JUEMUN 2024

Japan University English Model United Nations

Background Guide
Meeting Room 1: Green Education

Dear Delegates,

Welcome to the 2024 Japan University English Model United Nations (JUEMUN). We are pleased to welcome you to the United Nations Educational, Scientific and Cultural Organization (UNESCO). This year's Secretary Generals are Miki Taguchi and Sayaka Katayama. Miki and Sayaka are graduate students at Notre Dame Seishin University. Miki majors in English linguistics, and Sayaka majors in International Communication. We wish you all the best in your preparation and look forward to seeing you at the conference! The topics under discussion for the UNESCO Conference are:

Meeting 1: Green Education
A: Education for Safeguarding Biodiversity
B: Education for Green Production and Consumption
C: Education for Climate Change Resilience
D: Education for the Protection of the Global Commons

Meeting 2: Peace Education
A: Education for Non-Violence and Social Justice
B: Protecting Education Under Attack
C: Education for Victims of Conflict
D: Education for Reconciliation and Peace Building

Meeting 3: STEM Education
A: Ensuring Equitable Access to STEM
B: Improving the Quality of STEM education
C: Providing Vocational and Technical Training for Adults
D: Education for the Development and Ethical Use of Artificial Intelligence

Members of the JUEMUN Secretariat that serve as the “Bureau” in each meeting:

	Meeting 1	Meeting 2	Meeting 3
Committee A	Ares Ngai Yat Nam	Lin Thu Kha Htaik	Fuka Horie
Committee B	Nayuko Iden	Chihiro Namba	Bianca Patricia Walczak Coelho
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An overview of UNESCO

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was established in 1946, and is involved in the Economic and Social Council (ECOSOC), which is one of the UN principal organs. UNESCO has 194 Member States and 12 Associate Members and seeks to strengthen the power of education, science, culture, and information on humanity or moral solidarity to deal with global issues. UNESCO emphasises achieving the Sustainable Development Goals (SDGs) by 2030, particularly by focusing on SDG 4: Education, which seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." To this end, UNESCO also promotes Education for Sustainable Development (ESD). ESD is an educational approach designed to empower students and teachers with knowledge, skills, values, and agency to realise solutions to global issues such as those to be addressed at this conference.

UNESCO Mandate and Functions

UNESCO is strongly committed to global peace and environmental protection, and the promotion of science education, which it recognizes as crucial in fostering innovation, addressing global challenges, and preparing individuals for the demands of the 21st century.

Through various initiatives, UNESCO supports the development of quality peace education programs, teacher training, and educational resources. Its landmark "Recommendation on Education for Peace, Human Rights and Sustainable Development" serves as a key document, outlining a comprehensive framework for integrating peace education into learning at all levels. Ultimately, UNESCO aims to empower individuals with the knowledge, skills, and values needed to become active citizens committed to building a more peaceful and just world.

In addition, UNESCO is committed to environmental protection and climate action, proof of which can be seen in SDGs 14 and 15 (Life Below Water and Life on Land). These goals can be achieved within a wide range of UNESCO educational programmes, in collaboration with other UN organisations, such as the United Nations Environment Assembly (UNEA) and the United Nations Environment Programme (UNEP). After the Resumed Fifth Session of the United Nations Environment Assembly (UNEA-5.2), UNESCO coordinated educational, natural, human-science, and cultural mandates to conserve natural environmental elements associated with land and marine ecosystems.

As a platform for development and cooperation, UNESCO champions the advancement of Science, Technology, Engineering, and Mathematics (STEM). Through various initiatives, they support countries in developing strong STEM education policies, building teacher capacity, and promoting equitable access to STEM learning opportunities, particularly for girls and women.

Key Resolutions / Conventions for the Conference Theme

As mentioned above, one of the key UN resolutions is Education for Sustainable Development in the Framework of the 2030 Agenda for Sustainable Development. More general sources about UNESCO are also listed below.

Basic Research Sources

- UNESCO in brief
- History of UNESCO
- UNESCO's action in education
- UNESCO's mandate in OER
- Education for sustainable development
- Education 2030
- UIS Statistics - UNESCO

Conference Theme: Education for Sustainable Development

JUEMUN 2024 seeks to address three of the key problems in the world today: Climate Change, a new era of conflict and violence, and issues related to technology. To do this, we will utilise the tools of Education for Sustainable Development (ESD). Okayama, this year's JUEMUN host city, is considered a Regional Center of Excellence (RCE) in ESD.

Education is a basic human right, essential for individual empowerment, social progress, and economic development. It is enshrined within Article 26 the Universal Declaration of Human Rights, adopted by the United Nations in 1948. It further outlines that education should be accessible to all, and promote understanding, tolerance, and peace. The United Nations and its agencies, like UNESCO, continually champion the cause of education as a core requirement for building just and sustainable societies.

ESD is a transformative approach to education that emphasises the interconnectedness of environmental, economic, and social well-being. It fosters the knowledge, skills, attitudes, and values needed to shape a more just and sustainable future for all. As described in UNESCO's Sustainable Development Goal 4.7, ESD aims to ensure that "by 2030, all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

To successfully implement ESD, educators must consider a range of complexities. These include the need to shift away from traditional teaching styles towards more participatory and action-oriented learning. Curriculum development should be holistic, weaving together global issues with local realities. Additionally, ESD requires building strong partnerships between schools, communities, businesses, and other organisations to create real-world learning experiences for students.

Best practices in ESD emphasise a focus on critical thinking and problem-solving. Project-based learning, where students actively engage in addressing real-world sustainability challenges, is particularly effective. Importantly, ESD should prioritise inclusivity and respect for diverse perspectives, fostering dialogue and collaboration across cultures and backgrounds to ensure all voices are considered in order to build a sustainable future.

Unfortunately, current educational systems in the world are unequipped, understaffed, and in some cases, under attack. To address this situation, UNESCO has created an Action Education Framework with three functions: Reimagining, Reshaping, and Rebuilding to support all Member States to strengthen their educational systems and empower learners to be creative and responsible global citizens.

Therefore, JUEMUN 2024 aims to create Resolutions for each Meeting Room that focus on educational solutions. To discuss the following agendas, we ask delegates to consider the following questions:

General:

- What are the key issues of each Committee agenda?
- Who is damaged / affected?
- Where does an issue happen / damage occur?
- Why does an issue happen?
- What are UNESCO or other UN organisations doing to resolve the issues?

Education-specific:

- What educational concepts need to be taught that will have a local and global impact?
- By when and at what grade level should these ideas be implemented?
- What educational tools, materials, or resources are needed?
- What teaching methods need to be put into practice?
- What are the needs of educators (e.g. training, support, protection)?
- What are the needs of students (e.g. access, learning disabilities, facilities)?
- How can learning be monitored, assessed, and improved?
- What partnerships need to be built to enhance learning and ensure local development?

Meeting 1 Theme: Green Education

This Meeting Room struggles with issues related to climate change, biodiversity loss, overproduction, and overconsumption, which have been widely documented, and yet, according to UNESCO, over 70% of young people cannot explain what climate change is. In accordance with SDG 12: Responsible Consumption And Production, SDG 13: Climate Action, SDG 14 and SDG 15: Life on Land and Sea. UNESCO proposes a systematic “Green Education.” enabling all people to become aware of environmental issues and to develop knowledge and skills to build climate change resilience and safeguard our shared global habitat. This will enable people to become more responsible and sustainable producers and

consumers of natural resources. One example is the Okayama ESD Promotion Commission in Japan, which conducts ESD projects in Community Learning Centers. These are supplemented with visits to local farms, and meetings with local experts to learn about the environment, biodiversity, and sustainable production and consumption cycles. In this way, Green Education can be carried out, and empower the next generation.

Basic Research Sources for Meeting 1

- UNESCO at COP28: Making education the long-term solution to the climate crisis
- Global Commons Stewardship Index 2022
- Climate change education
- Climate Change Education
- Greening every school

Meeting 2 Theme: Peace Education

In recent years, UNESCO has reconfirmed the significance of Peace Education. In line with SDG 16: Peace, Justice, and Strong Institutions, this Meeting Room focuses on the need for peace education for all: proactively preventing conflicts; actively protecting educational institutions and practitioners in danger, and providing care and schooling for victims of conflict; and retroactively promoting reconciliation and peacebuilding. The new Recommendation on Education for Peace, Human Rights and Sustainable Development was adopted by all 194 UNESCO Member States for bringing lasting peace and fostering human development.

Basic Research Sources for Meeting 2

- Education 2030 | #LeadingSDG4 - UNESCO
- Global Coalition to Protect Education from Attack (GCPEA)
- Transformative pedagogy for peace-building: a guide for teachers
- UNESCO's work on education for peace and non-violence: building peace through education
- Educating for peace and the planet

Meeting 3 Theme: Science, Technology, Engineering and Mathematics (STEM) Education

Modern scientific technologies develop quickly. A notable example, AI has become a significant tool globally in the last year. But AI also has the potential to create disinformation

and hate speech. AI can be weaponized to threaten world peace, security, and global stability. Therefore at the educational level, students of all ages must be up-to-date on the latest technological tools to properly utilise them to improve quality of life. As a commitment to STEM education, UNESCO promotes SDG 4, particularly subgoals: 4.3 Equal access to affordable technical, vocational, and higher education; 4.6: Universal Literacy and Numeracy; and 4.7: Education for Global Citizenship. In addition, UNESCO calls for the inclusion of ethics in STEM education to ensure that technology, especially AI, develops as a tool to enhance humanity and not replace it.

Basic Research Sources for Meeting 3

- Global Alliance launched for Science, Technology, Engineering and Mathematics | UNESCO
- New UNESCO report sheds light on gender inequality in STEM education
- Towards an Ethics of Artificial Intelligence | United Nations
- Recommendation concerning Technical and Vocational Education and Training (TVET)
- UNESCO Strategy on technological innovation in education (2021-2025)

Committee A: Education for Safeguarding Biodiversity

Definitions

Biodiversity is the interconnectedness of all forms of life on the planet. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), "Biodiversity is the living fabric of our planet. It underpins human well-being in the present and the future, and its rapid decline threatens nature and people alike. It is vital to transform people's roles, actions, and relationships with biodiversity, to halt and reverse its decline."

Education for safeguarding biodiversity is vital for enhancing the awareness of the general public on the importance of protecting biodiversity. Keeping in mind the goals of Sustainable Development Goal (SDG) 4, which ensures inclusive and equitable quality education and the promotion of lifelong learning opportunities for all, Member States are asked to consult and review the need for education for safeguarding biodiversity to achieve a sustainable future. The future of biodiversity will depend on the global collective action of an educated society, including efforts to promote local and indigenous knowledge of biodiversity. Conserving biodiversity requires an inclusive approach that speaks to and involves everyone. Advocacy on biodiversity should seek to communicate in language and methods suitable to a variety of age groups and communities.

Facts about the problems and effects

According to Defenders of Wildlife, 5 major factors are affecting and threatening biodiversity: 1. Climate change; 2. Pollution; 3. Habitat loss; 4. Overexploitation of species; and 5. Invasive species.

Climate Change - In recent times, the occurrence of record-breaking high temperatures has become increasingly common. According to the National Oceanic and Atmospheric Administration (NOAA), the Earth's temperature has risen by a total of 2°F since 1850, with the ten warmest years on record all happening within the past decade, beginning in 2014. UN Secretary-General Antonio Guterres has even described this as 'the era of global boiling'. The melting of icebergs, the escalation of natural disasters, and the intensification of wildfires all serve as indicators of climate change and abnormal weather patterns. Consequently, animals are suffering due to the continual loss of their habitats resulting from these natural disasters, with habitat loss being further exacerbated by climate change.

Pollution - Pollution stands out as one of the most significant factors disrupting biodiversity equilibrium. Air pollution from CO2 emissions from factories and vehicles, water pollution from sewage and harmful chemicals, and land pollution from over mining, pesticide overuse, and increasing waste all contribute to this imbalance. While some pollution stems from natural causes, the majority is human-induced.

Over-exploitation of animal species - The overexploitation of animal species remains a critical issue in society. Practices such as industrialised fishing and the trade or merchandising of animals, such as rhinos and elephants, are primarily driven by commercial interests. At the EU level, around 30% of animals, including amphibians, terrestrial mammals, and marine species, are classified as threatened due to overexploitation. Additionally, the introduction of invasive species further complicates efforts to maintain ecological balance.

Habitat Loss - One of the most major threats which deeply affected the biodiversity system nowadays. Extreme rapid development concludes in forest loss and degradation of land due to changing of land use into commercial use. World Wide Fund for Natures says habitat loss is the main threat to 85% of animals surviving around the globe. On the other hand, degradation in marine and coastal areas has also been realised due to land-use problems, poverty, and over exploitation of marine resources.

Invasive species - According to the Thematic Assessment Report on Invasive Alien Species and their Control by the The Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES), invasive alien species are a major direct driver of change, causing biodiversity loss, including local and global species extinctions, linked to 60 percent of recorded global animal and plant extinction. Which concludes in reducing the biodiversity of the ecosystem, also losing balance on the system.

The current situation regarding the threats to biodiversity poses a severe threat not only to present-day development but also to future generations. Urgent action and the formulation of long-term policies are imperative to ensure the sustainable development for natural ecosystems.

Action that has been taken

United Nations World Wildlife Day (WWD) is celebrated every year starting from 2013 from the 68th session of the United Nations General Assembly (UNGA). Panel Discussion, conservation conference and digital events are held to raise awareness about protecting natural animal species and ecosystems.

The United Nations Collaborative Programme on Reducing Emissions from Deforestation and Forest Degradation in Developing Countries (UN-REDD) was established in 2008, UN-REDD helps 65 partner countries in reducing deforestation, promote sustainable land uses, advance international cooperative approaches to climate mitigation and mobilise climate finance to turn the tide on tropical deforestation. Also assisting partner countries managing and researching forests, rivers, and balance of ecosystems.

Important resolutions / conventions / treaties

High Seas Treaty, also known as the Agreement on Biodiversity Beyond National Jurisdiction (BBNJ) was signed in September 2023, and provides for the common governance of half of the Earth's surface and 95% of the ocean's volume by promoting equity and fairness to tackle environmental degradation, fight climate change, and prevent biodiversity loss in the high seas.

United Nations Conference on Environment and Development (UNCED), also known as 'Earth Summit', was held in June 1992. Political leaders, scientists, academics, and activists from 179 countries participated in the summit which focused solely on the environment. Numerous actions were implemented during UNCED sessions, including:

- The United Nations Framework Convention on Climate Change (UNFCC) was signed. The Conference of the Parties (COP) is also derived from the treaty and 198 member states are meeting every year revising the work they have archived and to enact goals for the next annual.
- The Commission on Sustainable Development (CSD) was established through the Earth Summit and provides platforms for both governmental and non-governmental actors to monitor the progress of Agenda 21.
- The Convention on Biological Diversity (CBD) was also signed within the Earth Summit. The CBD emphasises the need for more public awareness on the importance of biodiversity. The convention aims to communicate the language of scientific and technical research into easier to understand terminology. It also calls on the importance of integrating the importance of biodiversity into the education system.

Kunming-Montreal Global Biodiversity Framework (GBF) was signed by 2022, after the United Nations Conference of Parties (COP15) held in Montreal, Canada. 23 targets were established including the conservation of marine, land, and inland waters. The restoration of degraded ecosystems and halving the introduction of invasive species were also included, aiming to implement actions by 2030 and expected to positivily affect the ecosystem by 2050.

Important research links for Committee (country databases, resolutions)

- Safeguarding biodiversity requires understanding how to manage protected areas cost effectively
- Biodiversity, conservation and sustainability for STEM Education
- Safeguarding biological diversity by European Parliament
- Safeguarding Biodiversity By International Cooperation

- How Developing countries face education of safeguarding biodiversity
- Education for sustainable development

Further research that can develop into policies

Member states are also advised to consider and think through the situation for guidelines for developing further policies:

- How should Member States balance between the demand of education and safeguarding biodiversity systems while prioritising their own countries' affairs?
- How can STEM (or STEAM) Education be used for safeguarding biodiversity?
- Who should be the target of developing education programs on biodiversity?
- Which organisations should take responsibility for developing education programs?
- What is the timeline for starting new education guidelines on biodiversity? What are the short-term and long-term plans?

Committee B: Education for Green Production and Consumption

Definitions

According to the United Nations Environment Programme (UNEP), the definition of green production and consumption or sustainable production and consumption is as follows. “The use of services and related products, which respond to basic needs and bring a better quality of life while minimising the use of natural resources and toxic materials as well as the emissions of waste and pollutants over the life cycle of the service or product so as not to jeopardise the needs of future generations.” In other words, to disconnect economic growth from environmental degradation, to achieve more and better results with fewer resources, and to promote sustainable lifestyles. Sustainable production and consumption is included in Sustainable Development Goal (SDG) 12: Ensure sustainable consumption and production patterns, which is key to sustaining the livelihoods of current and future generations.

There are several instances of strategies that accomplish more with fewer resources. Separating environmental deterioration from economic expansion is the first strategy. This involves boosting net welfare gains from economic activity by decreasing resource usage, degradation, and pollution across the production and product life cycle. In terms of products and services, "more" is offered, while "less" is said in terms of resource consumption, pollution, waste, and environmental damage. The implementation of life cycle thinking is an

additional strategy. By doing this, resource efficiency will be achieved in both the production and consumption phases of the life cycle, improving sustainable resource management.

According to UNESCO, to build a more sustainable world and achieve the necessary transformation, attitudes and behaviours need to change. Education is particularly relevant for achieving responsible sustainable consumption and production because it can provide people not only with simple learning about these issues but also empower people to take action and call for responsible practices from businesses and governments.

Facts about the problems and effects

According to the Global Monitoring Report published by the World Bank, about 1.2 billion people currently live in extreme poverty and deprivation. Based on the economic projections by the International Monetary Fund (IMF) and the World Bank, an estimated 962 million people in 2015 continue to live below US$1.25 a day, equivalent to 15.4 percent of the population in the developing world. It is imperative to alter patterns of consumption and production in order to eradicate poverty and hunger, as well as to safeguard and maintain the ecosystems and natural resource base that are the foundation of development. Furthermore, stable ecosystems are essential to human resilience and well-being, especially for those who are disadvantaged.

Currently, over 60 percent of the ecosystems and their services upon which we rely are degraded, overexploited, or already lost. (Millennium Ecosystem Assessment) In addition, unsustainable patterns of production and consumption lead to increased waste production, the use of hazardous chemicals, deterioration of land and forests, and contamination of water and air. Growing populations and economies put more strain on the planet's natural resources and life support systems. If patterns of production and consumption are not improved, pollution levels will rise along with population and economic expansion.

Today, education is being redesigned in terms of job security and in response to rapidly changing societies and technological innovations. According to UNEP, education is an important aspect of sustainable production and consumption. Many aspects of Education for Sustainable Consumption (ESC) and Education for Sustainable Development (ESD) are already taught. From the start, the origins of ESC lie in developing ESD and consumer education. Both ESD and ESC are about learning for change and learning to change (UNESCO, 2011). The former focuses on the inter-relatedness among people, cultures and the ecosphere, while the latter highlights the rights and responsibilities of the consumer. At the conceptual level, the understanding of the vision of sustainable consumption based on sustainable human development is often vague or lacking.

At the level of classroom content, the content presented is fragmented and sometimes based on outdated scientific data and models that have proven to not work well in real life. The main issues related to education that need to be addressed for as many learners as possible to learn and solve these problems are: how to support initiatives that stimulate the individual’s

awareness of the central role they play in forming society and situations that empower them to choose responsible, sustainable lifestyles. This involves providing opportunities for learning about the systems and processes connected to consumption. It also involves relearning and reorganising information in wider contexts. It is contingent on reconsidering such central questions as the value of material and non-material prosperity, and the significance of service to one's fellow human.

The current situation indicates the need for learners to further develop their analytical and introspective thinking skills for sustainable production and consumption. The challenges are for proactive measures as well as protective ones that encompass helping individuals learn how to function as citizens who not only make selective, reflected lifestyle choices in the market but who also effect changes by seeking creative new solutions and engaging as stakeholders in the dialogues and debates that determine policy. (Here and Now! Education for Sustainable Consumption)

Action that has been taken

UNESCO, in collaboration with numerous Member States and organisations, has undertaken various projects and other activities aimed at educating learners about Sustainable Production and Consumption. The UN Decade of Education for Sustainable Development (DESD), coordinated by UNESCO, was launched in 2005 in response to the urgent appeal for education for sustainable development made during the World Summit on Sustainable Development in Johannesburg. The DESD's overarching objective is to incorporate the principles of sustainable development into every facet of education to promote behavioural shifts that will enable a more equitable and sustainable society for all.

Moving towards Sustainable Production and Consumption patterns is a far greater task than any one organisation, sector or region can hope to achieve. The realisation that a global shift towards it would require the commitment of diverse actors across the globe spurred Heads of State at Rio+20 to adopt the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns (10YFP). At the Rio+20 UN Conference on Sustainable Development in June 2012, Heads of State converged around the idea that fundamental changes in our production and consumption patterns are indispensable to achieving long-term sustainable development.

In June 2010, the United Nations Environment Programme published Here and Now! Education for Sustainable Consumption: Recommendations and Guidelines, which provides recommendations and guidelines organised in two areas: 1) Addressing the challenges: for policymakers to consider the rationale for education for sustainable consumption, including suggestions for action plans, and 2) Optimising opportunities: for educational authorities, teacher trainers, teachers, and educators to improve core curriculum content and lessons.

Important resolutions / conventions / treaties

By empowering students to make responsible decisions and take appropriate action, Education of Sustainable Development (ESD) promotes economic viability, environmental integrity, and a just society for both the current and future generations.

Progress report on the 10-Year Framework of Programmes on Sustainable Consumption and Production Pattern was developed by the United Nations Environment Programme, based on an annual reporting process for Member States and stakeholders, in its capacity as the Secretariat of the 10YFP. The report presents the Global Strategy on Sustainable Consumption and Production (SCP) 2023–2030 and highlights developments in the initial implementation of the Strategy during 2023.

Important research links for committee (country databases, resolutions)

- United Nations Public Service Innovation Hub
- UNdata
- Atlas of Sustainable Development Goals 2023 (worldbank.org)
- Education, Lifestyles, and Youth | UNEP - UN Environment Programme
- A/RES/66/288: The future we want (un.org)
- A/RES/75/213

Further research that can develop into policies

Consideration of these questions is needed when writing and researching the topics which will be developed into policies:

- What is the current situation with laws, policies, programs related to green production and consumption?
- What education does your Member State provide in the light of green production and consumption?
- What are your Member State's priorities on educating green production and consumption for learners?
- In what ways does UNESCO offer Member States means or opportunities to further this agenda-related education?

Committee C: Education for Climate Change Resilience

Definitions

According to the United Nations Office for Disaster Risk Reduction (UNDRR), Resilience can be defined as the ability to resist, adapt to, and recover from hazards such as extreme weather events, including heat waves as well as floods, sea-level rise, biodiversity loss, and food/water security which a community, society, or system can have in a timely and efficient manner. In other words, resilience involves not only withstanding adversity but also recovery and adapting constructively after facing challenges. It's a crucial quality for building sustainable and robust communities in the face of various hazards. As a step to climate resilience, resilience involves the capacity to anticipate climate risk and hazards, absorb shocks and stresses, and reshape or transform development pathways in the longer term.

Education for Climate Change Resilience also can be defined as an approach that aims to adapt and cope with climate change, as mentioned by the United Nations Framework Convention on Climate Change (UNFCCC). It also refers to the process of making the education system more climate-resilient. In summary, Education for Climate Change Resilience equips individuals with the tools to navigate climate challenges, protect ecosystems, and advocate for a sustainable and just future (Rethinking education for a climate-resilient future | Blog | Global Partnership for Education).

Facts about the problems and effects

Education is widely known as a critical enabler of climate action. UNESCO has emphasised the transformative power of Education for Sustainable Development (ESD) in contributing to urgent action for green and sustainable societies. (How can education strengthen climate action? | UNESCO)

Although the UN mentions in the report "Education is key to addressing climate change" that education for climate change resilience can encourage people to change their behaviour and help them to make informed decisions, including on the topics of global warming, and learn how to adapt to it, Education for Climate Change Resilience is regrettably hindered by the multidimensional factors such as: Climate Crisis Impact, Resource Allocation, Indirect Impacts and Lack of Awareness.

- Climate Crisis Impact refers to the climate crisis, which disrupts more than 40 million children each year, (This is how climate crisis and education are linked | World Economic Forum (weforum.org)) especially in developing countries, because of the increased frequency and intensity of extreme weather events due to global warming.
- Resource Allocation means that extreme weather events are forcing families to find food and collect water.

- Indirect Impacts refer to situations in which children who remain in school are indirectly being impacted by the rising temperature and pollution.
- Lack of Awareness refers to climate crises that are often viewed as isolated from education itself.

Specifically, as the problems of Education for Climate Change Resilience, the World Economic Forum mentioned the education of more than 40 million children is being disrupted each year by the effect of climate change and ecosystem degradation.

It is said that nearly half (47%) of the national curriculum frameworks of 100 countries reviewed had no reference to climate change in the UNESCO report and only a mere 0.03% of climate finance goes to education (Harnessing education to build climate resilience | Save the Children International), and 62% of countries lack specific national-level laws, policies, and strategies for climate change education (UNESCO at COP28: Making education the long-term solution to the climate crisis | UNESCO).

The failure to integrate climate change resilience into education can lead to several negative effects. For example, children, especially those in low and lower-middle-income countries, are more vulnerable to climate change, hence, this vulnerability is even more pronounced in the poorest households. Also, climate change can force families to switch resources from learning to survival, often affecting vulnerable communities most and leading to the risk of early marriage, which can be witnessed in some countries since the negative impacts of climate change on educational attainment put girls at risk of early marriage, as well as forced marriage.

Action that has been taken

Action that has been taken for the education for climate change resilience can be divided into multidimensional stages not only inside of the UN system but also outside of the UN system. United Nations | Peace, dignity and equality on a healthy planet has advocated that all schools in the world should integrate climate change learning into school education.

"Joining Forces to Build a Climate Smart, Green and Resilient Education System in Nepal" is an action that has been co-organized by UNICEF and UNESCO together with support from Norway. This was a 3-year program to strengthen Nepal's school education system's response to climate change by strengthening school curriculum and training teachers, aiming to ensure that schools are resilient to climate change for school curriculum as well as the program and that the country's children and youth are provided with essential knowledge, tools, and skills needed to guide the country toward a more sustainable future such as guideline, research information and advice from the experts for the climate change resilience.

"Adaptation knowledge forum", launched by UNFCCC, helps countries and subregions around the world identify their adaptation knowledge gaps between each Member States as to

climate change, catalyse actions to close these gaps, share adaptation programs or policies, and foster learning relating to climate resilience.

The World Meteorological Organisation works closely with weather presenters who are committed to education and outreach on climate change. They have formed a new network Climate without Borders - Best Climate Solutions, which aims to "educate, motivate and activate" weather presenters to reach out to their audiences armed with useful information such as early-warning and basic knowledge and advice from experts (Education is key to addressing climate change | United Nations).

Important resolutions / conventions / treaties

In 2023, UNESCO at the Conference of Parties on Climate Change (COP28) played a key role in the various dialogues on accelerating climate change education, including the establishment of "Green Education Partnership" and "Education for Sustainable Development" (ESD).

"Declaration on the common agenda for education and climate change at COP28 - UNESCO Digital Library" was issued, at COP 28, which recognizes that the climate crisis disproportionally affects marginalised people, emphasises education for sustainable development as a part of the SDG 4 on quality education, acknowledges the funding gap in climate education, and recognizes the focus on education, youth, and skills at COP28 and future COPs. At COP 28, 28 countries endorsed this declaration, recognizing that the climate crisis disproportionately impacts children, especially marginalised groups and girls. The declaration also emphasises the urgent need for education systems to adapt, ensuring that children and young people can survive and thrive in our changing world by educating them about climate change and making them prepared to decide adequate actions for the future unexpected climate crisis.

UNFCCC assigns responsibility to the Parties of the Convention to undertake educational and public awareness campaigns on climate change, aiming to ensure public participation in programs and information access related to climate change. The 1992 Framework Convention on Climate Change in Article 6 recognizes the importance of 'education, training, and public awareness' in mitigating dangerous human interference with the climate system'. In Article 12 of "The Paris Agreement | UNFCCC" also reaffirms the significance of education relating to climate change.

Important research links for committee (country databases, resolutions)

- Office for Climate Change Education
- Children's Climate Risk Index for Least Developed Countries | UNICEF
- Youth, Education and Environment (UNEP)

- Climate action to help build a climate-smart world | UNICEF
- UN-Resilience-Guidance-Exec-Summ-Sept.pdf
- ExecSumm_Resilience.pdf (unfccc.int)
- https://unfccc.int
- https://unfccc.int/topics/adaptation-and-resilience/the-big-picture/introduction
- https://www.un.org/en/climatechange https://www.un.org/en/climatechange

Further research that can develop into policies

Delegates will need to consider the following questions when conducting their research:

- How has UNESCO addressed matters relating to education for climate resilience and what areas should UNESCO or Member States look toward in future efforts?
- How has this topic evolved and how should the international community deal with this problem?
- What should be done to introduce as well as maintain the education for climate resilience internationally?
- What is the connection between climate change and education, and what is the impact of climate education on multidimensional areas?
- What kind of initiatives have been done to make education for climate resilience realised?

Committee D: Education of the Protection of the Global Commons

Definitions

Global commons are classified as something that does not belong to any country's jurisdiction and is shared worldwide. According to the UN, Global commons are classified into 4 different categories (P.5) by international law: the High seas; Atmosphere; Antarctica; and Outer Space.

Facts about the problems and effects

Historically, resources found in the global commons have been sufficient and have not suffered from scarcity since those resources are normally difficult to access. However, as

science and technology advances and resource demand increases, activities such as fishing, exploring for bio-resources, directing vehicles from one place to another, flight scientific research, and laying submarine cables have been increasing. In addition, environmental degradation in Antarctica is one of the major problems facing global climate change and global warming-related problems. If this continues, it will wreak havoc on the capacity of the global commons to work as a part of the ecosystem.

The high seas: According to the Marine Conservation Institute, the high seas cover around half of the Earth's surface and 64% of the global ocean area. They contain a great amount of biodiversity but they are known as areas that are the most unprotected on the earth. There are some major roles that the high seas serve, including being a home for unique and little-known species such as deep-dwelling fishes and invertebrates and also being a habitat for migratory species: whales, seabirds, sea turtles, tunas, and sharks, which travel around the ocean in pursuit of food and mates. However, as the UN states, there are some concerns around the stewardship of the high seas. Searching for plants or animals to harvest as useful resources is not regulated by the United Nations Convention on the Law of the Sea (UNCLOS). Also, deep-sea fishing and mining are expected to increase. On top of that, two-thirds of the world's fisheries are overexploited or fished at their maximum sustainable capacity. Amid this crisis, the importance of education for the protection of the ocean has been gaining recognition throughout the world; nevertheless, it has been facing some problems. It is usually difficult for the public to understand beyond what they can see from the shore, and there is a lack of ocean-related subjects in formal education.

Atmosphere: According to the United Nations Environment Programme (UNEP), Air pollution kills 7 million people every year, making up one-third of deaths from stroke, chronic respiratory disease, and one-quarter of deaths from heart attack. Air pollution also affects our climate by threatening the health of the planet. Those problems tend to be more severe in urban areas, especially in Africa and Asia. In addition, in low-and-middle countries, 98% of cities with more than 100,000 inhabitants do not meet the air quality standard set by the World Health Organization. Pollution also contributes to the number of premature deaths. Both ambient air pollution known as outdoor pollution and household air pollution are associated with 6.7 million premature deaths annually. According to the UNEP, cookstoves and kerosene lamps in coal-fired power plants, vehicle emissions, industrial furnaces, wildfires, and sand and dust storms are responsible for degrading air quality. The ozone layer protects the earth by absorbing the sun's ultraviolet (UV) rays to help preserve life on Earth. However, ozone-depleting substances including chlorofluorocarbons used by many products such as air conditioners, refrigerators, and aerosol cans have been degrading the ozone layers and making a hole. Exposure to UV radiation increases the risk of skin cancer, eye diseases and other health problems.

Antarctica: According to the UNEP, Antarctica is surrounded by the Southern Ocean, which accounts for 10% of the world's total ocean surface. It has been 200 years since humans started exploration of Antarctica. As the UN states the speed of melting ice is happening at triple the speed compared to the previous decades, which resulted in rising sea levels. It can

be fatal to the communities which live near the coast. Additionally, The increasing temperatures in the Antarctic are disturbing the jet streams.

Outerspace: According to Carnegie Endowment for International Peace, As the competition for exploration for Earth's orbit becomes intense since two satellites cannot be close to each other and not all orbits are beneficial for all missions, the number of space debris in outer space is reaching the highest level ever. Millions of pieces of debris in Earth's orbits pose a great danger to continuing space operations. One of the incidents involves the U.S. shuttle missions experiencing 1-in-300 odds of losing a space vehicle or crew member to orbital debris.

Action that has been taken

The UNESCO Intergovernmental Oceanographic Commission (IOC) is responsible for coordinating the UN Decade of Ocean Science for Sustainable Development 2021-2023, providing programmes such as capacity building, ocean observations and services, ocean science, tsunami warning and ocean literacy. Ocean Literacy is an understanding of the ocean's influence on individuals and their influence on the ocean. According to Ocean Literacy for All: A Tool Kit (p.22), efforts to promote ocean literacy concepts and framework internationally were discussed at the high-level UN Conference in New York in 2017. UNESCO submitted Ocean Literacy for All: A Global Strategy to Raise Awareness for the Conservation, Restoration, and Sustainable Use of Our Ocean to develop a global partnership to raise public awareness of the global ocean across the public. Also, the UN Ocean Conference adopted by consensus Call for Action, in which member states in cooperation with relevant stakeholders promote ocean literacy.

In 1981, UNEP was authorised by UNEP's Governing Council to establish a global framework agreement where member states agree to participate in relevant research and scientific assessments of the ozone problem by exchanging information and implementing measures to thwart activities that harm the ozone layer. Later, the Vienna Convention was concluded in 1985. However, the convention didn't contain specific limits on chemicals that deplete the ozone layer. A working group under UNEP discussed a protocol and the Montreal Protocol was concluded in 1987 and went into effect in 1989. The Montreal Protocol controls the production and consumption of specific chemicals: CFCs, halons, fully Halogenated CFCs (HCFCs), methyl bromide, and similar chemicals. It establishes clear goals for decreasing and outlines a schedule for achieving them. One of the educational initiatives is Reset Earth animation and video games. The UN Environment Programme's Ozone Secretariat has created teacher lesson plans and student workbooks. Targeting 8-12-year-olds, The toolkits allow children to learn about the importance of the ozone layer, and continuous effort in its protection through either virtual learning or print in a comic format.

Important resolutions / conventions / treaties

The United Nations Convention on the Law of the Sea (UNCLOS) entered into force in 1994 and currently has 154 parties. It is known as the constitution of the ocean. The convention stipulates the establishment of four institutions; the International Seabed Authority; the International Tribunal for the Law of the Sea; the Commission on the Limits of the Continental Shelf and the Meeting of the States Parties to the Convention. It delegates various responsibilities to the International Maritime Organization, and uses their rules and standards or recommendations as benchmarks to evaluate how well domestic laws and regulations are conforming with the Convention.

The United Nations Convention on the Law of the Sea on the conservation and sustainable use of marine biological diversity of areas beyond national jurisdiction also known as the High Seas Treaty is the first international legally binding instrument to aim for sustainable marine biodiversity management in high seas. It will significantly contribute to the objectives of protecting 30% of marine ecosystems by 2030, which was decided by the Kunming-Montreal Global Biodiversity Framework, by setting up a procedure to create large-scale protected areas in the high seas. (Protecting the ocean, time for action)

The Convention on Long-Range Transboundary set up a regional framework applicable to Europe, North America, Russia, and former East Bloc countries for reducing air pollution that transcends national borders and deepening the understanding of air pollution science. It mentions the importance of parties developing education and training programmes related to the environmental aspects of air pollution.

The Protocol on Environmental Protection to the Antarctic Treaty was signed in Madrid on October 4, 1991, and entered into force in 1998. Article 6 says that parties should promote cooperative programmes that have scientific, technical, and educational value with a focus on the protection of the Antarctic environment and dependent and associated ecosystems.

Important research links for committee (country databases, resolutions)

- UNFCCC/COP
- CBD
- UNCCD
- Our planet The magazine of the United Nations Environment Programme — September 2011
- GOVERNING THE GLOBAL COMMONS: HOW UNSR ANAYA'S STUDY ON EXTRACTIVE INDUSTRIES CAN INFORM A NEW GLOBAL HUMAN RIGHTS REGULATORY REGIME FOR TRANSNATIONAL CONSERVATION NGOS OPERATING ON OR NEAR INDIGENOUS TERRITORIES

- Global Commons Stewardship Index 2022
- Safeguarding the Global Commons The Seventh Replenishment of the Global Environment Facility
- Safeguarding the Global Commons for human prosperity and environmental sustainability

Further research that can develop into policies

- What can be done to create further opportunities where people can learn about the protection of global commons?
- Whose responsibility is it to educate young people about the global commons?
- What does an innovative education modality to teach the global commons look like?
- What is the best way to educate children about human activities' impact on the health of the global commons?
- How do cultural perspectives influence attitudes and behaviours towards the global commons?
- What economic and social challenges can be addressed to further provide education for the protection of global commons?
- What have been successful achievements for further realising education for the protection of global commons?
- How can UNESCO contribute to this agenda?