



Education driving societal Transformation - the Project MakingAchange



Relevance of Quality Education

Quality education, particularly education for sustainable development (ESD) can be seen as a key for reaching the Sustainable Development Goals (SDGs). Education is recognised as a human right by the United Nations and can be considered essential for a better life and the climate goals. This is reflected in the UNESCO ESD 2030 programme.

Education 2030

- period: 2020 until 2030
- focus on social and psychological transformation
- special attention to climate change as well as the monitoring and evaluation
- **"The idea of big transformation implies changes in individual action intertwined with reorganization of societal structures"** (UNESCO 2020)
- agreed upon by the 193 UNESCO Member States

How can ESD be integrated into school education and drive real societal transformation processes?

MAKING ▷ CHANGE!

makingAchange is a research-education cooperation with the aim to generate engagement in societal transformation. On behalf of the Federal Ministry of Education, Science and Research, the Climate Change Center Austria (CCCA) gives secondary schools in Austria the opportunity to become actively involved. Schools can be identified as the direct target group. In the broadest sense the entire education sector is addressed and the project aims to impact the societal transformation as a whole. Through the implementation and observation of various projects, gained knowledge will be directly implemented, followed by multiplicative dissemination in the community, driving a paradigm shift.

Objectives of the Project

- Peer-to-peer training of school and university students
 - supported by universities and NGOs
- Creation, implementation and further development of innovative interdisciplinary curriculum options
 - on climate change and sustainability, carbon footprinting, phenology in botanical gardens or climate weeks, (for example in the high mountains)
- Scientific Effectiveness Analysis

5 educational formats

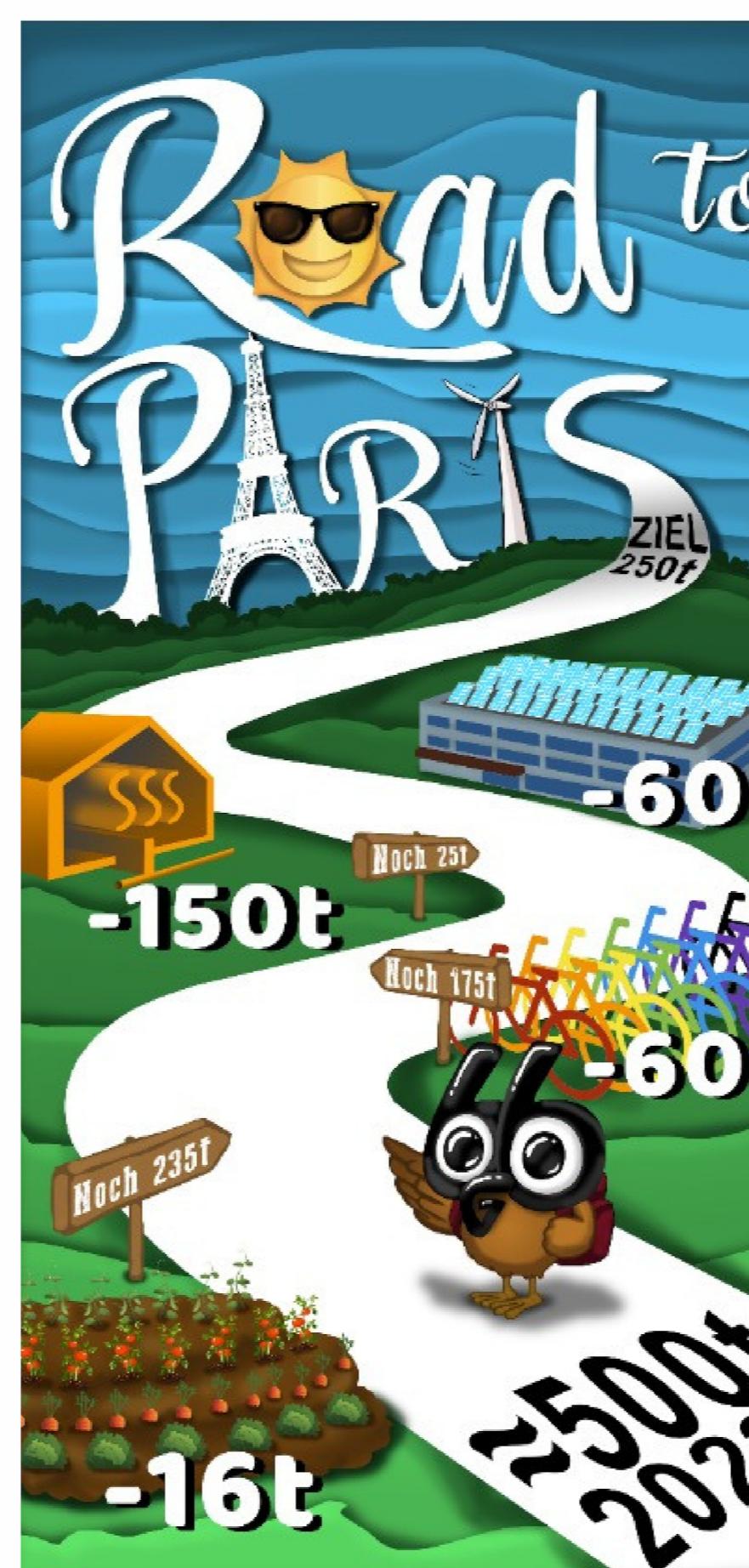
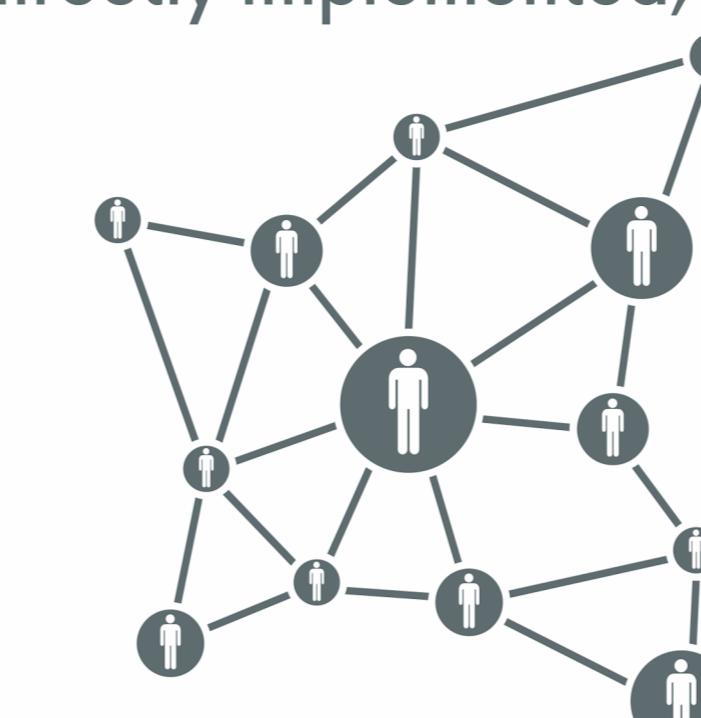
peer-to-peer learning approach:

- Training to become a climate peer
 - developing child and youth participation
- Determine the CO₂ emissions of your school and passing knowledge on to next classes
 - annual assessment to check the effectiveness of measures
- 3 other formats are designed as guided project lessons:
 - Cross-curricular
 - How to improve the schools Carbon footprint and one selfs handprint through certain project ideas (e.g. Mobility, Biodiversity,...)
 - Phenological considerations
 - Gaining Knowledge in botanical gardens then investigate plants in school environment
 - Climate weeks
 - learning about Climate change and its consequences through explorative-discovering learning

For now, makingAchange is being implemented on a national level, throughout Austria. However, the project has global relevance, especially regarding the UNESCO ESD 2030 Programme. The project enables schools to overcome the role of pure knowledge transfer and to actively support transformation.

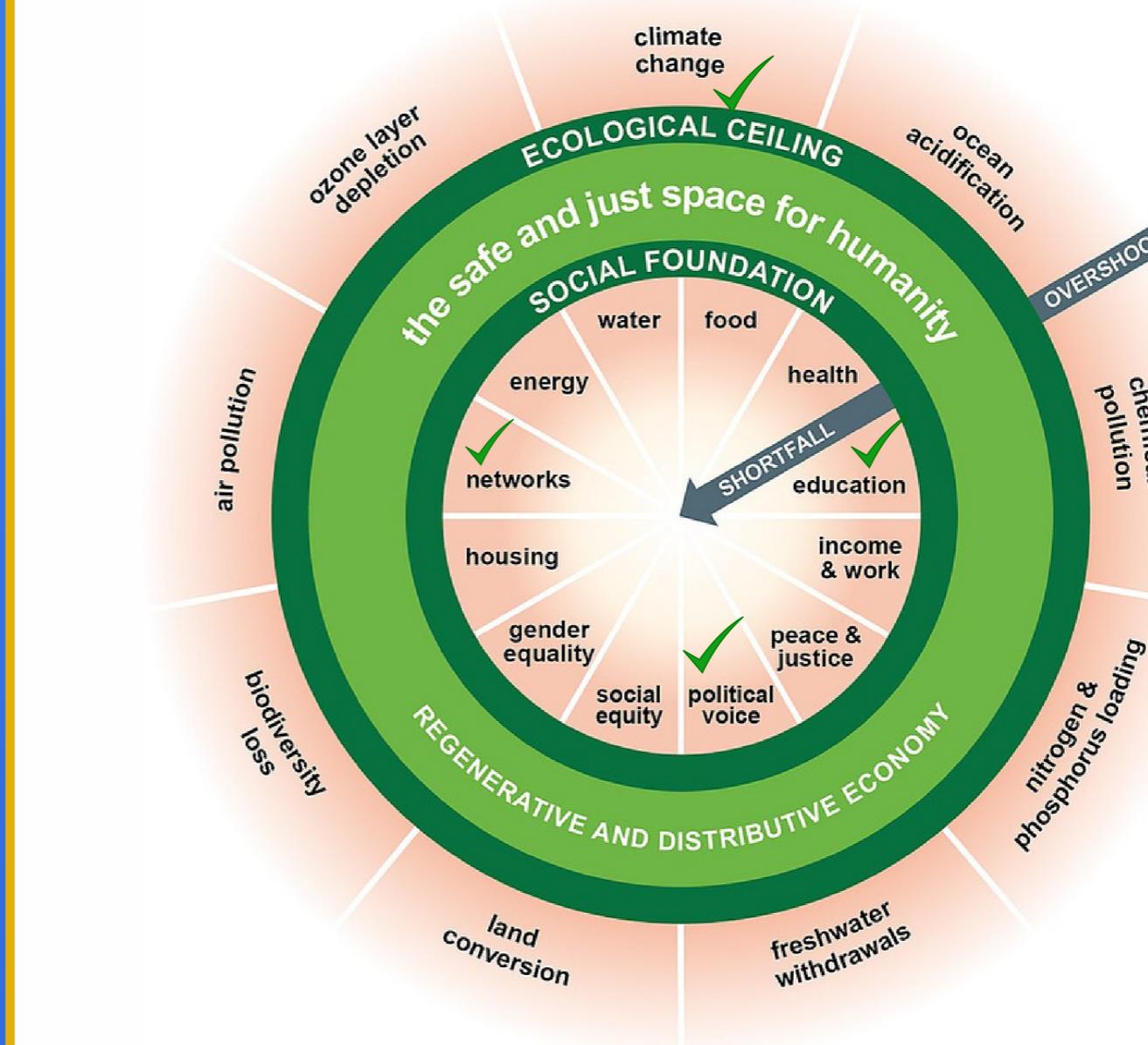
The project example: "road to Paris" of the Blumenstraße secondary school

- With the help of CO₂ calculations, Paris compliant goals and necessary actions were defined by students for the school.



MakingAchange and the doghnut economy

MakingAchange particularly addresses the point **education** among the 12 social foundation aspects, as it aims to integrate education for sustainable development as a standard part of everyday school life. As the project does not stop at providing knowledge but wants to strengthen active engagement, the aspects of **political voice** and **networks** are also enforced. The peer-to-peer approach strives to expand and use networks and strengthens the political participation of all participants.



In the outer ring of the model, makingAchange addresses all nine aspects of the planetary boundaries as an **overall construct of the ecological ceiling**. For example, the Climate Weeks format aims to make the climate crisis and its consequences visible and tangible, with independent investigations and observations in the field revealing changes in the environment and their consequences. Finally, climate action is to be integrated into the school environment and daily life, enabling planetary boundaries to be preserved.

The overarching GCM description of the doughnut economy concludes with the importance of the transformative change needed to achieve a sustainable and just life for all. The model represents the paradigm to strive for and provides an accompanying guideline for shaping change. It depicts a world in which people live in a socially secure way without destroying their vital foundation, their environment.

Ultimately, **the project pursues the doughnut economy's core goal of an urgently needed paradigm shift by generating transformative action respecting ecological boundaries and strengthening social foundations**. This is where we pick up again with SDG4, quality education and the ESD 2030 programme. It needs education to bring a model like the doughnut economy to the people and into use.

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