

# NDCs and Climate Education

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## REPORT

36 NDCs THAT ADDRESS CLIMATE AND ENVIRONMENTAL EDUCATION



CENTRO  
BRASIL  
NO CLIMA



The Climate  
Reality Project®  
BRASIL



# Summary

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## Credits

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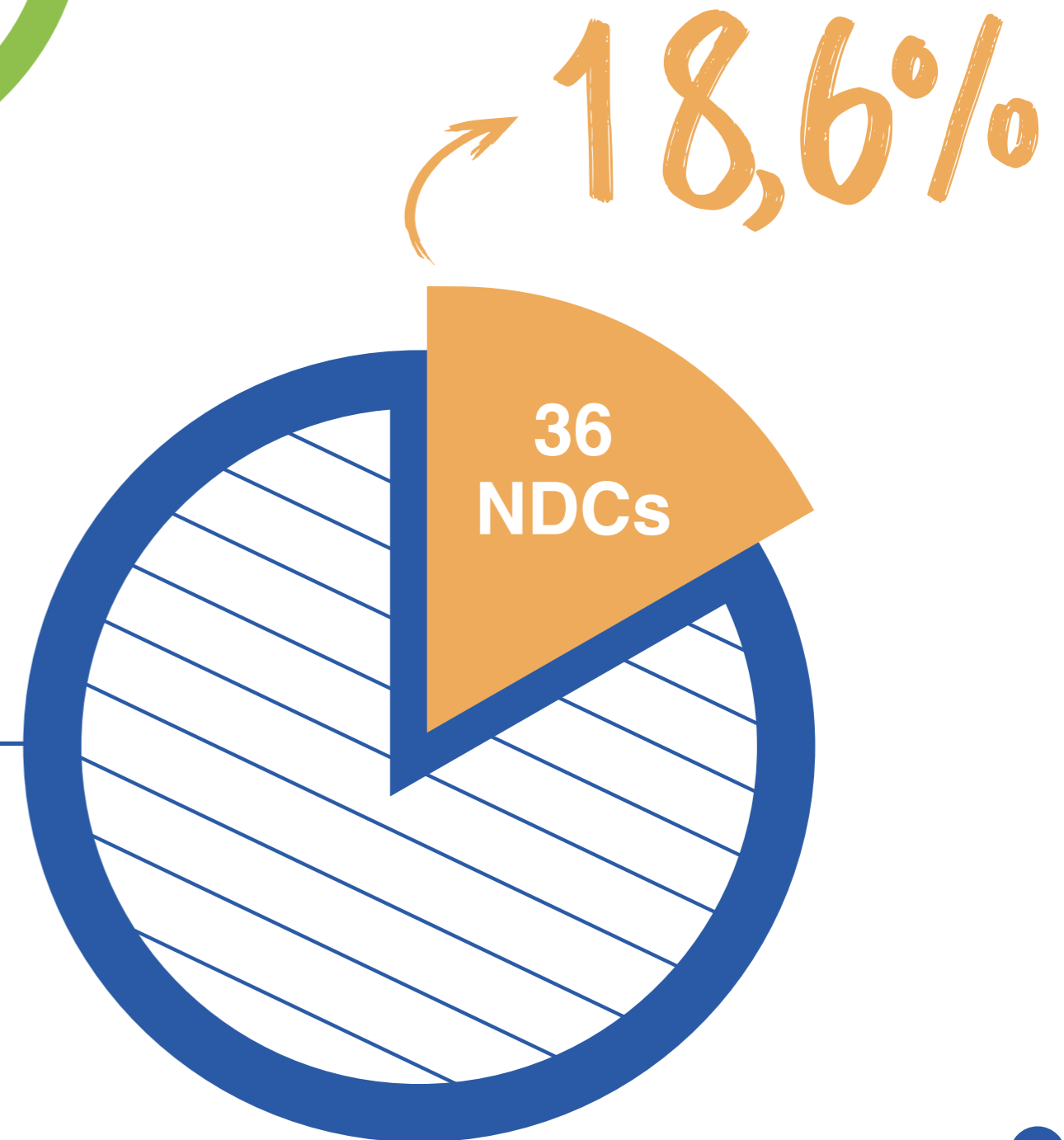
Climate education is recognized globally as an essential factor in an effective response to climate change

## General Perspectives of Countries that Include Climate Education in their NDCs

The approach to climate education in the Nationally Determined Contributions (NDCs) reflects the growing global awareness of the importance of integrating environmental and climate issues into education.

In the present research, the **193** most recent NDCs submitted by the parties of the UNFCCC up until November 2023 were analyzed.

**36 NDCs** addressed climate education strategies, that is, going beyond just a mention of the word “education”.



Such NDCs include specific measures and commitments to promote climate education, which can be mainly systematized into:



13,4%

### Formally Integrating Climate Education

The inclusion of content related to climate change in school curricula is a common strategy. Of the 193 countries analyzed, 36 mention climate education and **26 explicitly mention** the integration of climate education into their school curricula, educational system or textbooks. This approach is seen as essential for educating future generations about the causes, impacts, and solutions for climate change.

## Youth Engagement

Efforts to engage youth and children in climate issues, recognizing them as key agents of change. Altogether **13 countries** highlight youth or intergenerational participation in their climate education strategies.

**13  
COUNTRIES**



Andorra



Antigua and Barbuda



Cape Verde



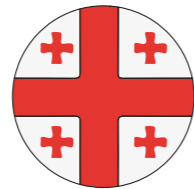
Cambodia



Colombia



Costa Rica



Georgia



North Macedonia



Nauru



Paraguay



The Dominican Republic



St. Lucia



Zimbabwe



Cape Verde



El Salvador



Gambia



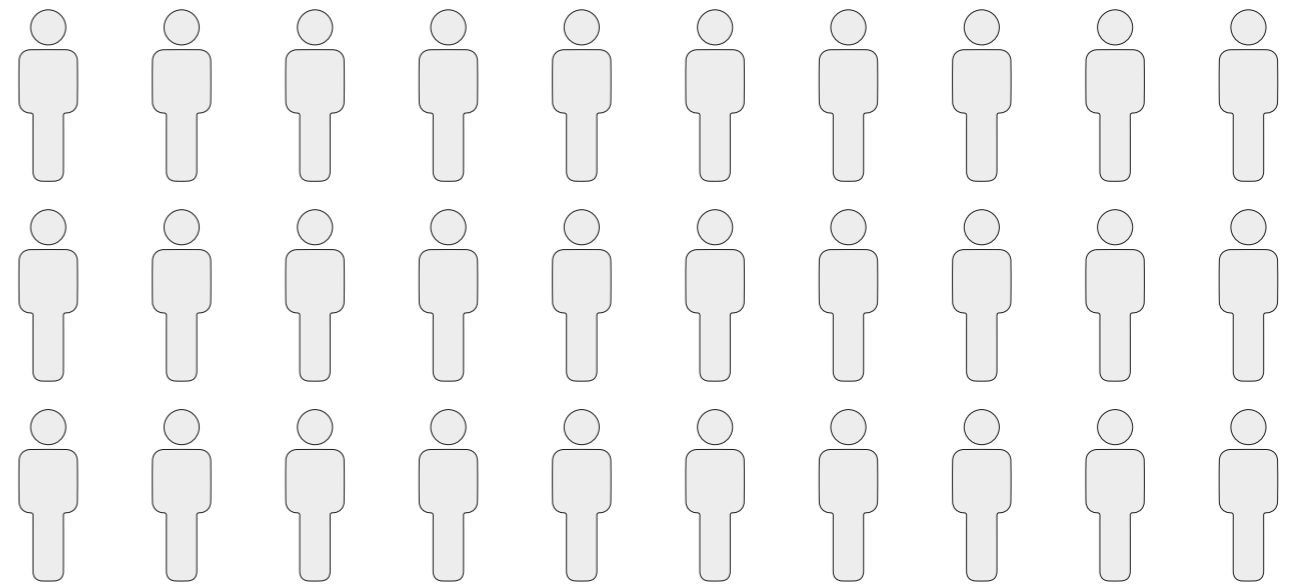
Central African Republic



The Dominican Republic



Thailand



## Teacher Training

Teacher training to effectively educate about climate change is another crucial strategy identified.

**6 of the 36 countries** emphasize the importance of teacher training in their NDCs, indicating a recognition of the need to equip educators with the knowledge and skills necessary to efficiently convey the subject to students.

## Other Categories

In addition to these two main categories, the NDCs of countries address climate education in various other ways, with some categories standing out:

### Awareness and Public Education

Mentions of awareness campaigns and public education programs to reach a wide range of societal groups. **13 countries** include these actions in their NDCs.

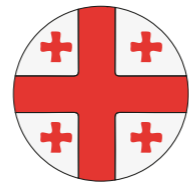
36,1%



Antigua and Barbuda



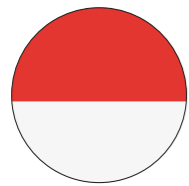
Cambodia



Georgia



Seychelles



Indonesia



North Macedonia



Moldova



Nauru



Central African Republic



The Dominican Republic



Thailand



Uganda



Vanuatu

### Multilevel Education and Training

Strategies that cover various levels of education, from basic to university education. **13 countries** mention education and training actions at multiple levels.





### Inclusion of Specific Groups

**7 countries** address efforts to include specific groups, such as women (Moldova, Cambodia and Antigua and Barbuda), indigenous peoples (Paraguay and Costa Rica) and people with disabilities (Georgia and Saint Lucia), in climate education.

These data demonstrate a growing global trend towards integrating climate education at various levels of the education system and across multiple facets of society. The emphasis on teacher training and curricular integration underlines the importance of formal educational approaches, while other categories highlight the need for inclusive and comprehensive approaches to ensure effective climate awareness across all segments of society, including informal education.

## Regional Perspectives

A general overview of the approach to climate education in the NDCs by region of the world reveals how different geographical areas prioritize and implement educational strategies in response to climate change. Mentions of climate education primarily focus on the category of ACE (Actions for Climate Empowerment), with varying terminology used to encompass climate education efforts.

This overall analysis shows that, while there is a global convergence towards climate education, each region adapts its strategies to its specific needs and contexts. The region with the highest number of NDCs that include climate education strategies is Latin America and the Caribbean, which accounts for half of the mapped NDCs.

**FYI:** For each mentioned region, there is the number of NDCs that include climate education and also the total number of countries in the region that are parties of the UNFCCC, for comparison.

## LATIN AMERICA AND THE CARIBBEAN

**Number of Countries:** 18 (out of 33).

**Overall Approach:** The region demonstrates a diverse approach, including public awareness, climate education programs in schools and universities, and the inclusion of specific groups such as indigenous peoples and individuals with disabilities. Few countries mention existing climate education laws, with notable cases being Venezuela, the Dominican Republic, and Guatemala.

### Key Approaches:

- **Public Awareness** - Several countries, such as the Dominican Republic and Chile, focus on awareness and public education programs.
- **Curricular Integration and Teacher Training** - Countries like Argentina and Paraguay emphasize the importance of curricular integration and teacher training.
- **Inclusion of Specific Groups** - Initiatives to include specific groups, such as indigenous peoples and people with disabilities, are mentioned in countries like Saint Lucia and Paraguay.

**Notable Examples:** The Dominican Republic and Colombia have specific goals for the inclusion of climate education at all levels of education by 2030, while Argentina highlights education as a driver for social change.

18 COUNTRIES



## AFRICA

**Number of Countries:** 9 (out of 53).

**Overall Approach:** In African countries, the emphasis is on curricular integration and active engagement of youth. There is a strong inclination to incorporate climate education into formal education systems, with a focus on teacher training as well.

### Key Approaches:

- **Curricular Integration** - Several African countries, such as Zimbabwe and Cameroon, emphasize the integration of climate education into school curricula.
- **Teacher Training** - Countries like Gambia specifically mention teacher training to enhance climate education.
- **Youth Engagement** - Initiatives targeting youth, such as Zimbabwe's national youth policy, highlight the role of young people in raising awareness about climate change.

**Notable Examples:** Zimbabwe and Cameroon highlight the integration of climate issues into school curricula, while Gambia focuses on teacher training.

9  
COUNTRIES



Cape Verde



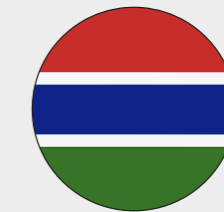
Cameroon



Egypt



Eritrea



Gambia



Seychelles



Central African Republic



Uganda



Zimbabwe



## ASIA

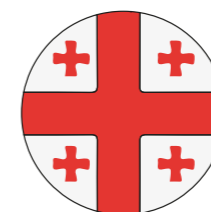
**Number of Countries:** 4 (out of 46).

**Overall Approach:** Asia focuses on curricular integration and the development of specific educational programs. Additionally, research and development in climate education are emphasized.

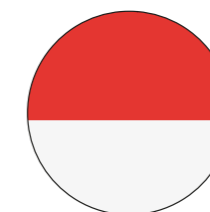
## 4 COUNTRIES



Cambodia



Georgia



Indonesia



Thailand

### Key Approaches:

- ➔ **Curricular Integration** - Countries like Indonesia and Thailand emphasize the integration of climate issues into school curricula.
- ➔ **Research and Development** - Countries like Cambodia mention the importance of research and development in climate education.

**Notable Examples:** Indonesia and Thailand highlight the inclusion of climate change in school curricula.

## EUROPE

**Number of Countries:** 3 (out of 45).

**Overall Approach:** Europe tends to focus on curricular integration and teacher training, with significant emphasis on youth empowerment and active youth participation in climate issues.



### Key Approaches:

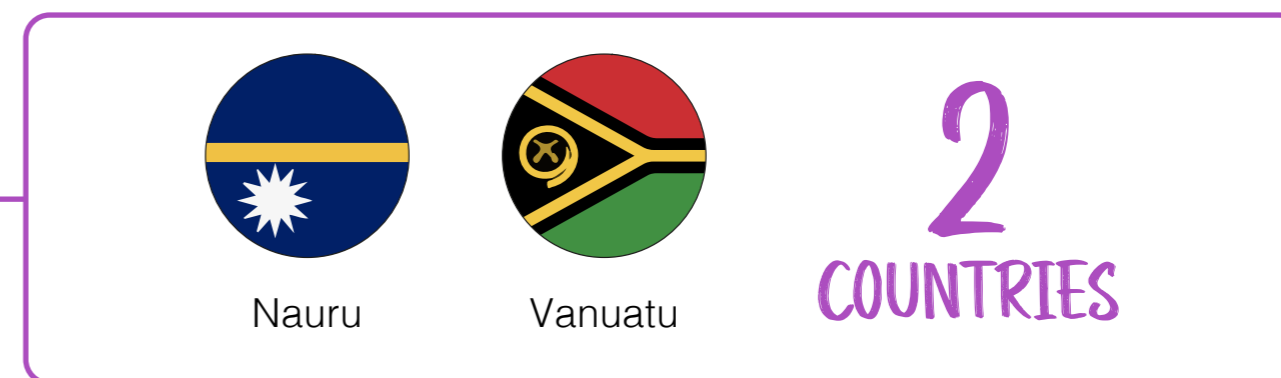
- ➔ **Curricular Integration and Teacher Training** - Countries like North Macedonia and Moldova emphasize the integration of climate education into curricula and teacher training.
- ➔ **Youth Empowerment** - North Macedonia, for example, highlights consultations with young people regarding NDC goals.

**Notable Examples:** North Macedonia includes consultations with young people in its NDC goals, while Moldova integrates climate considerations into sectoral educational curricula.

## OCEANIA

**Number of Countries:** 2 (out of 16).

**Overall Approach:** Oceania countries emphasize educational programs and advocacy, with a focus on adaptive measures and local approaches to climate education.



### Key Approaches:

- ➔ **Educational Programs and Advocacy** - Vanuatu and Nauru focus on developing educational and advocacy programs in climate education.
- ➔ **Curriculum Assessment and Revision** - Emphasis is placed on assessing and revising school curricula to include climate education.

**Notable Examples:** Vanuatu and Nauru demonstrate a commitment to educational programs focused on environmental resilience and curriculum revision to include climate education.

# Insights Regarding Youth Mentions in NDCs Regarding Climate Education

Out of the 36 analyzed NDCs, **13 specifically** mention youth as a focal group or intergenerational lenses in their climate education strategies.

Of these 13, **7 set the goal** of developing or strengthening specific programs to engage youth in environmental and climate issues, emphasizing the importance of targeted and tailored approaches to meet the needs and perspectives of young people. The fact that 1 in 4 countries mentioning climate education in their NDCs also mentions youth signals a growing recognition of the importance of youth engagement in climate issues.



Antigua and Barbuda

Cambodia

Colombia

Georgia

North Macedonia

Paraguay

Zimbabwe

Andorra

Cape Verde

Costa Rica

Nauru

Dominican Republic

St. Lucia

**7**  
**COUNTRIES**

The mentions of youth in the NDCs vary in terms of approach and focus. The identified strategies can be categorized as:

- **Curricular Integration** - Some countries, such as Zimbabwe, emphasize the inclusion of climate education in youth-focused curricula, demonstrating an effort to educate future generations about climate issues.
- **Active Participation and Empowerment** - Several countries highlight the active role of youth in formulating and implementing climate policies. North Macedonia, for example, mentions consultations with young people regarding NDC goals.
- **Youth-Specific Programs** - Some countries are developing specific programs to engage youth in environmental and climate issues. Antigua and Barbuda, for instance, is in the process of developing a National Youth Policy with a focus on environmental matters.



## Context

The inclusion of youth in the NDCs reflects a global recognition of the importance of involving young people, not only as beneficiaries of climate education but also as active participants in the policy formulation process.

This approach is aligned with the Sustainable Development Goals (SDGs), especially **SDG 13**, which emphasizes the need for education, awareness, and human capacity building in climate-related issues.

Therefore, the analysis of the NDCs shows that while youth involvement in climate education is gaining recognition, there is still a significant way to go to ensure their effective and representative participation. Integrating the youth perspective in the formulation and implementation of climate policies is crucial for building a sustainable and climate-resilient future.



Hence, it is essential for countries to continue developing strategies that actively promote youth engagement in all phases of the education and climate action process. By involving young people in all aspects of climate education, from policy formulation to the implementation of sustainable practices, countries are recognizing and capitalizing on the potential of youth to lead the fight against climate change. This active and inclusive involvement is critical to ensuring a more effective and sustainable long-term approach to combating climate change.



**Central African Republic:** Plans to incorporate basic concepts of climate change into primary and secondary education curricula by 2025, ensuring foundational climate literacy from an early age.



**Gambia:** The Long-term Climate Change Capacity Development Strategy outlines the educational role at various levels, aiming to enhance and institutionalize climate change education and training across sectors.



It focuses on embedding climate change into educational curriculums and developing a comprehensive training program.

## Best Practices Worth Taking a Look!

### Integrating Climate Education into Curricula in All Levels



**Cameroon:** Notable for their efforts to weave climate risks, adaptation strategies, and basic climate concepts into educational and training programs, aiming for adaptive learning.

### Inclusive Climate Education



**Georgia and Saint Lucia:** Provide an interesting perspective on including youth and people with disabilities in climate education, ensuring broad societal engagement.

## Youth Engagement and Participation



**North Macedonia:** Stands out for its innovative approach to youth engagement through virtual consultations and the development of new mechanisms for including youth voices in climate policy-making.

Include the designed a systemic, long-term approach to youth engagement in consultations and decision-making regarding national and local climate policies and actions, including new mechanisms, new roles and new tools.

## National Strategies and Teacher Training



**Dominican Republic:** Implements diverse efforts to achieve formal climate education, including the development and implementation of a national strategy to strengthen human resources and skills for green, low-emission, and climate-resilient development.

It also focuses on training over **3500** teachers at basic and intermediate levels for Dominican children, with continued national public funding.

## Community-Based and Indigenous-Focused Education



**St. Vincent and the Grenadines:** Focuses on the development of a public education framework for climate-resilient agriculture based on traditional techniques and expertise.

The Pilot Programme for Climate Resilience (PPCR) includes a component for public education and capacity building, offering a national curriculum for schools on climate change and disaster risk reduction and extending school risk assessments nationwide.



**Paraguay:** Implements climate empowerment actions by incorporating climate change aspects into educational platforms, developing sensitization programs with neighborhood commissions and youth organizations, and creating educational projects tailored to indigenous peoples in their native languages, utilizing community radio.

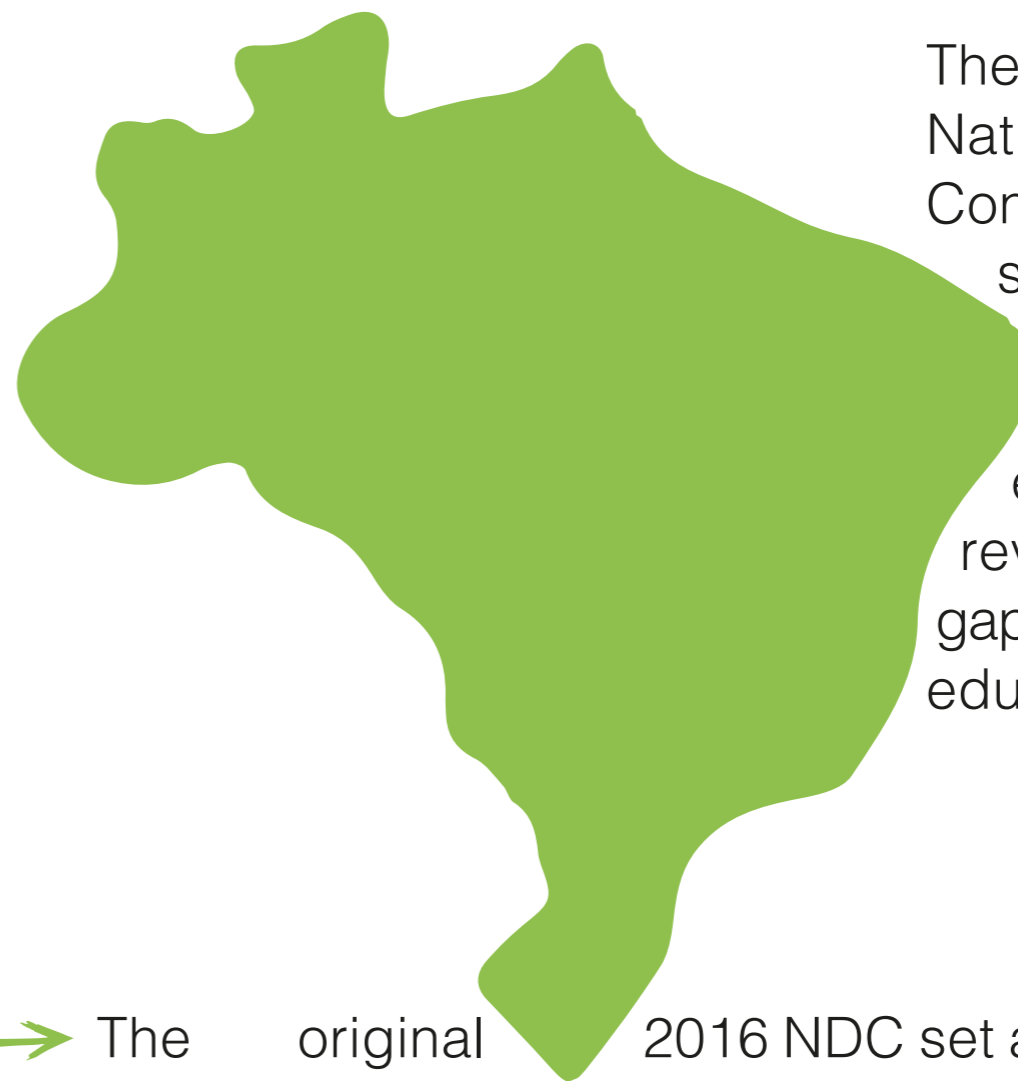
The approach emphasizes multisectoral, multi-actor, and multilevel education and sensitization on climate change, considering different age groups.

### Setting Metrics and Goals for 2030



**Chile, Colombia, and the Dominican Republic:** These countries are recognized for their forward-looking approach in setting clear metrics and goals for climate education by 2030, highlighting their commitment to long-term planning and impact.

## What about the Brazilian NDC?



The update of Brazil's Nationally Determined Contributions (NDCs) shows a growing commitment to reducing GHG emissions but also reveals a significant gap concerning climate education.

→ The original 2016 NDC set ambitious emission reduction targets, focusing on mitigation and adaptation actions in the energy and agriculture sectors, but did not mention education as a strategy. This limitation persisted in the 2020 and 2022 updates, which reaffirmed and adjusted the targets, including climate neutrality by 2060, but still needs to incorporate climate and environmental education.

→ The most recent 2023 update raised the emission reduction targets and brought the neutrality objective to 2050 but continued to neglect the inclusion of specific climate education measures.

**Increasing climate ambition without educating the population about these changes limits the Brazilian population's potential to act against climate change.**

The word "education" in the Brazilian NDCs is generic. The word is mentioned in vague contexts without detailing specific plans or actions aimed at climate education. This generic approach fails to recognize the transformative potential of education to promote climate awareness and action. As mentioned earlier, many NDCs from other countries have adopted a more integrated approach, including climate education as a key component of their mitigation and adaptation strategies.

The lack of recognition and concrete actions related to climate education in the Brazilian NDC reflects a missed opportunity to engage society in the fight against climate change from an early age.