

**Environmental Psychology and Climate Action: theory and practice aligned with the 2030 Agenda.**

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**ABSTRACT:** This work aims to investigate how Environmental Psychology is articulated with climate action, considering its contributions to academic production, professional practice, and the implementation of the 2030 Agenda in Brazil. The methodology adopted involved a qualitative, theoretical-analytical approach, based on a literature review on Environmental Psychology and climate action, as well as documentary research on the Sustainable Development Goals (SDGs), focusing on SDG 13, related to action against global climate change, in the period from 2015 to 2025. The selected material was interpreted through Content Analysis. The results indicate four recurring axes in the interface between Environmental Psychology and climate action: mental health and well-being; public communication and behavior change; community engagement and climate justice; education and professional training. Documentary analysis of SDG 13 in Brazil reveals persistent challenges in its implementation over the last decade, associated with the predatory exploitation of biomes, investment in fossil fuels, urban vulnerability, and weaknesses in public policies, even though a recent reorientation of the national climate agenda has been observed. It is concluded that Environmental Psychology can contribute to climate action by promoting pro-environmental behaviors, strengthening resilience and adaptation strategies, improving public communication, and incorporating climate education into training processes, in line with target 13.3 of the 2030 Agenda, indicating pathways for the implementation of SDG 13 in the country. Keywords : Environmental Psychology; climate action; 2030 Agenda; Sustainable Development Goals (SDGs); SDG 13; climate education.

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**ABSTRACT:** This study aims to investigate how Environmental Psychology is articulated with climate action, considering its contributions to academic production, professional practice, and the implementation of the 2030 Agenda in Brazil. The methodology adopted a qualitative, theoretical-analytical approach, based on a literature review on Environmental Psychology and climate action, as well as documentary research on the Sustainable Development Goals (SDGs), with a focus on SDG 13, related to climate action, from 2015 to 2025. The selected material was interpreted through Content Analysis. The results indicate four recurring axes at the interface between Environmental Psychology and climate action: mental health and well-being; public communication and behavior change; community engagement and climate justice; and education and professional training. The documentary analysis of SDG 13 in Brazil highlights persistent challenges in its implementation over the last decade, including the predatory exploitation of biomes, investment in fossil fuels, urban vulnerability, and weaknesses in public policy. However, a recent reorientation of the national climate agenda is evident. It is concluded that Environmental Psychology can contribute to climate action through the promotion of pro-environmental behaviors, the strengthening of resilience and adaptation strategies, the qualification of public communication, and the inclusion of climate education in training processes, in line with target 13.3 of the 2030 Agenda, indicating pathways to accelerate the implementation of SDG 13 in Brazil.

**Keywords:** Environmental Psychology; climate action; 2030 Agenda; Sustainable Development Goals (SDGs); SDG 13; climate education.

**ABSTRACT:** This work aims to investigate how environmental psychology articulates with climate action, considering its contributions to academic production, professional practice and the implementation of the 2030 Agenda in Brazil. The adopted methodology included a qualitative approach, of a theoretical-analytical nature, based on a review of the literature on environmental psychology and climate action, as well as a documentary investigation into the Sustainable Development Objectives (SDGs), with emphasis on SDG 13, relating to action against global climate change, during the period of 2015 to 2025. Selected material was interpreted using content analysis. The results indicate four recurrent issues in the interface between environmental psychology and climate action: mental health and well-being; public communication and behavior change; community commitment and climate justice; education and professional training. The documentary analysis of SDG 13 in Brazil highlights persistent challenges in its implementation over the last decade, associated with the predatory exploitation of biomes, the investment in fossil fuels, urban vulnerability and the weaknesses of public policies, despite a recent reorientation of the national climate agenda. It is concluded that psychology

environment can contribute to climate action through the promotion of pro-environmental behaviors, the strengthening of resilience and adaptation strategies, the qualification of public communication and the inclusion of climate education in training processes, in line with target 13.3 of the 2030 Agenda, which indicates ways to accelerate its implementation of SDG 13 in Brazil.

**Keywords:** Environmental Psychology; climate action; Agenda 2030; Sustainable Development Objectives (SDG); SDG 13; climate education.

## 1. Introduction

Environmental Psychology developed around a question that remains...  
Current: how do places participate in people's psychic and social lives? This  
The issue shifts the understanding of subjectivity beyond the isolated individual, because  
It considers the places where daily life is organized. The environments, natural or  
Constructed structures interfere with the ways we perceive and attribute meaning to experiences.  
Since the first half of the 20th century, this field has brought together studies on  
urban transformations, population displacements, and the relationships between people and spaces  
of coexistence, considering the context of post-war reconstruction and new ways  
city organization.

In Latin America, this field has been increasingly addressing issues specific to...  
territories. Research on the person-environment relationship began to engage with  
socio-environmental conflicts, lifestyles, social vulnerabilities, territorial disputes and  
Public policies. The Catalogue of Practices in Environmental Psychology, published by  
The Federal Council of Psychology presents the area as a field still in consolidation.  
In Brazil, characterized by transdisciplinary practices focused on communities and policies.  
public (CFP, 2022).

Reading through the lens of Environmental Psychology helps to shift the focus away from...  
individual, broadening the analysis to understand the socio-environmental crisis experienced by  
social inequalities, violence against indigenous peoples and marginalized communities, as well  
such as threats to traditional territories, for example. These problems produce  
suffering, but they can also generate knowledge from forms of organization and of  
resistance. Thinking about this field from the Global South requires a theoretical plurality-  
a methodological approach that considers community experiences and territorial knowledge that  
They do not always figure as central references in the classical formulations of Psychology.  
(CFP, 2022).

The climate crisis intensifies this debate, as the effects of global warming...  
They cause material damage and psychosocial consequences. When a family loses its  
A house or community loses its territorial reference point, and the climate issue becomes...  
to shape psychic and social life, and this is where Environmental Psychology can...  
to offer pathways to promote action against climate change (CFP, 2022).

The climate emergency, biodiversity loss, human rights violations human beings, political instability, and the deepening of social inequalities. They make up a global scenario of interdependent crises that has driven, within the scope of United Nations (UN), the creation of the 2030 Agenda and the Sustainable Development Goals Sustainable Development Goals (SDGs), 2015 (UN, 2015). Given the progress... insufficient in meeting the SDGs, the Sustainable Development Summit of The UN, in a meeting held in 2019, highlighted climate change as one of the biggest challenges. challenges to achieving this agenda led to the establishment of the Decade of Action, with the goal of accelerate its implementation on a global scale (Brazil, 2024; GTSC A2030, 2025; UN, 2020).

The seriousness of this scenario has been highlighted by the UN itself. In 2023, the UN Secretary-General António Guterres stated that the planet had entered a It was an era of "global boiling point," drawing attention to the intensification of extreme heat. Climate inaction and the persistence of investments in fossil fuels (UN Brazil, 2023). This formulation reinforces the urgency of actions aimed at both mitigation, with Emissions reduction and energy transition, regarding adaptation, with protection of Populations facing storms, droughts, fires, and heat waves.

In Brazil, extreme weather events have become increasingly common. more frequent and intense, such as the floods in Rio Grande do Sul in 2024, which They affected more than 90% of the state's municipalities, highlighting the vulnerability of Populations, territories, and infrastructure in the face of the climate crisis. In that same year, the Brazil has also faced severe droughts, historic reductions in river levels, and wildfires. which spread smoke across a large part of the national territory. This context highlights the country's central role in climate debates, both because of the severity of the impacts socio-environmental experiences as well as their diplomatic relevance, expressed in presidency of the G20 in 2024 and hosting the United Nations Conference on Climate Change 2025 (COP30), in Belém-PA.

Given this global and national context, this article assumes that... Environmental Psychology can contribute to the territorialization of SDG 13, dedicated to action. combating global climate change in Brazil. This contribution relates to the capacity from this field of producing knowledge about behavior, affects, perception of

risk, community ties, social engagement and person-environment relationships, dimensions fundamental for building psychosocial responses to the climate crisis.

The present research aims to investigate how Psychology Environmental issues connect to climate action, linking academic production and practice. professional aligned with SDG 13. As specific objectives, it seeks to map Key references in Environmental Psychology related to climate action; analyze the Brazil's commitments and results in relation to SDG 13; and to identify possibilities of approaches and practices of Environmental Psychology focused on climate action.

The choice of this topic stemmed from a concern that arose during the training in Psychology. Although the climate crisis is already impacting the lives of Brazilian populations, This debate is still rarely discussed in academic and professional publications in the field. Based on the literature review conducted, this perception was confirmed, as it was Relevant international publications on psychology and climate have been identified, in addition to Recent Brazilian publications, such as the dossier from the Revista Psicologia USP. Even so, The connection between Environmental Psychology, climate action, and SDG 13 remains scattered. Organizing this interface helps to broaden the debate on a problem that is already... manifested in the consequences of global warming, in psychosocial suffering and in challenges posed to public policies and professional practices.

## 2. Methodological Approach

The methodology adopted in the research involved a qualitative approach combining literature review and documentary research. The selected material was interpreted through Content Analysis (Bardin, 2016), with the objective of to identify recurring themes and possibilities for articulation between Psychology Environmental issues, climate action, and the 2030 Agenda, with a focus on SDG 13 – Action against Global Change. Global Climate.

Multidisciplinary academic databases and repositories were consulted. institutional frameworks of national and international organizations, based on descriptors in Portuguese, English, and Spanish. Among the terms used, the following stand out: "Psychology "Environmental", "Environmental Psychology", "Psicología Ambiental", "climate action", "climate action", "climate action", "Agenda 2030", "Development Objectives

Sustainable", "Sustainable Development Goals", "Objetivos de Desarrollo Sostenible" and "SDG 13". The searches included scientific articles, book chapters, technical reports, institutional documents and public policy publications produced between 2015 and 2025, a time frame justified by the creation of the Agenda 2030 and the possibility of analyzing the first decade of its implementation. SDG 13 in Brazil.

As inclusion criteria, materials that addressed were considered. directly intersecting the interface between Environmental Psychology and climate action, as well as Documents related to the monitoring and results of SDG 13 in Brazil. These were... Excluded were materials not directly related to the research topic, and duplicate publications. and documents whose content did not allow for the identification of theoretical or practical contributions. related to the topic under investigation.

The analysis was organized into four stages. The first consisted of gathering information. of productions and in the exploratory reading of the selected material, with the objective of Identify the connections between Environmental Psychology and climate action. Then, Documents related to the 2030 Agenda and SDG 13 in Brazil were analyzed, with Pay attention to the available indicators and the challenges highlighted in the national reports and from civil society. Subsequently, a triangulation was performed between the literature scientific, public policy documents and official reports, which allowed for the articulation The academic production of Environmental Psychology in relation to the concrete challenges of implementation. of climate action in the Brazilian context. Finally, a thematic categorization was defined. from the information obtained, organized into four analytical axes: i) mental health and well-being being; ii) public communication and behavior change; iii) engagement community and climate justice; iv) education and vocational training. These axes, created Based on Content Analysis, according to Bardin (2016), they guided the organization of these Core meanings and data interpretation in the construction of theoretical discussion.

The review aimed to construct a reading path that would place in Dialogue based on academic references, institutional documents, and reports on SDG 13. in Brazil, without the intention of encompassing all existing production on Psychology. Environmental and climate action. This choice reduces the scope of the survey, but favors an integrated analysis of the problem under investigation.



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As a supplementary document update to the 2015-2025 time frame, This included the recent publication by the Institute for Applied Economic Research (Ipea) on the nationalization of the Brazilian goals of the 2030 Agenda (Ipea, 2026), due to its Relevance for the analysis of the implementation and territorialization of the SDGs in Brazil.

### 3. Results and discussion: connections between Environmental Psychology and climate action

Reading the selected material showed that the connection between Psychology Environmental and climate action is organized from interdisciplinary perspectives and territorialized, in the articulation between scientific production, public policies, practices Professionals and community knowledge.

In the texts and documents analyzed, climate action appears linked to goals. Environmental and technical responses, but also subjective, community, and institutional processes. It is at this point that Environmental Psychology offers a contribution. unique, since its focus on person-environment relationships allows us to understand how the Climate change is impacting daily life, affecting our connection to places and opening up new perspectives. possibilities for collective responses in contexts marked by inequality.

The dossier "Psychology and Climate Change", published by the Psychology Journal. USP constitutes a strategic reference for this research by bringing together contributions Recent findings that bring Environmental Psychology closer to the climate emergency in the context Latin American. In the presentation of the dossier, Martins and Massola (2025) situate the set of articles in the context of the 30th Conference of the Parties to the United Nations Framework Convention United Nations Conference on Climate Change (COP30), held in Belém, Pará. The authors The publications highlight the affective, cognitive, cultural, and community dimensions of relationships between people and the environment, which confirms the need to articulate themes of Environmental Psychology in Responses to the Climate Crisis.

Based on exploratory reading and thematic categorization of the material Selected based on Content Analysis (Bardin, 2016), four were defined. Recurring themes: mental health, well-being and territorial ties; public communication. risk perception and behavior change; climate justice, participation community and territorialization; and climate education and vocational training in Psychology. Some texts emphasize the impacts of the climate crisis on mental health and on...

People's connections to the places where they live. Others focus on communication. public, in the perception of risk and in the factors that favor or hinder engagement in climate action. Contributions related to justice were also identified. climate, community participation, the strengthening of collective bonds and The need to include discussions about the climate crisis in psychology education.

Table 1 presents a summary of the main areas identified from the A bibliographic and documentary survey was conducted, relating the identified themes. The predominant themes, the types of sources consulted, and their contributions to the analysis. proposed in this study.

Table 1: Summary matrix of the bibliographic and documentary survey on Environmental Psychology and Climate Action

Axis identified	Recurring themes in the survey	Main types of sources consulted	Contribution to the research
Mental health, well-being and territorial ties	Psychological suffering, eco-anxiety, trauma, ecological grief, place identity, loss of territory, and insecurity in the face of climate change. events extremes	Scientific articles, technical reports in psychology, national and international institutional documents.	This demonstrates that the climate crisis produces subjective, community, and territorial effects, expanding the possibilities for action by Psychology. Environmental
Public communication, risk perception, and behavioral change.	Climate communication, misinformation, risk perception, perceived effectiveness, pro-environmental behavior, values, and institutional trust.	Articles of Psychology Environmental, international reviews, professional association of documents, technical reports	This indicates that climate action depends on qualified information, situated communication, and an understanding of the factors that facilitate or hinder engagement.
Climate justice, community participation and territorialization	Socio-environmental inequalities, urban vulnerability, environmental racism, social participation, territorial knowledge, public policies	Official reports, civil society documents, studies on climate justice and SDG 13 in Brazil	It demonstrates that climate action needs to consider historical inequalities, territorial conditions, and community participation.
Climate education, professional training in Psychology	Target 13.3 of the 2030 Agenda, climate education, professional skills training development, for mitigation and adaptation, advocacy, and psychological support.	UN/Ipea documents, APA/GPA reports, institutional academic publications	It argues for the need to incorporate the climate crisis into psychology training and professional practices.

Source: own elaboration based on the sources analyzed (2026).

The matrix allows us to visualize the interface between Environmental Psychology and action. Climate change goes beyond the study of individual behaviors. The survey indicates that... expanding the debate to include psychosocial, territorial, and communicational dimensions, Community-based and educational. The organization into four axes does not intend to exhaust the topic. This is a key to understanding how Environmental Psychology can... Engaging with SDG 13 in Brazil, especially in light of the historical inequalities that They increase the exposure of certain groups to climate risks and reduce their Responsiveness. The axes presented guide the analysis of the results. developed in the following sections.

### 3.1 Mental health, well-being and psychosocial impacts of the climate crisis

The first theme identified in the survey refers to the impacts of the crisis. Climate change has an impact on mental health, well-being, and people's connection to their territories. This dimension appears consistently in the international literature, which has been addressing Climate change as a socio-environmental and health issue, as well as a A phenomenon with psychological and psychosocial effects. The *Mental Health and Our Changing Climate*, prepared by the APA and EcoAmerica (Clayton et al., 2021), indicates that climate impacts can occur both acutely, after extreme events, as well as gradually, as processes such as the increase intensify. temperature, prolonged droughts, loss of territory, water insecurity and degradation environmental. The 2021 update of the report highlights the evidence on the effects Climate impacts on mental health have grown in recent years, and concern about this is increasing. The topic has expanded among health professionals, public policy makers, and... general population (Clayton et al., 2017; Clayton et al., 2021).

In the literature on climate and mental health, the psychological effects of the climate crisis... They are often associated with issues such as anxiety, depression, stress, and disorders. of post-traumatic stress, insecurity, ecological grief and loss of the feeling of belonging. In the report by Clayton et al. (2021), climate anxiety is treated as one of the expressions of suffering associated with the climate crisis, which allows us to recognize this suffering without reducing it to an individual pathology, avoiding shifting the focus from

political, economic and institutional responsibilities involved in the production of vulnerability.

In disaster contexts, official records often prioritize deaths and human remains. Homeless people, property damage and damage to infrastructure are essential data, however, insufficient to capture the full experience of the affected populations. The loss of home, the destruction of a familiar landscape, or the disruption of a community routine. They also alter the references for security and belonging. These effects, which they are usually left out of property damage calculations, which helps to understand why... Suffering persists even after the most visible phase of the emergency situation has passed.

Studies on place identity and resilience help to qualify this discussion, since the links with the environment participate in the subjective organization and community. When a territory is degraded or affected by extreme events, part of these physical and symbolic references also become weakened. In Brazil, the Psychology dossier of the Climate Change course, from the Psychology Department at USP (University of São Paulo), contributes to inserting this debate into a... Recent agenda in Psychology, with articles that support the present research and they address themes related to affective, cognitive, cultural, and community dimensions of the climate crisis (Martins; Massola, 2025).

Costa, Roldão and Verrangia (2025) discuss eco-anxiety from a perspective critical and political-environmental, linking climate suffering to social conditions, economic and cultural factors that underpin environmental degradation. This interpretation dispels the idea from echo-anxiety as an isolated reaction of the individual and brings it closer to lifestyles, to inequalities and the possibilities for collective action.

Psychological intervention in the face of the climate crisis involves various approaches, which range from individual care and psychosocial support in disasters to actions... preventive measures, the reconstruction of territorial ties, and participation in public policies focused on developing adaptation strategies. The APA's action plan regarding the crisis. The climate agency recognizes this broad scope of action by outlining roles for psychologists and psychologists in research, professional practice, communication and training (American Psychological Association, APA Task Force on Climate Change, 2022).

In Brazil, the psychosocial effects of climate change are worsening in territories marked by inequalities, given that populations in vulnerable situations face greater exposure to extreme weather events, while at the same time...

They have a lower capacity for recovery. In these contexts, psychological care is essential. It also depends on public policies and involves working within community networks. Promoting territorial protection and engaging in collective adaptation strategies.

### 3.2 Public communication, risk perception and behavior change

The material gathered in this section brings public communication and perception closer together. Risk and behavioral change. Climate communication faces a problem. recurring. Data on temperature, emissions, or extreme events are circulating more and more. more, but that doesn't mean they are understood or transformed into action, because the Denialism, low risk perception, feelings of powerlessness, and distrust. Institutional factors directly interfere in this process. Cruz and Modesto (2022) help to They situate this debate in Brazil by indicating three tasks for psychology: to qualify the communication, confronting misinformation, and producing thoughtful psychological knowledge at the local level, considering the importance of bringing this debate closer to lived experiences. daily lives of the population.

Bradley et al. (2020), in a study with participants from Australia and France, They analyzed the role of risk perception, response effectiveness, and adaptation. The psychological role of pro-environmental behaviors. The study proposes a model in which Psychological and sociodemographic variables influence risk perception, which... It relates to the perception of effectiveness and psychological adaptation, culminating in environmentally relevant behaviors. This finding helps explain why the Simple access to information does not guarantee a change in behavior. For that to happen... For information to translate into action, people need to understand the risk. Recognize possible answers and find meaning in their participation.

Pinheiro et al. (2025) analyze the methodological difficulties in research on perception of climate change, since this complex phenomenon combines Uncertainties, long timescales, and effects distributed across different territories. By Therefore, the authors adopted four dimensions to guide the proposed analysis: perception and Appropriation, spatial scale, temporal scale, and communication for engagement. This This formulation is relevant to this research because it shows that climate communication requires A public translation of science, using understandable language without sacrificing complexity.

However, climate communication can also produce noise, since... Messages focused on catastrophes can generate fear, paralysis, or denial. Speeches Focused solely on individual choices, in turn, tend to shift the... Responsibility for personal consumption habits. Because of this, they take a back seat. economic and political energy structures, dependence on fossil fuels and Unequal patterns of production and consumption. Faced with this challenge, Steg (2023) argues that The articulation between individual behavior, collective action, public policies, and... systemic changes.

The perception of risk becomes more concrete when the problem reaches the... lived territory, in situations such as floods, fires, water shortages, loss of areas. Green spaces or disruption of public services: The climate crisis becoming a part of everyday life. This causes risk to cease circulating as abstract information and instead become part of reality. daily reality. This territorial dimension helps to understand why some groups some mobilize, while others respond with denial or a feeling of impotence.

In Steg's review (2023), human behavior appears both in production of climate change and its coping mechanisms, including factors related to provisions for individual and collective changes as essential for to provide a foundation for the debate on climate action, viewed beyond a reading centered on personal choices, to involve an analysis that includes social and political factors.

Behavioral change also depends on material living conditions. because saving water, recycling, or reducing motorized travel require income conditions, infrastructure, and public transportation, for example. When these Conditions are not considered; sustainable practices can be treated as choices. Individuals.

Given the context of social inequalities in the Global South, Weydmann et al. (2025) advocate for expanding research in Psychology and climate action in Brazil, given that emerging countries still have few studies on variables Psychological factors associated with climate change and behavior. This agenda of The proposed research seeks to identify groups most exposed to the impacts of events. extremes and develop interventions tailored to social and territorial conditions.

Brazilian women.



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It is important to draw attention to the way responsibilities are... named in public communication, since global warming is associated with models historical development patterns, economic inequalities, and dependence on Fossil fuels. Treating the crisis as an undifferentiated result of "activity" "Human" can reinforce misinformation by erasing these differences. At this point, the axis This brings us closer to target 13.3 of the 2030 Agenda, which links education, awareness and... human and institutional capacity to address the consequences of climate change (Ferreira, 2026), a theme revisited in section 3.4 of this article.

### **3.3 Community engagement, territorialization and climate justice**

The third axis articulates community engagement with climate justice and represents the result of triangulation between the literature on Environmental Psychology and reports of Monitoring the 2030 Agenda in Brazil, focusing on SDG 13, related to Action against Global Climate Change. Reading these materials showed that climate action is not It can only be analyzed on a global or national scale, as its concrete effects are... They manifest in the territories, affecting populations unevenly.

The approach to climate action requires an analysis that considers the territorial inequalities, given that socio-environmental disasters do not affect all People in the same way. In Brazil, housing location, urban infrastructure, Sanitation, transportation, income, access to healthcare, and support networks all influence... capacity for prevention, protection and recovery in the face of the climate crisis. Therefore, the The territorialization of SDG 13 requires a focus on the places where the climate crisis is most affecting the territories. It materializes according to the living conditions of the populations.

The National Voluntary Report (NVR) of Brazil, published in 2024 by The National Commission for the SDGs constitutes the main official document of monitoring and communication by the Brazilian State regarding the 2030 Agenda during the period recent. In addition to highlighting the institutional resumption of the agenda, with the recreation of CNODS in 2023 and the reintroduction of social participation as a method of governance, the Policies to combat climate emergencies are presented in the RNV as national priority (Brazil, 2024; UNDP, 2024).

In the RNV, the unequal effects of extreme weather events and exploitation  
Predatory economic activity in biomes is associated with greater intensity in populations.  
socioeconomically vulnerable. This formulation is close to the climate agenda.  
from the principle of "leaving no one behind" (Brazil, 2024), as it now involves the  
Social vulnerability and territorial ties to analyze community capacity for  
Response and social participation. The challenge lies in transforming general guidelines into...  
territorially-based policies, capable of reaching more vulnerable groups and strengthening  
local processes of care, adaptation and social protection (Brazil, 2024).

The 9th Civil Society Light Report on the 2030 Agenda, published in 2025,  
It contributes to deepening the analysis of climate justice in Brazil by presenting a reading  
Criticism regarding the implementation of SDG 13. The document acknowledges the progress made.  
in the Climate Plan, such as the inclusion of reducing inequalities and a just transition between  
the guidelines of the adaptation strategy, in addition to incorporating proposals from society.  
civil society initiatives aimed at addressing inequalities and vulnerability. However, the  
The report also highlights tensions related to the process of social participation for  
the development of the Climate Plan, as well as guidelines for state, municipal and  
district adaptation guidelines, defined in 2024, which mentioned the reduction of  
vulnerability, but they did not explicitly incorporate climate justice nor  
Gender and race perspectives (GTSC A2030, 2025).

This reading is relevant to Environmental Psychology because it shows that...  
The territorialization of SDG 13 demands effective listening to the affected populations.  
considering social inequalities in the formulation of policies, plans and instruments.  
regulatory processes. This reading also points to the need to strengthen regulatory processes.  
participatory individuals capable of recognizing how different communities perceive and experience  
and face climate risks. Thus, the analysis of the Light Report allows us to observe  
that climate justice depends on the effective incorporation of participatory mechanisms, of  
racial and gender-based perspectives, territorial strategies, and monitoring tools  
capable of reducing vulnerabilities (GTSC A2030, 2025).

Climate justice also requires recognizing the impacts of warming.  
globally, these burdens fall disproportionately on populations and countries that historically  
Those who contributed less to its production and who often have fewer resources.  
to confront it. This inequality affects urban areas more intensely.



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peripheral areas, traditional communities, indigenous peoples, black populations, people in situations of poverty, children, the elderly, and people with disabilities, among other groups. socially vulnerable.

Environmental Psychology, when considering the links between people, communities and territories can offer relevant contributions to the territorialization processes of SDG 13. This includes understanding how communities perceive change. environmental issues, what local coping strategies already exist, and how are they organized? Solidarity networks and how public policies can engage with knowledge. territorial.

In this context, the contribution of Environmental Psychology can be understood as... starting from its tradition of analyzing person-environment relationships, a field that involves modes of inhabiting, belonging, resisting, and producing meaning in territories. The Catalogue of Practices In Environmental Psychology, this area is positioned as a field of activity focused on... contemporary socio-environmental problems that produce inequalities, suffering and illness, while at the same time demanding a critical perspective and transdisciplinary nature of the profession (CFP, 2022).

Based on these references, the contribution of Environmental Psychology to justice. climate can be understood as a situated practice of reading territories, of conflicts and collective coping mechanisms. In the USP Psychology dossier (Martins; Massola, 2025), Varela and Ramos (2025) analyze extreme climate events from the environmental racism and gender relations, highlighting that women and Black populations Browns and other species are disproportionately affected, and climate responses need to be implemented. Consider inclusive public policies and collective action.

This reading also allows for the inclusion of approaches in the climate agenda that consider territorial ties, social participation, and collective care, since, when In discussing traditional communities of the Pantanal, Luiz and Spink (2025) show that the Climate adaptation is also built through local knowledge and diversification. productive and solidarity networks. Farias (2025), in turn, when analyzing conflicts in The state of Rio Grande do Norte, related to wind energy production, calls for... attention to the need for an Environmental Psychology committed to the struggles popular movements that denounce the contradictions of "green capitalism" and the energy transition, capable of reproducing territorial inequalities. These works allow us to understand



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which participatory methodologies, territorial psychosocial diagnoses, mediation of Conflict resolution and the strengthening of community networks are pathways to climate action. sensitive to socio-environmental inequalities, to ties with place and to concrete forms resistance structures built by the affected populations.

### **3.4 Climate education and professional training in Psychology**

The fourth identified axis involves climate education and training. Professionally, the dossier Psychology and Climate Change (Martins; Massola, 2025) also offers important references. Costa, Roldão and Verrangia (2025) discuss eco-anxiety. as a psychosocial issue intertwined with the climate crisis, and they bring this debate closer to the present day. of a political-environmental education inspired by authors such as Paulo Freire, Ailton Krenak, Martín-Baró, Mark Fisher, and Achille Mbembe. The article's conclusion highlights the The need to articulate critical awareness of reality, concrete action, and hope. This contributes to thinking about a psychology education capable of dealing with suffering. climate change without reducing it to the individual sphere.

Pinheiro, Farias, Barros and Cavalcanti (2025), in turn, analyze strategies methodological approaches to studying the perception of climate change and indicate the importance to translate scientific language into the language of decision-makers and of the general population, with a hopeful outlook, in order to promote engagement in socio-environmental practices and care. Although the current scenarios and the While projections tend toward pessimism, engagement demands an optimistic will, with Focus on solutions that indicate courses of action in the face of contemporary challenges. Weydmann, Campos, Presa and Bizarro (2025) advocate a research agenda Psychological analysis of climate action in Brazil, focused on identifying relevant variables. in the relationship between climate change and behavior. These studies show that The need to incorporate the climate crisis into Psychology training, linking it to health. mental, communication, risk perception, environmental education and social commitment, of in order to incorporate research and intervention skills related to the crisis. climate.

In the context of professional training, the integration of Psychology into the debates Regarding sustainable development and climate action, this is evident in the declaration "A



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Humanity needs psychology and psychologists now more than ever," published by Global Alliance of Psychology (GPA) and signed by several associations across the globe worldwide, such as the Brazilian Society of Psychology (SBP). This document signals the inclusion of Brazilian Psychology in an international mobilization focused on the Agenda 2030 (SBP, 2020), promoted by GPA, which has contributed to positioning the Psychology as a relevant field for the SDGs and for addressing the climate crisis, as well as to promote science-based responses, cooperation and commitment. social.

Nevertheless, it is observed that the presence of themes related to climate action in Training and practice in psychology remains in its early stages. The inclusion of this topic in curricula, research, university extension, professional practice and in Continuing education can enhance Psychology's ability to respond to challenges in contemporary climates. This includes training professionals capable of working in situations of disaster, in public policy, in environmental education, in communication, in community mobilization, as well as conflict management and the promotion of Pro-environmental behaviors.

The recommendations of the APA's Climate Change Task Force reinforce the understanding that the climate crisis must be seen as a cross-cutting theme in science and to psychological practice. The action plan proposes expanding research on changes in Climate change in different areas of Psychology, developing professional skills. To support mitigation and adaptation processes, incorporate the topic into the curricula of training, strengthening advocacy efforts, and improving communication about the climate crisis in order to avoid alarmism and stagnation, favoring proactive messages and oriented towards building possible responses to reverse the climate crisis (APA Task Force on Climate Change, 2022). These recommendations offer international support for the inclusion of climate action in the training and practice of psychologists in Brazil.

The discussion about climate education and professional training is directly related to target 13.3 of the 2030 Agenda and offers a strategic entry point to the psychology. As a supplementary documentary update to the research's time frame, The publication by Ipea on the nationalization of the goals of the 2030 Agenda is considered. released in 2026. Its inclusion is justified because monitoring Target 13.3 in

Brazil still has limitations in measurement, as identified in the 2024 National Live Birth Rate (RNV), associated with the difficulty of operationalizing the global indicator and the absence of data series. consolidated regular assessments to continuously evaluate education and capacity. Institutional framework for climate action (Ipea, 2026).

The Ipea publication seeks to address this gap by adapting the global target to... Brazilian reality, incorporating environmental education and the appreciation of knowledge. traditional practices and the strengthening of female and youth community leadership. In addition Furthermore, it proposes subsidies for the development of national indicators, which expands the possibilities for monitoring Goal 13.3 and strengthens its relationship with training. Human and institutional capabilities. Table 2 below presents a summary of Target 13.3 in its global and national formulations, as well as its main elements. Conceptual aspects, indicators, and connections with Environmental Psychology and training. professional.

Table 2 - Elements of Goal 13.3 in the Brazilian nationalization of the 2030 Agenda and its relevance to Environmental Psychology.

Synthesis Element of Goal 13.3	
Global target	Improving education, raising awareness and capabilities Human and institutional efforts regarding global climate mitigation, adaptation, impact reduction, and early warning of climate change.
Brazilian goal	To promote environmental education, considering the principles, objectives, guidelines, and instruments of the National Environmental Education Policy; to increase human and institutional awareness and capacity to address climate change; to value knowledge.  traditional practices of Afro-descendant, indigenous and peoples and communities quilombola communities; and to strengthen female and youth community leadership.
Justification for the Brazilian adaptation	Brazilian education incorporates environmental education as an essential and permanent component of national education, present in both formal and non-formal processes. The adaptation also seeks to make the goal more measurable through existing official indicators, such as the School Census, and to include traditional knowledge and community leadership as dimensions of addressing climate change.
Key concepts:	Environmental education; institutional capacity; traditional knowledge; risks and vulnerabilities; mitigation; adaptation; climate justice.
Global indicator	13.3.1: Degree to which education for global citizenship and education for sustainable development are integrated into national policies of education, school curricula, teacher training and student evaluation.
National indicator subsidies	to Percentage of schools that develop environmental education activities in the curriculum, as a specific component, as a structuring axis, or in cross-cutting/interdisciplinary projects; percentage of municipalities with a Municipal Secretariat, Council, and Fund for the Environment; existence

	Municipal legislation on adaptation and mitigation; implementation of Green Rooms; vacancies offered in continuing education in Environmental Education; number of Socio-environmental Education Centers; number of community agents trained to deal with climate emergencies.
Suggested data sources/institutions	School Census/Inep; Municipalities/IBGE; SIOP/PPA 2024-2027; PPA 2024-2027.
Connection with the Psychology Environmental	The goal engages with Environmental Psychology by addressing climate education and responsiveness as processes linked to risk perception, territorial belonging, social trust, and community participation. In this way, it allows for an analysis of how individuals and groups understand climate threats, process losses, mobilize local knowledge, and build collective adaptation strategies.
Connection with professional training in Psychology	The goal reinforces the need to incorporate the climate crisis into the training of psychologists, preparing professionals to work with the psychosocial suffering associated with extreme events, including risk communication, environmental education, strengthening community networks, mediation of socio-environmental conflicts, and territorial adaptation, in order to integrate the climate crisis, mental health, public policies, and climate justice into professional training.

Source: own elaboration based on Ferreira (2026) and Ipea (2026).

The summary of Goal 13.3 shows that climate education can be understood as a strategic dimension of climate action in Brazil. By transforming a goal global impact that is difficult to measure within a national framework linked to education. environmental, traditional knowledge, and the training of community agents, starting from From the Ipea publication, it is possible to identify ways to overcome the fragility of indicators observed previously in the monitoring of SDG 13. For Psychology Environmentally, this update is relevant because it brings climate education closer to risk perception, territorial ties, community participation and justice Climate. For professional training in Psychology, the need to address climate change is reinforced. The climate crisis as a cross-cutting dimension of psychological practice in mental health. public policies, education, communication and community care.

#### 4. Pathways to an Environmental Psychology of Climate Action

This article investigated how Environmental Psychology connects to action. climate change, connecting academic production, professional practice, and the 2030 Agenda, with Focus on SDG 13. The analysis indicates that this approach is gaining traction.

when the climate crisis is understood from the perspective of the relationships between people, environments and territories.

The systematization carried out identified four analytical entries for this. Interface: mental health and well-being; public communication, risk perception and change of behavior; community engagement, territorialization and climate justice; and Climate education and professional training. These areas broaden the scope of Psychology. Environmental issues in the face of the climate crisis, offering tools to understand the psychosocial suffering, improving communication, strengthening community networks and providing support Adaptation processes that are sensitive to local realities.

The documentary analysis of SDG 13 in Brazil revealed a significant tension. There are signs of an institutional resumption of the 2030 Agenda, with the re-establishment of the CNODS, the Presentation of the 2024 National Voluntary Report and the nationalization of targets. Brazilian studies by Ipea. At the same time, the reports analyzed point to weaknesses in addressing inequalities and building indicators capable of monitoring them education, awareness, and the human and institutional capacity envisioned in the Goal 13.3.

Environmental Psychology can contribute precisely in this interval between Institutional guidelines and lived experiences in the territories. Their field of analysis. It allows us to understand how people and communities perceive risks and process losses. They build trust, activate support networks, and produce responses to events. extremes. This contribution depends on participatory methodologies, on listening to the... affected populations, territorial psychosocial diagnoses, and the valorization of knowledge. Community-based and public policy dialogue.

As a limitation, the research was neither exhaustive nor systematic. The objective The goal was to construct a theoretical-analytical reading of the interface between Environmental Psychology and action. climate and Agenda 2030, based on scientific literature and institutional documents, from official reports and recent publications in Brazilian Psychology. Future research They can deepen empirical experiences, community practices, and curricula. academics and public policies aimed at climate adaptation.

Integrating the climate crisis into psychological training, research, and practice has become... if it is an ethical, scientific and professional task, especially in a country marked by events socio-environmental extremes and inequalities. Preparing Psychology to act in the face of

A changing climate means recognizing that suffering, belonging, care, and  
The future is deeply connected to the territories.

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