International Conference
Education as a Driver for Sustainable Development Goals

January 11-13, 2016. CEE, Ahmedabad, INDIA

Ahmedabad Plan of Action

Foreward

Over 750 participants from 22 countries shared their thoughts on the role of education in realizing the UN's Sustainable Development Goals, at the international conference 'Education as a Driver for Sustainable Development Goals', which began on 11th January, 2016, on the CEE premises.

Organized by CEE, in partnership with UNESCO, UNEP and the Government of India, the three-day Conference brought together global experience and expertise to highlight and strengthen the role of education in realizing the Sustainable Development Goals (SDGs). Over 750 participants, including senior officials from the Ministry of Environment, Forest and Climate Change (MoEF&CC), international ESD experts, environmentalists, academicians, researchers and students, took part in the Conference, which built upon and recognized education as a key enabler in achieving the SDGs.

The Conference was inaugurated by Shri O. P. Kohli, Honourable Governorshri of Gujarat, in the presence of Alexander Leicht, Chief, Section of Education for Sustainable Development, UNESCO, Mahesh Pradhan, Chief, Environmental Education and Training Unit, Division of Environmental Policy Implementation, UNEP, Shri Susheel Kumar, Special Secretary, Ministry of Environment, Forest and Climate Change, Government of India, Dr. Ashok Khosla, Chairman, CEE Governing Council, and Kartikeya V. Sarabhai, Director, CEE. Video messages from Ibrahim Thiaw, UNEP Deputy Executive Director and Assistant Secretary- General of the United Nations, and Irina Bokova, Director-General of UNESCO, were also aired during the inauguration.

As part of the pre-conference events, workshops and partnerships' meetings were conducted on 10th January, 2016. A national workshop on "Achieving Sustainable Development Goals- Opportunities and Challenges for India" was organised by CEE in partnership with Niti Aayog. The workshop focused on measurement, indicators and tracking progress of SDGs and the role of States in achieving SDGs. The 'GUPES Partnerships Forum 2016: Higher Education for Sustainable Development Goals (SGDs)' meeting witnessed discussions over the contribution of higher education in the implementation of the SDGs and provided inputs to the Conference in the light of the education-related SDG targets. On the same day, a third session on *'OER Integration in e-Learning Materials on Research Methodology in Education'* for teachers, teacher trainers and material developers was also coordinated by Prof. Mohandas B. Menon and Prof. B. Phalachandra, Wawasan Open University, Malaysia.

Spread over three days, the conference had working group themes broadly corresponding to the Sustainable Development Goals (SDGs), and highlighting the role of education in achieving the targets for a sustainable planet. The 17 working groups were organised on the lines of Sustainable Development Goals (SDGs), on themes such as [poverty alleviation](), [sustainability education for achieving food security and promoting sustainable agriculture](), [ensuring continuum of quality care for healthy lives and well-being](), [quality education](), [gender equality and empowerment](), [sustainable management of water and sanitation](), [access to sustainable and modern energy](), [sustainable economic growth](), [sustainable industrialization and infrastructure](), [sustainable cities and human settlements](), [conservation and sustainable use of marine and terrestrial ecosystem and resources](), [justice and peace](), and [partnerships for implementation]().

Over the course of three days, each working group met for nine hours in total to assess the role of education (formal, non-formal and informal learning settings) in addressing the issue/SDG through sharing of case examples, identified ideas/projects/initiatives to be scaled up, discussed knowledge, skills, attitudes, values and competencies relevant to addressing the issue/SDG and developed a draft competency framework on the respective SDG, and developed recommendations to make education systems more responsive to addressing SDGs.

The Conference attempted to apply the learnings of the UN Decade of Education for Sustainable Development to develop programmes to achieve the SDGs, to look at how the Global Action Programme (GAP) on ESD can play a major role in the SDG strategy, to develop synergies and partnerships, to develop a common understanding of competencies to address SDGs established to advance policy and practice on education for SDGs, and to build synergies and partnerships to enhance the role and scope of education to address SDGs.

"The future depends on what you do today."

— Mahatma Gandhi

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Ahmedabad
Plan of Action

In September 2015 global agreement was reached to pursue a sustainable development path for humanity via an historic set of Sustainable Development Goals. Achieving this development path requires wide scale societal transformation, and a transition away from actions, systems, mind-sets and lifestyle choices that have eroded and degraded the systems that sustain life on Earth. It requires ongoing expansion and urgent amplification of a new, more socially just and sustainable world order characterised by practices, processes and systems that contribute proactively to the well-being of all people, and all life on Earth. This new emerging world order is a necessity and urgent action is needed to amplify and expand those actions, systems and lifestyle choices that characterise a more just and sustainable world.

Business as usual is no longer an option. Education and all institutions involved in sustainable development need to urgently transform to act accordingly in a sustainable world. Education is a driver of change in facilitating the effective implementation of the Sustainable Development Goals in formal, non-formal, informal and life-long learning contexts and should be inclusive of all people. As such, education should be recognised within each of the goals; and as a cross cutting, integrating force and enabler necessary for realising all of the Sustainable Development Goals. Education for Sustainable Development empowers learners to transform themselves and the society they live in.

A turning point

2015 was a significant policy turning point for sustainable living at a global level. This turning point was achieved by two high-profile meetings where, in September 2015, 193 countries approved and finalised the global goals for sustainable development. This water-shed development was followed by the Paris Agreement on Climate Change at COP21 which took place in December 2015 and which agreed to work towards retaining global warming at 1.5 degrees Celsius.

Additionally, at the World Education Forum in Incheon in May 2015, the world agreed that Education for Sustainable Development (ESD) has a key role to play in strengthening the quality and relevance of all forms of education, and that education is a key enabler for sustainable development. This consolidates the objectives of the Global Action Programme on Education for Sustainable Development:

- Objective 1: to reorient education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to sustainable development.
- Objective 2: to strengthen education and learning in all agendas, programmes and activities that promote sustainable development.

2015 was a critical year for deciding important goals and targets. 2016 has already commenced with the development and expansion of strategies and actions towards achieving these goals. With a mobilising vision of action towards sustainability, with education as a driver, over 750 participants from 22 Countries met at the Centre for Environmental Education in Ahmedabad on 11th- 13th January, 2016. This Ahmedabad Plan of Action overviews the implementation and action outcomes of this meeting which addressed the role of education in amplifying actions for implementing the 17 SDGs through a range of 20 workshops.

Outcomes of the UN Decade of Education for Sustainable Development (UN DESD) show the existence of ESD policies, activities and expertise around the world. These are already being expanded under the new Global Action Programme on Education for Sustainable Development which is led by UNESCO and implemented in partnership with a wide variety of other stakeholders. The finalization of the 17 SDGs, with their 169 targets, provides a new context for the further upscaling and mainstreaming of ESD.

Additionally, in preparation for the second session of the UN Environment Assembly (UNEA) in May 2016 and thereafter, UNEP will continue to support implementation of the SDGs. This will be done through its objectives to integrate environmental education and training which ensures strong sustainability responses to critical issues such as climate change, biodiversity loss and ecosystems degradation, and the increased risk of disasters and conflicts. Other crucial issues include the sound management of chemicals and waste, the development of a green economy, sustainable consumption and production, and sustainable lifestyles through relevant social and policy actions to support the effective implementation of all 17 SDGs.

Case studies at local, national and international levels profiled at the conference show unequivocally that education can drive action and change towards sustainable development. While Governments at various levels, including municipalities, businesses, NGOs, education and research institutions as well as UN Agencies, are showing various forms of commitment to sustainable development goals as well as the INDCs announced in Paris, there is need to amplify the role of education in these processes and institutions. Although education is recognized as a goal in its own right (Goal 4), its potential as an agent of change towards sustainability across the other 16 goals has not, as yet, been adequately mobilised or understood, where appropriate case studies should contribute to policy making and inform decision making.

The conference recognized that the transformation required by the agreed upon sustainable development goals will require an in depth re-thinking of education itself. Also acknowledged is the fact that dominant education systems have tended to impose a narrow conception of rationality at the expense of emotional understanding, learning acquired through life's experiences and traditional knowledge systems. Additionally, the transformative education that is now called for is not amenable to easily defined outcomes or measurement. Education must be reconceived in a way that allows space for diverse ways of knowing and new ways of being and becoming that reflect inclusivity in the true sense of the term.

For those who are developing plans for implementing the SDGs it is noted that:

- SDGs are interconnected and must be approached in an integrated way
- Education must be included into the implementation plan for each goal. Education also provides a means for integrating the goals in various contexts.
- Educational institutions (involved in formal, non-formal and life-long learning) have an important role to play in co-creating the sustainability transition together with other stakeholders and in all sectors of society

Further observations from the conference include:

1. The educational community needs to continue to engage with sectors and stakeholders outside of the education sector on sustainable development to ensure that education is integrated into society and sustainable development processes, through an active, integrated approach to education and learning that recognises the value of multi-actor engagement and co-learning.
2. Students and youth can and need to play a major role as change agents and should be respected as equal citizens with important capabilities to both lead and contribute to the transformation of society towards sustainability.
3. Although several institutions, mechanisms and programmes were created during the DESD many of these still need to be expanded into a wider range of contexts. Ways of mobilising new technologies to enable the kind of learning that will help to achieve the SDGs is a challenge and needs to be pro-actively explored, especially open learning systems and resources.
4. It is important to recognize that multiple stakeholders and actors have a role to play in achieving the SDGs and INDCs and that whole institution approaches need to be strengthened.
5. There is a need to recognise the centrality of the role of women in achieving the SDGs and this should be done through a spirit of openness to learn from all organisations and communities.
6. Integration of systems thinking, complexity thinking, and the adoption of an integrated, critical, transformative and reflexive approach to learning and the SDGs is needed. Emphasis on an integrated approach to the SDGs should continue to foreground the interrelated nature of environment, society and economy.
7. Transformative learning that is dialogical, holistic, humanistic, creative and critical should be foregrounded. Such learning should also be inclusive of a variety of forms of knowledge, and should help to create vibrant and rich ecologies of knowledge for transformative praxis. A transformative learning model should engender inclusivity in the true sense of the word, consciousness raising, critical reflection, conviction, desire to change and contribute to the well-being of all.
8. There is need to recognise, strengthen and amplify the work and role of various education and ESD networks at national, regional and international levels in enabling the achievement of the SDGs.
9. Monitoring and evaluation needs to recognize that a programme impacts on and across several SDGs and should be applied and developed in an integrated manner. Besides formal evaluation / measurement, space should also be created for informal / non-formal evaluations that are reflexive and generative of changed practices.
10. It is recognised that measurement plays an important role in tracking SDG outcomes. However, non-measurable factors such as dignity, empathy, passion, commitment, kindness, care and vigour are crucial to create an enabling environment for educational transformation towards sustainability.
11. For government the immediate task will be to take account of education and test current development plans from a SDG perspective. Sustainable development requires a learning-centred, integrated and reflexive methodology for planning, collaborating, executing and monitoring, which will require close co-operation with different departments and across institutions.
12. There is a need to ensure adequate resources including funding for ESD.
13. There is also a need to provide support for the active and meaningful engagement of universities in contributing to international policy discourse and implementation towards achieving the SDGs through research, education, training and outreach and networking activities.

GOAL 1. No Poverty

Targets

1.1. By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than $1.25 a day

1.2. By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions

1.3. Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable

1.4. By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance

1.5. By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters

1.a. Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions

1.b. Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions

Workshop 1: Poverty Alleviation

Goals 1, 8 & 10 Education as a driver towards poverty alleviation, sustainable economic growth, and reducing inequalities

The CEE-GIDR workshop looked at three key Sustainable Development Goals (SDG) namely SDG-1: End poverty in all its forms everywhere; SDG-8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all; and, SDG-10: Reduce inequality within and among countries. The common thread running through these themes are equal access to opportunities to the most vulnerable analysed through the prism of the education as a driver for change.

Specifically the workshop focused on:

- Education as a driver to create sound policy frameworks at the national, regional and international levels based on pro-poor and gender-sensitive development strategies to support accelerated investment. (Target 1b)

- Education as a driver for achieving high economic productivity through diversification, upgraded technologies and innovation. Promoting development related policies using education as a driver to support productive activities, entrepreneurship, creativity and innovation and encouraging the formalization and growth of micro-small- and medium-sized enterprises (Target 8.2, 8.3, and 8.9). These goals are to be achieved through appropriate skill and entrepreneurship development with the help of suitable policies aimed towards creation of jobs that promote local culture and products by 2030.

- By the same target year, the other goals envisage that the poor and vulnerable to have equal rights for economic resources and have control over land and other forms of property and natural resources. In this context, laws, policies and practices are to be discussed that aim toward building resilience which may reduce the exposure and vulnerability of the poor to climate related extreme events, environmental shocks and disasters. (Target 1.4, 1.5 and 10.3)

Workshop Activities and Outcomes:

The workshop shared innovative cases, approaches, strategies and learning in how education has been as been a driver of change toward the specific outcomes. This involved identifying initiatives, means, strategies for scaling up experiments and good practices. These processes also facilitated creation of networks of policy makers and practitioners working on these goals to explicitly identify the possible areas where education could be driver to achieve the ends.

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Recommendations:

- Create and implement meaningful and relevant data collection programmes to ensure reliable studies (SDG 1, 8)

- Issue a Social Development Report, including information on relevant environmental aspects, at the country level with or without additional State or State of the Environment Reports for India (pollution, social indicators, environment, poverty, etc.) (SDG 8)

- Begin campaigns to raise awareness of community and individual rights to natural resources, law, process and documentation. (Target 1b, 8, 8.3)

• Recognise that promoting quality education, not just education itself, is a crucial part of achieving the SDGs. (SDG 1b, 8, 10)

• Recognise the need to invest in education that supports work by using appropriate technology for production, skill building and learning. With regard to India in particular, we recommend that Gandhi's Basic Education model be introduced as a means of achieving sustained economic growth and development. (SDG 1b, 8, 10)

• Recognising the importance of education in achieving sustainable development, investments in education, including that of formal, non-formal, informal, and life-long education, are to be prioritised. (SDG 8, 8.3)

• Recognise and create a place for traditional and indigenous knowledge systems in educational programmes, and recognise children's role in learning (1, 8)

• Create poverty eradication programmes that improve the capacity of communities to conserve and increase their production potential by understanding community-specific contexts of natural resource regeneration (1,8)

• Document innovative ways and methods by which small and otherwise marginalised farmers have been responding to labour shortages through technology adoption

• Understand the specific areas of individual and common rights over ownership and use of natural resources

• Facilitate basic infrastructural and financial services in rural and peri-urban areas to improve economic opportunities for poor. (1, 8)

GOAL 2: Zero Hunger
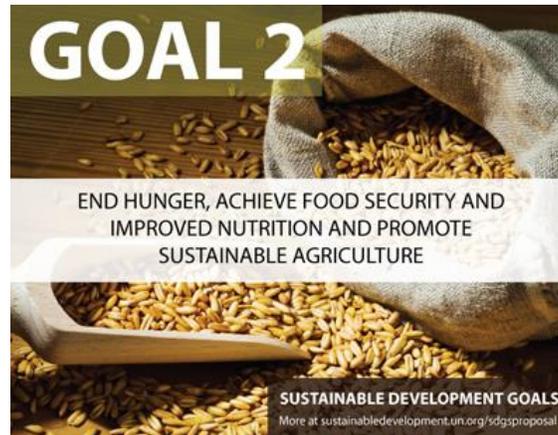
Targets

2.1. By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round

2.2. By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons

2.3. By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment

2.4. By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality

2.5. By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed

2.a. Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries

2.b. Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round

2.c. Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility

Workshop 2: Sustainability Education for Achieving Food Security and Promoting Sustainable Agriculture

Background

The world's population reached 6 billion people in 1999 and is expected to reach 8.5 billion by 2025, when 83% of the world will be living in the South. Feeding this growing population of earth adequately and nutritiously, in a sustainable manner, is a one of the greatest challenge of our time. Though in last 20 years hunger has dropped almost half, still about 795 million people continue to suffer from hunger out of which almost 98% are in developing countries. Thus distribution of huger is highly uneven indicating that food security is a multi-dimensional complex issue.

While poverty is considered one of the most important barrier in-front of us in ensuring food security for all there are several other dimensions such as challenges of combating land degradation and enhance productivity in as sustainable manner, preventing food loss and damages, promoting sustainable agricultural practices which can ensure farming systems which are resilient to weather vagaries and so on. This complexity is reflected in the targets that are set for Goal 2.

Women and children are most vulnerable group. About 146 million children are undernourished in developing countries. Along with poverty, undernourishment of women is also linked with socio-cultural beliefs, structures and traditions. Across the globe social protection programmes are being seen as one of the solutions towards ensuring food security of such vulnerable groups.

Almost 50% of the world's hungry people are from small holder farming communities surviving on marginal lands which are prone to natural calamities like flood and drought. Under changing climatic scenario these is under higher vulnerability. It is for this reason that investing in sustainable agriculture can help achieve multiple targets simultaneously. The United Nations Environment Programme's green economy models have shown that investing 0.16 per cent of global gross domestic product (GDP) in sustainable agriculture per year ($198 billion between 2011 and 2050) would provide strong returns compared to the baseline scenario of conventional and traditional agriculture. (Point 28, Trends in Agricultural Technologies in Developing countries, UNGA Agriculture Technology Report)

Role of Sustainability Education

While social protection programmes and investment in sustainable agriculture and livelihood promotion programmes are very crucial in achieving the SDG 2, very crucial role sustainability education can play in ensuring the efficient reach of this programme. Community participation, education and awareness are those critical factors which can play very important role. For example empowering women to change the social dynamics or providing education about having balanced diet requires not just breaking poverty but also breaking cultural beliefs and traditions and social structures. Similarly practicing sustainable agriculture may require understanding and education about complex agro-ecological system and appropriate skills.

Thus this workshop created a wider discussion about what role sustainability education can play in achieving SDG 2. The workshop provided a platform to share ESD experiences, to reflect and discuss on sustainable food production systems and how food and nutritional security can be achieved for the global population through education initiatives.

Objectives

- What are ways of sustainable agriculture and food production practices that can protect the environment and produce enough, quality, safe food for a global population? What role ESD can play to ensure the sustainable management of natural resources and vital ecosystems services?

- How to reduce vulnerability of small and marginal farmers and ensure that their land productivity can be enhanced in ecologically sustainable manner along with increasing their income.
- What can be the country level policies for research and mainstreaming of the food security concern at all levels.
- Sharing and learning from various ideas, experiences, best practices, models, and policies of sustainable farming (ecological farming) and how to scale-up through education processes.
- What are gaps and need of ESD to achieve SDGs at multiple level stakeholders?
- How to prepare future generation of agriculture and food production professionals with sustainability perspective?
- How modern technology could be used to reach out to the unreached for sustainability education in the area of food and agriculture production?
- To create a common understanding/agreement over the role of sustainability education for achieving SDG 2
- To discuss experiences and best practices in promoting sustainable agriculture and ensuring food security.
- To identify the importance of informal community education networks and traditional knowledge for achieving sustainable development goals
- To bring out how ESD component can be integrated across various sectors to achieve SDG 2

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Recommendations:

- Define sustainable agriculture in a concrete, robust and standardised manner as, unless we can define what sustainable agriculture is, ESD strategies cannot be successful.

- Recognise the need for a paradigm shift in Sustainable Agriculture, and therefore the need to create new frameworks of evaluation; we cannot use earlier frameworks, designed for chemical farming, to understand sustainable agriculture.

- Poverty reduction programmes should take in to account how they can build on the social and natural capital of their region. This is particularly important in the face of a stressed global economy, an increasing human population that is placing pressure on natural resources, existent inequalities, socio-cultural diversity and climatic uncertainty.

- Recognise that, due to the huge diversity in traditions, cultures, and lifestyles, some religions and cultural groups do not use the new education system that encourages sustainability.

- Educate development professionals about sustainable livelihoods so that they can help communities find employment that uses sustainable knowledge and skills.

- Green agriculture should combine traditional knowledge with rational, empirical science in order to counter "mis-education" often promoted by large corporations, and in doing so, work towards becoming mainstream.

- Make sustainable development the immediate global priority, and ensure that it is promoted at all levels of policy, with special emphasis on the environment, education, and research.

- UN Bodies and other funding agencies should extend support to farming communities, and assist them in preserving, enhancing and using local knowledge.

- Recognise that, due to power disparities, marginalised communities are often unable to share their traditional and local knowledge. Therefore, it is essential that ESD knowledge sharing mechanisms and institutes ensure that marginalised voices are heard as equals.

• Include education for sustainable agriculture and food security in primary, secondary and tertiary level curriculums. This is particularly essential in developing nations where the majority of the population is dependent on agriculture as their main or sole source of income.

• Tertiary level education should include sustainability science as a means of inculcating critical thinking abilities along with a fundamental respect for knowledge and the ability to learn and unlearn when necessary.

• Syllabi at the primary, secondary and tertiary levels of education should be modified to expose students to sustainability concerns from an early age, therefore encouraging students who pursue agriculture as a career to think about their work from an environmental and SDG perspective.

• Education should be linked with 'self-dependency' and physical work. Students should be actively involved in different types of field–research and taught to enhance agriculture production in sustainable manner.

• Institutions of higher education should place more emphasis on the specialisation of sustainable technologies to encourage agricultural productivity, and by extension, support farmers.

• Farmers' producer companies, local leaders and other relevant stakeholders should be encouraged to disseminate sustainability knowledge and skills.

• Recognise that implementing sustainable agriculture practices requires various skills in addition to motivation and financial support; therefore skill building and institutional support mechanisms are necessary.

• Develop programmes to empower women with the relevant knowledge, skills, financial education, and support mechanisms needed for sustainable agriculture. Because women are key, yet often overlooked, stakeholders, empowering women in sustainable agriculture can have a ripple effect across the other SDG goals.

• Emphasise the importance of nutrition and children's health (feeding practices, personal hygiene etc.) in child nutrition treatment centres, and strongly encourage follow-up measures to be taken.

• Allocate a portion of budgets and trained human resources for child nutrition and health programmes.

• At least 75% of income from the taxes from ready to eat commercial food should be used to support programmes intended to prevent and treat malnutrition in children, women and adolescents.

• Promote the inclusion of local grains in the public distribution system.

• The nutrition education approach and strategy should recognise the importance of understanding the family as a unit, and men's exposure to nutrition education as crucial.

• Promote community and family based malnutrition prevention and treatment approaches and strategies with strong educational component.

• Nutrition and health education should be included in gender development programmes.

• Allocate a budget for front line workers' regular capacity building in the areas of nutrition and health education.

• Encourage collaboration between the government departments of health, agriculture, livelihood and nutrition, etc. to ensure a healthy and well-nourished community

GOAL 3: Good Health and Well-Being

Targets

3.1. By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births

3.2. By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births

3.3. By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases

3.4. By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being

3.5. Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol

3.6. By 2020, halve the number of global deaths and injuries from road traffic accidents

3.7. By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

3.8. Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all

3.9. By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination

3.a. Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate

3.b. Support the research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade-Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines for all

3.c. Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States

3.d. Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks

Workshop 3: Day 1 - Ensuring Continuum of Quality Care for Healthy Lives and Well being

Target 3.7 By 2030 ensure universal access to sexual reproductive health-care services including for family planning, information and education, and the integration of reproductive health into national strategies and programs.

For ensuring continuum of quality health and nutrition entitlements throughout the life cycle and across various locations, particularly among marginalised communities, is important to address issues of maternal, newborn, child mortality and morbidity and improve adolescents and young people's access to health care. Empowering and educating communities is a key strategy towards achieving Sustainable Development Goals (SDGs). There is a need to ensure alignment and communication with a stronger focus on equity and rights.

In this regard, workshops were organised for sharing evidence based practices, workable models, strategies and approaches that will contribute to global wisdom towards a shared vision. The workshops provided an opportunity to dialogue and discuss the scalability and challenges related to approaches of improving health and well being of the marginalised communities. The outcome of these workshops were recommendations towards achieving the Sustainable Development Goals (SDGs) 3 targets themes of the workshops:

- Empowering Adolescents for Healthy Lives

- Community based approaches for improving maternal and new born health

- Addressing social determinants for improving child health

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Recommendations

• Educational interventions for adolescent and young people should be interactive, participatory, non- judgmental, creative and gender sensitive.

• Information and education packages should be designed to equip them with life skills like communication, decision making, negotiation, relationship building etc. Gender equality and empowerment of women and girls need to be integrated (SDG5)

• Design gender sensitive, technically sound, tools to impart messages that are appropriate to local realities, customs, literacy levels, etc.

• Allocations should be made for to make information and services accessible to adolescents and young people. Designated human resources and budgets should be ensured in all the existing development programmes.

• Rather than "one size fits all programmes, plan and design customised educational interventions based on evidence and disaggregated data, including: income, sex, age, caste, ethnicity, migration status, disability, geographic location etc.

• Recognise the non-negotiable significance of community and stakeholders' participation and mobilisation to ensuring support for and access to adolescent and young people's reproductive and sexual health services.

• Continuously work on capacity building for frontline workers and adolescent and youth educators while recognising the importance of regular review and extensive mentoring support.

• Partner with relevant governmental departments to ensure that reproductive and sexual health education is provided at all spaces and institutions where adolescents and young people are located, such as: schools, colleges, orphanages, workplace etc.

• Recognise the need for national and state level policy on adolescent health and development with special focus on educational strategies and approaches.

Workshop 3: Day 2 - Community Based Approaches for Improving Maternal and New born Health

Target 3.1: By 2030 reduce the maternal mortality ratio to less than 70 per 100,000 live births.

Recommendations for Target 3.1

• Health Education and Community Entitlement Education should be included as integral parts of maternal and newborn health programs.

• Budget allocations should be made to enable capacity building and mentoring of communities. This is a long term process and should be planned and implemented for a ten year period minimum.

• Recognise that putting learnings in to action is a long-term issue, ergo, the importance of lifelong learning needs to be emphasised.

• Recognise the need to investment in (and strengthen) frontline workers' competency and performance.

• Social determinants such as imbalanced gender norms, equity, nutrition, water and sanitation should be addressed in educational programmes.

• Programme providers should be trained in culture and gender sensitive communication strategy, along with appropriately designed tools, as is appropriate to individual communities.

• Action plans must reflect the three ESDG pillars: Social, Economic and Environmental. The intersectionality of the SDGs should be recognised and subsequent interlinkages between targets should become action areas.

GOAL 4: Quality Education

Targets

4.1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b. By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Workshop 4.1: ESD for Transforming Formal Education (School Systems)

Background

The Sustainable Development Goal 4 is focused on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. More specifically the goal 4.1 aims to "by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes". To justify Goal 4.1, it is important to discuss the dimensions of quality education and ways to implement it with Whole Institution Approach as one of the important approach. Pedagogy and Curriculum are the means through which learnings of DESD can be brought into practice. Learning to live sustainably is the key component of goal 4.7 wherein the formal education systems has the prominent role.

Expanding access to school education at primary level has been one of the major success stories of MDGs. The potential of transforming lives through education along with the role it plays as a main driver of development is well understood and the global leaders have committed their support with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind. There is renewed focus on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach.

There is now a commitment that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. The intent shown is very motivating but at the same time there is an understanding of challenges for quality education and improving learning outcomes with recognition that significant numbers of those entering formal education for the first time will no longer reap the expected benefits of educational qualifications: employment and the promise of a better future.

The Decade of Education for Sustainable Development has a lot to share and support the school education systems to achieve the SDG goals. ESD has demonstrated potential to improve competencies such as critical and systemic thinking, analytical problem-solving, creativity, working collaboratively and making decisions in the face of uncertainty, digital literacy and understanding of the interconnectedness of global challenges and responsibilities emanating from such awareness for addressing local contextual challenges of the present and the future.

Aim of the workshop:

The workshop will shared ESD experiences to reflect and discussed the ways to prepare formal education systems to prepare the society to face challenges of the world.

Objectives:

- Share the learnings from ESD in Formal Education System and evolve to achieve the ambitious targets of SDG
- Discuss whole-institution approach as a key strategy to scale-up ESD
- Understand the pedagogy, curriculum for the learnings that are required to live on a planet that is under pressure and ways of organizing and discuss the challenges.
- Understand the workable strategies for strengthening the curriculum, textbooks, quality of teaching–learning processes, assessment, ICT etc. for better outcomes
- Discuss the ways of engaging parents and other stakeholders to see the role of education beyond employment.

Outcomes:

- Identified the dimensions of quality in formal education systems for achieving SDG.
- Shared best practices of whole institution approach.

- Pedagogy for developing competencies.
- Identified needs for research, measurement and evaluation.

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Recommendations

- Education should be inclusive and include an emphasis on critical thinking.

- Recognition that quality education is expensive, that the present allocation of funds to primary and secondary education is too low, and that greater financial investment is required.

- Recognition of the long-lasting importance of a high-quality early education; early childhood education is the critical point when a child "learns to learn".

- Recognition of the need to build pedagogical content that critically examines the decisions of government and the private sector.

- Focus on common quality assessment at all levels of education (i.e primary, secondary and higher education).

- Recognition that hands-on learning is not emphasised by the formal education system and the subsequent need to integrate non-formal education with formal.

- Strengthen systemic capacity, institutional capacity and people's capacity as a means of achieving quality education.

- Assessment parameters should take into account how a learner engages with real life situations to work towards SDG goals, and prevent peaceful and inclusive societies from becoming unsustainable with regards to the SDGs.

- Curriculum framework should be flexible and allow students a choice to create a course of study based on their own aptitudes and interests.

- Students should be involved in curriculum design and allowed to offer suggestions.

- Grading should be based on positive outcomes.

- Every child should be involved in real life community project.

- Educators should use the potential for students to connect globally to enhance learning.

Workshop 4.2: Early Childhood Development, Care and Pre-primary Education: Cornerstone for achieving SDGs

Background

Child care and early education form the building blocks of early childhood development. A critical step to achieving SDGs is giving all children access to early childhood development, care and pre-primary education. Care and Education require strategies that are holistic and give significance to welfare, protection, safety, nutrition, hygiene, access as well as preschool experience. This calls for putting a range of enabling factors in place. Primarily, it has to reach out to every child, its family and the community.

"Empirical evidence points to the value of providing pre-school experience to children not only for improving their readiness for schooling but also as part of meeting their basic growth and development needs. Providing early childhood care and education is the first goal of the Dakar Framework for Action." It is this vision that requires every child is provided with interaction, communication and stimulation. Experiences from ESD tell us that educational initiatives content related to environment, socio-cultural and economic questions can indeed foster change.

The Working Group Sessions deliberated upon these key aspects:

- The integration of early childhood care and early education to achieve the goal 4.2 of SDG#4.
- Appropriate and necessary coordination among the many sectors working for early childhood development, care and pre-primary education.
- Examining the content and pedagogy of Early Education from ESD experiences.
- Learning about contexts that determine regional/country level initiatives.
- Resource allocation for child care and early education.
- Capacity building for child care and early education.

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Recommendations

• Recognise that early childhood development, care and pre-primary education involves a variety of stakeholders, including fathers and father figures. It is vital to improve the capacities of all the stakeholders through a strengths and capabilities approach that includes academic and professional development.

• Recognise that communities, parents, grandparents and caregivers play an important role in developing age-relevant understandings of sustainable development. Therefore one's community (family and society) as well as their local environment become facilitators and valuable resources for early childhood development and learning as well as empowerment.

• Support and create enabling conditions for rich and positive early childhood experiences. This requires a safe, secure and encouraging learning environment, physically as well as emotionally.

• Create enabling environments and pathways for young children to ensure their smooth transition from care and early learning at home to pre-primary and on to primary education level.

• Place emphasis on curriculum in order to address related domains of child development (i.e. physical and motor, language, cognitive, socio-personal, and emotional stimulation.) There is a need for special emphasis on experiences that focus on 'learning to live together' and 'learning to be', which are essential to create individuals with attitudes

that promote harmony, equity and sustainability. Learning and the learning environment must be age and developmentally appropriate.

• Use a pedagogy which is play-based, experiential and child-centric, thus providing freedom and space for exploration, experimentation and expression of varied abilities of the child, without the fear of performance. Learning must be embedded in cultural context including the use of local language.

• Provide access to environmental education by using outdoor experiential learning as a pre-requisite for children to learn about environment and sustainable development.

• Establish and implement at least minimum quality standards through adequate legal and regulatory mechanisms for all aspects of care, development and pre-primary education by drawing from various successful experiments and lessons from across the globe.

• Promote strong partnerships and strengthen the capabilities of communities and families in order to improve the quality of care and education of young children through institutional and programmatic means.

• Recognise the importance of holistic cross-sectoral collaborations in addressing the scale and breadth of the skills needed for nutritional, health and social-emotional stimulation in early childhood development, care, and pre-primary education. Likewise, make provisions for adequate nutrition for the below-six age group.

• Recognise, articulate and effectively address young children with special needs by emphasising early detection and support through developmentally appropriate measures.

• Focus on developing resources to address the needs of children impacted by natural and human-made calamities (including conflict, war and migration, informal labour) to achieve Education for All goals.

• Use technology appropriately and effectively to sharing experiences, good practices and resources, especially with regard to capacity building different stakeholders.

• Harness the power and reach of mass media to raise awareness and advocate for the criticality of appropriate early childhood care and learning.

• Stress the need for caution in using technology as a means of learning, and that keeping young children engaged does not replace multiple sensory experiences and human interaction.

• Establish a UN facilitated multi-lateral mechanism, or a dedicated body under the UN, to tackle issues related to access and inequity, policy formulation and implementation, financial allocation, cross-sectoral collaboration, formulation of national policies for early childhood development, care and pre-primary education. The proposed multilateral mechanism must develop and disseminate technical guidelines for data collection, analysis and monitoring of SDG 4.2.

Workshop 4.3: Higher Education and TVET- Addressing pedagogy, curriculum, research and spaces of learning

Background

The Sustainable Development Goal 4 is focused on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. More specifically the goal 4.3 aims to "by 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university'. Goal 4.4 aims to "by 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship". It is important here to discuss the relevance of education, pedagogy and curriculum in the context of sustainability. The Tertiary and Higher Education institutions have to play the critical role of reinventing, innovating and developing content, teaching and research into making education relevant to achieving sustainability goals. Education is not limited to Goal 4 but its relevance to achieving SDGs in the broadest sense needs to be the way Higher and Tertiary Education addresses itself to achieving SDGs.

Global networks and partnerships play an important part in providing the impetus and bringing together institutions working in the area of Higher Education. Some of these such as the Higher Education Sustainability Initiative (HESI), created as a partnership of UN entities (UNESCO, UN-DESA, UNEP, Global Compact, and UNU) in the run-up to the United Nations Conference on Sustainable Development (Rio+20) are aimed at galvanizing commitments from higher education institutions to teach and encourage research on sustainable development, greening campuses and support local sustainability efforts. (1)

The Regional Centres of Expertise (RCE) on ESD also play a central role in the transfer of global technologies, knowledge, and experiences at the local level through their programmes and activities and majorly coordinated from universities. Higher education is thus involved in enhancing collaborative partnerships for sustainable development and is taking a lead role in research and development as well.

Another very important initiative, the Global Universities Partnership on Environment and Sustainability (GUPES), a flagship programme of UNEP's Environmental Education and Training Unit (EETU), aims to promote the integration of environment and sustainability concerns into teaching, research, community engagement, the management of universities including greening of university infrastructure/facilities/operations, as well as to enhance student engagement and participation in sustainability activities both within and beyond universities.

Technical Vocational Education and Training (TVET) focused on provision of relevant skills to youth for work, is designed to be inclusive and support lifelong learning. It has the scope for supporting transition of economies and societies to become low-carbon and sustainable. The tertiary education institutions and institutions engaged in TVET can together create an enabling atmosphere for societies to transform themselves into sustainable societies.

Aim of the workshop:

The workshop aimed at building on the experience of the tertiary and higher education institutions and the TVET institutions in developing pedagogy, curriculum and research for sustainability, to discuss the way forward for achieving SDGs, and identify areas for collaboration and further research in the way these institutions can promote sustainable development. It identified competencies required for achieving these education goals.

Objectives:

    a. To share and learn from examples of good practices of Higher education institutions which have innovated in terms of pedagogy, methodology, curriculum for integrating sustainability concerns
    b. To discuss the role of knowledge creation by Higher education institutions in achieving SDGs
    c. To discuss the role of HE and TVET in fulfilling the demand for quality skilled human resource

d. To discuss strategies to strengthen the institutions to be able to fulfil the need for such quality skilled human resource.

e. To discuss the roles and the way networks and partnerships such as the HESI, GUPES, RCE, TVET and other local and regional networks can collaborate to support achieving SDGs

Outcomes:

a. Recommendations to the governments for strengthening HE institutions and vocational education institutions within their countries.

b. Identifying of examples that can be scaled up within and across countries

c. Collaboration and partnerships to support sustainability teaching and learning

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Recommendations

Purpose and Analysis

• Examine and critically evaluate existing dominant social, political, and economic systems and paradigms of institutions and society to identify the root causes of sustainability issues and highlight the obstacles and opportunities for higher education to help lead transformative change

• Recognise and develop the unique role higher education institutions play in bringing stakeholders together to co-create sustainable solutions at the local level

• Utilise holistic views to integrate interdisciplinary foundational SD knowledge and skills across sectors

• Assess the affordability and accessibility of higher education

• Reorient higher-education curriculum towards sustainability, including establishing clear educational missions and core outcomes, embedding SDGs across all disciplines, and building the capacity of students and teachers to understand and engage in sustainability issues and problem-solving

• Improve the quality of education on sustainability and make it relevant to the needs and well-being of people and the planet, inspirational and practically useful to students, and linked to professional skillsets, values, and lifestyle changes

Competencies

• Apply theories to practical problem-solving skills, addressing community needs through relevant research and community science

• Develop cultural awareness and values that address issues of justice, equity, and interdependence

• Increase abilities for adaptation, resilience, innovation, creativity, and flexibility to be able to address changing social, economic, and environmental needs

• Teach communication skills that allow for political dialogue to address contentious issues, bridge fragmentation, and refocus conflict toward harmony and collaboration

Strategies

• Provide trainings to current and future teachers, administrators, and leaders for new integrated knowledge, competencies, mindsets, skillsets and behavior

• Utilise diverse and innovative pedagogical strategies (distance-learning, MOOCs, social media, video games, apps for social development, etc.)

• Enhance and develop SD knowledge and education resources (material, courses, etc.) to mainstream sustainability into curricula and to scale up and speed up change

• Respect and utilise diverse traditional and new ways of knowing, learning, living and being

• Use Technical and Vocational Education and Training (TVET) and workforce training to create and integrate sustainability skills into professions and industry

• Employ the social sciences and humanities to help drive consciousness-raising, public awareness, and cultural paradigm shifts

• Offer applied and relevant learning opportunities and civic engagement that helps communities, through service-learning, living laboratories, internships, etc.

• Develop and facilitate virtual and formal international exchange programmes

• Empower students to have faith and conviction that they can be agents of change and can make a difference as current and future leaders to solve global and local problems

• Develop measurement tools that assess the quality of ESD outcomes (institutional metrics, Sustainability Literacy Test, AASHE STARS, etc.) and employ open source inputs and public reviews to update benchmarks and select indicators that consider the complexity of regional contexts and the human capacity to address the SDGs

Public Awareness and Policy

• Collaborate with government agencies, NGOs and media to increase public awareness

• Convene stakeholders in neutral arenas to identify challenges and resources, facilitate discussions, and address community needs

• Utilise research projects and expertise, as a trusted source, to increase relevance of ESD and inform policy

• Revise accreditation of institutions and hiring practices of teachers and administrators to promote and reward sustainability

• Model sustainable good practices in facilities and operations

• Cultivate funding models (foundations, grants, public and private resources, etc.) to facilitate implementation of SDGs

• Establish cross-sector partnerships and networks between higher education institutions (HESI, RCEs, GUPES, Global Alliance, etc), industries, communities, NGOs, and governments to scale up our collective impact

• Provide interdisciplinary input to assess, advise, support, and implement planning and policies

• Integrate ESD into local, regional and national sustainable development policies and hold leaders accountable for developing quality education for sustainable development that contributes to transformative change

Workshop 4.4: Empowering Youth for a Sustainable Future – Youth Empowerment and SDGs

Background

"Today, we have the largest generation of young people the world has ever known. One third of them live in countries that have suffered a violent conflict, 75 million are unemployed, and political representation is systematically much older, in all regions of the world, than the society it represents. In other words, the institutional public space is scarce for young men and women; if war was a tragedy for all, peace is difficult for them and jobs are hard to get and tough to keep. The young generations have made their voices heard loud and clear about the future they want. In the Post-2015 Consultations, they have demanded, more than anything else, education, jobs, honest and responsive governments, and greater and meaningful participation in decision-making. Their views must count." - Magdy Martínez-Solimán, Director, Bureau for Policy and Programme Support, UNDP[1]

Rights and Responsibilities are two major aspects of Youth Empowerment. When young men and women understand their rights, they can become empowered to engage in civil society, public service and political processes, at all levels. They need to know the channels through which they may exercise their civil and political rights and contribute to decision-making processes that impact their lives. Channels for engagement include formal political processes such as youth advisory boards at local level, youth parliaments or shadow councils at national level, and engagement with United Nations processes at the global level, for example. Other entry points include volunteerism, access to civil service positions and decision-making processes in the public administration, initiatives for transparency and accountability, promotion of human rights, legal reform, support for youth organizations, policy review and use of media, including social media, to increase access to information and collect and report on relevant data.

While rights empower youth on an individual level and lead to knowledge, learning about their responsibilities and role as equal and responsible global citizens lead to action. Education for Sustainable Development (ESD) plays a major role in informing youth about these responsibilities and inspiring them to take action and have a larger impact towards the sustainability of our planet.

The workshop focused on discussing the rights and responsibilities of youth as global citizens from the context of ESD and what role an empowered youth can play in achieving SDG's. The Global discussions of youth forums like the United Nations Major Group for Children and Youth (UNMGCY) or other international youth groups working on this and the opinions of young leaders from these forums on SDG's during international consultations were shared with the participants to give them a brief insight into the discussions on Sustainable Development leading up to the international conference, to help them understand the current global scenario, and come up with their own interventions and suggestions to feed into and further enrich the process.

Emphasis was also on Sustainable Livelihoods, as per Target 4.4 of the Sustainable Development Goals, which is to substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship by 2030. By giving importance to discussion on livelihood generation and promoting Entrepreneurship among youth, the aim was to build capacity of youth and further prepare them to take up leadership roles in terms of Sustainable Development and ESD globally.

Recommendations:

- Recognise the impact of information and communications technology (ICT) on youth skill building, and its importance with regard to achieving greater youth engagement with sustainable development.

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[1] UNDP Youth Strategy Report 2014-2017 : Empowered Youth Sustainable Future available on http://www.undp.org/content/dam/undp/library/Democratic%20Governance/Youth/UNDP_Youth-Strategy-2014-17_Web.pdf

• Emphasise the need for policy reforms that engage youth in key development decision making processes.

• Acknowledge the crucial role that media plays in spreading awareness and establish a well-defined information system to convey youth related developmental issues.

• Recognise the need to create well equipped local youth centres that foster and facilitate youth entrepreneurship by ensuring the availability of required mentorship and resources.

• Recognise the need for an online clearing house that engages youth with the existing development mechanisms by consolidating available youth-related resources.

• Recognise the need to incorporate the concepts of Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) as part of the general education curriculum.

• Underscoring the importance of developing a robust framework for achieving educational equity and youth empowerment initiatives during times of conflict, natural disasters and post conflict periods.

• Ensure the effectiveness of economic youth engagement by facilitating youth and community education on legal employment provisions.

• Recognise the importance of, and provide funding for, the increasing inclusion of youth in global development planning projects.

• Recognise the connection between developing life skills and values through the entitlement right to education for sustainable development through informal education, youth led capacity building workshops, and SDG consultations, and the ultimate goal of holistic, sustainable development.

• Assess existing youth-related resources and provide missing required resources by involving relevant stakeholders while ensuring a sustainable cycle of youth related work opportunities, particularly in sustainable development fields.

• Promote youth innovation by helping youths to identify the potential for sustainability in those traditional practices that are integral to tangible and intangible cultural heritage.

• Create an information platform to identify and engage with existing youth change makers, and encourage extensive youth participation through coordinated and inclusive outreach for youth related opportunities and advocacy mechanisms.

Workshop 4.5 - Enable Teachers, Enable Learning

Background

As the world today struggles to transform itself into a sustainable society, the challenges of teacher education, such as the ones listed above, become even more complex. The UN Decade of Education for Sustainable Development (2005-2014) has already established the role of education as a key driver for realizing sustainable development, consequently, the education systems, and therefore the teachers, the world over, have been entrusted with the responsibility of preparing global citizens.

This has been reiterated in the UN Sustainable Development Goals as well, with Goal 4 focuses on Formal Education, with 4(c) on Teacher Capacity Building.

With focus on the world agenda on education; on education and communication for sustainable development; and on teacher capacity building for ensuring quality teaching-learning for all; this Workshop discussed and deliberated upon a variety of innovative cases, experiences, implementation strategies and policy frameworks, from around the world, in meeting major global challenges in teacher education. The Workshop attempted to recommend and put forth innovative and effective implementation strategies and policy frameworks for meeting up key challenges in teacher education that the world faces today.

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Recommendations

- Use blended mode, open learning and satellite technology to train unqualified practicing teachers (Governments, Teacher Training Authorities)

- Teacher remuneration should be on par with other professions that require similar educational qualifications (Governments)

- Create a system to ensure that all new teachers go through a probationary period of induction (Teacher Recruitment and Placement Authorities)

- Teacher Trainers should be trained in adult education (andragogy) (Teacher Training Institutes and Curriculum Design agencies)

- To attract high-quality talent, establish an Educators Entrance Examination for students who would like make their career in teaching and education

- Youth, parents and professional groups should be encouraged to support teachers' gap (for National Governments)

- Schools with teacher vacancies should be given an additional component in their budgets to hire guest faculty (Governments and School Management Committees)

- Encourage local teacher recruitment to remove disparities in teacher placement (Teacher Recruitment Authorities)

- Create policy to providing additional incentives for teachers serving in remote areas (Governments)

• Teacher placement systems should ensure that all teachers spend at least two years in remote area for every 10 years of their service period (Teacher Recruitment and Placement Authorities)

• Create monitoring and regulatory authorities to prevent teacher exploitation in private school and colleges (Ministries of Education)

• Revise term 'teacher' to 'Educator' or 'facilitator of learning' (International Agencies and Governments)

• ESD related modules such as life-skills, pluralism, values education, life-long learning etc. should be integrated in all courses of teacher education (Teacher Education Curriculum Authorities)

• Include a pedagogy of inclusivity (physical, learning and social disabilities) in all teacher education courses (Teacher Education Curriculum Authorities and Teacher Training Institutes)

• Establish a self-regulatory annual or periodic performance assessment system for in-service teachers (International/national teacher associations)

• Encourage students to train specifically for administrative and other non-teaching national tasks such as census election and other duties so that teachers are better able to focus on their primary educational role (Government and Policy makers)

Workshop 4.7 – Ethics and Education

Open deliberations on values associated with relationships between people, and people and their environment are central to (re) emerging concepts of environmental stewardship, sustainability, conservation, eco-justice and other notions that capture people-environment interactions. This brings values and ethics into focus in environmental education processes and practice. But many educators are daunted by the philosophical and pedagogical challenges of enabling such exploratory, open-ended learning processes, or integrating them with school or higher education curricula. This workshop responds to these challenges by providing hands-on activities that provide educational entry points into the process of examining environmental ethics as an everyday activity.

This workshop explored some of the educational processes that could enable deliberations on values and ethics and how these may foster creative explorations of more environmentally and socially responsible forms of development, environmental justice and social-ecological change. In this sense, ethical thinking is about involving people in processes of exploration and understanding values and how they might transform themselves and their society.

Using contemporary examples from newspapers, advertisements, and curriculum guides, participants were encouraged to identify deeply embedded assumptions within these cultural artefacts regarding how we value, represent and act in relation to each other and the natural world. During the workshop, each activity had a strong focus on critical thinking, reflexivity and explorations of alternative ways of thinking and being. This was related to the workshop's focus on 're-imagining possibilities'. Here participants developed some practical ideas about redesigning their language of instruction, pedagogical orientations, and perspectives on curricula.

The Working Group Sessions included deliberations arising from active engagement with pedagogical activities that provide openings for environmental ethics and action. These deliberations will include reflections on:

- Pedagogical approaches for engaging in contemporary environmental ethics in complex social settings,

- Cultural needs and sensitivities required for broad re-imagining of ethical possibilities,

- Gaps in the existing range of stories and pedagogies required for effective education, ethics and action, and

- Balancing pedagogical impulses and ecological imperatives in ways that support education over the long term.

The ideas and activities shared during this workshop will drew on new activities that have been drafted and are being tested for inclusion in the second edition of the UNEP activity book entitled *Environmental Education, Ethics and Action: A Sourcebook for Educators*, intended for use in teacher education and other educational settings. Feedback from deliberations will inform the ultimate content and form of this sourcebook. Workshop participants were acknowledged for their contributions.

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Recommendations:

- Ethics underpin all SDGs. Reactions to the SDGs are, fundamentally, based in ethics. Educational activities should give strong emphasis to this dimension across all areas of education and training and particularly in teacher training.

- As ethics are implicit in all collective decisions; making ethical considerations explicit in educational programmes can teach effective decision-making skills.

• Ethics education should not be reduced to empty moralising, but should be viewed as a mindful process of reflexive use of language, thought, and action in the world.

• Use real life events and stories to help contextualise ethics, and make ethics-led learning relevant, in other words: make ethics come alive.

• Social critique is an integral part of ethical deliberation, but ethics should also enable the re-imagining of new possibilities for social and environmental practices. For example, ethics can help imagine the emergence of just, equitable and socio-ecologically sustainable societies, and alternative economies that consider wealth creation not just in terms of personal gain but also in their social and societal contexts.

• Ethics enquiries are not quantifiable by conventional systems of measurement and evaluation, they are of paramount importance and value and require significant educational attention.

GOAL 5: Gender Equality

Targets

5.1. End all forms of discrimination against all women and girls everywhere

5.2. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

5.3. Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation

5.4. Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate

5.5. Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

5.6. Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

5.a. Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws

5.b. Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women

5.c. Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

Workshop 5: Educating for Gender Equality and Women's Empowerment

Background

Discussions about gender in the context of development have been on the global agenda for the past several decades More often than not women and girls are perceived to have a lower status, fewer opportunities, less access to resources and less power to influence decision-making processes then men and boys. Aside from our ethical responsibility to end discrimination, the widespread recognition of the devastating practical impact that a large yet marginalized majority of the population has on development underlies the articulation of SDG5. Having a standalone goal is important and serves as a powerful stimulus for drawing attention to gender-based issues. We, however, must recognize that women have a critical role to play in all the SDGs. This calls for the need to integrate gender equality and women's empowerment in all goals to enable the agenda to be truly transformative.

The Role of Education

While it is crucial to address, and change existing disadvantages towards women and girls in formal structures, like legal and policy reforms to provide support and legitimacy to address inequalities, these steps do not, in themselves, change the way we continue to think and act. When we look at SDG5 the major sites of discrimination may appear separated such as barriers to economic resources, gender-based violence, or restrictions to women's bodily autonomy, however all of these are related to one another. This calls for uncovering the multiple layers of subtle, nuanced, complicated and often contentious ideologies from which we acquire certain social and cultural norms. They reveal how unwritten rules and expectations tend to restrict women in making strategic life choices. Factors like the family, community, religion, economic and educational institutes, legal and political structures as well as the media influence the space in which women (and men) can negotiate change.

However, because gender roles are acquired through learning, they are also open to change through learning. In order to inform and support this process, real transformation involves a revision and change in perception that will build new conceptual constructs based on research and experience. A plan for educational intervention is thus urgently needed to enable transformative change towards the achievement of the 17 Sustainable Development Goals which are all interlinked in our eco-system based view of the world.

Our workshop on Gender Equality dealt with all 17 goals and discussed issues that limit the full participation of more than half of all humanity.

This workshop brought together development practitioners, policy makers, educators, innovators, government agencies, academics and other professionals from all parts of the world to share their experiences, workable models, strategies about advancing gender equality and empowerment by critically examining local and regional realities in a globalized context. The workshop focused on addressing how education in formal, non-formal and informal settings can strengthen the SDG5 agenda, programs, and activities. It placed a special emphasis on discussing appropriate ways to engage with individual socio-cultural and development contexts to instigate change and develop innovative and effective implementation strategies.

Workshop Activities and Outcomes

- Shared innovative case examples, experiences and research in education and awareness as drivers of change

- Developed priorities and recommendations that include new approaches and implementation techniques into a workshop report

- Created an active and committed network of practitioners working on education for achieving gender equality and empowerment of women and girls

CEE Focal Point:

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Recommendations:

Gender equality and empowerment of women and girls is both a crosscutting issue, as well as a goal in its own right. In order to redress the articulations of the SDG5 targets without a timeframe, which is key for tracking progress, we strongly recommend to link different stakeholders, social sections and accountability mechanisms. Specifically each SDG target should only be considered successfully achieved if it also meets the SDG5 targets in that goal area. We further:

- Encourage interlinking SDG5 with SDG4 ("Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"), which includes a gender inclusive target (target 4.5) with a specific timeframe.

- Encourage research on ESD strategies that seek to secure the conditions of human dignity via a three level approach to empowerment by addressing the obstacles to identity at the personal level, in the family and community and at the workplace.

- Recognise that gender bias and stereotyping are primary forms of discrimination that are reinforced in early childhood, to create gender sensitive learning environments through teacher training programmes, collaborative models of pedagogy, quality learning materials, resource allocation and the use of new technologies.

- Encourage informal and non-formal educational initiatives that develop and bolster the self-esteem and resilience of women, fully equipping them to engage in and achieve excellence in any area of their choice.

- Encourage research and experimental studies to measure and value the unpaid domestic activities of women; by conducting time-use surveys and by collecting statistics disaggregated by gender on time spent on activities both in the household and on the labour market.

- Support the development and integration of gender sensitisation components into training modules of media professionals and as part of recruitment and orientation modules at the organisational level for all sectors.

- Invest in and finance the development of wide ranging public education and communication campaigns to address obstacles to gender equality at the personal, societal and professional level. Specific educational efforts must be made in the area of increasing awareness among women of how to avoid being complicit in promoting gender regressive values, attitudes and behaviour.

- Develop indicators and conduct periodic qualitative and quantitative research surveys to better identify and measure progress towards gender equality in key educational areas that can drive the desired shift in values, attitudes and behaviour at the personal, societal and professional level.

- Encourage connecting women to new technologies to reduce the digital divide through training, capacity building and e-learning programmes. Support the development of innovative apps, networks and skills that improve the mobility, safety, security and well being of women and girls

- Finance the design and delivery of highly visible and comprehensible communication services/ initiatives that provide easy access to relevant information on all matters including legal and financial details that are relevant and important to gender equity.

- Monitor and upgrade the design, awareness about and implementation of all services (welfare, policing, refuge, hostels, shelters, helplines, counselling, financial, health) that impact the safety, security and well-being of women and girls, thereby encouraging the development of their personal courage, confidence and ability to make and sustain their own life choices independently and without fear of coercion.

GOAL 6: Clean Water and Sanitation
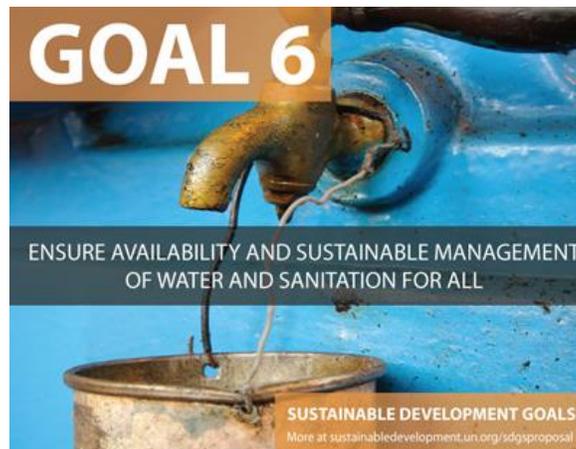
Targets

6.1. By 2030, achieve universal and equitable access to safe and affordable drinking water for all

6.2. By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

6.3. By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally

6.4. By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity

6.5. By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate

6.6. By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes

6.a. By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies

6.b. Support and strengthen the participation of local communities in improving water and sanitation management

Workshop 6: Ensure availability and sustainable management of water and sanitation for all

Background:

Scarcity of water, unsustainable management of the available water and poor sanitation conditions of a large portion of the global population is a hindrance in the path of creating a sustainable society. Water Scarcity affects more than 40% people of the world. Of the available water, much of it is contaminated by fecal matter, pollution and untreated sewage discharged directly into water bodies without treatment. 2.4 billion people lack access to basic sanitation services, such as toilets or latrines.

These are only few of the staggering figures that indicate the current global scenario of water and sanitation.

Adoption of the SDG Goal 6 marks that the world has come to an agreement that Sustainable Development is impossible without addressing the issues of water and sanitation at a global level. Acknowledgement of a problem is the first step towards solving it. The task that now lies ahead of us i.e the post-2015 agenda will be to honour the targets spelled out in the goal and achieve it together.
Education for Sustainable Development (ESD) has a critical role to play in achieving these targets. ESD provides the knowledge, skills and develops the competencies to find solutions. Education also acts as a driver for demand for proper facilities and paves the way for creation of national policies to fulfill these demands.

The working group brought a common understanding of the cross-cutting nature of both water and sanitation and the need for addressing this issue to achieve other global goals. It emphasized on education as a means to bring awareness to the key stakeholders – beneficiaries, government, funding agencies and other key stakeholders. It helped in formulating measurable indicators, prioritization of action areas, plan for wise utilization of available resources and explore newer funding mechanism so that the target could be achieved faster.

Objectives:

This working group had been planned with the following objectives:

1. To critically examine the role of education in –

   - water management with case studies

   - sanitation management scenario with case studies

2. To study successful models of Open Defecation Free (ODF) areas (village or urban localities) and make recommendation on replicability
3. To study WASH in Schools (WinS) scenario vis a vis the national strategies
4. To study inclusivity in WASH from gender, disability, social exclusion and poverty point of view

Output:
- The key challenges and gaps in water and sanitation sector that education can address were identified

- A plan of action for post 2015 agenda was prepared

- Global networks and partners were identified for effective implementation of Goal 6

- Collective advocacy with the government and other implementing agencies

- A set of recommendations for WASH in Schools were formulated

Who participated?

- Policy makers and administrators associated with Water and Sanitation governance and WASH Education

- UN Bodies and Non Governmental Organizations working on WASH

- Teaching faculty, Researchers and students

CEE Focal Point:
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Recommendations

- Recognise the importance of education in creating demand: specific, localised and community-driven bottom-up processes are necessary for demand generation. This is true for both water and sanitation, as well as the hardware and software required.

- WASH education should be mainstreamed in the formal education system.

- WASH Education should not be restricted to only formal educational institutions and should instead also be addressed through informal community education. As a result it is necessary to recognise the role of people's institutions (PI) and PI capacity building in implementing WASH education.

- Train a cohort of SDG WASH Educators who will be able to, in turn, educate the larger community.

- Sensitise decision-makers to the realities of WASH inequality in order to develop high quality databases and implement proper water policies.

- Include education about water footprints in sustainability curriculums.

- Educational institutions should enable proper water and sanitation practices.

- Encourage a paradigm shift in how we educate our educators by following the appreciative enquiry method. Rather than pointing out educators' shortcomings, their strengths should be assessed and then used to find solutions to topical issues.

- Local communities – and women in particular – should be put in-charge of sanitation. By providing women the necessary education to encourage their ownership of sanitation facilities, we are able to simultaneously make progress towards women's empowerment.

- Micro-finance institutions should be educated as to the importance of WASH inequality, and encouraged to provide access to resources (loans) for WASH facilities, especially women's toilet construction.

- Develop a WASH education programme for schools that engages government decision makers, education department officials, teachers, school management committees, parents and students as stakeholders. Likewise, each stakeholder group should be appropriately educated.

- Recognise the importance and scientific validity of different communities' traditional knowledge of by incorporating this knowledge into modern WASH interventions.

• Take advantage of existing open access resources that are available online or offline, and can be used for educating stakeholders on WASH, especially youth. For example: WESSA offers an app to monitor water quality. Likewise, new apps should be developed and promoted.

• WASH education should be mainstreamed in the formal education system.

• UNESCO should include WASH education in its global advocacy agenda.

GOAL 7: Affordable and Clean Energy
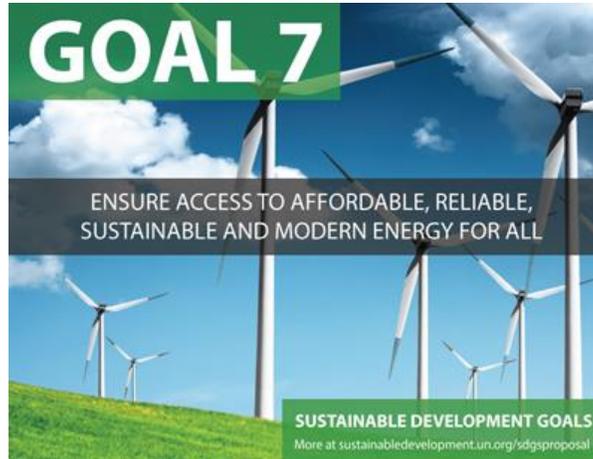
Targets

7.1. By 2030, ensure universal access to affordable, reliable and modern energy services

7.2. By 2030, increase substantially the share of renewable energy in the global energy mix

7.3. By 2030, double the global rate of improvement in energy efficiency

7.a. By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology

7.b. By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small-island developing States, and land-locked developing countries**,** in accordance with their respective programmes of support

Workshop 7: Access to Sustainable and Modern Energy

Summary

Sustainable energy is the prime driver and key enabler of sustainable development. The sector holds high significance in terms of development challenges and environmental impacts such as climate change. However, long-term sustainable energy security for all remains a concern for developed and for developing countries even though the challenges may vary with regard to geography, economic capacities and requirements and other relevant parameters.

For India and other alike countries, the challenge lies in making energy sources available to all people by making grid accessible to all, expanding base of renewable through grid and off grid solutions to ensure eradication of energy poverty and enhance growth. It requires making smart moves by transitioning to modern forms of energy and at the same time reducing emissions and conventional pollutants associated with energy generation and use. This requires leapfrogging to decentralized renewable options and the possibility of adopting cleaner and advanced technological options while taking steps to decarbonize the fossil fuel based energy sources.

The Sustainable Development Goals and targets came into effect on 1 January 2016 and will guide the decisions we take over the next fifteen years. All of us will work to implement the Agenda within our own countries and at the regional and global levels, taking into account different national realities, capacities and levels of development and respecting national policies and priorities.

In the context specific to the conference the workshop covered Goal 7: To Ensure access to affordable, reliable, sustainable and modern energy for all

The goals are supremely ambitious and transformational vision. A world where we reaffirm our commitments for universal access to affordable, reliable and sustainable energy.

Objectives:

Education as strategic means of implementation to achieve sustainable development goals

- Central Role of Education in energy access

- Education as a means of engagement amongst actors

- Lesson's from the sector – as means of implementation,

- Scaling up education to achieve SDGs,

- Developing partnership for education

The above requires interplay among different drivers of change including technological, financial, policy, education and others. Recognising and reflecting on the integrated approach and the interconnectedness among the cross cutting themes across all goals and primarily with energy, it necessitates placing a higher emphasis on education and technological innovations as important means of implementation.

In the given context, the workshop looked at positing education as key means of implementation. It evaluated and assessed ways and means through which role of education can be explored and brought forward as a driver for the change. To achieve this it requires concerted efforts through various actors including policy makers, private sector, financial institutions, civil society and other stakeholders.

The workshop covered the goals and targets as adopted and explored how education can enable achievement of these goals. While it does so, it also considered taking learnings from works from the current and past, looked at knowledge generated and deliberated on key challenges and limitations while it took steps to create framework where empirical evidence on role of education can be explored.

It was designed to leverage from the experiences and strategies esp. looking at identifying key pitfalls and challenges involving education and capacity building in accelerating energy efficiency, expanding share of renewables and ensuring universal access to affordable, reliable and modern energy services.

The process required collaboration and partnership among institutions and networks as a long term strategy. This also required mobilizing support to implement the objectives underlined.

Input to the workshop

CEE worked on preparing the initial document on Sustainable Development Goals. As an input to the workshop, CEE provided a background document highlighting national circumstances and policies for ensuring energy access with examples where education has played an important role in achieving the intended.

It invited participants and speakers to submit abstracts and papers which can then be converted to session and posters for presentation during the workshop and conference.

Workshop Coordinator:

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Participant and Audience:

The workshop aimed to bring together speakers and participants from national and international institutions, policy makers, government agencies, experts and practitioners.

Recommendations

- Recognise the need to improve capacity and skills through mutual partnership

- Educate the public on the importance of renewable energy through mass media awareness campaigns, and by establishing more energy sustainable universities

- Improve and enhance the quality, outreach and scope of technicians training by creating a workforce of 10,000 technicians trained in solar energy

- Educate engineers, economists, advisors and policy makers on issues related to affordable and clean energy

- Provide energy education for all interested parties and stakeholders, particularly with regards to the profit-driven exploitation of resources that occurs when mining is a major source of energy

- Simultaneously promote the education of civil society groups in order to encourage progressive action while educating and empowering consumers to make behave responsibly and make sustainable energy choices

- Recognise the need for better documentation and knowledge sharing by creating systems for generating and accessing currently available information

• Engage with sustainability professionals to educate communities and create awareness about practical issues that can be resolved by enhancing cooperation between academic and industrial domains

• Engage with social media to effectively spread message of energy sustainability to all sections of society

• Address the challenges in the educational system and update the current curriculum with topical market and industry needs in order to effectively channel students into the workplace

• Shift educational focus from purely formal to recognise the informal development of skills in order to be employable in the energy market.

• Recognise that teachers' capacity development is building skilled human resources

• Generate more field based learning opportunities.

• Structure the curriculum in schools, universities and corporate sustainability departments to emphasise affordable and clean energy

• Recognise that capacity building and knowledge sharing is key to securing energy for all

• Encourage collaboration between academia and industry in order to improve access to Research & Development and applied demonstrations. Create an integrated framework to better utilise the available infrastructure for research needs of solely industrial, and in doing so create trained and skilled human resources.

• Foster the link between industry and academia by developing bridge programmes that strengthen students' employability

• Create a central repository or database of institutions for collaborative action.

• Develop an entrepreneurial ecosystem

• Recognise the need to expand and upgrade technology by creating effective partnerships between academia and industry that facilitate technology demonstration and promote technology adoption and reliability.

GOAL 8: Decent Work and Economic Growth

Targets

8.1. Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries

8.2. Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors

8.3. Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services

8.4. Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-year framework of programmes on sustainable consumption and production, with developed countries taking the lead

8.5. By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

8.6. By 2020, substantially reduce the proportion of youth not in employment, education or training

8.7. Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms

8.8. Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment

8.9. By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products

8.10. Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all

8.a. Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-Related Technical Assistance to Least Developed Countries

8.b. By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization

Workshop 8: Sustainable Economic Growth

The CEE-GIDR workshop looked at three key Sustainable Development Goals (SDG) namely SDG-1: End poverty in all its forms everywhere; SDG-8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all; and, SDG-10: Reduce inequality within and among countries. The common thread running through these themes are equal access to opportunities to the most vulnerable analysed through the prism of the education as a driver for change.

Specifically the workshop focused on:

- Education as a driver to create sound policy frameworks at the national, regional and international levels based on pro-poor and gender-sensitive development strategies to support accelerated investment. (Target 1b)

- Education as a driver for achieving high economic productivity through diversification, upgraded technologies and innovation. Promoting development related policies using education as a driver to support productive activities, entrepreneurship, creativity and innovation and encouraging the formalization and growth of micro-small- and medium-sized enterprises (Target 8.2, 8.3, and 8.9). These goals are to be achieved through appropriate skill and entrepreneurship development with the help of suitable policies aimed towards creation of jobs that promote local culture and products by 2030.

- By the same target year, the other goals envisage that the poor and vulnerable to have equal rights for economic resources and have control over land and other forms of property and natural resources. In this context, laws, policies and practices are to be discussed that aim toward building resilience which may reduce the exposure and vulnerability of the poor to climate related extreme events, environmental shocks and disasters. (Target 1.4, 1.5 and 10.3)

Workshop Activities and Outcomes:

The workshop shared innovative cases, approaches, strategies and learning in how education has been as been a driver of change toward the specific outcomes. This involved identifying initiatives, means, strategies for scaling up experiments and good practices. These processes also facilitated creation of networks of policy makers and practitioners working on these goals to explicitly identify the possible areas where education could be driver to achieve the ends.

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Recommendations:

- Create and implement meaningful and relevant data collection programmes to ensure reliable studies (SDG 1, 8)

- Issue a Social Development Report, including information on relevant environmental aspects, at the country level with or without additional State or State of the Environment Reports for India (pollution, social indicators, environment, poverty, etc.) (SDG 8)

- Begin campaigns to raise awareness of community and individual rights to natural resources, law, process and documentation. (Target 1b, 8, 8.3)

- Recognise that promoting quality education, not just education itself, is a crucial part of achieving the SDGs. (SDG 1b, 8, 10)

• Recognise the need to invest in education that supports work by using appropriate technology for production, skill building and learning. With regard to India in particular, we recommend that Gandhi's Basic Education model be introduced as a means of achieving sustained economic growth and development. (SDG 1b, 8, 10)

• Recognising the importance of education in achieving sustainable development, investments in education, including that of formal, non-formal, informal, and life-long education, are to be prioritised. (SDG 8, 8.3)

• Recognise and create a place for traditional and indigenous knowledge systems in educational programmes, and recognise children's role in learning (1, 8)

• Create poverty eradication programmes that improve the capacity of communities to conserve and increase their production potential by understanding community-specific contexts of natural resource regeneration (1,8)

• Document innovative ways and methods by which small and otherwise marginalised farmers have been responding to labour shortages through technology adoption

• Understand the specific areas of individual and common rights over ownership and use of natural resources

• Facilitate basic infrastructural and financial services in rural and peri-urban areas to improve economic opportunities for poor. (1, 8)

GOAL 9: Industry, Innovation, and Infrastructure

Targets

9.1. Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all

9.2. Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries

9.3. Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets

9.4. By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities

9.5. Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending

9.a. Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, least developed countries, landlocked developing countries and small island developing States

9.b. Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities

9.c. Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020

Workshop 9: Sustainable Industrialization and Infrastructure

The working group aimed to develop an understanding of the context of three pillars of sustainability (economy, environment and social) for the Goal 9 targets. The discussion identified the training needs, capacity building needs emerging for the new technologies and role of stakeholders.

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Recommendations

- Recognise that city infrastructure directly impacts its residents' quality of life, and that productive innovations in infrastructure can address many social issues.

- Use public and private infrastructure to promote sustainable tourism by following the Hong Kong model.

- Recognise that the process of learning is changing and we need to design new ways of learning for various stakeholders that make use of both informal education and Information and Communications Technology (ICT).

- Recognise the need to enhance community and executive policy maker interactions by facilitating forums such as the citizen co-creation or co-envisioning programmes from Pune and Bengaluru.

- Recognise the need for a paradigm shift in our understanding of the poor as a burden for cities to bear.

- Recognise the need for innovations in social infrastructure that make resources like hospitals, schools, crematoriums, and green spaces more inclusive and accessible.

- Facilitate contact and social support between poor and affluent sectors of the city.

- Observe the 74th amendment to the Indian constitution by strengthening local bodies of community governance to both ensure local participation in decision and policymaking and help make cities increasingly inclusive and resilient.

- Promote Public Private Partnership (PPP) through policy interventions in order to create cutting-edge infrastructure in cities, such that cities become reliable and convenient with improvements in delivery and service standards and affordability.

- Recognise that technology and technological innovations have been underused in India in the recent past. As such, the urban government body (i.e. Municipal Corporation) and urban development authority should incorporate recent technological innovations in planning, solid waste, E-waste and waste water management, use of solar and renewable energy and energy efficient infrastructure planning and adequate green infrastructure.

- Recognise that most GoI manuals and guidelines on urban infrastructure are archaic and revisions are restricted to revising standards. Multi-stakeholder Consultation is therefore needed to educate all those concerned and create adequate change.

GOAL 10: Reduced Inequalities
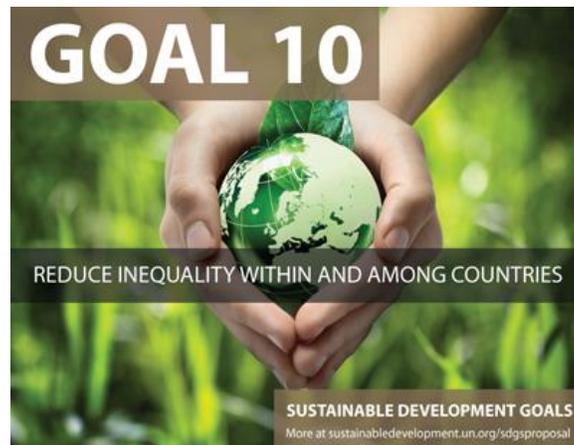
Targets

10.1. By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average

10.2. By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

10.3. Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

10.4. Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality

10.5. Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations

10.6. Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions

10.7. Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies

10.a. Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements

10.b. Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes

10.c. By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent

Workshop 10: Education for Equality

The CEE-GIDR workshop looked at three key Sustainable Development Goals (SDG) namely SDG-1: End poverty in all its forms everywhere; SDG-8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all; and, SDG-10: Reduce inequality within and among countries. The common thread running through these themes are equal access to opportunities to the most vulnerable analysed through the prism of the education as a driver for change.

Specifically the workshop focused on:

- Education as a driver to create sound policy frameworks at the national, regional and international levels based on pro-poor and gender-sensitive development strategies to support accelerated investment. (Target 1b)

- Education as a driver for achieving high economic productivity through diversification, upgraded technologies and innovation. Promoting development related policies using education as a driver to support productive activities, entrepreneurship, creativity and innovation and encouraging the formalization and growth of micro-small- and medium-sized enterprises (Target 8.2, 8.3, and 8.9). These goals are to be achieved through appropriate skill and entrepreneurship development with the help of suitable policies aimed towards creation of jobs that promote local culture and products by 2030.

- By the same target year, the other goals envisage that the poor and vulnerable to have equal rights for economic resources and have control over land and other forms of property and natural resources. In this context, laws, policies and practices are to be discussed that aim toward building resilience which may reduce the exposure and vulnerability of the poor to climate related extreme events, environmental shocks and disasters. (Target 1.4, 1.5 and 10.3)

Workshop Activities and Outcomes:

The workshop shared innovative cases, approaches, strategies and learning in how education has been as been a driver of change toward the specific outcomes. This involved identifying initiatives, means, strategies for scaling up experiments and good practices. These processes also facilitated creation of networks of policy makers and practitioners working on these goals to explicitly identify the possible areas where education could be driver to achieve the ends.

CEE Focal point: Rejini Simpson, Annie Gregory
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Recommendations:

- Create and implement meaningful and relevant data collection programmes to ensure reliable studies (SDG 1, 8)

- Issue a Social Development Report, including information on relevant environmental aspects, at the country level with or without additional State or State of the Environment Reports for India (pollution, social indicators, environment, poverty, etc.) (SDG 8)

- Begin campaigns to raise awareness of community and individual rights to natural resources, law, process and documentation. (Target 1b, 8, 8.3)

- Recognise that promoting quality education, not just education itself, is a crucial part of achieving the SDGs. (SDG 1b, 8, 10)

• Recognise the need to invest in education that supports work by using appropriate technology for production, skill building and learning. With regard to India in particular, we recommend that Gandhi's Basic Education model be introduced as a means of achieving sustained economic growth and development. (SDG 1b, 8, 10)

• Recognising the importance of education in achieving sustainable development, investments in education, including that of formal, non-formal, informal, and life-long education, are to be prioritised. (SDG 8, 8.3)

• Recognise and create a place for traditional and indigenous knowledge systems in educational programmes, and recognise children's role in learning (1, 8)

• Create poverty eradication programmes that improve the capacity of communities to conserve and increase their production potential by understanding community-specific contexts of natural resource regeneration (1,8)

• Document innovative ways and methods by which small and otherwise marginalised farmers have been responding to labour shortages through technology adoption

• Understand the specific areas of individual and common rights over ownership and use of natural resources

• Facilitate basic infrastructural and financial services in rural and peri-urban areas to improve economic opportunities for poor. (1, 8)

Goal 11: Sustainable Cities and Communities
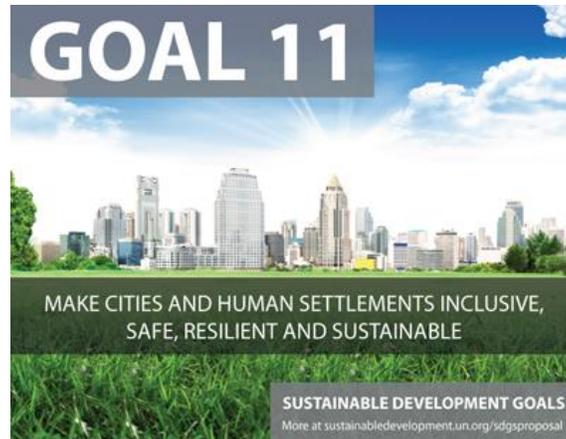
Targets

11.1. By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums

11.2. By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons

11.3. By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries

11.4. Strengthen efforts to protect and safeguard the world's cultural and natural heritage

11.5. By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations

11.6. By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management

11.7. By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities

11.a. Support positive economic, social and environmental links between urban, per-urban and rural areas by strengthening national and regional development planning

11.b. By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels

11.c. Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials

Workshop 11: Sustainable Cities and Human Settlements

Cities are hubs for innovations, social and cultural development, economic productivity and prosperity and much more. However, cities also face difficulties such as congestion, lack of funds to provide basic services, a shortage of adequate housing and declining infrastructure. Cities are also associated with degradation of environmental quality.

The future we want includes cities of opportunities for all, that are safe and provide access to basic services, energy, housing, transportation. Education would have a key role to play to advance policies that make such cities possible, that transforms municipal governance and systems, that engages local communities and especially young people in conscious change for sustainability. However, discussions on urban challenges have remained somewhat limited in their exploration of the role of ESD in addressing these.

Aim of the workshop

This working group explored how to advance achievements of the targets of the UNSDG 11with education as a driver, especially in the five priority action areas identified in the UNESCO Global Action Programme on ESD . An overall paper was developed to highlight the role of ESD in achieving Goal 11 and its targets.

Objectives

The working group aimed to provide an opportunity for collaborative thinking / reflection on:
- What are some education efforts in the Goal 11 target areas – what has worked well and why, what are some key learnings

- What is the nature of the challenge for education efforts and what are the opportunities

- Is there a typology of educational efforts that are particularly effective in bringing about transformation at different scales

- What can be a strategy to promote ESD in relation to Goal 11

Papers /case examples of Education in relation to any of the Goal 11 target were especially welcome. Participants were encouraged to send in abstracts and also to which can be used to develop the matrix

Expected Outcomes

- Enhanced understanding of the role of Education in relation to Goal 11

- Think piece(s) on ways forward for advancing policy, whole institution approaches, engaging educators and trainers as multipliers, engaging local communities and especially young people in implementing Goal 11 in their own city

- Stronger community of practice of urban educators

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Readings

Urban SDG 11
Unesco GAP Framework
IPCC AR5
UN Habitat III preparatory documents

Recommendations

Overall

- Ministries and state departments of Urban Development, in partnership with educational institutions and civic organisations, should create awareness about the SDGs and Goal 11 – in particular among state and city government officials who deal with urban issues, planning, heritage, biodiversity, transportation, climate change etc.

- City governments should create and publicise performance frameworks for achieving the SDGs

- Use administrative training institutes as well as new schemes, programmes and projects to educate politicians and bureaucrats on the SDGs and Goal 11

- Every urban development or infrastructural project should simultaneously be used as a vehicle for sustainability education.

- Cities should have public learning centres (e.g. Patrick Geddes 'The Tower'), and facilities that provide access to city archives, learning materials, exhibits about the city, its history, evolution, its resources, and cutting edge information technology.

- Technology should be used to provide educational projects and institutions with reliable information and data

- Mechanisms of support are needed at the local level to educate sustainability initiatives and campaigns about Goal 11 and its specific targets as is relevant

- Educate stakeholders about the importance of making cities safe for women and children

Housing

- Recognise the need to establish various modes legitimate domicile for entitlements

- Conventional education for architects, planners and engineers should expose students to a wide range of housing models and practices

Planning

- Development planning laws should be amended with regards to SDG targets 11.3 & 11.7.

- Educational efforts should illustrate the need to reorient development planning towards sustainability, as well as provide case studies that illustrate the benefits of this reorientation.

- Require relevant Higher Education institutions to participate in collaborative action research that can be used for examples of success stories, and models of best practices.

- Enable media capacity building and encourage efforts to systemically educate the media about complex urban planning issues.

- Reorient urban planning curricula, including questions of scope, method, pedagogy, content, with respect to SDG goal 11 and targets 11.3 & 11.8. Likewise, incorporate inclusive participatory planning into the curricula.

- Establish formal forums at national, regional and global levels to generate momentum for urban reforms and the creation of a knowledge repository that includes case studies and examples of best practices of inclusive and participatory planning.

Conserving natural and cultural heritage

- Enact the recommendations given in the CBD article on creating local and regional/subregional BSAPs, which should be done in a participatory manner

- Enhance awareness about the status of local biodiversity and natural heritage by encouraging cities to take charge of City Biodiversity Inventories and Indexes.

- City government websites should carry information on SDGs and report on their performance

- City governments should create ecosystems maps that can be integrated with Development Plans to publicly indicate vulnerable zones, drainage zones etc.

- Campus and estate managers of industrial and educational campuses should be educated about biodiversity and the importance of conserving natural spaces and rehabilitating local species

- Create a repository of EE and ESD materials

Transportation

- Make learning materials and modules available for implementation at relevant programmes, such as government personnel training institutes. Schools should have easy access to community outreach materials, school EE materials, and RSP modules.

Recommendations for educators

Urban areas are spaces of contestation. Goal 11 and its targets require new ways of creation of knowledge, its documentation and use in action, fostering experimentation, especially in the area of participatory planning, which is to take place at different scales and which seeks to enhance social, environmental, economic linkages within cities, peri-urban areas and beyond.

There is a need to extend formal education, and use every opportunity to develop / educate for responsible citizenship. Education must proceed in all directions, top to bottom and bottom to top, and sideways. For this, Educational institutions (universities, colleges, 3 schools as well as informal and non-formal places of education) would have an important role

- Educational institutions should function as archives of knowledge generated by formal and informal learning processes

- Provide information and knowledge in terms that every citizen can use.

• Recognise the importance of being a credible ground where all stakeholders can meet without apprehensions and inhibition, and so can deliberate freely and fairly.

• Work as a site of experimentation, where challenges can be taken up without fear of failure by applying the 'as if' mode of learning

• Educational institutes can be facilitators of change by very clearly defining their role and declaring the limitations of their work

• Create forums where the requirements of responsible citizenship can be developed for all levels, including: children, youth, adults, bureaucrats and elected representatives

• Include the concept of "improving lives" as a subject of discussion in the educational process

• Educate about the structure and form of economic systems and political forms in order to clarify the notion of what a city is, and how one comes into being.

(Targets 5, 6, 9, 10 were not addressed by the group at this conference)

GOAL 12: Responsible Consumption and Production
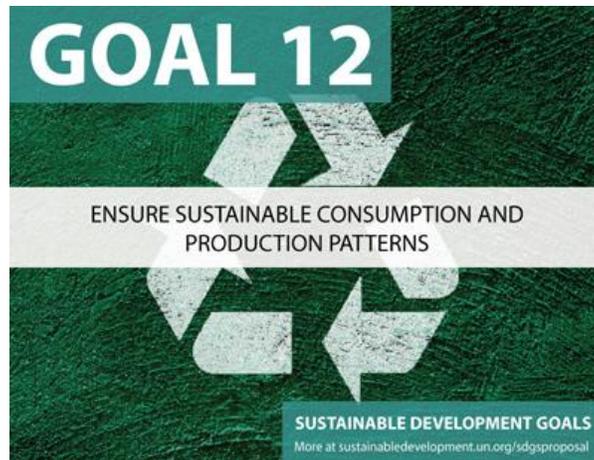
Targets

12.1. Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries

12.2. By 2030, achieve the sustainable management and efficient use of natural resources

12.3. By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses

12.4. By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment

12.5. By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

12.6. Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle

12.7. Promote public procurement practices that are sustainable, in accordance with national policies and priorities

12.8. By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

12.a. Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production

12.b. Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products

12.c. Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities

Workshop 12: Education: A key-enabler in Achieving Sustainable Consumption and Production

The concept of sustainable consumption and production has been recognized in the Johannesburg Plan of Implementation adopted in 2002 at the World Summit on Sustainable Development (WSSD). Since then, many global, regional, and sub-regional meetings have acknowledged that sustainable consumption and production can contribute to objectives and requirements for sustainable development, together with poverty eradication and effective use of management of natural resources to accelerate economic and social development. Education can play an essential role in producing a pool of critical citizens, who are well equipped to analyse and select from among the pile of information provided by the media/other sources aimed at encouraging them to consume, and who can implement certain criteria to allow them to make consumption choices that are more environmentally and socially responsible. There is a disconnect between behaviour and technological advancement, which could be addressed through education. Keeping the above in mind, the workshop will focus on reflecting the cause-effect relationship between consumption and production and between consumption and the environment with a continuous focus on need and ways for translating such relationships to relevant stakeholders through education. It will deliberate on certain key concepts of SCP, critical analysis of the impacts, share goals and activities of existing SCP initiatives, and way towards putting new attitudes and behaviour through education. Topics like efficient use of natural resources, achieving environmentally sound management of chemicals and all waste through their life cycle, integration of sustainable production/ practices in companies, assessment of scientific and technological capacities to move towards Sustainable patterns of consumption and Production and sustainable tourism will be discussed in the working group.

This workshop had stakeholders engaged in advancing sustainable consumption and production (SCP), including government representatives, entrepreneurs/SMEs, industries, civil society, academia, researchers, private sectors and international organizations.

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Recommendations

• Identify relevant stakeholders, and develop appropriate educational programmes to encourage sustainable consumption and production. In developing these programmes, identify the pros and cons of sectoral versus broad-based Sustainable Consumption and Production (SCP) education, and create a curriculum that decouples economic growth from environmental resource consumption by contextualizing local resource availability with local and regional priorities and the broader sustainability agenda.

• Engage institutions of Higher Education and other research organisations to document and share knowledge about SCP strategies, especially those that can benefit the poor. Create open access systems to share this information, which can then be built upon and tested through experimentation.

• Encourage governments, businesses, educators, and international organisations to invest in young innovators, who will ultimately be responsible for creating a sustainable future

• Embed Education for Sustainable Consumption and Production (E-SCP) in the interdisciplinary core curriculum, across age and education levels. Additionally, augment this formal sustainability education by providing targeted training modules for professionals and other relevant stakeholders, and by making Living Laboratories, eco-museums, and other local and experimental production opportunities available to the community.

• Regularly review all aspects of Education for Sustainable Consumption and Production programs

• Education and training in business, industrial production, and tourism should be sensitive to issues of environmental sustainability and the importance of promoting sustainable livelihoods for the poor, in addition to increasing profit margins.

• SMEs and entrepreneurs should be educated about sustainable production, and have access to key sources of funding, including government funding schemes, loans and grants intending to help implement sustainable production and consumption in supply chains. Likewise, this education for green production should be accompanied by peer hand-holding, especially for those producers who are marginalized.

• Increase the focus on capacity building for the informal waste-management sector, and develop ways for them to mainstream into the formal sector.

• Educate all consumers on waste reduction and prevention, beginning in early childhood. Innovative methods of waste management education, such as Massive Open Online Courses (MOOC), is essential.

• Engage the media, public figures, film and sports stars, and other role models to disseminate SCP messages to the community by promoting and adopting sustainable lifestyle choices

• Design and implement educationally appropriate monitoring and evaluation methodologies Promote critical thinking by connecting personal and community goals with sustainability. Civil society and educational institutions should continue their role as community leaders with a genuine commitment to integrating traditional values and lifestyles that are sustainable into modern society.

• Develop and promote awareness about the impact of formal and informal education on sustainable consumption and production in order to encourage innovation through a diverse set of perspectives.

GOAL 13: Climate Action*

Target

13.1. Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

13.2. Integrate climate change measures into national policies, strategies and planning

13.3. Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

13.a. Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly $100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible

13.b. Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities

* Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.

Workshop 13: Combating Climate Change and its impacts

The recently concluded COP 21 and the Paris Agreement that got adopted in December 2015 comes soon after the Sustainable Development Goals being adopted by the World leaders in September 2015. Both these define the path to development over the next few decades to meet the challenges of climate change and sustainability.

The United Nations Framework Convention on Climate Change (Article 6), Sustainable Development Goals (Goal 13, Target 13.3 and 13b), and the Paris Agreement (Article 11 and 12) – have recognized education, training and public awareness and capacity building as important components in climate change adaptation and mitigation strategies. The Paris Agreement also highlighted the need to change behaviour and lifestyles making them more sustainable.

The workshop discussed how education can support and play an important role in achieving these goals.

Objectives

- Share best practices in education and capacity building in climate change mitigation and adaptation

- Identify key areas where education can play a significant role in achieving targets of sustainable development and objective of the UNFCCC, and Intended Nationally Determined Contributions (INDC) in various sectors

- Review institutional and clearing house mechanisms in place to achieve this

Expected outcomes

- Prepare an inventory of good practices, educational tools and a database of institutions engaged in climate change education

- Suggest an Action Plan for various stakeholders including UNFCCC, Countries and other actors combating climate change to integrate education as a part of their strategy

- Suggest a platform and institutional mechanisms for sharing practices

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UNFCCC newsroom

Recommendations

- For Educators: Climate change education for sustainable development should be: o Inspirational; hands-on and action-based (learning from action); experience-based and touching emotions; made relevant to the target group by connecting to the group's interests; edutainment; role of teacher: facilitation; reflective competence

- Values should play a more central role in climate change education.

- Educators should address decision makers like commissioners at city level (such as engaged in the Surat Climate Trust) that put in place policies for resilience or implement a BRT System.

- For national governments: 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.

- National climate policy makers: Implementation strategies for the current NDCs need to have an education component. Future NDCs should include an educational component right from the planning process.

- 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, train the communication community

on sustainability communication, etc. in order to make media use its potential to influence society and lifestyles in a responsible manner.

4. Suggestions 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

- state level coordination agency on climate change (also for informed cc education)

- institutionalise training with the objective to include an educational component in the INDCs - both in terms of developing roadmaps for implementing the current NDCs as well as preparing the new round of NDCs

- 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

GOAL 14: Life Below Water

Targets

14.1. By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution

14.2. By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans

14.3. Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels

14.4. By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics

14.5. By 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on the best available scientific information

14.6. By 2020, prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, eliminate subsidies that contribute to illegal, unreported and unregulated fishing and refrain from introducing new such subsidies, recognizing that appropriate and effective special and differential treatment for developing and least developed countries should be an integral part of the World Trade Organization fisheries subsidies negotiation

14.7. By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism

14.a. Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries

14.b. Provide access for small-scale artisanal fishers to marine resources and markets

14.c. Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in UNCLOS, which provides the legal framework for the conservation and sustainable use of oceans and their resources, as recalled in paragraph 158 of The Future We Want

GOAL 15: Life on Land

Targets

15.1. By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements

15.2. By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally

15.3. By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world

15.4. By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development

15.5. Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species

15.6. Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed

15.7. Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products

15.8. By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species

15.9. By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts

15.a. Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems

15.b. Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation

15.c. Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities

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

Background:

Sustainable Development Goals (SDGs) 14 and 15 aim at *'conservation and sustainable use of the oceans, seas and marine resources for sustainable development'* and *'protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation and halt biodiversity loss'*. The goals set a series of ambitious targets to ensure protection and sustainable use of natural ecosystems by 2030.

The SDGs recognize education as one of the key drivers for achieving these targets as outlined in target 4.7 of Goal 4, "***by 2030 ensure that all learners acquire the knowledge and skills to promote sustainable development***, *including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development'*.

It is important to address the challenges, shortcomings and opportunities of using education as a tool across a range of stakeholders in conservation and use of natural ecosystems.

Aim of the Workshop:

The workshop deliberated about key educational issues, challenges and opportunities for addressing the specific targets outlined under SDG 14 & 15 and look at GAP Priority Action Areas as a strategy within this framework. It facilitated viewpoints about *Education - particularly its perspective, content and process* to be relevant to people's lives, to the stakeholders living along natural ecosystems, and those utilizing and managing the ecosystem resources.

Objectives:
- To identify key areas/stakeholders where there is a need to address the ESD strategy.
- To share experiences and learnings from initiatives undertaken by various institutions, governments, individuals and communities.
- To discuss strategies under each identified key area along with identifying the facilitators/implementers of these strategies.

Outcome:
- To come up with recommendations for governments and other important players like education and research institutions.
- To highlight successful ESD strategies that can be used as models.

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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 conciousness.

- 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.

GOAL 16: Peace and Justice and Strong Institutions
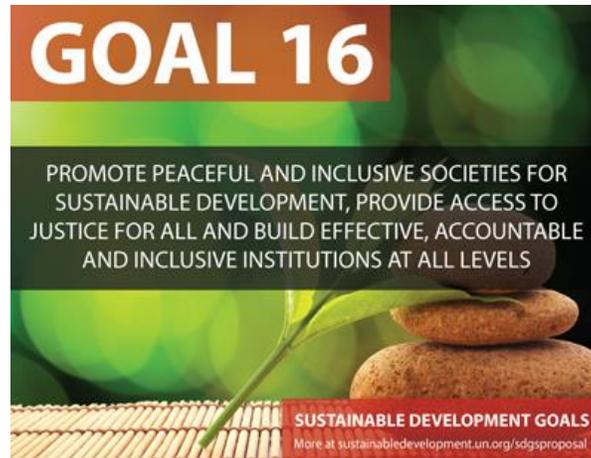
Targets

16.1. Significantly reduce all forms of violence and related death rates everywhere

16.2. End abuse, exploitation, trafficking and all forms of violence against and torture of children

16.3. Promote the rule of law at the national and international levels and ensure equal access to justice for all

16.4. By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime

16.5. Substantially reduce corruption and bribery in all their forms

16.6. Develop effective, accountable and transparent institutions at all levels

16.7. Ensure responsive, inclusive, participatory and representative decision-making at all levels

16.8. Broaden and strengthen the participation of developing countries in the institutions of global governance

16.9. By 2030, provide legal identity for all, including birth registration

16.10. Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

16.a. Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime

16.b. Promote and enforce non-discriminatory laws and policies for sustainable development

Workshop 16: Justice and Peace

The quest for peace and justice is as old as the hills. The new SDG Goals recognize the inter-woven nature of peace and justice. In absence of peace, justice for all cannot be secured; while lasting peace is a necessary pre-condition for securing justice- social, cultural, political and economic.

This relationship is coming under increasing stress as freedom and justice are advanced as justification for violence; ideas of just and legitimate violence have gained currency.

Education is central to the advancement of the need for understanding the nature of violence and quest for justice. The forms of education include informal, community based and formal structures.

This workshop explored the following salient questions:

1) Understand the nature of emerging forms of violence.
2) Understand the processes by which violence is sought to be legitimized.
3) Understand the new ideas a justice – including cognitive justice.
4) Understand the intertwined nature of peace and justice.
5) Understand the nature of role of education in India.
6) Situate peace, justice and education in culture specific contacts.

These explorations lead to a deeper and layered understanding of sustainability. Societies choose what is permanent and what is transient. A society torn asunder by violence, a people denied justice cannot create harmonious present and sustainable futures.

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Recommendations

• Education should be understood first and foremost as a public good, with all levels made accessible (i.e. primary, secondary and higher education)

• Promote the idea of 'neighbourhood' schools that can ensure quality education for the poor.

• Higher education as an institutional space should work to deepen and widen democratic spheres.

• Reemphasise the roles and responsibilities of the state and its agencies; private and civil society initiatives can partner with state initiatives but should not supplement it.

• Promote and foster the idea and practice of a '100 mile community' that seeks to decentralise production, consumption and knowledge creation.

• Reenergise policies and mechanisms of redistributive justice, such as "bhoodan" (people's initiative) and land redistribution (state programme).

• Connect peace movements worldwide by creating a "peace army," or "Shanti Sena," within the present-day context.

• Identify concepts, facts, practices and institutions from around the globe that promote the ethical structure of societies and communities.

• Create a counter-discourse that can help us identify not only ethically sound indicators but also indicators of community ethics.

• Education should include notions of self, society and cosmology.

• Ideas of justice should be fundamentally moral and ethical, not simply legal.

GOAL 17: Partnerships for the Goals

Targets

Finance

17.1. Strengthen domestic resource mobilization, including through international support to developing countries, to improve domestic capacity for tax and other revenue collection

17.2. Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of ODA/GNI to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries; ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries

17.3. Mobilize additional financial resources for developing countries from multiple sources

17.4. Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries to reduce debt distress

17.5. Adopt and implement investment promotion regimes for least developed countries

Technology

17.6. Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism

17.7. Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed

17.8. Fully operationalize the technology bank and science, technology and innovation capacity-building mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology

Capacity-Building

17.9. Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the sustainable development goals, including through North-South, South-South and triangular cooperation

Trade

17.10. Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization, including through the conclusion of negotiations under its Doha Development Agenda

17.11. Significantly increase the exports of developing countries, in particular with a view to doubling the least developed countries' share of global exports by 2020

17.12. Realize timely implementation of duty-free and quota-free market access on a lasting basis for all least developed countries, consistent with World Trade Organization decisions, including by ensuring that preferential rules of origin applicable to imports from least developed countries are transparent and simple, and contribute to facilitating market access

Systemic issues

Policy and Institutional coherence

17.13. Enhance global macroeconomic stability, including through policy coordination and policy coherence

17.14. Enhance policy coherence for sustainable development

17.15. Respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development

Multi-stakeholder partnerships

17.16. Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries

17.17. Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships

Data, monitoring and accountability

17.18. By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts

17.19. By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries

Workshop 17: Unified Ways and Unified Decisions – Partnerships for Implementation

Introduction:

The notion of 'Means of implementation' describes the interdependent mix of financial resources, technology development and transfer, capacity-building, inclusive and equitable globalization and trade, regional integration, as well as the creation of a national enabling environment required to implement the new sustainable development agenda, particularly in developing countries.   The implementation of the post-2015 development agenda will require States and other relevant actors, acting individually and collectively, to adopt policies and mobilize resources to advance equitable, human rights-based, sustainable development.

In this regard, a renewed and strengthened global partnership for mobilizing the means of implementation needs to

- Address the social, economic and environmental dimensions in an integrated manner;

- Build on existing commitments and governance structures, ensuring that new initiatives reinforce previous successes;

- Reinforce coherence in the implementation of a universal post-2015 agenda, leveraging resources across diverse funding mechanisms; and

- Strengthen governance and accountability frameworks, providing for multi-stakeholder engagement, including for financing, technology innovation and diffusion, and capacity building for people and institutions.

The Sustainable Development Goals and targets came into effect on 1 January 2016 and will guide the decisions we take over the next fifteen years. All of us will work to implement the Agenda within our own countries and at the regional and global levels, taking into account different national realities, capacities and levels of development and respecting national policies and priorities.

This workshop will focus on the targets of the SDG 17 as specified by the UN:

- Governance and Institution Building (Finance)

- Technology

- Capacity-Building

- Market Mechanism

- Systemic Issues

  - *Policy and Institutional coherence*

  - *Multi-stakeholder partnerships*

  - *Data, monitoring and accountability*

The 3 day discussions focused on and was built on the experiences from the field-actions; gender sensitive projects implemented by CBOs and the NGOs, adopting a more bottom up planning and a participatory approach, supported through the GEF/UNDP Small Grants Program, hosted through Centre for Environment Education (CEE).

Objectives:
Partnerships, Alliances and Networks for the SDGs, are a unique multi-stakeholder platform for the achievement of effective implementation of the programs for increased incomes and growth for all.

The workshop initiative offered opportunities on

- Exchange of ideas, experiences, good practices, learning's, for Unified Decisions with all Stakeholders for a Long Term Development Vision.

- Provides unmatched platform for networking of stakeholders across SDGs (Governments, Businesses and Civil Society) and Improving Accessibility to both Resources, Knowledge and Technology

- Provides a big picture of SDGs to have a clear global to National and Local vision and objectives that cut across *all three pillars of sustainable development- Environmental, Economic and Social including (institutional governance)*

- Mobilize and adopt innovative solutions; transparent tracking framework *towards the objectives of Sustainable Development People, Planet, Partnerships, Peace, and Prosperity*

- Capacity to leverage large-scale investments to achieve the desired SDGs.

Participant and Audience:

The workshop brought together speakers and participants from national and international institutions, policy makers, government agencies, experts and practitioners.

Participants and speakers were invited to submit abstracts and papers which were then circulated to the participants of the workshop.

Workshop Focal Points:

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Recommendations

- Ensure that implementation approaches are holistic, integrated, effectively target a range of stakeholders, provide measurable examples and address key targets in terms of improving education and communication.

- Recognise the importance of educating through various knowledge platforms and create suitable support systems.

- Recognise that strong partnerships and alliances can only form through mutual respect and the measurable sharing of equal benefits. Care should be exercised at every step to amicably avoid any conflicts in the project.

- Investments to help integrate government schemes and programmes should be made in order to benefit the poor and underserved target areas. Likewise, it is essential to find ways to leverage these funds from stakeholders, and ensure their arrival.

- Explore innovative approaches to capacity building such as "learning by doing."

- Ensure women's participation in policy-making and include them in the monitoring of actions for better ownerships.

- Address women's needs and reduce drudgery by enabling access to productive uses of energy services and access to timely and cheap credit.

Recommended action areas and targets for change in Global Environment Facility (GEF) Operational Phase 6:

- Farmer clusters should be supported in place of builder collaborations

- Rural pollution

- MSW from religious areas and the related pollution

- Livestock and its productivity/conservation of breeds

- Increased urban common areas for livestock etc.

- Access and benefit sharing

- Consortium with large NGOs should be established to facilitate support at the ground level

- Organic and diversity based farming

- Strategic projects should be developed, scaled up and owned by the government

- Network for peer-to-peer learning should be established

- Strong baselines should be developed, even under planning grants

- Linkages CSR companies and their products should be established

- Focus on innovation instead of expanding cook-stove use and biogas plants

- Encourage scalable solutions through 4-5 times of co-financing

- Network between SGP partners abroad for knowledge sharing

- Incineration program

- Support solar rickshaws

- Focus on geographic areas in addition to economic conditions

- Encourage innovative mobile IT solutions for day-to-day needs, and submitting applications to various sectors

- Establish a network of SGP partners for promoting SGP-supported products

- Innovation should be supported through large co-financing

"Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny."

— **Mahatma Gandhi**