

Regional Experts Meeting on Climate Change Education for Sustainable Development in the Arab States (Beirut, 5-7 May 2015)

Recommendations

The recommendations are the outcomes of the Regional Experts Meeting on Climate Change Education for Sustainable Development in the Arab States that UNESCO organized in cooperation with the Lebanese National Commission for UNESCO, with financial support from the Government of Japan (ESD-JFIT).

Adopted by 65 participants from 16 countries, these recommendations are addressed to UNESCO and its Member States as well as all relevant stakeholders, including education planners, researchers, and practitioners.

1. Integrate Climate Change Education (CCE) into the curriculum across all levels and ensure a harmonized approach across the different subjects and disciplines. Make use of active/participatory teaching and learning methods to help prepare learners for the problems of the future.
2. Build teachers' capacities to facilitate CC learning through activity based on capacity building programmes, helping them to teach CCE without 'adding an additional burden'.
3. Support schools, institutes, and universities in developing and implementing whole-institution approaches, by including sustainable development principles in curriculum and teaching, campus management and school culture, as well as engaging with the local community.

Engage with Youth and Communities

4. Identify mechanisms to establish confidence among youth in sustainable development programmes and objectives. Empower youth (female and male) to engage with social and political responsibilities and promote their active participation in CCE decision-making processes.
5. Empower youth (female and male) to take action for sustainable development at the local level through sharing of experiences with innovative, hands-on CCE adaptation projects in local communities as well as through the use of modern technologies, social media, and arts (e.g. movies, theatre, and painting).

Develop Partnerships for Climate Change Education and Regional Cooperation

6. Support building new multi-stakeholder partnerships on CCE and ESD at national, regional, and international levels. Among others, foster collaboration between universities, schools and youth organizations; promote establishing CCE working teams in schools and communities, and creating university chairs on CCE: and explore potential involvement of religious authorities in promoting CCE and ESD.

7. Strengthen the coordination between ministries of education and other ministries in charge of sustainable development issues as well as between other stakeholders to ensure efficient delivery of CCE programmes and activities. Promote the decentralization in the management of environmentally friendly projects.
8. Promote the engagement of and partnerships with the private sector (business and industry) in CCE activities at all levels of formal and non-formal education, with a focus on practical experiences. Promote entrepreneurship education and alternative fields of economic development, such as eco-tourism.
9. Promote the development of a clearinghouse/database for sharing CCE initiatives and good practices among institutions and countries within the region, and to inform about funding opportunities. Explore potential to link up with the Abu Dhabi Global Environmental Data Initiative (AGEDI).

Prepare for Disaster and Emergencies

10. Prepare education systems for disasters and emergencies by developing guidelines/handbooks for students and teachers, preparing risk maps on natural disasters and scenarios for disasters and emergency prevention, and equipping institutions, especially schools and universities, with necessary tools and equipment. Provide training and capacity building on disaster risk reduction and preparedness for all staff of education institutions. Reach out to municipalities in order to enhance building resilience at community level.

Building Green Societies through Green Job Training

11. At the level of education institutions, develop strategies and activities to promote building green societies. Raise awareness of students and teachers on non-sustainable consumption and production patterns and promote adopting more sustainable lifestyles (e.g. reducing and improving efficiency of water and energy consumption, recycling, changing consumption habits).

Financing

12. Mobilize financial and technical support for CCE activities, in particular supporting CCE activities of civil society organizations. Promote the establishment of scholarships for research on CCE.

The participants of the experts meeting further support strengthening efforts in promoting Climate Change Education for Sustainable Development as a contribution to the Global Action Programme on ESD.

(Closing Session, Riviera Hotel – Beirut, 7 May 2015).