

**Policy Dialogue on Climate Change
and Girls' Education in ASEAN –
Youth Engagement in SDGs**

Event report

July 2022

Recording of the event: <https://bit.ly/3OjRnMK>

Executive Summary

Supported by Foreign, Commonwealth and Development Office (FCDO), the British Council in collaboration with Southeast Asian Ministry of Education Organisation (SEAMEO) Secretariat organised the Policy Dialogue on Climate Change and Girls' Education in ASEAN – Youth Engagement in SDGs on 24 June 2022 between 14:00 and 16:15 hrs. (GMT+7/ Bangkok time).

This 7-session event was designed to be a platform that invites people from different sectors, areas of expertise and generations to have a dialogue around strengthening awareness and engagement of schools and young people in the Sustainable Development Goals (SDGs) conversations using Climate change and girls' education as an example topic.

12 speakers and over 70 attendees from government and non-government sectors, climate change education experts from ASEAN and the UK as well as young people who have been taking initiatives related to SDGs have come together sharing their perspectives and potential solutions for the society to better address the issues.

At the end of the event, as the event summary and highlights from the panel discussion, a number of recommendations was made to policy makers, teachers and NGOs who hope to engage young people in addressing climate solutions. The recommendations are:

- **Recognise the potential of young people as agents for change within climate solutions.** Support young people to lead with appropriate levels of responsibility, allowing time for lessons to be learnt and projects to have iterative phases of development. Be aware that girls and boys may engage differently and need different kinds of support to take active roles.

- **Highlight the role of gender inequalities, poverty and age** in discussions about differential climate impact, ensuring those affected are given opportunities to have their voice heard in solutions that affect them.
- **Encourage cross sector collaboration and partnerships** between education actors, NGOs, donors and policy makers to work together on climate education initiatives that allow young people to make significant contributions to solutions that affect them.
- **Embed climate education in education curricula** from primary to university level education.
- **Use social media** as a way to connect young people with content on green initiatives they can be part of, or climate education materials. This recommendation comes with a warning to be alert to misinformation and to critically engage with online content.
- **Invest in intergenerational connection and learning** from elders when considering local green economies or solutions at community level to build on local wisdom and continue traditional practises.

This project hopes to continue building on the momentum gained from this project and continue to connect young people, policy makers, donors, NGOs and teachers to continue to dialogue about young people's roles in SDG's in the future.

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About the project: Climate Change and Girls' Education in ASEAN – a vicious or a virtuous circle?

By Helga Stellmacher
Director of Thailand
Senior Responsible Owner of Climate Change and Girls' Education in ASEAN project, British Council

Time stamp: 26:30 minutes. This session was presented in Session 3 of the event.

This FCDO Dialogue Partner funded programme designed and delivered by British Council in partnership with SEAMEO secretariat, aims to strengthen awareness of the positive and negative causal pathways between the two key global challenges of climate change and girls' education among young people, teachers, practitioners, and policy makers across ASEAN countries.

Key focuses

- It is not just the two issues, climate change and girls' education, that are our focus but also “the intersectionality between climate change and girls' education.” The two issues are SDGs on their own rights and are well-known but the intersectionality, the causes and effects that go between them are still less known.
- The project also wants to encourage and empower young people to feel they could engage and take actions in this area so not only receiving information but also get them involved.
- The final one, we want to elevate the youth voices to policy makers, stakeholders, NGOs and schools to ensure that they are valuable voices and get their ideas incorporated in trying to look for solutions.

There are three activities under this project

1. Secondary school resource pack

The resource pack was designed to provide teachers with a ready-made resource to use with students aged 11-17 to consider climate change, climate justice, inequalities, and their roles as potential youth activists. It is comprised of a comprehensive teacher's pack, slide deck and guidance note that could be used across six sessions culminating in a role play activity to bring together the issues learnt at the end. It is also designed so that some activities could be adapted for using in a way that is suitable for different learners, classroom, or school contexts.

The pack is translated into eight major languages of ASEAN: Bahasa Indonesia, Bahasa Malaysia, Burmese, Filipino, Cambodian, Lao, Thai and Vietnamese which can be found on the project website.

It has been downloaded for 293 times as of 17 August 2022 since its first launched in March 2022.

Download the secondary school resource pack via the website:

<https://www.britishcouncil.or.th/en/school-resource-pack>



Figure 1 Secondary school resource pack

2. Infographic poster competition

The competition was also launched in March 2022. It invited young people from ASEAN countries aged between 14 and 17 years old to submit an infographic poster illustrating their version of the connections between climate change and girls' education in an engaging and creative style which also conveys clear messages to the audience.

Seven posters were selected as winners and seven more posters were selected as the highly recommended ones. The winners demonstrated their understanding of key issues in their country and how gender inequalities in education can increase girls' vulnerability to climate disasters. Given the chance for better education and development of green skills and climate education however, students illustrated the role girls can play in leadership and climate solutions in their communities.

The winners' entries were incredibly professional, demonstrated excellent conceptual understanding and targeting their chosen audiences with appropriate messaging and calls to action.

Presenting at the policy dialogue, the winners shared how the resource pack and competition taught them about the unequal impact of climate crises and gave them opportunities to be more engaged in these conversations locally.

Find out more about the competition and winners via this page.

<https://www.britishcouncil.or.th/en/climate-change-and-girls%2%80%99-education-poster-competition>

3. Policy dialogue

The policy dialogue on youth engagement with SDGs is the final element of the project with the aim to bring together the activities under the project and to have a dialogue around the role of young people in SDGs using climate change and girls' education as an example. The later sections of this report present the highlights of each session of this 2-hour long online event.

The agenda of the event can be found in the appendix 1 (page 16).

Find out more about the policy dialogue via this page.

<https://www.britishcouncil.or.th/en/policy-dialogue-climate-change-and-girls%2%80%99-education-asean-%2%80%93-youth-engagement-sdgs-virtual-0>

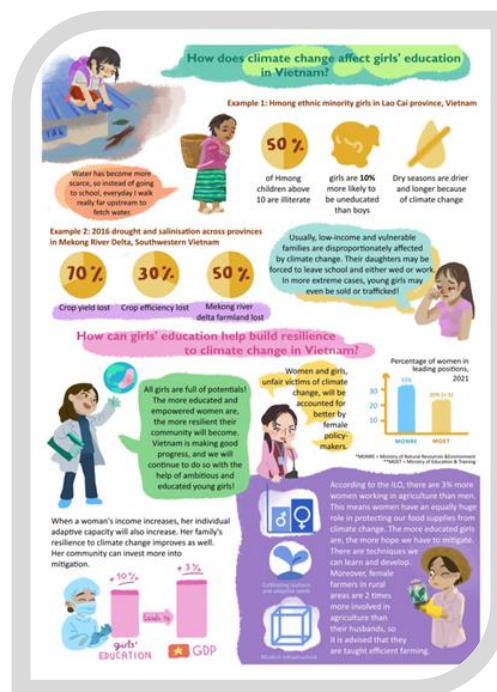


Figure 2 Example of the posters that won the competition

Session 1: Opening ceremony

A. Welcome messages

By the British Council and Southeast Asian
Ministry of Education Organisation
(SEAMEO) Secretariat

Time stamp: 3:52 minutes

As the co-hosts of this event, representatives from the British Council and SEAMEO Secretariat gave the welcome messages that addressed the organisations' priorities in contributing to the achievement of SDGs, especially on climate action, quality inclusive education and gender equality.

'The British Council is UK's global cultural relations organisation. Equality, diversity and inclusion is central to how we do everything in our world. Although we're not climate change expert organisation, it's important to bring in an awareness and engagement around this issue. It's core to our mission.'

*(Leighton Ernsberger, Director of
Education and Society, British Council East
Asia)*

'SEAMEO as an intergovernmental organisation supports SDGs through cooperation in education, in science and in culture. We realise the spirits of global citizenship. We also continue to work towards achieving sustainable development goals and acknowledging that the core of this goal is indeed an action taken by all of us.'

*(Dr. Ethel Agnes Pascua-Valenzuela,
the Director of SEAMEO Secretariat)*

B. Opening remarks I

By Ian Attfield, Senior Education Advisor,
Foreign, Commonwealth and Development
Office (FCDO)

Time stamp: 14:37 minutes

'The UK is planning to strengthen our engagement with ASEAN partners since the UK formally became the dialogue partner last year. Climate change and its poses to education and to achievement of SDGs is our main concern as after what we heard it might do to our planet earth in the very near future.

"Unless we quickly get a grip on the climate crisis. Our combined efforts to secure a better world for future generations, represented by the young people we'll heard from today will have been wasted."

We must focus on how climate change is currently devastating the lives of children in particular in lower income countries who live on front line of the climate crisis today. The Covid pandemic has seized our attention in the last 2 years. Meanwhile extreme weather events are happening more often. And this is disrupting education of nearly 40 million children every year.

*The impact of climate change is hit especially hard on women and girls. **"Four out of every five people are forced to leave their homes due to climate change in women and girls. And they're likely to die in extreme weather events. There are 200 million adolescent girls who live on the front line of the climate crisis."***

"For every step we take forward on education, climate change takes us 2 steps back as resources to tackle disasters have diverted to survive instead of supporting children to learn."

Education is an essential part of the solution. Quality education builds resilience of girls in their communities and trains them to cope with challenges and reduce vulnerability to

weather-related disasters. It helps girls not only to survive but education helps girls to thrive in our changing world.

We know that children and young people hold the keys to the future and have the passion and potential to change the course of history. We have a responsibility to equip them to do so. Currently we're failing children and young people in far too many places.

Six out of ten or 617 million children and adolescents globally cannot proficiently read and handle mathematics. The total 617 million includes 387 primary school children who cannot read or do mathematics by the age of ten. Basic literacy and numeracy matter because they are key to building block to accessing further knowledge and skills.

We must make sure that curriculum and learning materials are relevant to children's realities and equip them to both cope and respond, learning how to understand the impact of climate change in their local communities and how to mitigate and adapt to that reality.

The UK's leadership at COP26 last year was explicit for tackling climate change is the UK's number one priority. Our prime minister has made a personal commitment that will stand up the right of all girls 12 years of quality education. At the G7 summit, they endorsed 2 new targets to get 40 million more girls into schools and 20 more million being able to read adequately by the age of 10 over the next five years.

UK has also been the host of the global education summit last year that raised over 4 billion US dollars for the global partnership for education.

There are many immediate and urgent goals. Global crisis and priorities but we must not lose sight of the next generation's educational needs.

I really look forward to hearing today about the work the British Council and SEAMEO have

been leading in the ASEAN region to engage young people, teachers, education practitioners, and policy makers in the critical relationship between girls' education and climate change.

We need practical examples such as this of initiatives that empower schools and communities to make changes that will both improve resilience and adaptation now but also mitigate against future damage to our planet.'

(Ian Attfield, Senior Education Advisor, FCDO)

The five-year action plan can be found on the website:

<https://www.gov.uk/government/publications/every-girl-goes-to-school-stays-safe-and-learns-5-years-of-global-action-2021-to-2026/every-girl-goes-to-school-stay-safe-and-learns-five-years-of-global-action-2021-to-2026>

C. Opening remarks II

**By Dr. Ta Ngoc Tri, Deputy Director General,
Department of Primary Education,
Ministry of Education and Training, Viet Nam**

Time stamp: 20:12 minutes

‘Perhaps all the countries in the world including our ASEAN countries participating this event are coping with climate change. We may see the serious impact of climate change on our normal life when going out during daytime and the hot weather to more than 40 degrees centigrade in Hanoi or in Bangkok. All know that we must do something otherwise it will be too late.

Human beings are the one of the most important factors contributing to climate change, making it even more severe, especially on women and girls who don’t have a significant influence on how we respond to climate change. If we can educate children including girls to live in a greener way, that will surely help us cope with climate change. Raising young people awareness and getting them actively involved in such issues at an early age could contribute to such a shift.

On this point, our Viet Nam’s Ministry of Education and Training pays constant attention to these issues. We understand that we must furnish our young people with knowledge about climate change and how to deal with these serious problems.

In 2018, Viet Nam approved new national curriculum. One that includes not only knowledge of environmental protection in general but also climate change. Moreover, we, Vietnamese educators, would like to see our children not only to have the knowledge but also know how to have a green life so that together we may defend the environment and cope well with climate change. To fulfil these goals, our Ministry of Education and Training of Viet Nam is not alone. We have had support from the communities and many organisations.

Schools will be a very important place to help us cope with climate change but how can we do it?

We, among ASEN countries, should discuss it and find the best way to bring these issues to our schools, from the teachers teaching policy to policy implementation.

One of the focuses of this event is girls’ education. We are very happy to have this forum to discuss these issues. This is not only because women account for more than half of the world’s population but they will become the key persons in family later in their lives.

In Viet Nam, we already guarantee equality in education between boys and girls. In the stage of designing and reviewing textbooks, Ministry of Education and Training of Viet Nam approved the criteria to make sure that there is no gender inequality. We always try to do our best to build good school environment.

We are keen to hear experiences from our colleagues in ASEAN and Timor-Leste regarding in this forum. Thank you.’

*(Dr. Ta Ngoc Tri, Deputy Director General,
Department of Primary Education, Ministry of
Education and Training, Viet Nam)*

Session 3: Showcase and interview the winners of the Climate change and girls' education infographic poster competition

By MPK 4 Penabur School (Indonesia), Mater Dei School (Thailand), Philippine Science High School- Cagayan Valley Campus (The Philippines) and British International School Hanoi (Viet Nam)

Time stamp: 34:56 minutes

This session showcased the seven-infographic posters that won the competition from 5 schools in Indonesia, Thailand, The Philippines, and Viet Nam and followed by the interview with the winners by their teachers on their motivation for entering the competition, their views of the issues around climate change and girls' education as well as some key messages as young people who are engaging in these related topics to wider audience.

Highlights and key messages from the winners recorded from the interview are below.

Time stamp: 37:00 minutes

What is your key takeaway from entering the competition?

- *'I thought climate change only impacted the environment as well as the animal lives, not our human lives. Now I see that climate change doesn't only impact the environment around us but also affects our human lives, especially for this competition. It's more focused on the educational part.'*
- *'I learned that I thought my country had the most problems, the most impacted ones from climate change but then I learned that not only my country that is affected but as hearing from other participants in this competition that they are also facing the same issues.'*
- *'Joining the competition has opened my eyes to the issues in my country that I haven't reflected on before. It gave me opportunity to widen my perspective and really think about the future of women, not only here in the Philippines but also around the world.'*
- *'Ever since I saw that there can be many hidden, unpredictable, or bewildering reasons that link strongly to issues that are far beyond education, I learned that any solutions related to education must then address all relevant problems such as job security, geographically factors, systematic discrimination, and climate change.'*
- *'We realised how important it is for everyone to be able to access to good education and how much support they need to take actions or at least be aware of the problems.'*
- *'We have a large carbon footprint and contribute much more to climate change so taking part of this competition will allow us to be more aware of our actions and maybe address the problem on a scale that is appropriate for us as students.'*
- *'We learned to find the sustainable solutions to develop our rural area and really hope that this solution can be used in the future.'*
- *'But collectively, we learned to be more compassionate and to be more responsible for helping disadvantage or unfortunate people who are suffering from the consequences of our actions.'*
- *'I realised that we all have a part to play to try to solve these issues through cooperation between different sectors of our society and different government agencies.'*

What support do you think would help young people like you to get actively involved in the key sustainable development goals?

- *'The youths today are actively involved in discussing the global issues. All we need is to have the assistance to have access to a platform.'*
 - *'We should organise competitions and platforms which young people can get into groups and take actions together because it is much more motivating to work in teams rather than on your own.'*
 - *'We need to raise awareness and communicate effectively using channels that can attract young people attention so that information can actually reach them. Young people should be aware to urgent need to take actions. If not, climate change will have severe impacts on our very own near future.'*
 - *'I believe that providing resources and proper education to young people will greatly help so that we become more knowledgeable to these issues and possibly innovate new solutions along the way.'*
- *'Support and guidance from experts such as teachers or UN can be very useful because they can show the young people that it is not that difficult to create and execute the initiatives. It is also important to let them have first achievement. It can be a very small quick win but there needs to be reward because it will give the young people the great motivation to continue working and try even harder.'*
 - *'It is essential to let them (young people) know that their actions and opinions are not going to waste. They are being taken to considerations and respected by those with powers and that it's totally possible for small, young individuals like them to create big and positive changes to the world'*



Figure 3 Interview with the winners of the competition

Session 4: Plenary session - The evidence on how best to raise awareness and increase engagement of young people on climate change, gender equality and inclusive quality education

By Prof Nicola Walshe, IOE (Faculty of Education and Society), University College London, UK

Time stamp: 47:47 minutes

Professor Nicola Walshe highlighted why it is important to give children and young people a voice in climate education referring to the UN Convention on the Rights of the Child from 1989 and how it has been done successfully by addressing the Manifesto for Education for Environmental Sustainability developed by teachers and youth in the UK and The Eco-Capabilities research project which illustrated transferable lessons for the international audience, highlighting the vital role of connecting children to nature as a way to improve wellbeing and motivate them to care for the environment.

Key points:

- The UN Convention on the Rights of the Child from 1989 talks about ***'protecting young people's right to express views on matters that affecting them'*** however this often goes unheard and young people have had a few opportunities to be involved in environmental decision making which is affecting them. It is clear that there are the movements from young people to be heard i.e. Greta Thunberg, Marinel Sumook Ubaldo, Vanessa Nakate and Malala Yousafzai.
- The inequality and discrimination experienced by marginalised girls and young women are amplified by climate change; for example, the UN

estimates 80% of displaced by climate change are female. Girls' education is hugely important as a mechanism for addressing climate change itself, not only for addressing climate change directly through ensuring every girl can exercise their reproductive rights but it enables girls to contribute to and thrive in a green economy, empowering them for environmental leadership.

- ***'How do we as researchers and policy makers ensure that we provide opportunities to make young people's voices, particularly those who might ordinarily be marginalised, a centre part of our work?'***
- The Manifesto for Education for Environmental Sustainability
 - The project is led by Linda Dunlop and Lizzie Rushton. It aims to participatory approaches, elicit shared vision of what the future education for environmental and sustainability could look like and crucial to this was the development of what a manifesto.
 - The manifesto is a set of policies that a party stands for and would wish to implement if elected to govern developed by young people. They also foregrounded voices of hard-to-reach communities so that included girls and young people of colour and disabilities.
 - There are also online participatory workshops between teachers and young people coming together to firstly generate ideas for solutions to respond to their social problems and secondly to create an imagery that could be used to create the manifesto.
 - It is important to think not only what the issue is and framing that issue but how to help young people and your children to be part of the solution through being positive and creating

positive mechanism and routes to action.

- The Eco-Capabilities research project
- The project is led by Prof Nicola herself. It was developed through 3 main concerns.
- A concern for nature connectivity. Increasingly children are disconnected from their environment and evidence suggests that it's making them less conscious of the environment and less willing or interested in preserving it.
- A concern of the arts and inequalities in access to the arts
- A concern for children's well-being that is linked to SDGs and a broader concern for society in terms of concern for broader well-being and the impact of Covid on children and young people mental health.
- All of that is underpinned by sustainability
- The project worked with 100 children aged between 7 to 10 from two primary schools and took them out into and engaged them with nature and started to explore with the impact on that.
- A lot of workshops have been organised. Because they're very young, the methodology had to be adapted. The children got to draw what their happy places to see how they are articulating of what makes them happy and well. It is important not just ask them a question directly, we gave them other ways of sharing their voices.
- We found that developing this practice gave them a whole sense of what we call 'Eco-Capabilities'.
- Listening to young children is possible if you set up those forums in the right way.

- ***'It is very important that we're empowering children and young people but not giving all the responsibility to them. We're hearing their voices. We're helping them to contribute to the discussion but we're not saying here this is your problem, solve it. We're working with them and I think that is also really important to prevent things like ego anxiety which was alluded to at the beginning of this session as well.'***

Additional materials:

- The United Nations' Convention on the Rights of the Child: <https://www.unicef.org/child-rights-convention>
- The Manifesto for Education for Environmental Sustainability: [The Manifesto for Education for Environmental Sustainability](#)
- The Eco-Capabilities research project: <https://www.ucl.ac.uk/ioe/departments-and-centres/departments/curriculum-pedagogy-and-assessment/eco-capabilities-supporting-childrens-wellbeing-through-participatory-art-nature>

Session 5: Youth Reflections and Initiatives

By Evelyn Fui Yee Tan, Senior Research Executive, Ipsos Malaysia, On 'Towards a greener future: Climate change and climate action from the perspective of Southeast Asian youth report'

Phiyachon Anthony Phumwiphat, the presenter of Carbon dioxide to Fuel Carbon Capture Technology, Thailand

Souksaveuy Keotiamchanh, Founder of Zero Waste Laos, Lao PDR

This session was to showcase initiatives around SDGs and sustainability led my young people at the same time discussing about their inspirations and challenges faced for doing so with the research evidence on their perspectives on climate change and climate action carried out by Ipsos Malaysia.

A. Towards a greener future: Climate change and climate action from the perspective of Southeast Asian youth report
By Evelyn Fui Yee Tan, Senior Research Executive, Ipsos Malaysia

Timestamp: 1:00:40 hours

Background

The survey conducted on on young people aged 18-35 years old by interviewing 2,320 young people (300 respondents online and 130 respondents face-to-face) in 10 countries to presenting outlines of the regional findings and calls out of differences from different countries.

Regarding the respondent profile, the research team captured genders, ages, education levels, religions, employment status, marital status, strata household income by each country and also disability and digital inclusion.

This research is designed to ensure the view of the more marginalised segments of the population. The marginalised segments mentioned in this research are referred to youth among the lowest earning household of each respective country, who have not completed education beyond secondary school, have less access to digital tools and with past or current experience of impairment.

Key points

- Young people in Southeast Asian countries consider climate change as one of the biggest issues
- Young people do not see themselves as helpless bystanders. A large majority thinks that they can influence climate action initiatives. Almost half have participated in climate related activities.
- For any person or organisation who wants to reach out to young people utilising online channels such as social media is essential. It is also important that the information is supported by trustworthy sources and rooted in science.
- In the world where collaborations operate on a global scale and in an online space as much as the physical world, young people are aware that a wide range of skills is important to participate in climate related discussions.
- Initiatives under the UN or NGO will have a high degree of credibility among young people

Read the report at

<https://www.britishcouncil.or.th/en/policy-dialogue-climate-change-and-girls%E2%80%99-education-asean-%E2%80%93-youth-engagement-sdgs-virtual-0>

B. Youth and community development project at Tambon Klueng, Chiang Rai, Thailand
By Phiyachon Anthony from Chiang Rai, the presenter of carbon dioxide to fuel carbon capture technology, Thailand

Time stamp: 1:00:14 hours

Key points

- *Context:* Tambon Klueng has a culture and tradition of using the **Rattan plant** for making furniture, accessories and products that can be used in a daily life such as a basket or a bag. It normally grows in the forest under shades from other trees and takes between 3 to 5 years to grow. Due to having less forestry space, the plant that was plenty in the northern part of Thailand, it is now became more difficult to find it these days. The process of preparing the plant often takes a lot of time and quite difficult as they must be trimmed and cut to be able to weave and stitch into patterns.
- *Motivation:* *'It is normally an elderly group of people who make products from this plant. My goal here is to pass on their skills, their knowledge as well as the culture to more people as well as making income from selling these products.'*
- *Working with the community:* *'I work with the elderly group and community here to create content and help promoting their products and their culture. Currently, we're trying to find ways to grow more Rattan plants and looking into investing on a trimming machine to help speed up production because it's one of the most difficult process in the product making.'*
- ***'I think most of the time people are willing to change themselves for the better, but they just lack the knowledge or the platform to be able to support them or to let them speak. Sometimes they don't have the options for supporting themselves.'***

Watch the video of the youth and community development project at <https://www.youtube.com/watch?v=Nq9yuXvEWik>

C. Zero Waste Laos,
By Souksavoey Keotiamchanh , Founder of Zero Waste Laos

Time stamp: 1:19:05 hours

About Zero Waste Laos: Zero Waste Laos started in 2019. It was firstly focused on raising awareness on social media spreading the information on environmental protections. Now, our focus has been expanding to more focus on piloting projects on waste management, climate change, youth engagement and gender, as well as SDGs. Within these two years, we have more than 2,000 young people participating in our events and activities.

Key points

- We, as a group of young people, want people to recognise us as a change maker for making clean environment in Laos and to be a leader in sustainability
- Our bottom-up approach works very well here in Laos. After a few years of working, we realised that it's not just people in the community, but policy makers and private sectors also want to work together with us. For example, The Youth for SDGs Laos Conference that we organised attracted by more than 300 young people with 20 organisations worked together.
- Skills for critical thinking and having sustainability mindset in young people are deemed important that our group developed the Sustainability Leader Programme last year to build young leaders to have the mindset and skills needed for sustainability.

- We launched the programme called 'Youth Climate Action' last year to raise awareness. However, this year started in May, ***the programme focuses more on taking actions***. We plan to plant 100,000 trees in Laos. Currently we planted for more than 5,000. We aim to plant 30,000 by end of this year. This just happened in one month.

Visit Zero Waste Laos at

<https://www.zerowastelaos.org/>

Session 6: Panel discussion on 'Ways forward for strengthening youth engagement in SDGs from young people's perspectives'

Panellists:

- 1) **Phiyachon Anthony Phumwiphat**
- 2) **Souksaveuy Keotiamchanh**
- 3) **Minh Khuê, representative from Youth Climate Action Network (YNet), Viet Nam**
- 4) **Dr. Le Trong Hung, Director of MOET Support for Autonomous Higher Education Project (SAHEP), Ministry of Education and Training, Viet Nam**
- 5) **Dr. Mullica Jaroensutasinee, Dean of School of Science, Walailak university**

Moderator: Prof. Nicola Walshe

Time Stamp: 1:28:42 hours

Key points

Benefits for engaging young people from young people's perspectives

- Youth participation is totally and completely important because we propose innovative and appropriate solutions to address issues related to us which might be overlooked by elders.

- When talking about policies or politics, many people might think we are too young to take part, to raise our voice, to express the ideas but we can think critically.
- Living in the modern world, technology allows us to do a lot more.
- Young people, like us, can also learn from elders, from policy makers, from NGOs and NPOs, to develop their knowledge and leadership skills. Collaborations across sectors and generations will help us develop empathy and understanding that is required to pursue goals that are bigger than ourselves.

Ways to engage with young people from policy makers' perspectives

- Embedding climate change education into school-level or in educational institutions to develop understandings and skills to collaborate among not just young people but also people around them.
- For examples, in Viet Nam, the Ministry of Education and Training and UNICEF have developed the framework and supplementary materials for climate change education which can be used as parts of the 'Annual Education School Plan'. The framework and supplementary materials involve activities with teachers, school kids, parents and communities supported by training and instructions. This way climate change education can be embedded into school level that children can get involved and collaborate with others and their communities. In Thailand, besides embedding in curriculum which takes longer time to implement, introducing or initiating smaller projects or campaigns into classes can also allow students to come up with their ideas and get

involved in the communities. A CSR programme would also be a good way to engage with enterprises who can provide funding. These kinds of ideas would attract people from different sectors as usually people would be happy to contribute something to their climate actions.

Non-formal ways for to engage young people in conversations

- Having activities outside schools allowing young people to have opportunity to learn and experience is key.
- Social media also plays a big role for young people to access for information and to get involved. The evidence is obvious from what the young people representatives are presenting at this event who are using social media as the main channel to communicate and to access for information.
- Although social media is key, there is also some concern around credibility of the information. Making sure to check for accuracy of the information, doing more research and having a team or people who can support for cross checking the information would help.

Eco-anxiety. How to ensure that young people feel supported and empowered to act without making them feel like they have been given responsibilities or having eco-anxiety.

- Turning the issues into a competition or a challenge allowing young people to do their own further research and impose their creativity with prizes to encourage their actions. This way they will be motivated, can utilise their skills or even learn new skills, getting to know more people and have fun.
- Being supportive for activities or projects young people are taking and

encourage them by participating in, contributing to, or sharing knowledge and experience with their activities or projects.

'I faced some issues before when started at the beginning. We first started cleaning activity. There were people saying things like 'why do you have to do this?', 'it should be the responsibility of a company to stop using plastic', 'it's not your problem or responsibility as your people to do so'. It discourages our energy especially when we want to do something or are taking actions.

I think adults and other people should support us by not just pointing out like we should not do this or it's not our responsibility. Some small actions can make changes. And to support them, you can just join the event or encourage them that the initiatives they are taking are meaningful.

After 2 years, I think I got more supports from many organisations including from policy makers, ministers, and big private companies. I think if I stopped at that time maybe we will not go this far.'

(Souksaveuy Keotiamchanh)

- Recognising of what have been done in the past regarding people's energy and efforts into having better knowledge and inventing new technology to cope with climate change and gender inequality issues. Of course, it is not enough and still a lot more to be done. Recognising of what we have done so far give young people a hopeful point to start.

In summary

- It is important to work with communities, across sectors, organisations and generations to make sure that we are addressing this collectively rather individually and certainly not just giving responsibility to young people but actually engaging them, empowering them to work with everybody else across the community in different way.
- Another important part is that formal education structures and systems have to play and also informal how they should be working together not separately in terms of addressing this.

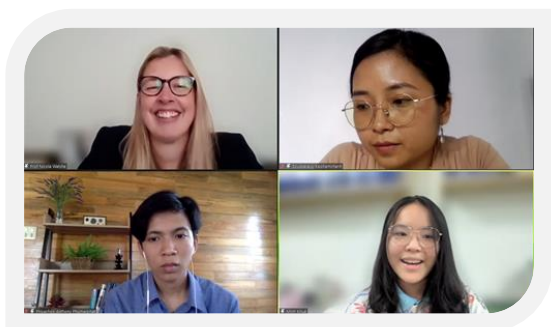


Figure 4 The screenshot of the panel discussion

Session 7: Key messages and ways forward

By Rachel Booth, Associate advisor of Climate change and girls' education project

Time stamp: 2:05:00 hours

Key strands that are coming through in a dialogue

- How climate change affects us all but has disproportionate impacts on already vulnerable communities and young people, especially women and girls. Gender inequality leads to these imbalances of power and education access to resources which have a

profound impact on resilience to climate disasters.

- The SDGs recognises this urgency of addressing climate change and quality education and readdressing gender inequality, but there is the need to bring this together to build solutions for the future.
- In many societies, young people are not encouraged to share their concerns and solutions to impacts of climate change due to agism or other cultural dynamics which dismiss youth voices, particularly girls. However, today we see some powerful examples of how young people have been given support and resources to mobilise their energy and expertise have presented powerful innovations and climate solutions to catalyse real change in their community and their countries.
- How vital formal and informal education is as a key tool to equip young people with the green skills they need to lead these dialogues and innovations. The resource pack developed in this project had that intention to teach young people to think critically, engage creatively, understand inequalities and play their part in raising awareness of climate solutions.

Ways forward for different audiences

- *For adults, parents, advisers and people in positions of influence* who are able to direct resources and design responses, it is really the time to make space for young people and to support them to exercise these skills. A key part of these support is allowing young people to fail and to try again. This all plays a part in the process of radical innovative thinking.
- *For policy makers*, we encourage you to embed curricula with

education around SDGs including climate education and recognising the role of gender inequality and community resilience and seeing young people as agents of change in SDG strategies.

- *For donors*, we encourage you to allow time and funds for meaningful engagement of young people and efforts to address SDGs that allow iteration and lessons to be learned.
- *NGOs*, we encourage you to find meaningful roles to be part of decision-making forum on SDGs matters that concern them.
- *Teachers and school administrators*, as we have seen today that key support about developing critical thinking and development of knowledge around SDGs; for example, green skills and including climate

change education and other SDG topics as part of the curriculum is so vital.

- *For young people*, thank you for what you have done so far. Your actions really do count so please keep engaging, keep testing and iterating good ideas, keep speaking to other people about SDGs and highlighting inequalities when you see them and seek out the people who will encourage you and support you to engage meaningfully in efforts to address the SDGs.

'We really look forward to building on this momentum from this dialogue that has been created and continuing to work with the network that has been established with ASEAN region going forwards.'



Figure 5 The Policy Dialogue Poster

Appendix 1: Concept note and agenda

Policy Dialogue on Climate Change and Girls' Education in ASEAN – Youth Engagement in SDGs (virtual)

Date and time

Date: Friday 24 June 2022

Time: 14:00 – 16:15 hrs Bangkok time (8:00 – 10:15 hrs UK time)

Attendance by invitation

Background

The FCDO 5-year strategy for girls' education (2021-26) makes consistent reference to the criticality of addressing the impact of climate change in advancing the key objectives of increasing access and improving quality of education for girls. The strategy also advocates engaging youth and encouraging their leadership as powerful catalysts for change.

Project summary

This FCDO Dialogue Partner funded programme designed and delivered by British Council in partnership with SEAMEO secretariat, aims to strengthen awareness of the positive and negative causal pathways between the two key global challenges of climate change and girls' education. Direct audiences include young people, teachers, education practitioners, as well as policy makers in 10 ASEAN countries plus Timor-Leste with the intention that this will inform and inspire community and policy level engagement in the longer term.

More information about the project can be found via:

<https://www.britishcouncil.or.th/en/programmes/climate-connections/girls-education>

Objectives

This policy dialogue online event aims to have a dialogue around strengthening awareness and engagement of schools and young people in the SDG conversations using Climate change and girls' education as an example topic

1. To promote better understanding among education sectors i.e. school teachers, teacher educators, education managers etc. in ASEAN on the importance of engaging and empowering young people to be part of the conversation around SDGs using Climate change and girls' education as the main example.
2. To share best practices used by young activists, teachers, teacher educators or/and education practitioners to identify challenges and opportunities on promoting young people to be part of the conversation around SDGs
3. To discuss and recommend ways forward for policy makers and key stakeholders from public and private sectors across ASEAN to collaborate to better promote engagement and empower young people to be part of the conversation around SDGs.

Target audience:

- Primary target audience:
 - Policy makers and high-level officials in education in ASEAN i.e. representatives from ministry of education

- Intergovernmental organisations, international organisations, NGOs or experts whose priority is to promote SDG13, SDG4 and SDG5 i.e. SEAMEO Secretariat, UNESCO, UNICEF etc.
- Education practitioners i.e. school teachers, headmasters, educators, education manager etc.
- Young activists, youth networks
- Secondary target audience: Public audience

Delivery mode

The event will be organised virtually via Zoom platform.





The speakers and attendees will be provided with zoom link prior to the event.



Agenda






time (BKK time)	Agenda
14:00 – 14:05 (5 mins)	Welcome and house-keeping by Emcee
14:05 – 14:20 (15 mins)	<p>Session 1: Opening ceremony</p> <ul style="list-style-type: none"> • Welcome message By Leighton Ernsberger, Director, Education and Society, East Asia, British Council (5 mins) • Welcome message By Dr Ethel Agnes Pascua-Valenzuela Director of Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat (5 mins) • Opening remarks By Ian Attfield, Senior Education Advisor for FCDO (5 mins) • Opening remarks By Dr. Ta Ngoc Tri Deputy Director General, Department of Primary Education, Ministry of Education and Training, Vietnam (5 mins)
14:20 – 14:25 (5 mins)	<p>Session 2: Climate change and girls’ education in ASEAN – a vicious or a virtuous circle?</p> <p>By Helga Stellmacher, Country director, British Council Thailand and Senior Responsible Owner of Climate change and Girls’ education project</p>
14.25 – 14.40 (15 mins)	<p>Session 3: Interview the winners of the Climate change and girls’ education infographic poster competition</p> <ul style="list-style-type: none"> • SMPK 4 Penabur School, Indonesia • Mater Dei School, Thailand • Philippine Science High School, Cagayan Valley Campus, The Philippines • British International School Hanoi, Viet Nam

<p>14:40 – 15:00 (20 mins)</p>	<p>Session 4: Plenary session The evidences on how best to raise awareness and increase engagement of young people on climate change, gender equality and inclusive quality education and Q&A</p> <p>By Prof Nicola Walshe, IOE (Faculty of Education and Society), University College London, UK</p>
<p>15:00 – 15:30 (30 mins)</p>	<p>Session 5: Youth Reflections and Initiatives</p> <ul style="list-style-type: none"> • Phiyachon Anthony Phumwiphat, the presenter of Carbon dioxide to Fuel Carbon Capture Technology • Souksaveuy Keotiamchanh, Founder of Zero Waste Laos, Lao PDR • ‘Towards a greener future: Climate change and climate action from the perspective of Southeast Asian youth report’ By Evelyn Fui Yee Tan, Senior Research Executive, Ipsos Malaysia
<p>15:30 – 16:00 (30 mins)</p>	<p>Session 6: Panel discussion ways forward for strengthening youth engagement in SDGs from young people's perspectives</p> <ul style="list-style-type: none"> • Minh Khuê from Youth Climate Action Network (YNet) • Phiyachon Anthony Phumwiphat, Chiang Rai, Thailand • Souksaveuy Keotiamchanh, Zero Waste Laos • Dr. Le Trong Hung, Director of MOET Support for Autonomous Higher Education Project (SAHEP), Ministry of Education and Training, Viet Nam • Dr. Mullica Jaroensutasinee Dean of School of Science, Walailak university <p>Moderator: Prof Nicola Walshe, IOE (Faculty of Education and Society), University College London, UK</p>
<p>16:00 – 16:05 (5 mins)</p>	<p>Session 7: Key messages and ways forward By Rachel Booth, Associate advisor of Climate change and girls’ education project</p>
<p>16:10 – 16.15 (5 mins)</p>	<p>Event closure by Emcee</p>

Appendix 2: Speakers' bio

	<p>Leighton Ernsberger (Session 1 - Welcome message)</p> <p>Leighton is the Director Education and English for the British Council in East Asia. Leighton has 17 years working on Higher Education and Skills policy in the UK, South Asia and East Asia. He started with the British Council in India in 2014 and has been in Singapore since 2019. He has worked closely with the Government, Asian Development Bank, European Union and UK partners implement Skills reform programmes in India and Nepal and Higher Education in South East Asia. Prior to working with the British Council he worked with the Education Skills Funding Agency in the on qualification and apprenticeship reform.</p> <p>Leighton is a graduate of the Institute of Education, University College London where he studied Educational Planning, International Development and Economics.</p>
	<p>Dr Ethel Agnes Pascua-Valenzuela (Session 1 - Welcome message)</p> <p>Dr Ethel Agnes Pascua-Valenzuela is presently the Director of the Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat, the first female Director since SEAMEO was organized in 1965.</p> <p>She is also a Professorial lecturer at the University of the Philippines and De la Salle University in Manila. Her expertise is on internationalization of higher education and transnational education, teacher education, alternative learning and secondary education. She has published international and local articles, journals, technical reports and guidelines for some SEAMEO and other international organizations such as UNESCO, UNICEF, CHED and DepEd.</p>
	<p>Ian Attfield (Session 1 - Opening remarks)</p> <p>Ian is Senior Education Advisor for Foreign, Commonwealth and Development Office (FCDO). He is currently based in Kathmandu, Nepal. He is a passionate advisor of the power of girls' education and works on the Girls' Education Challenge, the UK's flagship programme which works for girls' education across Africa and Asia. He has been working in this region and Africa for 25 years.</p>
	<p>Dr. Ta Ngoc Tri (Session 1 - Opening remarks)</p> <p>Dr. Tri obtained his first degree in mathematics education in Vietnam then worked for an institute of education as a mathematics lecturer. He was awarded a master's "cum laude" degree in mathematics and another master's degree in mathematics education, both from Amsterdam University in the Netherlands. He received his Ph.D. in functional analysis from</p>

	<p>Lancaster University in England. Dr. Tri had experience in training high school math teachers for nearly twenty years before joining M.O.E.T. Vietnam at the beginning of 2013. During the first three years working at M.O.E.T, dr Tri worked mainly for the steering committee of curriculum innovation post 2015. In the period of May-September 2015, dr was was the Australian government fellow to work at ACARA (The Australian Curriculum, Assessment and Reporting Authority) in Sydney. He had the opportunity to work with the team who developed the Australian Curriculum, considered as a typical capability (or we here often say as competency curriculum). Dr. Tri's has been working as Deputy Director General for Primary Education Department, M.O.E.T. Vietnam since 2017.</p>
	<p>Helga Stellmacher (Session 2 – Climate change and girls' education in ASEAN – a vicious or a virtuous circle?)</p> <p>Helga is the British Council Director of Thailand, Girls Education lead for South East Asia and Senior Responsible Owner of Climate change and Girls' education project. Helga also leads on the development of the British Council's flagship girls empowerment global programme called 'English and Digital for Girls' Education (EDGE)' in Southeast Asia. She has worked in the field of education for over 20 years in Europe, Latin America and South Asia which has included leading British Council regional assessment and English teaching divisions. She is passionate about the change that improved educational opportunities presents and holds an MBA, a DELTA, a PGCE and a first degree in Modern Languages.</p>
	<p>Professor Nicola Walshe (Session 4 – Plenary session and Session 6 – Panel discussion)</p> <p>Professor Nicola is head of the Department of Curriculum, Pedagogy and Assessment, Executive Director of the Centre for Climate Change and Sustainability Education at IOE, UCL's Faculty of Education and Society. She is co-convenor of the Environmental and Sustainability Education Research network of European Educational Research Association and Secretary of the Geography Education Research Collective. Nicola's research is predominantly in the field of high-quality teacher education practices in climate change and environmental and sustainability education.</p>

	<p>Phiyachon Anthony Phumwiphat (Session 5 – Youth reflections and Session 6 – Panel discussion)</p> <p>Anthony graduated from Gainesville International School, Chiang Rai, Thailand. The presenter of Carbon dioxide to Fuel Carbon Capture Technology.</p>
	<p>Souksaveuy Keotiamchanh (Session 5 – Youth reflections and Session 6 – Panel discussion)</p> <p>Souksaveuy is a founder of Zero Waste Laos. She has a strong passionate working to lead Laos for a better environment and sustainability. She leads 140 young people and engages more than 10,000 young people joining Zero Waste Laos activities for 2.5 years. Her work is focused on waste management, climate change, youth development and gender equality and promoting SDGs to new generations. She has been engaging and building partnerships with various stakeholders to support youth movement such as government, private sector, development partners and NGOs.</p>
	<p>Evelyn Fui Yee Tan (Session 5 – Youth reflections)</p> <p>Evelyn is Senior Research Executive, Ipsos Malaysia. With a Pure Science background, Evelyn started her market research journey with exposure to data visualisation and subsequently, consumer research. Since joining Ipsos Malaysia, she specialises in Public Affairs related research and has worked on various quantitative and qualitative projects for clients from both the public and private sectors.</p>
	<p>Dr. Mullica Jaroensutasinee (Session 6 – Panel discussion)</p> <p>Dr. Mullica is Dean of School of Science at Walailak university. She is also the Director of SEAMEO STEM education and the Chair of The Global Learning and Observations to Benefit the Environment (GLOBE) Program which is the programme that provides students or the public to have opportunities to contribute to the understanding of the earth and the environmental system.</p>
	<p>Dr. Le Trong Hung (Session 6 – Panel discussion)</p> <p>Director of MOET Support for Autonomous Higher Education Project (SAHEP), Ministry of Education and Training, Viet Nam.</p>



Khue Minh Nguyen (Session 6 – Panel discussion)

Minh Khue is a 17-year-old and currently working as Programme Coordinator and Network Secretary for Youth Climate Action Network (Ynet) in Viet Nam. She is a brilliant facilitator and leader, managing a coalition of 15 youth organisations across the country.



Rachel Booth (Session 7 – Key messages and ways forward)

Rachel is Senior Technical Specialist for Kore Global. She is also the Associate Advisor of Climate Change and Girls' Education in ASEAN project who provided extensive feedback in the writing of the secondary school resource pack, the design of the competition as well as the judging criteria. She also played a crucial role in advising on the development of this policy dialogue programme.

Rachel's particular area of expertise is girls' education. She completed a Masters in Gender and Development at the Institute of Development studies in Brighton where she wrote a dissertation that examined the role of young people's participation in development solutions. Rachel is also a climate activist in her personal and professional life and hopes that these dialogues will make rapid progress in our lifetime.