

Submission Towards: Intermediate review of the Doha work programme on Article 6 of the Convention.

Country : India

Organization: The Climate Project Foundation (Not for Profit)

Good Practice: Teacher Training Program

In India Climate Change is not well understood by the masses, and it is one of the countries which will probably bear the maximum impact. The vastly different cultural and social landscape of the country also demands that education and awareness on the subject be given in locally understandable language and format. Looking at these challenges it is central to raising global climate action to ensure that everyone around the country knows about the basic science behind climate change, the dangers of climate change and the enormous opportunities that are present out there to combat these dangers or to avert these dangers. In a nutshell, we need to train the society on the need for transformation that must be made, and equip them with the necessary skills and knowledge, in order to make the needed transformation.

To interface with more than 1.2 billion people it was necessary to involve the education framework of the country which has large footprint and presence from cities to remote villages. The **Climate Project Foundation** has been working with schools to take the message deeper into the classrooms by training the teachers to building capacity . To overcome logistic difficulties now the program is also available online and it reaches larger audience and reduces the cost of training. More than 1000 teachers have been already trained under this program. The teacher is the key to the whole teaching-learning process in climate education. We need to redefine the role of teachers. A teacher's role is not that of transferring information but of being a facilitator, a leader and a resource person. The learning process should be participatory so that it leaves an everlasting impression and is more fun for the students and teachers, rather than being an additional burden. Local problems and solutions are stressed so that the children can better identify wit them.

The **Teachers Training Program** is designed to give teachers confidence in facilitating climate change and sustainability education inside and outside the classroom so that they can help young people understand the causes and consequences of climate change, bring about changes in attitudes and behaviors to reduce the severity of future climate change, and build resilience in the face of climate change that are already present.

The Climate Youth Leadership Program aims to create awareness and enable young people to comprehend their relationship with the environment and make concerted efforts to conserve it. Through this program we strive to educate and empower young minds to become leaders and active participants in the sustainable development movement.

Need: Climate Education

Tomorrow's leaders need to be equipped for tomorrow's challenges, and we must adequately prepare our children for the future they will inherit. That requires a commitment to providing children with climate education that helps them understand the unique challenges which a hotter world will pose, it will be more prone to climate disasters, severe weather events and stresses on food, water and health systems.

India is a large country with diverse climate challenges. The coastal area faces storms and sea level rise, while the interiors face acute droughts and floods. There is a need for sensitization of the children and community to the unique challenges they are facing. This stresses on the absolute need for imparting climate education with recognizing it as a real investment for the future as a strong adaptation action.

The cultural diversity of the country with dozens of languages makes it difficult to design a solution which fits all needs. The need for training the educators will be beneficial in the long run as they become more familiar with the content, problems and solutions they will be able to flexibly mould teaching instructions into forms understandable by the local population.

Gaps: Climate Education

While governments and non governmental organizations have now embraced the idea of environmental education and climate education for sustainable development there are still some critical loopholes that need to be looked into in order to fully commit ourselves to bringing changes in the country. The following gaps still exist and need to be bridged:

1. Establishing linkages between formal education and sustainable development, where children can critically examine the problems and how

climate change is effecting the complete economic, social and environment systems.

2. Placing of climate education formally with sustainable development objectives in the school curriculums.
3. Linking education for climate change and sustainable development with economic development.
4. Training materials for educators in climate change and sustainable development are still limited. Mostly material is available only in English which reaches only a very few in the cities.
5. Currently the recognition that everyone is a stakeholder and needs to share the responsibility is missing. Tendency is to put the action onus on the governments and administration. This needs to be corrected.
6. There is currently a huge gap between trained educators who are aware of the climate issues. There is an acute need to building more human capacity at a war footing if 1.2 billion people are to be approached.
7. Availability of finance and resources for the above exercise is a severe limitation.

Recommendations: Climate Education

Climate education programs must be inclusive, affective and localized in order to achieve its objectives. Climate education should empower the learners with knowledge and skills to mitigate and adapt to environmental issues with a sense of personal and civic responsibility. The following recommendations will help climate education to be effective:

1. The content for climate education should show connection to the real time concerns of the changing environment. Local stories and cultural context should be included to make learning more effective and relevant.
2. Since climate education will draw upon from many fields the content should emphasize an interdisciplinary approach, where ideas are expressed through unifying themes and big ideas rather than stand-alone topics.
3. The educator should be trained (or assisted) to must make sure that climate education is relevant to the needs, interests, and motivations of the learners.
4. Education for climate is about survival in the future so emphasis should be made that these are skills which need to be learned in a life long manner and due modifications are to be made as challenges come. Thus a static approach to training and learning has to give way to a more dynamic approach to climate learning.
5. There is a need to assemble more local content on climate education and awareness which is accurate, reliable, and credible.
6. Climate education should be started in the middle school and the secondary school (and the college) education should be more focused on critical thinking on solutions.

7. Values if imbibed in earlier life will help in establishing positive attitude and also relevant behavior.
8. Effective training of the educators is crucial for imparting the message of environment and sustainability effectively to the younger generation and civil society. There is therefore need to have formal supporting infrastructure to develop content and carry out the trainings.
9. Governments should encourage partnership approach where different organizations can pool in their resources in the form of financial, human and infrastructure to carry on the work of climate education and awareness. This could be informing of tax incentives to profit organizations and social recognition and funding to non profit entities.

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