

GEEP Webinar

# Strengthening EE in Your Country

A Discussion Guide

Dec. 11th | 10–11:15 AM EST

[bit.ly/StrengtheningEEWebinar](https://bit.ly/StrengtheningEEWebinar)



# We have a great line-up!



**Pramod Kumar Sharma**  
*Senior Director of  
Education, Foundation for  
Environmental Education*



**Olivia Copsey**  
*Director of Education,  
Foundation for  
Environmental  
Education*



**Lisa Tang Chong**  
*REEF Conservation  
FEE National Operator  
Mauritius*



**Ian Humphreys**  
*Board Member,  
Foundation for EE;  
GEEP Advisory Group*



**Bora Simmons**  
*Founding Director,  
National Project for  
Excellence in EE*

# Thanks, Carrie, Nina, and Madeline!



**Carrie Albright**  
Communications and Data  
Specialist



**Nina Hamilton**  
Director of  
International and  
Leadership Programs



**Madeline Halvey**  
International Programs  
Specialist



# Bringing New Ideas and Insights to the Our Field



- **Type questions in the chat throughout**
- **For closed captions and translated captions, click Closed Captions**
- **This webinar will be recorded and shared**



I love closed captions!



Use chat to join conversation & ask questions

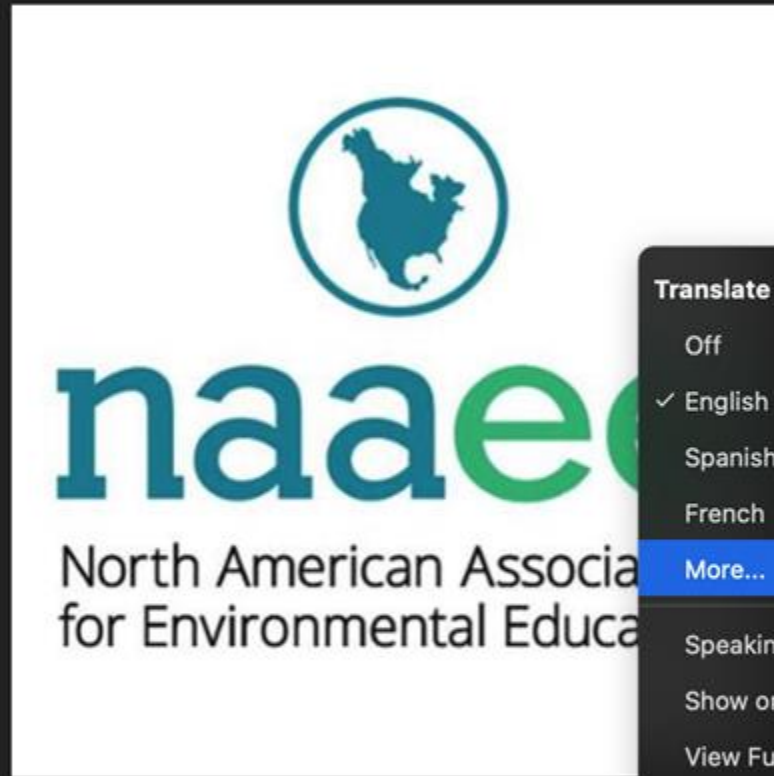


Use "Closed Captions" cc to get captions in the language of your choice.

The image shows the bottom control bar of a Zoom meeting. From left to right, the icons are: Unmute (muted), Start Video (video off), Participants (2 people), Chat (speech bubble), Share Screen (green square with white arrow), Record (circle with vertical line), Show Captions (cc icon), Reactions (smiley face with plus), Apps (grid of squares), Whiteboards (document with pencil), and a red 'Leave' button. Two large red arrows with blue outlines point from the 'Chat' and 'Show Captions' icons up towards the central logo area.

A participant has enabled Closed Captioning

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- Dutch
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- French
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- Hindi
- Hungarian
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- Italian
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- Select your preferred language (31 options!)

Participants 1

Chat

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Record

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Breakout Rooms

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More

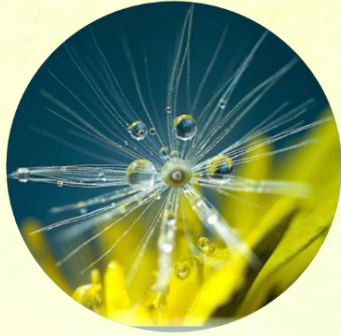


# Background on the GEEP and the Discussion Guide

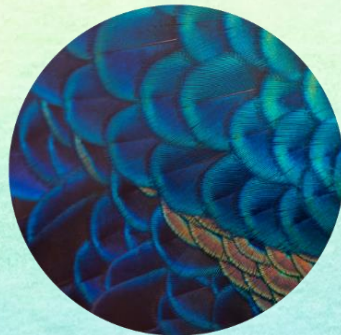




# Creating a Just and Sustainable Future



# Strengthening Environmental Education around the World



# The GEEP Is a Learning Network

To create a vibrant and inclusive learning network designed to build capacity in countries around the world to strengthen environmental education leading to a more just and sustainable future.



# The Vision

---

We seek to use the power of education to create a sustainable and just future where people and nature thrive, and where environmental and social responsibility drive individual, community, and institutional choices.



# Partnership Program

Working together to strengthen EE around the world!  
The leadership team includes US EPA, NAAEE, and Taiwan EPA , and the GEEP Advisors come from around the world. In the future, we hope to include representation from all the regions.



# A Wonderful Group of Advisors





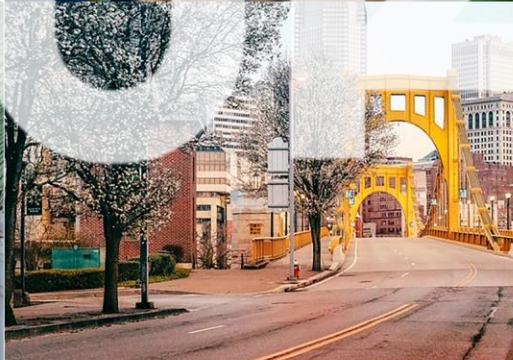
Strengthening Environmental Education Around the World

**Geep** GLOBAL 全球 ENVIRONMENTAL 環境 EDUCATION 教育 PARTNERSHIP 夥伴

International Environmental Partnership

Geep APRC 全球環境教育夥伴亞太中心

EPA United States Environmental Protection Agency



**Geep**

GLOBAL 全球 ENVIRONMENTAL 環境 EDUCATION 教育 PARTNERSHIP 夥伴







GEEP: A Network of Networks

# Building Global EE/Sustainability Capacity



# A Different Approach

Provide a space for leaders to talk openly, think creatively, and discuss how we can build capacity and have more impact in the field.



Safe space  
to think out  
of the box.

# GEEP's 2023-2028 Strategic Plan



# Resources and Links: thegeep.org



Tens of thousands of visitors from 197 countries



Programs



Case Studies



Regional Centers

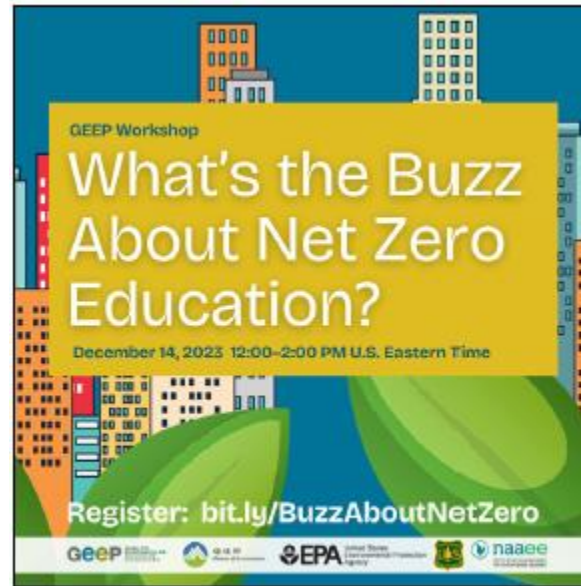


Country Profiles



Get Involved

# Workshops and Virtual Events



GEEP Workshop

## What's the Buzz About Net Zero Education?

December 14, 2023 12:00–2:00 PM U.S. Eastern Time

Register: [bit.ly/BuzzAboutNetZero](https://bit.ly/BuzzAboutNetZero)

Logos: GEEP, EPA, naaee

This poster features a stylized cityscape with colorful buildings and large green leaves at the bottom. The text is centered on a yellow background.



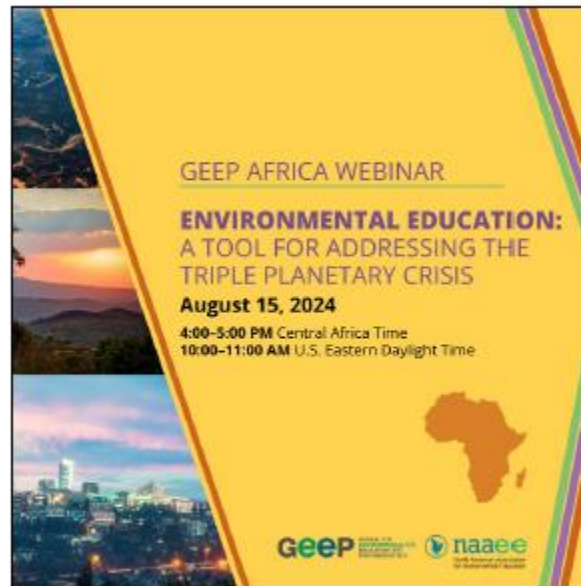
WEBINAR

## Creating a New Green Future: Embracing Sustainable Practices and Lifestyles

August 16, 2023, 10:00–11:00 PM U.S. Eastern Time  
August 17, 2023, 10:00–11:00 AM Taiwan Time

Logos: GEEP, naaee, 中華環境教育學會

This poster has a light green background with a silhouette of a city skyline, wind turbines, a person on a bicycle, and a bus at the bottom.



GEEP AFRICA WEBINAR

## ENVIRONMENTAL EDUCATION: A TOOL FOR ADDRESSING THE TRIPLE PLANETARY CRISIS

August 15, 2024  
4:00–5:00 PM Central Africa Time  
10:00–11:00 AM U.S. Eastern Daylight Time

Logos: GEEP, naaee

This poster has a yellow background with a map of Africa and images of a sunset and a city at night.



GEEP Africa Webinar

## Transforming Education Across Africa: The Nexus of Climate Justice, Social Justice, and AI

December 6  
4:00–5:15 PM  
Central Africa Time  
9:00–10:15 AM  
U.S. Eastern Standard Time

Logos: GEEP, EPA, naaee

This poster has a blue background with a map of Africa and icons representing climate justice, social justice, and AI.



# Building Leadership Around the World

# Case Study Collection: Effective Practice Around the World



Integrating Environmental Education into University Curriculum

# 25 Case Studies





# Country Profiles

Filter Map



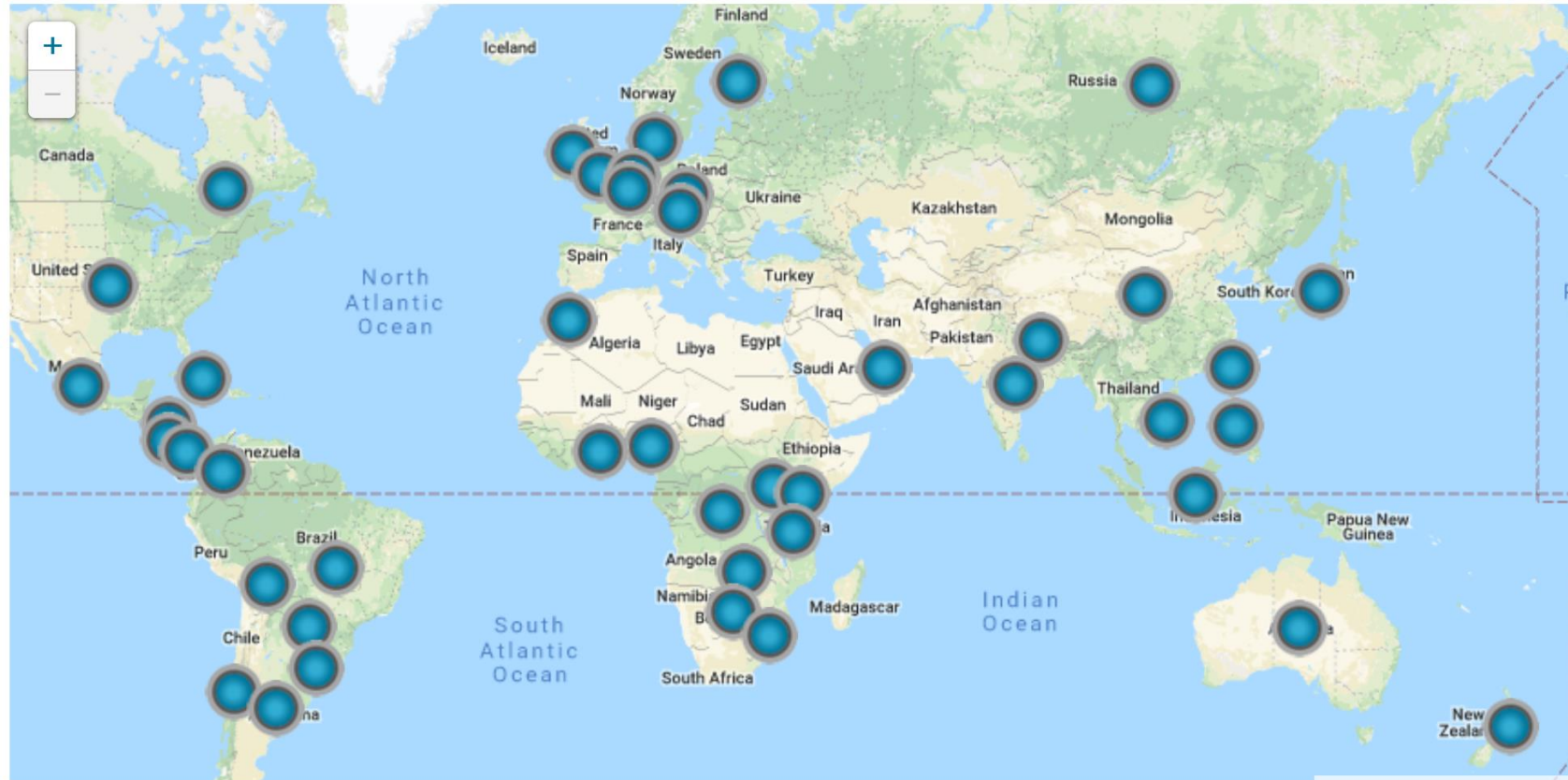
National Policy



Professional Association



GEEP Advisory Group



70+



How can we strengthen EE in the countries and regions where we live? What does a strong program include?

**Strengthening EE In Your Country**  
**A Discussion Guide**





**Strengthening EE In Your Country**  
**A Discussion Guide**

# Table of Contents

- Introduction
- What Makes a Strong National Environmental Education Program?
- Structure: How Is EE Organized in Your Country?
- Programs: How Is EE Delivered in Your Country?
- Quality Assurance: How Is High-Quality EE Cultivated in Your Country?
- Funding: How Is EE Funded in Your Country?
- Action Planning



# Components of a Strong National EE Program

## Components of a Strong National EE Program

Collectively, the components of a strong environmental education program help to create global citizens who are motivated to tackle the environmental, social, and economic issues facing our world, including the UN Sustainable Development Goals.

- **All Audiences:** A national EE program is inclusive, reaching all ages, backgrounds, and sectors, including formal and nonformal education, government ministries and agencies, NGOs, corporations, and other community organizations that focus on education and the environment.
- **Policy:** Government legislation or policies advance EE through mandates, funding, and programs.
- **Frameworks:** Standards of excellence demonstrate what high-quality EE looks like and provide guidance for how to improve the quality of EE.
- **Networks:** A professional association or network provides opportunities for EE practitioners and leaders in the field to share, learn, and grow.
- **Formal Education:** EE is integrated into formal education—from early childhood to higher education.
- **Nonformal EE:** EE is a part of nonformal organizations, including zoos, aquariums, museums, community centers, and more.
- **Curriculum and Instructional Materials:** High-quality teaching materials are accessible to educators of all ages in both formal and nonformal settings.
- **Professional Development and Training:** EE professionals, including formal and nonformal educators, have access to and receive high-quality professional development.
- **Higher Education:** Higher education institutions offer degrees in EE and sustainability, and incorporate EE into the preparation of teachers, business leaders, health experts, and other key professions.
- **Certification:** EE institutions and environmental educators are recognized through certification or other quality recognition programs for meeting stringent professional competencies.
- **Accreditation and Quality Assurance:** Third-party, standards-based recognition programs ensure that EE programs in formal education are implemented in a high-quality “whole-institution approach.”
- **Evaluation:** The impact of EE is measured at the program level, as well as rolled up to demonstrate the difference it is making on quality, inclusion, and relevance; the lives of learners and their wider communities; and the planet.
- **Innovation:** Promoting experimentation, new ideas, opportunities for collaboration across disciplines, and other initiatives spark new thinking.

This is a living document and will be updated as we get additional feedback. The goal is to spur discussion and take a look at the gaps and opportunities that exist in every country around the world!

# Commitment to Justice, Equity, Diversity, and Inclusion



# Building a Strong EE Program

A hallmark of a strong national EE program is **inclusivity for all audiences**. Engage with people from **multiple disciplines and sectors** to benefit from one another's knowledge.

There is no one way to organize EE in a country. This guide groups the components of a strong national EE program into four main categories:

- **Structure**
- **Programs**
- **Quality assurance**
- **Funding**



## Key Underpinnings of Environmental Education

These foundational themes tend to be universal to our collective understanding of quality environmental education, though different countries may describe them differently.



**Human Well-Being:** Human well-being is inextricably bound with environmental quality. Humans are a part of the natural order. Humans, and the systems they create—societies, political systems, economies, religions, cultures, technologies—impact the total environment and are impacted by the environment. Since humans are a part of nature rather than outside it, they are challenged to recognize the ramifications of their interdependence with Earth systems.

**Importance of Where One Lives:** Beginning close to home, EE helps learners connect with, explore, and understand their immediate surroundings. It also helps learners appreciate the nature around them wherever they live. The sensitivity, knowledge, and skills needed for this local connection to both the natural and built environments provide a base for moving into larger systems, broader issues, and an expanding understanding of connections and consequences.

**Integration and Infusion:** Disciplines from the natural sciences, social sciences, and the humanities are interconnected through the environment and environmental issues. EE offers opportunities to integrate disciplinary learning, fostering a deeper understanding of concepts and skills. EE works best when infused across the disciplines rather than treated as a separate or isolated experience.

**Justice, Equity, Diversity, and Inclusion:** EE instruction is welcoming and respectful to all learners and embraces the principles of fairness and justice. EE is designed to employ and engage people with different backgrounds, experiences, abilities, and perspectives through culturally relevant and responsive instruction. EE actively works to create equitable learning opportunities and promotes the dignity and worth of people of all races, ethnicities, religions, genders, sexual orientations, gender identities, abilities, incomes, language groups, marital statuses, ages, geographic locations, and philosophies.

**Lifelong Learning:** EE emphasizes critical and creative thinking, decision making, communication, and collaborative learning. Development and ongoing use of a broad range of skills and practices are essential for active and meaningful learning, both in school and over a lifetime.

**Roots in the Real World:** Learners develop knowledge and skills through direct experience with their community, the environment, current environmental issues, and society. Investigation, analysis, and problem solving are essential activities and are most effective when relevant to learners' lives and rooted in their experiences.

**Sustainable Future:** Supporting the United Nations Sustainable Development Goals, learning reflects on the past, examines the present, and is oriented to the future. Learning focuses on environmental, social, and economic responsibility as drivers of individual, collective, and institutional choices.

**Systems and Systems Thinking:** Systems thinking helps make sense of a large and complex world. A system is made up of parts. Each part can be understood separately. The whole, however, is understood only by examining the relationships and interactions among the parts. Earth is a complex system of interacting physical, chemical, and biological processes. Organizations, communities of animals and plants, living cells, and families can all be understood as systems. And systems can be nested within other systems.

# Key Underpinnings of Environmental Education and the GEP, the SDGs, and how we're defining terms.

# EE Is a Key Tool to Help Achieve the Sustainable Development Goals



**SUSTAINABLE DEVELOPMENT GOALS**  
17 GOALS TO TRANSFORM OUR WORLD





# How Is EE Organized in Your Country?

- National Governments
- National Government Mandates, Laws, and Policies
- Intergovernmental Organizations
- Non-Governmental Organizations
- Networks and Collaboration
- Questions to Consider



# Other Sections

## **Programs: How Is EE Delivered in Your Country?**

Program Types

Curriculum Development and Instructional Materials

Professional Development and Training

Questions to Consider

## **Quality Assurance: How Is High-Quality EE Cultivated in Your Country?**

Guidelines for Promising and Effective Practices

Certification and Accreditation

Evaluation and Research

Questions to Consider

## **Funding: How Is EE Funded in Your Country?**

Government

Intergovernmental Organizations and

Non-governmental Organizations

Corporations and Businesses

Individual Donors

Questions to Consider



Questions to think about in each section, along with short examples from around the world.

# Questions to Consider in the Final Section

## Structure

### Government Mandates or Policies

- What are the strengths and gaps in your government's mandates and policies?
- If you seek to introduce mandates or policies, what are effective approaches to enacting legislation?
- Who should be involved? What information is needed to make the case for policies that support EE?
- If you seek to strengthen implementation of existing mandates or policies, how can you work with the agency or ministry responsible to leverage greater action?
- How can you promote the impact and importance of EE legislation?

### Networks and Collaboration

- What are the strengths and gaps in collaboration for EE?
- If a strong network or alliance does not already exist, how might you build one or strengthen what already exists?





Introducing  
Pramod!

# We have a great line-up!



**Pramod Kumar Sharma**  
*Senior Director of  
Education, Foundation for  
Environmental Education*



**Olivia Copsey**  
*Director of Education,  
Foundation for EE*



**Lisa Tang Chong**  
*REEF Conservation  
FEE National  
Operator*



**Ian Humphreys**  
*Board Member,  
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**Bora Simmons**  
*Founding Director,  
National Project for  
Excellence in EE*



## **Pramod Kumar Sharma**

*Senior Director of Education  
Foundation for Environmental  
Education*

# Transforming education to transform the world



**Greening  
Education  
Partnership**

Getting every learner climate-ready

FOUNDATION FOR  
ENVIRONMENTAL  
EDUCATION



# Transforming education to transform the world

The UN Secretary General's Transforming Education Summit has confirmed that education must be transformed to respond to the global climate and environmental crisis.



Rooted in longstanding work in **Education for Sustainable Development (ESD)**, with a particular focus on education's role in tackling **climate change**



Equips individuals, communities, and the wider world with the **understanding, skills, values and attitudes** to engage in **transformative action** for shaping green, low emission and climate-resilient societies



**Greening  
Education  
Partnership**  
Getting every learner climate-ready





# GREENING EDUCATION PARTNERSHIP (GEP)



GEP is a global initiative to support countries in accelerating the implementation of **climate change education** in response to the climate crisis.

FEE is the co-lead of Pillar 1 on Greening Schools together with Aga Khan Foundation and World Food Programme. FEE is also on the Advisory Board of GEP.



Young Reporters  
for the environment

# Greening Education Partnership – a collective endeavor

## Members

95 Member States

1400+ stakeholder organizations

## Advisory Group

Representatives of 15 organizations  
(Member States, IGOs, youth, civil society, foundations)

## Secretariat

UNESCO

## 4 working groups, co-led by:



## UN agencies and multilateral organizations:



# Activities

## Networking

- Quarterly Working Group Meetings
- Annual GEP Meetings at COP
- Capacity Building Webinars

## Global Standard Setting

- Green School Quality Standard
- Greening Curriculum Guidance
- Framework for Teacher Training

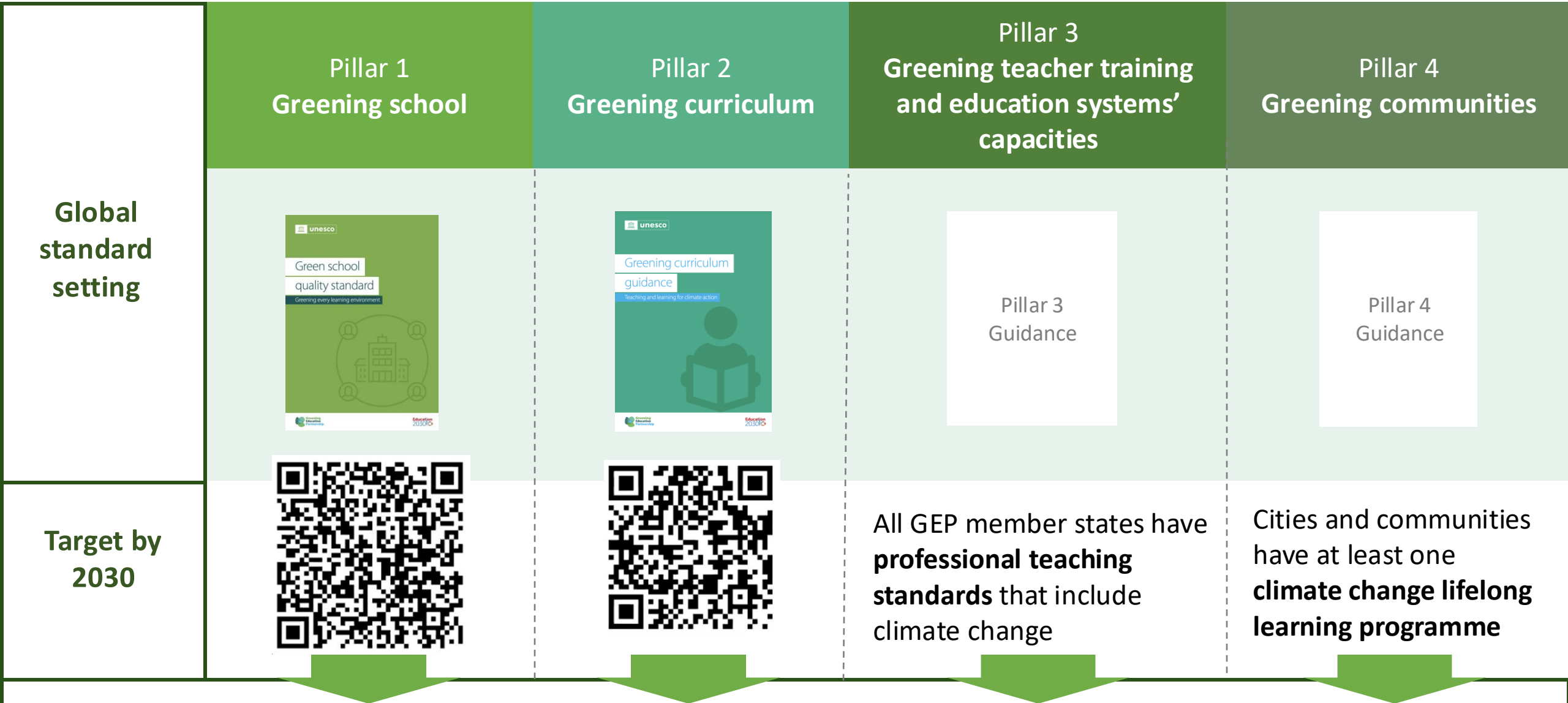
## Country-level Action

- Synergized support for countries by Partner members
- Based on needs of countries

## Monitoring of Progress and Research

- Baseline review
- Existing data and evidence

# Defining common language on #GreeningEducation



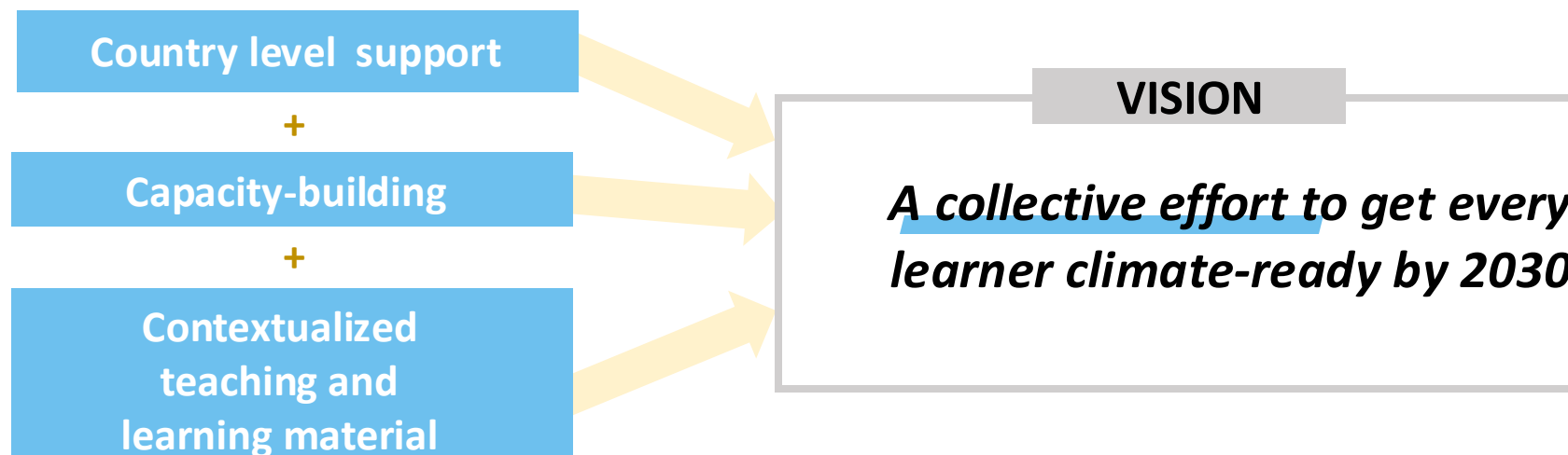
Country implementation support

# Intention to Action

**88%** of Member States plan to integrate climate change or other sustainability themes into their **curriculum** within the next 3 years.

**90%** of Member States intend to incorporate climate change, biodiversity, and other sustainability topics into their **teacher training programs in the next 3 years**.

**72%** of countries are interested in developing a network of schools dedicated to sustainability and climate change.



# Our Next Two Speakers



**Olivia Copsey**  
*Director of Education,  
Foundation for EE*



**Lisa Tang Chong**  
*REEF Conservation  
FEE National Operator  
Mauritius*



# Components of a strong EE programme

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A case-study from Mauritius

Olivia Copsey (FEE) and Lisa Tang-Chong (REEF Conservation)

# What does a strong EE programme look like?

- A strong EE programme improves education by making learning content more relevant and helping integrate competence-based approaches.
- Engaging your education systems with the complex and important issues in your country will help schools and communities to address the immediate issues which interrupt learning quality and access.
- Many of these issues are exacerbated by climate change.







Marine stewardship, Norway



Curriculum linked learning, France



School feeding, Rwanda



Sustainable tourism, Cambodia



Girls' education, Comoros



Improved learning environments, USA



Rainwater harvesting, Kenya



Community engagement, Latvia



Outdoor classrooms, England



Rice cultivation, India

# Structure: How is EE organised in your country?

- There is **no one way** to organise EE in a country.
- A hallmark of a strong national EE program is inclusivity – involving multiple disciplines and sectors
- The structure of your country’s EE program may include one or more of the following:
  - Governmental agencies
  - Intergovernmental organisations
  - Non-governmental organisations
  - Higher Education
  - Other CBOs, networks and collaborations

“When agencies and organisations collaborate, it elevates the quality and reach of EE and enhances interdisciplinary approaches to address the key issues in a country”.



# Eco-Schools Mauritius

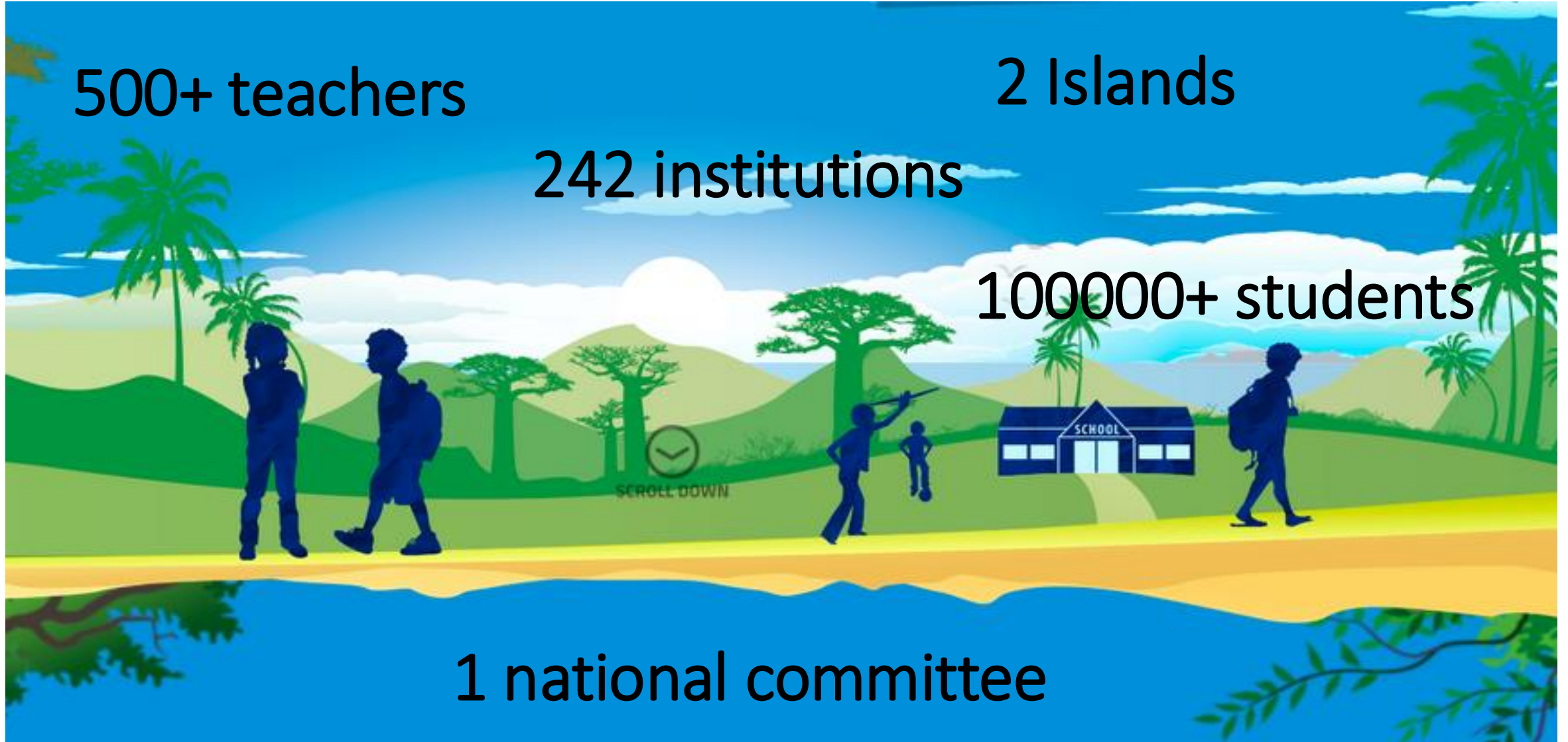
500+ teachers

2 Islands

242 institutions

100000+ students

1 national committee





# Eco-Schools Mauritius

- Launched in **April 2015** with **28 pilot schools** through the **ISLANDS Programme** of the **Indian Ocean Commission**
- **Reef Conservation** is the **National Operator** of the programme since 2015 & **FEE associate member** since September 2017. Reef Conservation qualified and became a **FEE full member** in 2021.
- Set up of a **National Eco-schools Committee** chaired by the **Ministry of Education** (Members: Ministry of Forestry, Ministry of Environment, Schools Zonal Directorate, Reef Conservation & related NGOs)
- As from 2016 the Eco-schools programme has been extended nationally on a voluntary basis to all interested schools at all levels from Primary to Tertiary

As of now, we have:

- **200 formal institutions**
- **12 non formal institutions**
- **3 Campuses**

# Eco-Schools Mauritius

## RODRIGUES ISLAND

Programme launched in 2017 with the set up of a Rodrigues Regional Assembly and Commission for Education

All schools in Rodrigues are voluntarily registered to the programme:

- **24 formal institutions**
- **2 non formal institutions**



# Eco-Schools Awards

- For Programme Year 2023 – out of the 180 registered institutions, 69 were awarded in MRU and 19 in ROD
- **Green Flags – 49** (including our first ever FEE EcoCampus) + 13
- **Silver Award – 15 + 1**
- **Bronze Award – 5 + 5**
  
- For Programme Year 2024 – out of the 242 registered institutions, 58 were evaluated in MRU and 9 in ROD.





# GEP Mauritius



Discussion started about integrating the Eco-Schools Programme Mauritius as part of the **Greening Education Partnership** plan with the Mauritius NATCOM in **January 2024**

Support Letter was received from the Mauritius NATCOM in **April 2024**

Switch from the National Eco-Schools Committee to the Greening Education Partnership Task Force in **January/February 2025**



Thursday, 18 April 2024

My Ref: ME 183/138/3T3

## LETTER OF SUPPORT

### *Reef Conservation*

1. Eco-Schools stands as the world's preeminent initiative for sustainable education, championed by the Foundation for Environmental Education (FEE). This program aims to transform students into proactive champions of sustainability through engaging, action-oriented educational initiatives. In December 2014, with the support of the European Union, the Indian Ocean Commission (IOC) partnered with the FEE to extend the Eco-Schools program to various Indian Ocean territories, including Madagascar, the Comoro Islands, Mauritius, Rodrigues, Seychelles, and Zanzibar.
2. **Reef Conservation**, as a non-profit organisation dedicated to the conservation and restoration of coastal and marine environments of Mauritius. It is a member of the Foundation for Environmental Education (FEE) and administers the Eco-Schools Programme in the Republic of Mauritius and actively supports the Greening Education Partnership (GEP). **Reef Conservation** promotes the sustainable use of marine biodiversity through local and regional collaborative efforts with all relevant stakeholders.
3. As the operator of Eco-Schools in Mauritius, **Reef Conservation** oversees the program's coordination. This includes implementing and promoting the program, developing resources, registering schools, and providing mentoring and support. Additionally, it conducts school visits, orchestrates educational events and campaigns, evaluates Green Flag applications, and distributes the awards to deserving schools.
4. By the close of 2023, 180 schools across the Republic of Mauritius were registered under the Eco-Schools Programme, with 61 schools achieving the prestigious International Green Flag Award. This award is a testament to significant environmental and educational advancements and is subject to periodic renewal to encourage ongoing progress.
5. For 2024, **Reef Conservation** has set a goal of 225 schools participating in the Eco-Schools Programme and striving for at least 50% of them to attain the International Green Flag Award, which highlights their exceptional contributions to Education for Sustainable Development.
6. The Mauritius National Commission for UNESCO supports **Reef Conservation** in its mission to fulfil the objectives of the Greening Education Partnership through the Eco-Schools Programme, reinforcing the commitment to sustainability and educational excellence.

Yours Sincerely,

Prof (Dr) Kiran BHUJUN C.Eng MIE FIEM MASCE RPEN MPWI PMP  
Secretary-General  
Mauritius National Commission for UNESCO

## Why the switch ?

Included all stakeholders:

- Representatives of Ministry of Education (All Levels)
- Included Early Childhood
- Include MIE (Teacher Training)
- Partnerships
- Other Projects



### 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



## Four action areas of transformative education

### 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.





Thank you!



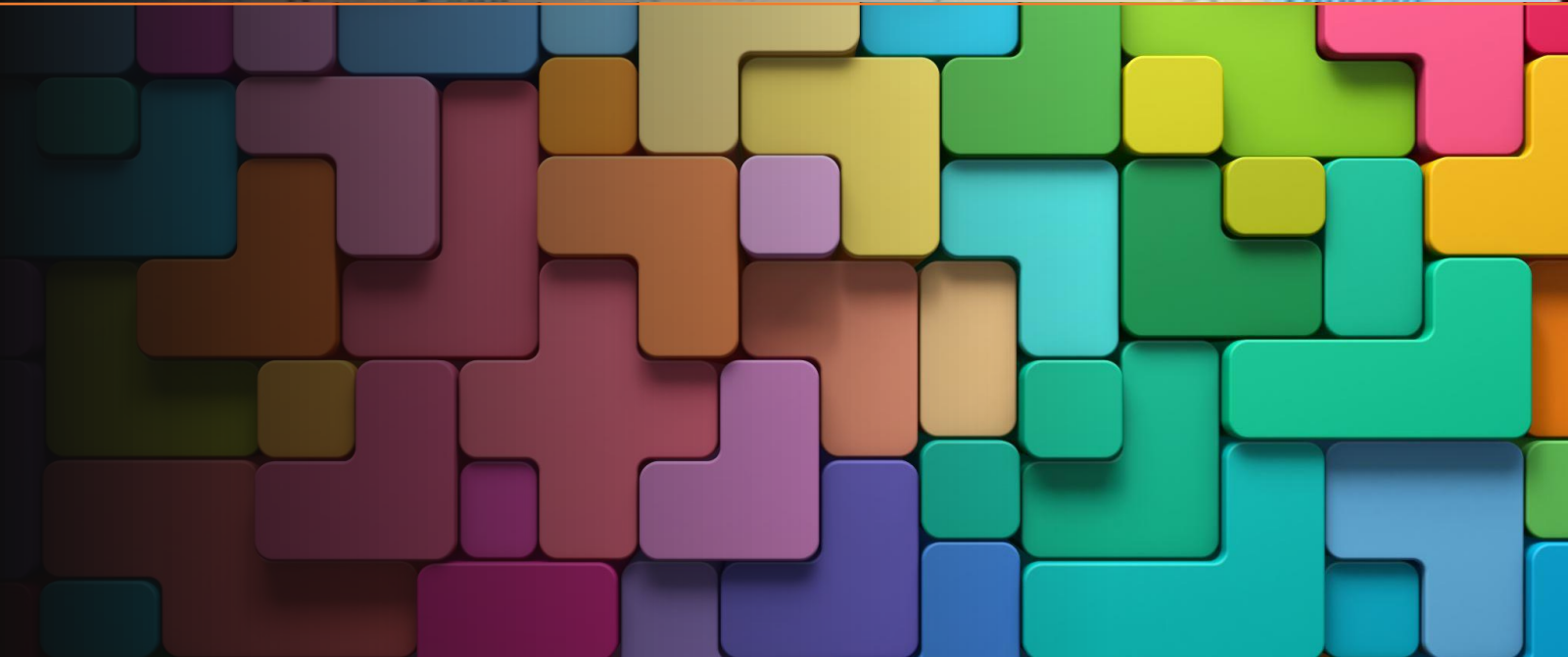
## **Ian Humphreys**

*Board Member, Foundation for EE  
GEEP Advisory Group*

# Strengthening Environmental Education in Northern Ireland



A case study





ECO - Schools

FEE®

# Environment Strategy

## Actions and Targets - The Next Generation

**Eco-Schools** is a highly successful global programme in which NI has been a leading performer.

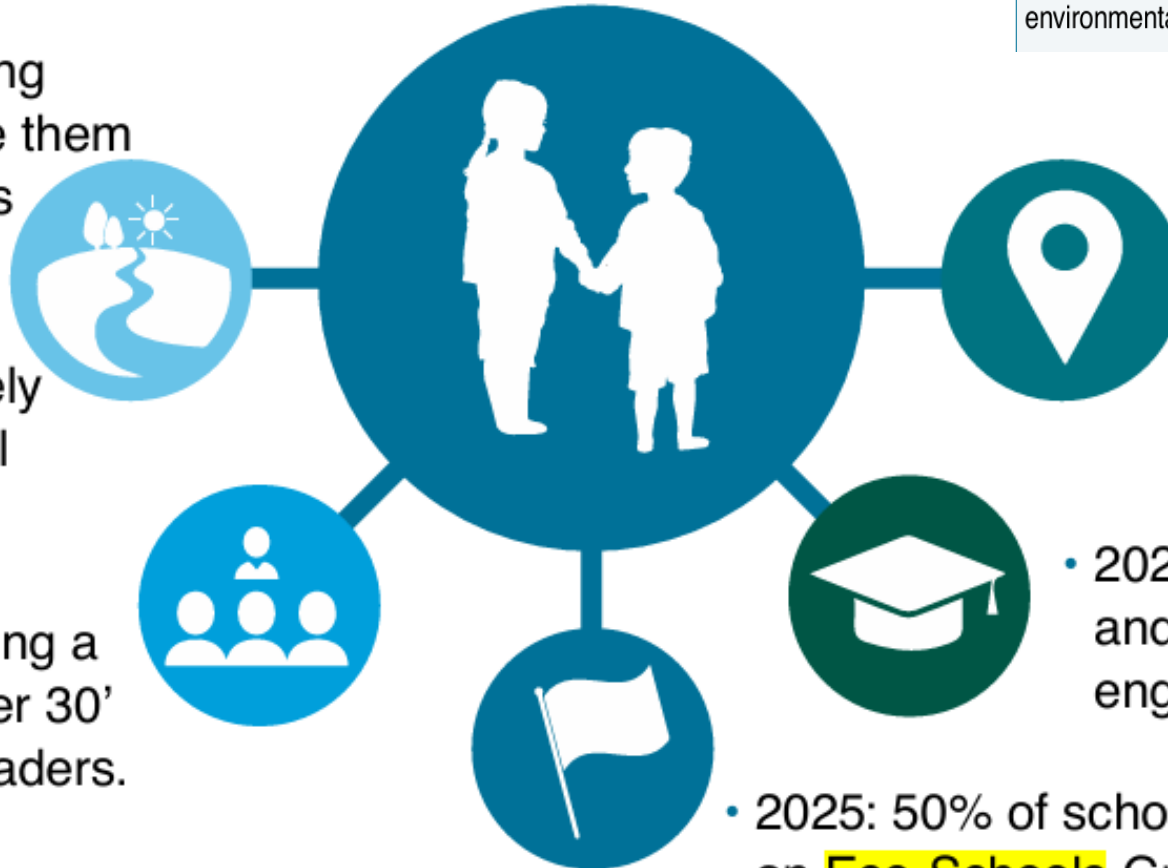
As of 2015, every school in Northern Ireland is a registered Eco-School - a world first.

Partnering with organisations such as Keep NI Beautiful (KNIB) and Ulster Wildlife has played a central role in engaging young people in environmental issues.

KNIB's **Eco-Schools** programme and Ulster Wildlife's 'Our Bright Future' (a partnership led by the Wildlife Trusts, bringing together the youth and environmental sectors to deliver change for the local environment) have been instrumental in engaging the next generation in the development of the Environment Strategy.

The NI Executive's Children & Young People's Strategy 2020-2030 aims to improve the environmental well-being of all our children and young people

- Engage with our children and young people to provide them with opportunities to learn about, actively engage with, and positively shape the natural environment.



- 2023: Championing a group of '30 under 30' environmental leaders.

- 500 Adopt A Spot Groups and 300,000 volunteers engaged in practical environmental programmes.

- 2025: 160,000 pupils and students actively engaged in **Eco-Schools**.

- 2025: 50% of schools will have an **Eco-Schools** Green Flag.

## Key Stage 2 World Around Us

### INTERDEPENDENCE Pupils should be enabled to explore:

- how they and others interact in the world;
  - how living things rely on each other within the natural world;
  - interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications;
  - the effect of people on the natural and built environment over time.
- 

### PLACE Pupils should be enabled to explore:

- how place influences the nature of life;
  - ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment;
  - features of, and variations in places, including physical, human, climatic, vegetation and animal life;
  - our place in the universe;
  - change over time in places;
  - positive and negative effects of natural and human events upon a place over time.
- 

### MOVEMENT AND ENERGY Pupils should be enabled to explore:

- the causes and effect of energy, forces and movement;
  - causes that affect the movement of people and animals;
  - how movement can be accelerated by human and natural events such as wars, earthquakes, famine or floods;
  - positive and negative consequences of movement and its impact on people, places and interdependence.
- 

### CHANGE OVER TIME Pupils should be enabled to explore:

- how change is a feature of the human and natural world and may have consequences for our lives and the world around us;
  - ways in which change occurs over both short and long periods of time in the physical and natural world;
  - The effects of positive and negative changes globally and how we contribute to some of these changes
-

# Measuring Impact



# 100%

registration in Northern Ireland.  
The first country in the world to  
achieve this goal.



**1,127**  
Schools

**19,363**  
Teachers

**348,925**  
Young People



## Eco-Schools: facts & figures

The world's  
largest pupil led  
environmental  
education programme  
in:

**79** countries with  
**20 million+**  
pupils in  
**60,000+**  
schools



**473**

'live' green  
flags

**42%**

of NI  
schools hold  
a green flag

**42**

delivery  
partners work  
together

**2,313**

total Green Flags  
to date

**11** topics



**11**

Councils support  
Eco-Schools in NI.

[www.eco-schoolsni.org](http://www.eco-schoolsni.org)



# Measuring Impact

131,547

RESOURCE  
DOWNLOADS



20.5%

improvement in  
energy  
reduction



67%

Schools felt being  
involved in Eco-School's  
had a positive impact on  
their ETI Inspection  
rating

eti

The Education and Training Inspectorate  
Promoting Improvement

5K+

FOLLOWERS



85%



of schools feel it  
positively impacts  
children's physical  
health



1270

Bags of litter  
collected



91%



Improvement in overall  
wellbeing of children as  
a result of the Eco-  
School's Programme

## Eco-Schools: impact measurements 2023-24

10,439

sustainable  
journeys  
made



64%

schools studying  
Biodiversity.  
Increase of 8%  
• up to 164 schools



49%

schools studying  
Healthy Living.  
Increase of 11%  
• up to 126 schools



261,642 Kg

total saving  
of CO<sub>2</sub>  
recorded



89%

of schools feel it  
positively  
impacts children's  
mental health



56%

schools studying  
Waste. Increase of  
12%  
• up to 144 schools



46%

increase in  
knowledge of  
climate change



These figures are drawn from results submitted by schools to the Eco-Schools Data Zone in 2023 /24 and are calculated on the basis that every school/pupil in Northern Ireland return the same results as submitted in the Data Zone in 2023/24



[www.eco-schoolsni.org](http://www.eco-schoolsni.org)





# Environmental Education: the Climate Change Challenge in Northern Ireland

A presentation for

# Teachers

**KEEP  
NORTHERN  
IRELAND  
BEAUTIFUL**



Carbon Literacy Project



Department of  
**Agriculture, Environment  
and Rural Affairs**

[www.daera-ni.gov.uk](http://www.daera-ni.gov.uk)



## **OCNNI Level 2 Certificate in Reducing Carbon Footprints through Environmental Action**

1. OCNNI Level 2 Award in **Reducing Carbon Footprints through Environmental Action** (core module)
2. OCNNI Level 2 Award in **Biodiversity Recovery**
3. OCNNI Level 2 Award in **Climate Campaigning**
4. OCNNI Level 2 Award in **Tackling Single Use Plastic Waste**
5. OCNNI Level 2 Award in **Tackling Fast Fashion**

# Reaching every new teacher – a beginning

[Open Tenders](#) on Keep Northern Ireland Beautiful's website

Invitation to tender for the installation of a Nature Demonstration Teaching Site in the grounds of Stranmillis University College, Belfast.

This is an invitation to tender for installation of a new, nature demonstration teaching site.

The site is a key aspect of a wider project called Generation Nature, which will support teachers to develop and enhance their nature awareness knowledge and teaching practice.

- Closes 3<sup>rd</sup> January 2025



# Northern Ireland CLIMATE Change-Makers



"An extraordinary experience that's enriched my knowledge, expanded my network, and provided me with outstanding industry insights." — **Jordan Birt**

Northern Ireland  
**CLIMATE**  
Change-Makers



NI 30 Under  
30 Intro Video



Department of  
**Agriculture, Environment  
and Rural Affairs**

[www.daera-ni.gov.uk](http://www.daera-ni.gov.uk)



**Coca-Cola HBC**  
Ireland & Northern Ireland



**Garfield Weston**  
FOUNDATION



**Belfast  
City Council**



**ARUP**

**LFT CHARITABLE TRUST**



**Danske Bank**



**PODIUM**



Northern Ireland  
**CLIMATE**  
Change-Makers





# earth hub

One Slide Overview

Last Updated: 11<sup>th</sup> November 2024

# EARTH Hub:

## Environmental Action for Resilience, Transformation and Health



### What's the problem?



Climate and biodiversity crises



Lack of engagement

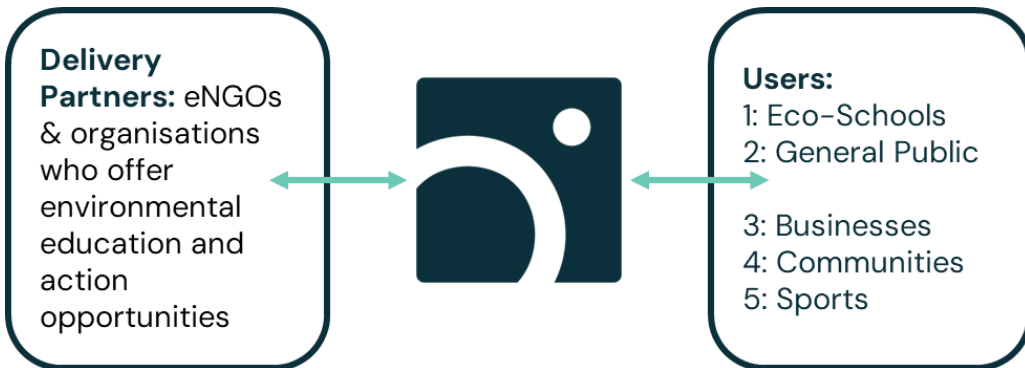


Poor digital infrastructure



Lack of impact measurement

### Who's involved?



### What's the solution?

- New & innovative solution where you can **access a range of resources & opportunities** across a variety of providers **all in one place**
- Bring together all of the fantastic work that is going on within the environment sector, for a wide variety of **new cross-sectoral audiences**
- Elevate the public profile of environmental education opportunities and **create a more streamlined sector**

### What else is going on?



Branding



Sectoral engagement



Communications Plan



Resource Development



To succeed, on top of everything else, you'll need to be...

- Influential
- Strategic
- Tenacious
- Adroit
- Realistic





## **Bora Simmons**

*Founding Director*

*National Project for Excellence in EE*

# Guidelines for Excellence



naaee

North American Association  
for Environmental Education

Bora Simmons, Director  
National Project for Excellence in Environmental  
Education



# Primary Sponsors



U.S. EPA Office of  
Environmental Education



This workshop was developed under Assistant Agreement No. NT-83695801-0 awarded by the U.S. Environmental Protection Agency (EPA). It has not been formally reviewed by EPA. The views expressed are solely those of Bora Simmons and EPA does not endorse any products or commercial services mentioned.

# And many other partners!



project **WET**  
WATER EDUCATION TODAY



**Arbor Day  
Foundation**

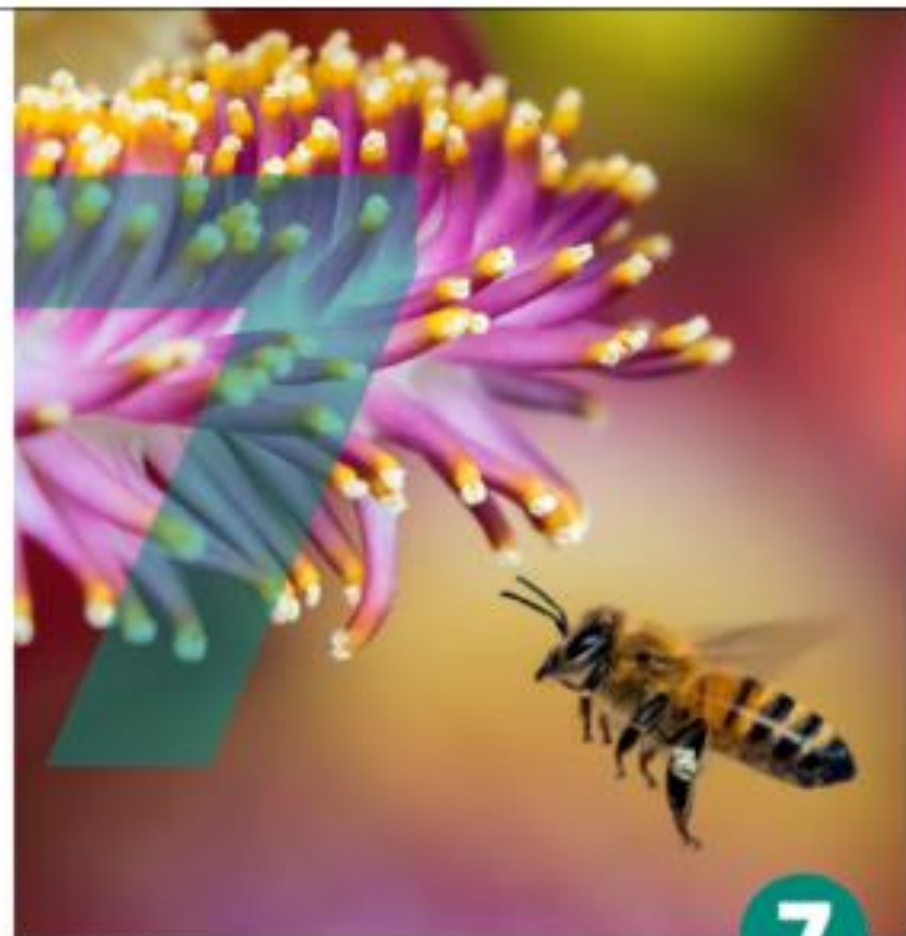


KEEP AMERICA  
**BEAUTIFUL**

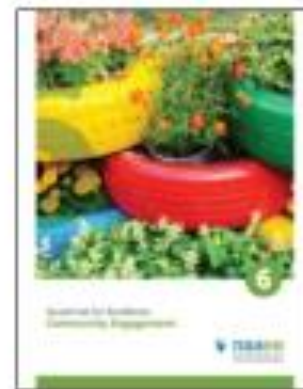


**EENC** Environmental  
Educators  
of North Carolina





## Guidelines for Excellence Educating for Climate Action and Justice



# Seven Guidelines in the Series

K-12 EE Guidelines

Instructional Materials

Professional Development of Environmental Educators

Environmental Education Programs

Early Childhood Environmental Education Programs

Community Engagement

Climate Action and Justice



# Why were they developed?

- Political backlash
- Education reform movement in the U.S. (standards)
- Build the profession





# How were they developed?

---

- Rooted in research and practice
- Developed through a public participatory process
- Engages educators in a deep discussion about quality environmental education practice



How are they  
organized?





7

Guidelines for Excellence  
**Educating for Climate Action and Justice**



# Five Key Characteristics

---

Collaborative, Welcoming, and Responsive Learning Environment

---

Knowledge and Skills for Climate Action

---

Attention on Climate Emotions

---

Locally Focused and Community Driven

---

Civic Engagement for Climate Action

# Key Characteristics



## Key Characteristic #3

### Attention on Climate Emotions

Hope, optimism, anxiety, grief, and anger are all examples of the myriad reactions that learners may have to climate change and its impacts. Effective climate education recognizes that emotional reactions to climate change are normal and can serve as powerful motivators for action, but unfortunately, also inaction. Some emotional responses will spur climate action, while others may prevent people from even imagining how change could happen, especially with climate-just solutions. Successful climate education recognizes the need to address the range of emotions that climate-change impacts and climate injustices can surface. It also focuses learning opportunities on building constructive hope, mental well-being, self-efficacy, and agency. It recognizes that climate change is a long-term concern that requires perseverance.

A reasonable first step for educators is acknowledging emotions and providing space for learners and others, including themselves, to maintain their mental well-being and develop coping strategies. A more significant investment in assuring learners' mental health may require the assistance of a counselor or other mental health professional.

#### A. Recognize and acknowledge climate emotions

Educators support learners as they recognize and validate personal and emotional connections to climate change, climate injustice, and their impacts.

##### Indicators:

- Reflect on their experiences and perceptions about climate change and climate justice as they learn and engage with the community.
- Acknowledge that past experiences with climate impacts (such as severe weather events, wildfires, flooding, and displacement) and climate injustices may prompt strong emotional responses.
- Recognize that negative feelings like loss, anger, grief, and guilt are common responses to the climate crisis

# Guidelines



## Key Characteristic #3

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- Recognize that negative feelings like loss, anger, grief, and guilt are common responses to the climate crisis and can lead to feelings of helplessness, disengagement, justification of harmful behaviors, and denial of responsibility. Feelings can also catalyze individual and community resolve to take action.
- Access resources for addressing climate anxiety, grief, guilt, anger, despair, and trauma.

# Indicators



## Key Characteristic #3

### Attention on Climate Emotions

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Educators support learners as they recognize and validate personal and emotional connections to climate change, climate injustice, and their impacts.

##### Indicators:

- Reflect on their experiences and perceptions about climate change and climate justice, and how they learn and engage with the community.
- Acknowledge that past experiences with climate impacts (such as severe weather events, wildfires, flooding, and displacement) and climate injustices may prompt strong emotional responses.
- Recognize that negative feelings like loss, anger, grief, and guilt are common responses to the climate crisis and can lead to feelings of helplessness, disengagement, justification of harmful behaviors, and denial of responsibility. Feelings can also catalyze individual and community resolve to take action.
- Access resources for addressing climate anxiety, grief, guilt, anger, despair, and trauma.





### Ways of Knowing

How do we develop our understanding of the world around us? How is our worldview shaped? What's the role of culture and experience? These questions (and many more) delve into ways of knowing — The tools we



### Learner-Centered Instruction

Learner-centered or learner-directed instruction places the learners' needs, interests, and abilities at the center of the learning experience. Learners take an active role in setting their learning goals, identifying

### Resource #8



### Teaching Young Children: Developmentally Appropriate Practice

It's not too surprising: Young children (birth to age 8) have different learning needs than older children, youth, and adults. Young children are active and inquisitive. They explore everything with all their senses. Their minds

# Resources, Resources, Resources

For Example – Ways of Knowing, Learner-Centered Instruction, and Teaching Young Children



## Resource #2

### Climate Change and Human Health

According to the CDC:

*Climate change, together with other natural and human-made health stressors, influences human health and disease in numerous ways. Some existing health threats will intensify, and new health threats will emerge. Not everyone is equally at risk. Important considerations include age, economic resources, and location.*

*In the United States, public health can be affected by disruptions of physical, biological, and ecological systems, including disturbances originating here and elsewhere. The health effects of these disruptions include increased respiratory and cardiovascular disease, injuries and premature deaths related to extreme weather events, changes in the prevalence and geographical distribution of food- and water-borne diseases and other infectious diseases, and impacts on mental health.*



## GUIDELINES IN PRACTICE



### **Teens for Food Justice**

Teens for Food Justice (TFFJ) believes in the power of youth to lead themselves and their communities to a food-secure future. TFFJ fights food insecurity, diet-related disease, and climate change through school-based, youth-led hydroponic farming. They provide local, sustainably-grown produce to food-insecure communities while building health equity for all New Yorkers and beyond. TFFJ works with Title I middle and high schools—



How are they  
being used?

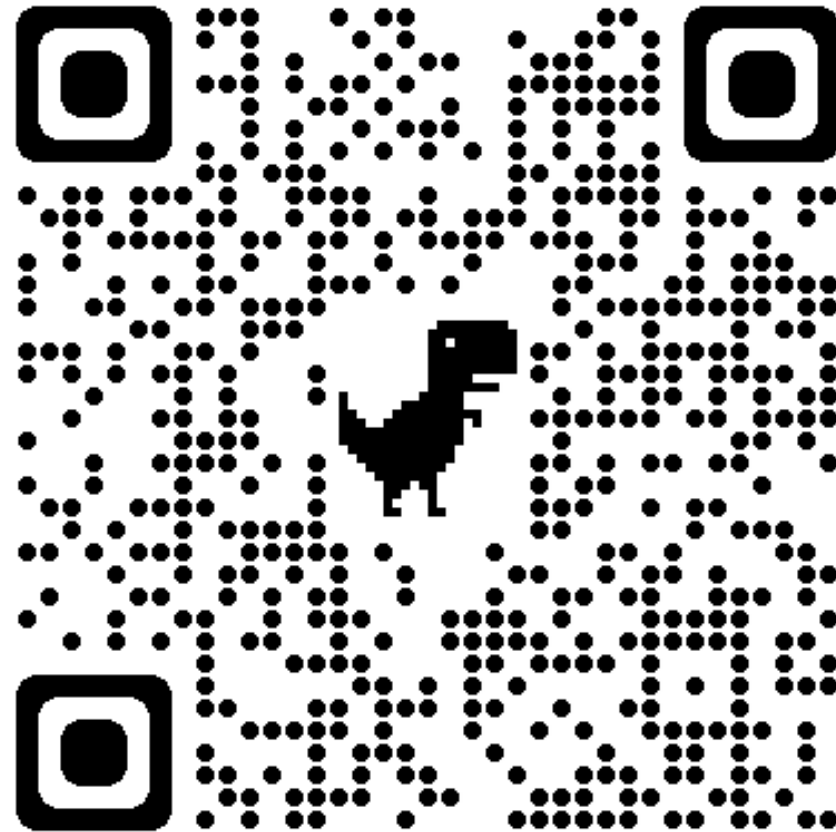
- Certification & Accreditation
- Program Development & Improvement
- Professional Development & Professional Learning
- Research and Evaluation
- Leadership Development



**Professional Credibility**  
Individually, as an Organization or Agency, & as a Field

Learn more about the *Guidelines for Excellence*

<https://naaee.org>






**Thank You!**  
[borasimmons@gmail.com](mailto:borasimmons@gmail.com)

**Any Questions?**

Please add  
any questions  
in the chat!



Thanks  
to all!

Thank you all!

