

Green and Gender Pedagogies Global Model

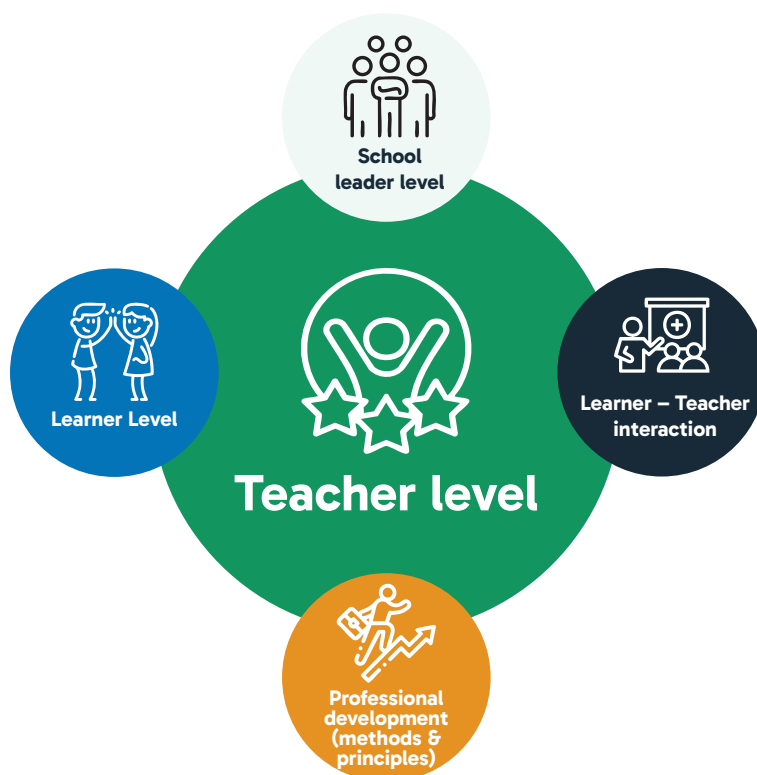
This framework presents a comprehensive model for education to contribute to green and gender action in society, emphasising the interconnectedness of learners' skills, teaching practices, school leadership support, and accompanying professional development of teachers and school leaders.

While both green and gender pedagogies address social issues, their intersections have received limited scholarly and practical attention.

The model investigates synergies between green & gender teaching and learning, and explores how an integrated approach strengthens professional development of teachers and school leaders.

The model consists of the following levels:

1. Learner Level
2. Learner – Teacher interaction
3. Teacher Level
4. School leader level
5. Professional development (methods & principles)



Learners (skills) = Green & Gender Life Skills



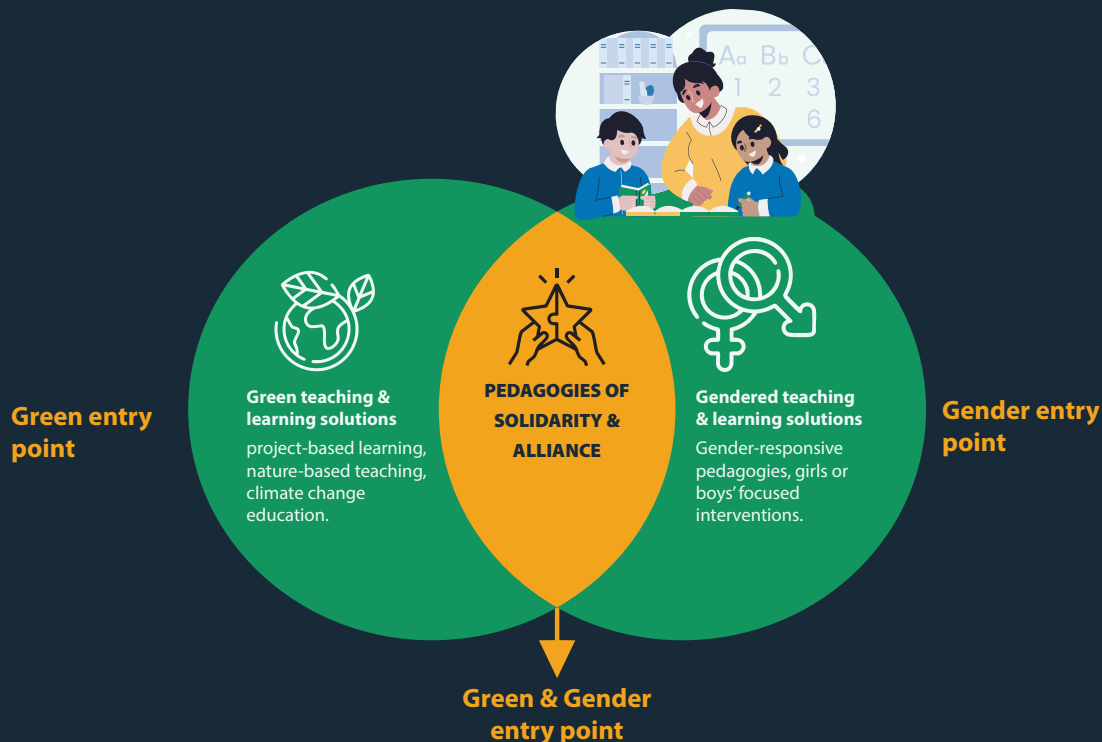
Overview of skills development according to age level/subsector in education

		Education Levels				
Learners' Skills		Early childhood education 	Primary education 	Secondary education 		
	Caring 	Relating with others & the environment	→	Taking responsibility for others & the environment	→	Leading civic engagements
	Understanding 	Relationality	→	Green & gender foundations	→	Systems thinking & power dynamics
	Engaging 	Through household & school level projects	→	Through household, school & community level projects	→	Through household, school, community, world-of-work & societal level projects
	Incubating 	Curiosity for equitable & ecological careers	→	Exploring equitable & ecological study & career pathways and entrepreneurial skills	→	Planning of equitable & ecological study & career pathways and developing entrepreneurial skills

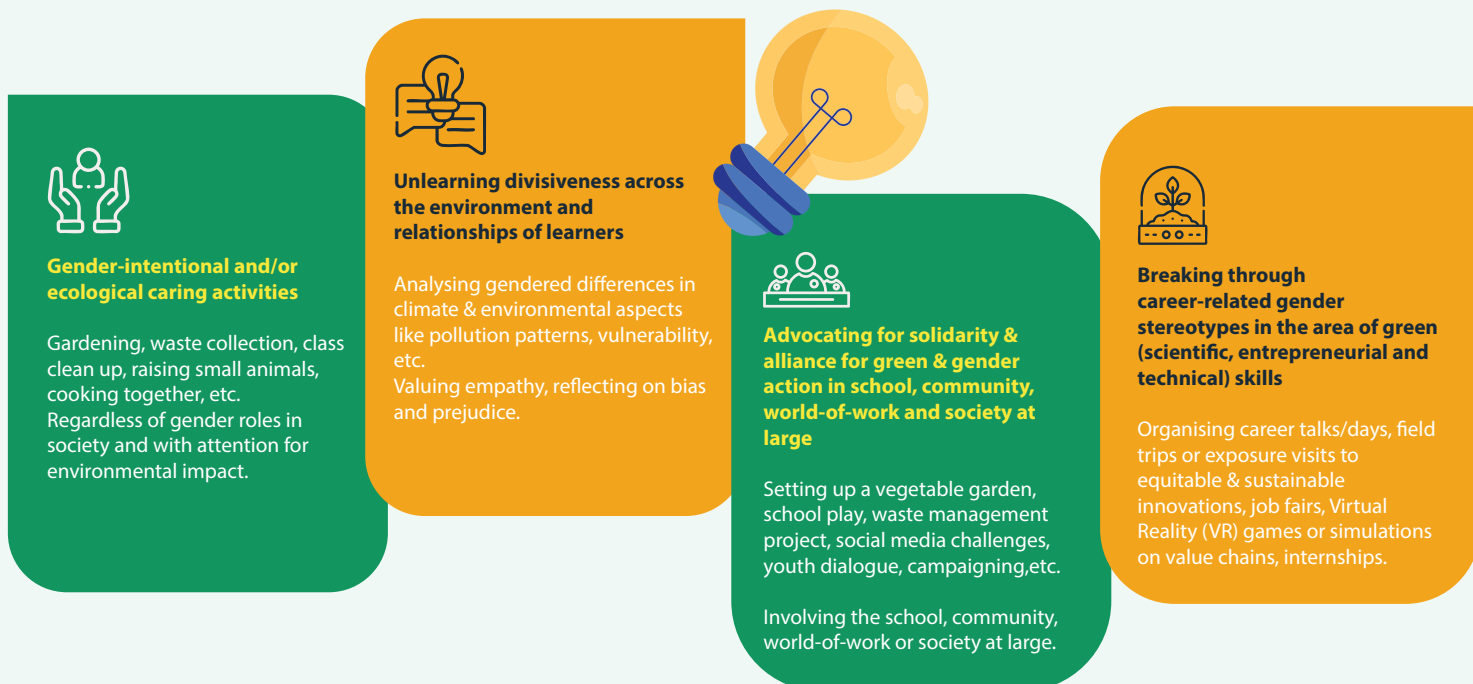


Learner - Teacher interaction for green & gender action

Teaching & Learning Solutions



Approaches for teaching Green & Gender Life Skills





Teachers' competencies for pedagogies of solidarity & alliance



Demonstrates a grounded understanding of gender & green essentials

- **Foundations** such as valid and up-to-date information and perspectives on gender equality, equity, intersectionality, science of climate change, environmental sustainability and their connect to child development & education
- **Systems approach**, analysing societal drivers and collective strategies to handle green and gender issues, with attention for their interconnectedness



Creates opportunities for themselves and others to unlearn

- **Self-reflection** on attitudes & beliefs, ethics & values related to green & gender issues
- **Reflective dialogue** with learners for raising critical consciousness related to green & gender issues



Designs and facilitates problem-posing & action-oriented learning activities

- **Play-based learning**, artistic expression and creative collaboration, project-based learning, inquiry based learning, action research, learning labs, service learning
- **Teaching as a collaborative profession**, whereby activities are designed and facilitated with fellow teachers



Engages as an ally for solidarity for green and gender issues

- **Connecting with learners'** background and experiences on green and gender issues through content and methods
- **Mapping and building eco-system** of teachers & learners beyond the classroom in the area of green and gender action



Offers equitable & ecological study and career guidance

- **Interaction with learners** on future career dreams and study & career ambitions
- **Set up activities with world-of-work partners** who are green- and gender-intentional



School leaders' competencies for pedagogies of solidarity & alliance

School leaders can create the conditions for effective teaching and learning for green & gender action and promote a whole-school approach by:

- **Professionalising teaching as a collaborative endeavour**, through teamwork, interdisciplinary cooperation and wellbeing support.
- **Fostering engagements** between the school and families, communities, world-of-work and society at large.
- **Giving direction and visibility** to solidarity and alliance for green & gender actions at school in management of processes, school policies & values, instructional leadership (e.g. reduction of environmental impact of school buildings, equitable hiring of staff, equitable promotion opportunities for staff, professional development of teachers, etc)





Professional Development methods for pedagogies of solidarity & alliance

Content-specific packages

- Online and self-paced modality for teachers
- Understanding green & gender essentials: foundations
- Understanding green & gender essentials: systems
- Basics of problem-posing & action-oriented learning activities
- Basics of effective study & career guidance

Reflection exercises related to green & gender issues

- For teachers and school leaders
- Individual exercises, online modality
- Group exercises (bias, stereotypes), in-person modality with a skilled trainer

Case-based role play related to unlearning & engaging

- In-person modality with a skilled trainer, for teachers and school leaders
- Practice reflective dialogue and questioning
- Practice connecting with learners' background and experiences

Collaborative design workshops with fellow teachers

- In-person modality, facilitated by a skilled trainer, supported by school leader
- Possible assignments: develop a problem-posing & action-oriented learning activity for green & gender action, develop a teacher eco-system map for green & gender action beyond the classroom, develop an equitable & ecological career incubation activity with a world-of-work partner, etc.

Experimentation & reflection phase at school level

- Steered by school leader, external coaching can be considered
- Resources made available online to support self-steered collaborative learning at school (e.g. professional learning communities)
- Resources made available online to try-out practical activities in the classroom
- Reflection journal developed at school level



Underlying principles for designing professional development

The following principles guide the professional development of teachers and school leaders for reaching the abovementioned skills at the level of learners. While these principles are considered a precondition for pedagogies of solidarity & alliance for green & gender, they are warmly advised for all areas of professional development to be effective:



Trajectory, not a one-off training moment



Co-creative/ bottom-up / inspirational, not fully scripted



Activating/action-oriented, not only knowledge transfer

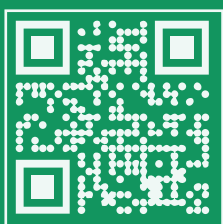


Collaborative/face-to-face exchanges, not focused on individual performance



Wellbeing/motivation/trust considered, not detached from context

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This model builds on the work of VVOB - education for development, an international non-profit organisation with over 40 years' experience in strengthening the quality of education systems in Africa, Asia and South America in close partnership with ministries of education and their institutions.



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