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of Sustainability

The Education for Sustainable Development (ESD) project at United Nations University – Institute for the Advanced Study of Sustainability (UNU-IAS) would like to take the opportunity to respond to the invitation issued by the Subsidiary Body for Implementation to Non-Party Stakeholders, which requests feedback on the agenda of the 5<sup>th</sup> Dialogue on Action for Climate Empowerment (ACE), focusing on climate change education, training, and cooperation on climate action.

The ESD project at UNU-IAS recognizes the importance of sharing best practices in relation to education and training related to climate change mitigation and adaptation. We also acknowledge the wide range of topics that have been covered in past meetings, including public awareness, access to information, and curriculum design.

The ESD project at UNU-IAS is eager to participate in a 5<sup>th</sup> Dialogue on ACE, and would like to provide the following suggestions on issues to be considered for the agenda:

1. The 5<sup>th</sup> Dialogue could focus on how education, both formal education in schools as well as non-formal actors, can contribute to enacting Nationally Determined Contributions (NDCs) submitted to the Paris Agreement. It would be especially useful to develop working groups regionally on curriculum design, identifying curriculum and teaching practices that are especially effective at upscaling mitigation and adaptation actions within a given region. UNU-IAS works closely with a network of 154 Regional Centres of Expertise (RCE) on ESD, and this network would be ideal for upscaling and disseminating proven curriculum tools and other relevant material. RCE Iskandar in Malaysia and RCE Skane in Sweden are two examples of communities that are working between schools, city government, and NGOs to create learning tools for all citizens to make their city's climate action communities. (<http://www.rcenetwork.org/portal/rce-award-2015-outstanding-flagship-projects>)
2. It would be extremely beneficial to discuss how ministries of education and ministries of the environment can be better linked to give teachers and students the best possible material designed to fight climate change within their communities. Often times, ministries of the environment develop impressive teaching tools and informational packages, however, because there are few formal linkages between ministries of the environment and ministries of education, these rich materials do not end up in a country's school system. This communication gap has been encountered by many of our local partners, who report one ministry is not aware of what the other is doing in climate change education.
3. Giving actors perspective on local actions is key for engaging stakeholders in the 2030 Development Agenda. Therefore, one recommendation is to create an action competence project on climate change education whereby schools around the world can upscale a given curriculum

and showcase their mitigation efforts on a global platform. RCEs have worked together to upscale project through programmes like EcoChallenge (<https://ecochallenge.org/>)

4. While reaching youth in school systems should remain a vital component of ACE, it is imperative to find ways to engage in action competence education among adult learners in civil society. Youth do not make most of the decisions in a society that lead to a high carbon lifestyle – even if they learn ways to mitigate this within schooling, these lessons will not be reinforced if they do not see similar actions demonstrated by their parents/guardians, as well as other adults in their community. Reaching adult and senior learners will be critical, especially with increasing life expectancy and consistently high resource use within the baby boom generation around the planet. This will also ensure a principle of intergenerational equity is built into the foundation of material that ACE promotes. (<https://ias.unu.edu/en/news/climate-change-education-from-critical-thinking-to-critical-action.html#info>)
5. Ties to sustainable consumption and production within climate change education should not be limited to only individual purchase and use of small items, but must also take into account large purchases such as homes, personal vehicles, and investments. Creating a sustainable living toolkit as a resource relating to climate change could be tied into financial literacy education in a number of locations. In order to be effective, climate change education will increasingly need to address the issue of unsustainable aspirations and the need to envision alternatives to what the “good life” can be for students and their families. Promoting existing tools like the US’ EPA climate education website (<https://www.epa.gov/climatechange/what-you-can-do-about-climate-change>) would be a good place to start, but even better to develop toolkits within the UN system.
6. Any and all material designed and/or promoted through an ACE platform should keep in mind that there is a global south within the global north. Due to growing inequality within many of the world’s developed nations, increasing numbers of marginalized populations within these nations are extremely vulnerable to climate change. Youth in many OECD nations are experiencing far greater levels of unemployment, poverty, and poorer health outcomes than their parents’ experienced at the same age. It is important to recognize that this generation faces very different challenges than previous ones in these areas, and therefore what worked to mobilize learners in the past may not be the same as what it will take to mobilize learners in these regions today.
7. The dialogue should acknowledge that using education to fight climate change and adapt to its worst impacts is not the sole responsibility of schools, nor the next generation of learners. Instead, a wide scope of actions that include as many citizens as possible should be championed in the hopes of upscaling actions on ways that are both effective and equitable.
8. A training programme where teachers and service providers can learn effective teaching techniques with proven results that could be delivered in a series of one to two day workshops would be very useful. UNU-IAS is developing a partnership with IPBES to train communities how to work with ecosystem and biodiversity assessment tools, and an analogues type of platform for community education on climate change would be highly desired among the networks we work with.

The ESD Project at UNU-IAS would like to thank the UNFCCC Secretariat in Bonn for its coordination in relation to ACE, and is enthusiastic about continued communication and opportunities for synergies with all members of the United Nations Alliance on Article 6.