



# **Learning to Mitigate and Adapt to Climate Change: *UNESCO and Climate Change Education***

Fathimath Ghina

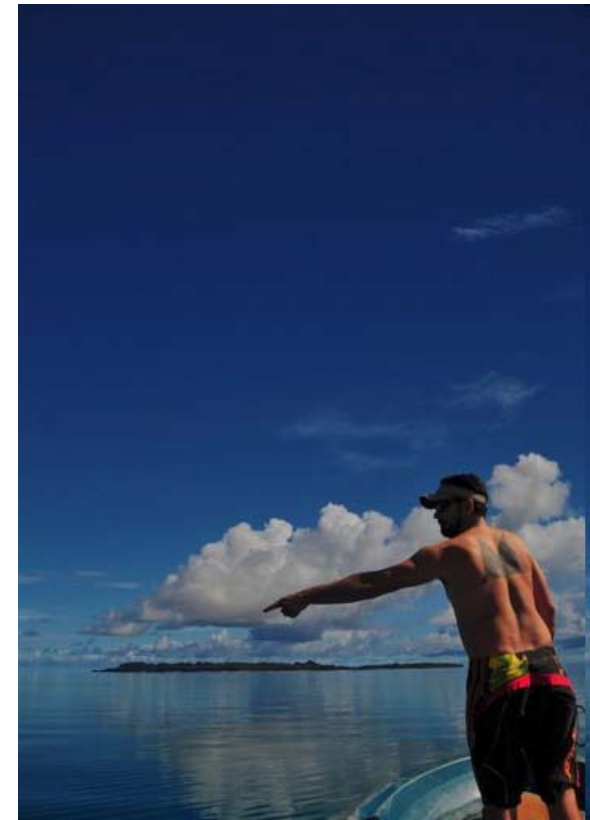
Intersectoral Platform on Climate Change, IOC  
Small Islands and Indigenous Knowledge Section, PSD  
UNESCO



## From Climate Science to Education

Four decades of active contribution to building the global knowledge base on climate change:

1. through its contribution to climate science (global ocean observation systems, assessment and monitoring)
2. by promoting education, capacity development, public awareness and access to information on climate change and, education for sustainable development.





## **Climate Change Education (CCE) & Education for Sustainable Development (ESD)**

- As Task Manager of Chapter 36 of Agenda 21 – promotion of education, public awareness and training ;



- Promoter of ESD - also lead agency for the UN Decade of ESD (2005-2014)

- Climate change - key action theme of the DESD - reaffirmed at the World Conference on ESD ( Bonn in April 2009)

- Major strategic objective of UNESCO Enhanced Plan of Action for the Strategy for Action on Climate Change



United Nations  
Educational, Scientific and  
Cultural Organization

MINISTRY OF FOREIGN  
AFFAIRS OF DENMARK



# UNESCO International Seminar on Climate Change Education

Paris, 27-29 July 2009

## Objectives

- Promote effective integration of climate change education into educational programmes & school curricula;
- Mobilize support for teacher training on climate change education;
- Enhance the exchange of experiences & good practices on climate change education among ministries, teachers, practitioners and young people;





## Objectives (cont'd)

- Identify opportunities for using various networks (e.g. UNESCO Associated Schools Network, World Heritage sites, biosphere reserves, etc) to encourage local field-based education on climate change;
- Identify learning materials and good practices on climate change education and enhance their dissemination via information and communication technologies, media, print and other means.

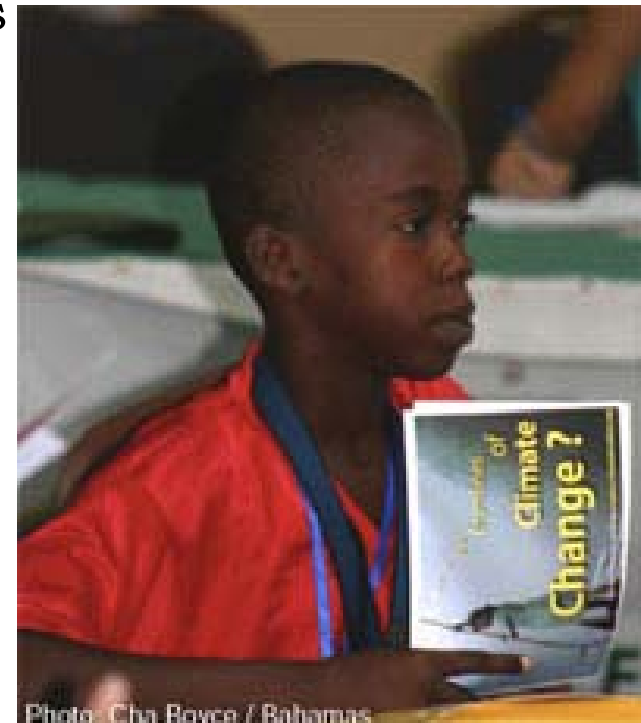


Photo: Cha Boyce / Bahamas



## Plenary presentations and discussions in working groups

- Addressed:
    - Scientific basis of climate change
    - Climate change literacy
    - Climate Justice and Ethical perspectives
    - Gender perspectives
    - Implications for indigenous culture and livelihoods
    - Special needs of SIDS
    - Climate change education in the framework of ESD
    - Exemplary tools and resources for education for climate change (eg: *climate change in teaching & learning for a sustainable future toolkit, sandwatch, visualisation of chemistry*)
- 





**TAUIANGA TUATAU**

Climate Change:  
Implications on culture and livelihoods in  
the Cook Islands

AKA - WHY DO I HAVE  
MANGOES IN JULY?

The slide is projected onto a screen in a conference room. Two women are seated at a table in front of the screen, and an audience is visible in the foreground.

**Climate Change Education  
about, in, and for SIDS**

ISLANDERS LET'S UNITE AGAINST  
Climate Change

Jeanette Larue  
Coordinator Environmental Education  
Environmental Education Unit  
Ministry of Education, Seychelles

L. NURIE

The slide is projected onto a screen in a conference room. A woman is seated at a table in front of the screen, and an audience is visible in the foreground.



## Working Group Themes

- Group 1: Integrating climate change education into educational policies, programmes and curricula;
- Group 2: Climate Change education tools, materials and good practices;
- Group 3: Mobilizing / engaging networks and partnerships for climate change education.







## General consensus on CCE

- There is an urgent need for quality climate change education.
- CCE should be interdisciplinary and holistic; integrating scientific, social, gender, economic, cultural and ethical dimensions; and incorporating local, traditional and indigenous knowledge perspectives and practices.
- CCE should be integral to an education for sustainable development that helps people to develop the attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future - and to act upon these decisions.





## Main challenges

- Prescriptive, inflexible, non-inclusive and overcharged curricula
- Passive and transmissive - rather than participatory and transformative approaches to education
- Lack of materials other than in English
- Little or no framework for establishing quality or appropriateness for a given context
- Lack of materials to address the ethics, justice & uncertainty issues and the social dimensions of climate change mitigation and adaptation
- Difficulties in sharing information from different sources and locations among many diverse networks





## Priority Areas for Action

- Undertaking a review of existing educational policies and curricula, to initiate the development of guidelines to facilitate the inclusion of climate change issues into educational programmes, policies and curricula;
- Undertaking a comprehensive review and inventory of existing tools, materials and practices in teaching and learning climate change;
- Addressing quality assurance and standard setting in climate change education;



## Priority Areas for Action (contd.)

- Developing ways for supporting a 'community of practice' around climate change education;
- Enhancing networking and cooperation for action on climate change education among all stakeholders, in particular through actively engaging communities and youth;
- Enhancing action-research in social and human sciences, ethics and adaptable teaching materials to suit specific situations in relation to climate change issues.



## **Priority Areas for Action (contd.)**

- Scaling up of existing relevant and good initiatives
- Establish an Intergovernmental panel of CCE – inspired by the IPCC
- Put CCE as a major issue on the COP15 Agenda





## First steps ...

As a practical first step to address these immediate concerns, participants recommended:

Development of a '*climate change education knowledge hub*' to be coordinated by UNESCO in close cooperation with the UNFCCC, engaging other international actors at strategic levels (Earth Charter, IPCC, UNEP, governments, youth, indigenous and women's groups, community-level initiatives).





## **Climate Change Education Knowledge Hub**

- Led by a steering committee/advisory group, the hub would provide a platform for the exchange of information on CCE for scientists, educators, planners, youth, funding agencies, media, NGOs, CBOs and any other interested parties;
- The primary purpose of the hub would then be to serve as a coordinating mechanism to review existing climate change education resources including curricula, prepare new materials and promote field activities and networking mechanisms on the ground;



## **Why UNESCO and global climate change education?**

Combining its multidisciplinary nature bringing together expertise in education, natural and social sciences, culture and communication – together with its sister agencies and other partners (govts., NGOs, IGOs, CBOs) UNESCO will renew its efforts to take forward climate change education, which by its very nature necessitates an interdisciplinary approach.







- For more information:
- [www.unesco.org/en/climatechange](http://www.unesco.org/en/climatechange)
- [www.unesco.org/en/esd](http://www.unesco.org/en/esd)
- [www.unesco.org/en/sids](http://www.unesco.org/en/sids)
- Email: F.Ghina@unesco.org

Thank you