



United Nations
Educational, Scientific and
Cultural Organization



Global Reporting on Climate Change Education



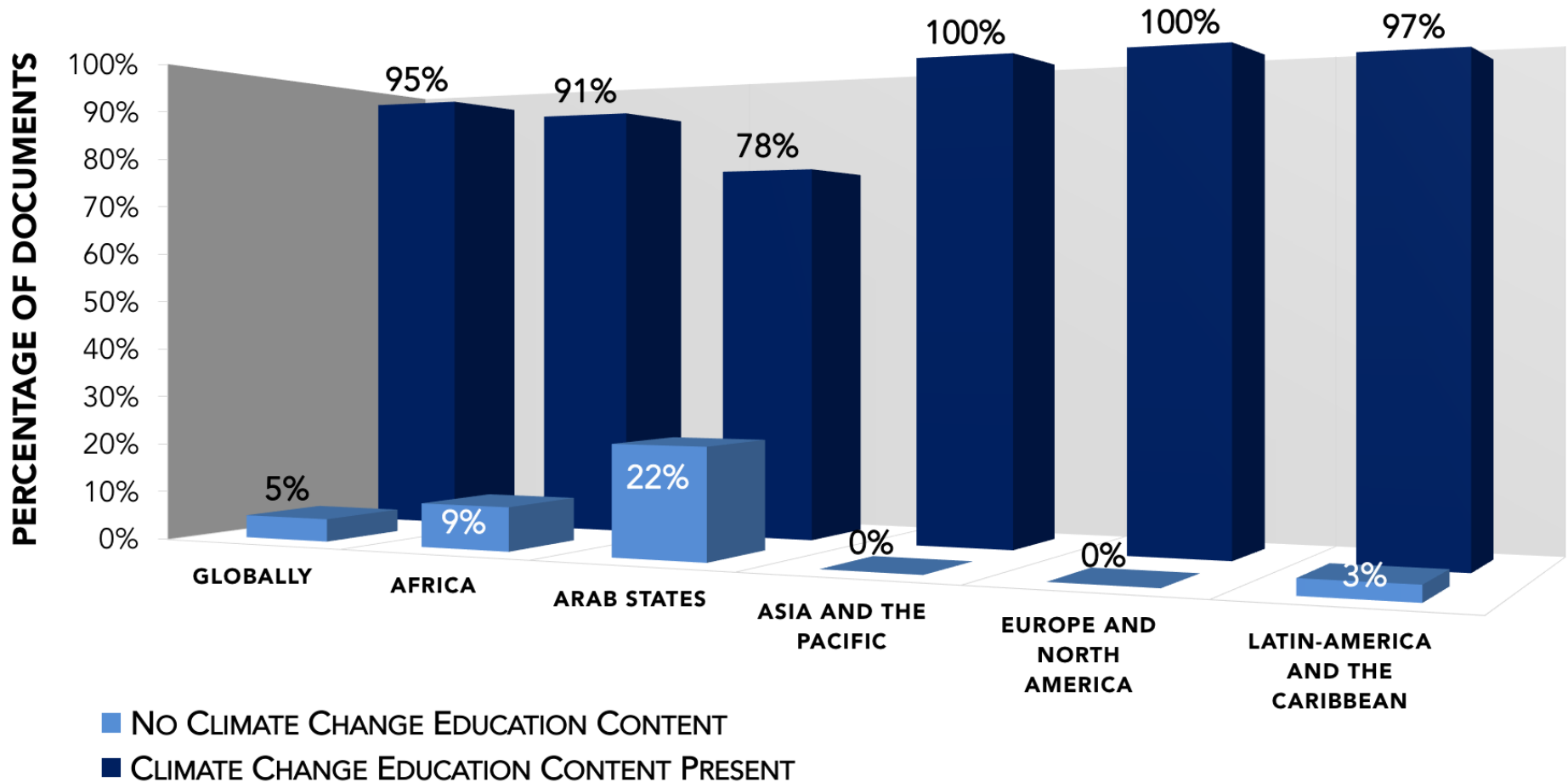
Global Reporting on Climate Change Education

- **Objective:** to examine UNFCCC member country submissions to determine the extent to which they focus on climate change education, training, and public awareness ('climate change education') including in relation to UNFCCC processes and SDG global targets
- Analyzed 368 country communications from 194 countries
 - National Communications from 41 Annex 1 and 153 Non-Annex 1 Parties
 - Nationally Determined Contributions from 174 countries
 - Most recent of each document type per country, spanning from 2000 to June 2018

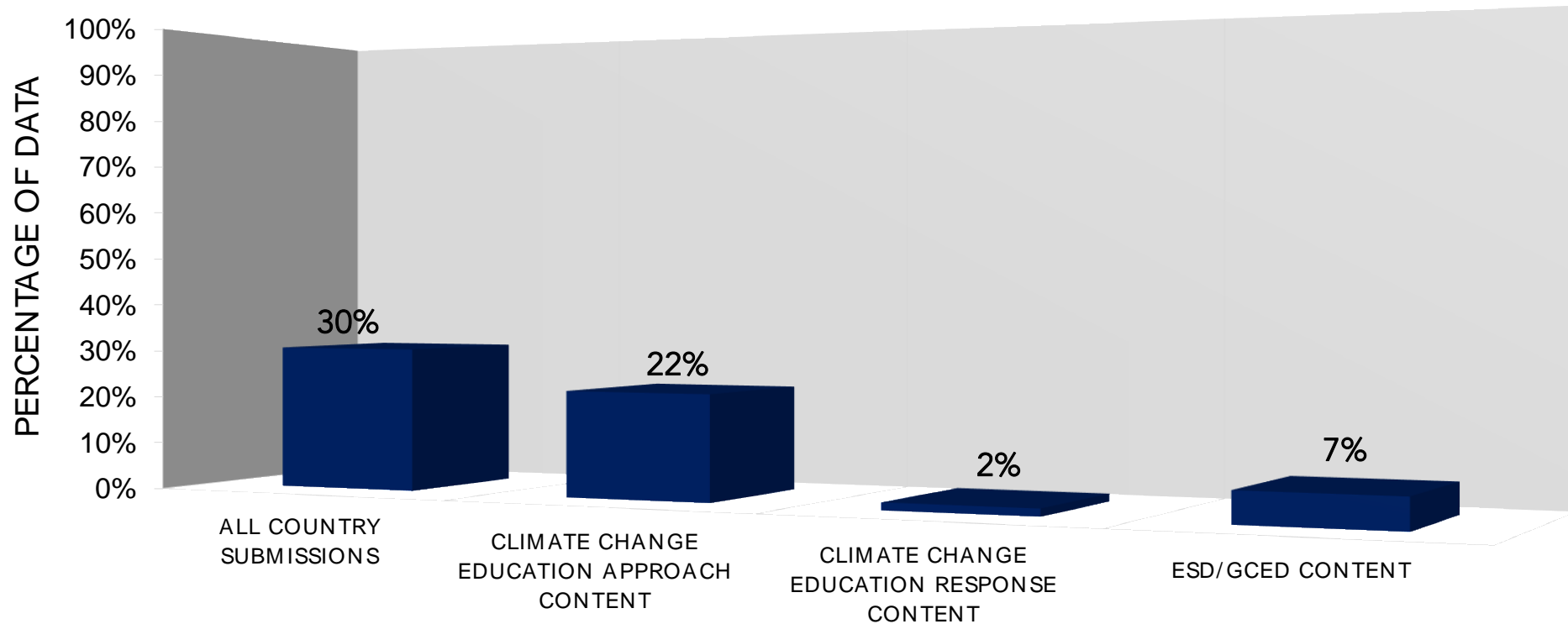
UNESCO Transitions Study

- **Objective:** to determine if, how and to what extent cognitive, social and emotional and behavioral dimensions necessary for learning and teaching of GCED and ESD are reflected in national education policies and official curriculum documents across four levels of pre-primary, primary, lower secondary, and upper secondary education
- Reviewed 263 documents: 12 national laws, 38 education strategic plans & policies, 25 national curriculum frameworks, 19 national ESD/ GCED documents, 169 subject-specific curricula across four education levels
- 10 countries (2/UNESCO region): Kenya, Rwanda, Japan, South Korea, Sweden, Portugal, Mexico, Costa Rica, Lebanon, Morocco

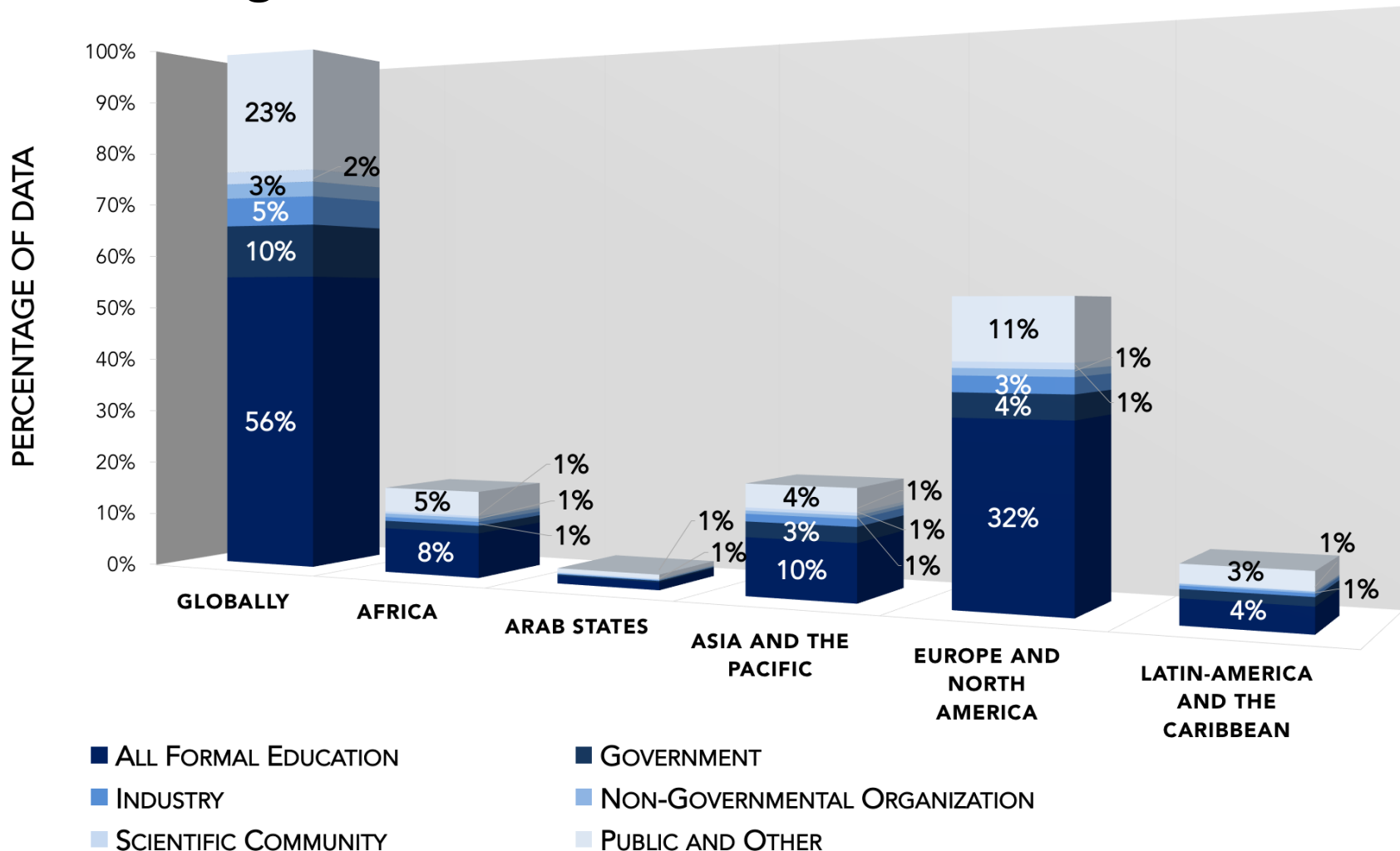
Finding #1: Climate change education is addressed in almost all countries



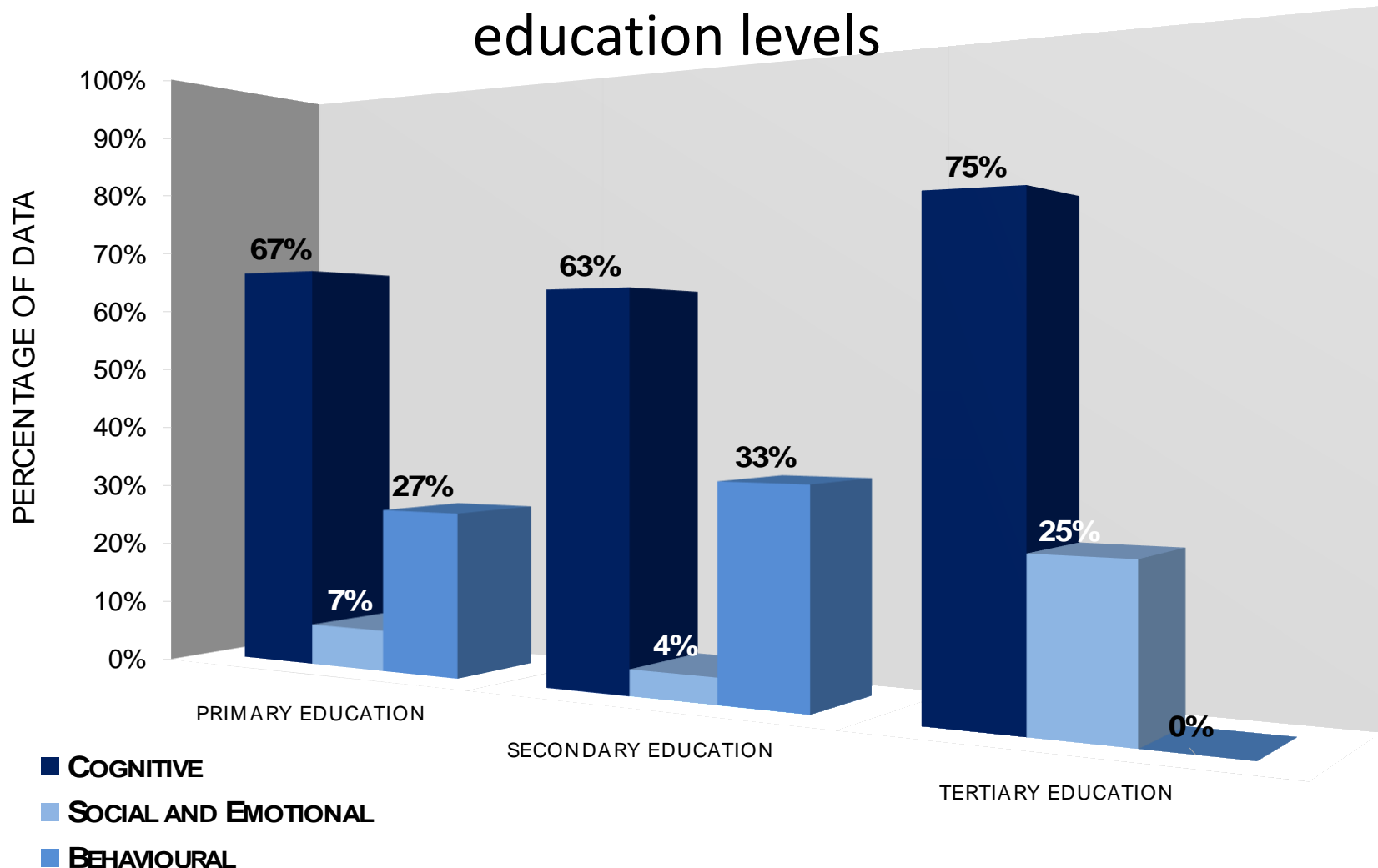
Finding #2: Only a handful of country submissions had quantitative data



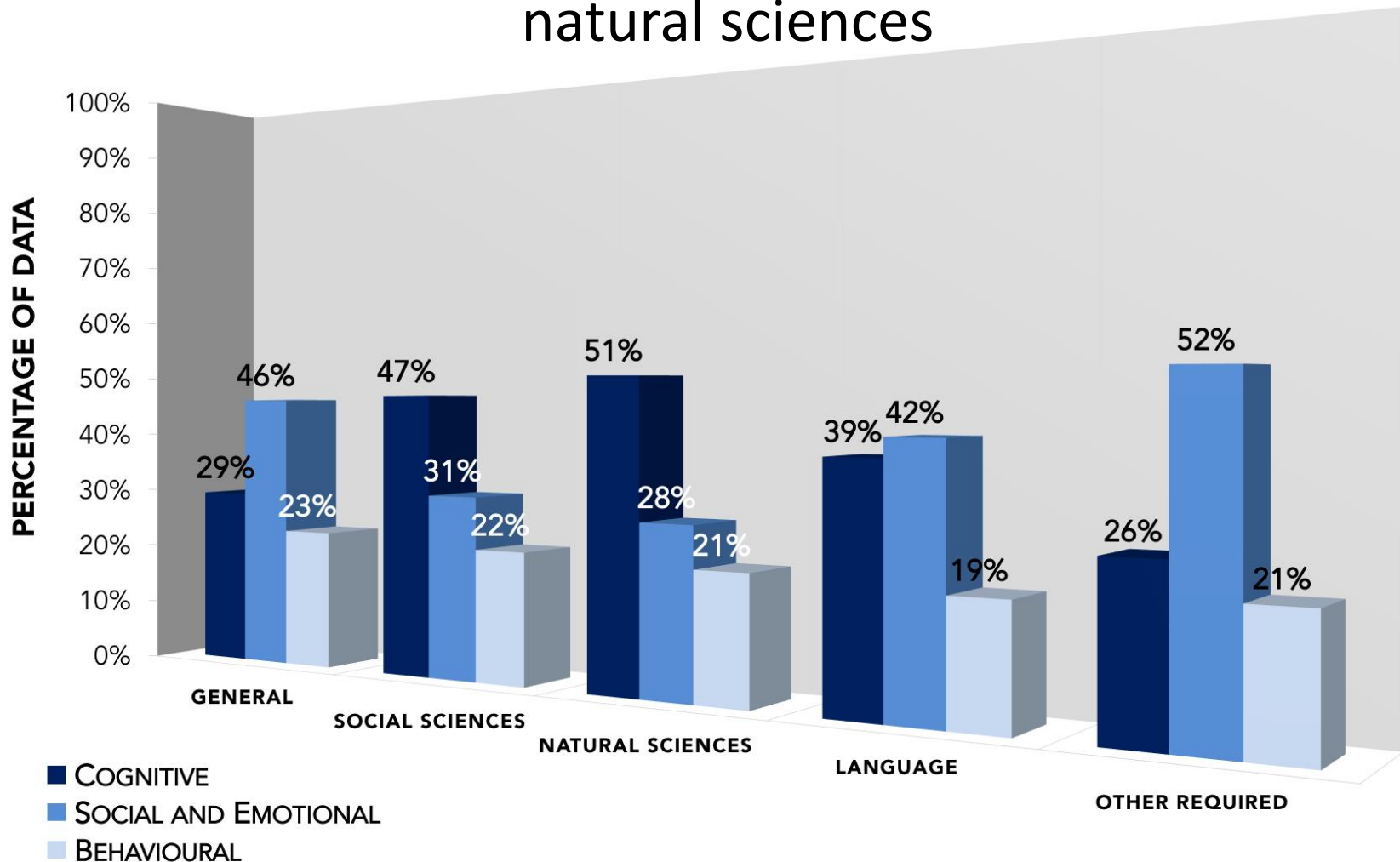
Finding #3: The most common target audience for climate change education is the formal education sector



Finding #4: Cognitive learning was most commonly addressed learning dimension in climate change education across all education levels



Finding #5: The focus on cognitive learning reaches across all subject area learning objectives, particularly in social and natural sciences



Implications and Next Steps

- Increase country activity on climate change education, including moving beyond cognitive understandings of climate science to include social and emotional and behavior learning outcomes
- Expand reporting to the UNFCCC to explicitly include "education, training, public access to information, public participation, and international cooperation" by all member states
- Advance the quality and availability of quantitative data collected through country submissions to support setting and meeting of more specific targets for climate change education, both nationally and in UNFCCC processes

Thank you

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