

















One UN Side Event on Climate Change Education

Dreaming big in climate education Partnerships are key to changing minds and actions in order to scale-up adaptation and mitigation

Thursday 16 November 2017 13:15 - 14:45 **Room: Meeting Room 6**

SDG 17 highlights that "a successful sustainable development agenda requires partnerships between governments, the private sector and civil society...built upon principles and values, a shared vision, and shared goals that place people and the planet at the centre". Exactly the same can be said about the Paris Agreement. Education and training is crucial to prepare our societies to implement the Paris Agreement and advance sustainable adaptation and mitigation action. In order to be effective, relevant and reach an important scale, education and training on climate change and for the successful transition to environmental sustainability need to involve a large number of partners.

At international level, to converge global agendas such as the SDGs, the Paris Agreement and the Global Action Programme on ESD, we need partnerships, engaging the different stakeholders involved in such processes and maximizing synergies. At national and sectoral level, the planning, implementation and monitoring of learning and training programmes benefit from the support of strong, multifaceted partnerships and social dialogue that bring together all key actors including a variety of ministries, social partners including the private sector representatives, civil society and academia. At the level of training providers, such as schools and universities, an effective way to promote sustainable development and learn about climate change is through partnerships which allow students and other members of the school community to engage in concrete activities in order to "live what they learn, and learn what they live". The active involvement of all internal and external school stakeholders, namely students, teachers, principals, school staff at all levels and the wider school community such as families and community members, in reflecting and acting on climate change, is key to a successful implementation of the 'whole-school approach'. This consists in addressing the needs of learners, staff and the wider community, not only within the curriculum, but across the whole-school and learning environment.

Furthermore, at all levels, building innovative and strategic partnerships, as well as strengthening existing ones, can act as a powerful lever to scale-up climate change education and training to reach hundreds of thousands, if not millions, of people around the world. Such an educated mass - comprising, among others, children, youth, professionals from a multiplicity of sectors and policy-makers - would then have the knowledge and skills needed to effectively address the complex challenges posed by climate change and take advantage of opportunities to bring about the real transformation of our societies.

Harnessing partnerships, including a broad range of stakeholders and beneficiaries, should therefore be a key strategy for global work on raising awareness and building capacity on climate change.



















Objectives:

- Demonstrate the tangible contribution that learning and skills development is already making to climate change adaptation and mitigation,
- Present new types of partnerships needed to engage a critical mass of children, youth, professionals, decision-makers and society as a whole in climate action.

Speakers:

- Ms. Amanda Katili Niode, Manager, The Climate Reality Project, Indonesia
- Mr. Antonio Asper, Vice President for External Affairs of the Federation for Free Workers in the Philippines
- Mr. Heinz-Jürgen Rickert National Coordinator, ASPnet National Coordination, German Commission for UNESCO, accompanied by Mr. Jan Hendrik, a 14-year-old student from a German ASPnet pilot school from Muenster
- Mr. Dennis Sinyolo, Ph.D. Senior Coordinator: Education & Employment, Education International
- Ms. Hannah Stanton, Director, TheGoals.org and the Young Masters Programme
- Mr. Cephas Lumina, expert member of the Committee on the Rights of the Child
- WOSM or WAGGGS representative
- Dr. Emmanuel Tachie Obeng, National ACE Focal Point, Environment Protection Agency, Ghana.

The format of the side event will allow for an open and interactive exchange among panelists and with the audience.

Schedule:

Moderator: Mr. Martin Frick, UNFCCC

TIME	ACTIVITY	SPEAKER	
13.15-13.20	Opening remarks	•Ms. Amanda Katili Niode, Manager, The Climate Reality	
(5 min)		Project, Indonesia	
Panel 1: How can p	Panel 1: How can partnerships increase the quality and relevance of education and training for mitigating and		
adapting to climate change?			
13.20-13.50 (30 min)	Panel discussion based on pre- defined questions	 Ms. Amanda Katili Niode, Manager, The Climate Reality Project, Indonesia Mr. Antonio Asper, Vice President for External Affairs of the Federation for Free Workers in the Philippines. Mr. Heinz-Jürgen Rickert National Coordinator, ASPnet National Coordination, German Commission for UNESCO, accompanied by Mr. Jan Hendrik, a 14-year-old student 	
13.50-14.00 (10 min)	Questions from the floor		
Panel 2: How can partnerships contribute to educating a critical			
mass of individuals on climate change?			
14.00-14.30	Panel discussion based on pre-	•Mr. Cephas Lumina, expert member of the Committee	
(30 min)	defined questions	on the Rights of the Child	
		 Mr. Dennis Sinyolo, Ph.D. Senior Coordinator: Education & Employment, Education International Ms. Hannah Stanton, Director, TheGoals.org and the Young Masters Programme 	



















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		•WOSM or WAGGGS representative
14.30-14.35	Final questions from the floor	
(5 min)		
14.35-14.45	Wrap-up and closing	•Dr. Emmanuel Tachie Obeng, National ACE Focal Point,
(10 min)		Environment Protection Agency, Ghana

Organizing agencies:

FAO, IFAD, ILO, OHCHR, UNESCO, UN Environment, UNFCCC, UNICEF, UNITAR, WHO

Focal point:

Ms. Cristina Rekakavas, UNITAR