

**Group Work Session B Handout 2**  
**Climate Change Education for Sustainable Development**  
**Summary of Recommendations from UNESCO Experts Meeting on Climate Change Education**  
**for Sustainable Development in Asia and the Pacific (2014)**

*These recommendations are the outcomes of the Experts Meeting on Climate Change Education for Sustainable Development in Asia and the Pacific that UNESCO organized in cooperation with SEAMEO INNOTECH, with financial support from the Government of Japan. Adopted by 95 participants from 28 countries, these are addressed to UNESCO and its Member States as well as all relevant stakeholders including education planners, researchers, and practitioners.*

- 1. Recognize the diversity of children and youth** and ensure that Climate Change Education (CCE) programmes targeting children and youth are inclusive. Include youth in an authentic manner and not as a homogenous youth group in all stages of the process through participatory **planning, decision making, implementation and valuing their contributions.**
  
- 2. Sensitize and empower children and youth to drive child-and youth-led activities/actions promoting children and youth as ‘agents of change’** (“let them go”). Empower young people to gain knowledge through leadership training, technologies including social media, TV, radio, storytelling, festivals, etc. The use of local language is important.
  
- 3. Promote whole-school approaches and community engagement. Involve all stakeholders into activity planning of CCE and disaster risk reduction (DRR) from the beginning.** Link school, community, and government, and involve children and youth as equal partners in these activities. This can help relate climate change to the personal lives of children, youth, families and communities and create ownership of climate change issues.
  
- 4. Learn through intergenerational dialogue for designing and implementing smart climate CCE with and for children and youth.** Promote better communication and establish connections within and between generations. Exchanges between children / youth and the elderly may add value. Cultural identities have to be taken into account. Engage local indigenous experts in defining socially and culturally appropriate approaches.
  
- 5. Integrate CCE into the curriculum across all levels (from early childhood to higher education) and subjects and make use of participatory teaching and learning pedagogies** such as peer to peer teaching and learning, team teaching, experimental hands on learning (e.g., play, demonstrating flooding, flash flooding, cutting trees and plants and its negative impact on landslides and flood) to facilitate the transition from school learning to community action. Non-formal CCE is important. Education material should be age-appropriate, context-specific written in local languages, and visual-adequate.
  
- 6. Build teachers’ and educators’ capacities** to facilitate learning of climate change, disaster preparedness and sustainable development, relating scientific knowledge to indigenous **30 Climate Change Education for Sustainable Development in Asia and the Pacific Report and Recommendations**

knowledge, promoting critical thinking, problem solving and taking action on climate change adaptation and mitigation.

**7. Promote participatory research and knowledge management for CCE** e.g., through documenting children’s stories after a disaster (photo, video, drawings), and knowledge, attitude and practice surveys.

**8. Link the global and local perspectives.** Teaching and learning that responds to the global and local dimension of climate change creates an understanding of its causes and ethical dimensions, including recognizing the value of and learning from local knowledge. This helps learners to contextualize and observe the local impact of climate change. It makes education more relevant to communities and individuals and empowers learners to take action on climate change causes and impacts.

**9. Develop partnerships for CCE** that are sustainable, that are based on participation and focus on collaboration and are inclusive of several stakeholders - “Walk the talks.” Such partnerships can expand CCE programmes in scope – beyond formal education, outreach – and bring the message to communities and draw from complementary competencies of partners “leveraging each stakeholder’s strengths.”

**10. Learn from and respect different knowledge sources such as local and indigenous knowledge.** Educational programmes should be built upon an in-depth understanding of the learners’ knowledge, on accurate science as well as on contributions from local and indigenous knowledge systems. Examples include making use of traditional weather forecasting, religious beliefs, mountain observation, guidance from the stars (for voyaging and navigation), calendar for planting and fishing (food security), and keeping history and local language alive through music (dance and oratory).

**11. Coordinate and mainstream DRR in education** through a comprehensive school safety framework (infrastructure/facilities, management and learning/teaching). Strengthen the coordination between community preparedness and school preparedness and support connecting action from **national level to local level to school level.**

**12. Increase the effectiveness of DRR education programmes through a child-centred approach,** involve children and youth in the assessment and planning of DRR programmes, and **enrich CCE and DRR teaching through the use of cultural practices** such as folk songs, music and children’s stories/folk tales which are familiar to children.

**13. Design technical, general and non-formal education programmes that support the development of green and blue skills** to address and cope with sustainability challenges such as climate change. Greening existing jobs in the region calls for efforts to revise existing curricula, qualification standards, and programmes at all levels to prepare learners to support, a) the changes in fields of work and business, which are heavily implicated in the consumption of energy, raw materials and water, and b) the utilization of secondary resources.<sup>31</sup> Climate Change Education for Sustainable Development in Asia and the Pacific **Report and Recommendations**

**14. Strengthen the development of green skills through 1) partnerships** between learning institutions, government, academic, corporate/private sector and communities to stimulate green entrepreneurship training and work based training etc., **2) policies on green growth and industries;** and **3) research on sustainable business solutions and take into consideration social equity.**

**15. Promote a solutions-oriented, values-based – formal and non-formal – education for sustainable consumption at all levels.** Promote sustainable lifestyles that are attractive and fashionable to (young) consumers ('make it cool') in order to change mind-sets and counterbalance peer pressure and consumerism. To help address the 'Value-Action Gap." foster innovations for sustainable lifestyles, work with youth ambassadors, 'influential' celebrities and community leaders, engage the media, create school awards for sustainability teaching and learning, internship schemes, film festivals, etc. The participants of the experts meeting further commit to strengthening their efforts in promoting Climate Change Education for Sustainable Development as a contribution to the Global Action Programme on ESD.