

## *International Conference on Education as a Driver for Sustainable Development Goals*

### **Goal 2 - End Hunger, Achieve Food Security and Improved Nutrition and Promote Sustainable Agriculture**

#### **Recommendations:**

- Define sustainable agriculture in a concrete, robust and standardised manner as, unless we can define what sustainable agriculture is, ESD strategies can not be successful.
- Recognise the need for a paradigm shift in Sustainable Agriculture, and therefore the need to create new frameworks of evaluation; we cannot use earlier frameworks, designed for chemical farming, to understand sustainable agriculture.
- Poverty reduction programmes should take in to account how they can build on the social-natural capital of their region. This is particularly important in the face of a stressed global economy, an increasing human population that is placing pressure on natural resources, existent inequalities, socio-cultural diversity and climatic uncertainty.
- Recognise that, due to the huge diversity in traditions, cultures, and lifestyles, some religions and cultural groups do not use the new education system that encourages sustainability.
- Educate development professionals about sustainable livelihoods so that they can help communities find employment that uses sustainable knowledge and skills.
- Green agriculture should combine traditional knowledge with rational, empirical science in order to counter “mis-education” often promoted by large corporations, and in doing so, work towards becoming mainstream.
- Make sustainable development the immediate global priority, and ensure that it is promoted at all levels of policy, with special emphasis on the environment, education, and research.
- UN Bodies and other funding agencies should extend support to farming communities, and assist them in preserving, enhancing and using local knowledge.
- Recognise that, due to power disparities, marginalised communities are often unable to share their traditional and local knowledge. Therefore, it is essential that ESD knowledge sharing mechanisms and institutes ensure that marginalised voices are heard as equals.

- Include education for sustainable agriculture and food security in primary, secondary and tertiary level curriculums. This is particularly essential in developing nations where the majority of the population is dependent on agriculture as their main or sole source of income.
- Tertiary level education should include sustainability science as a means of inculcating critical thinking abilities along with a fundamental respect for knowledge and the ability to learn and unlearn when necessary.
- Syllabi at the primary, secondary and tertiary levels of education should be modified to expose students to sustainability concerns from an early age, therefore encouraging students who pursue agriculture as a career to think about their work from an environmental and SDG perspective.
- Education should be linked with 'self-dependency' and physical work. Students should be actively involved in different types of field-research and taught to enhance agriculture production in sustainable manner.
- Institutions of higher education should place more emphasis on the specialisation of sustainable technologies to encourage agricultural productivity, and by extension, support farmers.
- Farmers' producer companies, local leaders and other relevant stakeholders should be encouraged to disseminate sustainability knowledge and skills.
- Recognise that implementing sustainable agriculture practices requires various skills in addition to motivation and financial support; therefore skill building and institutional support mechanisms are necessary.
- Develop programmes to empower women with the relevant knowledge, skills, financial education and support mechanisms needed for sustainable agriculture. Because women are key, yet often overlooked, stakeholders, empowering women in sustainable agriculture can have a ripple effect across the other SDG goals.
- Emphasise the importance of nutrition and children's health (feeding practices, personal hygiene etc.) in child nutrition treatment centres, and strongly encourage follow-up measures to be taken.
- Allocate a portion of budgets and trained human resources for child nutrition and health programmes.
- At least 75% of income from the taxes from ready to eat commercial food should be used to support programmes intended to prevent and treat malnutrition in children, women and adolescents.
- Promote the inclusion of local grains in the public distribution system.
- The nutrition education approach and strategy should recognise the importance of understanding the family as a unit, and men's exposure to nutrition education as crucial.

- Promote community and family based malnutrition prevention and treatment approaches and strategies with strong educational component.
- Nutrition and health education should be included in gender development programmes.
- Allocate a budget for front line workers' regular capacity building in the areas of nutrition and health education.
- Encourage collaboration between the government departments of health, agriculture, livelihood and nutrition, etc. to ensure a healthy and well-nourished community.