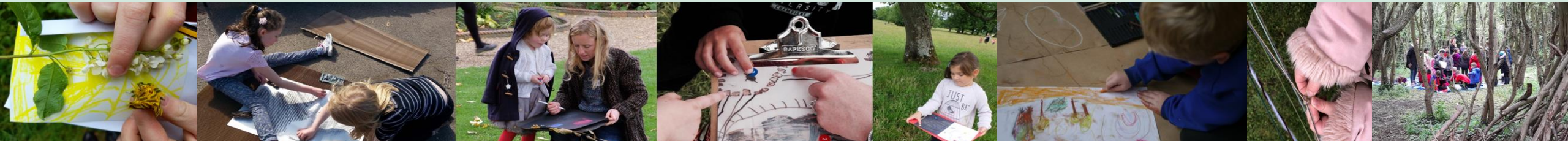
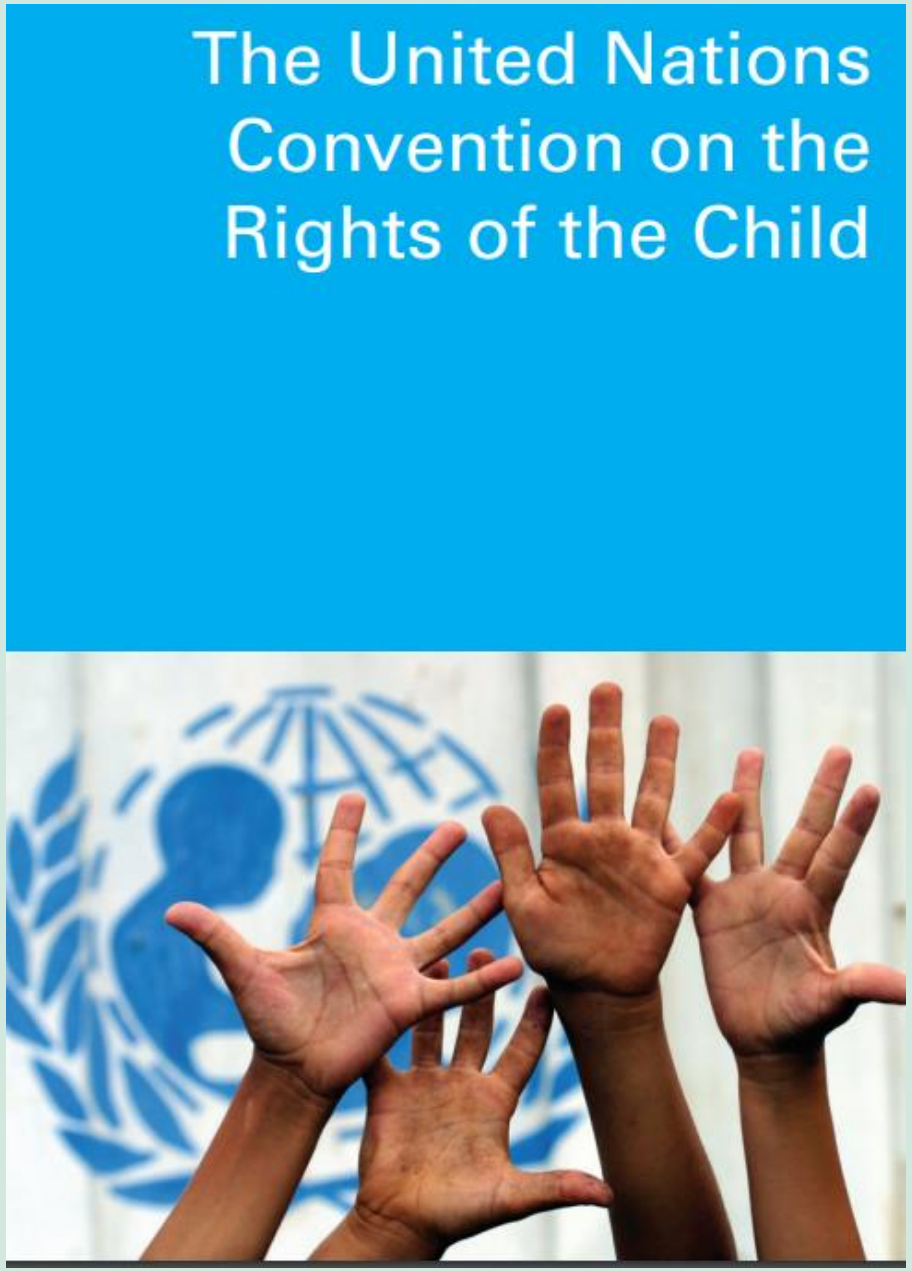
Climate change and girls' education in ASEAN policy dialogue online event

Climate Education: Giving children and young people a voice

Professor Nicola Walshe

@GeoWalshe

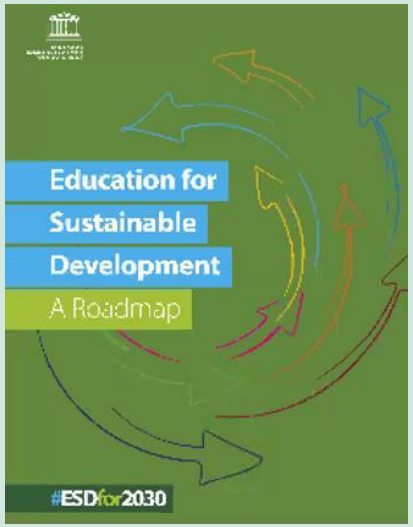




Climate Education: The importance of giving children and young people a voice

UNESCO and education for transformation

"We must change the way we think and act as individuals and societies. So, in turn, education must change to create a peaceful and sustainable world for the survival and prosperity of current and future generations"



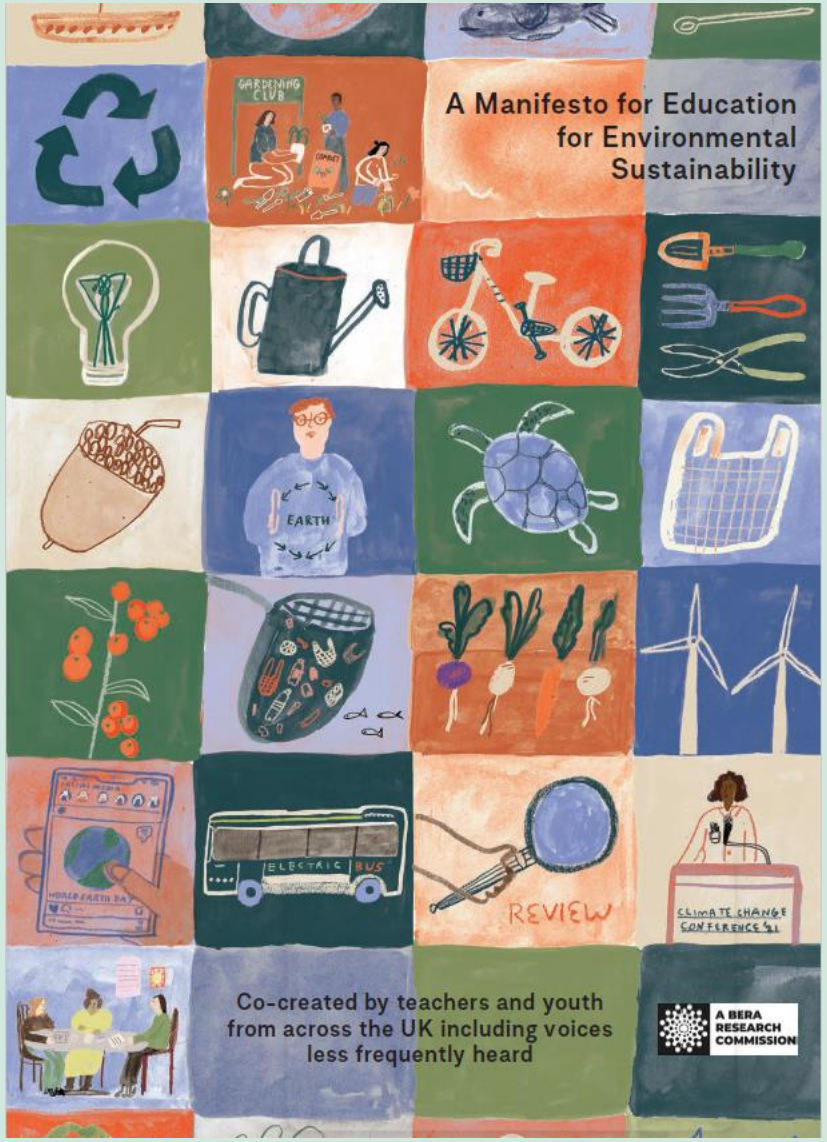
Stefania Giannini, Assistant Director-General for Education, UNESCO, 2020

Climate Change and Girls' Education

Climate Change and Girls' Education:

Why important?

- Girls' vulnerability to the impacts of climate change:
  - Generally
  - In relation to their education
- The importance of girls' education for addressing climate change
  - Sexual and reproductive health rights
  - Green skills for changing world of work
  - Environmental leadership



Voices of children and young people: Manifesto for Education for Environmental Sustainability

- Aimed to elicit a shared vision of what the future of education for environmental sustainability could look like.
- Working towards a **manifesto.**
- Foregrounding voices of hard-to-reach communities.
- Online participatory workshops between teachers and young people:
  - Futures workshops;
  - Visualisation workshops.

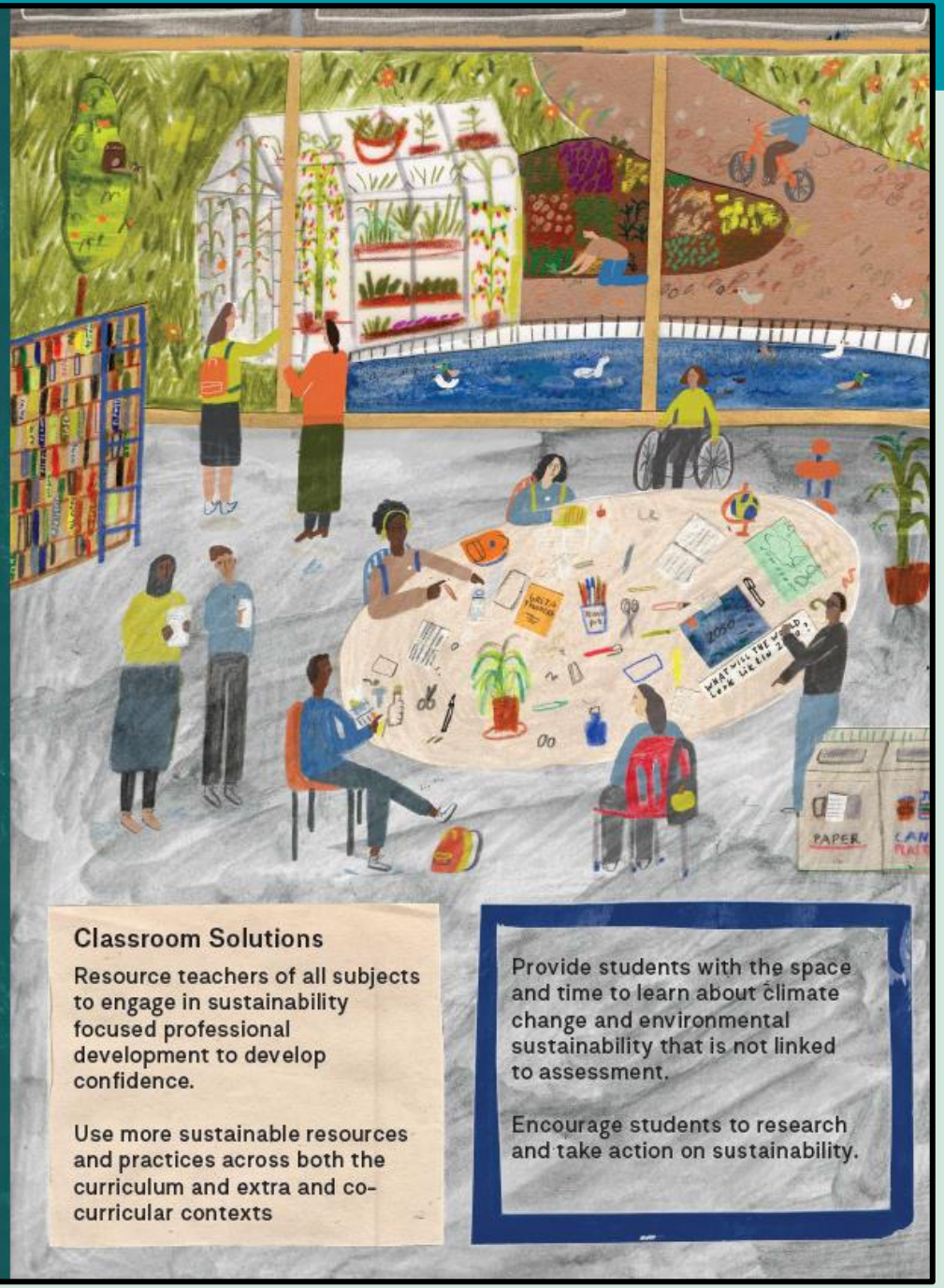
Dunlop & Rushton, 2021

Values we share

- Love for each other & the planet
- Respect & compassion for others
- Honesty, humility & cooperation
- Social justice
- Equitable opportunities for all
- Connection with nature
- Wisdom
- Positivity
- Adaptability
- Practicality and pragmatism

Capabilities we need

- Knowledge for action
- Critical thinking
- Questioning
- Data literacy
- Research
- Innovation
- Creativity
- Communication
- Networking



Classroom Solutions

Resource teachers of all subjects to engage in sustainability focused professional development to develop confidence.

Use more sustainable resources and practices across both the curriculum and extra and co-curricular contexts

Provide students with the space and time to learn about climate change and environmental sustainability that is not linked to assessment.

Encourage students to research and take action on sustainability.

Illustration by @maisysummer

News

Manifesto for Education for Environmental Sustainability (EfES) published by BERA Research Commission

1 Nov 2021

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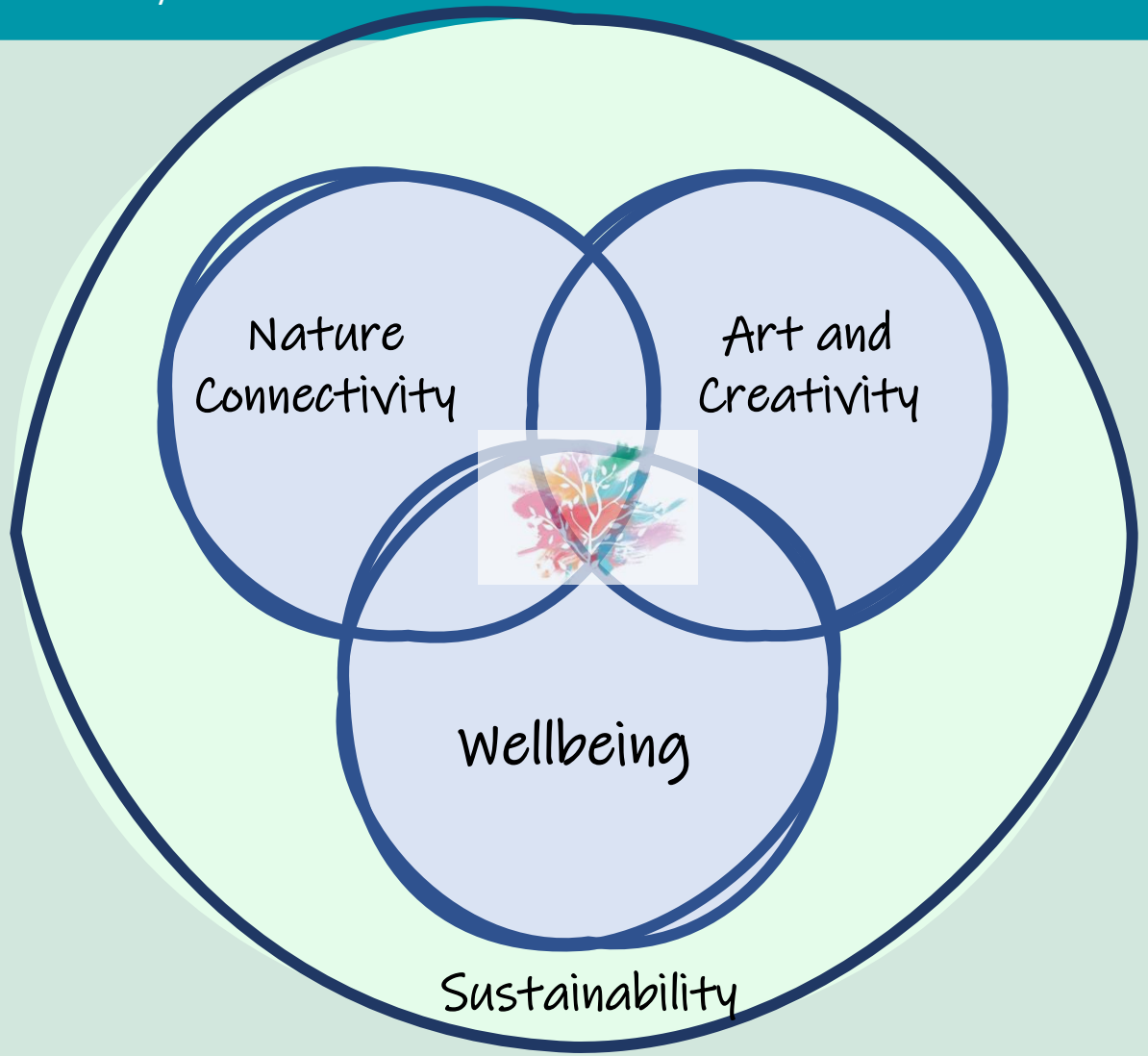
UCL IOE – FACULTY OF EDUCATION AND SOCIETY

UKRI Arts and Humanities Research Council

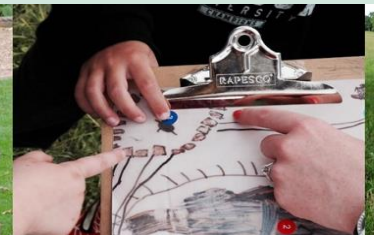
a.r.u. | Anglia Ruskin University

ECO-CAPABILITIES
CREATIVE ADVENTURING IN NATURE



Voices of children and young people:

Eco-Capabilities



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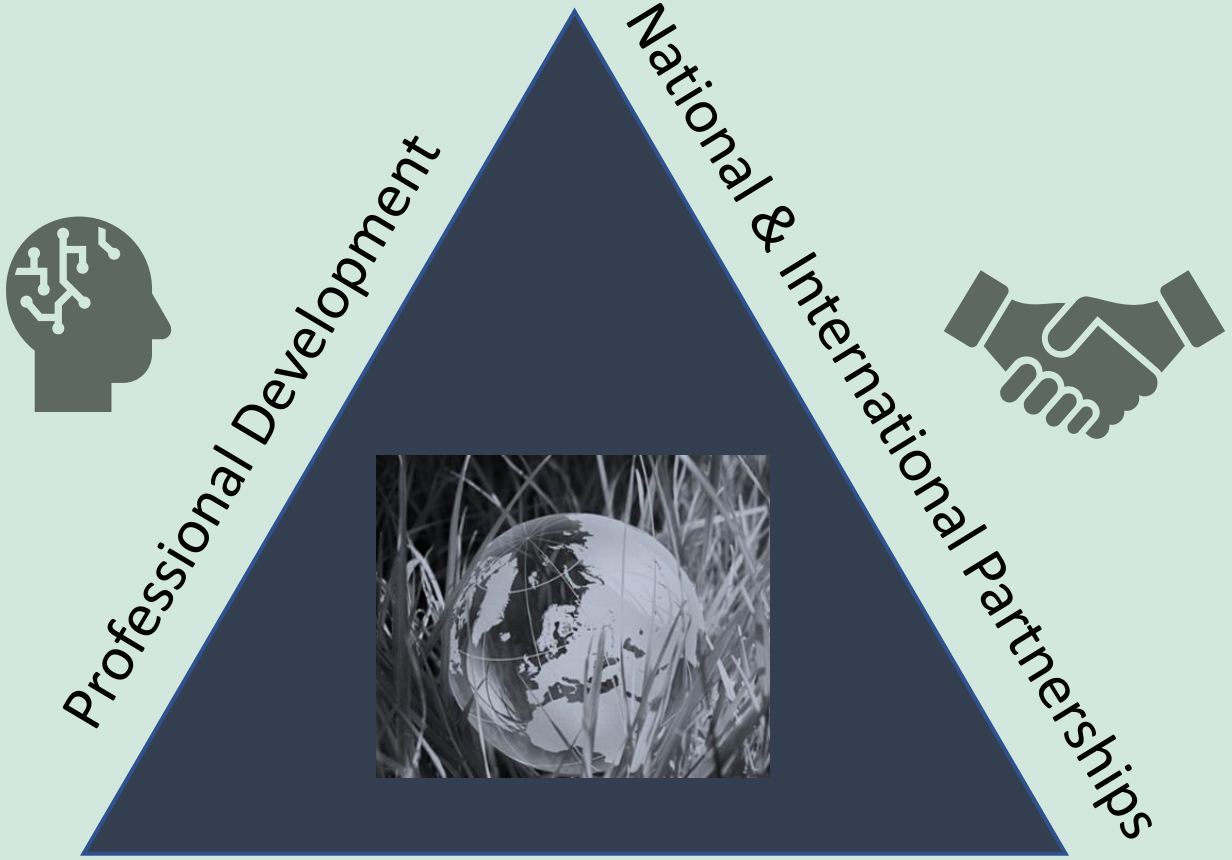
eco-capabilities

Eco-Capabilities

Eco-Capability
Autonomy
Bodily Integrity and Safety
Identity
Mental and Emotional Wellbeing
Relationality: Human
Relationality: Non Human
Senses and Imagination
Spirituality

Eco-Capabilities website: shorturl.at/fksMS

UCL Centre for Climate Change and Sustainability Education (CCCSE)



CCCSE Website: shorturl.at/ctwxW

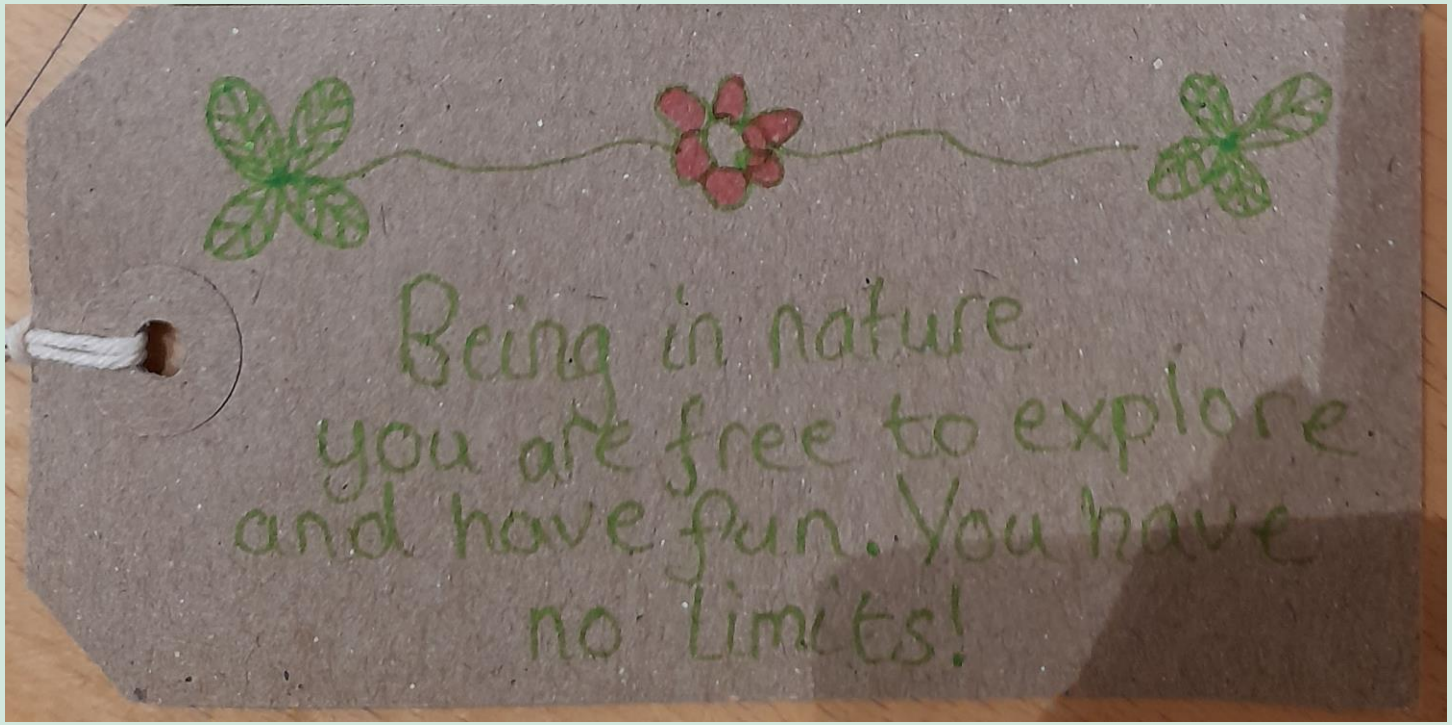
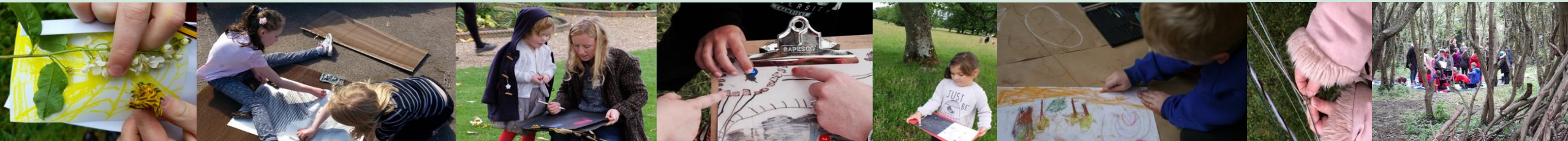
CCCSE foregrounding voices of children and young people

- Strategy development:
  - Public First research
  - Youth Panel
- Co-constructing research:
  - Focus groups

"It's quite obvious to see young people often speak up about it more than older people."

"I think a lot of young people are aware, … but a lot of the time, it just feels out of your control. We're not the policymakers, we can't stop the big corporations that contribute more to the crisis than we do in our whole lives. It just feels disproportionate."

Listening to the children…



'It can be a bit depressing…we need more positive stuff, we need to have hope.'