

# Preface

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Education as one of the key components of the strategy for an environment and development strategy was recognized at the UN Conference on the Human Environment, in Stockholm, Sweden in 1972. This was followed by the First Environmental Education Conference at Tbilisi, Georgia in 1977. India recognized the importance of education as part of its strategy for integrating environmental considerations into its development plans. In 1984, as it moved towards forming the Ministry of Environment and Forest it set up the Centre for Environment Education (CEE) as a Centre of Excellence of the Ministry to play a pace setting role in environmental education and to integrate education in the strategies to achieve various development goals.

CEE's work has sought to use education as one of the drivers of change with a number of different stake holders in different development contexts. CEE worked closely with UNESCO during the UN Decade of Education for Sustainable Development (UN DESD). As part of its responsibility in the Global Action Plan (GAP) on ESD, the focus of CEE has been to work with policy makers and the Rio Conventions especially on Climate Change and Biodiversity to ensure that education can play a more significant role in achieving the Sustainable Development Goals.

Working closely with UNFCCC and UNESCO, the current exercise seeks to identify good practice in action towards climate empowerment (ACE). The cases represent a few examples where we feel education has made a significant difference. We hope these will give an impetus to looking more seriously at ACE, by nation states, as a driver of the Paris Accord and a key strategy to achieve their Nationally Determined Commitments (NDCs).

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