

**Global Campaign for Education - World Assembly Johannesburg**

**2022 Resolution in Support of Quality Climate Change Education for All**

***Global Student Forum***

***European Students Union***

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**Background:**

1. The climate crisis is the greatest threat facing humanity and our planet. With little time left to reverse the current course and keep global temperature rise below +1.5°C, climate action is more urgent than ever. Education must be transformed to catalyze the fight against climate change and to support a just transition to a more sustainable world.

2. Students, out-of-school youth and adults have a right to gain the knowledge, skills and attitudes necessary to sustain our world for present and future generations, and they have the right to receive an education which prepares them for the world of work in a green economy. It is time to come together to build something more resilient in our education institutions, our communities, and our economy, while considerably reducing our ecological footprint through a just transition.

3. In line with the Education International Manifesto on Quality Education for All, the Global Education Movement calls on every government in the world to deliver on their commitments to climate change education and education for sustainable development in the Paris Agreement (article 12) and the 2030 Agenda for Sustainable Development (targets 4.7, 12.8 and 13.3).

**The World Assembly calls on the Global Campaign to critically engage the outcomes of COP 27, that acknowledges loss and damage to developing countries including in relation to education; and to advocate that:**

1. **Governments to ensure quality climate change education (CCE) for all.**

1.1. Every country includes CCE as part of their climate promises and commits to a credible time bound plan that is regularly monitored and evaluated.

1.2. All governments develop, implement, and evaluate CCE policies, in close collaboration with education unions, student organizations, local communities and indigenous groups.

1.3. Governments increase domestic investment in education, as well-funded, strong public education systems are a prerequisite for promoting quality CCE for all.

1.4. Governments ensure that the impacts of climate change do not prevent all learners from enjoying their right to quality education.

**2. Every student, youth and adult leaving education to be climate-literate and equipped with the skills and knowledge needed to build a more sustainable future.**

**2.1.** CCE is integrated into curricula at all levels and sectors of education.

**2.2.** CCE is a compulsory part of the curriculum in primary and secondary education

**2.3.** As part of a just transition, access to youth and adult learning and education (ALE), including quality technical and vocational education and training, including apprenticeships, and higher education is expanded, equipping all learners with the skills needed for future careers in a new green economy.

**2.4.** CCE curricula is gender responsive, takes into account the inequalities experienced by girls and women, and takes an intersectional approach.

**3. Quality climate change education being based on science, and addressing the ethical, cultural, political, social and economic dimensions of climate change.**

**3.1.** CCE is underpinned by accurate information based on scientific evidence and up-to-date research. Governments invest in research and amplify international cooperation on research to support the development and sharing of scientific knowledge on climate change.

**3.2.** CCE addresses the unequal contribution of countries towards causing climate change and the unequal impact of climate change today, recognising that the current system is inequitable, and levels of production and consumption are unsustainable. It further recognises that vulnerable populations and groups are most directly affected.

**3.3.** CCE promotes a multicultural vision and recognises indigenous knowledge.

**3.4.** CCE fosters critical thinking and civic engagement. It is transformative and empowers students, youth and adults to consider just and sustainable alternatives, and then take action in their local communities and beyond.

**4. Teachers being trained and supported to provide quality climate change education.**

**4.1.** Governments ensure that teacher training institutions have the funding and resources necessary to deliver quality initial teacher education, and that student teachers are prepared to teach CCE.

- 4.2. CCE is included in continuous professional development programmes for teachers
- 4.3. The professional autonomy and academic freedom of educators are protected and guaranteed.
- 4.4. Governments provide teachers with teaching and learning resources to support them to teach CCE.

**5. Schools, and youth and adult learning environments are being transformed, to support quality climate change education.**

- 5.1. Educational infrastructure is safe and climate resilient.
- 5.2. Education providers at all levels prioritize and invest in making education institutions environmentally friendly.
- 5.3. Education institutions are energy-efficient and sustainable
- 5.4. Educators are supported and trained to climate proof their institutions, with the view to a just transition.
- 5.5. Students, youth and adults are involved in sustainable practices at education institutions in collaboration with the broader education community.