



## Key Area 2 Education & Young People

Contact us at:  
[info@faithplans.org](mailto:info@faithplans.org)

Globally about 64% of schools are founded, managed, or associated with faith institutions, according to UNICEF's 2021 report, *Partnering with Religious Communities for Children*. How can religions use their influence in the education system – and in the many ways they engage young people in informal education – to pursue their environmental goals?

The faiths have the opportunity to inspire and encourage the next generation to take up environmental action, give them the knowledge and expertise they require for making change and provide a hope for the future.

These guidelines provide you with simple questions to consider when working with young people in both formal and informal education.

### Steps and questions to consider as you develop your Faith Plan

<i>Name of faith community/group/organisation</i>	
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### School Curricula

<i>First steps: Examine your teaching practice</i>	
<b>Questions</b>	<b>Space for notes and comments</b>
1. Does faith-consistent teaching already exist within your formal education system? If so, have you mapped this so you have an understanding of what is taught and what is missing?	
2. Once you understand the content of your school curricula, how might you incorporate more in-depth, faith-consistent teachings about ecology and the environment into the curriculum?	

<p>3. What capacity and resources do you have for practical teaching and learning, perhaps outside?</p>	
<p>4. Have you considered how gender plays a role within your education systems and how this may impact the learning of your young people?</p>	

## Informal Education

<p><i>Next steps: Encourage your community to make changes based on what you have learned.</i></p>	
<p><b>Questions</b></p>	<p><b>Space for notes and comments</b></p>
<p>1. Can your faith-run schools extend the reach of their environmental curriculum by connecting with their local community?</p>	
<p>2. If you run faith-based educational groups for young people outside formal education, how can teaching and activities be tailored to include the environment?</p>	

<p>3. If you do not run a school, is there an opportunity to link with a school that already has an environmental education programme that could help you set up your own programme?</p>	
<p>4. Is there potential to set up environmental youth groups in your local or wider community? Have you considered practical learning opportunities?</p>	
<p>5. Are there any opportunities for intergenerational learning to encourage a greater sharing of knowledge, needs and experiences?</p>	

## School Buildings and Grounds

<b>Questions</b>	<b>Space for notes and comments</b>
<p>1. Can you ensure all new educational buildings and extensions are built with rigorous environmental and sustainability criteria and measures (e.g. renewable energy sources etc.)?</p> <p>Are any playing fields and gardens pay attention to the needs of wildlife and nature as well as children?</p>	

<p>2. Do you encourage young people to use environmentally friendly ways of travelling to and from school, such as walking or riding a bicycle?</p>	
<p>3. Is there potential to create outdoor classrooms or learning spaces within your school grounds, such as forests or local parks?</p>	
<p>4. Do your school policies and the use of school property align with <a href="#">UN's Sustainable Development Goals</a>?</p>	

## Sourcing, Conservation and Recycling

<b>Questions</b>	<b>Space for notes and comments</b>
<p>1. Educational establishments are large consumers in the same way as hospitality and catering outlets – are you able to carry through the same environmental principles and apply them to this sector?</p>	
<p>2. Do you have policies of water and energy conservation for your educational buildings,</p>	

<p>and how do you ensure policy is adhered to?</p>	
<p>3. What do you do about paper, food, sewerage and other waste? Do you manage your waste in an environmentally friendly way?</p>	
<p>4. If the waste you produce cannot be dealt with internally, have you assessed the ethics and values of external systems you use?</p>	

## Youth Organisations and Camps

<b>Questions</b>	<b>Space for notes and comments</b>
<p>1. Do you have faith-associated youth organisations where environmental ideas could also be integrated – for example, through running youth camps in nature, organising street cleaning projects, and forest schools?</p>	
<p>2. Can you identify any opportunities to link your organisations to wider platforms and networks to ensure that they are being heard?</p>	

<p>3. How big is your ambition? What would it look like to create a global faiths youth network?</p>	
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## School Eco-Twinning

Questions	Space for notes and comments
<p>1. Could your youth groups or members of your community think about eco-twinning with environmental projects where the effects of climate change and biodiversity loss are being felt first-hand? This could be with projects of your own faith in another country, or in other regions of your own country. It could also be a development of an existing twinning relationship to include an environmental project.</p>	
<p>2. Do you have knowledge or practical resources that you could share with others through an eco-twinning scheme? What could your faith group learn from your eco-twin partner?</p>	

## Case studies

<p><b>Goibei-Paul-Gerhardt Schule Partnership for Sustainable Development</b>  As told by Barasa Wafula, Consultant in education and sustainable development, Kenya</p> <p>The Goibei-Paul-Gerhardt Schule partnership stands out as a model North-South school partnership to promote Education for Sustainable Development (ESD). Founded by Canadian missionaries in the 1930s, Goibei is a girls' boarding school in Western Kenya, Vihiga County. The school is sponsored by the Pentecostal Assemblies of God (PAG) - a Christian denomination established by the Canadian</p>
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missionaries, courtesy of the Pentecostal assemblies of Canada. Paul Gerhardt Schule is a Lutheran-sponsored boarding and day school in the state of Lower Saxony, Germany.

Visit the [Faith Plans website to read the full case study](#).

### Watch: Helping girls in school manage their periods with dignity

Watch this inspiring case study from Faith In Water. It's a [short film on helping girls manage their periods with dignity](#) and stay in school.

This is essential viewing for parents, teachers, faith leaders and young people.

### For more information...

To learn more about possible action you can take, watch the Faith Plans webinar on [Education and Young People](#), hearing real-life stories and gaining access to key resources.

You may also wish to explore in more detail, the resources provided by our partners.

#### Formal education and learning:

- UNDP's Learning for Nature Programme [www.learningfornature.org](http://www.learningfornature.org)
- EcoOne (Higher Level Education) [www.ecoone.org/en/](http://www.ecoone.org/en/)

#### Informal education and youth groups:

- Hazon <https://hazon.org/jofee/overview/>

#### Engaging young people in action:

- Focolare Movement [www.focolare.org/en/](http://www.focolare.org/en/)
- Hazon <https://hazon.org/commit-to-change/jewishyouthclimatemovement/>

Please contact us if you need any further support!

[info@faithplans.org](mailto:info@faithplans.org)