



School Climate Assemblies: empowering youngsters to co-create more sustainable futures

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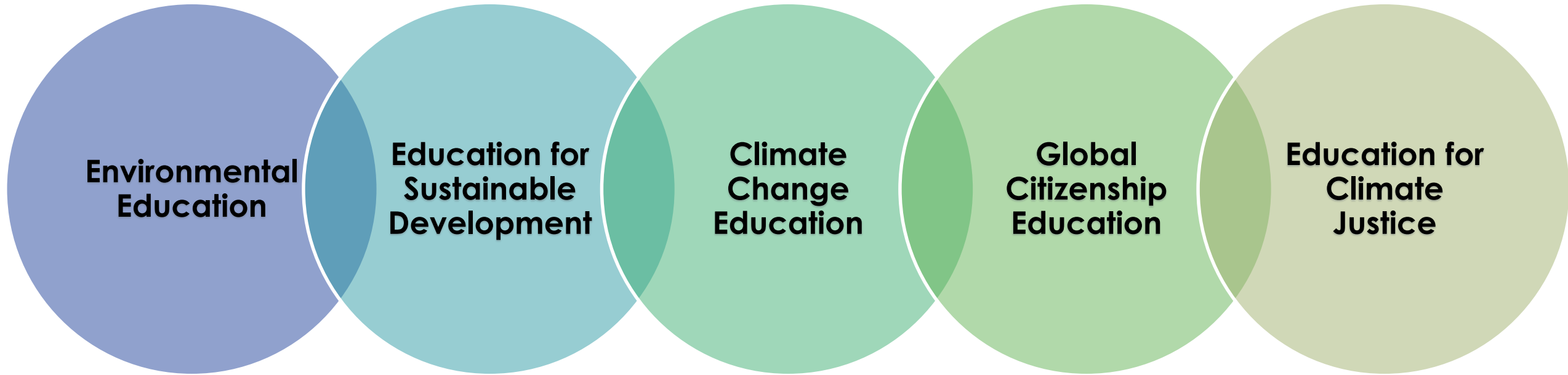
World Sustainability Conference 3.0

12th November 2022



WORLD SUSTAINABILITY CONFERENCE

Introduction



Knowledge, attitudes, values, behaviours and lifestyles required for a **sustainable future** and **positive social transformation**

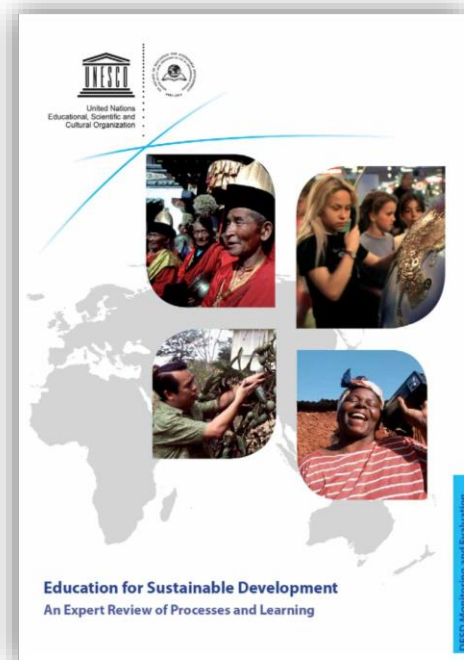


Education for Sustainable Development

Key processes and learning towards ESD

(Tilbury, 2011, p.7)

- Processes of **collaboration and dialogue** (including multi-stakeholder and intercultural dialogue)
- processes which engage the **'whole system'**
- processes which **innovate curriculum** as well as teaching and learning experiences
- processes of **active and participatory learning**



Trends in teaching and learning for sustainability

- Call for **more hybrid and engaged pedagogies** involving multiple actors, stakeholders and voices
- Creation of **open and transdisciplinary learning spaces**
- Building **bridges between formal, non-formal and informal learning** – social spaces to confront diversity of values and ideas



EMPOCLIM PROJECT: Empowering the educational community to adapt to Climate change

- Project financed by **Diputació de Tarragona and Universitat Rovira i Virgili** (01/06/2021 to 31/03/2022)
- Offer educational communities **greater involvement and active participation** in research on 2 Sustainable Development Goals (SDG 7-Clean and Affordable Energy and 13-Climate Action) through the creation and piloting of **school climate assemblies in 5 Secondary Education Schools of Camp de Tarragona**

What is a CLIMATE ASSEMBLY?



An **innovative democratic process to learn, deliberate, make informed decisions and find solutions to tackle climate change and promote local and regional sustainability.**

OBJECTIVES



Active participation, collaboration and empowerment of young people



Jointly define challenges/problems and actions for sustainability at local and regional levels

METHODOLOGY

STEP 1

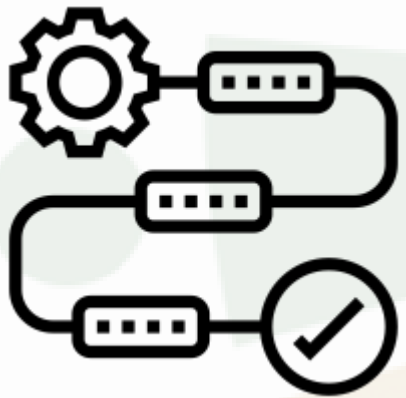
- **CONCEPTUAL MAP**
- Identify socio-environmental challenges/problems and actions in working groups: **WATER, AIR, TOURISM, ENERGY**

STEP 2

- **DECALOGUE 10 ACTIONS**
- Each working group selects 10 actions per area
- Group sharing and presentation (step 1 and step 2)

STEP 3

- **INDIVIDUAL PRIORITIZATION**
- Individually, choose 3 top actions



METHODOLOGY



WATER



AIR

**4 Working groups
4 Topics**

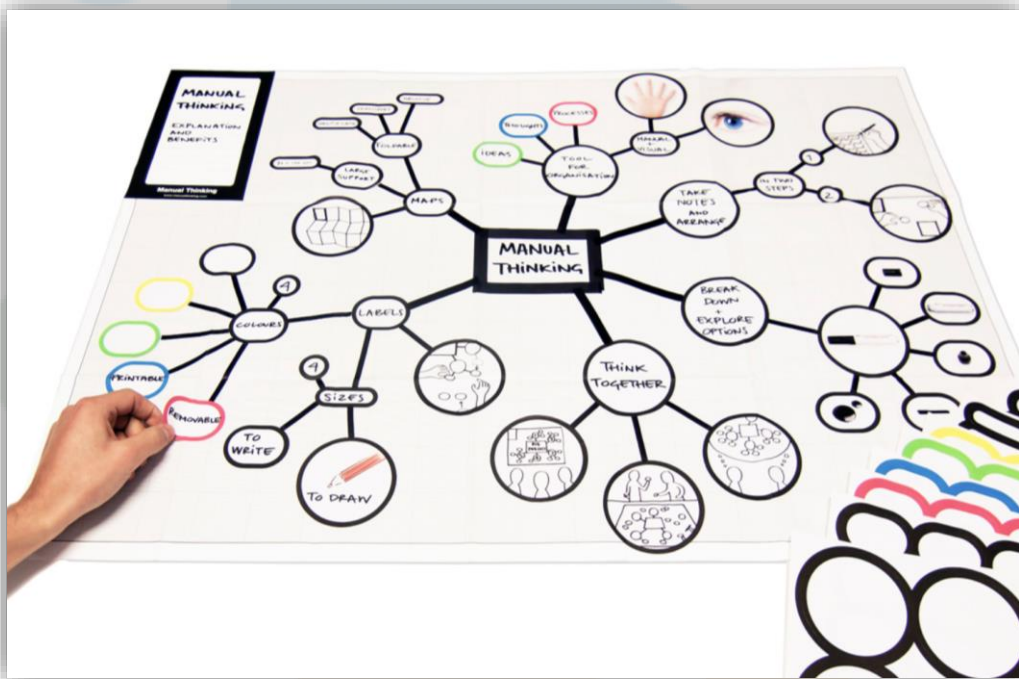


ENERGY



TOURISM

STEP 1 – CONCEPTUAL MAP



- We are in subgroups. A group for each area: **WATER, AIR, ENERGY, TOURISM...**

- Create a **conceptual map**:

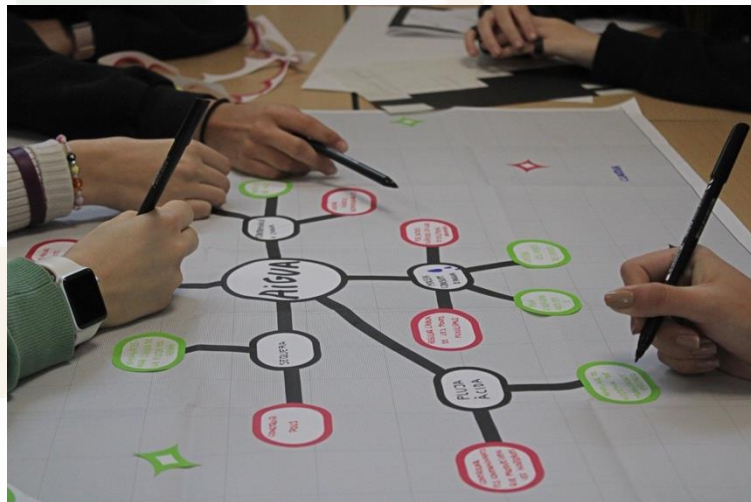
➤ Identify the challenges or problems you think we have in the neighborhood, municipality, county, province,...

➤ **WHAT SHOULD BE DONE?**
Propose **actions** to address the problems. They can be at **different levels**, for example:

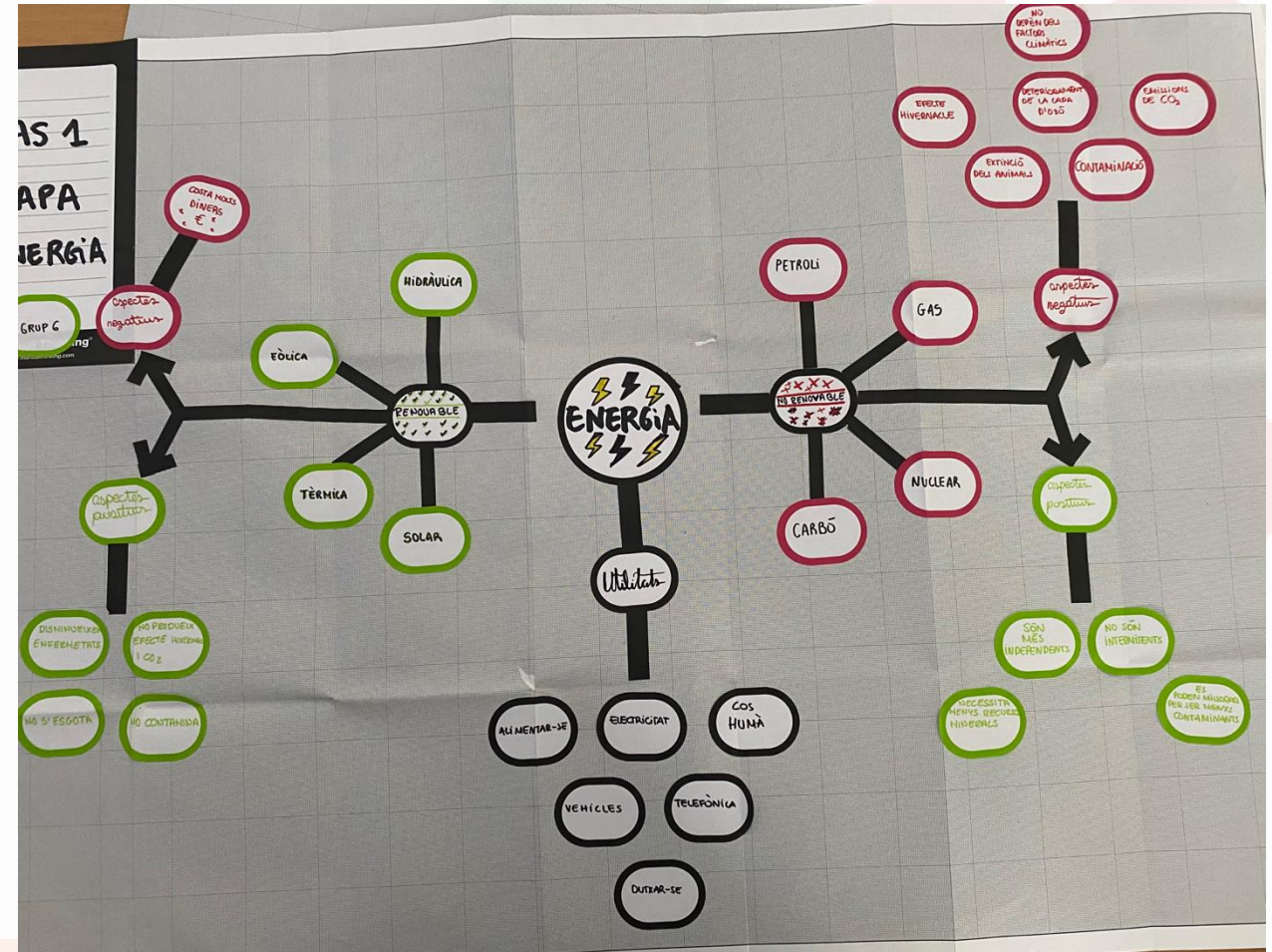
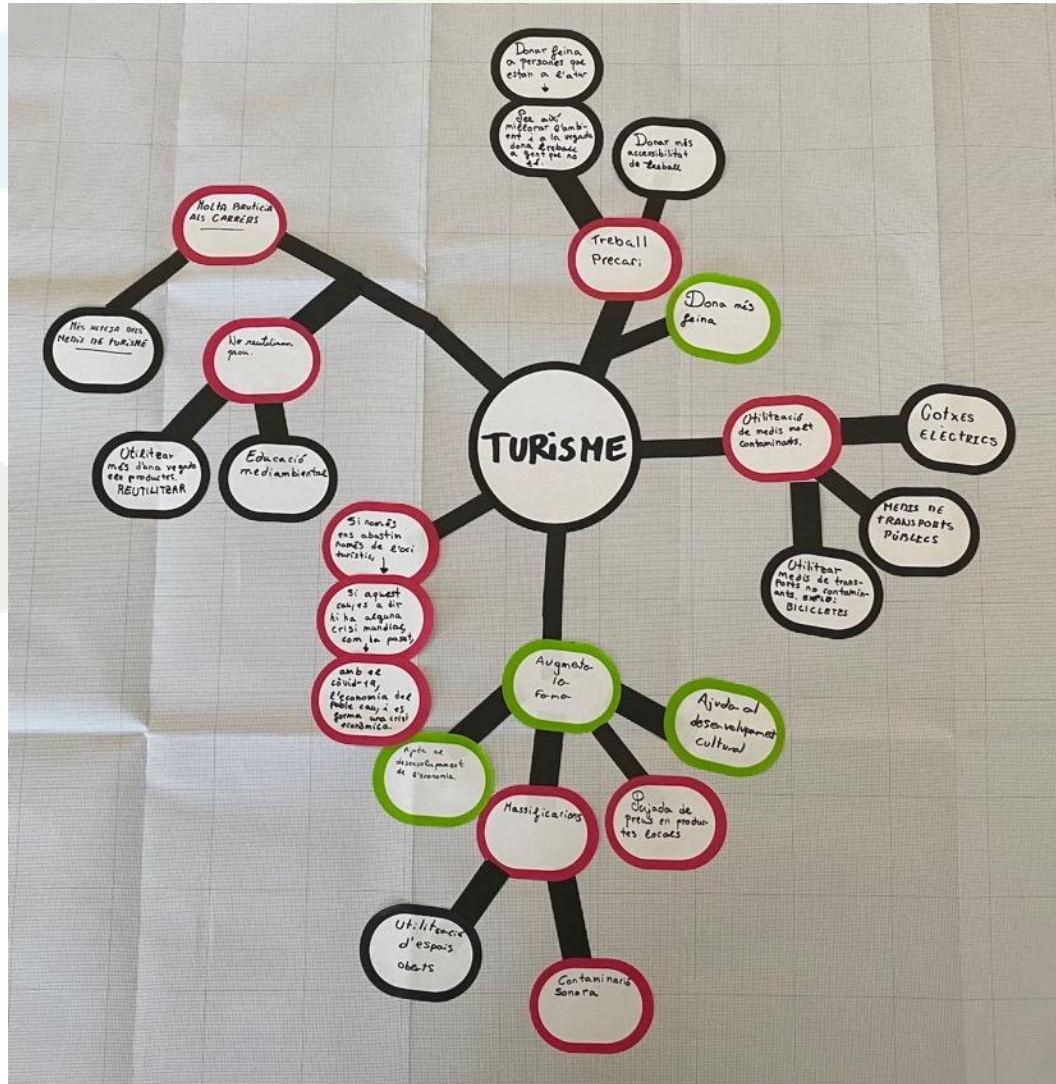


- ❖ Individual
- ❖ School, high school
- ❖ Neighbourhood, town/city
- ❖ Regional

STEP 1 – CONCEPTUAL MAP



STEP 1 – CONCEPTUAL MAP



STEP 2 – DECALOGUE – 10 ACTIONS



- Select and group discussion and consensus on **10 priority actions** that should be carried out
- Draw up a decalogue with the 10 actions chosen by the group
- Group sharing and presentations

STEP 2 – DECALOGUE – 10 ACTIONS

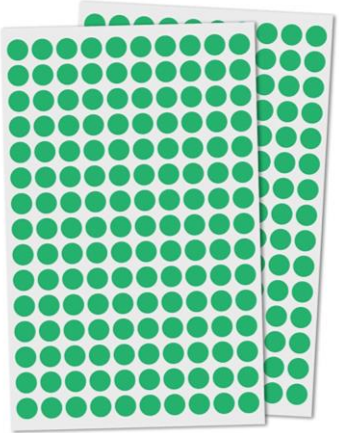


STEP 3 - PRIORISATION

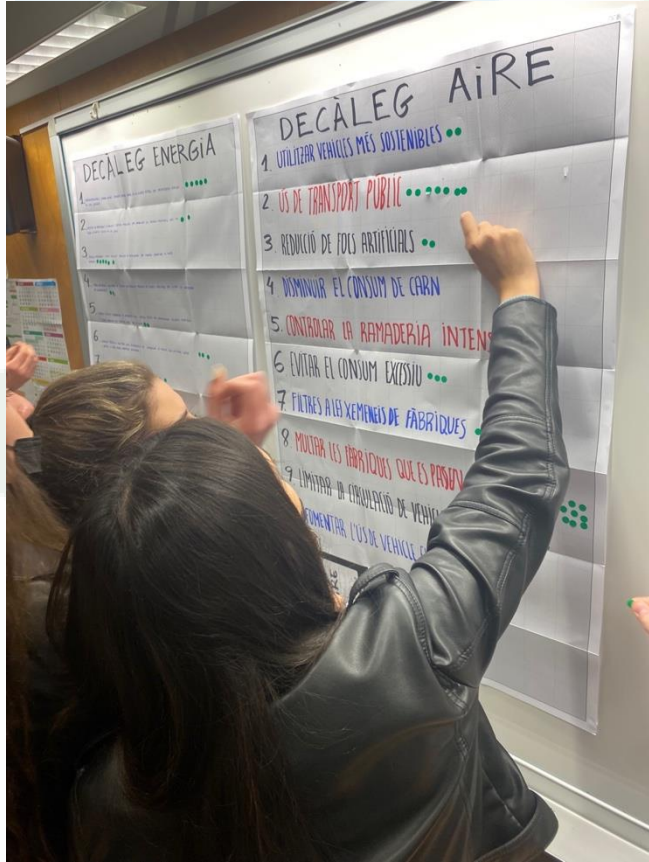
4 posters (1 for each topic) with the 10 actions selected by each working group

Each person has 12 stickers (3 votes per poster)

Students circulate through the space to do their individual prioritization - 3 actions per area/topic:
WATER, **AIR**, **ENERGY**, and **TOURISM...**



STEP 3 - PRIORISATION





Action plan and political recommendations to achieve the 2 SDGs at local and regional level:

- Based on the analysis and grouping of more than **700 actions proposed by the 586 participating students**
- Based on the triangulation and joint analysis of the 5 most voted actions in each area/topic and by each group class – **WATER, AIR, ENERGY AND TOURISM**
- Political recommendations and actions grouped by emerging themes sent to policy makers
- Positive student and teacher satisfaction with the school climate assemblies





Energy efficiency and renewable energies

Improve the environmental management industries

Sustainable mobility (public transport, electric cars, bike lanes,...)

Reduce, recycle and reuse and responsible consumption

Management, saving and efficient use of water

Natural spaces and green areas (preservation, improvement, expansion)

Stricter regulations on sustainability

Sustainable tourism

Environmental education + awareness + volunteering



**We cannot build a future we cannot
imagine**

David Elgin (1991, p.77) *Creating a sustainable future.*

**Many thanks for your
attention**

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