Annex 1

Terms of Reference

Independent Evaluation of the One UN Climate Change Learning Partnership

2017-2020 Implementation Phase

Background

1. The **United Nations Institute for Training and Research (UNITAR)** is a principal training arm of the United Nations, with the aim to increase the effectiveness of the United Nations in achieving its major objectives through training and research. The UNITAR mission is to develop the individual, institutional and organizational capacity of countries and other United Nations stakeholders through high-quality learning solutions and related knowledge products and services to enhance decision-making and to support country-level action for overcoming global challenges.

2. The UN CC:Learn (the One UN Climate Change Learning Partnership) project is an innovative and unique climate change learning platform with 36 multilateral organizations supporting member states in the design and implementation of results-oriented and sustainable learning to address climate change. Through its engagement at the national and global levels, UN CC:Learn contributes to the implementation of Article 6 of the UN Framework Convention on Climate Change (UNFCCC) and Article 12 of the Paris Agreement on education, training and public awareness-raising, as well as the 2012-2020 Doha Work Programme. The Secretariat for UN CC:Learn is hosted by UNITAR. Funding for UN CC:Learn is provided by the Swiss Government and UN partners.

3. In 2015 a number of policy frameworks of global outreach have been adopted from the Sendai Framework of Action to tackle disasters, the 2030 Agenda for Sustainable Development with its 17 Goals to the Paris Agreement to limit temperature increase below 2 ^{0} C. While the political will to address burning and vital issues on earth seems available, many actors are still unclear how to implement all these declarations and commitments. UN CC:Learn supports countries to design and implement systematic, recurrent and results-oriented climate change learning. In particular, it assists them to address learning priorities relevant to their National Determined Contributions (NDCs) and National Adaptation Plans (NAPs), through the development and implementation of climate change learning strategies. The project also contributes to a growing critical mass of professionals and individuals with the necessary understanding of the basics of climate change to inform their decisions and take effective action.

4. The UN CC:Learn project's current phase builds on three previous phases: a scoping phase, a three-year pilot phase (2011-2013), supporting five pilot countries (Benin, Dominican Republic, Indonesia, Malawi, and Uganda) and a three-year implementation phase (2014-2017). Building on the pilot phase, the overall goal of the 2014-2017 implementation phase was to create sustainable individual and institutional capacities in developing countries, to plan and implement effective climate change actions, with collective and coordinated support of UN agencies and alliances, as well as other development partners. The implementation phase also reached out to a number of important global thematic programmes, including the Global Support Programme for National Adaptation Plans (NAPs), the UN Initiatives on Reducing Emissions from Deforestation and Forest Degradation in developing countries (UN-REDD), and UNFCCC mandated support for Least

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

5. The UN CC:Learn project has entered its fourth phase (2017-2020) with the aim of providing institutions with capacities to implement NAP and NDC related policies and programmes, empower people through the participation in UN CC:Learn courses and activities that help change their behaviours and influences their decisions in a way that contribute to effective and appropriate climate change adaptation and/ or mitigation, and facilitate the work of UN Country Teams in partner countries to plan, launch and implement country-driven climate change learning priorities and create sustainable individual and institutional capacities in developing and transition countries.

6. At the global level UN CC:Learn aims to enhance information-exchange, develop common learning materials, and coordinate learning interventions through a collaboration of UN agencies and other partners. At the national level UN CC:Learn continue to advance systematic, long-term and results-based approaches to climate change learning and skills development in interested countries by working with national and regional institutions.

7. Primary beneficiaries are governments in developing countries committed to taking a strategic approach to Climate Change learning and skills development. National projects convened by governments reach out to and involve all concerned sectors and other stakeholders (e.g. business associations, trade unions, NGOs).

    Other beneficiaries include:

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

Purpose of the evaluation

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

Scope of the evaluation

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

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

Evaluation criteria

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

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

Principal evaluation questions

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

<u>Relevance</u>

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

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

Effectiveness

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

Efficiency

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

v. How efficient are the management arrangements of the UN CC:Learn project, including the UN CC:Learn project's secretariat staffed by UNITAR and the annual session of the UN CC:Learn Steering Group?

w. To what extent has the UN CC:Learn project supported UN Country Teams in partner countries to plan, launch and implement country-driven climate change learning priorities?

x. To what extent has the UN CC:Learn project been supporting countries to mobilize resources for strategy implementation?

y. To what extent have partner countries been covering additional funding for NAP/NDC learning-related actions?

z. To what extent has the programme created benefits of integrating gender equality (or not), and what were the related costs?

Impact

aa. What observable end-results or organizational changes have occurred from the UN CC:Learn project?

bb. What real difference has the UN CC:Learn project made in strengthening the human capacities in developing and transition countries to plan and implement effective climate change actions?

cc. What real difference has the project made with respect to gender equality?

Sustainability

dd. To what extent are the UN CC:Learn project's results likely to endure beyond the implementation of the activities in the mid- to long-term? Has the UN CC:Learn project contributed to better long-term human capacities to plan and implement effective climate change actions? Did the design of the project contribute to this likelihood?

ee. What were the major factors which influenced the achievement or non-achievement of sustainability of the UN CC:Learn project?

ff. To what extent is the current design of the project likely to contribute to sustained capacity?

Coherence

gg. To what extent is the project coherent with relevant policies on climate change and development?

hh. How is the UN CC:Learn project complementing other existing programmes and projects?

ii. Is the project adhering to international norms and standards?

jj. To what extent are the project's components coherent with ongoing and future global climate change initiatives?

Project management

12. The evaluation will also include an assessment of the quality, application and effectiveness of project management, including the performance of implementation arrangements and partnerships. In particular, the evaluation will seek to answer the following questions:

a. Has the UN CC:Learn project Secretariat's (UNITAR's Green Development and Climate Change Programme Unit, Division for Planet) been effective and efficient in supporting the implementation of the UN CC:Learn's activities and delivery of results including the promotion of synergies with other parts of UNITAR?

b. To what extent has the overall structure of UN CC:Learn project including the Steering Group, the Secretariat, and National Coordinators been effective?

c. To what extent has the Annual Steering Committee Meeting contributed to ensure coherence and effectiveness within the UN CC:Learn project and reviewed progress and advised on implementation of the UN CC:Learn project work plan?

d. *How effective has the UN CC:Learn* project *Secretariat been in coordinating the UN CC:Learn* project *countries' activities on the national level and in providing continuous monitoring, assistance and advice?*

e. *To what extent have UN CC:Learn project implementing partners adhered to applicable UNITAR policies and standards for the delivery of training, courses and related programming?*

Evaluation Approach and Methods

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

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

14. The evaluator should engage in quantitative and qualitative analysis in responding to the principal evaluation questions and present the findings qualitatively or quantitatively as most appropriate.

Data collection methods:

Comprehensive desk review

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

Stakeholder analysis

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

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

Survey(s)

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

Key informant interviews

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

Focus groups

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

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

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

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

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

Gender and human rights

15. The evaluator should incorporate human rights, gender and equity perspectives in the evaluation process and findings, particularly by involving women and other disadvantaged groups subject to discrimination. All key data collected shall be disaggregated by sex and age grouping and be included in the draft and evaluation report.

16. The guiding principles for the evaluation should respect transparency, engage stakeholders and beneficiaries; ensure confidentiality of data and anonymity of responses; and follow **ethical** and professional standards(UNEG Ethical Guidelines).

Timeframe, work plan, deliverables and review

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

18. The consultant shall submit a brief evaluation design/question matrix following the comprehensive desk study, stakeholder analysis and initial key informant interviews. The evaluation design/question matrix should include a discussion on the evaluation objectives, methods and, if required, revisions to the suggested evaluation questions or data collection methods. The Evaluation design/question matrix should indicate any foreseen difficulties or challenges/limitations in collecting data and confirm the final timeframe for the completion of the evaluation exercise.

19. Following data collection and analysis, the consultant shall submit a zero draft of the evaluation report to the evaluation manager and revise the draft based on comments made by the evaluation manager.

20. The draft evaluation report should follow the structure presented under Annex D. The report should state the purpose of the evaluation and the methods used and include a discussion on the limitations to the evaluation. The report should present evidence-based and balanced findings, including strengths and weaknesses, consequent conclusions and recommendations, and lessons to be learned. The length of the report should be approximately 20-30 pages, excluding annexes.

21. Following the submission of the zero draft, a draft report will then be submitted to the project's Technical Advisory Group (TAG) which is comprised of a member of the UN CC:Learn project Secretariat, a representative of the UN CC:Learn project global partners, a representative from national partners and a representative from the donor, the Swiss Development Cooperation Agency (SDC).

22. Following the submission of the zero draft, a draft report will then be submitted to the TAG to review and comment on the draft report and provide any additional information using the form provided under Annex G by 16 July 2020. Within two weeks of receiving feedback, the evaluator shall submit the final evaluation report. The target date for this submission is 31 July 2020. Subsequently, PPME will finalize and issue the report, and present the findings and recommendations to the TAG and other invited stakeholders.

Indicative timeframe: January 2020 – August 2020

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

Summary of evaluation deliverables and indicative schedule

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

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

Communication/dissemination of results

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

Evaluation management arrangements

24. The evaluator will be contracted by UNITAR and will report directly to the Director of the Strategic Planning and Performance Division and Manager of Planning, Performance Monitoring, and Evaluation Unit (PPME) ('evaluation manager').

25. The evaluation manager reports directly to the Executive Director of UNITAR and is independent from all programming related management functions at UNITAR. According to UNITAR's Monitoring and Evaluation Policy, in due consultation with the Executive Director/programme management, PPME issues and discloses final evaluation reports without prior clearance from other UNITAR Management or functions. This builds the foundations of UNITAR's evaluation function's independence and ability to better support learning and accountability.

26. The evaluation manager will consult directly with UN CC:Learn partners through the TAG. The project's main donor, SDC, may assign a member of its staff to accompany the evaluation.

27. The evaluator should consult with the evaluation manager on any procedural or methodological matter requiring attention. The evaluator is responsible for planning any meetings, organizing online surveys and undertaking administrative arrangements for any travel that may be required (e.g. accommodation, visas, etc.). The travel arrangements, if any, will be in accordance with the UN rules and regulations for consultants.

Evaluator Ethics

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

Professional requirements

29. The evaluator should have the following qualifications and experience:

- MA degree or equivalent in environmental science, climate change, development or a related discipline. Knowledge and experience of executive type training, including in areas related to climate change adaptation and mitigation.

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

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

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

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

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

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

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

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The contact of additional partners will be proved.

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

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

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

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

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

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

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

Annex C: List of documents/data to be reviewed

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

Annex D: Structure of evaluation report

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

Annex E: Project Logical Framework

Annex 1: Logical Framework

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

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

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

Impact (Overall Goal)	Impact Indicators	Sources and Means of Verification	
To build human capacities in developing and transition countries to plan and implement effective climate change actions, with collective and coordinated support of UN agencies and alliances, and other partners.	Number of institutions reporting they have stronger individual capacities to implement NAP and NDC related policies and programmes. Number of people reporting that participation in UN CC:Learn courses and activities has changed their behaviours or has influenced their decisions in a way that contributes to climate change adaptation and/or mitigation. Extent to which UN Country Teams in partner countries are supporting country-driven climate change learning priorities.	Qualitative assessment to be carried out by independent evaluation	
Outcomes	**Outcome Indicators**	**Sources and Means of Verification**	**Assumptions & Risks**
Outcome 1: A growing and critical mass of professionals and engaged individuals globally that have a sufficient understanding of the basics of climate change to inform their decisions and take effective action.	Number of certificates issued on the UN CC:Learn e-learning platform. *Baseline: 10,000* *Target Scenario 1: 25,000* *Target Scenario 2: 50,000* Growth in under-represented areas/regions (total number of registrations on the UN CC:e-Learn platform) *Baseline Francophone Africa: 3,700*	UN CC:Learn Secretariat figures UN CC:Learn Secretariat figures	A1. There is a growing need for relevant climate change information, and the current under representation of French Africa, China, Central Asia, the MENA region and SIDS is due to the accessibility (language, internet connection, etc.) or communication issues.

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

Outputs (per Outcome) and Costs		Output Indicators	Sources and Means of Verification	Assumptions & Risks
		Target Scenario 2: 7		issues but do not offer recurrent programmes.

For Outcome 1: A growing mass of the 'climate literate' able to inform public policy

Output 1.1	UN CC:Learn's global learning platform expanded and complemented with smart transition mechanisms that allow for collaborative content development	Increase in the number of individual visitors per year on the UN CC:Learn knowledge-sharing platform. *Baseline 2016 (in the year): 45,000* *Target 2020 (in the year) Scenario 1: 120,000* *Target 2020 (in the year) Scenario 2: 180,000* Number of users registered on the UN CC:e-Learn platform *Baseline 2016 (total): 69,000* *Target 2020 (total) Scenario 1: at least 220,000* *Target 2020 (total) Scenario 2: at least 320,000*	UN CC:Learn website generated figures UN CC:e-Learn website generated figures	A3. Demand for UN climate change learning products continues to grow. R3. Too much competition from other high value platforms crowding out the UN CC:Learn platform. Saturation of the market.
Output 1.2	Suite of high quality learning products tailored to national/regional contexts developed, delivered and/or recognized through UN CC:Learn.	Number of new or fully upgraded learning products. *Baseline: 0* *Target Scenario 1: 12* *Target Scenario 2: 14* Number of affiliated learning products. *Baseline: 0* *Target Scenario 1: 6* *Target Scenario 2: 6*	UN CC:Learn Secretariat figures UN CC:Learn Secretariat figures	A4. Demand for e-learning products continues to grow as a favoured means of acquiring new knowledge and skills, promoted by technological innovation. Learning products tailored to national and sub-national contexts attract a wider and diversified audience of interested users. R4. E-learning products remain hard to access to key individuals and organizations due to poor internet access.
Output 1.3	UN CC:Learn flagship initiatives raising the visibility of climate change education and training up-scaled.	Number of editions of the Climate Classroom delivered. *Baseline: 1* *Target Scenario 1: 3* *Target Scenario 2: 6* Number of Youth Climate Dialogues organized. *Baseline: 8*	UN CC:Learn Secretariat figures UN CC:Learn Secretariat figures	A5. Increasing public interest in understanding climate change and its consequences. Large potential to enhance the visibility of climate change education and training among a variety of different stakeholders, including decision-makers.

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

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

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

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

Annex F: Evaluation Audit Trail Template

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

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

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

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

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

The evaluator:

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

Evaluation Consultant Agreement Form[1]

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

Name of Consultant: _____

Name of Consultancy Organization (where relevant)**: _____**

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

Signed at *place* on *date*

Signature: _____

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[1]www.unevaluation.org/unegcodeofconduct

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