



OCTOBER 2022

EDUCATION FOR CLIMATE ACTION ACTIVITIES

An illustrative list of climate-relevant, education-relevant programming by theme derived from data in the FY2020 Performance Plan and Report.

THEME	RELEVANT EXAMPLES
<p>USAID Higher Education Institution (HEI) partnerships are promoting green skills development and other climate-relevant skills.</p>	<ul style="list-style-type: none"> • USAID's SURGE Project launched the Urban Development Learning Program (UDLP) partnerships with three local universities. The partnerships included the development of a post-graduate diploma course to strengthen comprehensive integrated planning and mainstream disaster resilience in development planning. Through a Public Sector Innovations Masters program, students are equipped with the specialized knowledge and skills to address challenges in sustainable development as well as environmental and climate solutions. Courses aim to teach learners about water safety planning and GIS mapping/GIS database management (Philippines). • USAID's Waste Management Technologies in Regions Program, part of USAID's engagement with the International School of Economics at Tbilisi State University, supported the development and delivery of a course on the circular economy that advances a new systemic model of sustainable production and consumption to reduce waste and save resources (Georgia). • Through the Science, Technology, Engineering, and Mathematics Teacher Education and School Strengthening Activity, USAID higher education activities in Egypt strengthen university systems by institutionalizing new courses and engineering degree programs at six Egyptian universities, specifically water engineering as well as civil and environmental engineering (Egypt). • The Borlaug Higher Education for Agricultural Research and Development (BHEARD) program works to improve research and teaching capacity at Makerere University. The partnership focuses on training the next generation of researchers and policy analysts to understand and respond to Uganda's evolving agricultural sector (Uganda). • In Jordan, the USAID Preservice Teacher Education activity partnered with the Ministry of Higher Education and Scientific

THEME	RELEVANT EXAMPLES
	<p>Research, Accreditation and Quality Assurance Commission for Higher Education Institution, Queen Rania Teacher Academy (QRTA), and IREX to implement pre-service teacher education in Jordan. Through training, teachers gained relevant skills to teach about environmental issues and green skills, employing interactive learning methods (Jordan).</p>
<p>USAID-supported HEIs are investing in climate mitigation research and climate-related innovation.</p>	<ul style="list-style-type: none"> • The USAID/INTEC Improved Climate Information Program (INFOCLIMA-RD) created an observatory to serve as a local and regional information center for climate data. This tool allows researchers, public officials, and the general public to access climate information and data as well as conduct their own analyses through the online database. This information platform contributes to knowledge, planning and decision-making on climate adaptation solutions, and increases local understanding of climate impacts on the economy, environment, and society (Dominican Republic). • The Center of Excellence for Water at Alexandria University partnered with Egyptian and American universities to build the capacity and sustainability of water instruction, applied research, and innovation to advance climate action in the water, energy, and agriculture sectors (Egypt). • USAID supported Centers of Collaborative Research (CCR) in Indonesia at multiple local universities to research and publish studies on climate-related fields such as renewable energy, green environment, biotechnology, engineering, and innovative technology. CCRs also invested in research on climate related urban development challenges to investigate green city planning solutions (Indonesia). • The Science, Technology, Engineering, and Mathematics (STEM) Teacher Education and School Strengthening Activity established a new graduate degree program for STEM teachers at Zagazig, Ain Shams, Assiut and Mansoura Universities through which 128 teachers and principals (86 women and 42 men) mastered new skills to advance STEM education in their schools (Egypt).
<p>Youth are being championed to lead climate transformation.</p>	<ul style="list-style-type: none"> • USAID's Kunci Inclusive Workforce Development Program strengthened skills training and employment opportunities for vulnerable and marginalized youth, including people with disabilities in climate-related sectors. Youth networks, civil society organizations, and the private sector collaborated to provide training to prepare youth for employment in textiles, garments, fish products processing, entrepreneurship, retail, recycling, and tourism industries (Indonesia). • The Environmental Education and Young Protagonists activity worked with youth from riverine communities. The project focused on strengthening youth leadership in waste management and climate policy and supporting the development of environmental education activities. Youth participated in training to become Volunteer Environmental Agents, Young Protagonists and community leaders in solid waste management and community action (Brazil). • USAID's Greening Prey Lang (GPL) activity engaged the Ministry of Environment and Ministry of Education, Youth, and Sport to

THEME	RELEVANT EXAMPLES
	<p>involve 4,809 youth between the ages of 15-35 in youth debates on environmental and climate change issues. Interventions also promote the importance of youth engagement in natural resource management by offering forest patrol, community training, workshops, research, outreach, internships, and study tours to the activity's implementing sites to participants (Cambodia).</p> <ul style="list-style-type: none"> • The Water Innovation Technologies Project (WIT) promoted water conservation technologies by training 3,854 youth in 56 at-risk communities in agency, critical thinking, leadership, and problem solving skills development. The project encouraged youth to strategize innovative and green solutions to address challenges in the agriculture sector at the household and community levels (Jordan). • The Tourism For All project worked with youth employed in the tourism sector to equip individuals with the skills needed for environmental stewardship of Timor-Leste beaches. Youth participated in advanced diver training, enrolled in marine ecosystem awareness courses, and attended a beach clean-up day to better appreciate and protect the valuable marine resources in Timor-Leste (Timor-Leste). • In USAID's BreakThrough ACTION project, youth were the core catalyst for implementation and use of new technologies in biodiversity conservation efforts. Youth involved in small-holder farming were trained on methods to increase crop productivity and to build agro-ecological home gardens, which serve as native seed banks, in support of climate adaptive agricultural practices (Guatemala). • Feed the Future's agriculture mechanization activities, in partnership with the U.S. Forest Service (USFS), established a Youth Conservation Corps targeting vulnerable and marginalized youth, primarily in Cox's Bazar and Bandarban, to engage in natural resource management. The activity worked to build technical and soft skills to support improved mechanization services for land preparation, harvesting and post-harvest operations while also promoting youth's environmental stewardship (Bangladesh). • USAID's Bridges to Employment project updated existing but outdated curricula in the energy sector to align content with the current needs of the green economy. A course on the recycling of post-industrial plastic products, certified by the plastic industry association, was incorporated, and the activity provided technical skills, soft skills, and on-the-job training required by employers in high-growth green job fields to complement classwork (El Salvador). • Through the USAID's Leveraging Effective Application of Direct Investments project, cleaner neighborhood activity, youth participated in a competition to improve the cleanliness of neighborhood streets and public spaces. A youth-led company provided brooms made with recycled plastics for street cleaning, and engagement with the private sector supported the distribution of personal protective equipment from youth-owned companies in four communities (Haiti).