



UNESCO Bridge Climate Change Education Project (Asian RICE Project - 2014)

1. What is the UNESCO Bridge Climate Change Education Project?

The Asian Regional Initiative for Climate Change Education (RICE) Project, launched by the Korean National Commission for UNESCO (KNCU) in 2011, has contributed to facilitating climate change education in Asian schools and local communities. In addition, the previous efforts to pursue sustainable development in the era of climate change and the RICE Project, having changed its title, evolved into the UNESCO Bridge Climate Change Education Project. From 2014, KNCU has integrated international cooperation projects under one umbrella programme entitled the UNESCO Bridge Programme to enhance the effectiveness of and synergy among those projects.

However, the basic structure and spirit of the Asian RICE Project – joint capacity building of local communities and schools to cope with climate change – have remained intact. The UNESCO Bridge Climate Change Education Project focuses more on carrying out and implementing community-based projects on **climate change education and action** within Asia. Beyond raising awareness, we are seeking successful project proposals, including ongoing projects, which place emphasis on **practical actions** to respond to climate change in the local context. We strongly believe that the new initiative will greatly contribute to UNESCO climate change activities and ESD promotion at the local level.

The projects need to show that real-life issues are linked to climate change. In addition, applicants are required to come up with concrete implementation plans along with short-term and long-term goals. All successfully selected projects will be provided with a **USD 5,000** implementation budget. Also, technical assistance and capacity building programmes to support climate change education will be provided depending on local needs. **Best practices** of the projects will be shared with other Asian countries to improve local capacity for climate change response.

1) Eligible Applicants

- Local communities (participation of university students from the community are encouraged)
- Schools (including UNESCO ASPnet with student-led activities preferred)

2) Goals

- To develop excellent climate change education projects given different local contexts
- To encourage sustainable development activities in response to climate change
- To encourage concerted efforts by young students and locals toward climate change

3) Benefits of climate change activities with National Commission for UNESCO

- Utilization of UNESCO Network, including 198 National Commissions worldwide
- Flexible enlargement of activities based on easy access to UNESCO designated sites (e.g. World Heritage Sites, Biosphere Reserves) and programmes (water, ocean, ecosystem, geoheritage, etc.) to understand the impact of climate change on cultural heritage, biodiversity, and possible adaptation and mitigation strategies

2. Call for Applications

All eligible applicants who have clear action plans are encouraged to apply. All selected projects should be carried out over a minimum of one year from the start date, and a long-term project (exceeding one year) is further encouraged. Please be informed that financial support processes will confirmed at a later date.

1) Submission of Application Forms

1. Deadline: 17 April 2014.
2. Required Documents:
 - Completed Application Form (attached)
 - Brief CV of Project Manager(s)
 - References of previous activities (Photos, Articles, etc.)
3. Submission: Each National Commission for UNESCO is invited to submit the application to the Korean National Commission for UNESCO via e-mail.
4. Note: All application forms as well as supplementary documents should be **word-processed in English.**

2) **Selection Criteria:** Previous activities¹ as well as the result of on-site monitoring² may be considered during selection of prospective applicants.

1. **Applicability** of the projects for further development by other communities/schools.
 2. **Faithfulness and Availability** of the project compared to the results of previous activities.
 3. **Learner involvement** of the project in terms of educational practices and daily lives.
 4. **Partnership** of the project encouraging all stakeholders to concentrate combined efforts.
 5. **Uniqueness** of the project suitable to the occasion and one's own local context.
- (* **Economic feasibility** of the project linked with a local business model and sustainable economic growth shall also be considered)

3. Suggested Themes

In light of previous cases, several themes are recommended as follows. Applicants are recommended to choose from among the listed themes, but other themes related to climate change are also allowed if appropriate.

1) Protection of UNESCO-designated Sites from Climate Change

A variety of UNESCO-designated sites including World Heritage sites and Biosphere Reserves are exposed to serious threats from climate change. There is a required need to protect their values with local involvement.

2) Promoting Renewable Energy with Appropriate Technology

Using renewable energy, such as biomass, solar, and wind, has taken on enormous importance to reduce greenhouse gas emissions. While switching between energy resources is considered expensive, people can enhance their accessibility to renewable energy by adapting appropriate technology, which

¹ Concerning previous activities, the evaluation results of annual reports conducted by KNCU will be provided.

² Each National Commission for UNESCO is requested to conduct on-site monitoring, which is necessary to identify well-implemented projects from all nationwide projects.

is simple and fair enough to be utilized on a local level.

3) Energy-saving Practices to Reduce CO₂ Emissions

CO₂ is the primary greenhouse gas emitted through human activities. Aside from changing main energy resources from fossil fuels to alternative sources, energy-saving activities to cut back on our carbon footprint in daily life also have the capacity to greatly contribute to such reductions. For example, we can buy energy-efficient appliances, insulate homes, improve cooking devices, and use public transportation or bicycles more regularly.

4) Ecotourism and Forests Protection

To keep the forests from excessive logging and to use natural resources more responsibly, ecotourism would be a successful way in the respect of local sustainable development.

5) Establishment of Climate Change Education Centre

The purpose of the centre is to function as a community learning location for climate change adaptation and mitigation, which can supplement the current school curricula. Regular programmes at the centre can be discussed considering local demand.

6) Organic Farming and Natural Resources Management Plan

Climate change affects vegetation, threatening food security both for present and future generations. It is said that organic farming affordably captures carbon from the air and effectively stores it in the soil for long periods. In addition, other management plans at community level are required to protect the overall ecosystem, which has been seriously undermined by climate change.

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