

United Nations Educational,
Scientific and Cultural
Organization (UNESCO)

and

Climate
Change

Overview

Climate Science Programs

World Climate Research Programme, Climate Change in Geological Record, Fisheries and Climate, Ocean acidification, Man and Biosphere programme, etc.

Adaptation

Adaptation to climate and coastal change in West Africa, Helping small island communities relate to and cope with climate change and other natural disasters, Education for Sustainable Development, natural disaster reduction programme, World Heritage and climate change, etc.

Mitigation

Renewable energy, bio-carbon sequestration, ocean carbon sequestration, natural disaster reduction, etc

Observing Systems for Climate

Global climate observing System, Sea level observing system, International ocean carbon co-ordination project, etc.

- **Note: Most of the above have education, training, awareness and outreach components to various extents**

In relation to UNFCCC Article 6 (Education, Training and Public Awareness)

A number of relevant areas, in particular:

- UN Decade on Education for Sustainable Development
- Coastal regions & small island platform
- Local & Indigenous knowledge systems
- Man and Biosphere programme

Education for Sustainable Development (ESD)

- Education (both formal and informal), is both a part of sustainable development and a tool for achieving the sustainable development goals throughout the world and at all levels (national, regional, and local).
- It refers to a process of learning that allows making decisions that take into account long-term economic and ecological effects, as well as the equity of all communities. It also aims at building the capacity and commitment needed for building sustainable societies.

- The four main thrusts of ESD : promotion and improvement of basic education, reorientation of existing education programs, developing public understanding and awareness of sustainability and training
- UNESCO is the lead agency for the Decade of ESD (2005-2014)
- Climate change - a key focus in the Decade, in learning and education for a sustainable future, and making sure that sustainable behaviours become daily habits
- Multi- and inter- disciplinary approaches to wise use of natural resources, improved understanding of human-environment interface, inform science policy for sustainable development

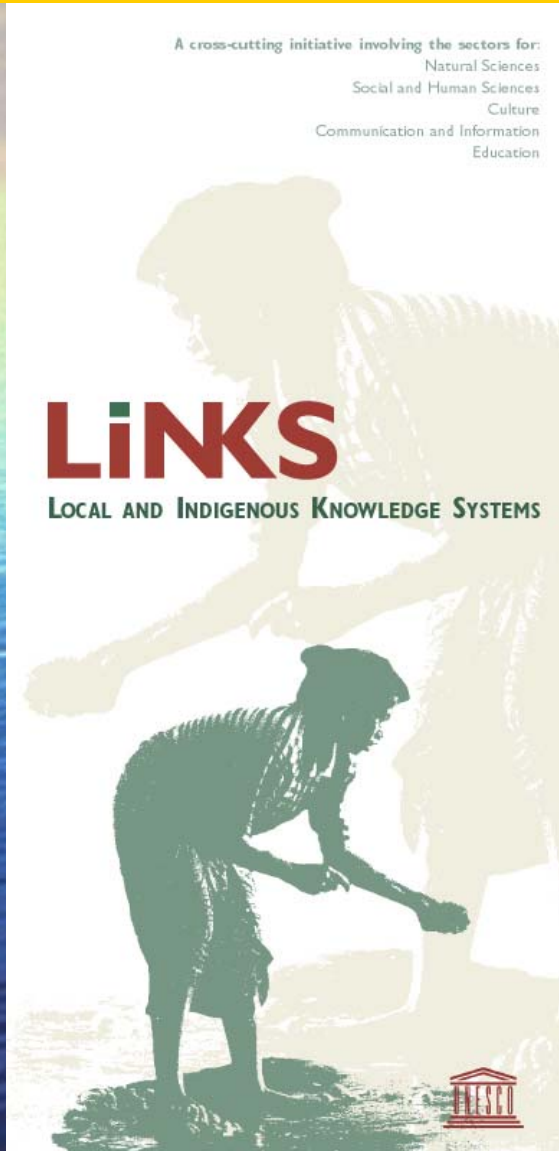
Coastal Regions and Small Islands Platform



CSI contributes to Sustainable Human Development by:

- Supporting Implementation of the Mauritius Strategy on Small Islands Developing States
- Elaborating wise coastal practices (e.g:- Addressing beach erosion in Caribbean islands)
- Mobilising youth action for sustainable communities (e.g:- Youth visioning for Island Living)
- Providing a platform for islanders to discuss issues and take action (e.g:- Small Islands Voice)
- Educating for sustainable island living (e.g:- Sandwatch)

Local and Indigenous Knowledge Systems (LINKS)



- *Sophisticated knowledge of the natural world is not confined to Science.*
- *Societies the world over possess rich sets of experience, understanding and explanation.*

The LINKS project:

Promotes equity in biodiversity governance through partnerships among indigenous knowledge-holders, scientists and resource managers.

Enhances the dynamism of indigenous knowledge within local communities by reinforcing ties between elders and youth.

LINKS

- Foster bottom-up approaches, using existing knowledge and mechanisms tested over centuries by local communities in dealing with climate variability and natural disasters
- Produce education, awareness and training materials specific to local context and in vernacular languages

Man and Biosphere Programme

- Biosphere reserves combine core protected areas with zones where sustainable development is fostered by local dwellers and enterprises.
- Three inter-connected functions:
 - Conservation: landscapes, ecosystems, species and genetic variation
 - Development: economic and human and culturally adapted
 - Logistic support: research, monitoring, environmental education and training

Way forward

- Task force on Climate Change created: To critically evaluate UNESCO's climate activities and identify a unique niche for UNESCO in the UN system
- UNESCO recognizes the importance for intersectoral – thus more holistic and integrated approaches to address climate change and sustainable development, particularly given the specificities of SIDS and taking into account UNESCO's five main programme/sectoral areas

- For more information, visit:
- <http://ioc3.unesco.org/unesco-climate.htm>
- www.unesco.org/csi
- www.unesco.org/en/sids
- www.unesco.org

Thank you for your attention