



UNESCO GREEN ACADEMIES

Guidelines for Climate-Resilient Buildings

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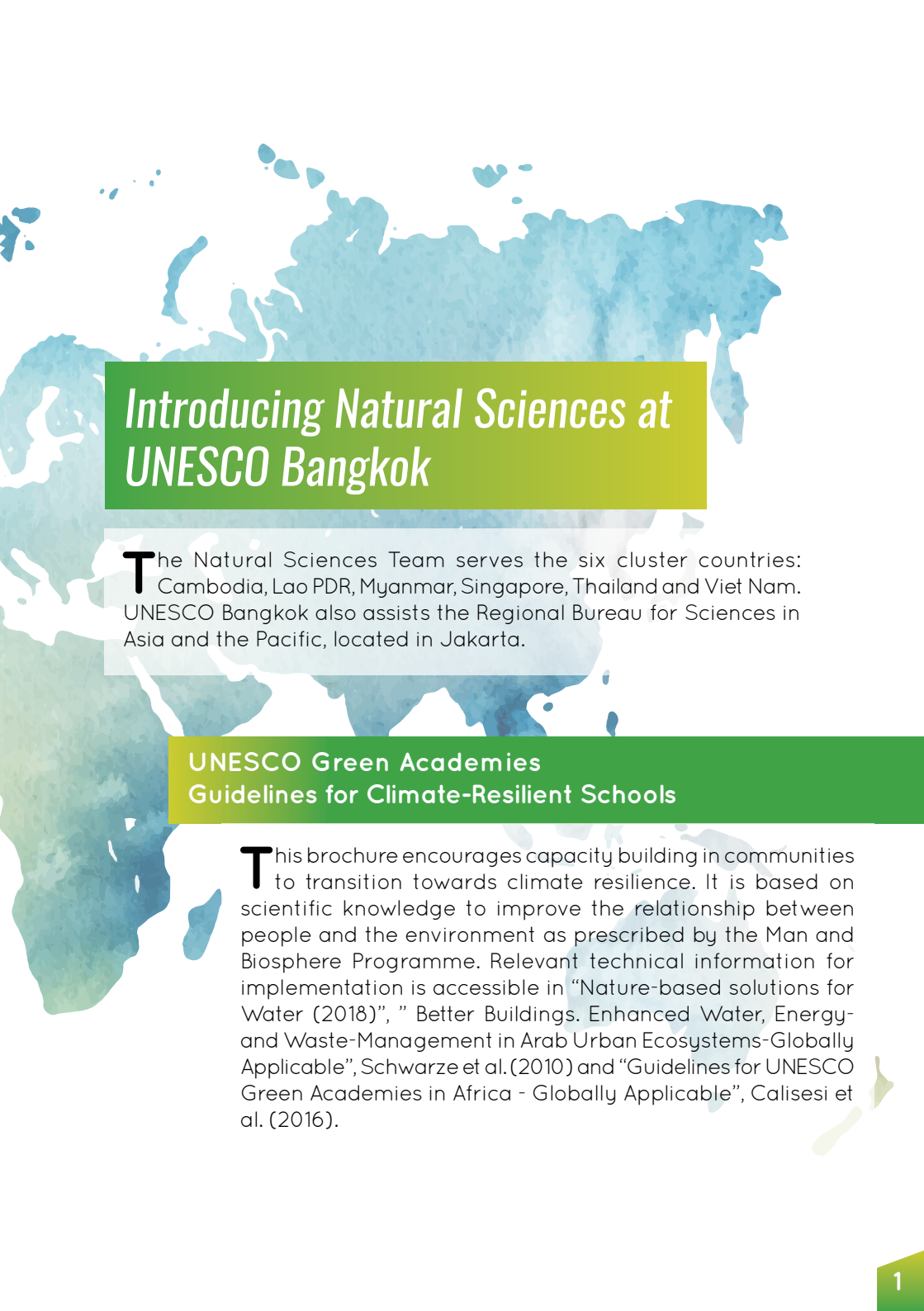


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Introducing Natural Sciences at UNESCO Bangkok

The Natural Sciences Team serves the six cluster countries: Cambodia, Lao PDR, Myanmar, Singapore, Thailand and Viet Nam. UNESCO Bangkok also assists the Regional Bureau for Sciences in Asia and the Pacific, located in Jakarta.

UNESCO Green Academies Guidelines for Climate-Resilient Schools

This brochure encourages capacity building in communities to transition towards climate resilience. It is based on scientific knowledge to improve the relationship between people and the environment as prescribed by the Man and Biosphere Programme. Relevant technical information for implementation is accessible in “Nature-based solutions for Water (2018)”, “Better Buildings. Enhanced Water, Energy- and Waste-Management in Arab Urban Ecosystems-Globally Applicable”, Schwarze et al.(2010) and “Guidelines for UNESCO Green Academies in Africa - Globally Applicable”, Calisesi et al. (2016).

Foreword

By Shigeru Aoyagi¹ and Shabaz Khan²

In 2019, global youth powerfully expressed their concerns that not enough was being done to keep the planet's ecosystems in balance. Those voices have been heard, plain and simple.

Environmental science is taught in schools using theory and laboratory sessions. This approach leaves a gap between school work and real life. In UNESCO Green Academies, students experience practical action and learn how they can contribute to improving their own living conditions.

The first UNESCO Green Academy was inaugurated in 2016 in Ethiopia. Since then, UNESCO has put even more effort into environmental education. The Green Academies focus on practical and replicable action. The inter-sectoral initiative touches on biodiversity, climate, water and capacity augmentation via education for sustainable development. The Green Academies are simply arranged with a mix of puzzle pieces that, when put together logically, will provide climate resilience based on science and education. The initiative benefits from a multiplier effect by providing training and communicating knowledge from schools to communities, so that large numbers of people will learn and apply their new skills. We encourage all schools to modify their buildings and premises as Green Academies.



1. Director, UNESCO Bangkok Asia and Pacific Regional Bureau for Education



2. Director, UNESCO Jakarta Regional Science Bureau for Asia and the Pacific

By Ethel Agnes Pascua-Valenzuela³

The Southeast Asian Ministers of Education Organization (SEAMEO) has collaborated with UNESCO as a global partner to support and promote Education for Sustainable Development (ESD) in the Southeast Asian region for decades.

In response to the proposed SEAMEO Strategic Plan 2021-2030 on Science Agenda, in particular, priority no 2 “Natural Resources and Environmental Management/ Circular Economy”; no 3 “Climate Change Adaptation”, and no 4 “Biodiversity and Biotechnology”, the SEAMEO Secretariat has developed partnership with UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok) by supporting the UNESCO Programmes in Natural Science, particularly Plastic Initiatives, UNESCO Green Academies, and various online learning sessions in relation to biodiversity and environment.

To improve our planet’s ecosystem, we must support the UNESCO’s Green Academies to take actions on critical environmental issues that will ultimately pave the way for a future of green economy. Green Academies can provide a platform where environmental change begins.



3. Director, SEAMEO Secretariat

By Atsushi Koresawa⁴

To address the increasing challenge of waste management in cities, UN-Habitat on World Habitat Day 2018 launched Waste Wise Cities, a call for action to local governments and municipalities to tackle the global waste crisis.

On the ground, UN-Habitat has been collaborating with local government and communities in improving waste management applying “People’s process” as evidenced in cases such as the Clean and Green Cities Programme implemented in Afghanistan. Through this approach and its initiatives, UN-Habitat is providing technical expertise, raising people’s awareness and causing behaviour changes.

Education is key to trigger the behavioural changes necessary to improve municipal solid waste management in our cities and UN-Habitat looks forward to working with UNESCO’s The Plastic Initiative and Green Academies. These initiatives share common goals and create synergies to boost each other’s work for a more sustainable and resilient future. I believe together we can work effectively to promote more sustainable patterns of consumption and resources management leading to waste reduction and a better future.



4. UN-Habitat Regional Representative for Asia and the Pacific

Introducing UNESCO Green Academies

Why Green Academies?



GREEN
ACADEMIES



Climate change is real and climate resilience is a global issue that needs local communities' involvement. Recently youth worldwide visibly demonstrated to governments and the United Nations the urgent need to do more on climate change in order to protect their future. It is time to take action based on the scientific knowledge that is currently available. UNESCO Green Academies will provide environmental knowledge and climate-resilience skills to achieve this goal.

What is a Green Academy?

UNESCO Green Academies engage young people and their communities to transform existing buildings, for example schools, into climate-resilient structures, equipped with simple, affordable and replicable changes.

Green Academies foster active youth participation to achieve a sustainable lifestyle in their schools feeding back into their communities. Students will be empowered to identify their specific needs, focusing on four pillars: **Water security**, **Clean energy**, **Biomass production** and **Waste management**. Students, together with their teachers, will develop and implement their own "Sustainability Plan".



Who should participate?

The Natural Sciences Unit at UNESCO Bangkok promotes UNESCO Green Academies in Asia-Pacific. Our prime focus is on schools located in cities as well as in UNESCO Biosphere Reserves in the following countries: Cambodia, Lao PDR, Myanmar, Singapore, Thailand and Viet Nam. We also suggest the UNESCO Associated School Network (ASPnet) make use of these guidelines.

Since climate change is a global issue, any educational institution (kindergartens, schools, colleges and universities) and other buildings worldwide can be retrofitted as prescribed in these guidelines to enhance their climate, biodiversity, water and waste footprints. These guidelines are globally applicable.



Youth Clubs

The foundation of a Green Academy

4 QUALITY EDUCATION



Young people are often agents of change, promoting better environmental performance, peace, democracy, gender equality, human rights and climate resilience.

The foundation of any UNESCO Green Academy is an extracurricular youth club involved in the continuous improvement of their own “Green Academy” and systematically fostering environmental performance, democracy, gender equality, peace and respect of human rights.

5 GENDER EQUALITY



Theoretical science-based knowledge will be directly applied with hands-on activities to turn rhetoric into action. Best practices for a sustainable lifestyle in support of the United Nations Sustainable Development Goals will be implemented.



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