**Policy Briefing UN SD Education Caucus**

**COP 20-COP 21**

**Lima, Peru - Paris, France**

**Preparing Society for Climate Change**

**Introduction**

**Implementation of every climate change policy framework, work programme, plan of action, and means of implementation depends upon a common denominator. Post 2015 development requires that environmental education, as a policy instrument is the key concept and shared focus of preparing society as a whole for climate change. Environmental education comes from Agenda 21, with calls for environmental education, across and throughout the Chapters, and is comprehensively stated in Chapter 36.1.**

**Briefing**

**Environmental education represents the planetary boundary within which the inter-relationships of human agency and climate change remain viable. To achieve a balance between mitigation and adaption from climate impacts, requires an enabling framework where policy action and direction will promote the engagement of all of society for a highly informed decision making process, inclusive especially of those most vulnerable, and therefore encompass: nondiscriminatory public access and participation in decision-making, transparency, broad-based coalition building, intergenerational justice, traditional and cultural knowledge, and CBDRRC, applied to the whole of the Climate Agreement and the 2020 Global Treaty.**

**Recommended Action**

**As environmental education is integral to all the elements of climate change, relative to all actors and both protocols, as well as, guides the responsibility to act within planetary boundaries:**

**Place a call for environmental education to provide for inclusion in the core Principles, and Action sections of the texts.**

**--UN SD Education Caucus**

**Contact: Dr. P.J. Puntenney**

**pjpunt@umich.edu**