Greening Education Partnership
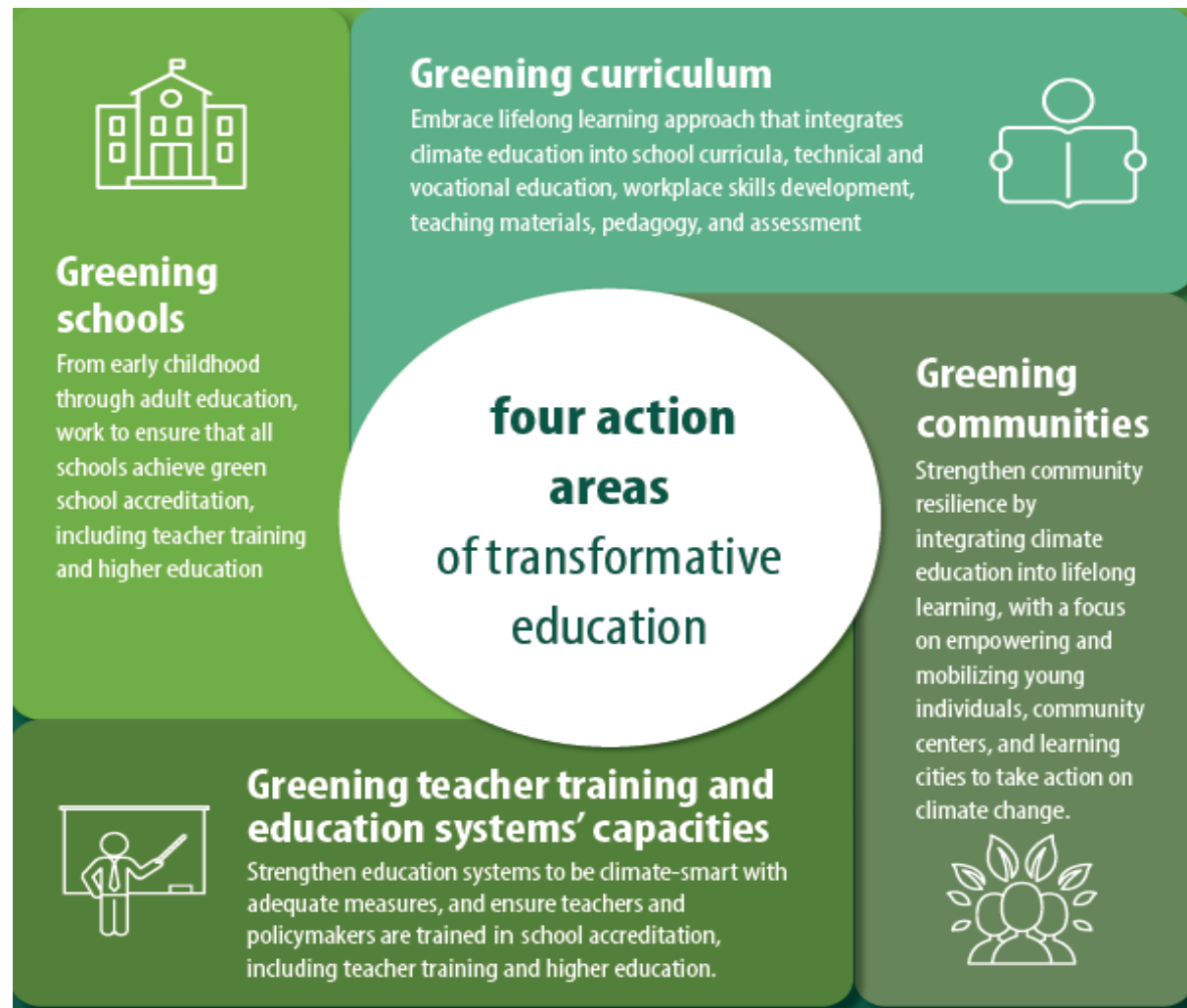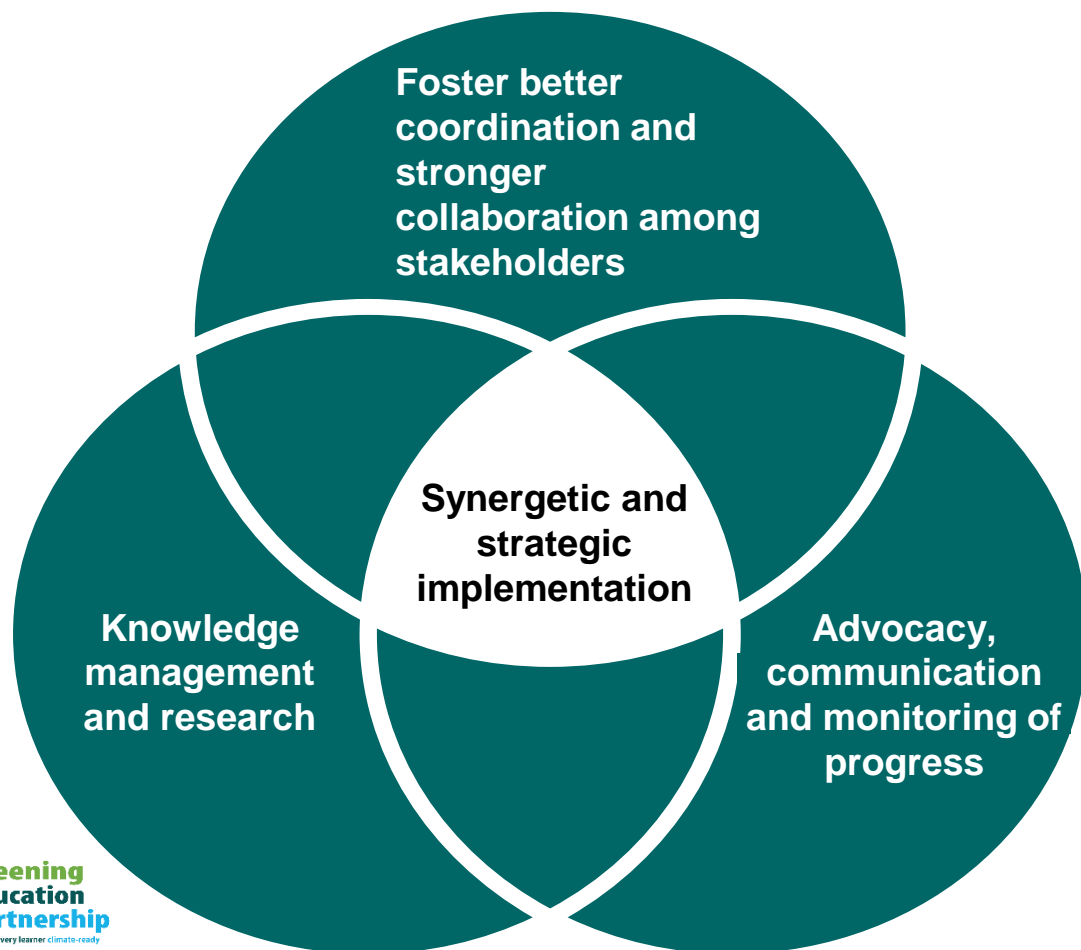
Getting every learner climate-ready

Greening Education Partnership

Greening Education Partnership — Getting every learner climate-ready

Foster better coordination and stronger collaboration among stakeholders

Knowledge management and research

Synergetic and strategic implementation

Advocacy, communication and monitoring of progress

four action areas of transformative education

Greening schools
From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education

Greening curriculum
Embrace lifelong learning approach that integrates climate education into school curricula, technical and vocational education, workplace skills development, teaching materials, pedagogy, and assessment

Greening communities
Strengthen community resilience by integrating climate education into lifelong learning, with a focus on empowering and mobilizing young individuals, community centers, and learning cities to take action on climate change.

Greening teacher training and education systems' capacities
Strengthen education systems to be climate-smart with adequate measures, and ensure teachers and policymakers are trained in school accreditation, including teacher training and higher education.

UN Agencies and Multilateral Organizations
that have joined the Partnership

Co-leading the 4 Working Groups

88 Member States

1,300+
Stakeholder Organizations

88% of Member States plan to integrate climate change or other sustainability themes into their **curriculum** within the next three years.

90% of Member States intend to incorporate climate change, biodiversity, and other sustainability topics into their **teacher training programs**.

Launch at
UN Transforming
Education Summit

First Technical
Level Meeting

First Working
Group Meeting

Second Member State
Meeting/ Third Working
Group Meeting

Fifth Working
Group Meeting

| Sept '22 | Nov '22 | Dec '22 | Feb '23 | April '23 | July '23 | Oct '23 | Dec '23 | Mar'24 | Jun '24 |

Inaugural
Meeting at
COP 27

Information
Meeting for
Member States,
Launch of 4
Working Groups

First Member State
Meeting/ Second Working
Group Meeting/ Launch of
Baseline Survey

First Annual
Meeting at COP
28

Launch of Two
Publications/
Sixth Working
Group Meeting

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Getting every learner climate

Greening Education Partnership: Advocacy at COP28

High Level Session at COP28

- **High-level dialogue** brought together representatives of Member States
- **Discussions** centered on **specific actions and priorities** for advancing environmental education across the four Greening Education Partnership pillars
- Reaffirming **countries' commitments** to green education

Climate-Education Declaration

Targeted actions

1	Adapt
2	Mitigate
3	Invest

- Renewing **country commitments and actions** to the central role of education in adapting and mitigating climate change and the need for more investment to accelerate greening education globally
- **45 endorsements**, incl. 42 Founding Partner countries

https://www.unesco.org/en/articles/declaration-common-agenda-education-and-climate-change-cop28

Setting the common global standard and target

- UN Transforming Education Summit Benchmark indicator and TES dashboard
- Greening Education Partnership online dashboard

By 2030: 50% of world's schools are green climate-ready schools

Green School Quality Standard

All GEP member states have professional teaching standards that include climate change

Teacher Capacity Policy Tool

By 2030: 90% countries green national curriculum

Greening Curriculum Guidance

By 2030: Number of cities and communities that has at least one climate change lifelong learning programme

Greening Communities Guidelines

Greening curriculum
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Findings on climate and sustainability in science and social science in secondary school curricula

Deep dive review of **subject curricula in 85 countries**

➔ Over 500 natural and social science curricula for 15-year-olds analyzed

- **69%** of science and social science curricula contained **no references to climate change**

- **Cognitive learning prevails** over social and emotional and action-oriented learning

- [**Teacher survey in 8 selected countries**] While 69% of surveyed teachers acknowledge that sustainability and climate change were included in the curricula, only 50% of them included these topics in their teaching.

Climate change and sustainability in science and social science secondary school curricula

What does quality climate change education look like?
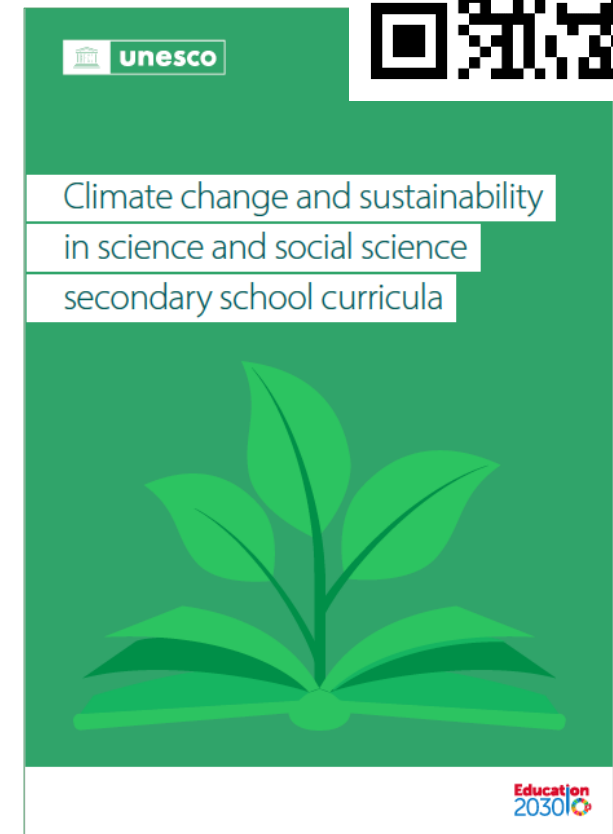
➜ The two technical guidance documents that define a common language of greening education

- **Greening Curriculum Guidance** - how to integrate climate change and sustainability issues into the curriculum.

- **Green School Quality Standard** – establishes quality standards for green schools

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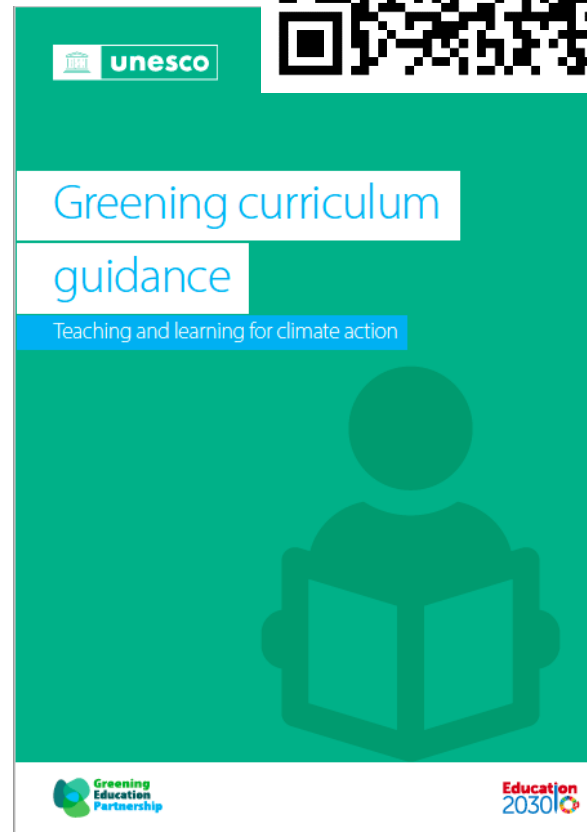
Greening Curriculum Guidance

- Support countries to integrate climate change education into curriculum.

- A holistic approach to education for sustainable development, considering social, economic, and environmental issues.

- Provides expected learning outcomes of learners on climate change education across different age groups and topics.

- Addresses the cognitive, socio-emotional and behavioural domains, with a particular emphasis on action.

By 2030:
90%
of countries green their curriculum

Expected Learning Outcomes across age groups: (5-18+) • Cognitive, Social and emotional and Behavioural domains

ENVIRONMENTAL • **SOCIAL** • **ECONOMIC**

CLIMATE SCIENCE
- ► Weather and Climate
- ► Greenhouse Gases
- ► Carbon Cycle
- ► Water Cycle
- ► Pollution
- ► Renewable Energy

CLIMATE JUSTICE
- ► Contemporary Manifestations
- ► Social Determinants
- ► Historic Economic and Political Processes
- ► Transformed Futures

POST-CARBON ECONOMIES
- ► Economic Growth and Development
- ► Circular Economy
- ► Climate Change and Economics
- ► Energy and emissions
- ► Our Roles in a Post-Carbon Economy

ECOSYSTEMS AND BIODIVERSITY
- ► Natural Environments
- ► Evolution of biodiversity
- ► Ecosystem Services
- ► Human Relation to Nature
- ► Reconnecting to Nature
- ► Biodiversity Loss

RESILIENCE-BUILDING
- ► Strategies for Safety and Resilience
- ► Climate Anxiety and Constructive Coping
- ► Strength in Interconnectedness
- ► Urgency and Community Action

SUSTAINABLE LIFESTYLES
- ► Engagement with Nature
- ► Renewable Energy Use
- ► Responsible Consumption
- ► Sustainable Living Spaces
- ► Sustainable Mobility
- ► Sustainable diets
- ► Sustainable waster practices

ACTION-ORIENTED **JUSTICE-PROMOTING** **QUALITY CONTENT** **COMPREHENSIVE & RELEVANT**

YOUTH DEMANDS FOR QUALITY CLIMATE CHANGE EDUCATION

70% of young people say they are not climate ready based on their education

47% of national curriculum frameworks of 100 countries made no reference to climate change

Greening Curriculum Guidance: Principles and strategies

KEY PRINCIPLES OF GREENING EDUCATION

ACTION-ORIENTED
- Empowering
- Learner-centred
- Career-related
- Transformative

JUSTICE-PROMOTING
- Based on a human rights approach
- Based on gender equality
- Based on inter-generational equity
- Based on intra-cultural equity

QUALITY CONTENT
- Scientifically accurate
- Conveys urgency
- Age- and developmentally appropriate
- Indigenous-influenced
- Balanced

COMPREHENSIVE AND RELEVANT
- Comprehensive
- Lifelong
- Culturally relevant and context appropriate
- Inclusive
- Institution-wide

Strategies for getting every learner climate ready

WHAT TO LEARN
- address cognitive, socio-emotional learning and taking action
- contextualized emphasizing the relevance of local knowledge

HOW TO LEARN
- Learner-centred, experiential, and reflective
- Integrated approach
- Holistic assessment

WHERE TO LEARN
- Schools through a whole institution approach
- Communities through public awareness campaigns
- Nature-based museums and UNESCO-designated sites
- youth-created social movements

Examples of learning outcomes

Topic 3.2. Social determinants

Climate injustice is an extension of underlying social structures and systems of inequality, including racism, gender/patriarchy, caste, class, knowledge hierarchies, rural exclusion, etc. At the heart of these structures and systems are unequal power relations. Each of these dynamics can create vulnerability to the impacts of climate change. The effects of one can further compound or be compounded by the effects of another dimension/dynamic.

	Cognitive	Social and emotional	Behavioural
5-8 years	**KEY IDEA:** Who we are and the circumstances we live in can create more negative experiences of climate change than for others with different characteristics and circumstances.		
	Learners should be able to:	Learners should be able to:	Learners should be able to:
	▶ explain how identities (race, gender, disability, where one lives, immigration status, socioeconomic status, etc.) can shape how one experiences weather events like heatwaves, sea level rise, floods, droughts, and extreme storms. ▶ illustrate how we are likely to share experiences of climate change with others who share similar aspects of our identities and to have different experiences of climate change from others with whom we don't share aspects of our identities. ▶ discuss how other people may treat us differently based on the different elements that make up who we are, which may not be fair or right, and can put us in harm's way when it comes to climate change.	▶ appreciate how everyone and every living thing on this planet deserves to be happy and live a healthy life in a healthy and safe environment. ▶ express how the ways different people experience climate change can feel unfair, especially for those whose circumstances make it harder for them to stay safe or be happy and healthy in the face of climate change.	▶ stand up for and defend those who are experiencing the negative effects of climate change and are not being treated fairly because of who they are. ▶ explain to family and friends how people who are treated unfairly are also likely to have more unfair experiences of climate change.

Topic 5.1. Economic growth and development

There is an urgent call for thorough reflection on the problems associated with the unlimited growth-centric model in which many negative externalities in economic activities are overlooked. Those externalities have a significant impact on social welfare and the environment. It is important to understand why we need to embed sustainability, equity and well-being within our economic systems and what potential paths are available for achieving the SDGs.

16-18 years	**KEY IDEA:** There are distinctions between economic growth and development. Economic development is a broader concept including both economic growth and the sustainable change made for the well-being of inhabitants. Infinite growth is not possible and high resource exploitation has come at a cost to people and the planet.		
	Learners should be able to:	Learners should be able to:	Learners should be able to:
	▶ define the concept of economic growth (i.e. increase in value of produced goods/services in an economy), and list and contrast some measures of economic growth, e.g. percentage of the increase in real gross domestic product (GDP); percentage of the increase in GDP per capita; percentage of the increase in gross national product (GNP) (including foreign trade); percentage of the increase in GNP per capita.	▶ value the importance of incorporating social and environmental factors when assessing the results of economic development. ▶ feel concern about the economic costs of inaction in combating climate change. If no actions are taken, the world could potentially lose significant percentages of GDP due to the damages caused by climate-related disasters.	▶ evaluate the economic growth in their region by using data and measures, and propose ways to promote sustainable economic growth.
13-15 years	**KEY IDEA:** It is okay to share our complex climate emotions with others. There are strategies for supporting ourselves and others.		
	Learners should be able to:	Learners should be able to:	Learners should be able to:
	▶ understand that it is normal to have climate anxiety or to feel intense emotions about climate uncertainties. ▶ investigate constructive coping strategies (mindfulness, nature-connection, talking with others, getting involved in climate action). ▶ analyse which constructive coping strategies work best for them and are relevant for the local/regional context.	▶ develop empathy for themselves and other people who are experiencing complex climate emotions. ▶ reflect on how climate emotions can motivate or hinder climate engagement or action. ▶ recognize that climate action can build community and foster connections with others.	▶ develop personal strategies for navigating complex climate emotions, such as climate grief or eco-anxiety, and for supporting others in doing the same. ▶ present strategies (constructive coping) to help people and leaders from across society to move past barriers of climate inaction: distance, doom, dissonance, denial, iDentity.[4]
16-18 years	**KEY IDEA:** Climate anxiety presents an opportunity to better understand and manage our emotions.		
	Learners should be able to:	Learners should be able to:	Learners should be able to:
	▶ describe the concept of climate anxiety, its causes, manifestations, and the reasons it has become prevalent among their age group. ▶ distinguish between various emotions related to climate concerns, such as grief, anger, fear, and guilt, and understand the potential sources of these feelings.	▶ foster empathy towards themselves and others experiencing climate anxiety and recognize the value of shared experiences in navigating challenging emotions. ▶ demonstrate a sense of hope and understanding that while the challenges posed by climate change are significant, collective action and individual contributions can make a difference.	▶ demonstrate skills to recognize and manage their emotions related to climate change, such as exploring local solutions to combat heatwaves through online research, ensuring they don't become overwhelming or paralysing. ▶ Express their feelings through creative activities such as journaling emotions or debating about how climate anxiety can arise and ways to manage these emotions effectively. ▶ Participate in community events or initiatives that raise awareness about climate anxiety and promote mental

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Examples of innovative curriculum strategies

	5-8 years	
	Learning outcomes	**Subjects**
Climate Science	**Topic 1.1** Generalize regular weather patterns as seasons and 'climate.'	**Social/environmental studies class or language class:** Ask learners to observe and describe daily weather (e.g. temperature, rain, wind) in their locality, and relate this to weather over the previous 12 months in terms of 'seasons,' through artwork, writing or drama. Develop a class activity to record what older people say about past weather patterns and consolidate the concept of 'climate'.
Ecosystem & Biodiversity	**Topic 2.2** Advocate for the memory of recently extinct species	**Art class:** As a school community, create representations of extinct or nearly extinct local animals and create a festival to celebrate them.
Climate Justice	**Topic 4.4** Appreciate indigenous practices and relationships with the land	**Music class:** Ask learners to listen to and learn the lyrics and the meaning behind an indigenous song about the land.
Resilience-Building	**Topic 3.2** Appreciate the importance of safety during extreme weather events or climate disasters.	**Health class:** Ask learners to develop a list of actions they would take in different extreme weather events and discuss skills such as listening to adults, following rules, and working to help in a potential emergency.
Post-Carbon Economies	**Topic 5.1** Explain the resources needed in those examples of growth	**Art class:** Organize an artwork competition with the theme of 'growth and resource' with an embedded session on the discussion of each piece of artwork from the perspective of the relation between growth and resource.
Sustainable Lifestyles	**Topic 6.7** Explain what upcycling aims for and how it functions.	**Art class:** Work with learners to collect used or unwanted materials; create a list of the items that may be used in their designs; design a space where they can work; and help them recreate new items from those materials and recognize their own artistic capabilities for creative use of waste.

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A climate-ready green learning environment should…

SCHOOL GOVERNANCE

…entrust the Green Committee to develop a Green School vision and policy and cover 1/3 of suggested activities on

▶ Cultivating sustainable practices
▶ Ensuring daily sustainable practices
▶ Resilience and climate proof governance
▶ Establishing a green community

TEACHING AND LEARNING

…develop lesson plans on ESD and climate change education and cover 1/3 of suggested activities on

▶ Integrating ESD with an emphasis on climate change in teaching and learning
▶ Fostering meaningful connections beyond the school
▶ Hands-on projects and initiatives
▶ Leadership and capacity building

FACILITIES AND OPERATION

…set up a monitoring team and cover 1/3 of suggested activities on

▶ Climate education, awareness and training
▶ Developing a climate-friendly infrastructure
▶ Ensuring climate resilience and disaster preparedness
▶ Promoting school safety and educational continuity management
▶ Promoting green procurement and ethical purchasing

COMMUNITY ENGAGEMENT

…organize awareness campaigns for the school and the surrounding community and cover 1/3 of suggested activities on

▶ Building climate resilience in the community
▶ School's contribution to community resilience to climate change
▶ Local community support for education responses to climate change
▶ General community-based climate awareness

BY 2030
At least 50% of schools in each country greened

Schools have incorporated ESD and climate action in the curriculum demonstrating commitment to holistic learner development and equipping learners with skills to tackle real-world sustainability challenges within their communities.

Schools raise community-wide awareness on climate change and preparedness, by empowering learners to meaningfully engage with diverse stakeholders within the local community, promoting shared responsibility and sustainable practices to foster a culture of resilience and sustainability.

Schools have an inclusive governance that engages the entire school community through participatory decision-making and active engagement to combat climate change, enhance resilience and foster sustainable practices.

Schools have reduced risk through climate-proof facilities and operation, emergency preparedness upskilling, and cultivating sustainable practices by actively engaging learners in monitoring the school's progress on becoming a green climate-ready school.

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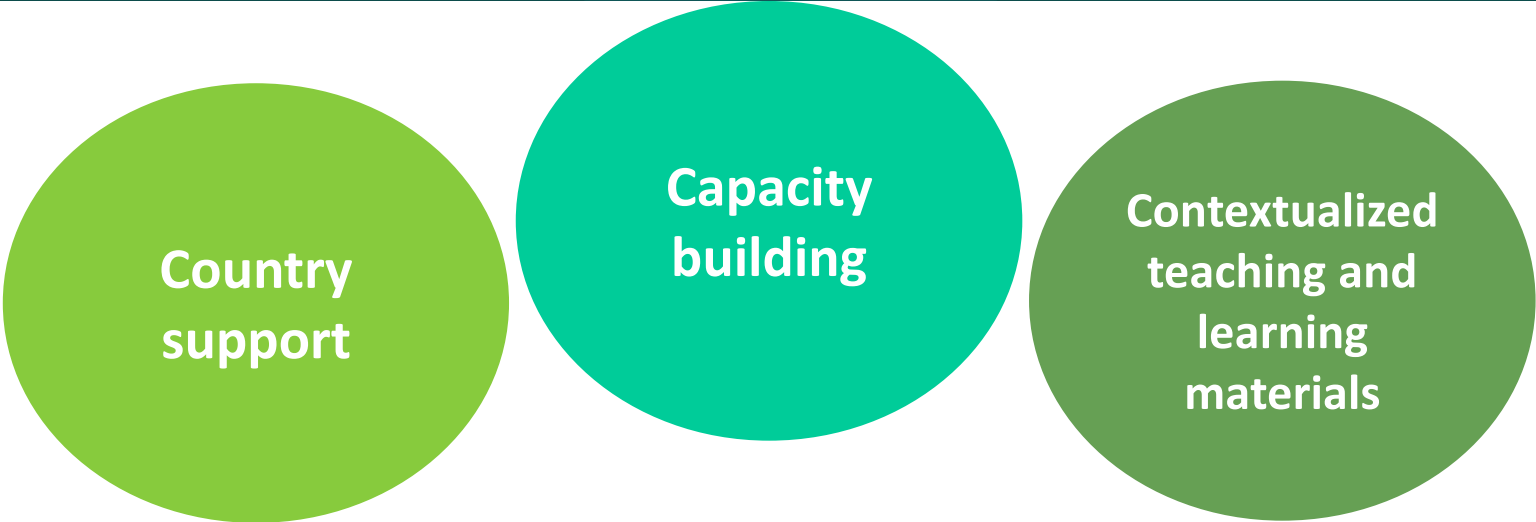Getting every learner climate-ready

CULTIVATING SUSTAINABLE PRACTICES

Essential action	Entrust the Green Committee (see below) to develop a Green School vision and policy with clear goals, strategies and targets that outline the whole school's commitment to addressing climate change and other aspects of sustainability. This would include management of energy and water resources, waste management, green procurement, green buildings, integrating climate action for mitigation and adaptation and community engagement as well as strategies for emergency preparedness that enhance resilience to climate-related disasters.	Low to Moderate

Appointing a staff member to serve as the school's coordinator to ensure that the school's commitments towards climate action and sustainability are maintained. Such a role should be allotted time to coordinate sustainability issues and access to training opportunities. To ensure a seamless continuity of operations, it is crucial to establish a long-term commitment to the position.	Low to Moderate	✓	✓		
Create sustainable learning environments within the school to promote sustainable practices and serve as a learning resource, providing youth with hands-on experiences and understanding of climate action and other sustainable behaviours enabling them to participate in decision-making forums, and offering them opportunities to implement their ideas.	Moderate to High			✓	

RESILIENCE AND CLIMATE PROOF GOVERNANCE

Begin school events with acknowledgment of the land, recognizing the traditional custodians of the land and promoting a respectful connection to the environment.	Low	✓	✓	✓	✓
Consult the most up-to-date data and information about climate risks that are provided by local or international research centres to inform school policy and practice as well as training opportunities for the school community. Furthermore, acknowledge the importance of local, indigenous and native populations' knowledge and incorporate their insights into specific actions and decision-making processes.	Low	✓	✓		✓
Set up an emergency response team made up of learners and staff who are trained to respond to and assist during climate-related disasters or other emergencies. The training should include regular drills to ensure everyone knows how to react in the event of an emergency.	Low to Moderate	✓	✓		✓

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Summary of strategic pathways for implementing the Green school quality standard

Accreditation scheme organizers	Governments	Schools
▶ Review your programme's criteria. ▶ Meet the minimum threshold of alignment. ▶ Support schools to become climate-ready and contribute to achieving the global target of 50% of schools becoming green climate-ready schools by 2030.	▶ Refer to the list of accreditation schemes aligned with the Standard. ▶ Collaborate with aligned accreditation schemes or develop a government-led scheme aligned with the Standard. ▶ Support the national transition of schools to become green climate-ready schools and contribute to achieving the global target of 50% of schools becoming green climate-ready schools by 2030.	▶ Refer to the list of accreditation schemes aligned with the Standard. ▶ Consider joining an accreditation scheme aligned with the Standard. ▶ Follow a WIA in your journey to becoming a green climate-ready school.

Greening Education Partnership

Supporting in-country implementation of Greening Education

Country support

Capacity building

Contextualized teaching and learning materials

as a part of on-going and planned country-level work of each member of the GEP

50% of schools greened by 2030

90% of countries' curriculum greened by 2030

Each GEP member's work on these activities compiled, monitored and acknowledged as their contribution to the global targets of WG1 and 2 of the GEP

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COP 29
Baku
Azerbaijan
2024

O MAIOR EVENTO CLIMÁTICO DO MUNDO
COP-30
Belém - PARÁ

Thank you

Secretariat of the Greening Education Partnership
UNESCO Section of Education for Sustainable Development (ESD)
Education Sector
Contact: gep@unesco.org
Website: www.unesco.org/en/education-sustainable-development/greening-future

Follow the conversation online #GreeningEducation

Learn more about the Partnership.
Scan the QR code