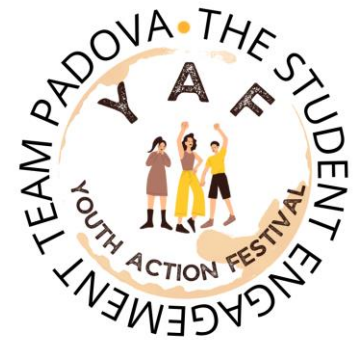


Rethinking Climate Education

Alternative event within the Youth Action Festival
Friday 24th September 2021
Human Rights Centre



PARTNERS Initiative financed with the contribution of the University of Padua ORGANIZERS



Anh Nguyen

A photograph of two children, a boy and a girl, standing in a field of tall grass. They are both wearing light-colored shirts and dark pants. The boy is on the left, and the girl is on the right. They are both looking down at books they are holding. The background is a soft-focus field of grass and trees. The entire image has a teal or green tint.

Climate Change Education for Sustainable Development

Based on the reports in the fulfillment of Arqus Spring School "Rethinking Climate Risks: Venice Paradigm"



Impacts to children

Climate change presents an international challenge of a magnitude that we have not previously encountered.

Children are one of the most vulnerable groups severely affected by the effects of climate change.

It is necessary to safeguard the interests of future generations.

A child-centred approach

Group I

Focus on the needs of children as recipients or beneficiaries.

Group II

Involve children in the design and delivery through active engagement.

CCE in climate agendas

What has been discussed about Climate change education?

The concept of “education for sustainable development” was shaped in the resulting Agenda 21 of the Conference on Environment and Development in Rio de Janeiro in 1992

UN Framework Convention on Climate Change acknowledged this importance in 1996 via the inclusion of Article 6 on Climate Change Education, training and public awareness

UN Decade of Education for Sustainable Development (2005 - 2014)

UNESCO adopted and launched the Global Action Program on Education for Sustainable Development in 2014, including CCE as a key component of the global response to climate change

“ Education is as important as health: a well-educated population is better equipped to recognise in advance the threats posed by a changing climate and to make preparations. This is one of many areas where ordinary development aid, properly directed, can potentially achieve multiple objectives at once, serving classic development and human rights aims while at the same time contributing to societies’ long-term ability to adapt to climate change. ”

International Council on Human Rights Policy,
2008.



WHAT IS THE LESSON?



Teachers do not need to be an expert

These are some variables that make climate change challenging to conceptualise and difficult to recognise from personal experience.



Climate change is not just a scientific phenomenon

Climate change is a complex socio-scientific issue that requires more than teaching content



Support students to engage in the problem

Lessons should not just stop at giving information but encouraging students to give opinions and participate

A hand is raised in the center of the frame, palm facing up, with fingers slightly spread. The hand is positioned against a background of a field of green plants, possibly a field of crops or a garden, under a teal sky. The entire image has a teal color cast. A white horizontal line is visible near the top of the image.

Climate Change Education as a Human Right

Thank you!

If there are any other opinions, I'd love to listen to!



