

15th Session

Agenda item: D: Education for the Protection of the Global Commons

The United Nations Educational, Scientific and Cultural Organization,

Recognizing the importance of achieving the *2030 Agenda for Sustainable Development* (2030) and Sustainable Development Goal (SDG) 4: Quality Education,

Reaffirming the significant impact of the UNESCO programmes, such as UNESCO Associated Schools Network, Green Citizens Initiative, and UNESCO International Centre for Technical and Vocational Education and Training, that provide educational materials and organize training for school teachers for the topics which relate to the education for the protection of the Global Commons,

Reaffirming the United Nations Convention on the Law of the Sea, adopted on 10 December 1982, which highlights the importance of the Global Commons and contributes to the Kumming-Montreal Global Biodiversity Framework that aims to protect 30% of marine ecosystems by 2030,

Concerning the key driver of global overfishing and illegal fishing is threatening marine ecosystems, putting food security and regional stability at risk, according to the United Nations (UN), 1 fish out of 5 comes from illegal, unreported, and unregulated fishing sources and is also linked to major human rights violations and even organized crime, and presents an international issue,

Recalling the harm done by dumping toxic wastes in the ocean and dumping garbage, coastal water contamination is responsible for 250 million clinical cases of human diseases annually and 100,000 marine animals die from getting entangled in plastic yearly, according to the World Wildlife Fund (WWF) and UNESCO,

Reaffirming also the impact of the Open Educational Resources by UNESCO, which provides school teachers with textbooks, course readings, simulations, games, syllabi, quizzes, and other learning content is affiliated with the protection of Global Commons,

Realizing the effort of the UN Environment Programme's (UNEP) countermeasure project collaborating with both National and international organizations which helps increase data in marine research and also provides global and local expertise,

Recognizing the current occurrence of illegal fishing activities caused due to long-standing factors and it has caused a lack of marine biodiversity, especially deep-ocean creatures,

Acknowledging the importance of enhancing public awareness to tackle the issues of Global Commons from an educational standpoint,

Affirming that the utilization of online platforms can improve access to educational resources and information, thereby spreading knowledge about Global Commons,

Realizing that environmental and domestic air pollution annually result in 6.7 million deaths according to the World Health Organization's (WHO) Global Air Quality Guidelines (2021),

Recognizing the importance of collaborative efforts between Member States and non-governmental organizations (NGOs) in fostering environmental education,

Recognizing that the Organisation of Eastern Caribbean States (OECS) project "the Building Resilience in the Eastern Caribbean" through ReMLit which is primarily focused on reducing marine pollution,

Calling attention to the fact that Member States to take action against forest fires, according to the WHO, forest fires pollute the air with toxic pollutants, amplifying their effect on global warming and climate change,

Deeply concerned about excessive deforestation and forest fires and about 10 million hectares of forests disappear in the world every year, which is causing one-third of carbon dioxide emissions, according to the Food and Agriculture of the United Nations and Our World in Data,

Concerned about the earth facing air pollution caused by industrial emissions and transportation, and water contamination due to lack of infrastructures, widespread improper disposal, and low recycling rates which were 17.4% in 2019 according to the WHO,

1. *Support* Member States national legal frameworks and policies for the implementation of educational programmes at schools and universities for the protection of the Global Commons by providing an annual report with the assessment of the stage of the green educational system and a recommendation paper on how to improve it with the cooperation with local government, non-governmental organizations (NGOs) and think tanks;
2. *Calls* Member States for the regular assessment and updating of school educational materials and curricula to ensure they reflect the latest scientific research in environmental protection and sustainability, such as the Global Commons Stewardship Index 2024;
3. *Request* Member States to establish an annual international conference in cooperation with UNESCO that will be dedicated to sharing the results of the research that involved the Global Commons Goods for improving the educational system in the Member States;
4. *Further recommends* Member States utilize UNESCO education materials, Member States can contribute to the protection of the Global Commons by:
 - a. using them to give school teachers knowledge about saving the Global Commons and tools to spread this information in classes;
 - b. providing UNESCO with the new research results, which are related to the Global Commons for the development of digital platforms of online courses that

offer learning opportunities on topics related to the protection of the Global Commons for learners of all ages and backgrounds;

5. *Emphasizes* the international exchange programs and partnerships among educational institutions to facilitate the sharing of best practices and innovative approaches to environmental education;
6. *Acknowledges* Member States to collaborate with NGOs to develop engaging and interactive educational resources, including hands-on learning materials and digital tools to support environmental education;
7. *Calls upon* Member States to strengthen international cooperation by holding up more international green events, offering some scholarships, and adopting policies aimed at protecting the Global Commons, by implementing sustainable practices, enhancing environmental monitoring, and promoting research and development of green technologies through offering funds to innovative researchers' projects to ensure the long-term sustainability of the shared resources and encourage international organizations such as the European Union (EU) to provide funding to innovative research projects in developing countries;
8. *Encourage* Member States to establish a committee that focuses on the protection of the forests and submits and uploads an online report every three years for public viewing;
9. *Further encourages* all Member States to censure pollution and overfishing of the oceans by submitting documents that monitor littering and overfishing to the Intergovernmental Oceanographic Commission;
10. Calls upon Member States to submit a document to the United Nations Environmental Programme (UNEP) once a year, so that every Member State can learn about discoveries and make use of such information in their efforts by submitting topics below:
 - a. What kinds of environmental education that other Member States are doing;
 - b. What kind of initiatives the Member States are doing;
 - c. Success and failure;
11. Encourages Member States to create video resources to enhance public awareness by using online platforms by:
 - a. Activities about the Global Commons to make visual resources more persuasive by collaborating with other NGOs;
 - b. Activities to increase users of UNESCO's online platforms like social media;
12. *Encourages* Member States to integrate global citizenship curriculum into primary and secondary schools to enhance awareness for conserving the Global Commons to promote such activities:
 - a. Create educational resources focusing on enhancing ethical awareness for conserving the Global Commons based on reliable research with the International Institute for Educational Planning (IIEP);

- b. Make the opportunity to discuss how to conserve the Global Commons among students;
 - c. Continue “the Global Citizenship Education (GCED)” run by UNESCO and Global Citizenship Foundation to establish the schools that commit to encouraging global citizenship education and establishing lead schools that demonstrate a strong commitment to global citizenship education and have the capability and desire to lead and influence GCED initiatives within their region;
- 13. *Calls upon* Member States to implement the High Seas Protection Agreement at international levels by holding an international summit annually and keep educating and lecturing their citizens by doing workshops with the support of UNESCO including:
 - a. providing guidelines for the workshop;
 - b. assess the effectiveness of workshops about the protection of the oceans and emphasizing the importance of recycling trash from and in the seas;
- 14. *Request* Member States to establish classes on green education in school curricula, which are aimed to increase the awareness of school children regarding the preservation of the ecosystem, including the Global Commons by holding the following activities:
 - a. collection of plastic waste that has ended up in the ocean;
 - b. recycling activities to promote the reduction of plastic pollution by collecting plastic waste at schools regularly;
- 15. *Invites* Member States to establish an annual conference on the topic of preservation of the Global Commons in separate regions prioritizing local issues to enhance the awareness of its importance by:
 - a. sharing ideas and information about the Global Commons such as what kind of training and education methods the Member States are putting effort into;
 - b. asking UNESCO to provide the fundamental data to promote the conferences, and consider standards and rules when international institutes hold a meeting to create a new declaration;
 - c. using social media platforms managed by UNESCO to promote the event before and after the conference, and post updates on the progress of the conference during and after the conference;
- 16. *Encourages* Member States to provide learning opportunities to protect marine biodiversity in Small Island Developing States (SIDS) by reducing the production of plastic and styrofoam and recycling the plastic;
- 17. *Emphasizes* Member States holding lectures and workshops on the issue of marine debris and the importance of environmental protection by educating people on the importance of reducing plastic, recycling, and waste management;
- 18. *Strongly recommends* all Member States to create guidelines for the green education system in cooperation with UNESCO to:

- a. Provide green education experts from NGOs that educate environmental protection to schools, and teachers learn about how to teach it to their students;
 - b. Teachers educate students about the Global Commons and environmental problems;
19. *Calls upon* the Member States to work with NGOs to educate and provide awareness about the harm of dumping wastes and plastics in the ocean and other water bodies;
20. Encourages technical assistance from developed countries and promotes the adoption of environmental protection technologies, technology transfer to developing countries, local technology application, and capacity building in developing countries;
21. Calls on developed Member States to assist in developing member states in the field of establishments to preserve the global commons through;
- a. Providing results to the newest research;
 - b. Sharing the best practices for educating pupils at school;
 - c. Holding sessions of sharing experiences between teachers.