

## UNESCO's contribution to the Doha work programme

### Climate change education at global and at the country level

UNESCO's work on Climate Change Education within the framework of its Education for Sustainable Development (ESD) programme aims to make education a more central and visible part of the international response to climate change.

Established in 2010, the programme seeks to support countries to mainstream climate change into their education systems and to help people understand the causes and impact of global warming today.

Five types of activities are undertaken under the umbrella of UNESCO's Climate Change Education for Sustainable Development (CCESD) work and are coordinated with the UN Alliance on Climate Change Education, Training and Public Awareness.

- Global advocacy: Together with 13 UN agencies UNESCO promotes climate change education and training at high level events such as the annual UNFCCC- COPs through the UN Alliance on Climate Change Education, Training and Public Awareness.
- Facilitating regional dialogue: The organization of regional expert meetings on CCESD promotes regional networking. UNESCO organized three regional expert meetings on CCESD in Small Island Developing States, Africa and Asia and the Pacific which brought together about 100 experts from each region and developed recommendations on adapting education systems of the region to the impact of climate change. Further expert meeting in the Arab region and Latin America will be organized in May 2015.
- Supporting countries to integrate Climate Change Education into their education policies and programmes and runs a set of country programmes to strengthen the capacities of educators, education planner and policy makers on CCESD. Eleven country programmes have been implemented in Guyana, Mauritius, South Africa, Tuvalu and in cooperation with UNITAR/UNICEF in the Dominican Republic as well as in Namibia, Bangladesh, Brazil, Cuba, Mongolia, Nepal and the Philippines.
- Regional capacity building for teachers: Four regional training sessions entitled "*Climate change education inside and outside the classroom*" have been organized in South Africa, Cap Verde, the Dominican Republic and Nouvelle Calédonie to support teacher education institutions to integrate education for sustainable development (ESD) approaches in pre- and in-service teacher education courses and into cross-curricula classroom practice as well as to support classroom teachers and educators to take local, contextualized action to mitigate and to adapt to climate change.
- Resources and clearinghouse: The programme activities are complemented by the development of resource materials, such as the online course "Climate Change Education in the Classroom" for secondary teachers, promoting mitigation and adaptation to climate change through ESD. UNESCO also provides an online clearinghouse with free climate change education resources.

Closely linked to the work on climate change education, UNESCO also works on Disaster Risk Reduction through ESD. UNESCO in collaboration with UNICEF examined the evidential base in form of a study mapping the integration of DRR into school curricula in 30 countries and has generated a technical

guidance on DRR and education for the integration of DRR into education policies, school curricula assessment and teacher training. UNESCO also serves as the Secretariat for the *Global Alliance for disaster risk reduction and resilience in the education sector* (GADRRRES), a multi-stakeholder mechanism composed of UN agencies and international NGOs and networks. Together with the Alliance UNESCO organizes several sessions on DRR and education to feature ESD prominently at the 3rd UN World Conference on DRR which takes place from 14 to 18 March, 2015 in Sendai, Japan.

Climate Change Education will remain an important thematic focus across all five Priority Action Areas (Advancing policy; Transforming learning and training environments; Building capacities of educators and trainers; Empowering and mobilizing youth; and Accelerating sustainable solutions at local level) of the Global Action Programme (GAP) on ESD, the official follow up to the UN Decade of ESD.

### Some concrete examples

- **The Dominican Republic** has already trained hundreds of teachers, helping them to address climate change in the classroom. The country is committed to training 4,000 additional teachers by 2015. Together with other member countries of the Central American Integration System (SICA), the Dominican Republic is now working to strengthen climate change education across Central America – with technical and financial support from UN CC:Learn<sup>1</sup>.
- In **Mauritius**, 250,000 students are learning about climate change and the environment in their school lessons. ESD is now part of the National Curriculum Framework.
- 14 million students and 1.2 million teachers in 58 countries are currently involved in the **Eco-Schools programme**. Eco-Schools make sustainability an integral part of school life that the whole school can be united behind. Sustainable habits, learned both inside and outside the classroom, also benefit the wider community.
- The **Kenyan Ministry of Education, Science and Technology** is committed to systematically integrating ESD into the country's education policies. It has set out to mainstream ESD into the curriculum and implement its ESD policy in all educational institutions. ESD is also captured in Vision 2030, Kenya's roadmap to the realization of sustainable development, showcasing the importance of alignment with national sustainable development objectives.
- **The Sandwatch Programme** exemplifies how students can learn about and contribute to addressing real issues in the community. The programme involving many regions (e.g. the Caribbean, the Indian Ocean, the Pacific, Africa) helps coastal communities and their schools to work together to evaluate and address the problems and conflicts facing their beaches, and to become more resilient to the effects of climate change. In 2006 it was integrated into the school syllabus of the Cook Islands, with activities incorporated into science and social science units, as well as other subjects such as mathematics and visual arts.
- **Costa Rica** has a National Strategy on Climate Change (Estrategia Nacional de Cambio Climatico, ENCC) which includes capacity-building and public awareness, education and cultural change, with the aim of increasing environmental literacy. The example of Costa Rica shows how sustainable development

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<sup>1</sup> The One UN Climate Change Learning Partnership (UN CC:Learn) is a collaborative initiative involving 33 multilateral organizations, including UNESCO, which supports countries in designing and implementing country-driven, results-oriented and sustainable learning to address climate change. The initiative was launched at the 2009 Copenhagen Climate Change Summit.

policies that include ESD can help to reinforce and drive changes in education systems. Around 2000 schools in Costa Rica undertook environmental protection actions since 2004.

- **Vietnam** is a good example on how ICTs can bring to scale UNESCO's efforts in ESD. ESD and climate change e-learning teacher materials have been made available to around 674,000 teachers in Viet Nam. These learning materials were developed in collaboration between UNESCO and the Viet Nam's Ministry of Education and Training with the support of Samsung.

### **UNESCOs contribution to implementing of Article 12 of the Paris Climate Change Agreement**

- UNESCO will support Member States in achieving a smooth transition to green economies and resilient societies, increase their capacities to meet their commitments to the Paris Agreement on Climate Change, adopted in December 2015.
- Climate change remains a critical thematic focus across all five Priority Action Areas<sup>[1]</sup> of the Global Action Programme (GAP) on ESD, the official follow up to the UN Decade of ESD. UNESCO launched the GAP at the World Conference on ESD in Aichi-Nagoya, Japan, in 2014.
- Together with UNFCCC and other partners, UNESCO will continue to support countries to include climate change into their education systems. It is planned to develop an instrument to guide Member States on how to implement the education article of the climate convention.
- UNESCO will continue to mobilises schools to implement climate change education through a whole-school approach using technical guidance material and teaching and learning resources, such as a six day online course '*Climate Change in the classroom: UNESCO course for secondary teachers on climate change education for sustainable development*' and guidelines Wholes schools climate actions.
- UNESCO will provide timely and targeted support to Member States in fostering creative solutions, new TVET programmes and capacity building efforts in regards to green skills development and building relevant partnerships. In line with the above mentioned Global Action Programme on Education for Sustainable Development (GAP), UNESCO's work on institutional and professional capacity development will support Member States in greening TVET by adopting a whole-institutional transformation which entails capacity building of leaders, education managers and teachers to implement systemic reforms for embedding sustainability concepts in TVET.
- The UNESCO-UNEVOC International Centre will develop appropriate training courses within its TVET leadership programme. At the global level, UNESCO will ensure knowledge development and sharing in the field of greening skills especially through the UNESCO-UNEVOC Network. The UNESCO-UNEVOC International Centre will strengthen cooperation with the Inter-Agency Working Group (IAWG) on Greening TVET and Skills Development and will create opportunities for developing joint activities for taking forward the UNESCO Global Action Programme on Education for Sustainable Development.
- UNESCO's newly launched GAP resource bank provides stakeholders with free access to hundreds of ESD and climate change education resources.

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<sup>[1]</sup> Advancing policy; Transforming learning and training environments; Building capacities of educators and trainers; Empowering and mobilizing youth; Accelerating sustainable solutions at local level.

- As member of the UN Alliance on Climate Change Education, Training and Public Awareness, UNESCO will continue to promote climate change education in the upcoming UNFCCC negotiations and at COP22.

## **UNESCO Climate change education and ESD resources**

### **Not just hot Air: Putting Climate change Education into practice**

<http://unesdoc.unesco.org/images/0023/002330/233083e.pdf>

### **Learning and teaching for a sustainable future- A multimedia teacher education program**

<http://www.unesco.org/education/tlsf/>

### **Climate Change in the classroom: Course for the Secondary Teachers**

Flip book version:

<http://www.unesco.org/new/ccesd>

PDF version:

<http://unesdoc.unesco.org/images/0021/002197/219752e.pdf>

French flipbook version:

<http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/CCEC/index.html#4>

### **UNESCO/UNEP YouthXchange Guidebook on Climate Change and Lifestyles**

English version:

<http://unesdoc.unesco.org/images/0021/002128/212876e.pdf>

### **Climate Change Starter's Guidebook provides an introduction and issues guide for education planners and practitioners**

<http://unesdoc.unesco.org/images/0021/002111/211136E.pdf>

### **Towards a learning culture of safety and resilience: Technical guidance on DRR in school curricula (UNESCO/UNICEF, 2014) ( also in French and Spanish)**

<http://unesdoc.unesco.org/images/0022/002293/229336E.pdf>

### **Disaster risk reduction in school curricula: Case studies from 30 countries ( also in French)**

<http://unesdoc.unesco.org/images/0021/002170/217036e.pdf>

### **Shaping the Future we want . UN decade for ESD final report**

<http://unesdoc.unesco.org/images/0023/002301/230171e.pdf>

### **UNESCO Road map for the implementation of the Global action program on ESD**

<http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>

***Stay safe and be prepared-* three-book Compendium on Disaster Risk Reduction (DRR).**

*Stay safe and be prepared: a student's guide to disaster risk reduction*

<http://unesdoc.unesco.org/images/0022/002287/228798e.pdf>

*Stay safe and be prepared: a teacher's guide to disaster risk reduction*

<http://unesdoc.unesco.org/images/0022/002289/228963e.pdf>

*Stay safe and be prepared: a parents 's guide to disaster risk reduction*

<http://unesdoc.unesco.org/images/0022/002289/228964e.pdf>

**Videos**

Video Clip: learning to address Climate change ( also in FR and SP)

[http://www.unesco.org/archives/multimedia/index.php?s=films\\_details&pg=33&id=2795](http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2795) or

<http://www.youtube.com/watch?v=gQqcm0-zYMc>

Video Clip: education for Disaster preparedness ( also In FR and SP)

<http://www.youtube.com/watch?v=USLHmwvpjX8>

"Children Speak up"

<https://www.youtube.com/watch?v=F-WI3crN8eU>

Shaping the future we want

<https://www.youtube.com/watch?v=zQ9ETC8bk70>