I. **Climate change study**: UNESCO Member States will feed their syllabuses into a database to detect opportunities and gaps in the treatment of climate change. Using the comparative methodology, the study’s conclusions will recommend/ guide learning content proposed in biology, chemistry, physics, geography, environmental science, history, civics/ citizenship, peace, and human rights education.

II. **Ocean literacy** in collaboration with the intergovernmental Oceanographic Commission of UNESCO, transform the dedicated Resource Pack into a friendly kit, to facilitate the inclusion and mainstreaming of ocean literacy in the curriculum.

III. **Small islands nations and climate change**: Island and coastal nations find themselves on the frontline of climate change effects and consequences. With the support of UNESCO and its regional offices, UNESCO-IBE and the group of Small Island Developing States (SIDS) will organise the first annual summer school dedicated to challenges and strategies to integrate climate change into the curricula of schools in the Caribbean and Central America region.

IV. **Provide focused capacity development** for countries that want to include the green and blue curriculum in their mainstream education.
ABOUT UNESCO-IBE

Founded in 1925 in Geneva, the International Bureau of Education is UNESCO’s oldest Institute and the global center of excellence on curriculum transformation for equitable quality education for all within the 2030 Agenda for Sustainable Development framework, and the Transforming Education Summit (TES) Call to Action. UNESCO-IBE is also a unique platform for knowledge and dialogue and regional and international cooperation on education.

To achieve the fourth United Nations Sustainable Development Goal, UNESCO-IBE bases its action on a systemic, holistic, participatory, inclusive, and endogenous understanding of the curriculum.

To that end, UNESCO-IBE supports States wishing to build, adapt or transform their curricula regarding national aspirations and current challenges by developing quality and inclusive educational offers.

GREEN AND BLUE CURRICULUM

The unprecedented climate change and environmental degradation crisis dramatically affect us all, including children, their teachers, and education systems worldwide. At the same time, education remains central to addressing the root causes and drivers of the current climate and environmental threats and helping the transition to greener and blue societies.

To that effect, the repertoire of studies, tools, norms, standards, and guidelines produced by UNESCO’s International Bureau of Education (UNESCO-IBE) proposes a curriculum that prioritizes environmental sustainability, conservation, and eco-literacy as a potent tool to empower learners as agents of change and advocates who can critically and constructively engage in face and address these critical issues for humanity.

OBJECTIVE

The green and blue curriculum programme focuses on supporting the implementation of the TES aimed to integrate climate education into all aspects of teaching and at least double the number of countries that include climate education in school curricula by the pre-primary, primary, and secondary levels by 2030.

To achieve this, green and blue education and curricula must be embedded in a transformative, systemic, holistic, and progressive understanding of the curriculum as early as early childhood education, and UNESCO-IBE will work to:

- Promote transformative teaching, learning, and assessment practices and support creating interdisciplinary and transdisciplinary learning opportunities for every learner.
- Support curriculum expertise capacity development and advocacy skills to influence global, regional, and national decision-makers, with a dedicated focus on action in countries under pronounced environmental stress.
- Support mainstreaming transversal issues through a series of related activities, such as:
  1) Developing appropriate tools and messages grounded in the IBE’s knowledge base and expertise to infuse green and blue topics in curricular design, development, and implementation;
  2) Facilitate policy and technical dialogue as well as offer technical assistance to lower-income countries so that these transversal issues are fully embedded in national curricula;