

# ESD Project Summary Sheet

## Basic Information

Title of project <i>(should be concise and within approximately 25 words)</i>			
Education for Climate Action			
Submitting RCE			
RCE Goa			
Contributing organization(s) <i>(Individual RCE member organizations and/or non-members)</i>			
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Author(s) and affiliation(s)			
Shabana Kazi			
Format of project <i>(manuscript or audiovisual)</i>	PowerPoint Presentation	Language	English
Keywords <i>(3-5 key concepts included in the case study)</i>			
Climate Education, Climate Change Learning Modules, Climate Trainers, Climate Ambassadors, Climate Solutions			
Date of submission <i>(or update, if this is an update of an existing case study)</i>		2017	
Web link <i>(of the case study or lead organization if available for more information)</i>		-	

## Geographical & Education Information

Country <i>(where site(s) or activities described in the case study are located – if multiple, please list all participating countries)</i>									
India									
Location(s) <i>(subnational units and/or cities within the country or countries – leave blank if specific location(s) cannot be identified)</i>									
Goa									
Longitude/latitude or Google Maps link <i>(if location is identified)</i>									
Latitudes 14° 53' 54" N and 15° 40' 00" N and longitudes 73° 40' 33" E and 74° 20' 13" E									
Ecosystem(s) <i>(please place an "x" in all appropriate boxes)</i>									
Forest	x	Grassland		Agricultural	x	In-land water	x	Coastal	x
Dryland		Mountain	x	Urban/Peri-urban	x	Other (Please specify)			
Level of Education <i>(please place an "x" in all appropriate boxes)</i>									
Primary		Higher		TVET		Youth (Informal)	x		
Secondary		Teacher Ed.	x	Community		Other (Please specify)			
Socioeconomic and environmental characteristics of the area <i>(within 50 words)</i>									
Goa is considered as the most progressive state in the country with the highest GDP per capita among all Indian states. It also ranks high in terms of literacy rates, health indicators and per capita incomes which contribute towards a high quality of life and enhanced human well-being. Geographically, the entire state is divided into three areas; a heavily populated coastal belt, the fertile midlands and the forested hilly regions. The Western Ghats that run through the state have been internationally recognized as one of the biodiversity hotspots of the world.									
Description of sustainable development challenge(s) in the area the project addresses <i>(Within 50 words)</i>									
Goa is faced with several social and environmental concerns and threats, such as those arising from mining and tourism. Increasingly consumerist lifestyles in the state can partly be attributed to economic growth and progress, but are also seen as the "demonstration effect" of tourism. Several of Goa's social institutions that ensured the upkeep of marginalized groups and vulnerable ecosystems are now disappearing (as is seen in the case of the khazan lands). Also looming large for the coastal state is the threat from climate change.									

## Contents






<i>Note: The following fields are used for information about activities described in the project or the production of the project itself, and contents may vary depending on the nature of the case project. For example, a project about on-the-ground teaching or training may include the rationale, objectives etc. for the activities; a case study about an ESD-related policy may describe the policymaking process; or a toolkit may address particular practices used within ESD. Please make an effort to fill as many fields as possible.</i>			
Status (“ongoing” or “completed”)	To be Launched	Period (MM/YY to MM/YY)	-
Rationale ( <i>why activities or policies described, or information shared through the educational practices/material are needed – within 50 words</i> )			
Despite education, awareness and training being regarded as central in providing the necessary scientific temper and skills needed in combating climate change, it is unfortunate that none of the national/regional school textbooks cover climate change issues elaborately in the state of Goa. There is a huge gap perceived, and educators need to be first sensitized and trained so as to teach and educate students about contemporary climate science, impacts and potential solutions available.			
Objectives ( <i>goals of activities or policies described, teaching or learning outcomes – within 50 words</i> )			
The project aims to empower teachers effectively to become ‘Climate Trainers’ by providing them with the right tools and methodologies that will enable them to execute climate sustainability education for school students in their classrooms. It also strives to create a pool of youth leaders who will conceptualize, plan and execute projects focussing on climate adaptation and mitigation strategies in their local communities.			
Activities and/or practices employed ( <i>within 50 words</i> )			
The two-pronged project will adopt the Training of Trainers (ToT) model in its first component, and will pertain to teacher training on climate education. Once trained, these teachers will then impart climate education within the wider school community comprising students, peers, non-teaching staff, and including parents. In its second component, youth will be directly targeted to initiate and enact change for which various strategies and techniques will be executed to encourage and empower them to lead grass-root level projects in their communities facilitating widespread knowledge generation and real time action oriented solutions.			
Results ( <i>within 50 words</i> )			
<ul style="list-style-type: none"> <li>- Development of a customized module on climate education in sync with the local context</li> <li>- Creation of a climate empowered set of teachers that will consequentially result in the empowerment of students as well, in the state of Goa</li> <li>- Development of a youth cadre working towards real time climate solutions on the ground</li> <li>- Enhanced climate education and outreach at the grass root level with the adoption of a school-wide approach that will include students, teachers, parents and local communities alike</li> <li>- Creation of a pool of scalable climate friendly solutions with the potential of being replicated and up scaled in the future</li> </ul>			
Lessons learned ( <i>factors in success or failure, challenges and opportunities – within 40 words</i> )			
Perceived challenge is getting the climate modules to be a part of the school curriculum.			
Key messages ( <i>within 40 words</i> )			
It is an absolute necessity that teachers, students and local communities are educated and empowered in order to deal with the anticipated challenges and associated climate risks.			
Relationship to other RCE activities ( <i>if the project is related to any other RCE collaborative activities, regional plans, working groups, etc.</i> )			
-			
Funding ( <i>any relevant information about funding of activities or projects described in the case study</i> )			
Looking for funding...			

## Contributions to Global Agendas

UN Sustainable Development Goals (SDGs) (<https://sustainabledevelopment.un.org/sdgs>)

Please place an “x” in the “direct” or “indirect” boxes next to any of the UN Sustainable Development Goals to which the work described in this case study contributes as appropriate. Note: please mark only those that the case actually has made or is making a contribution, not those to which it could make a potential contribution in the future.

SDG	Description	Direct	Indirect
	End poverty in all its forms everywhere		
	End hunger, achieve food security and improved nutrition, and promote sustainable agriculture		
	Ensure healthy lives and promote wellbeing for all at all ages		x
	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all		
	Achieve gender equality and empower all women and girls		
	Ensure availability and sustainable management of water and sanitation for all		x
	Ensure access to affordable, reliable, sustainable and modern energy for all		x
	Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all		x
	Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation		x
	Reduce inequality within and among countries		
	Make cities and human settlements inclusive, safe, resilient and sustainable		x
	Ensure sustainable consumption and production patterns		x

	Take urgent action to combat climate change and its impacts	x	
	Conserve and sustainably use the oceans, seas and marine resources for sustainable development		x
	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss		x
	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels		x
	Strengthen the means of implementation and revitalise the global partnership for sustainable development		