

Schools2030 Global Forum

Session Learnings and Recommendations: Roundtable 16

SESSION TITLE: *Designing Innovations in Climate Change and Education: How might we help learners and educators be more climate literate, resilient and compassionate in the next five years?*

SPEAKERS: Lennart Kuntze, Teach for All; Leonora Dowley, Learning Planet; Colin Bangay, UK Foreign Commonwealth and Development Office; Lawrence Mbwambo, World Wildlife Foundation; Alison Bellwood, World's Largest Lesson, Project Everyone; Juvêncio da Silva Cardoso, Escola Baniwa Eeno Hiepole, Schools2030 Brazil

FOCUS AREAS: Climate change, resilience

KEY DISCUSSION POINTS:

How do you define climate education? How does it make you feel?

- Climate change is bigger than a single subject. It cuts across the curriculum.
- Climate education is building resilience and response.
- Is climate the right word to use? Perhaps too narrow? Use environment sustainability.
- Feeling overwhelmed, anxious, optimistic about climate change

How can each of us take action on climate change at our level, system, leadership, classroom?

- In Brazil, a project is working with communities as a cross disciplinary approach to promote collaborative learning.
- In Portugal, university students promote SDG 13 by not printing on paper, and promote proper use of plastics.
- In Uganda, pollution taught in 3 subjects of geography, biology and chemistry and there is competence based curriculum that promotes formative assessment and environmental awareness of individual learners through observation.

- Climate education term needs to be broadened.
- Sustainable change will come through assessment rather than just curriculum.
- Need to focus also on secondary education especially for girls.
- Change advocacy focus to get more funds (only 0.03% of global finance goes to education)

CONCLUSION:

- Climate change education is a cross-cutting issue and needs to be broadened across all subjects
- The focus needs to be on building resilience and appropriate response as well as awareness

ACTIONS AND RECOMMENDATIONS:

- Rethink advocacy for climate change in order to attract more funding, for currently only 0.03% of global financing goes to education.
- Change language use from 'climate' to 'environmental sustainability'
- Focus on assessment as well as curriculum for sustainable change