

International Conference on Education as a Driver for Sustainable Development Goals

Goal 13 'Combating Climate Change and its Impacts'

Recommendations

1. Identify key challenges for the SDG on Climate Change and its targets where education can play a significant role

Without giving education a prominent role, we will not be equipped to meet the urgent challenges that climate change opposes to us. **Only through meaningful climate change education for sustainable development we will be able to achieve our urgent objectives on mitigation, adaptation and loss & damage for a global low-carbon and resilient society.**

Aspirations need to be addressed by education in order to foster sustainable lifestyles.

People need to be empowered to become active citizens who live, demand and lobby for sustainability. Then, climate change education fulfils the double political dimension: a) to make green political ideas electable and b) to empower individuals to take political action.

Climate change education further needs to go beyond awareness raising. Participants of the workshop on SD Goal 13 on climate action stress that **mitigation and adaptation projects are truly successful and long-lasting only if they include a strong educational component.** For this, education should include the relevant stakeholders in participatory processes.

Finally, **business as usual is no longer an option.** Education needs to transform itself to act accordingly in a sustainable world. Education for Sustainable Development empowers learners to transform themselves and the society they live in. Sustainable lifestyles (as mentioned in the Paris Agreement Preamble) need educated citizens, active and strong civil society and an evolving political environment.

The **value and profitability** of including education components in all climate change actions should be utilized.

2. Identify success stories/case studies from around the world where education has solely or significantly contributed to the achievement of the development goals aligned with the defined or related SDGs

Exemplary initiatives of ways in which education - as core component of the climate project - is enabling positive actions for climate change inspire and guide stakeholders across various sectors to act in addressing this global challenge. The case studies selected are on the basis of key criteria like education component, mitigation effect, scaling up possibility, sustainability of initiative and addressing concerns of different sectors.

These case studies give the opportunity to **draw conclusions for policy advice on climate change education**.

1. A social enterprise 'Solar Sister' has been engaging African women through training them to be the last mile distributor for solar equipment providing off grid energy solution.
2. Barefoot College in India breaking barriers of illiteracy are training women to be solar engineers to provide access to energy in remote areas.
3. Building capacity of policy makers, gearing market by training key stakeholders, and piloting policy measures have enabled China to harness clean energy at national level.
4. Traditional knowledge, formal education and work experience informed the development of low-carbon cooling system in Nigeria and educational campaign helped in adoption of this technology by communities.
5. Building capacity of communities to construct, promote and use solar cooker in Senegal addressed the issue of access to clean energy required for cooking.
6. The Maya Nut Institute is training women in Guatemala through action learning approach to sustainably harvest, process, sell and use one of the varieties of a native edible nuts and it has ensured food security.
7. Bus Rapid Transit System (BRTS), an innovative and low cost public transportation system provide an alternative low-carbon mobility option. Education has played a crucial role in informing choices of policy makers and engaging stakeholders to plan, implement and use BRTS.

Selected climate change education case studies:

1. The Foundation has launched a new Radio Programme- "**Dharti Nu Jatan**" under this Climate Change Project. The programme has been started from 9th March, 2010 which is broadcasted on Tuesday and Friday at 8.00 to 8.15 pm. from All India Radio, Ahmedabad-Vadodara, Rajkot and Bhuj Radio Stations. The programme is aimed to educate and create awareness about climate change amongst the people in general and youth in particular. The

programme has received very good response from the listeners from all over Gujarat. More than 100 episodes have been aired on All India Radio.

2. The Indian Youth Climate Network (IYCN) empowered 18-19 years old girls in of rural MP for climate change policy reformations. The programme educated the rural youth on climate change who in turn developed the wish to influence the local decision making and decided to educate their communities. As a result, informed citizens from 15 villages jointly forced the policy makers to change their decisions to address the need to help sustain the communities against climate change.

3. Significant recommendation on education action/initiatives that can be taken up for facilitating the implementation of SDGs

Lifting climate change education to the next level to trigger climate action for sustainable development, addressing both the SD Goal 13 (cross-cutting various other SDGs as well) and implementing the Paris Agreement should follow the following recommendations for selected target group: (this list is not extensive)

A. For Educators: Climate change education for sustainable development should fulfil the following **qualities**:

- be inspirational, experience-based and touching emotions, engaging and be Edutainment
- be hands-on and action-based (learning from action)
- be relevant to the target group by connecting to the group's interests, culture and everyday-reality in terms of the message, the methodology etc.
- modify the role of teacher to a facilitation
- enable learners to adopt the reflective competence
- impart the facts and the politics of climate change
- examples from indigenous communities, respecting traditional practices and challenge unsustainable consumption patterns
- local action linked to global challenge
- solution- oriented, providing options and enabling for climate-friendly behaviour and resilience
- cross-cutting topic in curricula at all levels of all professions - in particular architecture, agriculture, health, etc. to provide accurate knowledge reflecting the local realities

- include the whole-institution approach

A **tool kit for climate change educators** should be developed to enable educators to meet the above qualities and objectives of climate change education for sustainable development.

Values should play a more central role in climate change education. Value-based education delivers on a) holistic approaches, especially about climate justice, b) reasoning for personal and political decision making (creates ownership), c) motivation, d) outreach to all (including to common people), e) long-lasting effects for transformation and f) influence aspirations.

Educators for all kind for climate change education for sustainable development should increasingly **address decision makers and politicians**. Training and capacity building for policy practitioners including media, youth, etc. These are for example commissioners on city level (such as engaged in the Surat Climate Trust) that out in place policies for resilience or implement a BRT System.

B. For researchers: Increased research in the field of climate change education should be carried out. Findings should be made available in peer-reviewed journals and other publications.

C. For national governments and climate policy makers: An act should inform the formal education system on how climate change education should be integrated in schools and colleges, following the guideline from SDG13 and UNFCCC Article 6 and Paris Agreement Article 12.

Most importantly, **implementation strategies for the current NDCs should have an education component**. Future NDCs should include an educational component right from the planning process. Both need to be facilitated by training.

D. For media: Sustainability and climate change challenges and solutions should be (better) introduced in media and mass communication by renewing and modernizing the journalism curricula. Trainings for the communication community on sustainability communication, etc. are required in order to make media use its potential to influence society and lifestyles in a responsible manner. Media also has the responsibility to help giving the voice-less a voice on climate change and sustainability matters.

E. For businesses: Training for corporates on climate change mitigation potentials of their core activities are required to make them more climate-friendly in their operations.

Businesses should also use labels and rankings to inform customers about the ecological and social footprint of their products.

4. Suggestion on institutional mechanism partnerships and network clearing houses (including the existing ones that can be/ to be strengthened) which will support the implementation in terms of resource/experience sharing

Several suggestions for improved institutions to foster climate change education for sustainable development were discussed. The below list holds examples but is not comprehensive:

- **state level coordination agency on climate change** (also for informed climate change education) and sustainable development and transformation
- **institutionalise training with the objective to include an educational component in the (I)NDCs** - both in terms of developing roadmaps for implementing the current NDCs as well as preparing the new round of INDCs
- need to give **sufficient funding** for education and training
- **empower the enabling institutions** for climate finance, especially in developing countries
- establish **international youth exchange** on the topics of sustainability and climate change
- establish **mutual supportive networks** between like-minded people and organisations;
- **alliances between different stakeholders and youth**, also hearing the voices of the voiceless for policy coherence
- intergovernmental partnerships
- cross-sectoral coordination of education
- **Youth council for giving youth a voice** - linked to youth education

5. Indicators for the Climate Change SDGs and its targets for measuring the impact of education and facilitating its implementation

A list of potential indicators to measure successful climate change education for sustainable development include:

- **number of countries that include an educational component in their pathway to implement their NDCs and their next (I)NDC**
- number and comprehensiveness of **policy conclusions from successful case studies to institutionalise climate change education**
- amount of **finance invested in climate change education**

- **quality of media contributions and advertisement on climate change** to influence lifestyles
- **shift of quality of climate change education towards climate action and climate policy**