TRACKING AND REPORTING PROGRESS ON ACE IMPLEMENTATION

INTRODUCTION

- The study examines education content in the most recently available country submissions submitted under the UNFCCC and Paris Agreement processes

- It highlights key achievements and gaps in climate change education that could be referenced for global reporting under the SDG framework (indicators 4.7.1, 12.8.1 and 13.3.1), as well as to inform future reporting processes

- 'Climate change education' is used in the report to refer to the six priority areas addressed in the UNFCCC (1992) and the Paris Agreement (2015), and in the Action for Climate Empowerment (ACE) Guidelines (2016): education, training, public awareness, public participation, public access to information, and international cooperation

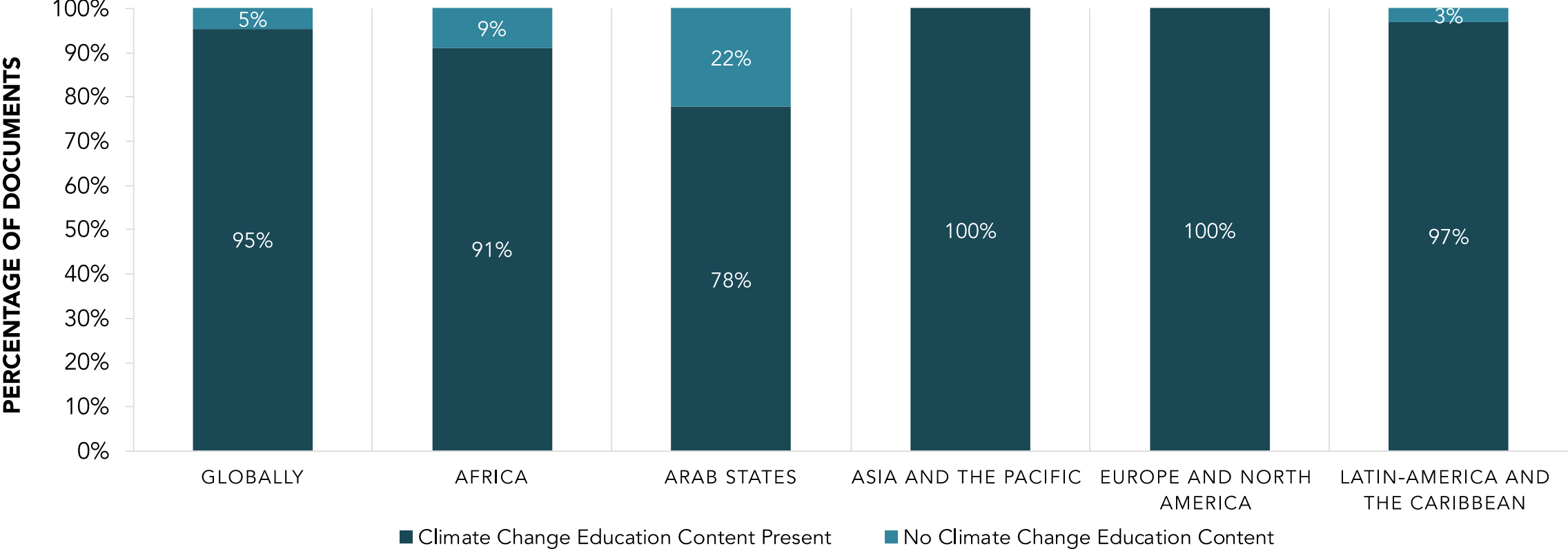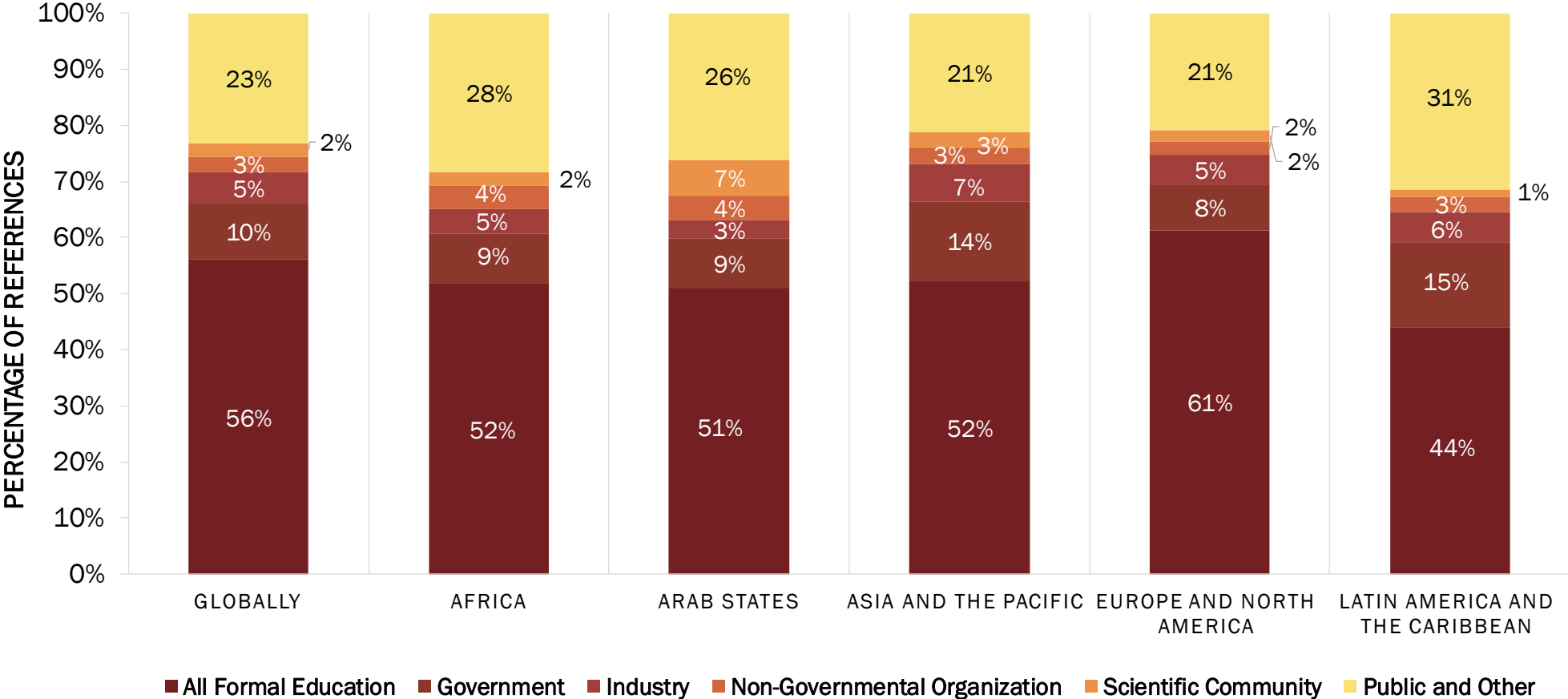- Report in final formatting stages and will be released this year

METHODOLOGY

Analysis of 368 submissions from 194 countries out of a total of 197 UNFCCC Parties (98%):

- A total of 196 National Communications (NCs)
  - Submitted by countries to the UNFCCC Secretariat every four years
  - Includes reporting on countries' previous actions and progress in addressing climate change education
- A total of 172 Nationally Determined Contributions (NDCs)
  - Submitted every five years as part of the Paris Agreement
  - Includes countries' future plans and commitments in relation to the Paris Agreement
- Used specialized data management software, NVivo11, to identify and analyze content on climate change education
- Conducted in four languages: English, French, Spanish and Russian

FINDING 1. CLIMATE CHANGE EDUCATION IS ADDRESSED IN ALMOST ALL UNFCCC COUNTRY SUBMISSIONS

PERCENTAGE OF DOCUMENTS

	GLOBALLY	AFRICA	ARAB STATES	ASIA AND THE PACIFIC	EUROPE AND NORTH AMERICA	LATIN-AMERICA AND THE CARIBBEAN
Climate Change Education Content Present	95%	91%	78%	100%	100%	97%
No Climate Change Education Content	5%	9%	22%			3%

■ Climate Change Education Content Present　■ No Climate Change Education Content

FINDING 2. OVER 50% OF THE REFERENCES TO TARGET AUDIENCE ARE TO FORMAL EDUCATION SECTORS

PERCENTAGE OF REFERENCES

Category	GLOBALLY	AFRICA	ARAB STATES	ASIA AND THE PACIFIC	EUROPE AND NORTH AMERICA	LATIN AMERICA AND THE CARIBBEAN
Public and Other	23%	28%	26%	21%	21%	31%
Scientific Community	2%	2%		3%	2%	1%
Non-Governmental Organization	3%	4%	7%	3%	2%	3%
Industry	5%	5%	4%	7%	5%	6%
Government	10%	9%	3%	14%	8%	15%
All Formal Education	56%	52%	51%	52%	61%	44%

Legend: ■ All Formal Education ■ Government ■ Industry ■ Non-Governmental Organization ■ Scientific Community ■ Public and Other

FINDING 3. 'PUBLIC AWARENESS' IS THE MOST COMMON APPROACH REPORTED IN COUNTRY SUBMISSIONS

PERCENTAGE OF ALL REFERENCES

Legend:
- Africa
- Arab States
- Asia and the Pacific
- Europe and North America
- Latin America and the Caribbean

Category	Africa	Arab States	Asia and the Pacific	Europe and North America	Latin America and the Caribbean
EDUCATION	3%	3%	8%	2%	1%
TRAINING	3%	4%	6%	2%	1%
PUBLIC AWARENESS	6%	2%	10%	25%	5%
PUBLIC ACCESS TO INFORMATION	1%	0%	1%	5%	1%
PUBLIC PARTICIPATION	1%	0%	1%	2%	1%
INTERNATIONAL COOPERATION	1%	0%	3%	4%	1%

FINDING 3. NATIONALLY DETERMINED CONTRIBUTIONS FOCUS LESS ON PUBLIC AWARENESS AND MORE ON TRAINING AND PUBLIC PARTICIPATION
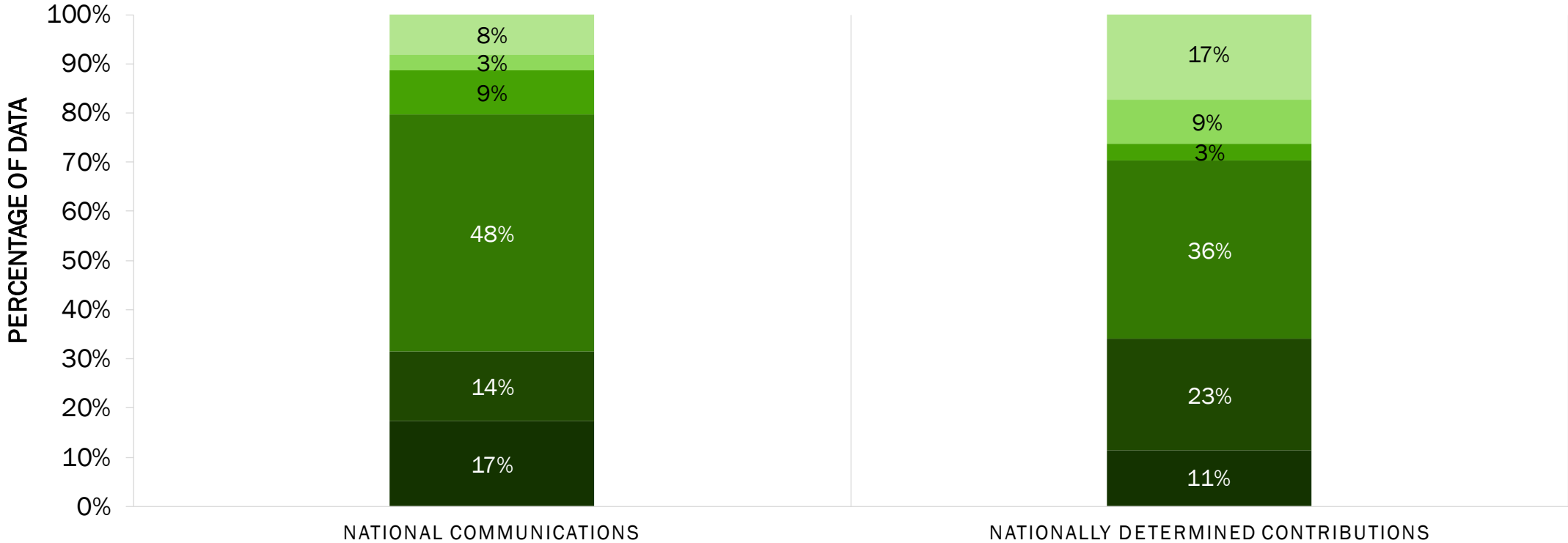

■ Education ■ Training ■ Public Awareness ■ Public Access to Information ■ Public Participation ■ International Cooperation
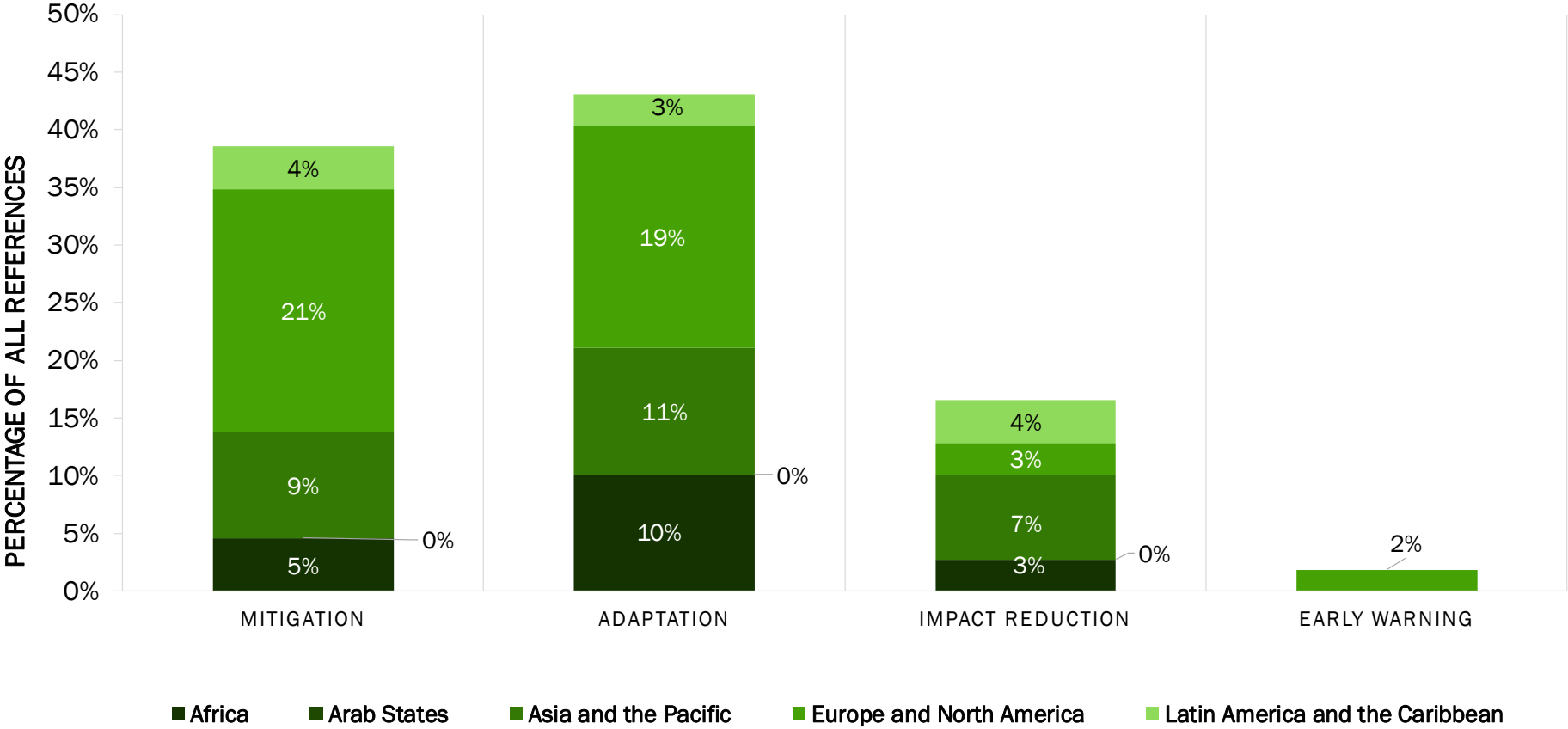
FINDING 4. COGNITIVE LEARNING IS MORE COMMONLY DISCUSSED THAN SOCIAL AND EMOTIONAL OR BEHAVIOURAL LEARNING, REGARDLESS OF EDUCATION LEVEL
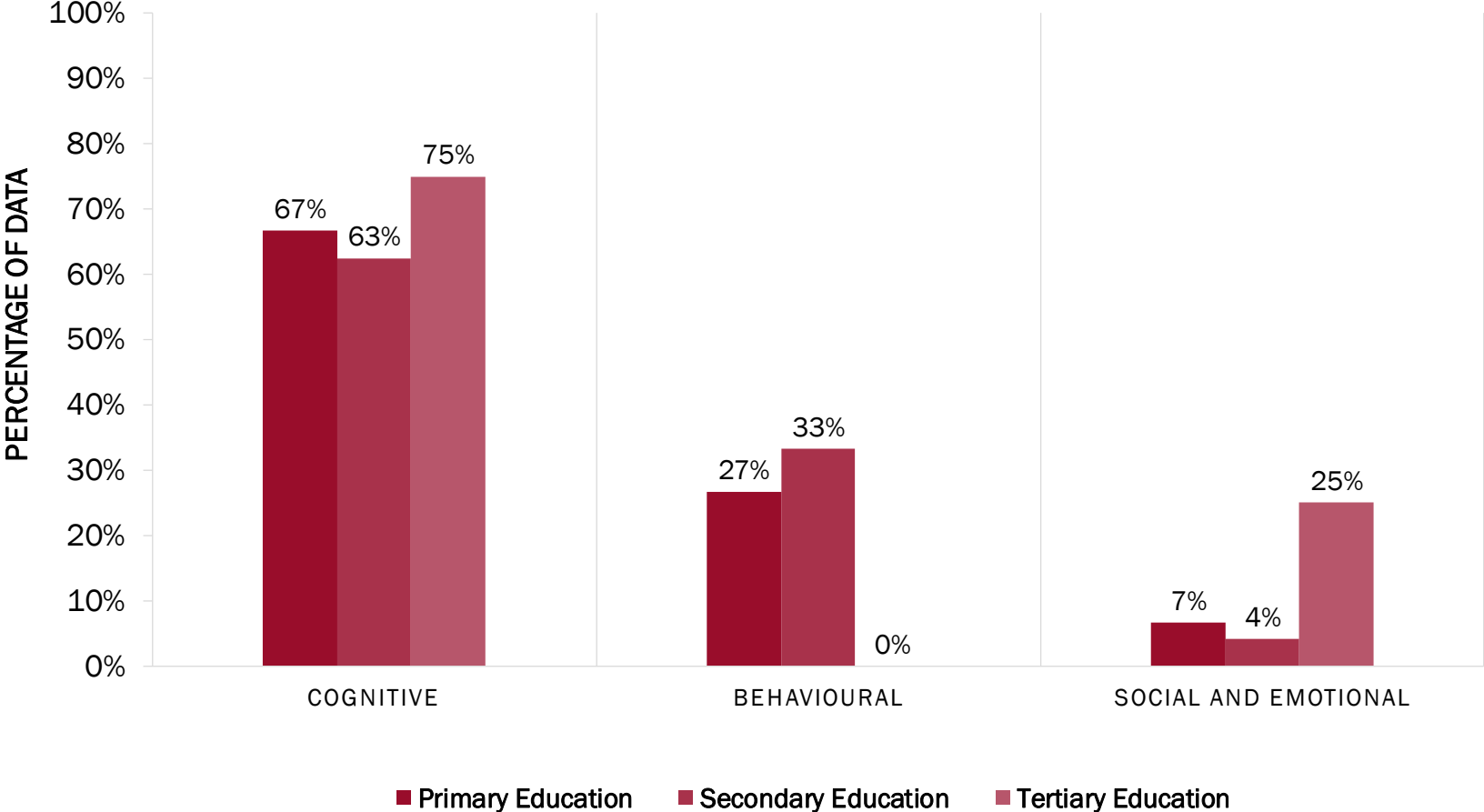
FINDING 5. COUNTRIES TEND TO REPORT MORE ON 'ENVIRONMENTAL EDUCATION' THAN ON 'EDUCATION FOR SUSTAINABLE DEVELOPMENT'
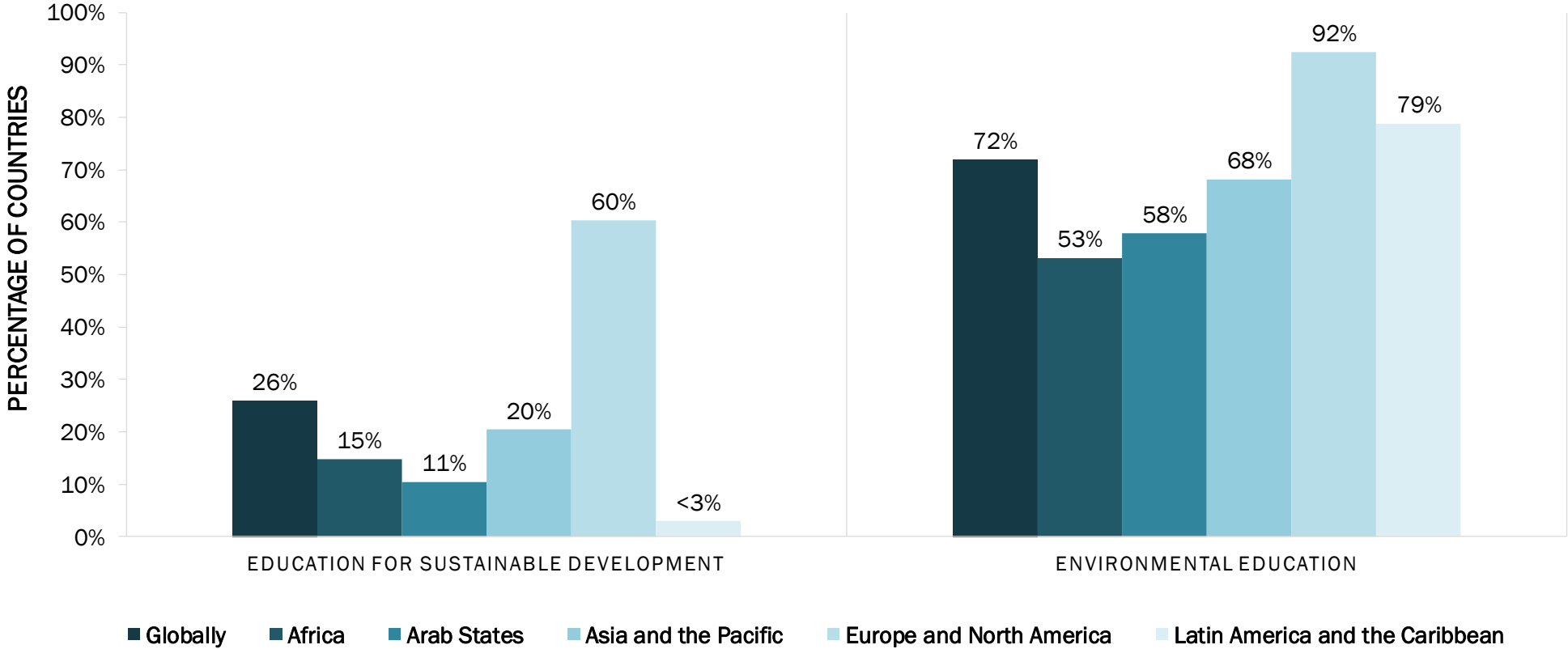
FINDING 6. STRONGER FOCUS ON 'ADAPTATION' AND 'MITIGATION' THAN 'IMPACT REDUCTION' AND 'EARLY WARNING' IN RELATION TO CLIMATE CHANGE EDUCATION

Chart: PERCENTAGE OF ALL REFERENCES

MITIGATION: Africa 5%, Arab States 9%, Asia and the Pacific 21%, Europe and North America 4%, Latin America and the Caribbean 0%

ADAPTATION: Africa 10%, Arab States 11%, Asia and the Pacific 19%, Europe and North America 3%, Latin America and the Caribbean 0%

IMPACT REDUCTION: Africa 3%, Arab States 7%, Asia and the Pacific 3%, Europe and North America 4%, Latin America and the Caribbean 0%

EARLY WARNING: 2%

Legend: ■ Africa ■ Arab States ■ Asia and the Pacific ■ Europe and North America ■ Latin America and the Caribbean

FINDING 7. INDUSTRIALISED COUNTRIES ARE LESS LIKELY TO ADDRESS 'IMPACT REDUCTION' THAN NON-INDUSTRIALISED COUNTRIES IN RELATION TO CLIMATE CHANGE EDUCATION
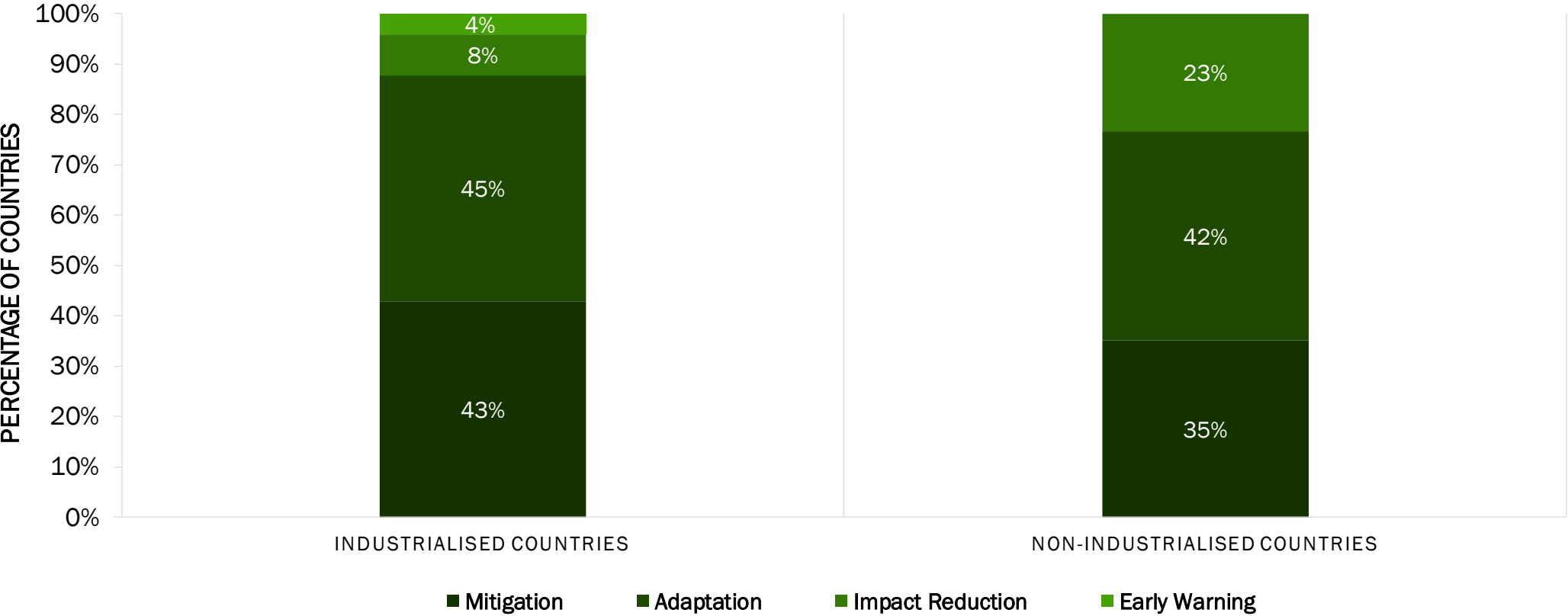
FINDING 8. MOST CLIMATE CHANGE EDUCATION-RELATED CONTENT IS IN NATIONAL COMMUNICATIONS VERSUS IN NATIONALLY DETERMINED CONTRIBUTIONS DOCUMENTS

FINDING 8. NATIONAL COMMUNICATIONS FOCUS MORE ON 'MITIGATION' WHEREAS NATIONALLY DETERMINED CONTRIBUTIONS FOCUS MORE ON 'IMPACT REDUCTION'
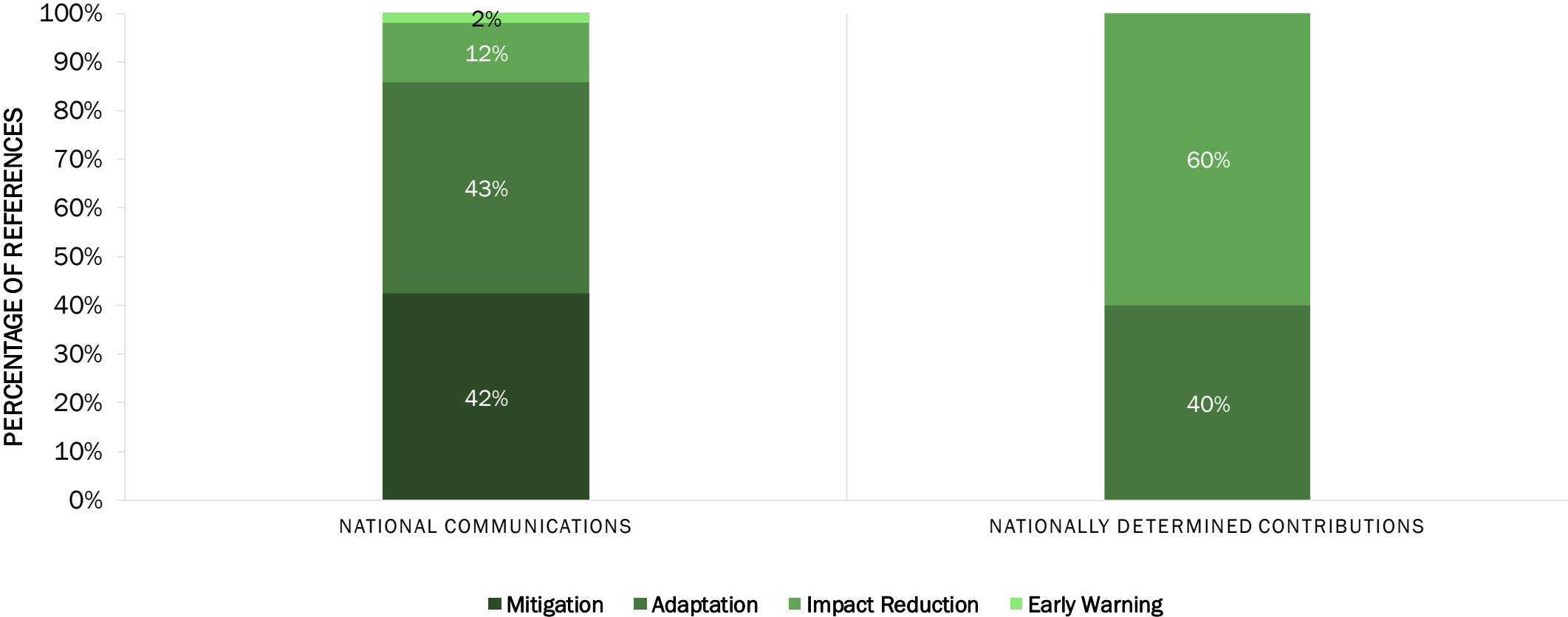
FINDING 8. NATIONALLY DETERMINED CONTRIBUTIONS DOCUMENTS FOCUS MORE ON CURRICULUM AND LESS ON TEACHER EDUCATION THAN NATIONAL COMMUNICATIONS
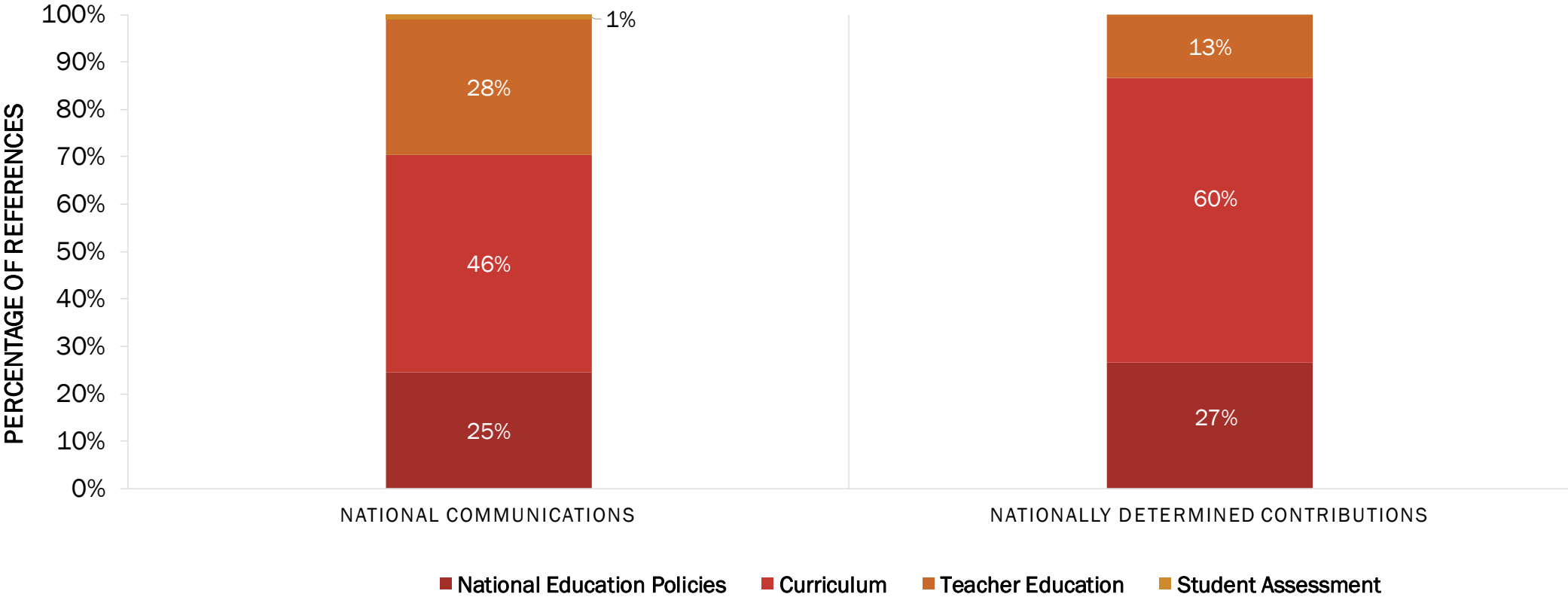
FINDING 9. CURRENTLY ONLY 30% OF COUNTRY SUBMISSIONS INCLUDE QUANTITATIVE DATA THAT COULD BE USED IN GLOBAL MONITORING OF PROGRESS
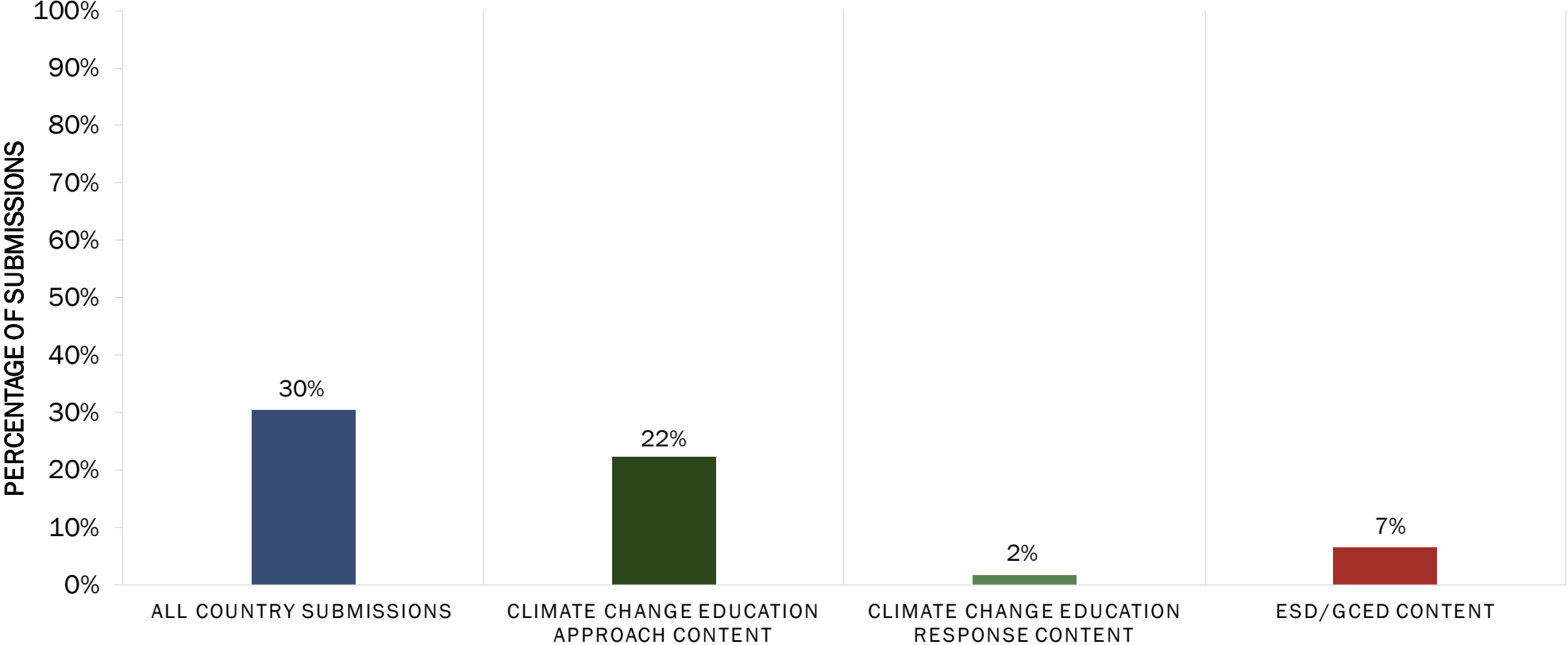
CONCLUSIONS

- Countries could expand activity and reporting beyond a focus on public awareness with increased focus on formal education, training, public access to information, public participation, and international cooperation

- Countries could target a broader range of audiences for climate change education beyond the general public and formal education, to further advance activity and reporting in relation to government, industry, non-governmental organizations, and the scientific community

- Countries could extend beyond the heavy emphasis on cognitive learning to also incorporate social and emotional and behavioural learning approaches and outcomes to climate change education

- Advancing the quality and availability of quantitative data collected through country submissions would help set and meet specific targets for climate change education, both nationally and in UNFCCC processes

- While industrialised countries' National Communications focus on education, training, and public awareness (due to required inclusion of a chapter on education), this is not currently the case with non-industrialised countries' National Communications, nor with Nationally Determined Contributions

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