

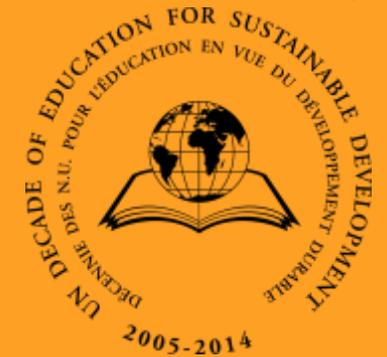
# Climate Change Education Inside and Outside the Classroom



UNESCO Course



United Nations  
Educational, Scientific and  
Cultural Organization



Module 1

# Module 1

**ESD as a response to  
climate change in  
Africa and SIDS**

# THE FOCUS OF THIS SESSION:

- 1. Brief overview of human vulnerability in the context of climate change
- 2. Education for Sustainable Development as a response
  - Background to ESD
  - ESD's underlying values
- 3. Educational approaches associated with ESD
- 4. Group activity: expanding our understandings of educational approaches

# CLIMATE CHANGE VULNERABILITY FOR AFRICAN COASTAL ZONES AND SIDS



**Consider the heightened risk of human vulnerability to climate change caused by links between:**

**impacts of  
climate change**

**environmental  
degradation**

**ecological systems  
under pressure**

**poor  
governance**

**inadequate  
knowledge**

**Increased disasters due  
to natural hazards**

**poverty**

# CLIMATE CHANGE-INDUCED STRESSES

- Stresses linked to climate change are predicted to include:
  - inundation of low-lying coastal areas due to rising sea levels;
  - shortages of fresh water;
  - changes in agricultural practices (and hence economic activity) due to changed climate patterns;
  - loss of biodiversity and the decline of natural ecosystems;
  - vulnerability to extreme weather events.
- (See notes: “Climate Change Impact Descriptions”)

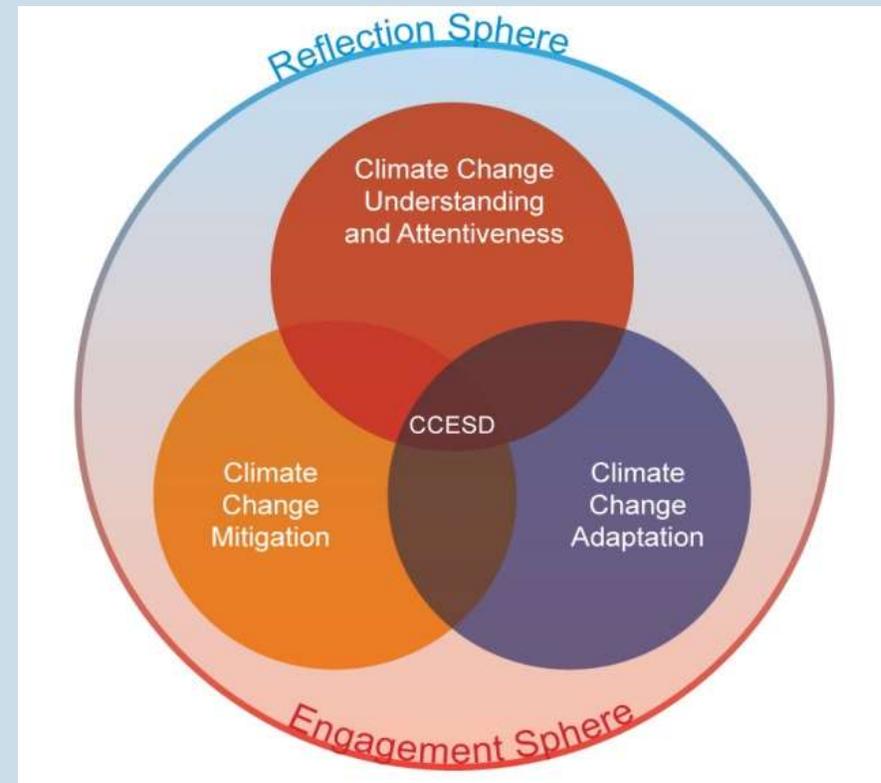
# WHAT IS EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)?

- ESD offers a holistic framework for considering and integrating ecological, economic, social and cultural sustainability.
- ESD addresses the complexity and interconnectedness of global issues with a framework of underlying values:
  - Respect for the dignity and human rights of all;
  - A commitment to social and economic justice for all;
  - Respect for the greater community of other-than human life and protection of ecosystems;
  - Respect for cultural diversity and commitment to building a culture of tolerance, non-violence and peace.

(UNESCO, 2005, p. 7-8)

# THE DYNAMICS OF CLIMATE CHANGE ESD

- **MITIGATION**: identifying the causes of climate change and developing the knowledge, skills and values needed to rectify those causes.
- **ADAPTATION**: building resilience and reducing vulnerability to climate change impacts.
- **UNDERSTANDING & ATTENTIVENESS**: not only understanding the causes and impacts of climate change, but creating a mind-set of alertness, care and responsibility at individual and communal levels.



# ROLE OF SECONDARY SCHOOL TEACHERS

- Secondary school teachers have a vital role to play in equipping young people and communities to reduce their vulnerability to multiple stresses caused by climate change.
- Through locally relevant, up-to-date and critically-informed curriculum activities, secondary school teachers can:
  - Develop knowledge, skills and values needed in communities to adapt to climate change stresses;
  - Provide essential information related to disaster risk management;
  - Initiate projects and networks to take appropriate action, locally and globally;
  - Develop critical thinking skills and ethical responses in young people to foster the social change needed for climate change mitigation.

# ESD APPROACHES IN THE CONTEXT OF CLIMATE CHANGE :

- Holistic, multidisciplinary and interdisciplinary
- critical and creative thinking
- science-based and information-based
- open-ended
- local and global
- ethics-oriented
- futures-oriented
- action and change-oriented
- whole-school approach

# GROUP ACTIVITY: EDUCATIONAL APPROACHES

- Divide the class into nine groups, and allocate each group a different subsection from the Educational Approaches section.
- Each group should read, discuss and report back to the rest of the class a **summary of the main points** in their section.
- As the notes on each section are presented as ‘starting points’ rather than definitive texts on each approach, groups are encouraged to **engage critically, to identify gaps, and elaborate** by providing **examples of the opportunities and limitations** of this approach from their **own context**.