Advancing Climate Change Education through the Global Action Program on Education for Sustainable Development

Julia Heiss

UNESCO
**Key principles and definitions**

- **ESD concerns educational content and methodology**
- **ESD promotes skills like critical and system thinking and imagining future scenarios**
- **ESD treats the three pillars of SD in an integrated manner**
- **ESD encompasses formal, non-formal and informal education and learning**
- **The Global Programme also encompasses activities that are in line with the above but may not be called ‘ESD’**
World Conference on ESD

- 10-12 November 2014
- Aichi-Nagoya, Japan
- Jointly organised by UNESCO and the Government of Japan
- More than 1,000 participants from 150 countries
Conference outcomes

✓ The final Decade report ‘Shaping the future we want’
✓ Aichi- Nagoya Declaration

Shaping the Future We Want
UN Decade of Education for Sustainable Development (2005-2014)
FINAL REPORT
The Global Action Programme on ESD (GAP)

To mobilize education and learning to accelerate progress towards sustainable development.

a. Reorienting education and learning so that everyone has the opportunity to acquire the values, skills and knowledge that empower them to contribute to sustainable development.

b. Enhancing the role of education and learning in all relevant agendas, programmes and activities that promote sustainable development.
Priority Action Areas of the GAP

1. Advancing policy
2. Transforming learning and training environments
3. Building capacity of educators and trainers
4. Empowering and mobilizing youth
5. Accelerating sustainable solutions at local level
CCE in the GAP

- State of art
- Support special groups
- CCE in schools programs
Global Coordination by UNESCO

Building New Momentum through *Launch Commitments* - received more than 400!

Harnessing Partnerships: *Partner Network*

Fostering a Global Community of Practice: 
*Global Forum & Online clearinghouse*

Showcasing Good Practice: 
*A UNESCO Prize for ESD*
Regional exchange on CCE

✓ Regional recommendations through expert meeting

- Latin America (Costa Rica)
- Small Islands Developing States (Bahamas)
- Arab States (Lebanon)
- Africa (Mauritius)
- Asia Pacific (Philippines)
Supporting countries
Capacity development

Policy makers to draft and review national education plans and policies

Teacher education institutions on CCESD

Curriculum development specialists and education planners
THANK YOU!