



**Gender Transformative  
Climate Literacy for a  
Sustainable and Resilient  
Future in Bhutan:  
Implications for Policy  
and Practice**

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# Why Now? Why Bhutan?

- Heightened climate work
- Raise ambitions
- Youth and women engagement
- Education policy revision
- A stronger baseline - Gender, Climate, Education

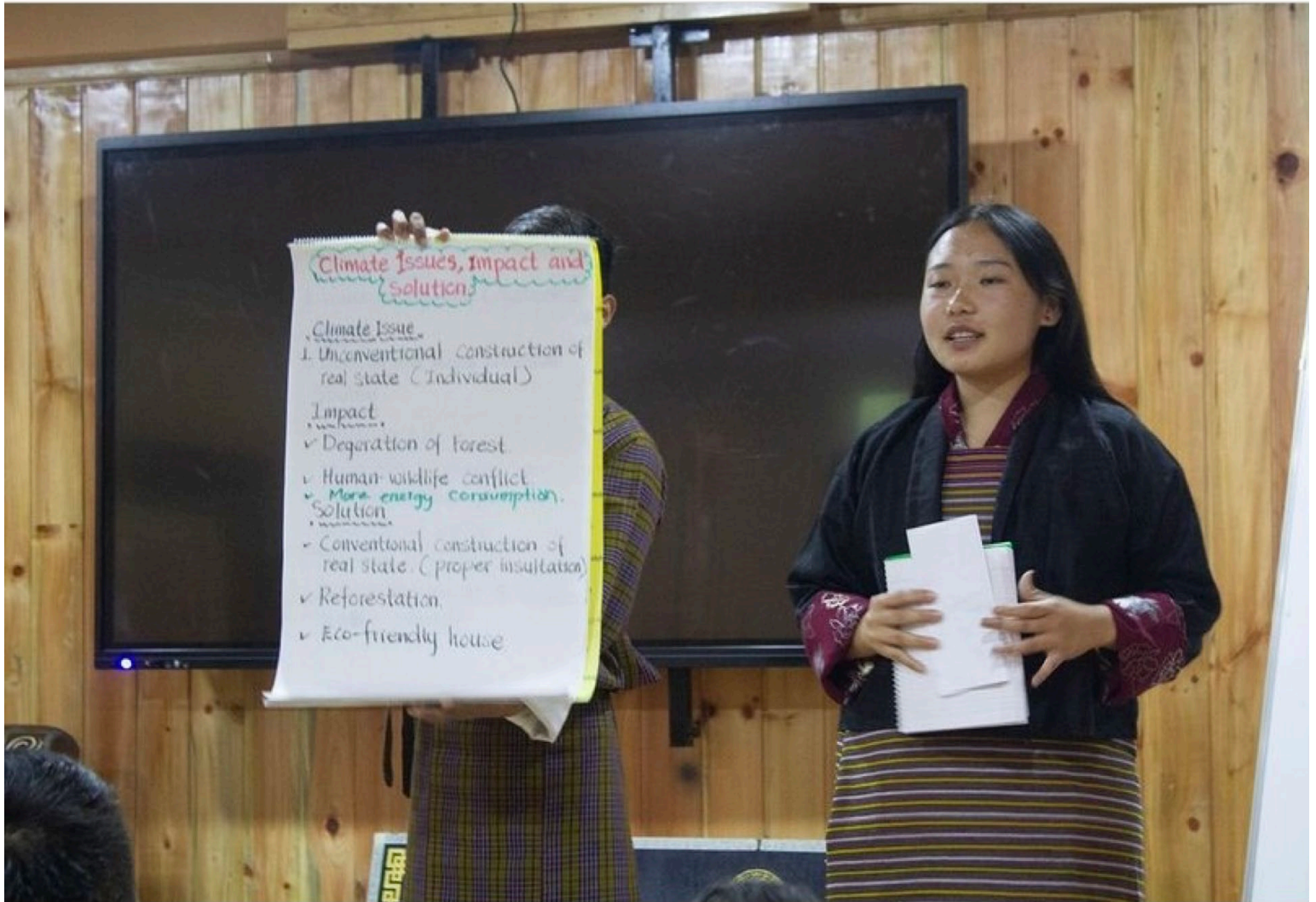


Photo Credit: Thinley Choden (Author)

# Bhutan: Climate, Gender and Education

## Climate

- Carbon negative & carbon neutral
- Constitution: 60% forest cover
- Biodiversity hotspot

## Gender

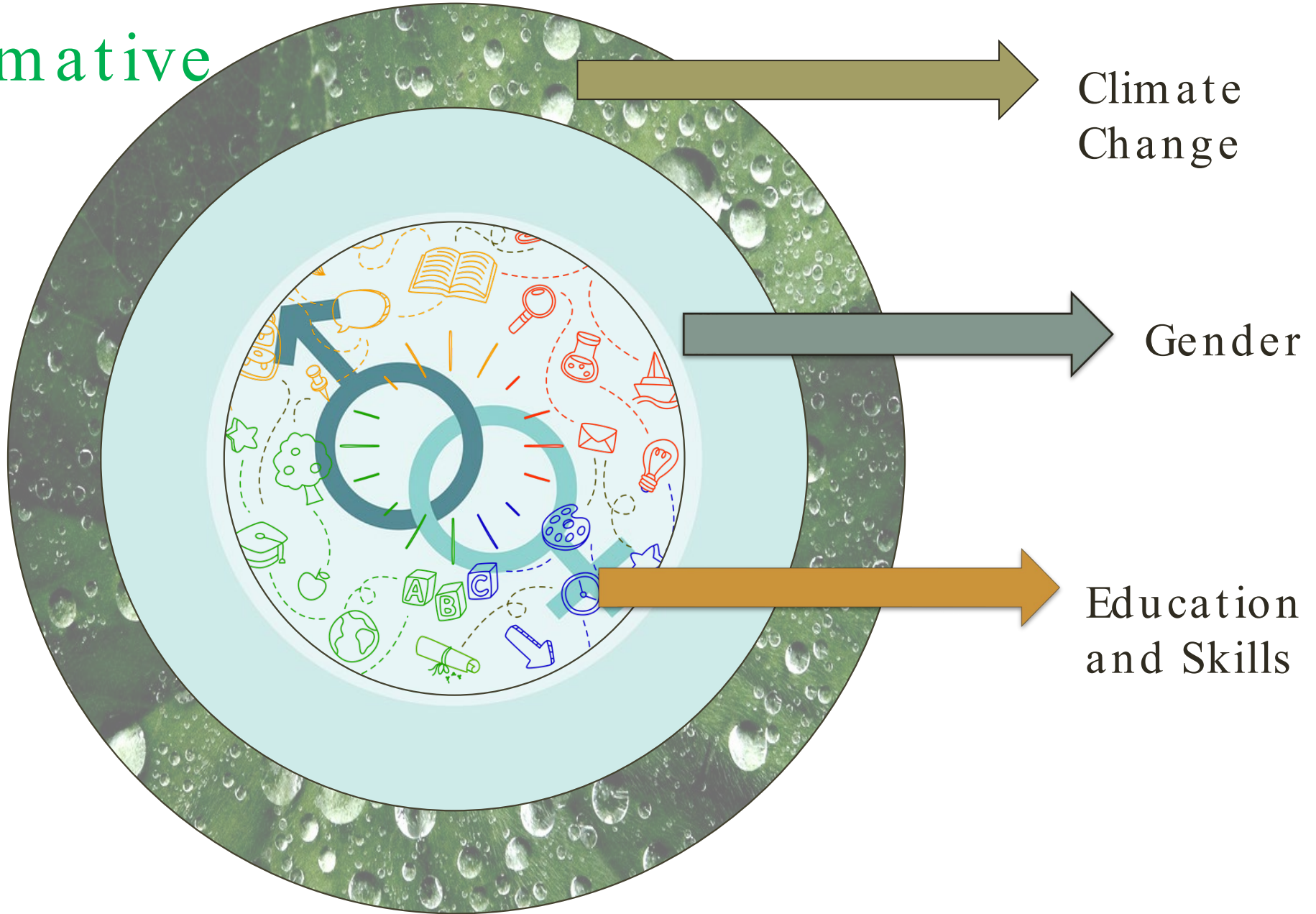
- Largely matrilineal
- Property ownership



## Education

- Over 90% school enrolment
- Extensive network of schools

# Gender Transformative Climate Literacy



# Gender Transformative Climate Literacy (GTCL)

An **interdisciplinary** approach that transcends basic climate knowledge and teaching by challenging and addressing underlying **gender inequalities** within the context of **climate change** while endeavoring to **reshape societal gender norms and attitudes**.

# Motivation 1: Climate Vulnerable & Threats



**Water Resources**  
Changes in the hydrological cycle such as lower winter flows in streams and intense monsoon rains may affect drinking water and supplies as well as hydropower generation



## Agriculture

80% of the Bhutanese practice subsistence farming. Climate change can cause changes in temperature and precipitation patterns and increase the vulnerability of a large group of population



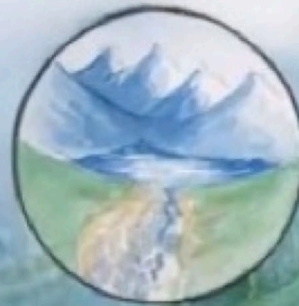
## Forest & Biodiversity

Increasing temperatures may cause species and ecosystems to shift and species at higher elevations and other species unable to migrate to become extinct.



## Natural Disasters

Rapidly retreating alpine glaciers is increasing the risk of "glacial lake outburst floods" endangering life and property downstream, increasing flash floods may also be caused by intensifying.

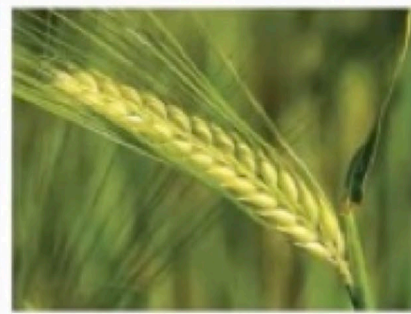


## Human Health

Raising temperatures may cause the spread of tropical diseases and heat stress into higher altitudes



Build Bhutan Project



Food Self Sufficiency



Tourism Resilience

Largely  
Gender  
Blind

# Motivation 2: Education System – An Un-tapped Opportunity

- A crucial conduit for climate action
- Potential to become a platform for gender transformative climate literacy
- Education Policy under review



Photo Credit: Thinley (Author)

# Research Questions

QUESTIONS	INTENTIONS
How does the national education curriculum include teaching of climate change?	Understand what is taught and learned in terms of climate change in Bhutanese schools
What is the status of girls' climate literacy?	Indicator for GTCL
What are the feasible pathways GTCL?	What ecosystem actors and how approaches can be co-created



# Methodology



- Mixed methods
- Online survey: district education officers
- Focus group discussion with schoolgirls from ages 13 to 18
- Interviews with relevant partner organizations

Photo Credit: Thinley (Author)

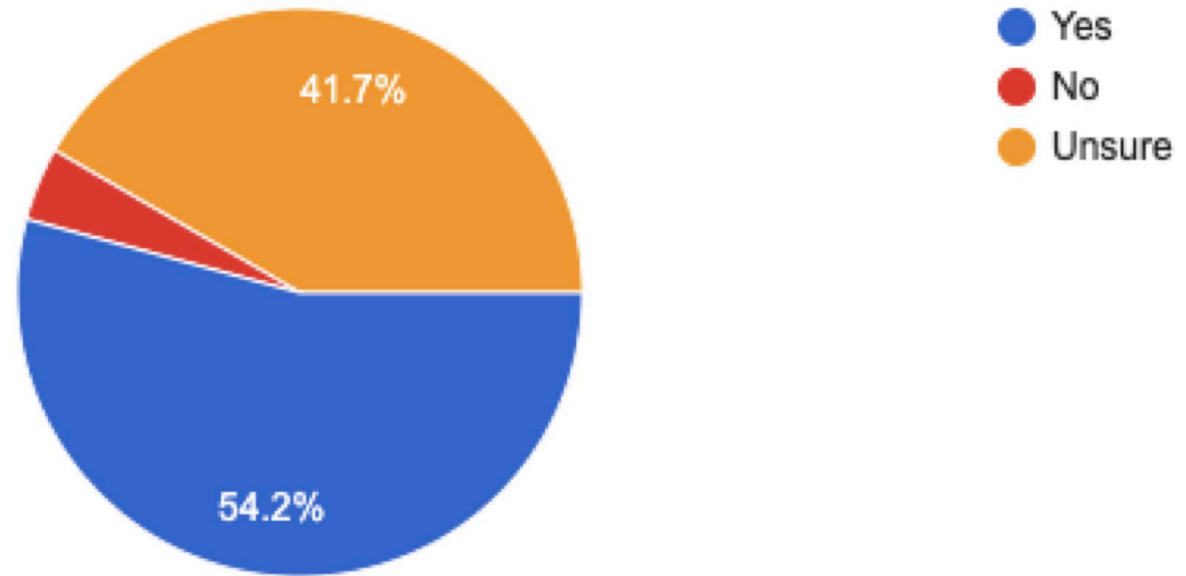
# Findings - 1/3: Education Policy and Curriculum

<b>Strengths</b>	<b>Areas of Growth</b>
Education Policy under revision and focus on STEM	Incorporate climate and gender
Curriculum: - Climate subjects taught - Competency-based approach	Strengthen implementation of competency based approach
	Collect data GTCL



# District Education Officers Survey

**If a gender focus in the policy could improve  
climate literacy?**



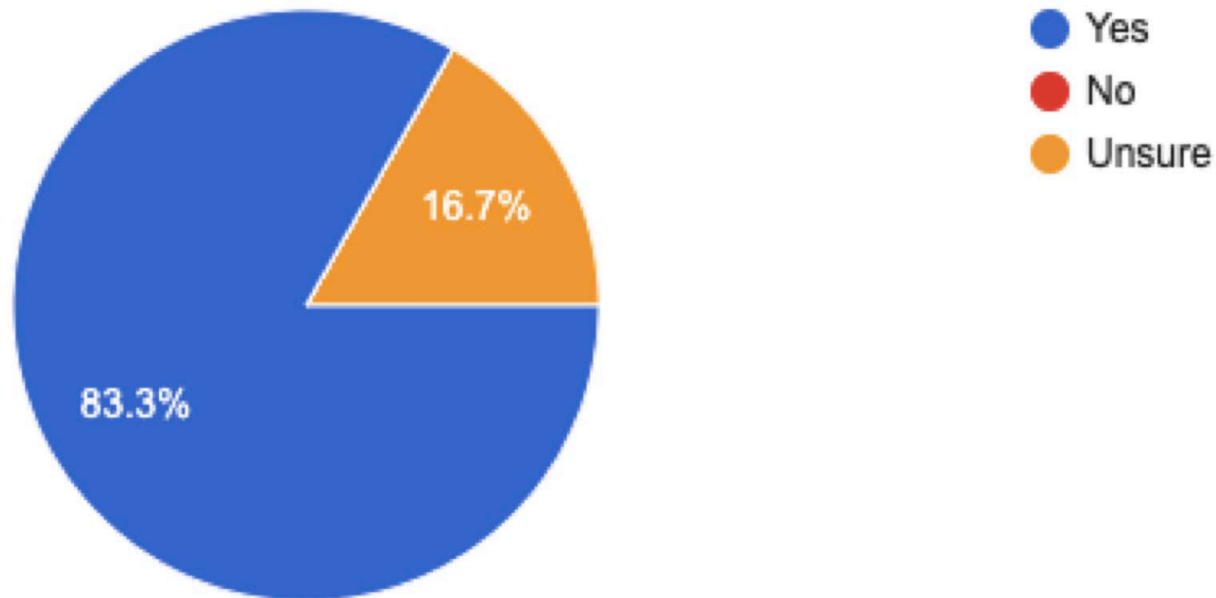
# Findings 2/3 - Girls' Perspective (GTCL)

<b>Strengths</b>	<b>Areas of needed growth</b>
Good knowledge of environment and climate	Climate awareness from a self and relational perspective
Understands climate impacts - floods, windstorms	Understanding gendered impacts
Aspiration for climate agency	Create climate skills application learning spaces
Cautious view of the future given tech and social media	Centering climate and gender



Photo Credit: MoESD

## Is climate literacy is important for girls?



District  
Education  
Officers  
Survey

# Findings - 3/3: Ecosystem Actors and Partners

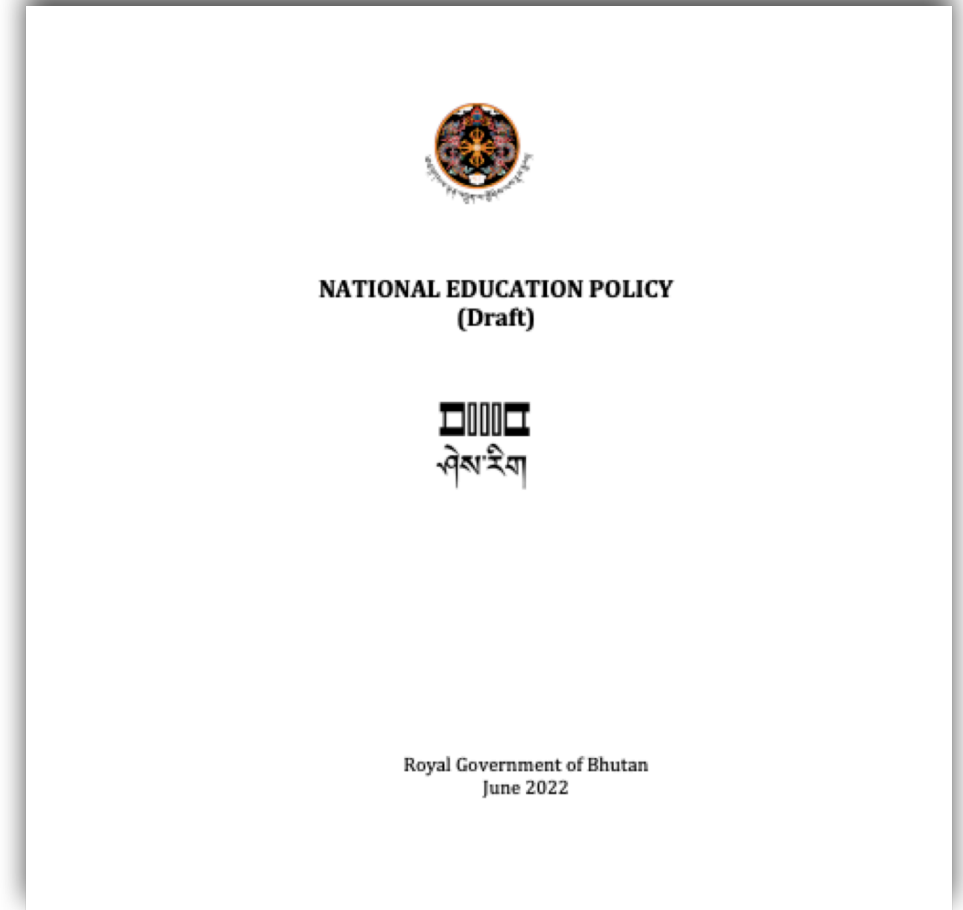


Photo Credit: Thinley Choden (author)

<b>Strengths</b>	<b>Areas of Growth</b>
Consensus and active implementation of programs with a gender lens	Projects that can be adopted and adapted for GTCL

# Recommendation - 1/3: Policy and Curriculum

What	Who	Why
Explicit integration of gender-transformative climate literacy:	Office of the Secretary, MoESD	Policy has influence



# Recommendation - 2/3: Strengthen Ecosystem for GTCL

What	Who	Why
<ul style="list-style-type: none"><li>• Establish a coalition of partners</li><li>• Strengthen competency based curriculum</li><li>• Center gender and climate applications</li></ul>	<ul style="list-style-type: none"><li>• Department of School Education, MoESD</li><li>• Partners</li></ul>	<ul style="list-style-type: none"><li>• To break silos in practice</li><li>• Collective action</li></ul>



Photo Credit: Thinley Choden (author)



# Recommendation - 3/3: GTCL Database

What	Who	Why
Gender Disaggregated Climate Literacy database to track and measure impact and refine interventions	Department of School Education, MoESD National Statistic Bureau	Baseline and track progress



Photo Credit: Thinley Choden (author)

