



Resolution on the Climate Crisis

The 9th Education International Asia-Pacific (EIAP) Regional Conference, meeting in Siem Reap, Cambodia, on 18–20 October 2022:

(1) Notes that:

- (i) The Asia-Pacific region is home to the most vulnerable countries to climate change.
- (ii) Small island nations in the Pacific are facing threats to the existence of their domains due to rapidly rising sea levels.
- (iii) The *Global Climate Risk Index 2021* identified Nepal, Philippines, Myanmar, Bangladesh, Pakistan, and Thailand as among the ten most affected countries by climate change in the world from 2000 to 2019.
- (iv) Climate change poses an unequivocal threat to human and planetary well-being. It is already causing damage due to the destruction of livelihoods, infrastructure, and loss of lives.
- (v) There is scientific consensus that climate change is mainly caused by humans, specifically the epoch of industrialisation by burning fossil fuels.
- (vi) The abilities of countries and social groups within the countries to deal with climate change and its consequences vary due to the existing inequalities between countries and among different social groups within a country.
- (vii) The rich nations failed to deliver the critical \$100 billion climate finance pledge in 2020, which was designed to assist vulnerable developing countries to transition to clean energy sources and adapt to climate change.



(2) Acknowledges that:

- (i) The destructions caused by climate change have enormous economic and social costs and no one country can escape the tragic consequences or fix climate change on its own.
- (ii) Massively slashing greenhouse gas emissions by 2030 is crucial in curbing the impacts of climate change.
- (iii) Climate justice is at the centre of climate action and there is an urgent need to step up climate adaptation finance as well as create an independent fund for 'loss and damage'. Estimated adaptation costs in developing countries are five to ten times greater than current public adaptation finance flows, and the adaptation finance gap is widening.
- (iv) Just Transition is at the heart of trade union responses to climate change to provide and guarantee better and decent jobs, social protection, more training opportunities, and greater job security for workers affected by global warming and climate change.
- (v) Climate change education is a fundamental component for building a sustainable future. There is a need to guarantee quality climate change education for all and policy reforms enabling relevant curriculum, training, and teaching-learning material.

(3) Concerned that the most vulnerable populations, women and girls in all their diversity, Indigenous Peoples, people living with disabilities, and children are disproportionately impacted by climate change.

(4) Urges EI to:

- (i) commit to the development of a global climate justice network;
- (ii) offer increased capacity-building opportunities to member organisations on issues related to climate change;
- (iii) continue highlighting the need for climate justice, just transition, and climate change education at international conferences and meetings; and



(iv) commit to sustainability practices within the organisation and reform policies to become a carbon neutral organization.

(5) Urges EIAP to:

- (i) commit to the development of EI policy demands on climate justice and climate change education through regional consultative processes;
- (ii) help build capacity of the national unions in promoting just transition and climate change education; and
- (iii) enhance alliances and coalitions with other global union federations and regional United Nations institutions to support the fight for climate justice.

(6) Urges EI member organisations to:

- (i) raise awareness on climate change issues at the local levels and build capacity of union membership to conduct campaigns on climate change;
- (ii) build wider alliances and coalition with climate justice initiatives, student movements, Indigenous people, women's movement and all others involved in climate change issues;
- (iii) engage in pertinent climate change policymaking processes at the local, provincial and national levels; and
- (iv) demand that governments make quality climate change education an integral part of tertiary, school, and early childhood education curriculum and include climate change education reforms in a climate action plan to cut emissions and adapt to climate impacts (Nationally Determined Contributions).