

# Policy Brief

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## COP 29

### How **COP 29** and the Education Sector can Drive Inclusive **Climate Leadership**

Policy Advocacy Paper: Enhancing Inclusive  
Climate Leadership through Education  
and Gender Justice

# Acknowledgements

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We extend our heartfelt gratitude to the participants and stakeholders who enriched this webinar with their valuable insights and diverse perspectives.

- Miss Fajer Rabia Pasha, Executive Director, PAGE
- Mr. Javed Malik, Team Lead Goal Service Delivery, British Council.
- Ms. Amnah Batool, MNA and Focal Person for the Prime Minister's Youth Program.
- Miss Ayesha Khan, Chairperson of SASCA and CEO of Danai AgriVenture.
- Miss Maria Qadri, Director of Marketing & Communications, NUST.
- Mr. Naeem Qureshi, President, NFEH & Convenor, FPCCI Central Committee on SDGs
- Miss Halima Khan, Head of Corporate Affairs and Sustainability, NFEH, and Deputy Convener, FPCCI.
- Miss Maham Shahzadi, Communication and Media Officer, PAGE

## **Collaborative Partners**

We are deeply grateful to FPCCI's Standing Committee on SDGs for their partnership in co-hosting this impactful event and fostering meaningful discussions on climate leadership.

## **Policy Advocacy Team**

Special thanks to the PAGE Communications team for their meticulous preparation and dedication in compiling the insights and recommendations presented in this paper.

## **Youth Leaders and Educators**

Our gratitude extends to the youth leaders and educators who are at the forefront of driving grassroots climate action and fostering education reform for a sustainable future.

# Speaker Introductions

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## **Javed Malik**

### **Team Leader, Goal Service Delivery, British Council**

With over 20 years of experience, Javed Malik has led some of the most impactful education programs in collaboration with global partners like the World Bank, McKinsey & Company, and Adam Smith. His work spans over 500 villages in Pakistan and East Africa, addressing rural development and education. As a strategist in service delivery, his expertise has been instrumental in implementing large - scale sustainable initiatives.



## **Syeda Amnah Batool**

### **Member of National Assembly of Pakistan**

Syeda Amnah Batool serves as the Focal Person for the Prime Minister's Youth Programme for Green Youth Movement, Youth Development Council, and Commonwealth Linkages. She is the honorary founder of "Street to School" and has contributed as a former policy consultant for Bait-ul- Mal and lecturer at NUML. Her leadership emphasizes inclusive policies, particularly in youth and climate action, making her a pivotal advocate for sustainable development in Pakistan.



## **Miss Ayesha Khan**

### **Chairperson, SASCA and CEO, Danai AgriVenture**

Ayesha Khan is a transformative leader in agricultural sustainability and social enterprise. As Chairperson of SASCA and CEO of Danai AgriVenture, she focuses on bridging gaps in climate-smart agriculture and community empowerment. Her work empowers rural communities by integrating sustainable practices and innovation in agriculture.



## **Maria Faheem Qadri**

### **Director Marketing & Communications, NUST**

Maria Faheem Qadri is an educationist and a Corporate Social Responsibility (CSR) expert with extensive experience in strategic leadership. As a member of the FPCCI CSR Committee, she has over two decades of expertise in foundation management, building impactful narratives, and fostering collaborations. Her work resonates both nationally and internationally, driving progress in CSR initiatives and sustainable development.



## **Mr. Naeem Qureshi**

### **President, NFEH & Convenor, FPCCI Central Committee on SDGs**

Naeem Qureshi brings a wealth of knowledge as a convenor for FPCCI's Central Committee on SDGs. As the President of NFEH, he champions environmental conservation and sustainable development. His leadership promotes SDG-aligned initiatives, making him a prominent voice in Pakistan's sustainability journey.



## **Miss Halima Khan**

### **Head of Corporate Affairs & Sustainability, FPCCI and Deputy Governor FPCCI**

Halima Khan is a dynamic leader in corporate affairs and sustainability. As the Deputy Governor at FPCCI, she leads strategic initiatives that align corporate goals with sustainability objectives. Her expertise includes creating impactful stakeholder collaborations, ensuring her contributions are vital in advancing SDGs through private sector engagement.



# Foreword

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The journey toward inclusive climate leadership demands a robust intersection of education, gender justice, and sustainable practices. As we navigate the escalating challenges of climate change, the importance of collaboration between diverse sectors cannot be overstated. This policy advocacy paper, titled "Bridging the Gap: How COP29 and the Education Sector Can Drive Inclusive Climate Leadership," is a culmination of collective wisdom and insights shared during our recent webinar organized by the Pakistan Alliance for Girls Education (PAGE) in collaboration with FPCCI's Standing Committee on SDGs.

At its core, this paper is a call to action—to harness education as a powerful tool to drive systemic change, empower marginalized voices, and create resilient communities. It also underscores the critical role of gender justice in addressing climate inequities, advocating for policies that place women and youth at the heart of climate solutions.

The insights presented herein stem from thought-provoking discussions with distinguished speakers who are leaders in education, sustainability, and policymaking. We are deeply grateful for their contributions and look forward to advancing these recommendations into actionable frameworks. Together, we can forge a path toward a more inclusive, equitable, and sustainable future.

**Miss Fajer Rabia Pasha**

Executive Director, PAGE

## Introduction

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In the context of COP29, the 2024 United Nations Climate Change Conference in Baku, Azerbaijan, the *Pakistan Alliance for Girls Education -PAGE* hosted a webinar titled "Bridging the Gap: How COP29 and the Education Sector Can Drive Inclusive Climate Leadership", in collaboration with *FPCCI's standing committee on SDGs*. This event underscored the critical role of education in fostering inclusive climate leadership, with a particular emphasis on gender justice. This paper advocates for policy frameworks that enhance climate literacy, integrate gender justice, and support educational reforms to cultivate an informed, proactive generation equipped to address the climate crisis.

## Welcoming Remarks and Setting the Context

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Miss Fajer Rabia Pasha, Executive Director of PAGE, initiated the dialogue by acknowledging the Sustainable Development Goals (SDG) Committee and highlighting the significance of inclusive climate leadership at COP29. She presented data indicating that women constitute approximately *39% of participants across various roles at COP29, marking a slight increase from the 38% reported at COP28 in 2023*. However, only *20% of national delegations are led by women*, underscoring the need for more women in decision-making roles. This aligns with PAGE's mission to address gender imbalances in climate governance and support gender-responsive education as a transformative solution.

## Pakistan's Leadership on Gender – Responsive Climate Action

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Miss Halima Khan, Head of Corporate Affairs and Sustainability at NFEH and Deputy Convener FPCCI, celebrated Pakistan's commitment to gender-responsive climate action, exemplified by female leadership within the Ministry of Climate Change (MOCC). This reflects Pakistan's national priorities in integrating women leaders into the climate conversation. Similarly, Miss Ayesha Khan, Chairperson of SASCA and CEO of Danai AgriVenture, reflected on her experiences in fostering climate literacy during her tenure at the Hashoo Foundation. She highlighted prior initiatives such as "Green Schools" and "Green Movements," advocating for integrating economic and business perspectives in climate policy, emphasizing that sustainable economic development is inherently linked to climate stability.

## Climate Literacy and the Role of Education in Climate Resilience

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Miss Ayesha Khan emphasized the urgent need to build climate literacy among youth, as they represent future leaders in climate resilience. She advocated for integrating climate action principles into education frameworks to empower youth as agents of change. This perspective is supported by UNICEF's report, *which highlights that 78% of respondents in Pakistan stated that their education or studies were affected by climate change*, indicating a significant impact on educational outcomes. Miss Maria Qadri, Director of Marketing & Communications at NUST, argued that educational institutions play a critical role in climate advocacy. Citing examples of existing practices at NUST, she proposed embedding climate action into educational curricula, ensuring that all students, particularly women, have the skills and awareness to lead sustainable initiatives.

## Gender Justice in Climate Leadership

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Ms. Amnah Batool, MNA and Focal Person for the Prime Minister's Youth Program, underscored the necessity of "climate justice and gender justice." She highlighted that the effects of climate change disproportionately affect women and marginalized communities, necessitating policies that address both climate and gender inequities. In advocating for gender-responsive education, Ms. Batool argued for equitable pathways for women in climate leadership. This aligns with findings from the UN Commission on the Status of Women, which reaffirmed women's and girls' leadership as key to addressing climate change, environmental, and disaster risk reduction for all.

## Insights from COP28 and Linking Climate with Education

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Mr. Javed Malik, Team Lead Goal Service Delivery at the British Council, shared valuable takeaways from COP28. He introduced four agenda actions to foster links between education and climate action, with a groundbreaking initiative to integrate climate literacy into educational systems. Malik emphasized the importance of understanding climate impact on basic educational needs, citing statistics that showed school closures due to climate-induced disasters. For instance, between *January 2022 and June 2024, students in Pakistan lost 97 days of school, nearly 54%* of a typical academic year, due to climate-related disruptions.

## The Role of Higher Education and Technology in Climate Solutions

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Miss Maria Qadri emphasized the role of higher education institutions in aligning policy and practice with climate action goals. She advocated for “Penta helix models” involving collaboration across government, academia, private sectors, civil society, and communities to address climate challenges comprehensively. At the forefront of her recommendations was the need for research centers and R&I (Research and Innovation) groups to connect climate scientists with AI and other technology experts. This approach is supported by the Asian Development Bank's report, which emphasizes the need for climate-resilient education systems in Pakistan.

### Insights from Q&A Session

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The Q&A session revealed valuable perspectives on practical climate solutions and the role of youth and local communities in driving sustainable change:

- **Role of Students in Social Issues:** Speakers highlighted the importance of student engagement in addressing social and climate issues. Students were encouraged to take leadership roles in community initiatives, promoting lifestyle changes like carpooling and the use of public transport to reduce carbon footprints. The session underscored that climate issues are gender issues, extending beyond simple environmental measures like tree planting.
- **Agricultural Technology (Agri-Tech) and Resilience:** Recognizing the vulnerability of Pakistan's agricultural sector to climate change, experts discussed the shift towards vertical farming and other agri-tech solutions to improve resilience. With Pakistan's experience of devastating floods affecting agri-stocks and lands, these technological advancements were seen as essential for safeguarding food security.

- **Innovation in Education and Advocacy:** Attendees discussed the need for a multi-disciplinary approach to climate advocacy, including partnerships between climate scientists, AI experts, and local communities. Establishing R&I groups on campuses and engaging students in research could be instrumental in developing scalable solutions.

To effectively respond to climate challenges, PAGE recommends the following:

1. **Integrate Climate Literacy into Education:** Foster climate awareness in educational curricula across all levels to develop future-ready leaders.
2. **Promote Gender-Responsive Education:** Establish pathways for women in climate education, emphasizing both climate and gender justice.
3. **Enhance Research and Innovation:** Encourage partnerships between educational institutions, research centers, and technology experts to develop practical climate solutions.
4. **Support Inclusive Leadership:** Establish frameworks that encourage women's leadership across sectors, using COP29 as a model to increase female representation in all levels of climate governance.

## Call to Action

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The urgency of climate change demands a unified response rooted in education, inclusivity, and gender equity. With 80% of climate-displaced populations globally being women, gender-responsive education is essential to empower women and communities to adapt and thrive. PAGE is committed to working with stakeholders across sectors to drive policies that enable a generation of climate-conscious leaders. Through sustained advocacy, Miss Fajer urges to meet the goal of near 50% female representation by COP30, bridging current gaps and ensuring a resilient, inclusive future.