



FEDERAL DEMOCRATIC
REPUBLIC OF ETHIOPIA

Climate Change Education Strategy of Ethiopia 2017-2030

Strengthening the Integration of
Climate Change Education into the
Formal Education System of Ethiopia

Ministry of Environment, Forests and Climate Change
Ministry of Education

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The One UN Climate Change Learning Partnership



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PREFACE

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ACRONYMS

AAU-CES	Addis Ababa University- Center for Environmental Sciences
CAs	City Administrations
CCE	Climate Change Education
CRGE	Climate Resilient Green Economy Strategy
CSOs	Civil Society Organizations
CTEs	Colleges of Teachers' Education
DICT	Dynamic Institute of Consultancy and Training
ESD	Education for Sustainable Development
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
GoE	Government of Ethiopia
GTP	Growth and Transformation Plan
HEIs	Higher Education Institutions
IEC	Information, Education and Communication
IP	Implementing Partner
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoEFCC	Ministry of Environment, Forests and Climate Change
MoFEC	Ministry of Finance and Economic Cooperation
NGOs	Non-Governmental organizations
ReBoE	Regional Bureau of Education
ReBoEFCC	Regional Bureau of Environment, Forests and Climate Change
SDGs	Sustainable Development Goals
SLOT	Strengths, Limitations, Opportunities and Threats
SNNPR	Southern Nations, Nationalities and Peoples Region
TVET	Technical and Vocational Education and Training
UN	United Nations
UNCC: Learn	United Nations Climate Change Learning program
UNDP	United Nations Development Program
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFCCC	UN Framework Convention on Climate Change
UNITAR	United Nations Institute for Training and Research
USD	United States Dollar
WB	World Bank

EXECUTIVE SUMMARY



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Currently, 51% of Ethiopia's population fall between 15 and 64 years. The implication is clear. Climate change is a critical issue for Ethiopia's youth constituting over half of the nation's population and who likely continue to encounter the multifaceted adverse impacts of climate change in the foreseeable future. The National Background Study (GoE, 2017) further revealed that nearly 30 million (over 27%) of the nation's total population is enrolled in 41,310 schools in the year 2014/15. In fact, 84% of the country's total student population are in the primary and secondary schools that accommodate around half-a million teachers (519,567 teachers) in the year specified.

Notwithstanding the untapped potential of Ethiopia's formal Education system, however, the sector has not been fully engaged in the implementation of the country's Climate Resilient Green Economy Strategy (CRGE). Among the most noticeable gaps is sub-standard level of integration of Climate Change Education (CCE) in the present formal education system of the country. Limited engagement of schools in the implementation of CRGE, lack of skilled human resource and deficiency in institutional capacity are also among the impediments.

Strengthening CCE is a vital necessity to the success of Ethiopia's drive to build a green and resilient economy by 2030 and beyond. It is in recognition to the above facts that the Government of Ethiopia (GoE) has adopted this CCE Strategy (2020-2030). The strategy is not only demand-driven and country-owned but also strategically aligned with the national normative frameworks including the Growth and Transformation drive, Education sector and CRGE. Likewise, it is with strong linkages with international frameworks that Ethiopia has ratified to promote climate change learning, the UNFCCC, the Kyoto protocol, the Paris Agreement and the global Sustainable Development Goals (SDGs).

This Strategic Guidance and Priority Actions development process has been technically and financially supported by the United Nations Climate Change Learning (UNCC: Learn) initiative to Ethiopia. The strategizing and action plan formulation has been participatory and partnership-oriented. It has undergone a four-stage process:

- i. the development of National Background Study;
- ii. field work to selected localities in four regions;
- iii. the formulation of Strategic Guidance and Priority Actions document through national consultative workshop; and
- iv. the endorsement of this full-fledged CCE Strategic Guidance and Priority Actions document of Ethiopia.

This strategy document is based on the findings of the background report as well as the strategies and priority actions that were determined in the national consultative workshop held on November 24, 2016.



Accordingly, this CCE Strategy covers the period 2017-2030 and shall serve as Ethiopia's Comprehensive Framework for promoting CC Learning during the period.

In terms of scope, the strategy encompasses three cycles of Strategic Guidance and Priority Actions:

1. First Cycle: 2017-2020;
2. Second Cycle: 2021-2025; and the
3. Third Cycle: 2026-2030.

The first cycle National Strategic Guidance and Action Plan focuses on strengthening the integration of climate change education into the formal education system with special attention to primary and secondary levels of education. Whereas the detail strategies and priority actions are formulated for the first cycle period (i.e. 2017-2020), only the milestones and indicative intervention areas are included for the second and third cycles that cover the period 2021-2030.

CHAPTER 1

STRATEGIC GUIDANCE FOR CLIMATE CHANGE EDUCATION IN ETHIOPIA

FLICKR/NEILJS

1.1 BACKGROUND

In 2011 the Government of the Federal Democratic Republic of Ethiopia inaugurated the Climate-Resilient Green Economy (CRGE) as a multi-sectoral initiative to protect the country from the adverse effects of climate change and build a green economy that will help to switch to a more sustainable development model by 2025. Moreover, the country has ratified the relevant international frameworks for combating climate change including those promoting climate change education as a key tool to combating climate change.

In view of the significant level of support for the CRGE, including a large-scale capacity building programme, the Government of Ethiopia (GoE) engaged with the UN CC Learn programme with the purpose of strengthening human resources, climate change learning, skills development to advance the national climate change development agenda. Since 2011, UN CC: Learn engaged in climate change learning programmes with developing countries such as Benin, Burkina Faso, the Dominican Republic, Indonesia, Malawi, and Uganda. Starting from 2014, the programme has further expanded, following additional funding provided by the Government of Switzerland allowing support to be provided to several new countries including Ethiopia.

The quest for integration of climate change education into the formal education is underpinned by several existing international frameworks including the UNFCCC, Kyoto protocol, ESD, the SDGs, and the 2015 Paris Agreement. This is further supported by practical experiences that hugely appreciate the key role of CC Education in combating climate change. For example, UNESCO has established the Climate Change Education for Sustainable Development (CCESD) programme, recognizing the crucial part that education and awareness raising have to play in rolling back the threat to a sustainable future that climate change represents. The priorities of the CCESD programme are to:

1. Strengthen the capacity of countries to provide quality climate change education for sustainable development at secondary school level.
2. Encourage and enhance innovative teaching approaches to integrate quality climate change education for sustainable development in school.

3. Raise awareness about climate change and enhance non-formal education programmes through media, networking and partnerships (UNESCO, 2010, p. 5).

The focus of support from UN CC: Learn in Ethiopia will be on the formal education system, at primary, secondary and tertiary levels. Following a UNITAR mission to Addis Ababa in July 2015, the Government has established a Technical Team drawn from the Ministry of Environment, Forests and Climate Change and the Ministry of Education as the main UN CC: Learn project coordinator.

The UN CC: Learn project for Ethiopia, officially launched on the 15th September 2016, has commissioned a consultant for developing Background report, Strategy and Action plan for Strengthening Integration of CCE into the Education System of the country. The consultant, following the submission of the draft Background report on October, 2nd 2016 conducted field visits to four regions.

The tasks were for identifying and generating a collection of national climate change priorities as they relate to the education sector and relevant ongoing and planned capacity development initiatives, including a listing of key organizations which should be involved in climate change in the education sector, both at national and sub-national levels.

Climate change education has far reaching implications if viewed against Ethiopia's demographic and education sector statistics. Based on CSA (2013/14), 56% of Ethiopia's total population falls under 22 years of age. Hence, significant proportion of the nation's population will be experiencing the multi-faceted impacts of climate change at least in the foreseeable future. On the contrary, the demographic and educational sector statistics vividly indicate that climate change education is exceptionally relevant to Ethiopia. Accordingly, of the total population of the country, one-third (37.9%) is in the school age population (i.e. 4-18 years) for primary and secondary levels of education.

Currently, nearly three in every ten of Ethiopia's population is estimated to be enrolled at various levels of the formal education system¹. In fact, 95% of the student population (28.8 million) is in the general education system i.e. primary and secondary schools.

In terms of age distribution, 46.3% are under 15 years of age and 51% fall between 15 and 64 years. Yet, only 2.7% are 65+ old. This means nearly 25% of the Ethiopia's population, which is by and large dominated by the young age, is at present enrolled in the school or educational institutes. As can be seen from the pyramids below, students in the general education account for 84% i.e. 86% in primary and 8% in secondary school; while only 6% are enrolled in tertiary education including in TVET, Teachers Training Colleges and Higher education institutes. Meanwhile, the enrolment pattern corresponds with the population distribution characterized by larger young age population with around 97% falling under 65 years of age. (Source: www.countrymeters.info, Ethiopia).

Thus, promoting climate change education with the schools as entry points is a strategy that is also relevant to Ethiopia. The strategy brings about behavioral change directly targeting over a quarter of the population. The strategy also renders the opportunity to ensure broad-reach as the schools are available in every woreda of the country. Moreover, as the CCE strategy that goes beyond curricular review; it will meaningfully contribute to the success of the CRGE strategy implementation through strengthening the co-curricular activities in the schools.

In fact, Ethiopia's education sector in general and its curricular policy in particular remains far behind the expected level of integration of CC Education in the formal education system. Review of the syllabi and text books uncovered a sub-standard level of CC integration in the general education system of the country. In fact, weaker level of integration is observed at primary and secondary levels. Figure 2 depicts the result from desk level content analysis.

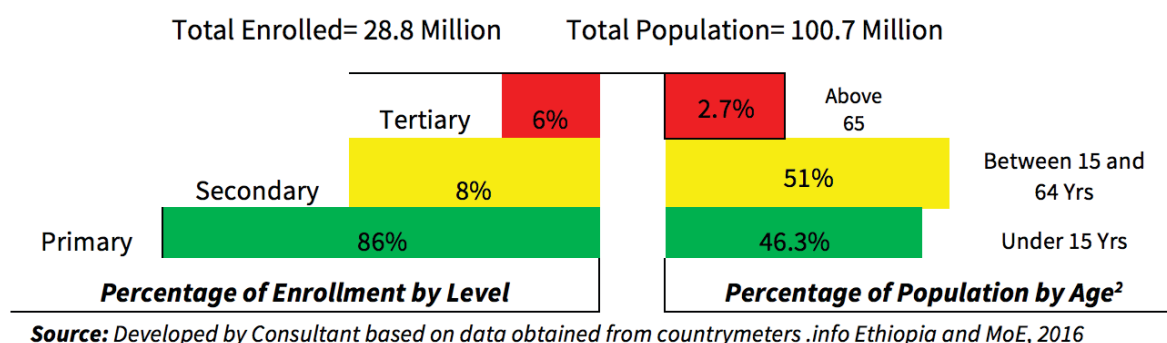


Figure 1. Pyramids on Population and Education/Enrolment

¹ Based 28.6% of Ethiopians enrolled in the school in the year 2014/15 (MoE 2016) and population size for 2016 (www.countrymeters.info, Ethiopia).

² Age distribution doesn't correspond to the population data for the age groups have different number of years.

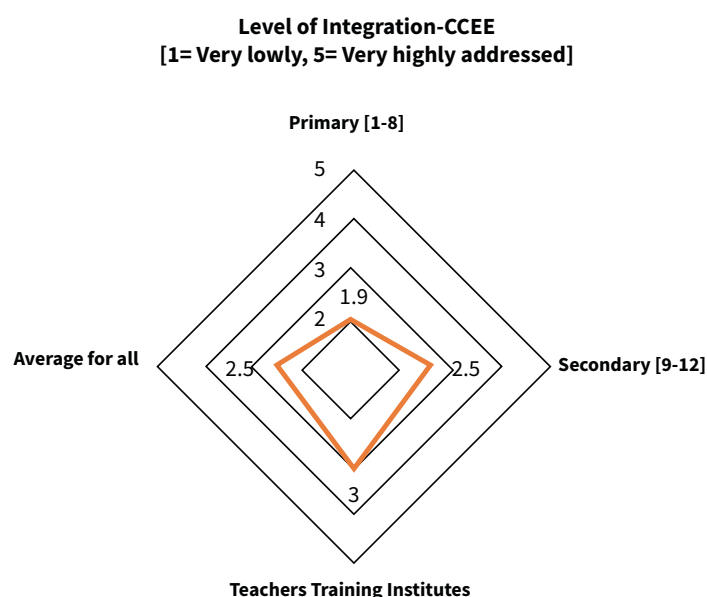


Figure 2. Pyramids on Population and Education/Enrolment

Furthermore, the findings from field work corroborate the above result of content analysis. The assessment result, summarized in the table below, showed that the level of Integration of CC Education is described as very low or low as rated by 71.6%. Whereas 21.5% rated as moderate, only 6.8% rated it as high or very high level of integration.

Accordingly, for the teachers and education sector experts, the level of integration is better off at the tertiary or post-secondary education (rated 3), the existing level of CC education at the general education (rated as 2.2) is even lower than the aggregate level of 2.5. However, the level of integration at secondary school level exceeds that at the primary level with average rates of 2.5 and 1.9; respectively.

Rating of Existing Level of Integration of CC learn by Levels of Education [N=98]

LEVEL	VERY LOW OR LOW	MODERATE	HIGH OR VERY HIGH
Primary schools	86.2%	11.5%	2.3%
Secondary schools	78.5%	17.6%	3.9%
Tertiary education	50.2%	35.4%	14.4%
Average	71.6%	21.5%	6.8%

The existing environmental protection related subjects lack practical-orientations. The extra-curricular activities in the schools is very weak and fragmented.

In a nutshell, consensus has been reached among the MoE at federal and sub-national levels on the need to strengthen the level of CCE integration in the curricula of the general education at all cycles/grades in Ethiopia.

However, there is lack framework document at the MoE and its sub-national level replicas that serve as a framework for the MoE to address/redress the gaps observed in the curricular policy and beyond.

1.2 STRATEGIC OBJECTIVES

The development of framework document has been agreed to be a priority action which is in cognizant of the urgent need for strengthening the integration of CCE in the formal education system on the one hand and lack of guideline for revision of the syllabi on the other.

Cognizant of the above facts, Ethiopia has initiated the CC learning initiative as a key to unleash the untapped potential of the education sector towards realizing the country's widely shared aspiration of becoming a climate resilient green economy. In that scope, Ethiopia has joined CC: Learn becoming one of the leaders from across the continent, along with other Africa UNCC: Learn countries.

The country has been developing a National CC learning strategy and priority actions since August 2016. The background study unveiled the enabling environment features as well as a multitude of challenges/problems as well as served as input for the strategy and action plan formulation. Consensus was reached on the need for raising awareness and fostering enabling policy and institutional framework for CC education while appreciating the noticeable achievements.

As per the project plan, a national consultative workshop was conducted on November 24, 2016, that brought together representatives from broad spectrum of stakeholders both at the federal and subnational levels. The consultative workshop aimed at stimulating a structured discussion on the background report thereby develop the country's strategy for CC Education as well as the specific and priority measures for strengthening the integration of CC into the education sector. The stakeholders endorsed this strategy by identifying priority actions as the short and medium term initiatives towards the full integration of CC into the formal education system.

The specific justifications for this priority action geared towards raising level of awareness and ownership of the strategy include:

- **CRGE** strategy is not fully mainstreamed in the education sector and the sector is marginally represented in the institutional set-up for CRGE strategy at all levels. This is by and large attributed to the very low level of awareness about the role of CC education both within the education and the key sectors for CRGE strategy implementation.
- The level of ownership of the present national CCE strategy is confined to few sector ministries

as well as selected regions/localities of the country. To start with, the CCE strategy and action planning process, thus far, has involved only selected CC learn stakeholders from the federal and sub-national levels. In fact, only representatives from the MOE and MOEFCC have participated in the process; while other relevant ministries for the CRGE implementation have not yet been involved. Likewise, the sub-national level participation is limited to four regions and eight woredas i.e. out of the total nine regions/two CAs and 800 woredas of the country.

- Finally, the strategic importance of the intervention has been duly considered. Sensitization and awareness raising is foundational for broad-based participation and local-ownership of the strategy that are critical success factors for the successful implementation of its subsequent actions including resource mobilization, monitoring and evaluation.

Therefore, the priority actions presented in the following sections are against the above background/country context as well as in accordance with the priorities identified and agreed in the stakeholders' consultation.

The strategic alignment was the key consideration in the CCE Strategizing and Priority Action formulation process; especially in determining the scope, aspirations and intervention areas in the short, medium and long-term periods of the strategy. Regarding the aspirations; the vision and mission of this CCE strategy are aligned to Ethiopia's CRGE strategy, the country's comprehensive development framework, and to the global 2030 agenda i.e. the SDGs that promote CC Learning.

In terms of scope, the CCE Strategy covers the period 2017-2030 and shall serve as Ethiopia's Comprehensive Framework for CC learning. The strategy encompasses three cycles of Strategic Guidance and Priority Actions i.e. the first cycle (2017-2020), the second cycle (2021-2025), and the third cycle (2026-2030). This is summarized in the figure below.

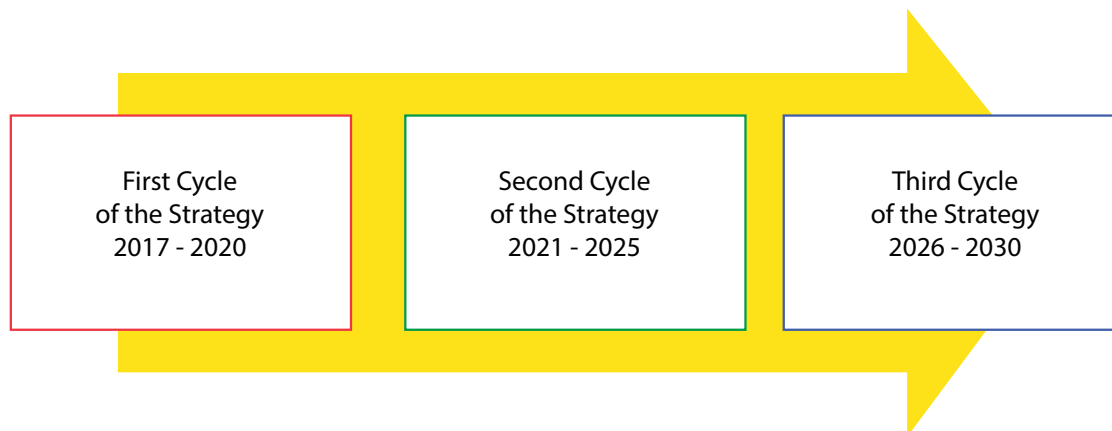


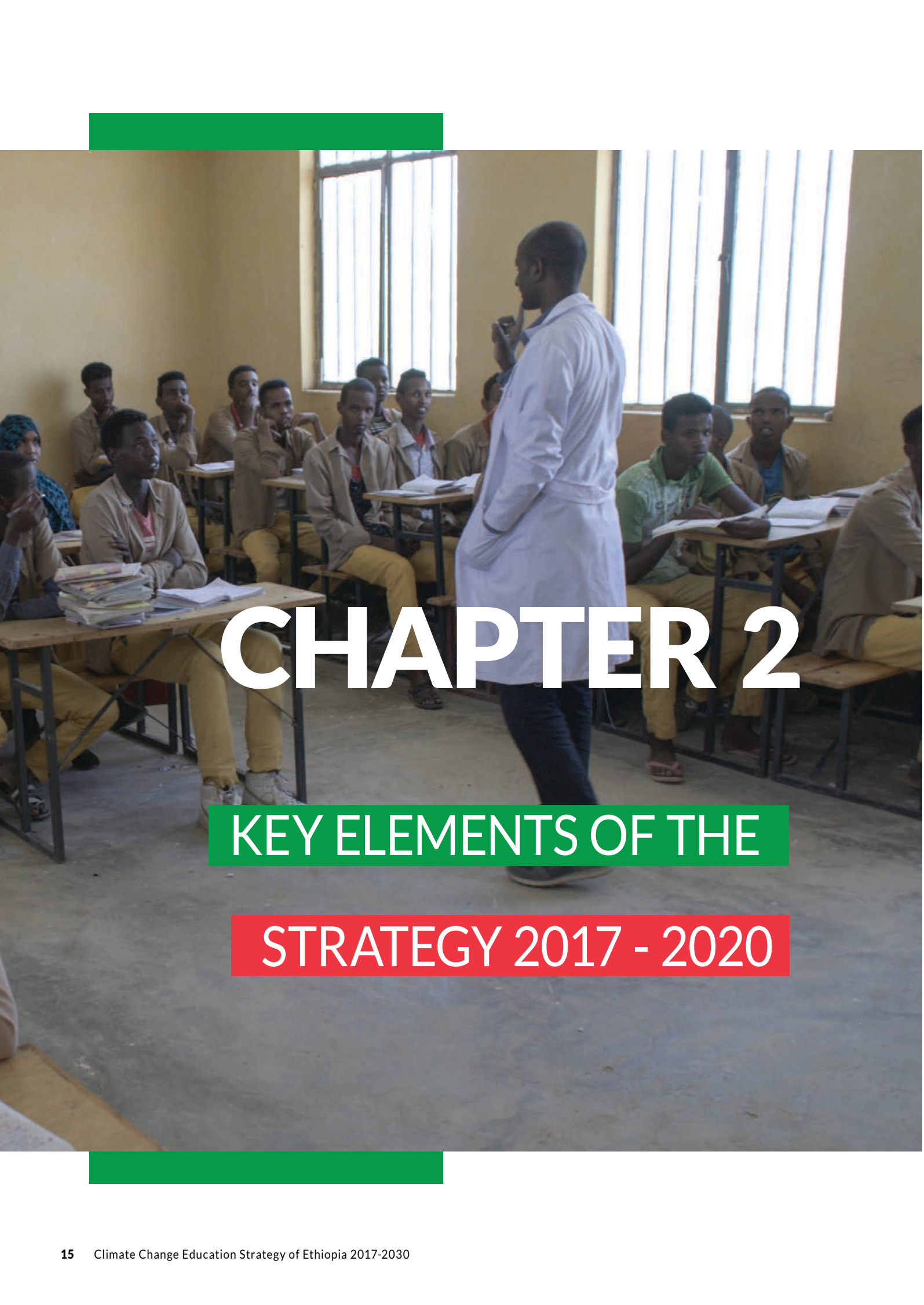
Figure 3. The CCE Strategy in three cycles

This first cycle National Strategic Guidance and Action Plan focuses on strengthening the integration of CCE into the formal education system with special attention to primary and secondary levels of education. Accordingly, the overarching goal and strategic objectives are developed in light of the vision and mission as well as within the scope of the UN CC: Learn initiative of strengthening CCE integration stated before. With special attention to

primary and secondary levels of education, the strategy is expected to end by 2020, which is in line with the GTP-II period. Whereas the detail strategies and priority actions are formulated for the period (2017-2020), only the milestones and indicative intervention areas are included for the second and third cycles that cover the period 2021-2030.



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CHAPTER 2

KEY ELEMENTS OF THE

STRATEGY 2017 - 2020

2.1 ASPIRATIONS: VISIONS, MISSION AND GOAL

Vision: To see environmentally conscious citizens created at all levels of education with proper knowledge, skills and attitude that enhance our country's climate resilient and green economic development through climate change education

Mission: Every school in Ethiopia becomes a champion of building a climate-resilient and green economy by 2030 through:

- incorporating climate change into the school system, thereby bringing about behavioral change in the students, teachers and local community and producing informed and engaged citizens;
- supporting school systems to serve as living laboratories thereby meaningfully engage in the implementation of the CRGE strategy, and
- becoming one of the sources of knowledge and technical assistance for locally relevant and appropriate options of building green and resilient communities.

Goal: By the end of 2020, the level of integration of CC education into the education system enhanced with greater and meaningful involvement of schools in the implementation CRGE.

2.2 STRATEGIC OBJECTIVES (SOS) AND INTERVENTION ACTIVITIES

Four strategic objectives were identified that are geared towards the successful achievement of the mission and overarching goal of this strategic plan i.e. the first cycle of Ethiopia's comprehensive CCE strategy. These are to:

- **SO 1:** facilitate the setting up of an enabling policy and institutional frameworks at national and sub-national levels with a view to fostering sustainable CC learning;
- **SO 2:** enhance the level of integration of CCE in the curricular of the formal education system of Ethiopia;
- **SO 3:** support co/extra-curricular activities and furthering the integration of CCE among formal, non-formal and informal education systems, and
- **SO 4:** mobilize resources and strengthen partnership for financing the implementation of the broader CC Education Strategy.

The strategic objectives along with the corresponding major interventions are described below. This is in line with the priority actions agreed with the stakeholders for CC Learn in Ethiopia.



Strategic Objective 1. Awareness creation, policy environment for climate change education and institutional set up.

Strategic Objective 1: To facilitate the setting up of an enabling awareness, policy and institutional frameworks at all levels with a view to fostering sustainable CC learning.

This objective is aimed at increasing the

level of CC awareness of all stakeholders as to give due attention and priority to CCE through appropriate institutional set up at all levels. This strategic objective has three sub objectives linked with awareness creation, policy environment for CCE, and the institutional set up that are described below.

STRATEGIC OBJECTIVES	ACTIVITIES
Sensitization / Awareness creation/ raising on CC learn integration	• Publish and disseminate the CCE strategy to all stakeholders at national and subregional levels • Conduct national consultative workshop for all regions on the CCE strategy as well as the ongoing CRGE strategy along with the role of the Education sector in CRGE implementation and implications of this to the sector; • Conduct broader consultations with stakeholders at the sub-national levels. • Design and disseminate Information, Education and Communication (IEC) materials like posters, brochures, sign board in localities and schools at the sub-national levels.
Enabling policy environments for CC Education	• CRGE properly articulates on the role of the Education sector in combating climate change with the inclusion of the Sector in future/possible revisions of the existing institutional arrangement for CRGE implementation at the federal and regional, and lower tiers of the government. • Enhance the level of attention to CCE by MoE in future revisions of pertinent education-sector policies including syllabi, text books and teachers' guides in the general education system. • Introduce a unit or a focal person for CC Education in the organizational structures of the education sector at all levels i.e. MoE, Bureaus and woredas and city level offices.
Institutional set-up for CC Learn	• Strengthen the existing technical committee including through experience sharing visits for the technical committee and curricula development experts • Establish the framework for a long-term, all-inclusive, and multi-level institutional arrangement that coordinates the implementation of the climate change education strategy • Create consistency in terms of mandates in the existing government structures that clearly reflect the CC sector besides the forest and environmental protection units from that of federal MoEFCC to Sub-national levels structures.

Strategic Objective 1. Strengthening the integration of climate change education in the curricula of primary and secondary school subjects.

Strategic Objective 2: To ensure adequate level of CC Education in the curricular of the formal education system of Ethiopia

This strategy focuses on strengthening the integration of CCE in the curricula of primary and secondary school subjects. The priority interventions include:

development and delivery of supplementary or complementary teaching and learning resources to complement the existing curricula, provision of capacity building trainings for school teachers, and the preparation of a guideline/framework document that helps curricula review in the future. The specific objectives are described below along with their respective major activities.

STRATEGIC OBJECTIVES	ACTIVITIES
Develop Teaching and Learning Materials to complement existing Curricula	• Develop and deliver complementary teaching materials on CC education for pilot-testing in selected localities • Translate the materials into local languages and disseminated to primary and secondary schools upon endorsement by MoE/regional agencies through the sector's channel. • Development and distribution of supplementary reading notes, brochures, and posters on CC for students in primary and secondary schools.
Building the Capacity of School Teachers	• Provide trainings for Teachers of primary and secondary schools on the complementary teaching and learning materials and other pertinent issues including the CRGE and this strategy • Organize in-school trainings to environmental club members by the Teachers who received the trainings
Provide support for curricular review	• Develop a Guideline for Syllabi review by focusing on identified gaps in the existing curricula for primary and secondary education • Compilation of rigorous content analyses of existing syllabi, student textbooks and teachers' guides that will serve as input in future revisions of curricula for primary and secondary education. • Provide research and development support on furthering integration of CCE in the school curriculums /at General Education level and beyond

Strategic Objective 3. Strengthening the practical aspect of climate change education

Strategic Objective 3: To support co/extra-curricular activities and furthering the integration of CCE among formal, non-formal and informal education systems.

This strategic objective is meant for strengthening the practical aspect of CCE. It encompasses specific objectives

related to promoting CC Learn initiatives in school clubs, initiating a national green academy program and strengthening the integration among formal, non-formal and informal CC education. These are outlined below along with the corresponding major interventions.

STRATEGIC OBJECTIVES	ACTIVITIES
Develop Teaching and Learning Materials to complement existing Curricula	• Develop and deliver complementary teaching materials on CC education for pilot-testing in selected localities • Translate the materials into local languages and disseminated to primary and secondary schools upon endorsement by MoE/regional agencies through the sector's channel. • Development and distribution of supplementary reading notes, brochures, and posters on CC for students in primary and secondary schools.
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Strategic Objective 4. Mobilize resources and strengthen partnership for financing the implementation of the broader CC Education Strategy

Strategic Objective 4: To mobilize resources and strengthen partnership for financing the implementation of the broader CC Education Strategy

partners. As huge resource is expected to finance the strategy i.e. the interventions under all strategic objectives, the resource available for the pilot UN CC: Learn initiative will serve as a catalyst.

This strategic objective focuses on resource mobilization and efficient utilization through collaborations with development

STRATEGIC OBJECTIVES	ACTIVITIES
Develop Teaching and Learning Materials to complement existing Curricula	• Develop and deliver complementary teaching materials on CC education for pilot-testing in selected localities • Translate the materials into local languages and disseminated to primary and secondary schools upon endorsement by MoE/regional agencies through the sector's channel. • Development and distribution of supplementary reading notes, brochures, and posters on CC for students in primary and secondary schools.
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Provide support for curricular review	• Develop a Guideline for Syllabi review by focusing on identified gaps in the existing curricula for primary and secondary education • Compilation of rigorous content analyses of existing syllabi, student textbooks and teachers' guides that will serve as input in future revisions of curricula for primary and secondary education. • Provide research and development support on furthering integration of CCE in the school curriculums /at General Education level and beyond

2.3 BASELINE AND RESULT INDICATORS BY STRATEGIC OBJECTIVES

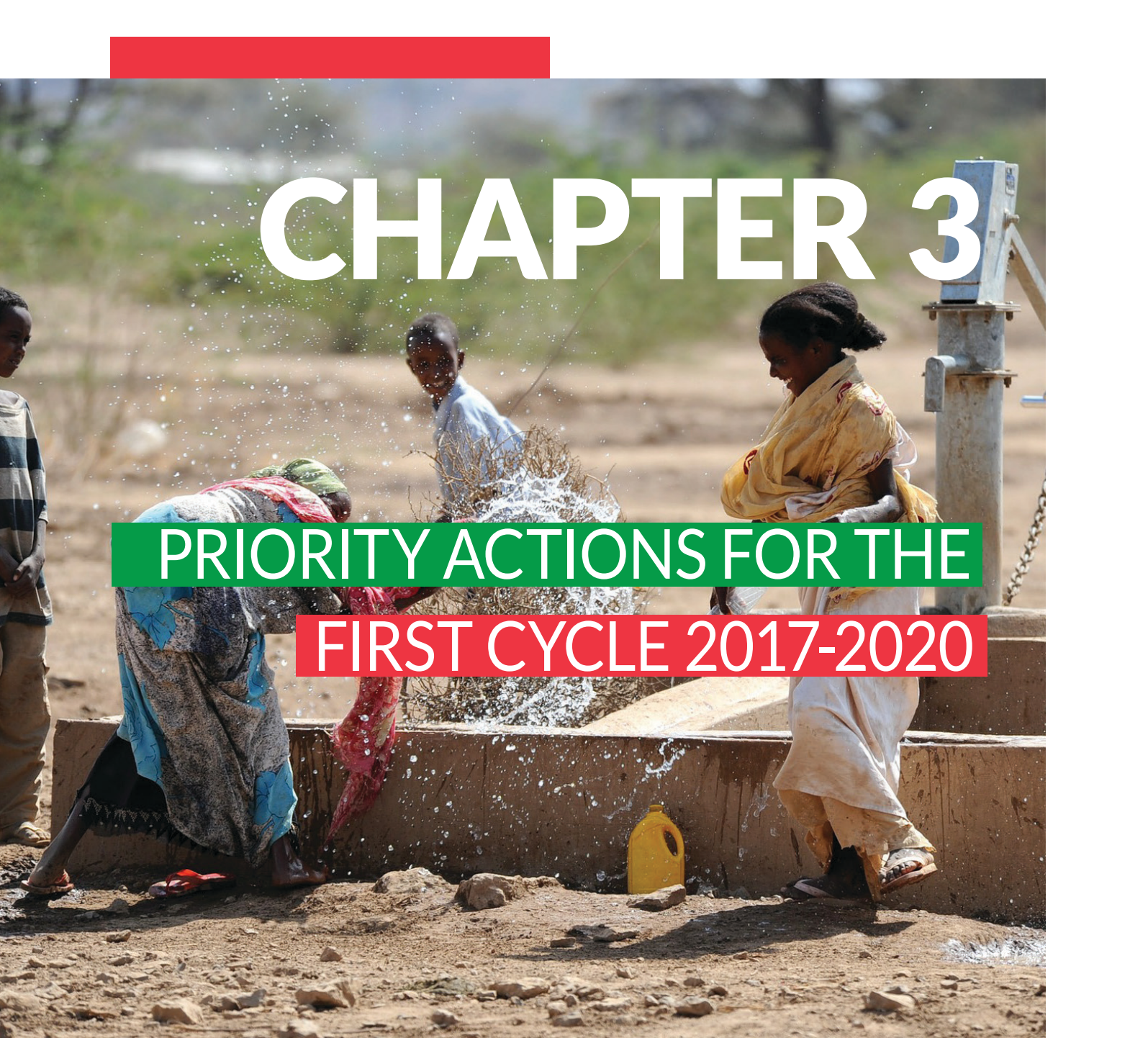
Focusing on a result-based approach for strategy and action plan formulation, the table on next page provides result or success indicators for the major strategic

interventions during the strategy period (2017-2020). The matrix shows coherence and logical relationship among the interventions corresponding to the strategic objectives.

The Intervention logic: summary of strategic interventions, baseline and result indicators

SOS	STRATEGIC INTERVENTIONS	RESULT INDICATORS (DECEMBER 2020)
	Goal: By the end of 2020, the level of integration of CC education into the education system enhanced with greater involvement of schools in implementing CRGE	Impact Indicator: By the end of 2020, CC learn becomes integral part of the formal curricula with the education sector ✓ CCE adequately integrated in the curricular policy by 2020 ✓ Greater and meaningful engagement of schools as living laboratories for combating climate change
SO1	Facilitate the setting up of an enabling awareness, policy and institutional frameworks at all levels with a view to fostering sustainable CC learning	Outcome Indicator: By the end of 2020, level of awareness raised with appropriate policy and institutional framework in place (at all levels) in support of sustainable CC learning. ✓ High level of awareness, knowledge, attitude and practice among all stakeholders at all levels ✓ The CRGE properly articulates the role of Education in adaptation and mitigation plans/strategies ✓ CRGE will be instituted in the education sector at all tiers of the government ✓ An all-inclusive and multi-levels institutional arrangement will be entrenched ✓ Consistency in nomenclatures and mandates of MoEFCC's replicated at sub-national levels
SO2	Ensure adequate level of CC Education in the curricular of the formal education system of Ethiopia	Outcome Indicator: By the end of 2020, CC Education adequately addressed in the Syllabi, Text-book and Teachers' Guide and existing capacities for CC Learn improved in the actual teaching-learning processes ✓ The curricular policy revised for augmenting CC learning in primary and secondary education ✓ 50% of Ethiopia's Teachers' and Students' will have Access to teaching and learning resources improved ✓ 50% of Ethiopia's Teachers endowed with the required capacity for CC education ✓ Empirical research undertaken as input for furthering integration/mainstreaming Climate Change & Environmental Education

S03	Support co/extra-curricular activities and furthering the integration of CCE among formal, non-formal and informal education systems	Outcome Indicator: By the end of 2020, co-curricular activities strengthened; functional framework for promotion of green academy initiative put in place and strong bond among educational institutions and between schools and communities created. ✓ 50% of Ethiopia's School Clubs will be functional for behavioral change among students and positively impacting on adaptation and mitigation related initiatives in their respective communities ✓ A national green academy program in place for roll-out based on the piloting in the 22 localities under all regions ✓ Strong networking and integration among educational institutions and with the communities in the 22 pilot localities ✓ Initiate interventions targeting teachers' training colleges, TVETS and universities as well as in adult education programs ✓ Media collaborates with education sector, plays key roles in CCE
S04	Mobilize resources and strengthen partnership for financing the implementation of the broader CC Education Strategy	Outcome Indicator: Partnership for CC learn strengthened and reliable, adequate and favorable source of finance created for a nation-wide and continued implementation of the CCE strategy ✓ Adequate resources from diversified sources will be available for the financing the CC Education strategy including for the years beyond 2020. ✓ Environmental Education Clubs receive at least 2% of the school grant fund ✓ Key CRGE implementing sectors work in collaboration with Schools for public awareness raising and other pertinent interventions ✓ Ethiopia's business community will be involved in CRGE implementation and will be a viable source of finance for schools



CHAPTER 3

PRIORITY ACTIONS FOR THE FIRST CYCLE 2017-2020

This part presents the priority actions to commence the implementation of the Ethiopia's CCE Strategy starting the year 2017. It begins with a section on background/context description that applies to all of the priority actions to be implemented in the short, medium and long-term periods of the four years. Then, detail action plans are provided for those

priority interventions in the short-term . In addition, the remaining interventions along with indicative budgets in the annexes are presented as the medium and long-term actions to be implemented from 2018 to 2020.



SHORT-TERM PRIORITIES (FOR THE YEAR 2017)

- National Consultation Workshop
- Publish and disseminate of the strategy and action plan document
- Establish Steering Committee
- Strengthen existing Technical Committee
- M&E
- Produce CC complementary teaching materials primary schools
- Refresher trainings for primary and secondary school teachers
- Resource Mobilization event



LONG-TERM PRIORITIES (2018-2020)

- Sub-national level consultations
- Design, produce and disseminate complementary teaching and learning materials for secondary schools
- R&D on integration of climate change education
- Strengthen school clubs and Green Academies program
- Mainstream education sector into CRGE strategy implementation
- Strengthening institutional setup
- Strengthen level of integration into educational sector
- Strengthen partnerships and resource mobilization
- Results-based M&E



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3.1 PRIORITY ACTIONS FOR SHORT TERM PERIOD (2017)

This is a detail action plan for two of the priority actions that are meant to ensure the commencement of the strategy implementation starting 2017³. These priority actions are selected in view of their strategic importance as well as availability of budget confirmed thus far.

The first priority action relates to sensitisation and awareness raising intervention that falls under the first strategic objective of facilitating

the setting up of an enabling policy and institutional frameworks at all levels with a view to fostering sustainable CC learning. The second action on the development of framework document for curricular review is meant for strengthening integration of CC learn in the curricular policy, which constitutes the priority interventions under the second strategic objective of Ethiopia's CCE Strategy.

Summary of the two Priority Actions for Implementation starting the year 2017

STRATEGIC OBJECTIVE	INTERVENTION AREAS	PRIORITY ACTIONS BY ACTIVITY RESULTS
SO1: to facilitate the setting up of an enabling policy and institutional frameworks at all levels with a view to fostering sustainable CC learning;	Sensitization/ Awareness Raising on the CC learn strategy	Organize national consultative workshop Publish and Disseminate the CCE strategy and Priority actions to all stakeholders at federal and sub-national levels
SO 2: to enhance the level of integration of CCE in the curricular of the formal education system of Ethiopia;	Facilitate for the integration of CC learn in curricular policy at all levels of the formal education structure	Develop a guideline document as input for future revisions of the curricula by MoE based on a content analysis of syllabi, text-books & teaching materials

³ It's worthwhile mentioning that there are other important priority activities and associated actions including the development of Complementary CC Teaching/Learning Resources that are agreed to be among the top priorities for implementation during this period. However, the budget availability has not yet been confirmed apart from the reiterated commitments by MECC to allocate the required resource. Consequently, the remaining priority actions are also included in the main report assuming MECC to be responsible for co-financing the UN-CCC Learn available budget for which UNDP/UNITAR accountable.

3.2 PRIORITY ACTION 1: SENSITIZATION AND AWARENESS RAISING ON THE CCE STRATEGY AND ACTION-PLAN

The participants of the national consultative workshop unanimously agreed on the need for sensitization and awareness raising activity as a top priority of the strategy they endorsed as a national framework for CC learning. Organizing consultative workshop, Publish and Disseminate the CCE strategic document to 2,000 persons in all regions/localities is the first priority action to be implemented in the year 2017.

Aim and Objectives

Aim: to raise awareness and ownership of the CCE strategic guidance and action plan document among all stakeholders at national and sub-national levels.

Expected result: Create an enabling awareness environment for the implementation of the strategy in general and towards the successful integration of CC Learn in the formal education sector.

Objectives: the priority action, in line of the purpose specified before, has the following objectives:

- ✓ To broaden the level of local ownership of the CC Education strategy at federal and sub-national levels and throughout the country thereby further deepening the achievements in the country-driven process,;
- ✓
- ✓ To facilitate for future curricular review endeavors by the MOE and its sub-national level replica;
- ✓
- ✓ To pave the way for rigorous resource mobilization works in the future and at all levels;
- ✓
- ✓ To raise the level of awareness among all stakeholders on the link between CCE and the CRGE strategy;
- ✓
- ✓ To stimulate the greater and meaningful engagement of stakeholders at all levels in support of the CCE strategy implementation, monitoring and review.



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Priority Action 1 - Indicators of Success by Expected Results

OUTPUT INDICATORS	BASELINE (NOVEMBER 2016)	TARGET (END OF 2017)
Activity 1.1 Result Indicator: By the end of 2017, level of awareness raised (at all levels) in support of sustainable CC learning.		
Enhanced level of local ownership of the CC Education strategy at sub-national levels and throughout the country	✓ Stakeholders at Federal levels and from four regions and eight localities have been engaged in the CCE Strategy and action plan formulation process	✓ Stakeholders from all regions of the country will own the strategy.
Raised the level of awareness among stakeholders on the link between CRGE and Education	✓ Very low level of awareness among schools, the public and other stakeholders (especially at sub-national levels) about the CRGE, the role of education sector in CRGE implementation as well as the benefits to the sector ✓ Minimal level of CRGE mainstreaming into the education sector at all levels;	✓ High level of awareness, knowledge, attitude and practice among all stakeholders at all levels ✓ The CRGE properly articulates the role of Education in adaptation and mitigation plans/strategies ✓ The institutional set-up incorporates the sector at all levels
Ensured greater and meaningful engagement of stakeholders at all levels in support of the CCE strategy implementation, monitoring and review.	✓ Stakeholders largely from the Education and MoEFCC sectors actively participated ✓ Level of Participation of relevant UN Agencies, donors and CSOs is still very low	✓ All of the key sectors for CRGE implementation at all levels will participate ✓ Most of the relevant UN agencies, donors and CSOs will actively engage in the financing/implementation; monitoring and evaluation phases



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Target Group/Institution (s)

A total of 2,000 individuals constitute the target/beneficiaries of the priority action on sensitization/awareness raising workshop and disseminating CCE strategy document. These shall be represented

from the government (federal, 9 regions/2 CAs, and 800 woredas) and, UN Agencies/Donors; CSOs/MBOs, Private sector, Media and other stakeholders. These are summarized in the following table:

Priority Action 1 – Target groups / institutions

TARGET GROUP/INSTITUTION (S) BY CATEGORY OF STAKEHOLDERS	NO. OF PERSONS
Federal Government Agencies: [MoEFCC, MoE, MoFED, MoYSC & the five key CRGE implementing ministries]	60
Regional Government Agencies: [replicas of the MoEFCC and MoE, above federal agencies] from all of the 9 Regions/2 City Administrations	220
Woreda Administrations: a total of 800 woredas [Offices for MoE& MoEFCC) across the nation	1,600
UN Agencies/Donors [UNESCO, UNDP, UNEP, WB etc,]	20
Others: CSO/MBOs, AAU, and Private sector and Media	100

Remarks: Whereas the consultation workshop targets only about 50 persons (from federal and sub-national level government and selected stakeholders), the dissemination of CCE strategy document shall benefit the entire target group (2,000 persons).

Priority Action 1 – Timeframe: the activity is proposed to be undertaken from April to June, 2017

N°	ACTIVITIES	TIMELINE
1.1	Organising Workshop: including venue arrangement, accommodation, travel and hiring a consultant	April, 2017
1.2	Publish the CCE strategy in 2,000 copies and	May, 2017
1.3	Disseminate to all stakeholders at national and subregional levels through the MOE/MEFCC channel	June 2017

Lead organizations: MoEFCC, MoE and MoFED

Partners:

- *Line Ministries/Key CRGE implementing Sectors*
- *Sub-national level replica of MoE and MoFED in all regions/CAs and 800 Woredas*
- *UN Agencies (UNDP/ UNITAR);*
- *CSOs, Media, and Private sector organisations like Chambers/Sectoral Associations*

Linkages and Sustainability

The activities under the priority action are strongly aligned with the country's CRGE strategy. Specifically, the activity enables the education sector to integrate CCE in the education sector, which is a role expected of the sector as clearly stated in the CRGE strategy mainstreaming documents. Besides, the activities augment the existing low level of awareness about the CRGE strategy in the education sector. Moreover, the activity facilitates for local ownership of the CCE strategy; hence lays the foundation for sustainability of CC learn. It will also serve as a basis for resource mobilization that contributing to the financial aspect of sustainability.

Monitoring and Evaluation [M&E Framework of the Strategy that applies to all Actions]

It is essential to establish a result-based monitoring and evaluation system for CCE strategy implementation at various levels in order to conduct regular Monitoring and Evaluation at various level by engaging stakeholders. At the Federal level, the technical committee, involving MoFED, which oversee the implementation of the CCE strategy should monitor and/or supervise progresses on a quarter, biannual and annual basis. At Regional level, a joint task force involving Bureaus of Environment, BoE, BoFEDs should undertake monitoring activities on a quarterly basis.

Similarly, at Localities level a committee comprising of Principals, Teachers, Woreda/city Offices of Education, Woreda/city environmental protection offices, Woreda Finance Offices and other stakeholders should engage in the supervision of the implementation of CCE strategy on a monthly basis. It is critical to document and disseminate lessons learned from the various monitoring and evaluations processes. It is also helpful to conduct national consultative workshop for the review of the Strategic plan and Activities implemented during the strategic plan period to get feedback and comments to further improve or revise the strategy. It is necessary to undertake Mid-term and Final evaluations by Consultant to evaluate performance and facilitate for the second cycle CCE Strategy. The results of the end term evaluation of this strategy will pave way for the development of the second-phase of the Strategy. It is also helpful to facilitate the scaling up of the CC Learn initiative/implementation to the subsequent strategy and action plan.

3.3 PRIORITY ACTION 2: FACILITATE THE INTEGRATION OF CLIMATE CHANGE LEARN IN CURRICULAR POLITY AT ALL LEVELS OF THE FORMAL EDUCATION STRUCTURE

Aim: To enhance the level of CCE integration in the curricula of Ethiopia's formal education

The objectives of the priority action include:

1. To produce a guideline for future revisions of the curricula by MoE based on a rigorous content analysis of the syllabi, text-books and teaching materials;
2. To facilitate for the endorsement of the framework document at national level thereby disseminate the guideline document for relevant curricular experts at federal and sub-national levels.

Priority Action 2 - Indicators of Success (baseline and target indicators) by Expected Results

OUTPUT INDICATORS	BASELINE (NOVEMBER 2016)	TARGET (END OF 2017)
Activity 1.1 Result Indicator: By the end of 2020, CCE adequately integrated in the curricular policy of Ethiopia.		
Developed Guideline as input for MoE in revisiting syllabi, textbooks and teaching materials	✓ No guideline available for CCE integration at primary and secondary levels	✓ Guideline readily available for use by MoE at primary and secondary schools

Target Group/Institution (s)

Overall, the formal education structure including MOE and its regional bureaus shall be the targets of this priority action. In thus regards, a total of 1,120 individuals constitute the target/ beneficiaries of the priority action on sensitization/awareness

raising. These shall be represented from the government, UN Agencies, Educational institutions, Youth/School clubs, CSOs, media and other stakeholders. These are summarized in the following table:

Priority Action 2 - Target groups /Institutions

TARGET GROUP/INSTITUTION (S) BY CATEGORY OF STAKEHOLDERS	NUMBER OF PERSONS
Curriculum development and implementation Experts at Federal MOE and its replicas in all regions and localities (11 regions and 800 woredas)	850
Syllabi, text-books and teaching materials of the five carrier subject matters and six cross-cutting ones for all grades at a primary and secondary level	..

Priority Action 2 - Activities and Timelines

N°	ACTIVITIES	TIMELINE	REMARKS
1.1	Produce a guideline for future revisions of the curricula by MoE based on a rigorous content analysis of the syllabi, text-books and teaching materials	May, 2017	Consultancy firm involving expertise from AAU/CEE, MoE Experts UNITAR, & Technical committee/ involve in the implementation
1.2	Conduct national consultative workshop with the technical committee/ curricular experts at MOE involved	June 2017	
1.3	Duplicate and disseminate the Guideline in 1,000 copies to federal and subnational level education sector offies	September 2017	

Lead organizations: MoE and MoEFCC with sub-national level replica of these in all regions of the country
Partners: UN Agenciers (UNDP, UNITAR, UNESCO)



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Linkages and Sustainability

The priority action is central to the envisaged purpose of strengthening integration of CCE in the formal education system. Linkage with broader CRGE is clear as the intervention creates favorable behavioral environment among the students and their communities. More importantly, the activities

bridge the gaps in the existing curricular policy and serve as stepping stones towards the full integration of CCE in the curricula. As the complementary materials will ultimately be incorporated by MoE in times of revising the textbooks and teachers guide; sustainability is guaranteed.

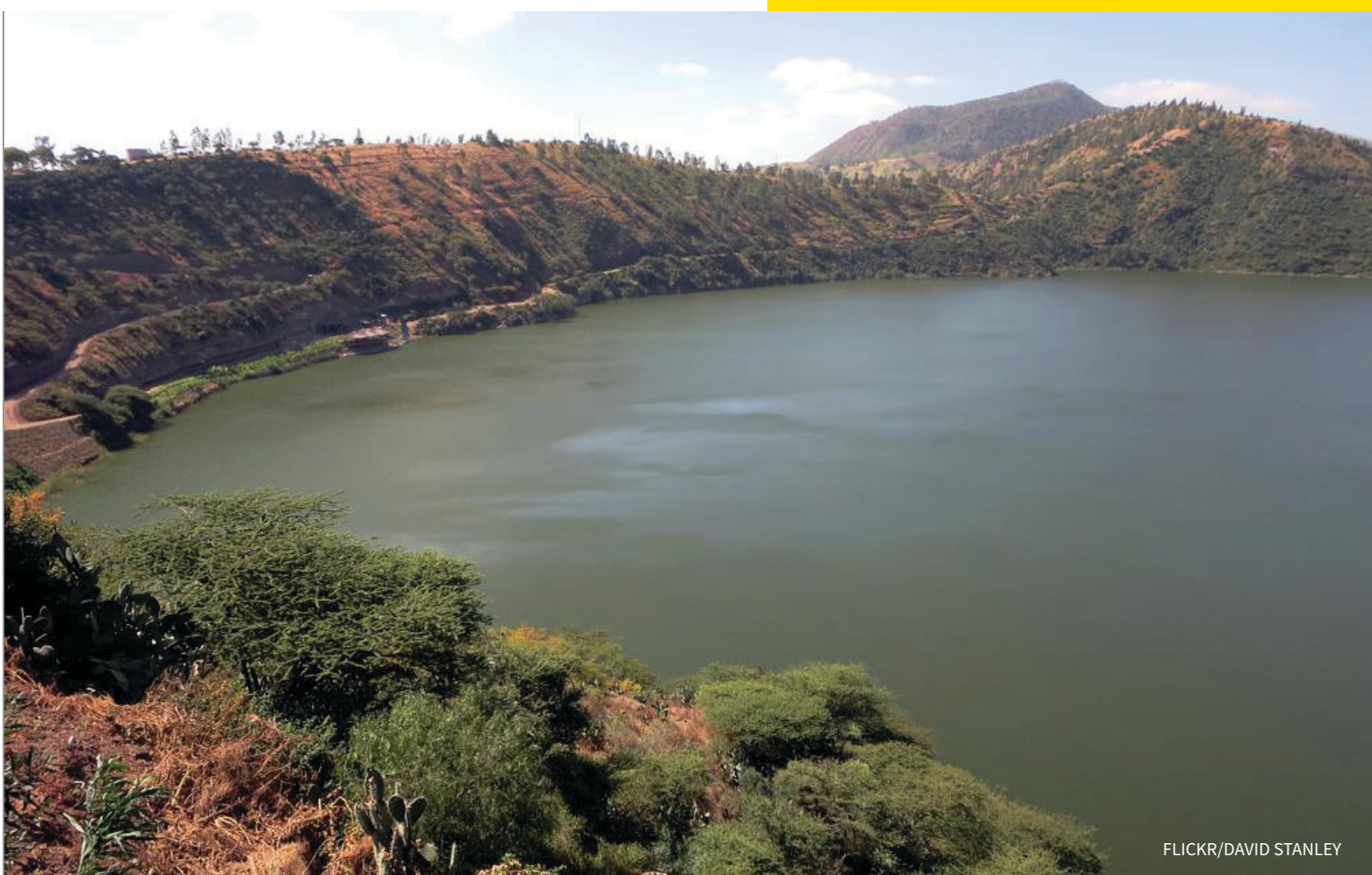
CHAPTER 4

IMPLEMENTATION STRATEGY



The following overall implementation approaches/ strategies are recommended to ensure effective, efficient and sustainable implementation of the strategy:

- **Promoting local ownership of the strategy** and Priority Actions in the implementation, monitoring and review phases of is a critical success factor. This enables to further deepen the noticeable achievement, thus far, in developing this country-driven national climate change education strategy and action plan document. Thus, broad-based awareness raising/sensitization activities are imperative including the publication and dissemination of the strategy and IEC materials etc. Moreover, encouraging the awareness among members of parliaments and the leadership is a key to promoting visibility and political engagement. This will ultimately lead to public funds being leveraged through the Ministry of Education. Media is also instrumental towards enhancing the awareness and sensitization.
- **Increasing national awareness and promoting visibility and political engagement.** Enhanced engagement of parliamentarians and politicians is so instrumental for the success of the CCE strategy. The more they buy into the strategy, they can make immense contributions to public funds being leveraged through the MoEFCC. In this regards, use of media with sessions for politicians or leadership is a prudent strategy.
- **Scaling/Scoping-up** approach will be followed considering the nature of interventions, availability of resources and impact/result orientations. In this regards, geographic scope of some of the interventions like pretesting of CC learn materials during the 5-year strategic period will be confined to



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a total of 22 pilot localities i.e. one urban and one rural areas from each of the eleven regions including the two city administrations. However, the priority action of developing guideline for curriculum review is a national level intervention during the strategy period. Meanwhile, only primary and secondary schools will be the principal targets of the strategy on strengthening integration of CCE. Gradually; the interventions will be scaled-up to reach tertiary education including teachers' training colleges, TVETs and Universities.

- **The CCE Strategy should be conceived as an integral part of the country's CRGE strategy.** Appreciating the linkage and complementarities, resource mobilization and partnership building initiatives for CCE strategy should be aligned with existing frameworks; for instance, with the CRGE Facility at MoFEC.
- **Comprehensiveness, long-term, sustainability** and impact-orientations should be essential features of this strategy that ultimately aimed at supporting the successful implementation of the CRGE. In this regards, effective implementation of this strategy is a function of capacity development interventions with a fruitful mix of augmenting system, institutional and individual level capacities for CC learn. Besides, interventions such as raising awareness; developing and distributing teaching and learning resources;

providing earmarked financial and material support for schools; and building the human resource and institutional capacity of the selected schools constitute the strategy's focus during the short to med term period. Likewise, providing evidence-based input for the MoE is a priority action that facilitates the long-term result of curricula policy revision. In terms of the long-term aspects, the strategy also envisages to bridge the gap observed in the policy and institutional arena for effective CC learning during the strategic period and beyond. Moreover, ensuring the policy-wise, financial, technical and institutional dimensions of sustainability remain key considerations throughout the strategy implementation phase.

- **Finally; developing collaborations among stakeholders at all levels is essential to enhance CC education.** Equally important, efficient and effective coordination and management; transparent, informed and participatory decision making process and accountability will be the guiding principles dictating the implementation of this strategy and action plan.



4.1 FINANCING THE STRATEGY

A total of USD 2,222,109 is required to finance this five-year strategy. While the resource currently available from UNDP/UNITAR can be used to commence the strategy implementation, rigorous resource mobilization activities should be planned and implemented to ensure the proper implementation of the strategy. In this regards, MoEFCC in collaboration with MoFEC should drive the process of ensuring that the strategy is well supported financially and technically by the federal government, international donors and UN agencies. In particular, the strategy should be aligned with the CRGE Facility at MoFEC. Specifically, resources allocated for public awareness raising and CC education related interventions that are embedded in the CRGE can partly be used to finance the CCE strategy. Budget allocation by the Federal and regional government need to be secured as early as possible as to start the implementation of the CCE strategy as of January 2017.

The experience gained in HIV/AIDS clubs and initiatives in schools through a 2% of school grant funding is an appropriate strategy that could be replicated to the CCE strategy. It is also essential to mobilize resources from other sources other than the government. The resource mobilization and efficient utilization strategy will ensure that in-school CC initiatives are sustainable. The active engagement and support of governmental and non-governmental organisations, the private sector, and development partners is critical to financing the plan. Efforts to mobilize resources should be exerted at all levels: from the local schools to city administrations, woredas, zone and regional levels.

The UNDP/UNITAR, in addition to co-financing the initial activities of the plan, should be engaged in providing further technical support as well as play key coordinating roles in soliciting resources from like-minded agencies like the UNESCO that is with vested interest and mandate in CC learning.

4.2 MONITORING AND EVALUATION FRAMEWORK

It is essential to establish a result-based monitoring and evaluation system for CCE strategy implementation at various levels in order to conduct regular Monitoring and Evaluation at various level by engaging stakeholders.

At the Federal level, the technical committee, involving MoFEC, which oversees the implementation of the CCE strategy should monitor and/or supervise progresses on a quarterly, biannually and annually basis. At Regional level, a joint task force involving Bureaus of Environment, BoE, BoFEDs should undertake monitoring activities on a quarterly basis.

Similarly, at Localities level a committee comprising of Principals, Teachers, Woreda/City Offices of Education, Woreda/City environmental protection offices, Woreda Finance Offices and other stakeholders should engage in the supervision of the implementation of CCE strategy on a monthly basis. It is critical to document and disseminate lessons learned from the various monitoring and evaluations processes. It is also helpful to conduct national consultative workshop for the review of the Strategic plan and Activities implemented during the strategic plan period to get feedback and comments to further improve or revise the strategy. It is necessary to undertake Mid-term and end -term evaluations by Consultant to evaluate performance and facilitate for the second cycle CCE Strategy. The results of the end term evaluation of this strategy will pave way for the development of the second-phase of the Strategy. It is also helpful to facilitate the scaling up of the CC Learn initiative/implementation to the subsequent strategies and Priority Actions.



4.3 SUSTAINABILITY

Ensuring the policy-wise, institutional, technical and financial dimensions of sustainability is a key to the success of Ethiopia's CC learn initiatives both during and beyond the strategy period.

To start with, the achievement of the system level enabling environment envisaged in the strategy is essential for policy-wise and institutional sustainability of the initiative. Specifically, the positive changes expected in the CRGE strategy and education sector policies and institutional set-up are of paramount importance. Moreover, broadening the level of ownership of the strategy among broader spectrum of stakeholders and at all levels of the government tiers is a critical success factor.

Likewise, stakeholders' participation throughout the strategy implementation, monitoring and review is a key issue to guarantee sustainability. In this regards, the level of participation of CC Learn actors starting the launching phase of the initiative should further be strengthened.

Besides, the sensitization and awareness raising related interventions not only serve as a phase-in strategy but also are crucial for keeping the present momentum towards motivating enhanced and meaningful engagements of the stakeholders. In terms of the technical sustainability, establishment and capacitating of steering and technical committees at all tiers of the government is a salient determinant.

Finally, financial sustainability is a vital necessity. Supporting co-curricular activities is imperative as empowering the schools will likely result in continuity of expected results without dependence on external supports. Government's incremental allocation of budget coupled with mobilizing resources from diversified sources is also mandatory for continually financing CC learn initiatives of Ethiopia.





4.4 RISKS AND MITIGATION STRATEGY

The successful implementation of this strategic plan rests on how the assumptions made will hold true in the planning period. It also important that the envisaged risks for the realization of the plan need to be mitigated by appropriate mechanisms.

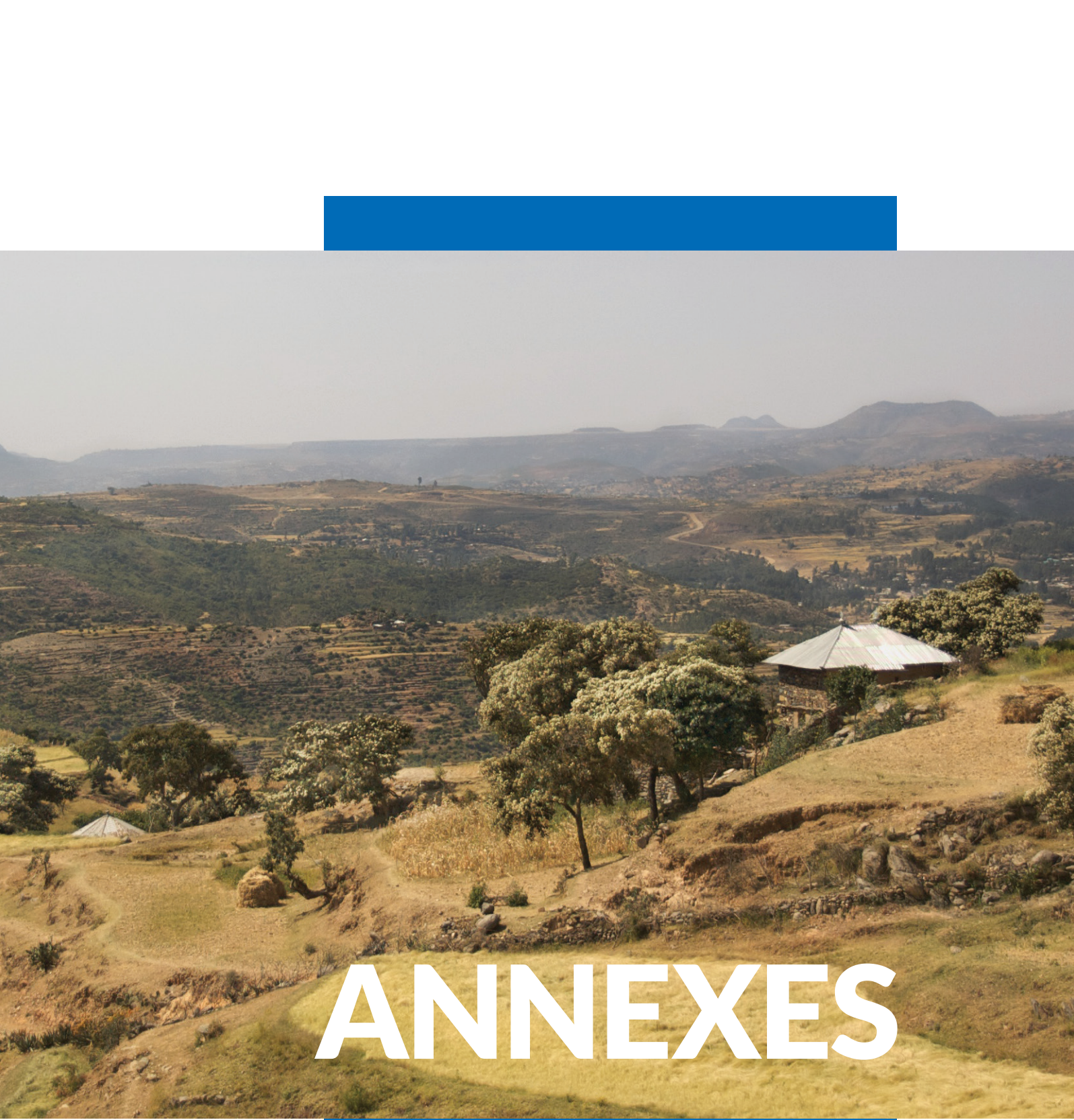
The analysis of assumptions that underpin proposed project activities is key to the success of the project. Ensuring that the assumptions are clear and well-founded can avoid unintended negative impacts, and can improve the sustainability of project results. Accordingly, it is necessary that assumptions should be examined as related to

impacts of project activities on different levels. Risks to the project success may include both wrong assumptions and issues that fall outside the influence of the project, but which affect its success.

The risks inherent in any of the assumptions underlying the project design not holding true. In some cases, this may require revision of the assumption. In others, it may involve scaling back expectations and/or revising strategies to achieve the results to minimise the risk.

Assumptions/Risks and Mitigation Mechanisms

ASSUMPTION	RISK	MITIGATION MECHANISM
The economic development of the country will continue and will provide the necessary budget for implementation of the strategy	Reduced economic development may limit the availability of financial resources for the project activities	Prioritize activity with high impact and continually seek additional sources of finance for the implementation of the strategic plan
The encouraging policy for mitigating Climate change at global and national level will continue	The Changes in CC policy at global level towards less pessimistic approach to CC	Adoption of measures that illustrate CC is a real threat to our globe, and not hypocrisy. Enhanced engagement of parliamentarians and politicians is instrumental to reinforce the national buy-in to the CC agenda and the broader CRGE strategy.
All stakeholders are fully aware of the extent of the CC problem and exert concerted effort to implement the CCE strategy	Dissonance between the rhetoric and the practices in mitigation of CC by stakeholders	Strengthen institutional set up and collaboration mechanism to sustain effort in mitigation of CC
The motivation of school management , teachers and students to actively engage in CC mitigation will continue	Lack of motivation by the key actors in CCE strategy	Strengthen the clubs in schools by providing incentives
CC remain a priority agenda in all spheres of sustain able development	Implementation of CCE strategy as an isolated activity and lack of mainstreaming of CC	Alignment of CCE strategy to national and regional level planning and strengthen institutional set up



ANNEXES

Annex 1: Detail Implementation Plan - Summary of Activities by Outputs and Strategic Objectives for 2017 and 2020

OUTPUTS AND INDICATORS BY STRATEGIC OBJECTIVES	PLANNED ACTIVITIES AND ASSOCIATED ACTIONS	PLANNED ACTIVITIES FOR YRS. 2017 to 2020				RESPONSIBLE PARTY	PLANNED BUDGET		
		YR 1	YR 2	YR 3	YR 4		FUNDING SOURCE	BUDGET DESCRIPTION	AMOUNT (USD)
Strategic Objective-1 Facilitate the setting up of an enabling awareness, policy and institutional frameworks at all levels with a view to fostering sustainable CC learning;									
Output 1.1 Level of awareness and local ownership of the CC Learn strategy and action plan raised laying the foundation for organizing efforts and mobilizing resources to the successful implementation.									
Base line: The CCEE strategy and action planning confined to four regions and limited sector agencies; Low level of awareness pervasive; Limited resource available for financing CC initiative Indicators: Number of copies of the strategy disseminated; High-level ministerial Luncheon meeting held and Consultative workshops at federal and subnational level conducted for sensitisation and awareness raising Targets 1: One compiled CCEE Strategy document produced, published in 1,000 copies and disseminated Target 2. One Luncheon meeting held at federal level	Activity result 1.1.1 Publish and disseminate the CCEE strategy to all stakeholders at national and subregional levels								
	Action 1.: Prepare a stand-alone strategic document (in English and Amharic Languages) for publication and present in a high level ministerial luncheon	X				MEFCC	UNDP/MEFCC/MoFED	Consultancy services	5,000
	Action 2: Publish the Strategy in 1,000 copies for circulation to all stakeholders across the nation	X				MEFCC	UNDP/MEFCC/MoFED	Publication cost	7,000
	Sub-total								12,000
	Activity result 1.1.2: Conduct national consultative workshop for all regions on this CCEE strategy as well as the ongoing inclusive Climate Resilient Green Economy /CRGE/ strategy along with the role of the Education sector in CRGE implementation and implications of this to the sector								
	Action 4: Design stakeholders consultation event/agenda, facilitate the event and produce the workshop proceedings	X				MEFCC	UNDP/MEFCC/MoFED	Consultancy services	5,000
	Action 5: Present and discuss on pertinent polices and the CCEE strategy, action plan and implementations	X				MEFCC	UNDP/MEFCC/MoFED	Venue & accommodation & travel to participants	15,000
	Sub-total								20,000
	Activity result 1.1.3: Conduct broader consultations at the sub-national levels i.e. to all stakeholders in the eleven regions								
	Action 6: Design stakeholders consultation	X				MEFCC	UNDP/MEFCC/MoFED	Consultancy services	10,000

OUTPUTS AND INDICATORS BY STRATEGIC OBJECTIVES	PLANNED ACTIVITIES AND ASSOCIATED ACTIONS	PLANNED ACTIVITIES FOR YRS. 2017 to 2020				RESPONSIBLE PARTY	PLANNED BUDGET		
		YR 1	YR 2	YR 3	YR 4		FUNDING SOURCE	BUDGET DESCRIPTION	AMOUNT (USD)
Target 3. One national consultative workshop conducted involving all regions is conducted with key stake holders. Target 4. One regional consultative workshop conducted in each of the 11 regions	event/agenda, facilitate the events and produce the workshop proceedings								
	Action 7: Present and discuss on pertinent policies and the CCEE strategy, action plan and implementations	X				MEFCC	UNDP/MEFCC/MoFED	Venue & accommodation & travel to participants	20,000
	Sub-total								30,000
	Activity result 1.1.4: Design, and Produce/distribution IEC materials, posters, brochures, sign board in localities and schools in the pilot 22 localities								
	Action 1.4.1: Design IEC materials			X		MEFCC	UNDP/MEFCC/MoFED	Consultancy services	3,000
	Action 8: Production of IEC materials and distribute to 22 localities			X	X	MEFCC	UNDP/MEFCC/MoFED	Expenses for printing, distribution etc.	25,000
	Sub-total								28,000
	Output 1.2 Enabling policy environments for CC Education further strengthened								
Base line: Limited attention to CCEE in key education sector policy / organisational structure; Indicators: Number of consultation workshops and review meetings; Focal person assigned in the sector Targets 1: One national consultative workshop conducted on policy input	Activity result 1.2.1 Enhance the level of attention to CCEE in future curricula revisions and planning including in the relevant sectoral policies like the ESDP and the CRGE								
	Action 9: Conduct national workshop and generate/ compile inputs for revising pertinent policies	X				MEFCC	UNDP/MEFCC/MoFED	Venue & accommodation to participants	5,000
	Action 10: Review progresses in the policy environment (CRGE and Education sector)	X	X	X	X			Venue & accommodation to participants	5,000
	Sub-total								10,000
	Activity result 1.2.2 Introduce a unit or a focal person for CC Education in the organizational structures of the education sector at all levels i.e. MoE, Bureaus and woredas and city level offices								
	Action 11: Conduct national workshop and generate/ compile inputs and organizational restructuring	X				MEFCC	UNDP/MEFCC/MoFED	Venue & accommodation to participants	5,000

OUTPUTS AND INDICATORS BY STRATEGIC OBJECTIVES	PLANNED ACTIVITIES AND ASSOCIATED ACTIONS	PLANNED ACTIVITIES FOR YRS. 2017 to 2020				RESPONSIBLE PARTY	PLANNED BUDGET		
		YR 1	YR 2	YR 3	YR 4		FUNDING SOURCE	BUDGET DESCRIPTION	AMOUNT (USD)
Target 2. One national consultative workshop conducted on restructuring the Education sector	Action 12: Review progresses in the level of mainstreaming CC in the Education	X	X	X	X			Venue & accommodation to participants	5,000
	Sub-total								10,000
	Output 1.3 Institutional Set-up for CC Learn developed at all levels								
Base line: Education sector not represented in the institutional arrangement, No permanent and all inclusive institutional setup for CC learn Indicators: New institutional arrangement at federal and regional levels; Number of workshops conducted and participants profile New nomenclatures adopted and restructuring Targets 1: National consultative meetings held by Steering and Technical Committee Target 2. Study conducted for inclusive and permanent institutional setup Target 3. International visit made	Activity result 1.3.1 Include the Education Sector in the existing institutional arrangement for CRGE strategy implementation at the federal and regional, and lower tiers of the government								
	Action 13: Conduct national workshop and generate/ compile inputs for revising the CRGE's institutional setup	X				MEFCC	UNDP/ MEFCC/ MoFED	Venue & accommodation to participants	15,000
	Sub-total								15,000
	Activity result 1.3.2 Establish Steering committee and Strengthen the exiting technical committee								
	Action 14: Develop Terms of references separately for the ad-hoc technical and steering committees	X				MEFCC	UNDP/ MEFCC/ MoFED	Consultancy services	3,000
	Action 15: Convene meetings for endorsing the ToR and planning separately for the ad-hoc technical and steering committees	X				MEFCC	UNDP/ MEFCC/ MoFED	Venue & accommodation to participants	5,000
	Action 16: Establish the framework for a long-term, all-inclusive and multi-level institutional arrangement that coordinates the implementation of the climate change education strategy		X			MEFCC	UNDP/ MEFCC/ MoFED	Consultancy services	25,000
	Sub-total								33,000
	Activity result 1.3.3 Capacity building for the Steering and Technical committees								
	Action 17: Arrange International experience sharing visit for the steering	X				MEFCC	UNDP/ MEFCC/ MoFED	Travel, Venue & accommodation to participants	25,000

OUTPUTS AND INDICATORS BY STRATEGIC OBJECTIVES	PLANNED ACTIVITIES AND ASSOCIATED ACTIONS	PLANNED ACTIVITIES FOR YRS. 2017 to 2020				RESPONSIBLE PARTY	PLANNED BUDGET		
		YR 1	YR 2	YR 3	YR 4		FUNDING SOURCE	BUDGET DESCRIPTION	AMOUNT (USD)
Target 4. Training material developed Target 5. Consistency in nomenclature of MoEFCC	and technical committee and curricula development experts								
	Action 18: Develop a training program for policy makers and educational planner to ensure climate change is a national priority agenda for development	X				MEFCC	UNDP/MEFCC/MoFED	Consultancy services	10,000
	Action 19: Create consistency in terms of mandates and nomenclatures in the existing structures that clearly reflect the CC sector besides the Forest and environmental protection units from that of federal MoEFCC to Sub-national levels Regional and Woreda, city administration structures	X				MEFCC	UNDP/MEFCC/MoFED	Venue & accommodation to participants	10,000
	Sub-total								398.2
Strategic Objective-2 Ensure adequate level of CC Education in the curricular of the formal education system of Ethiopia									
Output 2.1 National framework document developed as input for Curricular review by MoE at all levels									
Base line: No guideline available for use by MoE in curricular review, Indicators: Developed Manual for curricular revision; Targets 1: One Framework document produced and endorsed for curricular review	Activity result 2.1.1 Produce a guideline for future revisions of the curricula by MoE based on a rigorous content analysis of the syllabi, text-books and teaching materials								
	Action 20: Hire national consultancy firm who engages with expertise at MoE to produce the framework document	X				MEFCC	UNDP/MEFCC/MoFED	Consultancy services	25,000
	Action 21: Conduct national consultative workshop for all regions represented	X				MEFCC	UNDP/MEFCC/MoFED	Venue & accommodation & travel to participants	2,000
	Action 22: Publish and disseminate the Guideline in	X				MEFCC	UNDP/MEFCC/MoFED	Publication cost	1,000

OUTPUTS AND INDICATORS BY STRATEGIC OBJECTIVES	PLANNED ACTIVITIES AND ASSOCIATED ACTIONS	PLANNED ACTIVITIES FOR YRS. 2017 to 2020				RESPONSIBLE PARTY	PLANNED BUDGET		
		YR 1	YR 2	YR 3	YR 4		FUNDING SOURCE	BUDGET DESCRIPTION	AMOUNT (USD)
	1000 copies to federal and subnational level education sector offices								
	Sub-total								28,000
Output 2.2 Complementary CC teaching and learning resources developed and piloted for primary and secondary schools									
Base line: No CC learn teaching/learning resources available; Indicators: Complementary materials produced; Targets 1: Source document produced and piloted as Complementary CC teaching material for primary and secondary schools Target 2. Supplementary learning resource for students produced and pretested in primary and secondary schools	Activity result 2.2.1 Produce a Source Document as CC Complementary Teaching Material for Primary Schools								
	Action 23: Hire national consultancy produce the framework document for primary schools (including translation in local language, workshop facilitation, teachers' orientation for piloting and compiling inputs on piloting for material revision)	X				MEFCC	UNDP/MEFCC/MoFED	Consultancy services	50,000
	Action 24: Conduct national consultative workshop for endorsement of the source document	X				MEFCC	UNDP/MEFCC/MoFED	Venue & accommodation & travel to participants	20,000
	Action 25: Duplication for pretesting in 28 pilot schools	X				MEFCC	UNDP/MEFCC/MoFED	Publication cost	1,789
	Action 26: Orientation to teachers from 22 pilot areas	X				MEFCC	UNDP/MEFCC/MoFED	Venue & accommodation & travel	23,320
	Sub-total								1664
	Activity result 2.2.2 Produce supplementary learning material for students of primary schools								
	Action 27: Design posters/translated in local languages/ for supplementary learning at primary level	X				MEFCC	UNDP/MEFCC/MoFED	Consultancy services	5,000

OUTPUTS AND INDICATORS BY STRATEGIC OBJECTIVES	PLANNED ACTIVITIES AND ASSOCIATED ACTIONS	PLANNED ACTIVITIES FOR YRS. 2017 to 2020				RESPONSIBLE PARTY	PLANNED BUDGET		
		YR 1	YR 2	YR 3	YR 4		FUNDING SOURCE	BUDGET DESCRIPTION	AMOUNT (USD)
	Action 28: Duplicate and disseminate to primary schools in all pilot localities	X				MEFCC	UNDP/MEFCC/MoFED	Publication cost	20,000
	Sub-total								25,000
	Activity result 2.2.3 Produce a Source Document as CC Complementary Teaching Material for Secondary Schools								
	Action 29: Hire national consultancy produce the framework document for primary schools (including translation in local language, workshop facilitation, teachers' orientation for piloting and compiling inputs on piloting for material revision)	X				MEFCC	UNDP/MEFCC/MoFED	Consultancy services	50,000
	Action 30: Conduct national consultative workshop for endorsement of the source document	X				MEFCC	UNDP/MEFCC/MoFED	Venue & accommodation & travel to participants	20,000
	Action 31: Duplication for pretesting in 28 pilot schools	X				MEFCC	UNDP/MEFCC/MoFED	Publication cost	1,789
	Action 32: Orientation to teachers from 22 pilot areas	X				MEFCC	UNDP/MEFCC/MoFED	Venue & accommodation & travel to participants	23,320
	Sub-total								2921.9
	Activity result 2.2.4 Produce supplementary learning material for students of secondary schools								
	Action 33: Design posters/translated in local languages/ for supplementary learning for secondary schools		X			MEFCC	UNDP/MEFCC/MoFED	Consultancy services	5,000

OUTPUTS AND INDICATORS BY STRATEGIC OBJECTIVES	PLANNED ACTIVITIES AND ASSOCIATED ACTIONS	PLANNED ACTIVITIES FOR YRS. 2017 to 2020				RESPONSIBLE PARTY	PLANNED BUDGET		
		YR 1	YR 2	YR 3	YR 4		FUNDING SOURCE	BUDGET DESCRIPTION	AMOUNT (USD)
	Action 34: Duplicate and disseminate to secondary schools in pilot localities		X			MEFCC	UNDP/MEFCC/MoFED	Publication cost	20,000
	Sub-total								25,000
Output 2.3 Teachers of primary and secondary schools capacitated for effective delivery of CCEE									
Base line: Teachers lack capacity to deliver CC education; Indicators: Teachers' Trainings provided Targets 1: Teachers of primary and secondary schools in selected 22 pilot localities received refresher trainings on CC leaning	Activity result 2.3.1 Provide refresher trainings for teachers of primary and secondary schools								
	Action 35: Hire training experts for material development and training facilitation		X			MEFCC	UNDP/MEFCC/MoFED	Consultancy services Venue & accommodation & travel to participants	10,000
	Action 36: Conduct trainings on the Climate change policy, CCEE Strategic Guidance and Priority Actions document for teachers of primary and secondary schools		X			MEFCC	UNDP/MEFCC/MoFED	Venue & accommodation & travel to participants	20,000
	Sub-total								30,000
Strategic Objective-3 Support co/extra-curricular activities and strengthen integration among formal, non-formal and informal CC education									
Output 3.1 CC Learn initiatives in educational institutions promoted									
Base line: Existing environmental clubs lack financial, technical and material capacity; Indicators: Amount of Financial support provided, Developed manual Number of visits Targets 1: Environmental clubs in schools	Activity result 3.1.1 Provide support to Existing environmental clubs								
	Action 37: Providing financial and material support in support co-curricular activities by students in primary, secondary and tertiary education		X			MEFCC	UNDP/MEFCC/MoFED	Direct financial support	11,000
	Action 38: Workshop to Rejuvenate existing environmental clubs to integrate Climate Change issues		X			MEFCC	UNDP/MEFCC/MoFED	Expertise, Venue & accommodation & travel to participants	15,000

OUTPUTS AND INDICATORS BY STRATEGIC OBJECTIVES	PLANNED ACTIVITIES AND ASSOCIATED ACTIONS	PLANNED ACTIVITIES FOR YRS. 2017 to 2020				RESPONSIBLE PARTY	PLANNED BUDGET		
		YR 1	YR 2	YR 3	YR 4		FUNDING SOURCE	BUDGET DESCRIPTION	AMOUNT (USD)
of 22 pilot localities supported	Action 39: Provide trainings support to environmental clubs members			X		MEFCC	UNDP/MEFCC/MoFED	Expertise, Venue & accommodation & travel to participants	15,000
	Action 40: Develop Manuals for the clubs on resource mobilization, peer education and CC learn initiatives			X		MEFCC	UNDP/MEFCC/MoFED	Consultancy service	10,000
	Action 41: Conduct Inter-regional experience sharing visits in support of CC learn initiatives			X		MEFCC	UNDP/MEFCC/MoFED	Travel & accommodation to participants	20,000
	Sub-total								3113.5
	Output 3.1 National Green Academy program developed and implemented								
Base line: No national program that promotes green schools ; Indicators: Feasibility study, National program document, Number of green schools and Number of awardees Targets 1: Schools in the pilot localities/regions covered by the program support	Action 42: Conduct feasibility study and Design for Green academy program development	X				MEFCC	UNDP/MEFCC/MoFED	Consultancy services	100,000
	Action 43: Implement green academy program in pilot localities		X	X	X	MEFCC	UNDP/MEFCC/MoFED	For award to competitive schools	1,000,000
	Action 44: Review the program and facilitate for Roll-out/Scope-up the Program for beyond 2020				X	MEFCC	UNDP/MEFCC/MoFED	Consultancy services Venue & accommodation & travel to participants	50,000
	Sub-total								1,150,000
	Output 3.3 Level of integration among formal, non-formal and informal CC education strengthened								
Base line: Very weak linkage and collaboration among schools at all levels; with community and sector agencies	Action 45: Facilitate establishment of Network of educational institutions at all levels to strengthen vertical integration among Schools/EIs		X	X	X	MEFCC	UNDP/MEFCC/MoFED	Consultancy services Venue & accommodation & travel to participants	10,000

OUTPUTS AND INDICATORS BY STRATEGIC OBJECTIVES	PLANNED ACTIVITIES AND ASSOCIATED ACTIONS	PLANNED ACTIVITIES FOR YRS. 2017 to 2020				RESPONSIBLE PARTY	PLANNED BUDGET		
		YR 1	YR 2	YR 3	YR 4		FUNDING SOURCE	BUDGET DESCRIPTION	AMOUNT (USD)
Indicators: Linkages established; Increased level of cooperation and engagement of schools in CRGE implementation Targets 1: Schools in the pilot localities/regions	Action 46: Strengthen linkage between educational institutions and communities for enhanced level of outreach services		X	X	X	MEFCC	UNDP/MEFCC/MoFED	Consultancy services, Venue & accommodation & travel to participants	20,000
	Action 47: Establish linkage between schools and key sectors for CRGE strategy implementation		X	X	X	MEFCC	UNDP/MEFCC/MoFED	Consultancy services, Venue & accommodation & travel to participants	20,000
	Sub-total								50,000
Strategic Objective-4 Mobilize resources and strengthen partnership for financing the implementation of the broader CC Education Strategy									
Output 4.1 Rigorous resource mobilization undertaken to finance the CCEE strategy									
Base line: UNITAR/UNDP budget is the only resource available Indicators: Financial, Material resources made available for CCEE implementation; Targets 1: UN Agencies, Donors, NGOs and private sector support the initiative	Action 48: Generate financial and material resources for financing this strategy with the active involvement of governmental, non-governmental, multi-lateral and bilateral agencies and development partner organizations, international and local NGOs and private companies at all levels	X	X	X	X	MEFCC	UNDP/MEFCC/MoFED	Consultancy services, Venue & accommodation & travel to participants	40,000
	Sub-total								40,000
Output 4.2 Budget allocated by the Government in support of CC Learn initiatives in educational institutions									
Base line: Environmental clubs do not benefit from gov't budget; Indicators: Amount of budget allocated to school clubs	Action 49: Facilitate budget allocation by the gov't for in-school CC learn initiatives for environment, forest & climate change clubs based on experience of HIV/AIDS Clubs that share 2% of school grant fund		X	X	X	MEFCC	UNDP/MEFCC/MoFED	Consultancy services Venue & accommodation & travel to participants	20,000
	Sub-total								20,000

OUTPUTS AND INDICATORS BY STRATEGIC OBJECTIVES	PLANNED ACTIVITIES AND ASSOCIATED ACTIONS	PLANNED ACTIVITIES FOR YRS. 2017 to 2020				RESPONSIBLE PARTY	PLANNED BUDGET		
		YR 1	YR 2	YR 3	YR 4		FUNDING SOURCE	BUDGET DESCRIPTION	AMOUNT (USD)
Targets 1: School clubs benefit from 2% of school grant									
Output 4.3 Partnership and collaboration among stakeholders for CE learn strengthened									
Base line: No platform for partnership and collaboration for CC learn; Indicators: Number of stakeholders engaged and Linkages established; Level of cooperation Targets 1: Forging national platform for engagement of stakeholders	Action 50: Plan and implement partnership modality for joint and enhanced engagement of all stakeholders for CC learn including 't UN Agencies/donors, CSOs, Private sector and media to actively engage in strengthening CCEE in schools		X	X	X	MEFCC	UNDP/MEFCC/Mo FED	Consultancy services, Venue & accommodation & travel to participants	40,000
	Sub-total								40,000
Output 5: Result based monitoring and evaluation throughout the CCEE strategy implementation undertaken									
Base line: No M&E system in place; Indicators: Number of supervision visits, Mid term and final evaluation reports and lessons documentation and annual review reports Targets 1: Periodic monitoring and supervision visits by woreda, regional and federal level stakeholders Target 2: Mid-term and final	Action 51: Monitoring and Supervisions at local levels [Monthly by Principals, Teachers, Woreda Offices of Education & EPA for ongoing monitoring & supervision	X	X	X	X	MEFCC	UNDP/MEFCC/Mo FED	Accommodation & travel to participants	30,000
	Action 52: Monitoring and Supervisions by regional level: Bureaus of Environment, BoE and BoFEDs for Quarterly supervision	X	X	X	X	MEFCC	UNDP/MEFCC/Mo FED	Accommodation & travel to participants	20,000
	Action 52: Monitoring and Supervisions by Federal level: Technical Committee- Quarterly	X	X	X	X	MEFCC	UNDP/MEFCC/Mo FED	Accommodation & travel to participants	30,000

OUTPUTS AND INDICATORS BY STRATEGIC OBJECTIVES	PLANNED ACTIVITIES AND ASSOCIATED ACTIONS	PLANNED ACTIVITIES FOR YRS. 2017 to 2020				RESPONSIBLE PARTY	PLANNED BUDGET		
		YR 1	YR 2	YR 3	YR 4		FUNDING SOURCE	BUDGET DESCRIPTION	AMOUNT (USD)
evaluation report plus Lesson documentation and dissemination	Action 53: Stakeholders review workshop: twice at Federal level		X		X	MEFCC	UNDP/MEFCC/Mo FED	Accommodation & travel	30,000
	Action 54: External evaluation and Lessons Documentation by Independent Consultant: Mid-term and Final evaluations		X		X	MEFCC	UNDP/MEFCC/Mo FED	Consultancy services,	60,000
	Sub-total								3905.5
Grand total (for the implementation period)									2,222,109

Annex 2: Short-term Priority Actions for the Year 2017

PRIORITY ACTIVITY RESULTS AND ACTIONS	BUDGET AMOUNT	SOURCE
Activity result 1.1.1 Publish and disseminate the CCE strategy to all stakeholders at national and subregional level		
Action 1: Prepare the CCE strategic document for publication, dissemination to all regions/localities and presentation in a high level ministerial luncheon in March, 2017	5,000	UNDP
Action 2: Publish the Strategy in 1,000 copies for circulation to all stakeholders across the nation	7,000	UNDP
Action 3: Organize high level ministerial meeting to identify key donors and alike for resource mobilization	5,000	MEFCC
Sub-total	17,000	
Activity result 1.3.2 Establish Steering committee and Strengthen the exiting technical committee		
Action 14: Develop Terms of references separately for the ad-hoc technical and steering committees	3,000	MEFCC
Action 15: Convene meetings for endorsing the ToR and planning by the ad-hoc technical and steering committees	5,000	MEFCC
Sub-total	8,000	MEFCC
Activity result 2.1.1 Produce a guideline for future revisions of the curricula by MoE based on a rigorous content analysis of the syllabi, text-books and teaching materials		
Action 20: Hire national consultancy firm who engages with expertise at MoE to produce the framework document	25,000	UNDP
Action 21: Conduct national consultative workshop for all regions represented	2,000	MEFCC
Action 22: Publish and disseminate the Guideline in 1,000 copies to the education sector agencies at all levels	1,000	MEFCC
Sub-total	28,000	
Activity result 2.2.1 Produce a Source Document as CC Complementary Teaching Material for Primary Schools		
Action 23: Hire national consultancy produce the framework document for primary schools (including translation in local language, workshop facilitation, teachers' orientation for piloting and compiling inputs on piloting for material revision)	50,000	MEFCC
Action 24: Conduct national consultative workshop for endorsement of the source document	20,000	MEFCC
Action 25: Duplication for pretesting in 28 pilot schools	1,789	MEFCC
Action 26: Orientation to teachers from 22 pilot areas	23,320	MEFCC
Sub-total	1310.2	
Activity result 2.2.2 Produce supplementary learning material for students of primary schools		
Action 33: Design posters/translated in local languages/ for supplementary learning for secondary schools	5,000	MEFCC
Action 34: Duplicate and disseminate to secondary schools in pilot localities	20,000	MEFCC
Sub-total	25,000	
Activity result 2.3.1 Provide refresher trainings for teachers of primary and secondary schools		
Action 35: Hire training experts for material development and training facilitation	10,000	MEFCC
Action 36: Conduct trainings on the CRGE and CCE Strategic Guidance and Priority Actions document for teachers of selected schools	20,000	MEFCC
Sub-total	30,000	
Grand total	260,109	

Annex 3: Summary of Major Activities, Period and Budget by Outputs and SOs (2017-2020)

STRATEGIC OBJECTIVES	MAJOR ACTIVITIES BY OUTPUTS	PERIOD (YEAR AND QUARTER)	PLANNED BUDGET (USD)
SO-1 Facilitate the setting up of an enabling awareness, policy and institutional frameworks at all levels with a view to fostering sustainable CC learning;	Output 1.1 Level of awareness and local ownership of the CC Learn strategy and action plan raised laying the foundation for organizing efforts and mobilizing resources to the successful implementation.		
	Activity result 1.1.1 Organise a National consultative workshop for further deepening of the country/local ownership of the CCE strategy. Provisionally with a total of about 50 persons to be represented from national and sub-national levels MoE/MoEFCC (in 9 regions/2 CAs)	Q2, 2017	30,000
	Activity result 1.1.1 Publish and disseminate the CCE strategy in 2,000 copies to all stakeholders at national and sub-regional levels (to MoE/MoEFCC replica in 9 regions/2 CAs as well as in 800 woredas)	Q-2, 2017	10,000
	Activity result 1.1.3 Conduct broader consultations at the sub-national levels i.e. to all stakeholders in the 9 regions and 2 CAs	Q-3, 2017	30,000
	Activity result 1.1.4 Design, and Produce/distribute IEC materials, posters, brochures, sign board in localities and schools in the pilot 22 localities	Q-4, 2017	28,000
	Output 1.2 Enabling policy environments for CC Education further strengthened	Q-3, 2017	0
	Activity result 1.2 Organize workshops and policy inputs to enhance the level of attention to CCE in the relevant policies like curriculum		0
	Activity result 1.2.1. Organize workshops and produce policy inputs to enhance the level of attention to CCE in the curricula and CRGE	Q-4, 2017	10,000
	Activity result 1.2.2 Introduce a unit or a focal person for CC Education in the organizational structures of the education sector at all levels i.e. MoE, Bureaus and woredas and city level offices	Q-4, 2017	10,000
	Output 1.3 Institutional Set-up for CC Learn developed at all levels		0
	Activity result 1.3.1 Include the Education Sector in the existing institutional arrangement for CRGE strategy implementation at the federal and regional, and lower tiers of the government	Q-4, 2017	10,000
	Activity result 1.3.2 Establish Steering committee and Strengthen the exiting technical committee	Q-4, 2017	50,000
	Sub-total		60
SO-2 Ensure adequate level of CC Education in the curricular of the formal education system of Ethiopia	Output 2.1 National framework document developed as input for Curricular review by MoE at all levels		
	Activity result 2.1.1 Produce a guideline for future revisions of the curricula by MoE based on a rigorous content analysis and consultations on the syllabi, text-books and teaching materials	Q-1, 2017	40,000
	Activity result 2.1.2 Conduct research for furthering integration/ mainstreaming of Climate Change and Environmental Education in the formal education sector including in tertiary education	Q-3, 2018	100,000
	Output 2.2 Complementary CCE teaching and learning resources developed and piloted for primary and secondary schools		0
	Activity result 2.2.1 Produce a Source Document as CC Complementary Teaching Material for Primary Schools	Q-1, 2017	95,109
	Activity result 2.2.2 Produce supplementary learning for Primary Schools	Q-1, 2017	25,000
	Activity result 2.2.3 Produce a Source Document as CC Complementary Teaching Material for Secondary Schools	Q-1, 2018	95,109
	Activity result 2.2.4 Produce supplementary reading material for students of secondary schools		25,000
	Output 2.3 Teachers of primary and secondary schools capacitated for effective delivery of CCE		0
	Activity result 2.3.1 Provide refresher trainings for teachers of primary and secondary schools	Q-1, 2018	30,000

STRATEGIC OBJECTIVES	MAJOR ACTIVITIES BY OUTPUTS	PERIOD (YEAR AND QUARTER)	PLANNED BUDGET (USD)
	Sub-total		30
SO-3 Support co/extra-curricular activities and strengthen integration among formal, non-formal and informal CC education	Output 3.1 CC Learn initiatives in educational institutions promoted		
	Activity result 3.1.1 Provide support to Existing environmental clubs	Q-3, 2018	100,000
	Output 3.1 National Green Academy program developed and implemented	Q-1, 2018 to 2020	1,150,000
	Output 3.3 Level of integration among formal, non-formal and informal CC education strengthened	Q-4, 2019 to 2020	50,000
	Sub-total		331
SO-4 Mobilize resources and strengthen partnership for financing the implementation of the broader CC Education Strategy	Output 4.1 Rigorous resource mobilization undertaken to finance the CCE strategy	All Years/ Quarters	40,000
	Output 4.2 Budget allocated by the Government in support of CC Learn initiatives in educational institutions	Q-1, 2019	20,000
	Output 4.3 Partnership and collaboration among stakeholders for CE learn strengthened	Q-2, 2018-2020	40,000
	Sub-total		100,000
Result based M&E	Output 5: Result based monitoring and evaluation throughout the CCE strategy implementation undertaken	All Years/ Quarters	170,000
	Sub-total		170,000
Total (for the implementation period)			2,222,109

Annex 4: Priority Actions for Mid to Long- Term Period (2018-2020)

The table below outlines the priority actions to be implemented during the 2018-2020 i.e. depending on the availability of resources.

Mid to long-term activities and associated actions

PRIORITY ACTIONS- INTERVENTION AREAS	MAJOR ACTIVITIES	INDICATIVE BUDGET USD	TIME FRAME
School clubs strengthening	Financial support and Manual development	71,000	Q-1 of 2018-2020
Initiate Green Academy Program development	Feasibility study National index development Donor mapping Program Document development 4 years action plan for pilot localities	1,150,000	Q-1 of 2018-2020
Strengthening institutional set-up	International experience visit for TC and Legal establishment of institutional framework for CC at Federal, & Sub-national levels	45,000	Q4 2017-2018
Level of integration among formal, non-formal and informal CC education strengthened	Facilitate establishment of Network of schools at all levels to strengthen vertical integration among Schools/EIs Strengthen linkage between educational institutions and communities for enhanced level of outreach services Establish linkage between schools and key sectors for CRGE strategy implementation	50,000	2019 to 2020
Partnership and collaboration among stakeholders for CE learn strengthened	Plan and implement partnership modality for joint and enhanced engagement of all stakeholders for CC learn including Government, UN Agencies/donors, CSOs, Private sector and media to actively engage in strengthening the CC education in schools	40,000	2018 to 2020
Rigorous resource mobilization undertaken to finance the CCE strategy	Generate financial and material resources for financing this strategy with the active involvement of governmental, non-governmental, multi-lateral and bilateral agencies and development partner organizations, international and local NGOs and private companies at all levels	40,000	2017 to 2020
Result based monitoring and evaluation throughout the CCE strategy implementation undertaken	Monitoring and Supervisions at local; regional and federal levels level: Technical Committee- Quarterly Stakeholders review workshop External evaluation and Lessons Documentation	170,000	2017 to 2020



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