

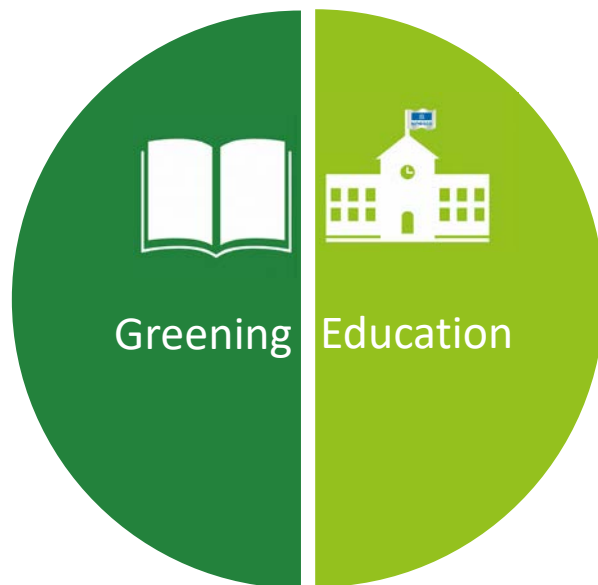
GREENING EDUCATION PARTNERSHIP

#ESDfor2030

Getting every learner climate-ready



Climate change and the right to education – side event
at the 79th ESCAP Commission (17 May 2023)



- Rooted in longstanding work in Education for Sustainable Development (ESD), with particular focus on education's role to tackle **climate change**
- Equips individuals, communities, and the wider world with the **understanding, skills, values and attitudes** to engage in **transformative action** for shaping green, low emission and climate-resilient societies

Access to Greening Education



“Only half of national curricula in the world make reference to climate change”

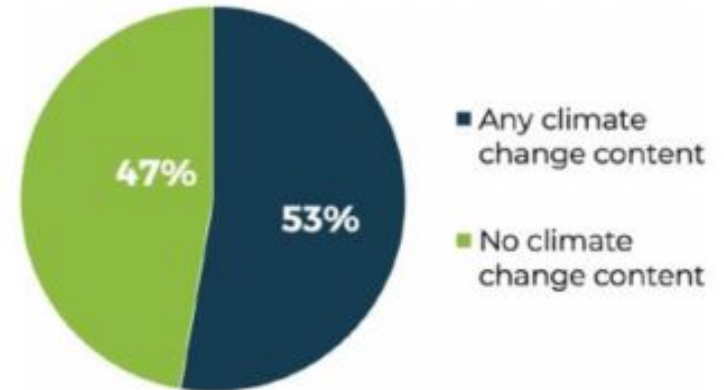


“Only 23% of teachers can explain well how to take action on climate change.”



Only 27% of the 50 countries have publicly available CCE budgets.

Figure 1. Percentage of documents with any climate change content



unesco

Profiles Enhancing Education Reviews

MEECE

Climate Change Communication and Education (CCE) Country Profiles

WHY IS CCE IMPORTANT?

Communication and education are critical tools to help citizens understand and address the impacts of climate change. Quality CCE includes the holistic development of understanding, values and behaviours that can advance collective climate actions. Quality CCE addresses both climate change mitigation and adaptation, and includes a focus on climate justice and, where appropriate, indigenous knowledge (UNESCO, 2023).

The UN Secretary General's Transforming Education Summit emphasized transforming education to fully contribute to solutions to the global climate and environmental crisis. It underlined the critical importance of preparing every learner to acquire the knowledge, skills, values and attitudes to tackle climate change and to promote sustainable development.

The 2019 World Risk Poll surveyed individuals in 142 countries and found that 7 people out of 10 consider climate change to be a major threat to humanity. Similarly, 79% of 15 year-old students in the 2018 OECD PISA survey indicated they are aware of climate change, with levels of knowledge varying considerably.

Initial research suggests that acquisition of subject knowledge related to climate change is important, but is not enough. Quality CCE helps learners overcome feelings of grief, anxiety, denial and apathy. Disciplinary literacy and critical action literacy.

CCE COUNTRY PROFILES: A TOOL TO FOSTER PEER LEARNING AND POLICY DIALOGUE ON CCE THROUGH IMPROVED DATA

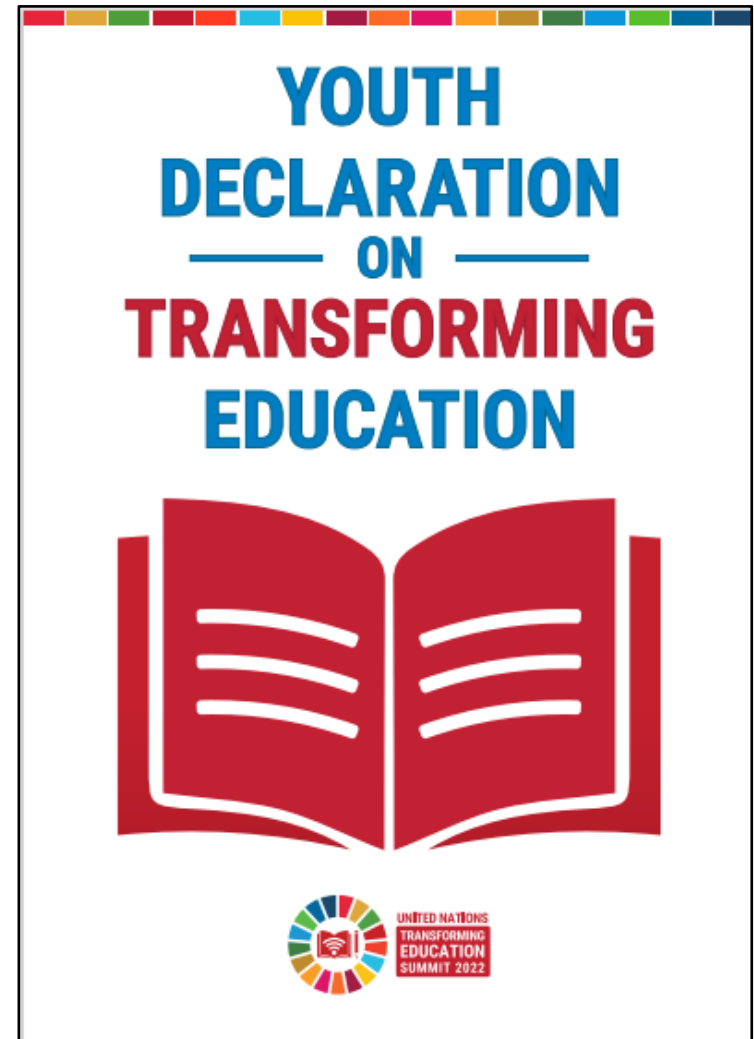
Monitoring is key to better understanding climate action gaps and building capacity. However, there is currently minimal data available on CCE policies and practices across countries globally.

Responding to this need for better data on CCE progress, an ongoing partnership between UNESCO's Global Education Monitoring (GEM) Report and the Monitoring and Evaluating Climate Communication and Education (MECE) Project, hosted by the Sustainability and Education Policy Network (SEPN), has developed country profiles on CCE. These are available on the MEECE Project website www.meece.eu and on the Profiles Enhancing Education Reviews website (PEER, www.education-profiles.org/) of the GEM Report, which also hosts country profiles on other themes at the core of Sustainable Development Goal (SDG) 4.

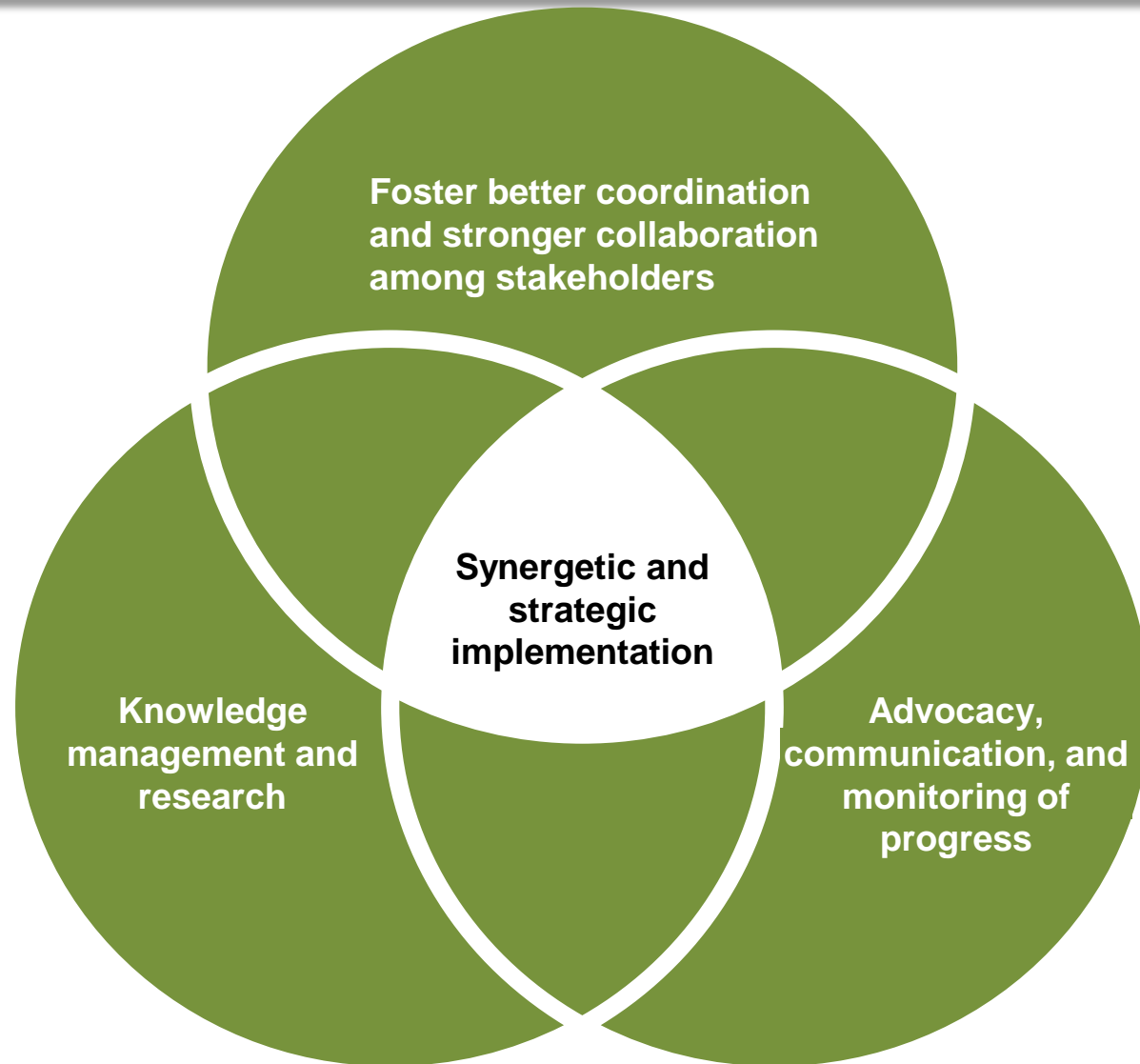
The CCE country profiles provide a comparative perspective of countries' progress in relation to Article 6 of the United Nations Framework Convention on Climate Change (UNFCCC) and Article 12 of the Paris Agreement, through 'Action for Climate Empowerment' (ACE), and on SDG Target 4.7 which focuses on education for sustainable development. The country profiles cover all regions of the world and all income levels. Fifty country profiles are available to date, with another

Young people's demand for Greening Education

We demand decision-makers to invest in education for sustainable development across curricula, particularly climate education to build skills and knowledge needed to build resilience, mitigate the impacts of the climate crisis and ensure climate justice, as well as invest in early-warning systems and resilient infrastructure to ensure safety, security, and education continuity.



Objectives of Greening Education Partnership



Greening Education Partnership

GREENING SCHOOLS



From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GREENING CURRICULUM

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education, workplace skills development, teaching materials, pedagogy, and assessment.

HERE'S HOW YOU CAN COMMIT

Countries and organizations are encouraged to join the Greening Education Partnership, expressing their interest in at least one of the four action areas.

Strengthen education systems to be climate-smart with adequate measures, and ensure teachers and policymakers are trained.

GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



Engage communities by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GREENING COMMUNITIES

Membership of Greening Education Partnership

Member States

- Interest in greening education
- Support through sharing their good practices
- Funding Support through MPTF

Stakeholders

Multilateral organizations, regional organizations, civil society organizations, youth organizations, research institutions, the private sector, philanthropy, the media

Leverage

- ESD for 2030 country initiatives (around 20 countries in Asia Pacific)
- 2/3 of 134 countries at TES committed to prioritize to address climate change and sustainability

Leverage

- Expression of interest from over 600 organizations
- Existing UN inter-agency collaboration in greening education and skills development

<https://www.unesco.org/en/education-sustainable-development/greening-future> Greening Education Partnership | UNESCO



Greening Schools

**Brunei Darussalam, Cambodia,
Cook Islands, Pakistan, Sri
Lanka**

Greening Curriculum

**Brunei Darussalam, Cambodia,
Cook Islands, Kyrgyzstan,
Pakistan, Sri Lanka**

4 pillars

**Brunei Darussalam, Cambodia,
Cook Islands, Nepal, Pakistan,
Sri Lanka**

Greening Teacher Training and Education Systems' Capacities

Cambodia, Sri Lanka

Greening Communities

*Member States which joined GEP in the Asia and the Pacific region: 10 Member States (Brunei Darussalam, Cambodia, Cook Islands, Japan, Kyrgyzstan, Mongolia, Nepal, Pakistan, Sri Lanka, Tajikistan)

Key Activities and Milestones in 2022-2023

Timeline	Activity	Objectives
19 Sept 2022	Launch of GEP at TES	
10 Nov 2022	Inaugural meeting of GEP at COP27	
9 Dec 2022	First technical level meeting on GEP	Discussion on draft governance & ToR
Feb 2023	Member States on-boarding	
May 2023	ESCAP Commission with focus on climate change	Advocacy on GEP
12-14 June 2023	ESD-Net 2030 Asia-Pacific Regional Meeting in Bali, Indonesia	Advocacy on GEP
Sept 2023	UN SG Climate Ambition Summit UN SDGs Summit	High Level Advocate for Education as one of the agenda
Nov 2023	UNESCO 42nd General Conference	Advocacy on GEP
Nov-Dec 2023	COP28, UAE (30 Nov – 12 Dec 2023)	Annual Global Meeting on GEP
Dec 2023	Global ESD-Net 2030 meeting, Tokyo, Japan	Advocacy on GEP

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Thank you for your attention. For more information visit:
<https://www.unesco.org/en/education-sustainable-development/greening-future>

Contact GEP Secretariat in Paris: gep@unesco.org

Contact in Bangkok: eo.bgk@unesco.org

Consultation Meeting on 17 May

Purposes of GEP at regional level

- Coordinated and comprehensive action at regional / sub-regional levels.
- Increased investment to scale up good practices

Possibilities

- Joint Work Plan with M&E for the region?
- Working Group lead by agencies?
- Youth engagement
- Community of practice
Joint actions or projects?