

# CLIMATE POLICY PAPER

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## **Introduction**

This is DSF's policy paper on climate. This topic has been chosen, because we, as a society, are in a climate crisis. A fact, which research has warned against for many years. Generally, DSF thinks solutions should be found by listening to researchers and experts - and act accordingly. We, in DSF, believes that Denmark should lead the way by implementing solutions based on relevant researchers and experts work.

This climate crisis demands political action on all levels. We, as students at the country's higher educations also have a responsibility and must do our part to contribute to the necessary changes, to fight the climate crisis. We believe that everyone has the right to have a future with a stabile climate and good living conditions. Therefore, we believe that the current political decisionmakers, to a greater extent, must take responsibility to take actions in turning this development around.

## **Education**

In DSF, we believe that education is fundamental for solving the climate crisis, and that we, through our studies, get invaluable knowledge and unique skills, which puts a responsibility on us to use them in the best way possible. What we, as students, because of our educations, can contribute with, are very different, but we are all faced with a shared duty to act on the climate crisis.

We want the climate crisis discussed. How are the climate crisis related to ones' academic knowledge and which contributions does a given academic field bring to resolve the climate crisis? This discussion must be rooted in local democratic. Educational institutions have a responsibility of ensuring the possibility that all students through their studies are educated in solving the climate crisis.

There are already fields of study that have done a lot to work with climate problems, and therefore DSF will encourage the exchange of experiences between all education institutions, so that a natural exchange of knowledge is achieved. No field of study stands alone in the climate fight and all fields of study have something to contribute with.

DSF believes that students should have the possibility to be critical towards their education and therefore DSF supports academic criticism and supports local initiatives and groups that are critical towards e.g. curriculum, teaching materials and research within their academic field.

34 We expect, in DSF, that the individual educations actively estimate how they best can  
35 contribute with solutions to climate change, but we must still maintain each educations'  
36 possibilities to look at their practices themselves and take climate into account where they  
37 find it relevant.

### 38 **Research**

39 Research plays an essential role in solving the climate crisis. Consequently, we are living  
40 in a time, where it is even more important to prioritize additional funds for research. This  
41 require both increased public investments in green research across all academic fields and  
42 more of the external research funds to be targeted sustainable development or, as a  
43 minimum, to take aspect of sustainability into account in the projects.

44 The focus on the green research must not be at the expense of the education sector or  
45 research sector. For us, it is important that research is driven by passion and is not limited  
46 by inexpedient regulations, but that the political and institutional levels are creating  
47 incentives to further innovation, new thinking and engagement in and for the green  
48 research. Furthermore, we need to have a transparent research environment in order to  
49 ensure that the consideration of research into solutions for climate changes is not set aside  
50 for the sake of shortsighted economic interests.

51 DSF acknowledges that society today are dependent on fossil fuels and that there will be  
52 a transition period, where this dependency is being phased out according to scientific  
53 experts' recommendations. Therefore, there is a need for research in a more climate  
54 friendly consumption and a more sustainable operation of the fossil energy sector in the  
55 period, where this still exists. DSF believes that research in this sector must focus on how  
56 fossil fuels can be phased out and replaced with sustainable energy sources, and that  
57 implicit damage on climate, environment and humans must be included in ethical  
58 guidelines for research.

59 We believe in DSF that the green research area is interdisciplinary and that solutions are  
60 not only found within natural science. They are not exclusively related to specific  
61 traditional research fields but are characterized by the fact that all research about solution  
62 possibilities and action around the climate crisis is green research.

### 63 **Institutions**

64 DSF believes that our education institutions must be frontrunners for climate friendly  
65 initiatives and strategies. It is important, as an education institution, to look  
66 comprehensively at one's carbon footprint and education institutions must therefore drive  
67 CO<sub>2</sub>-neutral campuses and consider and prioritize climate friendly solutions in all their  
68 activities. DSF believes that this action needs to happen in cooperation with both public  
69 and private actors.

70 The universities have, as research institutions, a special responsibility to use and actively  
71 involve knowledge on reducing the climate impact, when it comes to running their own  
72 institutions. Likewise, the institutions have a responsibility to bring forward this  
73 knowledge to the rest of society.

74 DSF believes that all education institutions must be able to account for their climate  
75 impact through a climate report and have action plans for potential improvements. In  
76 addition, DSF believes the states program of procurement must be restructured to promote  
77 that the universities accept and follow a more climate friendly procurement policy. All  
78 green initiatives must be funded in a way that don't remove resources from our education  
79 institutions. Additionally, the universities have a responsibility to communicate to the  
80 students how big the carbon footprint of the institution is, and what climate action the  
81 institution is taking.

82 Educational institutions typically invests in different shareholdings. We believe the  
83 universities should be frontrunners as to where they are investing their financial capital  
84 and that all information regarding what our education institutions are investing in should  
85 be publicly accessible. As large public institutions, educational institutions have a  
86 responsibility to take the lead and be good examples in relation to a green transition. DSF  
87 therefore believes that all educational institutions should move from environmentally  
88 harmful investments to investments that further sustainable development in a financially  
89 responsible way.

## 90 **The surrounding society**

91 The consequences of climate change and the transition that is necessary to limit the  
92 negative effects of this, reaches much further than just the walls of our education  
93 institutions. Since the climate crisis is an issue that affects all of society, including  
94 students, we demand that Denmark, as a minimum, lives up to its international obligations,  
95 including, but not limited to the Paris Agreement.

96 The climate crisis is covering all aspects of society and therefore it requires a greater  
97 political action. In that context, DSF believes that it is important to have climate in mind  
98 in our work with welfare and social affairs. Therefore, DSF must work for students getting  
99 the opportunity to reside, live and travel more sustainable and that it is transparent for  
100 students to choose everyday climate friendly alternatives.

101 As students in Denmark we have an extraordinary responsibility to lead in the fight for the  
102 climate, since we live in a particularly wealthy part of the world, which pollutes more, but are  
103 less afflicted than other areas, especially the global south.

104 Because the climate crisis is global, there is also need for cooperation across countries to  
105 resolve it. DSF believes that there is a need for strong cooperation on multiple levels.  
106 Partially between students/student organisations in different countries, partially between

107 education institutions both internally in Denmark and international, and partially between  
108 states and governments. DSF believes, that it is important that the education institutions  
109 in Denmark prioritizes increased cooperation and exchange experiences to further climate  
110 friendly initiatives and a green transition. Likewise, it is important that DSF participates  
111 in international collaborations and strengthens the student movement internationally in  
112 relation to engaging students to take a stand on the climate crisis and act climate friendly.

113 **Therefore, DSF believes that:**

- 114 • We are in a climate crisis and solutions should be found by Denmark taking the  
115 lead and implements research-based solutions.
- 116 • Education is fundamental in solving the climate crisis.
- 117 • Everyone should have the right, throughout their studies, to be trained in how to  
118 rectify the climate crisis, no matter their academic field.
- 119 • Students should have the possibility to be critical towards their academic field,  
120 practice and its research background. It is important to invest further in green  
121 research.
- 122 • The green research is interdisciplinary, and the solutions are not only found in  
123 natural science subjects. All research about solution possibilities and information  
124 about the climate crisis is green research.
- 125 • Education institutions must strive to drive CO<sub>2</sub>-neutral campuses and take into  
126 account and prioritize climate friendly solutions in all their activities.
- 127 • All education institutions must be able to account for their climate impact through  
128 a climate report and have action plans for potential improvements.
- 129 • Information regarding what our education institutions are investing in should be  
130 publicly accessible.
- 131 • All education institutions must as soon as possible have carried out divestments  
132 from fossil fuels.
- 133 • Students should have the opportunity to reside and live more sustainable and it  
134 should be transparent for students to choose everyday climate friendly alternatives.
- 135 • There is a need for strong cooperation between both students/students'  
136 organisations in different countries, between education institutions both internally  
137 in Denmark and international, and between states and governments.
- 138 • It is important that the education institutions in Denmark prioritizes increased  
139 cooperation and exchange experiences to further climate friendly initiatives and  
140 green transition.