UN CC:Learn's communication and profile, and the strength of partnership and linkages between UN CC:Learn member agencies.

Existing factors supporting sustainability

4.4.2 At the national level there are already common characteristics in place that should support the sustainability of national learning strategies. The evaluation found that the following UN CC:Learn-advised principles had been put into practice in almost all partner countries, which in turn provided a sound base for the work's long-term viability:

- Close alignment between learning strategies and the main national climate change policies / strategies (including e.g. NAPs).
- A high degree of national ownership, built on broad institutional participation during the strategy development process.
- Well-defined priority actions that are clear, realistic and achievable, identifying the explicit activities, processes, roles and responsibilities required to actually deliver the intended strategic outcomes.

4.4.3 More generally, the evaluation found that the UN CC:Learn process was well on the way to achieving a key sustainability-related outcome: to move countries away from a project-driven approach to climate change learning, and towards the embedding of longer-term, strategic and systematic support for the subject.

Resource mobilization

4.4.4 Reiterating an earlier evaluation finding, resource mobilization was identified by most partner countries as the primary challenge that they faced, and the central risk to the ongoing sustainability and viability of their work. Potential resource mobilization strategies were generally well understood (for example, attaining high-level political support, increased engagement with UN and international agencies, close alignment with existing climate change programmes). However, actually delivering these resource mobilization strategies was considered to be in itself a resource-intensive process, requiring relatively specialised skills. Moreover, partner countries were often already at the limit of the amount of time that they could allocate to the UN CC:Learn process: in most instances it was not clear where the necessary inputs for resource mobilization would come from.

4.4.5 Although the fundraising success within the Dominican Republic was found to be a non-representative outlier when compared to other UN CC:Learn partner countries, the case does demonstrate the potential value of strong resource mobilization. Aside from the sheer quantity of money secured and the activities that this enabled, the funding also raised the profile and credibility of the work in the country.

The implications for sustainability are clear: delivery of the Dominican Republic strategy has gained momentum and profile to the point where the work does not appear to be reliant in any way on continued support from either UN CC:Learn or the UNCT. Successful resource mobilization was a central factor in attaining this level of independence.

Communications and profile

4.4.6 UN CC:Learn's profile at the global and national/regional level is likely to be another key determinant for project sustainability. Increased exposure should see a corresponding increase in usage of the e-Learning platform and – crucially – increased awareness amongst potential donors and partners.

4.4.7 The evaluation gathered mixed views amongst stakeholders as to UN CC:Learn's performance in this domain. Many correspondents felt that UN CC:Learn had a strong public profile, but a roughly equal number of correspondents felt the opposite: that UN CC:Learn was still a relatively unknown entity, particularly beyond the UN system. As the foregoing analysis demonstrates, this variety of opinion is representative of the evaluation's own assessment. For example, the project's online profile has grown impressively, yet awareness of the initiative in partner countries is limited, particularly amongst UN resident agencies.

4.4.8 Building a sufficient, appropriate profile is of course a persistent challenge for any project. However, evaluation stakeholders identified a number of communication and audience gaps that were specific to UN CC:Learn, along with potential strategies for addressing these gaps. Suggestions for building UN CC:Learn's profile are provided in the text box below.

Evaluation correspondent suggestions for broadening UN CC:Learn outreach

- Develop promotional and informational material targeted explicitly at COP negotiators, *including* negotiators for Annex 1 countries.
- Develop promotional and informational material targeted explicitly at high-level politicians and decision-makers, particularly within partner countries.
- Lobby for – and develop – a UN-wide staff induction module on climate change (akin to e.g. the 'Basic Security in the Field' module). There is a strong case for ensuring that all UN staff possess a basic level of climate change knowledge. UN CC:Learn would be well-positioned to deliver such a 'mandatory' induction module, and an obvious side-effect would be greatly increase awareness of the project.
- Develop a module – or at least promotional material – targeted explicitly at UNCTs / UN resident agencies, in order to increase awareness of the national learning strategy work and – in turn – improve synergies between learning strategies and existing or planned UN initiatives.
- Given the major web traffic increase generated through 'free' promotion on Latin America websites (see section 4.3 above), the Secretariat should actively pursue opportunities for similar 'free' promotion of UN CC:Learn global resources on other relevant (not necessarily UN-related) websites.

Conceptualisation of – and approach to – partnership

4.4.9 Sustainability is also likely to be closely influenced by the strength of the overall UN CC:Learn partnership, and the linkages between individual partner agencies. At the global level, 34 separate agencies have signed up to UN CC:Learn. However, only a handful of these agencies could be described as participating actively as 'partners' against the commonly understood use of that term. The majority of agencies' involvement was highly limited, being little more than passive recipients of information from the UN CC:Learn Secretariat. Several agencies did not attend the annual steering group meetings, and some partners explicitly described themselves as 'observers' rather than 'partners'. This has not necessarily reduced the effectiveness of UN CC:Learn, as is clear from the project's strong progress to date. Moreover, for some partners *this level of engagement was appropriate*. But the terminology is not just semantical: a number of correspondents felt that 'partnership' was a mislabelling – and even *misrepresentation* – of the project's operating model, particularly when compared to other partnerships that they were involved in whereby (for example) there was extensive, long-term sharing of staffing and resources across agencies.

4.4.10 From a cosmetic perspective it may be more appropriate to describe UN CC:Learn's current form as a 'hub' or 'network' rather than a 'partnership'. However, participating agencies also expressed a desire for the project to move away from that hub model, towards becoming a more genuine partnership. Participating agencies are highly complementary about the project, are committed to it and – in most cases – want to increase their engagement with, and knowledge of, other participating agencies working on climate change learning. The annual steering group meetings were seen as highly valuable events, but insufficient for building and maintaining meaningful relationships. Correspondents called for more frequent networking opportunities, and more intensive follow-up from the Secretariat after such meetings.

4.4.11 Notwithstanding those concerns, it is important to note that many agencies cited the UN CC:Learn collaborations during COPs as a strong example of how the project could build a more substantive, sustainable partnership. Some correspondents felt the COP collaborations were one of the few genuine examples of the 'One UN' approach in action, helping to break down silos between agencies, and representing a single, coherent and consistent 'front' on climate change learning. UN CC:Learn's potential for the practical, substantive application of the UN's 'Delivering as One' agenda has also been noted in previous UN Secretary General's reports on UNITAR⁹.

Maintaining the online presence

4.4.12 A more tangible, practical and 'simpler' sustainability consideration relates to the continued operation of the e-Learning platform. As the evaluation has already noted, the platform and learning modules are well used and highly regarded by training participants. However, UN CC:Learn is a time-limited project and – at some point – funding for the initiative will cease. It will be important to plan for post-project arrangements that allow for ongoing maintenance of the UN CC:Learn modules or – at the very least – ensures long-term hosting of those modules.

⁹ For example, para 50, *UNITAR Report of the Secretary-General (E/2013/63)*, (2013), UN Economic and Social Council

5. Conclusions, recommendations and lessons

5.1 Conclusions and recommendations

5.1.1 The mid-term evaluation found that UN CC:Learn has been an efficient and effective initiative, of high relevance to its targeted users at both the global level and the national level. The project is well on track to delivering its agreed outputs and outcomes, with good evidence to suggest that the work is already contributing to long-term impacts. The project is clearly building understanding of climate change amongst its target audiences and – more importantly – there are early signs that UN CC:Learn-supported resources and processes are triggering a degree of positive behaviour change and climate action amongst those target audiences.

5.1.2 At the global level, UN CC:Learn has developed an online suite of learning materials and e-courses that have attracted an impressive amount of web traffic and a considerable user base. Crucially, the resources are very highly rated by participants, with strong evidence to suggest that those resources are effectively building participant knowledge and capacities. The online platform is also seen by partner UN agencies as a critical, central resource for guidance and materials on climate change learning.

5.1.3 UN CC:Learn has also been supporting the efforts of nine partner countries to develop and deliver national climate change learning strategies. While it is too early to assess the overall effectiveness of these strategies, it is clear that the UN CC:Learn-supported processes have been effective so far, ultimately delivering a series of high quality strategies, generating political interest and support for the subject of systematic climate change learning, and helping to build more conducive, supportive environments for climate change learning.

5.1.4 More broadly, the project has benefitted from a highly organised, professional and very well-respected Secretariat. The Secretariat's coordination and technical capability were routinely praised by all evaluation stakeholders, with partners consistently identifying the Secretariat's inputs as a central factor underpinning the project's success.

5.1.5 It is therefore clear that UN CC:Learn's overall performance has been strong and the value that the project has brought to climate change learning is undeniable. However, the mid-term evaluation also identified some areas for improving the current work, and any potential follow-on phase of UN CC:Learn. The following recommendations are listed in order of priority.

Improving support for resource mobilization

5.1.6 A major challenge for future cost effectiveness and sustainability will be the extent to which partner countries are able to attract the financial resources necessary for delivery of national learning strategies and priority actions. The majority of partner countries identified resource mobilization as the primary challenge – and risk – to the ongoing viability of their work. While some called for increased investment from UN CC:Learn directly, greater emphasis was placed on the need for support in developing national resource mobilization strategies, including the identification of – and introduction to – potential donors.

Recommendation 1

The UN CC:Learn Secretariat should establish a dedicated staff position to support partner country resource mobilization efforts. Core responsibilities should include the development of a more systematic approach to UN CC:Learn resource mobilization, including the provision of direct support and guidance for partner countries.

Increasing engagement with UNCTs

5.1.7 Closely linked to the need for stronger resource mobilization, the evaluation identified a need for increased engagement with UNCTs in partner countries. While relationships tended to be strong between national coordinating partners and the lead UN agency (typically UNDP), the extent of relationships and level of substantive engagement between national stakeholders and other UN actors was often very limited. Moreover, UN staff were often unaware of the broader UN CC:Learn project and its online resources. There is a risk that the UN's limited involvement could – or already has – resulted in missed opportunities to link UN CC:Learn-supported work with existing initiatives and resources in partner countries.

Recommendation 2

With support from the UN CC:Learn Secretariat, national coordinating partners should develop more systematic approaches to engaging with – and maintaining awareness of – UN resident agencies that are working in the climate change domain.

Rethinking the project's results framework

5.1.8 UN CC:Learn's monitoring strategy is based around a comparatively weak logframe, which was found to be overly quantitative in nature and – more seriously – inadequate for communicating, monitoring and measuring the project's potential impact. The logframe fails to locate UN CC:Learn within the broader climate change context, contains only a limited expression of the link between climate change learning and climate action, and undersells the potential linkages and synergies between the project's global and national/regional workstreams.

Recommendation 3

In consultation with global partner agencies and partner countries, the UN CC:Learn Secretariat should develop a detailed theory of change for the project. At a minimum this should identify the project's impact pathways, assumptions underlying the project logic, and external influences on the project, including other climate change programmes.

Following development of the theory of change, the UN CC:Learn Secretariat should revise the project's logical framework, adjusting impacts, outcomes, outputs and indicators as necessary.

Increased networking for partner countries

5.1.9 Country partners routinely reported that learning exchanges between countries were particularly informative and valuable, helping countries to – for example – avoid repeating 'mistakes' made in earlier

UN CC:Learn activity. However, partners also felt that such exchange opportunities were very limited and somewhat ad-hoc.

Recommendation 4

The UN CC:Learn Secretariat should identify and deliver more regular opportunities for learning exchanges between partner country stakeholders. This should include the provision of – or support for – some form of continuously available web-based networking.

Confirming post-project online presence

5.1.10 The e-Learning platform is well used and highly regarded by training participants. However, UN CC:Learn is a time-limited project and – at some point – funding for the initiative will cease. Post-project arrangements should be established, allowing for ongoing maintenance of the UN CC:Learn e-courses or – at the very least – ensuring long-term hosting of those e-courses.

Recommendation 5

In consultation with global partner agencies, the UN CC:Learn Secretariat should formally confirm arrangements for the ongoing, post-project hosting of the e-courses and learning resources developed through UN CC:Learn.

5.2 Lessons

5.2.1 In addition to identifying conclusions and actionable recommendations, the evaluation also sought to identify generalisable lessons: findings of potential relevance beyond the immediate UN CC:Learn project and/or could be particularly valuable for organizational improvement and learning. The following findings were assessed as potentially valuable learning points for the UN CC:Learn Secretariat and indeed for all project partners:

- Higher level outcomes and impacts relating to capacity development and behavioural change invariably take a long time to deliver, and to gather evidence against. When the intended outcome is systemic, national-level (or even global-level) capacity development, it will almost certainly be unrealistic to expect such changes to be in place – and measurable – within a typical three to four year project lifetime.
- Similarly, projects that support the development of national-level strategies (regardless of thematic focus) will commonly be subject to ‘delay’, particularly where a high degree of consultation, participation and political ownership is sought. However, if ‘delays’ are the price of obtaining genuine national ownership, then this will invariably be a price worth paying. As such, it is important that the length of time allocated to national strategy development is generous and flexible, supported by project plans and activities that are not overly dependent on formal strategies being in place.
- Broad-based partnerships are instrumental to the achievement of development results. The approaches that partnerships take, and the terminology used to describe them, can vary, and expectations amongst donors, implementing agencies, beneficiaries and other partnership stakeholders can understandably differ. For example, this evaluation has noted that while UN CC:Learn is openly described as a ‘partnership’, the programme’s operating model is not representative of a ‘partnership’ as that term is commonly understood. Consequently, there is a risk that the expectations established through use of the term ‘partnerships’ are not met. It is therefore

important that appropriate effort and focus are placed on working towards meeting those expectations. The well-regarded example of UN CC:Learn's work at the COPs illustrates one channel through which the programme's partnership approach can be consolidated and deepened across 34 diverse organizations.

- Logframes are a useful day-to-day monitoring tool, and can also help to develop a shared understanding amongst project partners as to an intervention's objectives and rationale. However, they are not always sufficient for expressing the full range of influences, contextual factors and assumptions that underpin a project, particularly where work is primarily focused on attaining qualitative (as opposed to quantitative) changes. If a logframe does not allow for a sufficiently comprehensive or nuanced expression of a project's pathways to results, then other monitoring tools and/or approaches to logic models should be adopted.

Annex 1: Case Study – Burkina Faso

Country Case Studies: Introductory note

UN CC:Learn's national-level work supports nine developing and transition countries to plan and implement systematic, long-term and results-orientated national climate change learning strategies. As part of the *Mid-term evaluation of UN CC:Learn Implementation Phase 2014-2017*, three country-level case studies were undertaken in Burkina Faso, Dominican Republic and Ghana. The studies included short country visits, allowing the evaluator to engage directly with key national stakeholders.

Case studies obviously focus on findings and conclusions that are of direct relevance to each case study country. However, many of the findings, conclusions, recommendations and lessons from the *main* evaluation report are also of direct relevance to case study countries (and indeed *all* UN CC:Learn partner countries). As such, a complete understanding of UN CC:Learn's national-level activity and progress can only be gained by considering *both* the case studies *and* the main evaluation report: readers are therefore encouraged to consider the analyses within *both* documents.

As with the main evaluation report, findings are presented against each of the four key evaluation questions. While many of the main evaluation conclusions and recommendations will be relevant to each country, case studies also identify country-specific conclusions and recommendations, where appropriate.

Case Study Findings

RELEVANCE:

Is the project reaching its intended users and is it relevant to [Burkina Faso's] specific needs and priorities?

The UN CC:Learn supported process has resulted in the development of a national climate change learning strategy that is **highly relevant** to – and **well aligned** with – Burkina Faso's national climate change needs and priorities. Evaluation correspondents identified several important factors that helped to ensure the relevance of the strategy:

- The strategy consultation and development process involved a **broad, comprehensive range of stakeholders** from across **all sectors and government ministries**.
- The process was viewed as being **highly participatory**, and those participating routinely felt that they were able to make **substantive, meaningful contributions** to the work.
- The strategy took Burkina Faso's already existing **national adaptation plan (NAP) as its starting point**, which greatly helped to ensure alignment with national climate change needs, priorities and objectives.

Some correspondents raised concerns about the UN CC:Learn guidance (interpreted as a requirement) that national learning strategies should select **specific sectors to focus on**. This was seen as being somewhat **artificial and potentially counter-productive**, given the cross-sectoral nature of climate change. Correspondents felt that the 'focal sector' approach risked undermining the need and ambition to address climate change across Burkina Faso's entire economy.

There were also concerns that the **involvement of CSOs and NGOs was limited**, particularly during the early stages of strategy development. However, the engagement and participation of these organisations has increased.

EFFICIENCY:

To what extent are outputs being produced in a cost-effective manner?

Implementation of priority actions is yet to commence in Burkina Faso, so the national climate change learning strategy is the sole UN CC:Learn-related output so far. UN CC:Learn's financial and technical inputs to the strategy were **relatively limited**, but the process unquestionably acted as a trigger, creating considerable **interest and momentum** within Burkina Faso around the concept of systematic, strategic climate change learning. The resulting strategy was consistently assessed by evaluation correspondents as a **high-quality piece of work**, in terms of both final **product**, and the **process** pursued to develop that product. Moreover, UN CC:Learn's technical inputs – particularly the direct support from the UNITAR-based Secretariat – were routinely praised. Consequently, UN CC:Learn's inputs **have certainly been cost-effective** to date.

Cost effectiveness has also been attained through **co-financing**: the national coordinating partner (Secrétariat permanent du Conseil national pour l'environnement et le développement durable – SP-CONEDD) has contributed significant resources to the process so far. Additionally, an initial training workshop for individuals working on integrating climate change into the curriculum was co-financed with government resources.

However, beyond UN CC:Learn's inputs **no resources have yet been secured for the implementation of priority actions**. This is not necessarily a problem: the strategy is awaiting formal approval from Burkina Faso's Council of Ministers, and priority actions will not be initiated until that approval is secured. Moreover, a training event to develop resource mobilization skills is planned for all implementing partners. But 'funding shortfalls' and 'lack of resources' are commonly identified risks within the strategy's own logframe, and some evaluation correspondents identified securing finance as the most significant challenge for the work.

EFFECTIVENESS:

To what extent is the project producing planned outputs and making progress towards attainment of outcomes?

Only a very limited assessment of effectiveness is possible, given that priority actions have yet to be initiated. However, an early assessment can be made of the effectiveness of the strategy development process.

Overall, it is clear that **the UN CC:Learn process has been effective and successful to date**, ultimately generating a high quality national climate change learning strategy. Indeed, a number of evaluation stakeholders identified the project's primary achievement as being the very existence – and quality – of that strategy. Many felt that the process was responsible for **introducing the whole concept of systematic climate change learning** within the country. Additionally, a positive side-effect of the process was a **significant contribution to the development of a cross-sectoral, intra-Ministry shared**

understanding of climate change: different departments often understood key concepts and terminology (e.g. resilience, adaptation, mitigation) in completely different ways, but the strategy development process helped to build a common understanding and language.

While all correspondents were positive about results so far, there were concerns that the work has **recently lost some momentum**. All correspondents were supportive of the decision to pursue formal strategy approval from Burkina Faso's Council of Ministers: this endorsement should increase national ownership even further, will raise the profile of the strategy, and – most importantly – will increase the chances of securing the resources required for implementation of priority actions (whether through national or international channels). However, the political nature of endorsement from the Council of Ministers has delayed the move from the strategy development phase to the implementation phase. The strategy was validated (i.e. essentially finalised) by all process participants in May 2016, and since that time very little work has been undertaken, with the project 'in limbo'. This is not necessarily a problem, given the importance and strategic value of attaining Council of Ministers approval. However, some partners are concerned that there has been **limited communication regarding project progress, future roles and responsibilities, and implementation plans (including for resource mobilization)**.

Correspondents also expressed **a desire for more opportunities for exchange / learning / networking with other UN CC:Learn country participants:** where exchanges had occurred (e.g. through advisory visits from UN CC:Learn Ambassadors) these were judged to be highly informative and valuable for the process in Burkina Faso. Such opportunities should not necessarily be restricted to face-to-face exchange: improved web-based networking amongst UN CC:Learn partners was also viewed as potentially valuable for the project.

There may also be opportunities to improve effectiveness through increased engagement with the UN system. Aside from UNDP's central role during initiation and the early stages of the project, **the involvement of other UN agencies has been limited**. A number of evaluation stakeholders were actually unaware that the national climate change learning strategy was a UN-supported and initiated piece of work, assuming instead that the work was led exclusively by SP-CONEDD. While this has arguably been advantageous for ensuring **genuine national ownership** of the strategy, the limited involvement of UN agencies could have future implications for the strategy, and the delivery of intended outputs and outcomes. There is a risk that the UN's limited involvement to date could – or already has – resulted in missed opportunities to link the UN CC:Learn-supported work with existing initiatives and resources.

SUSTAINABILITY:

To what extent are the planned results likely to be sustained in the long term?

Given the early stage of the project, it is too early to fully assess the sustainability of any potential results. However, a number of factors that are already in place should support efforts to maintain the work in the long-term:

- The strategy and its priority actions are **built around a relatively long-term timeframe** (2016-2025), which is not only realistic, but also represents an implicit acknowledgement that UN CC:Learn's involvement should only be limited to the initial stages of the work.
- The strategy has a high degree of national ownership.

- Priority actions identified within the strategy are **well-formulated, realistic and achievable**: the strategy goes beyond high-level / theoretical discussion, clearly identifying the activities and processes necessary for actually delivering the intended strategic outcomes.
- Assuming formal endorsement of the strategy is attained from the Council of Ministers, this should **strengthen national ownership further**, should **improve the likelihood of securing sufficient resources for implementation** and, in particular, should **improve the likelihood of the work being mainstreamed across governmental budget lines**.

As noted above though, the decision to await formal strategy endorsement from the Council of Ministers has potentially resulted in a **loss of momentum**. There is an accompanying **risk that partners become disengaged** from the process, which in turn could impact negatively on project continuity and – once strategy approval is secured – could reduce the speed of resource mobilization and priority action implementation. Consequently, this could affect the long-term sustainability of the work.

Conclusions & recommendations

The work supported by UN CC:Learn in Burkina Faso has helped to deliver a high quality national climate change learning strategy that is well aligned with national climate change needs and priorities. The strategy was developed through strong, cross-sectoral participation and – as a result – benefits from a high degree of national ownership. It is anticipated that formal endorsement of the strategy will soon be secured from Burkina Faso's Council of Ministers, which should further strengthen the ownership and profile of the work. The strategy is also practically-oriented, with well formulated priority actions that are clearly linked to the intended strategic outcomes. Burkina Faso is therefore well-placed to deliver and sustain UN CC:Learn's anticipated impacts.

However, a number of evaluation correspondents were concerned about a recent loss of project momentum. Additionally, correspondents recognised that a primary challenge for the work will be securing sufficient resources to deliver the strategy's priority actions. At the same time, opportunities were identified for tackling these issues, and for improving the work's effectiveness. Based on suggestions from evaluation correspondents, this case study recommends the following actions:

Recommendation 1

The decision to secure endorsement for the strategy from the Council of Ministers is strategically sound, and well-supported by all project participants. However, the delay between finalisation of the strategy and political endorsement has introduced a risk of partners feeling disengaged from the process, with an according potential loss of project momentum. Even if endorsement is imminent, efforts should be made to reengage partners with the UN CC:Learn process. It is recommended that **SP-CONEDD** provide more regular formal updates for all project participants, to at least include all validation workshop participants.

Recommendation 2

Also relating to the re-engagement of partners and maintenance of project momentum, it is recommended that **SP-CONEDD and UNITAR** identify potential actions that can be undertaken *in advance* of strategy endorsement, involving project partners as far as possible. One such task could be, for example, the development of a formal resource mobilization plan that identifies current and upcoming financing windows, whether through national budgeting processes or international funding opportunities.

Recommendation 3

Resource mobilization could also be strengthened through increased engagement with UN agencies in Burkina Faso. It is recommended that **SP-CONEDD and UNITAR** work to build the profile of UN CC:Learn amongst resident UN agencies, with a view to identifying specific opportunities to align – and potentially deliver – priority actions alongside existing projects and activities being undertaken by UN agencies.

Annex 2: Case Study – Dominican Republic

Country Case Studies: Introductory note

UN CC:Learn’s national-level work supports nine developing and transition countries to plan and implement systematic, long-term and results-orientated national climate change learning strategies. As part of the *Mid-term evaluation of UN CC:Learn Implementation Phase 2014-2017*, three country-level case studies were undertaken in Burkina Faso, Dominican Republic and Ghana. The studies included short country visits, allowing the evaluator to engage directly with key national stakeholders.

Case studies obviously focus on findings and conclusions that are of direct relevance to each case study country. However, many of the findings, conclusions, recommendations and lessons from the *main* evaluation report are also of direct relevance to case study countries (and indeed *all* UN CC:Learn partner countries). As such, a complete understanding of UN CC:Learn’s national-level activity and progress can only be gained by considering *both* the case studies *and* the main evaluation report: readers are therefore encouraged to consider the analyses within *both* documents.

As with the main evaluation report, findings are presented against each of the four key evaluation questions. While many of the main evaluation conclusions and recommendations will be relevant to each country, case studies also identify country-specific conclusions and recommendations, where appropriate.

Case Study Findings

RELEVANCE:

Is the project reaching its intended users and is it relevant to [the Dominican Republic’s] specific needs and priorities?

The project has been **highly relevant** to – and is **well aligned** with – the Dominican Republic’s national climate change needs and priorities. A number of factors have helped to ensure the continued relevance of UN CC:Learn and the National Climate Change Learning Strategy:

- UN CC:Learn’s inputs and the National Climate Change Learning Strategy are both led and coordinated by the Dominican Republic’s **National Council on Climate Change and the Clean Development Mechanism** (the ‘Council’). The Council also leads on the country’s broader National Climate Change Strategy, so are the best positioned institution to ensure alignment between the learning strategy and the country’s wider climate change priorities.
- The Council are **well-positioned politically**: they are not aligned to any specific Ministry or Government Department, rather they are a cross-departmental institution that – crucially – reports directly to the President. This affords them considerable political weight and visibility.
- This political and institutional position helped the Council to bring together a **broad, comprehensive range of stakeholders** during the learning strategy’s development, thereby ensuring that the strategy **reflected cross-sectoral needs**, and had **broad ownership and buy-in** across government, civil society and the private sector.

- UN CC:Learn’s **timing** was highly fortuitous: the national government was placing increased emphasis and resources into both climate change and education, so the national political environment was ‘ripe’ for the development of a national climate change learning strategy.

EFFICIENCY:

To what extent are outputs being produced in a cost-effective manner?

UN CC:Learn has been **remarkably cost-effective** within the Dominican Republic, primarily due to the **impressive, highly successful resource mobilization** undertaken within the country. Of most note, the country’s Ministry of Education provided **\$1,000,000** to support delivery of the ‘Cambio Climático En El Aula’ course for teachers: the main priority action identified within the UN CC:Learn-supported National Climate Change Learning Strategy. Against UN CC:Learn’s overall investment of **\$244,370** (\$88,986 during pilot phase, \$155,384 during implementation), this donation alone represents a **leverage ratio of over 4:1**. The Dominican Republic team also managed to secure additional resources from other donors, including significant in-kind contributions from UNESCO (teacher training material), and financial support from USAID (training for University professors).

The fortunate **timing** of UN CC:Learn was again an important factor in securing the Ministry of Education donation: the Government’s increased resource allocation for education arose at the exact point that the Dominican Republic team were identifying inputs for learning strategy priority actions. However, timing was not the only factor: the successful resource mobilization was also due to the Council’s **broader awareness of funding opportunities**, and their **professionally and politically well-connected staff base**.

To an extent, efficiencies have also been achieved through the Dominican Republic’s **usage of – and contribution to – UN CC:Learn’s global materials**. For example, as part of their induction, teacher trainers delivering the ‘Cambio Climático En El Aula’ course are encouraged to undertake UN CC:Learn’s ‘Curso Introducción al Cambio Climático’ e-course. Such an approach has the potential to add value to the Dominican Republic’s work, but at zero financial cost to the country (e-courses are funded from UN CC:Learn’s global budget). However, **the extent to which teachers actually engage with the online UN CC:Learn material is limited**: only 17 out of 42 surveyed teachers were aware of the UN CC:Learn platform, with only 11 teachers actually using the resources (i.e. only 26% of survey respondents).

Work in the Dominican Republic has also **added value to UN CC:Learn’s global resources**, in particular the Guidance Note For Developing a National Climate Change Learning Strategy. This Guidance Note codifies and builds on the experience of UN CC:Learn pilot countries (including the Dominican Republic), thereby ensuring that experience gained during the pilot phase can inform other countries’ approaches to national strategy development.

EFFECTIVENESS:

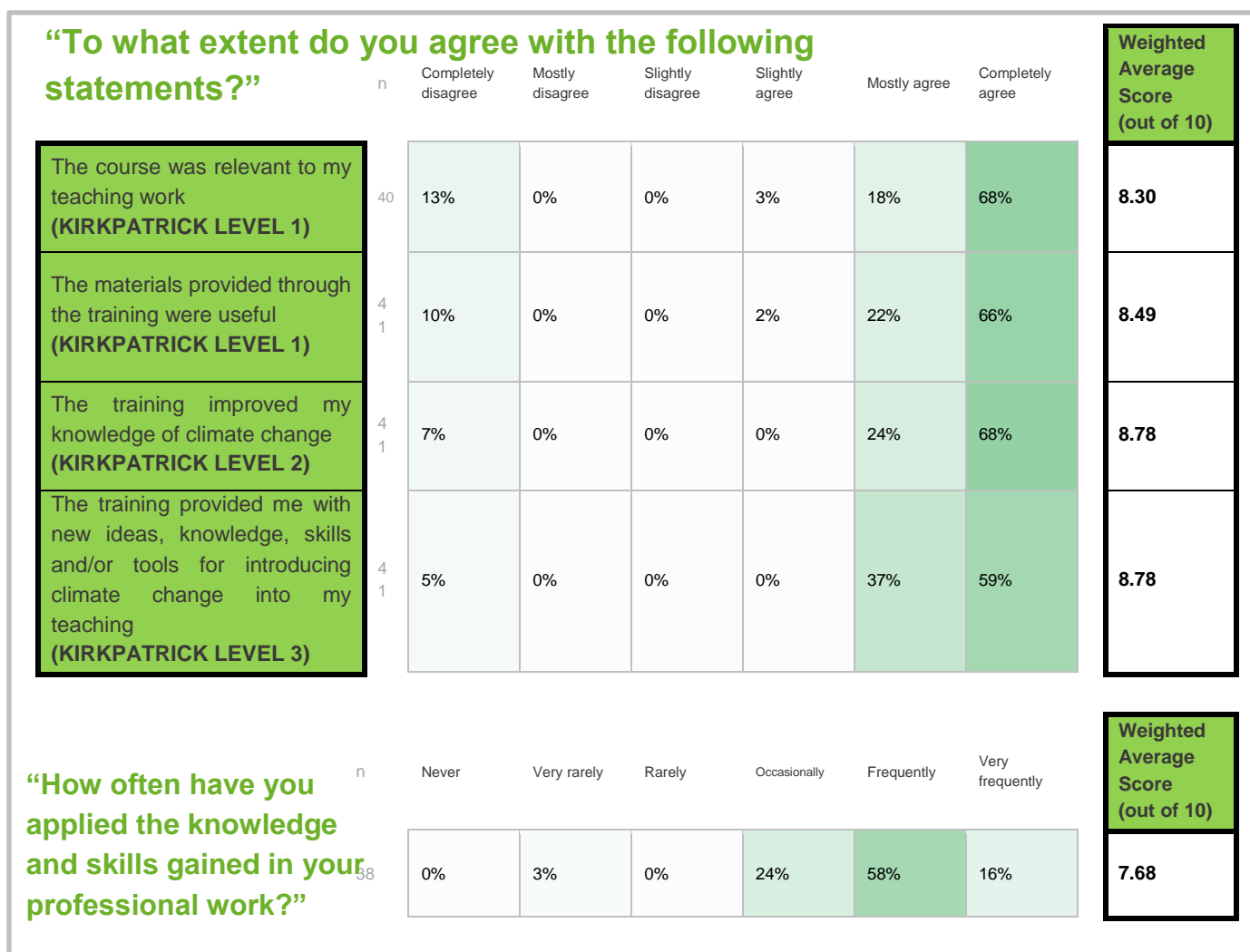
To what extent is the project producing planned outputs and making progress towards attainment of outcomes?

The Dominican Republic has **clearly achieved the relevant UN CC:Learn outputs and outcomes** as articulated within the UN CC:Learn logframe. The country has also **contributed significantly to the overall UN CC:Learn impact statement and impact indicators**. Indeed, at the national level (as opposed to the global level), the Dominican Republic is currently – and is likely to continue – delivering the impacts envisaged in the logframe, restated here:

- **Impact:** To create sustainable individual and institutional capacities, in developing and transition countries, to plan and implement effective climate change actions, with collective and coordinated support of UN agencies and alliances, and other development partners.
- **Impact indicator 1:** Learning institutions in partner countries are able to deliver high quality, tailored climate change learning and skills development in line with national priorities.
- **Impact indicator 2:** UN Country Teams in partner countries collectively support country-driven learning priorities

Significant, tangible results have been achieved through UN CC:Learn supported activity in the country, including:

- Development and formal adoption of a National Climate Change Learning Strategy
- **Climate change formally embedded within the national curriculum:** adoption of the UN CC:Learn-supported learning strategy was integral to this achievement
- **3,200 primary and secondary school teachers trained** on embedding climate change in the classroom, through delivery of the ‘Cambio Climático En El Aula’ course: this was the main priority action identified within the national learning strategy. The evaluation survey asked teachers to identify the number of pupils that had benefitted from the teachers’ application of the training. While the sample size was very low (38 teachers), scaling up the response profile across all 3,200 teachers would imply that in excess of 100,000 pupils benefitted. However, this figure should be treated with great caution, given the very low sample size.
- **40 tertiary education professionals trained**, also through the ‘Cambio Climático En El Aula’ course. This is estimated to have benefitted **over 4,000 college and university students**.
- The evaluation survey explored the extent to which teacher capacity was developed, using [the Kirkpatrick model](#) as a framework (a common tool for measuring training effectiveness). Although sample sizes were very low, survey results suggest that **training clearly delivered against Kirkpatrick level two** (acquisition of knowledge skills, attitude, confidence and commitment) **and Kirkpatrick level three** (participants apply their training back at their jobs):



Less tangible but also highly significant has been the development of **cross-institutional, multi-sectoral support and ownership** for the national learning strategy. This was built during the strategy development process, but has to a large extent been maintained during the delivery of priority actions. The **well-connected, highly motivated staff base at the climate change Council** should take considerable credit for ensuring and maintaining this ongoing, broad-based involvement and support. Some sectors and government institutions have been less involved during strategy implementation, but this has largely been a function of the priority action focus on the education sector. At the same time, the Council recognises the need to re-engage other sectors – given their track record and the regard with which they are held, this should not be a significant challenge for the Council.

The high degree of national ownership and strong capacity of national institutions means that **little support has been required from the UN Country Team (UNCT)**. The UNCT was involved in the strategy development process, but involvement has been minimal during implementation. This lack of involvement is categorically not a weakness with either the project or the UNCT. If anything, it confirms the strength of the project: there was sufficient independence and ownership within the Dominican Republic that support from the UNCT was ultimately not required. Demonstrating the point further, UNESCO’s significant contribution to the project was not coordinated via the UNCT; rather this relationship was initiated, developed and managed directly by the Dominican Republic team. Despite the lack of recent involvement, the UNCT maintain a close awareness of the work and continue to be highly supportive of the project: one UN stakeholder considered UN CC:Learn to be “the best example of One UN in action”.

While evaluation stakeholders were highly positive about the core implementation activity – the ‘Cambio Climático En El Aula’ course – some **opportunities to strengthen the effectiveness of this work were identified**. The most common suggestion was to **develop a more practical focus** within the course. A number of stakeholders felt that the training was too theoretical and would benefit from **inclusion and increased demonstration of actual classroom activities**. Another common suggestion was to **localise delivery of the courses**: rather than have teachers travel to a central location, a decentralised delivery model would potentially be more productive, with trainers instead travelling to individual regions and districts. Finally, some concerns were raised that **the course was not formally certified**, and teachers therefore did not receive formal recognition of the course as part of their continuing professional development.

SUSTAINABILITY:

To what extent are the planned results likely to be sustained in the long term?

The **prospects for long-term sustainability are very strong**, with several major milestones and significant achievements already evident:

- The National Climate Change Learning Strategy continues to be **actively led by a cross-departmental institution**, which also holds responsibility for leading the country’s broader National Climate Change Strategy. This helps to ensure the continued alignment of the learning strategy with national climate change needs and priorities.
- **Climate change has been embedded in the national curriculum** as a result of the national learning strategy – evaluation stakeholders did not envisage this reversing in the future.
- **Significant government resources have already been allocated** to the learning strategy’s priority actions. Moreover, there is a reasonable likelihood that the ‘Cambio Climático En El Aula’ course will continue to be delivered in the long-term, potentially becoming a core, ‘routine’ training course for Dominican Republic teachers.
- UN CC:Learn’s initial inputs were judged by evaluation stakeholders to be critical, providing considerable momentum to the work. However, ongoing coordination and delivery of the strategy **does not appear to be reliant in any way on continued support from either UN CC:Learn or the UNCT**.

Conclusions & recommendations

The work supported by UN CC:Learn in the Dominican Republic has been highly successful. Agreed outputs and outcomes have been achieved, and the country is currently – and is likely to continue – delivering the impacts envisaged in UN CC:Learn’s logframe. The National Climate Change Learning Strategy developed during the UN CC:Learn pilot phase continues to be led by an institution (the National Council on Climate Change and the Clean Development Mechanism) that benefits from a high political profile, a cross-departmental and multi-sectoral reach, and a staff base that is professionally and politically well-connected. The level of national ownership and sustainability of the work is partly demonstrable through the amount of government resources secured (\$1m from the Ministry of Education), the embedding of climate change within the national curriculum, and the independence with which national stakeholders have delivered – and continue to deliver – the learning strategy.

The core priority action delivered through the learning strategy has been the roll-out of the ‘Cambio Climático En El Aula’ course to over 3,200 teaching professionals. While evaluation stakeholders were

highly positive about this work, some opportunities to strengthen the course and its outcomes were identified. Based on suggestions from evaluation stakeholders, this case study recommends the following actions:

Recommendation 1

A number of evaluation stakeholders felt that the 'Cambio Climático En El Aula' course and materials were too theoretical in nature. When the course and materials are next updated, it is recommended that **the Council and INAFOCAM** reassess the course's balance between theory and practice, with a view to including and increasing the demonstration of potential classroom-based activities for teachers.

Recommendation 2

The 'Cambio Climático En El Aula' course is relatively intensive and develops a new skill set for teachers, yet is attended on a voluntary basis during teachers' personal time. To increase the attractiveness of the course, and to maintain high levels of participation, it is recommended that **the Council and INAFOCAM** investigate the possibility of developing formal, nationally recognised accreditation and/or certification for teachers completing the course.

Annex 3: Case Study – Ghana

Country Case Studies: Introductory note

UN CC:Learn's national-level work supports nine developing and transition countries to plan and implement systematic, long-term and results-orientated national climate change learning strategies. As part of the *Mid-term evaluation of UN CC:Learn Implementation Phase 2014-2017*, three country-level case studies were undertaken in Burkina Faso, Dominican Republic and Ghana. The studies included short country visits, allowing the evaluator to engage directly with key national stakeholders.

Case studies obviously focus on findings and conclusions that are of direct relevance to each case study country. However, many of the findings, conclusions, recommendations and lessons from the *main* evaluation report are also of direct relevance to case study countries (and indeed *all* UN CC:Learn partner countries). As such, a complete understanding of UN CC:Learn's national-level activity and progress can only be gained by considering *both* the case studies *and* the main evaluation report: readers are therefore encouraged to consider the analyses within *both* documents.

As with the main evaluation report, findings are presented against each of the four key evaluation questions. While many of the main evaluation conclusions and recommendations will be relevant to each country, case studies also identify country-specific conclusions and recommendations, where appropriate.

Case Study Findings

RELEVANCE:

Is the project reaching its intended users and is it relevant to [Ghana's] specific needs and priorities?

With close support from UN CC:Learn, a **highly relevant** national climate change and green economy learning strategy has been developed within Ghana. The strategy is **very tightly aligned** with national climate change needs, priorities and objectives. Indeed, evaluation correspondents often identified this depth of alignment as one of the key strengths and achievements delivered through the UN CC:Learn-supported work. The strategy – and in particular its relevance to broader national efforts – benefits from a number of noteworthy characteristics:

- From the outset, the strategy was **explicitly linked to the pre-existing National Climate Change Policy**, developed using the same five priorities identified within that 'master' policy. This guaranteed alignment, but also ensured that **most participants were already well familiar with the basic structure and initial content** of the strategy. This expedited the process and – far more importantly – made it **easy for participants to relate the learning strategy to their own work**, and to **identify priority actions for their own sectors and institutions**.
- Consequently, evaluation correspondents do not perceive or treat the learning strategy as a 'separate' document or initiative – it is seen as an **integral, inseparable part of the main national climate change policy**.

- Another critical decision taken during the development process was to reframe and reshape the strategy so that it encompassed climate change **and green economy** related learning. This approach was again in close alignment with – and directly relevant to – other national policies and strategies.
- Relevance was also assured due to the **highly participative** strategy development process, which benefited from **broad institutional engagement** including government, NGOs / CSOs, private sector, academia and church groups.
- There was also very **high level support and input** from government institutions in particular: this **benefitted the profile, momentum and technical quality** of the work. Quality and relevance were further enhanced through discrete technical inputs including – for example – a review of the whole strategy document from a gender perspective.

UN CC:Learn’s **global materials** – as provided through the **e-learning platform** – have also been relevant and useful for the Ghanaian process. The guidance note on national climate change learning strategies has closely informed the work in Ghana, and **UN CC:Learn e-courses have been used to support the strategy development process**. For example, personnel within the Ministry of Finance were trained using UN CC:Learn’s ‘Climate Responsive Budgeting’ module.

EFFICIENCY:

To what extent are outputs being produced in a cost-effective manner?

Implementation of priority actions is yet to commence in Ghana, so the national climate change and green economy learning strategy is the main UN CC:Learn-related output so far. However, it is clear that the strategy process has been **very cost-effective**, benefitting from **co-financing** from the coordinating agency (Environmental Protection Agency – EPA) and **in-kind support** from many participating institutions. Many evaluation correspondents felt that the financial inputs from UN CC:Learn were too limited, and restricted the depth and coverage of strategy consultation. In particular, there were concerns that more consultation at the district and grassroots-level could have been possible with additional resources. Nevertheless, it is very clear that – despite these resource limitations – a **high quality, detailed national learning strategy** has been delivered.

The contribution of the UNITAR-based UN CC:Learn Secretariat was routinely praised by evaluation correspondents. The Secretariat provided **timely, detailed, and technically substantive support** during the process, with a **high (and appreciated) level of engagement** throughout. This close engagement was categorically not at the expense of reducing ownership within Ghana: the main coordinating partners in Ghana noted the latitude and freedom they were given to develop the strategy independently.

The process will soon be moving to the strategy implementation phase, with a formal launch envisaged for late October 2016. Resource mobilization will then become a central focus, so as to ensure priority actions can be implemented. While securing resources will of course be a challenge, **a number of positive factors increase the likelihood that sufficient resources can be attracted:**

- The **strong integration and alignment** with the well-established national climate change policy means that implementing partners are already highly familiar as to how learning priority actions fit with their own work. Consequently, partners also have an early awareness of potential funding sources, including opportunities for leveraging resources and gaining synergies with their own work and projects.

- This situation is also **beneficial for potential donors**: funding institutions will already be intimately familiar with Ghana's national climate change policy, so will be able to easily recognise where learning actions complement the strategy (and indeed any work that donors may already be financing).
- The degree of alignment between learning actions and implementing partner workplans is so tight that **resources may not actually be required in some instances**: some partners noted that embedding priority actions within their existing core work will often be part of a relatively straightforward, 'natural' process of improving and evolving their ongoing activities.
- **Public communications** will be an early focus for implementation, with the first (UN CC:Learn co-financed) priority action being a 'Climate Change and Green Economy' week, to be held in Ghana in late October 2016. The week will be centred around a formal launch of the learning strategy. This activity should **increase exposure and awareness of the strategy**, including amongst potential donors.

Activity in Ghana may also have contributed to the cost effectiveness of the broader UN CC:Learn programme. Specifically, a **reasonable level of promotion of the e-learning platform has been undertaken** in Ghana. As noted above, UN CC:Learn modules have been used to train government personnel, but there have also been (for example) presentations of the platform during relevant climate change workshops, and promotion of the course within Universities.

EFFECTIVENESS:

To what extent is the project producing planned outputs and making progress towards attainment of outcomes?

Only a very limited assessment of effectiveness is possible, given that priority actions have yet to be initiated. However, an early assessment can be made of the effectiveness of the strategy development process.

It is clear that **the process in Ghana has been effective, ultimately delivering a high quality strategy**. Several correspondents felt that – without UN CC:Learn's initial investment and drive – it would have been difficult to gain the impetus and profile required to develop and deliver the national learning strategy. Moreover, the process has been effective beyond the establishment of a strategy: the majority of correspondents identified a key, positive side-effect of the process as the development of **new structures and networks** for climate change and green economy-related learning within Ghana. The subject of climate change learning has gained traction, in turn supported by a network of newly engaged, well-informed institutions and individuals.

Correspondents also commended **the level of detail and clarity within the strategy**. A number of institutions felt that the document was sufficiently detailed to allow priority actions (particularly actions that don't necessarily require resources) to commence already. There was a sufficient degree of clarity around implementation roles and responsibilities to allow some institutions to start at least some work independent of any further 'centralised' direction.

Evaluation correspondents were highly positive about results so far, but some felt that there was **potential to increase the depth of private sector involvement**. It is commendable that the private sector was engaged with the strategy development process, but some correspondents felt that engagement could have been broader. However, plans to address this have already been established, with significant private

sector engagement envisaged during the upcoming 'Climate Change and Green Economy' week. Several correspondents also felt that the strategy development process – and particularly the regular workshops – may have been more effective if **more advance notice of events** had been provided. These workshops often required participants to prepare detailed analysis and inputs in advance: this proved to be particularly challenging for the kind of networks and umbrella institutions that needed to consult with member organisations.

It is possible that long-term effectiveness could also be improved through increased interaction with other UN agencies. While UNDP has been closely involved with project implementation on a near day-to-day basis, beyond UNDP there has been **only limited engagement with the UN system in Ghana**. Amongst UN agencies, there may also be **limited awareness of the broader UN CC:Learn programme**: some correspondents observed that UN staff were often unaware of the existence of UN CC:Learn and – in particular – its e-learning modules and other online resources. The apparently low profile of UN CC:Learn within the Ghanaian UN system could have future implications for effectiveness, as there may have been missed opportunities to align with – and leverage resources from – existing UN activity in the country.

SUSTAINABILITY:

To what extent are the planned results likely to be sustained in the long term?

Given the early stage of the project, it is too early to fully assess the sustainability of any potential results. However, the work is already well-placed, with several factors providing a sound base for the strategy's long-term viability:

- The **tight alignment** of the learning strategy with the main national climate change policy.
- The **high degree of national ownership** that developed during the strategy process, which was in turn based on **broad institutional participation**.
- The level of detail presented within the strategy provides a **clear basis for implementation**, with many institutions already in a position to commence priority actions.

Building on these positive factors, evaluation correspondents identified a number of ways through which sustainability could potentially be further strengthened:

- While resources for grassroots-level consultation were limited during strategy development, sustainability would be strengthened if implementation activities and learning actions are delivered not just at a policy and programmatic level, but also **at district level, with Chiefs, with the informal sector, and with other grassroots groups**. Correspondents felt that such an approach offered the best opportunity for embedding learning (and *change*) across the country.
- In order to gain broader traction, correspondents felt that there was a need to **increase the profile of the strategy**, including amongst governmental departments and other institutions that were not involved in the development process. The upcoming 'Climate Change and Green Economy' week represents a major step in addressing this issue.

Conclusions & recommendations

The UN CC:Learn supported process in Ghana has resulted in the development of a high quality national climate change and green economy learning strategy that is intimately aligned with the country's broader

national climate change policy. The strategy benefits from a level of detail that – to at least some extent – already enables implementation partners to proceed with priority actions. Moreover, the process has seen the development of an institutional network that is now well attuned to the strategic importance of climate change learning. The strategy – and particularly the depth of its alignment with other national policies – provide a sound base from which Ghana can deliver UN CC:Learn’s anticipated impacts.

The strategy will imminently move to its implementation phase, at which point resource mobilization will become an ongoing challenge. Sustainability will also require an increased profile for the work amongst existing and potential implementation partners, but also across broader Ghanaian society. Against this backdrop – and based on suggestions from evaluation correspondents – this case study recommends the following actions:

Recommendation 1

Many correspondents felt that sustainability and meaningful impact will only be possible through increased engagement of grassroots groups, district level administrations, Chiefs and the informal sector. It is recommended that **the EPA and implementation partners** explicitly identify which priority actions have the potential to be delivered with such groups. This exercise could subsequently be used to refine activity and resource mobilization plans accordingly.

Recommendation 2

Resource mobilization could be strengthened through increased engagement with UN agencies in Ghana. It is recommended that **the EPA and UNITAR** work to build the profile of UN CC:Learn amongst resident UN agencies, with a view to identifying specific opportunities to align – and potentially deliver – priority actions alongside existing projects and activities being undertaken by UN agencies.

Recommendation 3

The strategy includes a commendable level of detail. However, it is lengthy for lay readers, and for important institutions that may not yet recognise the relevance of the strategy to their work. It is recommended that **the EPA** develop a more accessible two to three page summary of the strategy for potential partners, and an even shorter promotional flyer for broader audiences.

Annex 4: Survey questions and results

The quantitative results of both surveys are provided in the accompanying spreadsheet **Annex4-SurveyResults.xlsx**

Respondents were invited to answer the following questions:

Survey of UN CC:Learn e-learning platform users

1: What course/s did you take?

Please select all courses that you at least started, even if you didn't eventually complete the full course (multi-select possible).

- Introductory e-Course on Climate Change
- Climate Change and Human Health
- Climate Change and Cities
- REDD+ Academy
- Climate Policy and Public Finance
- Climate Responsive Budgeting
- I did not take any of the above courses

2: What is your current employment status? (single-select)

- Student – school
- Student – college / university
- Volunteer / Intern
- Paid work part-time
- Paid work full-time
- Unemployed

3: Within what sector do you work? (single-select)

[Only for respondents answering volunteer or paid work to 'employment status' question]

- Academia
- Private sector
- NGO / civil society
- International or regional organization (including UN)
- Local government / authority
- National government / authority
- Other

4: Within what country are you mainly based? (single-select)

5: What is your age? (single-select)

- Under 18
- 18-25
- 26-35
- 36-49
- 50+

6: What is your sex? (single-select)

- Female
- Male

7: How did you originally find out about UN CC:Learn? (multi-select possible)

- Colleagues / friends
- Web search
- UN CC:Learn newsletter
- UN CC:Learn partner agency
- Climate-L mailing list
- LinkedIn
- Facebook
- Twitter
- YouTube
- Other

8: When did you undertake the course/s? (single-select)

- Less than 3 months ago
- 3-6 months ago
- 6-12 months ago
- More than 12 months ago

9: Did you complete the course/s? (single-select)

- No
- Yes, but I did not receive a completion certificate
- Yes, and I received a completion certificate

10: Prior to undertaking the course/s, how would you have rated your knowledge of the subject? (single-select)

- No knowledge
- Basic
- Intermediate
- Good
- Expert

11: To what extent do you agree with the following statements? (single-select Likert grid)

[Completely disagree; Mostly disagree; Slightly disagree; Slightly agree; Mostly agree; Completely agree]

- 11a: The course improved my knowledge of the subject
- 11b: The course was relevant to my professional work [Only for volunteer and paid work respondents]
- 11c: The course was relevant to my personal interests
- 11d: I enjoyed the course

12: Have you applied any of the knowledge and skills gained through the course/s in your professional work?

[Only for respondents answering volunteer or paid work to 'employment status' question]

- Yes / No
- Yes follow-up question= 12a: What specifically did you do to apply the knowledge/skills from the course/s? [Open text]
- No follow-up question = 12b: Why have you been unable to apply the knowledge/skills from course/s? [Open text]

13: How often have you applied the knowledge and skills gained in your professional work? (single-select Likert grid)

[Never; Very rarely; Rarely; Occasionally; Frequently; Very frequently]

[Only for respondents answering volunteer or paid work to 'employment status' question]

14: Have you applied any of the knowledge and skills gained through the course/s beyond your professional work? (multi-select possible)

[Only for respondents answering volunteer or paid work to 'employment status' question]

- 14a: I have applied the knowledge/skills to my own personal behaviour
- 14b: I have applied the knowledge/skills within my household
- 14c: I have applied the knowledge/skills within my community
- 14d: Other
- Check at least one box follow-up question: 14e: How did you apply the knowledge and skills gained through course/s? [Open text]

15: Have you applied any of the knowledge and skills gained through the course/s? (multi-select possible)

[Only for respondents answering student or unemployed to 'employment status' question]

- 15a: I have applied the knowledge/skills to my own personal behaviour
- 15b: I have applied the knowledge/skills within my household
- 15c: I have applied the knowledge/skills within my community
- 15d: Other
- Check at least one box follow-up question: 15e: How did you apply the knowledge and skills gained through course/s? [Open text]

16: How could the course/s have been improved? (open text)

Survey of Cambio Climático En El Aula trainees (Dominican Republic case study)

NB: Survey distributed in Spanish, but presented here in English translation

1: Within what region/s do you teach? (multi-select possible)

- Azua
- Barahona
- Cotuí
- Higüey
- La vega
- Mao
- Monte Plata
- Montecristi
- Nagua
- Neyba
- Puerto Plata
- San Cristobal
- San Francisco de Macorís
- San Juan de la Maguana
- San Pedro de Macorís
- Santiago
- Santo Domingo II
- Santo Domingo III

2: What age group do you mainly teach? (multi-select possible)

- 0-6 years
- 7-12 years
- 13-18 years

3: What subject/s do you mainly teach?

- Natural sciences
- Social sciences
- Spanish language
- Artistic education
- Mathematics
- Physical education
- Other

4: How long have you been a teacher? (single-select)

- Less than 5 years
- 5-10 years
- More than 10 years

5: What is your sex? (single-select)

- Female
- Male

6: When did you undertake the training? (single-select)

- Less than 3 months ago
- 3-6 months ago
- 6-12 months ago
- More than 12 months ago

7: How many of the training modules did you complete? (single-select)

Categorical: 1-7

8: To what extent do you agree with the following statements? (single-select Likert grid)

[Completely disagree; Mostly disagree; Slightly disagree; Slightly agree; Mostly agree; Completely agree]

- 8a: The course is relevant to my teaching work
- 8b: The materials provided through the training were useful
- 8c: The training improved my knowledge of climate change
- 8d: The training provided me with new ideas, knowledge, skills and/or tools for introducing climate change into my teaching

9: Have you applied any of the training (knowledge and skills gained through the training) in the classroom?

- Yes / No
- Yes follow-up question = 9a: How many pupils benefited from you having applied the knowledge/skills of the training? [Categorical: 1-10, 11-25, 26-50, More than 50]
- Yes follow-up question= 9b: What specifically did you do to apply the knowledge/skills from the training? [Open text]
- No follow-up question = 9c: Why have you been unable to apply the training? [Open text]

10: How often have you applied the training (knowledge, skills, ideas, tools) in the classroom?
(single-select Likert grid)

[Never; Very rarely; Rarely; Occasionally; Frequently; Very frequently]

11: Have you applied any of the training (or knowledge gained through the training) beyond the classroom? (multi-select possible)

- 11a: I have applied the training to my own personal behaviour
- 11b: I have applied the training within my household
- 11c: I have applied the training within my community
- 11d: Other
- Check at least one box follow-up question: 11e: How did you apply the training? [Open text]

12: How could the training have been improved? (open text)**13: Are you aware of the learning resources (e-learning modules, topic guides) available via the UN CC:Learn website?**

- Yes / No
 - Yes follow-up question = 13a: Have you used these resources? (Yes / No)
 - Yes follow-up question= 13b: How have you used these resources? [Open text]

Annex 5: Logframe progress assessment

UN CC:Learn's logframe serves as a monitoring and management tool for the partnership. Progress against logframe statements and indicators are reviewed annually by the Steering Group, and are publicly communicated via UN CC:Learn's Annual Reports. Given the centrality of the logframe to UN CC:Learn's monitoring processes, the mid-term evaluation methodology was closely informed by the logframe's core statements (impact, outcomes, outputs). Although the evaluation focussed primarily on answering the four key evaluation questions, the evaluation also – necessarily – measured and assessed progress against logframe indicators. The following annex summarises that progress assessment.

For each indicator, assessments were made against the quality of evidence available ('none', 'limited', 'good', 'strong'), and project progress to date ('none', 'limited', 'on track', 'target met', 'target exceeded'). A narrative assessment provides a justification for the progress ratings, and – when appropriate – provides suggestions for potential improvements to the logframe.

Impact			
To create sustainable individual and institutional capacities, in developing and transition countries, to plan and implement effective climate change actions, with collective and coordinated support of UN agencies and alliances, and other development partners			
Impact indicators	Evidence	Progress	Assessment
Learning institutions in partner countries are able to deliver high quality, tailored climate change learning and skills development in line with national priorities	Limited	On track	It is still too early to fully assess progress against this indicator (even within pilot countries). However, there is a general consensus across participating countries that - even before any implementation occurs - the national strategy development process is inherently valuable for building ownership and momentum. The resources (particularly the strategy guidance note) and support provided by the UN CC:Learn Secretariat were highly valued by all countries. However, a potentially major challenge / barrier is resource mobilization for implementation of priority actions: the process of developing priority actions may be sound, but - with the notable exception of the Dominican Republic - securing sufficient finance and resources for delivery has been a major challenge for all countries.
UN Country Teams in partner countries collectively support country-driven learning priorities	Good	Limited	Within all partner countries, UN CC:Learn has only limited visibility - and hence limited practical support from - amongst resident UN agencies that have a direct interest – and are often active – in climate change learning. However, the level of UNCT engagement varies from country-to-country, as does the necessity of UN support (for example, in the Dominican Republic the strength of national capacity and political engagement precluded the need for any significant UNCT involvement).

Outcome 1			
Information exchange enhanced, common learning materials developed, and coordinated learning interventions delivered through UN agencies, key thematic alliances and other partners and programmes			
Outcome 1 indicators	Evidence	Progress	Assessment
# UN and other agencies maintaining UN CC:Learn Focal Points and participating actively in CC:Learn activities <i>Baseline: 33</i>	Strong	Limited	Progress against this indicator is dependent on the interpretation of the terms 'partner' and 'partnership'. 34 separate agencies have signed up to UN CC:Learn, but only a handful of these agencies would be described as participating actively as 'partners' against the commonly understood use of that term. The majority of agencies' involvement is highly limited, being little more than

Target: at least 35			passive recipients of information from the UN CC:Learn Secretariat (in many instances, these agencies do not even attend the annual steering group meetings). This does not necessarily reduce the effectiveness or value of the project, but describing the initiative as a 'partnership' is not representative of the operating model. Requests for interviews were made to focal points from all 34 agencies; however, positive replies from requests only enabled interviews to be undertaken with 14 of the 34 agencies.
# UN CC:Learn training materials being actively used by major global thematic programmes Baseline: 0 Target: 3	Strong	On track	The REDD+ module is relatively well used, is highly rated by participants, and is actively promoted by relevant partners. Considerable work has also been undertaken with the NAP Global Support Programme.

Output 1.1

UN CC:Learn platform transformed into a highly visible and interactive space for climate change learning and collaboration

Output 1.1 indicators	Evidence	Progress	Assessment
Increase in the number of hits received over and above the 2011-13 pilot phase Baseline: 100% Target: 250%	Strong	Target exceeded	Against a baseline of 24,690 unique users during the pilot (01-Jan-2011 to 31-Mar-2014), there had been an increase of 257% during the implementation period 01-Apr-2014 to 31-Jul-2016, with 63,499 unique users. However, during the same period 120,904 unique users had visited the e-Learning platform. Unfortunately, a comparison is not possible as pre-April 2014 data is not available for the e-Learning platform, Consequently, this indicator only tracks visits to the main site: it should be amended to also report e-Learning platform visits.
# registered users of personalized and interactive learning space Baseline: 0 Target: at least 500	Strong	Target exceeded	As of end July 2016, there were 56,623 registered users, with 4,120 course completions. This suggests that the indicator target was not sufficiently ambitious. However, there is also a very strong case for revising the indicator so that it focusses on completion (or at least participation) rather than registration.

Output 1.2

Expanded suite of One UN climate change learning products developed, delivered and accredited

Output 1.2 indicators	Evidence	Progress	Assessment
# introductory and advanced learning modules produced Baseline: 10 Target: 18	Strong	Target exceeded	As of September 2016 a total of 26 separate modules were in place, with a number of additional modules, resource guides and translations of previous modules underway or planned. However, there is considerable overlap between the two Output 1.2 indicators, with many outputs being double-counted. A single indicator could cover the quantity of outputs (as present), with consideration given to a new, second indicator that monitors the quality of those outputs.
# e-learning products produced Baseline: 6 Target: 18	Strong	Target exceeded	As of September 2016 there are 27 separate e-learning products in place, with many more underway or planned. However, there is considerable overlap between the two Output 1.2 indicators, with many outputs being double-counted. A single indicator could cover the quantity of outputs (as present), with consideration given to a new, second indicator that monitors the quality of those outputs.

Output 1.3			
Growth of the UN CC:Learn partnership through establishment of learning networks with key global thematic programmes			
Output 1.3 indicators	Evidence	Progress	Assessment
<p># national climate change learning strategies prioritizing areas supported by the global thematic programmes</p> <p><i>Baseline: 0</i></p> <p><i>Target: 4</i></p>	Good	Limited	<p>While partner countries were aware of the link between UN CC:Learn and the global thematic programmes, countries did not place great emphasis on this aspect of the programme within their own work / strategies. Where national strategies do actually prioritise areas supported by the global thematic programmes, this is more likely to be inherent to national priorities, rather than due to a conscious effort to make the link, as 'required' by this indicator (i.e. progress against this indicator would be largely coincidental).</p> <p>It's not clear how this should be measured, or whether this should be measured. There's a tension here between national ownership of priority actions and setting a target/indicator that 'requires' certain extra-national elements to be included in those national priority actions. Indeed, during their the 2016 meeting, the UN CC:Learn Steering Group meeting recommended deletion or revision of this indicator: clearly, this assessment supports that Steering Group recommendation.</p>
<p># UN CC:Learn supported learning events related to key thematic programmes</p> <p><i>Baseline: 0</i></p> <p><i>Target: 6</i></p>	Strong	Target exceeded	<p>Four x REDD+ related events; four x NAP related events; three x Youth Climate Dialogue events.</p> <p>Although arguable as to whether they constitute events relating to 'global thematic programmes', it should be noted that UN CC:Learn's side-events / involvement at the UNFCCC COPs are very highly regarded by project partners.</p>

Outcome 2			
Systematic, long term and results-based approaches to climate change learning and skills development introduced and extended to interested countries, in partnership with national and regional institutions			
Outcome 2 indicators	Evidence	Progress	Assessment
<p># national learning strategies endorsed by key institutions within and outside of government</p> <p><i>Baseline: 5</i></p> <p><i>Target: 10</i></p>	Strong	On track	<p>As of Sep 2016, strategies have been endorsed by national governments and institutions in five countries (Benin, Dominican Republic, Indonesia, Malawi, Uganda) although it should be noted that progress has slowed markedly in Indonesia due to political changes in the country. Most other countries (Burkina Faso, Ghana, Ethiopia and Niger) are well on track to endorsing strategies, but it is highly unlikely that Kazakhstan will have a strategy in place. However, in lieu of Kazakhstan, it is likely that a regional-level strategy will be endorsed by SICA countries.</p> <p>There's considerable overlap between this indicator, the first Output 2.1 indicator, and both Output 2.2 indicators.</p>
<p>Amount of additional funding leveraged (over and above UN CC:Learn funding) through the national learning strategy development process</p> <p><i>Baseline: UN CC:Learn grants</i></p> <p><i>Target: at least \$55,000 per country</i></p>	Good	Limited	<p>The overall amount of additional funding leveraged, reported by the UN CC: Learn Secretariat at \$3.7m, is commendable, and it is important to highlight the exceptional resource mobilization achieved within the Dominican Republic, where well over \$1m was raised to support implementation of the national learning strategy. While progress in other countries is reasonable, resource mobilization is frequently seen by partner countries as the primary challenge / barrier to the sustained development and implementation of national learning strategies.</p>

Output 2.1			
National Climate Change Learning Strategies developed and sustained through South-South-North dialogue and support			
Output 2.1 indicators	Evidence	Progress	Assessment
<p># learning strategies developed through multi-stakeholder collaboration</p> <p><i>Baseline: 5</i></p> <p><i>Target: 13</i></p>	Strong	On track	<p>As of Sep 2016, strategies have been endorsed by national governments and institutions in five countries (Benin, Dominican Republic, Indonesia, Malawi, Uganda) although it should be noted that progress has slowed markedly in Indonesia due to political changes in the country. Most other countries (Burkina Faso, Ghana, Ethiopia and Niger) are well on track to endorsing strategies (albeit with some delays), but it is highly unlikely that Kazakhstan will have a strategy in place. However, in lieu of Kazakhstan, it is likely that a regional-level strategy will be endorsed by SICA countries.</p> <p>There's considerable overlap between this indicator, the first Outcome 2 indicator, and both Output 2.2 indicators.</p>
<p># advisory missions carried out to share knowledge between pilot countries and new CC:Learn countries</p> <p><i>Baseline: 0</i></p> <p><i>Target: 8</i></p>	Strong	On track	<p>Five advisory missions have been undertaken to date, including four country-level visits by UN CC:Learn Ambassadors, and one experience sharing workshop.</p> <p>Those partner countries that had benefited from advisory missions reported the activity to be particularly valuable, and encouraged increased emphasis / resources to be placed in this area.</p>

Output 2.2			
National coordination arrangements defined that support sustainable Strategy implementation			
Output 2.2 indicators	Evidence	Progress	Assessment
<p>Responsibilities for coordination, resource mobilization, outreach, implementation of specific actions and M&E expressed in national strategies</p> <p><i>Baseline: 5</i></p> <p><i>Target: 13</i></p>	Strong	On track	<p>All partner countries have followed / are following the central UN CC:Learn guidance note on strategy development, so if the targets on number of national strategies are met, it is highly likely that there will be an according degree of progress against this indicator.</p> <p>It is unclear why the target for this indicator is set at 13, rather than 10.</p>
<p># government sectors per country implementing climate change learning actions in line with national learning strategies</p> <p><i>Baseline: 0</i></p> <p><i>Target: at least 4</i></p>	Strong	On track	<p>In those countries that have commenced implementation of priority actions, it is clear that cross- / multi-sector involvement is central to delivery.</p>

Output 2.3			
Implementation activities designed, delivered and evaluated which are consistent with priorities included in national climate change learning strategies			
Output 2.3 indicators	Evidence	Progress	Assessment
<p># priority learning actions implemented</p> <p><i>Baseline: 17</i></p> <p><i>Target: 33</i></p>	Strong	On track	<p>Progress is assessed as being 'on track', although an important caveat is that the rating is based on overall progress (including the pilot phase countries). If limited to the four new implementation phase countries, progress would be rated as limited, however, as very few if any priority actions have been delivered.</p> <p>The wording of this indicator is problematic, however, as many priority actions are (rightly) strategic and long-term in nature: they cannot realistically be fully implemented within the UN CC:Learn project timeframe (this is particularly the case for non-pilot countries that have yet to even endorse their strategies). Consequently, the indicator does not necessarily provide an accurate measure of progress against Output 2.3.</p>
<p>Level of knowledge and skills of individuals that have participated in priority learning actions</p> <p><i>Baseline: Kirkpatrick Level 1</i></p> <p><i>Target: Kirkpatrick Level 2</i></p>	Limited	Limited	<p>This is another problematic indicator as capacity development is often only demonstrable over a long timeframe. Moreover, the initial focus of national UN CC:Learn activities are (rightly) on establishing consensus and strategies for climate change learning, rather than capacity development per se. While some countries will move to implementation of priority actions during the immediate UN CC:Learn project timeframe, it is possible that national priority actions are either (i) not necessarily capacity development focussed, or (ii) capacity development focussed, but with long-term outcomes that may not be demonstrable during the UN CC:Learn project lifetime.</p> <p>Nevertheless, assessment of national-level progress against this indicator was to an extent possible within the Dominican Republic. Although sample sizes were very low, survey results suggest that training clearly delivered against Kirkpatrick level two (acquisition of knowledge skills, attitude, confidence and commitment) and Kirkpatrick level three (participants apply their training back at their jobs).</p> <p>This is a comparatively important indicator, against which significantly more evidence is required from participating countries. This could be gathered as part of the third UN CC:Learn progress report, and/or via the end-of-project national evaluations. In either case, the UN CC:Learn Secretariat needs to increase the emphasis placed on this indicator (and the corresponding monitoring requirements).</p> <p>It is also incongruous that there is not an equivalent indicator for capacity development under outcome 1 (global-level work).</p>

Annex 6: Evaluation Framework

The evaluation purpose, objectives and UN CC:Learn logframe provided the basis for the **evaluation framework**, which in turn underpinned and guided the whole methodological approach. The framework was structured against the standard **OECD-DAC criteria** agreed for the evaluation (relevance, efficiency, effectiveness, sustainability) and identified **key evaluation questions**, supported by more detailed **sub-questions** and an overview of **potential tools** for addressing each question. The framework also indicated how questions related to each of the three **assessment areas** (global results, national & regional results, coordination & implementation). Questions were largely established within the evaluation terms of reference, but the evaluation inception phase allowed for some revision and refinement of those original questions.

Key evaluation questions	Sub-questions	Potential tools	GLO	N&R	C&I
RELEVANCE					
1. Is the project reaching its intended users and is it relevant to the targeted global and country specific needs and priorities?	1.1 Who are the users of the online resources and services offered by UN CC:Learn?	– Online surveys – Web analytics			
	1.2 To what extent are the project's outputs, including the UN CC:Learn knowledge-sharing and e-learning platforms, relevant to the identified users?	– Interviews – Online surveys – Desk review			
	1.3 To what extent are UN CC:Learn training materials relevant to global thematic programmes (e.g. Global Framework for Climate Services, NAPs, UN-REDD+, climate change negotiations and finance)?	– Interviews – Online surveys – Desk review			
	1.4 How relevant are the UN CC:Learn learning strategies to national learning needs and priorities?	– Case studies – Interviews – Online surveys – Desk review			
	1.5 How relevant are resulting learning actions (both UN CC:Learn-supported and non UN CC:Learn-supported) to national needs and priorities?	– Case studies – Interviews – Online surveys – Desk review			
	1.6 To what extent are UN CC:Learn supported national learning strategies aligned with national climate change objectives?	– Case studies – Interviews – Desk review			
EFFICIENCY					
2. To what extent are outputs being produced in a cost-effective manner?	2.1 How cost-effective have the UN CC:Learn website and e-learning platform proven to be to support learning on climate change?	– Interviews – Desk review			
	2.2 What scale and type of resources has UN CC:Learn helped to leverage? What additional results have been achieved through these resources?	– Case studies – Interviews – Desk review			
	2.3 How cost-effective have the national strategy development processes been, compared to the investment by UN CC:Learn?	– Case studies – Interviews – Desk review			

	<p>2.4 Has the UN CC:Learn Secretariat been effective and efficient in supporting the delivery of UN CC:Learn activities at the national and global levels?</p>	<ul style="list-style-type: none"> - Interviews - Online surveys - Desk review - Logframe review 			
EFFECTIVENESS					
<p>3.To what extent is the project producing planned outputs and making progress towards attainment of outcomes?</p>	<p>3.1 To what extent has UN CC:Learn been successful in enhancing information exchange between the UN system and users, developing common learning materials, and delivering learning interventions in collaboration with multiple partners?</p>	<ul style="list-style-type: none"> - Interviews - Online surveys - Desk review - Web analytics - Logframe review 			
	<p>3.2 How far has the UN CC:Learn partnership increased its effectiveness through engagement with key global climate change thematic programmes?</p>	<ul style="list-style-type: none"> - Interviews - Online surveys - Desk review 			
	<p>3.3 To what extent have national learning strategies contributed to results-based approaches to climate change learning and skills development?</p>	<ul style="list-style-type: none"> - Case studies - Interviews - Online surveys - Desk review 			
	<p>3.4 To what extent have the strategies strengthened learning institutions at the national level and to what extent have the knowledge and skills of individuals participating in learning actions been developed?</p>	<ul style="list-style-type: none"> - Case studies - Interviews - Online surveys - Kirkpatrick model 			
	<p>3.5 How effective are the project's implementing partner arrangements in delivering results?</p>	<ul style="list-style-type: none"> - Interviews - Online surveys 			
	<p>3.6 Are project roles, responsibilities and accountabilities sufficiently clear?</p>	<ul style="list-style-type: none"> - Interviews - Online surveys - Desk review 			
	<p>3.7 How efficient and effective are the project's monitoring and evaluation processes?</p>	<ul style="list-style-type: none"> - Interviews - Online surveys - Desk review - Logframe review 			
SUSTAINABILITY					
<p>4.To what extent are the planned results likely to be sustained in the long term?</p>	<p>4.1 How likely is it that enhanced information exchange and coordinated learning actions continue beyond the scope of the implementation phase of the project?</p>	<ul style="list-style-type: none"> - Interviews - Online surveys 			
	<p>4.2 To what extent are the national coordination mechanisms established at the country levels likely to ensure strategy implementation in the medium to long-term?</p>	<ul style="list-style-type: none"> - Case studies - Interviews - Online surveys 			

Annex 7: Interviewees / correspondents

UN CC:Learn Secretariat

Name	Organisation
Côté, Vincens	UNITAR
Gallo, Ilaria	UNITAR
Horstbrink, Amrei	UNITAR
Mackay, Angus	UNITAR
Rekakavas, Cristina	UNITAR
Taira, Junko	UNITAR

Partner Agencies

Name	Organisation
Firmian, Ilaria	IFAD
Ghazaryan, Aida	UNSSC
Gordes, Alashiya	FAO
Heikens, Alex	UNICEF
Hofer, Christian	GEF
Karayannis, Theofanis	IMO
MacDevette, Monika	UNEP
Muraya, Charles	UNECA
Nussbaumer, Patrick	UNIDO
Secrieru, Mihaela	UNEP
Strietska, Olga	ILO
Valenzuela, Adriana	UNFCCC
Weigel, Moritz	UNFCCC (Former staff member)
Zanev, Catherine	UN CEB

Partner Countries

Name	Organisation
Kassahun Aberra, Roman	Ministry of Environment, Forest and Climate Change (Ethiopia)
Maikut, Chebet	Ministry of Water and Environment (Uganda)
Médard Ouinakonhan, Comlan	Ministry of Environment (Benin)
Moussa, Gousmane	Secrétariat Exécutif du Conseil National de l'Environnement pour un Développement Durable (Niger)
Natifu, Bob	Ministry of Water and Environment (Uganda)
Sukadri, Doddy	National Council on Climate Change (Indonesia)

Country case study: Burkina Faso

Name	Organisation
Baro, Roger	Direction en charge de l'Education Environnementale
Boussim, I. Joseph	Université Ouaga I
Kinda, Péléga Athanase	SP-CONEDD
Korahire, Joël	SP-CONEDD
Millogo, Louis de Gonzague	Mouvement Ecologique du Burkina
Neya, Oblé	WASCAL

Ouedraogo, Aboubacar	Point Focal Ministère de l'Éducation Nationale et de l'Alphabétisation (MENA)
Ouedraogo, Ernest	Direction Générale de la Météorologie
Ouedraogo, Pamoussa	SP-CONEDD
Salembere, Abdourahamane	DGESS Ministère de la Santé
Sawadogo, Boureima	DGESS Ministère en charge de l'Agriculture
Schifferer, Hartmut	UNDP
Sinare, Alfred	DGEP
Tiendrebeogo, Mahamoudou	SP-CONEDD
Topan, Sanné	Ecole Nationale de Santé Publique de Ouagadougou
Traore, Adama	UNICEF
Traore, Hama	UNDP
Zerbo, Michel	DGPER

Country case study: Dominican Republic

Name	Organisation
Abreu Mejia, Daniel	CNCCMDL
Alvarez, Moises	CNCCMDL
Brito-Feliz, Maria Mercedes	UNESCO
Burgos, Denia	INAFOCAM
Despradel, Julian	National Energy Commission
Garcia, Adriano	Ministry of Education
Mancebo, Juan	Ministry of Agriculture
Morales, Maria	UNDP
Pantaleon, Natividad	Consultant
Pieter, Nora	Ministry of Education
Pimentel, Rosaura	RAUDO
Ramirez Tejada, Omar	CNCCMDL
Rincon, Andrea	INAFOCAM
Rodriguez, Jose	Ministry of Education
Tejada, Franklin	UNESCO
Urbaneja, Maria	Network of Ecological Business
Veras, Juan Andres	Ministry of Education

Country case study: Ghana

Name	Organisation
Abdul Rauf, Kadri	Environmental Justice
Adongo, Wisdom	Private Enterprise Federation
Agyare-Kwabi, Patience	Consultant (Gender)
Ampah-Sampong, Ebenezer	EPA
Ampomah, Isaac	Concern Health Education
Baafi, Abena	Former UNDP
Emmanuel Obuobie	Council for Scientific and Industrial Research
Kwako Amoako, Kingsley	Ministry of Food and Agriculture
Kwakye, Yaw	Forestry Commission
Nunoo, Edward	Central University
Seidu Mahama, Alhaji	Ghana Education Service
Tachie Obeng, Emmanuel	EPA

Thumas, Adjei	Private Enterprise Federation
Twum, Eric	Consultant

Other Stakeholders

Name	Organisation
Ariza, Clara	Consultant (SICA Project)
Canas, Antonio	El Salvador Government (SICA Project)
Gutierrez, Javier	Nicaragua Government (SICA Project)
Jiminez, Gladys	Costa Rica Government (SICA Project)
Maradiaga, Alina	Honduras Government (SICA Project)
Maselli, Daniel	SDC (UN CC:Learn Donor Agency)
Ramos, Otty	Comisión Centroamericana de Ambiente y Desarrollo (SICA Project)

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