



## Promoting User-Centred Congenial Learning Environment for Climate Action

Ever thought of self-learning about the environment or the various issues affecting it?

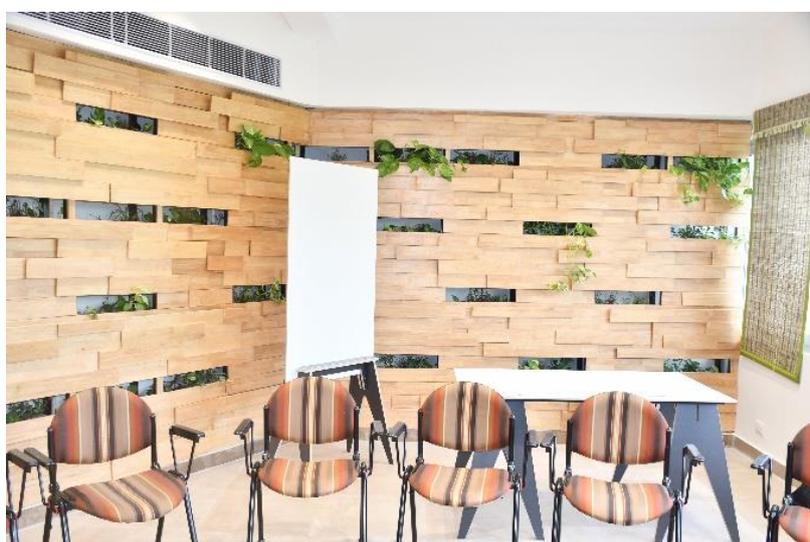
As we know it, climate change is an important global issue in the 21<sup>st</sup> century, primarily as a result of several human activities. We are already going beyond traditional approaches for new solutions; investments for physical infrastructures, capacity development of individuals, institutions for proactive responses to climate change issues etc.

An example of this is the project 'Centre of Excellence for Capacity Development on Climate Finance' under the Indo-German Environment Programme in Rural Areas (IGEP-RAI), commissioned by the BMZ. GIZ India and National Bank for Agriculture and Rural Development (NABARD), a development financial institution, established state-of-the-art Centre of Excellence for Capacity Development under NABARD's Centre for Climate Change (CCC), housed at Bankers Institute of Rural Development, (BIRD), Lucknow, India. The Centre of Excellence provides a congenial and modern learning environment to develop capacities of government officials, trainers, bankers, and other actors for accessing and mobilising finance to address impacts of climate change on agriculture, vulnerable communities, weather events, livelihoods etc.

A physical learning classroom, an interactive learning lab and an online portal on climate finance contributes to this learning environment, focusing on responsive structures for creating flexible approaches of learning and coordination, thus, responding to learners' needs, and facilitating effective responses towards climate change.

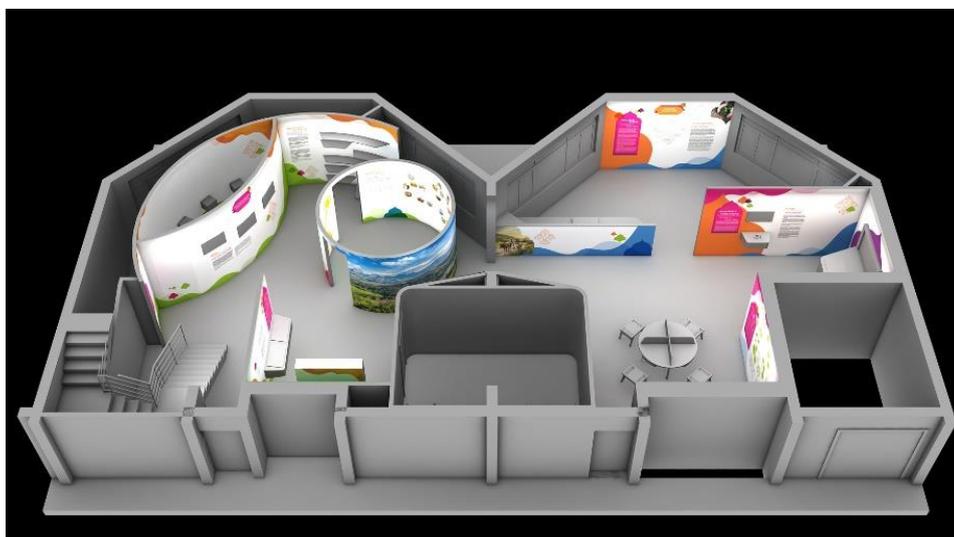
### Technical Support for Continuous Learning

Problem-centric and active learning experiences forms the core of the Learning Classroom. It's beautiful décor evokes the five elements in traditional Indian mythology; earth, water, fire, air and sky; drawing upon the emotional connection to our earth. Furnished with flexible furniture such as stackable stools and transformable tables, it takes up little space and allows for customised learning spaces. Green walls (also known as plant walls) of the classroom represent the living environment. The classroom enables high-impact learning via 83" Touchscreen panel used as learning instrument by facilitators.





Next is the innovative Learning Lab on Climate Change designed for self-paced, experiential and experimental learning. The aim is to sensitise users to the prevalent issues of climate change and encourage them to reflect on it. Virtual reality films, puzzles, games, photobooths, infographic and simulation models help users to explore topics on climate change and climate finance, thus contributing towards their long-term competence development. This learning experience is further expected to encourage initiatives and actions at individual or group level. Seven learning stations perform the core function of the lab addressing specific topics relating to: awareness, impacts, complexity of climate change, climate finance instruments, climate projects on adaptation and mitigation etc. In short, a good example of illustrating the need for new lessons, innovative approaches or methods promoting user-centred learning for capacity development for climate action.



***3D view design of Learning Lab at BIRD, Lucknow***

The one-stop '[Climate Finance Knowledge Portal \(CFKP\)](#)' addresses the existing knowledge gap on climate finance, thereby acknowledging the need for scaling up capacity development initiatives in India. This portal allows users to learn and exchange information, gain insight in different areas of interest on climate change action and climate finance topics at global, national, regional levels via sector-specific discussion forums, interactive queries etc. Discussions with subject matter experts is possible for support on region or sector specific issues besides exploring the various knowledge products in the knowledge repository section. CFKP stands to benefit financial institutions, Farmer Producer Organisations, government departments, Panchayati Raj Institutions, executing entities etc.

To conclude, activities supporting a positive learning experience for change-driven thinking amongst learners.

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