



UNITED NATIONS  
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# Greening Education Partnership

## Getting every learner climate-ready

**The UN Secretary-General calls the climate crisis ‘a battle for our lives’, as we still struggle to transform our societies to reach the 1.5°C-degree path recommended by the Paris Agreement.**

Emerging from the 2022 UN Secretary General’s Transforming Education Summit, the Greening Education partnership was launched as a global initiative to support countries for accelerating the implementation of climate change education in response to climate crisis, also urged by the Youth Declaration. The Partnership aims to deliver strong, coordinated and comprehensive action to prepare every learner to acquire the knowledge, skills, values, and attitudes to tackle climate change and to promote sustainable development. It will mobilize increased investment to support Member States in scaling up good quality education to prepare learners to be climate-ready, in particular through the establishment of a Multi-Partner Trust Fund.

### GREENING SCHOOLS



#### Vision

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

#### Goal

All countries will have adopted a green school accreditation scheme with at least 50% schools, colleges, and universities with green accreditation and operating sustainably.



### GREENING LEARNING

#### Vision

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.

#### Goal

The number of countries which include climate education in school curricula at the pre-primary, primary, and secondary levels will have at least doubled from the current ~ 45%.

### HERE’S HOW YOU CAN COMMIT

Countries and organizations are encouraged to join the Greening Education Partnership, expressing their interest in at least one the four action areas.

Progress is regularly monitored and the global network ‘ESD-Net 2030’ will provide a platform to exchange experiences and showcase good practices.

#### Vision

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.

#### Goal

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

### GREENING TEACHER CAPACITY & READINESS



### GREENING COMMUNITIES

#### Vision

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.

#### Goal

All countries will be able to report at least 3 different ways learning opportunities are made available for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



## Achieving a step change in financing through a Multi-Partner Trust Fund

To ensure its success, the Greening Education Partnership needs to be backed by sufficient financing. Additional resources will be required to support countries in achieving their commitments through capacity development and implementation, as well as for the functioning of the Partnership itself, notably to establish a community of practice that will include the exchange of good practice, global advocacy as well as monitoring and evaluation.

Given its inter-agency and partnership-based nature, a dedicated Multi-Partner Trust Fund (MPTF) will be created to channel resources to the initiative and its partners. The new Greening Education MPTF – unique in this

field – will accelerate thematic financing in greening education, improve aid effectiveness and coordination in this field, increase coherence among a wide range of actors and reduce transaction costs for governments and implementing partners, as well as donors. This Partnership brings together key sectors that are often approached in a siloed fashion – education, environment, and climate. The MPTF aims to become the preferred financing modality to facilitate joint implementation across UN agencies.

UNESCO is currently in the process of identifying a group of early champions for the Fund including potential partner UN agencies and donors.

### Did you know?

- Recent UNESCO findings reveal that around **half of the 100 countries** reviewed had no mention of climate change in their national curriculum..
- While **95%** of surveyed primary and secondary teachers felt that teaching climate change is important, **less than 30%** expressed a readiness to teach it..
- **75%** of young people say that they are frightened about their future. At COP26 in Glasgow and the TES pre-Summit in Paris in June 2022, young people demanded concrete action and called upon governments to change education systems so they are fit to tackle the challenges of climate change.

### Who can join the 'Greening Education Partnership'?

The Partnership is an open and inclusive community of Member States, organizations and institutions.

Member Countries joining the Partnership are invited to commit to achieve the targets among one or several of its 4 components by 2030. They are also encouraged to share good practice. Key stakeholders may include civil society organizations, UN agencies, research institutions, youth organizations, and international development partners. There will also be opportunities for strategic engagement with regional and country-level partners, in particular around advocacy and implementation.

As of 2 November 2022, around 200 expressions of interest to contribute to Greening Education Partnership have been made by, among others: Government of United Kingdom of Great Britain and Northern Ireland, Government of Japan, UNFCCC, UNEP, ILO, International Renewable Energy Agency (IRENA), UNICEF, WFP, UN CC:Learn UNITAR, Microsoft, Global Partnership for Education, UN Human Rights Council Special Rapporteur on the promotion and protection of human rights in the context of climate change, World Organization of the Scout Movement, Plan International, Learning Planet Institute, Earthday.org, UN Sustainable Development Solutions Network, Education International, Foundation for Environmental Education Global, Education Above All Foundation, Teach for All, Education Outcomes Fund, Office for Climate Education, Aga Khan Foundation, World's Largest Lesson, Project Everyone, Dubai Cares, Mission 4.7, International Association of Universities.