

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”)

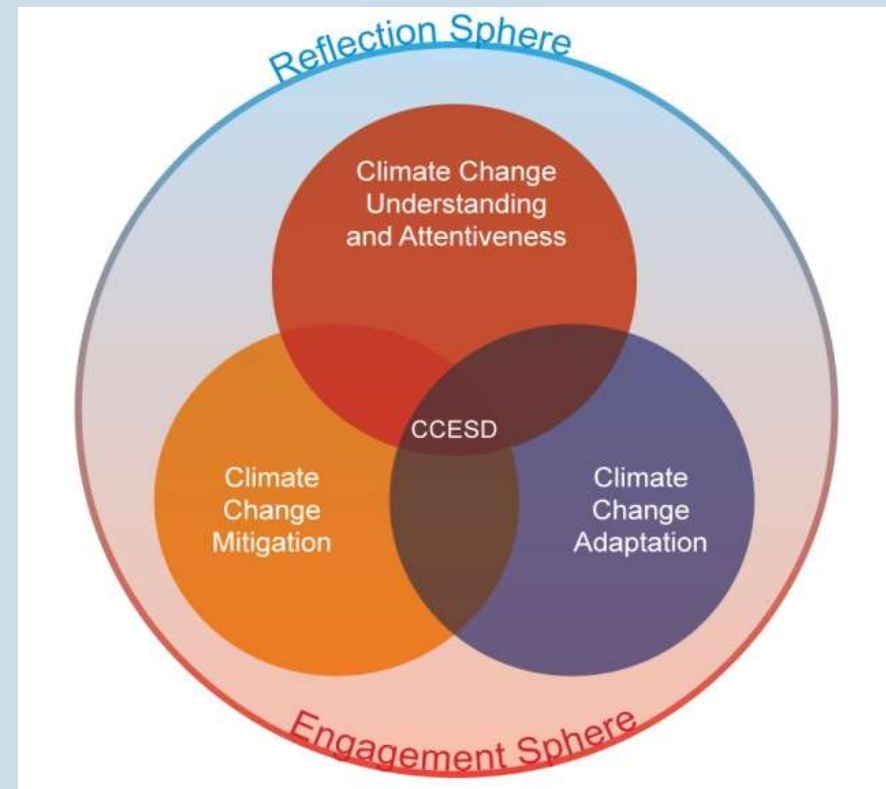
WHAT IS EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)?

- 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**.