

**Committee: United Nations  
Educational, Scientific and Cultural  
Organization (UNESCO)  
Topic A: Promoting Education for  
Sustainability and Climate Change  
Adaptation in Developing Countries**

Topic A: Promoting Education  
for Sustainability and Climate  
Change Adaptation in Developing Countries

**muntcp**

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### **Introduction**

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was created in 1945, its founding was driven because of World War II and the belief that peace and sustainability among countries must be achieved. The committee started when allied countries held multiple conferences in London from November 1st to November 16th with the objective of improving their educational system after the violent conflict and writing the official UNESCO constitution, which was ratified by 20 nations in 1946.

Since then, UNESCO's main function is to promote international collaboration and implement the World Heritage Convention, as well as it is in charge of distributing financial assistance and deciding which properties are added to the World Heritage List to protect them, also working on promoting education, science, and culture all over the world.

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



. UNESCO has as governing bodies the General Conference and the Executive Board. The General Conference is the first organ of UNESCO, it is in charge of giving initiatives, implementing projects, approvals, and the budget. While the Executive Board functions as a monitoring organ, it is in charge of ensuring that the project has been achieved, supervised, and reviewing the quality of the implementations.

On the international stage, UNESCO also plays a role in initiatives, including the International Geoscience Programme, addressing global issues such as climate change, sustainable education for all, cultural diversity, freedom of expression, educational programs, and the protection of monumental zones; this is with the contribution from 193 member states and 11 associate members.

Additionally, UNESCO collaborates with other UN organizations through the United Nations Sustainable Development Group, which aims to support and coordinate the initiatives of countries in need that follow the projects of the UN.

The United Nations International Children's Emergency Fund (UNICEF), collaborating to ensure universal access to quality education for children; the United Nations Development Programme (UNDP), which focuses on education, gender equality, and development of communities; World Health Organization (WHO), promotes healthy

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school environments; United Nations Environment Programme (UNEP), collaborates on environmental education and raising awareness about preserving natural heritage; and The United Nations High Commissioner for Refugees (UNHCR), provides educational opportunities and supports refugees, ensuring quality education.

## Introduction

The promotion of education for sustainability and climate change addresses the urgent need to educate populations about the challenges of climate change. Sustainability was defined by the UN in 1987 as the “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. According to another essential institution called the United Nations Framework Convention on Climate Change (UNFCCC), climate change is defined as the attribution provided by human activity that alters the composition of the global atmosphere, causing changes in the weather.

Furthermore, education for sustainable development and climate change encourages learners to make informed decisions considering present and future generations while respecting cultural diversity. It also gives learners of all ages the

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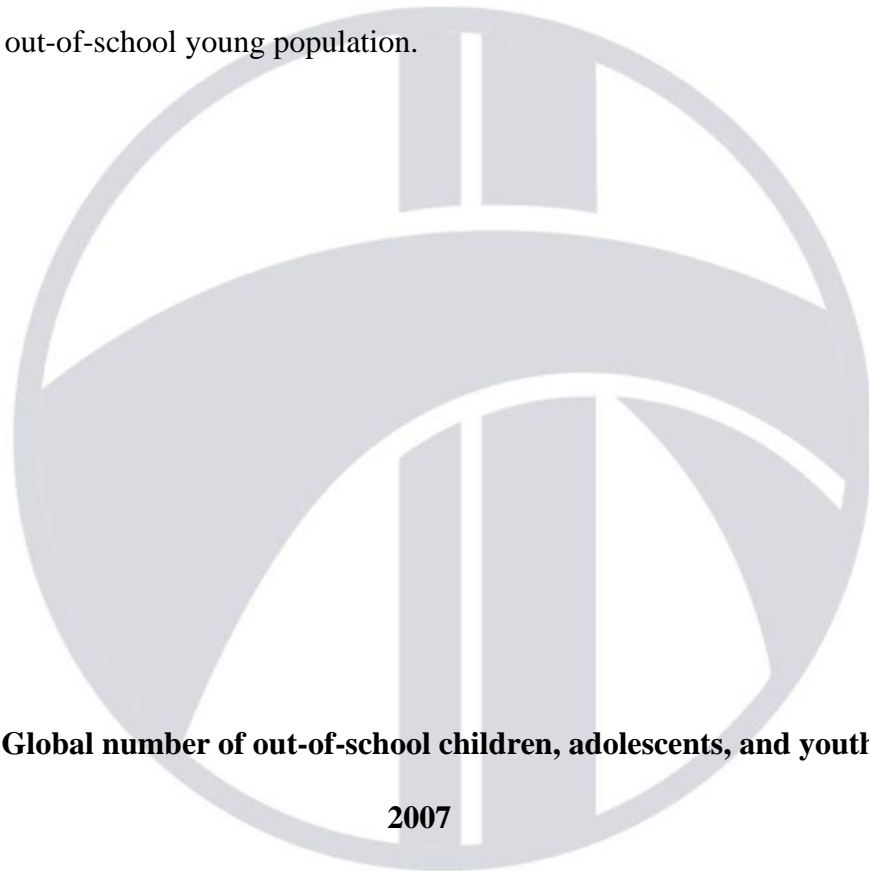
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knowledge, skills, and values to address interconnected global challenges, including climate change, loss of biodiversity, unsustainable use of resources, and inequality.

The statistic below shows the need for youth to have proper education, as it shows the rates of out-of-school young population.



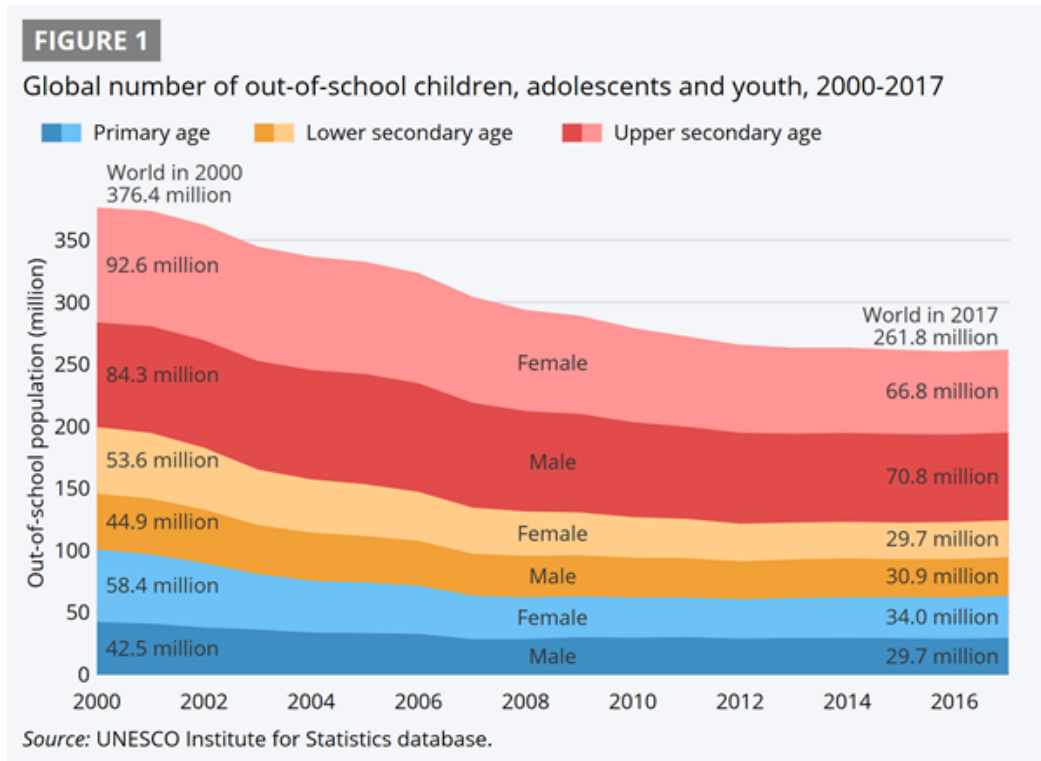
**Figure 1. Global number of out-of-school children, adolescents, and youth, 2000-**

**2007**

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# Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



(UNESCO Institute for Statistics, 2018)

In addition, the integration of sustainable development aspects into teacher education has been reported by 75% of the countries, according to UNESCO data from 2014. Additionally, around 60% of countries have implemented education programs for educators, despite these efforts, significant challenges remain

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The topic of promoting education for sustainable development addresses significant global challenges that have worsened because of human activities and environmental damage, fueled by increasing unsustainable practices that threaten ecosystems. Effective education raises awareness about climate issues and empowers individuals to implement solutions; as well as the initiatives to implement sustainable strategies in schools.

UNESCO's key focus points for achieving Education for Sustainable Development (ESD) are:

- Policies that involve setting sustainable educational frameworks and ensuring sustainability is part of academic practices.
- Transformation of learning environments by checking educational infrastructure, materials, and teaching methods to foster a culture of sustainability within schools and communities.
- UNESCO advocates for building abilities for educators, with training programs that prepare teachers to effectively integrate ESD into their teaching methods, empowering them to act as agents of change in promoting sustainable development.

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- UNESCO focuses on empowering youth to engage actively in sustainability issues. By fostering youth leadership, cultivating a generation committed to use sustainable practices and capable of driving positive change.
- UNESCO considers the importance of accelerating sustainable development, encouraging environmental conservation, and social responsibility to foster a close approach to sustainable development.
- As part of its evaluation framework, UNESCO uses indicator 4.7.1 to monitor progress towards integrating sustainability into education systems globally. This indicator tracks which countries incorporate sustainability into national education policies, teacher training programs, and educational assessments.

Since climate change became a global concern in the latter half of the 20th century, key frameworks such as the United Nations Framework Convention on Climate Change (UNFCCC) established in 1992, and subsequent agreements like the Paris Agreement of 2015, along with initiatives such as Action for Climate Empowerment (ACE), show the matter of promoting sustainable development through education.

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The UN Framework Convention on Climate Change (UNFCCC) aims to stabilize greenhouse gas concentrations in the atmosphere at a level that would prevent dangerous interference with the climate system. It emphasizes the need for countries to adopt measures to diminish climate change and adapt to its impacts, promoting sustainable development alternatives. Article 6 of this convention focuses on education, public awareness, public participation, access to information, and international cooperation, highlighting the importance of international cooperation, to achieve the correct preparation of teachers.

Also, the 2015 Paris Agreement, an international treaty that aims to reduce global warming below 2 degrees Celsius, was created to improve and enhance the implementation of the UNFCCC by promoting climate resilience and setting objectives for gas emissions reduction. For instance, 197 parties or countries are part of the Paris Agreement, including major countries such as the United States, China, the European Union, and India. Specifically, the 12th Article of the treaty mentions the importance of cooperation and public access to information on climate change matters, highlighting the importance of being discussed and therefore achieving solutions.

The Action for Climate Empowerment (ACE) is crucial since it empowers individuals and communities to take action on climate change through different types of

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contributions, especially for small groups or communities. The ACE is a set of activities under the UNFCCC aimed at promoting public participation in climate action and international cooperation on climate change education and awareness. It was created to engage and involve the public in understanding climate issues, it contributes to Education for Sustainable Development (ESD) by integrating climate change learnings into educational system.

Despite the efforts, the statistics show that there have not been great advancements. The first part of the graphs explains the percentage of schools, after-school activities, summer activities, and universities that implement ESD programs. As the graph indicates, the place with the most ESD program implementations is in university with 60%, implementing sustainable initiatives. Also explaining which is the people making initiatives on giving ESD programs.

**Figure 2. Organizational Setting where ESD programs were implemented**

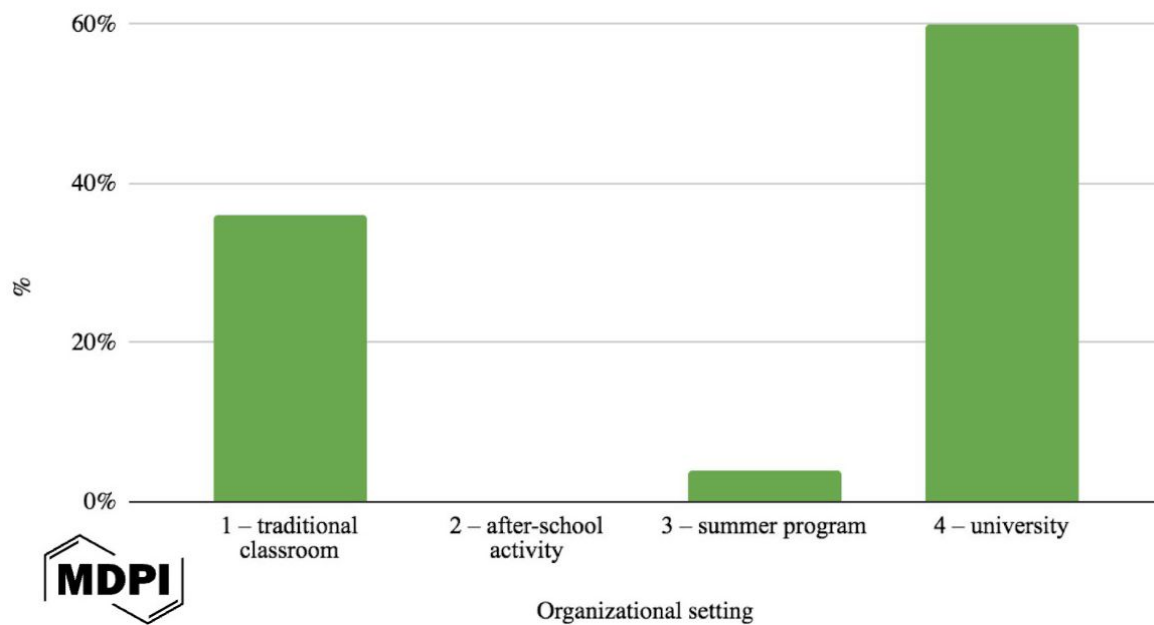
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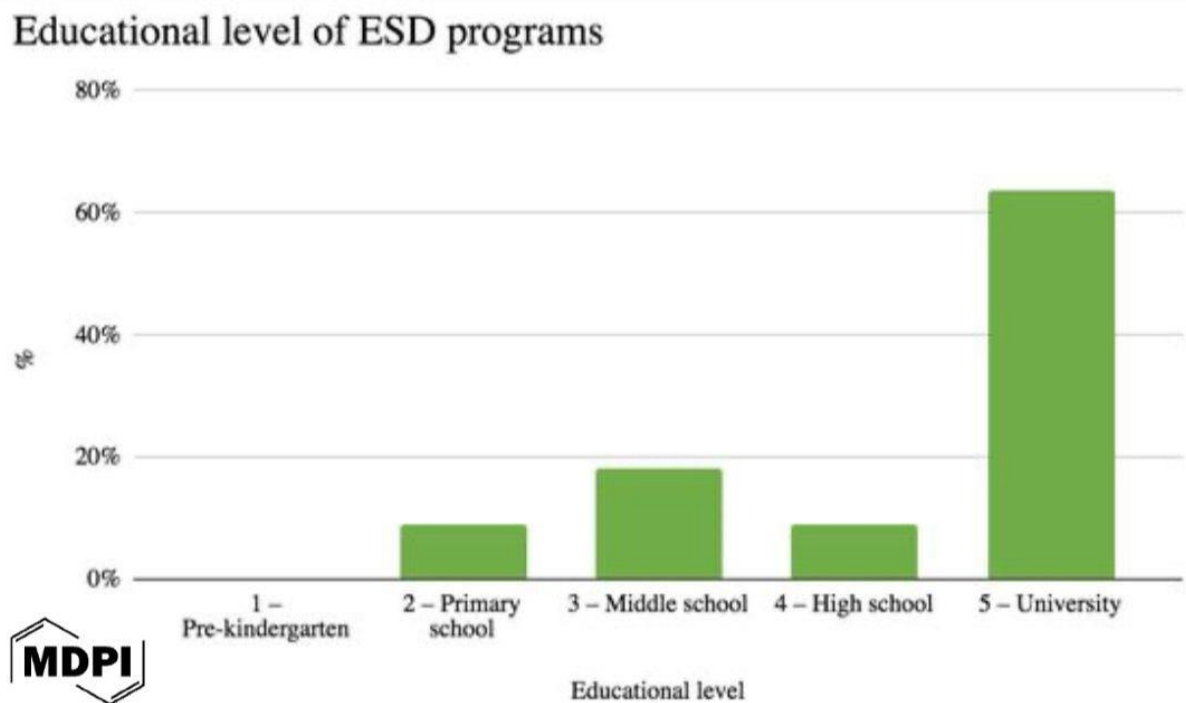
(Multidisciplinary Digital Publishing Institute, 2020)

Figure 3. Educational Level of ESD Programs

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Change Adaptation in Developing Countries

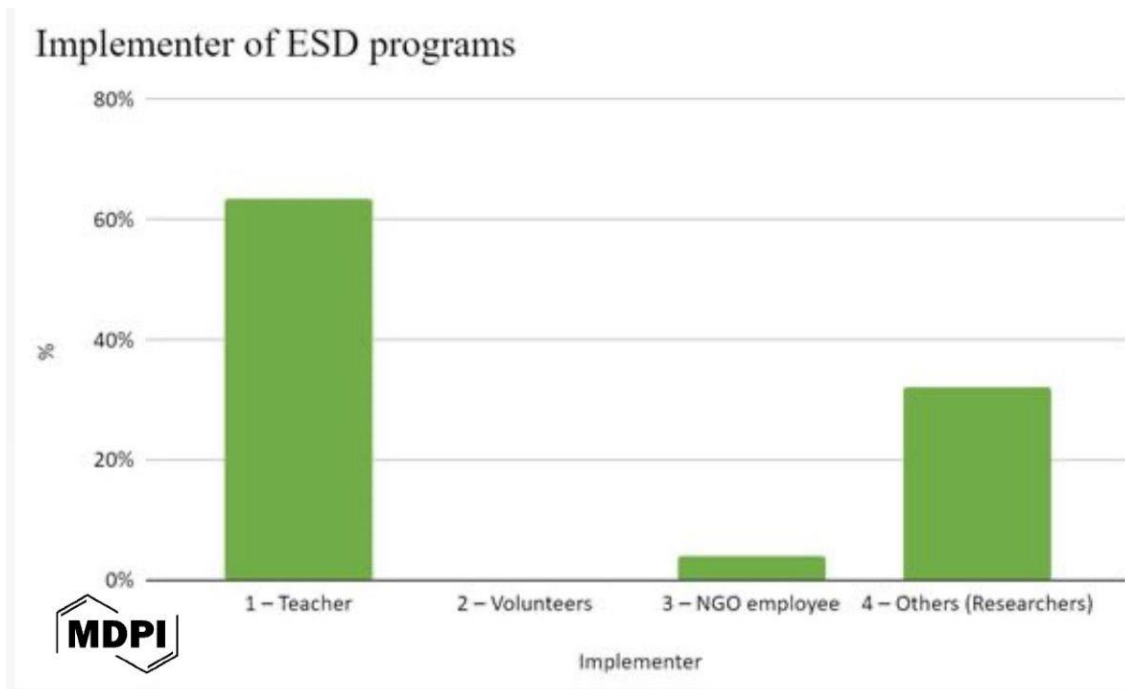


(Multidisciplinary Digital Publishing Institute, 2020)

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**Figure 4. Implementer of ESD programs**



(Multidisciplinary Digital Publishing Institute, 2020)

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



It is important to mention that numerous countries have a legal framework for the Education for Sustainable Development (ESD), including Japan that has integrated ESD into its Basic Act of Education, emphasizing the importance of sustainability across different initiatives.

Some countries such as Germany integrate the ESD (Educational Sustainable Development) through its National Sustainability Strategy and educational policies specialized in each country, ensuring the awareness among students and educators. Similarly, Canada implements in the education sector its own National Environmental Education Strategy and Action Plan, ensuring sustainability education is integrated into school as a nation.

Meanwhile, France focuses on the ESD through the Orientation and Programming Law for the Refoundation of the School of the Republic, including the incorporation of sustainability principles in basic education. At the same time, Spain adopted in legal terms the ESD for the educational environment, also it has the Organic Law on Education and the Environmental Education Strategy oriented on sustainable and interactive practices.

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All countries that ratified the Agenda for Sustainable Development and the Paris Agreement for 2030 are focusing on addressing climate change and sustainable development through different strategies. Countries participating in the treaties commit to 17 goals to support developing communities, protect the planet, encourage peace, implement education for everyone, and promote climate action by 2030.

These countries demonstrated approaches to legally implement ESD within their educational systems, reflecting global commitment. This confirms the information that UNESCO reported in 2021, mentioning that approximately 78% of the countries have integrated Education for Sustainable Development into their national education policies. Moreover, the constant contribution from the countries may impact these goals, however, there are some considerations to take into account in order to understand the challenges each country may be facing.

In Costa Rica, the land surface temperature has increased by approximately 1.4 degrees Celsius, contributing to form a “heat island”. A heat island refers to areas with a large population that experience higher temperatures than their rural surroundings. In Costa Rica, urban areas like San Jose may exhibit this phenomenon due to increased human activity, buildings, and reduced vegetation, contributing to unsustainable practices.

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These temperature increases can significantly affect biodiversity, impacting various ecosystems and species. Specifically for whales and sharks, crucial marine species in Costa Rica's waters, rising temperatures can disrupt their habitats. As it is essential to mention, agricultural raising temperatures can result in heat stress for livestock and crops. The Temperature-Humidity Index monitors heat stress levels and can indicate productivity losses. All of which threaten agricultural sustainability and food security.

Like many regions, Cuba faces challenges in agrarian sectors due to climate change, the government addressed the challenges of climate change by establishing agricultural measures based on fair distribution, particularly during the communist regime. The more extended droughts have a significant impact, leading to the depletion of soil humidity. Besides the warmer waters because of the rising sea temperatures from global warming that affects fisheries, while intensifying the same patterns and leading to more frequent and destructive tropical storms or hurricanes and causing damage to crops and agriculture. Additionally, the rising sea levels and prolonged rainy seasons may involve issues with freshwater or disease outbreaks, for example, Dengue Fever, Hepatitis, Allergic reactions, or Salmonellosis.

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On the other hand, the Dominican Republic has been experiencing climate changes that have caused several storms, it is estimated that there are about ten tropical storms or hurricanes per year, which impact the environment, more specifically on floods by torrential rainfall and mudslides. Also, the higher temperatures are, the more frequent droughts are, causing the reduction of crop productivity, leading to restrictions on water supplies across the country too.

El Salvador, is also vulnerable to climate problems like threats from rising sea levels, floods, and storms, which contribute to some serious risks to the country's infrastructure, roads, coastal areas, and ports. Due to the drought, the production of food supplements has been impacted, increasing food prices, causing shortage of jobs and a lack of aliments. Giving, as a result, social and economic challenges, decreasing the country's ability to deal with these crises.

Guatemala, is also one of the most vulnerable countries to the effects of climate change, ranking 9th in the world for climate risks. This ranking reflects the country's high exposure to climate phenomena, such as storms, floods, and droughts, combined with socioeconomic vulnerability and few sustainable practices. Deforestation is one of the most significant issues that leads to biodiversity loss and severe land degradation.

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This degradation makes it more difficult for these communities to recover from climate-related impacts.

Agricultural productivity in Guatemala remains low due to poor soil quality, limited access to sustainable farming techniques, and inadequate infrastructure. Consequently, food insecurity is on the rise, with many households unable to meet their nutritional needs. The overexploitation of water resources, driven by industrial use and population growth, has further reduced the availability of freshwater. As a result, droughts, exacerbated by climate change, are becoming increasingly difficult to manage, especially for farmers who are struggling with declining crop yields. In fact, about 55% of grain crops fail to grow, largely due to climate change and unsustainable farming practices. This situation not only impacts food consumption but also poses significant threats to ecosystem health.

Climate change in Haiti is causing severe impacts, including the destruction of fields and loss of crops due to extreme weather events such as hurricanes and tropical storms. These events, combined with rising temperatures, make it increasingly difficult for crops to grow, while diminishing water sources affect both agriculture and access to clean water for communities. Additionally, increased rainfall intensity and landslides contribute to land degradation, further destroying crops and property.

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Certain fruit crops, which are particularly sensitive to temperature fluctuations, are especially vulnerable. Moreover, climate change increases the risk of water contamination, which has led to the emergence of diseases like Zika, gastroenteritis, and malaria, posing significant public health challenges.

The compounded effects of floods, droughts, and other climate-related impacts are also contributing to higher mortality rates and forced displacement, as communities are often forced to relocate in search of more sustainable living conditions.

Honduras also faces significant climate challenges, that are profoundly affecting its environment and population. These include the Prolonged Droughts that harm their communities since they're affecting water availability, agriculture, and food security.

The intense flooding events also lead to damaged infrastructure, homes, and agricultural lands. Coastal Erosion is also due to the contribution of rising sea levels and stronger storms, threatening coastal communities and ecosystems.

Communities are vulnerable to coastal inundation because of sea level rise. The combined effects of coastal erosion, droughts, flooding, and inundation are forcing many Hondurans to leave their homes and change their way of life. Honduras made some

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efforts to reduce the issue, such as rainwater harvesting, which helped reduce vulnerability.

At a global level, Bangladesh is one of the most vulnerable countries because of its population density and the weather that the nation has. And it has recently been affected by floods, impacting more than 15 million people, these floods have been more frequent and stronger, causing the loss of lives and property destruction, as well as affecting agriculture which consequently leads to the affectations of the economy and jobs since most of the population depends on this. According to the Intergovernmental Panel on Climate Change (IPCC), in 2022 the floods affected more than 7 million people and had an agricultural loss of around 3 thousand million dollars.

Similarly, Mexico's extensive coastal land is vulnerable to rising sea levels, threatening coastal ecosystems and infrastructure. Mexico's Tourism, a major industry, could also be affected with the beaches and attractions that may face flooding. Furthermore, more intense wildfire seasons must be monitored since rising temperatures and prolonged dry periods have been contributing to frequent wildfires that threaten diverse ecosystems and species, besides impacting croplands, threatening food security and farmers' livelihoods.

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



Moreover, due to multiple factors and implications of climate change, the reduced rainfall and reduction of water sources have intensified water lack issues, specifically in Mexico City where this problem impacts the infrastructure and population growth. In addition, Mexico also has food insecurity since climate change affects some essential crops like corn and beans. The agricultural productivity has been decreasing, and as a result, the prices have been increasing, affecting the developing communities.

Nowadays, Panama as well as Mexico is facing water shortages due to low rainfall, which has become a problem that impacts globalization, particularly commercialization activities. For example, Panama's commerce has been significantly impacted by ongoing droughts, particularly affecting the Panama Canal. The canal, which relies on Gatun Lake for its operations, has faced disruptions due to the lake's declining water levels, resulting in a loss of approximately 15 million tons of water. As water levels continue to drop, the canal's functionality is compromised, leading to restrictions on the number of ships that can pass through. Draft limitations have been imposed, reducing shipping traffic and consequently affecting economic activities tied to the canal.

On the other side, Germany is one of the countries with a major commitment to the low coal economy. In 2020, the nation implemented a protocol to reduce coal energy for 2038, as well as reducing its CO2 emissions by 55% for 2030. Even though Germany

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has achieved and implemented strategies, the efforts to reduce coal usage have encountered challenges due to economic tensions in regions that rely heavily on coal mining. Around 20,000 workers depend on the coal industry for their livelihoods, particularly in mining areas like North Rhine-Westphalia. These tensions have been acknowledged by Germany's Federal Minister of Economy and Energy, highlighting the difficulties of transitioning away from coal.

While in Argentina, climate change contributes to several consequences that impact sustainable practices. According to the World Meteorological Organization (WMO), Argentina is experiencing higher-than-normal temperatures, which lead to various environmental and economic issues, such as a lack of jobs, income, water, crops, and clean air. Additionally, the country has been facing severe drought conditions, which have repercussions on the agricultural sector. For instance, soy and corn have suffered damage due to prolonged dry climates.

This country faces extreme temperatures, leading to the phenomenon “La niña”, defined as an abnormal cooling of the surface waters of the Pacific Ocean, affecting atmospheric circulation patterns and impacting weather patterns worldwide. Due to these extreme changes in short periods, the country is experiencing more frequent and intense

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heat waves, which not only affect human health and infrastructure but also contribute to a lack of water in agricultural regions and a reduction of water availability in rural areas.

Furthermore, Australia committed to reducing its greenhouse gas emissions, but the nation is still one of the major exporters of coal all around the world. Additionally, in 2022 deforestation because of fires increased because of the increment of temperature and droughts; consequently, more than 19 million hectares were destroyed according to the Climate Council Australian Energy Market Operator (AEMO) report.

Bolivia's glaciers, have also been affected by climate change, particularly in the Andes, where they are melting at an alarming rate. Increased rainfall and the melting of glaciers contribute to severe flooding. These floods damage infrastructure, homes, and agricultural lands, leading to economic losses and displacement of communities. Because of this climate change, fires in forests are becoming frequent, devastating ecosystems, contributing to air pollution, rising temperatures, and prolonged dry seasons.

Moreover, soil erosion increased because of deforestation and unsustainable agricultural practices, leading to the loss of fertile land. These multiple factors led to the spread of diseases such as dengue fever and malaria, as warm temperature alterations and

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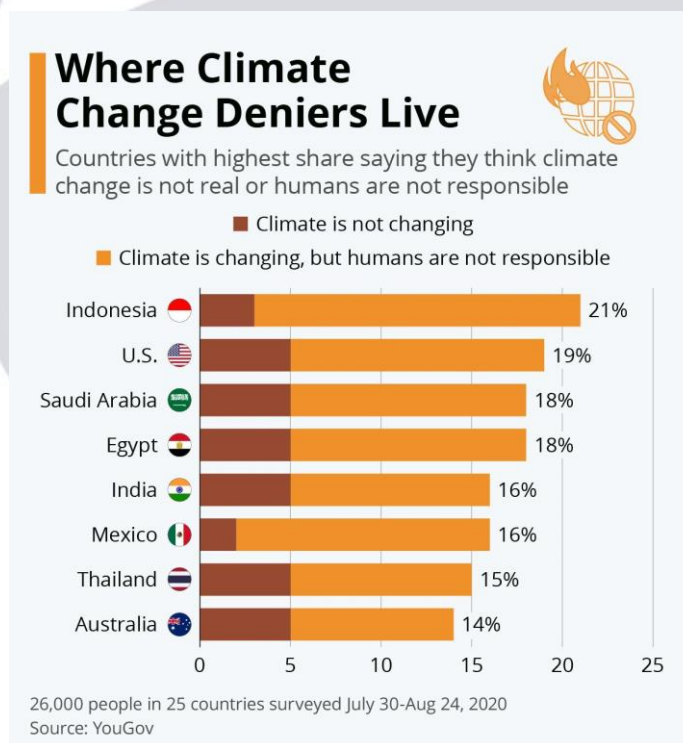
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# Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries

the change of precipitation patterns create favorable conditions for disease transmitters or vectors like mosquitoes.

Despite the multiple corporations, collaborations, and situations of the countries: a large number of nations keep believing that climate change is changing constantly but that it is not the fault of people as the statistic explains:

**Figure 5. Where Climate Change Deniers Live**



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(Nadalaili, 2023)

## **Historical Background:**

The conflict between climate change and unsustainable practices became relevant around the XIX century, mainly because of the unsustainable practices involved in fossils, such as gas, coal, or oil. There were critical events about climate change that started with the First United Nations Conference on the Human Environment in 1972, held in Stockholm, Sweden. And, the Montreal Protocol, which was adopted in 1987 to protect the ozone layer by eradicating harmful gasses that affect the environment. These are just a few examples of what followed many more conventions and frameworks on this topic.

To start with, a critical episode that marked an advancement in the awareness of sustainable practices was the first world conference on the environment, the United Nations Conference on the Human Environment, addressed in Swiss, Stockholm. During this first conference, the participants established and created the United Nations Environment Programme to coordinate and promote international cooperation in environmental matters; formed by different programs, research, support for developing communities, awareness, and collaborations to combat climate change globally and

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



promote sustainable and responsible practices in agriculture, or industrialization all around the world.

From June 5th to June 16th, the main results were the establishment of the main bases to adopt an Action Plan and Stockholm declaration. The establishment of the Action Plan and Stockholm declaration had 26 principles that try to address environmental issues, including that human rights must be respected, natural resources must be safeguarded, renewable resources must be maintained, wildlife must be conserved, non-renewable resources must be preserved, there has to be a management of pollution including seas, must apply science, cooperate with nations, coordinate with nations, educate in environmental matters, educate on ecological protection, implement national agenda and ban nuclear weapons.

The first dialogue between industrialized and developing countries took place across various international platforms, focusing on development, environmental sustainability, and economic growth. The objective was to compare and develop joint initiatives, acknowledging the environmental degradation in developing regions and the need for sustainable solutions. Key topics discussed included resource management, funding sustainable projects, and ensuring the implementation of effective, long-term solutions.

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It is essential to highlight the relationship between sustainability and economic growth, particularly the contrast in how developed and developing countries support sustainable development without hindering economic progress. The dialogue emphasized the leadership role of developed nations in guiding sustainable initiatives and protecting the environment. Meanwhile, developing countries presented their plans to create environmentally friendly infrastructure, incorporating sustainable practices to ensure both the maintenance and growth of these projects.

Because of these initiatives, the delegations involved in the dialogues decided to find an action plan divided into 3 parts according to different goals to achieve. The 3 parts are the Global Environmental Assessment Programme, the Environmental management activities, and the International measures to support assessment and management activities carried out at the national and international levels.

Firstly, The Global Environmental Assessment Programme consists of a monitoring system to track the condition of the environment, identify issues, and provide scientific research and data for policy decisions. This block includes the compilation of data, environmental research, systems that prevent crises before they happen or become worse, and raising awareness in communities about sustainability matters through education and information spread.

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



Secondly, environmental management involves various strategies to address and reduce environmental challenges. Key aspects include controlling contamination and reducing pollution in agriculture, urban areas, and industrial zones. It also focuses on the sustainable management of natural resources, such as soil, water, forests, and ecosystems, to ensure their preservation. Urban planning plays a crucial role in promoting sustainable development by improving livelihoods, transportation, pollution control, waste reduction, and more. Throughout these efforts, it is essential to comply with legal frameworks and strengthen environmental laws at both national and international levels.

Lastly, International measures to support assessment and management activities carried out at the national and international levels are crucial for better sustainability since they involve support from communities, citizens, countries, and organizations. For instance, the financial assistance that provides support for developing countries to help their projects and sustainable initiatives, as well as the training organizations for educators or teachers to develop abilities and knowledge to spread environmental learning. Besides support, this block involves negotiating with other countries to adopt treaties to combat environmental matters, as well as the Framework Convention on Climate Change.

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These 3 categories were subdivided into 109 recommendations that mention, environmental governance, resource management, pollution control and waste management, urban planification, public awareness and international cooperation. Environmental governance establishes monitoring systems that observe different factors about the environmental conditions and request help from NGOs, countries, and the private sector. These factors must be approached through different strategies, such as resource management, which searches for the sustainable use of natural resources such as water, forests, minerals, or crops. Ensuring soil conservation and land use planning.

Similarly, pollution control and waste management particularly focus on reducing pollution of soil, air, and water with the development of technologies for cleaning with proper water recycling and disposal. To achieve complete sustainable practices, urban planification is also necessary, which focuses on the improvement of urban infrastructure with the management of population growth and urbanization, ensuring information in communities about climate change and infrastructure initiatives that can help with the reduction.

And to achieve huger impact, public awareness is also necessary and it has the purpose of informing about environmental issues and how it is affecting the preservation of monuments, natural zones, and urban areas. While implementing environmental

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



education in schools to teach youth and new generations. Meanwhile international cooperation is encouraged, collaboration between industrialized and developing nations, while also accepting citizen contributions and countries' support to share knowledge and give financial funds to support sustainable development initiatives.

The Stockholm Declaration was followed by the United Nations Conference on Environment and Development, which took place in Rio de Janeiro, Brazil from the 3rd to 14th of June of 1992 and had as an objective to create a large agenda with an updated plan for international actions in environmental and development matters.

The UNCED project brought together scientists, political leaders, media representatives, and NGOs from 179 countries that were willing to support it. At this conference, there was a highlight about the connection of social and economic factors with environmental matters. At the same time, a Global Forum of NGOs was held in Rio de Janeiro, where alternative perspectives on the environment and sustainable development were presented and discussed. Additionally, there was a dialogue about how to implement and balance the social, economic, and environmental concerns while also exploring new perspectives about the way that communities consume, live, work, and make decisions related to sustainability.

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This period of discussions led to different initiatives and solutions, such as Agenda 21. This action program called for new strategies to invest in the future and achieve sustainable development in the 21st century. As well as the recognition that sustainable development was reachable for everyone and that integrating these concerns was crucial to maintaining human efforts on the planet.

Agenda 21 is a program of global actions to achieve sustainable development in the XXI century, also approved in 1992. Its goals are environmental sustainability and social justice with economic steadiness. This document has had a significant impact on how the countries think about sustainability, a lot of nations have created multiple initiatives but the lack of financial support, and the economic, social, and political limitations remain a challenge to achieve the goals.

Moreover, Agenda 21 has 40 chapters organized in 4 principal sections, starting with the socioeconomic part, which mainly approaches the neediness, health, education, housing, and capacity building, among others. The second part consists of the conservation of resources, focusing on topics related to natural resources, biodiversity, environments, water, pollution, and energy conservation. Furthermore, the third part is mainly of the reinforcement of minority groups, which fosters the improvement of

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries

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societal groups such as the indigenous communities, local communities, workers, companies, and scientific technology; all of them concerning sustainable development.

Later, in order to evaluate the progress of the Agenda's execution, as well as reaffirm the nation's commitment to the document, the Special Session of the General Assembly for an Overall Review and Appraisal of the Implementation of Agenda 21 was launched in New York in 1997, highlighting the importance to reinforce the agreements and foster for more international cooperation.

Next, the UN Convention on Climate Change was adopted between 1992 and 1994 and its main purpose was to reduce and stabilize the gas concentrations in the atmosphere at a level that prevents dangerous anthropogenic interferences with the climate system. The convention establishes a framework for intergovernmental efforts to address climate change, promote international cooperation, and seek solutions to mitigate and adapt to its impacts.

Also in 1992, the UN Convention on Biological Diversity was enforced. The major objective of this Convention is the preservation of biodiversity and natural zones, forests, and the sustainable use of the components that are derived therefrom with fairly sharing the benefits from the use of these resources. The UN Convention on Biological

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Diversity addresses all issues related to biodiversity at the levels of species, ecosystems, and natural resources and promotes action at local, national, and international levels.

As a result, the Rio Declaration was approved in the same conference and it established 27 universal principles that include the right to development, environmental protection, and the right to use natural resources. It also recognizes that humans are the main concern related to sustainable development and advocates for global cooperation to protect the health of the Earth's ecosystem.

The objective of the Declaration is to implement a new global alliance through cooperation between the states that ratified, to reach the international agreements, that involve Agenda 21, Rio Declaration of Environment and Development, Declaration of Principles on Forests, United Nations Framework Convention on Climate Change (UNFCCC), and the Convention on Biological Diversity (CBD).

### **Current Relevance**

The promotion of Education for Sustainability and Climate Change is of global interest because it deeply influences UNESCO's collective ability to reduce environmental problems. As sustainability education makes people make informed decisions to contribute towards environmental preservation, development of green and

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



sustainable economies and implementing jobs through green industries while reducing economic costs associated with climate impact.

Education promotes conservation efforts for the adoption of climate reduction practices that are necessary to protect our common planet, like renewable energy use and the practice of sustainable agriculture. Moreover, it ensures social equality by involving diverse communities with different ways of life, and that contributes to ensuring that every marginalized group is included in climate action toward more inclusive and positive results. On the other hand, UNESCO reinforces these educational initiatives to make sure that present and new generations are empowered to attend global sustainability goals that require international cooperation for a healthy, prosperous future based on peace.

A event that contributed to the goal of ESD was the Paris Agreement 2015, which wanted to have action plans to combat climate change and also make publicity and promote the education of sustainability. The conference established as a major priority to reduce climate change to 1.5 degrees Celsius. As mentioned before, the implementation of the 2030 Agenda for Sustainable Development in 2015, is similar to the Paris Agreement. The General Assembly adopted this agenda with 17 goals, focusing on

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



quality education for everyone while promoting an emphasis on sustainable development education.

The Paris Agreement is an international treaty that was ratified in 2015 by 196 parties in Paris, France. The Paris Agreement has as an objective to protect the world from climate change, promote the responsibility to citizens, initiatives for renewable energies, reduce gas emissions, adapt to the climate change impacts, international cooperation, reduce the carbon economies, and limit the increase of temperature.

This agreement has multiple articles, in this case, Article 12 is relevant because of the education about climate change. The 12th article mentions that the countries that ratified the agreement may cooperate and start initiatives to encourage climate change education, as well as possible citizens' contributions to it. Furthermore, the article highlights the importance of awareness, the empowerment of public participation, and also public access to these learnings in schools, public infrastructures, or in media. Within the context of school, the article specifies the training for educators to have the skills and capability of teaching these sensitive topics. The article fully recognizes the need for this type of education to achieve the Paris Agreement and the Sustainable Goals, highlighting the support for developing countries in order to achieve this goal in every part of the world.

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The New York Declaration was also important to build the goal of ESD, according to the UNESCO official web page “In the three-day dialogue on sustainable development in 2015, more than 150 world leaders gathered at United Nations Headquarters in New York to formally approve an ambitious new agenda for sustainable development.” The new plan renewed its framework to achieve goals by 2030, with 17 proposals and 169 targets. The objective is to find initiatives and sustainable practices to improve people’s lives, fight against climate change, protect the environment, eradicate developing communities, and inform educational systems about environmental problems and sustainability.

The 17 main objectives of sustainability include better quality for humans’ health, well-being, quality education, gender equality, clean water, ensuring the supply of basic food products, clean energy, economic growth, quality jobs, better infrastructure, sustainable cities, sustainable communities, responsible production, responsible consumption, climate action, protection of marine life, peace, justice, and alliances to achieve objectives.

The Agenda additionally included 169 specified targets with different key aspects. Starting with the monitoring of factors that track information about the advancements, or progress that the initiatives have. As well as the major aspect that

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



considers working on different initiatives at the same time, while also having more results and advancing 2 or more goals to be more efficient and practical. Additionally, all of the targets are clear enough to help in the understanding and development of the initiatives. Each target explains how the initiative will be submitted and why the initiative was implemented.

Finally, international cooperation and participation are a key aspect that ensure every country that ratified the document may be supported and has been suggested to follow the initiatives discussed even though their economic position, cultural factors, or sustainable practices that the country already has. Complementing that each country can adapt the initiative according to their situation that is affecting climate change, and is not helping the spread of information about environmental topics while also the unsustainable practices.

According to the official Global Goals web page, the 4th goal is to “Ensure Inclusively and Equitable Quality Education and Promote Lifelong Learning Opportunities for All”. The goal emphasizes that everyone no matter the culture, religion, economic position, social position, or race must attend school or receive quality education. The goal is to ensure that all boys and girls receive the same education,

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



minimum elementary school and secondary, as well as eliminate differences due to some disability by 2030.

Among this goal that the 2030 agenda has, there is a specification related to sustainability and climate change which is target 7, also called, "Education for Sustainable Development and Global Citizenship." This target seeks that by 2030, all students have knowledge about sustainability and can apply it in their daily lives, as well as promote it. This sustainability initiative seeks to teach human rights, a sustainable lifestyle, the application of sustainability in jobs and industries, a culture of peace, appreciation of monuments and cultures, diversity, and their contribution to sustainable development.

This SDG is affected by many factors, the lack of resources to support the initiative in developing countries affects the development of the goal. Additionally, a low number of prepared teachers capable of approaching these topics. Highlighting the different cultural barriers that can influence how students think or their beliefs because of the country's culture, as well as the priority that governments give to SDG, that may accelerate or deprioritize the goals. Furthermore, the global challenges, for instance, the recent pandemic, government instability, economic crises, pollution, global warming, armed conflicts, and population growth.

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Moreover, the UNESCO Declaration of Education for Sustainable Development released a document in 2017 that advocates for contribution and action to integrate education and knowledge about climate change including its risks, consequences or actions to contribute. This declaration highlights the importance of education to combat this issue as a community and prevent unsustainable practices in different contexts of life.

On 2019 there was also a crucial event that marked the activism for helping the environment, called the “Global Climate Strike” according to the Official Web Page of Climate Strike, which was a global movement with teachers, activists, students, and professionals involved, that organized a protest for environment and climate to ask the governments and authorities for the urgent actions against climate change and global warming.

And achieving more impact, on January 24th, 2020, the UNESCO committee declared this day as the International Day of Education for Sustainable Development, in order to raise awareness of that date and inform about sustainability, climate change, and global warming

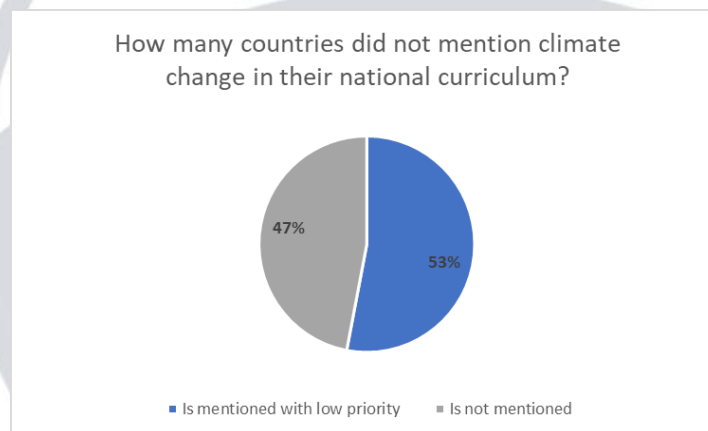
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Even though there have been many initiatives on achieving ESD, according to UNESCO data from 2021, from 100 countries, only 53% of the plans of initiatives nationally, refer to climate change and show that when climate change and the environment are mentioned, the information or initiatives are very superficial and with very low priority given.

**Figure 6, How many countries did not mention climate change in their national curriculum?**



(UNESCO, 2024)

In general, teachers are conscious of the importance of climate change and ESD as the statistic shows according to an official document from UNESCO which was last updated in 2022

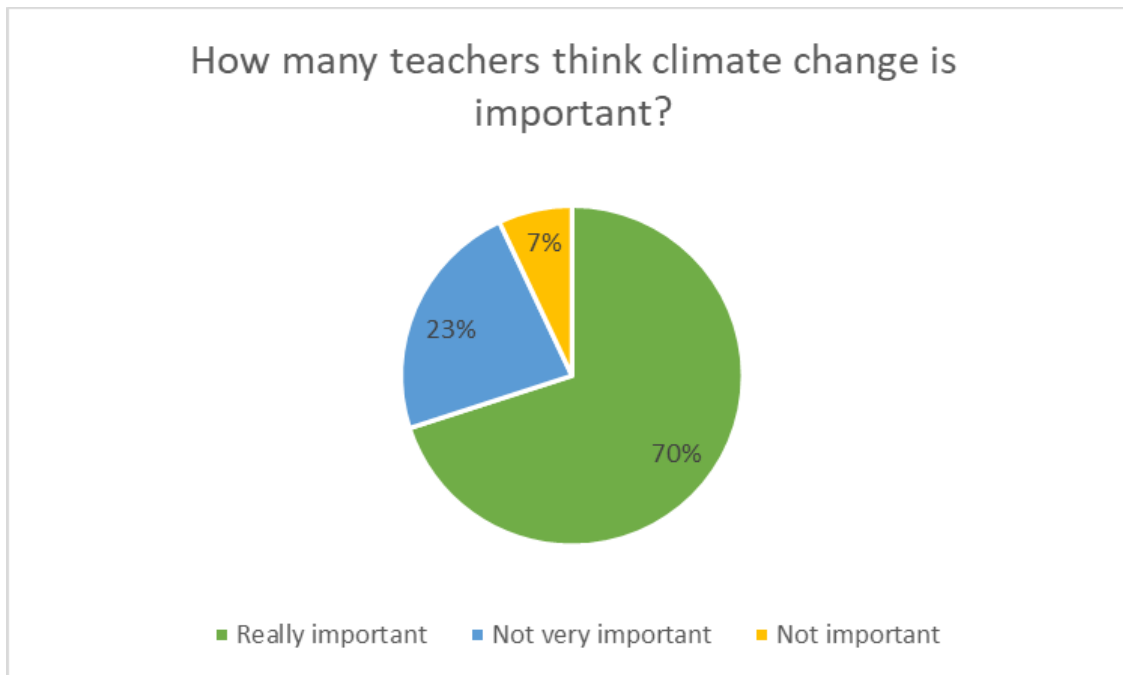
**Figure 7, How many teachers think climate change is important?**

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Change Adaptation in Developing Countries



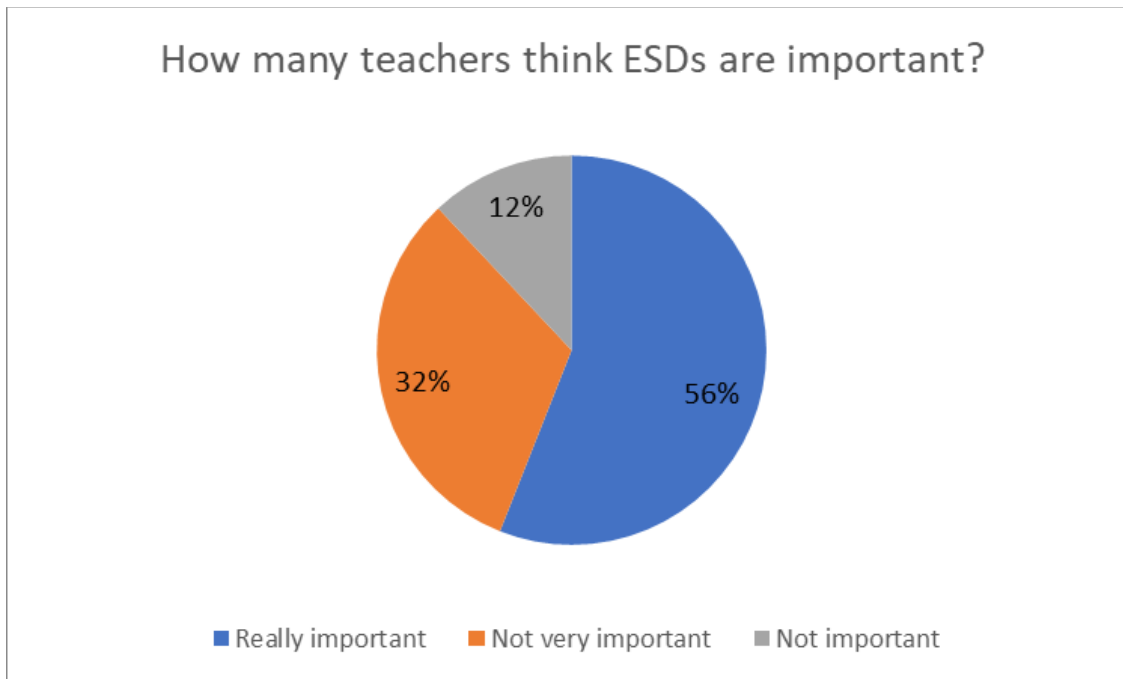
(UNESCO Global Teacher Survey, 2021)

**Figure 8, How many teachers think ESDs are important?**

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for Sustainability and Climate  
Change Adaptation in Developing Countries



(UNESCO Global Teacher Survey, 2021)

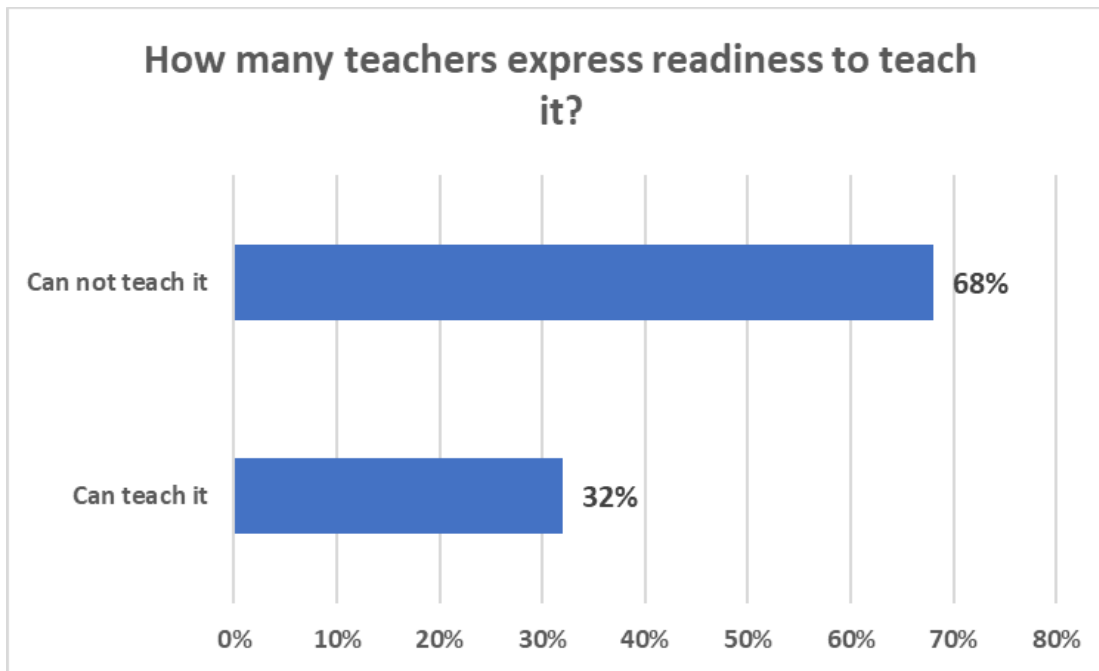
However, a few educators express readiness to teach it because they don't feel confident to explain it as the statistics show:

**Figure 9, How many teachers express readiness to teach it?**

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Change Adaptation in Developing Countries



(UNESCO Global Teacher Survey, 2021)

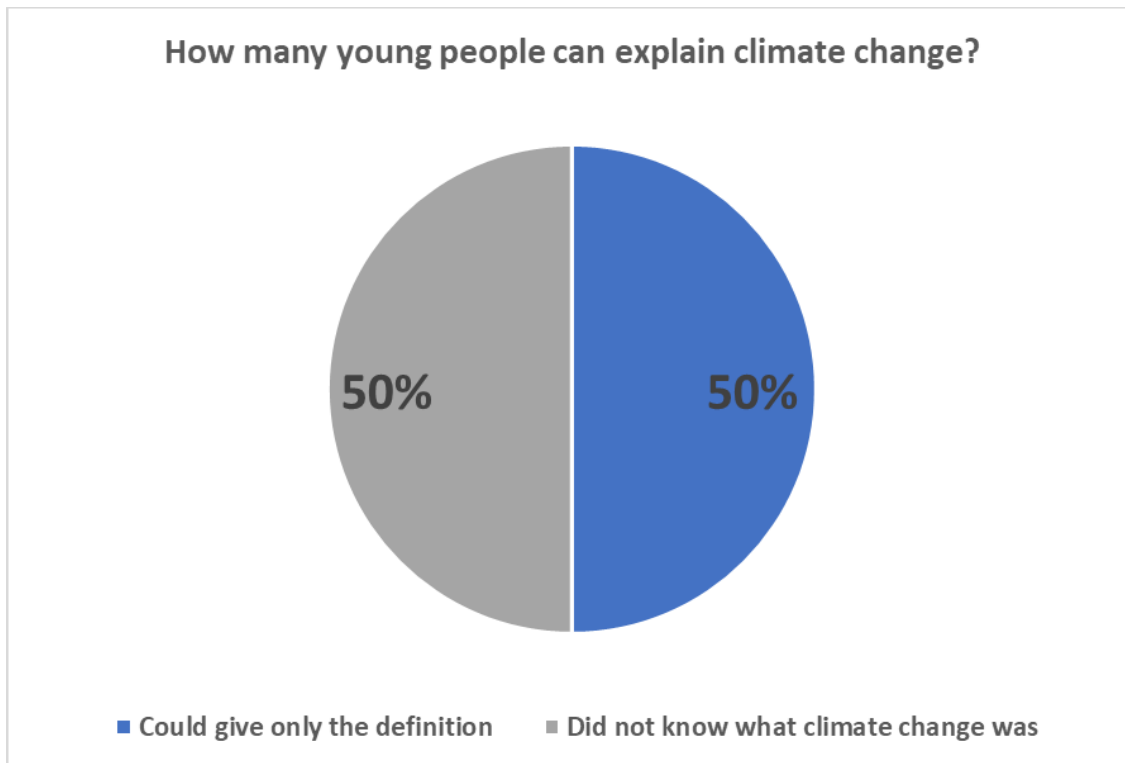
According to the official web page of the UNICEF committee, 85% of the youth heard about climate change between 15-24 years old, which was surveyed in around 55 countries, but only 50% could give an accurate definition without explaining the current problem as the statistic says.

*Figure 10, How many young people can explain climate change?*

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(UNESCO Global Teacher Survey, 2021)

These statistics and data are really important since they express the relevance for educators to have detailed knowledge about sustainability and climate change to feel confident about teaching it and explain it accurately as the Agenda of 2030 explains. Furthermore, this is relevant since in general, youth are not completely aware of what is happening according to climate change and sustainable development. So, because of these factors, they do not use sustainable practices.

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Climate change poses a significant threat to the world's natural ecosystems, economy, societies, and more, with manifestations such as higher average temperatures, longer-lasting droughts, more intense wildfires, and loss of species. That is why ESD forms part of a crucial strategy in order to give current and future generations the necessary knowledge to navigate and mitigate these issues.

The UN Framework Convention on Climate Change (UNFCCC) specifies it as well as giving initiatives with its 6 key elements. This convention aims to reduce gas emissions and combat climate change, as well as the Paris Agreement and Kyoto Protocol.

The mitigation is the first element, which focuses on reducing greenhouse effect gas emissions, aiming to reduce the non-renewable sources of energy such as petroleum or coal and replacing them with renewable energies such as the eolic, solar, and hydroelectric. The mitigation also considers the energy efficiency in building and transport industries, implementing sustainable technologies that reduce the consumption of energy.

Adaptation is the second key element, that refers to the adaptation of climate conditions so there will not be a high rate of vulnerability. This includes the

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



infrastructures that adapt to the constant changes in climate such as the construction of coastal defenses to prevent damages because of the rise of sea level. Furthermore, the implementation of technologies that alert communities about extreme climate events may help them to respond quickly.

Technology transfers that with international cooperation, all countries may have technologies such as monitoring functionalities, capacity building, water recollection, and efficient irrigation techniques to facilitate the reduction of gas emissions, and adapting to the constant climate change. Furthermore, the cooperation to collaborate with developed and developing countries to share knowledge or technology.

Capacity Development is the most accurate element for the topic of this committee since it refers to the consciousness and promotion of education about climate change, non-renewable energies, and its consequences. Giving as an initiative to offer education for every child and develop public educational programs and campaigns to raise awareness such as the One UN Climate Learning Partnership (UN CC) that aims to offer brand awareness and online courses to get to know about the problem of climate change.

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Financing is important to achieve these elements, since it's what supports countries that are not in conditions to implement the mitigation and adaptation initiatives, as well as creating donation funds to support these nations, such as the Green Climate Fund that recollects monetary help for developing countries.

The integration of ESD and climate knowledge into school systems empowers students to take action and use their knowledge and skills to address these changes correctly. It fosters the development of environmentally friendly behaviors as well as new innovative solutions. Global cooperation and efforts have been key for a broader application of these solutions, and the implementation of different methods.

Transparency for these solutions is vital, as “it helps to track emissions and impacts, identifies needs and priorities, and tracks progress towards implementation and goals” (United Nations Climate Change, n.d.) Transparency is key to developing trust between every participating entity and has been made a priority by the Paris Agreement because “countries established an enhanced transparency framework (ETF). Under ETF, starting in 2024, countries will report transparently on actions taken and progress in climate change mitigation, adaptation measures, and support provided or received” (United Nations Climate Change, n.d.).

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The United Nations Framework Convention on Climate Change (UNFCCC) includes 198 reporting countries to control the climate problem and avoid any future negative modifications made by humans. In 2018 it was found that 95% of those countries included some teachings regarding climate change in their education content, creating hope for other countries to join and do the same. Over 50% of the material taught was in formal educational settings.

A survey from the North American Association for Environmental Education (NAAEE) in which 105 schools participated, gave several results regarding educators; over 74% of the educators know the impact climate change will have and urge their students to learn about it and address it and its solutions in the classroom. Climate change is not an easy subject and can be misunderstood which is why educators need some preparation.

These international strategies have produced effective and tangible results, which paved the way for improvement and evolution to ensure a sustainable future. Moreover, International Support has been essential since it provided and keeps providing tangible resources among countries to address global challenges. Through this support, nations have been able to implement comprehensive initiatives that drive progress and foster a more sustainable and informed world.

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## International Support

The Paris Agreement was the receiver of a lot of global support with 194 countries agreeing and signing it, some of them are China, United States, India, Russia, Australia, Angola, Canada, Colombia, Denmark, Egypt, Japan, and Italy.

China has incorporated environmental education at elementary levels, as well as implementing campaigns for people in college. Furthermore, China supports the 'Ecological Civilization' which is a local campaign that aims to collaborate for sustainable practices in the school system. Even though the nation has made efforts for the promotion of sustainability, China is the major issuer of CO2 globally.

The United States of America has mainly supported NGOs such as the Sierra Club and the National Wildlife Federation that develop educational materials for school programs in need, as well as the local initiatives in San Francisco and New York that have campaigns and systems of environmental education in schools. Furthermore, the US is one of the main nations with more greenhouse gasses.

India has the National Program of Action on Climate Change that focuses on environmental education, as well as its scholar project called "Green School Program" which promotes sustainability in educational contexts such as the implementation of

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



recycling programs, climate change education, saving energy and using sustainable materials for scholar activities. Additionally, India has local awareness campaigns since the nation leads with droughts and heat waves, making consciousness crucial to attend to these issues.

Russia is integrating some education about climate change in school systems, with the support of “Green Schools of Russia” which is a pilot project for conservation and recycling, as well as having international collaborations with organizations such as UNESCO. As one of the major producers of petroleum, Russia has a big impact on global emissions, making education crucial to implement sustainable practices.

Canada has one of the major school projects globally, which is called “EcoSchools Canada” that certifies schools that make sustainable practices in their educational systems. Furthermore, Canada has college programs that consist of courses in sustainability at different universities such as the University of British Columbia.

Colombia nowadays is facing a problem with deforestation and biodiversity loss. In answer to these problems, Colombia implemented the Scholar initiative called “EcoEscuelas” which promotes environmental education in schools, as well as some educational campaigns, for instance, “Dia del Agua” which has as an objective to educate

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries

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and raise awareness about the water importance and the need of sustainable practices for conserving water.

Japan is vulnerable to natural disasters, which makes the education of climate change crucial for its nation. Japan has implemented technological innovations for renewable energies and filters to have clean water. Additionally, the nation has implemented disaster education that teaches students about how to react when a natural disaster is happening, as well as learning about sustainability and resilience.

All of the countries that signed the agreement have the responsibility of reducing the greenhouse gasses in their nations, as well as communicating the strategies used to collaborate as countries and support the ones that are not in optimal conditions to have a protocol to reduce these emissions.

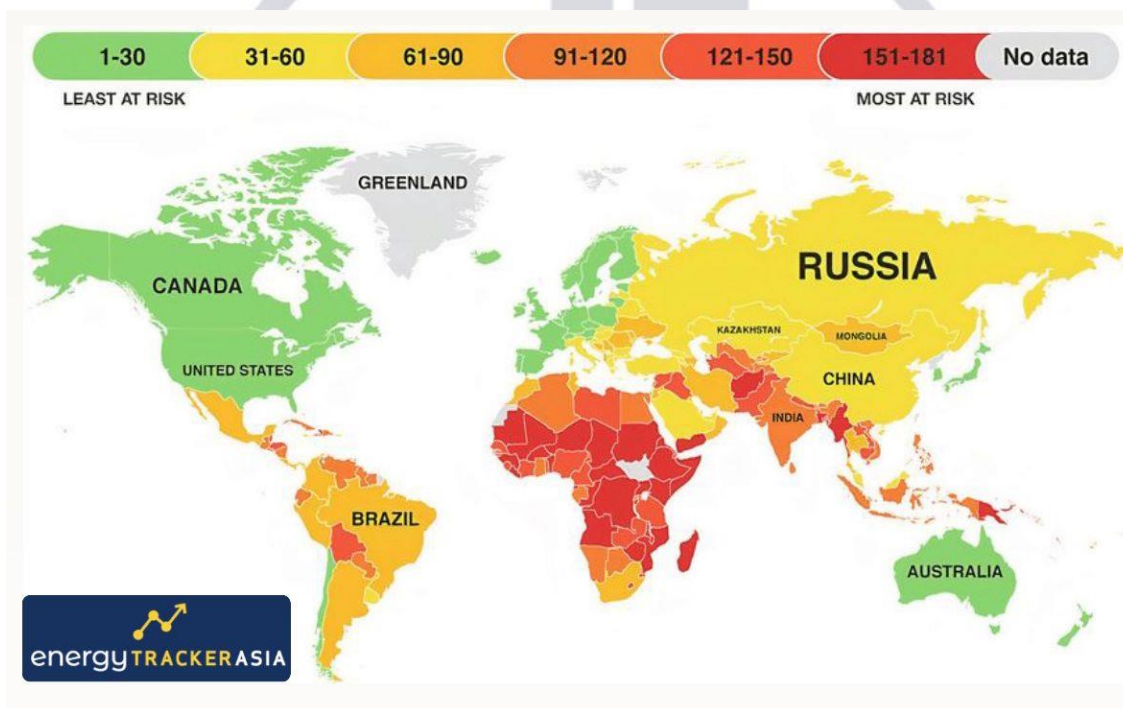
The next graph explains the effects and results of the initiatives according to a scale of countries in danger of climate change made in 2023:

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Topic A: Promoting Education  
for Sustainability and Climate  
Change Adaptation in Developing Countries

**Figure 11, Scale of countries in danger of climate change**



(Energy Tracker Asia, 2023)

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



It is also important to mention that the global cost of the damages that climate change causes is around \$1.7 trillion and will be \$3.1 trillion per year by 2050. Including the cost of agricultural damage, human health, property, infrastructure, livelihoods, and more. This highlights the importance of education about climate change and its negative impacts.

There have also been NGOs supporting this goal, initially, the Organization for Economic Co-operation and Development (OECD) has had a key role in the addition of sustainability and climate change to the curricula. This organization is dedicated to create initiatives about educational policies that search for the integration of sustainability in school systems from all around the world. The OECD has developed multiple initiatives, for instance; the frameworks to help develop student's necessary abilities to approach climate change, the Green Growth and Sustainable Development forum that wanted to integrate ESD education into schools, the "Education 2030" that focused on what knowledge, skills, attitudes, and values students need to thrive and shape their future sustainably, and the tracking of the progress in the countries that implemented EDS.

All of these efforts led to multiple results; according to a report that the OECD made in 2023, around 70% of the countries that signed have integrated sustainability and climate change into their study plan for elementary school and junior high school.

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



Furthermore, the survey made by the OECD in 2023, demonstrated that 65% of junior high school students have a basic level of knowledge about global challenges, sustainability, and climate change.

While the OECD works on the frameworks and the education about sustainability, the PISA Environmental Education Assessment works to evaluate and assess how students understand and know about global challenges. These evaluations focus on 3 main criteria; in the first place, it measures how much the students know about environmental challenges like climate change and pollution; in the second place, it evaluates how the students apply their knowledge in daily life and their habits; in third place, it analyzes the behaviors that the students have with the environment, including their willingness to participate in initiatives of sustainability. The most recent results that PISA has achieved are the ones demonstrated in 2023, where the evaluation demonstrated that most of the students show a positive attitude with a good level of knowledge about the environment.

Besides the evaluations, the European Union has made multiple efforts to improve education for a more sustainable and green future. One of the key initiatives by

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



the EU is the Education for Climate Coalition. The group is pushing schools to be the main promotion of sustainability education by urging governments and organizations that environmental issues will become part of the course path of students. This work enables us to develop an educational approach, and its objective is that the next generation could understand the key challenges around climate and also learn how this can lead them towards sustainability contributions.

Similarly, the Council recommendation on learning for the green transition and sustainable development, adopted in January 2020 by The European Parliament provides important policy pointers to align education with requirements of a greening economy. This document recommends reforms in the school system to include competencies in sustainability, promoting learning that prepares students to actively participate in the development of sustainability. Additionally, the European sustainability competence framework is a key asset in the definition of competencies required to address environmental challenges and contribute to sustainable development.

The framework provides specific goals, knowledge, and skills that students should learn about environmental issues to strategies they can use in their home, school, or community. The collaborative efforts that this group has done are related to the “Working Group on Sustainability in School Education” which is a group established in

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



order to facilitate the implementation of the frameworks, as well as sponsoring multiple assessments and materials. The group is focused on the development of guides and didactic resources that help teachers integrate sustainability in classes, as well as offering assessments for exchanges and teachers.

Furthermore, the Working Group on Sustainability in School Education develops a crucial role in the implementation of sustainability in the scholar system. This group develops resources and strategies for the teachers to efficiently integrate the sustainability lessons, as well as collaborates with different schools, offers assessments for teachers, and also tries to ensure that the learnings are effective and easy to apply in the daily scholarly context.

In addition to this initiative, the Erasmus+ program enables students and young people to travel between countries and continents to learn about sustainability on an international level. By participating in exchanges and collaboration projects, students acquire a wide perspective on global environmental issues as well as sustainable solutions while supporting their education to foster more environmentally aware individuals. The DiscoverEU Green Route complements this organization by providing young people across Europe the opportunity to use green transport and sustainable mobility across regions, promoting green practices during the exchanges.

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



A crucial sponsor for all these initiatives is the InvestEU program which offers financial support for innovative projects in the field of education oriented towards sustainability. This program supports projects that develop new pedagogies and improve sustainability education. Projects that include the promotion of sustainable practices in education and resources designed to enhance environmental competencies are realized with funds from this program.

Moreover, the European Innovative Teaching Award is a distinction for teachers who use innovative and successful ways to teach about sustainability. The award recognizes creative thinking in sustainability education, rewarding educators who choose to apply good educational practices. This award focuses not only on the personal involvement of teachers but also supports them in sharing their innovative educational practices at the European level.

In addition, the organization that provides material to teachers to impart their lessons successfully is the EU Learning Corner which includes several teaching materials and other educational resources related to sustainability. This organization is dedicated to give teachers the necessary tools and materials to integrate sustainability in their lessons, facilitating access to relevant and accurate content, as well as it helps teachers to plan their lessons, contributing significantly to effective education.

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



Besides the initiatives that assess teachers, the EU has a “Green Deal”, in which they have launched several initiatives to promote sustainability education. This initiative searches for a sustainable economy and a neutral carbon economy by 2050. Its initiatives are based on reducing pollution with different strategies such as reducing greenhouse gasses, promoting economic growth in a sustainable way, and protecting the environment including water, air, biodiversity, and recovery of ecosystems. After the initiatives were implemented, the Green Deal resulted in an increase in awareness, and an increment of the commitment of the regions to the climate objectives, boosting a series of different new initiatives.

Also, the World Bank has a plan for Climate Change Action. The World Bank supports countries in integrating climate change initiatives and sustainability into their education systems through funding and technical assistance. This initiative aims to improve learning outcomes, including climate literacy, particularly in developing countries. By providing technical assistance, the Bank helps countries implement climate education programs.

Moreover, the World Bank collaborates with governments and institutions to ensure the policies and frameworks are being followed in order to achieve climate goals; this involves investment funds in order to sponsor materials, initiatives, and innovative

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



teaching methods. All of these investments and strategies from the World Bank have as an objective to have a generation who is well prepared to combat global challenges and contribute to sustainable life and habits.

Likewise, the schools in the Maldives have sustainable implementations of their educational system. The Fehi Madharusa Framework has implemented the “Environmental and Climate-Conscious Learning”. Under this framework, the schools in the Maldives are transforming into spaces for environmental and climate-conscious learning. This was designed by the NGO Soneva Namoonaa and was a collaboration with the National Institute of Education, the initiative aims to embed sustainability and climate education into a school environment, this also encourages the students to adopt some sustainable habits and to have awareness from an early age.

There have been significant results, such as: achieving a collaborative network of teachers, students, and experts on sustainability all around the world with more than 40 European countries according to the Education for Climate Coalition Annual Report in 2023 thanks to the Education for Climate Coalition, impact on the reform of educational curricula in various regions, notably the incorporation of specific subjects that talk about sustainability. More than one thousand workshops have been done about green transition according to the Teacher Training Programs on Sustainability report in 2023 and

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



similarly, because of the European Sustainability Competence Frameworks, 75% of the EU countries have integrated this framework as the Sustainability Competence Framework Adoption Report mentioned in 2023.

Furthermore, the Working Group on Sustainability in School Education report 2023 edition mentioned that the organization has developed more than 200 educational resources in the last year. While, the Invest EU program has sponsored more than 5 hundred projects related to renewable energies and sustainable development, and because of these finances, the European Innovative Teaching Award has given around 50 awards according to the annual report of its organization. Finally, the EU Learning Corner has 100,000 visits to its webpage every month where they provide guidance and assessments about sustainability.

### **UN Actions**

The United Nations (UN) has been a key element in the promotion of education for sustainability and climate change, acknowledging the importance of having formed and engaged citizens. The UN advocates for sustainability and climate change integration into the education systems worldwide, as well as the importance of international support.

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



The UN has put in place several frameworks and agreements like the Paris Agreement of 2015, along with initiatives such as the ACE

UNESCO leads the global effort in Education for Sustainable Development (ESD) and “has been working to make education a more central and visible part of the international response to climate change” (UNESCO, n.d.) Following this it has some key points addressing this topic: Curriculum development, teacher training, resource development, and international conferences. UNESCO has collaborated with other UN organs as well as educational institutions, making significant progress towards achieving quality sustainability and climate education. The Greening Education Partnership (GEP), for example, “is a global initiative that takes a whole-of-system approach to support countries to tackle the climate crisis by harnessing the critical role of education.” (UNESCO, n.d.)

The Greening Education Partnership consists of four essential goals: greening schools, greening curriculum, greening teacher training and education systems’ capacities and greening communities. This initiative had positive impacts on the world’s sustainability and climate change in the educational systems. According to UNESCO, around 45% of the countries have implemented education about sustainability, as well that after the GEP release, more than 70 countries have been involved in more than 100

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# Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



international education programs for sustainability, including conferences, and capacitations, among others.

## Points to Discuss

### 1. Context

- a. Addressing the difficulties when accessing education
  - i. Facing the causes
    - 1. Addressing gender inequality in education
    - 2. Tackling socio-economic barriers that hinder access to education
    - 3. Overcoming geographical challenges in remote or rural areas
  - ii. Integrating environmental education into existing subjects
  - iii. Developing specific courses on environmental science and sustainability
  - iv. Encouraging interdisciplinary approaches to environmental education
- b. Addressing the lack of a green curriculum
  - i. Integrating environmental education into existing subjects
  - ii. Developing specific courses on environmental science and sustainability
  - iii. Encouraging interdisciplinary approaches to environmental education
- c. Addressing the lack of education on the topic of sustainable development

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Topic A: Promoting Education  
for Sustainability and Climate  
Change Adaptation in Developing Countries



- i. Creating comprehensive curricula focused on sustainable development
- ii. Incorporating the principles of sustainable development into various subjects
- iii. Ensuring the availability of up-to-date resources and materials on sustainable development
- d. Addressing the unreadiness of educators
  - i. Providing professional development and training for teachers on sustainable development
  - ii. Offering continuous support and resources for educators
  - iii. Encouraging collaboration and sharing of best practices among educators
  - iv. Assessing and updating teacher education programs to include sustainability topics

**2. Development**

- a. Ensuring the correct preparation of educators to teach about the topic
  - i. Developing specialized training programs and workshops for teachers
  - ii. Including ESD (Education for Sustainable Development) in teacher certification requirements

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## Topic A: Promoting Education for Sustainability and Climate Change Adaptation in Developing Countries



- iii. Partnering with universities and educational institutions to enhance teacher education
- b. Ensuring the obligation for students to include ESD in their curriculum
  - i. Mandating ESD as a core component of national education standards
  - ii. Establishing clear learning objectives and outcomes related to ESD
  - iii. Monitoring and evaluating the implementation of ESD in schools
- c. Promoting innovation projects for sustainable development
  - i. Supporting student-led sustainability projects and initiatives
  - ii. Providing funding and resources for innovative educational projects
  - iii. Encouraging partnerships between schools and local communities for sustainability projects
- d. Promoting research in the area
  - i. Funding research on effective ESD practices and methodologies

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1. Getting help from organizations such as UNEP
  - ii. Encouraging interdisciplinary research on sustainability and education
  - iii. Disseminating research findings to inform policy and practice in education
- e. Addressing the SDGs in different subjects given at schools
  - i. Integrating the Sustainable Development Goals (SDGs) into various subjects, such as science, social studies, and economics
  - ii. Developing cross-curricular projects that address multiple SDGs
  - iii. Creating assessment tools to measure student understanding of the SDGs
- f. Ensuring ESD in every kind of school
  - i. Implementing ESD in public, private, and alternative education settings
  - ii. Adapting ESD programs to cater to diverse educational contexts and needs
  - iii. Ensuring equitable access to ESD for all students

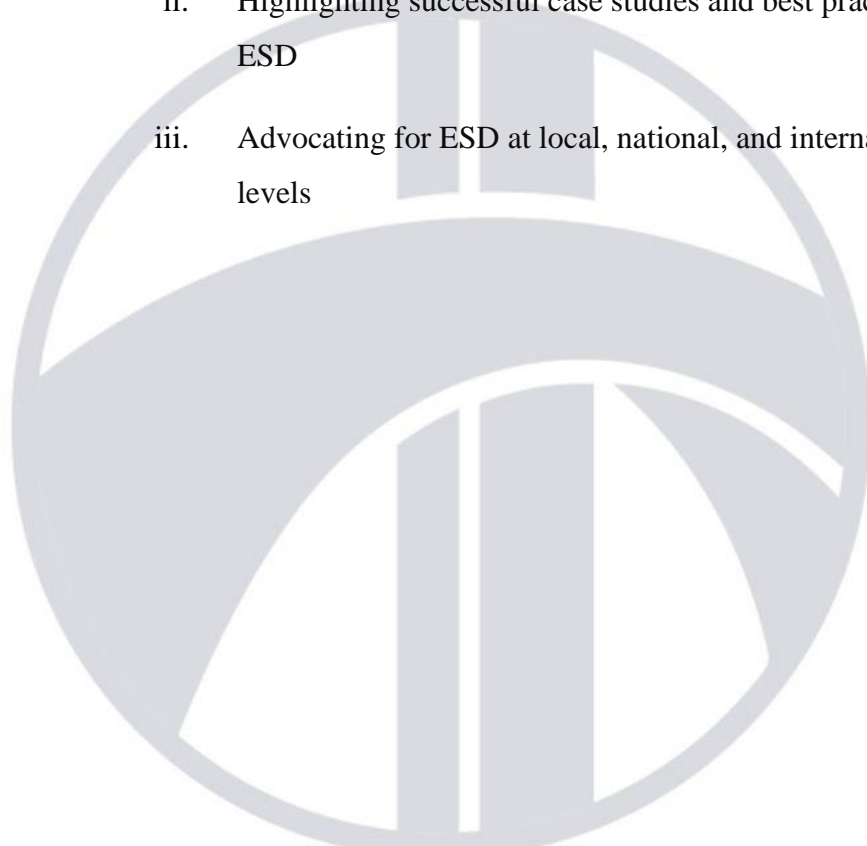
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for Sustainability and Climate  
Change Adaptation in Developing Countries



- g. Reaffirming the importance of ESD
  - i. Promoting awareness of the importance of ESD among policymakers, educators, and the public
  - ii. Highlighting successful case studies and best practices in ESD
  - iii. Advocating for ESD at local, national, and international levels



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