

VIE/BNE

Report on ANGEL MeeTEing Point: S-Cool-Links – Uniting teachers for climate change, 14. April 2023

This report gives the summary on the webinar held as part of the Academic Network on Global Education & Learning (ANGEL) on the theme, “Uniting teachers for climate change”. The meeting had been organised within the framework of the Academic Network on Global Education & Learning (ANGEL) MeeTEing Point that shapes online series of ANGEL’s Special Interest Group (SIG) on Teacher Education. SIG is interested on topics related to Global Education and Learning wherein space is provided for members to share their work and expertise in an informal way. In the sections that follow, I first give the highlights on the presentation on climate change through the platform of teachers. This is followed by the discussion points that emerged during the question and answer session.

Uniting teachers for climate action:

Presented by Asmita Rajaram, Education Advisor for S-Cool-Links program, VVOB, Belgium: S-Cool-Links program, an interactive platform for teachers, run by VVOB – education for development, Belgium, which is a non-profit organization is interested in climate change education. For this, it connects teachers worldwide who wish to take climate education to their classrooms and hosts a global teacher community of practice. It has as aim to enhance teacher professional development in the area of climate change education through peer learning and project-based learning. S-Coll-Link embarks on the conviction that the response to global crisis requires global perspectives. By providing the space for teachers from different parts of the world to bring in their experiences, indigenous knowledge and reflections from their local context, widens and add value to the wider global school climate action.

Through the S-Cool-Links program, teachers and school leaders from the Global North and Global South are connected through three methodological pillars, namely; peer learning, community of practice and project-based learning. The success story on climate action within this platform is registered from

teachers in six countries, comprising South Africa, Brazil, Bolivia, Belgium, India and Cambodia. The resource series for teachers on climate change education and support information can be accessed through the link www.s-cool-links.org. This is helpful for both in-service and pre-service teachers even though the program for now focuses on in-service teachers.

Discussion points

Given the relevance and successes registered by teachers for climate action, the discussion points were connected to future perspectives in two parts, practice and research. In regard to practice, given the challenge of inflexible and fixed curriculum in some countries, reflections on a variety of pathways for climate action in schools were suggested to be necessary in ushering a shared understanding of the global response to climate change and carbon footprint. On the aspect of research, the necessity to conduct research especially about the processes of teachers experiences in climate action was underlined. Furthermore, research that gives the visibility of the decolonization of knowledge production on climate change could be interesting especially given that the experiences vary between schools in the Global North and those in the Global South.

This webinar was facilitated by the co-conveners of ANGEL SIG on Teacher Education, viz: Mónica Lourenço (University of Aveiro, Portugal), Ben Mallon (Dublin City University, Ireland) and Qudisia Kalsoom (University of Dundee, UK). The meeting was concluded with the announcement of the upcoming SIG webinar slated for June 2023 on the theme, “Global Education for a Just, Peaceful and Sustainable World”.

Frederick F. Njobati

doi.org/10.31244/zep.2023.03.08