

Terms of Reference

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

Background

1. UN CC:Learn – The One UN Climate Change Learning Partnership – is a partnership of more than 30 multilateral organizations supporting countries to design and implement systematic, recurrent and results-oriented climate change learning. 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) on training, education and public awareness-raising, and the 2012-2020 Doha Work Programme. The Secretariat for UN CC:Learn is hosted by the United Nations Institute for Training and Research (UNITAR). Funding for UN CC:Learn is provided by the Swiss Government and UN partners.
2. UN CC:Learn has completed a three-year pilot phase (2011-2013) working in five pilot countries (Benin, Dominican Republic, Indonesia, Malawi and Uganda). The project has now entered into a further three-year implementation phase (2014-2017). Building on the pilot phase, the overall goal of the 2014-2017 implementation phase is to create sustainable individual and institutional capacities in developing and transitional 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. This is delivered through two project outcomes:
 - At the global level - enhance information-exchange, develop common learning materials, and coordinate learning interventions through collaboration of UN agencies and other partners.
 - At the national level - continue to advance systematic, long-term and results-based approaches to climate change learning and skills development in interested countries, working with national and regional institutions.
3. The implementation phase also reaches out to a number of important global thematic programmes, including the Global Support Programme for National Adaptation Plans (NAPs), the UN Initiative on Reducing Emissions from Deforestation and Forest Degradation in developing countries (UN-REDD), and UNFCCC mandated support for LDC climate change negotiators.
4. Following the adoption of the Paris Agreement in December 2015, Parties will submit National Determined Contributions (NDCs) – their updated national climate plans. As a forward looking exercise, it could be interesting to see to what extent National Climate Change Learning Strategies, developed as part of the UN CC:Learn support at national level, are linked to the NDCs.

Purpose of the evaluation

5. The 2014-2017 implementation phase of the UN CC:Learn project calls for an independent, external outcome evaluation to be undertaken after the phase's mid-point in order to determine progress being made toward the achievement of planned targets, to identify any problems or challenges that the project may be encountering, and to issue recommendations for corrective action, if needed. The purpose is thus to provide findings and conclusions to meet accountability requirements and recommendations and lessons learned to contribute to improvement and organizational learning.

The evaluation exercise should not only assess project performance, but also seek to answer the 'why' question by identifying factors contributing to (or inhibiting) successful implementation and achievement of results.

Scope of the evaluation

6. The mid-term evaluation will cover the period from March 2014 through March 2016. It will cover both global and national project outputs and progress towards the expected outcomes, as indicated in the project logical framework (see Annex A). Although the scope of the evaluation does not include the pilot phase of the project (2011-13), the evaluator should take into account the pilot phase as background context in framing the evaluation's findings and conclusions.

Evaluation criteria

7. The evaluation will assess project performance using the following criteria: relevance, effectiveness, efficiency and sustainability.
 - *Relevance: Is the project reaching its intended users and relevant to the targeted global and country specific needs and priorities?*
 - *Effectiveness: To what extent is the project producing planned outputs and making progress towards attainment of outcomes?*
 - *Efficiency: To what extent are outputs being produced in a cost effective manner?*
 - *Sustainability: To what extent are the planned results likely to be sustained in the long term?*

Principal evaluation questions

8. The following questions are suggested to guide the mid-term evaluation:

Relevance

Global level

- a. *Who are the users of the online resources and services offered by UN CC:Learn?*
- b. *To what extent are the project's outputs, including the UN CC:Learn knowledge-sharing and e-Learning platforms, relevant to the identified users?*
- c. *To what extent are UN CC:Learn training material relevant to global thematic programmes, e.g. the Global Framework for Climate Services, NAPs, UN-REDD+ and climate change negotiations and finance?*

National level

- d. *How relevant are the UN CC:Learn learning strategies to national learning needs and priorities?*
- e. *How relevant are resulting learning actions (both UN CC:Learn-supported and non UN CC:Learn-supported) to national needs and priorities?*

Effectiveness

Global level

- f. *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?*
- g. *How far has the UN CC:Learn partnership increased its effectiveness through engagement with key global climate change thematic programmes?*

National level

- h. To what extent have national learning strategies contributed to results-based approaches to climate change learning and skills development?*
- i. 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?*

Efficiency

Global level

- j. How cost-effective have the UN CC:Learn website and e-learning platform proven to be to support learning on climate change?*
- k. To what extent have UN CC:Learn learning products been co-financed by other partners or major thematic programmes and what results have been achieved with such co-financing?*

National level

- l. How cost-effective have the national strategy development processes been, compared to the investment by UN CC:Learn?*
- m. To what extent have country projects been able to leverage co-financing and what results have been achieved with such co-financing?*

Sustainability

Global level

- n. How likely is it that enhanced information exchange and coordinated learning actions continue beyond the scope of the implementation phase of the project?*

National Level

- o. To what extent are the national coordination mechanisms established at the country levels likely to ensure strategy implementation in the medium to long-term?*

Project management, monitoring and evaluation

- 9. The mid-term evaluation will also include an assessment of the quality, application and effectiveness of project management, monitoring and evaluation, including the performance of implementation arrangements and partnerships. In particular, the evaluation will seek to answer the following questions:
 - p. 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?*
 - q. How effective are the project's implementing partner arrangements in delivering results?*

Evaluation Approach and Methods

- 10. The evaluation will be undertaken by an international consultant under the overall responsibility of the UNITAR evaluation manager and in consultation with the UN CC:Learn Secretariat/manager of the UNITAR Green Development and Climate Change Programme. The evaluation will be undertaken in accordance with the UNITAR Monitoring and Evaluation Policy Framework and the Norms and Standards of the United Nations Evaluation Group.
- 11. The evaluation shall follow a participatory approach and engage a range of project stakeholders in the process. 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; key informant interviews; focus groups; and field visits (to selected countries). These data collection tools are discussed below.

12. 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 analyze background documents and secondary data/information related to UN CC:Learn. A list of background documentation for the desk review is included in Annex B.

Stakeholder analysis

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

- The UN CC:Learn Secretariat
- Global UN CC:Learn partners/focal points
- The Swiss Agency for Development and Cooperation (SDC)
- Individual learners (distance and face-to-face) at national level
- Youth groups who benefited from UN CC:Learn activities.

Key stakeholders at the national level include, but are not be limited, to:

- UN CC:Learn Ambassadors for Climate Change Learning
- National UN CC:Learn focal points
- Key national ministries (e.g. environment, education, economy)
- National education and training institutions
- Development partners
- Individuals involved in UN CC:Learn supported activities at the national/sub-national level, including participants in workshops and trainings.

Survey(s)

With a view to maximizing feedback from the widest possible range of project stakeholders, the consultant shall 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 global focal points is available in Annex C. In preparation for the interviews with key informants (global and national), 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 or at the national level.

Focus groups

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

Representative selection of countries to visit

The UN CC:Learn Secretariat proposes that two to three partner countries are selected for site visits, including one country from the pilot phase with ongoing activities in the 2014-2017 implementation phase and one to two new implementation phase countries. The following table lists the UN CC:Learn partner countries based on these criteria.

Country	Pilot	Region	Language	Selection
Dominican Republic	Pilot	Central America	Spanish	
Benin	Pilot	Africa	French	
Burkina Faso	New	Africa	French	
Ethiopia	New	Africa	English	
Ghana	New	Africa	English	
Malawi	Pilot	Africa	English	
Niger	New	Africa	French	
Uganda	Pilot	Africa	English	
Indonesia	Pilot	Asia	English	

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

Identify and interview key informants (national)

The evaluator will undertake country missions, each lasting between 3 to 5 days, to the selected countries. Based on the stakeholder analysis, the evaluator will identify national informants, whom he/she will interview during each mission. The list of national focal points is available in Annex C.

Gender and human rights

13. The evaluator should incorporate a human rights and gender perspective in the evaluation process and findings, particularly by involving women and other groups subject to discrimination. All key data collected shall be disaggregated by sex and be included in the draft and final evaluation report.

Timeframe, work plan, deliverables and review

14. The proposed timeframe for the evaluation spans from April to November 2016. An indicative work plan is provided in the table below.
15. The consultant shall submit a brief inception report following the comprehensive desk study and stakeholder analysis. The inception report should include a discussion of the project objectives and development context, and comment on or, if required, propose revisions to the suggested evaluation questions or data collection methods. The inception report should indicate any foreseen

difficulties or challenges in collecting data and confirm the final timeframe for the completion of the evaluation exercise.

16. Following data collection and analysis, the consultant shall submit a zero draft of the evaluation report to the evaluation manager and revise the draft on the basis of comments made by the evaluation manager.
17. 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; as well as lessons to be learned. The length of the report should be no longer than 30 pages, excluding annexes.
18. 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 Secretariat, a representative of the UN CC:Learn global partners, a representative from national partners and a representative from Swiss Development Cooperation (donor).
19. The TAG will review and comment on the draft report and provide any additional information using the form provided under Annex E by 15 October 2016. Within two weeks of receiving feedback, the consultant shall submit the final evaluation report. The target date for this submission is 4 November 2016.

Indicative timeframe: March – November 2016

Activity	March	April	May	June	July	Aug.	Sept.	Oct.	Nov
Evaluator selected and recruited									
Initial data collection, including desk review, stakeholder analysis									
Inception report									
Data collection and analysis, including survey(s), interviews, focus groups and field visits									
Draft evaluation report consulted with UNITAR evaluation manager and submitted to TAG									
TAG reviews draft evaluation report and share comments and recommendations									
Evaluation report finalized and validated by TAG and UN CC:Learn Partnership									

Summary of evaluation deliverables and schedule

Deliverable	From	To	Deadline
Inception report	Consultant	Evaluation manager/ TAG	31 May 2016
Comments on inception report	Evaluation manager/ TAG	Consultant	6 June 2016
Zero draft report	Consultant	Evaluation manager	1 September 2016
Comments on zero draft	Evaluation manager	Consultant	15 September 2016
Draft report	Consultant	Evaluation manager/ TAG	30 September 2016
Comments on draft report	TAG	Evaluation manager/ consultant	15 October 2016
Final report	Consultant	Evaluation manager/ TAG	4 November 2016

Communication/dissemination of results

20. The final mid-term evaluation report will be shared with all UN CC:Learn partners and be posted on an online repository of evaluation reports open to the public.

Professional requirements

21. The consultant should have the following qualifications and experience:

- MA degree or equivalent in an environment or natural sciences related discipline
- At least 7 years of professional experience conducting evaluation in the field of international development, with a preference in the focal area of the project
- Technical knowledge of the focal area
- Field work experience in developing countries
- Excellent research and analytical skills, including experience in a variety of evaluation methods and approaches
- Excellent writing skills
- Strong communication and presentation skills
- Cross-cultural awareness and flexibility
- Availability to travel
- Fluency in English and working knowledge of French and/or Spanish.

Contractual arrangements

22. The consultant will be contracted by UNITAR and will report directly to the Manager of the Planning, Performance and Results Section ('evaluation manager'). The consultant should consult with the evaluation manager on any procedural or methodological matter requiring attention. The consultant is responsible for planning any meetings, organizing online surveys and undertaking administrative arrangements in connection with any travel that may be required in connection with field visits (e.g. accommodation, visas, etc.). The travel arrangements will be dealt with by UNITAR in accordance with the UN rules and regulations for consultants.
UNITAR provides a staff member to accompany the consultant to the French-speaking country.

Evaluator Ethics

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

Annexes:

- A: Project logical framework**
- B: List of documents and data to be reviewed**
- C: List of UN CC:Learn Partners and Contact Points**
- D: Structure of evaluation report**
- E: Audit trail**
- F: Evaluator code of conduct**

Annex A: Project Logical Framework

Annex 1: Logical Framework

Impact (Overall Goal)	Impact Indicators	Sources and Means of Verification	
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.	<p>Learning institutions in partner countries are able to deliver high quality, tailored climate change learning and skills development in line with national priorities.</p> <p>UN Country Teams in partner countries collectively support country-driven learning priorities.</p>	<p>Qualitative assessment of changing role and capacities of learning institutions over the project period, to be carried out by independent evaluation</p> <p>Qualitative assessment to be carried out by independent evaluation</p>	
Outcomes	Outcome Indicators	Sources and Means of Verification	Assumptions & Risks
<p>Global Level: Information exchange enhanced, common learning materials developed, and coordinated learning interventions delivered through UN agencies, key thematic alliances and other partners and programmes.</p>	<p>Number of UN and other agencies maintaining UN CC:Learn Focal Points and participating actively in CC:Learn activities. <i>Baseline: 33</i> <i>Target: at least 35</i></p> <p>Number of UN CC:Learn training materials being actively used by major global thematic programmes. <i>Baseline: 0</i> <i>Target: 3</i></p>	<p>UN CC:Learn Secretariat figures</p> <p>NAP-GSP database and other key thematic programme sources</p>	<p>A1. Existing UN CC:Learn partners continue to engage with the programme.</p> <p>R1. Skewed participation among CC:Learn partners with some organizations consistently contributing less than others.</p>
<p>National Level: Systematic, long term and results-based approaches to</p>	<p>Number of national learning strategies endorsed by key</p>	<p>National UN CC:Learn lead institutions (government and UN</p>	<p>A2. Key sectors and stakeholders in partner countries recognize</p>

climate change learning and skills development introduced and extended to interested countries, in partnership with national and regional institutions.		institutions within and outside of government. <i>Baseline: 5</i> <i>Target: at least 10</i> Amount of additional funding leveraged (over and above UN CC:Learn funding) through the national learning strategy development process. <i>Baseline: UN CC:Learn grants</i> <i>Target: at least 55,000 USD per country over and above</i>	Country Teams) UN CC:Learn Secretariat figures	climate change learning and skills development as important issue. R2. Insufficient additional funding available to be able to significantly expand the reach of the programme at national level.
Outputs (per Outcome) and Costs		Output Indicators	Sources and Means of Verification	Assumptions & Risks
For Outcome 1: Global Information Exchange and Common Learning Materials				
Output 1.1	UN CC:Learn platform transformed into a highly visible and interactive space for climate change learning and collaboration.	Increase in the number of hits received over and above the 2011-13 pilot phase. <i>Baseline: 100%</i> <i>Target: 250%</i> Number of registered users of personalized and interactive learning space. <i>Baseline: 0</i> <i>Target: at least 500</i>	UN CC:Learn website generated figures UN CC:Learn website generated figures	A3. Interest in joint UN climate change learning products continues to grow. R3. Too much competition from other high value platforms crowding out the UN CC:Learn platform.
Output 1.2	Expanded suite of One UN climate change	Number of introductory and advanced learning modules	UN CC:Learn Secretariat figures	A4. E-learning continues to grow as a favoured means of acquiring

	learning products developed, delivered and accredited.	<p>produced. <i>Baseline: 10</i> <i>Target: 18 including 4 new SDC-financed modules</i></p> <p>Number of e-learning products produced. <i>Baseline: 6</i> <i>Target: 18 including 8 new SDC-financed modules</i></p>	UN CC:Learn Secretariat figures	<p>new knowledge and skills.</p> <p>R4. E-learning products remain hard to access to key individuals and organizations due to poor internet access.</p>
Output 1.3	Growth of the UN CC:Learn partnership through establishment of learning networks with key global thematic programmes.	<p>Number of national climate change learning strategies (Output 2.1) prioritizing areas supported by the global thematic programmes. <i>Baseline: 0</i> <i>Target: 4 including 2 new SDC-financed country projects</i></p> <p>Number of UN CC:Learn supported learning events related to key thematic programmes. <i>Baseline: 0</i> <i>Target: total of 6 including 3 SDC-financed events</i></p>	<p>National strategy documents</p> <p>UN CC:Learn Secretariat and thematic lead agency figures</p>	<p>A5. Participating countries will prioritize key thematic discussions under the UNFCCC in developing their learning strategies.</p> <p>R5. Continued fragmented approach to defining national learning priorities driven by political need to include the wishes of all government sectors.</p>
<p>Costs of Outputs for Outcome 1 (in CHF):</p> <p>Output 1.1: (1) SDC contribution = 290,000; (2) % of total cost = 74%; (3) Total cost: 390,000</p> <p>Output 1.2: (1) SDC contribution = 240,000; (2) % of total cost = 44%; (3) Total cost: 540,000</p> <p>Output 1.3: (1) SDC contribution = 230,000; (2) % of total cost = 62%; (3) Total cost: 370,000</p> <p>Secretariat services: 310,000</p>				

For Outcome 2: National Approaches to Systematic and Results Based Learning				
Output 2.1	National Climate Change Learning Strategies developed and sustained through South-South-North dialogue and support.	<p>Number of learning strategies developed through multi-stakeholder collaboration. <i>Baseline: 5</i> <i>Target: 13, including 4 new SDC-financed Strategies</i></p> <p>Number of advisory missions carried out to share knowledge between pilot countries and new CC:Learn countries. <i>Baseline: 0</i> <i>Target: 8 including 4 SDC-financed missions</i></p>	<p>UN CC:Learn Secretariat figures</p> <p>UN CC: Learn Secretariat travel data</p>	<p>A6. Experience gained in strategy development in the 5 pilot countries is (at least) partially transferable to other countries.</p> <p>R6. Political and governance context of new countries too heterogeneous to apply lessons learned from other countries.</p>
Output 2.2	National coordination arrangements defined that support sustainable Strategy implementation.	<p>Responsibilities for coordination, resource mobilization, outreach, implementation of specific actions and M&E expressed in national strategies <i>Baseline: 5;</i> <i>Target: 13 including 4 new SDC financed Strategies</i></p> <p>Number of government sectors per country implementing climate change learning actions in line with national learning strategies</p>	<p>National strategy documents</p> <p>UN CC:Learn Secretariat figures</p>	<p>A7. Coordination mechanisms exist that can provide established entry points for institutionalizing the national climate change learning strategies.</p> <p>R7. New coordination mechanisms are established that are parallel mechanisms that do not take into account or build on existing practices.</p>

		<i>Baseline: 0</i> <i>Target: at least 4</i>		
Output 2.3	Implementation activities designed, delivered and evaluated which are consistent with priorities included in national climate change learning strategies.	Number of priority learning actions implemented <i>Baseline: 17</i> <i>Target: 33 including 8 new SDC financed actions</i> Level of knowledge and skills of individuals that have participated in priority learning actions. <i>Baseline: Kirkpatrick level 1</i> <i>Target: Kirkpatrick level 2</i>	UN CC:Learn Secretariat figures Evaluations of individual learning actions	A8. Countries are able to carry out effective needs assessments as a basis for defining the learning priorities on climate change. R8. Poor prioritization prevails due to political interference resulting in sub-optimal learning actions being implemented.
<p>Costs of Outputs for Outcome 2 (in CHF):</p> <p>Output 2.1: (1) SDC contribution 460,000; (2) % of total cost = 45%; (3) Total cost: 1,020,000</p> <p>Output 2.2: (1) SDC contribution 360,000; (2) % of total cost = 50%; (3) Total cost: 720,000</p> <p>Output 2.3: (1) SDC contribution 610,000; (2) % of total cost = 45%; (3) Total cost: 1,370,000</p> <p>Secretariat services: 500,000.</p>				
Activities (per Output)		Inputs		Assumptions & Risks
<u>List of activities for Output 1.1:</u> 1.1.1 Fully implement platform for e-learning (www.uncclearn.org) 1.1.2 Develop and implement online interface for tailor-made learning on climate change 1.1.3 Up-grade existing functions of the platform and translate to		Personnel, equipment, financial resources (see Section 7)		A9. Online e-tool is considered to be intuitive and useful by the majority of users. R9. Too many alternative sources of e-learning available.

<p>additional languages</p> <p>1.1.4 Increase visibility and accessibility of the platform</p> <p>1.1.5 Evaluate website use and results.</p>		
<p><u>List of activities for Output 1.2:</u></p> <p>1.2.1 Joint identification and design of 4 additional ILMs</p> <p>1.2.2 Joint identification and design of 4 Resources Guides for Advanced Learning</p> <p>1.2.3 Convert ILMs and Advanced Learning Guides to online tools</p> <p>1.2.4 Conduct market analysis and potentially design a fully moderated fee-based e-learning course.</p>		<p>A10. Strong technical inputs provided by UN CC:Learn partners according to mandate and areas of specialization.</p> <p>R10. Waning demand for fee based e-learning and limited access in certain countries.</p>
<p><u>List of activities for Output 1.3:</u></p> <p>1.3.1 Identification of up to 3 global initiatives with which to associate</p> <p>1.3.2 Agreements on collaborative arrangements with global thematic programmes</p> <p>1.3.3 Design of shared learning spaces</p> <p>1.3.4 Arrange regional and international knowledge-sharing events.</p>		<p>A.11 Other global programmes area responsive to this output area.</p> <p>R.11 Technical challenges and copyright issues may limit the degree of integration and sharing of learning spaces.</p>
<p><u>List of activities for Output 2.1:</u></p> <p>2.1.1 Select new partner countries and sign MoUs</p> <p>2.1.2 Support for learning strategy</p>		<p>A.12 Legal agreements are able to be concluding directly between UNITAR and participating country governments.</p>

<p>development (planning, needs assessment, mid-term and final workshop) 2.1.3 Support experience-sharing among countries 2.1.4 Evaluation of results.</p>		<p>R. 12 Insufficient capacity in country within lead climate change institutions to effectively oversee the learning strategy development process.</p>
<p><u>List of activities for Output 2.2:</u> 2.2.1 Develop and disseminate best practice examples of coordination mechanisms 2.2.2 Review of existing institutional arrangements and technical support to define coordination mechanism 2.2.3 On demand technical advice for implementation 2.2.4 Support for resource mobilization.</p>		<p>A.13 Participating countries recognize the value and importance of strengthened coordination arrangements to support the implementation of learning strategies.</p> <p>R. 13 Level of effort required in effective coordination is underestimated and not given sufficient visibility and priority as a result within host institutions at national level.</p>
<p><u>List of activities for Output 2.3:</u> 2.3.1 Guidance on design of priority learning actions 2.3.2 Facilitation of partnerships and experience-sharing 2.3.3 Tailored evaluations using Kirkpatrick Model levels 1 to 3.</p>		<p>A.14 Good practices are reviewed, internalized and applied by implementing organizations.</p> <p>R.14 Implementing organizations do not see the value of monitoring and reporting for results in the implementation of priority learning actions.</p>

Annex B: List of documents/data to be reviewed

- Project document
- Logical framework
- Report of the Pilot Phase of UN CC:Learn (2011-2013)
- UN CC:Learn Annual Reports, including financial reports
- Agreements concluded with implementing partners and respective reports
- Content of UN CC:Learn website
- Database of UN CC:Learn events
- Feedback survey on UN CC:e-Learn platform
- Data from UN CC:Learn platform
- Content from face-to-face events
- Partner country documents (e.g. reports, background studies, concepts notes, INDCs)
- Any other document deemed to be useful to the evaluation

Annex C: List of UN CC:Learn Partners and Contact Points

Global Partners	
Organization	Focal Point
United Nations System Chief Executives Board (CEB) Secretariat	Catherine Zanev Associate Expert for Climate Change zanev@un.org Two UN Plaza, Room 0670, New York, United States
Environmental Management Group (EMG) Secretariat	Hossein Fadaei Acting Secretary hossein.fadaei@unep.ch 11-13 Chemin des Anémones CH-1219 Châtelaine Geneva, Switzerland
Food and Agriculture Organization of the UN (FAO)	Alashiya Gordes Junior Professional Officer (Climate Change) Climate Change Coordination Team Alashiya.Gordes@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)	Ilaria Firmian Environment and Climate Knowledge Officer Environment and Climate Division i.firmian@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)	Béatrice Pluchon, Senior External Affairs Officer beatrice.pluchon@itu.int Place des Nations 1211 Geneva 20, Switzerland
	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)	Theofanis Karayannis Technical Officer Marine Environment Division TKarayan@imo.org 4, Albert Embankment London, SE1 7SR, United Kingdom
United Nations Office for the Coordination of Humanitarian Affairs (OCHA)	Vacant
The Joint United Nations Programme on HIV/AIDS (UNAIDS)	Emelia Timpo Senior Advisor UNAIDS New York Office timpo@unaids.org 60 East 42nd Street Lincoln Building Suite 932 9th Floor New York, NY 10165, United States
United Nations Development Program (UNDP)	Jazmin Burgess, Climate Change Research Analyst jazmin.burgess@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 Environment Programme (UNEP)	Monika MacDevette Chief, Capacity Development Branch Division of Early Warning and Assessment Monika.Macdevette@unep.org P.O. Box 30552 - 00100 Nairobi, Kenya
	Rui Zhang Environmental Education and Training Unit (EETU) Division of Environmental Policy Implementation (DEPI) Rui.Zhang@unep.org P.O. Box 30552 - 00100 Nairobi, Kenya

<p>United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP)</p>	<p>Masakazu Ichimura Chief, Environment and Development Policy Section Environment and Development Division ichimura@un.org United Nations Building Rajadamnern Nok Avenue Bangkok 10200, Thailand</p>
<p>United Nations Educational, Scientific and Cultural Organization (UNESCO)</p>	<p>Peter Dogse Manager, UNESCO Intersectoral Platform on Climate Change p.dogse@unesco.org 1 rue Miollis 75732 Paris Cedex 15, France</p>
	<p>Julia Heiss Programme Specialist, Section of Education for Sustainable Development Division for Teaching, Learning and Content Education Sector J.Heiss@unesco.org 7, place de Fontenoy 75352 Paris 07 SP, France</p>
<p>United Nations Economic and Social Commission for Western Asia (UNESCWA)</p>	<p>Tarek Sadek Economic Affairs Officer (Climate Change) sadekt@un.org P.O. Box 11-8575 Riad el-Solh Square Beirut, Lebanon</p>
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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
9. Annexes
 - a. Terms of reference
 - b. Survey/questionnaires deployed
 - c. Interview protocol
 - d. List of persons interviewed
 - e. List of documents reviewed
 - f. Summary of field visits
 - g. Evaluation question matrix
 - h. Evaluation consultant agreement form

Annex E: Mid-term Evaluation Audit Trail Template

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

To the comments received on (*date*) from the Mid-term Evaluation of the UN CC:Learn 2014-2017 Implementation Phase

The following comments were provided in track changes to the draft mid-term 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 mid-term evaluation report	Evaluator response and actions taken

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. They should provide maximum notice, minimize demands on time, and respect people’s right not to engage. Evaluators must respect people’s right to provide information in confidence, and must ensure that sensitive information cannot be traced to its source. Evaluators are not expected to evaluate individuals, and must balance an evaluation of management functions with this general principle.
4. Sometimes uncover evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. Evaluators 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, evaluators must be sensitive to and address issues of discrimination and gender equality. They should avoid offending the dignity and self-respect of those persons with whom they come in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, evaluators 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). They are 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 Form¹

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.

Signed at *place* on *date*

Signature: _____

¹www.unevaluation.org/unegcodeofconduct