



# Evaluation of Education and Climate Context

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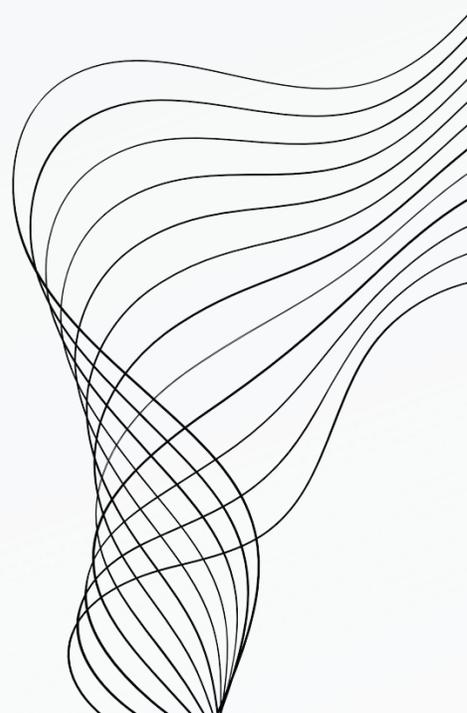
GREEN is an initiative hosted by FHI 360, a 501(c)(3) not-for-profit organization.





**GREEN**  
**WEBINAR SERIES**

[WWW.TAKEACTIONGLOBAL.ORG](http://WWW.TAKEACTIONGLOBAL.ORG)



# ABOUT US

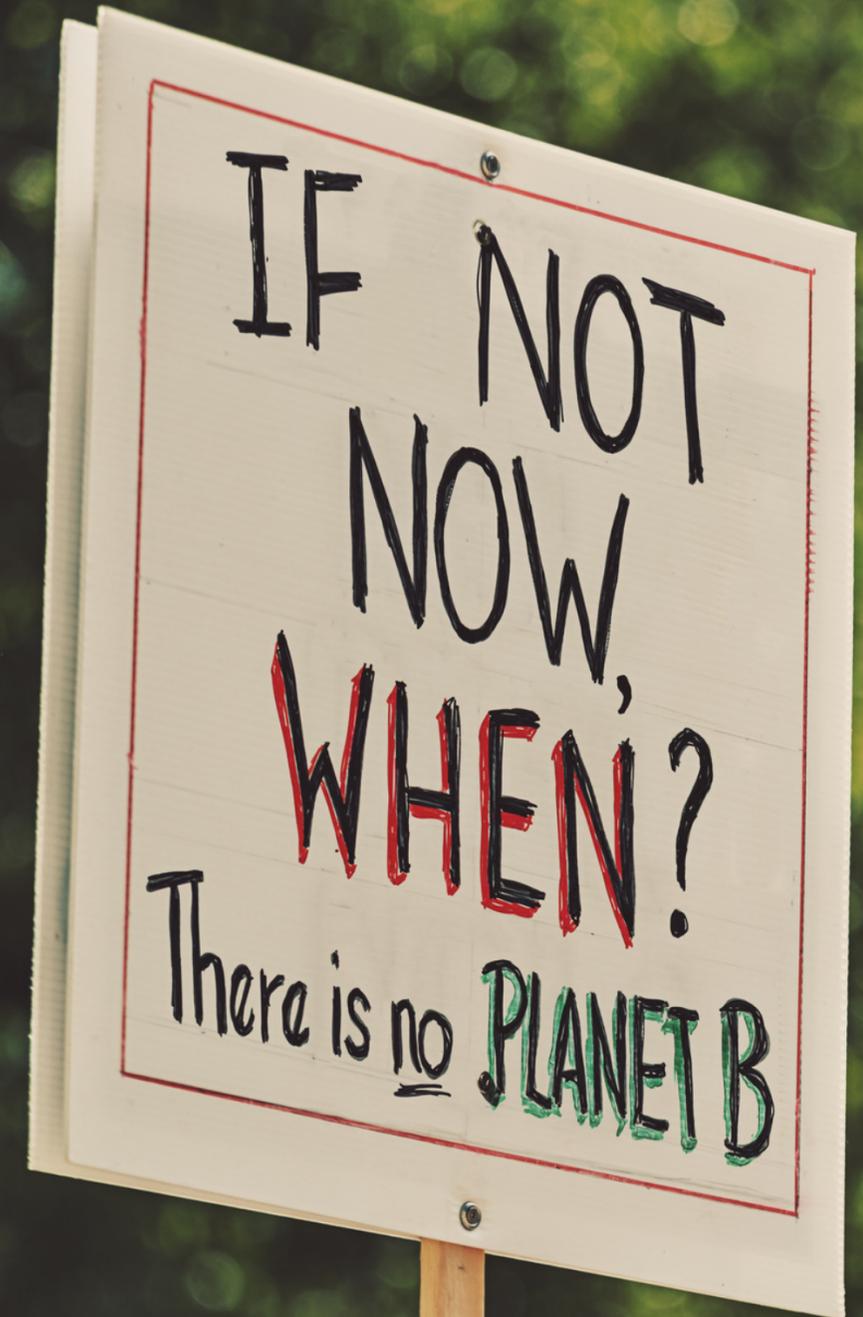


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Save the Children®

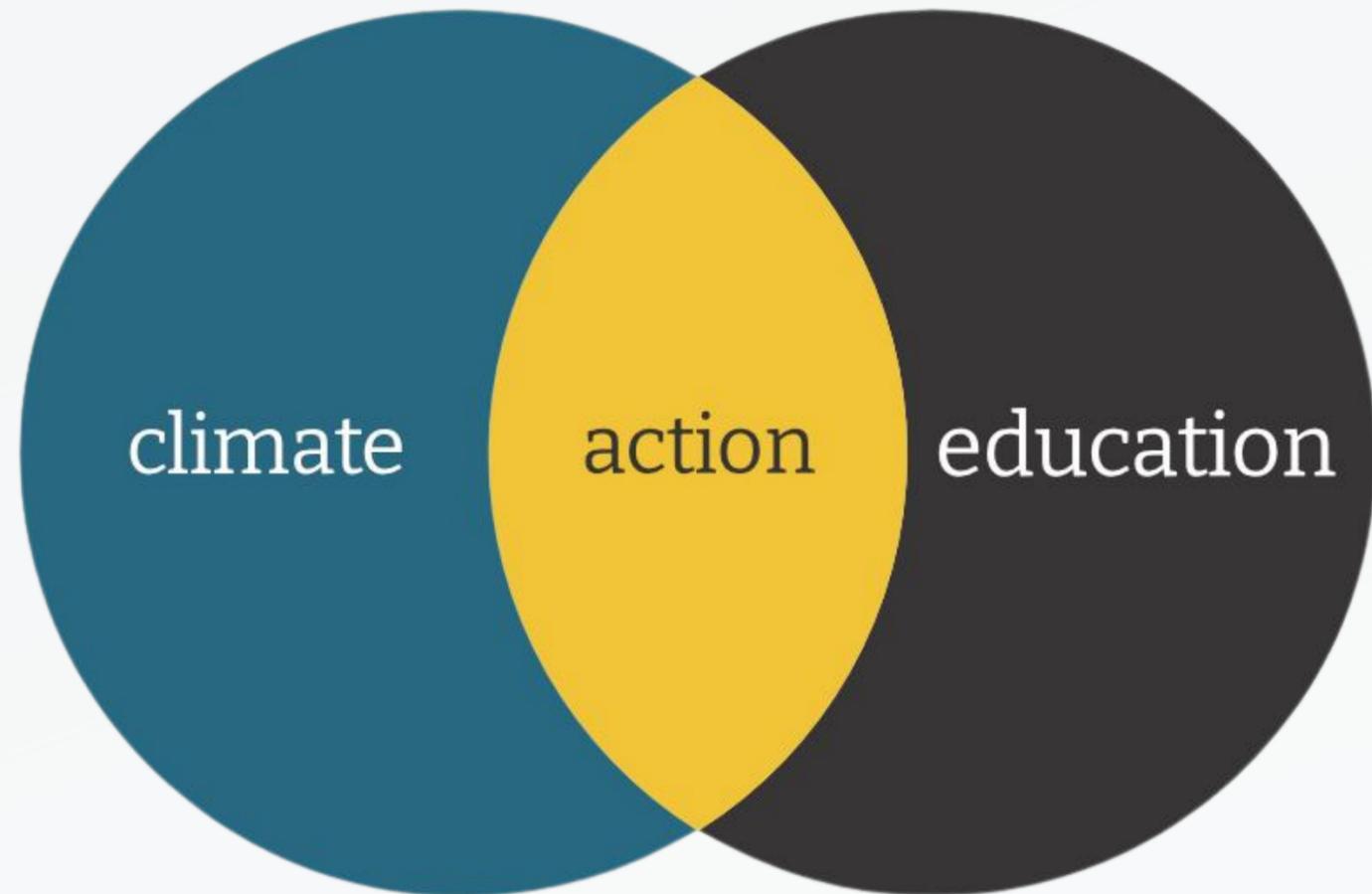
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# FINDING A COMMON UNDERSTANDING

Climate Action Educators

Expressed needing a common vocabulary around climate action education to help break down linguistic barriers to collaboration.



# BIG QUESTIONS



Climate Education and Climate Action Learning objectives are being introduced around the globe and impacting educational outcomes for learners.

**QUESTION N°1**  
GLOBAL IMPACT



From policy to practice, systems are at varied levels of readiness to implement climate education initiatives in the learning process

**QUESTION N°2**  
SYSTEM READINESS



What gets measured gets done, the oldest education approach. Thinking through how we measure impact and learning through climate curriculum measures

**QUESTION N°3**  
EDUCATIONAL OUTCOMES

# CONCEPTS IN ACTION

- **Approach** – We are seeing two distinct mechanisms for the introduction of climate education in the traditional teaching and learning process
- **Cultural Responsiveness** – Reflective actions in the development and delivery of climate education in the k-21 learning system drive system level integrations



# LIGHTHOUSES

We look for lighthouses, examples, or guiding stars as we seek to implement change in traditional systems of instruction and objective focused programming

1st country wide climate education mandate. Sustainability across the curriculum and the requirement of 33 hours of climate education per year.



ITALY

Climate Education across every grade level and through every subject. Statewide funding (2year) and direct incorporation in all standards



NEW JERSEY

Law requiring 10 trees planted to graduate. Promotion of intergenerational responsibility and sustainability in the learning process

PHILIPPINES



# CONCEPTS IN SYSTEMS

- **Climate Action Planning** - Study of 40 cities in the United States and an analysis of this integration of climate education as part of their systems level approach
- **Funding Limitations** - Current funding opportunities focus on either Education OR Environmental initiatives and have yet to shift toward the intersection that climate education offers globally



**SYSTEM  
READINESS**



# STATISTICS

While all 35 CAPs referred to the K–12 sector at least once, the extent to which the sector was framed as an implementation partner varied significantly.

Five CAPs specifically noted the importance of the K–12 sector to achieving the cities' overall climate goals, typically in the form of environmental education.

# 14%



# CONCEPTS IN OUTCOMES

- Accountability- An organization's ability to measure both individual learner growth and community impact is a critical aspect in the development of systemic change
- Professional Learning- Through a purposeful attention to the development of educators within the climate education field we can realize greater impact and more meaningful change



**EDUCATIONAL  
OUTCOMES**

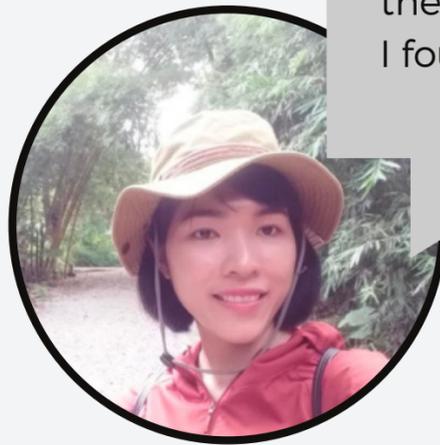


# CLIMATE EDUCATION

## IN ACTION

### **Van Hoang Thi, Vietnam**

It has been life-changing for many of my students and their families.  
I found that absolutely thrilling.



### **Maria Panousiadou, Greece**

It was an amazing experience for the teacher and the students. The participation in this global community made us feel empowered and we appreciated the small yet essential changes in our everyday life we can all do to protect our planet.



# RESOURCES

01

TAKE ACTION GLOBAL

02

SAVE THE CHILDREN

03

EARTH PROJECT APP

04

CLIMATE ACTION BOOKLIST

05

CLIMATE EDUCATION STUDY

06

EDUCATION UNCAPPED STUDY

07

BORN INTO THE CLIMATE CRISIS  
REPORT (SAVE THE CHILDREN)



# THANKS FOR DISCUSSING

*Imagine a world in which young people across seven continents connect virtually and solve one of the world's most pressing challenges: Climate Change.*

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Global Response to Education and Environment Network (GREEN) is a collaborative network made up of organizations from all around the world interested in bridging ideas and expertise to advance thought leadership, innovation and research that can inform policies and drive meaningful action in response to climate-related challenges and their impact on education.

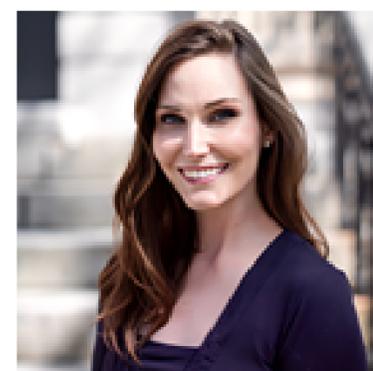


## Riley Justis



Driven by a passionate belief that all children deserve a quality education, Dr. Riley Justis is the Chief Operating Officer of **Take Action Global** and is committed to supporting teachers through best practices in leadership and recognition of learning and works to bring teachers together to take action for the planet and for people. Riley, prior to joining the TAG team, has been an educational leader across the nation, both through more traditional K12 leadership roles and within the educational technology industry. His focus was and continues to be democratizing processes and systems of highly effective schools across the globe, to impact the teaching process and learning outcomes.

## Lauren Simmons



Lauren Simmons, Ed.M., spearheads impactful climate resilience initiatives at **Save the Children US**, serving as a Climate and Education Advisor. Lauren's breadth of experience, from harnessing data-driven strategies for program development in informal learning environments to leading the charge in integrating artificial intelligence into inclusive education, underscores her relentless pursuit of enhancing educational quality and accessibility. Lauren's expertise spans policy analysis, research, and program management, making her a formidable advocate for embedding climate resilience within educational policies and practices to support educators and students in a changing climate. Through her dedicated efforts, Lauren contributes significantly to preparing the next generation to navigate global challenges with resilience and proactive engagement, aiming to equip them for success in an ever-evolving world.