# Session Outcome Document

## ICT based changing behaviours to embrace the green revolution

## Universitat Autònoma de Barcelona

## 31 May 11:00-11:45

https://www.itu.int/net4/wsis/forum/2024/Agenda/Session/227

**Key Issues discussed (5- 8 bullet points)**

- Clear communication

- Education

- Environment

- Sustainability

- Human behaviour

**Towards WSIS+20 and WSIS beyond 2025, please share your views on the emerging trends, challenges, achievements, and opportunities in the implementation of the WSIS Action Lines to date (5-8 bullets)**

- Environmental education has come to be recognised as a pragmatic response to the issues posed by the environmental crisis and has taken shape against the backdrop of increased political initiatives to promote climate resilience with the full participation of all, including those from a diverse range of background, abilities and identities (United Nations Committee for Development Policy, 2018).
- The United Nations (UN) foregrounded the importance of education in combating the adverse effects of the environmental crisis in their Decade of Education for Sustainable Development initiative (2014) in which they emphasised the role of education in changing behaviours
- Tied to this aim is the desire for environmental education to be available to all, irrespective of age, sex, disability, ethnicity, religion, economic or social status (see United Nations' Sustainability Goals 4.5, 2015).
- This emphasis on inclusivity and diversity is particularly crucial because the effects of climate change are not uniformly felt across and within societies.
- Social disparity plays a significant role in amplifying climate vulnerability, particularly for those from lower socioeconomic backgrounds and those with disabilities. Currently, there are an estimated 15% of the global population has a disability (World Health Organisation), with people with disabilities "disproportionately vulnerable to natural hazards primarily as a consequence of social disadvantage, poverty and structural exclusion"
- Clear communication will enable people to make informed decisions about the development and conservation of their environment through inclusive environmental education is key to addressing the challenges of the climate crisis

**Tangible outcomes (such as key achievements, announcements, launches, agreements, commitments, figures, and success stories (3-5 bullet points))**

- Establishment of an EU/Africa network for communicating environmental issues clearly

  https://clear-climate.com

- Conference GDA 2024 https://webs.uab.cat/gda/

**Actionable plan and key recommendations (2-5 points)**

- **Funding and resources:** allocate specific grants for developing educational materials and training programs that ensure accessible and inclusive environmental education. Funding is often a major barrier to implementing inclusive practices, as specialised materials and programmes can be costly. Research shows that targeted financial support can facilitate significant advancements in educational inclusivity and accessibility.
- **Training programmes:** invest in training opportunities that equip instructors with the skills to incorporate inclusive and accessible practices.
- **Curriculum guidelines:** establish clear guidelines that embed inclusivity into the environmental education curriculum at primary, secondary and third level.
- **Mandatory accessible environmental education:** introduce compulsory accessible environmental education at primary and secondary level, tailoring it to the needs of students.
- **Community partnerships:** encourage partnerships between schools, higher educational institutions and local communities to co-create spaces of dialogue and exchange.
- **Partnerships with organisations dedicated to diversity and inclusion:** encourage partnerships between schools, higher educational institutions and organisations dedicated to improving diversity and inclusion of marginalised groups.

- **Technology and accessibility**: ensure that digital educational tools are accessible to all students, including those with disabilities, offering them in multiple formats including digital, audio and braille. Learning materials should also be east to read.

**Suggestions for thematic aspects that might be included in the WSIS Forum 2025 (one paragraph)**

- Immersive environments to accelerate environmental education.