

# Call for TEACHERsCOP Projects

## Description and conditions

### **1. Organizing team**

The TEACHERsCOP 2024 is organized by the Office for Climate Education (OCE) in partnership with VVOB education for development.

### **About OCE - Office for Climate Education**

In the face of climate change, considerable and sustained effort is needed to equip younger generations with a solid understanding of climate change, as well as the skills to act as in a context of profound transformations. [The Office for Climate Education](#) (OCE) responds to this challenge by supporting education systems around the world through the development of science-based, multilingual, free and open-access climate change education resources; the professional development of primary and secondary teachers; the deployment of operational climate change education (CCE) projects; and CCE public policy support.

The OCE was created in 2018 in response to Article 12 of the Paris Agreement, highlighting the importance of climate change education. Today, under the aegis of UNESCO, the OCE is also an observer member of the Intergovernmental Panel on Climate Change (IPCC), thus putting its dual expertise in science and education at the service of the Sustainable Development Goals.

### **2. OBJECTIVE OF THE CALL**

This call for projects, aimed at all primary and secondary teachers as well as their trainers, school directors or inspectors aims to identify and make visible climate education projects and initiatives, in particular, during the COP29 to be held in Baku in 2024. A selection of these projects will be presented to teachers and policy-makers from around the world during an online event called TEACHERsCOP. The OCE will also present a selection of these initiatives, to carry the voice and the work of teachers, during official events in the blue zone of COP29.

These inspiring projects will show everyone that change in education is possible and that some have already started it.

Finally, this call for projects also seeks to articulate a network of schools, teachers and stakeholders motivated and committed to climate education to continue to make their work visible and encourage more educational communities to take action too.

### **3. CONTEXT**

Throughout the world, climate issues strongly mobilize our youth. The manifestations of emotion and concern, the desire to act shown by young people, as well as the rational analysis to be shared, underline the urgency of quality climate education.

But how to respond to this education without involving the teachers?

Teachers are the key to this work: both through their place at the interface between information and students, their knowledge and know-how, but also as a figure of inspiration in a changing future.

In this changing and evolving context, the work and the ability to adapt required of teachers are important. They have to deal with the difficulty of learning this new, multidisciplinary and evolving climate science, and the expectations of young people with regard to this information. However, often, the support provided to teachers is not commensurate with the great adaptability required of them.

It is to highlight the work of these teachers, the challenges they face and the key role they play in the global climate response that the Office for Climate Education has chosen to launch during the Glasgow COP the #TeachersCOP. During this first edition, a declaration was drafted and signed by hundreds of teachers proposing a set of simple actions to support change within the educational world. You can discover these proposals [here](#).

The second edition, held during COP27 in Sharm El Sheikh, exceeded all expectations, bringing together nearly 1500 teachers from around the world. Building on these resounding successes, the OCE chose to make this experience long lasting by renewing this gathering in 2023, and inviting, for the first time in person, 5 teachers from diverse geographical origins at COP28 to Dubai. These 5 teachers had been selected from nearly 400 applicants due to the quality of their educational projects, showcasing how to concretely implement climate educational actions inspired by the guiding principles of the Greening Education Partnership. TeachersCOP has thus shed light on these local initiatives, demonstrating the commitment of a variety of stakeholders to continue this dialogue on climate change education.

## 4. GENERAL CALENDAR

### **First stage of application: from July 1st to October 3rd, 2024**

Teachers are invited to submit their initiatives and/or projects using the form made available to them on the website [www.oce.global/en/teacherscop](http://www.oce.global/en/teacherscop).

### **Evaluation and selection of projects: from October 7th to October 21st, 2024**

The submitted proposals will be evaluated by a jury composed of experts in education and climate science according to the criteria established for this stage. After this evaluation, 12 projects will be selected from different regions around the world. The selected project leaders will be contacted on October 21st to inform them of the results. Selected project leaders will benefit from support from the organization team and VVOB to help them prepare their 5 min presentation of their projects for the TeachersCOP as well as any other material needed.

### **Online presentation at COP29 in Baku of the selected projects at the TeachersCOP: on November 16th**

The selected project leaders will be contacted by the OCE to prepare the online presentation of their projects at the TeachersCOP event. During the live TeachersCOP event the projects presented will be submitted to the votes of the teachers participating virtually to select their favorite project.

## 5. THEMATIC AREAS

The TEACHERsCOP aims to identify and make visible climate education projects that fall under one of the following thematic axes that align with the 4 pillars of the Greening Education Partnership:

- a. **Greening Schools:** Educational projects that enhance the school's climate readiness by adopting a whole-school approach to sustainable development.
- b. **Greening Curriculum:** Educational projects that integrate climate education across all levels of schooling to make climate science and action components of the curriculum.
- c. **Greening Teacher Training:** Educational projects that incorporate climate education into teacher training programs, equipping educators to effectively address climate issues.
- d. **Greening Communities:** Educational projects that engage the entire community in lifelong learning and active participation in climate action.

## 6. APPLICATION AND EVALUATION PROCESS

### **First stage of application**

The first stage of application will take place from **July 1st to October 3rd, 2024** and will be open to primary and secondary teachers from educational centers in any country. The teachers are invited to submit their initiatives and/or projects using the form made available to them on the website [www.oce.global/en/teacherscop](http://www.oce.global/en/teacherscop). Applications can be submitted in English, French, Spanish or Arabic.

The aforementioned form will be open to receive applications **until 11:59 p.m. (CET time) on October 3rd, 2024**.

Applications received by other means, after the stipulated deadline and/or with incomplete forms will be disqualified. Corrections, modifications or additional documents to those submitted via the application form will not be accepted. Similarly, applications that do not meet the eligibility criteria will be disqualified.

### **Evaluation and selection of projects: from October 7th to October 21st, 2024**

Submitted proposals will be evaluated by a jury composed of experts in education and climate science according to defined selection criteria. After this evaluation, 12 projects will be selected from different regions around the world. If necessary, the selection of projects will take into account, in addition to the selection criteria, the representativeness of regions around the world. The decisions of the evaluation team are final.

The selected project leaders will be contacted on October 21st to inform them of the results via the email indicated in the application and an acknowledgment of receipt will be expected. The organizing team is exonerated from any responsibility for communication failures caused by incorrect, incomplete or outdated contact details included in the application form. Similarly, the organizing team is not responsible for the lack of response from the project leader. In the event of no response within 48 hours, the organizing team may replace the project leader at its discretion.

### **Online presentation at COP29 in Baku of the selected projects at the TeachersCOP: on November 16th, 2024**

The selected applicants must agree to make themselves available to participate at the TeachersCOP online event that will be held on November 16th 2024, they will have to make a short presentation of their projects. These 4 projects will be presented by the OCE team during official side-events in the blue zone.

## **7. EVALUATION CRITERIA**

Candidate projects and/or initiatives will be evaluated by a jury of experts in education and climate science on the basis of the following eligibility and selection criteria:

### **Eligibility Thematic**

- a. axis:** The project presented and the actions carried out correspond to the thematic axis chosen.
- b. Implementation:** The project must have started the execution of the actions before the moment of application.
- c. Scope:** The application corresponds to a project and/or initiative applied at primary and/or secondary level.

### **Selection Criteria**

- a. Problem and/or Opportunity Identification:** The application demonstrates an understanding of the problem and/or opportunity from which the initiative and/or project is designed and implemented. It describes who or what is affected, what are the causes and consequences, and who are the actors who influence positively or negatively.
- b. Relevance of the project:** The project/initiative developed responds to the problem and/or the opportunity identified.
- c. Social impact:** The proposal strengthens the potential of children, adolescents and young people as agents of change and/or provides tools for teachers to achieve this objective. Demonstrates practical results of impact on students and the school community. It reports on the effectiveness of the strategies and tools acquired by students and/or teachers.
- d. Pedagogical relevance:** The proposal uses active pedagogies that help students and/or teachers to understand and apply the sciences and/or to appropriate the subject.
- e. Innovation, creativity and originality:** a project is presented that provides an innovative solution to a specific problem in a specific context. The creativity of the project is perceived.
- f. Eco-anxiety :** The project addresses the emotional dimension linked to climate change.
- g. Replicability:** The project has the capacity to be replicated or adapted in other contexts, communities or schools.

- h. Quality and effective communication of the proposal:** The project is presented in a clear and detailed manner, respecting deadlines and instructions correctly. In addition, it clearly indicates how the proposal solves the problem addressed and is expressed in a coherent and articulate way.

## **8. OTHER CONDITIONS**

- Whoever applies for the project must have the right to make said application, as well as for the use of images and the use of data included as part of the application, exonerating the organizing team from any related error with the author's thanks.
- The information provided in the application form is the sole responsibility of the candidate, so that the veracity and authenticity of said information rests exclusively with the candidate declared in the application. The organizing team is not responsible for the content of the call videos, images or material derived from it.
- The outcome of the judging processes and the selection of projects are the responsibility of the judging teams and the judging panel and are final.
- The organizing team reserves the right to use the content of the applications in publications and the content on the networks for their dissemination.
- The organizing team reserves the right to determine the number of finalist projects, as well as to declare the winner of any category void.
- The organizing team does not sponsor, endorse, promote or act on behalf of the initiatives or projects participating in the Prize.
- Given the inherent characteristics of the Internet environment, the organizing team cannot guarantee that the application form is exempt from intrusions, interruptions or suspensions due to fortuitous events, cases of force majeure or any other cause beyond his control. As such, the organizing team is exempt from any liability arising from such events or acts. By virtue of the above, in the event of interruptions of any kind to the form, the organizing team will not be required to extend the durations of the application stages.
- Whoever submits a project, agrees to have it displayed on the platform [s-cool-links.org](https://s-cool-links.org), an interactive platform for teachers interested in climate change education operated by VVOB education for development.

## **9. TACIT ACCEPTANCE OF THE CONDITIONS**

The application of the projects supposes the acceptance of the present rules and the conformity with the decisions of the evaluation teams and the jury.

Any participant who does not comply with the requirements, terms and conditions mentioned in this document or interferes with the smooth running of the event or acts in bad faith may be disqualified from the competition at any time, at the discretion of the organizing team. Likewise, the organizing team can decide on any situation not provided for in these guidelines.