

UNU-IAS / ESD DELEGATE REPORT

Name:

Event/Date:

1) Background of the event (briefly: how it came about, aim, participants)

The Ahmedabad Conference on Education as a *Driver for the Sustainable Development Goals* was organized by the Centre for Environmental Education, Ahmedabad, as a timely first response to the launching of the Sustainable Development Goals 2015. The Conference was organized into 17 themes around the 17 SDGs. The Global RCE Service Centre invited representatives of RCE's participate and contribute a envoys from the RCE Community to coordinate and facilitate the role education can play in each of the SDGs.

I was an envoy for Climate Change theme, and anticipate continuing in the role of a resource person to the RCE community and ESD community on the role of education for climate responsibility, including transitions to low carbon economies.

2) Significance of the event – why should we/the ESD community/the public know about it

Education as a Driver for the SDG's, was wonderfully hosted by the Ahmedabad Centre for Environmental Education, brought a significant impetus to Education initiatives and profiled leadership in Education for citizenship and sustainability through the lens of the SDG's and the Paris Agreement. **Knowledge sharing, case studies, leadership and networking all feature as significant in this outstanding**

The SDG's and the Paris Agreement can be seen as 'charters' for sustainable societies, and thus reflect the approach of collaboration and integration which is central to RCE's. With the ambition for achieve social and environmental goals, including reducing poverty, increasing access to health and education, and in integrating climate responsibilities into all aspects of sustainable development, there is correspondence with many RCE initiatives.

The Paris Agreement includes the imperative of Education for achieving strengthened ambitions at the global level as well as for nationally determined commitments at the country level.

3) Role played by UNU-IAS/ESD (briefly, unless our role was insignificant) and role you played in particular (e.g. joined a specific workshop, speaker, presenter, etc.)

As an envoy and participant in the Climate theme, I did a presentation on the first day of the Workshops. Title: Working with responsibility as an organizing principle for interdependent and sustainable societies. These were bullet points for topics in the presentation:

Earth is our home, the planet is our shared responsibility

Issues for Climate negotiations and implementation:

- Sovereign state self interest – solidarity sovereignty
- Need for an orienting principle – propose responsibility as including public good and community priorities, as paradigmatic change from self interest, competition, profit & ownership priorities of neo- liberal economics

- Recognition of interdependence between humans and biosphere – global flows of technology, goods, opportunity to share information, for solidarity / threats of disasters & ecological risk, transboundary labour, forced migration and forces of exclusion
- Transitions to low carbon economies – implementation commitments and strategies
- Trade agreements – no interface with climate responsibilities
- Issue of growth as economic driver and solution to poverty. Need growth of equity, women's empowerment, clean water etc. Beware of adding 'green' to business- as- usual- economics. Solidarity economy and fair Trade as examples of sustainability in supply-chains and products
- Tendency to frame justice in terms of rights – an entitlement focus embedded in liberal economies
- Education for citizenship – addresses an alternative to the economic focus on consumer interests

4) Outcomes/concrete results/impacts of the conference (this is the most important)

Summary of recommendations of the Climate theme:

The Workshop on Goal 13 'Combating Climate Change and its Impacts' held in six sessions during the international conference 'Education as a Driver for Sustainable Development Goals' on 11-13 January 2016 on Ahmedabad discussed several aspects of the role that climate change education for sustainable development plays in meeting the climate change SDG and its targets as well as the Paris Agreement:

a. up-scaling climate change from awareness raising to education within climate mitigation and adaptation projects as well as education for encouraging political action b. the role of education for implementing the Paris Agreement and how to strengthen education at the UNFCCC negotiations (Article 6) c. the role of education and communication by media and advertisement for impacting lifestyles d. effective climate education for empowering children and youth e. the means of implementation of climate change education for sustainable development.

The most central recommendation that emerged from the workshop discussion suggests that the national climate plans (Nationally Determined Contributions, NDCs, and the next round of Intended Nationally Determined Contributions, INDCs) should include an educational component to implement the targets.

Further:

The Ahmedabad Conference on Education as a Driver for Sustainable Development Goals continues to be a spur for further action on Education, for which RCE's are at the forefront! <http://ceeindia.org/esdg/>

The Conference inspired a proposal to continue with education for climate action, to generate a further opportunity to profile leading RCE initiatives in this field.

An opportunity has quite suddenly emerged in the *Climate Chance Summit*, Nantes, France September 26-28, 2016. See www.climatechance2016.com/

A further possibility is organizing a presentation at COP22, or bringing RCE people together at the UNFCCC Education event. It may not be feasible to organize the Nantes meeting as well as COP22

There is inspiration to share the leadership coming from the RCE's and profile Case studies and the RCE model with other networks engaged in Education. This is a huge area !

The challenge is to convene something manageable. The option of a COP22 Side Event is still open, although challenging to organize since we cannot be registered through the UNU, and it would rely on our separate organizational registrations. I went to register as an NGO (for RCE or Alliance for Responsible and Sustainable Societies) – but it had to be done August 2015! Maybe for COP23!!

I am continuing to consult with UNU AIS and with potential contributors to this follow up initiative. This means moving along with contacting people I met in Ahmedabad to invite engagement in the Climate Change Education Forum, Sept 2016. The Forum invites RCE's, a new Chinese coalition on transitions to low carbon, and Alliance for Education for Planetary Citizenship and ESD. The Nantes Forum is intended to convene an opportunity to share across different initiatives, and build strategies together.

5) Your personal impression: did you network outside the conventional programme, anything else newsworthy? (this can include interesting quotes, anecdotes, social programme, etc)

Clearly this was a momentous gathering for ESD – and the inspiration is carrying forward to a further action for 2016. The focus is specifically on Climate action, and we will offer an open invitation to RCE's working in this area.

***Feel free to add any info graphics or links that may add value to your report**



RCE meeting at Ahmedabad (apologies for quality of photos)



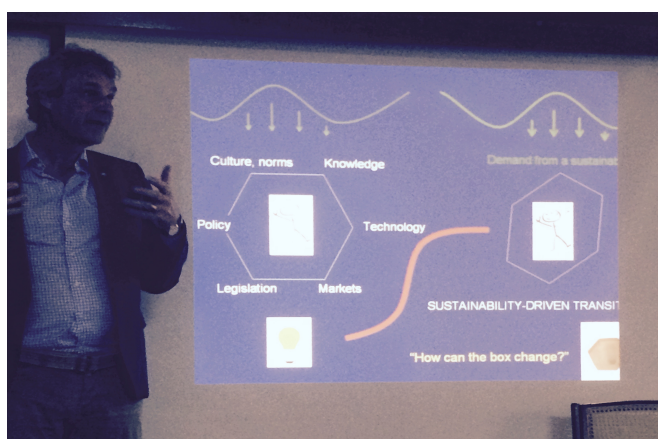
RCE meeting at Ahmedabad



Shepherd Urenje and Environmental Educators from Japan



Adriana (UNFCCC) Betsan (NZ) Sudha (Bangalore)



John Holmberg, Sweden. 'Backcasting'