

Goal 13

Target number: 13.3

Indicator Number and Name: 13.3.1 Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula

Agency: UNFCCC

Background

Under the United Nations Framework Convention on Climate Change (UNFCCC), all Parties shall formulate, implement, publish and regularly update national/regional programmes containing measures to mitigate climate change and to facilitate adequate adaptation, while taking into account their common but differentiated responsibilities and their specific national and regional development priorities, objectives and circumstances. These policies and measures should be appropriate for the specific conditions of each Party and should be integrated with national development programmes.

The Convention established several processes to foster transparency and accountability of countries' actions to address climate change, including on capacity-building, including education, training and public awareness and actions undertaken following support received. The Paris Agreement¹ requires each Party to prepare, communicate and maintain successive nationally determined contributions (NDCs)² that it intends to achieve.

Has work for the development of this indicator begun?

Partially, through activities under the UNFCCC and Paris Agreement.

Negotiations to operationalize the Paris Agreement are planned to conclude at the twenty-fourth session of the Conference of the Parties (December 2018).³

This outcome is expected to provide modalities, procedures and guidelines which will define new data and reporting requirements under the Paris Agreement. This will allow for the possible refinement of this indicator in 2020, and serve as a basis to assess progress on this target/indicator.

Up-to-date progress on the implementation of relevant requests to operationalize the Paris Agreement can be found in the UNFCCC Paris Agreement Progress Tracker.⁴

Who are the entities, including national and international experts, directly involved and consulted in developing the methodology/and or data collection tools?

This may include the various organizations, as outlined below, that are directly engaged with relevant activities under the UNFCCC process.

What is the involvement of or how do you plan to involve National Statistical Systems in the development of the methodology?

Still to be determined.

¹ The Paris Agreement entered into force on 4 November 2016. Further information about the Paris Agreement may be found at <http://unfccc.int/paris_agreement/items/9485.php>

² Negotiations are ongoing under the APA process to develop to develop further guidance on features, information and accounting for NDCs.

³ <<http://unfccc.int/resource/docs/2016/cma1/eng/03a01.pdf#page=2>>

⁴ <<https://unfccc.int/process-and-meetings/the-paris-agreement/paris-agreement-work-programme>>

Please briefly describe the process of developing the methodology for the indicator

To be developed when data sources are more clearly defined.

Please indicate new international standards that will need to be proposed and approved by an intergovernmental process (such as UNSC) for this methodology

When do you expect the methodological work on this indicator to be completed?

Negotiations to operationalize the Paris Agreement are planned to conclude at the twenty-fourth session of the Conference of the Parties (December 2018).⁵

This outcome is expected to provide modalities, procedures and guidelines which will define new data and reporting requirements under the Paris Agreement. This will allow for the possible refinement of this indicator in 2020, and serve as a basis to assess progress on this target/indicator.

Up-to-date progress on the implementation of relevant requests to operationalize the Paris Agreement can be found in the UNFCCC Paris Agreement Progress Tracker.⁶

Are data and metadata already being collected from the National Statistical System for one or more components of this indicator?

No.

If yes, please describe:

How do you plan to collect the data?

As outlined above, this will be developed in the future, in consideration of ongoing negotiations to operationalize the Paris Agreement, which are planned to conclude at the twenty-fourth session of the Conference of the Parties (December 2018).⁷

This outcome is expected to provide modalities, procedures and guidelines which will define new data and reporting requirements under the Paris Agreement. This will allow for the possible refinement of this indicator in 2020, and serve as a basis to assess progress on this target/indicator.

Up-to-date progress on the implementation of relevant requests to operationalize the Paris Agreement can be found in the UNFCCC Paris Agreement Progress Tracker.⁸

Data may include relevant information from reports and material prepared as mandated under the UNFCCC and the Paris Agreement, along with data as available from other relevant organisations. Sources under the UNFCCC process include:

Current and on-going (pre and post-2020):

- Developing countries: Biennial Update Reports and National Communications (actions undertaken following support received on capacity-building, including education, training and public awareness <<http://unfccc.int/8722.php>> <<http://unfccc.int/7742.php>>;
- National Communications <<http://unfccc.int/7742.php>> (support provided on capacity-building, including on education, training and public awareness);
- Developed and developing countries: Synthesis report on the implementation of the framework for capacity-building in developing countries (prepared annually);

⁵ <<http://unfccc.int/resource/docs/2016/cma1/eng/03a01.pdf#page=2>>

⁶ <http://unfccc.int/files/paris_agreement/application/pdf/pa_progress_tracker_200617.pdf>

⁷ <<http://unfccc.int/resource/docs/2016/cma1/eng/03a01.pdf#page=2>>

⁸ <<https://unfccc.int/process-and-meetings/the-paris-agreement/paris-agreement-work-programme>>

- The process to formulate and implement national adaptation plans (NAPs) also enables Parties to identify medium- and long-term adaptation needs and develop and implement strategies and programmes to address those needs. It is a continuous, progressive and iterative process which follows a country-driven, gender-sensitive, participatory and fully transparent approach, supported by technical guidelines and up to USD 3 million per developing country through the Green Climate Fund Readiness and Preparatory Support Programme, intended to support the formulation of NAPs.

Specific relevant decisions include:

Decision 15/CP.18, eight-year Doha work programme on Article 6 of the UNFCCC (2012 – 2020) aims to enhance the implementation of all elements of Article 6 of the Convention – education, training, public awareness, public participation, public access to information and international cooperation –.

- paragraph 22 (f) Promote and enhance the inclusion of climate change in school curricula at all levels and across disciplines. Efforts could be made to develop materials and promote teacher training focused on climate change at the regional and international levels where appropriate.
- Paragraph 22 (g): Integrate climate change learning into the curricula of institutions that provide formal education and training at all levels and support non-formal and informal education on climate change, training of trainers programmes and the development of educational, training and public awareness materials in accordance with national circumstances and the cultural context.

Decision 19/CP.20 The Lima Ministerial Declaration on Education and Awareness-raising

- paragraph 2: Parties reaffirmed their commitment to promote and facilitate, at the national and, as appropriate, at sub regional and regional levels, and in accordance with national laws and regulations, and within the respective capacities, the development and implementation of educational and public awareness programmes on climate change and its effects, of public access to information on climate change and its effects and of public participation in addressing climate change;
- paragraph 3: Encourage governments to develop education strategies that incorporate the issue of climate change in curricula and to include awareness-raising on climate change in the design and implementation of national development and climate change strategies and policies in line with their national priorities and competencies;

Paris Agreement Article 12: Parties shall cooperate in taking measures, as appropriate, to enhance climate change education, training, public awareness, public participation and public access to information, recognizing the importance of these steps with respect to enhancing actions under this Agreement.

Decision 17/CP.22, paragraph 5: Invites Parties to enhance cross-sectoral coordination among all ministries dealing with climate change and ministries with responsibilities for education, training, public awareness and international cooperation.

If the indicator involves multiple components from different data sources, please describe how each individual component of the indicator will be collected here:

As detailed above.

In addition, various organizations are directly engaged with relevant activities under the UNFCCC process.

The UN Alliance on Climate Change Education, Training and Public Awareness was launched in 2012. There are 13 member organizations: FAO, ILO, UNDP, UNEP, UNDPI, UNFCCC, UNESCO, UNICEF, UNITAR, UNU, WHO, WMO and UN Women.

Many Parties are now implementing climate change education through the Global Action Programme on Education for Sustainable Development, with the goal of generating and scaling up education and learning to accelerate progress towards sustainable development, contributing to the United Nations Sustainable Development Goals and the post-2015 development agenda.⁹¹⁰

International cooperation has supported some Parties in integrating climate change education into their educational policies and programmes as well as into school activities. For example, the United Nations Educational, Scientific and Cultural Organization (UNESCO) ran a set of country programmes to strengthen the capacity of educators, education planners and policymakers. Twelve country programmes have been implemented: in Bangladesh, Brazil, Cuba, Dominican Republic, Guyana, Mauritius, Mongolia, Namibia, Nepal, Philippines, South Africa and Tuvalu. In addition, the United Nations Children's Fund (UNICEF) country offices continue to support Parties in integrating environmental and climate change issues into national curricula.¹¹

Many Parties have cooperated in the creation of international networks through the United Nations University Regional Centers of Expertise on Education for Sustainable Development, which are hosted by higher education institutions and involve local and municipal authorities, local communities, non-governmental organizations (NGOs) and the private sector. The Global Universities Partnership on Environment for Sustainability is a flagship programme of the United Nations Environment Programme (UNEP) Environmental Education and Training Unit. Currently, its network has nearly 800 university partners around the world, supporting the mainstreaming of environment and sustainability in higher-education systems through curriculum innovation, knowledge-sharing, training and South–South and North–South cooperation.¹² The 2016 Global Education Monitoring Report 'Education for People and Planet' presents disaggregate data on education. Chapter 1 is dedicated to environmental sustainability and climate change issues.¹³

With what frequency is data expected to be collected?

As detailed above

Is there a process of data validation by countries in place or planned for this indicator?

If yes, please briefly describe:

To be developed

If you have any additional comments that you believe would be helpful to IAEG-SDG members in analysing the work plan and methodological development of the indicator, please provide them here:

UNESCO, UIS and UNFCCC would like to indicate a possible future proposal for the IAEG's consideration to align this indicator with indicators 4.7.1 and 12.8.1. This proposal, along with this workplan will be further developed in collaboration with other relevant agencies, as appropriate, and in consideration of indicators under SDG Targets 4.7 'By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development' and 12.8: 'By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature'.

(as of August 2018)

⁹ FCCC/SBI/2016/6, Paragraph 13

¹⁰ <http://en.unesco.org/gap>

¹¹ FCCC/SBI/2016/6, Paragraph 15

¹² FCCC/SBI/2016/6, Paragraph 16

¹³ <http://unesdoc.unesco.org/images/0024/002457/245752e.pdf>