



Cambridge Assessment
International Education

Climate education

Education for global citizens: global perspectives and local solutions

Christine Özden

Global Director, Climate Education

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We'll think about...

Climate education

- ▶ How do you feel about it?
- ▶ Why does it matter?
- ▶ What is it?
- ▶ Where is it?



Climate education: how does it feel?



The overview effect



Climate education: why it matters



Global survey findings: March 2020



Globally, more than a quarter of all the students who responded to the survey said **climate change is the biggest issue facing the world today**. It topped the poll in three-quarters of countries surveyed – the highest number of students opting for this were in Spain, the UK, New Zealand and the US

- ▶ **Spain** 46 per cent students
- ▶ **UK** 45 per cent of students
- ▶ **New Zealand** 44 per cent of students
- ▶ **US** 39 per cent of students

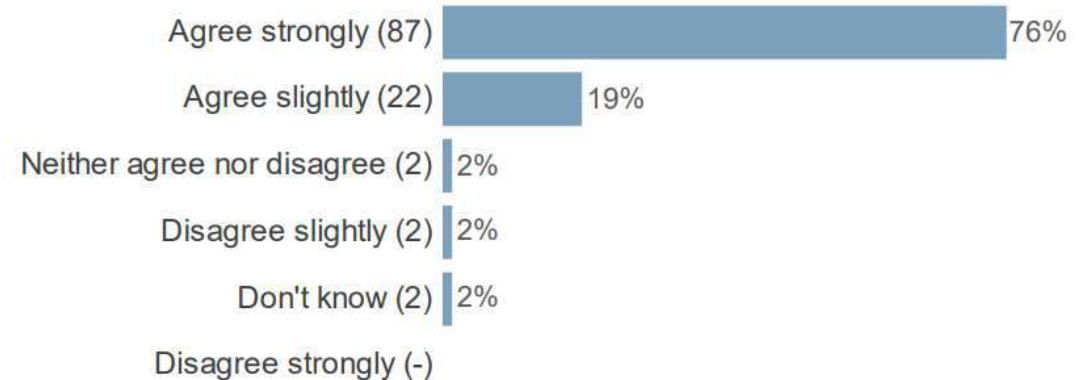


Global survey findings: December 2022

Biggest issues facing the world today:

1. Poverty / economic inequality
2. Climate change
3. Political instability and war
4. Lack of basic education
5. Negative impact of technology.

**Please indicate to what extent you agree or disagree with each of the following statements.
(As educators, we have a responsibility to be part of the solution to the climate crisis)**



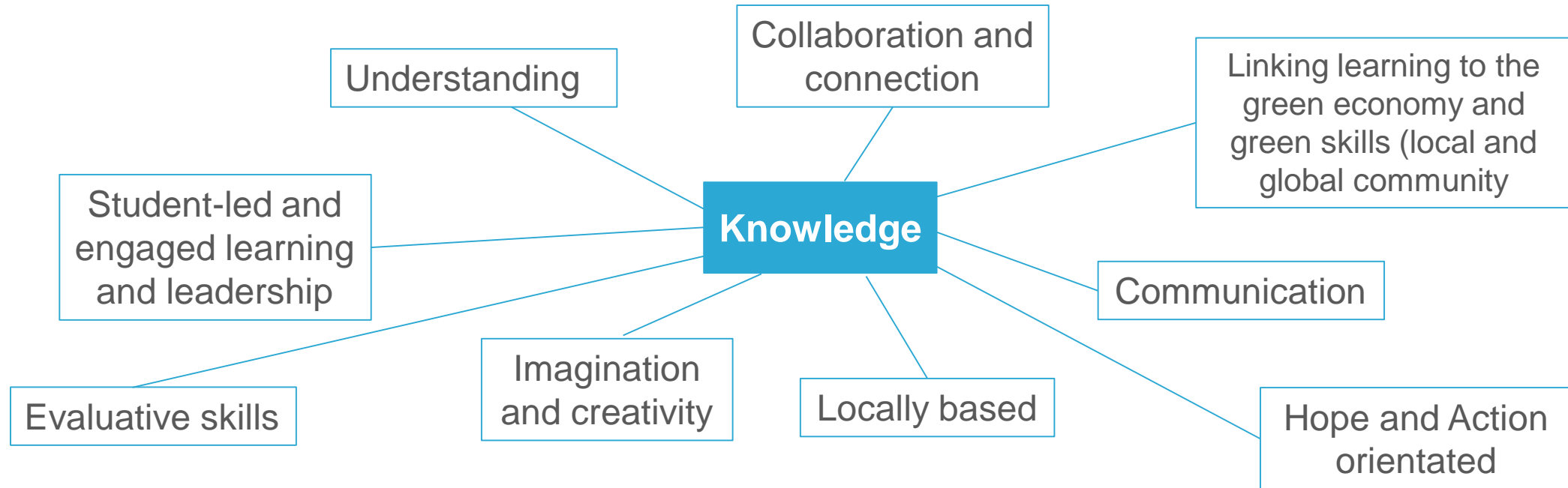
Climate education: what is it?



Not a mammoth global Issue?



A mammoth global opportunity



Climate education: where to look



Cambridge learner attributes – a very clear feature of holistic climate education



The University of Cambridge – a unique dialogue

The geography convocation

- ▶ A unique opportunity to draw on climate and sustainability knowledge and research to directly input into the development of curriculum, teaching and learning and assessment
- ▶ Impact for students, teachers, academic institutions and communities.



Climate change and sustainability at Cambridge Primary and Lower Secondary – we've made the connections



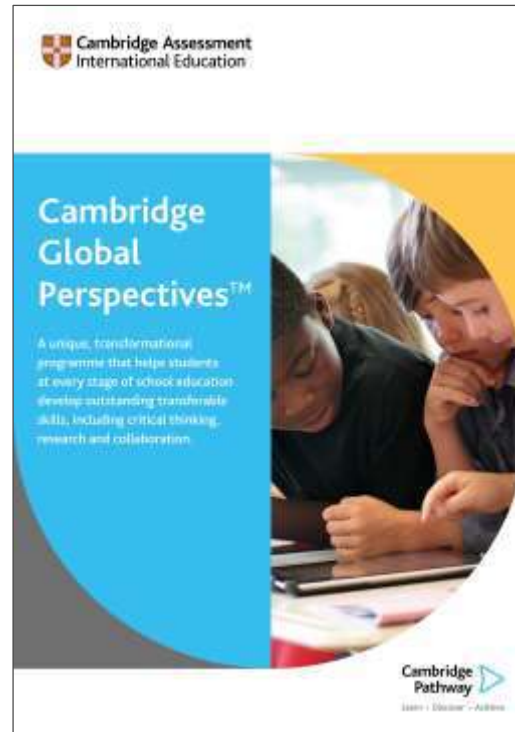
Our science and Global Perspectives syllabuses are mapped to the United Nations Sustainable Development Goals.



Global issues with local perspectives = Global Perspectives

Provides teachers with a structured framework teaching global topics such as climate change and sustainability.

- Designed to be delivered in collaboration with other subjects and teachers
- Opportunities for creating links to geography and other subjects where climate knowledge is taught.
- Examples of how projects and lessons can be linked to the UN Sustainable Development Goals
- Downloadable and adaptable resources.



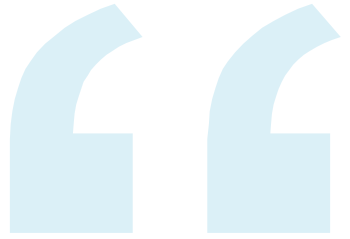
CLASS:	Global Perspectives Stage 4
DATE:	Week 2 of the 5-week Challenge: Making peace
Topic:	Family, friends, community and culture
Challenge activity:	What causes arguments or conflicts between people?
GP learning objectives from Challenge:	<ul style="list-style-type: none">• Communication: 34Cm.02 Listen to others in class discussions and respond with relevant ideas and questions.• Analysis: 34A.01 Recognise that people think different things about an issue.• Analysis: 34A.02 Talk about simple causes of personal actions and consequences on others.
UN Sustainable Development Goal and learning objectives:	Sustainable Development Goal 16: Peace, Justice and Strong Institutions <ul style="list-style-type: none">• The learner understands concepts of justice, inclusion and peace and their relationship to law.• The learner is able to reflect on their role in issues of peace, justice, inclusion and strong institutions.
Lesson focus / success criteria:	The focus of this lesson is on causes and consequences of conflict between people. Success criteria: <ul style="list-style-type: none">• I can express opinions about what is fair treatment and unfair treatment.• I can describe consequences of disagreement and some actions that can help resolve disagreement, as well as some actions that maintain unfair situations.• I can demonstrate an appreciation of other people's views and perspectives.

Global community

We believe one of the benefits of being a Cambridge school is belonging to a worldwide education community. Nearly a million learners from 10 000 schools in 160 countries are currently preparing for their future with our programmes and qualifications.



The Cambridge global community



**Connect with people visibly and loudly...
... believe in human ingenuity and
human innovative capacity that takes us
to a solution**

Think global, act local

**Christiana Figueres, Executive Secretary of the
UN Framework Convention on Climate Changes
2010-16**



Thank you

