

International Conference on Education as a Driver for Sustainable Development Goals

Goals 14 & 15: Conservation and Sustainable Use of Marine and Terrestrial Ecosystems and Resources

Recommendations:

- Development efforts should benefit even the most marginalised members of society.
- Recognise and credit communities with the vast repository of indigenous and traditional knowledge available.
- Recognise that the ability to conserve an ecosystem is dependent on the people and culture of that area.
- Sustainable development must be rooted in a community's cultural traditions, heritage, and ideologies.
- Use geospatial technologies or locational information to raise ground-level communities to government consciousness.
- ESDG for communities should address economic viability and livelihood security.
- Ensure the inclusion of SDG related curricula at all levels of education.
- Recognise the need for community documentation of traditional knowledge, storytelling, intangible cultural heritage and youth involvement.
- Compile and maintain a list of resource persons involved with successful and unsuccessful case studies so that they can advise education institutions.
- Recognise that ecosystem managers are working under a broad and overarching set of protocols and considerations.
- Engage political youth activists to further the ESDG agenda.
- Take advantage of social media and digital ICTs to communicate data, case studies and methods to community representatives and youth groups.
- Include projects, exposure tours, educational camping trips and credit based courses that engage SDGs 14 and 15 in school and college curriculums.

- Invest in technically rigorous and politically relevant community led socio-economic monitoring and assessment.
- Identify people who are potential catalysts or change-makers to educate their local community and administration on issues of sustainability.
- Build the capacity of community and village governing or administrative structures by identifying potential community-managed conservation areas.