What do you understand by ‘climate education’?

- Education to develop more climate aware / active citizens
- Knowledge and skills: climate resilience, climate-friendly practices, climate compassion and empathy
- It’s how education can have impact in the world
- Equipping children with the skills to navigate, understand, and influence a world in the midst of a climate crisis
- Cross-curricular / fused in curricula areas
- Changes in the nature of natural phenomena
- Climate responsible / climate resilient / climate resilience
- The transformation that occurs in our system, bringing environmental impacts
- Sustainability at local, government, and global levels
- Education curriculum with the underlying purpose of ensuring a sustainable world
- Managing the environment for current and future generations
- Education that helps students realise the causes and effects of climate change
- Climate literacy
- Climate education misses the point - I don’t use it
- Fostering values that value human and non-human life in all its diversity
- Giving people the skills and competencies to live in a changing environment and hopefully share it for the better
- Integrating climate issues into teaching and learning
- Helping myself and others understand the shifts in climate
- Education for a world in which the climate is changing, that builds holistic understanding of climate change (including the science), that builds resilience to impacts (including emotional), and that focuses on solutions and innovations
- An opportunity for education to connect us
- Education for environmental sustainability
- Education that engages communities and students on local solutions
- Current reality challenges and what solutions are needed to preserve our planet
- Skills and capacities to understand and solve the climate crisis
- Understanding the interconnectedness of one’s action or inaction to others across the globe
- Experiential and tactile, empowering
- An opportunity to education families through children
- Providing opportunities for children to think about the future and learn about sustainability globally and locally; to learn about current and future problems; to investigate and invent new solutions that go beyond classroom, school, community; global
- Cross cutting or interdisciplinary topics / issues
- Awareness, sensitisation and action on climate change
- Teaching and learning related to climate, environment, nature
- Building understanding, knowledge and skills for resilience and adaptation

- An opportunity to make learning relevant and local
- An awareness of the environment and changes within it, with an aim to ensure resilience
- A responsible engagement with citizens and all nature

How does it make you feel?

- Hopeful, but also a little bit sceptical
- Optimistic for a win-win future
- A bit worried and a bit optimistic
- Underfunded
- Disempowered and frustrated
- Challenged
- Comfortable when well done
- Anxious
- Like we are in a race against time
- Pain, discomfort, fear and outrage
- At last!
- Good
- Overwhelmed
- Excited by purpose for action
- Insecurity for human life
- Inspired, challenged, and overwhelmed
- Positive for the future
- Concerned for the future
- Hopeful if done effectively, but challenging
- Exposed - lack of knowledge; concerned that I can't model behaviour; needing help, overwhelmed
- It's a daunting task - yikes!
- Fascinated with nature and living, being sometimes anguished
- Overwhelmed, helpless, frustrated
- Opportunity for project-based learning; that it is done collectively / collaboratively, giving children the opportunity to intervene

How can each of us take action at our level (system/leadership/classroom)?

- Advocate internally for increased spending on climate education and/or for its integration across
- At system level: collect data & help foundations join forces with other stakeholders
- Engaging in designing education policy to suit for the need of development of science and technology

- Classroom: allow learners to suggest problems (climate) for which solutions are then found collaboratively
- Individual level (as parents): educate/raise awareness with our kids
- Research: mainstream environmental questions in all our work
- Classroom: sensitize learners about the practices to adverse climate change
- School level: mobilize pupils to plant trees at school and at their home. This helps to build up a spirit of conserving the environment.
- Funding / Systems level: Advocate for greater cross-sectoral approach
- System level: advocacy and policy influencing (bring to the top of the agenda)
- Sharing examples of sustainable development focused classroom practices / innovations across our network to encourage replication
- We don't print anything; we don't use plastic bottles; students are encouraged to organize circular economy; good practices to be a green school (eco-school)
- Classroom: experiential learning outside of the classroom
- Classroom: "nature corners" in our classroom with innovations seen; tap into the knowledge that learners bring to the classroom
- System level: Integrating climate education & action in public education
- Research (system and local level):
- Researcher: produce & share scientific knowledge
- Classroom (language): all works must link to ODS 11, 12, 13, 14, 15 and 4 and traditional culture tools
- Be authentic abour our commitment (our global goals being net-zero org); working through communities (schools, civil society etc.) to create awareness and demand for action / consciousness
- City wide audit of the climate risks for children and then solutions to reduce / strengthen cities climate resilience for children
- Activating youth citizenship in our programs through developing youth skills
- I need to become more educated myself; we nede to pursue sustainable pathways; we need to inregrate this knowledge in our personal and working lives
- Integrate environmental education / sustainability in programs; collaborate with / bring stakeholders together to develop & implement solutions: climate research and education (strengthening understanding of what works; implementation science); working with other donors to influence and ensure greater focus on the intersection
- Provide a platform for the work of teachers and the actions of students
- Collect children's voice (what do they want to learn & how do they want to learn)
- Just need to educate myself & work on some initiatives at home; theneducate at the classroom level (aiming at parents) - e.g., recycling, terrace gardens etc
- Inspire the action of students with ideas & an invitation to join a global ambition
- Develop climate literacy; develop climate focus of Teaching & Learning resources; ensure community outreach; bring education into climate conversation and decisions; make the complex easy (awareness based on evidence); local stories abd narratives of climate change; simple actions for change; focus on my own environment and actions; understand how climate responsible actions impact livelihoods (e.g., charcoal); turn the

narrative onto “what we will gain”; help children and communities to belong to their environment
- Schools earn a “green flag” for their work as eco-school

If you had $100 million for climate education, what would you spend it on?

- Documemtation of climate change
- Create a system of updating science learning regularly so it reflects what is happening around the world
- Do action research with students, communities, youth
- Invest in secondary education
- Spend on awareness to authorities to be able to make the right decisions
- Expanding girls secondary education access
- I would use the $100 million to hold workshops and competitive exhibitions about innovations to mitigate adverse climate changes
- Global knowledge exchange
- Holistic education which includes politics, systems, environment etc
- Mobilize the society on how to conserve the environment; build capacity of society on conservation & environment
- Making noise about it - a lot of noise
- Solar rechargable power banks - teach young people how to make it
- 80% collaborate for impact at scale; 20% plot innovative approaches at local level
- Develop students as leaders for change (classroom)
- 1. CPD, 2. Building local resources for project-based learning; 3. Building networks among researchers, ONGs, schools
- Water desalination; non-use of evironmental resources