

# COLLECTIVE+MIND



**Co-creation workshop:  
Global Response to Education and Environment  
Network (GREEN)  
May 25, 2023**

## Welcome! Please check in...

| Name                     | Organization             | Where in the world are you today? | What's the longest you've kept a plant alive? |
|--------------------------|--------------------------|-----------------------------------|---|
| Julee Allen              | FHI 360                  | Washington, DC                    | Four years and counting!                      |
| Cait-Amoi Goulbourne     | FHI 360                  | Jamaica                           | Two years and counting                        |
| Kate Fehlenberg          | FHI 360                  | Asheville NC USA                  | 3 months?                                     |
| Ana Rubi                 | Partners of the Americas | Chile                             | Five years                                    |
| Erna Grasz               | Asante Africa Foundation | Livermore, CA - 6am               | Definitely less than a year                   |
| Yolande Miller Grandvaux | FHI 360                  |                                   | 2 years but orchids 2 weeks                   |

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|-----------------------|---|-----------------------------------|---|
| Esther Goldschmidt    | VVOB - education for development  | Brussels                          | 12 years :)                                   |
| Abie Spangler         | Room to Read  | Washington, DC                    | 5(ish) years                                  |
| Stephanie Keller      | USAID   | Richmond, VA, USA                 | I am responsible for no plants!               |
| Dan Waistell          | Cambridge Education   | Silver Spring, MD, USA            | 4ish years                                    |
| Mohammad Javad Ahmadi | Purdue Applied Research Institute, Global Development and Innovation (PARI-GDI) | Toronto, CA                       | 3 year!                                       |
| Jason Pennells        | Cambridge Education   | Cambridge, UK                     | Counting...                                   |

## Welcome! Please check in...

| Name                 | Organization                 | Where in the world are you today? | What's the longest you've kept a plant alive? |
|----------------------|------------------------------|-----------------------------------|---|
| Mariana Cruz Murueta | Education Development Center | Mexico City                       | Forever                                       |
| Estelle Day          | World Education              | Guernsey, Channel Islands         | About 4 months!!                              |
| Kirby Henslee        | USAID                        | Los Angeles                       | 3 years                                       |
| Rachel Wilder        | University of Bath           | Bristol                           | Good question...                              |
| Jennifer Lebron      | Education Development Center | Fairfax, VA                       | A growing season                              |
| Claudia Salazar      | Creative Associates Intl.    | Washington DC                     | 10 years!                                     |

# Welcome! Please check in...

| Name               | Organization                       | Where in the world are you today? | What's the longest you've kept a plant alive?   |
|--------------------|------------------------------------|-----------------------------------|---|
| Emily Ojoo-Massawa | Mott MacDonald                     | Nairobi, Kenya                    | Trees that have not been cut for the last 20yrs or so.                                  |
| Kanan Puntambekar  | IREX                               | San Jose CA                       | 8 years and counting  |
| Paige Morency      | Basic Education Coalition          | Miami                             | 1.5 years! I'm not great with plants but if I can't keep em alive in Miami, I'm doomed. |
| Jason Pennells     | Mott MacDonald Cambridge Education |                                   |   |
| Lily Messih        | Women's Global Education Project   |                                   |   |
|                    |                                    |                                   |   |

# Welcome! Please check in...

| Name         | Organization    | Where in the world are you today? | What's the longest you've kept a plant alive? |
|--------------|-----------------|-----------------------------------|---|
| Estelle from | World Education |                                   |   |
|              |                 |                                   |   |
|              |                 |                                   |   |
|              |                 |                                   |   |
|              |                 |                                   |   |
|              |                 |                                   |   |

## Agenda

- Welcome and opening
- Context
  - Brief overview, initial brainstorm
- Collectively defining GREEN
  - 1-2-4-all: Vision, strategy, membership
- Ways forward and next steps
  - Brainstorm priorities, set next meeting



**Initial brainstorm**



## Why is this interesting/important to you? (one idea per box)

Climate policies have neglected children and youth with very little climate finance invested in their needs

Climate is one of the defining issues of the era. Education is one of the universal levers on shaping human behaviour and knowledge to tackle challenges. So, the two have to be linked.

The challenge is tremendous, hurts the most vulnerable and least responsible for CC and the donor community has to drive solutions - Education must be at the center. Yet. There is very little funding.

For the impact climate change is having on education access given the impact in school infrastructure, internal displacement and migration.

Global education goals will not be met unless we mainstream environment and climate into our development practices

Seems to be a huge gap bt STEM and Youth Climate Justice-much to be filled to equip youth to lead climate change standing on foundation of ed

Still too few youth rising out of poor settings to lead and succeed in Climate and other areas. Need to do better

Climate change impacts everyone, yet everyone does not have an equal voice in discussing solutions. To address this massive issue, we need to have better platforms to understand the realities. Education can be an access point.

Education is part of the problem causing the climate emergency if it is not actively and proactively part of the solution

Education includes hands on innovation, leap frogging the current thinking

## Why is this interesting/important to you? (one idea per box)

Youth everywhere need transformational skills to be effective agents of change (+ protect their mental health)

Embedding environmental, social justice aspects into basic education - will bring in paradigm shift in next generation leaders

The lack of evidence of impact of CC education makes it hard to make the case for additional funding.

The nature of the challenge too big for one actor to address alone, particularly in a sector that has the scope to be transformational

Climate change impacts on all human endeavours and individuals, eventually. Education systems have to be resilient and responsive to this

Education and climate change cut across geographies - so solutions need to be collaborative as well

How market economics change

Climate change impacts the most vulnerable and disenfranchised groups, those who already face obstacles in education: women and children. We are stronger together when we work for change

GREEN - pluralism- we have to begin problem solving for the environment, people, and other habitants(animals)

The youth have to be at center of all these challenges with fresh thinking and empowerment and it is our role to create that place at the table

## Why is this interesting/important to you? (one idea per box)

Education sector needs a coherent integrated voice to heard in a very crowded space

We have an opportunity to build a future generation that cares about/for our planet

Because we're experiencing a global climate and environmental crisis that requires global and collaborative responses. Climate change is and will continue to have serious and unequal consequences if we don't work together.

Education funding is always undercut and climate change is currently receiving a lot of funding - so from a practical/strategic perspective, cross-sectoral work between ed. & climate change presents a funding opportunity.

Higher education is often left out of global conversations on "education" but has huge potential to impact climate change

Be at the table!

Climate science needs to be integrated into education delivery

We cannot do it alone, we need a collective - AMEN  
Need to gather our resources, not splinter

Because constantly changing goals/language makes it really hard to communicate an effective message to policymakers and climate skeptics

If we don't address the climate crisis, all our other work really doesn't matter because climate shocks/stressors will just keep undoing what we've accomplished

## Why is this interesting/important to you? (one idea per box)

Because education gets at the heart of the change in behaviors, attitudes and self-efficacy that is needed.

Edu is an entry point to community action and awareness

Education has the power to transform people to become resilient to climate change.

Complexity of climate changes needs a variety of skills/organisations/experiences to contribute to ideas so network is needed

As a community we need to leverage our expertise-advocacy vs implementation vs research vs systems

Research is happening mostly in the global north. We need to contextualize it

Very disperse terminology: environmental ed? Climate change ed? Climate literacy? Ed for Sustainable Dev? Environmental and CC ed? It's more than semantics and we should agree on one term.

Education should advance environmental justice (including biocentric and anthropocentric dimensions). Currently it is failing to do so.

Thought leadership in climate change and int. Education

Education is a vital component of any large development change/program

## Why is this interesting/important to you? (one idea per box)

Because climate education is as basic and fundamental as math, science, and language!

It's both heartening and embarrassing to see youth taking the lead on this. Adults must step up!

Education can help prevent conflict over resources affected by climate change  
role of HEIs in the global south in climate change research and action

It is critical to breakdown the barriers between all the stakeholders working in this space

Climate change perpetuates inequality and inequity, and in this framework is difficult for children to learn and succeed.

Climate impacts all the work that we do. Need transformative ideas that will build educational foundation and build skills for youth to be ready for the climate crises and find employment in the green economy.

How can we be effective network connectors, system builders between teachers, youth, and different actors, provide spaces to build solutions.

Climate shocks disrupt education systems

How do we expect to transform societies and economies if we do not transform ed?

Knowledge is not enough. Applied knowledge and developing the muscles to do and create change is critical.

Why is this interesting/important to you? (one idea per box)

“Climate is everything and everything is climate” - a quote I heard recently that really resonated.

Why do donors not give priority to education and climate change

Risk that climate education is reduced to a curriculum subject

**COLLECTIVE ADVOCACY FOR MORE FUNDING.** Direct and integrated into the billions for ECC

Building a corps of Citizen Scientists around the world of youth who are educated and equipped with leadership skills and funding to lead change



**Collectively defining GREEN**

**Vision**

What do we want to achieve?

**Strategy**

What should we focus on? What should be our priorities?

**Membership**

Who needs to be a part of this network?

**Other**

What other ideas are coming up for you?



## Instructions for 1-2-4-All

We will work through multiple brainstorming rounds: as individuals, in pairs, in groups of 4 (paired pairs). We will then share back and debrief in plenary (“all”).

- During the individual brainstorm, take your own notes.
- During each round of breakouts, capture your discussion points in the shared slides.

Each round has its own set of slides (i.e., Pairs, Groups of 4).

You will be assigned to a breakout room. Use the slide with your breakout room number on it.

Capture your discussion in the relevant quadrant of the slide (i.e., Vision, Strategy, Membership, Other).

- When you pair up in the first round of breakouts, share your ideas with your partner and discuss any shared ideas and other points that may come up for you.
- When you get into a group of 4, each pair should share their ideas and discuss anything else that is coming up.



**PAIRS**

# Breakout room 1: Estelle, Erna and

Lennart

## Vision

Discreet Vision - have young people from global north and south sitting at a decision table working out some of these challenges, not just INGOs

Long Term- Increased funding for all parties for IMPLEMENTATION of education/climate

Robust evidence that shows impact on positive impact on adaptation/ innovation  
In policy space - National level, Climate /Bio Diversity - mention of education in larger plans

Long term integration climate into educational curriculum  
Get materials accessible

## Strategy

Partnerships to advance climate education into curriculum- teachers ready /skills-mental

Making resources accessible to all

## Membership

YOUTH

## Other

How does GREEN add value to other similar initiatives?

Climate vs Environmental Sustainability needs to go in hand

## Breakout room 2: Ana and Yolande

### Vision

Funding; elevate the importance; come together as a force ; address the impact on access, displacement, ed infrastructure; if we start educating children and youth now they will grow with the knowledge and values and mindset to recognize and address the problem

Recognizing the problem

Recognizing the power of our group

### Strategy

No money scenario: advocate to fund and support ; all our organizations can come together for advocacy for funding; Be present: trips to summit; talk about the issue everywhere we are;

There is money scenario: share our knowledge but from the grassroots as much as we can; gather information in a way that is easy and quick, links to smaller youth organizations; how to link with existing with existing orgrams

### Membership

### Other

## Breakout room 3

### Vision

- Education seen as a critical component of climate actions

### Strategy

### Membership

- Youth orgs
- LMIC orgs
- Climate/environment orgs

### Other

## Breakout room 4

### Vision

- Climate change education is not just seen as an educational topic (planting trees) but focussed on building transformational skills for youth
- Resilient education systems (capacity building, applying knowledge, infrastructure) are seen as a priority by climate change funders
- Valorizing indigenous/community & youth knowledge

### Strategy

- Build evidence to convince funders: showing that strengthening youth & local communities works
- Show interconnectedness of various sectors (climate adaptation, health, education)

### Membership

- Learning from each other on how to build transformational skills for youth
- Use this to give platform to/leverage voices of youth and local communities
- Bring in voices from other subsectors within member organisations to inform conversation/positions

### Other

## Breakout room 5

### Vision

Essential to include climate resilience as a foundational skill within education across age groups

Holistic approach that brings together stakeholders across school, home, community and beyond

Be a collective space where we can learn about what is working and not working between all the ideas that are being implemented.

### Strategy

Respond to girls, women and underserved populations

Listen & learn - from educators, youth, indigenous communities (who know how to treat these situations but that knowledge is not tapped)

Bring all the correct actors we collectively agree on the in the room before any long-term priorities or strategies are set and the ball is set in motion.

### Membership

Youth  
Teachers  
Donors  
Climate scientists / engineers who know what is needed to be effective in this space - in terms of skills  
Private sector  
Data - agencies that work on bringing diverse data and build knowledge base

### Other

## Breakout room 6

### Vision

GREEN is a global hub for collaboration to advance Climate Change and Environmental Education to mitigate the impacts of climate change by transforming learners into agents for climate action and building resilience into education systems.

### Strategy

Openly share knowledge, tools, evidence, and strategies. Create a fund to support promising grassroots initiatives to document impact and scale. Seek complementarity with ongoing global efforts (GPE, Paris Agreement, etc.)

### Membership

If an organization can't contribute a small amount financially to ensure someone is at the wheel leading this, can they still participate in the network?

### Other

Sustaining a network relies on committed partners, but also requires a technical secretariat/lead to ensure someone really "owns" it. Consider rotating (Co)Chairs for working groups. Membership fees? Tiered approach based on size of the company.



## Breakout room 7: Julee, Shripathi

### Vision

X-geographic, x-sectoral, very practitioner-led platform to catalyze education and climate change at the fundamental level.

Change needs to happen at a fundamental level - what would change children's perspectives on CC? Shift needs to happen early. What do I need to do to sustain the planet?

### Strategy

- Access to education - amplify other efforts
- Evidence - could we fund impactful pilots? Create the evidence? Amplify the evidence?
- Platform to bring funding together, bring CC/education champions together to do joint programming. A catalytic fund.
- Use this evidence to influence policy
- Scaling through curriculum?

### Membership

- How do we find the grassroots organizations? How do we work with young people? Art collectives? Conservation organizations?
- Education Ministries, curriculum development boards?
- Local grassroots innovators (

### Other

- AI can help with translation and outreach

## Breakout room 8

### Vision

- More effective development interventions for climate education
- more funding for research and projects for climate change education
- More high-quality research on climate change education in the global south produced

### Strategy

- Identifying and advocating for innovative ideas and initiatives, esp. in the global south (help scaling them up)
- Work with HEIs in the global south to drive research and innovation in cross-sectoral issues

### Membership

Youth groups, local dev partners, and HEIs from Global South  
Private sector reps?

### Other

Strengthen youth-led organizations. capacity

**Breakout room 9**

**Vision**

**Strategy**

**Membership**

**Other**



**GROUPS OF 4**

## Breakout room 1

### Vision

Funding, elevate the importance, data showing impact of education on climate mitigation and adaptation and environmental sustainability  
Giving people a voice  
Be the platform

### Strategy

Grassroots recognition - Elevate existing success of smaller CBO's/Youth - Small led entities / Evidence behind the numbers

student/teacher agency in solutions - activate and inspire  
Activate hidden champions

NO FUNDING Strategy

### Membership

Youth and Small CSO leadership

Donors, Foundations, - collaboration  
Climate actors and Ed actors

### Other

How does GREEN add value to other similar initiatives?

Climate vs Environmental Sustainability needs to go in hand  
Present 100 climate solutions at COP 28 and other initiatives

## Breakout room 3

### Vision

- Resilient education systems (capacity building, applying knowledge, infrastructure) are seen as a critical component of climate actions seen as a priority by climate change funders
- Climate change education is not just seen as an educational topic (planting trees) but focussed on building transformational skills for youth
- Valorizing indigenous/community & youth knowledge

### Strategy

- Build evidence to convince funders: showing that strengthening youth & local communities works
- Show interconnectedness of various sectors (climate adaptation, health, education)

### Membership

- Youth orgs
- LMIC orgs
- Climate/environment orgs

### Other

- Learning from each other on how to build transformational skills for youth
- Use this to give platform to/leverage voices of youth and local communities
- Bring in voices from other sub sectors within member organisations to inform conversation/positions

## Breakout room 5

### Vision

GREEN is a global hub for collaboration to advance Climate Change and Environmental Education to mitigate the impacts of climate change by transforming learners into agents for climate action and building resilience into education systems. Promote a Holistic approach that brings together stakeholders across school, home, community and beyond.

### Strategy

Openly share knowledge, tools, evidence, and strategies. Create a fund to support promising grassroots initiatives to document impact and scale. Seek complementarity with ongoing global efforts (GPE, Paris Agreement, etc.)

- Respond to girls, women and underserved populations
- Listen & learn - from educators, youth, indigenous communities (who know how to treat these situations but that knowledge is not tapped)
- Bring all the correct actors we collectively agree on the in the room before any long-term priorities or strategies are set and the ball is set in motion.

### Membership

If an organization can't contribute a small amount financially to ensure someone is at the wheel leading this, can they still participate in the network?

Diverse membership

- Youth
- Teachers
- Donors
- Climate scientists / engineers who know what is needed to be effective in this space - in terms of skills
- Private sector
- Data - agencies that work on bringing diverse data and build knowledge base

### Other

Sustaining a network relies on committed partners, but also requires a technical secretariat/lead to ensure someone really "owns" it. Consider rotating (Co)Chairs for working groups. Membership fees? Tiered approach based on size of the company.

## Breakout room 7: Shripathi, Javad, Ruth, Julee

### Vision

Macro: More effective development interventions for climate education. More funding for research and climate change education. More high quality research on climate education, particularly in the Global South. Network: x-sectoral, x-geographic, practitioner-led platform. Focus on very early education. Catalytic. Need to usher in a new generation of thinkers.

### Strategy

- Higher education engagement in evidence generation.
- X-sectoral solutions - sometimes wider funding opportunities in this space.
- Access to education - amplify other efforts
- Evidence - could we fund impactful pilots? Create the evidence? Amplify the evidence?
- Platform to bring funding together, bring CC/education champions together to do joint programming. A catalytic fund.
- Use this evidence to influence policy
- Scaling through curriculum?

### Membership

- Youth-led coalitions and networks? How do we engage
- Concern - ACCESS for young people.

### Other

- Using AI for translation
- Important to identify what good practices, models, evidence, that already exists
- Can't just focus on the global north.





**PLENARY (“ALL”)**

**Vision**

What do we want to achieve?

**Strategy**

What should we focus on? What should be our priorities?

**Membership**

Who needs to be a part of this network?

**Other**

What other ideas are coming up for you?

### **Vision:** What do we want to achieve?

Looking at GREEN as a cross-sectoral and cross-geographic platform - how to bring the paradigm shift at that level especially at earlier ages

Need very fundamental research - can this platform be that platform across the Global South to share learnings?

What are we talking about when we say education? - it can be different depending on who you're talking to, but it has so many components (i.e infrastructure, capacity building, applied knowledge) - think about the ecosystem/school systems

What can be done without funding? → need to elevate the important difference b/w education and climate change. Also need to start working on advocacy/showing the collective's presence - how do we have a scenario of sharing knowledge if we don't have funding where we can link what we are learning and discussing in this group → The no-money scenario

Education isn't always seen as a critical climate component/solution in many cases

It's important to get the evidence out first - that will determine the actions by the members. So many org are already looking at this topic but by putting the evidence out there, alignment will happen naturally

### **Strategy:** What should we focus on? What should be our priorities?

Fundamental research - platform to share learnings from Global South

If there's funding v if there's not funding - can start working on advocacy, sharing knowledge about the work we're already doing

Showing a presence wherever we go - demonstrate that we're acting as a collective

Start with the evidence, getting it out there, aligning behind it

How to actually make this work? We can all agree on similar ideas, but networks are hard to sustain if there isn't an owner that follows up and maintains it, making sure things don't fall through the cracks, if funding comes in, what will it look like, i.e. who gets the funding, the governance structure, etc.

(Volunteer) Staff needs to support and wrangle leadership in no-funding scenarios especially. But with some funding, there at least needs to be that coordinator position to do the "wrangling"

**Membership:** Who needs to be a part of this network?

Practitioner led

### Other: What other ideas are coming up for you?

Looking at the people here today - we are not representing youth-led organisations, so what can we offer? Perhaps a more authentic way forward is recognising who we are and finding ways to be supportive allies to youth-led organisations. Instead of suggesting they come here - to engage with us on our territory, in our terms - we need to go to where they are and adapt our ways of working, to work and support them.

How do we make this work - hard to sustain if there's not an owner

If we do get funding, how do we do this - does it have to be 501(c)3; who gets funding; what's the governance structure

They own their work. They have done so far and they aren't going anywhere.

Great questions. Maybe we need to work more with youth-led organisations to see what they can tell us about this and then support them to get funding.

I think an unfortunate thing that happens in "no money" scenarios is that orgs are able to send their staff to conferences/representational opportunities (for example, I have a professional development pool that I can tap) but aren't always able to fund teachers, students, youth, students that way. Would love to see funding goals (if the group has them) go at least partially towards supporting non-staff to tap these opportunities.

The importance of investing in this sector → education has to be stood up in disaster/humanitarian situations but that took years to be taken seriously - this can be a model. But convincing will be necessary when "everything is on fire"



**Ways forward and next steps**

## What are the ways forward and next steps? (one idea per box)

Regular posting of group mail/chat round members - eg, monthly update?

Try to convince a donor to fund this network

Create taxonomy of what has been done in the field by members

1. Prioritize. Very broad theme. Cannot cover it all.
2. Define the “ask” to members (time, contributions in kind or \$).
3. Lay out expected outcomes to get leadership buy-in at our orgs.
4. Define a timeline from now until COP28.
5. Define governance structure to ensure we can access funding and keep the ball rolling.

FHI 360 will review the amazing content developed today and share back a framework for engagement for feedback.

Create an actionable/ practical plan for the next 6 months and a broader mapping for 3 years.

Figure out what we can do for and at COP28/RewirEd conference. Can be virtual I hope

Look into funding!! (private donor? USAID? Pooling a small amount from implementers?)

Be on the look out for funding opportunities

FHI 360 will share out the notes, slides, etc from this meeting, as well as continue dialogue with potential funders



## What are the ways forward and next steps? (one idea per box)

Share around group who is going to be awt which events, to enable link ups face to face when people are going to be there

FHi 360 is happy to set up an interim platform for sharing until we get something a bit more permanent

Resource bank for sharing docs, accessible to group / or open

Draft action plan

Share information on relevant events to increase our participation, start participating as a collective.

Establish recurring meetings to keep the discussion open. Organize working groups to define the vision, strategies and concrete actions.

Connect with UNESCO and Green Partnership so that they know about GREEN

Think about STRONG stories from grassroots to put in front of REWIRED conference as evidence

Thematic conversations seem an appropriate next steps - advocacy, implementation, small CBO engagement, etc

## What are the ways forward and next steps? (one idea per box)

Tell everyone you know about GREEN and see where we could get funding from

Outline basic governance structure

Vision/ strategy/ and membership statements should be reviewed and “finalized” to begin sharing with external audiences to raise awareness. Can also help with getting donors on board.

**Boldly creating an ambitious plan and estimating what would it take to reach that.**

Agree on how we will share learnings to build a evidence base that we can collectively utilize

Solidifying vision and priorities

Basic governance structure/organization

Some sort of official buy-in from member organizations

Agreement on Vision/Strategy and membership

Get all the right actors in the room

What are the ways forward and next steps? (one idea per box)

|  |   |  |  |  |
|--|---|--|--|--|
| <p>Keep meeting</p>                                | <p>Share the names of youth organization we are working with</p>  | <p>Share information with each other</p>   |  |  |
| <p>Pulling everything together and sharing out</p> | <p>Creating a google sheet "directory" with organizations and areas that each is striving to focus on going forward - reach out and share concepts through this</p> | <p>How to be present at COP (and other large convenings) - have a seat at the policy table</p> |  |  |

Ways forward and next steps...

- Pull everything together in a way that conversations can be continued and actioned

# COLLECTIVE+MIND



**Thank you!**

## Breakout room 1

### Vision

### Strategy

Two tracks: slow and steady work on ED and ECC research on what works and what's needed, plus an agile track that responds to opps to leverage collective knowledge and resources to propel youth as climate leaders

### Membership

Meaningful membership by Youth-led orgs can differentiate us and maximize impact - lets get them on board to inform priorities and design

### Other