# CLARITY Competence Framework for Transformative Climate Resilience Education for Children and Youth

The CLARITY project aims to empower teachers and other educators to better address climate-anxiety and nurture climate resilience, creativity, connection and regeneration among and with their learners. To support this goal, we have adapted the European Sustainability Competence Framework (GreenComp) and created the CLARITY Competence Framework for Transformative Climate Resilience Education for Children and Youth.

GreenComp responds to Europeans' growing need for acquiring knowledge, skills and attitudes to live, work and act in a sustainable manner. It provides a common ground to learners and guidance to educators, advancing a consensual definition of what sustainability as a competence entails. It highlights four interrelated 'green competence areas ' and twelve associated competences needed for supporting a sustainable future for the planet.

However, GreenComp has no explicit focus on dealing with the various unfolding impacts of climate change, including on emotional and mental wellbeing, and requires adaptation to meet the specific needs of children and youth. Besides, an increasing number of scholars and practitioners call for a transformative approach to fostering climate resilience. This approach is characterised by an ability to avoid, limit and tackle the multifaceted impacts of climate change in a way that addresses both the root causes of climate change and related vulnerabilities among different individuals, groups, communities, as well as among more-than-human beings in diverse ecosystems.

Hence, the adapted CLARITY competence framework for children and youth provides guidance to European teachers and other educators on the competences[1] they need to develop in themselves and their learners in order to address climate anxiety, build climate resilience, and support transformation (through creativity, connection, and regeneration) for long-term individual, collective and planetary wellbeing.

The CLARITY competence framework is still being developed, and full guidance documents for teachers/educators as well as for teachers' training sessions will be produced in the next phases of the CLARITY project.

**Overview of the CLARITY competence framework**

On the next page, you find an overview of the CLARITY competence framework. Here the expanded versions of the GreenComp competence areas as well as tentative lists of associated key competences are introduced. In addition, examples of guidance to teachers and educators to build those key competences are provided.

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[1] 'Competences' can be referred to as 'capacities', 'skills' or 'qualities' with a similar understanding by different scholars and practitioners.

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**1**

## Nurturing connection to oneself, others and nature

**Tentative key competences:** self-reflection, presence, compassion, empathy, critical thinking, systems thinking, interconnectedness thinking, authenticity, nature connectedness

**Examples of guidance:**

● Guide learners to explore the root causes of the climate crisis and help them discover how climate change relates to other societal crises and challenges (critical thinking, systems thinking);

● Explore and question narratives and worldviews of separation through relational stories and/or embodied practices that link mind, body and heart, or head, hands and heart (self-reflection, compassion);

● Engage learners in creative activities in groups, and/or hands-on activities in nature, allowing them to experience interconnectedness (interconnectedness thinking);

● Help learners share the story of their personal relationship to climate change to grow their awareness, agency and sense of empowerment (self-reflection, authenticity).

**2**

## Embracing values that sustain the lives of all living beings

**Tentative key competences:** self-reflection, presence, deep-listening, active listening, humility, integrity, inner compass, perspective-taking

**Examples of guidance:**

● Explore the values that matter to learners as well as values that support transformative resilience and regeneration (self-reflection);

● Explore different knowledge systems regarding resilience, connection and regeneration, in addition to modern science, including local communities' and Indigenous Peoples' knowledge systems and practices, in ethical ways that contribute to 'right relationships' and respect free, prior and informed consent (humility; perspective-taking);

● Learn deep-listening (i.e. a way of listening that ensures a speaker feels heard and acknowledged) to increase understanding of diverse values, worldviews and beliefs and create a safe and open learning environment that can support everyone's health and wellbeing (presence, deep listening);

● Support learners' values and associated commitment to sustain life and address the root causes of climate change (integrity, inner compass).

**3**

**Opening up to diverse climate-resilient and regenerative futures**

**Tentative key competences:** futures literacy, imagination, originality, adaptability, regenerative thinking, exploratory thinking, perspective-taking, active hope

**Examples of guidance:**

● Expand learners' imagination for alternative worlds or pathways, through futures thinking integrating science, the arts and other creative and embodied approaches (futures literacy, imagination);

● Help learners identify and acknowledge the unavoidable impacts of climate change, while empowering them to envision collective action to reduce, adapt to, respond to, and recover from these impacts (adaptability);

● Explore scenarios of desirable futures, including regenerative futures, creating space for the learners' dreams and visions that challenge unsustainable norms, cultures and structures (exploratory thinking, active hope).

**4**

**Taking collective action for climate-resilience, ecosystem regeneration, and societal transformation**

**Tentative key competences:** societal agency, courage, innovation, collaboration, accountability, humility, care

**Examples of guidance:**

● Encourage learners' own engagement to speak up for communities and nature/ecosystems, and take collective action, both within the learning environment and beyond (courage, societal agency);

● Expand learners' idea of transformative climate action by exposing them to new perspectives, practices, immersive art and different knowledge systems (innovation);

● Engage learners in project-based group activities aimed to grow and/or care for communities and regenerate ecosystems (perspective-taking, collaboration).

**5**

**Taking care of climate emotions and trauma**

**Tentative key competences:** emotional literacy, emotional regulation, self-compassion, compassion, trauma-informed leadership, community-building

**Examples of guidance:**

- Help learners become aware of their emotional state and feelings about climate change (emotional literacy);

- Acknowledge learners' emotions and support them with possible traumas in trauma-informed ways (compassion, trauma-informed leadership).

- Give learners methods and tools to help accept and regulate emotions associated with climate change as well as emotions triggered when faced with the prospect of transformative change (emotional regulation);

- Provide the experience of community practices and community care to support learners in dealing with climate emotions (community-building)

Acquiring new green competences requires transformative pedagogies that link cognitive, socio-emotional and behavioural learning with ethical, place-sensitive, trauma-informed and creative approaches. In the context of CLARITY, we integrate these pedagogies with the aim to nurture:

**Resilience** to be able to respond to and thrive in unstable, volatile and chaotic environments as a result of climate change;

**Creativity** to be able to envision alternative worlds and ways;

**Connection** to ourselves, others and nature, allowing to explore wholeheartedly different perspectives, worldviews and futures; and

**Regeneration** through restoring the health of ecosystems, and placing the wellbeing of members of communities and organisations at the centre of collective action.

Such pedagogies will be made accessible through innovative pedagogical tools, which will be co-created with teachers and educators through CLARITY. Those tools will include practical exercises and small-scale actions for students to learn how to link knowledge, values and practices. It will make their education transformative by helping them identify and experience deep leverage points for change. Such tools will be adaptable to the ages of the learners.

Sources for this document are available here.

![CLARITY logo](From climate anxiety to resilience, creativity, connection, and regeneration.)

| GreenComp Competence Areas | Adaptation of the GreenComp Competence Areas under CLARITY | Related Key Competences | Transformative Pedagogies | Aim of pedagogies |
|---|---|---|---|---|
| 2) Embracing complexity in sustainability | 1) Nurturing connection with oneself, others and nature | self-reflection, critical thinking, systems thinking, interconnectedness thinking, authenticity, empathy, compassion | Socio-emotional<br><br>Behavioural<br><br>Ethics-based<br><br>Place-sensitive<br><br>Creative<br><br>Nature-based<br><br>Embodied<br><br>Trauma-informed | Nurturing:<br><br>Resilience<br><br>Creativity<br><br>Connection<br><br>Regeneration |
| 1) Embodying sustainability values | 2) Embracing values that sustain the lives of all living beings | self-reflection, presence, deep-listening, integrity, inner compass, humility | | |
| 3) Envisioning sustainable futures | 3) Opening up to diverse climate-resilient and regenerative futures | futures literacy, imagination, originality, adaptability, regenerative thinking, exploratory thinking, perspective-taking, active hope | | |
| 4) Acting for sustainability | 4) Taking collective action for climate resilience, ecosystem regeneration, and societal transformation | societal agency, courage, innovation, collaboration, accountability, care | | |
| | 5) Taking care of climate emotions and trauma | emotional literacy and regulation, compassion, trauma-informed leadership, community-building | | |