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# A Comparative Analysis of Climate Literacy in Tertiary Education Curricula

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## Abstract

In this article, we explore climate literacy, which helps individuals and society better grasp the realities of climate change—its causes, impacts, and possible solutions. Understanding the scientific, social, and economic dimensions of climate change empowers people to make informed choices that not only mitigate its effects but also help them adapt. This awareness also fosters active involvement in developing sustainable solutions, encourages the responsible management of natural resources, and strengthens resilience against climate challenges like extreme weather events, ecosystem disruptions, and public health risks. Furthermore, climate literacy promotes global collaboration and a shared sense of responsibility, both of which are vital for achieving sustainable development goals. Evidence shows that targeted interventions in school curricula can significantly boost climate literacy among young people. In light of this, the article delves into how climate content is being integrated into higher education curricula. It highlights the growing emphasis on sustainability in universities, with more institutions incorporating climate change topics into disciplines like natural sciences, engineering, social sciences, and economics. Despite this progress, research suggests that a comprehensive, cross-disciplinary approach is still lacking. Often, climate-related content is confined to elective courses or standalone modules, rather than being systematically embedded within the core structure of curricula across all fields of study.

**Keywords:** climate literacy, curriculum, sustainable development, comparative analysis