
United Nations Partnerships In Greening Higher Education



UNITED NATIONS
THAILAND



6 March 2024



Structure

- Overview of the United Nations in Thailand and Partnerships in Greening Higher Education (UNRCO)
- Green Skills Building and Sustainable Lifestyles (UNEP)
- Greening Education Partnership (UNESCO)

United Nations Resident Coordinator's Office (UNRCO)

Overview of UN in Thailand and Partnerships in Greening Higher Education



Foundational Principles of the 2030 Agenda, Human Rights, Gender Equality, Sustainability, Resilience and LNOB



**Universal Declaration
of Human Rights**



**The Paris Agreement
on Climate Change**



**The Sustainable
Development Goals**

UN Secretary General's Common Agenda



**We will leave
no one behind**



**We will protect
our planet**



**We will promote peace
and prevent conflicts**



**We will abide by
international law
and ensure justice**



**We will place
women and girls
at the center**



We will build



**We will improve
digital cooperation**



**We will advance
the United Nations**



**We will ensure
sustainable financing**



**We will boost
partnerships**



**We will listen to
and work with youth**



We will be resilient

UN's value proposition



Cutting-edge evidence-based policy support, technical assistance and drawing on global expertise and lessons learned, e.g. ICT-enabled agriculture for smart farmers



Advancing the normative agenda of human rights, gender equality, LNOB principles as well as international cooperation across development & humanitarian issues, including related to migrants, refugees, stateless and displaced persons



Harnessing science-based solutions to tackle pressing development challenges, e.g. climate change, air pollution, reducing emissions, demographic dynamics, and the digital divide



Convening and coordinating strategic platforms and partnerships to support innovation, financing, foresight and integrated development solutions



Leveraging South-South & Triangular Cooperation in partnership with TICA and Member States to advance SDGs across the region.



Responding and engaging on international dimensions of development such as migration, trade, and the trafficking

UN Development Framework

Global



Regional



Country



The United Nations System



UNITED NATIONS
THAILAND



UN Country Team

21 Agencies, Funds and Programmes working in/on Thailand



Food and Agriculture
Organization of the
United Nations



International
Labour
Organization



IOM
UN MIGRATION



International
Trade
Centre



UNITED NATIONS
HUMAN RIGHTS
OFFICE OF THE HIGH COMMISSIONER



UN
environment
programme

UN HABITAT
FOR A BETTER URBAN FUTURE

UN WOMEN

UNAIDS



unesco



unicef
for every child



UNDRR
UN Office for Disaster Risk Reduction



UNODC
United Nations Office on Drugs and Crime

UNOPS

UN VOLUNTEERS



World Health
Organization

UN Resident Coordinator Ms. Gita Sabharwal



- Represents UNCT
- Representative of the UN Secretary-General in Thailand.
- Plays a central role in leading the UNCT and coordinating operational activities of the UN System.
- Ensures alignment of UN assistance with national development priorities.

Follow RC on Twitter:
[@SabharwalGita](https://twitter.com/SabharwalGita)

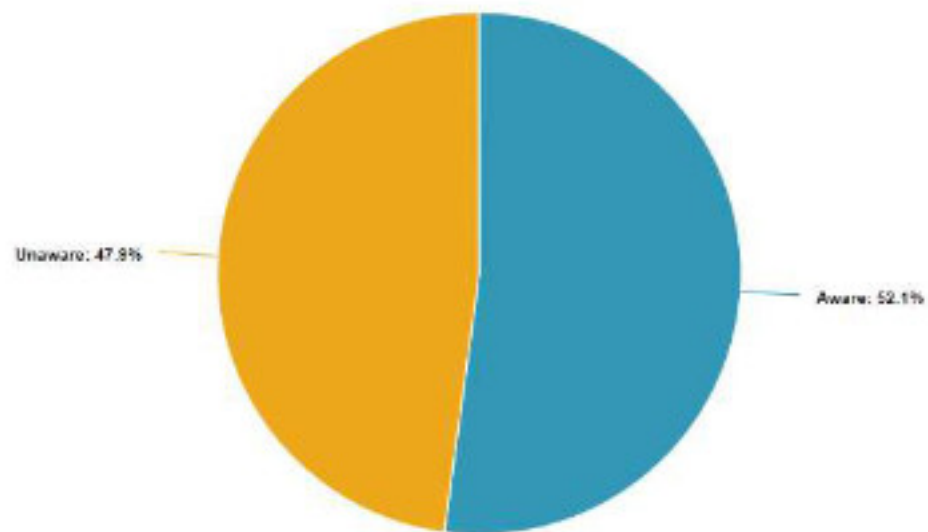
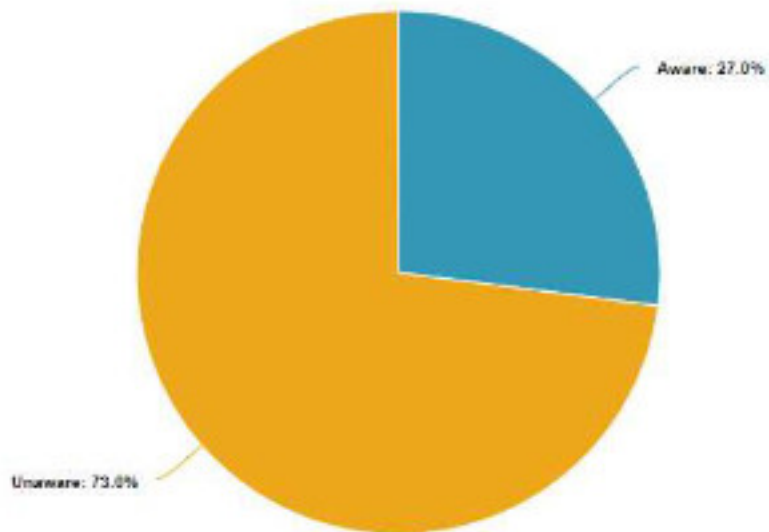


What are the Sustainable Development Goals?

A collection of 17 goals for countries to work towards as a means of achieving a better and more sustainable future for all.



Awareness of SDGs & UN



SDG Progress Snapshot





UNSDCF OUTCOME 1:

Inclusive,
green,
resilient,
low-carbon,
& sustainable
economy

HIGH VALUE-ADDED
AND GREEN ECONOMY

THAILAND'S
NATIONAL
PLAN

ECO-FRIENDLY
LIVING

KEY ENABLERS
FOR THAILAND

UNSDCF OUTCOME 3:

All people, especially those at risk,
participate in and benefit from
development, free from all
forms of discrimination

UNSDCF OUTCOME 2:

Strengthened institutions,
partnerships and the
empowerment of people
through Human Capital Development

SDGs
Alignment

SDGs
Alignment

UNCT Footprint - Highlights

Green and Resilient Economy

Green, Resilient and Low Carbon Action (SLS, TIC, UNEP, UNEP, UN-Habitat, UNDO, Clean Transition)
 Financing of forest waste management, air pollution, electric vehicles for public transportation, organic agriculture promotion, and biodiversity conservation
 Chiang Rai, Chonburi, Haiya, Khaki, Loi, Nakhon Ratchasima, Phang Nga, Phetchabun, Phetchaburi, Phuket, Prachuab Khirkhan, Ratchaburi, Rayong, Sarab, Songkhla, Surat Thani, Yala

Food Systems (FAO, UNDP) Social innovation for local food markets
 Southern Border Provinces, Ubon Ratchathani, Chonburi, Chumphon, Pathumthani, Nonthaburi

Building Resilience of cities and Urban Development (UNEP, UNDP, UNDO, UN-Habitat) Developing city plans, sub-national urban policy, data governance, flood management and transit-oriented development
 Ayutthaya, Bangkok, Chiang Mai, Chiang Rai, Haiya, Khon Kaen, Nakhon Sawan, Pathya, Sukhothai, Udon Thani

Human Capital Development

Telemedicine for NCDs and mental health (UNICEF, WHO) Adolescent mental health support & system strengthening in
 Chiang Mai, Chiang Rai, Lamphun, Lamphun, Pattani, Phayao, Songkhla

Educational, Child Protection and Youth employability (UNICEF, IFL, UNDO)
 Ayutthaya, Bangkok, Buang Kan, Chiang Mai, Chonburi, Kancharaburi, Khon Kaen, Lamphun, Lamphun Loi, Mae Hong Son, Nakhon Nayok, Nakhon Phanom, Nakhon Ratchasima, Nakhon Si Thammarat, Nakhon Phanom, Nakhon Phanom, Nong Bua Luang, Nongkhai, Pathum Thani, Pattani, Phang Nga, Phayao, Phetchaburi, Phitsanulok, Rayong, Rayong, Sakon Nakhon, Samut Sakhon, Saraburi, Sarab, Songkhla, Songkhlo, Surat Thani, Tak, Ubon Ratchathani, Udon Thani, Yala

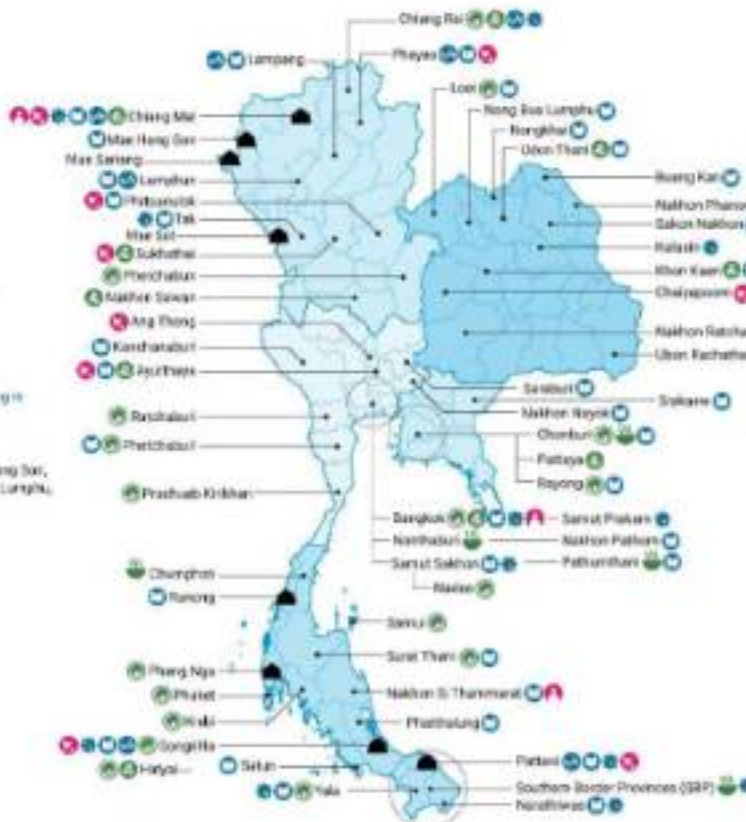
Integrated HIV, family planning, and COVID support to migrants, women groups, and vulnerable youth (ILO, UNFPA, UNDAF, UNICEF)
 Bangkok, Chiang Mai, Chiang Rai, Kalasin, Nakhon Phanom, Pattani, Samut Prakan, Samut Sakhon, Songkhla, Southern Border Provinces, Tak, Yala

LN0B

Business and Human Rights (SLS, UNDP, UNICEF) Provincial support on SHI National Action Plan
 Ang Thong, Ayutthaya, Chaiyapoom, Chiang Mai, Khon Kaen, Pattani, Phayao, Phitsanulok, Songkhla, Sukhothai

Human Security & Women, Peace and Security (UNDP, UNDO, UN Women)
 Bangkok, Chiang Mai, Khon Kaen, Nakhon Si Thammarat, Southern Border Provinces

Field Presence (IOM, UNDP, UNICEF, UNICEF)
 Chiang Mai, Mae Hong Son, Mae Sariang, Mae Sot, Pattani, Phang Nga, Rayong, Songkhla



การขับเคลื่อนสังคมของ
10 เยาวชน

นักสร้างความเปลี่ยนแปลง
แห่งเครือข่ายผู้นำคนรุ่นใหม่



สหประชาชาติ
ประเทศไทย

THAILAND.UN.ORG

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Institutionalized partnerships



A group of five young Thai students, three women and two men, are gathered around a laptop computer. They are all looking intently at the screen, suggesting a collaborative learning or study session. The background is slightly blurred, showing what appears to be an outdoor or semi-outdoor setting with some buildings.

Self-paced microlearning | F

Thai SDG Micro-Primer

SDG Micro-Primer

ENGLISH

<https://wbi2.unssc.org/sdg-e/>



THAI

<https://wbi2.unssc.org/sdg-t/>



มลพิษทางอากาศพวก นี้มาจากไหน?

จริง ๆ แล้วมลพิษเหล่านี้เกิดขึ้นได้
จากหลายปัจจัย
เช่น ที่เชียงใหม่ สาเหตุหลัก ๆ ของ
อากาศที่แย่มาจากการเผาพื้นที่
เพาะปลูกตามฤดูกาล และการ
ปล่อยก๊าซพิษบนท้องถนน

ซึ่งเป็นคนละเรื่องกับเมืองหลวง
อย่างกรุงเทพฯ เพราะมลพิษส่วน
ใหญ่มาจากกิจกรรมทาง
อุตสาหกรรม อย่างพวกโรงงาน
และสภาพการจราจรที่แออัดสุด ๆ

จริงหรือไม่

ถ้างานเราเผาผลาญดีที่สุดในทะเลไทย
ชั้นบรรยากาศชั้นบน จะสูงพอ ๆ กับ
เขตธารน้ำแข็งที่สูงสุดของเมืองไทย
อย่างดอยอินทนนท์

ใช่

ไม่ใช่

Workshop on Greening Higher Education for Green Skills Building



UNCT Partnerships



United Nations Environment Programme (UNEP)

Green Skills Building and Sustainable Lifestyles



UNEP on Environmental Education

Green Jobs for Youth Pact

- **Launched in 2022, jointly by UNEP, ILO and UNICEF**
- **Aims to accelerate the creation of more and better jobs for the youth as well as meaningful opportunities for the youth to ensure just and inclusive transition to a sustainable economy**
- **Works with young individuals, governments, employers, workers' associations, education institutions and the private sector**
- **Targets**
 - Create 1 million new green jobs
 - Transform 1 million existing jobs to be green
 - Support 10,000 young entrepreneurs in starting their businesses



Employment and Entrepreneurship

LowCarbon.Earth Accelerator

- Accelerator for green start-ups in Asia and the Pacific region working in five sectors:
i) micro-plastics, ii) textiles, iii) renewable energy, iv) cooling and v) agriculture.
- Online bootcamp (Networking Tuesday & Skills Up Thursday) - technical capacity building + mentoring
- In-person Bilateral Meetings with Investors - 17 start-ups raised between 120K - 26.1 million usd
- Currently supporting 67 founders (23 female), 20 in Thailand, 20 in Vietnam, 20 in e, Thailand to meet investors
- Next edition will be launched on 5 June 2024, focusing on:
air pollution, digitalization and agri-food

LowCarbon.
Earth



4 SDGs



Education and Green Skills Building

Sustainable Lifestyles Action Academy



Learning module: introduces basics of Sustainable Lifestyles



Anatomy of Action: a menu of action and a social media promotion strategy



Sustainable Living Challenge: gamified learning challenge.



Quick guide to promote **sustainable lifestyles on campus** with user-friendly actions.

We are looking for **Activators!**



Empowerment and Youth Engagement



Asia Pacific Youth Environment (APYE) 2022

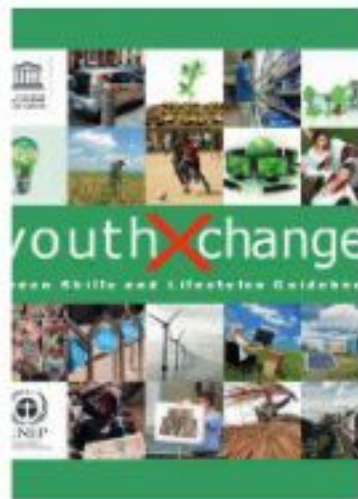


1. Via the Online and Youth of Asia and the Pacific, gathered physically and virtually for the Asia Pacific Youth Environment Forum 2022, held from 1st October to 3rd October 2022 in Colombo, Sri Lanka.
2. **Endorsing** our strong appreciation to the Government of Sri Lanka, UNEP Regional Office for Asia and the Pacific, UN Country Team Sri Lanka, and all partners involved in organizing the event, thank you for providing a space for children and youth from diverse backgrounds to engage in meaningful dialogue, capacity building, and education.
3. **Reaffirming** the environmental concerns and commitments inherent in the Asia-Pacific, such as the resolution under the Asia-Pacific Regional Initiative on ASEAN Agreement on Transboundary Haze Pollution, and the Asia-Pacific Regional Action Plan on Air Quality (APAP).
4. **Acknowledging** the role the Asia-Pacific youth play – both as stewards of the world's most precious and threatened natural and cultural heritages, combating pressing environmental challenges, ranging from biodiversity to freshwater loss, air pollution in South Asia, rising sea levels, increasing Pacific sea level erosion.
5. **Highlighting** the region-specific challenges like rapid urbanization, industrial and domestic pollution, and over-exploitation of marine resources, which threaten the resilience and richness of many Asia-Pacific communities, and the need to work across disciplines, recognizing the significance of traditional knowledge, advisory from indigenous communities across the region, from the Himalayan Himesha to the towering Pacific Islands, in obtaining sustainable environmental solutions.
6. **Encouraging** the Asia-Pacific nations to continue efforts towards climate resilience, especially for serving coastal business that has inherent existential threats due to rising sea levels.
7. **Urging** Asia-Pacific countries, with recognizing the world's biggest climate problem, to champion global efforts to create an inclusive and effective legal binding instrument to end plastic pollution. The instrument should employ a comprehensive science-based approach, evaluating the effects on all ecosystems, while also addressing human rights, waste management, and ensuring the accountability of policies and measures.

h. We urge Asia-Pacific member states to support the 'Green Jobs for Youth Pact' by UNEP, ILO, and UNICEF, a visionary initiative from the International Meeting of Stockholm+50 (June 2022). This pact aims to ensure decent and sustainable employment opportunities for young people, fostering a just transition.

- **Workshop on “Greening Higher Education for Green Skills Building”,**
: Held on 25 Jan 2024, targeting Higher Education institutions for greening curricula.
- **APFSD Side Event on “Engaging Youth for in a Green and Just Transition”,**
: Held on 25 Jan 2024, joined by REHSI as a panelist.
- **Workshop on “Green Jobs for Youth for Circularity”, China**
: To be held on 19–21 March 2024.
- **International Day of Zero Waste, Thailand**
: To be held around 30 March 2024.
- **World Environment Day, Thailand**
: To be held around 5 June 2024.

Additional Resources



[Youth Xchange: Green Skills and Lifestyles Guidebook](#)



[Global Guidance for Education on Green Jobs](#)

THANK YOU

Ms. Youngran Hur (UNEP): [https://www.unep.org/youngpeople](#)



GO 4 SDGs

United Nations Educational, Scientific and Cultural Organization (UNESCO)

Greening Education Partnership



Greening Education Partnership

Overview

- Collaborative platform for governments, inter-governmental organizations, civil society, youth, academia, and private sector
- Equips individuals, communities, and the wider world with the understanding, skills, values and attitudes to engage in transformative action for shaping green, low emission and climate-resilient societies



GREENING SCHOOLS



From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GREENING CURRICULUM

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education, workplace skills development, teaching materials, pedagogy, and assessment.

HERE'S HOW YOU CAN COMMIT

Countries and organizations are encouraged to join the Greening Education Partnership, expressing their interest in at least one of the four action areas.

Strengthen education systems to be climate-smart with adequate measures, and ensure teachers and policymakers are trained.

GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



GREENING COMMUNITIES

Engage communities by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



unesco

#ESDfor2030

EDUCATION FOR SUSTAINABLE DEVELOPMENT 2030:

Shaping Futures: Transformative Education for Sustainable Development



unesco

Shaping Futures: Greening Education for Sustainable Development

6 March 2024 | Bangkok, Thailand

Ms Faryal Khan

Head of ESD

UNESCO Regional Office in Bangkok (UNESCO Bangkok)

I. Current global landscape and education responses within the SDG4 Framework

II. Historic context of Education for Sustainable Development (ESD)

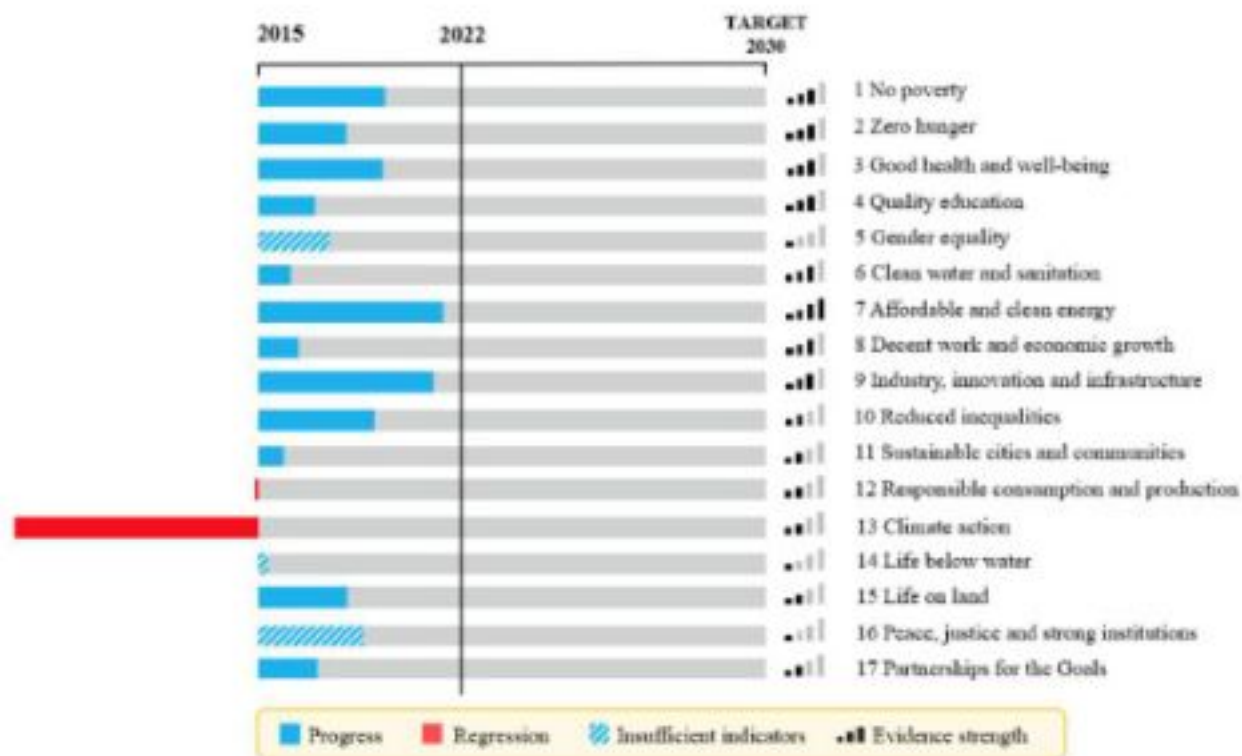
III. Transformative Education : A new paradigm

IV. Charting the way forward

Part I: The world today – global challenges



I. Regional challenges: Update of SDG's Progress in Asia and the Pacific



Source: Asia and the Pacific SDG Progress Report 2022

I. ED response SDG 4: Focus on significance of ESD

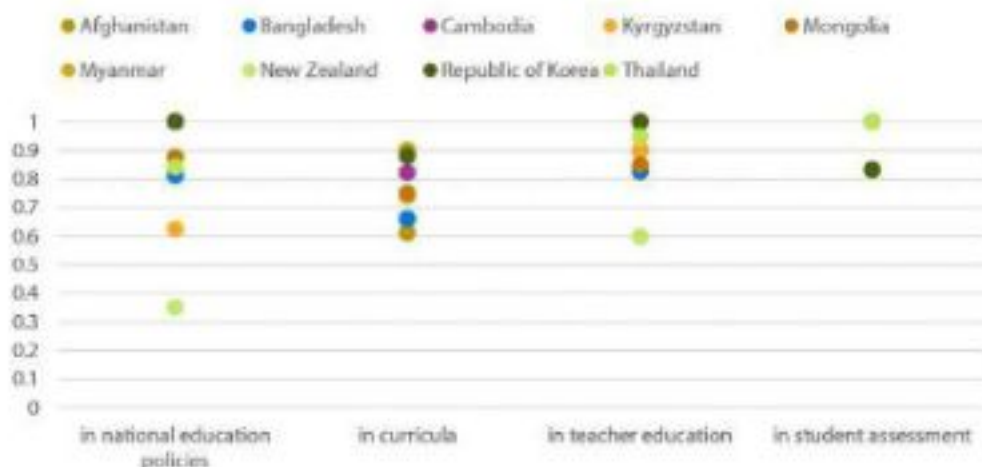
SDG 4.7: 'By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through *education for sustainable development* and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development'



I. Update of SDG 4.7 progress in Asia-Pacific

APFSD - SDG 4 Profile (SDG 4):

4.7.1. The extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed



With limited disaggregated data available in Asia-Pacific, measuring progress on Target 4.7 is a challenge. Only 9 countries in Asia-Pacific can systematically demonstrate the mainstreaming of GCED and ESD.

I. Update on SDG4.7 - Are we on track?



- According to a study conducted in 22 Asia-Pacific countries in 2017 (UNESCO-MGIEP, 2017), 27 national policies and curricula reflect concepts related to ESD and GCED to varying degrees in the region (Indicator 4.7.1).
- In particular, concepts such as environmental sustainability, good health and well-being, and human rights are widely addressed, indicating a high level of national commitment towards the attainment of knowledge, skills, and attitudes related to these concepts.
- However, there are other topics that are underrepresented such as economic sustainability, gender equality, and a culture of peace and non-violence.

See:

<https://unesdoc.unesco.org/gender-equality/00379173>

II. Historical Context: ESD on the Move



2020 ESD for 2030



UNESCO Asia and Pacific Bureau for Education
announces 2nd Asia-Pacific Regional Education
Ministers' Conference (APREMC II)

2022.06 APREMC

II



ESD Net 2030 Asia-Pacific Regional Mission
"Transforming Education for a Sustainable Asia-
Pacific Region"

2023.06 ESD-Net
2030 Asia-
Pacific Regional
Meeting



26 August - 4 September 2002



2015-2019
Global Action
Programme on
ESD



2021 Berlin
Declaration



Transforming Education Summit
2022.09

TES
Summit

Transforming education
ESD-NET Global Meeting



2023.12 ESD-
NET Global Meeting
In Japan

What is ESD for 2030?

Goal

ESD for 2030 aims to build a more just and sustainable world through strengthening ESD and contributing to the achievement of the 17 SDGs

Objective

To fully integrate ESD and the 17 SDGs into policies, learning environments, capacity-building of educators, the empowerment and mobilization of young people, and local level action.



Now available in
11 languages:
*English, French,
Spanish, Korean,
Portuguese,
German, Russian,
Mongolian, Khmer,
Arabic, Chinese*



SCAN ME

ESD for 2030 Implementation

✓ Countries to implement multi-stakeholder country initiative on ESDfor2030

✓ Inclusive network of partners called ESD-NET

✓ Provide regular platforms to meet and collaborate

✓ Support education on the SDGs

✓ UNESCO-Japan Prize on ESD

Implementing ESD
for 2030
at country level

Tracking
issues and trends

Harnessing
partnership and
collaboration

Mobilizing
resources

Communicating
for action

Monitoring
progress

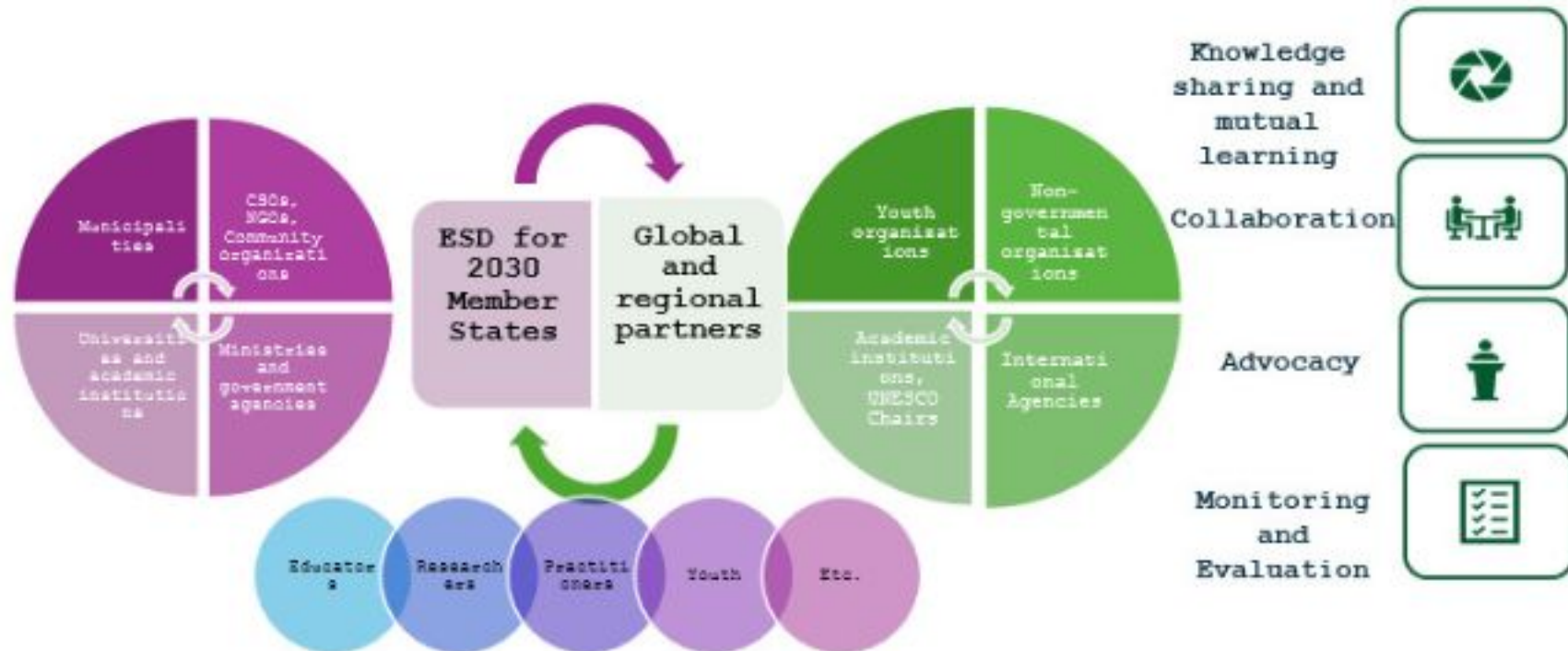
✓ Promote research on emerging issues and trends on ESD

✓ Mobilize resources to support ESD implementation, including by creating synergies with others

✓ Monitor progress on ESD and country initiative on ESDfor2030



What is ESD-NET? – Community of Practice



III. Transformative Education: A new paradigm



REPORT FROM THE INTERNATIONAL CONFERENCE ON THE FUTURE OF EDUCATION

See:

https://unesdoc.unesco.org/ark:/48223/pf0000379707_locale-en

III. Current Discourse: Transforming Education Summit (TES)

Learn to Live Together

"In a world of rising tensions, fraying trust and existential environmental crises, education must help us not only to live better with each other, but also with nature.."



"As countries advance their commitments to Education for Sustainable Development, I urge them to consider how curricula and pedagogy could empower learners with the awareness, values, attitudes, and skills necessary to drive the change we need. "

- Vision Statement of Secretary-General

III. Greening Education Partnership

Greening schools

Vision

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.

Goal

All countries will have adopted a green school accreditation scheme with at least 50% schools, colleges, and universities with green accreditation and are operating sustainably.



Greening curriculum

Vision

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.

Goal

The number of countries which include climate education in school curricula at the pre-primary, primary, and secondary levels will have at least doubled from the



Four action areas of Transformative Education

Greening teacher training and education systems' capacities

Vision

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.

Goal

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.



Greening communities

Vision

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.

Goal

All countries will be able to report at least 3 different ways learning opportunities are made available for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



III. Current Discourse: GEP at COP 28



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UNITED NATIONS
THAILAND



UN Country Team

21 Agencies, Funds and Programmes working in/on Thailand



Food and Agriculture
Organization of the
United Nations



International
Labour
Organization



IOM
UN MIGRATION



International
Trade
Centre



UNITED NATIONS
HUMAN RIGHTS
OFFICE OF THE HIGH COMMISSIONER



UN
environment
programme

UN HABITAT
FOR A BETTER URBAN FUTURE

UN WOMEN

UNAIDS



unesco



unicef
for every child



UNDRR
UN Office for Disaster Risk Reduction



UNODC
United Nations Office on Drugs and Crime

UN OPS

UN VOLUNTEERS



World Health
Organization



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Instagram

@uninthailand



Facebook

@uninthailand



A large white circle is centered on a solid blue background. The circle's perimeter is defined by a ring of small, multi-colored dots in various colors including red, blue, green, yellow, orange, and purple. Inside the white circle, the words "THANK YOU!" are written in a bold, blue, sans-serif font.

THANK YOU!