



Greening Higher Education: Intersections of Education and Climate Change

Presented by the Higher Education Engagement and Transformation
Community of Practice
February 25, 2022

Welcome and CoP Champion Introductions



Yolande Miller-Grandvaux

Community of Practice
Champion



Albina Tortbayeva

Community of Practice
Youth Advisor



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Webinar Housekeeping

- Please mute yourself when not speaking and keep your cameras off
- Post questions in the chat at any time
- Turn on English closed captioning with the “CC” button at the bottom of your screen
- This meeting is being recorded. The recording and slides will be available later at youthpower.org
- If you have technical issues please contact Stephanie Schmidt in private message or at stephanies@makingcents.com

Community of Practice Agenda

- Introductions
- Refresh: The HEET CoP Vision and 2021 Review
- Advancing Climate Action in and through Education: Beth Johnson, USAID Center for Education
- Green Skills and Education: Dr. Christina Kwauk
- Q&A
- Discussion: How does it and can it apply to higher education?
- What's coming up next



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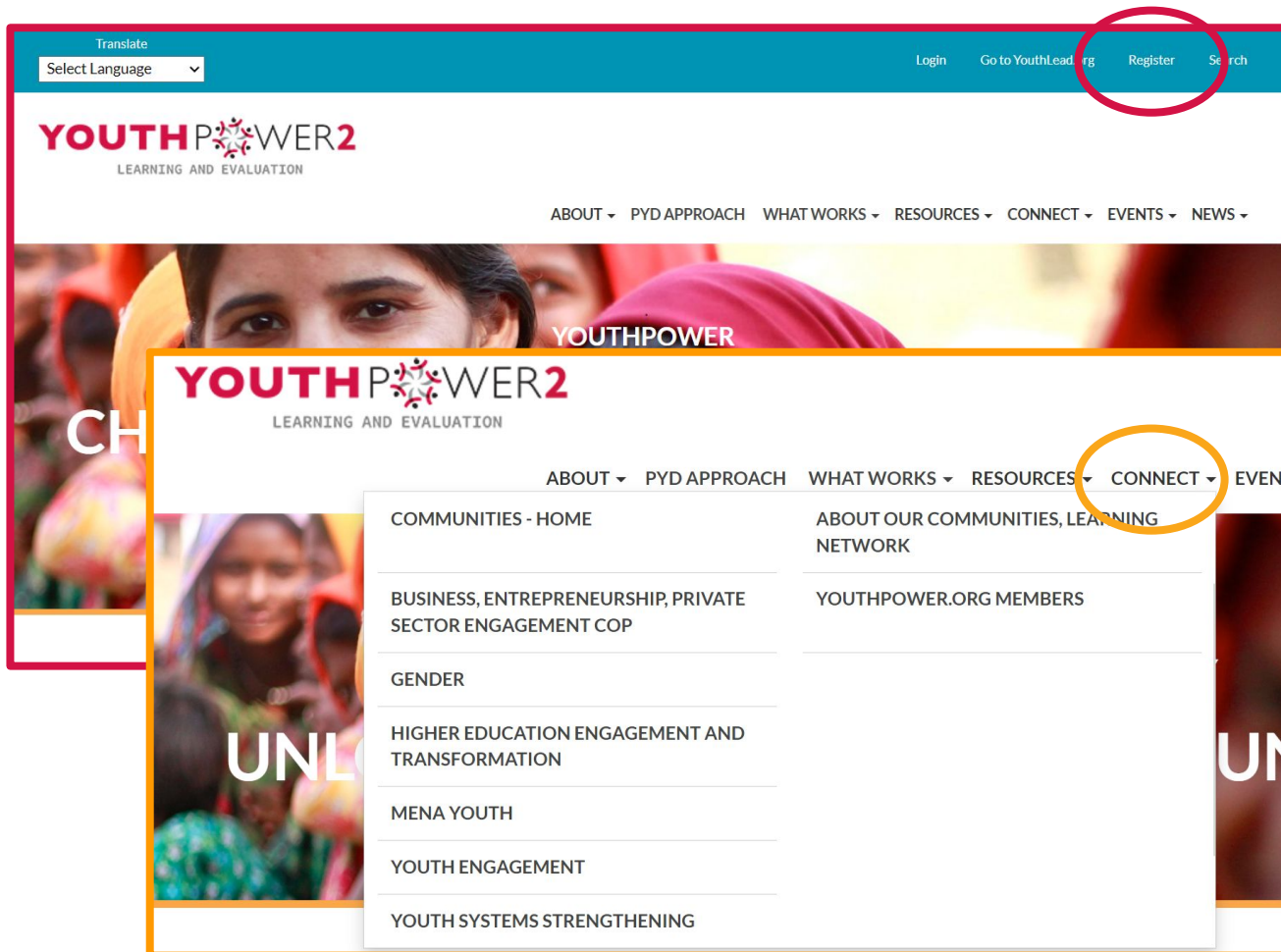
Higher Education Engagement and Transformation (HEET) CoP Goal

The HEET CoP aims to engage expertise within the international education community to advance higher education and youth learning priorities, engage older youth (ages 18-35) to integrate transformational PYD approaches, and work to strengthen the link between PYD and higher education programming.

Discussion Group Link:

<https://www.youthpower.org/group/higher-education-engagement-transformation-heet-community-practice>

How to join: <https://www.youthpower.org/>



Register on
YouthPower.org



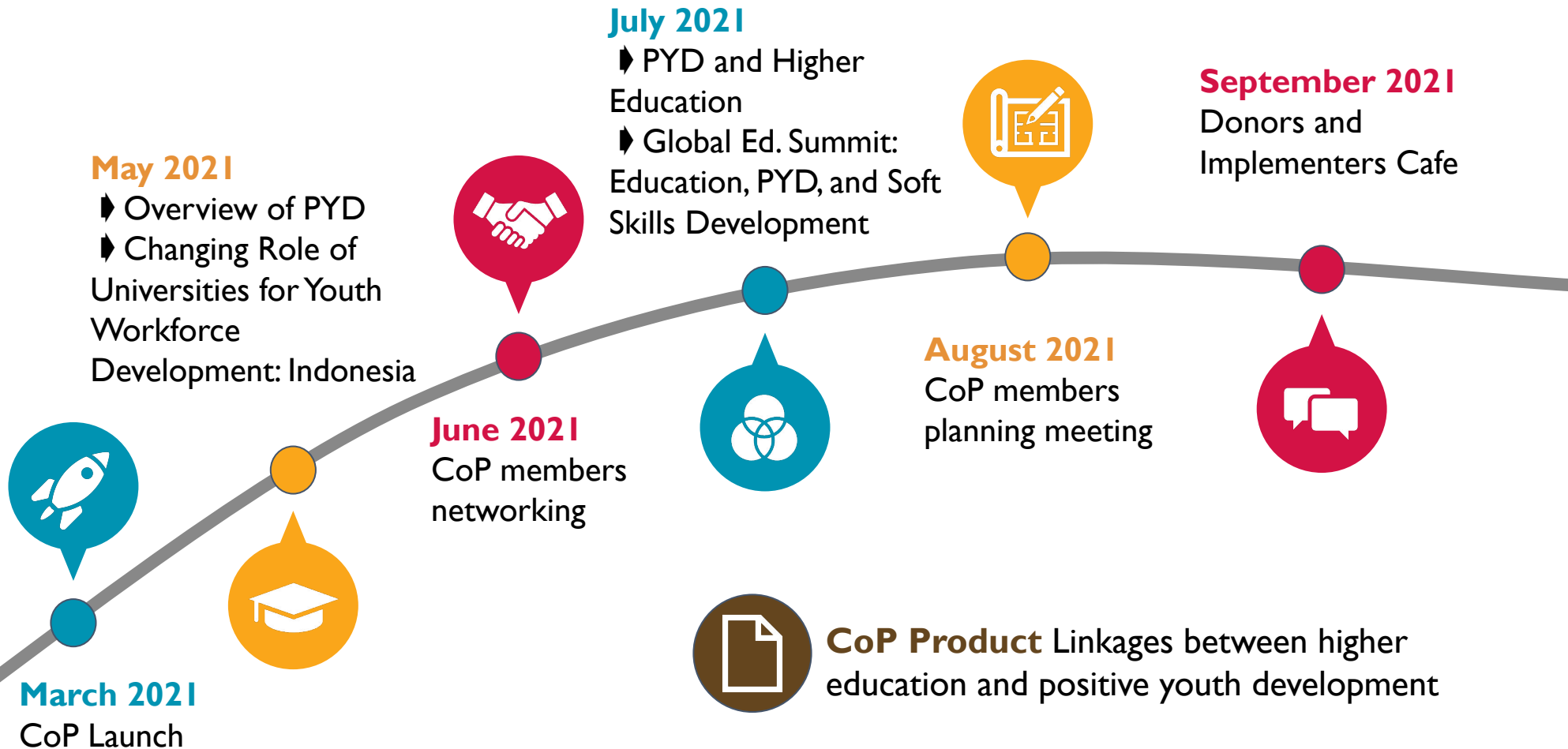
Connect with
others through the
CoP pages,
discussion groups,
and future events



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What did we achieve in 2021?



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Advancing Climate Action in and through Education: USAID Education Programming

Beth Johnson

USAID/DDI/Center for Education



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Beth Johnson



Beth Johnson is the Gender Advisor for the Center for Education at USAID. Beth influences USAID policies and programming to advance gender equality in and through education. She is also the point of contact for climate in the Center for Education and is a member of USAID's EduClimate working group.

Beth previously worked at the Basic Education Coalition. She has been a high school special education teacher with Teach for America, a Peace Corps Volunteer, and Deputy Director of a girls' education organization.



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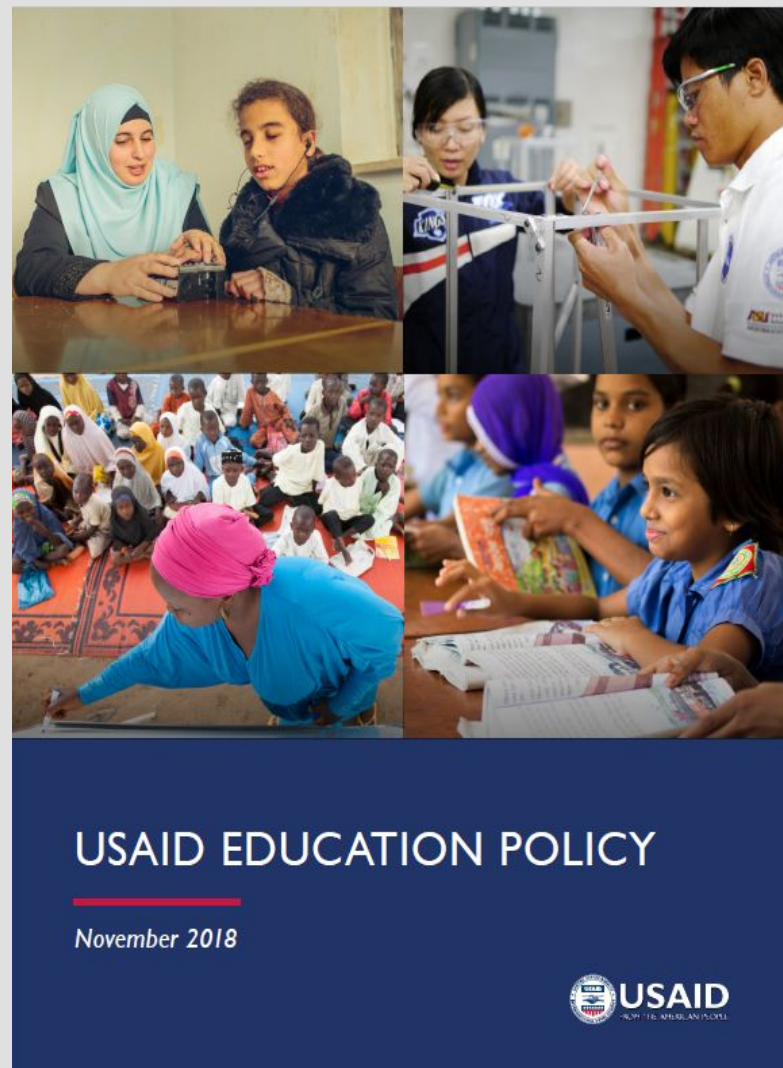
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Higher Education Engagement and Transformation Community of Practice

Beth Johnson
Gender Advisor and Climate POC
USAID/Center for Education

USAID EDUCATION POLICY

- **Vision:** A world in which education systems in our partner countries enable all children and youth to acquire the education and skills needed to be productive members of society.
- The **primary purpose** of USAID's education programming is to achieve sustained, measurable improvements in learning outcomes and skills development.

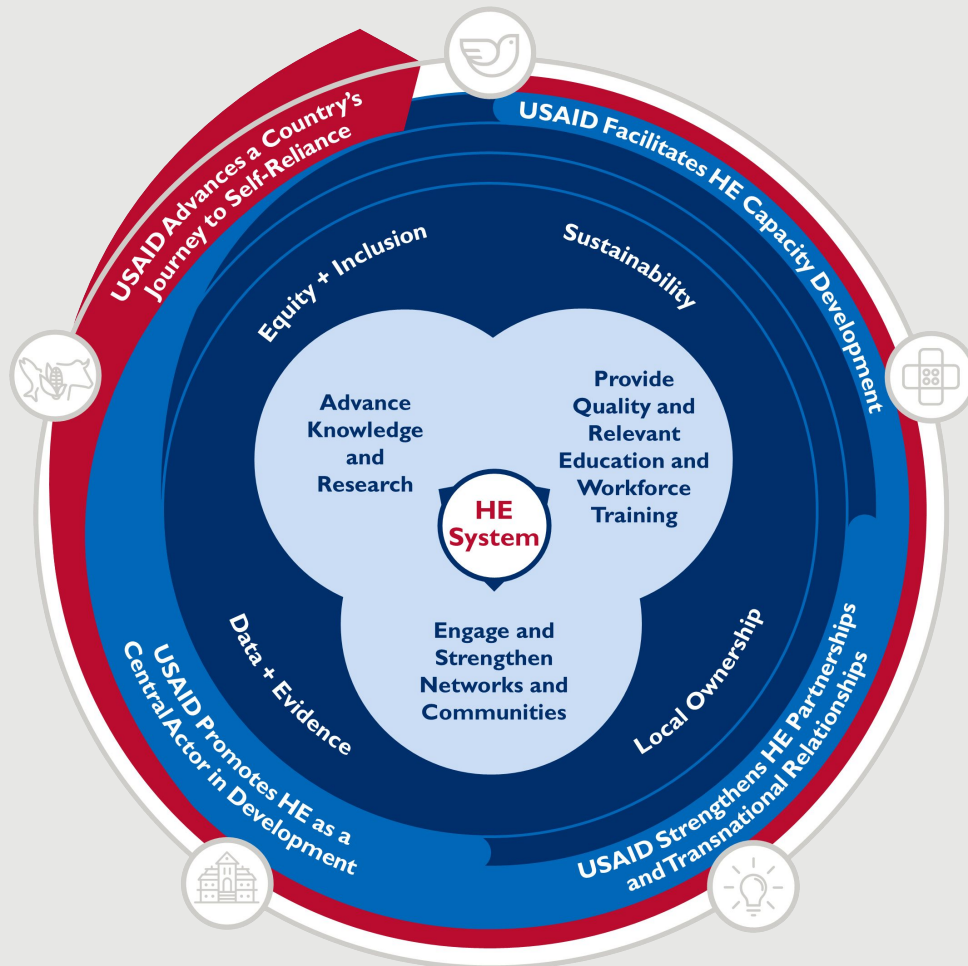


USAID EDUCATION POLICY

November 2018



Higher Education Program Framework



Three Outcomes of USAID-Funded Higher Education Programming:

- Developing the capacity of individuals and higher education institutions
- Strengthening partnerships and transnational relationships
- Promoting higher education as a central actor in locally led development

The Intersection between Climate and Education



Climate Risks to Education

- Challenges education infrastructure and learning outcomes
- Impacts marginalized populations disproportionately
- Manifests differently around the world



Reflection Question: Have you observed climate-related challenges to education systems where you live? Who is being impacted?

Education Contributions to Climate Action

Mitigation

- Education systems can implement proactive measures to reduce climate shocks and stressors in the long-term

Adaptation & Resilience

- Education can equip learners with the knowledge, skills, and opportunities to adapt to and overcome climate challenges

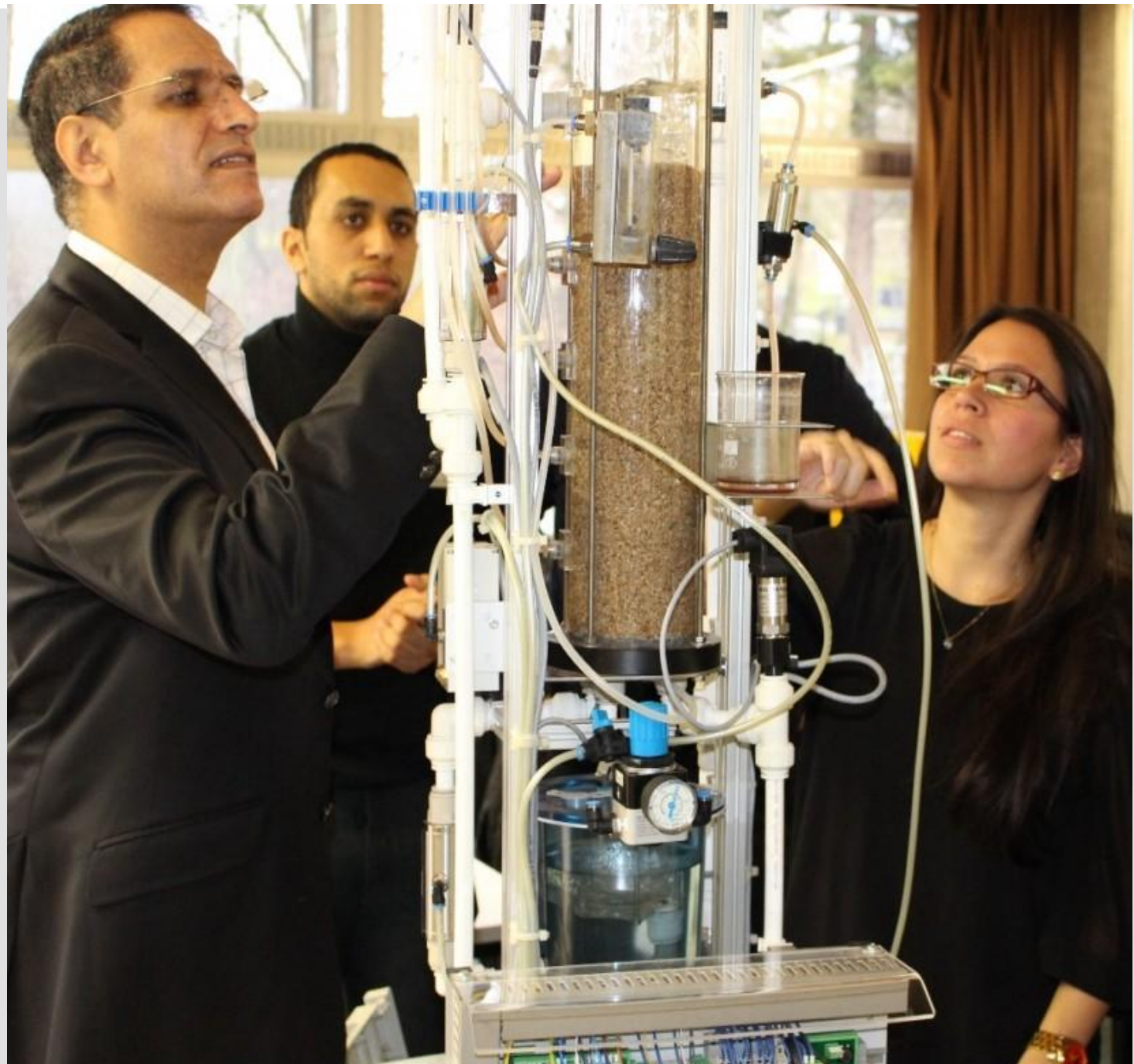


Six Climate Action Strategies for USAID Education Programming

- Partner with Ministries to integrate climate themes in pre-primary education, basic education, higher education, and youth workforce development curriculum
- Support education leaders to plan for climate resilience and green infrastructure
- Support youth through technical and vocational education and in partnership with the private sector to build skills for green jobs
- Engage youth leaders to advocate for improved environmental practices and attitudes in their communities
- Leverage the research capacity and community engagement components of higher education systems and institutions to serve as climate action leaders and knowledge generators
- Increase focus on Climate Risk Management

Reflection Question: What climate action strategies have you seen in education systems? How is HE leading/contributing?

**Putting
Climate
Strategies
into Action**



Coming up...

USAID Climate Strategy

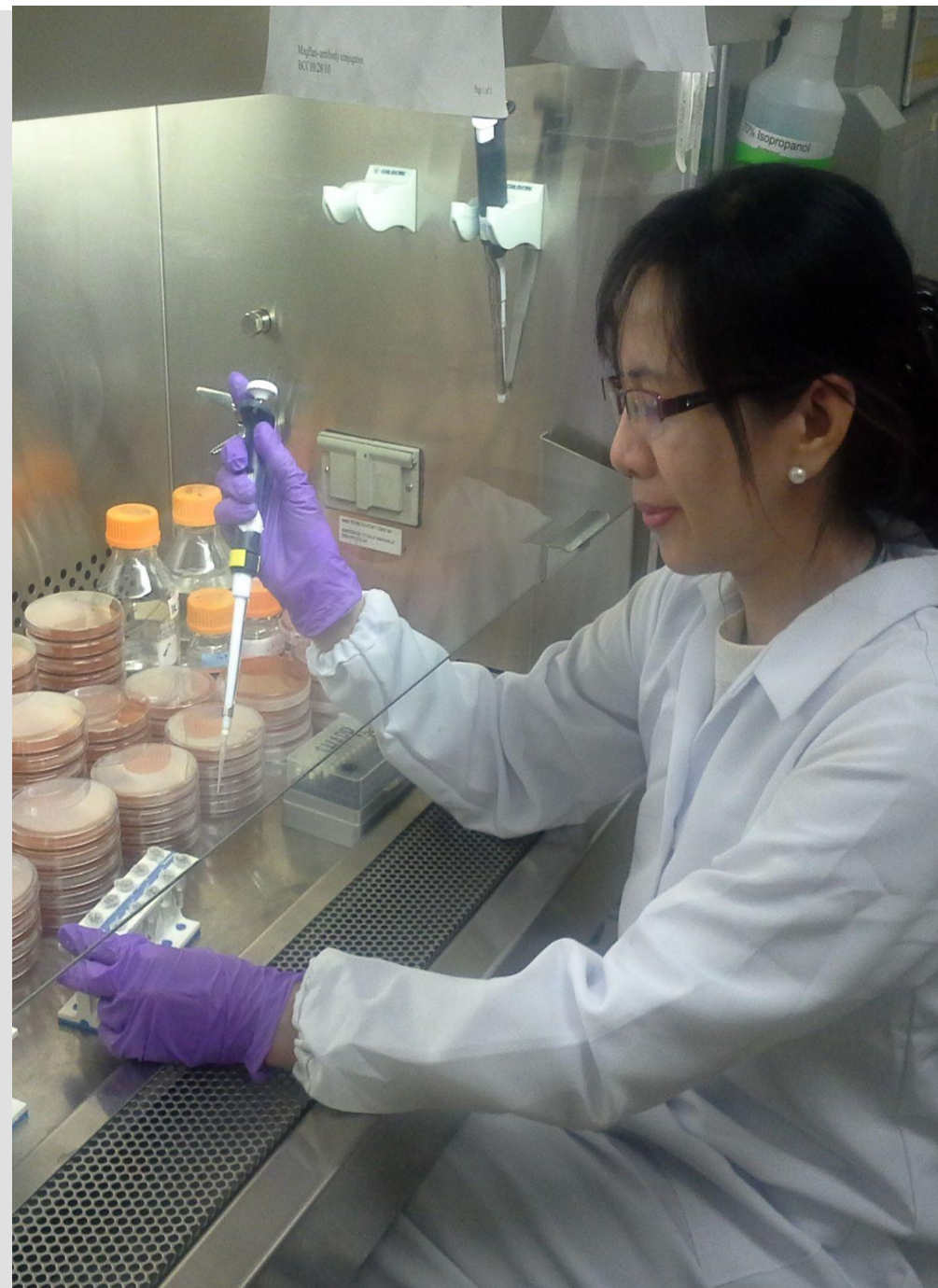
- 2022-2030
- Current draft highlights importance of HEI's
- Forthcoming implementation guidance
- USAID Climate Strategy [website](#)

Reflection Question: How will you advance climate action in your own work? What additional resources or guidance do you need?



Reflection Questions

1. Have you observed climate-related challenges to education systems where you live? Who is being impacted?
2. What climate action strategies have you seen in education systems? How is HE leading/contributing?
3. How will you advance climate action in your own work? What additional resources or guidance do you need?



Thank you
bejohnson@usaid.gov



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Green Skills and Education

Dr. Christina Kwauk

Unbounded Associates



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Christina Kwauk



Christina Kwauk is a social scientist and policy analyst with expertise on girls' education, 21st century skills and youth empowerment, and the intersections of gender, education, and climate change.

Christina is co-editor of *Curriculum and Learning for Climate Action: Toward an SDG 4.7 Roadmap for Systems Change* and co-author of *What Works in Girls' Education: Evidence for the World's Best Investment*. She has published numerous policy papers, including "The new green learning agenda: Approaches to quality education for climate empowerment."

Christina works as an education consultant and is Research Director at Unbounded Associates.

A new green learning agenda for post-secondary institutions

Christina Kwauk, PhD
@CKwauk

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The problem(s)

The climate crisis:

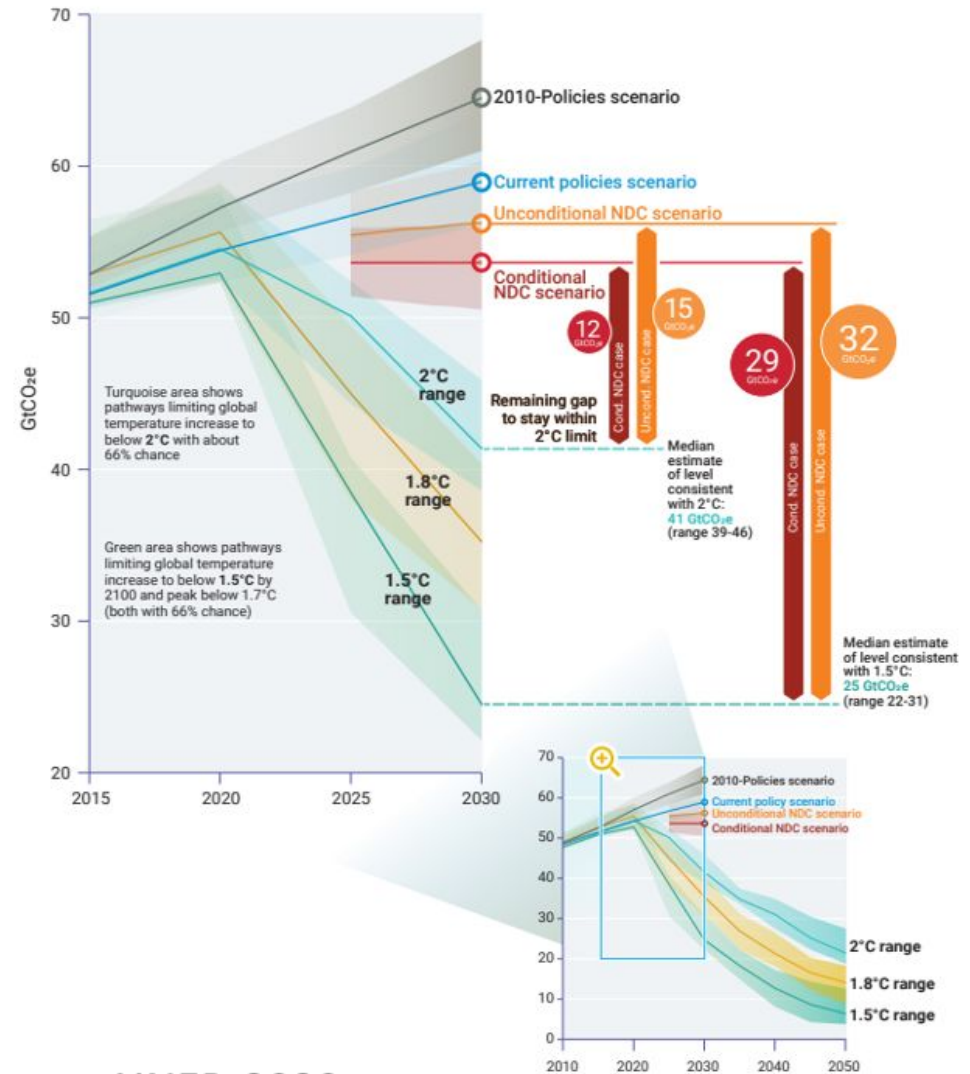
Both a technical and adaptive challenge



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The emissions gap



UNEP, 2020

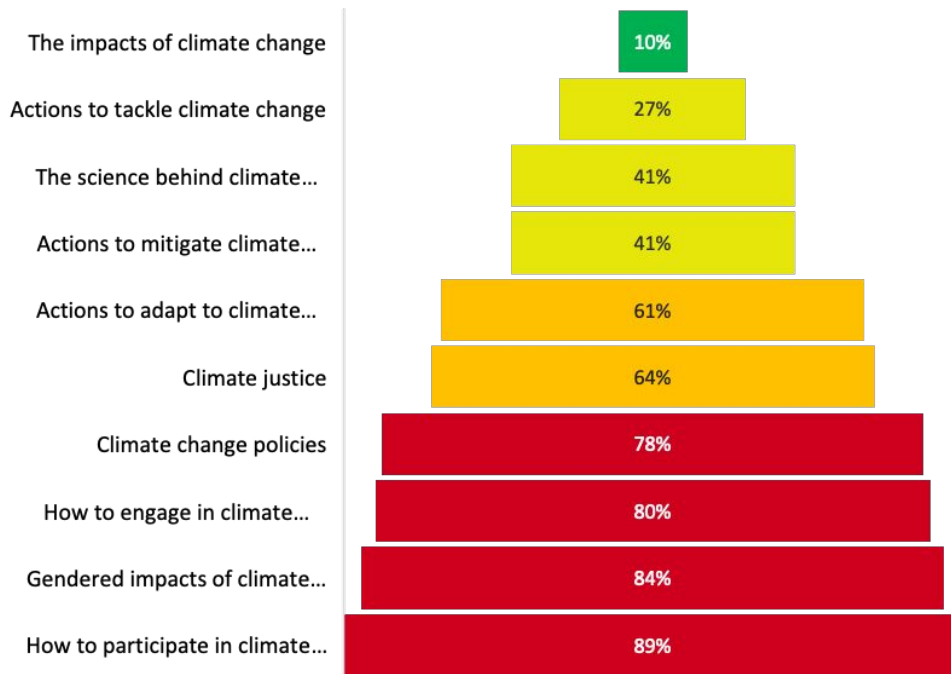


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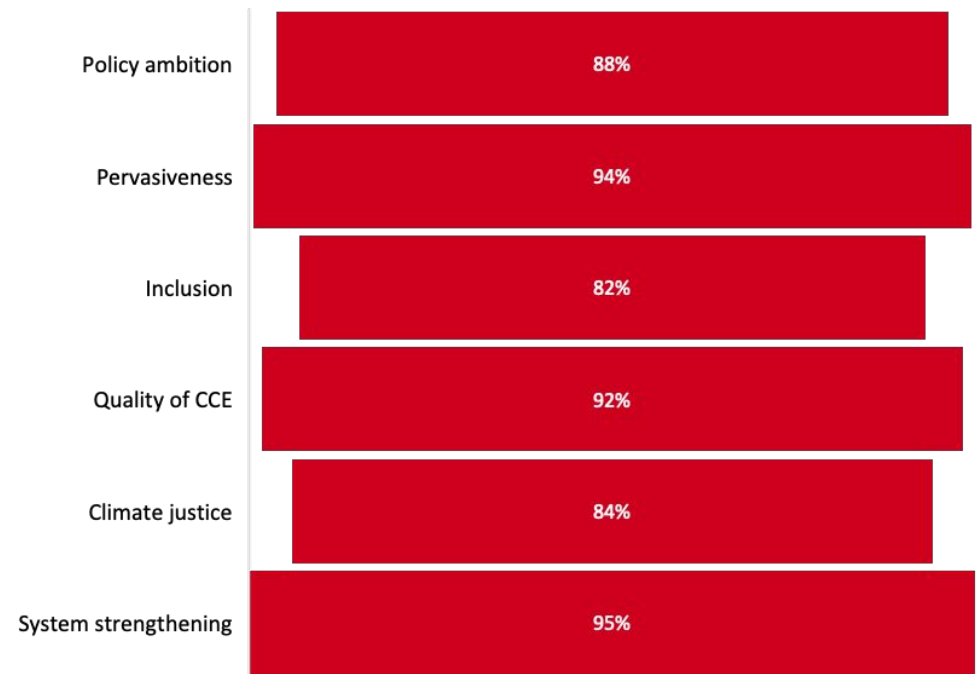
The education gap

Gap in CCE content taught in schools & other places of learning



Author calculations based on Plan International, 2021

The education gap, based on EI CCE Ambition Report Card metrics



Kwauk, 2021



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A solution

A new green learning agenda:

A framework for climate action and climate justice



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Skills for Green Jobs

Skills aimed at fulfilling the requirements of green jobs and supporting the transition to a low-carbon green economy

SPECIFIC CAPACITIES

Business skills
Data analysis
Engineering
Entrepreneurship
Environmental and ecosystem management
Environmental knowledge and awareness
Finance skills
ICT skills
Innovation skills
Marketing skills
Project management
Research skills
Sales skills
Science skills
Technological skills
(Gender empowerment skills)

INSTRUMENTAL

Green Life Skills

Cross-cutting skills that serve both technical, instrumental, and adaptive, transformative ends

GENERIC CAPACITIES

Adaptability
Collaboration
Collaborative thinking
Communication
Coping with emotions
Coping with uncertainty
Creativity
Critical thinking and reasoning
Decisionmaking
Empathy
Flexibility
Growth mindset
Higher order thinking skills
Interpersonal competence
Leadership
Negotiation
Networking
Open-mindedness
Participatory skills
Problem-solving
Resilience
Strategic thinking
Teamwork

Skills for a Green Transformation

Adaptive skills aimed at transforming unjust social and economic structures

TRANSFORMATIVE CAPACITIES

Ability to analyze unequal systems of power
Coalition building
Collective action
Disruptive vs. normative thinking
Environmental stewardship
Future and anticipatory thinking
Integrative thinking
Interdisciplinary and multidisciplinary thinking
Interrelational thinking
Political agency, activism
Reflexivity
Respecting diverse viewpoints
Solidarity
Systems Thinking
Trans-cultural, trans-spatial, trans-temporal mindsets
Valuing traditional and indigenous knowledge
Working within complexity

TRANSFORMATIVE

Kwauk and Casey, 2021



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Approaches to quality education for climate action

Problem frame for the climate crisis	Technical challenge	Adaptive challenge	
Source of the problem	CO ₂	Unsustainable individual behaviors	Unjust social and economic systems
Vision of the solution	Just transition to green economy	Sustainable, pro-environment behaviors	Sustainable, equitable systems
Education objective	Specific capacities	Generic capacities	Transformative capacities
Green skills framework	Green jobs	Green life skills	Green transformation
Green learning agenda	Gender-transformative green TVET	Critical climate change education	Transformative learning for climate action



A green skills heuristic for climate empowerment



Approaches to quality education for climate action

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Specific capacities: those needed to thrive in green jobs supporting a just transition to a low-carbon green economy

Generic capacities: those cross-cutting “life skills” or “21st century skills” that contribute to greener ways of thinking, being, and doing

Transformative capacities: those needed to disrupt and transform both the individual behaviors and structural factors that exacerbate the climate crisis

Kwauk and Casey, 2021



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A new green learning agenda



Approaches to quality education for climate action

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Taken together, this constitutes a “**new green learning agenda**” focused on developing specific, generic, and transformative capacities for a just transition

Kwauk and Casey, 2021



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Implementation

- Supporting organizations to pivot educational programs to developing a breadth of green skills, with a focus on promoting climate justice
- Developing methodological frameworks to track and communicate the impact of transformative green learning on climate outcomes
- Building evidence and developing recommendations for postsecondary institutional leaders and governments to better facilitate just transitions
- Tracking case studies to identify “bright spots”
- Building multistakeholder engagement on a new green learning agenda



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Discussion



Photo Credit: USAID
Global Health Fellows



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Reminders & Coming Up Soon from the YouthPower 2 Learning Network

Find details and register on the [YouthPower.org Events page](https://youthpower.org/events)

March 2, 9am ET: Building the Evidence Base Recent Learnings in Positive Youth Development Research (YP2LE)

March 9, 7am ET: Engaging Young Women in Climate Change Adaptation and Mitigation (MENA Youth CoP)

March 9, 9am ET: New Frontiers in Labor Market Assessments: Reaching the Last Mile (including touching on green jobs! via the Business, Entrepreneurship, and Private Sector Engagement CoP)

Watch for future HEET events this year on higher education and climate change, and join our discussion online!



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THANK YOU!

This presentation is made possible by the support of the American people through the United States Agency for International Development (USAID), under the terms of YouthPower 2: Learning and Evaluation AID Contract #47QRAA19D0006K/7200AA19M00018. The authors' views expressed in this presentation do not necessarily reflect the views of USAID or the United States Government.



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