



Education International
Teach for the Planet

Educaid.be Teachers for Climate Action

Presented by Lainie Keper | 20 October 2022

Are teachers confident and motivated to teach about the climate crisis?

- A recent EI-UNESCO survey showed that approximately 93% of nearly 60 000 teachers surveyed believed it was important to teach about the severity of climate change, but only 40% felt confident to teach about the topic.



El's Climate Education Report Card

A review of governments' Nationally Determined Contributions (NDCs)

- Only 40 NDCs out of 133 mention climate change education
- 12 NDCs point to the need for teacher training, and only 1 calls for the provision of professional development opportunities
- 11 NDCs mention teachers, but none mention engaging teachers or teacher unions as a climate stakeholder group
- The countries **most responsible** for the climate crisis are not talking about climate change education.

Climate Education Report Card: All countries fail

Countries in grey have not submitted their Nationally Determined Contributions by 30 July 2021

■ Score < 10% ■ Score 10-30% ■ Score 30-50% ■ Score > 50%





#Teach4ThePlanet Manifesto

Quality climate education for all!

- It means that every student leaves school climate-literate and equipped with the skills and knowledge needed to tackle climate change, adapt to uncertainties, and take part in building a more sustainable future.
- It means teaching gender-responsive climate change education across all levels of education and subjects, and granting it as much importance as reading, writing, and arithmetic.
- It means that the curriculum promotes a multicultural vision and recognises indigenous knowledge.
- It means providing climate change education that fosters civic engagement, critical thinking, and climate action.





What systems changes are required to deliver quality CCE for all?



- Robust, free & accessible professional development is provided to teachers of all subjects and grades that need quality training for climate education both through pre-service and professional development opportunities.
- Quality, relevant teaching and learning resources, designed with educators
- Professional autonomy and academic freedom are protected
- All education institutions are safe, climate-resilient and sustainable.
- Policy development is informed by teachers, their unions, student organisations, local communities, and Indigenous Peoples
- Solving other social challenges, such as girls education
- None of this is possible without sustained government investment into public education systems

