Whole school responses to climate change & education

UNESCO International Seminar: Getting climate ready: ASPnet schools’ response to climate change
Assoc. Professor Sandra L.Morrison
President International Council of Adult Education (ICAE)
7/8 Dec 2015
South Pacific
Konai Thaman: Making the good things last

• “in our teaching and learning to live wisely and sustainably, that we should look within ourselves and our cultures for the knowledge, values, and behaviours that will help guide us to a new beginning where we have the capacity to protect, nurture and treasure our earthly home as we do our families, and become better role models for our students, who will be the educators of the future, and who can make the good things last.”

Formal education
Kiribati

Invited to work with MOE and UNESCO on two projects to:
• **Embed Climate Change into the current school curriculum**
• **Develop a Creative Arts curriculum with ESD principles**

Guided by the 2010 National Framework for Climate Change and Climate Change Adaptation asserts that **culture and identity as I-Kiribati is imperative and must be at the forefront of discussions** (Office of Te Berentitenti, Republic of Kiribati, 2010).
The Plan of ESD Curriculum using Climate Change Framework

• Two parts; firstly a **framework** of key educational concepts/learning objectives for ESD (CC) curriculum from 5 to 18 years

• secondly, a **mapping** of the objectives of this framework to existing Kiribati curricula
‘I am not an individual,
I am an integral part of the cosmos.
I share a divinity with my ancestors,
the land, the seas and the skies.
I am not an individual because
I share a tofi with my family, my village, and my nation.
I belong to my family and my family belongs to me.
I belong to my village and my village belongs to me.
I belong to my nation and my nation belongs to me.
This is the essence of my sense of belonging’.

Tui Atau Tupua Tamasese
Frameworks of our approach: H.O.P.E modified for the Pacific Manulua (Tonga-two birds)

H.O.P.E (ACCU, Asia Cultural Centre for UNESCO, 2009).
H.O.P.E

• Holistic—all living things are interrelated. Values- Teaba (land); Tari (sea); Aomata (people); Tangira (love); Tamnei (spirit); kainga (village)
• Ownership- who transforms? Communities through ‘sitting on your mat’;
• Partnership through participatory governance; MOE, UNESCO, teachers; community groups including elders and youth; academics
• Empowerment- critical thinking; education for sustainable development is education for cultural survival and continuity and can form part of the solutions (Vaioleti, 2011);
Kiribati Climate Change Curriculum Framework

Theme (concepts)
- Awareness
  - Cc and its effect..

Topic
- Learning obj
  - Cc and it effect..
  - Describe CC
    - Age groups e.g Level 1
  - Distinction between Climate & weather& narratives

- Adaptation
  - Responses to CC

- Mitigation
  - Describe how people response to CC; cultural positions

- Related issues
  - CC requires adaptation
Mapping of Kiribati curriculum to find CC topic

- Geography: Tick
- Development Studies: Tick
- Biology: Tick
- Agriculture: Tick
- Social Science: Tick
- Science: Tick
- Environmental Science: Ticks

Legend:
- 1.1 Nature and effects
- 1.2 People and climate change
- 1.3 Evidence of climate change
- 1.4 Causes of climate change
- 2.1 Responses to climate change
- 2.2 Cultural strength
- 2.3 Life competencies
- 2.4 Innovation and enterprise
Result of Mapping against existing Kiribati Curriculum
Distribution of Climate Change topics in the curriculum
Composite Subtotal of ✔(tick) by key concepts

- Related issues
- mitigation
- adaptation
- Knowledge and Understanding

- Environmental Science: Ticks
- Science: Tick
- Social Science: Tick
- Agriculture: Tick
- Biology: Tick
- Development Studies: Tick
- Geography: Tick
O = Opportunity to redesign and include CC
Composite Subtotal of "o" by key concept areas

Related issues
- Environmental Science: 60
- Science: 50
- Social Science: 90
- Agriculture: 70
- Biology: 80
- Development Studies: 90
- Geography: 80

Mitigation
- Environmental Science: 40
- Science: 50
- Social Science: 70
- Agriculture: 80
- Biology: 90
- Development Studies: 80
- Geography: 70

Adaptation
- Environmental Science: 50
- Science: 40
- Social Science: 90
- Agriculture: 80
- Biology: 90
- Development Studies: 90
- Geography: 80

Knowledge and Understanding
- Environmental Science: 80
- Science: 90
- Social Science: 70
- Agriculture: 80
- Biology: 90
- Development Studies: 80
- Geography: 80
Cultural, social, environmental and economic realities to be taken to the classroom

Vaioleti, 2011
Kaitiaki - guardians

• Koro – Am I a Kaitiaki?
  Grandad – Am I a Guardian?
• Intergenerational Plans of Sustainability
Pluck the shoot
Pluck the shoot of the flax
Where is the bellbird singing?
I will ask it
What is the most important thing in the world?
The reply
The most important thing
Is people
Is people
Is people!
References


