Creating an international Centre for Climate Change Education

David Wilgenbus, Foundation La main à la pâte

AEMASE III - A way towards International Science Centres

Paris, October 3rd-4th, 2017

04/10/2017
Paris 2015 Agreement

Article 12

Parties shall cooperate in taking measures, as appropriate, to enhance climate change education, training, public awareness, public participation and public access to information, recognizing the importance of these steps with respect to enhancing actions under this Agreement.
La main à pâte and climate change in numbers

→ 4 large scale pedagogical projects in 10 years

→ 40,000 classes involved (primary and secondary schools)

→ 1 million pupils

→ Average time spent in each class: **12 hours**

→ 14,000 teachers trained

→ High level of satisfaction (> **90%**)

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Priorities for an international initiative

→ Targets
  • Teachers
  • 9-15 yo students
  • Developing and developed countries

→ High quality pedagogical resources

→ Professional development of teachers
Originality

→ Involvement of scientific community (IPCC, science Academies…)
  • Expertise
  • Network
  • IPCC Reports
  • Communication

→ Active pedagogy

→ Multilingual, opensource

→ Coordination

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A prefiguration study (April – Sept. 2017)

Resources

→ IPCC  ➔  Summary and tools for teachers
  • Scientific documentation
  • Pedagogical progressions
  • Turn-key class protocols
  • Participative science
  • Testimonies
  • Simulators
  • Serious games

→ Global / regional / local

→ multilingual + opensource
Professional development

→ Local teachers’ training sessions
  • By local partners

→ Distant training sessions
  • By the Center + local partners

→ International events
  • COP side events
  • Symposiums
  • Summer schools…
Operational structure

→ One Center
  • 6 persons
  • Located in Paris
  • A Foundation created by: La main à la pâte & IPSL
  • Private and public funds
  • Budget: 850 k€/yr

→ One International network
  • Institutions
  • NGOs

→ First step: 18 countries

→ Progressive extension
## First Network

<table>
<thead>
<tr>
<th>Region</th>
<th>Country</th>
<th>Partners in 2018/2019</th>
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<tbody>
<tr>
<td>Africa</td>
<td>Mauritius</td>
<td>Mauritius Institute of Education</td>
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<td>Madagascar</td>
<td>Association «Écoles du monde»</td>
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<td>Morocco</td>
<td>École Normale Supérieure de Casablanca</td>
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<td>South Africa</td>
<td>Centre AIMS de Capetown / Muizenberg</td>
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<td>Tunisia</td>
<td>Institut supérieur de l'éducation et de la formation continue</td>
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<td>America</td>
<td>Canada (Québec)</td>
<td>Pôle régional pour l’enseignement de la science et de la technologie</td>
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<td>Chile</td>
<td>Pontificia Universidad Católica de Chile</td>
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<td>Thailand</td>
<td>National Science and Technology Fair</td>
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<td>Europe</td>
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<td>Centre International de Recherche sur l’Environnement et le Développement</td>
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<td>Foundation La main à la pâte and its Maisons pour la science network</td>
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<td>Museum National d’Histoire Naturelle</td>
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<td>Potsdam Institute for Climate Impact Research</td>
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<td>International Science, Technology and Innovation Centre for South-South Cooperation (Unesco-ISTIC)</td>
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<td>IPCC Working Group I - Technical Support Unit</td>
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Timeline

→ 2018
  • Feb.: creation of the Center
  • Oct.: kickoff meeting

→ 2019-2022
  • Resource production (IPCC reports on 1.5°C/ocean/cryosphere/land use)
  • Professional development
  • Communication
  • Annual meeting / Big Events
  • Progressive extension

→ 2022
  • 6th IPCC report
  • Assessment
Conclusion

Key issues for an effective global initiative on climate change education:

→ Inquiry-based science education

→ High quality educational resources

→ Teacher training and field-accompaniment

→ Ambitious communication

→ Help of the scientific community

→ Coordination + network culture
Contact

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