

NGO CSW Advocacy Research Group
CSW66 Recommendations Brief
on Training and Education

Recommendation 4: Training for women in climate-resilient jobs, including food and water security, to transition to a carbon-free environment and education in schools on climate crisis mitigation and adaptation for a sustainable future.

Relevant UN Precedent Language

[Article 6 of the United Nations Framework Convention on Climate Change](#)

“Enjoins state parties’ and governments to develop and implement education and training programmes, including the strengthening of national institutions, training of scientific, technical and managerial personnel, as well as implementing public awareness programmes on climate change and its effects”.

[18th Conference of Parties \(CoP 18\) in Doha in 2012](#)

“Recognizes the importance of taking a long-term, strategic and country-driven approach to education, training and skills development”, and invited Parties to “prepare a national strategy under Article 6 of the UNFCCC Convention”

[CEDAW/C/GC/37 General recommendation No. 37 \(2018\) on the gender-related dimensions of disaster risk reduction in the context of climate change](#)

36.(d) Strengthen national institutions concerned with gender-related issues and women’s rights, civil society and women’s organizations and provide them with adequate resources, skills and authority to lead, advise, monitor and carry out strategies to prevent and respond to disasters and mitigate the adverse effects of climate change;
36.(e) Allocate adequate resources to building the leadership capacity of women and creating an enabling environment for strengthening their active role in disaster risk reduction and response and climate change mitigation, at all levels and across all relevant sectors.

[SDG 4 in the framework of the 2030 Agenda for Sustainable Development](#)

“Emphasizes the importance of further developing and implementing educational and public awareness programmes, training scientific, technical and managerial personnel, fostering access to information and promoting public participation in addressing climate change challenges.”

[SDG 13 in the framework of the 2030 Agenda for Sustainable Development](#), Target 13.b

- “Take urgent action to combat climate change and its impacts and promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities” (Target 13.b)
- “Invest in vocational programmes for rural youth that offer training in food-related skills”

[The Climate Crisis is a Child Right’s Crisis Introducing the Children’s Climate Risk Index New York United Nations Children’s Fund \(UNICEF\) 2021](#)

“Improve educational policy such that quality learning, such as providing safe, friendly environment, qualified and motivated teachers, resulting in mainstreaming the latest knowledge and science on climate change into national curricula and also ensuring that children gain the skills that are relevant for the future of work, including the growing green economy and for livelihoods that are less susceptible to the impacts of a changing climate and degrading environment”. (p1)

Evidence in statistical data and relevant reports

- 95% of the 194 reporting countries have included some climate change education content in one or more of their recent country submissions to the UNFCCC Secretariat. ([UNESCO Report: Country progress on climate change education, training and public awareness: an analysis of country submissions under the United Nations Framework Convention on Climate Change](#), Figure 1)

- The analysis shows that all reporting countries from the regions of Asia and the Pacific, and Europe and North America have included climate change education aspects in their reports. By contrast, in the Arab States region, only four out of every five countries mentioned climate change education. ([UNESCO Report: Country progress on climate change education, training and public awareness: an analysis of country submissions under the United Nations Framework Convention on Climate Change](#))
- For those countries that reported a target audience, over 50% of the references were to formal education settings (primary, secondary, or tertiary education or formal education generally), and the next largest sector being the ‘public and other’ audiences (government, industry, non-governmental organizations and scientific community) ([UNESCO Report: Country progress on climate change education, training and public awareness: an analysis of country submissions under the United Nations Framework Convention on Climate Change](#), Figure 2).
- European and North American countries were the most likely to discuss formal education audiences in relation to climate change education (61% of references), whereas countries in Latin America and the Caribbean were the most likely to name the public or other audiences (31% of references). ([UNESCO Report: Country progress on climate change education, training and public awareness: an analysis of country submissions under the United Nations Framework Convention on Climate Change](#))
- 13% of country submissions included specific climate change responses in relation to climate change education, with a stronger focus on ‘adaptation’ and ‘mitigation’ than on ‘impact reduction’ or ‘early warning’ ([UNESCO Report: Country progress on climate change education, training and public awareness: an analysis of country submissions under the United Nations Framework Convention on Climate Change](#))
- Despite making overall progress on skills development, all the countries analyzed continue to face skills gaps and shortages with respect to the implementation of the adaptation and mitigation components of their NDCs. Specific skills gaps and needs were identified in relation to mitigation and adaptation in the areas of: (i) agriculture, (ii) forestry, (iii) ecosystems and biodiversity, (iv) water, (v) health, (vi) disaster management, (vii) energy, and (viii) waste. ([UNEVOC Skills Development and Climate Change Action Plans](#))

Good Practice

- The United Nations Decade of Education for Sustainable Development (2005-2014) sought to mobilize the educational resources of the world to help create a more sustainable future ([UN Decade of Education for Sustainable Development](#))
- The United Nations Education, Scientific, and Cultural Organisation (UNESCO) programmes work to increase "climate literacy" and strengthening the capacity of its member States to provide quality climate change education; encouraging innovative teaching approaches to integrate climate change education in school and enhance non-formal education programmes through media, networking and partnerships. ([UN Decade of Education for Sustainable Development](#))
- Development of guidelines following the enactment of the Climate Change Act 2016 by the Kenya government for its Kenya Institute for Curriculum Development and other government agencies responsible for developing and regulating university and tertiary institutions’ curricula to integrate climate change into various disciplines, and subjects of the national curricula at all levels. The guidelines also serve to fulfil Article 6 of the United Nations Convention on Climate Change (UNFCCC) to develop and implement education and training programs including strengthening of national institutions and exchange secondment of personnel to train experts in this field particularly in developing countries ([Guidelines for Mainstreaming Climate Change in curricula at all Levels of Education and Training](#))
- Climate Change Education in Schools Programme (CCES, EPA) in Ghana as part of Ghana’s Policy strategy on Climate Change ([Climate Change Learning Strategy in Ghana: Background Report](#))

Enabling Policy and Legal Environments

UN instruments have legally binding force, mainly conventions and treaties such as [UNESCO’s Convention Against Discrimination in Education \(1962\)](#) that has been ratified by 106 States; the [Universal Declaration of Human Rights](#), the [Convention on the Elimination of All Forms of Discrimination Against Women \(1979\)](#).

Accountability and Financing Mechanisms

- Investments that improve educational outcomes can considerably reduce overall climate risk for 275 million children. ([The Climate Crisis is a Child Right's Crisis Introducing the Children's Climate Risk Index New York United Nations Children's Fund \(UNICEF\) 2021, p 89](#))