

Climate Leaders for Future

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TEACHER LEADERSHIP FOR CLIMATE RESILIENCE

How to Transform Learning through School
and System Pathways for the Future of the Planet



Context setting

- Emgek-Talaa is a village in the mountainous Naryn oblast, housing 1,790 residents, predominantly elderly and school-aged, at an altitude exceeding 1800 meters.
- In the face of persistent climate change, Emgek-Talaa, like many other communities across the country, faces agricultural disruptions, water management dilemmas, and the looming threat of deforestation.
- Despite these challenges, our school community has yet to prioritize climate change actions or implement mitigation strategies.



The Challenge

- At the beginning of the school year, it was revealed that the reading literacy level among 15-year-old students was low. Only 39% of students achieved the basic level or above, while the remaining 61% demonstrated below the basic level.
- This low literacy level undermined their ability to comprehend all school subjects, limited further independent learning, and affected their prospects for active and successful participation in society.
- Students and the school community were concerned about climate change and its impact on their community.



The Solution:

“Climate Leaders for Future”

Our solution focuses on empowering students to address climate change challenges in our local community by enhancing their reading and critical thinking abilities through practical experiments, research, and projects centered on real environmental issues.

We achieve this through pedagogical approaches such as:

- Interdisciplinary approach with focus on STEM disciplines
- Collaborative problem-solving
- Project-based learning

By improving students' reading and critical thinking abilities, we encourage a resilient attitude towards climate change, not just among students but also within our school community and beyond.





Response from students

Students are actively engaged in climate resilience activities by taking charge of their own projects to address climate change issues within the community.

As part of our innovation, students have undertaken projects like the micro-forest project, waste recycling initiatives, action research into community-led environmental efforts, and advocacy campaigns aimed at raising public awareness and engaging with community stakeholders and local authorities.

Moreover, low-performing students have shown increased interest in learning STEM subjects, leading to improvements in their reading, mathematics and science outcomes.

Additionally, parental involvement in school community initiatives has increased, resulting in enhanced learning experiences for the children.

"I used to know that climate change is a big worry and that it affects everything like the weather, people's health, and our daily lives. But I didn't realize I could actually do something about it, so I wasn't really interested. Doing this project made me see that I can make a difference on my own and with my family and friends to help make our community more resilient to climate change."

Adina Askerbekova, 4th grade student



Evidence of Impact

Results of student achievement assessment in academic domains among 15-year-old students for the academic year 2023-2024

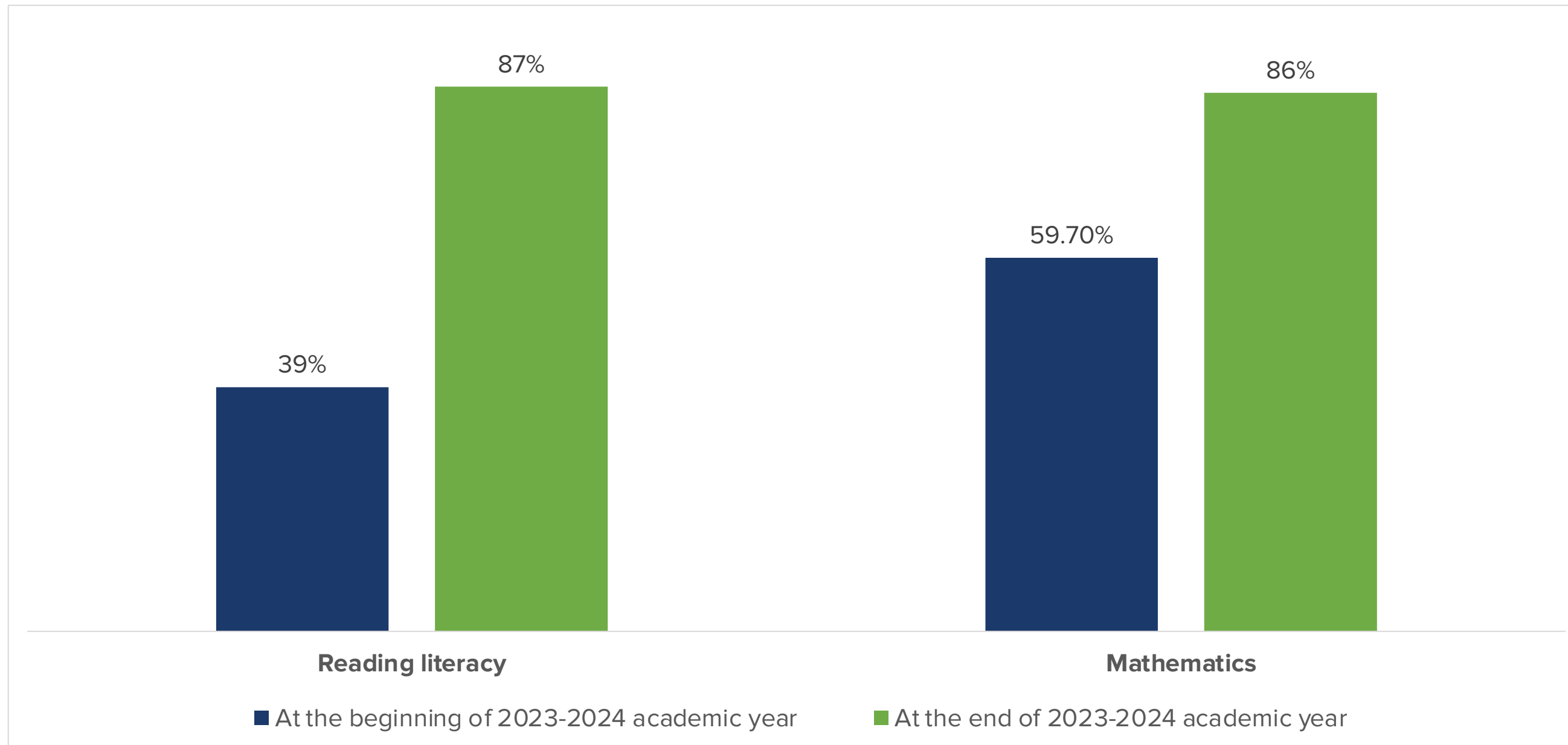


Diagram 1. Percentage of students achieved the basic level or above in academic domains



Evidence of Impact

Results of student achievement assessment in non-academic domains among 15-year-old students for the academic year 2023-2024

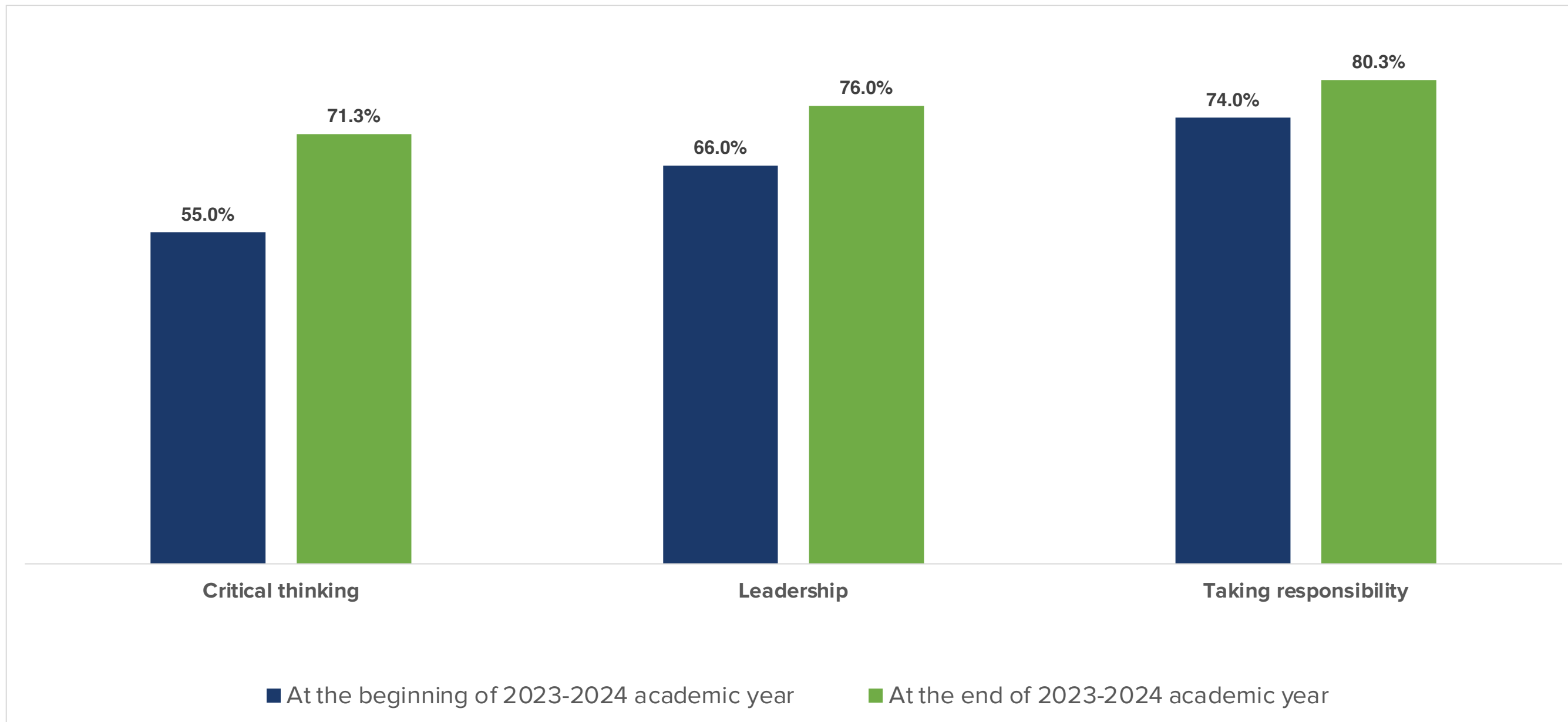


Diagram 2. Average achievement of students in non-academic domains





THANK YOU!



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