The 2030 Agenda for Sustainable Development effective as of 2016, is an ambitious and comprehensive action plan to end poverty, fight inequality and injustice, and tackle climate change, with the aim to transform our world. Agenda 2030 emphasizes the need to reach the most vulnerable parts of the population, leaving no one behind. This is a key principle to guide all sustainable development efforts, including implementation of the Paris Agreement, adopted at COP21 in December 2015, and integrated climate action.

In the global response to climate change, education – along with training and public awareness – play a key role, as recognized by Article 6 of the UN Framework Convention on Climate Change (UNFCCC) and Article 12 of the Paris Agreement. Education and in particular Education for Sustainable Development (ESD) helps learners understand and address climate change, encouraging changes in attitudes and behaviour. It is therefore an essential instrument for empowerment and participation. However, for a real transformation, it is key to promote universal access to quality education and to ensure that the rights, needs and contributions of different learners, particularly those of groups in situations of vulnerability, are taken into account when designing and promoting climate change education. With regard to indigenous peoples for instance, traditional knowledge and its transmission has an important role to play in climate mitigation and adaptation, and consequently incorporating indigenous knowledge and learning systems in climate change education is vital to ensure that such knowledge is widely accessible.

How can climate change education be made more inclusive and relevant to a large variety of stakeholders?

This side event will address with question through examples from groups with traditional learning systems and special learning needs, as people with disabilities, indigenous peoples, refugees.
The UN system has taken important steps in promoting both formal and non-formal climate change education and in involving a multiplicity of stakeholders. This side event will provide an occasion to present different perspectives on how to make climate change education more inclusive, showcase experiences, including challenges and lessons learned, and discuss possible ideas and next steps.

**Objectives:**

- Raise awareness of knowledge systems, perspectives and needs of different stakeholders, in particular refugees, indigenous peoples, and people with disabilities
- Showcase examples of initiatives promoting the involvement of vulnerable groups in climate change education
- Discuss lessons learned and identify synergies and opportunities for scaling up good practices
- Solicit new ideas and commitment for further action and collaboration within the UN System as well as with key Non-UN partners.

**Proposed Format:**
The side event will have an interactive and engaging format. It will start with a testimonial, followed by a panel discussion of experts reflecting on the promotion of climate change education and bringing in the perspectives of specific stakeholders – refugees, indigenous peoples, and people with disabilities. The public will then have the possibility to interact with the speakers.

**Organizing agencies:**
UNESCO, UNEP, FAO, UNITAR, UNFCCC, UNICEF