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A group of diverse students, including several girls in brown hijabs and a boy in a green shirt, are sitting on the ground in a lush green field. They appear to be engaged in an outdoor activity, possibly a field study or a game. One girl in the foreground is smiling broadly and looking towards the camera. She is wearing a blue shirt and a brown hijab, and has a backpack on her back. Other students are scattered around her, some looking at the camera and others looking towards each other. The background is filled with tall grass and green foliage.

Empowering learners and teachers for climate action

Climate change is impacting every aspect of life around the world and posing a growing threat to people and their livelihoods. It is critical to equip learners with the knowledge, skills, attitudes and behaviours to effectively address the climate crisis. Globally, there remain significant gaps in how climate change education and sustainability are taught in classrooms. Getting every learner climate-ready requires a holistic approach that involves adapting curricula, training teachers, rethinking schools and empowering communities. As part of its ongoing work on Education for Sustainable Development (ESD) and its role as secretariat to the Greening Education Partnership, UNESCO is currently developing a **Green School Quality Standard** and **Greening Curriculum Guidance** to mainstream climate education in schools and educational institutions.

Green School Quality Standard

The Green School Quality Standard sets the essential technical benchmarks for a climate-ready green school. It concentrates on integrating climate change and sustainability in four main areas of a comprehensive approach to ESD - teaching and learning; school facilities and operations; school governance; and community engagement. The standard is intended to assist accreditation schemes (like schools receiving certification and label grants or awards for good practices in ESD) and also provide guidance for policy-makers and educators, ensuring their alignment with global standards.

The objective is to ensure that **50% of schools are “greened” by 2030**.

Why is it necessary?

Efforts should be made to transform the culture of learning institution so that climate change and sustainability is embedded in all dimensions of schools. The aim is to ensure that students learn what they live and live what they learn and, in turn, transform their school experiences to actively participate in climate action beyond the classroom.

What is it?

- **Defines** a quality basic standard on what it means to be a green school that prepares every learner to be climate-ready.
- **Encourages** schools to holistically integrate a whole-school approach to ESD.
- **Encompasses** a progressive approach allowing relevance for a diversity of contexts.

What makes a green school?

The Green School Quality Standard supports schools on their path to becoming sustainable learning hubs. It outlines practical actions across four main areas that schools can adopt based on their available resources and specific situation. The following are examples of primary and next level steps that schools can take to spark action towards a green school system.



SCHOOL GOVERNANCE

PRIMARY STEP

Establish a green school committee to develop and monitor climate action within the school.

NEXT LEVEL

Collaborate with other schools, empowering everyone to advocate for climate change issues.



FACILITIES AND OPERATIONS

PRIMARY STEP

Conduct energy, water, and waste audits to guide practices.

NEXT LEVEL

Invest in climate-smart infrastructure, like green energy and gardens for sustainable habits and disaster risk preparedness.



INNOVATIVE TEACHING AND LEARNING

PRIMARY STEP

Infuse sustainability across the curriculum.

NEXT LEVEL

Engage learners in community-based projects and hands-on activities for active local climate action.



INCLUSIVE COMMUNITY ENGAGEMENT

PRIMARY STEP

Engage with community members in teaching and learning to understand climate change in local context.

NEXT LEVEL

Establish partnerships with NGOs and government agencies, organizing community events like eco-fairs, tree planting, and panel discussions for collective action at local community level.

How is the Green School Quality Standard developed?

The standard is a product of collaborative efforts involving diverse stakeholders including green school accreditation schemes. UNESCO is facilitating connections with experts, and organizations worldwide to ensure global reach.

- First consultation was held with over 500 Partnership members and nine countries.
- Consultations at COP28 and follow-up reviews/ feedback with the final publication to be launched in 2024.
- This global standard will be provided to green schools accreditation programmes and Member States to encourage their alignment with the standard. Training sessions and regular monitoring of global progress on green schools will be conducted as a part of the work of the Greening Education Partnership's pillar on greening schools, together with training sessions and regular monitoring of global progress.



Early draft of the Green School Quality Standard is available for your feedback.

Please scan the code and provide your insights



Greening Curriculum Guidance

Young people today demand climate change education that is transformative, with contextualized learning that provides solutions. In response, UNESCO is collaborating with youth and other partners through the Greening Education Partnership to develop a global standard on integrating climate change into the curriculum - Greening Curriculum Guidance. The aim is to reshape how we teach and learn about climate change in the classroom and beyond, focusing on essential learning outcomes for different age groups, while addressing topics related to environmental, social and economic aspects of climate change such as climate science, climate justice, and post-carbon economies.

Why is it necessary?

- UNESCO findings show many countries still lack climate change education in their curricula and less than half of curriculum frameworks reviewed mention climate change.
- Current education primarily offers basic scientific knowledge on climate change and is insufficient.

What is it?

- **Explains** how to integrate climate change education into curriculum frameworks and defines comprehensively what climate change education consists of.
- **Focuses** on experiential hands-on learning.
- **Connects** climate change issues from environmental, economic and social aspects of sustainability.
- **Engages** learners from an early age in spiral curriculum approach.
- **Fosters** holistic learning through cognitive, socio emotional and behavioural domains of dimensions of learning to support developing knowledge, values, skills and attitudes underpinning practical actions.

EXAMPLES OF EXPECTED GREEN EDUCATION LEARNING OUTCOMES PER AGE GROUP



ENVIRONMENT (CLIMATE SCIENCE)

Examples of greenhouse gases

5-8 YEARS

Learners should be able to: Explain heat-trapping by solar radiation and greenhouse gases, show concern for global warming consequences, and raise family awareness on greenhouse gases and climate change.

16-18 YEARS

Learners should be able to: Collaborate with other schools, empowering everyone to advocate for climate change issues.



SOCIETY (CLIMATE JUSTICE)

Examples of contemporary challenges in climate justice

5-8 YEARS

Learners should be to: Explain diverse impacts of climate change related events, make choices considering others and the environment, and take responsibility for personal environmental impact.

16-18 YEARS

Learners should be to: Describe how poverty and power impact access to resources, promote environmental equity, and advocate for equal access to eco-friendly choice.



ECONOMY (SUSTAINABLE LIFESTYLES)

Examples of responsible consumption

5-8 YEARS

Learners should be able to: Analyze needs vs. wants' influence on buying habits, reflect on material possessions' role in life, and cultivate responsible consumption habits.

16-18 YEARS

Learners should be able to: Recognize global consumption patterns and their impact. Reflect on personal consumption, reflect in a global context and adjust behaviour to benefit humanity and the environment.

How is the Greening Curriculum Guidance developed?

The guidance is a product of collaborative efforts involving diverse stakeholders, co-developed with youth. UNESCO is facilitating connections with authors, experts, and organizations worldwide to ensure global reach.

- First consultation was held with over 500 Partnership members and nine countries, with pilots in UNESCO-designated sites currently underway to draw on local insights.
- Consultations at COP28 and follow-up reviews/ feedback with the final publication to be launched in 2024.
- This global guidance will be provided to Member States to support curriculum reform as part of the Greening Education Partnership's pillar on greening curriculum, together with training sessions and regular monitoring of global progress.



Early draft of the Greening Curriculum Guidance is available for your feedback.

Please scan the code to provide your insights.

The Greening Education Partnership

The Greening Education Partnership is a global initiative that aims to equip learners with the knowledge and skills to tackle the climate crisis. It is a collaborative platform for governments, inter-governmental organizations, civil society, youth, academia, and private sector. The Greening Education Partnership and its collaborating members are working together to deliver coordinated and comprehensive action to support climate change education.

UNESCO - a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners. UNESCO also leads efforts to respond to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.



The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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