



National Climate Change Learning Strategy 2021 - 2031

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FOREWORD

PERFACE

DRAFT

ACKNOWLEDGEMENTS

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DRAFT

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ABBREVIATIONS AND ACRONYMS

ACE	Action for Climate Empowerment
ANOVA	Analysis of Variance
ASALs	Arid and Semi-Arid Lands
AYICC	African Youth Initiative on Climate Change
CBOs	Community Based Organisations
CEBIC	Community Education Business and Information Centre
CETRAD	Centre for Training and Integrated Research for ASALS Development,
CCF	County Climate Change Fund
CCU	Climate Change Unit
CCCU	County Climate Change Unit
CCD	Climate Change Directorate
CCCF	County Climate Change Fund
CDACC	Curriculum Development Assessment and Certificate Council
CDM	Clean Development Mechanism
CIDP	County Integrated Development Plan
CFS	Community Forest Associations
CoG	Council of Governors
CUE	Commission for University Education
CSO	Civil Society Organisation
DeKUT	Dedan Kimathi University of Technology
DRE	Decentralized Renewable Energy
ESD	Education for Sustainable Development
FAO	Food and Agriculture Organization of the United Nations
FBOs	Faith Based Organisations
FGD	Focus Group Discussion
GCF	Green Climate Fund
ICPAC	Intergovernmental Authority on Development Climate Prediction and Applications Center
ITK	Indigenous Technical Knowledge
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KCCWG	Kenya Climate Change Working Group
KCSAP	Kenya Climate Smart Agriculture Project
KEPSHA	Kenya Primary Schools Headteachers Association
KESSHA	Kenya Secondary Schools Heads Association
KEWI	Kenya Water Institute
KICD	Kenya Institute of Curriculum Development
KII	Key Informant Interview
KNEC	Kenya National Examination Council
KNQA	Kenya National Qualification Authority
KPLC	Kenya Power and Lighting Company
KSG	Kenya School of Government
KTTC	Kenya Technical Trainers College
KWTA	Kenya Water Towers Agency
MIAD	Mwea Irrigation Agriculture Development Centre
MRV	Measurement, Reporting and Verification
MSC	Master of Science
MTP	Medium Term Plan
MWSI	Ministry of Water, Sanitation and Irrigation
NAP	National Adaptation Plan
NACOSTI	National Commission for Science, Technology and Innovation
NARIGP	National Agricultural and Rural Inclusive Growth Project
NCCAP	National Climate Change Action Plan

NDC	Nationally Determined Contribution
NDMA	National Drought Management Authority
NEMA	National Environment Management Authority
NGEC	National Gender and Equality Commission
NGO	Non-Governmental Organisation
NIA	National Irrigation Authority
NITA	National Industrial Training Authority
NTA	National Treasury and Planning
PhD	Doctor of Philosophy
RCGW	Regional Centre on Groundwater Resources, Education, Training and Research
REDD+	Reduce Emissions from Deforestation and forest Degradation
SDG	Sustainable Development Goals
SEforALL	Sustainable Energy for All
SPSS	Statistical Packages for Social Sciences
SRM	Social Risk Management
TSC	Teachers Service Commission
TTC	Teachers training colleges
TVET	Technical and Vocational Education and Training
UNFCCC	United Nations Framework Convention on Climate Change
WARREC	Water Research and Resource Centre, JKUAT
WSPs	Water Service Providers or Companies
WSRB	Water Services Regulatory Board
WWDAs	Water Works Development Agencies
UNDP	United Nations Development Programme
USAID	United States Agency for International Development

DEFINITION OF TERMS

Adaptation: means adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects which moderates harm or exploits beneficial opportunities.

Adaptive capacity refers to the ability of systems, institutions, humans, and other organisms to adjust to potential damage, take advantage of opportunities, or respond to consequences.

Climate change: means a change in the climate system which is caused by significant changes in the concentration of greenhouse gases as a consequence of human activities and which is in addition to natural climate change that has been observed during a considerable period.

Education for Sustainable Development: A broad and evolving concept that can be broadly interpreted as holistic and transformational education that addresses learning content and outcomes, pedagogy and the learning environment to achieve societal transformation. It incorporates key sustainable development issues such as - climate change, disaster risk reduction, gender equality, biodiversity, poverty reduction, and sustainable consumption - into teaching and learning.

Formal education: Learning activities carried out in school, college and university systems based on an established curriculum and on approved teaching and assessment methods.

Global warming: refers to the gradual increase, observed or projected, in global surface temperature, as one of the consequences of climate change. The main greenhouse gases that are measured in a GHG inventory are: carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), perfluorocarbons (PFCs), hydrofluorocarbons (HFCs), sulphur hexafluoride (SF₆) and nitrogen trifluoride (NF₃).

Green Economy: Refers to a shift towards a development path that promotes resource efficiency and sustainable management of natural resources, social inclusion, resilience, and sustainable infrastructure development.

Greenhouse gases (GHGs) are gases that absorb and emit radiant energy within the thermal infrared range. The main GHGs measured in a GHG inventory are, carbon, dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), perfluorocarbons (PFCs), hydrofluorocarbons (HFCs), sulphur hexafluoride (SF₆) and nitrogen trifluoride (NF₃).

Green jobs: Green jobs are decent jobs that contribute to preserve or restore the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency. Informal education Results from daily life activities related to work, family or leisure, and is provided within families, religious organizations, community groups and traditional culture, as well as by news organizations, social media and various forms of entertainment.

Indigenous Traditional Knowledge (ITK): ITK is a community based functional knowledge system, developed, preserved and refined by generations of people through continuous interaction, observation and experimentation with their surrounding environment. It is a dynamic system, ever changing, adopting and adjusting to the local situations and has close links with the culture, civilization and religious practices of the communities.

Informal education: Results from daily life activities related to work, family or leisure, and is provided within families, religious organizations, community groups and traditional culture, as well as by news organizations, social media and various forms of entertainment.

Mitigation means human interventions that seek to prevent or slow down the increase of atmospheric greenhouse gas concentrations by limiting current or future emissions and enhancing potential sinks for greenhouse gases

MtCO₂eq is an abbreviation for million tonnes of carbon dioxide equivalent. It is the amount of GHG emissions expressed as an equivalent of concentrations of carbon dioxide.

Non-formal education: Refers to any organized educational activity taking place outside the framework of the formal education system and targets specific groups/categories of persons with life skills, values and attitudes for personal and community development.

Resilience refers to the capacity of social, economic and environmental systems to cope with a hazardous event, trend, or disturbance. It is manifested through responding or reorganizing in ways that assert the essential function, identity, and structure of the system, while also maintaining the capacity for adaptation, learning and transformation.

Sustainable development: Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Vulnerability: The degree to which a system is susceptible to, or unable to cope with, adverse effects of climate change, including climate variability and extremes. Vulnerability is a function of the character, magnitude and rate of climate variation to which a system is exposed, its sensitivity and its adaptive capacity.

Vulnerable groups: Vulnerable groups within society, includes women, older members of society, persons with disabilities, children, the youth, and members of minority or marginalised communities.

EXECUTIVE SUMMARY

Kenya has made great strides in responding to climate change with robust laws and regulatory frameworks including policies and strategies at both national and county levels. **Education, training, public awareness and capacity development are highlighted as critical enablers in climate change response actions and realization of a low carbon emission resilient development pathway for Kenya.**

The capacity development challenges associated with climate change require a systematic, long term and programmatic effort to address. Kenya's *National Climate Change Learning Strategy* is a powerful tool to contribute to addressing these capacity challenges and support implementation of the Updated Nationally Determined Contributions 2020 (NDCs) and National Adaptation Plan 2015 - 2030 (NAP), as well as other relevant national and global climate action commitments. Given the linkages between climate change and development, the Learning Strategy will also contribute to the achievement of SDGs.

The Learning Strategy provides a systematic, country driven, coordinated approach to climate change learning by fostering multi-stakeholder, cross sectoral collaboration to support learning needs and capacity development priorities and strengthen national institutions to deliver climate change learning as part of a broader, sustainable way to enhance an engendered human resource base to address climate change. The ten-year National Climate Change Learning Strategy (2021 - 2031) will be implemented through short, medium and long term strategic actions.

The vision for Kenya's National Climate Change Strategy is to have: *“A citizenry equipped with relevant knowledge and skills provided by national education and training institutions to drive Kenya's economy to a low-emissions, carbon resilient development pathway in a sustainable manner.”*

The Strategic objectives that will deliver the Learning Strategy are to:

1. To enhance knowledge of the general public on climate change for increased climate action by 2030
2. To facilitate capacity development for public participation in climate change responses through awareness creation, consultation, representation and access to information
3. To strengthen awareness and capacity of youth, women and men for inclusive participation and response to climate change by 2030
4. To enhance climate change knowledge interpretation and its applications among learners, teachers, trainers and facilitators by 2030
5. To enhance capacities on environmental conservation and sustainability for improved climate change resilience and reduced greenhouse gas emissions by 2030
6. To strengthen capacity on renewable and efficient forms of energy through planning, research and development and awareness raising by 2030
7. To enhance climate change resilience of the water, sanitation and Irrigation sector through awareness creation and institutional strengthening by 2030
8. To enhance adaptive capacity and resilience of farmers, pastoralists and fisher-folk to the adverse impacts of climate change

Climate change is cross cutting and affects all sectors however priority sectors and cross cutting themes were identified to ensure that the strategy is focused and that subsequent learning actions create maximum impact with minimum resources. The prioritised five sectors are; *agriculture, education, energy, environment, and water, sanitation and irrigation* and three cross cutting themes; *public awareness, capacity building and gender and youth engagement*.

The priority actions to address capacity and skills gap and learning needs to strengthen individual and institutional capacities within the five priority sectors; *education, environment, energy, agriculture, water sanitation and irrigation* and three cross-cutting themes; *capacity building, public awareness, gender, and youth engagement* are;

Education

1. Integrate climate change into curricula at all levels of education and training
2. Enhance the capacities of teachers and facilitators to teach and assess climate change all levels of education and training
3. Develop appropriate supporting supplementary teaching and learning climate change materials for all levels of education and training
4. Leverage on non-formal and informal education to promote climate change learning
5. Link research , innovation and academic/research institutions and industry to climate change policy processes for knowledge and evidence generation and provide scientific basis in promotion of climate change learning

Environment

1. Engage learners and community members on the role of forestry conservation and management in climate change adaptation and mitigation
2. Awareness creation, learning and promotion of sustainable waste management towards reduction of GHG emissions
3. Capacity building of stakeholders on mainstreaming climate change into wildlife and biodiversity conservation
4. Capacity building of national and county level institutions for mainstreaming climate change in the implementation of devolved forest functions
5. Strengthen early warning and tailor made climate information services

Energy

1. Build capacity of institutions and households on renewable energy and clean cooking technologies
2. Enhance skills and knowledge of institutions on climate proofing energy infrastructure
3. Build capacity on efficiency and conservation
4. Sensitization on non-motorized transport options including e mobility

Water, Sanitation and Irrigation

1. Build capacity on water use efficiency at individual, household, communities and institutional level to enhance climate resilience

2. Build capacity of institutions and individuals on water harvesting and storage technologies
3. Capacity building of institutions to mainstream climate change into water catchment and management plans
4. Capacity building of institutions to climate proof; water, sanitation and irrigation infrastructure

Agriculture

1. Enhance adaptive capacity and resilience of farmers, pastoralists and fisher-folk to the adverse impacts of climate change
2. Enhance capacity on agricultural resource management with minimized greenhouse gas emissions from agricultural production systems
3. Strengthen climate smart agriculture knowledge, extension and agro-weather services

Capacity Building

1. Build the capacity of County Climate Change Units and MDAs
2. Build stakeholder's capacities including special interest groups to develop bankable climate change proposals
3. Build stakeholders capacity on climate change impacts in the health sector
4. Build the capacity of land planners in using climate change future scenarios in land use planning

Gender and Youth Engagement

1. Introduce the Kenya Climate Change Art and Essay Competition across the country
2. Organise Youth dialogues and climate change simulation events
3. Build capacity of the private sector and vulnerable groups to promote gender responsive climate technologies and innovations
4. Build capacity on climate change opportunities including affirmative fund that women and youth can access
5. Build capacity for effective gender integration in NCCAP and NDC implementation

Public awareness

1. Enhance the National Climate Change Resource Centre (NCCRC) as a one stop shop for climate change information relevant to Kenya
2. Setup and Operationalise one Community Education, Business and Information Centre (CEBIC)
3. Continuous capacity building of media on climate change awareness raising and reporting

The National Climate Change Learning Strategy will required an estimated budget of USD 1,357,559,450 for implementation during the 10 year period. Short term actions require USD 5,922,795,000, medium term actions require USD 89,097,390,000 while long term actions USD 40,735,760,000. For the priority sectors; USD 4,2871,050 for

Education, USD 8,457,600 for Environment, USD 21,900,780 for Energy, USD 53,390,000 for Water, Sanitation and Irrigation, USD 7,098,000 for Agriculture. Crosscutting themes will require; USD236,800,000 for Capacity Building, USD 24,0360,000 for Gender and Youth engagement and USD2,965,000 for Public Awareness.

The UN CC:Learn Secretariat has already provided funding for some initial activities of the Learning Action Plan and the Climate Change Directorate has also allocated some internal funds towards supporting the Learning Strategy and subsequent activities. The Strategy will also build capacity at both national and county level to develop bankable climate change project proposals to access national and global climate change funds.

The Learning Strategy has the following sections; **Chapter 1:** Background and Context, **Chapter 2:** National Priorities, Institutions and Key Initiatives, **Chapter 3:** Assessment of Learning Needs and capacities, **Chapter 4:** Strategy Vision, Strategic Objectives, **Chapter 5:** Learning Action Plan, **Chapter 6:** Strategic Implementation Framework and **Chapter 7:** Sustainability Framework detailing the Delivery and Coordination Mechanism, Communication and Outreach, Risk and Mitigation Strategy and Resource Mobilization Framework. In the Annexes, **Annex 1:** outlines the Strategy Monitoring and Evaluation Framework and **Annex 2** presents a list of all the institutions represented during the strategy development process.

1. BACKGROUND AND CONTEXT

1.1 Introduction

Globally, the impacts of climate change continue to increase, affecting nature, economies and human living conditions. In addition, the COVID-19 pandemic continues to disrupt lives worldwide. The latest scientific data and findings related to climate change indicate that greenhouse gas concentrations have continued to rise and the last five years are set to be the warmest five-year period on record causing major economic, social and environmental disruptions¹. If this trend continues, the world will not be on track to meet agreed Paris Agreement targets to keep global temperature increase well below 2 °C or at 1.5 °C above pre-industrial levels

Kenya continues to grapple with the challenges posed by climate change despite contributing minimally to global GHG emissions, which account for less than one percent of total global emissions (0.1% in 2018). The frequency and magnitude of extreme climate events such as droughts, storms and floods, continues to increase, leading to loss of lives, diminished livelihoods, reduced crop and livestock production, damaged infrastructure, among other adverse impacts.

According to Kenya's Metrological Department State of Climate Report² (2020), the impacts of climate change in Kenya in 2020 included; heavier than usual rainfall, leading to floods or drier than normal conditions leading to severe droughts consequently affecting human activities. Rainfall received over most parts of the country exceeded the annual long-term means. Other observed extreme events during the year included flash floods, floods, landslides, rising lake levels and strong winds. This resulted in loss of lives, property livelihoods and damage and destruction to infrastructure and the environment.

Climate change is therefore a significant threat to Kenya's future development, including achievement of the Kenya's economic blue print Vision 2030. According to Kenya's Updated Nationally Determined Contribution 2020 (NDC), severe socio-economic losses, estimated at 3-5% of the Gross Domestic Product (GDP) were experienced annually in the last 10 years as a result of the impacts of climate change.

Indeed, climate change is a major threat to Kenya's social, economic and environmental well-being disproportionately affecting women, children and vulnerable communities including those dependent on agricultural or coastal livelihoods.

The Kenyan economy is dependent on climate-sensitive sectors, such as agriculture, water, energy, tourism, wildlife, and health, whose vulnerability is increased by climate change. Increased intensities and magnitudes of climate-related disasters in Kenya aggravate conflicts, mostly over natural resources. They are a threat to Kenya's security.

The Government of Kenya recognizes the need for concerted global effort to comprehensively address climate change and in response has put in place national policies, laws and institutional framework to support international and regional efforts.

Kenya ratified the Paris Agreement in December 2016, signalling commitment towards meeting the global adaptation and mitigation goals. Kenya's Climate Change Act that came into effect in May 2016, in tandem with the Constitution of Kenya and Vision

2030, and was developed through an inclusive and consultative process that guides response to climate change at national and county levels. It lays out the legal framework for climate change coordination within government and mainstreaming of climate change into development plans at national and county level.

The country has put in place a number of measures to address climate change; including the *National Adaptation Plan (NAP 2017 - 2030)* that addresses adaptation across all sectors of Kenya's economy and the *National Climate Change Action Plan (NCCAP 2018 - 2022)* that charts a low carbon climate resilient development pathway. This pathway emphasizes sustainable development, while prioritizing adaptation, and recognizing the importance of enhancing the climate resilience of vulnerable groups, including children, women, youth, persons with disabilities, the elderly, and marginalized and minority communities

Kenya's submitted her Updated Nationally Determined Contribution (NDC) in December 2020 which commits to abate GHG emissions by 32% by 2030 relative to the business-as-usual scenario of 143 MtCO₂eq in line with the sustainable development agenda and national circumstances³

The time frame for implementation is 2030 with an estimated cost of US 62 billion for implementing mitigation and adaptation actions in the Updated NDC. Compared to Kenya's first NDC, Kenya commits to mobilize resources to meet 13% of this budget and will require international support for 87% of the budget. Achievement of Kenya's Updated NDC will require international support in the form of finance, technology development & transfer, and capacity development.

1.2 Global Context

Not all developing countries have sufficient capacities to deal with many of the challenges brought by climate change and the importance of building the capacity of these countries to effectively address climate change, has long been recognized by negotiating Parties, through the United Nations Framework Convention on Climate Change (UNFCCC) (1992), its Kyoto Protocol (1997) and most recently the Paris Agreement (2015).

Global and national climate change policy, strategy and frameworks, recognize that education, training, public awareness and capacity development are critical enablers in the response to climate change and the realization of a low carbon emission resilient development pathway. Capacity-building is fundamental to achieving the objectives of global climate agreements including the UNFCCC, the Kyoto Protocol and the Paris Agreement.

Capacity building is a critical element in enabling countries to meet their sub national, national and global climate goals. Capacity building for climate action can be understood as the *“the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to achieve the ability to mitigate and adapt to climate change over time”*⁴

However, building capacity is not a simple process of merely imparting knowledge or experience to individuals in isolation. Capacity is systemic, and so to build and then sustain individual capacity, efforts must also address the other two dimensions of a country's capacity system: its organizational and institutional arrangements. Capacity building efforts must therefore result in capacity built at all three levels; individual,

institutional and systemic levels, simultaneously and in a synergistic manner that is appropriate for each national context.

Capacity-building in the UNFCCC process encompasses activities at the level of individuals, institutions and systems as shown in Figure 1.

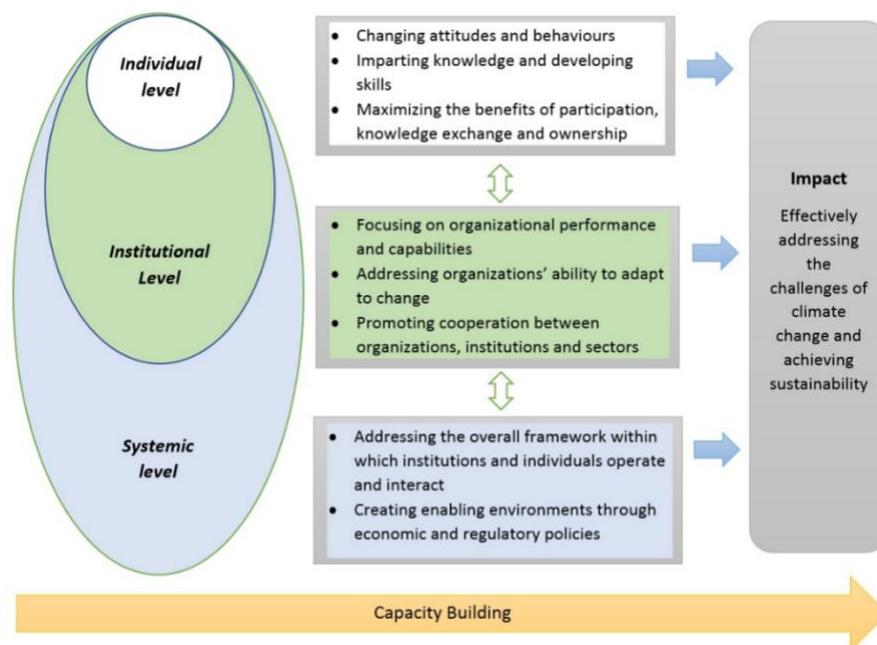


Figure 1: UNFCCC Capacity building framework⁵

At individual level, influence individuals to adapt climate resilient behaviour as well as develop necessary skills and knowledge. At institutional level develop operational and technical capacity of institutions to deliver climate change response actions and at systemic level, support and deliver holistic effective climate change learning initiatives.

Article 6 of the UNFCCC on Education, Training and Public Awareness calls on governments to develop and implement education and training programmes, including the strengthening of national institutions, training of scientific, technical and managerial personnel, as well as implementing public awareness programmes on climate change and its effects, in order to improve the capacity to implement mitigation and adaptation actions. The Article was the main basis for subsequent decisions and activities on capacity building.

Similarly, **Article 10 of the Kyoto Protocol** provides for strengthening of research capacity, education and training of personnel and institutional strengthening in developing countries.

Action for Climate Empowerment (ACE) is a term adopted by the United Nations Framework Convention on Climate Change (UNFCCC) referring to Article 6 of the Convention's original text (1992), focusing on six priority areas: **education, training, public awareness, public participation, public access to information, and international cooperation** on these issues. The implementation of all six areas has been identified in recent years as the pivotal factor for everyone to understand and participate in solving the complex challenges presented by climate change and enables

society to be a part of the solution. Section B (14) of the Doha Work Programme provides guiding principles on the approach to and characteristics of ACE activities.

Education enables people to better understand the causes and consequences of climate change, to make informed decisions and to take appropriate actions to address climate change. **Training** provides the technical skills and advanced knowledge needed to support the transition to green economies and sustainable, climate-resilient societies. Successful **public awareness campaigns** engage communities and individuals in the common effort needed to carry out national and international climate change policies. Ensuring **public participation** in decision-making and **public access to information** provides people with the information, tools and opportunities they need to engage and play a more active role in decision making and implementation. These elements can all be strengthened through **international cooperation**. Governments and organizations can support each other with resources, ideas, knowledge and inspiration for developing climate action programmes. Section B (14) of the Doha Work Programme provides guiding principles on the approach to and characteristics of ACE activities

The **Doha work programme** on Article 6 of the UNFCCC (2012-2020) recognizes the “importance of taking a long-term, strategic and country-driven approach to education, training and skills development”, and invites Parties to “prepare a national strategy on Article 6 of the Convention”. In 2012, Parties adopted the Doha Work Programme on Article 6 of the Convention to promote the implementation of activities related to six ACE thematic areas.

The Paris Committee on Capacity Building (PCCB) of the United Nations Framework Convention on Climate Change (UNFCCC) was established in 2015 to focus on a holistic and systematic approach to identifying and addressing capacity - building gaps and needs, with current focus on capacity building relating to NDCs.

The Paris Agreement: Article 11 requires developing country Parties to take effective climate change action, to implement adaptation and mitigation actions, and facilitate; technology development, dissemination and deployment, access to climate finance, relevant aspects of education, training and public awareness, and the transparent, timely and accurate communication of information. Additionally, **Article 12** of the Agreement require parties to cooperate in taking appropriate measures, to enhance climate change education, training, public awareness, public participation and public access to information.

The **Sustainable Development Goals** on education (Goal 4) and climate change (Goal 13) recognize the importance of ESD and education’s role in climate change responses. Target 4.7 urges that “by 2030 all learners acquire knowledge and skills needed to promote sustainable development...” Target 13.3 calls to “improve education, awareness raising and human and institutional capacity on climate change...”

1.3 Regional Context

Africa Environmental Education and Training Action Plan (AEETAP) 2015-2024

The African Ministerial Conference on the Environment (AMCEN) is a permanent forum where African ministers of the environment discuss mainly matters of relevance to the environment of the continent. The African Ministerial Conference on the Environment (AMCEN) recognizes the environmental education as an effective means for confronting environmental challenges and identifying future opportunities. To address environmental challenges facing Africa, AMCEN agreed to strengthen environmental education and training and developed the *Africa Environmental Education and Training Action Plan (AEETAP) 2015-2024* as a direct response to the 2012 AMCEN Arusha Declaration on Africa's post Rio+20 strategy for sustainable development. The core objective of the Action Plan is to enhance community environmental education and training within Africa, through various forms of education: training, life-long learning, capacity building programmes and projects.

It calls for reorientation of the education system; policy development; curriculum and programme innovation and design; transformative learning approaches that support action and change; transformative assessment practices; development of materials to support new approaches to environmental learning and action competence; and technology enhanced learning to foster wider access and participation in environmental education and training.

Agenda 2063: The Africa we want.

The first Aspiration of Agenda 2063 is *A prosperous Africa based on inclusive growth and sustainable development* with one of its goals being; Africa's human capital fully developed as its most precious resource, through sustained investments based on universal early childhood development and basic education, and sustained investments in higher education, science, technology, research and innovation, and the elimination of gender disparities at all levels of education.

Access to post-graduate education will be expanded and strengthened to ensure world-class infrastructure for learning and research and support scientific reforms that underpin the transformation of the continent.

1.4 National Context

Kenya has made great strides in responding to climate change with robust laws and regulatory frameworks including policies and strategies at both national and county levels. **Education, training, public awareness and capacity development are highlighted as critical enablers in climate change response actions and realization of a low carbon emission resilient development pathway for Kenya.**

Kenya ratified the Paris Agreement in 2016 which highlights the importance of education, training and public awareness to drive climate action. At national level, climate change capacity development has remained a central theme across all climate change documents. This includes the National Climate Change Response Strategy 2010, National Climate Change Action Plan 2013 - 2017, Climate Change Act 2016, National Climate Change Framework Policy 2018, National Climate Change Action Plan 2018 - 2022, Nationally Determined Contribution (NDC) and National Adaptation Plan 2015 - 2030 (NAP) among others.

In addition, the Climate Change Act 2016 mandates national and county governments to facilitate capacity development for public participation in climate change responses through

awareness creation, consultation, representation and access to information and provide mechanisms for and facilitate climate change research and development, innovation, training and capacity building.

With regards to climate change education, the Climate Change Act, 2016 and National Climate Change Framework Policy 2018 stipulates the integration of climate change into national education curricula at all levels to inculcate climate change awareness among children and youth. The National Climate Change Action Plan 2018 - 2022 prioritizes education of learners and climate change as a core element in the national education curricula while the Education for Sustainable Development Policy (2017) prioritizes climate change capacity development as a key enabler to drive Kenya into a low emission, climate resilient development pathway as stated in Vision 2030.

In response, numerous climate change programs and initiatives have been and continue to be developed and implemented **addressing issues of climate change training, capacity development and public awareness and access to information, within national and county governments, civil society, private sector, education and training institutions and media among others.**

With support from the government, development partners, private sector and CSOs, climate change education and training programs and public awareness campaigns have built capacity of various stakeholders including national and county government officers, media practitioners, technical officers and even young learners. This has provided the much-needed technical skill and knowledge to support implementation of Kenya's NDC, NCCAP and the NAP. In addition, climate change information and knowledge has been made available through various initiatives such as the National Climate Change Resource Centre, the Kenya Climate Change Knowledge Portal, *JotoAfrika* magazine among others.

Individual and institutional climate change capacity building is ongoing in Kenya, both at national and sub national level and across sectors however there are financial, technical and human resource constraints to implement, sustain and upscale these efforts. There is need to strengthen the technical, financial and human capacity of institutions already providing climate change training such as TVETs, universities, NGOs, Media Council of Kenya and Kenya School of Government to develop targeted and contextualized climate change training programs to strengthen individual technical and institutional capacity to address climate change. It is evident from the case of Kenya School of Government that after initial support to develop the climate change training program, additional support from other development partners enabled the climate change curriculum to be reviewed and further training undertaken targeting national and county government officers. (See Box 1).

Box 1: Enhancing Climate Change Capacity Building in Kenya

In 2015, the Kenya School of Government partnered with the Ministry of Environment and Forestry through support from the USAID/UNDP funded Low Emission and Climate Resilient Development (LECRD) Project to develop a curriculum on climate change policy, planning and budgeting.

This culminated in an inaugural training in 2017 for 27 middle-level managers and technical cadres' officers drawn from the National and County Government to equip them with knowledge, skills and attitude to mainstream climate change into national and sub-national policy, planning and budgetary process.

This further led to the training of 378 county government officers through support from the Food and Agriculture Organization (FAO) of the United Nations and National Drought Management Authority (NDMA), 63 Members of County Assemblies (MCAs) through support from CARE Kenya and 15 Ministry of Transport officers through support from GIZ.

The successful rollout of the training led to a KSG Council Policy decision to establish a Strategic Centre for Excellence in Environmental Governance and Climate Change to strategically scale up training of climate change in the public sector. The Centre in collaboration with other partners has already developed 4 other curricula on climate change namely Community-Based Climate Change Management; County Climate Change Financing Mechanism; Climate Change Policy Formulation and Implementation; and Green Growth and Circular Economy.

KSG has already trained over 100 public officers including its staff on four courses through partnerships with DANIDA, the Ministry of Environment and Forestry, the National Treasury among others.

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Curriculum reforms are ongoing in Kenya and efforts to integrate climate change into education curricula are underway. Climate change has not been fully integrated into curricula and is not offered as a stand-alone subject but as part of environmental studies in Grades 1-6. A guideline to mainstream climate change into education curricula has been developed but not validated by stakeholders. At tertiary and TVET level, very few institutions offer climate change courses. Additionally, there is shortage of human capacity to teach or facilitate climate change and staff in national and county governments have limited knowledge and understanding on climate change impacts and the appropriate response. Appropriate training and supplementary materials have not been developed to augment the teaching and facilitation of climate change.

Equipping young learners with appropriate knowledge, skills and attitudes on climate change is paramount. Young people need to be included in the efforts to combat climate change as they will be future leaders and decision makers of society and will be handling future negative consequences of this global challenge. Exposure of young learners to climate change issues through formal, non-formal and informal education helps them to appreciate the associated dangers and the necessity of preserving our environment as evidenced by the success of the *Kenya Climate Change Art and Essay Competition*⁶. It is important to engage them by giving them platforms and spaces to contribute to the conversation and provide solutions to address climate change. Having an informed

younger generation on climate change adaptation and mitigation issues is critical in realizing a transformative shift of human practices, as has been demonstrated in recent years with events like “*FridaysForFuture*”; a global youth movement that brings youth to demand for proactive climate action from their leaders.

Learning approaches need to take into consideration digital and distance learning solutions to reach learners in schools and universities, whose education has been disrupted by the current global COVID 19 pandemic. The *Global Education Coalition*⁷ launched by UNESCO seeks to facilitate inclusive learning opportunities for children and youth during this period of sudden and unprecedented educational disruption and aims to help countries in mobilizing resources and implementing innovative and context-appropriate solutions to provide education remotely, leveraging hi-tech, low-tech and no-tech approaches. One such initiative is *Earth School*⁸, which provides free, high-quality educational environmental content to help students, parents and teachers around the world who are currently at home. UN CC:Learn, a partnership of more than 30 multilateral organizations supporting countries to design and implement systematic and results oriented climate change learning, also offers a free e-learning platform offering learning materials on many different climate change topics through its One UN Climate Change Training⁹.

However numerous challenges still exist including; low level of awareness of climate change and its impacts, insufficient public participation and sensitization; climate change issues not fully integrated into Kenya’s formal education system; inadequate capacity for policy makers at national and subnational levels on climate change mainstreaming; lack of adequate data and information to guide policy making among others. There is also need for more outreach and public awareness programs to ensure that climate change information is freely available and in formats that are suitable for all stakeholders especially at community level. Additionally, digital learning or online training programs that compliment face to face learning and respond to the current global COVID 19 pandemic increase the reach and access of the programs for learners need to be developed.

1.4 National Climate Change Learning Strategies

The capacity development challenges associated with climate change require a systematic, long term and programmatic effort to address. A *National Climate Change Learning Strategy* is a powerful tool to contribute to addressing these capacity challenges and support the implementation of Nationally Determined Contributions (NDCs) and National Adaptation Plans (NAPs), as well as other relevant plans addressing climate change. Given the linkages between climate change and development, the Learning Strategy will also contribute to the achievement of SDGs.

Since 2011, the One UN Climate Change Learning Partnership UN CC:Learn¹⁰, has engaged in developing Climate Change Learning Programmes with countries in Africa, Asia and Latin America, with the purpose of strengthening human resources, promoting climate change learning, and developing skills to advance the national climate change development agenda in the respective countries.

UN CC:Learn is a collaborative partnership of more than 30 multilateral organizations supporting countries to design and implement systematic and results-oriented climate change learning.

Through its engagement at the national and global levels, UN CC:Learn contributes to the implementation of Article 6 of the UNFCCC on training, education and public awareness-raising, and the 2012-2020 Doha Work Programme. Funding for UN CC:Learn is provided by the Swiss Government and UN partners. The Secretariat for UN CC:Learn is hosted by the UN Institute for Training and Research (UNITAR).

At the global level, UN CC: Learn supports knowledge-sharing, promotes the development of common climate change learning materials, and coordinates learning interventions through collaboration of UN agencies and other partners. At the national level, UN CC:Learn supports countries in developing and implementing country-driven, results-oriented National Climate Change Learning Strategies, aligned with National Determined Contributions (NDCs) and National Adaptation Plans (NAPs).

UN CC:Learn's approach is to provide added value by contributing to existing processes through an enhanced focus on climate change learning and skills development, supporting the development and implementation of a National Climate Change Learning Strategy aligned with the national NDC and NAP.

In 2018, Kenya's Ministry of Environment and Forestry officially joined the One UN Climate Change Learning Partnership (UN CC:Learn) in a bid to strengthen Kenya's human resources and skills to advance the national climate change agenda.

The project entitled; *Strengthen Human Resources and Skills to Advance Kenya's Nationally Determined Contribution (NDC) and National Adaptation Plan (NAP)* aimed at enhancing education, training and public awareness on climate change by strengthening knowledge and capacities in public and private sectors through education and training institutions..

As part of the project, Kenya's National Climate Change Learning Strategy was developed to strengthen existing processes and take a more strategic approach to climate change learning. Strengthening the capacity of individuals, institutions and systems will significantly boost collective climate action.

1.5 Development of Kenya's National Climate Change Learning Strategy

Kenya's National Climate Change Learning Strategy is a ten year strategy (2021 - 2030) with strategic short, medium, and long term sectoral and cross-cutting themed action plans to build individual and institutional capacity through climate change learning and skills development .

The development of Kenya's National Climate Change Learning Strategy was highly engaging and participatory, involving a multi-stakeholder cross-sectoral approach and was led by the Climate Change Directorate¹¹ under the Ministry of Environment and Forestry, in partnership with UN CC:Learn, FAO Kenya, Kenya Climate Change Working Group, and the Ministry of Education.

A Project Management Team (PMT) was constituted to guide the strategy development process. The PMT was led by Climate Change Directorate and had representation from the project partners including the Ministry of Education, KCCWG, FAO Kenya and UN CC: Learn.

A National Technical Task Team was appointed to provide technical guidance and support throughout the strategy development process including establishing timelines and deliverables and ensuring an elaborate and inclusive Learning Strategy. The Task Team had multi-stakeholder, cross-sectoral representation of institutions and comprised of a core group of state and non-state actors aligned to the priority sectors, to serve as technical experts, critical in supporting the National Climate Change Learning Strategy development process.

The strategy development process also included knowledge sharing sessions with UN CC:Learn Ambassadors from Malawi and Ghana who shared their experience, best practice and lessons learned that would inform the strategy development process.

The Climate Change Learning Strategy systematically analysed existing policies and initiatives around climate change learning, assessed individual needs and capacities of national institutions to deliver climate change learning, and developed a strategic, measurable and impactful learning action plan and sustainability framework that will enhance individual, institutional and systemic capacity on climate change. The result would be a citizenry that drives a low emission, climate-resilient development pathway.

The objectives of Kenya's National Climate Change Learning Strategy are:

1. To ensure that climate change learning helps in implementation of Kenya's updated NDC, NAP as well as other relevant plans addressing climate change
2. To examine and identify critical learning and skill development needs in key climate-related sectors
3. To address challenges to existing training and educational systems in order to increase learning opportunities and reach all relevant stakeholders
4. To augment mobilization of resources for training and skills development from national budgets and external sources
5. To support the creation of a sustainable and gender-balanced human resource base able to address climate change in a sustainable manner

The development process of Kenya's National Climate Change Learning Strategy Development is illustrated in Figure 2 and described below



Figure 2: Schematic illustration of the development of Kenya’s National Climate Change Development process.

I. Development of a Background Report on National Climate Change Priorities and Relevant Capacity Development Goals and Initiatives in Kenya

The strategy development process kicked off with the development of the *Background Report on National Climate Change Priorities and Relevant Capacity Development Goals and Plans in Kenya*. The findings from the Background Report formed the basis for development of the National Climate Change Learning Strategy.

The study systematically reviewed and analyzed existing global and national laws, policies, strategies, identified past and ongoing initiatives related to climate change capacity building and learning and mapped out key stakeholders and their respective interests in climate change capacity development and the role they will play towards development of the Learning Strategy.

This was done through; extensive literature review of relevant global, national and sub national publications, national policies and documents and face to face, telephone and online interviews with relevant stakeholders to identify current status, identify gaps and emerging issues.

The review provided a strong justification for the development of a climate change learning strategy as an important tool to strengthen individual and institutional capacities by integrating climate change learning across sectors and governance levels to achieve Kenya’s national and international climate change obligations and support implementation of national policies and strategies.

II. National Planning Workshop

The National Planning Workshop brought together various stakeholders including the National and County Governments, academia and training institutions, private sector, civil society organisations, youth, marginalised communities and representatives of UN agencies and other development partners.

During the National Planning Workshop, the stakeholders took stock of the findings of the Background Report and finalized the Report for submission to the Climate Change Directorate of the Ministry of Environment and Forestry.

More importantly, the stakeholders developed a common understanding of the strategy development process and identified the strategic priority areas and the key actors to be engaged in the development process of the National Climate Change Learning Strategy. The methodology for strategy development, the workplan and overall coordination structure was also agreed upon and the Strategy vision and theory of change developed.

The stakeholders recognized that climate change is cross cutting and affects all sectors however priority sectors were identified to ensure that the strategy is focused and that subsequent learning actions create maximum impact with minimum resources. The Stakeholders prioritised five sectors namely; *agriculture, education, energy, environment, and water, sanitation and irrigation* and three cross cutting themes namely; *public awareness, capacity building and gender and youth engagement*. These informed the sectors and institutions who were engaged during the development of the climate change learning strategy.

III. Assessment of Learning Needs and Capacity to Deliver Climate Change in Kenya

The Assessment exercise was a consultative process, extensively engaging stakeholders through online surveys, Focus Group Discussions and Key Informant Interviews (face to face, online and email) to determine individual and institutional gaps and needs.

The objectives of the Capacity and Needs Assessment were;

- Identify priorities for learning within and across sectors
- Identify existing capacities to deliver learning (institutional and individual)
- Establish a baseline from which to be able to measure performance
- Inform the identification of actions to be included in the strategy
- Ensure ownership of key stakeholders in the strategy

All stakeholder input was compiled, reviewed, analyzed and synthesized, and presented in the Assessment Report which provides valuable insight and basis for development of the learning actions within the sectors and cross cutting themes at individual and institutional levels.

IV. Mid Term Workshop to develop the Learning Action Plan

Stakeholders from various sectors met at the mid-term workshop and developed ambitious actions to be included in the Learning Action Plan. Using the results-based

management approach, strategic objectives were developed based on national priorities and the main individual and institutional gaps identified during the assessment exercise.

An implementation framework was then developed for each of the five sectors and three cross cutting themes to include; priority actions, expected outcome, expected output, key performance indicators, activities, lead and responsible institution, targeted groups and time frame.

The ten year National Climate Change Learning Strategy (2021 - 2031) identified a total of 34 actions with 8 short term (1-2 years), 16 medium term (3- 5 years) and 10 long term (5- 10 years) actions.

V. Development of the National Climate Change Learning Strategy

A draft National Climate Change Learning Strategy was compiled based on findings of the background study, assessment reports and extensive stakeholder engagement and valuable input during and after the Mid Term workshop and guided by the Guidance Note developed by UNCC: Learn¹².

The Draft Strategy incorporated and included the following elements; learning action plan, implementation framework, sustainability framework and Monitoring and Evaluation plan among others.

The draft Strategy was presented to the Technical team and stakeholders from key institutions for review before presentation at the National Validation Workshop for final input and acceptance as a national document.

Concept notes were also developed for pilot projects in the area of climate change communication and storytelling.

There was high level buy in and development partner engagement during the strategy development process to catalyse commitment and support for implementation of the strategy.

VI. National Validation Workshop

The final draft strategy was presented at a National Validation Workshop where it was reviewed in detail. Key issues agreed at the workshop were then incorporated into the final version of the strategy in preparation for the national launch.

VII. Launch

2 NATIONAL POLICY PRIORITIES, INSTITUTIONS AND KEY INITIATIVES

As an important first step in the development of the National Climate Change Learning Strategy, a review was undertaken that systematically reviewed existing national policies, laws, strategies, related to climate change capacity building and climate change education learning and identified key institutions and stakeholders and their respective interests in capacity development and the role they will play towards development of the Learning Strategy. The study also presented key climate change learning initiatives, programs and activities that have been implemented and are ongoing both nationally and sub nationally and presented in the five Action for Climate Empowerment priority areas; *Education, Training, Public Awareness, Public Access to Information and Public Participation*.

2.1 Climate Change Institutional Framework

Kenya's Climate Change Act (No. 11 of 2016) is national legislation that provides for an enhanced response to climate change and provides mechanisms and measures to achieve low carbon climate resilient development. The Act adopts a mainstreaming approach that includes integration of climate change considerations into all sectors and in County Integrated Development Plans (CIDPs).

The Act establishes the *National Climate Change Council* (Section 5) chaired by His Excellency the President. The Council is responsible for overall coordination and advisory functions. The Act also establishes the Climate Change Fund - a financing mechanism for priority climate change actions and interventions.

The *Climate Change Directorate (CCD)* also established by the Act (Section 9), and domiciled in the Ministry of Environment and Forestry, is the lead agency coordinating climate change activities. Climate change response is a shared responsibility between the National Government and County Governments. State departments and national government public entities are expected to designate a unit with adequate staff and financial resources and county governments designate a County Executive Member to coordinate climate change affairs.

The Act also establishes the Climate Change Fund (Section 25) which shall be a financing mechanism for Fund priority climate change actions and interventions approved by the Council and vested in the National Treasury.

The Climate Change Act 2016 provides a regulatory framework for the development, management, implementation and regulation of mechanisms to enhance climate change resilience and low carbon development for the sustainable development of Kenya.

2.2 Climate Change Policy and Legal Framework

Key milestones in Kenya's national climate change legal and policy framework for national climate action is illustrated in Figure 2 and further elaborated in Table 1 highlighting the emphasis on capacity building.

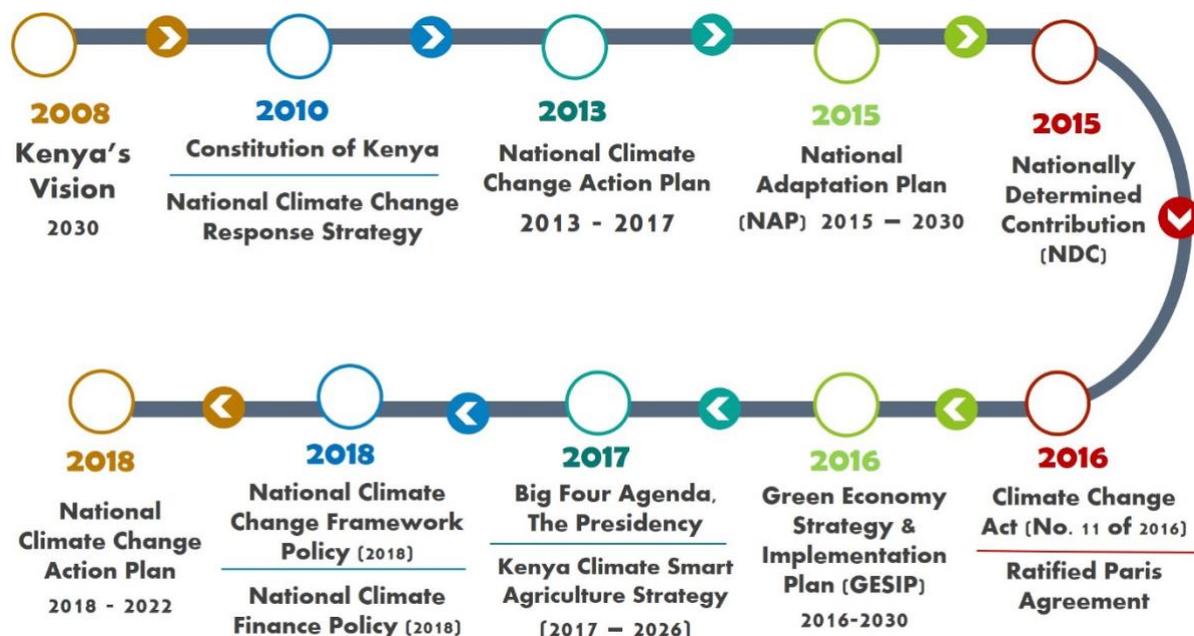


Figure 3: Key milestones in Kenya's Legal and Policy Framework for National Climate Change Action

Table 1: Overview of Climate Change Legal and Policy Framework in Kenya

Constitution Of Kenya 2010	Kenya's constitution provides the basis for action on climate change guaranteeing citizens a clean and healthy environment, which is a fundamental right under the Bill of Rights
Climate Change Act (No. 11 Of 2016)	Kenya's Climate Change Act (2016) is national legislation that provides for an enhanced response to climate change and provides mechanisms and measures to achieve low carbon climate resilient development Mainstreaming approach that includes the integrating climate change into development planning, budgeting and implementation in all sectors and all levels of government
Kenya Vision 2030 - Third Medium Term Plan	Kenya's Third Medium Term Plan (MTP III) includes climate change as a thematic crosscutting issue, and mainstreams climate actions into development planning, decision making and implementation in all sectors of the economy at national and county levels to ensure sustainable development
National Climate Change Response Strategy 2010	The National Climate Change Response Strategy 2010, was the first national policy document on climate change. It advanced the integration of climate change adaptation and mitigation into all government planning, budgeting, and development objectives.
Kenya National Adaptation Plan (2015 - 2030)	The National Adaptation Plan (NAP) is the basis for the adaptation component of Kenya's Nationally Determined Contribution (NDC) and consolidates the country's vision on adaptation actions. The NAP identifies priority actions in 19 planning sectors for national and county governments.

Kenya's Updated Nationally Determined Contribution (NDC) 2020	Kenya's Updated NDC presents Kenya's commitment and intention to achieve a low carbon resilient development pathway and includes both adaptation and mitigation contributions based on national circumstances and commits to abate Kenya's GHG emissions by 32% by 2030, relative to the business as usual scenario of 143 MtCO ₂ eq.
National Climate Change Action Plan (NCCAP) 2018 - 2022	Kenya's National Climate Change Action Plan is a five-year plan that seeks to further Kenya's development goals in a low carbon climate resilient manner. The action plan sets out priority adaptation, mitigation, and enabling actions and is anchored in the Climate Change Act 2016.
National Climate Change Framework Policy 2018	Enhance adaptive capacity and resilience to climate change and promote low carbon development for the sustainable development of Kenya.
2nd National Communications To The UNFCCC 2015	Kenya's second National Communication noted that the level of awareness of climate change issues and impact was low across the country and Education, Training and Public Awareness on climate change issues receive minimal consideration in Kenya's formal education system.
Green Economy Strategy and Implementation Plan (GESIP) 2016 - 2030	The Green Economy Strategy and Implementation Plan (GESIP) will guide the national and county governments, the private sector, civil society and other actors adopt development pathways with higher green growth, cleaner environment and higher productivity relative to the business as usual growth scenario.
Big Four Agenda	Kenya's Big Four Agenda establishes the governments priority focus areas for 2018 to 2022 to foster economic development and provide a solution to the various socio-economic problems facing Kenyans by; enhancing Manufacturing; providing Food and Nutrition Security, Universal Health Coverage and Affordable Housing.
County Integrated Development Plans (CIDPs)	Climate change response is a shared responsibility between the National Government and County Governments. All County Governments are required by the Climate Change Act, 2016 to mainstream climate change in their County Integrated Development Plans (CIDPs) and County Annual Development Plans (CADPs).
Sector Strategies, Plans and Regulations	Several ministries and departments have established climate change-related plans and policies to guide them in mainstreaming climate actions in their sectors including; <i>Kenya Climate Smart Agriculture Strategy (2017 - 2026)</i> , <i>National Forest Programme, 2016 - 2030</i> , <i>Environmental Management and Co-ordinating Act (EMCA)</i> , <i>Green Economy Strategy and Implementation Plan (GEISP) 2016- 2030</i> , <i>Kenya's Disaster Risk Financing Strategy (2018-2022)</i> , <i>National Disaster Risk Management Policy (2017)</i> , <i>Energy Act (2019)</i> , <i>National Water Master Plan, Water Act (No. 43 of 2016)</i> , <i>Kenya National Aviation Action Plan for International Civil Aviation Organisation (ICAO)</i> , <i>Mitigation plan for International Maritime Organisation (IMO) (2017)</i> , <i>National Policy in Gender and Development 2000 among others...</i>

2.3 Education Policy and Legal Framework

The provision of quality education and training to all Kenyans is fundamental to Kenya's overall strategy for socio-economic development. The Ministry of Education is responsible for Kenya's education system which is comprised of: Pre-Primary Education, Primary Education, Secondary, Adult and Continuing Education, Technical and Vocational Education and Training (TVET), University Education, Special Needs Education, and Teacher Education¹³.

The functions of education and training are shared between the national and county governments as contained in Schedule 4 of the Constitution of Kenya 2010. The functions of the National Government are: education policy, standards, curriculum, examinations, granting of university charters, universities, tertiary educational institutions, institutions of research, higher learning, primary schools, special education, secondary schools, special education institutions and promotion of sports and sports education.

The functions of the County Government in relation to education are: pre-primary education, village polytechnics, home-craft centres, farmers training centres and childcare facilities.

The Kenya National Qualifications Authority (KNQA)¹⁴, set up in 2015 coordinates and harmonizes education, training, assessment and quality assurance of all qualifications awarded in the country and over sees and regulates the work of the Basic, TVET and University education sectors.

The Ministry of Education in line with the demands of Vision 2030 instituted curriculum reforms in the country. The Ministry through its agency, Kenya Institute of Curriculum Development developed the National Curriculum Policy and Basic Education Curriculum Framework to guide the process. The curriculum has so far been implemented from Pre-Primary 1 to Grade 4, with Grade 5 scheduled to be rolled out in 2021. Development of Curriculum designs for Junior Secondary (Grade 7 to 9) is complete and work is ongoing for Senior Secondary (Grade 10 to 12). Kenya's Education for Sustainable Development (ESD) Policy for the Education Sector, 2017 has largely informed the reforms with the environment and its components such as climate change being a key focus.

Besides integrating climate change into the formal education curriculum; there are other opportunities to impart climate change knowledge and deepen and extend understanding and compliment formal learning through non-formal and informal educational learning for both learners and the general public.

Non - formal education and informal learning, including intergenerational lifelong learning taking place within the community, provides learners with critical opportunities to relate to realities that concern them and influence them to take the necessary action.

Examples of non-formal learning activities in schools include clubs such as; environmental, music, drama and journalism among many others. Others could include visits to museums, resource centers such as National Climate Change Resource Centre and participation in art competitions such as the *Kenya Climate Change Art and Essay Competition*¹⁵ Young learners in schools and universities can also learn through

participation in hands on experiential learning like the *World Climate Simulation*¹⁶ event. Other opportunities exist in integrating climate change training in professional development courses.

Additionally, intergenerational learning presents a great opportunity because children have unique perspectives on climate change, they represent an audience that is easily reached through schools, and are arguably best equipped to navigate the ideologically fraught topic of climate change with older generations in ways that inspire action¹⁷. Intergenerational learning describes the way people of all ages can learn together and from each other and is an important part of Lifelong Learning, where the generations work together to gain skills, values and knowledge. This includes building on the positive resources that both the younger and older generations, including the elderly have to offer each other and those around them. The Climate Change Act 2016 recognizes this important role and in Section 3 (2) (e) mandates the national and county governments to mainstream intergenerational and gender equity in all aspects of climate change response. Table 2 presents an overview of the legal and policy framework related to climate change learning in Kenya.

Table 2: Overview of Legal and Policy Framework in Climate Change Education and Learning in Kenya

Basic Education Act	The Basic Education Act in Section 42 (4) stipulates that the Cabinet Secretary shall upon advice of the National Education Board advise the government on the promotion of environmental protection education for sustainable development.
The Technical And Vocational Education And Training Act, 2013	Provide for the governance and management of institutions offering technical and vocational education and training including coordinated assessment, examination and certification
National Education Sector Strategic Plan 2018 - 2022	The National Education Sector Strategic Plan (NESSP) 2018-2022 is an all-inclusive, sector wide plan that spells out policy priorities, programmes and strategies for the education sector. Under the cross-cutting issues two programmes specifically mention incorporation of climate change in their activities. These are; <i>Programme 1.5 Promote Education for Sustainable Development (ESD) and Programme 3.6: Greening Technology in TVET - Greening TVET (GTVET)</i>
Universities Act Chap 210B	An Act of Parliament to make better provisions for the advancement of university education in Kenya and for connected purposes
ESD Policy For The Education Sector. Ministry Of Education 2017	The ESD Policy was launched in 2017 provides for the incorporation of key themes of sustainable development such as poverty alleviation, human rights, innovation, health and environmental protection and climate change into the Kenyan education system
Basic Education Curriculum Framework 2017	This framework and the <i>Policy Framework for Reforming Education, Training and Research for Sustainable Development - Sessional Paper No. 1 of 2019</i> are anchored on the National Goals of Education of which, the 8 th promotes positive attitudes towards good health and environmental protection, inculcating in the learner the value of physical and psycho-social wellbeing for self and others.
Presidential Directive (Ref No. Op/Cab	Following the Presidential Directive to the Ministry of Environment and Forestry (MEF) and the Ministry of Education to integrate climate change into

26/1/3a) - 24th May 2018	the Education curriculum at all levels, the MEF is spearheading this process in collaboration with the Ministry of Education through a comprehensive process that has brought together all agencies mandated to develop and regulate education curricula in all levels of education in Kenya.
County Government Act (No. 70) 2012	The County Government Act (No. 70) 2012 gives the Counties powers to manage pre-primary, youth polytechnics and childcare services.

2.4 Key Climate Change Learning Initiatives

Available information on implemented and on-going and initiatives aimed at strengthening capacities in various sectors to address climate change was identified and are presented in Table 3 in the Action for Climate Empowerment Priority Sectors namely; education, training, public awareness and public access to participation.

Table 3: Climate Change Learning Initiatives in Kenya

Action for Climate Empowerment Sector	Climate Change Learning Initiative
EDUCATION	<ul style="list-style-type: none"> • Education for Sustainable Development (ESD) in Kenya - <i>Ministry of Education</i> • Regional Centres of Expertise - <i>Ministry of Education</i> • Development of Guidelines for mainstreaming climate change in education curricula - <i>Ministry of Environment and Forestry</i> • Climate Change Education for Sustainable Development (CCESD) - <i>Kenya Organization for Environmental Education</i>
TRAINING	<ul style="list-style-type: none"> • Climate Change Training Program - <i>Ministry of Environment and Forestry, Kenya School of Government</i> • Climate Finance Training Program - <i>Ministry of Environment and Forestry, The National Treasury</i> • Climate Change Training at TVETs - <i>Ministry of Environment and Forestry, JKUAT, NITA, TVETA</i> • Training of editors and journalists on responsible and responsive reporting on climate related disasters including El Nino - <i>Ministry of Environment and Forestry, Media Council of Kenya</i> • Training of Environmental Bloggers with the Bloggers Association of Kenya (BAKE) • Enhancing Effective Climate Change Reporting for Climate Action - <i>Kenya Organization for Environmental Education</i> • Capacity building of Kenya Metrological Department (KMD) - <i>Ministry of Environment and Forestry</i> • Education for Sustainable Development (ESD) Marine Programme - <i>World Wide Fund for Nature (WWF) Schools in Coastal Kenya</i> • UN Alliance on Climate Change Education, Training and Public Awareness • Support to Women and Other Vulnerable Groups - <i>Kenya Climate Working Group, UN Women, FAO</i> • Training of journalists on objective climate change reporting - <i>Kenya Climate Working Group</i> • Training of Member of County Assembly (MCA)s on climate change, budgeting and mainstreaming - <i>Kenya Climate Working Group</i> • Training of Diplomats and Online Youth Climate Dialogues - <i>Ministry of Environment and Forestry</i>

	<ul style="list-style-type: none"> Climate Change Education for Sustainable Development (CCESD) - <i>Kenya Organization for Environmental Education</i>
PUBLIC AWARENESS	<ul style="list-style-type: none"> Kenya Climate Change Art and Essay Competition 2018: Nairobi County Edition - <i>Ministry of Environment and Forestry, Ministry of Education, Kenya Institute of Curriculum Development</i> Climate Change Sensitization for National Assembly and Senate Environmental Committees - <i>Ministry of Environment and Forestry</i> Renewable Energy Day - <i>Ministry of Environment and Forestry, Kenya Renewable Energy Association (KEREAA)</i> Faith Based-Climate Change Education for Sustainable Development - <i>Kenya Organization for Environmental Education</i> Climate-Smart Agriculture (CSA) Campus Forum - <i>Climate Smart Agriculture Youth Network (CSAYN)</i>
PUBLIC ACCESS TO INFORMATION	<ul style="list-style-type: none"> National Climate Change Resource Centre (NCCRC) - <i>Ministry of Environment and Forestry</i> Kenya Climate Change Knowledge Portal - <i>Ministry of Environment and Forestry</i> Community Education Business and Information Centre (CEBIC) - <i>Ministry of Environment and Forestry</i> Joto Afrika magazine - <i>Ministry of Environment and Forestry</i>

Kenya's Climate Change Act 2016 states in Section 24 (1) that public entities at each level of government shall, at all times when developing strategies, laws and policies relating to climate change, undertake public awareness and conduct public consultations.

During the development of the Strategy, there was extensive consultation with stakeholders, including representatives from the National and County Governments, CSOs, the academia and training institutions, private sector, development partners, women's groups, youth groups, marginalised and minority groups, Faith based organisations (FBOs), persons with disabilities and the private sector.

2.5 Gaps and Recommendations

The review recommended that the development of the Learning Strategy should be an extensive, consultative and engendered participatory process and cut across a broad range of stakeholders to ensure sustainably and long-term support. This process should involve the National and County Government and non-state-actors including development partners private sector, civil society, research and academia, faith-based organisations and the media. The strategy development process should ensure a holistic approach by including vulnerable groups including Persons with Disability, women, youth, the elderly, marginalized and minority communities.

Priority areas that have emerged from the review that informed the development of the Learning Strategy include focusing on;

- Strengthening the capacity of National Government institutions and County Government in prioritized sectors to implement the Climate Change Act 2016 through targeted training programs.

- Supporting the process of integration of climate change in all levels of the formal education system including finalization of the mainstreaming guidelines, development of the capacities of teachers and facilitators to teach climate change and development of supplementary teaching and learning materials.
- Enhancing opportunities for non-formal and informal learning by; strengthening the capacity of the existing structures such as the National Climate Change Resource Centre (NCCRC), the Community Education Business and Information Centre (CEBIC) and the Kenya Climate Change Knowledge Portal among others and tapping into indigenous traditional knowledge and intergenerational learning.
- Develop and operationalize an extensive climate change public awareness and engagement strategy that highlights outreach to stakeholders including politicians and media and engages vulnerable groups, including women, older members of society, children, youth, persons with disabilities, and members of minority and marginalized communities.

The review noted that partnerships are vital in the achievement of a holistic climate change learning strategy which is in line with SDG 17 which calls for inclusive partnerships at all levels to drive sustainable development.

Pursuant to the Leave No One Behind principle of the 2030 Sustainable Development Agenda, vulnerable groups including women, youth, the elderly, persons with disabilities, marginalized communities, and indigenous groups are part and parcel of the Strategy.

3. ASSESSMENT OF CLIMATE CHANGE LEARNING NEEDS AND PRIORITIES AND INSTITUTIONAL CAPACITIES TO DELIVER LEARNING

An important aspect of the National Climate Change Learning Strategy development process was to assess learning needs as well as capacities to deliver learning.

The assessment analysed individual and institutional learning and capacity needs and informed the development of the learning action plan, an integral part the Kenya's National Climate Change learning strategy.

The objectives of the capacity and needs assessment was to;

1. Identify priorities for learning within and across sectors
2. Inform the identification of actions to be included in the strategy
3. Establish a baseline from which to be able to measure performance
4. Identify existing capacities to deliver learning (institutional and individual)
5. Ensure ownership of key stakeholders in the strategy

3.1 Assessment Methodology

The assessment exercise followed a study approach that promoted participation of different stakeholders working in the five prioritised sectors namely environment; education; agriculture; energy; and water, irrigation and sanitation and the three cross cutting themes namely; public awareness, capacity building and gender and youth engagement.

The assessment targeted National and County government institutions with related policy making and implementation functions as well as organisations outside the government with climate change relations operations and functions. Institutions targeted outside government included; Civil Society Organisation's, Academia and training institutions, media, youth, women and marginalised communities, private sector and development partners

The assessment also relied on Annex 2 and 3 of the UN CC:Learn Guidance Note¹⁸ on developing a National Climate Change Learning Strategy which has questionnaires for assessing climate change learning needs and priorities and capacity to deliver climate change learning. The questionnaires were contextualized to best extract information relevant to the Kenyan context. Both qualitative and quantitative methodologies were employed to collect data using participatory approaches.

The extensive assessment exercise was a consultative process, engaging a diverse group of stakeholders. Three approaches were used in the assessment namely; Online questionnaire, Focus Group Discussion (FGD) and Key Informant Interviews (KII)

Online questionnaire: To facilitate stakeholder engagement and streamline data collection, an online data collection tool (Kwik Survey) was used to facilitate data

consolidation and reporting by key stakeholders. The online platform was used as it is efficient, interactive and user friendly. Two online surveys were developed;

- I. **Survey 1:** Assessing individual climate change learning needs and priorities in Kenya. Over 230 individuals responded to the survey
- II. **Survey 2:** Assessing institutional capacities to deliver climate change learning in Kenya. Over 50 institutions filled in the survey

Focus Group Discussion (FGD): Eight (8) virtual FGDs were held that brought together over 250 stakeholders drawn from; Government Agencies, COG and County Government, Civil Society Organisation's (CBOs) and Media, Academia and training institutions, Youth, women and marginalised communities, Private sector, Development Partners and Faith Based Organizations (FBOs),.

Key Informant Interviews (KII): Over 30 Key Informant Interviews were held face to face, virtually or through telephone conversations with key stakeholders in the climate change capacity building and learning space.

The key findings related to individual skills and institutional capacity gaps identified during the assessment are presented below.

3.2 Assessment Findings

3.2.1 Climate Change Topics Learning Priority

When it comes to cross cutting climate change topics that are relevant to respondents in their role within the various institutions; Learning how to communicate about climate change and learning about green economy growth and jobs had the highest priority at 73% each.

Learning about adaptation and climate resilience; learning about mitigation and emission reduction strategies; learning about climate change and disaster risk management and learning about the role of youth in climate change action each tied at 70%.

3.2.2 Climate Change Topics Offered at Institutions

Basics of climate change science is the most offered climate change topic by training institutions at 79% followed by climate change and disaster risk management at 68%.

Adaptive and climate-resilient decision making and renewable energy training are offered by 65% of the training institutions while role of indigenous knowledge in

3.2.3 Planned Climate Change Learning Topics

When it comes to climate change related learning activities that institutions plan to offer in future, climate change and disaster risk management lead at 72% followed by clean cooking technologies at 67%.

Future interest on social dimension of climate change and gender and climate change as a learning activity is at 65% each while role of indigenous knowledge in climate change adaptation and green technologies/renewable energy each have 64%.

Climate change and population dynamics has the lowest future interest as a climate change topic at 42% followed by development of a climate investment plan and National and County Climate Change Funding at 45%.

Future interest in offering learning on carbon markets and Clean Development Mechanism is at 47% while interest in reducing emission from deforestation and forest degradation (REDD+) is at 48%.

3.2.4 Integration of Climate Change Learning in Institutions

Some of the opportunities shared by respondents on how specific learning activities/courses in which climate change consideration could be integrated in their institutions include

1. Including climate change as one of the crosscutting issues in all courses offered
2. Using community capacity building along other (structured) learning activities
3. Development of curriculum and modules for climate change
4. Mainstreaming climate change in county planning
5. Having climate change as an entire diploma course
6. Ensuring that climate change is an independent department in institutions rather than a section of a department
7. Incorporate climate change learning in all public institutions
8. Development of community outreach programmes to foster collaboration with communities
9. Consider introducing or strengthening non formal programs such as Environmental clubs and societies, art, music, drama and science journalism including Eco Schools Programs
10. Strengthen linkages between academia and industry to address appropriate response to climate change
11. Building capacity of the media to document and disseminate climate change stories
12. Engage with faith-based organizations to develop strategy to integrate climate change into faith based preaching and teaching to disseminate climate change messages to their congregations especially at grass root level

3.2.5 Human Resource Capacities

When asked to what extent are human resource capacities and skills levels in their institution sufficient to enable them perform their climate change-related functions and tasks, only 14% of the respondents said that its highly adequate. A further 64% said that it is moderately adequate while 22% said that it is not adequate. Table X summarizes the individual skills and institutional capacity gaps identified during the assessment .

Table 4: Summary of Individual and Institutional Capacity Gaps

Priority Sector/Cross Cutting Theme	Individual and Institutional Capacity Gaps
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Education	<ul style="list-style-type: none"> ▪ Climate change learning is not embedded in curriculum of Kenya’s education system ▪ The Ministry of Education does not have a Climate Change Unit ▪ Ministry of Education staff have not been trained on climate change ▪ Climate change is not taught by many institutions of higher learning ▪ Limited knowledge in mainstreaming climate change concepts in curriculum designs and designing learning experiences on climate change concepts ▪ Many institutions of higher learning are not implementing green or clean energy systems in their daily campus activities ▪ Inadequate research support to inform what should be in the curriculum at the university level ▪ Insufficient staff, resources and inadequate appropriate strategies for addressing climate change ▪ Financial constraints in the roll-out of curricula or development of more curricula and conducting research on climate change ▪ Low level of climate change training through all levels of education from primary to tertiary education ▪ Climate change is currently not a priority recruitment and training area since it does not contribute to the key mandate of the Ministry of Education ▪ Weak link/collaboration between the Commission for University Education and researchers on research outputs to inform curriculum development, review and reforms ▪ Inadequate training of technical staff of the Commission for University Education and peer reviewers (mostly academia and industry) on recent trends in climate change matters and their relevance so that as they evaluate curriculum ▪ In approving/inspecting universities for accreditation/quality assurance, it is expected that the Commission for University Education ensures that energy saving, use of renewable energy, environmentally friendly approaches in constructions, green economy among others are mainstreamed. This is currently not happening and the Commission needs to be capacity built to support this function
Environment	<ul style="list-style-type: none"> ▪ Lack of an in-house meteorologist and environmental economist with solid experience in the development of climate scenarios (for the next 10, 20, 25, 50 Years) and climate finance modelling at the Ada Consortium ▪ Inadequate knowledge on climate change impacts ▪ Climate change is deemed to be synonymous with environmental issues which may not be the case ▪ There is limited and inadequate co-ordination of climate change activities between the relevant Ministries ▪ Inadequate partnerships with other Ministries and other stakeholders to allow for effective coordination in implementing the NAP and NCCAP ▪ Challenge in supplying of digital gadgets to monitor forest use
Energy	<ul style="list-style-type: none"> ▪ Most of the staff in the bioenergy division of the Renewable Energy Directorate have not been actively engaged in monitoring and reporting on climate change related data much as they are able to identify actions that contribute to the reduction of GHG emissions ▪ Insufficient technical knowledge from stakeholders on E-mobility concept ▪ Limited knowledge on affordable renewable energy and clean cooking technologies

	<ul style="list-style-type: none"> ▪ Limited knowledge and skills on green technology jobs and economy ▪ Inadequate skills on wind energy harvesting infrastructure and large-scale solar power generation system and sale agreement with KPLC ▪ Inadequate training to update skills, due to inadequate funds
Water, Sanitation and Irrigation	<ul style="list-style-type: none"> ▪ Inadequate human resources. On the establishment of the CCU, staff were not appointed to work specifically in the Unit. This leads to climate change actions to not be prioritized, unless climate change is included in performance contracts ▪ Although CCU Desk Officers have officially been appointed at the Ministry of Water, Sanitation and Irrigation, there is no financing yet to carry out the mandate. The deployed officers do not have the equipment and have not been trained to carry out their duties ▪ The CCU at the Ministry of Water, Sanitation and Irrigation requires funds to effectively implement the priority actions listed in the NAP. However, it does not receive funds that specifically support climate change projects ▪ Currently, different types of water (e.g., blue water, black water and grey water) are handled by different Ministries hence effective coordination is a challenge ▪ Inadequate institutional framework/structure to support climate change in the Water, Sanitation and Irrigation ▪ There has been inadequate investment to support knowledge management in the water sector ▪ Inadequate infrastructure for water treatment, waste-water recycling, rain water harvesting and water storage
Agriculture	<ul style="list-style-type: none"> ▪ Low understanding of the frameworks especially related to agriculture ▪ Lack of financial and human resources to address climate change ▪ Those in agriculture do not have a clear understanding of climate change adaptation and mitigation strategies ▪ Limited knowledge on hydroponics and aquaponic production by use of green energy powered water reticulation systems ▪ Privately generated climate smart initiatives which often are documented but unavailable
Capacity Building	<ul style="list-style-type: none"> ▪ Capacity building for climate change has not been identified as a training need at the institutional level ▪ Low knowledge on monitoring and evaluation skills especially for mitigation investments ▪ Inadequate training capacity and experience due to lack/inadequate funding/scholarship and limited exposure ▪ Overreliance on external consultants to undertake climate change training ▪ Current staff have no formal training on climate change ▪ Limited capacity on climate change policy design and legislative drafting ▪ Lack of formalized training and interactive, socially diverse material accessible at a community level ▪ Implementing policies on climate change mitigation at the county and national level has been a challenge ▪ Limited training on climate change reporting ▪ Inadequate capacity building on development of market mechanisms procedures and methodologies required for successful implementation of climate change mitigation projects

	<ul style="list-style-type: none"> ▪ Inadequate training on climate finance and climate trends ▪ Inadequate resources to build on existing capacity ▪ Staff not fully equipped on matters of climate change ▪ Gaps in organizing training due to inadequate human and financial resources
Public Awareness	<ul style="list-style-type: none"> ▪ Poor response to climatic change due to higher level of illiteracy among the community and ignorance ▪ Insufficient knowledge around climate change adaptation and mitigation due to lack of needed experience, funds and mentorship ▪ Unavailability of simplified information packaged for stakeholders to interpret the likely impacts of climate change on their livelihoods ▪ Lack of knowledge and skills on climate change amongst majority of the staff ▪ Poor information sharing from lead Government agencies on climate change achievements and failures ▪ Limited knowledge on community engagement on utilising scientific climate information and along with indigenous information for production ▪ Limited knowledge on climate monitoring and indicators of climate change ▪ Lack of knowledge brokers to translate climate change science knowledge into local solutions ▪ Limited knowledge on climate change mainstreaming at organizational and community level ▪ Limited understanding of climate financing and GCF readiness ▪ Low knowledge on climate change causes and impacts and identification of effective adaptation and mitigation measures to climate change effects
Gender and Youth Engagement	<ul style="list-style-type: none"> ▪ Limited knowledge on gender responsive budgeting ▪ Difficulty in communicating climate change to a dynamic youth audience ▪ Few youth specific resources on climate change ▪ Climate change capacity needs to start from the young generation so it can be part of their culture as they grow in turn creating a climate smart generation ▪ Limited transformative collective action to ensure women play a key role in climate change issues at the local level ▪ How to mainstream gender in climate change budgeting and reporting
General Issues	<ul style="list-style-type: none"> ▪ Lack of urgency in addressing climate change matters thus leading to insufficient allocation of resources to equip officers with knowledge and skills necessary to combat climate change ▪ Climate change is not accorded the due weight in many institutions of government ▪ Insufficient staff, resources and inadequate appropriate strategies for addressing climate change ▪ Limited knowledge and skills on qualitative climate data analysis, methods of analysing carbon sequestration and modelling ▪ Inadequate climate change negotiations skills ▪ Inadequate finances to sustain advocacy actions ▪ Inadequate training and exposure to institutions dealing with climate change related issues ▪ Overlap of functions and responsibilities which can cause the activities carried out by one Unit to be undermined despite their relative importance

	<ul style="list-style-type: none">▪ Lack of skills on climate change financing and development of bankable projects▪ Being 100% donor funded, staff costs are pegged on projects hence trained staff turn over▪ Donor driven policies i.e., when fund is not available it stagnates the implementation process▪ Difficulty in working with some of the County Government's makes it difficult to undertake some climate actions▪ Limited mechanisms for strengthening consultation and participation at the policy level▪ Lack of expertise in climate project pipeline development▪ Unavailability of tools for capturing climate change data▪ Limited understanding of the approaches and strategies for transparent reporting of climate change mitigation and adaptation and communication pathways for reporting▪ Gaps in policy analysis, communication, political leadership, ecosystem approach, climate and policy skills▪ Limited knowledge and skills in mainstreaming of climate change in development of policies, economic modelling and labour issues
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4. NATIONAL CLIMATE CHANGE LEARNING STRATEGY VISION AND STRATEGIC OBJECTIVES

4.1 Vision

“A citizenry equipped with relevant knowledge and skills provided by national education and training institutions to drive Kenya’s economy to a low-emissions, carbon resilient development pathway in a sustainable manner.”

4.2 Theory of Change Statement

IF key-climate related sectors have strengthened learning and skills development through specific learning actions to enhance climate change learning at individual and institutional level, IF national education and training institutions are strengthened to enhance climate change learning, THEN Kenya will have a gender-balanced human resource base and institutions to address climate change in sustainable manner.

4.3 Strategic Objectives

9. To enhance knowledge of the general public on climate change for increased climate action by 2030
10. To facilitate capacity development for public participation in climate change responses through awareness creation, consultation, representation and access to information
11. To strengthen awareness and capacity of youth, women and men for inclusive participation and response to climate change by 2030
12. To enhance climate change knowledge interpretation and its applications among learners, teachers, trainers and facilitators by 2030
13. To enhance capacities on environmental conservation and sustainability for improved climate change resilience and reduced greenhouse gas emissions by 2030
14. To strengthen capacity on renewable and efficient forms of energy through planning, research and development and awareness raising by 2030
15. To enhance climate change resilience of the water, sanitation and Irrigation sector through awareness creation and institutional strengthening by 2030
16. To enhance adaptive capacity and resilience of farmers, pastoralists and fisher-folk to the adverse impacts of climate change

4.5 Principles

- Country-driven coordinated approach
- Strengthening existing skills and national education and training institutional structures and capacities
- Fostering multi-stakeholder consultation, collaboration and participation

- Fostering cooperation and cross-sectoral coordination among Ministries, Departments and Agencies and between national and county governments
- Ensure engagement with development partners, civil society, faith based organizations and private sector in the development and implementation of the strategy
- Establishing partnerships and strengthening sub national, national and international collaboration to scale up action
- Ensure that climate actions are gender-responsive and incorporate intergenerational learning.
- Ensure that no one is left behind and involve vulnerable people such as women and traditionally marginalized groups (such as indigenous peoples, ethnic minorities and people with disabilities, engaging people of all ages in finding solutions for climate change, taking into special consideration the vulnerabilities of youth and the elderly, who have a reduced capacity to cope independently

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5. LEARNING ACTION PLAN

During the National Planning workshop, stakeholders recognized that climate change is cross cutting and affects all sectors however priority sectors were identified to ensure that the strategy is focused and that subsequent learning actions create maximum impact with minimum resources. The Stakeholders prioritized five sectors namely; *agriculture, education, energy, environment, and water, sanitation and irrigation* and three cross cutting themes namely; *public awareness, capacity building and gender and youth engagement*.

The crosscutting themes are foundational issues in line with the *Action for Climate Empowerment* and are embedded and applied across the five priority sectors, however they have specific interventions that are spelt out and addresses separately in the three thematic areas.

The rational for selection and supporting policies and/or strategies are presented in Table 5.

Table 5: Overall and sectoral policies supporting rational for selection of priority sector and crosscutting theme

Overall National Policies / Strategies		
<ul style="list-style-type: none"> • Constitution of Kenya 2010 • Big Four Agenda • Kenya Vision 2030 -Third Medium Term Plan • Climate Change Act (No. 11 of 2016) • Updated Nationally Determined Contribution (NDC) 2020 • National Adaptation Plan (2015 - 2030) • National Climate Change Action Plan (NCCAP) 2018 - 2022 • County Integrated Development Plans (CIDPs) 		
	Rational for selection	Supporting policy / strategy
Sector		
Education	Education is a fundamental enabler to address key climate change and societal issues by building climate change literacy and skills in the formal, non-formal and informal sectors. Recognizing that educators are the one of the biggest levers to tackle climate change due to their role as instillers of knowledge and as community leaders and equipping them with knowledge and skills is critical. Enabling prioritization of climate change learning needs and engaging national training and education institutions that have traditionally been left out of the climate change discourse through a country-driven and country-owned approach is a unique endeavour to strengthen human capacities on climate change. The national education system is a powerful medium for ensuring that future generations are climate literate, while also helping to 're-educate' current generations.	<ul style="list-style-type: none"> • Basic Education Act • The Technical and Vocational Education and Training Act, 2013 • Education for Sustainable Development (ESD) Policy for the Education Sector. Ministry of Education 2017 • Basic Education Curriculum Framework 2017 • Presidential Directive (Ref No. OP/CAB 26/1/3A) - 24th May 2018 • Universities Act Chap 210B • County Government Act (No. 70) 2012
Environment	In Kenya the economic cost of floods and droughts is estimated to create a long-term fiscal liability	<ul style="list-style-type: none"> • National Forest Programme, 2016 - 2030

	equivalent to 3 per cent of GDP each year. Tackling climate change requires a pro-active approach to conserving our environment as the two are inextricably linked. A healthy environment ensures provision of ecosystem services that sustain human life and development. A strategic approach to climate change learning in critical areas like forestry, blue economy, wildlife and biodiversity is essential for adaptation and mitigation goals to be realized.	<ul style="list-style-type: none"> • Environmental Management and Co-ordinating Act (EMCA) • Green Economy Strategy and Implementation Plan (GEISP) 2016- 2030
Energy	Kenya continues to see increased population and economic growth and so does the need for energy production and consumption. Kenya's Vision 2030 highlights the importance of renewable energy. This requires investment in capacity building and awareness raising of renewable energy and energy efficiency.	<ul style="list-style-type: none"> • Energy Act (2019)
Water, Sanitation and Irrigation	Over 80% of Kenya's landmass is arid and semi-arid making it an extremely water-risk country. At the same time, droughts and floods are the main climatic hazards that are becoming more frequent and intense that have a huge negative impact on our environment and socio-economic development. The need for capacity building and institutional strengthening of the water sector and implementing partners on water efficiency, climate proofing and awareness raising of the general public is critical.	<ul style="list-style-type: none"> • National Water Master Plan • Water Act (No. 43 of 2016) • Irrigation Act (2019) • Draft Water and Irrigation Regulations
Agriculture	As one of Kenya's highest GHG emissions sectors, the reliance on rain-fed agriculture as the main economic activity in the country, and one of the most climate-sensitive sectors, this poses a massive risk if not urgently addressed. Kenya's Climate-Smart Agriculture Strategy aims to build resilience in the agriculture sector while minimizing GHG emissions requiring capacity building of agricultural research institutions, extension officers, and sensitization of farmers, fisher folks and pastoralists.	<ul style="list-style-type: none"> • Kenya Climate Smart Agriculture Strategy (2017 - 2026)
Crosscutting theme		
Capacity building	Human resource and skills gaps, limited institutional capacities constitute a major bottleneck to effectively addressing climate change. In order to effectively achieve the goals set out in the NDC and NAP, this requires strengthened capacity and clear, comprehensive learning systems to ensure knowledge and skills at all levels of society in all affected sectors nationwide is addressed. Considering the society and economy-wide implications of climate change, complying with these commitments will need increased knowledge and capacity of the NDCs themselves, as well as other related climate policies.	<ul style="list-style-type: none"> • Draft Regulation - The Climate Change (Monitoring, Reporting and Verification) Regulations, 2021
Gender and Youth Engagement	Women, girls and youth are disproportionately affected by the impacts of climate change and are more often than not left out of critical decision-making processes. Taking a deliberate gender-	<ul style="list-style-type: none"> • National Policy in Gender and Development 2000

	sensitive and intergenerational approach to climate change learning ensures that representation of women and men and youth as well as their roles, responsibilities, knowledge and skills, will result in more inclusive processes, enhanced climate action and increased equality.	
Public Awareness	As one of the 6 areas on Action for Climate Empowerment under the UNFCCC, enhancing public awareness, community engagement and stakeholder involvement by strengthening existing structures through disruptive communication on climate change highlighting outreach to various stakeholders and engaging with vulnerable groups including women, youth, children, persons with disabilities and marginalized communities empowers members of society to engage in climate action.	<ul style="list-style-type: none"> • Draft Regulation - The Climate Change (Public Participation and Access to Climate Change Information) Regulations 2021

The Mid-term workshop to develop the Learning Action Plan for the National Climate Change Learning Strategy brought together stakeholders from government, civil society, academia and training institutions, private sector, youth groups and creative artists. ensures stakeholder involvement and buy-in across all sectors and sustainability of the learning action plan.

The stakeholders developed a Learning Action Plan to address learning needs and strengthen individual and institutional capacities to deliver learning within the priority sectors of education, environment, energy, agriculture, water sanitation and irrigation as well as the cross-cutting themes of capacity building, public awareness, gender, and youth engagement.

The individual and institutional gaps identified from the assessment exercise informed the development of the Learning Action Plan providing the baseline and valuable insight into the proposed learning actions within the various sectors and themes at individual and institutional level.

The Learning Action Plan was developed using the results-based approach for each priority sector and cross cutting theme. Priority actions were identified linked to a national priorities, gaps identified in the assessment exercise and strategic objective. A summary of the strategic objectives and respective actions that will deliver the objective, for the five priority sectors and three cross cutting themes is presented in Table 6

Table 6: Learning Action Plan: Priority action, strategic objectives and respective actions

	Strategic Objective	Actions
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Priority Sector		
Education	Enhance climate change knowledge interpretation and its applications among learners, teachers, trainers and facilitators by 2030	<ol style="list-style-type: none"> 6. Integrate climate change into curricula at all levels of education and training 7. Enhance the capacities of teachers and facilitators to teach and assess climate change all levels of education and training 8. Develop appropriate supporting supplementary teaching and learning climate change materials for all levels of education and training 9. Leverage on non-formal and informal education to promote climate change learning 10. Link research , innovation and academic/research institutions and industry to climate change policy processes for knowledge and evidence generation and provide scientific basis in promotion of climate change learning
Environment	Enhance capacities on environmental conservation and sustainability for improved climate change resilience and reduced green house gas emissions by 2030	<ol style="list-style-type: none"> 6. Engage learners and community members on the role of forestry conservation and management in climate change adaptation and mitigation 7. Awareness creation, learning and promotion of sustainable waste management towards reduction of GHG emissions 8. Capacity building of stakeholders on mainstreaming climate change into wildlife and biodiversity conservation 9. Capacity building of national and county level institutions for mainstreaming climate change in the implementation of devolved forest functions 10. Strengthen early warning and tailor made climate information services
Energy	Strengthen capacity on renewable and efficient forms of energy through planning, research and development and awareness raising by 2030	<ol style="list-style-type: none"> 1. Build capacity of institutions and households on renewable energy and clean cooking technologies 2. Enhance skills and knowledge of institutions on climate proofing energy infrastructure 3. Build capacity on efficiency and conservation 4. Sensitization on non-motorized transport options including e mobility
Water, Sanitation and Irrigation	Enhance climate change resilience of the water, sanitation and irrigation sector through awareness creation and institutional strengthening by 2030	<ol style="list-style-type: none"> 1. Build capacity on water use efficiency at individual, household, communities and institutional level to enhance climate resilience 2. Build capacity of institutions and individuals on water harvesting and storage technologies 3. Capacity building of institutions to mainstream climate change into water catchment and management plans 4. Capacity building of institutions to climate proof; water, sanitation and irrigation infrastructure
Agriculture	Promote adoption of climate smart agriculture technologies, innovations and management practices by 2030	<ol style="list-style-type: none"> 1. Enhance adaptive capacity and resilience of farmers, pastoralists and fisher-folk to the adverse impacts of climate change 2. Enhance capacity on agricultural resource management with minimized greenhouse gas emissions from agricultural production systems 3. Strengthen climate smart agriculture knowledge, extension and agro-weather services

Crosscutting themes		
Capacity Building	Enhance the capacity of institutions and individuals across sectors and governance levels, including non-state actors to take effective climate action	<ol style="list-style-type: none"> 1. Build the capacity of County Climate Change Units and MDAs 2. Build stakeholder's capacities including special interest groups to develop bankable climate change proposals 3. Build stakeholders capacity on climate change impacts in the health sector 4. Build the capacity of land planners in using climate change future scenarios in land use planning
Gender and Youth Engagement	Strengthen awareness and capacity of youth, women and men for inclusive participation and response to climate change by 2030	<ol style="list-style-type: none"> 1. Build capacity of the private sector and vulnerable groups to promote gender responsive climate technologies and innovations 2. Build capacity on climate change opportunities including affirmative fund that women and youth can access 3. Build capacity for effective gender integration in NCCAP and NDC implementation
Public Awareness	Enhance knowledge of the general public on climate change for increased climate action by 2030	<ol style="list-style-type: none"> 1. Enhance the National Climate Change Resource Centre (NCCRC) as a one stop shop for climate change information relevant to Kenya 2. Setup and Operationalise one Community Education, Business and Information Centre (CEBIC) 3. Continuous capacity building of media on climate change awareness raising and reporting

For each priority action, an implementation framework was expounded to include; expected outcome, output, Key Performance Indicators (KPIs), time frame, lead implementing and cooperating institutions and indicative budget. The M and E framework spells out the measurable targets, data sources where available and M & E frequency and responsible entity. The time frame for the strategy is 10 years (2021-2030); short term (1-2years), medium term (3-5years) and long term (5 - 10 years).

The Learning Action Plan and Strategy Implementation Framework matrices for the five priority sectors: agriculture, education, energy, environment and water, sanitation and irrigation and three crosscutting themes: capacity building, gender and youth and public awareness is presented below.

The Strategy Monitoring and Evaluation framework is presented in Annex 1

5.1 PRIORITY SECTORS

1. Education

The actions in the Education sector;

- 1.1. Integrate climate change into curricula at all levels of education and training
- 1.2. Enhance the capacities of teachers and facilitators to teach and assess climate change all levels of education and training
- 1.3. Develop appropriate supporting supplementary teaching and learning climate change materials for all levels of education and training
- 1.4. Leverage on non-formal and informal education to promote climate change learning
- 1.5. Link research, innovation and academic/research institutions and industry to climate change policy processes for knowledge and evidence generation and provide scientific basis in promotion of climate change learning

Priority Sector Education				
Strategic Objective		To enhance climate change knowledge interpretation and its applications among learners, teachers, trainers and facilitators by 2030		
National Priority		To integrate climate change education into various disciplines and subjects of the national education curricula at all levels		
Main Gaps		<ul style="list-style-type: none"> • Curriculum design is limited on climate change aspects, climate change is not an interdisciplinary course • Limited number of knowledgeable teachers, trainers and lecturers in climate change • Inadequate infusion of climate change knowledge and skills in non-formal and informal learning • Limited climate change themes in curricula and co-curricula activities 		
No	Actions	Indicative Time Frame	Lead Implementing Entity	Cooperating Partners
1.1	Integrate climate change into curricula at all levels of education and training	Short Term (1-2 Years)	Kenya Institute of Curriculum Development (KICD)	<ul style="list-style-type: none"> ▪ Ministry of Education ▪ Teachers Service Commission (TSC) ▪ Ministry of Environment and Forestry - CCD ▪ Kenya National Examination Council (KNEC) ▪ Commission for University Education (CUE) ▪ Curriculum Development Assessment and Certificate Council (CDACC) ▪ Technical and Vocational Education and Training (TVET) Institutions ▪ Kenya Technical Trainers College (KTTC) ▪ National Industrial Training Authority (NITA) ▪ National Environment Management Authority (NEMA)

				<ul style="list-style-type: none"> ▪ Kenya National Qualification Authority ▪ National Treasury and Planning ▪ Ministry of Agriculture, Livestock, Fisheries and Cooperatives ▪ County Governments ▪ Development partners
1.2	Enhance the capacities of teachers and facilitators to teach and assess climate change all levels of education and training	Short Term (1-2 Years)	Teachers Service Commission (TSC)	<ul style="list-style-type: none"> ▪ Ministry of Education ▪ Ministry of Environment and Forestry - CCD ▪ Kenya School of Government (KSG) ▪ Kenya Institute of Curriculum Development (KICD) ▪ Teachers training colleges ▪ Technical and Vocational Education and Training (TVET) Institutions ▪ National Industrial Training Authority (NITA) ▪ Kenya National Qualification Authority (KNQA) ▪ County Governments ▪ Development partners
1.3	Develop appropriate supporting supplementary teaching and learning climate change materials for all levels of education and training	Short Term (1-2 Years)	Kenya Institute of Curriculum Development (KICD)	<ul style="list-style-type: none"> ▪ Ministry of Education ▪ Ministry of Environment and Forestry ▪ Public and Private Universities ▪ County Governments ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Research institutions ▪ Development partners
1.4	Leverage on non-formal and informal education to promote climate change learning	Medium Term (3-5 Years)	Ministry of Education	<ul style="list-style-type: none"> ▪ Ministry of Environment and Forestry ▪ Kenya Secondary Schools Heads Association (<i>KESSHA</i>) ▪ Kenya Primary Schools Headteachers Association (KEPSHA) ▪ County Governments ▪ Public and Private Universities ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Media ▪ Technical and Vocational Education and Training (TVET) Institutions ▪ Development partners
1.5	Link research , innovation and academic/ research institutions and industry to climate	Long Term (6-10 Years)	Commission for University Education (CUE)	<ul style="list-style-type: none"> ▪ Ministry of Education ▪ Ministry of Environment and Forestry ▪ Kenya Meteorological Department (KMD) ▪ National Environment Management Authority (NEMA) ▪ National Commission for Science, Technology and Innovation (NACOSTI)

	change policy processes for knowledge and evidence generation and provide scientific basis in promotion of climate change learning			<ul style="list-style-type: none"> ▪ Kenya School of Government (KSG) ▪ Public and Private Universities ▪ Technical and Vocational Education and Training (TVET) Institutions ▪ County Governments ▪ Private Sector ▪ Civil Society Organisations ▪ Research institutions ▪ Development Partners
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2. ENVIRONMENT

The actions in the Environment sector;

- 2.1. Engage learners and community members on the role of forestry conservation and management in climate change adaptation and mitigation
- 2.2. Awareness creation, learning and promotion of sustainable waste management towards reduction of GHG emissions
- 2.3. Capacity building of stakeholders on mainstreaming climate change into wildlife and biodiversity conservation
- 2.4. Capacity building of national and county level institutions for mainstreaming climate change in the implementation of devolved forest functions
- 2.5. Strengthen early warning and tailor made climate information services

Priority Sector: Environment				
Strategic Objective		To enhance capacities on environmental conservation and sustainability for improved climate change resilience and reduced green house gas emissions by 2030		
National Priority		To reduce vulnerability to the impacts of climate change by building adaptive capacity, enhancing climate change resilience and strengthening capacities for disaster risk reduction while reducing/minimising green house gas emissions		
Main Gaps		<ul style="list-style-type: none"> • Inadequate knowledge on causes, impacts of and solutions to climate change 		
No	Actions	Indicative Time Frame	Lead Implementing Entity	Cooperating Partners
2.1	Engage learners and community members on the role of forestry conservation and management in climate change adaptation and mitigation	Medium Term (3-5 Year)	Kenya Forest Service (KFS)	<ul style="list-style-type: none"> ▪ Ministry of Environment and Forestry - CCD ▪ Community Forest Associations (CFS) ▪ Kenya Forestry Research Institute (KEFRI) ▪ National Environment Management Authority (NEMA) ▪ County Governments ▪ Community groups ▪ Civil society organisations ▪ Private sector ▪ Faith Based Organisations ▪ Research Institutions ▪ Primary and Secondary Schools ▪ Public and Private Universities ▪ Development partners

2.2	Awareness creation, learning and promotion of sustainable waste management towards reduction of GHG emissions	Medium Term (3-5 Years)	National Environment Management Authority (NEMA)	<ul style="list-style-type: none"> ▪ Ministry of Environment and Forestry - CCD ▪ Ministry of Energy ▪ Ministry of Water, Irrigation and Sanitation ▪ Ministry of Health ▪ County Governments ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Technical and Vocational Education and Training (TVET) Institutions ▪ Public and Private Universities ▪ Development partners
2.3	Capacity building of stakeholders on mainstreaming climate change into wildlife and biodiversity conservation	Medium Term (3-5 Years)	Ministry of Environment and Forestry - CCD	<ul style="list-style-type: none"> ▪ Ministry of Wildlife and Tourism ▪ Kenya Wildlife Service (KWS) ▪ National Drought Management Authority (NDMA) ▪ National Environment Management Authority (NEMA) ▪ County Governments ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Development partners
2.4	Capacity building of national and county level institutions for mainstreaming climate change in the implementation of devolved forest functions	Long term (6 - 10 Years)	Kenya Forest Service (KFS)	<ul style="list-style-type: none"> ▪ Ministry of Environment and Forestry - CCD ▪ Community Forest Associations (CFAs) ▪ County Governments ▪ Kenya Forestry Research Institute (KEFRI) ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Development partners
2.5	Strengthen early warning and tailor made climate information services	Long term (6 - 10 Years)	Kenya Meteorological Department (KMD)	<ul style="list-style-type: none"> ▪ Ministry of Environment and Forestry ▪ Ministry of Health ▪ County Governments ▪ National Drought Management Authority (NDMA) ▪ Intergovernmental Authority on Development Climate Prediction and Applications Center (ICPAC) ▪ African Centre of Meteorological Applications for Development (ACMAD) ▪ Community groups ▪ civil society organisations ▪ Faith Based Organisations ▪ Private sector ▪ Development partners ▪ Research Institutions

2.6	Awareness and engagement of communities on the role of the blue economy in climate change response and resilience	Long term (6 - 10 Years)	Ministry of Environment and Forestry - CCD	<ul style="list-style-type: none"> ▪ Ministry of Water, Irrigation and Sanitation ▪ State Department of Maritime and Shipping Affairs ▪ Ministry of Foreign Affairs ▪ Kenya Maritime Authority ▪ County Governments ▪ Kenya Water Towers Agency (KWTA) ▪ Water Services Regulatory Board (WSRB) ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Development partners
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3. ENERGY

The actions in the Energy sector;

- 3.1. Build capacity of institutions and households on renewable energy and clean cooking technologies
- 3.2. Enhance skills and knowledge of institutions on climate proofing energy infrastructure
- 3.3. Build capacity on efficiency and conservation
- 3.4. Sensitization on non-motorized transport options including e mobility

Priority Sector : Energy				
Strategic Objective		To strengthen capacity on renewable and efficient forms of energy through planning, research and development and awareness raising by 2030		
National Priority		Promoting the development of appropriate local capacity for the advancement of energy efficiency, mainstreaming and adoption of renewable energy strategies and technologies		
Main Gaps		<ul style="list-style-type: none"> • Inadequate skills and knowledge in the climate proofing sphere of work • Inadequate knowledge, awareness and technical capacity on energy efficiency, new clean and renewable energy technologies 		
No	Actions	Indicative Time Frame	Lead Implementing Entity	Cooperating Partners
3.1	Build capacity of institutions and households on renewable energy and clean cooking technologies	Short Term (1-2 Years)	Ministry of Energy	<ul style="list-style-type: none"> ▪ Ministry of Environment and Forestry- CCD ▪ Ministry of Health ▪ Rural Electrification and Renewable Energy Corporation (REREC) ▪ Energy and Petroleum Regulatory Authority (EPRA) ▪ Council of Governors (CoG) ▪ County Governments ▪ Kenya Industrial Research and Development Institute (KIRDI) ▪ Energy innovation and incubation institutions ▪ National Environment Trust Fund (NETFUND) ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Community based Groups ▪ Development partners
3.2	Enhance skills and knowledge of institutions	Long term (6-10) years	Ministry of Energy	<ul style="list-style-type: none"> ▪ Ministry of Environment and Forestry- CCD ▪ Ministry of Transport, Infrastructure, Housing and Urban Development

	on climate proofing energy infrastructure			<ul style="list-style-type: none"> ▪ National Construction Authority (NCA) ▪ National Housing Corporation (NHC) ▪ Rural Electrification and Renewable Energy Corporation (REREC) ▪ Energy and Petroleum Regulatory Authority (EPRA) ▪ Council of Governors (CoG) ▪ County Governments ▪ Technical and Vocational Education and Training (TVET) Institutions ▪ Research Institutions ▪ Universities ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Development partners
3.3	Build capacity on efficiency and conservation	Long term (6-10) years	Ministry of Energy	<ul style="list-style-type: none"> ▪ Ministry of Transport, Infrastructure, Housing and Urban Development ▪ Ministry of Environment and Forestry- CCD ▪ Ministry of Health ▪ National Construction Authority (NCA) ▪ National Housing Corporation (NHC) ▪ Rural Electrification and Renewable Energy Corporation (REREC) ▪ Council of Governors (CoG) ▪ County Governments (Urban Planning and Energy Departments) ▪ National Environment Management Authority (NEMA) ▪ Universities ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Media
3.4	Sensitization on non-motorized transport options including e mobility	Long term (6-10) years)	Ministry of Transport	<ul style="list-style-type: none"> ▪ Ministry of Energy ▪ Ministry of Environment and Forestry- CCD ▪ NEMA ▪ NMS ▪ KPLC ▪ KenGen ▪ Schools, Universities and TVETs ▪ Private Sector ▪ Faith Based Organisations ▪ Development Partners ▪ Media ▪ CSOs

4. WATER, SANITATION AND IRRIGATION

The actions in the Water, Sanitation and Irrigation sector;

- 4.1. Build capacity on water use efficiency at individual, household, communities and institutional level to enhance climate resilience
- 4.2. Build capacity of institutions and individuals on water harvesting and storage technologies
- 4.3. Capacity building of institutions to mainstream climate change into water catchment and management plans
- 4.4. Capacity building of institutions to climate proof; water, sanitation and irrigation infrastructure

Priority Sector : Water, Sanitation and Irrigation				
Strategic Objective		To enhance climate change resilience of the water, irrigation and sanitation sector through awareness creation and institutional strengthening by 2030		
National Priority		Organizational and institutional capacity to be resilient to extreme flooding and droughts affecting water resources management and development strengthened at the national and sub-national level based on the National Water Master Plan 2030		
Main Gaps		<ul style="list-style-type: none"> • Inadequate resources and knowledge to build on existing capacity on the impact of climate change in the water sector 		
No	Actions	Indicative Time Frame	Lead Implementing Entity	Cooperating Partners
4.1	Build capacity on water use efficiency at individual, household, communities and institutional level to enhance climate resilience	Medium Term (3-5 Years)	Ministry of Water, Sanitation and Irrigation	<ul style="list-style-type: none"> ▪ Ministry of Environment and Forestry- CCD ▪ County Governments ▪ National Water Harvesting and Storage Authority (NWHSA) ▪ National Irrigation Authority (NIA) ▪ Kenya Water Institute (KEWI) ▪ Centre for Training and Integrated Research for ASALS Development (CETRAD) ▪ Water Research and Resource Centre (WARREC) ▪ Water Sector Trust Fund ▪ Water Resources Authority (WRA) ▪ Water Resource Users Association (WRUA) ▪ Water Services Regulatory Board ▪ Regional Water Management Boards ▪ Regional Centre on Ground Water (RCGW) ▪ Water Works Development Agencies (WWDAs) ▪ Water Services Providers (WSPs Companies) ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Development Partners

4.2	Build capacity of institutions and individuals on water harvesting and storage technologies	Medium Term (3-5 Years)	<ul style="list-style-type: none"> ▪ Ministry of Water, Irrigation and Sanitation 	<ul style="list-style-type: none"> ▪ Ministry of Transport, Infrastructure, Housing and Urban Development ▪ Ministry of Environment and Forestry- CCD ▪ County Governments ▪ National Water Harvesting and Storage Authority (NWHSA) ▪ National Irrigation Authority (NIA) ▪ Kenya Water Institute(KEWI) ▪ Centre for Training and Integrated Research for ASALS Development(CETRAD) ▪ Water Research and Resource Centre (WARREC) ▪ Water Sector Trust Fund ▪ Water Resources Authority (WRA) ▪ Water Resource Users Association (WRUA) ▪ Water Services Regulatory Board ▪ Regional Water Management Boards ▪ Regional Centre on Ground Water (RCGW) ▪ Water Works Development Agencies (WWDAs) ▪ Water Services Providers (WSPs = Companies) ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Institutions ▪ Irrigation schemes ▪ Development partners
4.3	Capacity building of institutions to mainstream climate change into water catchment and management plans	Long Term (6-10 Years)	<ul style="list-style-type: none"> ▪ Ministry of Water, Irrigation and Sanitation 	<ul style="list-style-type: none"> ▪ Ministry of Environment and Forestry- CCD ▪ County Governments ▪ National Water Harvesting and Storage Authority (NWHSA) ▪ National Irrigation Authority (NIA) ▪ Kenya Water Institute(KEWI) ▪ Centre for Training and Integrated Research for ASALS Development(CETRAD) ▪ Water Research and Resource Centre (WARREC) ▪ Water Sector Trust Fund ▪ Water Resources Authority (WRA) ▪ Water Resource Users Association (WRUA) ▪ Water Services Regulatory Board ▪ Regional Water Management Boards ▪ Regional Centre on Ground Water (RCGW) ▪ Water Works Development Agencies (WWDAs) ▪ Water Services Providers (WSPs = Companies) ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Development partners
4.4	Capacity building of institutions to climate proof; water, sanitation and irrigation infrastructure	Long Term (6-10 Years)	<ul style="list-style-type: none"> ▪ Ministry of Water, Irrigation and Sanitation 	<ul style="list-style-type: none"> ▪ Ministry of Transport, Infrastructure, Housing and Urban Development ▪ Ministry of Environment and Forestry ▪ County Governments ▪ National Water Harvesting and Storage Authority (NWHSA) ▪ National Irrigation Authority (NIA) ▪ Kenya Water Institute(KEWI) ▪ Centre for Training and Integrated Research for ASALS Development(CETRAD) ▪ Water Research and Resource Centre (WARREC)

				<ul style="list-style-type: none"> ▪ Water Sector Trust Fund ▪ Water Resources Authority (WRA) ▪ Water Resource Users Association (WRUA) ▪ Water Services Regulatory Board ▪ Regional Water Management Boards ▪ Regional Centre on Ground Water (RCGW) ▪ Water Works Development Agencies (WWDAs) ▪ Water Services Providers (WSPs = Companies) ▪ Irrigation schemes ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Development partners
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5. AGRICULTURE

The actions in the Agriculture sector;

- 5.1. Enhance adaptive capacity and resilience of farmers, pastoralists and fisher-folk to the adverse impacts of climate change
- 5.2. Enhance capacity on agricultural resource management with minimized greenhouse gas emissions from agricultural production systems
- 5.3. Strengthen climate smart agriculture knowledge, extension and agro-weather services

Priority Sector : Agriculture				
Strategic Objective		To promote adoption of climate smart agriculture technologies, innovations and management practices by 2030		
National Priority		To enhance adaptive capacity and resilience of farmers, pastoralists and fisher-folk to the adverse impacts of climate change		
Main Gaps		<ul style="list-style-type: none"> • Limited knowledge on climate smart agriculture practices • Low understanding of the frameworks especially related to agriculture • Limited understanding of climate change adaptation and mitigation strategies 		
No	Actions	Indicative Time Frame	Lead Implementing Entity	Cooperating Partners
5.1	Enhance adaptive capacity and resilience of farmers, pastoralists and fisher-folk to the adverse impacts of climate change	Short Term (1-2 Years)	Ministry of Agriculture, Livestock, Fisheries and Cooperatives	<ul style="list-style-type: none"> ▪ Ministry of Environment and Forestry -CCD ▪ Ministry of Health ▪ Kenya Agricultural and Livestock Research Organisation (KALRO) ▪ Kenya Meteorological Department (KMD) ▪ Council of Governors (CoG) ▪ County Governments ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Institutions ▪ Development partners
5.2	Enhance capacity on agricultural resource	Medium Term (3-5 Years)	Ministry of Agriculture, Livestock,	<ul style="list-style-type: none"> ▪ Ministry of Environment and Forestry -CCD ▪ Kenya Agricultural and Livestock Research Organisation (KALRO) ▪ Kenya Meteorological Department (KMD)

	management with minimised greenhouse gas emissions from agricultural production systems		Fisheries and Cooperatives	<ul style="list-style-type: none"> ▪ Council of Governors (CoG) ▪ County Governments ▪ Private Sector ▪ Civil Society Organisations ▪ Development partners
5.3	Strengthen climate smart agriculture knowledge, extension and agro weather services	Medium Term (3-5 Years)	Ministry of Agriculture, Livestock, Fisheries and Cooperatives	<ul style="list-style-type: none"> ▪ Ministry of Environment and Forestry- CCD ▪ Kenya Agricultural and Livestock Research Organisation (KALRO) ▪ Kenya Meteorological Department (KMD) ▪ Council of Governors (CoG) ▪ County Governments ▪ Private Sector ▪ Civil Society Organisations ▪ Universities ▪ Development partners ▪ Farmer groups, fisher folks and pastoralists

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5.2 Cross Cutting Themes

6. CAPACITY BUILDING

The actions in the Capacity Building cross cutting theme

- 6.1. Build the capacity of County Climate Change Units and MDAs
- 6.2. Build stakeholder's capacities including special interest groups to develop bankable climate change proposals
- 6.3. Build stakeholders capacity on climate change impacts in the health sector
- 6.4. Build the capacity of land planners in using climate change future scenarios in land use planning

Crosscutting Theme: Capacity Building				
Strategic Objective		To enhance the capacity of institutions and individuals across sectors and governance levels, including non-state actors to take effective climate action		
National Priority		To facilitate capacity development for public participation in climate change responses through awareness creation, consultation, representation and access to information		
Main Gaps		<ul style="list-style-type: none"> • Lack of capacity by institutions and groups on formulation and implementation of climate action • Low strategic stakeholder engagement that includes special interest groups • Limited access to knowledge and information on climate change 		
No	Actions	Indicative Time Frame	Lead Implementing Entity	Cooperating Partners
6.1	Build the capacity of County Climate Change Units and MDAs	Medium Term (3-5 Years)	Climate Change Directorate	<ul style="list-style-type: none"> ▪ National Treasury and Planning ▪ Council of Governors (CoG) ▪ County Governments ▪ Kenya School of Government ▪ National Drought Management Authority (NDMA) ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Ministries, Departments and Agencies (MDAs) ▪ Development partners
6.2	Build stakeholder's capacities including	Medium Term (3-5 Years)	Climate Change Directorate	<ul style="list-style-type: none"> ▪ National Treasury and Planning ▪ Council of Governors (CoG) ▪ County Governments ▪ National Drought Management Authority (NDMA)

	special interest groups to develop bankable climate change proposals			<ul style="list-style-type: none"> ▪ Kenya Industrial Research and Development Institute (KIRDI) ▪ National Environment Trust Fund (NETFUND) ▪ Kenya Institute of Special Education ▪ National Environment Management Authority (NEMA) ▪ Financial institutions ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Development partners
6.3	Build stakeholders capacity on climate change impacts in the health sector	Medium Term (3-5 Years)	Climate Change Directorate	<ul style="list-style-type: none"> ▪ Ministry of Health ▪ Ministry of Energy ▪ Council of Governors (CoG) ▪ County Governments ▪ National Drought Management Authority (NDMA) ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Development partners
6.4	Build the capacity of land planners in using climate change future scenarios in land use planning	Long Term (6-10 Years)	Climate Change Directorate	<ul style="list-style-type: none"> ▪ Ministry of Lands ▪ Ministry of Energy ▪ National Construction Authority (NCA) ▪ National Housing Corporation (NHC) ▪ Council of Governors (CoG) ▪ County Governments ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Development Partners ▪ Public and Private Universities ▪ Research institutions

7. GENDER AND YOUTH ENGAGEMENT

The actions in the Gender and Youth Engagement cross cutting theme

- 7.1. Introduce the Kenya Climate Change Art and Essay Competition across the country
- 7.2. Organise Youth dialogues and climate change simulation events
- 7.3. Build capacity of the private sector and vulnerable groups to promote gender responsive climate technologies and innovations
- 7.4. Build capacity on climate change opportunities including affirmative fund that women and youth can access
- 7.5. Build capacity for effective gender integration in NCCAP and NDC implementation

Crosscutting Theme: Gender and Youth Engagement				
Strategic Objective		To strengthen awareness and capacity of youth, women and men for inclusive participation and response to climate change by 2030		
National Priority		To formulate a national gender and intergenerational responsive public education and awareness strategy on climate change and implementation programme		
Main Gaps		<ul style="list-style-type: none"> • Few gender sensitive technologies • Inadequate knowledge, interpretation and communication of climate change among young learners • Limited information and knowledge of the available climate change opportunities for youth and women 		
No	Actions	Indicative Time Frame	Lead Implementing Entity	Cooperating Partners
7.1	Introduce the Kenya Climate Change Art and Essay Competition across the country	Short Term (1-2 Years)	Climate change Directorate (CDD)	<ul style="list-style-type: none"> ▪ Ministry of Education, Science and Technology ▪ National Treasury and Planning ▪ Ministry of Public Service and Gender Affairs ▪ Kenya Institute of Curriculum Development (KICD) ▪ National Gender and Equality Commission (NGEC) ▪ Council of Governors (CoG) ▪ County Governments ▪ National Environment Management Authority (NEMA)

				<ul style="list-style-type: none"> ▪ Kenya Meteorological Department (KMD) ▪ National Environment Trust Fund (NETFUND) ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Development partners
7.2	Organise Youth dialogues and climate change simulation events	Short Term (1-2 Years)	Climate change Directorate (CCD)	<ul style="list-style-type: none"> ▪ National Treasury and Planning ▪ Ministry of Education ▪ Ministry of ICT innovation and Youth Affairs ▪ Ministry of Public Service and Gender Affairs ▪ National Gender and Equality Commission (NGEC) ▪ Council of Governors (CoG) ▪ County Governments ▪ National Environment Management Authority (NEMA) ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Development partners
7.3	Build capacity of the private sector and vulnerable groups to promote gender responsive climate technologies and innovations	Medium Term (3-5 Years)	Climate change Directorate (CDD)	<ul style="list-style-type: none"> ▪ National Treasury and Planning ▪ Council of Governors (CoG) ▪ County Governments ▪ National Gender and Equality Commission (NGEC) ▪ Kenya Industrial Research and Development Institute (KIRDI) ▪ Academic and research institutions ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Development partners
7.4	Build capacity on climate change opportunities including affirmative fund that women and youth can access	Medium Term (3-5 Years)	Climate change Directorate (CDD)	<ul style="list-style-type: none"> ▪ National Treasury and Planning ▪ Ministry of Education, Science and Technology ▪ Ministry of Public Service and Gender Affairs ▪ Ministry of ICT innovation and Youth Affairs ▪ National Gender and Equality Commission (NGEC) ▪ Council of Governors (CoG) ▪ County Governments ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Development partners

7.5	Build capacity for effective gender integration in NCCAP and NDC implementation	Medium Term (3-5 Years)	Climate change Directorate (CDD)	<ul style="list-style-type: none"> ▪ National Treasury and Planning ▪ Ministry of Education, Science and Technology ▪ Ministry of Public Service and Gender Affairs ▪ Ministry of ICT innovation and Youth Affairs ▪ National Gender and Equality Commission (NGEC) ▪ Council of Governors (CoG) ▪ County Governments ▪ Private Sector ▪ Civil Society Organisations ▪ Faith Based Organisations ▪ Development partners
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8. PUBLIC AWARENESS

The actions in the Public Awareness cross cutting theme

- 8.1. Enhance the National Climate Change Resource Centre (NCCRC) as a one stop shop for climate change information relevant to Kenya
- 8.2. Setup and Operationalise one Community Education, Business and Information Centre (CEBIC)
- 8.3. Continuous capacity building of media on climate change awareness raising and reporting

Crosscutting Theme : Public Awareness				
Strategic Objective		To enhance knowledge of the general public on climate change for increased climate action by 2030		
National Priority		To facilitate widespread public awareness for empowerment and engagement in Kenya climate change responses		
Main Gaps		<ul style="list-style-type: none"> • Limited accessibility of systems for management and sharing of climate change information • Limited accessibility of updated, simplified and contextualized IEC Material • Low sensitization and awareness efforts, few documented ITK and its inclusion in climate change learning (Traditional and contemporary learning) 		
No	Actions	Indicative Time Frame	Lead Implementing Entity	Cooperating Partners
8.1	Enhance the National Climate Change Resource Centre (NCCRC) as a one stop shop for climate change information relevant to Kenya	Short Term (1-2 Years)	Climate Change Directorate (CCD)	<ul style="list-style-type: none"> ▪ National Treasury and Planning ▪ Private Sector ▪ Civil Society Organisations ▪ Academic and research institutions ▪ Development partners
8.2	Setup and Operationalise one Community Education, Business and	Medium Term (3-5 Years)	Climate Change Directorate (CCD)	<ul style="list-style-type: none"> ▪ County Governments ▪ National Treasury and Planning ▪ Private Sector ▪ Civil Society Organisations ▪ Development partners

	Information Centre (CEBIC)			
8.3	Continuous capacity building of media on climate change awareness raising and reporting	Medium Term (3-5 Years)	Climate Change Directorate (CCD)	<ul style="list-style-type: none"> ▪ Ministry of Education ▪ Media Council of Kenya ▪ Media Training Colleges ▪ Media Houses (Print, TV, Radio) ▪ Development Partners ▪ CSOs ▪ Private Sector

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6. STRATEGY IMPLEMENTATION FRAMEWORK

6.1 Priority Sectors

Priority Sector		Education								
Priority Actions	Expected Outcome	Expected output	Key Performance Indicators	Activities	Lead Implementing Partner	Cooperating Institutions	Targeted Groups	Time Frame	Source of Funds	Indicative Budget (Millions in KSh)
Integrate climate change into curricula at all levels of education and training	Climate change integrated into curricula at all levels of education and training	Guidelines to mainstream climate change into curricula at all levels of education and training developed	Number of guidelines developed and adopted to mainstream climate change into curricula at all levels of education and training by June 2023	<ol style="list-style-type: none"> 1. Develop guidelines to mainstream climate change into curricula at all levels of education and training 2. Train curriculum developers to integrate climate change into curricula at all levels of education and training 3. Develop curriculum support / infusion materials 4. Integrate local and indigenous traditional knowledge into climate change learning 	KICD	MoE, TSC, CCD, KNEC, CUE, TVET, CDACC, TVET, KTTC, NITA, NEMA, DPs, NQA, National Treasury and Planning, CSOs, Private Sector Industry, County Governments Department of Education, Universities MALF	Curriculum Developers, Learners/Teachers, Trainees/Trainers, Students/Lecturers	Short Term (1-2 Years)	GoK DPs Private Sector	25.83
Enhance the capacities of teachers and	Increased capacity of teachers and	100,000 teachers and facilitators capacity built on	Number of teachers and facilitators	<ol style="list-style-type: none"> 1. Climate change TOT training for teachers 	MoE	CCD, KSG, KICD, TVET,	Teachers, trainers,	Short Term (1-2 Years)	GoK DPs	3,441.6

facilitators to teach and assess climate change all levels of education and training	facilitators to teach climate change all levels of education and training	Trainers of Trainers (ToT) on climate change	capacity built on climate change by June 2023	, facilitators, trainers & lecturers		NITA, KNQA, DPs, TTCs	lecturers, Facilitators		Private Sector	
Develop appropriate supporting supplementary teaching and learning climate change materials for all levels of education and training	Increased availability and accessibility of appropriate supplementary teaching and learning climate change materials for all levels of education and training	Appropriate supporting supplementary teaching and learning materials developed for all levels of education and training	Number of supporting supplementary teaching and learning materials developed for all levels of education and training by June 2023	<ol style="list-style-type: none"> 1. Develop supplementary teaching and learning climate change materials 2. Develop signs for climate change learning materials and also conversion into Braille 3. Develop clear, simple localized and contextualized climate change IEC materials 	MoE	CCD, KSG, KICD, TVET, NITA, KNQA, DPs, TTCs, Public and Private Universities, Private Sector and CSOs, DPs, Research institutions	citizens, media, Private Sector, Youth, women, PWDs	Short Term (1-2 Years)	GoK DPs Private Sector	51.085
Leverage on non-formal and informal education to promote climate change learning	Climate change learning strengthened as a result of leveraging on non-formal and informal learning	Enhanced climate change learning as a result of leveraging on non-formal and informal education opportunities	Number of non-formal and informal learning initiatives leveraged on by June 2026	<ol style="list-style-type: none"> 1. Inclusion of climate change knowledge in co-curricular activities like drama, music festivals and life skills 2. Infusion of Climate Change education into existing school/ student clubs in institutions 3. Inclusion of climate change education in community service learning 	MoE	school /student clubs, CCD, TSC, KEP SHA, KESSHA, KATTI-Public and Private Universities, TVET, Private Sector, CSOs, media, DPs	Learners, trainees, students	Medium Term (3-5 Years)	GoK DPs Private Sector	51.19

Link research , innovation and academic/research institutions and Industry to climate change policy processes for knowledge and evidence generation and provide scientific basis in promotion of climate change learning	Increased scientific basis in informing climate change policy processes in Kenya	Research, industry, private sector and academic Institutions linked to climate change policy processes to provide a scientific basis	Number of research, industry and academic institutions linked to climate change policy processes by June 2026	<ol style="list-style-type: none"> 1. Training of policy makers on climate change research and innovation at national and county level 2. Training of MoE, TVETA, university teaching staff and specialized institutions on climate change policy processes 3. Partnering and networking among research, industry, private sector, education and training institutions to promote climate research and innovations 	MoE	CCD, CUE, KMD, KSG, Public and Private Universities, TVET, Private Sector, CSOs, Research institutions, DPs, NACOSTI, NEMA, MWSI	Researchers	Long Term (6-10 Years)	GoK DPs Private Sector	717.4
									4,287.105	

Priority Sector		Environment								
Priority Actions	Expected Outcome	Expected output	Key Performance Indicators	Activities	Lead Implementing Partner	Cooperating Institutions	Targeted Groups	Time Frame	Source of Funds	Indicative Budget (Millions in KSh)
Engaging learners and community members on the role of forestry conservation and management in climate change adaptation and mitigation	Enhanced knowledge and awareness on the role of forests and trees in climate change response	Learners and community members capacity built on the role of forests in climate change mitigation	Number of learners and community members capacity built on the role of forests and trees in climate change response by June 2026	<ol style="list-style-type: none"> 1. Development and dissemination of information, education and communication materials 2. Awareness creation campaigns and trainings 3. Support and engage schools, community members and institutions on local climate actions 	KFS	CCD, CFS, KEFRI, NEMA, CoG, County Governments, Community groups, CSOs, Private sector, Research Institutions, DPs, MILFC, MWSI, MoE	Primary and Secondary School students, University and college students, Community Resource User Associations	Medium Term (3-5 Years)	GoK DPs Private Sector	205
Learning, awareness creation and promotion of sustainable waste management towards reduction of GHG emissions	Enhanced knowledge and adoption of sustainable waste management strategies	Public, Private and Community institutions capacity built on sustainable waste management	Number of households, communities and institutions capacity built on sustainable waste management by June 2026	<ol style="list-style-type: none"> 1. Training communities on waste segregation for the reduction of GHG emissions 2. Sensitisation of public and private sector on opportunities in sustainable waste management 	CCD	Ministries, Agencies and Government Departments, County Governments, Private Sector, CSOs, TVET, universities, DPs, MoALFC,	Youth, women, PWDs, Primary and Secondary Schools, universities	Medium Term (3-5 Years)	GoK DPs Private Sector	1,028.4

				3. Training of the public and private sector on sustainable innovative waste management						
Capacity building of stakeholders on mainstreaming climate change into wildlife and biodiversity conservation	Climate change mainstreamed into wildlife and biodiversity conservation	Stakeholders informed and sensitised on impacts of climate change on wildlife and biodiversity and associated opportunities	Number of stakeholders' capacity built on wildlife and biodiversity conservation by June 2026	<ol style="list-style-type: none"> 1. Training stakeholders on mainstreaming climate change in wildlife and biodiversity conservation 2. Awareness creation on the impacts of climate change on wildlife and biodiversity 	CCD	Ministry of Wildlife and Tourism, KWS, NDMA, NEMA, CSOs, private sector, DPs	<p>Policy makers, community groups, youth, women, PWDs</p> <p>Hospitality industry</p>	Medium Term (3-5 Years)	GoK DPs Private Sector	302
Capacity building of National and county level institutions for mainstreaming climate change in the implementation of devolved forest functions	Improved competence in mainstreaming of climate change in the forest sector	Capacity of National and county level institutions staff on mainstreaming of climate change in the implementation of devolved forest functions strengthened	Number of National and County level institutions staff capacity built on mainstreaming climate change in the implementation of the devolved forest functions by June 2031	<ol style="list-style-type: none"> 1. Identification of stakeholder priority needs 2. Develop training manuals and guidelines 3. Training of technical officers 4. Training and sensitization of the political class 	KFS	CCD, CFS, County Governments, KEFRI, private sector, CSOs, DPs, MWSI, MALFC	National and county executive National and county assemblies	Long Term (6-10 Years)	GoK DPs Private Sector	836.36
Strengthen capacity of Kenya Metrological Department to enhance	Increased capacity of KMD to produce early warning and climate	Capacity of Kenya Meteorological Department to produce early warning and climate	Number of early warning and tailor made climate information services	<ol style="list-style-type: none"> 1. Training and sensitization of users on climate information 2. Co-production of climate 	MEF	MEF, KMD, MoH, County Governments, NDMA, ICPAC, ACMAD, Community	KMD, information users institutions	Long Term (6-10 Years)	GoK DPs Private Sector	4,974

early warning and tailor made climate information services	information services	information services strengthened	produced by June 2031	3. Information with users 3. Collaboration of traditional and modern ways of weather forecast and development of user friendly weather dissemination ways		groups, CSOs, Private sector, Research Institutions, DPs,				
Build capacity of communities on the resilience and mitigation aspect of the blue economy	Increased knowledge and public awareness on the impacts of climate change on the blue economy	Communities sensitized on the role of the blue economy in climate change response and resilience	Number of awareness and engagement forums held on the role of the blue economy in climate change response and resilience by June 2031	1. Create awareness on the role of the blue economy in climate change response and resilience 2. Capacity build institutions about blue economy 3. Collaborate with institutions such as schools, NGOs, media on blue economy related activities 4. Develop clear, simple localized and contextualized climate change IEC materials	State Department of Fisheries	CCD, MWSI, KWTA, State Department of MSA, Ministry of Foreign Affairs, KMA, County Governments, WSRB, Private Sector, CSOs, DPs	Youth, women, PWDs,	Long Term (6-10 Years)	GoK DPs Private Sector	1,110
										8,455.76

Priority Sector	Energy									
Priority Actions	Expected Outcome	Expected output	Key Performance Indicators	Activities	Lead Implementing Partner	Cooperating Institutions	Targeted Groups	Time Frame	Source of Funds	Indicative Budget (Millions in KSh)
Build capacity of institutions and households on renewable energy and clean cooking technologies	Enhanced institutional and household's capacity on renewable energy and clean cooking technology	Capacity of policy makers, users, technicians, professionals and industry players built on renewable energy and clean cooking technologies	Number of policy makers, county government staff, users, technicians, professionals and industry players capacity built on renewable energy and clean cooking technologies by June 2023	<ol style="list-style-type: none"> 1. Develop tailor-made knowledge products for the diverse stakeholders 2. Training of policy makers, users, technicians, professionals and industry players on renewable energy and clean cooking technologies 3. Training of County energy departments on incorporating renewable energy into their energy plans 4. Undertake extensive public sensitization and training for policy makers 	Ministry of Energy	MoE, MoH, CCD, REREC, EPRA, CoG, County Governments, KIRDI, Private Sector, CSOs, universities, DPs, Energy innovation and incubation institutions-NETFUND, KICD, Community Based Groups	Policy makers, County Government's energy departments, users, technicians, professionals and industry players	Short Term (1-2 Years)	GoK DPs Private Sector	1,112.78

				and industry players on clean cooking technologies						
Enhance skills and knowledge of institutions on climate proofing energy infrastructure	Enhanced skills and knowledge of institutions on climate proofing energy infrastructure	Institution's capacity built on climate proofing energy infrastructure	Number of staff from different institutions capacity built on climate proofing energy infrastructure by June 2031	<ol style="list-style-type: none"> 1. Conduct a knowledge and skills gaps' assessment on climate proofing energy infrastructure 2. Training staff of different institutions on climate proofing energy infrastructure 3. Sensitize institutions on importance of climate proofing energy infrastructure 	Ministry of Energy	CCD, MWSI, MoALFC, MTIHUD (State Department of Housing) NCA, NHC, EPRA, REREC, NEMA, TVET, CoG, County Governments, Private Sector, CSOs, Universities, Research Institutions, DPs, Public and Private Institutions	<p>Policy makers</p> <p>Energy infrastructure investor</p> <p>Operators - design and maintenance engineers</p> <p>Ken Gen, Turkana Wind Power, KPLC</p> <p>Independent Power Producers</p>	Long-term (6-10 years)	GoK DPs Private Sector	2,308
Build capacity on Energy Efficiency and Conservation	Enhanced knowledge and skills on energy efficiency and conservation	Policy makers, energy infrastructure investors, users, equipment and appliance developers and design and maintenance engineer's capacity built on energy	Number of policy makers, energy infrastructure investors, design, equipment and appliance developers, users and maintenance engineer's capacity built	Training on energy efficiency and conservation	Ministry of Energy	MoE, MEF, MTIHUD, NCA, NHC, EPRA, KAM, REREC, NEMA, TVET, CoG, County Governments (Urban Planning and Energy Departments) Private Sector, CSOs, Universities,	<p>Policy makers</p> <p>Energy infrastructure investor</p> <p>Operators - design and maintenance engineers</p>	Long-term (6-10 years)	GoK DPs Private Sector	18,220

		efficiency and conservation	on energy efficiency and conservation by June 2031			Research Institutions, DPs, Media Ministry of Information and Communication				
Create awareness on non-motorized transport options including e-mobility in the promotion of climate-smart cities	Increased use of NMT and e-mobility options for the promotion of climate-smart cities	Increased awareness on NMT and e-mobility options	Number of people reached with information on NMT and e-mobility options by June 2031 Number of campaigns rolled out on NMT sensitization including e-mobility by June 2031 Number of policy makers sensitized on NMT options including e-mobility by June 2031 Number of government	<ol style="list-style-type: none"> 1. Information awareness campaigns on non-motorized forms of transport and e-mobility and related socio-economic benefits 2. Sensitization of policy makers of NMT options and e-mobility in creating enabling environment for transition to energy efficient, green forms of transport in major cities 3. Continuous capacity building across MOTIHUD on climate change 	MOTIHUD	MoE, CCD, KSG, NEMA, NMS, County Governments, KPLC, KenGen, KURA, KETRACO, KENHA, Motorists Association of Kenya, Bodaboda Association Matatu Saccos and associations, NTSA, NAMATA, Schools, universities, TVETs, Private Sector, DPs, Media CSOs	Policy makers Motorists, boda bodas, public service transport providers Energy and transport sector officials	Long-term (6-10 years)	GoK DPs Private Sector	260

			officials in MoTIHUD trained on climate change by June 2031								
											21,900.78

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Priority Sector	Water, Sanitation and Irrigation									
Priority Actions	Expected Outcome	Expected output	Key Performance Indicators	Activities	Lead Implementing Partner	Cooperating Institutions	Targeted Groups	Time Frame	Source of Funds	Indicative Budget (Millions in KSh)
Build capacity on water use efficiency at individual, household, communities and institutional level to enhance climate resilience	Enhanced climate resilience as a result of adopting water use efficiency strategies	Individuals, Households, communities and institutions capacity built on water use efficiency	Number of individuals, households and institutions capacity built on water use efficiency by July 2026	<ol style="list-style-type: none"> Sensitization of households, communities and institutions on water use efficiency. Training individuals, households and communities on water use efficiency 	Ministry of Water, Sanitation and Irrigation	MWSI, CCD, County Governments, NWHSA, WSRB, WSTF, WRA, WRUA, Regional Water Management Boards, Private Sector, CSOs, DPs, , MIAD, NIA KEWI, WARREC, CETRAD, RCGW, WWDAs, WSPs	Vulnerable groups, youth, Women, PWDs), Individuals H/Hs, Schools communities with poor water and health access	Short Term (1-2 Years)	GoK DPs Private Sector	4,600
Build capacity of institutions and individuals on water harvesting and storage technologies	Increased adoption of water harvesting and storage technologies by institutions and individuals	Institutions and individual's capacity built on water harvesting and storage technologies	Number of Institutions and individual's capacity built on water, harvesting and storage technologies by June 2026	1. Training institutions and individuals on water harvesting and storage technologies	Ministry of Water, Irrigation and Sanitation	MWSI, CCD, County Governments, NWHSA, WSRB, WSTF, WRA, WRUA, Regional Water Management Boards, Private Sector, CSOs, DPs,	MWSI, MEF, CoG, County Governments , WaterFund, WRA, WRUA, NWPC, Regional Water Management Boards, Private	Medium Term (3-5 Years)	GoK DPs Private Sector	36,400

						NWWSA, Irrigation schemes, MIAD, NIA KEWI, WARREC, CETRAD, RCGW, WWDAs, WSPs	Sector, CSOs, DPs			
Capacity building of institutions to mainstream climate change into water catchment and management plans	Climate change mainstreamed into water catchment and management plans	Institutions capacity to mainstream climate change into water catchment and management plans strengthened	Number of institutions capacity built on mainstreaming climate change into water catchment and management plans by June 2026	<ol style="list-style-type: none"> 1. Conduct assessments on climate and water risk 2. Training of institutions on mainstreaming climate change into water catchment and management plans 	Ministry of Water, Irrigation and Sanitation	MWSI, CCD, County Governments, NWWSA, WSRB, WSTF, WRA, WRUA, Regional Water Management Boards, Private Sector, CSOs, DPs, MIAD, NIA KEWI, WARREC, CETRAD, RCGW, WWDAs, WSPs	Policy makers in respective sectors, Water resource management implementing entities and WRA, NIA	Long Term (6-10 Years)	GoK DPs Private Sector	2,282.5
Capacity building of institutions to climate proof water, sanitation and irrigation infrastructure	Enhanced technical capacity on climate proofing water, sanitation and irrigation infrastructure	Staff from different institutions capacity built on climate proofing water, sanitation and	Number of staff from different Institution's capacity built on climate proofing water, sanitation and irrigation	<ol style="list-style-type: none"> 1. Conduct a knowledge and skills gaps' assessment on climate proofing water, sanitation and 	Ministry of Water, Irrigation and Sanitation	MWSI, CCD, County Governments, NWWSA, WSRB, WSTF, WRA, WRUA, Regional Water Management	Teaching and Learning institutions, Policy makers in respective sectors	Long Term (6-10 Years)	GoK DPs Private Sector	9,107.5

		irrigation infrastructure	infrastructure by June 2031	irrigation infrastructure 2. Training staff of different institutions on climate proofing water, sanitation and irrigation infrastructure	Boards, Private Sector, CSOs, DPs, Irrigation schemes, MIAD, NIA KEWI, WARREC, CETRAD, RCGW, WWDAs, WSPs	Private contractors				
				3.						52,390

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Priority Sector		Agriculture								
Priority Actions	Expected Outcome	Expected output	Key Performance Indicators	Activities	Lead Implementing Partner	Cooperating Institutions	Targeted Groups	Time Frame	Source of Funds	Indicative Budget (Millions in KSh)
Enhance adaptive capacity and resilience of farmers, pastoralists and fisher-folk to the adverse impacts of climate change	More resilient farming, pastoralists and fisher-folk communities to adverse impacts of climate change	Capacity of farmers, pastoralists and fisher-folk to cope with the adverse impacts of climate change strengthened	Number of farmers, pastoralists and fisher-folk receiving climate information by June 2023	<ol style="list-style-type: none"> 1. Introduce and disseminate information on diversified and improved crop varieties, livestock and fish breeds including indigenous 2. Package and disseminate information on climate smart production/ management technologies and practices 	MoALFC	CCD, KALRO, KMD, CoG, County Governments, Private Sector, CSOs, DPs	Pastoralists, farmers, fisher folks, farmer groups	Short Term (1-2 Years)	GoK DPs	72.5
Enhance capacity on agricultural resource management with minimised greenhouse gas emissions from	More efficient, productive farming systems with reduced rate of GHG emissions in the agriculture sector	Capacity of farmers, pastoralists and fisher-folk to sustainably manage and utilize	Number of farmers, pastoralists and fisher-folk capacity built on how to sustainably	<ol style="list-style-type: none"> 1. Document and disseminate information on efficient low GHG emitting 	MoALFC	MALFC, MEF, KALRO, Universities KMD, CoG, County Governments, DP	Pastoralists, farmers, fisher folks, farmer groups	Medium Term (3-5 Years)	GoK DPs	107.6

agricultural production systems		agricultural Resource enhanced	manage and utilize agricultural Resource by June 2026	technologies and innovations to farmers, pastoralists and fisher-folk 2. Build capacity of a critical mass of experts to measure, report and verify emissions			Agricultural service providers			
Strengthen climate smart agriculture knowledge, extension and agro weather services	Improved adoption of climate smart agriculture and planning of agricultural operations	communication systems to transmit timely information on climate smart agriculture extension and agro-weather issues among agricultural value chain actor strengthened	Percentage increase in the number of farmers, pastoralists and fisher-folk receiving climate smart agriculture extension and agro weather information by June 2026	1. Awareness creation on existing and appropriate extension and agro-weather products 2. Training agricultural service providers to provide advisory to farmers, pastoralists and fisher-folk 3.	KMD	Training Institutions, MALFC, CCD, KALRO, KMD, CoG, County Governments, Private Sector, CSOs, DPs,	Pastoralists, farmers, fisher folks, farmer groups	Medium Term (3-5 Years)	GoK DPs	529.7
										709.8

6.2 Cross Cutting Themes

Priority Sector		Capacity Building								
Priority Actions	Expected Outcome	Expected output	Key Performance Indicators	Activities	Lead Implementing Partner	Cooperating Institutions	Targeted Groups	Time Frame	Source of Funds	Indicative Budget (Millions in KSh)
Build the capacity of County Climate Change Units and MDAs	Enhanced capacity of Climate Change Units on integrating climate change issues in county planning and budgeting	County Climate Change Units capacity built on integrating climate change issues in county planning and budgeting	<ol style="list-style-type: none"> Number of County Climate Change Units and MDAs capacity built on integrating climate change issues in planning and budgeting by June 2026 Number of County Climate Change Units and MDAs staff capacity built on integrating climate change issues in planning and budgeting by June 2026 	<ol style="list-style-type: none"> Continued training of County Climate Change Units and MDAs on integrating climate change issues in planning and budgeting 	CCD	CCD, National Treasury and Planning, CoG, County Governments, KSG, NDMA, Private Sector, CSOs, DPs	CCCUs	Medium Term (3-5 Years)	GoK DPs Private Sector	2,275
Build stakeholder's capacities including special interest groups to develop	Capacity of stakeholders including special interest groups in developing	Stakeholders including special interest groups capacity built	Number of stakeholders including special interest groups	<ol style="list-style-type: none"> Training stakeholders on developing bankable 	CCD	National Treasury and Planning, CoG, County	Special interest groups, women,	Medium Term (3-5 Years)	GoK DPs	18,200

bankable climate change proposals	bankable climate change proposals strengthened	on developing bankable climate change proposals	capacity built on developing bankable climate change proposals by June 2026	climate change proposals		Governments, KSG, NDMA, KIRDI, NETFUND, NEMA, Private Sector, CSOs, Financial Institutions, DPs	youth CCCUs		Private Sector	
Build stakeholders capacity on climate change impacts in the health sector	Enhanced capacity on climate change linkage with the health sector	Capacity of the health sector built on climate change impacts in the sector	Number of stakeholders in the health sector capacity built on climate change impacts in the sector by June 2026	1. Training of health care workers on climate change, public health and biodiversity interlinkages	CCD	MoH, MoE, State Departments, NEMA, private sector, CSOs, DPs	MoH staff, doctors, nurses	Medium Term (3-5 Years)	GoK DPs Private Sector	2,285
Build the capacity of land planners in using climate change future scenarios in land use planning	Enhanced capacity of land planners in using climate change future scenarios in land use planning	Land planner's capacity built on using climate change future scenarios in land use planning	Number of land planner's capacity built in using climate change future scenarios in land use planning by June 2031	1. Training of land planners on use of climate change future scenarios in land use planning	CCD	Ministry of Lands and Physical Planning, National Treasury and Planning, CoG, County Governments	Land planners	Long Term (6-10 Years)	GoK DPs Private Sector	920
										23,680
Priority Sector: Gender and Youth Engagement										

Priority Actions	Expected Outcome	Expected output	Key Performance Indicators	Activities	Lead Implementing Partner	Cooperating Institutions	Targeted Groups	Time Frame	Source of Funds	Indicative Budget (Millions in KSh)
Introduce the Kenya Climate Change Art and Essay Competition across the country	Enhanced learners' awareness, knowledge, skills and engagement in climate change discussions and actions	The Kenya Climate Change Art and Essay Competition held	Number of learners engaged in The Kenya Climate Change Art and Essay Competition by June 2023	1. Introduce the Kenya Climate Change Art and Essay Competition across the country	CCD	MoE, National Treasury and Planning, MPSGA, KICD, NGEC, CoG, County Governments, NEMA, KMD, NETFUND, Private Sector, CSOs, DPs	Learners including Special Need Learners	Short Term (1-2 Years)	GoK DPs Private Sector	1,000
Organise Youth dialogues and climate change simulation events	Increased awareness and action on climate change by youth in Kenya	Youth dialogues and climate change simulation events organised	Number of youth dialogues and simulation events organized by June 2023 Number of youths reached during the Youth dialogues and climate change simulation events by June 2023	1. Organise Youth Climate Change Dialogues 2. Organise World Climate Change simulation events for the youth 3. Organize creative and interactive events including using animation, art, storytelling and other disruptive	CCD	CCD, MEST, National Treasury and Planning, MPSGA, Ministry of ICT innovation and Youth Affairs, NGEC, CoG, County Governments, NEMA, KMD, NETFUND, Private Sector, CSOs, DPs	Youth, Women, PWDs	Short Term (1-2 Years)	GoK DPs Private Sector	81

				forms of disseminating of climate change IEC materials						
Build capacity of the private sector and vulnerable groups to promote gender responsive climate technologies and innovations	Enhanced private sector and vulnerable groups capacity on gender responsive climate technologies and innovations	Private sector and vulnerable groups capacity built on gender responsive climate technologies and innovations	Number of private sector players and vulnerable groups capacity built on gender responsive climate technologies and innovations by June 2026	<ol style="list-style-type: none"> 1. Sensitize private sector and vulnerable groups on gender responsive climate technologies and innovations 2. Training on gender and climate change amongst relevant private sector players 	CCD	MEF, National Treasury and Planning, CoG, County Governments, NGECC, KIRDI, Academic and Research Institutions, Private Sector, CSOs, DPs	Private sector Vulnerable groups	Medium Term (3-5 Years)	GoK DPs Private Sector	2,330
Build capacity on climate change opportunities including affirmative fund that women and youth can access	Enhanced awareness among women and youth on climate change opportunities that they can access	Women and youth capacity built on climate change opportunities including affirmative fund	Number of women and youth reached with information on climate change opportunities that they can access by June 2026	<ol style="list-style-type: none"> 1. Training of women and youth on accessing affirmative funds for establishing green businesses 2. Documenting and disseminating climate change 	CCD	MEF, National Treasury and Planning, MEST, MPSGA, Ministry of ICT innovation and Youth Affairs, NGECC, CoG, County Government, Private Sector, CSOs, DPs	Women, youth	Medium Term (3-5 Years)	GoK DPs Private Sector	9,210

				opportunities through various communication platforms						
Build capacity for effective gender integration in NCCAP and NDC implementation	Enhanced capacity of policy makers in the integration of gender in NCCAP and NDC implementation	Policy makers capacity built on the integration of gender in NCCAP and NDC implementation	Number of policy makers capacity built on gender integration in NCCAP and NDC implementation by June 2026	<ol style="list-style-type: none"> Continuous training of policy makers on gender integration in NCCAP and NDC implementation on Training vulnerable groups on climate change policies such as NDC and NCCAP 		CCD, MPSGA, Ministry of ICT innovation and Youth Affairs, NGECC, CoG, County Government, Private Sector, CSOs, DPs	Women, youth PWDs	Medium Term (3-5 Years)	GoK DPs Private Sector	11,415
										24,036

Priority Sector		Public Awareness								
Priority Actions	Expected Outcome	Expected output	Key Performance Indicators	Activities	Lead Implementing Partner	Cooperating Institutions	Targeted Groups	Time Frame	Source of Funds	Indicative Budget (Millions in KSh)
Enhance the National Climate Change Resource Centre (NCCRC) as a one stop shop for climate change information relevant to Kenya	Enhanced utilization of the National Climate Change Resource Centre as a one stop shop for climate change information relevant to Kenya	Increased awareness and use of the National Climate Change Resource Centre (NCCRC)	<p>Number of interactive and experiential learning events held at the Resource Centre by June 2023</p> <p>Number of Resource Centre users and portal visitors by June 2023</p> <p>Number of new contents generated in the Kenya Climate Change Knowledge Portal by June 2023</p>	<ol style="list-style-type: none"> operationalize the National Climate Change Resource Centre to make it a one stop shop for climate change information in Kenya Revamp the Kenya Climate Change Knowledge Portal Develop clear, simple localized and contextualized gender responsive climate change IEC materials 	CCD	National Treasury and Planning, Private Sector, CSOs, FBOs, Academic and Research Institutions, DPs, Local and indigenous peoples representatives, NEMA,	CCD, Academia, Youth, Special Interest groups General public	Short Term (1-2 Years)	GoK DPs Private Sector	138

				4. Climate Change Knowledge sharing Symposia at county and national levels						
Set up and operationalize one Community Education, Business and Information Centre (CEBIC)	Enhanced use of the Community Education, Business and Information Centre as a repository of climate change information	<ol style="list-style-type: none"> 1. Community Education, Business and Information Centre (CEBIC) operationalized 2. Community led initiatives geared towards climate change awareness 	Number of Community Education, Business and Information Centre (CEBIC) set up and operationalised by June 2026	<ol style="list-style-type: none"> 1. Regularly update knowledge and content availed at the CEBIC 2. Develop IEC materials specific to the unique context of CEBIC 3. Create awareness about the CEBIC 	CCD	County Governments, National Treasury and Planning, private sector, CSOs, FBOs, DPs	County Executives County Assemblies	Medium Term (3-5 Years)	GoK DPs	30
Continuous capacity building of media on climate change awareness raising and reporting	Increased awareness of contextualized climate change and weather information in Kenya	<ol style="list-style-type: none"> 1. Media journalists capacity built on climate change reporting 2. Media training institutions capacity strengthened to train on climate 	<p>Number of journalists trained on climate change reporting by June 2026</p> <p>Number of curricula developed on climate change reporting for</p>	<ol style="list-style-type: none"> 1. Continued training of journalists on weather and climate change reporting that is factual and packaged in an interesting and simplified manner 2. Dissemination of existing 	CCD	<p>Ministry of Education</p> <p>Media Council of Kenya</p> <p>Media training colleges</p> <p>Media houses (print, TV, radio)</p>	Journalists, reporters, media houses, media training colleges	Medium term (3-5 years)	GoK DPs Private Sector	128.5

7. SUSTAINABILITY FRAMEWORK

A sustainability framework was elaborated to ensure that there is a proper coordination, financing, communication, monitoring and evaluation mechanisms to guide and deliver implementation of the National Climate Change Learning Strategy. The risks and mitigation strategies are also presented.

7.1 Delivery and Coordination Mechanism

The **Climate Change Directorate (CCD)** in the **Ministry of Environment and Forestry** is responsible for overall coordination of the National Climate Change Learning Strategy implementation including reporting on implementation of actions by partners.

Section 9(8) of the *Climate Change Act, 2016* provides guidance on the role of CCD in climate change action. CCD will among others

- Serve as the national knowledge and information management centre for collating, verifying, refining, and disseminating knowledge and information on climate change
- Provide analytical support on climate change for County Governments, various ministries, and agencies; and
- Develop strategies and coordinate actions for building resilience to climate change and enhancing adaptive capacity

CCD will establish an intergovernmental platform to improve its coordination function in the implementation of the Strategy. This engendered platform will include key players in the climate change response, including County Governments, sector ministries, the private sector, civil society, the academia, and representatives of vulnerable groups, including women, the youth, and minority and 93obilization communities. This platform could build upon the existing National Technical Task Team who were instrumental in the development of the National Climate Change Learning Strategy.

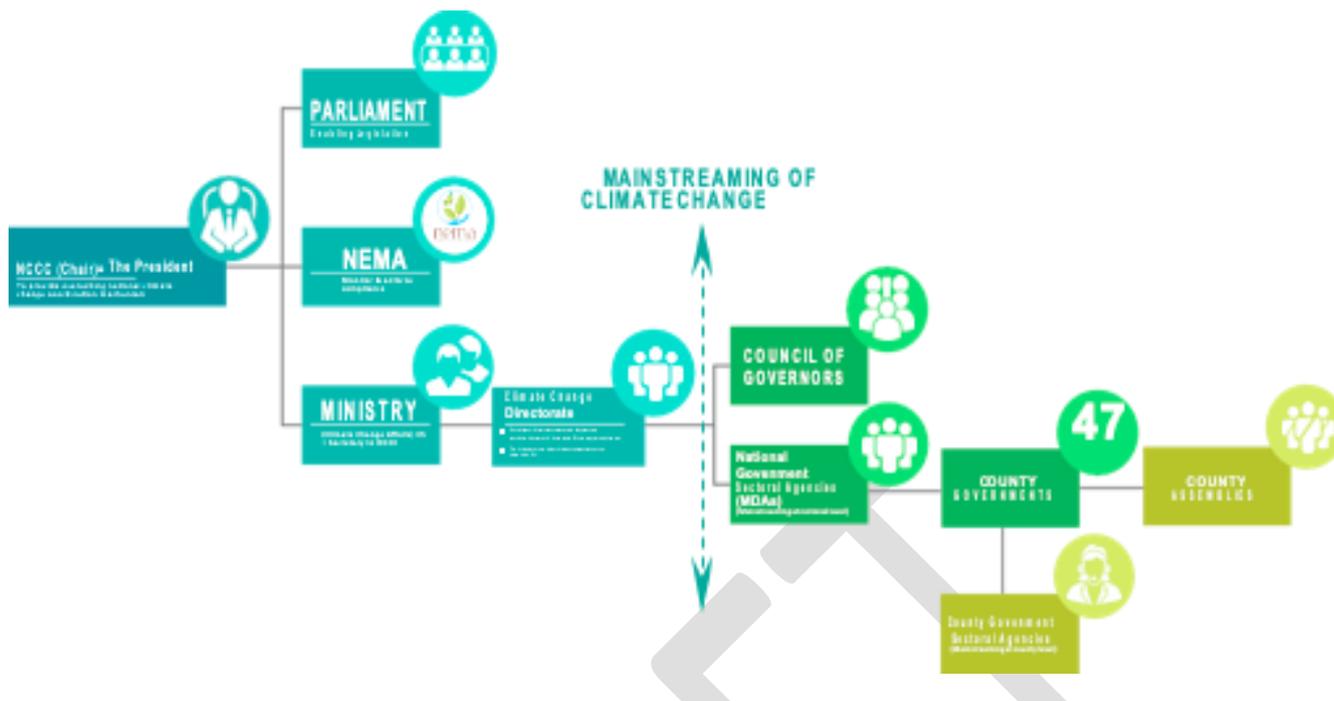


Figure 4: Schematic illustration of the key institutions recognized by the Climate Change Act (2016) as being responsible for coordinating and implementing climate change activities (Source. Government of Kenya (2018). National Climate Change Action Plan (Kenya) 2018-2022. Ministry of Environment and Forestry, Nairobi, Kenya)

The County Governments- County Governments will support CCD in its coordination role by:

- Ensuring that County Climate Change Units are established, strengthened and functional leading to effective implementation of National Climate Change Learning Strategy.
- Inclusion of capacity building and public awareness in County Climate Change Funds
- Reporting annually, at the end of every financial year, to respective County Assemblies on the progress achieved in the implementation of climate change actions. A copy of the report will be sent to CCD, which is responsible for compiling reports and submitting a summary report to the CS in charge of climate change affairs, and to NCCC.

7.2 Communication and Outreach

The Climate Change Act, 2016 among others facilitates capacity development for public participation in climate change responses through awareness creation, consultation, representation and access to information.

The Act obligates the Climate Change Directorate (CCD) to among others, ‘serve as the national knowledge and information management centre for collating, verifying, refining, and disseminating knowledge and information on climate change.

As such, the CCD is tasked with enhancing awareness and engagement for coordinated climate action. Central to this mandate is ensuring all stakeholders are aware of, aligned with, and supportive of the country's priority climate actions.

The CCD's Knowledge Management Department, will take the lead in developing and implementing a stakeholder engagement and communication plan to support the implementation of the National Climate Change Learning Strategy. The Plan will guide it in effectively engaging and consulting with and informing stakeholders, as well as raising public awareness of climate change related capacity-building.

The Plan will be anchored on the soon to finalized Climate Change (Public Participation and Access to Climate Change Information) Regulations which will be introduced pursuant to Section 24(3) and Section 36(1) of the Climate Change Act, 2016.

The plan will build on existing communication efforts like the Kenya Climate Change Knowledge Portal (www.kcckp.org) and it will be aligned to the needs of various climate change stakeholders to enhance awareness and engagement in the Strategy implementation.

Priority stakeholders targeted include Climate Change Units, MDAs, County Governments, private sector, civil society organisations, Faith Based Organisations, development partners, academic, media, youth, women, learners and special interest groups among others.

The Plan will identify priority messages, key audiences, and appropriate tools for engaging different stakeholders.

A Public Awareness and Engagement Strategy that highlights outreach to politicians and media utilizing public fora has also been developed and operationalized led by the Ministry of Information, Communication and Technology.

7.3 Measurement, Reporting and Verification Plus (MRV+)

With the Paris Agreement, countries established an Enhanced Transparency Framework (ETF). Under ETF, starting in 2024, countries will report transparently on actions taken and progress in climate change mitigation, adaptation measures and support provided or received. It also provides for international procedures for the review of the submitted reports.

The information gathered through the ETF will feed into the Global Stocktake which will assess the collective progress towards the long-term climate goals.

Reporting on the National Climate Change Learning Strategy Actions will serve a dual purpose: meeting international reporting obligations as well as serving as an important national decision-making tool.

The Strategy will be anchored on Kenya's Measurement, Reporting, and Verification plus (MRV+) system. The system has an integrated MRV tool for monitoring and reporting on both mitigation and adaptation actions together with their results. All the data collected will be gender disaggregated.

The system is linked with the already existing monitoring and reporting systems including the National Integrated Monitoring System (NIMES) and County Integrated Monitoring System (CIMES).

The Integrated MRV System, which is coordinated from the Climate Change Directorate, is embedded in the Climate Change Act, 2016, which obligates all state and non-state climate change actors to report on all their climate change activities on an annual basis.

Reporting on the Strategy will also be aligned to the soon to be Climate Change Act (Monitoring, Reporting and Verification) Regulations, 2021. The Regulations will provide public and private entities with the format and timeline for reporting.

The strategy Monitoring and Evaluation framework is presented in Annex 1.

7.4 Risks and Mitigation Strategy

The anticipated risks to the implementation of the strategy and proposed mitigation strategies are presented in Table 7

Table 7: Risks and Mitigation Strategies

No	Risk	Likelihood	Mitigation strategy
1.	Low political will and support	Medium	<ul style="list-style-type: none"> The Strategy will develop a Stakeholder Engagement and Communication plan which will help to engage, consult and inform stakeholders including parliament and County Assemblies
2.	Willingness of stakeholders to work together	Low	<ul style="list-style-type: none"> The Strategy will also adopt public participation and encourage consultations with relevant stakeholders to enhance inclusivity The Strategy will hold regular review workshops with relevant stakeholders to discuss implementation challenges and opportunities and stakeholder's role in implementation of various actions
3.	Increased workload for teachers, facilitators and learners	Medium	<ul style="list-style-type: none"> Climate change will be included as a non-examinable topic/area Climate change learning materials will be interactive, sustained and customized to teachers, facilitators and learners needs
4.	Unwillingness of teachers and facilitators to learn about climate change	Medium	<ul style="list-style-type: none"> The Strategy will mobilize and profile teachers and facilitators Climate Change Learning will form part of teachers and facilitators professional learning and development The Strategy will introduce creative and innovative ways of climate change learning
5.	Competing needs in development of instructional and supplementary materials for core learning areas	Medium	<ul style="list-style-type: none"> Curriculum will be validated and all stakeholders will be engaged
6.	Inadequate resources both in terms of financial and technical capacity	Medium	<ul style="list-style-type: none"> Strategy will develop and implement a robust resource mobilization strategy Strategy will leverage on funds from development partners, private sector and National and County Governments

No	Risk	Likelihood	Mitigation strategy
			<ul style="list-style-type: none"> Increase collaborations with the relevant stakeholders and adoption of technologies to maximise on limited resources
7.	Inaccessibility to appropriate technology	Low	<ul style="list-style-type: none"> Encouraging greater collaboration among private sector, innovators and the general public
8.	Many competing themes for non-formal and informal promotion	Medium	<ul style="list-style-type: none"> Enhance cooperation and networking between stakeholders Strategy will enhance sensitization and awareness creation among various stakeholders

7.5 Resource Mobilization Framework

The National Climate Change Learning Strategy needs an estimated budget of USD 1,357,559,450 for implementation during the 10 year period. Short term actions require USD 5,922,795,000, medium term actions require USD 89,097,390,000 while long term actions require USD 40,735,760,000. Table 8 provides a summary of the estimated budget to implement the priority sector and crosscutting action plans.

Table 8: Summary of the estimated costs for the implementation of the National Climate Change Learning Strategy Learning Action Plan. The detailed budget is provided in the Strategic Implementation Framework.

	Estimated Budget (USD)
Priority Sector	
Education	4,2871,050
Environment	8,4557,600
Energy	21,900,780
Water, Irrigation and Sanitation	53,390,000
Agriculture	7,098,000
Crosscutting themes	
Capacity Building	236,800,000
Gender and Youth Engagement	24,0360,000
Public Awareness	2,965,000
TOTAL	1,367,559,450

This will require mobilizing resources from international sources such as the Green Climate Fund (GCF) and the Global Environment Facility (GEF), which are the entities entrusted with the operation of the Financial Mechanism of the UNFCCC. Other international mechanism of interest under the UNFCCC for the Strategy includes the Special Climate Change Fund (SCCF), the Adaptation Fund (AF), and the REDD+ mechanism.

The Strategy will also mobilize resources from bilateral development partners (through their ministries, agencies, and development finance institutions) and multilateral institutions.

Nationally, the Strategy will rely on the National Climate Change Fund, which will allocate funding for priority mitigation and adaptation initiatives. Other resources

will come from Semi-Autonomous Government Agencies (SAGAs), which are crucial entities in the Kenyan climate finance landscape, as they are responsible for budget implementation and therefore are the de facto implementers of several climate-related projects.

Other National resources will be mobilized from different programmes such as the Financing Locally-Led Climate Action (FLLoCA) Programme which among others seeks to strengthen the capacity of national and county level institutions and stakeholders to accelerate climate financing at local level and the GCF supported TWENDE Project (Towards Ending Drought Emergencies: Ecosystem-based Adaptation in Kenya's arid and semi-arid rangelands) which is fundamentally based on collective learning, knowledge generation and dissemination at community, county and national levels.

At the county level, the Strategy will mobilise resources from the 47 County Climate Change Funds (CCCFs). This will support locally identified priority adaptation actions and community level capacity building.

The UN CC: Learn Secretariat has already provided funding for some initial activities of the Learning Action Plan including; Youth Climate Dialogues and finalization of the guidelines for mainstreaming climate change into the curriculum at all levels. The Climate Change Directorate has also allocated some internal funds towards supporting the Learning Strategy and subsequent activities.

The Strategy will also build capacity at both national and county level to develop bankable climate change project proposals to access national and global climate change funds.

Annex 1: Monitoring and Evaluation Framework

Priority Sector

Priority Sector		Education							
Priority Actions	Expected Outcome	Expected output	Key Performance Indicators	Baseline Value	Target Value	Data Source	Monitoring/Evaluation Frequency	Responsible	Reporting
Integrate climate change into curricula at all levels of education and training	Climate change integrated into curricula at all levels of education and training	Guidelines to mainstream climate change into curricula at all levels of education and training developed	Number of guidelines developed and adopted to mainstream climate change into curricula at all levels of education and training by June 2023	XXX	1	Baseline Survey Developed Guidelines Climate Change Mainstreaming Report	Annually	KICD	Annual Report
Enhance the capacities of teachers and facilitators to teach and assess climate change all levels of education and training	Increased capacity of teachers and facilitators to teach climate change all levels of education and training	100,000 teachers and facilitators capacity built on Trainers of Trainers (ToT) on climate change	Number of teachers and facilitators capacity built on climate change by June 2023	XXX	100,000	Training Reports List of Participants M&E Reports	Bi-Annually	MEST	Bi-Annual Report
Develop appropriate supporting supplementary teaching and learning climate change materials for all levels of education and training	Increased availability and accessibility of appropriate supplementary teaching and learning climate change materials for all levels of education and training	Appropriate supporting supplementary teaching and learning materials developed for all levels of education and training	Number of supporting supplementary teaching and learning materials developed for all levels of education and training by June 2023	XXX	200	<ul style="list-style-type: none"> ▪ Teaching and Learning materials developed ▪ Supplementary Teaching and Learning Materials Reports ▪ M& E Reports 	Bi-Annually	MEST	Bi-Annual Report

Leverage on non-formal and informal education to promote climate change learning	Climate change learning strengthened as a result of leveraging on non-formal and informal learning	Enhanced climate change learning as a result of leveraging on non-formal and informal education opportunities	Number of non-formal and informal learning initiatives infused/leveraged on by June 2026	XXX	100	<ul style="list-style-type: none"> ▪ Baseline Survey Report ▪ M& E Reports ▪ Sector Reports 	Bi-Annually	MEST	Bi-Annual Report
Link research , innovation and academic/research institutions and Industry to climate change policy processes for knowledge and evidence generation and provide scientific basis in promotion of climate change learning	Increased scientific basis in informing climate change policy processes in Kenya	Research, industry, private sector and academic Institutions linked to climate change policy processes to provide a scientific basis	Number of research, industry and academic institutions linked to climate change policy processes by June 2026	XXX	200	<ul style="list-style-type: none"> ▪ M& E Reports ▪ Sector Reports ▪ Private Sector Reports ▪ Baseline Reports 	Annually	MEST	Annual Report

Priority Sector		Environment							
Priority Actions	Expected Outcome	Expected output	Key Performance Indicators	Baseline Value	Target Value	Data Source	Monitoring/Evaluation Frequency	Responsible	Reporting
Engaging learners and community members on the role of forestry conservation and management in climate change adaptation and mitigation	Enhanced knowledge and awareness on the role of forests and trees in climate change response	Learners and community members capacity built on the role of forests in climate change mitigation	Number of learners and community members actively involved in climate change actions by June 2026	XXX	1,000,000	Baseline Report M&E Reports Sector Reports	Bi-Annually	CCD	Bi- Annual Report
Learning, awareness creation and promotion of sustainable waste management towards reduction of GHG emissions	Enhanced knowledge and adoption of sustainable waste management strategies	Public, Private and Community institutions capacity built on sustainable waste management	Number of households and communities capacity built on sustainable waste management by June 2026	XXX	500,000	Baseline Report M&E Reports Sector Reports	Bi-Annually	CCD	Bi- Annual Report
Capacity building of stakeholders on mainstreaming climate change into wildlife and biodiversity conservation	Climate change mainstreamed into wildlife and biodiversity conservation	Stakeholders informed and sensitised on impacts of climate change on wildlife and biodiversity and associated opportunities	Number of stakeholders' capacity built on wildlife and biodiversity conservation by June 2026	XXX	100,000	Baseline Report M&E Reports Participants List Sector Reports	Bi-Annually	CCD	Bi-Annual Report
Capacity building of National and county level institutions for mainstreaming climate change in the implementation of	Improved competence in mainstreaming of climate change in the forest sector	Capacity of National and county level institutions staff on mainstreaming of climate change in the implementation of	Number of National and County level institutions staff capacity built on mainstreaming climate change in the implementation of the	XXX	2,500	Baseline Report Training Reports	Annually	CCD	Annual Report

devolved forest functions		devolved forest functions strengthened	devolved forest functions by June 2031			Participants List M&E Reports			
Strengthen capacity of Kenya Metrological Department to enhance early warning and tailor made climate information services	Increased capacity of KMD to produce early warning and climate information services	Capacity of Kenya Meteorological Department to produce early warning and climate information services strengthened	Number of early warning and tailor made climate information services produced by June 2031	XXX	2,000	Baseline Report M&E Reports Sector Reports	Bi-Annually	CCD	Bi-Annual Report
Awareness and engagement of communities on the role of the blue economy in climate change response and resilience	Increased knowledge and public awareness on the impacts of climate change on the blue economy	Communities sensitized on the role of the blue economy in climate change response and resilience	Number of awareness and engagement forums held on the role of the blue economy in climate change response and resilience by June 2031	XXX	1,000,000	Baseline Report M&E Reports Sector Reports	Annually	CCD	Annual Report

Priority Sector		Energy							
Priority Actions	Expected Outcome	Expected output	Key Performance Indicators	Baseline Value	Target Value	Data Source	Monitoring/Evaluation Frequency	Responsible	Reporting
Build capacity of institutions and households on renewable energy and clean cooking technologies	Enhanced institutional and household's capacity on renewable energy and clean cooking technology	Capacity of policy makers, users, technicians, professionals and industry players built on renewable energy and clean cooking technologies	Number of policy makers, county government staff, users, technicians, professionals and industry players capacity built on renewable energy and clean cooking technologies by June 2023	XXX	1,000,000	Baseline Report M&E Reports Sector Reports Participants List	Bi-Annually	MoE	Annual Report
Enhance skills and knowledge of institutions on climate proofing energy infrastructure	Enhanced skills and knowledge of institutions on climate proofing energy infrastructure	Institution's capacity built on climate proofing energy infrastructure	Number of staff from different institutions capacity built on climate proofing energy infrastructure by June 2031	XXX	25,000	Baseline Report M&E Reports Sector Reports Participants List	Bi-Annually	MoE	Annual Report
Build capacity on Energy Efficiency and Conservation	Enhanced knowledge and skills on energy efficiency and conservation	Policy makers, energy infrastructure investors, users, equipment and appliance developers and design and maintenance engineer's capacity built on energy efficiency and conservation	Number of policy makers, energy infrastructure investors, design, equipment and appliance developers, users and maintenance engineer's capacity built on energy efficiency and conservation by June 2031	XXX	200,000	Baseline Report M&E Reports Sector Reports Participants List	Bi-Annually	MoE	Annual Report
Create awareness on non-motorized transport options including e-mobility in	Increased use of NMT and e-mobility options for the	Increased awareness on NMT and e-mobility options	Number of people reached with information on NMT and e-mobility options by June 2031	XXX	1,000,000	Baseline Report M&E Reports	Bi-Annually	MTIHUD	Annual Report

the promotion of climate-smart cities	promotion of climate-smart cities		<p>Number of campaigns rolled out on NMT sensitization including e-mobility by June 2031</p> <p>Number of policy makers sensitized on NMT options including e-mobility by June 2031</p> <p>Number of government officials in MoTIHUD trained on climate change by June 2031</p>			Sector Reports Participants List			
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Priority Sector		Water, Irrigation and Sanitation							
Priority Actions	Expected Outcome	Expected output	Key Performance Indicators	Baseline Value	Target Value	Data Source	M & E Frequency	Responsible	Reporting
Build capacity on water use efficiency at individual, household, communities and institutional level to enhance climate resilience	Enhanced climate resilience as a result of adopting water use efficiency strategies	Individuals, Households, communities and institutions capacity built on water use efficiency	Number of individuals, households and institutions capacity built on water use efficiency by July 2026	XXX	400,000	Baseline Report M&E Reports Sector Reports Participants List	Bi-Annually	MWSI	Bi- Report
Build capacity of institutions and individuals on water harvesting and storage technologies	Increased adoption of water harvesting and storage technologies by institutions and individuals	Institutions and individual's capacity built on water harvesting and storage technologies	Number of Institutions and individual's capacity built on water, harvesting and storage technologies by June 2026	XXX	400,000	Baseline Report M&E Reports Sector Reports Participants List Training Reports	Bi-Annually	MWSI	Bi- Annual Report
Capacity building of institutions to mainstream climate change into water catchment and management plans	Climate change mainstreamed into water catchment and management plans	Institutions capacity to mainstream climate change into water catchment and management plans strengthened	Number of institutions capacity built on mainstreaming climate change into water catchment and management plans by June 2026	XXX	1,000	Baseline Report M&E Reports Sector Reports Participants List	Bi-Annually	MWSI	Bi- Annual Report
Capacity building of institutions to climate proof water, sanitation and irrigation infrastructure	Enhanced technical capacity on climate proofing water, sanitation and irrigation infrastructure	Staff from different institutions capacity built on climate proofing water, sanitation and irrigation infrastructure	Number of staff from different Institution's capacity built on climate proofing water, sanitation and irrigation infrastructure by June 2031	XXX	100,000	Baseline Report M&E Reports Sector Reports Participants List Training Reports	Bi-Annually	MWSI	Bi- Annual Report

Priority Sector		Agriculture							
Priority Actions	Expected Outcome	Expected output	Key Performance Indicators	Baseline Value	Target Value	Data Source	Monitoring/Evaluation Frequency	Responsible	Reporting
Enhance adaptive capacity and resilience of farmers, pastoralists and fisher-folk to the adverse impacts of climate change	More resilient farming, pastoralists and fisher-folk communities to adverse impacts of climate change	Farmers, pastoralists and fisher-folk capacity built on the adverse impacts of climate change	Number of farmers, pastoralists and fisher-folk capacity built on the adverse impacts of climate change by June 2023	XXX	564,000	Baseline Report M&E Reports Sector Reports	Bi-Annually	MALFC	Annual Report
Enhance capacity on agricultural resource management with minimised greenhouse gas emissions from agricultural production systems	More efficient, productive farming systems with reduced rate of GHG emissions in the agriculture sector	Capacity of farmers, pastoralists and fisher-folk to sustainably manage and utilize agricultural Resource enhanced	Number of farmers, pastoralists and fisher-folk capacity built on how to sustainably manage and utilize agricultural Resource by June 2026	XXX	40,000	Baseline Report M&E Reports Sector Reports	Bi-Annually	MALFC	Annual Report
Strengthen climate smart agriculture knowledge, extension and agro weather services	Improved adoption of climate smart agriculture and planning of agricultural operations	communication systems to transmit timely information on climate smart agriculture extension and agro-weather issues among agricultural value chain actor strengthened	Percentage increase in the number of farmers receiving climate smart agriculture extension and agro weather information by June 2026	XXX	1,000,000	Baseline Report M&E Reports Sector Reports Downscaled Weather Reports Agro Weather Advisories	Bi-Annually	MALFC	Annual Report

Cross Cutting Themes

Priority Sector		Capacity Building							
Priority Actions	Expected Outcome	Expected output	Key Performance Indicators	Baseline Value	Target Value	Data Source	Monitoring/Evaluation Frequency	Responsible	Reporting
Build the capacity of County Climate Change Units and MDAs	Enhanced capacity of Climate Change and Sector Units on integrating climate change issues in county planning and budgeting	County Climate Change and Sector Units capacity built on integrating climate change issues in county planning and budgeting	<ol style="list-style-type: none"> Number of County Climate Change Units and MDAs staff capacity built on integrating climate change issues in planning and budgeting by June 2026 Number of County Climate Change Units and MDAs capacity built on integrating climate change issues in planning and budgeting by June 2026 	XXX	25,000	M&E Reports Sector Reports Participants List County Government Reports	Bi-Annually	CCD MDAs	Bi- Annual Report
Build stakeholder's capacities including special interest groups to develop bankable climate change proposals	Capacity of stakeholders including special interest groups in developing bankable climate change proposals strengthened	Stakeholders including special interest groups capacity built on developing bankable climate change proposals	Number of stakeholders including special interest groups capacity built on developing bankable climate change proposals by June 2026	XXX	200,000	M&E Reports Sector Reports Participants List	Annually	CCD	Annual Report
Build stakeholders capacity on climate	Enhanced capacity on climate change	Capacity of the health sector built on climate	Number of stakeholders in the health sector capacity built on climate change	XXX	25,000	M&E Reports Sector Reports	Annually	MEF	Annual Report

change impacts in the health sector	linkage with the health sector	change impacts in the sector	impacts in the sector by June 2026			Participants List			
Build the capacity of land planners in using climate change future scenarios in land use planning	Enhanced capacity of land planners in using climate change future scenarios in land use planning	Land planner's capacity built on using climate change future scenarios in land use planning	Number of land planner's capacity built in using climate change future scenarios in land use planning by June 2031	XXX	10,000	M&E Reports Sector Reports Participants List	Annually	MEF	Annual Report

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Priority Sector		Gender and Youth Engagement							
Priority Actions	Expected Outcome	Expected output	Key Performance Indicators	Baseline Value	Target Value	Data Source	Monitoring/Evaluation Frequency	Responsible	Reporting
introduce Climate Change Art and Essay Competitions	Enhanced learners' awareness, knowledge, skills and engagement in climate change discussions and actions	The Kenya Climate Change Art and Essay Competition held	Number of learners engaged in The Kenya Climate Change Art and Essay Competition June 2023	4,678	20,000	M&E Reports Sector Reports Participants List	Bi-Annually	CCD	Bi- Annual Report
Organise Youth dialogues and climate change simulation events	Increased awareness and action on climate change by youth in Kenya	Youth dialogues and climate change simulation events organised	Number of youth dialogues and simulation organized by June 2023	50	500	M&E Reports Sector Reports Participants List	Bi-Annually	CCD	Bi- Annual Report
			Number of youths reached during the Youth dialogues and climate change simulation events by June 2023	2,000	5,000				
Build capacity of the private sector and vulnerable groups to promote gender responsive climate	Enhanced private sector and vulnerable groups capacity on gender responsive climate	Private sector and vulnerable groups capacity built on gender responsive climate	Number of private sector players and vulnerable groups capacity built on gender responsive climate technologies	XX	25,000	M&E Reports Sector Reports Participants List	Annually	CCD	Annual Report

technologies and innovations	technologies and innovations	technologies and innovations	and innovations by June 2026						
Build capacity on climate change opportunities including affirmative fund that women and youth can access	Enhanced awareness among women and youth on climate change opportunities that they can access	Women and youth capacity built on climate change opportunities including affirmative fund	Number of women and youth reached with information on climate change opportunities that they can access by June 2026	XXX	100,000	M&E Reports Sector Reports Participants List Training Reports	Annually	MEF	Annual Report
Build capacity for effective gender integration in NCCAP and NDC implementation	Enhanced capacity of policy makers in the integration of gender in NCCAP and NDC implementation	Policy makers capacity built on the integration of gender in NCCAP and NDC implementation	Number of policy makers capacity built on gender integration in NCCAP and NDC implementation by June 2026	XX	100,000	Gender Integration Reports M&E Reports Sector Reports Participants List	Annually	MEF	Annual Report

Priority Sector		Public Awareness							
Priority Actions	Expected Outcome	Expected output	Key Performance Indicators	Baseline Value	Target Value	Data Source	Monitoring/Evaluation Frequency	Responsible	Reporting
Enhance the National Climate Change Resource Centre (NCCRC) as a one stop shop for climate change information relevant to Kenya	Enhanced utilisation of the National Climate Change Resource Centre as a one stop shop for climate change information relevant to Kenya	Increased awareness and use of the National Climate Change Resource Centre (NCCRC)	<p>Number of interactive and experiential learning events held at the Resource Centre by June 2023</p> <p>Number of Resource Centre users and portal visitors by June 2023</p> <p>Number of new contents generated in the Kenya Climate Change Knowledge Portal by June 2023</p>	XXX	6,000	<p>M&E Reports</p> <p>Sector Reports</p> <p>Participants List</p> <p>Centre Users Reports</p>	Bi-Annually	<p>CCD</p> <p>MDAs</p>	Bi- Annual Report
Set up and operationalise one Community Education, Business and Information Centre (CEBIC)	Enhanced use of the Community Education, Business and Information Centre as a repository of climate change information	<p>Community Education, Business and Information Centre (L-CEBIC) operationalise</p> <p>Community led initiatives geared towards climate change awareness</p>	Number of Community Education, Business and Information Centre (CEBIC) set up and operationalised by June 2026	1	1	<p>M&E Reports</p> <p>Sector Reports</p> <p>Participants List</p>	Bi-Annually	CCD	Bi- Annual Report

Continuous capacity building of media on climate change awareness raising and reporting	Increased awareness of contextualized climate change and weather information in Kenya	Media journalist's capacity built on climate change reporting Media training institutions capacity strengthened to train on climate change reporting	Number of journalists trained on climate change reporting by June 2026 Number of curricula developed on climate change reporting for journalists by June 2026 Number of media institutions offering training on climate change reporting by June 2026 Number of Joto Afrika magazine produced by June 2026	XXX	500	M&E Reports Sector Reports Participants List Mailing lists	Bi-Annually	CCD MCK	Bi- Annual Report
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Annex 2: Participation in the Strategy Implementation Process

Kenya's National Climate Change Strategy was developed with the technical input and valuable contributions of staff from the following institutions;

Institutions Represented throughout the Strategy Development Process

Government Ministries, Departments and Agencies

Ministry of Environment and Forestry
Ministry of Education
Ministry of Water, Sanitation and Irrigation
Ministry of Energy
Ministry of Agriculture, Livestock and Fisheries
Ministry of Tourism and Wildlife
Ministry of Transport, Infrastructure and Housing
National Treasury and Planning
Ministry of Health
Water Sector Trust Fund
Kenya Meteorological Department
Kenya Forestry Research Institute
Kenya Forest Service
National Gender and Equality Commission
National Environment Trust Fund
National Environmental Management Authority
Regional Centre on Groundwater Resources Research, Training and Education
Ministry of Public Service and Gender Affairs
Ministry of Devolution and ASALs

County Governments

Council of Governors
County Government of Marsabit
County Government of Makueni
County Government of Kajiado
County Government of Turkana
County Government of Trans-Nzoia
County Government of Mandera
County Government of Murang'a
County Government of Kiambu
County Government of Garissa
County Government of Nyamira
County Government of Mombasa

County Government of Lamu
County Government of Nairobi
County Government of Nandi
County Government of Narok
County Government of Laikipia
County Government of Nyandarua
County Government of Siaya
County Government of Kirinyaga
County Government of Kilifi
County Government of Tana River
County Government of Bungoma
County Government of Nakuru
County Government of Uasin Gishu
County Government of Tharaka Nithi
County Government of Homabay
County Government of Elgeyo Marakwet
County Government of Vihiga
County Government of Kwale
County Government of Kitui

Education and Training Institutions

Commission for University Education
Kenya Institute for Curriculum Development
Technical and Vocational Education and Training Authority
University of Nairobi
Kenyatta University
Kenya School of Government
Strathmore University
University of Embu
Garissa University
Riara University Institute for Clean Energy
JKUAT
Egerton University
Teachers Service Commission

Civil Society Organizations

Kenya Climate Change Working Group
ACT Alliance
Access Coalition
WWF- Kenya
CSA Youth Network
African Research and Impact Network
Nurture Nature
CAN
SUSWATCH

Children with Nature
Leadership for Environment and Development - East and Horn of Africa (LEAD-EHA)
Green Africa Foundation
Mainyoito Partoralists Development Organizations
Joyful Women Organization
ALIN
Biogas International East Africa
HIVA
Bloggers Association of Kenya
Kenya Organization for Environmental Education
PACJA
Niko Green
SEAF-Kenya
CCAK
Power Shift Africa
Kenya Renewable Energy Association
KPCG
CESPAD
C40 Cities
Kenya Red Cross
Envirosan
NACOFA
Sustain Environment
African Sustainability Network
ASNET
Jielimishe Kwanza
AHITI
Forum on Climate
Sustain Environment
Environment and Development Network for Africa
Berur Education Foundation and Development Initiative

Youth, Women and Vulnerable Groups

Marsabit Botanical Garden
Garissa Civic Development Initiative
Clean and Green Revolution
Faridi Educational Services and Products
Kenya Environmental Action Network
Yiaku Laikipia Trust
Indigenous Movement for Peace & Conflict Transformation (IMPACT)
African Youth Initiative on Climate Change
Safedrive Africa Foundation (SDAF)
NASARU
Pastoral Communities Empowerment Programme(PACEP)
SAFE Samburu

Dibayu orchard
IDP Network (K)
TECHNO BRAIN LIMITED
Songa Environmental Group
Elmolo forum
AfricaSMAT
Lifeskills Promoters
Centre for Minority Rights Development
CODES
ECAS Institute
Christian Aid
Climate Change Kenya Organization
United Disabled Persons of Kenya (UDPK)

Private Sector

KEPSA
Climate Yetu
KCIC
Nation Media Group
Kakuzi Plc

Faith Based Organizations

ACT Kenya Forum
Green Anglicans Movement
Kenya Conference of Catholic Bishops- Catholic Justice and Peace Commission
Inter Religious Council of Kenya
SUPKEM

Development Partners

UNITAR - UN CC:Learn
Swiss Development Cooperation Agency
FAO Kenya
UNESCO
IOM
UNDP
CGIAR CCFAS
IUCN
Embassy of Sweden
USAID
Embassy of Italy
DANIDA
SNV Netherlands

Annex 3: END NOTES

¹ WMO 2020: United in Science 2020: A multi-organization high-level compilation of the latest climate science information

² KMD. 2020. State of the Climate in Kenya 2020

³ Government of Kenya (2020), Kenya's Updated Nationally Determined Contribution.

⁴ Dagnet, Y., E. Northrop, D. Tirpak. 2015. "How to Strengthen the Institutional Architecture for Capacity Building to Support the Post-2020 Climate Regime." Working Paper. Washington, DC: World Resources Institute. Available online at <http://www.wri.org/publications/capacitybuilding>

⁵ <https://unfccc.int/topics/capacity-building/the-big-picture/capacity-in-the-unfccc-process>

⁶ Kenya's Ministry of Environment and Forestry in collaboration with the Ministry of Education and other partners held the *Inaugural Kenya Climate Change Art and Essay Competition 2018*. The Competition was open to learners from ages 6-19 years in Nairobi County schools in with a dedicated category for special need learners. The Competition captured the creative skills of learners through drawing and essay writing, expressing their understanding and response to climate change. <https://www.kcckp.go.ke/4049-2/@CCArtCompe>

⁷ <https://en.unesco.org/news/unesco-rallies-international-organizations-civil-society-and-private-sector-partners-broad>

⁸ <https://www.unenvironment.org/news-and-stories/press-release/earth-school-launches-keep-students-connected-nature-time-covid-19>

⁹ <https://www.unclearn.org/>

¹⁰ The *One UN Climate Change Learning Partnership* (UN CC:Learn) is a collaborative initiative of more than 30 multilateral organizations supporting countries to design and implement systematic, recurrent and results-oriented climate change learning. <https://www.unclearn.org/>

¹¹ Climate Change Directorate (CCD) is Kenya's coordinating agency for climate change plans and actions. The Directorate was established under Climate Change Act of 2016, and is mandated to provide vision, leadership, guidance and coordination on matters relating to climate change in the country. It is the lead agency of Government on national climate change plans and actions to deliver operational coordination. The CCD also serves as the national center for coordinating actors, capacity building, and collating, verifying, refining, and disseminating knowledge and information on climate change.

¹² UNITAR 2013. UN CC:Learn, Guidance Note: For Developing a National Climate Change Learning Strategy. *Strengthening Human Resources and Skills to Advance Green, Low, emission and Climate resilient Development*.

¹³ Government of Kenya (2018). National Education Sector Strategy Plan 2018 - 2022

¹⁴ www. <http://www.knqa.go.ke/>

¹⁵ Kenya's Ministry of Environment and Forestry in collaboration with the Ministry of Education and other partners held the *Inaugural Kenya Climate Change Art and Essay Competition 2018*. The Competition was open to learners from ages 6-19 years in Nairobi County schools in with a dedicated category for special need learners. The Competition captured the creative skills of learners through drawing and essay writing, expressing their understanding and response to climate change. <https://www.kcckp.go.ke/4049-2/@CCArtCompe>

¹⁶ The *World Climate Simulation* is a role playing exercise of the UN climate change negotiations for groups including policy makers, youth, students and even members of the public. It is unique in that it uses an interactive computer model to rapidly analyse the results of the mock-negotiations during the event. <https://www.climateinteractive.org/programs/world-climate/>

¹⁷ Lawson, Danielle F. Stevenson, Kathryn T., Peterson, M. Nils, Carrier, Sarah J., Strnad, Renee, Seekamp, Erin (2018) Intergenerational learning: Are children key in spurring climate action? *Global Environmental Change Part A: Human & Policy Dimensions*. Nov2018, Vol. 53, p204-208. 5p. <https://doi.org/10.1016/j.gloenvcha.2018.10.002>

¹⁸ UNITAR 2013. UN CC:Learn, Guidance Note: For Developing a National Climate Change Learning Strategy. *Strengthening Human Resources and Skills to Advance Green, Low, emission and Climate resilient Development*