



CASE STUDIES COLLECTION

How youth from NGOs are meaningfully involved in Greening Education Initiatives

Annex to the Recommendations Paper

Youth Working Group - NGO-UNESCO Liaison Committee



May 2026

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INTRODUCTION

This collection presents **case studies by members of the UNESCO-NGO Liaison Committee Youth Working Group (2024-2026)** in preparation for the Recommendations Paper on meaningful youth engagement in Greening Education initiatives. These case studies were submitted in response to a call for inspiring practices where young people play an active role, as leaders, co-creators, or key contributors, in advancing green education around the world.

The initiatives gathered here span multiple regions and contexts, demonstrating a rich diversity of approaches. Together, **they illustrate how youth-led and youth-centred green education can contribute to more sustainable, climate-responsive education systems, a central aim of the UNESCO Greening Education Partnership (GEP).**

This document contains 19 case studies submitted by NGOs in official partnership with UNESCO and associated organisations, covering regions across Africa, Asia and the Pacific, Europe, Latin America & the Caribbean, and globally operating programmes.

LES ÉTUDES DE CAS EN FRANÇAIS

Case Study 1: Médecine in face of climate change

Organisation	The International Federation of Medical Students' Associations (IFMSA-Algeria)
Project location & region	Algeria, Africa
GEP Pillars	▶ Greening every curriculum ▶ Greening communities

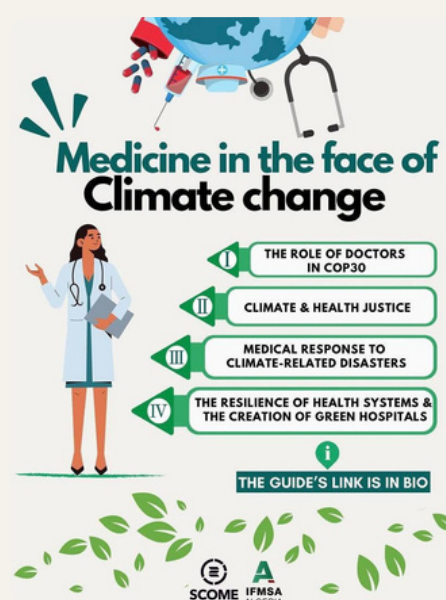
Project Description

Dans la période précédant le COP30, **IFMSA a élaboré un guide de rédaction destiné aux étudiants afin de sensibiliser et d'encourager l'action face aux défis sanitaires liés au changement climatique.**

Le guide aborde le rôle des médecins dans le COP30, la justice climatique et sanitaire, les réponses médicales aux catastrophes climatiques, la résilience des systèmes de santé et le développement d'hôpitaux verts. Il a été conçu et co-créé par des étudiants en médecine en Algérie sous la supervision de l'IFMSA Algeria, plaçant les jeunes comme contributeurs et leaders actifs.

Ce guide vise non seulement à éduquer les pairs, mais aussi à inspirer des actions responsables et du plaidoyer, favorisant des stratégies de prévention et d'adaptation face aux risques sanitaires liés au climat.

En reliant connaissance et action, **l'initiative souligne que protéger la Terre revient à protéger l'humanité, tout en positionnant les étudiants en médecine au premier plan de l'éducation sanitaire consciente du climat.**



Project Objectives

L'objectif principal du projet était de former une génération d'étudiants en médecine préparés et responsabilisés pour relever les défis liés au changement climatique. Il visait à leur fournir les connaissances, la pensée critique et les compétences en leadership nécessaires pour comprendre les impacts du climat sur la santé, promouvoir des pratiques médicales durables et mettre en œuvre des actions responsables, même dans des programmes où les thématiques climatiques ne sont pas officiellement intégrées. L'initiative cherchait également à inspirer les étudiants à sensibiliser leurs pairs et leurs communautés, comblant ainsi les écarts entre éducation, pratique et engagement sociétal pour construire des systèmes de santé résilients face au climat.

Contribution to GEP Pillars

Le projet soutient **verdir tous les programmes** en offrant un outil pédagogique inédit qui introduit des connaissances sur le climat et la santé dans la formation médicale. Il participe à **verdir les communautés** en mobilisant les étudiants pour sensibiliser leurs pairs et le grand public aux impacts sanitaires du changement climatique et aux pratiques durables. Le projet montre comment une initiative étudiante peut transformer les pratiques éducatives et communautaires, reliant directement savoirs et actions concrètes pour préparer une génération de futurs professionnels de santé responsables face à la crise climatique.

Youth Involvement

Les étudiants ont été pleinement impliqués en tant que décideurs et co-créateurs du projet. Participer à la conception du guide et aux discussions autour du COP30 leur a permis de comprendre l'importance de ces événements et des décisions prises à l'échelle mondiale. Ils ont pris conscience que le changement climatique ne concerne pas seulement la population générale, mais aussi leur futur rôle de médecins. Cette expérience a renforcé leur capacité à réagir, prévenir et promouvoir des actions concrètes face aux crises sanitaires liées au climat. En tant qu'acteurs actifs, les étudiants ont exercé leur voix dans le projet, contribuant à l'élaboration de contenus, à la coordination avec les experts et à la diffusion du guide. Ce rôle leur a permis de développer des compétences en leadership, advocacy et éducation, et de s'affirmer comme agents de changement dans le domaine de la santé et de la durabilité.

Project Impact

Le projet a permis aux étudiants d'acquérir non seulement des connaissances et compétences pratiques pour intégrer la durabilité dans leurs pratiques médicales futures, mais aussi de **devenir des acteurs capables de réagir en situation de crise**. Lors des vents violents ayant touché plusieurs pays en janvier, les étudiants ont pu anticiper, préparer des protocoles d'action pour les médecins en cas de catastrophes et organiser des campagnes de sensibilisation auprès de la population. L'impact dépasse la création du guide : il se traduit par la capacité d'agir concrètement, de prévenir et de mobiliser en réponse aux urgences liées au climat, consolidant le rôle actif des jeunes dans la santé et la durabilité.



Challenges & Lessons Learned

Le principal défi a été de convaincre que les jeunes étudiants, futurs médecins, sont à la fois concernés et responsables face au changement climatique, et que leur rôle dépasse la pratique médicale traditionnelle. Ils ont dû affirmer que ils sont des acteurs principaux et décideurs capables d'anticiper, prévenir et agir face aux crises climatiques. **Cette expérience a montré que l'engagement des jeunes transforme non seulement leur vision professionnelle mais inspire également leurs pairs.** Les étudiants ont appris que la mobilisation étudiante, lorsqu'elle est structurée et proactive, peut créer un impact tangible sur l'éducation, les communautés et la préparation aux catastrophes.

Resources

- [Instagram 1](#), [Instagram 2](#), [Instagram 3](#)
- [Medicine Under Climate Pressure : A Guide by SCOME IFMSA-Algeria](#)

Case Study 2: Appel de Toulouse pour l'école de demain

Organisation	Agence Universitaire de la Francophonie (AUF)
Project location & region	Globally
GEP Pillars	▸ Greening Schools ▸ Greening every curriculum ▸ Greening teacher training and education system capacities ▸ Greening communities

Project Description

À l'occasion du 3^e Congrès de la Jeunesse Estudiante Francophone, une soixantaine d'étudiants issus de 60 pays se sont réunis à Toulouse les 14 et 15 octobre 2024, lors de la Semaine mondiale de la Francophonie scientifique, pour rédiger l'«[Appel de Toulouse pour l'école de demain](#)». S'inscrivant dans la continuité du Manifeste pour la



Diplomatie scientifique francophone, de la déclaration de Villers-Cotterêts et des quatre piliers de l'Education du XXI^e siècle de l'UNESCO, ce texte propose des pistes concrètes pour transformer l'éducation, et s'adressant principalement aux responsables politiques et universitaires des pays concernés. Les rédacteurs se positionnent comme des citoyens de l'éducation, crédibles et responsables, et s'engagent à promouvoir et mettre en œuvre ces propositions via l'Association internationale des Clubs Leaders Étudiants Francophones (CLÉF). **L'Appel identifie cinq transformations majeures pour l'école de demain : vivre-ensemble ; inclusion ; écologie ; numérique ; employabilité.**

Project Objectives

L'objectif principal de cette initiative est de donner la parole aux étudiants et aux jeunes du réseau CLEF de l'AUF. Cette parole sera ensuite renforcée grâce à leur participation à des événements internationaux ainsi qu'à des rencontres stratégiques avec des responsables institutionnels de l'enseignement supérieur (ministères, organisations internationales, universités, etc.). Par ailleurs, afin de consolider cette dynamique et de renforcer la portée de leur engagement, une association internationale a été créée. Celle-ci vise à garantir l'indépendance de leur action tout en renforçant sa légitimité.

Contribution to GEP Pillars

Le projet constitue un plaidoyer porté par la jeunesse étudiante à l'échelle mondiale. L'un des axes majeurs de ce plaidoyer est consacré au changement climatique et à ses impacts sur l'éducation. **L'objectif est de permettre aux étudiants de co-construire une école plus efficace et adaptée aux conditions de crise actuelles.** En particulier, ils œuvrent à l'intégration de l'éducation au développement durable ainsi qu'au renforcement de la résilience climatique au sein des systèmes éducatifs.

Youth Involvement

Les jeunes sont au cœur de cette initiative : ils ont rédigé le plaidoyer, puis fondé et assurent aujourd'hui la gestion de l'association internationale chargée de sa promotion. L'AUF a initié cette dynamique, apporté un soutien financier et contribué à valoriser, au niveau politique et institutionnel, l'impact de ce document de plaidoyer.

Project Impact

L'Appel a été présenté aux **ministres de l'Éducation et de l'Enseignement supérieur de l'espace francophone**, ainsi qu'aux **responsables académiques** des universités membres de l'AUF (plus de 1 000 établissements répartis dans 120 pays). Ce document a également été présenté lors d'autres **événements internationaux**, notamment le 18e Forum international des ONG en partenariat avec l'UNESCO.

Challenges & Lessons Learned

Le plus grand défi a été de rassembler et d'harmoniser les différentes perspectives issues de contextes nationaux variés. Dans le même temps, de nombreux points de convergence ont émergé, malgré les différences culturelles et géographiques.

Resources

- [Appel de Toulouse pour l'école de demain](#)

Case Study 3: Intégration de l'éducation à l'environnement dans le modèle pédagogique préscolaire de la FMPS

Organisation	Fondation Marocaine du Préscolaire(FMPS)
Project location & region	Maroc, Africa
GEP Pillars	► Greening Schools

Project Description

La FMPS a intégré l'éducation à l'environnement dans son modèle pédagogique préscolaire à l'échelle du Maroc. **L'initiative combine jeux éducatifs, chansons, contes, sorties pédagogiques, ateliers de jardinage, recyclage, arts plastiques et expériences sensorielles** pour introduire les principes du développement

durable dès le plus jeune âge. Elle s'appuie sur des ressources adaptées aux enfants et aux éducateurs, ainsi que sur une collaboration avec la Fondation Mohammed VI pour la Protection de l'Environnement pour développer des contenus pédagogiques, notamment des histoires illustrées, des vidéos éducatives et des activités de sensibilisation.



Project Objectives

Le projet visait à intégrer l'éducation à l'environnement dans le préscolaire, à développer chez les enfants des valeurs de respect et de responsabilité envers la nature, à encourager des gestes écoresponsables simples, et à renforcer leur lien avec leur environnement local. Il cherchait aussi à stimuler l'observation, la curiosité, l'autonomie et la citoyenneté environnementale dès la petite enfance, tout en fournissant aux éducateurs des ressources et démarches pédagogiques adaptées pour rendre ces apprentissages concrets, ludiques et durables.

Contribution to GEP Pillars

Le projet contribue à **verdir les apprentissages** en intégrant l'environnement dans le curriculum préscolaire à travers des activités concrètes et régulières. Il participe aussi au **verdissement des écoles** par l'aménagement d'espaces d'apprentissage liés à la nature et aux ateliers de jardinage. En renforçant les ressources pédagogiques des éducateurs et en développant des partenariats avec des acteurs institutionnels, il soutient les capacités éducatives. Enfin, il relie l'école à son environnement social et local grâce aux sorties, aux journées environnementales et aux actions de sensibilisation.

Youth Involvement

Les jeunes enfants d'âge préscolaire ont été impliqués comme acteurs centraux de la mise en œuvre de l'initiative.

Compte tenu de leur âge, leur participation ne relevait pas d'une gouvernance formelle, mais d'un engagement actif à travers des ateliers hebdomadaires de jardinage, des sorties pédagogiques, des activités de recyclage et de créativité, des expériences sensorielles et scientifiques, ainsi que la célébration de journées environnementales. Ils ont également participé à des activités fondées sur des histoires écologiques, des chansons éducatives et des jeux thématiques sur la biodiversité, l'eau, l'énergie, les déchets et le climat. Cette approche les a placés au cœur du processus éducatif : ils observent, expérimentent, manipulent, trient, plantent, créent et adoptent progressivement des gestes écoresponsables. L'initiative a ainsi favorisé une participation active, concrète et adaptée à leur stade de développement.



Project Impact

Le projet a permis d'institutionnaliser l'éducation à l'environnement comme axe structurant du modèle pédagogique de la FMPS dans plusieurs structures préscolaires au Maroc. Il s'est concrétisé par le développement de ressources pédagogiques variées et mesurables : 2 histoires écologiques, 6 chansons éducatives, des puzzles thématiques, des supports visuels et des vidéos courtes. Il a également donné lieu à des ateliers hebdomadaires de jardinage, des sorties pédagogiques, des activités de recyclage et la célébration de journées environnementales. Ces actions ont renforcé chez les enfants l'observation, les gestes écoresponsables et le lien avec la nature.

Challenges & Lessons Learned

Les principaux défis ont concerné l'adaptation de thématiques complexes, biodiversité, changements climatiques, énergie, gestion des déchets ou de l'eau, à des enfants d'âge préscolaire, tout en conservant une approche concrète, ludique et sensorielle. Il a également fallu développer des supports variés et adaptés (histoires, chansons, jeux, vidéos, puzzles, ateliers, sorties) et assurer leur mise en œuvre cohérente dans différents contextes. Les organisateurs en ont tiré qu'une éducation environnementale efficace au préscolaire repose sur l'apprentissage par l'expérience, la diversité des outils pédagogiques et une collaboration interinstitutionnelle.



Case Study 4: Mon Environnement, Ma Verdure

Organisation	Association les Amis de la Vie (AMIVI)
Project location & region	Burkina Faso, Africa
GEP Pillars	▸ Greening Schools ▸ Greening every Curriculum ▸ Greening communities

Project Description

«Mon Environnement, Ma Verdure » est un programme communautaire porté par l'AMIVI dans la commune rurale de Komsilga et ses environs, au Burkina Faso. **Il forme des jeunes de 15 à 30 ans aux pratiques d'agriculture hors-sol, à la plantation et à la protection des arbres, ainsi qu'à la création de jardins scolaires dans les établissements primaires locaux.** Les jeunes formés deviennent à leur tour formateurs et sensibilisateurs au sein de leurs écoles, villages et espaces publics. Le projet s'étend également à un quartier périphérique de



Ouagadougou. Il vise à transformer durablement les pratiques environnementales des communautés rurales tout en offrant aux jeunes des compétences concrètes favorisant leur insertion économique.

Project Objectives

- Former 100 jeunes (filles et garçons) aux techniques d'agriculture hors-sol, de jardinage et de plantation d'arbres sur une durée de 18 mois.
- Créer 5 jardins scolaires fonctionnels dans les écoles primaires ciblées, transformant les établissements en espaces verts éducatifs.
- Planter 1 000 arbres dans les villages, écoles et les espaces publics pour lutter contre la désertification.
- Renforcer les capacités des jeunes en tant qu' éducateurs pairs et agents de changement environnemental dans leurs communautés.
- Contribuer à l'insertion économique des jeunes en leur fournissant des compétences pratiques.
- Ancrer une culture de protection de l'environnement dans 5 écoles primaires, 3 villages et 1 quartier périphérique.

Contribution to GEP Pillars

Le projet vise à promouvoir l'éducation environnementale à travers trois axes principaux. **Il transforme les écoles en espaces verts** en créant des jardins scolaires et en plantant 1 000 arbres, offrant aux élèves un apprentissage pratique et durable. **Il renforce aussi les capacités des jeunes formés** par l'AMIVI, qui deviennent des éducateurs pairs et transmettent leurs connaissances au sein de leurs communautés. Enfin, **il mobilise**

l'ensemble des acteurs locaux, élèves, parents, enseignants et autorités autour de la protection de l'environnement, grâce à des campagnes de sensibilisation qui transforment les villages et écoles en espaces d'apprentissage collectif.

Youth Involvement

Les jeunes de 15 à 30 ans sont au cœur du projet et agissent comme véritables acteurs du changement. Ils

bénéficient d'une formation pratique en agriculture hors-sol, jardinage, plantation et protection des arbres. Une fois formés, ils deviennent formateurs à leur tour dans les écoles, villages et espaces publics, permettant une diffusion élargie des connaissances selon un modèle en cascade. Ils participent également à la



gestion du projet à travers un comité de jeunes qui collabore avec les adultes de l'AMIVI pour la prise de décisions et la planification des activités. Par ailleurs, ils mènent des actions de sensibilisation sur la protection de l'environnement, la lutte contre la désertification et la promotion de bonnes pratiques agricoles. En les positionnant comme co-créateurs et leaders, le projet renforce leur engagement et assure la continuité et la durabilité des actions au sein des communautés.

Project Impact

Le projet prévoit de **former 100 jeunes**, filles et garçons, sur 18 mois. Il permettra la **création de 5 jardins scolaires**, la **plantation et la protection de 1 000 arbres**, et couvrira 3 villages ainsi qu'un quartier de Ouagadougou. **Cinq écoles primaires** seront impliquées, et les jeunes formés deviendront des formateurs pairs. Des centaines d'élèves et de familles seront touchés indirectement. Au-delà des chiffres, le projet vise un changement durable des comportements face à la désertification et à la dégradation des terres au Burkina Faso.

Challenges & Lessons Learned

Le projet fait face à **trois défis majeurs**. D'abord, **le financement des formations, équipements et intrants agricoles**, nécessitant la mobilisation de partenaires nationaux et internationaux. Ensuite, **le maintien de la motivation des 100 jeunes sur 18 mois**, auquel l'AMIVI répond par des attestations, un accompagnement à l'insertion et la valorisation du rôle de formateur pair. Enfin, **les contraintes climatiques liées à la désertification**, atténuées par l'agriculture hors-sol et la plantation d'arbres. Au-delà, le projet vise un changement durable de comportements, faisant des jeunes des ambassadeurs de l'environnement dans leurs communautés.

Case Study 5: L'éducation verte au Collège la trompette

Organisation	Collège la trompette
Project location & region	Democratic Republic of Congo, Africa
GEP Pillars	▸ Greening Schools ▸ Greening teacher training and education system capacities

Project Description

Il s'agit d'appuyer le programme éducatif national pour renforcer la conscience écologique au sein de l'école par la plantation des plantes tout en faisant comprendre aux éducateurs le bien fondé d'insuffler l'amour et le respect de la nature et son utilité pour l'homme. Ceci inclut la culture de la paix

entre acteurs éducatifs qui met en avant-plan l'apprentissage d'une communication saine, des bonnes relations, l'expression de pardon mutuel en cas de malaise. Car, on ne peut être en paix avec la nature sans avoir cultivé la paix dans ses relations

aux semblables. Voilà pourquoi, cette initiative associe toujours les enfants et les éducateurs à entretenir des relations saines et de semer quelques plantes dans la cour tout en associant les élèves à l'entretien.



Project Objectives

Rendre la cour plus écologique, par la plantation des plantes dans des pots et les endroits prévus pour la plantation.

Contribution to GEP Pillars

Le projet contribuera à rendre l'école plus verte ou écologique en ce qu'il vise d'abord la conscience des éducateurs dans leurs pratiques éducatives et ensuite, il vise la conscience des apprenants à participer activement à rendre la cour scolaire plus écologique, tout en connaissant l'utilité des plantes pour l'homme.

Youth Involvement

Étant donné le manque de plantes d'ornement dans la cour, les enfants seront appelés à amener les jeunes-plantes et à les semer dans des pots.

Project Impact

Le projet va impacter les consciences et va faire en sorte que la communauté se rende compte du bien fondé des plantes dans le milieu de vie et de leur utilité pour la santé, en plus de donner un bel aspect à l'environnement.

Challenges & Lessons Learned

Le défi auquel cette initiative fait face est le manque d'appui par le système éducatif national en ce qui concerne la formation des enseignants dans ce domaine. À ceci, l'école organise des petites formations en vue de mettre à jour les encadreurs.



Resources

- https://www.umec-wuct.org_
- [Plus d'informations](#)

CASE STUDIES IN ENGLISH

Case Study 6: SDGs Advocate Programme by SDSN Youth Nigeria

Organisation	UN Sustainable Development Solutions Network (SDSN)
Project location & region	Nigeria, Africa
GEP Pillars	▶ Greening schools ▶ Greening every curriculum ▶ Greening communities

Project Description

The goal of this programme is to build a community of exceptional young leaders who will engage with, champion, and promote SDGs' advocacy across the nation. The programme strengthens youth leadership and action on the SDGs by deepening awareness, practical understanding, and ownership of specific SDGs, enabling young people to drive targeted solutions

within their communities. This programme is delivered through the Own-a-school initiative (Individual-based) and the Community Advocacy Project (Team-Based) by training young advocates on the incorporation of SDGs education into schools and other forms of engagements in their local communities. The Own-a-school project introduces students and educators to the SDGs, helping them understand the global goals and apply them in their daily lives, both inside and outside the classroom. As part of the programme, advocates introduced the SDGs to their selected schools, established new SDG clubs, or strengthened existing ones to promote sustainability education while, for the community advocacy project, each state and community faces unique environmental challenges, resource availability, economic conditions, and social development levels. Recognising this diversity, advocates are grouped according to their state of residence to ensure that their efforts are tailored to local needs. Each State Team in the SDGs Advocate Programme will identify a pressing issue, design sustainable solutions, and initiate targeted advocacy that aligns with the opportunities and development priorities of their community.



Project Objectives

The mission of the SDGs Advocate Programme is to **create a world where every primary and secondary school student, family household, or community member is equipped with the knowledge, values, and skills necessary for effectively responding to the greatest challenges of this century and shaping a sustainable and prosperous Nigeria.** Recent advancement in the programme is shaping the own a school to extend into the Lead an SDGs Project where individuals can go beyond education to also impact other SDGs.

Contribution to GEP Pillars

The project advances the Greening Education Partnership pillars by integrating Education for Sustainable Development into schools through youth-led advocacy, training, and community engagement. It strengthens greening learning content via SDG-focused curricula, promotes greening communities through grassroots campaigns, and supports greening capacities of educators and learners by equipping youth advocates with knowledge and leadership skills. Additionally, the “Own-a-School” initiative fosters whole-institution approaches, encouraging schools to adopt sustainable practices. Overall, the project empowers young people to drive environmental awareness, behavioral change, and sustainable actions within schools and communities.

Youth Involvement

Young people are at the core of the project as co-creators, implementers, and decision-makers. They were actively involved in the design phase by identifying local sustainability challenges and shaping community-relevant advocacy approaches. During implementation, selected youth participants (SDG Advocates) undergo capacity-building and lead the “Own-a-School” and community campaign initiatives, where they train peers, engage students, and drive grassroots awareness on sustainable development. In decision-making, youth participants contribute through feedback loops, project reporting, and peer learning platforms, helping refine strategies and improve outreach effectiveness. The project adopts a “train-the-trainer” model, empowering young people to cascade knowledge and expand impact across schools and communities. Overall, the initiative strengthens youth leadership, builds practical skills, and positions young people as key drivers of sustainable change.

Project Impact

The project has strengthened SDG awareness and sustainability education among young people and communities through a scalable, youth-led model. **It has trained over 2000 SDG Advocates** who, in turn, have reached five hundred thousands of students and community members via school outreaches and campaigns. The “Own-a-School” initiative has supported the integration of SDG knowledge into learning spaces, fostering environmental responsibility and civic engagement. As a result, participants demonstrate improved knowledge, leadership skills, and positive behavioral change, contributing to grassroots action and increased community participation in sustainable development.

Challenges & Lessons Learned

The project faced challenges such as limited funding, varying levels of commitment among participants, and difficulties accessing some schools and communities. Digital access constraints also affected participation during virtual sessions. Additionally, translating SDG concepts into locally relevant actions required extra effort. Key lessons learned include the importance of strong local partnerships, continuous engagement and mentorship for participants, and adapting content to suit local contexts. We also learned that a flexible, youth-led approach enhances ownership and sustainability, while combining virtual and physical engagement improves reach and impact.

Resources

- [Impact Story video](#)

Case Study 7: Greening Education for a Just Transition: Green Skills and Climate Resilience

Organisation	Indian Network on Ethics and Climate Change (INECC)
Project location & region	India, Asia and the Pacific
GEP Pillars	▸ Greening every curriculum ▸ Greening communities

Project Description

The initiative explores how youth co-created processes can lead towards green education and skills - centering their lived experiences as valid knowledge. As a network, INECC conducted sessions for ages 11-35. Across India youth were introduced to discussions on:

- **Green budgeting:** linking climate funding gaps to realities like heat, food, insecurity and lost school hours.
- **Plural climate experiences:** discussed and built perspectives on diverse lived experiences including those of transgender communities and others across the gender spectrum.

In the coastal ecosystem, we moved from awareness to action through seaweed-based green skilling. Youth were trained in seaweed cultivation as a climate-resilient livelihood- building technical skills, income pathways, and ecological stewardship. This positioned them as an emerging workforce for coastal bio-economies and anchors their role in advancing a just, localised transition.



Project Objectives

- Build climate literacy by grounding learning in youth lived experiences
- Strengthen youth agency to engage with climate decision-making
- Introduce intersectional perspectives (e.g., gender, identity, vulnerability)
- Develop critical thinking on climate governance (e.g., budgeting, resource allocation, advocacy)
- Hands-on green skilling helps translate awareness into action
- Equip youth with livelihood-ready skills in sustainable sectors (e.g., seaweed farming, biochar)
- Enable pathways to local, just, and climate-resilient economic transitions

Contribution to GEP Pillars

The project team engaged with research and educational institutions for perspective building on adaptation, mitigation, and disaster risk management from a climate and Just Transition perspective.

They developed curricula for institutions and supported these two Greening Education Partnership Pillars:

- **Greening every curriculum:** The project embeds climate learning across subjects by linking it to lived experiences related to climate impacts and inequality. Sessions were also developed on green-budgeting and gender-climate to make climate education contextual, and action-oriented.
- **Greening communities:** translating learning into impact by building youth agency and green skills. Through seaweed farming, youth gain climate-resilient livelihoods and contribute to local economies, ecological restoration, and just transitions.

Youth Involvement

Young people were central to both shaping and benefiting from the process. In classroom settings, they actively contributed insights from their lived experiences - linking climate issues to heat stress, food insecurity, water shortages, and social inequalities. Through discussions on green budgeting and gender-climate, they developed critical thinking, articulated their perspectives, and engaged in decision-making processes, fostering a strong sense of agency and relevance. The project team also moved beyond awareness to action. In the state of Maharashtra, youth were trained in seaweed cultivation through a 16 hour curriculum, gaining hands-on technical skills in a climate-resilient livelihood. This enhanced their employability, financial literacy, and connection to local ecosystems. Overall, young people were not passive learners but active participants - building confidence, skills, and ownership over climate solutions, while recognizing their capacity to influence both policy conversations and community-level change.

Project Impact

In the greening every curriculum portion of green budgeting, gender and climate literacy the project team engaged with 150 young people - 70% reported changes in their interaction with the system. In the coastal ecosystem with green skilling for seaweed, the initiative delivered measurable and systemic outcomes across skills, livelihoods, and ecology. In Phase 1, 1,250 kg of high-quality seaweed was harvested, proving technical and economic viability. It trained coastal communities in cultivation, entrepreneurship, and financial literacy, building employability and confidence. 20 fishing families gained an additional, climate-resilient income source, strengthening economic resilience and reducing dependence on traditional fishing.

Challenges & Lessons Learned

Working with young people revealed how often educators assume “they are too young to know,” shaping what and how we teach. Striking the balance between protection and meaningful engagement was a challenge. The team addressed this by letting children lead classroom conversations and building from their inputs. In the classrooms the team saw their resilience and the depth of their experiences, making acknowledgement central. Additional challenges included language, technology access, and confidence gaps. For seaweed green skilling the team saw limited motivation without visible returns; weak supply chains (e.g., seaweed livelihoods); and a lack of green skilling perspectives in education and research institutions.

Resources

- [Green for Blue: Seaweed Cultivation as a Green Skill \[Case Study\]](#)
- [Train the Trainers Assam Module on Green Budgeting](#)
- [Train the Trainers Gender and Climate Change](#)

Case Study 8: Youth-Led Action on Climate Change

Organisation	World Association of Girl Guides and Girl Scouts
Project location & region	Globally
GEP Pillars	▶ Greening Schools ▶ Greening every curriculum ▶ Greening teacher training and education system capacities ▶ Greening communities

Project Description

Youth-Led Action on Climate Change (YLACC) is an engaging and youth-centred climate education programme, adapted from Girl-Led Action on Climate Change (GLACC) for the WAGGGS Europe Region and funded by the European Youth Foundation of the Council of Europe. Rooted in non-formal education and the values of Guiding and Scouting, **YLACC empowers young people to build their knowledge, raise their voices, and take meaningful action on climate change in their communities and beyond.** Through a strong focus

on climate justice, leadership, and advocacy, the programme supports participants to become confident changemakers and active global citizens. YLACC has been co-created with and for young people, drawing on the insights of 20 Europe Region Member Organisations and 104 young people from 22 European countries, ensuring it reflects their realities, responds to their concerns, and addresses the barriers they face in taking climate action.



Project Objectives

YLACC aims to empower young people to understand the causes and impacts of climate change and explore climate justice, recognising its links to global inequalities. The programme encourages sustainable behavioural change and supports young people to take meaningful action through mitigation and adaptation in their daily lives. It also develops leadership and advocacy skills, enabling participants to lead initiatives in their communities and influence decision-making processes. Overall, YLACC equips young people with knowledge, confidence, and tools to contribute to a more equal, sustainable, and climate-resilient world.

Contribution to GEP Pillars

YLACC contributes by embedding climate justice and sustainability into engaging, youth-led learning experiences, strengthening the greening of curricula through relevant and action-oriented content. It equips leaders and facilitators with practical tools and guidance to deliver impactful non-formal climate education, supporting the greening of teacher training.

The programme empowers young people to take meaningful action and influence behaviours within their communities, advancing the greening of communities. Through its flexible and adaptable toolkit, YLACC also supports organisations in integrating sustainable practices into their structures and activities, contributing to the greening of schools. In this way, YLACC promotes holistic, inclusive, and transformative climate education aligned with global sustainability goals.

Youth Involvement

Young people have been at the heart of YLACC from the very beginning. **The programme was co-created with a dedicated working group of young climate experts**, whose knowledge and experience helped shape its direction and content. In addition, surveys conducted with young people across the WAGGGS Europe Region ensured that their perspectives, needs, and priorities were fully reflected. A key moment in this process was a regional event bringing together 29 young people from 17 countries. Through shared experiences, discussions, and collaboration, participants explored their role as Guides and Scouts in addressing climate change. This space acted as a living consultation, where ideas were tested, refined, and strengthened. As a result, YLACC is grounded in real youth experiences and empowers young people not only as participants, but as leaders and changemakers driving collective climate action in their communities.

Project Impact

As YLACC has just been launched, its full impact is still to be realised. However, during the development phase, the project has already achieved important outcomes. A working group of climate experts co-created the programme, ensuring strong youth ownership and relevance. Additionally, 29 young people from 17 countries contributed through a consultation event, shaping the content and approach. Elements of the toolkit were also piloted within the National Corps of Italian Scouts and Guides (CNGEI), the WAGGGS Europe Regional Conference and Academy 2025, demonstrating their applicability and engagement potential. Moving forward, YLACC is expected to strengthen young people's knowledge, leadership, and capacity to lead climate action across the Europe Region.

Challenges & Lessons Learned

A key challenge was balancing meaningful youth participation with tight timelines and coordination across multiple countries and stakeholders. Ensuring that inputs from surveys, the working group, and the regional event were all reflected in a coherent and accessible toolkit required careful prioritisation. Additionally, translating complex climate concepts into engaging, age-appropriate non-formal education activities was a learning process. Through this, we learned the importance of flexible planning, continuous feedback loops, and trusting youth expertise. The process reinforced that co-creation takes time, but leads to more relevant, inclusive, and impactful outcomes.

Resources

- [Instagram post 1](#), [Instagram post 2](#)

Case Study 9: Soft Eco-activism: NGO, Children's Choir and Songs of Biodiversity

Organisation	Pesticide Eco-Alternatives Centre, University College Cork; Active member of the International Council for Traditions of Music and Dance
Project location & region	China, Asia and the Pacific
GEP Pillars	► Greening communities

Project Description

Pesticide Eco-Alternatives Centre is an NGO based in Kunming, Southwest China. Founded since 2002, it works to improve public awareness and interests among ethnic minority communities and urban citizens in the region in terms of eco-farming, bio-diverse, protecting agricultural resources, climate change, etc. In the effort to revive the agricultural economy without losing the harmonic relationship between society and nature, the NGO worked together with singer and songwriter Kuang Haoyue, producing three children's songs with the topic of 'pollinators, insects and eco-diverse'. These three songs 'Little Pollinators', 'The Flies' Fight', and 'The little Frogs' were performed by a Kunming local based children's choir (Meili Hengyong tongsheng tuan). The performances have been made in videos available in China's popular platforms with the subtitles of both Chinese and English.

Project Objectives

- Improve public awareness towards the theme of eco-farming, bio-diverse, and protecting agricultural resources.
- Engage with children the practice of 'sustaining bio-diverse' from urban settings through several tailored made songs.
- Increase the communication between urban residents with the ethnic minority groups in Yunnan.

Contribution to GEP Pillars

This project fostered the local communities' awareness in sustaining biodiversity in urban Kunming, China. The collaboration between NGO and local children's choir through the composition and performance of three newly written children's songs are an effective eco-activism campaign.

Youth Involvement

The bees, flies and frogs are a bit frightening to many children who are born and grow in China's urban settings. But these species are vital in sustaining biodiversity from an eco-agricultural perspective. When children sing these songs with soft and happy voices, imagine these species are cute and part of our natural world, and more importantly, when they are aware of the important role of these species in the chain of plants growing, positive green education has been done.

Project Impact

This project modeled a new and positive working model to let the urban children in China understand agricultural knowledge and encourage their participants into eco-activism in a natural way.

Challenges & Lessons Learned

The circulation of song videos in a polar video sharing platform and the NGO's website is limited to some extent. It is hard to find the videos by searching for the key words. The children's choir were able to perform in public. But these were all one-off chances. The further publicity will be admirable. More communication and collaboration between the urban children's choir and rural communities nearby will be admirable.

Resources

- [The song 'Flies' Fight'](#)
- [The song 'The Little Frogs'](#)
- [The song "Little Pollinators'](#)

Case Study 10: Project Harit Suraksha: Youth-Led Health and Awareness Initiative

Organisation	Global Association of Indian Medical Students
Project location & region	India, Asia and the Pacific
GEP Pillars	▶ Greening Schools ▶ Greening teacher training and education system capacities ▶ Greening communities

Project Description

HARIT SURAKSHA is a youth-led national initiative by PRESOG, GAIMS, aimed at **promoting green education through an innovative QR-tagged sapling plantation drive across India**. Implemented across medical colleges, schools, and community spaces, the project transforms plantations into interactive learning hubs. Each sapling is tagged with a QR code that provides information on its scientific name, medicinal and environmental uses, ecological importance, and care instructions. Young people are at the forefront of this initiative, leading planning, coordination, and on-ground execution, while engaging peers and local communities in sustainability practices. The project integrates environmental awareness with practical action, encouraging long-term stewardship and learning. By combining technology with grassroots participation, HARIT SURAKSHA creates a scalable model for climate-responsive education and youth-driven environmental impact.



Project Objectives

The primary objectives of HARIT SURAKSHA were to promote environmental awareness through experiential learning, encourage youth-led participation in sustainability initiatives, and integrate green education into everyday spaces like campuses and communities. The project aimed to create interactive learning environments using QR-tagged saplings, foster a sense of responsibility towards environmental conservation, and empower young individuals to act as change-makers. It also sought to combine technology with grassroots action to make ecological knowledge more accessible, engaging, and impactful.

Contribution to GEP Pillars

HARIT SURAKSHA contributed to greening education by integrating environmental knowledge into real-world learning spaces, **transforming campuses into interactive ecosystems**. It promoted climate literacy through QR-enabled, self-directed learning and encourages youth leadership in sustainability.

By combining education with action, the project strengthened learner engagement, fostered environmentally responsible behavior, and supported the development of green skills. Its scalable, student-led model aligns with the goals of creating sustainable learning environments and empowering young people as active contributors to climate-responsive education systems.

Youth Involvement

Young people were central to every stage of HARIT SURAKSHA, from conceptualisation to execution. The initiative was designed by student leaders who identified the need to make environmental education more interactive and accessible. They played a key role in planning the structure of the project, developing the QR-based learning model, and coordinating outreach to institutions. During implementation, students led plantation drives, engaged with peers and local communities, and ensured proper tagging and dissemination of information. They also managed documentation, feedback collection, and reporting. Decision-making remained youth-driven, with continuous inputs from volunteers shaping improvements throughout the project. Through this process, young participants not only contributed actively but also developed leadership, teamwork, and environmental stewardship skills, becoming advocates for sustainable practices within their communities.

Project Impact

HARIT SURAKSHA has contributed to increased environmental awareness and active participation among students and communities through hands-on learning. By establishing QR-tagged saplings as interactive knowledge points, the project has made ecological education more accessible and engaging. It has led to widespread youth involvement across institutions, fostering a sense of responsibility toward sustainability. The initiative also promotes long-term behavioral change by encouraging continued care of planted saplings and ongoing learning. Its scalable model holds potential for replication across regions, strengthening climate-responsive education and community-driven environmental action.

Challenges & Lessons Learned

One key challenge was ensuring consistent participation and follow-up across multiple institutions, especially in maintaining saplings after plantation. Coordinating logistics and standardizing QR-based information across diverse locations also required continuous effort. Additionally, varying levels of awareness and engagement among participants posed initial hurdles. These challenges highlighted the importance of clear communication, strong local leadership, and simple, scalable systems. We learned that sustained impact depends not just on implementation but on follow-up and ownership. Empowering local teams and creating easy-to-use tools significantly improved participation, accountability, and long-term engagement.

Resources

- [Harit Suraksha National QR-Tagged Plantation Drive Toolkit](#)

Case Study 11: WASME Green Schools Initiative

Organisation	World Association of Small and Medium Enterprises (WASME)
Project location & region	India, Asia and the Pacific
GEP Pillars	▶ Greening Schools ▶ Greening Every Curriculum ▶ Greening teacher training and education system capacities ▶ Greening communities

Project Description

The **WASME Green Schools Initiative** is a youth-centred programme launched in New Delhi, India, that integrates sustainability education, green entrepreneurship skills, and climate literacy into school curricula and extracurricular activities. Implemented in partnership with local educational institutions, municipal authorities, and SME networks, the initiative engages students aged 14-25 as active co-designers of green solutions for their communities. Activities include eco-audit workshops where students assess their schools' carbon footprint, student-led tree-plantation and waste-management drives, green business idea competitions, and peer-to-peer sustainability mentoring. WASME facilitates capacity-building sessions for teachers and provides a platform connecting youth innovators with SME mentors who can help scale their green ideas. The initiative aligns with India's National Education Policy 2020 and supports WASME's broader mandate of fostering a sustainable enterprise culture among the next generation.

Project Objectives

The WASME Green Schools Initiative aims to: (1) embed sustainability literacy and green entrepreneurship skills into the everyday learning experience of school and college students; (2) empower youth as leaders and co-creators of environmental solutions within their schools and communities; (3) build teacher capacity to deliver climate-responsive education; (4) foster partnerships between youth, SMEs, and local government for scalable green action; and (5) inspire a culture of responsible enterprise and ecological stewardship among young people, preparing them to drive India's transition to a sustainable economy.

Contribution to GEP Pillars

The initiative directly greens schools by reducing their ecological footprint through student-led audits and sustainable infrastructure improvements. It greens curricula by integrating climate action, circular economy principles, and green entrepreneurship into classroom activities. Teacher training sessions equip educators with tools for climate-responsive pedagogy, strengthening system-wide capacities. Finally, by connecting schools with local SMEs and municipal bodies, the project extends its impact into surrounding communities, mobilising families, local businesses, and civic actors around shared sustainability goals, thereby advancing greening beyond the school gate into broader community transformation.

Youth Involvement

Young people are at the heart of the WASME Green Schools Initiative, not as passive recipients, but as leaders, innovators, and decision-makers. Students aged 14-25 co-designed the programme activities through consultative workshops, identifying priority sustainability challenges in their own schools and neighbourhoods. Youth-led teams conducted eco-audits, managed tree-plantation campaigns, and developed original green business proposals judged by SME mentors and educators. A student advisory council provides ongoing input into programme design and evaluation, ensuring meaningful youth agency at every stage. The initiative has directly engaged over 500 students across participating schools in New Delhi, with measurable increases in environmental awareness, entrepreneurial confidence, and civic participation. Young participants have reported greater motivation to pursue green careers and have presented their solutions at inter-school sustainability fairs, amplifying their voices beyond the classroom.

Project Impact

The initiative has fostered measurable environmental and educational outcomes: participating schools report reduced waste generation, increased green space, and improved energy awareness. Over 500 youth have developed practical sustainability competencies and entrepreneurial skills. Teacher capacity in climate pedagogy has improved across all partner institutions. At community level, youth-led campaigns have engaged families and local SMEs in sustainability action. The envisioned long-term impact is a replicable model for green school transformation across India and other Asia-Pacific countries, with WASME facilitating scale-up through its global SME network and UNESCO partnership.

Challenges & Lessons Learned

Key challenges included varying levels of institutional readiness among partner schools, limited teacher familiarity with sustainability pedagogy, and resource constraints in sustaining youth engagement beyond initial enthusiasm. We learned that meaningful youth participation requires structured support, clear roles, mentorship, and recognition, rather than tokenistic involvement. Embedding activities within the formal curriculum, rather than treating them as add-ons, significantly improved uptake and continuity. Co-designing with students from the outset created stronger ownership and more contextually relevant solutions. These insights are now guiding the design of an expanded second phase of the initiative.

Resources

- [WASME](#)

Case Study 12: Digital Literacy for Greening Education

Organisation	UMEC/WUCT
Project location & region	Tanzania, Africa
GEP Pillars	▶ Greening every curriculum ▶ Greening teacher training and education system capacities ▶ Greening communities

Project Description

This youth-led initiative is currently in the development and pre-production phase, aiming to **use digital literacy and creative media to strengthen green education in Tanzania**. The project focuses on **creating climate-themed film scripts, short educational videos, and digital content** that will help young people understand environmental issues through storytelling. Several scripts on waste management, conservation, and climate resilience have already been drafted, and the team is now seeking funding and partnerships to begin production. Young people lead concept development, scriptwriting, research, and digital content planning. The initiative collaborates informally with youth creatives, school clubs, and community educators who support the vision of accessible, youth-driven climate education. Once implemented, the project will provide schools and communities with engaging, culturally relevant climate learning materials.

Project Objectives

The project aims to strengthen climate education through youth-led digital storytelling.

Its goals are to:

- Develop climate focused film scripts and educational content
- Build youth capacity in digital literacy and climate communication
- Produce accessible media resources for schools and communities
- Engage young people as co-creators of green education materials
- Mobilise partnerships and funding to implement climate storytelling projects across Tanzania

Contribution to GEP Pillars

The project advances **Greening Every Curriculum** by developing youth-friendly climate storytelling materials, films, and digital content that teachers can integrate into lessons. It supports **Greening Teacher training** by creating accessible digital resources that help educators explain climate issues through relatable narratives. It contributes to **Greening Communities** by engaging young people in producing climate focused media that raises awareness beyond schools. Even in its planning phase, the initiative strengthens the foundations for a youth-driven, culturally relevant approach to climate education across Tanzania.

Youth Involvement

Young people lead the project's entire development process. They design the film concepts, write the scripts, research environmental issues, and shape the creative direction of all climate education content. Youth decide the themes, messages, and storytelling approaches, ensuring the materials reflect local realities and resonate with their peers. Through this work, they build skills in digital literacy, filmmaking, communication, and climate awareness. The project also creates space for youth to collaborate across regions, share ideas, and take ownership of a national climate education initiative. Even before implementation, the process empowers young people as co-creators and decision-makers, strengthening their confidence and positioning them as future leaders in green education.

Project Impact

Although still in development, **the project has already strengthened youth skills in digital literacy.** Young creatives across different regions in Tanzania have begun collaborating on climate-themed story concepts, increasing their awareness of environmental issues and their confidence as climate storytellers. The drafted scripts and early digital materials have sparked interest among educators and youth groups who see the potential of film-based climate education. Once implemented, the project is expected to provide schools and communities with engaging, youth-led climate learning resources that make environmental issues more relatable and accessible.

Challenges & Lessons Learned

The main challenges include limited funding, lack of film equipment, and the need for stronger partnerships with schools and local organisations. Developing a media-based climate education project requires resources that young creators often do not have. However, the planning phase has shown that youth creativity, collaboration, and digital skills can generate powerful climate education ideas even before production begins. A key lesson learned is that storytelling is a highly effective way to engage young audiences on environmental issues. Building partnerships and securing small grants will be essential for moving from concept to implementation.

Case Study 13: Seeds of Change by Rotaract Club Bari

Organisation	Rotaract Club Bari - Rotaract District 2120 Puglia & Basilicata
Project location & region	Italy, Europe
GEP Pillars	► Greening communities

Project Description

In the metropolitan area of Bari, in the South of Italy, the community expressed a growing need for accessible urban spaces that promoted direct contact with nature and environmental well-being.

The Rotaract Club Bari implemented a service project in support of the social garden Ortodomingo, aimed at enhancing urban agriculture and social inclusion. The project was

focused on reducing environmental impact, encouraging sustainable habits, and strengthening civic engagement. It was based on the proven benefits of garden therapy, which improved mental well-being, aided active participation, and fostered a sense of usefulness and community belonging.

Funds provided by Rotaract District 2120 were allocated to the purchase of eco-friendly agricultural supplies, including seeds, fertilizers, and soil enhancers.

Part of the funding was also invested in distributing dedicated containers for the collection of used coffee grounds and pods. Coffee grounds, rich in essential nutrients, were reused as a natural fertiliser, diminishing waste and promoting circular economy practices. The collected materials were treated and recycled monthly in a designated area of the garden.

The project increased environmental awareness and responsible resource management among citizens. The overall impact included valorized urban green spaces, waste reduction and greater community cohesion.



Project Objectives

- Reduction of environmental impact
- Encouragement of sustainable habits
- Promotion of civic engagement

Contribution to GEP Pillars

The initiative primarily focused on the community's need for accessible urban spaces that promote direct contact with nature and environmental well-being. Additionally, it promoted waste reduction and increased civic engagement.

Youth Involvement

The service helped people of all ages and backgrounds gain the knowledge and skills needed to address climate change.

Project Impact

The project increased environmental awareness and responsible resource management among citizens. The overall impact included valorized urban green spaces, waste reduction and greater community cohesion.

Challenges & Lessons Learned

Fortunately, there were no particular challenges. The service was well received and its main lesson was the importance of respecting the environment and the common good.

Resources

- [Instagram post](#)

Case Study 14: Drøbak Marine Utility Garden

Organisation	Associate Montessori Internationale
Project location & region	Drøbak Sound, Europe
GEP Pillars	► Greening communities

Project Description

The [Drøbak Marine Utility Garden](#) is a project run by students and their teacher from Drøbak Montessori. They are working as a co-operative with another local school, and a local organization, Marin repratørene. The students are in 7th-9th grade and are from Drøbak, a small town 40 minutes south of Oslo. This project is in response to the Oslofjord marine ecosystem dying from agriculture and sewage runoff, invasive species, and plastic. Many of the species in the fjord were dying because of invasive species, such as the Pacific Oyster. There has been a dramatic decline in fish stocks; blue mussels have almost disappeared, and seaweed and kelp populations have severely declined. As a response, the students have built a marine utility garden (which is a non-decorative, harvesting garden within the fjord). The garden is growing sugar kelp and blue muscles, with plans to harvest them for the community to enjoy.



Project Objectives

The main overarching objective of the project is to **save the Oslofjord**. The steps to do this are:

- **Bring back species** that live or used to live in the fjord, by gardening and harvesting kelp and blue muscles.
- **Create habitat for sea creatures** such as fish spawn within the utility garden, to promote biodiversity.
- **Raise awareness about the pollution and ecosystem degradation** by engaging community members, ie: actively go out to the fjord on boats and participate in harvesting and gardening. Hopefully, long-term, the utility gardens will be planted throughout the Oslofjord, creating a more substantial impact.

Contribution to GEP Pillars

The project addresses: **Greening every curriculum**, and **Greening communities**. Although Montessori schools often do not adhere to a traditional “curriculum”, the action-oriented project being done within school days shows the benefit of an interdisciplinary approach to education, making a real impact in their communities by tending to the utility garden in the fjord near the school. It also meets Greening communities because of the partnership with the local organisation, which works directly with the students, teaching them how to build and tend to the utility garden.

Youth Involvement

Students have taken ownership of the project, making them more aware of the issues with the Oslofjord and talking to their friends and family about their work and efforts in the fjord. They have presented their project at the **Montessori Europe Congress 2026** and successfully fundraised and submitted applications to have the funds for materials and to work with local experts. They are in the field, tying ropes, checking on the marine garden, and taking active roles in the planning for the garden. Eight students are actively involved with the project, with about 75 students indirectly involved, with ages ranging from 7th to 9th grade.

Project Impact

This project began only a year ago, so the measurable impacts will be seen with the first harvest. **The envisioned impact would be to see an increase in biodiversity and fish spawning in the kelp.** They also hope to produce food for the community once harvesting begins. The current impact has been seen largely within the students. They have already gained **a feeling of ownership and changemaking abilities** with this environmental crisis in their hometown, discussing with friends and family members the ecosystem degradation, and pointing to their project as a part of the solution of what can be done.

Challenges & Lessons Learned

The first challenge has been due to invasive species such as brown algae that establish themselves and take over natural habitats, like the sugar kelp. The second is the unexpected challenge of seabirds diving down and eating the muscles within the garden. The third was the exceptionally cold winter, which caused sheets of ice to form on the Oslofjord. The ice pulled the buoys apart and ripped the seaweed off the garden bed. However, these have served as valuable lessons, and students are already beginning to design new buoys for next winter to better adapt the garden to the ecosystem.

Resources

- [Project](#)

Case Study 15: Voices for Change

Organisation	Coordinating Committee for International Voluntary Service (CCIVS)
Project location & region	Globally
GEP Pillars	► Greening communities

Project Description

Music and Volunteering for Decolonial Environmental Justice, in partnership with the International Music Council, bridges grassroots activism and institutional advocacy, ensuring local realities shape global decisions through a decolonial lens.

The initiative co-created “[Echoes of Nature](#),” a multilingual advocacy song during the Earth Artists Training & Songwriting Workshop (Kenya, June 2025), blending languages such as Kannada, Hindi, Shuar, Turkish, and Neapolitan.

Partners across 10+ countries, including Turkey, Italy, Kenya, South Africa, Palestine, India, Ecuador, Estonia, Czechia, and France adapted the song into local actions like tree planting, coastal clean ups, urban greening, and permaculture training, engaging over 1,095 participants.

A Symposium on Environmental & Social Justice in Pretoria (Nov 2025) connected local stories to global policy using Most Significant Change research. Outputs include an Earth Artists Toolkit and advocacy aligned with UNESCO’s Culture of Peace, EU Green Deal critiques, and the Volunteer Rights Framework.



Project Objectives

This project aims to strengthen the International Voluntary Service (IVS) movement by building new partnerships, connecting with the International Music Council, and linking volunteer actions to global environmental and social justice efforts. **It prioritises amplifying marginalised voices, promoting inclusion and diversity, and driving policy change through participatory approaches.** It also seeks to reshape how young people perceive IVS, not just as volunteering, but as a transformative, life-changing experience that goes beyond project participation.

Contribution to GEP Pillars

It supports **Greening Communities** by making climate learning practical, local, and open to everyone. Through capacity building, knowledge exchange, hands-on community actions, and advocacy, people of all ages especially youth, Indigenous groups, and refugees learn by doing. The song “Echoes of Nature” becomes a tool for real action, from tree planting to urban greening, helping communities build resilience together.

The initiative also brings together local groups, young artists, and organisations, while respecting Indigenous knowledge. In this way, it helps communities grow into shared spaces where people keep learning, acting, and responding to climate challenges together.

Youth Involvement

Young people were involved in every step of Voices for Change, not just as participants but as co-creators at every stage. They contributed to planning and running activities.

In the early stages, they contributed to shaping the project's direction through project management meetings, helping build the baseline and set priorities.

During the Global Reflection Meeting, they took part in assessing current trends in IVS, sharing best practices, and discussing strategies around inclusion, environmental sustainability, and advocacy. Their inputs directly informed the project's approach.

They also joined online training sessions on the Most Significant Change (MSC) method, gaining tools to collect and reflect on community stories and understand impact.

In implementation, they co-created the music video and led local actions in their communities, organising hands-on activities and engaging others. Their involvement went beyond participation as they helped make decisions and turn ideas into concrete action.

Project Impact

Besides the co-created music video "Echoes of Nature," the project demonstrated how international volunteering can contribute directly to environmental protection, youth empowerment, and community resilience. Across ten countries, volunteers and local communities restored ecosystems, improved shared spaces, and strengthened environmental awareness through hands-on action and creative expression. It enabled young people to connect global climate justice issues with their local realities, while building skills, partnerships, and long-term engagement. Communities benefited from lasting environmental improvements and strengthened cooperation with local organisations. **Through its combination of environmental volunteering, activism, and youth participation, it created sustainable impact that will continue through future volunteering activities, partnerships, and advocacy efforts.**

Challenges & Lessons Learned

A key challenge in Voices for Change was coordinating timelines and activities across diverse national contexts, with the most significant impact felt by our Palestinian partners. Due to the ongoing war and occupation, they were unable to attend the songwriting training, the planned project management meeting in Palestine could not proceed and was relocated to Sicily, and several local actions could not be implemented as originally foreseen. The main lesson learned was the importance of flexibility, clear communication, and genuine trust in local partners. Hybrid formats and adaptive planning helped sustain momentum, while a shared vision kept the network connected.

Resources

- [Voices for Change webpage](#)
- [Echoes of Nature Music Video](#)
- [Local Action Report](#)
- [Resources \(Toolkit etc\)](#)

Case Study 16: LIVE EX - Exchange and Cooperation for a Living Earth 2024-2027

Organisation	Coordinating Committee for International Voluntary Service (CCIVS)
Project location & region	Africa
GEP Pillars	► Greening communities

Project Description

The **LIVE-EX project** offers young people the chance to gain essential digital and soft skills through engaging with virtual dialogues and hands-on community actions. Focused on digital inclusion and climate justice, LIVE-EX empowers young people across Africa to become global advocates for change. 8 African countries are involved: Mozambique, Togo, Malawi, Kenya, Nigeria, Tanzania, South Africa, Zimbabwe.



Project Objectives

The project aims to support young people through **five key areas**. It promotes **digital inclusion** by improving access to skills and tools needed to engage in today's connected world. It **raises awareness on climate justice**, encouraging youth to understand and act on issues like climate colonialism. It **strengthens youth organisations** through capacity building, including training on virtual volunteering and hybrid work. It **fosters intercultural dialogue** through exchanges and joint community actions. Finally, it **empowers young people to develop critical thinking**, active citizenship, and global skills, helping them contribute to their communities and improve their future opportunities.

Contribution to GEP Pillars

It contributes by **making climate learning accessible, practical, and continuous**. Digital inclusion allows more young people to access information and engage in climate action. Climate justice builds awareness and encourages fair, sustainable solutions. Capacity building enables young people to create ongoing learning spaces in their communities. Intercultural dialogue helps share knowledge and practices across contexts. By strengthening critical thinking and active citizenship, young people are better equipped to take local action. Altogether, the project supports communities in becoming active spaces for lifelong learning and collective response to climate challenges.

Youth Involvement

Young people are at the centre of this project, both as organisers and participants. Mentors are young people from partner organisations across seven African countries. They contribute to the design of the project through planning meetings, shaping priorities, themes, and activities.

During implementation, they act as facilitators, mentors, and organisers, leading sessions and coordinating local actions. They are also involved in decision-making by reflecting on progress and adapting the project when needed.

Young participants benefit by applying what they learn, putting their ideas into practice and implementing their own initiatives after the mentorship programme, gaining hands-on experience, skills, and confidence.

Project Impact

1,002 young people engaged in Earth Advocacy Mentorship, focusing on climate justice, digital inclusion, and local environmental action. The project connected 8 African countries, amplifying youth voices through virtual dialogues and community projects.

Challenges & Lessons Learned

The main challenge was that **most activities were held online**, and sometimes participants faced **limited or unstable internet connections**. This sometimes affected their ability to fully engage.

Despite this, participants stayed committed and continued to take part actively. A key lesson learned is that **creating meaningful spaces for connection and exchange matters**. Even with technical barriers, young people remained motivated when they felt heard and connected. The project showed that with the right support and flexibility, online spaces can still bring people together and inspire action in their communities.

Resources

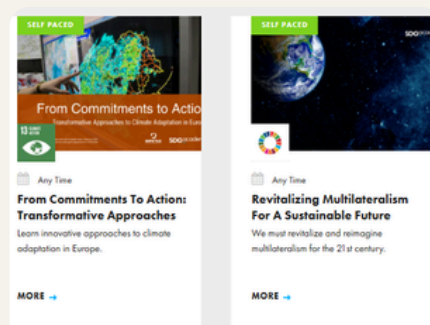
- [Resource Hub and Certification](#)
- [Latest Online Dialogue — Youth Participation in Climate Justice \(2026\)](#)

Case Study 17: SDG Academy resources

Organisation	UN Sustainable Development Solutions Network (SDSN)
Project location & region	Globally
GEP Pillars	▶ Greening every curriculum ▶ Greening teacher training and education system capacities ▶ Greening communities

Project Description

The **SDG Academy** has an extensive [portfolio of free online courses focused on sustainable development and climate education](#). In 2024–2025, the Academy launched new MOOCs on climate adaptation, multilateralism, innovation in extractive industries, insurance and the SDGs, and monitoring national adaptation plans, in partnership with organisations including UNESCO, UNITAR, and UNIDO. The initiative also strengthened open educational resources through the SDG Academy Library and partnerships with UNESCO's Open Educational Resources (OER) initiatives, advancing equitable access to sustainability education worldwide.



SDGacademy

Project Objectives

The **SDG Academy seeks to expand equitable access to high-quality education for sustainable development** by **providing free, online, globally accessible courses aligned with the Sustainable Development Goals (SDGs)**. Objectives include supporting students and youth to build knowledge and professional skills related to climate action, sustainable development, resilience, and global cooperation; strengthening lifelong learning opportunities; supporting workforce upskilling for green transitions; and promoting open educational resources and digital learning partnerships.

Contribution to GEP Pillars

The **SDG Academy** supports three GEP Pillars:

- **Greening every curriculum** by integrating sustainability and climate topics across online curricula
- **Greening teacher training and education system** capacities through free MOOCs, professional certificates, and open educational resources, the initiative strengthens educator and workforce capacities for sustainability transitions.
- **Greening communities** by offering accessible online learning to global audiences and fostering communities of practice across sectors.

Youth Involvement

Young people are central beneficiaries and participants in the SDG Academy's learning ecosystem. Thousands of youth and university-age learners enrolled in free online courses and professional certificate programs focused on sustainability, climate resilience, and the SDGs.

Other examples from the SDG Academy portfolio include an initiative in partnership with SDSN Canada to deliver the **Youth Leadership Certificate for the SDGs**, empowering more than 200 students with leadership, entrepreneurship, and community engagement skills.

Through **Mission 4.7** and collaborations with educational institutions, youth voices contributed to discussions on education policy, sustainability leadership, and just transitions.

Project Impact

In **2024–2025, the SDG Academy enrolled almost 100,000 learners on edX alone, with participants from 235 countries and territories.** The Academy now offers **more than 50 free online courses** and has surpassed one million total learners globally. The [SDG Academy Library](#) also hosts over 2,300 educational videos and resources.

Challenges & Lessons Learned

The SDG Academy learned that **partnerships are essential for scaling accessible, high-quality education and ensuring relevance across local contexts.** Collaborations with UN agencies, universities, and industry partners strengthened both outreach and practical application. The project also highlighted the importance of flexible online learning, open educational resources, and interdisciplinary approaches to sustainability education in reaching diverse global audiences and supporting lifelong learning.

Resources

- [SDG Academy Official Website](#)
- [SDG Academy Annual Report 2025](#)
- [SDG Academy Courses on edX](#)
- [SDG Academy Library](#)
- [Book Club with Jeffrey Sachs](#)

ESTUDIO DE CASO EN ESPAÑOL

Case Study 18: 6 meses por un futuro sostenible: HUELLAS MENSUALES

Organisation	Asociación Mexicana de Médicos en Formación (AMMEF A.C.) perteneciente a la IFMSA
Project location & region	Latin America & the Caribbean
GEP Pillars	▶ Greening every curriculum ▶ Greening communities

Project Description

Desde la Vicepresidencia de Asuntos Externos de la AMMEF (afiliada a IFMSA), **un task force de seis mujeres dedicadas creó una iniciativa para abarcar todos los ODS en seis meses**. Los objetivos se agruparon por su íntima relación para presentarlos y, sobre todo, motivar a los más de 84 comités locales en la República Mexicana a realizar actividades de impacto comunitario. Trabajando en conjunto con múltiples instituciones y organizaciones, el proyecto logró aterrizar estas metas globales en realidades locales, impulsando a los médicos en formación a ser agentes de cambio en sus propias comunidades.

Project Objectives

- Fortalecer el compromiso estudiantil con los Objetivos de Desarrollo Sostenible, promoviendo el liderazgo médico en la construcción de un entorno más justo, saludable y equitativo en México.
- Sensibilizar y movilizar a los comités locales a través de actividades nacionales que conecten la medicina con la sostenibilidad, la justicia social, la equidad de género y el bienestar comunitario.
- Impulsar la vinculación interinstitucional y entre áreas nacionales, fomentando un enfoque transversal, colaborativo y orientado a resultados.
- Visibilizar el rol de las juventudes médicas en el avance de la Agenda 2030, a través de acciones concretas, narrativas positivas e innovación social.

Contribution to GEP Pillars

Se involucran estos pilares porque en cada sesión de las "huellas mensuales" educamos a estudiantes de medicina en sostenibilidad, para que ellos luego eligieron cómo enseñar e incluir a su comunidad. Enfocarnos en niños y adolescentes fue clave, pues sembrar esta mentalidad desde temprano genera un compromiso real, la educación es la base del cambio. Además, con el RECICLATÓN, las jornadas de limpieza y la liberación de tortugas, aterrizamos el concepto de comunidades verdes. Así, pasamos de la teoría a la acción, demostrando que la salud humana y la del planeta van de la mano.



Youth Involvement

La AMMEF A.C. es un organismo por y para estudiantes de medicina unidos por el deseo de impactar al mundo. En esta campaña, la participación juvenil fue el motor desde la concepción: liderada por jóvenes de entre 19 y 24 años, este equipo funcionó como guía para proponer retos mensuales, sesiones educativas y actividades que los comités locales replicaron en sus entornos. Así, desde cada rincón de México, hubo jóvenes planeando y aterrizando acciones concretas en beneficio de su comunidad, como reciclaje, limpieza de áreas verdes, y pláticas sobre medio ambiente, igualdad de género y salud integral. Estos esfuerzos nos recuerdan que un mundo sostenible no depende solo del entorno, sino de las personas que lo habitan. En esta iniciativa, los jóvenes no solo fueron los estrategas, sino el núcleo y los actores principales de cada cambio logrado.

Project Impact

Se realizó una informe sostenible con todo lo hecho durante 6 meses, les proporcionó el enlace de este proyecto, encontrarán estadística y corazón en el. Enlace de reporte sostenible: <https://heyzine.com/flip-book/65c4b721d1.html#page/10>

Challenges & Lessons Learned

Como task force, el primer desafío fue la falta de seriedad y el desconocimiento sobre los ODS. Al principio fue difícil lograr participación, pero con cada "huella mensual" se sumaron más comités locales, hasta convertir el proyecto en un área vital de la Vicepresidencia de Asuntos Externos en AMMEF. En su momento me desempeñé como líder de educación y actualmente soy la Coordinadora de ODS de la nueva gestión. Con estas bases, seguiré impulsando el proyecto, pero con un enfoque distinto: donde la acción sea más presente y el impacto en las comunidades sea cada vez más grande.

Resources

- [Documento completo de las huellas mensuales](#)
- [Algunas publicaciones en Instagram: 1, 2, 3, 4](#)
- [Estatura de 6 meses por un futuro sostenible](#)

Case Study 19: Educación y Acceso a la Higiene y Salud Menstrual

Organisation	APEMCONI- IFMSA PANAMÁ
Project location & region	Panama, Latin America & the Caribbean
GEP Pillars	▶ Greening Schools ▶ Greening every curriculum ▶ Greening communities

Project Description

Esta iniciativa aborda la pobreza menstrual en Panamá mediante educación, acceso e incidencia política. Se implementa en comunidades vulnerables, especialmente en adolescentes y poblaciones de bajos recursos. El proyecto desarrolla talleres educativos y campañas de sensibilización sobre salud menstrual, además de crear materiales adaptados a diferentes edades. También facilita el acceso a productos de higiene menstrual, promoviendo alternativas sostenibles como toallas reutilizables.



Paralelamente, establece alianzas con gobiernos locales, organizaciones comunitarias y otros actores clave para ampliar el alcance y garantizar la sostenibilidad. Asimismo, impulsa el diálogo con tomadores de decisiones para promover una ley nacional que asegure el acceso equitativo a la gestión menstrual.

Al integrar educación, sostenibilidad ambiental y políticas públicas, la iniciativa busca reducir el estigma, mejorar la asistencia escolar y empoderar a las personas menstruantes en Panamá.

Project Objectives

El objetivo principal del proyecto es mejorar el acceso a la salud e higiene menstrual en Panamá mediante educación, distribución de productos y promoción de políticas públicas. Busca aumentar el conocimiento sobre el ciclo menstrual y reducir el estigma, especialmente en adolescentes y comunidades vulnerables. Asimismo, promueve el uso de productos menstruales sostenibles para disminuir el impacto ambiental. Finalmente, pretende generar incidencia política para impulsar una ley de gestión menstrual que garantice el acceso equitativo a productos, educación y condiciones dignas para todas las personas menstruantes.

Contribution to GEP Pillars

El proyecto contribuye a “Greening every curriculum” al integrar educación en salud menstrual con enfoque de sostenibilidad, promoviendo el uso de productos reutilizables y el conocimiento ambiental.

Aporta a “Greening communities” mediante talleres, campañas y distribución de productos en comunidades vulnerables, fomentando cambios de comportamiento y conciencia ecológica.

Asimismo, contribuye a “Greening schools” al implementar actividades educativas en entornos escolares, mejorando el acceso a información y recursos para estudiantes.

De esta forma, la iniciativa conecta educación, salud y sostenibilidad para generar impacto ambiental y social a largo plazo.

Youth Involvement

Las y los jóvenes fueron actores centrales en todas las etapas del proyecto. En el diseño, estudiantes de medicina y jóvenes voluntarios identificaron la problemática de la pobreza menstrual en sus comunidades y desarrollaron propuestas educativas adaptadas a diferentes grupos etarios.

Durante la implementación, participaron como facilitadores de talleres, creadores de contenido para campañas en redes sociales y organizadores de actividades comunitarias, lo que fortaleció sus habilidades de liderazgo, comunicación y educación en salud.

Además, las y los jóvenes de las comunidades beneficiadas no solo fueron receptores, sino también participantes activos, aportando sus experiencias y retroalimentación para mejorar las intervenciones.

En la toma de decisiones, contribuyeron a ajustar estrategias, materiales y enfoques, asegurando que el proyecto fuera relevante, inclusivo y culturalmente adecuado. Esto promovió su empoderamiento y participación activa en temas de salud y sostenibilidad.

Project Impact

El proyecto espera lograr un aumento de al menos 65% en el conocimiento sobre salud menstrual y pobreza menstrual mediante campañas educativas. Se proyecta alcanzar a más de 100 personas por año y distribuir productos menstruales sostenibles a al menos 50 beneficiarias anualmente.

Asimismo, se busca reducir el estigma, mejorar la asistencia escolar y promover el uso de alternativas reutilizables que disminuyan el impacto ambiental.

A nivel estructural, se espera fortalecer alianzas con comunidades y actores clave, así como avanzar en la incidencia política para impulsar una ley de gestión menstrual en Panamá que garantice acceso equitativo y condiciones dignas.

Challenges & Lessons Learned

Uno de los principales desafíos ha sido el acceso a escuelas para implementar las actividades, debido a procesos administrativos, tiempos institucionales y, en algunos casos, resistencia a abordar temas de salud menstrual. También se enfrenta la limitada disponibilidad de datos nacionales y el estigma cultural alrededor del tema.

A partir de esto, hemos aprendido la importancia de establecer alianzas tempranas con autoridades educativas, adaptar el enfoque al contexto sociocultural y comunicar el valor educativo del proyecto. Asimismo, entendemos que la coordinación interinstitucional y la sensibilización son clave para lograr una implementación efectiva y sostenible.

Resources

- [Algunas publicaciones en Instagram: 1, 2, 3, 4, 5](#)



Youth Working Group - NGO-UNESCO Liaison Committee