



IMAGINE A WORLD CALL FOR ACTION

As environmental educators, we know that what we do informs, inspires, and enlightens. It builds human capacity, provokes questions, enhances skills and shapes values and attitudes. It galvanizes individuals, families and communities to make informed decisions about the environment that lead to a sustainable society. Even more, it helps people connect deeply with each other, their communities, and the natural world.

Given the unprecedented challenges we face as a global society—from climate change and biodiversity loss to decreasing access to nature and a growing gap between the rich and poor—there has never been a more important time to scale up our environmental education efforts. Global leaders must make better use of education and capacity-building as strategies to improve the environment, along with tools of governance, regulation, economic and community incentives, and technology.

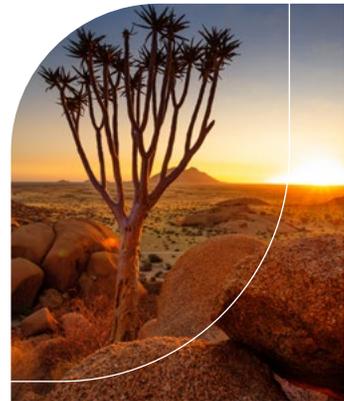
The **Global Environmental Education Partnership (GEEP)** is focused on building capacity for environmental education and sustainability around the world and using the power of education to help address global environmental and social problems. Its advisors are made up of researchers, policymakers, education practitioners, and others who represent government and non-governmental sectors from more than 20 countries and regions.

The GEEP believes that national and international professional networks are essential to ensuring the quality of education in, about, and for the environment. These networks need support from a wide range of stakeholders. As a network of networks, GEEP brings together partners who are committed to helping global citizens address environmental and social challenges by developing and strengthening environmental education worldwide.

This **Call for Action** is asking the international environmental education community to take stock of where we are as a field and think ahead to the future. It includes ten draft actions, crafted with input from GEEP leaders from around the world, and is designed to get input from educators working in this field about our key priorities for the next decade.

You can help shape the future

Let us know what you think by visiting ActNowForEE.org. Give us your feedback on the Call For Action and help create a global action plan for the next decade.



The future depends on what we do in the present.

—Mahatma Gandhi

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TEN ACTIONS for the future



1. Champion Environmental Education

Become a vocal advocate for EE, and make environmental education's contributions to society more explicit to encourage higher levels of public support.

2. Build a Bigger, More Inclusive Field

Ensure that people of all races, ethnicities, sexual preferences, genders, abilities, and socio-economic backgrounds have access to high-quality environmental education and are leading the movement to create a more sustainable future. Embrace new ideas, partnerships, and innovations from a diversity of sectors and fields to help achieve the sustainable development goals.



3. Create and Empower Global Citizens

Promote environmental education's role in advancing civic engagement, enhancing deliberation, critical thinking skills, and active participation and motivating individuals, organizations, and communities to take an active role in creating positive change.



4. Build Global EE Leadership

Develop a leadership pipeline to create a cadre of global leaders who have the 21st Century skills to address current and future sustainability issues. Promote ongoing professional development to sustain leadership.



5. Invest in Research and Evaluation to Improve Practice

Continue to invest in research, to drive innovation and new thinking about what can help create a more environmentally literate and civically engaged global society. Deliver clearer actions, outcomes, and impact.





6. Connect and Collaborate for Change

Collaborate with other organizations and agencies to create a multiplier effect that can impact the larger environment, sustainability, and education communities. Use the power of technology to leverage meaningful opportunities to learn, network, and share.



8. Provide Universal Access to Environmental Education and Nature

Through innovative policies and practices—such as citizen science, project-based learning, and service learning—demonstrate how connecting people of all ages to nature, coupled with effective educational approaches, can help build a lifelong stewardship ethic.

7. Expand Environmental Education’s Role in Achieving Conservation Success

Enhance collaboration between environmental education professionals and conservation leaders to more effectively achieve conservation goals—from protecting species and habitats to engaging people in conservation planning.



9. Strengthen Environmental Education’s Role in Achieving the UN Sustainable Development Goals

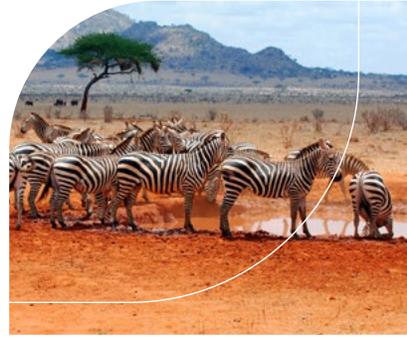
Actively develop partnerships and collaborations that address how environmental education can help achieve the sustainable development goals, leading to a more just, equitable society.



10. Develop a Global Fund for Environmental Education

Identify and cultivate long-term funding sources to advance and sustain environmental education at the local, regional, national, and global levels and continue to support innovative partnerships to expand the reach and impact of the field.

Visit ActNowForEE.org and cast your vote for your top three priorities and let us know what you think matters most.



Tbilisi +40: Looking Back, Looking Forward

The Tbilisi Declaration of 1977 provide a framework, principles, and guidelines for environmental education at local, national, regional, and international levels for all ages, and for all people, both inside and outside formal school systems. **(To find out more about Tbilisi, click here).**

Since that gathering of world environmental education leaders in Tbilisi, Georgia, there have been a number of global advances (visit ActNowforEE.org for a full timeline), including the success of the Millennium Development Goals, the Decade for Education for Sustainability, and the international adoption of a set of ambitious Sustainable Development Goals (SDGs). The 17 SDGs are designed to protect the planet, end poverty, address climate change, and ensure prosperity for all as part of a new sustainable development agenda, with specific targets to be achieved over the next fifteen years.

As environmental educators, this is a critical time for us to think about our role in achieving the SDGs. How can environmental education best improve overall education in formal and nonformal settings, address climate change, stem the loss of biodiversity, create sustainable cities, and tackle the other issues? We bring an understanding of environmental issues and their connection to social justice, economic prosperity, and community engagement. We also bring skills in understanding how people of all ages learn, how to bring multiple disciplines together to creatively solve problems, and how to create educational opportunities that result in positive action.

We know that environmental education differs in significant ways around the world. It's important that EE is recognizable to educators in all countries, and reflects the best of historic thinking and contemporary scholarship and practice, while respecting local norms, culture, and context. It's also important to design and provide environmental education in ways that address local, national, and/or global priorities that strengthen core support for our field and open new horizons for education.

As we mark Tbilisi+40 and look ahead to the future, our challenge is to ensure that learners everywhere have equal access to effective environmental education that will create global stewards of the environment and build a more sustainable world.

The Global Environmental Education Partnership

For more about the Global Environmental Education Partnership, please visit thegeep.org. GEEP is supported through the **International Environmental Partnership** by the **U.S. Environmental Protection Agency**, the **Environmental Protection Administration of Taiwan** and the **North American Association for Environmental Education**

