

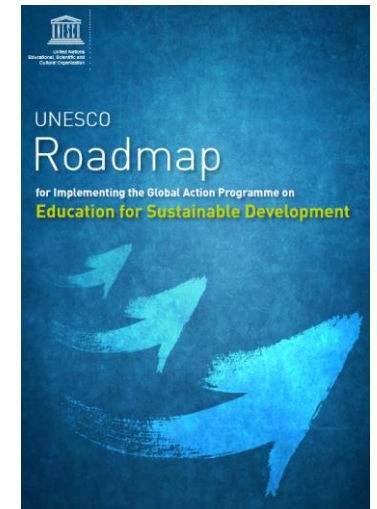
UNESCO: Education for Sustainable Development (ESD)

Overview of the International Frameworks on Education for Sustainable Development



Global Frameworks on Education for Sustainable Development

- Article 6 of the **UNFCCC**
- Article 12 of the **Paris Agreement**
- **Doha Work programme** on Art. 6 (2012-2020)
- 2030 Sustainable Development Agenda (**SDG 4.7**, **SDG 12.8** and **SDG 13.3**)
- **Lima Ministerial Declaration** on Education and Awareness-raising (COP20)
- UNESCO **Global Action Programme** on Education for Sustainable Development (2015-2019)

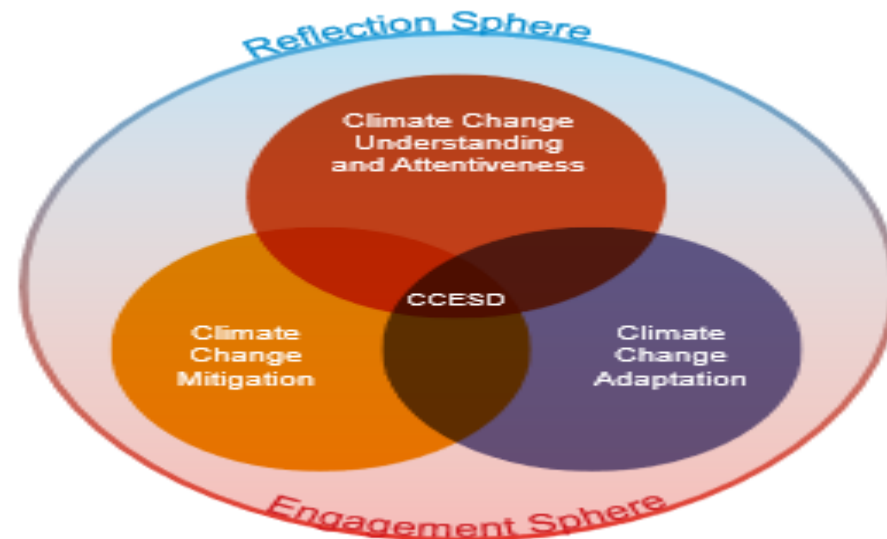


Education for Sustainable Development (ESD) and CCE

ESD has a crucial role to play in climate change:

- To build social and individual capacities and attitudes for climate change mitigation so as to pre-empt worst case scenarios in the future
- To develop the skills, capacities and attitudes for adaptation in the face of already evident and looming climate impacts
- To stimulate and reinforce understanding of, and attentiveness of climate change

Figure 8 • The role of Climate Change ESD



(Source: UNESCO, 2013)



UNESCO's achievements on Climate Change Education

Policy guidance and advocacy

UNESCO supports and advises Member States in order for them to meet their obligations under the Paris Agreement and the UNFCCC with regard to education. For example:

- Together with UN Climate Change and other partners, UNESCO has managed to establish an entire thematic day on Education at all COPs since 2015 (COP21);
- COPs are used to advocate for central role of education and its global response to climate change



UNESCO's actions on Climate Change Education

Knowledge production

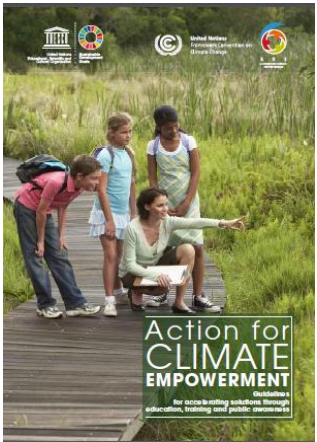
- UNESCO offers free access to educational resources through its online clearinghouse and develops technical guidance materials and teaching and learning resources.
- In collaboration with UN Climate Change, UNESCO has conducted a study on “Country Progress on Climate Change Education, Training and Public Awareness” (to be published soon).
- UNESCO promotes good practices on CCE through the Green Citizens platform, its ESD Zoom newsletter and the UNESCO-Japan Prize on ESD.



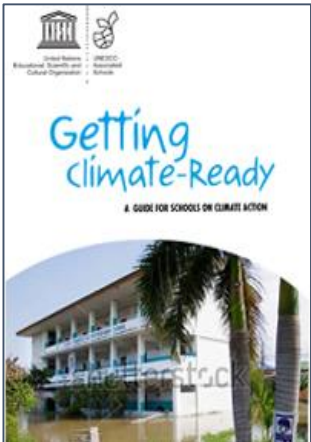
Examples of Guidance documents and teaching/learning materials



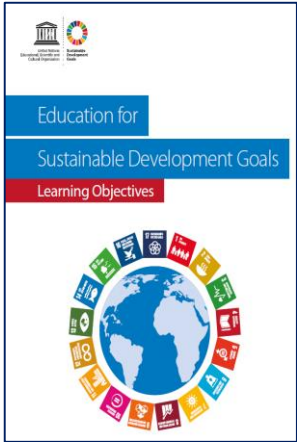
6-day online course for Secondary Teachers (2013)



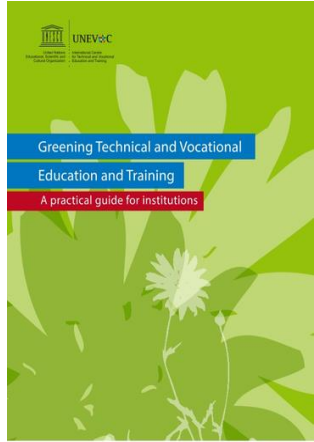
Guidance document for policy-makers (2016)



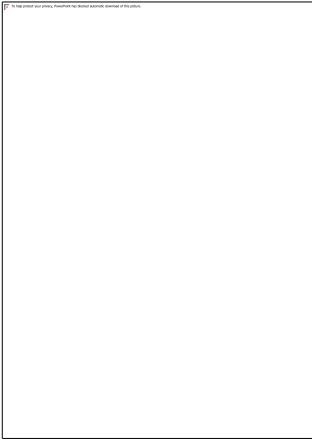
Guide for schools to climate action (2017)



Guide for practitioners to address all 17 SDGs through education (2017)



Greening technical and vocational education and training: a practical guide for institutions (2017)



Guidebook on Education for Sustainable Development (2018)

UNESCO's actions on Climate Change Education

Country support and partnerships

UNESCO supports countries to integrate climate change education into their school systems through capacity building and a whole-school approach.

- Training of hundreds of teachers on CCE in the Dominican Republic; plan to train thousands more.
- National action plan for ESD developed in Kenya and being rolled out to 26 counties through capacity-building
- Initiative launched in Viet Nam to help the country shape a more resilient and sustainable learning society
- To date, 285 unesco Associated Schools in 25 countries have developed context-specific school action plans in line with a whole-school approach with focus on climate change, and 13,853 teachers have been trained so far. These numbers will scale up in 2020 to reach 182 countries and 11,700 schools.
- Collaboration with more than 90 Key Partners of its Global Action Programme on ESD, to promote ESD and CCE.



Challenges with regards to CCE

- In-country Coordination challenge between Education Sector and National entities in charge of Environment/Climate Change
- Climate change teaching often focuses on cognitive teaching NOT taking into account the socio-emotional dimension of learning
- Mobilizing, inside and outside school, **all learners**, educators, policy-makers...
- Climate change is often regarded as mainly an issue for **sciences** rather than education
- Adopting a **whole-school approach** with focus on climate change is yet to be fully scaled up



Future of ESD: Proposed Framework 2020-2030

- Current Global Action Programme due to end in 2019
 - Framework for ESD for 2030: approved by 206 Executive Board, to be submitted to 40th General Conference and UNGA
 - Goal : Contribute to the building of a more just and sustainable world through the achievement of the 17 SDGs through education
 - Proposed title: **Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030)**
 - Five Priority Action Areas : policy, learning environment, training educators, youth and communities
 - Particular emphasis on promoting **transformative action**, non-formal, informal education, **socio-emotional dimension of learning**, **communities**, **citizenship in action** for structural changes
- ➔ **Relevant for Climate Change Education and Action**



Recommendations for the Doha Programme beyond 2020

- align this programme closely with the Sustainable Development Agenda and, therefore, aim at a timeframe of 10 years from 2021 to 2030;
- create synergy with the future programme on Education for Sustainable Development (2020-2030) and its five priority action areas of policy, learning environment, training educators, youth and communities, as well as on advocacy and monitoring of progress;
- include a clear description of Climate Change Education, acknowledging also the importance of socio-emotional and behavioral dimensions of learning in addition to cognitive learning in promoting transformative action for sustainable development, and of innovative approaches such as the whole-institution approach;
- promote inter-disciplinary analyses and studies that generate new understanding of the ways in which education and other sectors could co-develop solutions
- emphasize strategies for mitigation rather than focus on adaptation only within education approaches;
- continue the annual Dialogue on the implementation of ACE/the programme;
- review the division of the Dialogues into two focus themes of Article 6 (education/training, and public participation/awareness/access to information) as both are closely related;
- establish and strengthen systematic monitoring and periodic reporting mechanisms.



Recommendations for the Doha Programme beyond 2020

On Education, ACE programmes and activities should support the following:

- Promotion, development and implementation of formal and non-formal education and training programs focused on climate change at all levels
- Place particular attention to the importance of communities and concrete modalities for engaging with communities.
- Enhance communication on ACE within networks through various existing channels including within UNESCO.
- ACE programmes to target women and youth and include activities that effectively translate climate change action in TVET-based fields of action and occupations

On Training, ACE programmes and activities should support the following:

- Promotion, development and implementation of training programmes focused on climate change for institutional leaders and managers, teachers, planners, curriculum personnel at Ministries of education (at national, sub regional, regional, and international levels, as appropriate);
- Strengthen national education TTIs/skills development institutions to deliver climate change learning action;
- Development and co-funding of capacity building programmes based on existing guidelines and tools.





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GREEN CITIZENS

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