



UNICEF UNITAR
Integrating Climate Change
in UNICEF's Planning and Programming
SYLLABUS

Contents

Background.....	1
Target Groups and Learning Objectives	1
Course Structure and Content.....	1
Module 1: Why Climate Change Matters for UNICEF	2
Module 2: Stimulating Engagement.....	2
Module 3: Understanding Means of Implementation	3
Module 4: Wrap Up – Learning Assessment and Evaluation	3
Methodology and Certification	3
Learning Resources	4
Technical Requirements.....	4

Background

In 2016 UNICEF developed an introductory course on Children and Climate Change in collaboration with the One UN Climate Change Learning Partnership (UN CC:Learn). At that time few professionals working in child development felt that they adequately understood the impacts that climate change has on the expected results of country programming. This 3-hour course was widely distributed both within UNICEF and externally with more than 15,000 enrolments and 5,000 certificates of completion issued.

With recognition of the growing importance of climate change as one of the fundamental development issues of our time, UNICEF wishes to build on this introductory course with a new and more applied course focusing on good practices in integrating climate change into country programming.

Climate change is one of the most pressing global challenges of our time. In this course, participants

will discover the stark realities of climate change impacts across the world, as well as inspiring insights into opportunities for ensuring that we mitigate the risks and adapt our systems as best possible to reduce damage and destruction to lives. This course will remind us that tackling climate change is not only something to do *for* our children, but *with* them, and sometimes with *them leading the way*.

With a specific focus on UNICEF's work and programming, this course will provide examples of the specific impacts of climate change on children. Through the development of an advanced distance-based learning package, the course aims to inspire increased climate change action among professionals engaged in country programming and will allow participants to explore the many tools and resources that them and their organization have to support their efforts—and the involvement of youth in their specific work areas. Participants will learn about some of the outstanding work happening in the education sector in Viet Nam, one of many countries hard hit by climate change. Finally, participants will learn about the innovative work being done to fund climate change action and how to ensure them and their organization can successfully access and advocate for the resources they need.

Target Groups and Learning Objectives

This UNICEF/UNITAR course aims to train Development professionals engaged in UNICEF programming including UNICEF staff, UNICEF National Committees, government officials and UNICEF partner organizations.

After completing the course Integrating Climate Change in UNICEF's Planning and Programming, participants will be able to:

- Describe why climate change matters for UNICEF and the interlinkages with UNICEF's core programmatic areas.
- Explain the key planning tools used at the country level to integrate climate change into country planning and programming efforts (e.g. SitAn, CLAC, GRIP).
- Analyse examples of how planning tools have been used to integrate climate change into Country Office programming including in the area of WASH.
- Describe the role of sectoral tools and frameworks in integrating climate change into programming, for example in the areas of WASH and Education.
- Explain the key principles for designing climate programmes/projects and accessing climate finance.

Course Structure and Content

The course on Integrating Climate Change in UNICEF Programming is structured around four core modules:

- Module 1: Why Climate Change Matters for UNICEF
- Module 2: Stimulating Engagement
- Module 3: Understanding Means of Implementation
- Module 4: Wrap Up and Review

Module 1: Why Climate Change Matters for UNICEF

Lesson 1: Climate change is a children's issue

Lesson 2: It starts with you!

This Module addresses the impact of climate change on children. It will review the content of the 2016 [Children and Climate Change course](#) on the UN CC Learn platform.

It includes explanation about the ways in which children are, and can be, impacted by climate change, why climate change matters for UNICEF, the interlinkages with UNICEF's strategic programming areas (Health & Nutrition, Education, Child Protection, WASH, Social Protection and cross-cutting Youth Engagement).

Learning Objectives

After completing Module 1, participants will be able to:

Lesson 1:

- Explain how climate change can affect children.
- Describe how measures to build climate resilience and mitigate climate change can benefit children.
- Illustrate key instruments and good practices for empowering children to act on climate change.
- Identify opportunities for protecting children's rights in a changing climate.

Lesson 2:

- Reflect on their intent to use the knowledge and skills acquired in this course to enhance the integration of climate change into their country programming.
- Provide feedback to UNICEF on their success and barriers so that the organization can continue to better support their efforts.

Module 2: Stimulating Engagement

Lesson 1: Technical Tools and Resources

Lesson 2: Progress in Viet Nam: Integrating Children into Climate Change Education Programming

This Module addresses planning tools influencing programming at the country level to integrate climate change into country planning and programming efforts. It will provide examples of how planning tools have been used to integrate climate change into country office programming including in the area of WASH and Education

Learning Objectives

After completing Module 2, participants will be able to:

Lesson 1:

- List the technical tools and resources country offices should use to integrate climate change into each phase of the Country Programme Cycle.
- Describe the technical tools and resources for gathering information for the Evidence & Analysis phase, including the Climate Landscape Analysis for Children (CLAC), Guidance on Risk-Informed Programming (GRIP), and the Situation Analysis (SitAn).
- Explain the global frameworks, interagency and national tools and resources available for integrating climate change into the Strategic Planning phase of the Country Programme Cycle.
- Describe the sector tools for integrating climate change into the Strategic Planning phase of the Country Programme Cycle.
- Analyse examples of how planning tools are used to integrate climate change into country office programming, including in the area of water, sanitation and hygiene (WASH).

Lesson 2:

- Analyse examples of how planning tools are used to integrate climate change into country office programming, including in the area of Education.
- Describe the role of sectoral tools and frameworks to integrate climate change into Education programming.

[Module 3: Understanding Means of Implementation](#)

Lesson 1: Financing Climate Change Action

This Module addresses the key principles for designing climate programmes/projects and accessing climate finance. The Module showcases a UNICEF 'Champion' who will demonstrate how to successfully integrate climate change criteria into programming and access climate finance.

Learning Objectives

After completing Module 3, participants will be able to:

- Define climate change finance;
- Provide an overview of the global climate finance landscape;
- Recognise key principles for designing successful climate change finance submissions / applications;
- List at least three sources of climate finance that are relevant to their country.

[Module 4: Wrap Up and Review](#)

This Module summarizes what participants have learnt throughout the course and provides some final conclusion and food for thought. This Module also includes the final learning assessment quiz which, if completed successfully, will reward participants with a course completion certificate.

Methodology and Certification

The course is self-paced and adapted to the schedule of full-time working professionals. Participants are provided with the opportunity to learn through various experiences: absorb (read); interact (activity); and reflect (relate to one's own reality).

The four modules of the course are self-standing and can be completed in any order. However, it is recommended that learners complete the modules in a chronological order, if they do not have pre-existing knowledge of all the topics.

At the end of the course participants will need to complete a learning assessment with a score of 70% or above. Participants will have three attempts to complete the learning assessment successfully. Upon successful completion participants will receive a certificate of completion of the course.

Learning resources

To support this learning, the course features a range of learning activities and experiences. This includes an intent to use survey, video presentations, interactive lessons, and quizzes.

Intent to use survey

The intent to use survey is embedded within Module 1. The survey is designed to focus participants' attention on how they will apply the course content / knowledge acquired to their jobs. This expressed intention will be a reminder to the participant about their intent and objectives, encouraging more focused learning to practical applications.

Video presentations

This course includes videos providing more information about specific topics.

Interactive lessons

The interactive lessons are provided with the purpose of achieving the three to four specific learning objectives per module and contain a series of interactive spaces. These guide the learner through the various themes and key messages of the module.

Quizzes

The quizzes embedded within the lessons can be completed at any time. They assess the achievement of the learning objectives for each module. At the end of the course, the participant will take a learning assessment quiz, which can be attempted a maximum of three times. Passing this quiz with at least 70% rewards learners with a course completion certificate.

Course evaluation

Participants will be requested to provide feedback on the course by filling in a feedback form that can be accessed in the 'Certificate and Course Evaluation' section on the course home page.

Optional Webinars

Participants will be given the opportunity to sign up to one of three webinars, as well as an opportunity to opt-in to a post-training evaluation process.

Technical Requirements

Browser:

- The course works best with Firefox 3.6 or higher (download for free at <https://www.mozilla.org/en-GB/>)
- The course is also compatible with Google Chrome (download for free at <https://www.google.com/intl/en/chrome/>)
- For technical reasons, it is not recommended to use Internet Explorer.
- Note: JavaScript & Cookies must be enabled.

Software:

- Adobe Acrobat Reader (download for free at <http://www.adobe.com/products/acrobat/readstep2.html>).
- Adobe Flash Player (download for free at <https://get.adobe.com/flashplayer/>)
- Microsoft Office (Windows or Apple version) or Open Office (download for free at <http://www.openoffice.org>)

Platform: Windows 95, 98,2000, NT, ME, XP or superior; MacOS 9 or MacOS X Hardware:
64MB of RAM, 1 GB of free disk space

Modem:56 K