

## DESD Quarterly Highlights

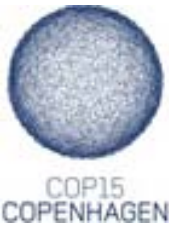
### Special COP15 issue, December 2009



The UN Decade of Education for Sustainable Development (DESD, 2005-2014) seeks to integrate the values inherent in sustainable development into all aspects of learning to encourage behaviour changes that allow for a more sustainable and just society for all, through four objectives:

- Facilitate networking, linkages, exchange and interaction among stakeholders in ESD;
- Foster an increased quality of teaching and learning in ESD;
- Help countries make progress towards and attain the MDGs through ESD efforts;
- Provide countries with new opportunities to incorporate ESD into education reform efforts.

#### IN FOCUS – Climate Change seen through the ESD lens



Climate change has become one of the most urgent challenges of sustainable development and is one of the key action themes of the UN Decade of Education for Sustainable Development (DESD, 2005-2014). During the extensive consultations with United Nations agencies, national governments, civil society organizations, experts and specialists for the drafting of the International Implementation Scheme for the DESD, the issue of climate change emerged as one of the main strategic perspectives to inform education and learning for sustainable development during the Decade.

Climate change issues need to be part of public awareness, learning and education for a sustainable future so that sustainable behaviours become daily habits. The DESD provides a framework for adaptation to and mitigation of climate change by enhancing and promoting active learning and innovative ways of framing climate change issues so that they make sense in the context of people's everyday lives, helping to translate passive awareness into active concern and behaviour change.

Education for Sustainable Development (ESD) seeks to enable individuals to make informed and responsible decisions and actions, now and in the future. Educating about climate change builds the skills and attitudes needed to question the way we think, the values we hold and the decisions we make in the context of sustainable development. The integrated, multifaceted vision provided by ESD is particularly well-suited to addressing climate change in terms of understanding its causes, recognising its impact and effects, and preparing and implementing appropriate responses.

Furthermore, ESD is a key means to build a global lobby for effective action, showing people that their actions can contribute to lasting solutions.

A seminar on *Climate change through the ESD lens: Policy, pedagogical and ethical perspectives on global warming* was organized as part of the Education for Sustainable Development Day (14 October 2009) that the Education Sector held during the 35<sup>th</sup> UNESCO General Conference.

This seminar explored the role of ESD in providing an effective framework for addressing climate change issues through education. This subject is both timely and topical given the outcomes of the UNESCO World Conference on Education for Sustainable Development (Bonn, Germany, 31 March-2 April 2009) and in light of the United Nations Climate Change Conference (7-18 December 2009, Copenhagen), which is bringing heightened salience to issues of global warming.

Through presentations and discussion, the seminar illustrated how education should change and respond if we are to tackle global challenges like climate change effectively, and how ESD is particularly useful for guiding and assisting this process. Too often, sustainable development is reduced to its ecological dimension while the economic, social, cultural and ethical aspects are left aside. It is therefore incumbent on ESD to address not only the ecological but also the non-ecological causes, implications and consequences of climate change.

Three speakers offered distinctive perspectives on how ESD provides a valuable lens for engaging with climate change issues:

- the *policy-making perspective* on introducing and implementing ESD within a national education system and how climate change figures within this process.

As host of the UN Climate Change Conference 2009 (COP15), Denmark is currently integrating ESD into all relevant curricula through a series of initiatives from primary education to tertiary education, explained Nils-Georg Lundberg of the Danish National Commission for UNESCO. Denmark has widened the scope of its support to UNESCO to climate change education and is awarding 12 fully-funded “COP15 scholarships” for students worldwide to study climate change at Danish universities.

- the *pedagogical perspective* on the challenges of incorporating ESD into teaching/learning processes and how the theme of climate change can best be handled.

“Google ‘climate change education’ and you get 400,000 hits”, announced Arjen Wals, Professor of Social Learning and Sustainable Development at Wageningen University, The Netherlands. Wals explored the ecological but also the non-ecological causes, implications and consequences of climate change. Attitudes to climate change, Wals explained, include denial, fear, despair and confusion in the face of contradictory information. ESD is about unravelling these complexities through “education *against* runaway climate change” to include “climate change literacy”, “citizen science” (monitoring the impact of our own actions) and a pedagogy of hope offering viable alternatives to counter apathy and inaction.

- the *ethical perspective* on climate change and how ESD – with its emphasis on critical thinking, problem-solving, values-based learning and future-oriented thinking – provides a framework for examining ethical issues relating to global warming.

“Responsibility” was the keyword of an exploration of ethics and climate change by John Crowley, Chief of the Ethics of Science and Technology Section at UNESCO’s Social and Human Sciences Sector. A classic ethical dilemma, he said, was the need to act on information even if it was incomplete, since “foreknowledge creates obligation”. Crowley pleaded for a new culture of responsibility, stressing that “educating responsible citizens is inseparable from building a responsible society”.

@ [Danish Ministry of Education Climate Education 2009 - http://www.eng.uvm.dk/Uddannelse/Themes/Climate%20Education.aspx](http://www.eng.uvm.dk/Uddannelse/Themes/Climate%20Education.aspx)  
@ [Ethics at UNESCO – http://www.unesco.org/shs/ethics](http://www.unesco.org/shs/ethics)

## HIGHLIGHTS FROM AROUND THE WORLD



### WITHIN UNESCO

#### ***International Seminar on Climate Change Education (27-29 July 2009)***



Climate change education was the topic of a three-day expert seminar organized by UNESCO with financial support from Denmark at UNESCO Headquarters in Paris during 27-29 July 2009. Designed to reach and involve key stakeholders involved in climate change education, the event brought together a multi-disciplinary and diverse group of more than 60 educators, scientists, educational planners, and representatives of Small Island Developing States (SIDS) - as well as multilateral and non-governmental organizations - to discuss and make recommendations on the role and potential of education in addressing global climate change.

The Seminar provided a unique opportunity, particularly for participants from Small Island Developing States which are most vulnerable to the negative impacts of climate change, and make up about 25 % of UNESCO’s Member States, to gather and address this important topic through presentations and discussions in both plenary and working group sessions. Divided into three working groups, participants conducted in-depth discussions focused around three themes:

- Integration of climate issues into educational policies, programmes and curricula
- Identification of climate change education tools, materials and good practices
- Mobilization and engagement of networks / partnerships in support of climate change education

There was general consensus that climate change education is an urgent need and should be interdisciplinary and holistic; integrating scientific, social, gender, economic, cultural and ethical dimensions. Climate change education should be part of an education for sustainable development that helps people to develop the attitudes,

skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future - and to act upon these decisions.

Among a number of challenges, participants identified the sharing of information coming from different sources and locations between many and diverse networks as a key problem to be addressed. Sharing such information is difficult for a number of reasons, among which are: the lack of co-ordination between groups or executive bodies, complexities in working across sectors and agencies, problems in fostering and supporting national and regional networking, and the lack of access to modern communication technologies in developing countries.

Priority areas for action identified by the seminar included:

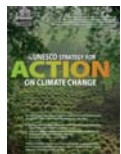
- undertake a review of existing educational policies and curricula, in order to initiate the development of guidelines to facilitate the inclusion of climate change issues into educational programmes, policies and curricula;
- undertake a comprehensive review and inventory of existing tools, materials and practices in teaching and learning climate change;
- develop ways for supporting a 'community of practice' around climate change education;
- enhance networking and cooperation for action on climate change education among all stakeholders, through actively engaging communities and youth;
- enhance action-research in social and human sciences, ethics and adaptable teaching materials to suit specific situations in relation to climate change issues.

@ *Seminar website* – [http://portal.unesco.org/science/en/ev.php-URL\\_ID=7602&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/science/en/ev.php-URL_ID=7602&URL_DO=DO_TOPIC&URL_SECTION=201.html)

@ *UNESCO Director General's opening speech* - <http://unesdoc.unesco.org/images/0018/001833/183375e.pdf>

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## **UNESCO's Strategy to Address Climate Change**



The Intersectoral Platform for Action to Address Climate Change is tasked to oversee UNESCO's Strategy for Action on Climate Change as approved at the Organization's 179th Executive Board in April 2008. Subsequently an Enhanced Plan of Action to implement the Strategy has been prepared at the Board's request. The Platform reports to the Executive Board each autumn session on its progress.

UNESCO's work is currently built around three strategic objectives:

- building and maintaining the climate change knowledge base: science, assessment, monitoring and early warning;
- promoting mitigation of and adaptation to climate change, including through enhanced education and public awareness; and
- moving towards a climate-neutral UNESCO.

Climate change is affecting our environment, our societies, and our common natural and cultural heritage. Finding solutions to mitigate the negative impacts and adapt to changing conditions requires an approach that unites sound, unbiased science with a range of environmental, economic, informational, social, attitudinal and behavioural factors. All sectors of the Organization and many Field Offices, Centres and Institutes are addressing climate change. Therefore UNESCO and in particular through its Intersectoral Platform, provides a unique forum for addressing climate change and its impacts on the environment and human society. These activities are incorporated into the UN system-wide strategy, "Acting on Climate Change: The UN System Delivering as One".

@ *UNESCO & Climate Change* - [http://portal.unesco.org/science/en/ev.php-URL\\_ID=5296&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/science/en/ev.php-URL_ID=5296&URL_DO=DO_TOPIC&URL_SECTION=201.html)

@ *UNESCO Strategy for Action on Climate Change* – <http://unesdoc.unesco.org/images/0016/001620/162087e.pdf>

@ *Enhanced plan of action for the UNESCO strategy for action on climate change (2009 and 2010-2011)* – <http://unesdoc.unesco.org/images/0018/001838/183869e.pdf>

@ *Brochure on UNESCO's strategy* - <http://unesdoc.unesco.org/images/0016/001627/162715E.pdf>

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## **Climate-Neutral UNESCO**



Becoming climate-neutral is part of the UNESCO Strategy to address climate change. This is part of the UN system-wide Climate Neutral Initiative. The UN Climate Neutral Initiative became an operational reality when the CEB signed up to it in 2007, and now UNESCO - in common with the rest of the UN System - is committed to the key objective of moving the UN System in 2009 towards climate neutrality in its internal operations - travel, energy usage, procurement, waste disposal, etc..

What does this mean in practice? It means that, throughout the UN System, we first have to establish the extent of our carbon footprint - to create a Greenhouse Gas Emissions Inventory. We must try to reduce this figure because all GHG emissions which we cannot eliminate have to be offset by the purchase of carbon offsets. We have a strong financial incentive to become as 'green' as possible, while recognising that in an organisation like UNESCO a considerable degree of travel is bound to be necessary so the most effective carbon offsets regime needs to be adopted for the emissions we cannot avoid.

We have to look at all our policies and procedures to ensure that they are environmentally sustainable: recycling policies set up and working properly, procurement policies structured so we buy 'greener' equipment, administrative procedures geared to minimise the use of paper, travel policies focused on alternatives to air where practicable, travel agents offering travel options based on environmental as well as price criteria (direct flights have a lower carbon footprint, economy class travel is more than twice as green as business class), air-conditioning and heating set to optimum levels for energy-saving, buildings better insulated, and so on. The ramifications of a climate neutral policy reach into almost every aspect of our work.

@ [http://portal.unesco.org/science/en/ev.php-URL\\_ID=7793&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/science/en/ev.php-URL_ID=7793&URL_DO=DO_TOPIC&URL_SECTION=201.html)



## AT GLOBAL LEVEL

### ***Sustainable United Nations: the SUN Initiative***



Sustainable United Nations (SUN), a UNEP initiative and administered by the Sustainable Consumption & Production Branch, aims to support UN and other organisations to achieve climate neutrality and overall sustainability.

The *SUN Initiative* has been established in response to the call from UN Secretary General Ban Ki-moon at the World Environment Day 2007, to all UN agencies, funds and programmes to become climate neutral and "go green". This call was echoed in October 2007 in a decision of the UN Chief Executives Board for Coordination to move all organizations belonging to the UN system towards climate neutrality for facility operations and travel by the end of 2009.

Organisations can achieve climate neutrality in various ways; to assist them, SUN delivers tools, methodologies and advisory services that can enable its practical implementation. It operates at three levels:

- Physical assets: building, equipment, vehicles...
- Management processes: procurement, travel, management systems...
- Organisational Culture: day-to-day office behaviour and "corporate" culture

Bringing UNESCO into line with the Sustainable UN initiative is the major aim of the '*Greening UNESCO Working Group*'.

@ <http://www.unep.fr/scp/sun/>

### ***Seal the Deal campaign***



The UN-led Seal the Deal Campaign aims to galvanize political will and public support for reaching a comprehensive global climate change agreement in Copenhagen in December. Climate change affects us all. Nine out of every ten disasters recorded are now climate-related. Rising temperatures and more frequent floods, droughts and storms affect millions of people's lives. This is set against a backdrop of financial crisis and food insecurity.

On December 7, governments will gather in Copenhagen, Denmark to respond to one of the greatest challenges facing humanity. The main question will be how protect the planet and create a green economy that will lead to long-term prosperity. Reaching a deal by the time the meeting ends on December 18 will depend not only on complex political negotiations, but also on public pressure from around the globe.

The United Nations has launched "Seal the Deal" campaign that encourages users to sign an online, global petition which will be presented by civil society to the governments of the world. The petition will serve as a reminder that our leaders must negotiate a fair, balanced and effective agreement in Copenhagen, and that they must seal a deal to power green growth, protect our planet and build a more sustainable, prosperous global economy that will benefit all nations and people.

@ <http://www.sealthedeal2009.org/>

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## **Hard Rain Project: reinvent the modern world so it's compatible with nature and human nature**



The Hard Rain Project was established as a charity in 2009 to support educational programmes for schools, universities and colleges, and public exhibitions that campaign for realistic solutions to the interlinked problems of climate change, poverty, the wasteful use of resources, population expansion, habitat destruction and species loss.

*"Hard Rain: Our Headlong Collision with Nature"* by Mark Edwards and Bob Dylan will be released on DVD at the opening of the Hard Rain exhibition in Copenhagen on 6 December - the eve of the UN Climate Conference. The film, released in partnership with the UN Environment Programme (UNEP), combines a rare live recording of Bob Dylan performing *"A Hard Rain's A-Gonna Fall"* with the photographs from Hard Rain and an extended illustrated commentary, in a moving and unforgettable exploration of the state of our planet and its people at this critical time.

The global issues highlighted in Hard Rain are like pieces of a jigsaw puzzle that define the 21st century. While each problem is understood to some degree by decision-makers, they are typically addressed as separate issues. Hard Rain puts the pieces together and shows that the world has little chance to solve any one of them until we understand how they all connect by cause and effect.

@ <http://www.hardrainproject.com/index.php>

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## **Tck Tck Tck campaign**



The global media development organization Internews is partnering with the tck tck tck campaign, a movement backed by some of the world's most recognized political leaders and NGOs, to ensure that those already affected by climate change are heard by governments negotiating at the UN Climate Change Conference in Copenhagen.

*"Today, millions of people are already suffering because of climate change,"* said Kofi Annan, President of the Global Humanitarian Forum, a tck tck tck founding partner. *"Although developing countries did not cause the climate crisis, poor nations are suffering the most as unpredictable weather patterns and the increase in natural disasters affects access to food, water and shelter. We must end the deathly silence around this crisis because it is a major impediment for international action. Those helping raise awareness of the crisis through journalism should be praised for doing so, especially as December's international climate talks in Copenhagen approach."*

The tck tck tck campaign is partnering with Internews for the Human Voices Award, one of seven major thematic awards of the Internews Earth Journalism Awards that will culminate in a high-profile ceremony in Copenhagen on the eve of the final negotiations. The Earth Journalism Awards have attracted approximately 600 registrations from over 125 countries since opening on World Environment Day, June 5.

The Human Voices Award will be given to the best story highlighting the human and social dimensions of climate change. Winning work will embody excellence in journalism that features the perspectives of those communities most exposed to the current or future impacts of climate change.

@ <http://www.timeforclimatejustice.org/home/>

@ <http://tcktcktck.org>

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## **State of World Population 2009 - Climate Change and Women**



The newly released *State of World Population* report from the United Nations Population Fund (UNFPA), entitled *"Facing a Changing World: Women, Population and Climate"*, shows how people, especially empowered women, can make a difference in the fight against climate change.

How do population dynamics affect greenhouse gases and climate change? Will urbanization and an ageing population help or hinder efforts to adapt to a warming world? And could better reproductive health care and improved relations between women and men make a difference in the fight against climate change? These are some of the questions that the *State of World Population 2009* seeks to answer.

UNFPA also released the report's youth supplement, *"At the Frontier: Young People and Climate Change"*, featuring profiles of youth already facing the challenges of a warming world.

@ <http://www.unfpa.org/swp/>



## AFRICA

### UNDP photo contest: "Picture This: Caring for the Earth"

@tellingallphotographers



**Picture This:**  
Caring for the Earth  
The power of photos protecting the environment  
2009  
[www.undp.org/picturethis](http://www.undp.org/picturethis)

UNDP in partnership with Olympus Corporation and the Agence France-Presse (AFP) Foundation organized a photo contest "Picture This: Caring for the Earth" that called for single photos and photo essays profiling people in Africa working to reduce the effects of climate change in their countries, cities and communities.

The winning photos highlight solutions to these problems as opposed to simply capturing their damage. They focus on the small but positive actions that, put together, can lead to substantive change for the people of Africa and the environment they live in.

@ <http://www.undp.org/picturethis/>

### Launch of Sandwatch in West Africa



The sciences sector of UNESCO Dakar, together with the education sector (through the ESD Observatory) and the Intergovernmental Oceanographic Commission (IOC) through the ACCC (Adaptation to Climate Change in Coastal zones in West Africa) project have launched the Sandwatch project in West Africa.

During the last week of August, 23 professors, mostly from UNESCO associated schools, coming from Cape Verde, Gambia, Guinea Bissau, Mauritania and Senegal participated in a SANDWATCH training course in Cape Verde.

After the workshop, the replication of the training will take place in the different countries. It is expected that such an activity will enhance the environmental consciousness of young people while contributing to a better understanding of our beaches. Participants were also provided with basic Sandwatch equipment kits to take home with them.

@ <http://www.sandwatch.ca/>

### ESD: Training Africa's Youth in Waste Management and Climate Change



UN University-Institute for Natural Resources in Africa, Legon, Accra, in collaboration with UNESCO is planning to implement a project on ESD (with a focus on waste management and climate change) that will target primary and high schools in Africa, as well as a few African universities.

The project will begin in Ghana with 6 schools. It will be up scaled in Ghana in 2010 and in Africa in 2010/2011.

@ *Further information: Dr Yvonne Idun (yvonneidun@yahoo.com)*



## ARAB STATES

### Training workshop for journalists on Media and ESD



UNESCO Beirut organized a training workshop for three days from 7 to 9 October 2009 for journalists on the "Role of Media in ESD" with emphasis on environment, fresh water, biodiversity, pollution, climate change and forest and fishery. The aim was to equip young journalists with skills, material and resources needed to write and present environment news articles in their respective media.

The event brought together some 25 journalists from different types of media in Lebanon: TV, newspapers, radio, and online news websites. Several media and environment experts delivered the training package to the journalists. The *Media as Partners for ESD* training kit, produced by UNESCO, was translated into Arabic and customized for the Lebanese environment scene by various media and environment experts. The aim of the training was to introduce the five issues to journalists and help them with how to tackle the topic in

written, heard, viewed media and online media. These five topics, if covered well by the media, will receive better recognition from the public and the government.

@ [http://www.unesco.org/en/beirut/single-view/news/media\\_for\\_sustainable\\_development\\_a\\_workshop\\_at\\_unesco\\_beirut/back/9437/](http://www.unesco.org/en/beirut/single-view/news/media_for_sustainable_development_a_workshop_at_unesco_beirut/back/9437/)

### **Kids ISO 14000 programme in Kuwait**



This project was initiated by the Japanese NGO ArTech with the support of UNU. The programme seeks to have participants implement a Plan-Do-Check-Act (PDCA) cycle in their own homes to measure aspects such as water and energy consumption. UNESCO has co-organized and hosted for several years an annual international training workshop of Eco-Kids instructors.

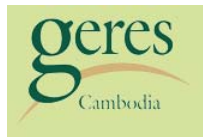
The project aims at contributing to the solution of environmental problems and issues related to consumption. It aims at promoting environmental awareness among students and enhancing cooperation between them. In Kuwait, this project was implemented in two schools of each educational area in the intermediate stage in 2007. Teacher training took place as well. During 2009, the programme will be implemented within all schools throughout Kuwait.

@ [http://www.iso.org/iso/kidsiso\\_home.html](http://www.iso.org/iso/kidsiso_home.html)



## **ASIA & THE PACIFIC**

### **Integrated Approach to Climate Solidarity: the GERES vision**



GERES Cambodia is committed to providing a long-term response to the twin challenges of climate change and development. It is widely accepted that developing countries and in particular least developed countries (LDCs) like Cambodia will be hardest hit by the impacts of climate change.

Consequently, there is an urgent need to facilitate appropriate action to combat these impacts and reduce the vulnerability of those most affected. Addressing this need is done by focusing on three key objectives:

- Raise awareness about climate change and its impacts
- Assist stakeholders in taking concrete steps to reduce GHG emissions
- Encourage carbon offsetting through credible projects that achieve emissions reductions and contribute to poverty alleviation

These objectives are realized through developing related activities and targets. The principal activities involve:

- Conducting climate change education campaigns
- Developing high quality solutions for project developers (methodology and verification)
- Managing not-for-profit deal structuring services

GERES Cambodia collaborates with organizations highly committed to generating positive outcomes for the environment and for society. It actively seeks to develop new relationships with public and private sector institutions, local and international NGOs, and bilateral and multilateral institutions.

@ <http://www.geres-cambodia.org/index.php>

### **Wellington Youth Climate Forum**



What causes global climate change? What are its consequences? What are our potential solutions? These were some of the issues considered by 60 secondary students attending the Wellington Youth Climate Forum (WYCF) at Victoria University in September. The NZ National Commission for UNESCO helped make the forum possible with a grant from the 2009 UNESCO Contestable Activities Fund (UCAF). Students also planned and carried out a range of public actions to draw attention to climate change that included. These actions included making a chalk art mural on Lambton Quay; handing out certificates to passengers at the train station; writing a press release; and writing a communiqué.

The final part of the forum saw participants use the skills they gained over the weekend to begin planning further action for fellow classmates in their respective schools on October 23rd, 350 Schools Day of Action on Climate Change. Several students have become active participants on the ReGeneration Network, a social networking site with more than 270 youth members.

@ <http://unescodev.actrix.co.nz/index.php/news-/42-science/117-wellington-youth-climate-forum-2009>

@ ReGeneration - <http://www.enviroschools.org.nz/action/youth-network>

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### **SANZ launches Blueprint for Global Sustainability**



In September, Sustainable Aotearoa NZ or SANZ released the resource, “*Strong Sustainability for New Zealand: principles and scenarios*”. This is a blueprint for sustainability that replaces the widely-used triple bottom line measure and instead gives social, environmental, and economic values equal weighting, with a model that gives greater priority to ecological values in order to sustain the natural systems and resources societies rely upon.

@ <http://www.phase2.org>

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### **Small is beautiful, Tuvalu**



Tuvalu's citizens are threatened with becoming the planet's first entire nation of environmental refugees. Small is Beautiful's primary objective is to assist Tuvaluans to survive as a nation and, if possible, to allow them to remain on their ancestral land. This can be achieved by a combination of the reduction of greenhouse gas emissions and raising awareness of other sustainable development solutions and initiatives (using some of the Small is Beautiful tools, participating in campaigns for the application of international directives and by changing individual habits through education); by the study of appropriate on-site solutions for local environmental problems; and by planning for worst case scenario per identifying a new homeland where the nation of Tuvalu can be resettled, and establishment of an official status for environmental/climatic refugees. The ultimate objective is to participate in an active, global movement to create tools for safeguarding our environment and hopes of a solution for us all. The project focuses on most of the environmental issues such as energy, waste, biodiversity, water, air and erosion but also cultural preservation and education about all these issues.

@ <http://www.alofatuvalu.tv/>



## **EUROPE & NORTH AMERICA**

### **Planetworkshops - Global Conference**



Launched in 2006, the Planetworkshops aim to promote Sustainable Development. The Planetworkshops is a “Think and do tank” dedicated to inspire leaders with strategic insights, energize innovative thinking to address the sustainability challenges of our time while undertaking initiatives to improve the development of our societies.

The Global Conference in Deauville (France, November 26-27 2009) brought together more than 400 political figures, business leaders, scientists, opinion-makers and the media from Europe, America and Africa in a special environment to debate, share their views and brainstorm to find new solutions to address major sustainability challenges and initiate common solutions. This year's Global Conference, on the eve of COP15, paid particular attention to climate change issues.

@ <http://www.planetworkshops.org/en/>

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### **3rd European Fair on Education for Sustainable Development**



From 28th to 30th October 2009, the Hamburg University of Applied Sciences hosted the 3rd European Fair on ESD. The theme of the conference was “Renewable Energy and Climate Change: Thematic Challenges to European Schools and Universities”.

The fair was organised by the Research and Transfer Centre “Applications of Life Sciences” of the Hamburg University of Applied Sciences and the Centre for Sustainable Construction (ZzB) Hamburg, under the auspices of the RCE Hamburg and Region. The RCE Hamburg and Region is part of the global network of Regional Centres of Expertise on Education for Sustainable



Development (RCEs) coordinated by the United Nations University.

The aims of the 3rd European Fair on ESD were fourfold:

- to provide European organisations with an opportunity to display and present their works (i.e. policies research, activities, practical projects) as they relate to education for, with and about the environment with a focus on renewable energy and climate issues;
- to foster the exchange of information, ideas and experiences acquired in the execution of projects, from successful initiatives and good practice;
- to discuss methodological approaches and projects which aim to integrate the topic of renewable energy and climate change in the curriculum of schools and universities;
- to introduce the European RCEs and discuss their activities in the field of renewable energy and climate change, as well as explore possibilities for cooperation.

Last but not least, a further aim of the event was to link and network people and organisations working in the field so that they could use renewable energy as one of the tools towards tackling the challenges of climate change.

@ <http://www.eufair.eu>

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### 3<sup>rd</sup> International Conference on Environmental Science and Education in Latvia and Europe



The Conference was being organized in Riga, Latvia, on October 23, 2009 by the Latvian Council of Environmental Science and Education (LCESE) and the Ministry of Environment of the Republic of Latvia. The theme of the conference was “Education and science for climate change mitigation”. The conference addressed presentation of new scientific research results, traditional and innovative teaching methods, ways of involvement of the society into environmental activities and exchange of experience in the field of sustainable development, environment and education.

@ [http://kalme.daba.lv/faili/aktualitates/2009/Conference\\_programme\\_23102009.pdf](http://kalme.daba.lv/faili/aktualitates/2009/Conference_programme_23102009.pdf)

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### The Carbon Game



The project consists of a real-time online game on carbon trade which is destined to be played by schools in seven European countries all at the same time. During the game students play carbon traders. They buy and sell carbon over a series of rounds, with each round representing a single year. After each round the carbon bought is sold at the market price and teams credited with their profits (or losses if that paid too much in the auction). In between rounds, market news is broadcast to the traders to help them predict how the market will behave in the upcoming round, and devise their bidding strategy. As each round progresses the amount of carbon available to buy is reduced. The whole game takes 30 minutes and is scheduled at precise times.

The game provides an opportunity to discuss climate change and explore one market based solution. The game encourages students to think less about traditional approaches to climate change but to think of win-win solutions. Moreover, the website provides material and preparatory guidelines for teachers to brief their students before and after the game.

@ <http://www.carbongame.org/>

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### CO2nnect – CO2 on the way to school



Co2nnect is an international ESD school campaign to engage schools in an internationally coordinated, internet-based activity in which schools, researchers and local decision-makers cooperate on the topic of CO2 emissions from local transport. The aim is to engage a large number of schools, pupils, parents and communities in Europe to work with sustainable development in the field of climate and transportation. To this end, ICT-based tools including guidelines, links and a CO2 transport emissions calculator will be provided.

During the campaign CO2-emissions on the way to school will be registered in a shared database and analyzed using tools on the campaign website. In a second step, reflections on the local transport system, its impact and room for improvement shall be undertaken. Finally, dialogue and debate with local decision makers about the situation of local transport shall be initiated.

@ <http://www.co2nnect.org/>



## LATIN AMERICA & CARIBBEAN

### **VII Inter-American Conference on CSR: Facing Challenges with Responsibility**



This Inter-American meeting with the private sector takes place from 1 to 3 December 2009 in Punta del Este, Uruguay. It is organized by the IADB - Multilateral Investment Fund (MIF), with the support/participation of the World Bank, ECLAC, UNDP, InWent, and Fundación Carolina, among other public and private institutions. Among the various thematic tracks of the conference, one focuses on “*A Responsible Response to Climate Change*”, offering opportunities to present successful experiences of work with private sector in the field of climate change.

@ <http://events.iadb.org/calendar/eventDetail.aspx?lang=en&id=544&OID=27>

### **Preparations of the Brazil 2010 Children and Youth International Conference - Let's Take Care of the Planet**



The International Children and Youth Conference – *Let's Take Care of the Planet* – (Brasilia, Brazil from 5 to 10 June 2010) is seen as a pedagogical campaign that brings a dimension of environmental policy to education. The conference seeks to mobilize and engage youth (between 12 and 14 years) within the school community in research and debates about current sustainability challenges, in particular climate change and its pressing global issues.

The online Support System, developed and financed by the Charles Léopold Mayer Foundation, with technical contributions from the Brazilian Ministry of Education has been launched to enable exchange of experiences and methodologies between all the National Organizing Commissions, as well as allow the coordination team of the International Conference to support the national processes at all stages.

@ <http://portal.mec.gov.br/brasil2010/en/index.php>

## UPCOMING EVENTS

### **Conference on Education and Climate Change**

(20 November, Berlin, Germany) organized by the Danish Royal Embassy in Berlin in cooperation with the Danish School of Education/Aarhus University

@ <http://reset.to/blog/conference-education-and-climate-change-20-11-2009-berlin>

@ <http://www.teacherscop15.dk/events/conferences/berlin-conference.html>

### **Premier Sommet Mondial des Étoiles pour la Terre – 1st World Summit « Stars for the Earth »**

(28-30 November, Ouagadougou, Burkina Faso)

@ <http://www.starsforearth.org/?q=en/node/77>

### **CONFINTEA VI - “Living and Learning for a Viable Future – The Power of Adult Learning”**

(1-4 December, Bélem, Brazil)

@ <http://www.unesco.org/uiil/en/focus/confintea.htm>

### **Children's Climate Forum**

(28 November – 4 December 2009, Copenhagen, Denmark) organized by UNICEF

@ <http://en.cop15.dk/news/view+news?newsid=1698>

@ <http://www.teacherscop15.dk/events/conferences/ccfc.html>

### **COP15 - United Nations Climate Change Conference**

(7–18 December 2009, Copenhagen, Denmark)

@ <http://www.cop15.dk/en>

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### **Klimaforum09 - The alternative Climate Summit**

(7–18 December 2009, Copenhagen, Denmark)

@ <http://www.klimaforum09.org/?lang=en>

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### **UNESCO High Profile Event in support of the International Year of Biodiversity**

(21-22 January, UNESCO HQ, Paris, France)

@ [http://portal.unesco.org/science/en/ev.php-URL\\_ID=4793&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/science/en/ev.php-URL_ID=4793&URL_DO=DO_TOPIC&URL_SECTION=201.html)

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### **Fifth World Urban Forum (WUF5) 'Cities for all – bridging the urban divide'**

(22-26 March 2010, Rio de Janeiro, Brazil)

@ <http://www.unhabitat.org/categories.asp?catid=584>

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### **International Youth Conference "Common Future"**

(March 2010, Copenhagen, Denmark) organized by the Danish UNESCO Associated Schools Project network

@ <http://www.unesco-asp.dk/english>

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## SELECTED RESOURCES FOR THE DESD

### **ESD e-learning module**



An e-learning module has been developed for the training of educators, students, key stakeholders, UN agencies and UNESCO staff to communicate and advocate for ESD and its practical implications, with reference to climate change issues, and making references to the four dimensions of sustainability: society, economy, culture and environment.

@ <http://cms01.unesco.org/en/esd/esd-e-module/>

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### **World of Science Retrospective on Climate Change**



A World of Science is UNESCO's quarterly science journal. This anniversary issue of A World of Science is a compilation of climate-related articles published in the journal between 2002 and 2007. This retrospective has been put together to illustrate the role UNESCO has been playing - and must pursue - in helping countries to monitor, mitigate and adapt to climate change.

@ [http://portal.unesco.org/science/en/ev.php-URL\\_ID=5916&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/science/en/ev.php-URL_ID=5916&URL_DO=DO_TOPIC&URL_SECTION=201.html)

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### **ESD Policy brief on ESD and climate change**



This policy brief was developed to provide recommendations and guidance to decision-makers in terms of appropriate ESD policy formulation in the framework of addressing climate change issues. In particular, it provides different questions to review education and development policies in order to better adapt them to the challenges of climate change.

@ <http://unesdoc.unesco.org/images/0017/001791/179122e.pdf>

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### **The Copenhagen Diagnosis: Climate Science Report**



It is more than three years since the drafting of text was completed for the Intergovernmental Panel on Climate Change (IPCC) Fourth Assessment Report (AR4). In the meantime, many hundreds of papers have been published on a suite of topics related to human-induced climate change. The purpose of this report is to synthesize the most policy-relevant climate science published since the close-off of material for the last IPCC report.

The report has been purposefully written with a target readership of policy-makers,

stakeholders, the media and the broader public. Each section begins with a set of key points that summarises the main findings. The science contained in the report is based on the most credible and significant peer-reviewed literature available at the time of publication.

@ <http://www.copenhagenagnosis.com/>

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### **Climate in Peril**

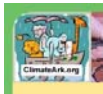


*Climate in Peril: A Popular Guide to the Latest IPCC Reports* presents the substance of the Climate Change 2007 Synthesis Report of the Intergovernmental Panel on Climate Change in simplified language and structure. The guide, intended for lay readers, is a joint publication of GRID-Arendal and SMI Books, with the generous support of the Norwegian Pollution Control Authority and the Swedish Environmental Protection Agency.

@ <http://www.grida.no/publications/climate-in-peril/>

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### **Climate Ark**



Climate Ark is a climate change and global warming portal, search engine and news feed that promotes public policy that addresses global climate change through reductions in carbon dioxide and other emissions, renewable energy, energy conservation and efficiency, and ending deforestation.

@ <http://www.climateark.org/>

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### **New Sandwatch Manual “Adapting to Climate Change and Educating for Sustainable Development”**



The Sandwatch Foundation, with support from UNESCO and the Ministry of Foreign Affairs in Denmark, has released a new version of the Sandwatch Manual. This manual incorporates new information relating to climate change, and a set of climate change adaptation activities to build beach resilience.

These include measuring the impact of sea level rise on beach width, surveying beach users about their perceptions of climate change, demonstrating how ocean acidity will harm marine organisms, and monitoring ocean temperature and the incidence of coral bleaching.

@ <http://www.sandwatch.ca/New%20Sandwatch%20Manual/Manual.pdf>

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### **Dot Earth: Nine Billion People, One Planet**



Dot Earth is a blog created by the New York Times to examine “efforts to balance human affairs with the planet’s limits.” Links from the blog guide readers deeper into the New York Times and beyond for as much additional information as they wish. This blog thus provides an interactive exploration of trends and ideas with readers and experts.

@ <http://dotearth.blogs.nytimes.com/>

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### **Climate Crossroads**



With Climate Crossroads, a new portal created by the Sierra Club, climate change activist and environmentalists can join their own social networking site. This portal is designed as a multimedia resource with something for everyone. Visitors will find basic information on global warming and climate change issues along with access to blogs and other information sources.

@ <http://climatecrossroads.sierraclub.org/about-climate-change/index.html>

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### **Climate Change: Resources from Oxfam Education**



This portion of the Oxfam Education website focusing on climate change encourages any learning about global issues to include an opportunity for young people to put it into action. Any demonstration of concern counts as an action. Users are encouraged to contribute to the website.

@ <http://www.oxfam.org.uk/education/resources/category.htm?20>

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## **Bordeaux International ESD Conference proceedings**



The proceedings of the International Conference on Education for Sustainable Development - *Working together on Education for Sustainable Development* - held in Bordeaux (France), from 27 to 29 October 2008 are available. The International Conference was organized in the context of the French Presidency of the European Union and provided a platform for French, European, Mediterranean and Francophone actors to discuss different themes related to education, training, information and awareness-raising in the field of environment and sustainable development.

@ <http://www.decennie-france.fr/pdf/pdf02.pdf>

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## **New Patrimonto cartoon on climate change**



As part of the cartoon series entitled "Patrimonto's World Heritage Adventures", the new episode introduces the Great Barrier Reef, a Pacific World Heritage site since 1981. It presents the negative impact of global warming on the biological diversity of the coral reef system.

The cartoon targets students at primary and secondary school level worldwide. It is a useful teaching tool to involve young people in reflecting on the issue of climate change and its impact on World Heritage and to promote sustainable behaviours.

@ <http://whc.unesco.org/en/patrimonto/>

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## **Child rights and climate change**



As part of the human rights teaching pack produced by UNA-UK and UNESCO Associated Schools, a section of the online version of the teaching pack focuses on children's rights and climate change.

@ [http://www.una.org.uk/learnabouthumanrights/Slide%20Presentations/Child\\_Rights&Climate\\_Change.pdf](http://www.una.org.uk/learnabouthumanrights/Slide%20Presentations/Child_Rights&Climate_Change.pdf)

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## **Little Earth Charter DVD**



Life, Interconnected, Family, Past, Earth, Peace, Love and Future - what do these words mean to you? To respect and care for life, human rights, and a sustainable future on earth. It is all wrapped up in one delightful little package, *The Little Earth Charter*, presented by loveable animated duo Planet Earth and Little Rosie.

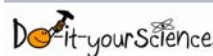
*The Little Earth Charter* was created to help teachers integrate universal and environmental values into their classrooms. It includes an animated video series and an activity guide for teachers and parents. The series of 8 animated shorts offers educators a tool to introduce students to a wide variety of subjects within the curriculum. Its content relates directly to learning standards for grades Pre K-3: earth science, physical science, life science, ecology, environmental studies, geography, history, social studies, citizenship education, and moral education.

It is a compelling and entertaining audio-visual educational program produced in consultation with the Earth Charter Initiative and Manitoba's Ministry of Education Citizenship and Youth. Little Animation Inc. and the Sustainable Development Innovations Fund with Manitoba Conservation provided funding for the project. The DVD is available in French and English, and the web component has been translated into nine languages. Directed by JC Little, the eight shorts have been animated by 1996 Oscar nominee Alexei Kharitidi, with music performed by children's entertainer Rosie Emery.

@ <http://www.littleearthcharter.org>

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## **Do-it-yourSciences platform**



Developed by the Juvène Foundation in collaboration with the Lausanne Science Museum Espace des Inventions, this is a collaborative platform for educational hands-on science projects. This platform contains directions to build educational hands-on science and environmental projects which can be freely downloaded and used.

The Juvène Foundation supports the younger generations' actions in favour of the environment through the use of ICTs. L'Espace des Inventions in Lausanne is a museum dedicated to Science and kids.

@ <http://webenergie.ch/do-it-yoursciences/index.php?lang=3>

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## Teacher-Scientist Partnership Guide



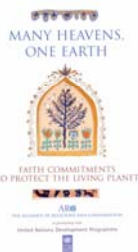
This is intended as a practical guide to secondary school teachers from all disciplines and scientists from the global change community (in the broad sense: research scientists, PhD students, technicians...) who would together like to implement a CarboSchools project. Practical advice is given based on experience gathered in co-operations between schools and research institutes in several European countries. The ultimate goal of this guide is to foster new co-operations that are able to promote the science of global change in secondary schools in contribution to citizenship development.

@ <http://www.carboeurope.org/education/TSPguide.pdf>



## DESD PARTNERS & STAKEHOLDERS CORNER

### Faith-based organizations and climate change issues



The sacred scriptures of all faiths uphold a common concern for the welfare of the planet and its inhabitants, and the DESD is an opportunity for faith-based communities to explore more fully the dimensions of this concern, and to engage in educational efforts that will result in practical measures in support of sustainable development.

The Alliance of Religions and Conservation (ARC) is a UK-based international organisation founded by His Royal Highness Prince Philip, in 1995. ARC is a secular body that helps the major religions of the world to develop their own environmental programmes, based on their own core teachings, beliefs and practices. In 2007 it joined with the United Nations Development Programme (UNDP) in a partnership to develop a significant and innovative programme to work with the world's major faiths to address issues of climate change and the natural environment through helping them develop long term environmental action plans, offering practical models of engagement with these great global issues based on their own beliefs, strengths and outreach.

The ARC-UNDP programme started with the publication of a handbook for faith communities creating their own long term commitments over a number of years. It identified seven key areas in which many of the world's major faith traditions can have huge impact on environmental action through their own resources, traditions and beliefs:

1. Faith-consistent use of assets – land, investments, medical facilities, purchasing and property.
2. Education and young people in both formal and informal situations – including school buildings and curricula, as well as nature teaching and camps.
3. Wisdom – including theological education and training, as well as rediscovering past teachings and understandings about the natural world from religious texts, and helping people adapt to new situations in areas where climate change makes this necessary.
4. Lifestyles.
5. Media and advocacy.
6. Partnerships, eco-twinning, and creating and funding their own environment departments.
7. Celebration.

From 2 to 4 November 2009, at Windsor Castle, ARC and the UNDP joined with faith leaders from around the world representing 31 faith traditions to launch and celebrate their long term commitments to protect the Living Planet. The meeting was hosted by HRH Prince Philip and attended by the UN Secretary General, Mr Ban Ki-moon. The Windsor Celebration of Faiths and the Environment also saw leading secular groups pledge their commitment to work with the religions. In his keynote speech, UN Secretary-General Ban Ki-moon acknowledged the faiths' vital role in discussions on the planet: *"We have know-how, we have resources, but only largely lacking is political will. You can inspire, you can provoke, you can challenge your political leaders, through your wisdom, through your power, through your followers. Together let us walk a more sustainable path, one that respects our planet, and provides a safer, healthier, more equitable future for all of us."*

Regardless of what happens at Copenhagen, the faiths will be spending the next years implementing some of the most profound civil society programmes in the world. *"We believe that the key contribution the religions can make is to develop programmes that will deliver responses based not on fear, guilt, or apprehension, but because they are true to what the faith understands"* says Martin Palmer, Secretary General of ARC.

@ ARC-UN: Faiths' Long Term Commitments- <http://www.arcworld.org/projects.asp?projectID=358>

@ List of Faith Commitments including 7 Year Plans - <http://www.arcworld.org/projects.asp?projectID=497>

@ Windsor Celebration - <http://www.windsor2009.org/index.htm>



## UNESCO'S LEADERSHIP AND COORDINATION ROLE FOR THE DESD

UNESCO will use its DESD coordination role to:

- catalyse new partnerships with the private sector, with youth, and with media groups;
- encourage monitoring and evaluation;
- encourage a research agenda and serve as a forum for relevant research on ESD;
- serve as forum for bringing together important stakeholders in the Decade such as: representatives of UN bodies, the corporate sector, faith-based institutions, youth associations, indigenous people, etc.;
- share good ESD practices;
- link Member States that have put in place ESD curricula, policies, research, etc., with those Member States that are requesting help;
- convene flexible working groups on particular topics; and
- fulfill its strategic role with regard to ESD.

*This document highlights developments of the UN Decade of Education for Sustainable Development (DESD) which are only a small reflection of the extraordinary number of activities, events, networks and support for the DESD from countries, regions, civil society, non-governmental organizations (NGOs) and stakeholders from all over the world.*



*Its compilation is supported by the Funds-in-Trust for ESD established by the Government of Japan to support UNESCO's efforts in the global leadership and coordination of the DESD.*

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