



Concept note

## Panel discussion on the role of teachers in greening education: Initiatives for sustainable education

**7 October, 2022, 10:00-11:30 am – Paris time (GMT+2)**

**Registration:** [here](#)

*Interpretation in English, French and Spanish will be available.*

### Background

Climate change is transforming the World we live in, and it threatens the very survival of human beings and many other living species.

While the vast majority of the world's leaders are aware of the threat and have made commitments at the international level to make a difference through environmental action, results are slow to emerge. 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-degree path recommended by the Paris Agreement, entered into force in 2016.

In response to this, the global demand for education systems to enable individuals to acquire the knowledge, skills, values and attitudes that lead to the green transition of our societies has become more pressing in recent years culminating with the adoption of the Global 2030 Agenda and Target 4.7 of the SDG which calls all countries to "ensure that by 2030, all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a

culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”<sup>1</sup> (UNESCO, 2016).

However, progress in “greening education” is slow. Recent UNESCO findings<sup>2</sup> shows that around half of the 100 countries reviewed had no climate change mentioned in their national curriculum frameworks. While 95% of surveyed teachers felt teaching climate change is important, less than 30% felt ready to teach about climate change in relation to their local context.

In response to this situation, UNESCO and its partners launched in September 2022, during the Transforming Education Summit, the Greening Education Partnership<sup>3</sup>, which calls on all countries to make a firm commitment to four priority areas of action by 2030: Greening schools (focus on infrastructure), greening learning (focus on curriculum), greening capacity and readiness (focus on education personnel) and greening communities (focus on community engagement and learning opportunities).

On the occasion of the 2022 WTD, the event will discuss the conditions necessary for educational staff to play their full role in the greening of education.

## About the event

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The Panel discussion will have three main objectives:

- Present the new Greening Education Partnership, it’s aim and purpose, and how it will function;
- Share successful practices regarding education personnel preparation, support and professional development in climate change education;
- Discuss challenges to effective teaching and learning of climate change education in various context and success factors.

The Head of the Section coordinating the Greening Education Partnership at UNESCO will moderate the discussion. The panelists will consist of four experts with diverse background and perspective on climate change teaching and learning: a K-12 teacher, a teacher trainer, and an Education Planner, a CSO serving out of school and non-formal learners.

A youth representative will open the discussion sharing her experience of the climate crisis and her appreciation of how education can contribute to build active individuals and citizens.

## Agenda

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<b>Friday, 7 October 2022</b>	
<b>10:00 – 10:10</b>	<b>Introduction (10 min)</b>

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<sup>1</sup> UNESCO, 2016. Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4

<sup>2</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000379914>

<sup>3</sup> Check if there is a webpage for the Greening Education Partnership

Zoom	<ul style="list-style-type: none"> <li>• Opening remarks by <b>M. Carlos Vargas Tamez</b>, Chief of UNESCO Section for teacher development and Head of the Teacher Task Force Secretariat</li> <li>• Keynote presentation of the Greening Education Partnership by <b>Ms. Won Jung Byun</b>, Programme Specialist, Education for Sustainable Development, UNESCO.</li> </ul>
10:10 – 11:10	<p><b>Panel Discussion (60 min)</b></p> <p>Moderated by <b>Ms. Jun Morohashi</b>, Chief of Section of Education for Sustainable Development, UNESCO</p> <ul style="list-style-type: none"> <li>• Testimony by Youth on Greening education, <b>Ms. Doris Mwikali</b>, Kenya (5 min)</li> <li>• K12 Teacher: Teach4Planet of EI (tbc)</li> <li>• <b>M. Gregor Torkar</b>, Professor, Faculty of Education, University of Ljubljana, Slovenia</li> <li>• Education planner: (tbc)</li> <li>• <b>Dr. Phanintra Teeranon</b>, University of Phayao, Carbon credits initiatives, Thailand</li> </ul>
11:10–11:25	<p><b>Q&amp;A with the audience (15 min)</b></p>
11:25 – 11:30	<p><b>Closing Remarks (5 min)</b></p> <ul style="list-style-type: none"> <li>• <b>M. Carlos Vargas Tamez</b>, Chief of UNESCO Section for teacher development and Head of the Teacher Task Force Secretariat</li> </ul>