



University Lifelong Learning to advance green skills and climate-literacy: The relevance of the “Greening Education Partnership” for higher education

Edith Hammer, Programme Specialist
UNESCO Institute for Lifelong Learning

25 September 2024



© Nancy Bourque / Pexels.com

What is the Greening Education Partnership?

Greening
Schools

Greening
Curriculum

Greening
Teacher Training
and Education
Systems'
Capacities

Greening
Communities



© BrunoMaia_Naturezafotos. All rights reserved.

Green school quality standard

Greening every learning environment



 **unesco**

Greening curriculum guidance

Teaching and learning for climate action

Two guidance documents developed within the GREENING EDUCATION PARTNERSHIP to support whole-institution approaches and skills development for climate action.

<https://unesdoc.unesco.org/search/4e0e6553-fb4a-41f6-ab89-059baa154d3b>

<https://unesdoc.unesco.org/ark:/48223/pf0000390028>



unesco

Green school
quality standard

Greening every learning environment

Greening Education Partnership

At least
50%
of schools in every
country greened
by 2030

The graphic features a green background with a faint circular diagram containing icons for a person, a building, and a leaf. The UNESCO logo is in the top left, and the Greening Education Partnership logo is in the bottom left.

A Green School...

... ensures a holistic education

... prioritizes sustainability practices to tackle climate change

... promotes a sense of responsibility



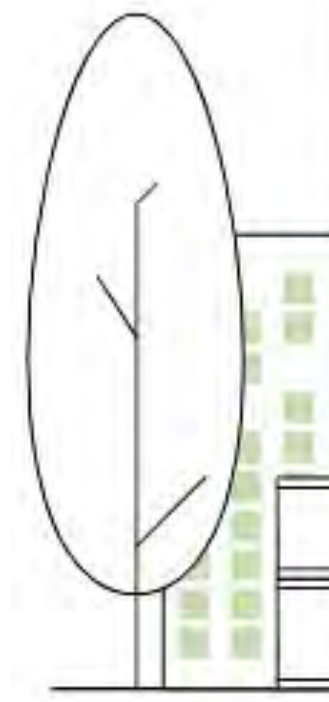
What the Green School Quality Standard is aiming for:

Green school

quality standard

Greening every learning environment

Dimension	Qualitative outcome
School governance	Schools have a comprehensive Green School vision and policy ...
Facilities & operations	Schools have reduced risk through climate-proofing and improving emergency preparedness ...
Teaching & learning	Schools have incorporated ESD and climate change education in the curriculum demonstrating commitment to holistic learner development and equipping learners with skills to engage with their communities .
Community engagement	Schools raise community-wide awareness on climate change and preparedness , by empowering learners and engaging diverse stakeholders, through organized campaigns, promoting shared responsibility and sustainable practices to foster a culture of resilience and sustainability .



2.4. Community engagement

Action related to ...						
Action	Level of resources needed	Shared responsibility	Local Expertise & resources	Real-life experiences	Learning opportunities	Long-term impact
BUILDING CLIMATE RESILIENCE IN THE COMMUNITY						
Essential action Organize awareness campaigns (in association with other local educational partners if possible) for the school and the surrounding community to educate about climate change, its causes and impacts, and the importance of climate-proofing and climate readiness measures.	Low	✓		✓		

2.4. Community engagement

<p>Organize bicycle donation programmes, where appropriate, to enhance learners' access to education, particularly in areas where transportation barriers can be a significant challenge.</p>	Low	✓			✓	
<p>Organize a series of guest speaker sessions where local resource persons, environmentalists, scientists and professionals share their knowledge and experiences about climate change and other sustainability issues.</p>	Moderate		✓		✓	
<p>Organize workshops and training sessions in collaboration with local resource persons and/or organizations to educate the local community about sustainability issues (such as energy conservation and waste management) related to climate change mitigation and adaptation strategies.</p>	Moderate	✓	✓		✓	
<p>Organize capacity-building workshops for learners, teachers and community members to enhance their knowledge and skills in disaster risk reduction and climate adaptation.</p>	Moderate to High	✓			✓	✓
<p>Establish community gardens around the school, involving learners and community members in the cultivation of nutritious, locally adapted crops to address</p>	High	✓	✓	✓	✓	✓

Annex Suggested Green School journey for schools

1. DEVELOP A VISION TOGETHER

This step involves setting up a Greening Team which will be responsible for the planning,

2. ASSESS WHERE WE STAND: REVIEW SUSTAINABILITY PRACTICES OF THE SCHOOL

The audit involves the systematic assessment of the school's current practices, policies and infrastructure related to the sustainability areas identified in the Green School Project Roadmap. The audit will help to

3. DEVELOP A GREEN SCHOOL ACTION PLAN

Create a detailed action plan that outlines the steps, responsibilities and timelines for implementing the recommended actions identified in the audit report. Section 4 provides examples of these actions

4. MONITOR AND EVALUATE PROGRESS ALONG THE GREEN SCHOOL ACTION PLAN

Regularly track and evaluate the progress along the Green School Action Plan to ensure that the process is on track, adapts to changing circumstances, and identifies emerging areas of focus.

5. CELEBRATE AND SHARE ACHIEVEMENTS

Besides fostering a supportive environment and reinforcing positive behaviours, celebrating achievements recognizes and validates the progress made and motivates individuals to continue with their efforts.

Green school

quality standard

Greening every learning environment

Greening curriculum guidance

Teaching and learning for climate action

By 2030
90%
of countries green
their curriculum



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

Key topics for Greening Curricula

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 Waste Practices

Key concept 5 Post-carbon economies

Topic 5.2. The circular economy and everyday life

The circular economy is a sustainable alternative to the linear economy, which is based on the assumption that we have continuous access to infinite natural resources. It is essential to understand the problems of the 'take-make-waste' model (which the linear economy is based on) and recognize the limits of natural resources. Some key elements of a circular economy are introduced: the material life cycles, converting 'trash' into 'treasure', and product designs. The main aim is to help learners gain an understanding of how a circular economy could reduce waste and emissions, save the environment and enhance sustainability.

	Cognitive	Social and emotional	Behavioural
18+	KEY IDEA: There are new business models such as the sharing economy that have eco-design features.		
	Learners should be able to: <ul style="list-style-type: none">▶ explain the concept of the 'sharing economy', characterized by sharing products/resources to optimize their use and reduce costs.▶ investigate how the sharing economy can involve the use of 'big data' and the pros and cons of that in this context.▶ identify sharing economy companies.▶ critically discuss the impact of the sharing economy on the environment and society.	Learners should be able to: <ul style="list-style-type: none">▶ appreciate eco-friendly features of some products and services, while recognizing that there could be some problems (e.g. possible misuse of information in such data-driven economy models as the sharing economy).	Learners should be able to: <ul style="list-style-type: none">▶ apply principles of the sharing economy into personal consumption practices.



In an ideal world – in 5 to 10 years' time – there will be...

... a sustainable infrastructure and **overarching, holistic approach** within which key actors jointly

- a) Identify **green skills** bottlenecks early and translate them into learning and development needs;
- b) develop LLL – **for green skills and climate literacy** – for different target groups, at different levels and in different forms, **considering the needs of vulnerable groups**;
- c) develop and apply knowledge, skills and adaptive capacity in public and private organizations and/or **in communities** for the purpose of solving societal issues – **including those related to the impact of climate change**;
- d) enable employees and employers **and community organizations** to make use of it based on their own interests and needs.

#ImALifelongLearner

And you?

Join the movement



 @UIL
 @uilunesco
 @unescouil