

Education
International
Toolkit



Teach for the Planet

An Education Unionist's Guide
to Climate Education Advocacy

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An Education Unionist's Guide to Climate Education Advocacy



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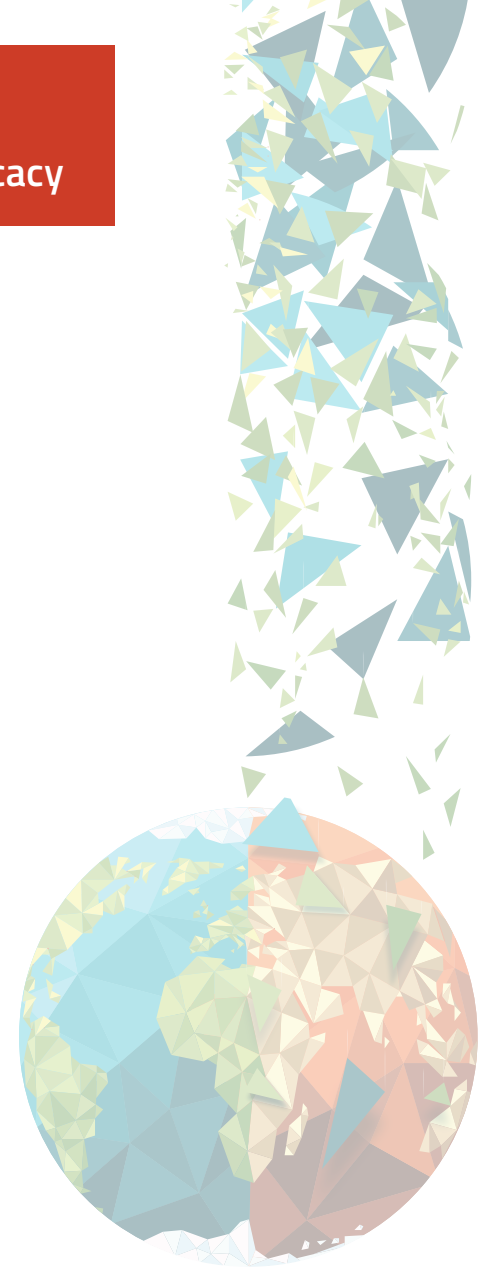
Education International represents organisations of teachers and other education employees across the globe. It is the world's largest federation of unions and associations, representing thirty million education employees in about four hundred organisations in one hundred and seventy countries and territories, across the globe. Education International unites teachers and education employees.



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<i>Introduction: Why should you care about climate change and education?</i>	1
<i>I. The Convention: United Nations Framework Convention on Climate Change (UNFCCC)</i>	4
<i>Kyoto Protocol</i>	4
<i>Intergovernmental Panel on Climate Change (IPCC)</i>	5
<i>II. Paris Agreement</i>	7
<i>Pillars of Climate Action (Paris Agreement)</i>	7
<i>Nationally Determined Contributions (NDCs)</i>	9
<i>Climate Education: Action for Climate Empowerment (ACE)</i>	11
<i>III. Unions and Civil Society in the Paris Agreement</i>	13
<i>How can education unionists advocate in international climate education advocacy? Climate Education in the Paris Agreement</i>	14
<i>IV. Call to Action: Building Solidarity for Climate Education</i>	16





Introduction: Why should you care about climate change and education?



The latest spate of extreme weather disasters around the world are reminders of the rapid progression of climate change. From wildfires in Turkey, record breaking heatwaves in North America, unprecedented flooding in Western Europe and China, not to mention the countless unreported cyclones and droughts in Latin

America, Asia, and Africa, it is clear that climate breakdown is already our reality. Moreover, a landmark report by the United Nations' leading climate scientists warned that the rise in global temperatures will likely pass 1.5 degrees Celsius by 2030 unless massive cuts to carbon emissions are made.

Education's contribution to addressing climate change has never been more imperative. As the world's economies begin to decarbonise, a comprehensive retraining of the workforce as well as mindset shifting will be necessary. The International Labour Organisation estimates that at least 24 million jobs globally will be created by 2030 in the wake of the transition

to a low-carbon economy¹. This means that the students of today must be taught the technical skills needed in the fields of construction, energy, food production and transportation.

It is not only in the green economy that education will play a pivotal role. A profound shift in the ways that societies consume, work, and live is also needed if we are to transition into a sustainable era of living. To this end, we need an informed citizenry that will put pressure on governments to take bold climate action; a citizenry that is cognisant of the urgency of decisive leadership in curbing the causes of climate change.

More importantly, we need citizens who will recognise that climate change is a global, shared problem that disproportionately affects those who have done the least to cause it. We need more citizens who will understand that climate change is a risk multiplier for vulnerable populations already at the frontlines, in both wealthy and impoverished countries. According to the UN, for example, women are often

¹ International Labour Organisation (2018, 14 May). 24 million jobs to open up in the green economy. Newsroom. https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_628644/lang--en/index.htm



burdened by the responsibility to secure their households and livelihoods during disasters such as droughts and floods². In Africa, for instance, where illiteracy rates are higher for women than men, extreme weather events leave little opportunity for women to engage in trainings and education that could aid in their socio-economic mobility. Thus, the cycle of oppression becomes more deeply entrenched for marginalised groups in the face of the intensified impacts of climate change.

As educators, you have the ability both to prepare students for an uncertain future, and to instil an educated kind of hope in your communities. The prospects of an environmentally degraded future can paralyse people, especially the young. But, as the world's notable climate scientists have remarked, we can still avoid the worst consequences of climate change if we start making critical changes today. This is where teachers can make a difference: by educating students and their communities about the pathways to a more livable and equitable future.

² Osman-Elasha, B. (n.d.). Women...In the Shadow of Climate Change. United Nations. <https://www.un.org/en/chronicle/article/women-in-shadow-climate-change#:~:text=Consequently%2C%20women%20are%20less%20able,develop%20skills%20or%20earn%20income>

We need to build a global citizenry with a sharp moral compass who will demand that climate justice stands at the centre of policies designed to tackle climate change. This is where education unionists are encouraged to engage on a deeper level. We invite you to take part in EI's *#Teach4thePlanet* campaign, a globally coordinated movement to demand that quality climate education is included in the climate pledges of every nation.

To support you, we have created this toolkit as an introduction into the processes of global climate policymaking. It starts with a brief explainer of the Paris Agreement and the United Nations Framework Convention on Climate Change, the most important multilateral processes dealing with climate change. We also delve into the Nationally Determined Contributions, which is the core policy document that unions can engage on the national level. Lastly, we provide suggestions on how to build solidarity for climate education. Through this toolkit, we hope that you will learn useful tips on how to push for the inclusion of climate education in your respective country's climate action plans. We hope that this will inspire you to take your advocacy to the national and global stage.





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A large, semi-transparent blue globe with a low-poly, geometric texture, centered in the background.A circular inset showing a globe with a low-poly texture, colored in shades of orange and brown, representing a warmer climate.A circular inset showing a globe with a low-poly texture, colored in shades of green and blue, representing a cooler climate.

A Guide to Global Climate Policymaking



I. The Convention: United Nations Framework Convention on Climate Change (UNFCCC)



To understand the process of international climate policymaking, it is important to track its history and structures.

The United Nations Framework Convention on Climate Change (UNFCCC) was the original environmental treaty that aimed to tackle 'dangerous human interference with the climate system'. It was signed by 154 states during the Earth Summit in Rio de Janeiro, Brazil in June 1992. The Convention entered into force in 1994 and established a secretariat in Bonn, Germany. The treaty paved the way for scientific research, regular meetings, and policy negotiations on climate change, with the goal of producing international agreements that would aid ecosystems to adapt to the impacts of climate change as well as ensure sustainable economic development.

The UNFCCC hosts the annual meeting of the Conference of Parties (COP)—the supreme decision-making body of the Convention which is attended by state representatives to review and negotiate its implementation. The

COP meets every year unless parties decide otherwise.

Education unionists can engage in the COP processes as observers. Observers are recognised participants in the UNFCCC, albeit they are conferred with limited rights. They are allowed to attend formal meetings and plenaries but are not given voting rights in the COP sessions or subsidiary meetings. Observers are also allowed to make interventions in these meetings, subject to the approval of the Chairperson. Similarly, the Chairperson reserves the right to disallow the attendance of observers in any of its sessions, formal and otherwise.

Kyoto Protocol

In 1997, the Kyoto Protocol was established to operationalise the UNFCCC. It committed industrialised countries and economies in transition to reduce emissions according to binding individual targets. The treaty was crafted according to the principles upholding the UNFCCC. In particular, it committed



developed nations specifically to cut their emissions under the principle of 'common but differentiated responsibilities,' (CBDR) in recognition of the larger responsibility of these nations for the accumulated greenhouse gas emissions in the atmosphere. CBDR continues to be reflected in succeeding multilateral climate treaties and forms the basis of many negotiating arguments by developing countries to this day.

However, the Kyoto Protocol has been criticised for its failure to bring about real emissions reductions, years after its implementation. For many, the emissions targets that were negotiated within the UNFCCC and enforced on rich countries made the agreement unpalatable to governments, especially in the Global North. This resulted in stalemates in international cooperation on climate action. Succeeding climate agreements, the Paris Agreement in particular, sought to avoid this fate by allowing countries to set voluntary and nationally determined targets.

While the Kyoto Protocol is no longer in effect, it has longstanding effects on climate

policymaking. For instance, carbon markets³, which are a legacy of the treaty, continue to be a contentious issue at the COP.

Intergovernmental Panel on Climate Change (IPCC)

The UNFCCC is committed to utilising the best available science to inform the implementation of the Convention. Hence, the Intergovernmental Panel on Climate Change (IPCC) was created to provide policymakers with periodic assessments that should inform policies and agreements designed to deal with the implications and future risks of climate change. At the UNFCCC, the Subsidiary Body for Scientific and Technological Advice (SBSTA)

³ Carbon markets are one of the market-based mechanisms proposed under the Paris Agreement to cut carbon emissions. They trace their roots to the Clean Development Mechanism that was crafted under the Kyoto Protocol. In theory, carbon markets provide an option for individuals or companies to offset their carbon dioxide emissions in one part of the world (usually in the Global North) by buying carbon credits that pay for mitigation activities elsewhere (usually in the Global South). However, civil society groups and scientists have questioned the efficiency of carbon markets in cutting emissions as real reductions attributable to these mechanisms are very difficult to assess, not to mention the myriad ethical and human rights dilemmas that have been triggered by carbon offsetting mechanisms such as REDD+. More information can be found here: <https://features.propublica.org/brazil-carbon-offsets/inconvenient-truth-carbon-credits-dont-work-deforestation-redd-acre-cambodia/>





works with the IPCC to provide technical and scientific advice for the COP negotiations.

Ideally, IPCC reports such as the recently released '*Assessment Report 6 Working Group 1*' should inform policies and implementation strategies at the upcoming COP. However, in recent COPs, certain countries have blocked the usage of IPCC assessment reports during climate negotiations. This was notably the case in 2019, when the IPCC's report on different scenarios between 1.5 and 2 degrees of warming was released. Saudi Arabia, US, Kuwait, and Russia refused to acknowledge the findings of the report. This resulted in watered down negotiation outcomes, denying the political urgency of international climate policy change.





II. Paris Agreement

The 2015 Paris Agreement is widely considered to be the most important multilateral treaty addressing climate change today. This historic accord is a legally binding document that has been adopted by nearly 200 countries. Its minimum goal is to limit global temperature rise to 2°C compared to pre-industrial levels by 2100. However, in recognition of the magnified impacts reported in the best available science, the agreement sets the target of limiting global temperature increase to 1.5°C.

To achieve this, countries must reach 'global peaking of greenhouse gas emissions as soon as possible' and reach net emissions neutrality by 2050⁴. The agreement provides several economic pathways to accomplish this goal, and works on a five-year cycle that pushes for increased ambition among countries. While reducing emissions is widely regarded to be

⁴ While the Paris Agreement does not impose deadlines to achieve 'net zero emissions,' the best available science in 2015 or at the time of the establishment of the treaty, said that countries must reach climate neutrality by 2050 for a fighting chance at limiting global temperature rise to 1.5 degrees. As such, 2050 became the timeframe many countries, especially in the Global North, adopted as their baseline for emissions neutrality programs. However, the IPCC AR 6 report on the physical science of climate change, released in August 2021, has issued a warning that climate models now suggest that the world will likely breach 1.5 degrees by 2030, unless rapid emissions reductions are made.

the main focus of climate action, the Paris Agreement also places equal importance on other pillars of climate action such as ensuring that adaptation mechanisms are in place for the consequences of climate change as well as reorganising financial instruments to serve the goals of the agreement.

The Paris Agreement reflects the overarching goal of the UNFCCC to tackle climate change, while bearing in mind that each country has varying capacities and historical contexts.

It is important to note that public awareness is an important part of its approach, which includes climate education. However, not much attention has been given to public awareness and climate education. This is where you, as education unionists, are called upon to engage.

Pillars of Climate Action (Paris Agreement)

The Paris Agreement is unique in the history of climate policymaking because it unites parties under the noble goal of strengthening





the global response to climate change and adapting to its effects, while highlighting the need to provide assistance to developing countries. The agreement is divided into the following five 'pillars of climate action':

1. Mitigation (Art. 2, 4, 6, 14) – Mitigation is a broad term used to refer to countries' efforts and actions to reduce global greenhouse gas emissions and hasten the transition to a low-carbon economy. The Paris Agreement establishes voluntary emissions reduction pledges per country under the Nationally Determined Contributions (NDCs). Parties are called upon to communicate their NDCs every five years, which is designed to increase ambition in each round. This is in line with the overarching goal of limiting global temperature rise to 1.5 degrees. Mitigation is enshrined in nearly every article of the agreement, but is most pronounced in Articles 2, 4, 6, and 14.

2. Adaptation (Art. 7) – Adaptation refers to the global effort to respond to the impacts of climate change by 'enhancing adaptive capacity, strengthening resilience and reducing vulnerability to climate change.'

National Adaptation Plans reflect the capacity of each country to adapt, while the Adaptation Fund, which was originally set up in the Kyoto Protocol, finances projects in developing countries aimed at adapting to the effects of climate change. These are subsumed within Article 7.

3. Loss and Damage (Art. 8) – Loss and Damage (L&D) refers to the irreversible impacts of climate change—such as extreme weather events, sea level rise, and desertification—that can no longer be managed through mitigation and adaptation mechanisms. It is one of the most contentious issues in the Paris Agreement, mostly owing to the discomfort of wealthy nations that this could be used to hold them legally liable for the causes of climate change⁵. L&D is negotiated under Article 8. In recent years, funding for the Warsaw International Mechanism—the body tasked with scientific research, knowledge

⁵ The initial proposal for 'loss and damage' was made by the Alliance of Small Island States in 1991 as a way to compel rich nations to make compensatory payments to developing nations for their climate change-induced losses. This proposal had the potential of becoming legal precedent, rooted in the law of state responsibility and transboundary harm, in invoking legal liability according to a country's historical emissions. More information can be found here: https://climatefocus.com/sites/default/files/20160214%20Loss%20and%20Damage%20Paris_FIN.pdf





sharing and intergovernmental coordination related to loss and damage—has been front and centre in the negotiations, especially among developing nations.

4. Finance, Technology and Capacity-Building support (Art. 9, 10, 6, 11) – In order to achieve the goals of the Paris Agreement, parties are called upon to contribute to financial mechanisms such as the Green Climate Fund. Concurrently, technology transfers and capacity-building efforts through international cooperation must be strengthened, especially in developing countries. This pillar provides another avenue to enhance climate education, as well as public awareness campaigns.

5. Public Awareness and Climate Education (Art. 12) - Article 12 of the Paris Agreement mandates parties to promote public awareness on climate change and climate action. In particular, it calls on nations to 'enhance climate education, training, public awareness, public participation and public access to information' as a way to augment actions being implemented under the accords.

Nationally Determined Contributions (NDCs)

The Nationally Determined Contributions (NDCs) are arguably one of the most prominent achievements of the Paris Agreement, because they allow countries to craft their climate action plans according to their capacities and contexts. In theory, the voluntary nature of the NDCs was supposed to encourage nations to raise ambition through mutual cooperation and diplomacy. However, critics have noted that most countries have failed to submit NDCs that meet the goals of the Paris Agreement. This is especially evident with highly industrialised nations.

In spite of this, the NDCs are the focal point of climate action. The Paris Agreement requires each country to prepare, communicate and maintain successive NDCs, which must contain mitigation, adaptation, financial commitments, and public awareness targets regarding climate change. NDCs are submitted to the UNFCCC secretariat every five years starting in 2020, regardless of implementation time frames which can vary per country. These five-year





plans must outline a country's plans to reduce emissions, undertake adaptation projects, and plan financial pathways to a low-carbon economy. Because the Paris Agreement operates on a 'ratcheting up' principle, the UNFCCC secretariat encourages each round of NDCs to set successively higher targets.

How can unions advocate within the NDCs process?

The NDCs are the main policy document that unions could engage in. NDCs are usually crafted by environment or climate ministries who must in turn involve government agencies concerned with transportation, the energy sector, disaster risk reduction, and education.

The first step in getting involved in the NDCs process would be to become familiar with the national climate plan of your country. This is usually a public document that you may also access via the NDCs registry: <https://www4.unfccc.int/sites/ndcstaging/Pages/Home.aspx>. You will need to identify the gaps in your country's NDCs, especially on climate education. In this regard, EI has commissioned a study analysing the inclusion of climate education in the NDCs of countries that have

submitted their latest pledges (as of July 2021). The findings in this study can guide your analysis of your own country's NDCs, as well as be used as a negotiating tool for your social dialogue strategies. The study also provides a list of questions to consider when assessing the climate education plans of your country. *The study is available on the EI website.*

The next step would be to get climate education to become part of your country's NDCs agenda, if it is not already among them. While bureaucratic processes differ among countries, you will need to get in touch with your education and environment ministers by writing a letter or reaching out via your networks. Most governments invite sectoral representatives during public consultations as part of the policymaking process, and this is also the venue for political dialogue. This is where your union can start its work in climate education advocacy.

Many countries have already communicated their NDCs, as the original deadline for submission was in 2020. However, a country may send a new version of its NDCs by activating this request at the UNFCCC. This process can only be done by the national focal point, who is usually a representative of the





environment ministry. Thus, your union could prepare for the next cycle of NDCs submissions or lobby to request for an amendment to include climate education. Since unions already have wide experience in negotiation within bureaucracies, these negotiation skills are an advantage when lobbying for quality climate education.

What is the Global Stocktake?

In line with the goal of raising ambition, the Paris Agreement has a provision for a Global Stocktake (GST). The Stocktake aims to assess the progress of the world in achieving the goals of the Paris Agreement. Mainly, the GST will evaluate the implementation of NDCs in the past five years, taking care to note progress on emissions reduction, adaptation, financial mechanisms, and loss and damage. It will not focus on individual countries.

Education unionists should keep the GST in mind. Each country's NDCs should include provisions for climate education. In five years' time, the COP, via the GST, could assess the state of climate education if a coordinated push for this goal in country NDCs is set in motion now.

Climate Education: Action for Climate Empowerment (ACE)

The UNFCCC created Action for Climate Empowerment (ACE) to specifically enhance work under Article 6 (NDCs) and Article 12 (public awareness and climate education). While not a formal working group or subsidiary body, ACE is tasked with collecting decisions, actions, and news for public information dissemination. ACE has six focus areas, namely: Education, Training, Public Awareness, Public Participation, Public Access to Information, and International Cooperation. ACE aims to enhance public engagement in the COP, as a way to gain broader public awareness about and support for climate action.





What is Quality Climate Education?

In negotiating for the inclusion of climate education in national climate action plans, it is necessary to outline what is meant by *quality* climate education.

While EI does not endorse a singular vision of quality climate education, it believes that all climate education must be grounded in science, as well as history. This means that climate science should be made the core of any curriculum. Alongside this, EI also advocates that the tenets of climate justice must be taught in schools, mirroring the principles underpinning global climate policymaking. Climate education should also be civic action-oriented as a way to empower more students to be involved in governance. Finally, quality climate education must be determined at the national level, in collaboration with national education unions.

More information on quality climate education can be found here: [Manifesto on Quality Climate Change for All](#)



The image displays a collage of the 'Manifesto on Quality Climate Change Education for All' document in four languages: English, French, Spanish, and Chinese. The English version is the most prominent, featuring the title 'MANIFESTO ON QUALITY CLIMATE CHANGE EDUCATION FOR ALL' and the following text:

The climate crisis is the greatest threat facing humanity and our planet. With little time left to reverse the current course and keep global temperature rise below +1.5°C, climate action is more urgent than ever.

Education must be transformed to catalyse the fight against climate change and to support a just transition to a more sustainable world. Students have a right to gain the knowledge, skills, and attitudes necessary to sustain our world for present and future generations, and they have the right to receive an education which prepares them for the world of work in a green economy. It is time to come together to build something more resilient in our education institutions, our communities, and our economy, while considerably reducing our ecological footprint through a just transition.

Education International, the global voice of educators, hereby calls on every government in the world to deliver on their commitments to climate change education and education for sustainable development in the Paris Agreement (article 12) and the 2030 Agenda for Sustainable Development (targets 4.7, 12.8 and 13.3).

This Manifesto outlines the profession's vision for quality climate change education and the policy framework necessary to implement it.

1. Governments ensure quality climate change education (CCE) for all.

A. Every country includes CCE as part of their climate promises and commits to a credible timebound plan that is regularly monitored and evaluated.

B. All governments develop, implement, and evaluate CCE policies, in close collaboration with education unions, student organisations, and indigenous groups.

C. Governments increase domestic investment in education, as well-funded, strong public education systems are a prerequisite for promoting quality CCE for all. Systems are further strengthened through overseas development aid, international cooperation, and open access to resources and knowledge.

D. Governments ensure that the impacts of climate change do not prevent children and young people from enjoying their right to quality education.

The other versions of the manifesto are in French, Spanish, and Chinese, each with its own title and corresponding text in that language.



III. Unions and Civil Society in the Paris Agreement

Unions and civil society organisations played a significant role in forging the Paris Agreement. Because of the failure of the Kyoto Protocol to bring about meaningful progress, the vision for the Paris Agreement was significantly different. In the

Paris round, civil society groups and unions sought to centre climate justice in the agreement and successfully lobbied for the inclusion of a new implementation framework. Negotiators from the Global South and civil society groups also worked tirelessly to ensure the inclusion of the goal of '1.5 degrees' in the Paris Agreement.

Trade unions, in particular, campaigned for the inclusion of 'just transition' in both the spirit and letter of the agreement. Recognising the size and spend of the industrial transformation that will be required, the *International Trade Union Confederation* (ITUC) led the way in getting involved in the COP.

The ITUC had three specific demands in the lead up to the Paris Agreement:

1. Raise ambition and realise the employment potential of climate action;
2. Deliver on climate finance and support the most vulnerable;
3. Commit to a Just Transition for workers and their communities.

As a result, just transition was included in the preamble of the Treaty, signalling a victory for unions everywhere.

Trade unions continue to exert considerable influence at the UNFCCC as they remain committed to advocating for a Just Transition in the implementation of the Paris Agreement. In this regard, education unionists could learn from the success of trade unionists in the UNFCCC by working together within and across countries to become more active participants and advocates at the multilateral level.





How can education unionists advocate in international climate education advocacy? Climate Education in the Paris Agreement

As demonstrated in the Paris Agreement, unions can have significant impacts on multi-lateral climate negotiations in a variety of ways.

First, it is important to remember that involvement at the COP can happen both from the 'inside' and 'outside'. Policy advocacy does not happen in a vacuum. Being active in civil society, where groups and organisations can join together to voice shared demands, is just as important as lobbying within official multilateral processes.

Our goals at EI are two-fold:

1. Demand that NDCs include quality climate education and
2. Include climate education in the negotiation agenda.

At present, climate education is not among the top priorities of the upcoming COP in November. A good starting point therefore

would be to call for more investment in and action on public awareness and climate education in recognition that this is one of the pillars of the Paris Agreement.

How could we go about this? Here are a few suggestions:

1. In the lead up to the COP, we would like you to sign the EI Manifesto on Climate Education and distribute it widely. The first step in any campaign is raising awareness, and we need your help. Thus, we would like you to send this Manifesto to as many teachers, students, and parents as you can.
2. Contact your environment or climate ministers attending the COP. Write them a letter or reach out to them via close networks, highlighting the need for more investment and action on climate education in your country and letting them know that you would like climate education to be part of your country delegation's agenda at COP. Let them know that you will be observing the process closely, and include a copy of the EI Manifesto on Climate Education. Write a similar letter to your education minister. We have provided templates for you to use as part of this toolkit.





3. Collaborate with trade unions that are participating in the COP. Propose that they include climate education as part of their demands. Likewise, reach out to civil society groups to strengthen your own union's presence at COP.
4. Participate in collective action such as protests and other events in your own country happening in the lead up to, during and after COP. It is a good way to build connections with other unions and civil society groups as well as garner support for climate education.
5. Support the ACE. It is still unclear what role ACE will play in this COP, but even with limited awareness, ACE is still the best venue for drawing attention to climate education. Send a copy of the letter you will write to ministers to this address: ace@unfccc.int
6. During COP, we would like you to be active on social media as well as (if possible) in the streets. The first Friday or Saturday of COP usually coincides with a global protest action, and now more than ever the participation of unions is needed.
7. We would also like you to participate in our COP events. Stay tuned for EI's activities at the COP.
8. After COP, we would like you to start campaigning within your country's ministries for education and the environment. As stated above, even if your country has already sent its NDCs, they can still make amendments to it. Depending on the outcomes at the COP, we would like you to continue putting pressure on your governments to include climate education in their education as well as environment national plans. We would like you to be active in the sectoral consultations of your NDCs processes. And lastly, we would like you to stay connected with EI through our **Climate Network**, where we share strategies and global events about the Teach for the Planet campaign. You may sign up via these links:
[Education International's Climate Network](#) (English),
[Red del Clima de la Internacional de la Educación](#) (Spanish) or
[Réseau Climat de l'Internationale de l'Éducation](#) (French)



IV. Call to Action: Building Solidarity for Climate Education

The road to making climate education a top priority in the Paris Agreement is challenging. As with any campaign, solidarity among unionists and a willingness to collaborate with likeminded groups will be instrumental in achieving our goal.

Here are some actions you can take on an ongoing basis.

Internal audit: A call to divest from fossil fuels

We all need to walk the talk on climate change. As well as getting involved in advocacy, organisations also need to ensure their own house is in order. Your union should be conducting an audit of its financial relationships to the fossil fuel industry, such as where it is investing its pension funds or with whom it is conducting business. Campaigning within your own union to divest from fossil fuel investments is a significant starting point as it signals a strong commitment to the pursuit of climate justice.

Collaborate with civil society organizations and other unions

In this light, it would also be a step in the right direction to collaborate with other civil society organisations who work in the climate action sector. There are several organisations who work on climate change and climate justice, particularly, that also engage in the COP. A few examples at the international level are: *Climate Action Network (CAN)*, *Demand Climate Justice (DCJ)*, *Pan African Climate Justice Alliance*, *Women and Gender Constituency*, and the *ITUC*. Most of these organisations have regional and national chapters who are most likely also engaging in the NDCs.

Given the intersectionality of climate change as a social issue, it is also crucial to work with groups involved in racial justice, human rights, gender justice, LGBTI+ rights, indigenous rights, and disability justice among others. Climate change deepens systemic injustices and it is through coalition building with other global justice groups that we can amplify our voices.





Work with students

It is also important to work with students, as they have been at the forefront of recent climate action. Students have a sense of urgency about climate, and a focus on climate justice, that enrich the discourse on quality climate education. We encourage you to actively seek out collaborations with student unions especially around national and international lobbying efforts. To this end, EI has linked up with the [*Global Student Forum*](#) for its [*#Teach4thePlanet*](#) campaign. The GSF is the largest platform for student movements that works to amplify the concerns and struggles of students worldwide. You may consult the [*GSF's Members Directory*](#) to find a student union in your country.

Put Climate Education on the agenda of aid agencies and philanthropic entities

While we believe that governments must lead the way on educational reforms, overseas development aid and philanthropic entities also play an important role. Overseas development aid could be used to funnel resources into climate education, as it aligns with existing

goals of improving education systems in impoverished countries. Therefore, as part of events such as the [*Global Partnership for Education*](#), unions in the Global North could ask their governments to redirect funding into climate change education.

Collate best pedagogical practices in teaching science and history as a basis for climate education

As climate education is a relatively new field, best practices are still emerging. In this regard, we encourage your union to hold events with the aim of sharing and collating best practices on how to teach sciences and history. The goal is to model climate education after these subjects, as well as identify gaps in mainstream pedagogical models where indigenous knowledge and student-driven paradigms should be included. Similarly, if your union is already teaching climate education, you could also present your experiences. EI, in partnership with the [*Organization for Economic Co-operation and Development*](#) (OECD), is also actively studying the ways in which climate change is being taught around the world. Sharing your experiences as well as best





practices through EI could benefit not just our federation of unions but also the teaching profession in general.

Keep an eye on global justice events

Lastly, it is important to be aware of policy platforms and events, both domestically and internationally, related to climate change. On the international front, the UN General Assembly held in September every year as well as the UNFCCC Conference of Parties are global events to watch out for. There is also the special high-level meeting on the Education 2030 Framework for Action at the UNESCO. Here, unionists could also push for climate education. Many civil society organisations and trade unions plan their climate action campaigning strategies around these events.





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Annexes



[Date]

Dear Mx [insert name of minister], Minister of Education

We are living in a climate emergency. According to the world's leading climate scientists, massive changes to global society must be made today in order to avert the worst consequences of runaway climate change. In the fight for the survival of people and the planet, education will play a critical role.

Hence, I am writing to you to underscore the importance of committing to the inclusion of climate education in the education plans of [insert name of country]. The [name of union] believes that climate change must be taught in every classroom to better equip our students for the uncertainties of our rapidly warming world.

Attached with this letter is Education International's Manifesto on Quality Climate Change Education for All, which outlines our vision for quality climate education as well as our demands in making universal climate literacy a reality. Unions from all over the world, representing 32 million teachers, have supported this Manifesto. I urge you to publicly endorse the Manifesto and make climate education a priority in [name of country]'s education sector plans. As a union, [insert name of union] believes that it is high time that climate education became part of the world's climate action strategies as it shall play a pivotal role in ensuring a Just Transition for All.

I urge you to recognise the importance of climate education in the immense project of tackling climate change. I hope that you will commit to the task of ensuring quality climate education for all.

Sincerely,

[Name, designation and organization]

Letter Model

to send to the Minister of Education in your country.

The letter can also be downloaded as a text file at:

https://eiie.io/Climate_letterMinEdu_EN



[Date]

Dear Mx [insert name of minister], Minister of the Environment

We are living in a climate emergency. According to the world's leading climate scientists, massive changes to global society must be made today in order to avert the worst consequences of runaway climate change. In the fight for the survival of people and the planet, education will play a critical role.

Hence, I am writing to you to underscore the importance of committing to the inclusion of climate education in the national climate adaptation strategies of [insert name of country]. The [name of union] believes that climate change must be taught in every classroom to better equip our students for the uncertainties of our rapidly warming world.

Attached with this letter is Education International's Manifesto on Climate Change Education, which outlines our vision for quality climate education as well as our demands in making universal climate literacy a reality. Unions from all over the world, representing 32 million teachers, have supported this Manifesto. I urge you to publicly endorse the Manifesto and encourage corresponding ministries in charge of climate policy and education to include climate education in the Nationally Determined Contributions (NDCs) of our country. I also encourage you to bring climate education in the agenda of [insert name of country] in the upcoming COP 26 in Glasgow, Scotland. As a union, [insert name of union] believes that it is high time that climate education became part of the world's climate action strategies as it shall play a pivotal role in ensuring a Just Transition for All.

I urge you to recognise the importance of climate education in the immense project of tackling climate change. I hope that you will commit to the task of ensuring quality climate education for all.

Sincerely,

[Name, designation and organization]

Letter Model

to send to the Minister of Environment in your country.

The letter can also be downloaded as a text file at:

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Sign the Climate Education Manifesto!

EI has launched its Manifesto on Quality Education for All, which outlines educators' vision for quality climate change education and the necessary policy framework needed to implement it.

Support *#Teach4thePlanet*

campaign by signing the Manifesto today!

Translate the Manifesto

into your local language!

Share the Manifesto

with your local/national officials!

Education
International
Toolkit

