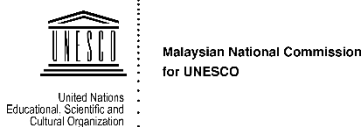




Supporting Organisations:



ISTIC 10th Anniversary International Conference on Climate Change Education 7 - 8 May 2018, Kuala Lumpur, Malaysia

DECLARATION AND RECOMMENDATIONS

In conjunction with its 10th Anniversary, the International Science, Technology and Innovation Centre for South-South Cooperation under the auspices of UNESCO (ISTIC) held the ISTIC International Conference on Climate Change Education from 7-8 May 2018 in Kuala Lumpur. The conference was attended by 127 delegates from 20 countries namely Algeria, Bangladesh, Cambodia, Egypt, France, Gambia, Ghana, India, Indonesia, Malaysia, Nigeria, Philippines, Senegal, Seychelles, Singapore, Sudan, Trinidad & Tobago, Thailand, Tunisia, Zimbabwe, and 10 international organisations.

The international conference focused on integrating climate change education into the curriculum, best practices and resources for learning within the context of the UN SDG 13 “Climate Action” which recognises the importance of education in its target 13.3 and indicator 13.3.1

- 13.3 Improve education, awareness-raising and human and institutions; capacity on climate change mitigation, adaptation, impact reduction and early warning.
- 13.3.1 Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula.

The United Nations Climate Change Convention (UNCCC, 1992) and the Paris Agreement (UN, 2015) also recognise the importance of climate change education by stating that “The development and implementation of education and training programmes... in particular for developing countries“ (UNCCC Art. 6.b.ii) and “Parties should take measures.. to enhance climate change education” (Paris Agreement Art 12). The Conference also anchored itself on the Inter-Academy Partnership (IAP) Statement on Climate Change and Education.

The International Conference was officiated by Datuk Seri Dr. Mohd. Azhar bin Haji Yahaya, Secretary-General, Ministry of Science, Technology and Innovation Malaysia, representing the Minister and Dr. Shahbaz Khan, Director, Regional Centre for Science for Asia and Pacific and UNESCO Representative for Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste, representing the UNESCO Director-General.

Two scene setting lectures provided the current scenario which outlined the challenges facing the world within the context of climate change, its impacts particularly on the poor, and the need to transform consciousness, understanding, the will to act among the population and youth to address climate change and the importance of STEM education in developing the human capital especially for south countries. Both lectures stressed that time for action against the adverse impacts of climate change on our globe is running out.

The International Conference deliberated the issues under the following themes:

- i. Climate Change Education: Role of Inter-governmental Organisations
- ii. Climate Change Education: Role of National Government, Academia and STI Community
- iii. Climate Change Education: Sustainable Development Practices
- iv. Climate Change Education: Institutions and Resources

Recognising the urgent need to act in addressing the global challenges, the Conference concluded with the following recommendations:

1. Sensitise policy makers, politicians and national governments on the importance of climate change education in educating all levels of population and make legislations and regulations to make climate change education compulsory in school curricula.
2. Enact legislation and/or regulation to integrate climate change education across school curricula through formal and informal learning at all levels.

3. Adopt inquiry-based learning to develop analytical and creative thinking of the challenges in climate change and in-depth mitigation and adaptation solutions.
4. Strengthen teachers' and educators' capacities to deliver accurate information, promote critical thinking about and take action on climate change mitigation and adaptation, taking into consideration local environment and cultural circumstances
5. Allocate adequate resources to museums and science centres to carry out informal out-of-school and interactive activities on climate change in parallel with formal climate change education.
6. Involve young people to develop innovative solutions in addressing the challenges of climate change. The young are intrinsically more concerned and caring about our environment. With their expert use of social media as convening power, they will be a potent societal force for sustainable development.
7. Engage industries so as to promote, raise awareness and provide inputs on best practices and trends in their sectors for sustainable development.
8. Make national academies of science as lead in motivating and energizing the national STI community in government, academia, industry and civil society to act in concert in the effective implementation of climate change education.
9. Initiate follow-up events on climate change education throughout the world in collaboration with stakeholders such as IPCC, UNESCO, the Office of Climate Education and the Inter-Academy Partnership–Science Education Programs (IAP-SEP). ISTIC is willing to coordinate the organization of such events in developing countries, befitting its role as the acknowledged international platform for south-south cooperation
10. Ensure the active participation of international organisations such as UNESCO, International Council for Science (ICSU), Inter-Academy Partnership Science Education (IAP SEP), International Panel for Climate Change (IPCC) and ISTIC with the Office for Climate Education (OCE) in effective implementation of climate change education on the ground throughout the world.