



NEWSLETTER BY CLIMADEMY - ISSUE 5 / MAR 2025



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NEWSLETTER
BY CLIMADEMY
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OUR MESSAGE

The first quarter of 2025 marks the final stretch of our program. During this period, CLIMADEMY organized several international events that provided a platform for productive discussions about best practices in climate change education among the participating teachers at the four European hubs. This newsletter highlights three of these events: the Spring School in Bologna, the spring training for pre-service teachers at the Finokalia Hub in Greece in 2025, and the CLIMADEMY Final Conference, which will be held alongside the Finnish Teacher Climate Change Conference in Hyytiälä, Finland. Stay up to date on our future activities on the CLIMADEMY website, supported by the CLAUDI platform, which connects people and hosts virtual and hybrid events. The platform also serves as a repository for support materials for teaching climate change.





SPRING SCHOOL IN ITALY



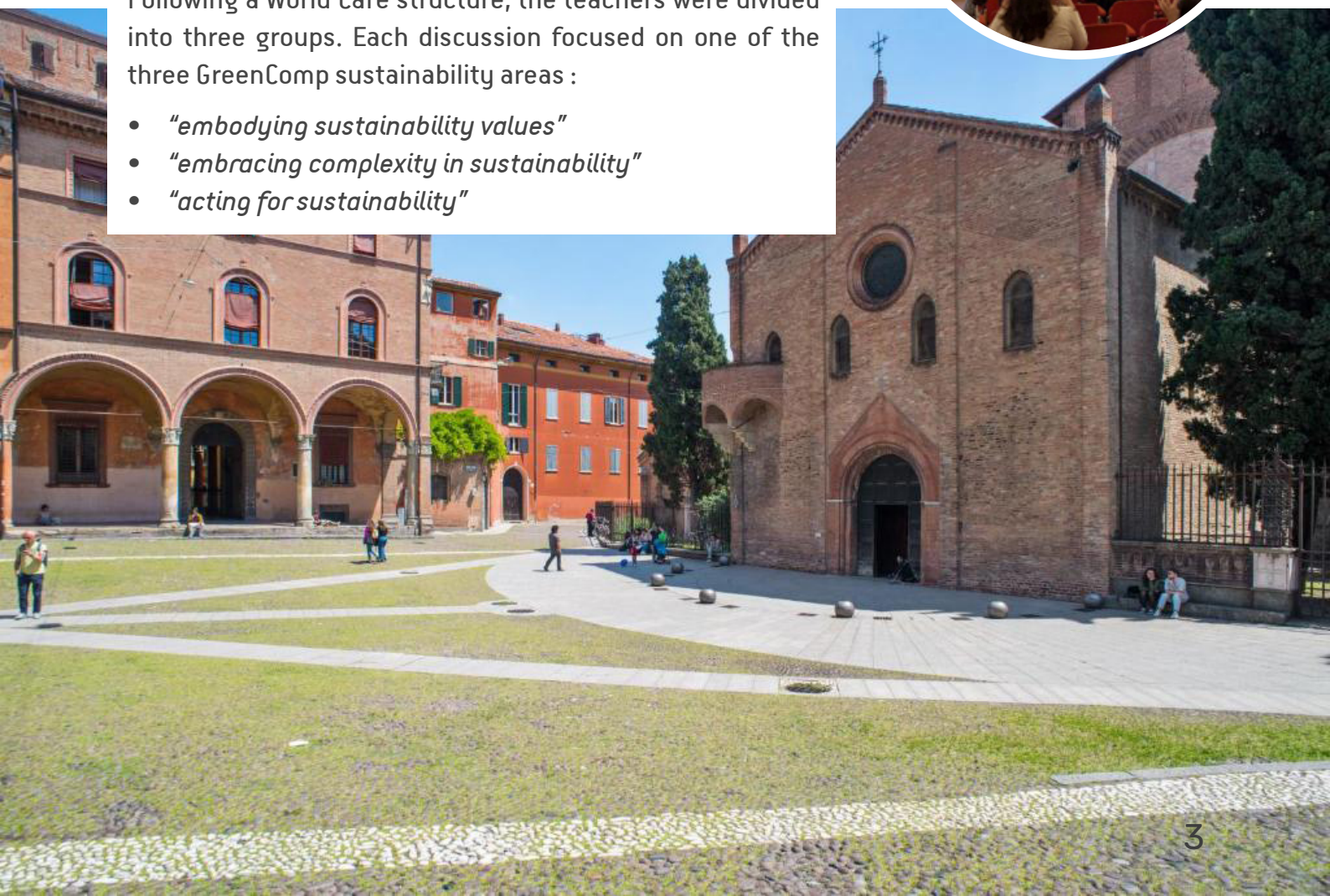
The ESERA SIG8 meeting took place at the historic San Giovanni in Monte complex, in February 2025. During the meeting that focused on future-oriented science education, the Italian hub organized activities for the Climademy project. Three workshops took place during this event:



Exploration of the role of futures competences in relation to the other GreenComp sustainability areas

Following a World Café structure, the teachers were divided into three groups. Each discussion focused on one of the three GreenComp sustainability areas :

- *"embodying sustainability values"*
- *"embracing complexity in sustainability"*
- *"acting for sustainability"*





Presentation of CLIMADEMY-related activities

Four presentations were made on the experiences of each hub and partner with implementing CLIMADEMY-related educational materials, activities, and approaches. The Greek hub presented on the implementation of materials, and the Finnish hub discussed teachers' reactions to the activities and CLIMADEMY-related events. The Italian hub presented a parallel course created by a school that implemented the CLIMADEMY project. This course follows CLIMADEMY's ideas and rationale.

A participant from the University of São Paulo discussed the importance of implementing interdisciplinary and intercultural programs to address sustainability and climate change from a non-Eurocentric perspective.



Panel discussion on the role of CLIMADEMY's competence framework in the classroom

Juliana Friedrichsen, and other members of the Italian hub, led this workshop. The goal was to collect statements from the teachers about possible ways to address climate change in the classrooms. Teachers were asked two questions: "what can I do as a teacher" or "what do I need as a teacher". Specific subgroups were formed to discuss these topics.



CLIMADEMY FINAL CONFERENCE IN FINLAND



From March 31 to April 3, 2025, the CLIMAtE Change Teachers' ACADEMY (CLIMADEMY) conference took place jointly with the Teachers' Climate Change Forum (TCCF) at the Hyytiälä Forest Station in Finland. Organized by the CLIMADEMY consortium in partnership with the LUMA Centre, this hybrid conference provided teachers, educators, and researchers dedicated to advancing climate education with a valuable opportunity to meet, exchange ideas and visit the SMEAR station for those participating with physical presence.

The CLIMADEMY Conference and TCCF 2025 aimed to bring together education professionals, researchers and stakeholders, who are passionate about integrating climate science and sustainability into the curriculum. During the four-day conference, participants engaged in workshops,

interactive sessions, keynote speeches, and research presentations focused on developing essential competencies for effective climate change education in schools and communities.

The CLIMADEMY conference was organized by the CLIMADEMY consortium and hosted locally by the Finnish hub at the University of Helsinki in collaboration with the LUMA Center Finland at the Hyytiälä forest station. Plenary sessions were recorded and made available to registered users on CLAUDI.

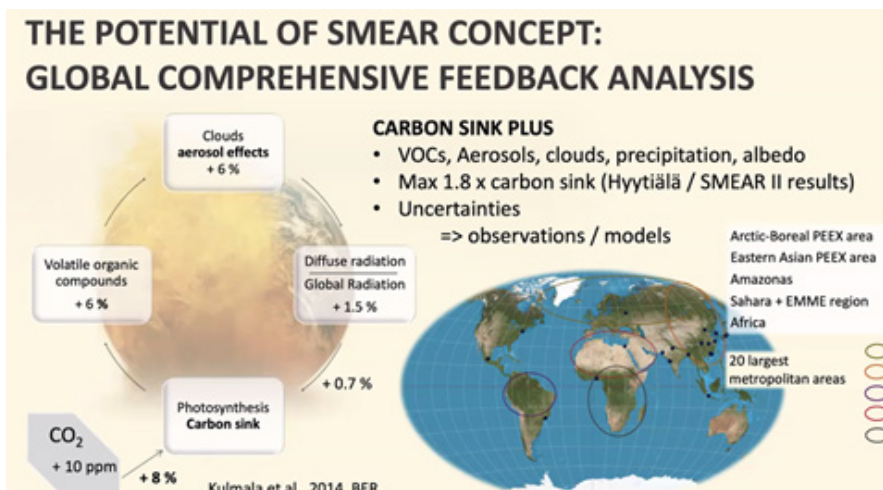
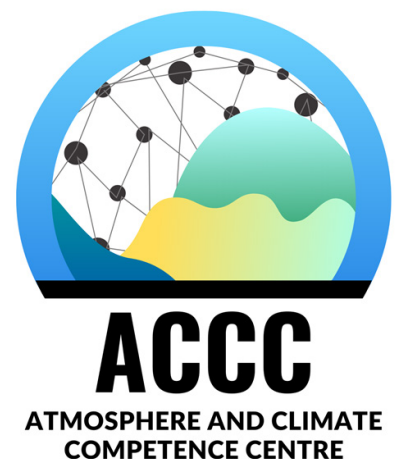
The current status of climate change education in different countries, particularly in Finland, was presented. The concept and aim of CLIMADEMY and the LUMA Center, which is organizing the Teachers' Climate Change Forum, were also discussed.



The LUMA Centre Finland is a network of Finnish universities that promotes science education for children and youth. It has 13 national hubs, and its activities attract participants from over 50 countries.

The Teachers Climate Change Forum has been co-organized by INAR and LUMA since 2016. The Climademy conference was attended by the new director, Jan Lundell; the former director, Maija Aksela; and the coordinator, Topias Ikävalko. <https://www.luma.fi/en/>

Professor Kulmala discussed the necessity and usefulness of global, long-term, comprehensive observations, such as those conducted at SMEAR stations, to document and comprehend environmental and climate changes. He also described ACCC's [Atmosphere and Climate Competence Center] vision of transitioning from deep understanding to practical solutions.





GreenComp



Competence areas



**EMBODYING
SUSTAINABILITY
VALUES**



**EMBRACING
COMPLEXITY
IN SUSTAINABILITY**



**ENVISIONING
SUSTAINABLE
FUTURES**



**ACTING
FOR
SUSTAINABILITY**

The GreenComp and CLIMADEMY competence models have been presented and discussed. They span from value building to scientific inquiry, envisioning, and action.

The joint conference program was structured around four key themes, reflecting CLIMADEMY's pedagogical model and its approach to integrating scientific knowledge into education:

- 1) Classroom implementations and assessment;
- 2) Best practices in teacher education and community of learners;
- 3) Tools and activities for climate change education;
- 4) Stories and narratives of institutional change and open-schooling

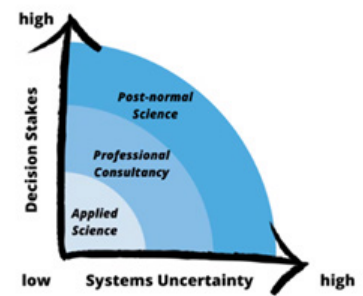


Contributions that focus on empowering students to adopt sustainable values essential for climate action, navigate complexity, foster systems thinking, and bridge the gap between knowledge and action, were invited. Contributions were in the form of posters, oral presentations, or workshops. All contributions were evidence-based and covered topics such as research, teacher education practices, and climate change education in formal and non-formal settings and teaching strategies in upper secondary education.



During the discussion, the importance of accounting for the system's complexity and developing probabilistic thinking, while the importance of building on basic science was emphasized. However, when "facts [are] uncertain, values in dispute, stakes high and decisions urgent", conditions often present in policy-relevant research Post-Normal Science (PNS) is an appropriate problem solving strategy (Funtowicz and Ravetz, 1993; wikipedia).

For each area, the participants described how their contribution aligns with the development of CLIMADEMY competences along the following four dimensions:



The distinction between the different nature of science according the decision stakes and the systems uncertainties (Funtowicz & Ravetz, 1993).

- 1. Values Building.** Considering values and attitudes right from the start is seen as a base for building interest, motivation, and expertise on the topic of climate change. Values building can be also oriented to prioritize the choice of the concepts, and their action to climate supported by education.
- 2. Scientific Inquiring.** Scientific inquiring builds the basic understanding of climate change as a scientific phenomenon. Scientific tools such as critical thinking, systems thinking, and problem framing are needed to get a big picture and coherent understanding of casualties related to climate change. How climate data and the scientific aspects of climate have been used to support teachers on their teaching practices and enhance pupils' knowledge of climate science was discussed.
- 3. Envisioning.** To embrace creativity to connect things and find new solutions is another fundamental dimension to produce change. Innovative approaches to climate education practices in different subjects that utilize futures-oriented, creative tools and pedagogical approaches were targeted. Artistic perspectives and gamified learning experiences are only a few examples of tools contributing to acquire such competences.
- 4. Acting.** Knowledge and creativity need to support agency and the development of climate action competences. They include the ability to conduct both individual and collective action for climate change mitigation and adaptation. For climate action, pupils, teachers, the school and its community are the targets for CLIMADEMY.



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