

# Conclusions

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The report clearly indicates how education is a key driver for behavioural change. Climate change mitigation objectives aim at behavioural change towards more sustainable behaviour and lifestyle as often technological solutions alone cannot achieve mitigation. Cases like Cool Biz and Klimaträtt show the high relevance of education for the kind of climate actions that seek behavioural change. Sustainable lifestyle choices, personal habits and cultural customs can best be embraced by education, awareness raising and public participation that encourage behavioural learning through access to information, leadership and motivation as well as observation and demonstration.

The empirical evidence shows how including education in NDCs can support the success of climate action for long-lasting results. Lessons on how best to integrate educational components in climate projects can be taken from case studies such as Transmilenio from Bogota, Colombia and Barefoot Solar Engineers, among others. Educational strategies as part of the NDCs would thus facilitate an easier and faster achievement of the goals set therein. Educational approaches will be particularly effective in creating long-lasting climate action outcomes when they aim for cognitive as well as socio-emotional learning. This includes improving scientific knowledge through formal and non-formal education, awareness raising, creating links between socio-economic and cultural factors, promoting integrated and holistic approaches, critical thinking and cooperation. For example, public transportation systems need public acceptance possibly through socio-cultural approval while promoting solar engineering work by women in villages requires not only technical training but also socio-cultural acceptance which can, in both cases, be effectively achieved through widespread community education and awareness.

As is evident from the matrix presented in the analysis, the educational components of the case studies strongly relate to the criteria specified by the UNFCCC and the UNESCO. Educational approaches under UNFCCC can and must link to UNESCO's Education for Sustainable Development Goals. This would enrich climate action implementation tremendously while aligning it with the 2030 Agenda by adding a qualitative character to the envisioned educational elements of ACE's education, training, public awareness, public participation and public access to information and international cooperation.