

These slides have been produced to support the

Climate Change and Girls' Education learning unit.

They can only be used with the main resource, which includes full instructions on how to use them with your class and a partner school.



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Foreign, Commonwealth
& Development Office

The Climate Connection

Climate change and girls' education: School resource pack

www.britishcouncil.org/connectingclassrooms



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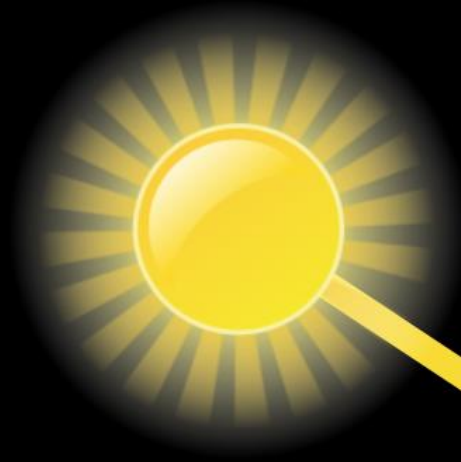
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What is climate change?

Climate Change 2021 The Physical Science Basis
(8 mins 40 secs) IPCC

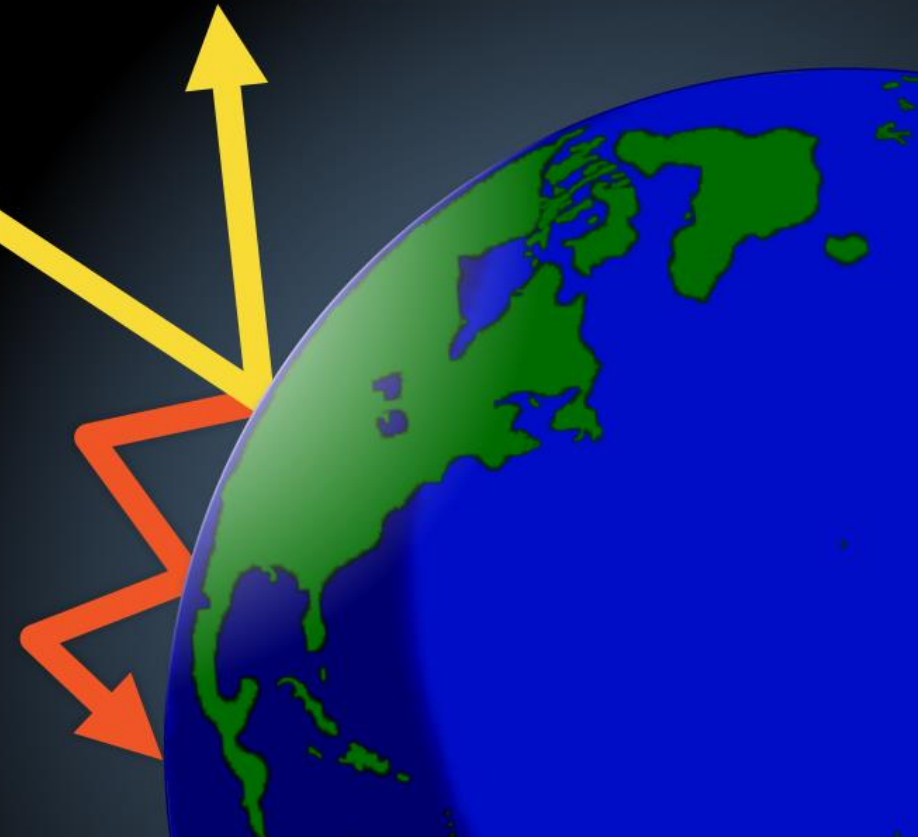
<https://www.youtube.com/watch?v=e7xW1MfXjLA&t=532s>

The Greenhouse Effect



Some sunlight that hits Earth is reflected back into space, while the rest becomes heat

Greenhouse gases prevent heat from escaping into space, warming the planet

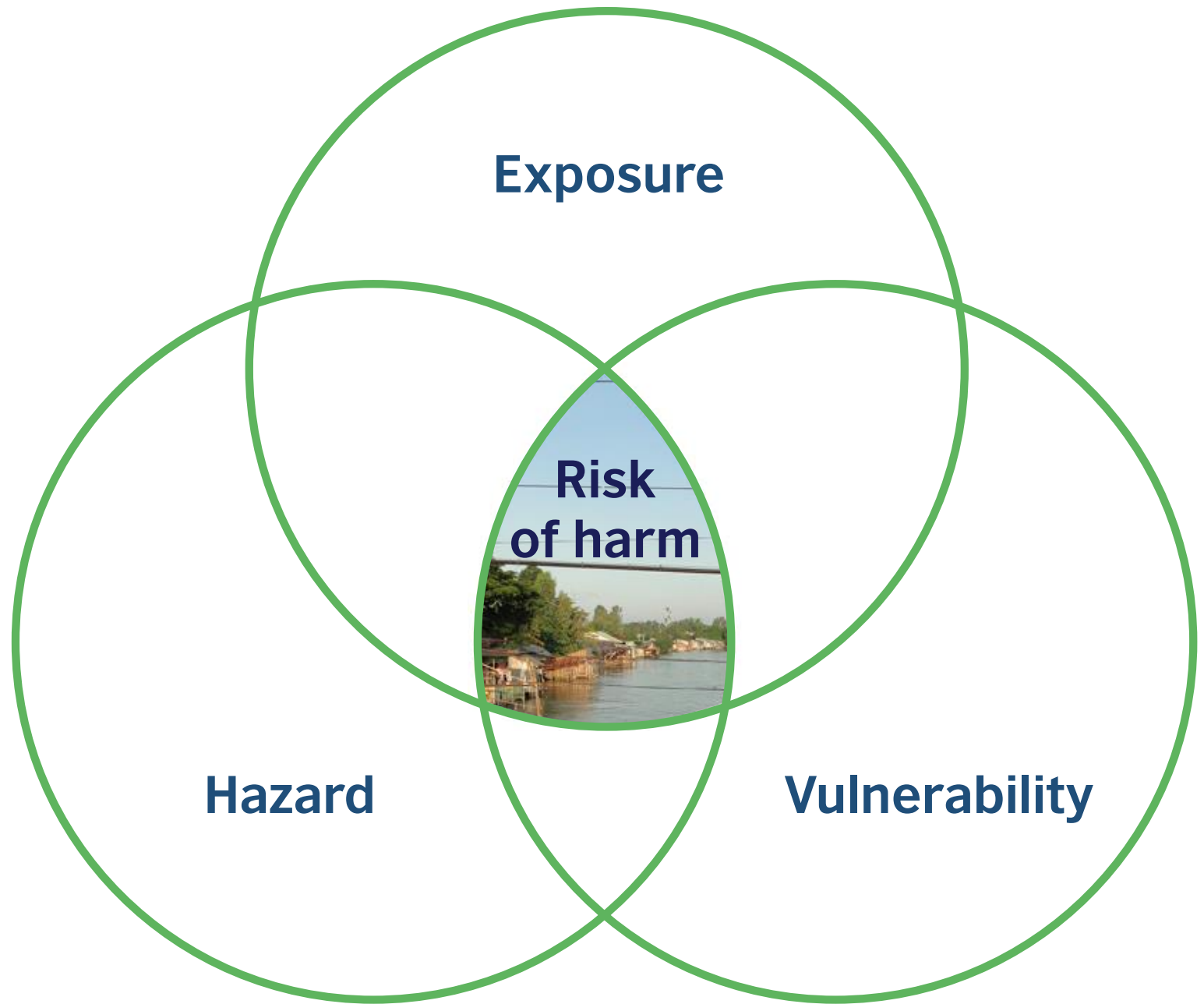


How has the climate changed near you?

Ask older family members to help you complete the table.

What	20 years ago or more	Now
Extreme temperatures (very cold or very hot)		
Extreme rainfall		
Flooding		
Severe storms		

Risk of harm

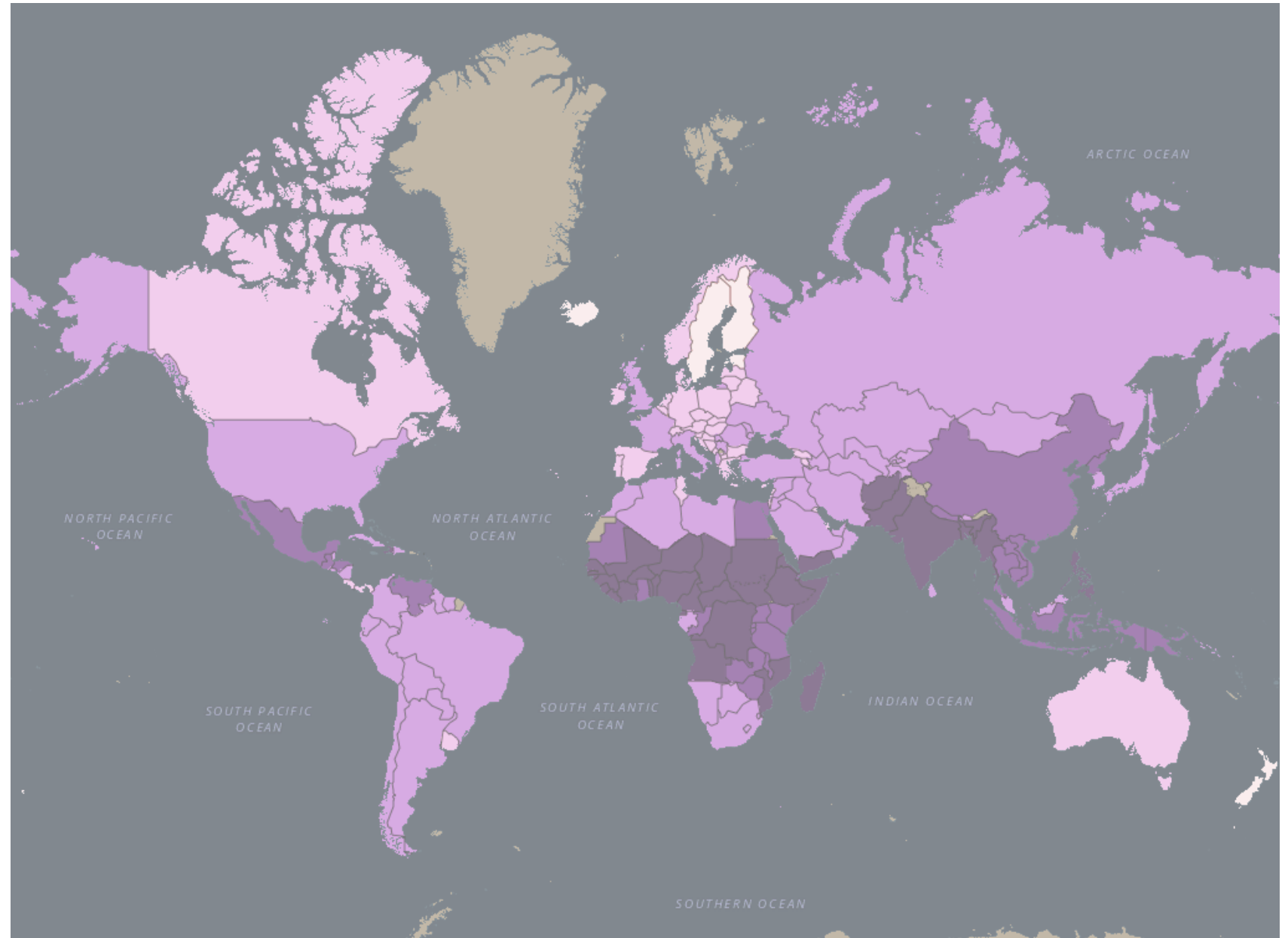


The Children's Climate Risk Index

The darker the colour, the higher the risk of children being affected by climate change.

[Link to interactive map](#)

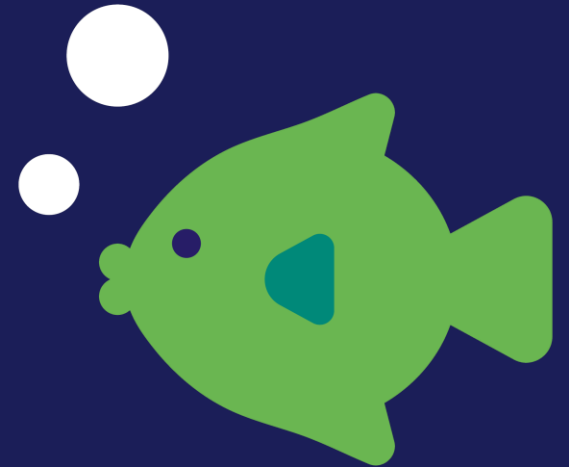
- What patterns do you notice?
- Which parts of the world are most at risk?
- What is the situation like for your country?



How to save our planet

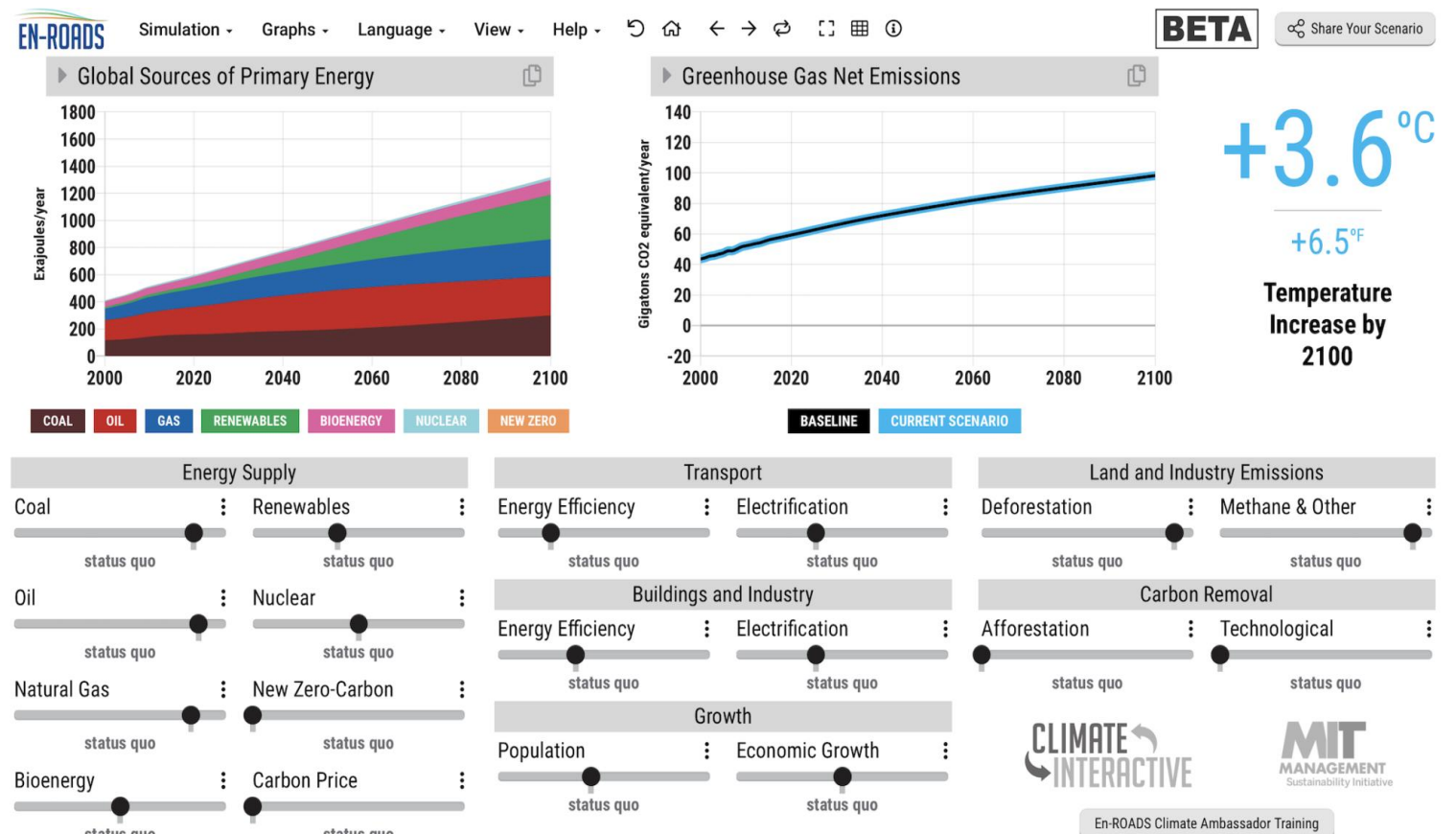
<https://www.ourplanet.com/en/>

(© WWF, Netflix and Silverback Films 8 mins 27 secs)



Climate change solutions simulator

Click on the website link, go to 'The EN-Roads simulator', move the sliders and watch the effects on CO₂ emissions. Go to the 'Help' menu and select 'Related Examples' to understand the sliders better.

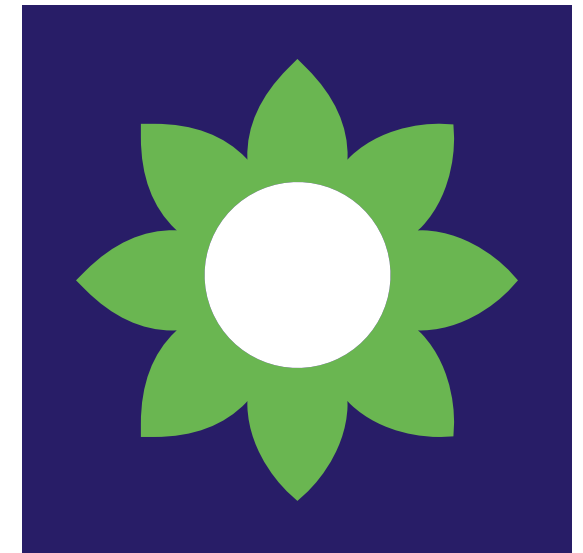


<https://www.climateinteractive.org/>

Climate Justice

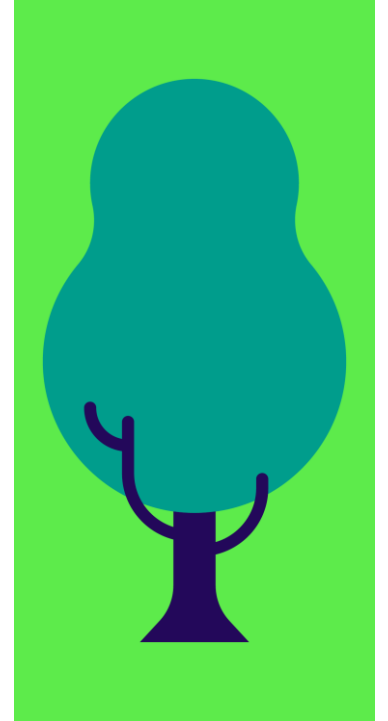
Climate justice links human rights and development to achieve a human-centred approach, safeguarding the rights of the most vulnerable people and sharing the burdens and benefits of climate change and its impacts equitably and fairly.

Those who have most responsibility for greenhouse gas emissions and most capacity to act must cut emissions first. Those who have benefited and still benefit from emissions in the form of on-going economic development and increased wealth, mainly in industrialised countries, have an ethical obligation to share benefits with those who are today suffering from the effects of these emissions, mainly vulnerable people in developing countries.



Climate change – who is most responsible?

- Read through the arguments and look at the slides of the graphs.
- Decide on your position on the agree/disagree line for each argument and record your answer.
- Look through your answers again at the end and adjust them if you need to.
- Read the interpretations on the activity sheet.



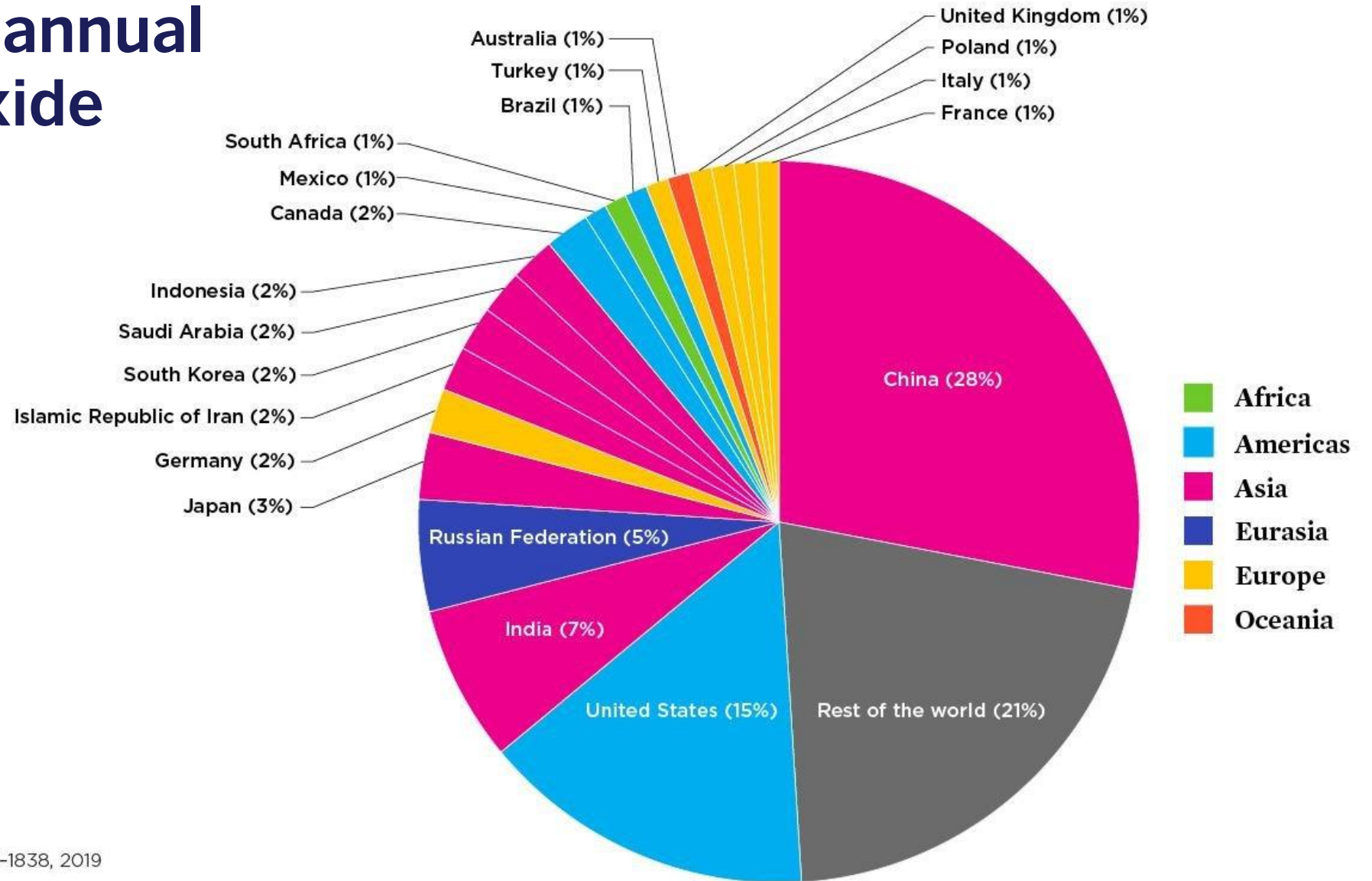
Disagree

Unsure

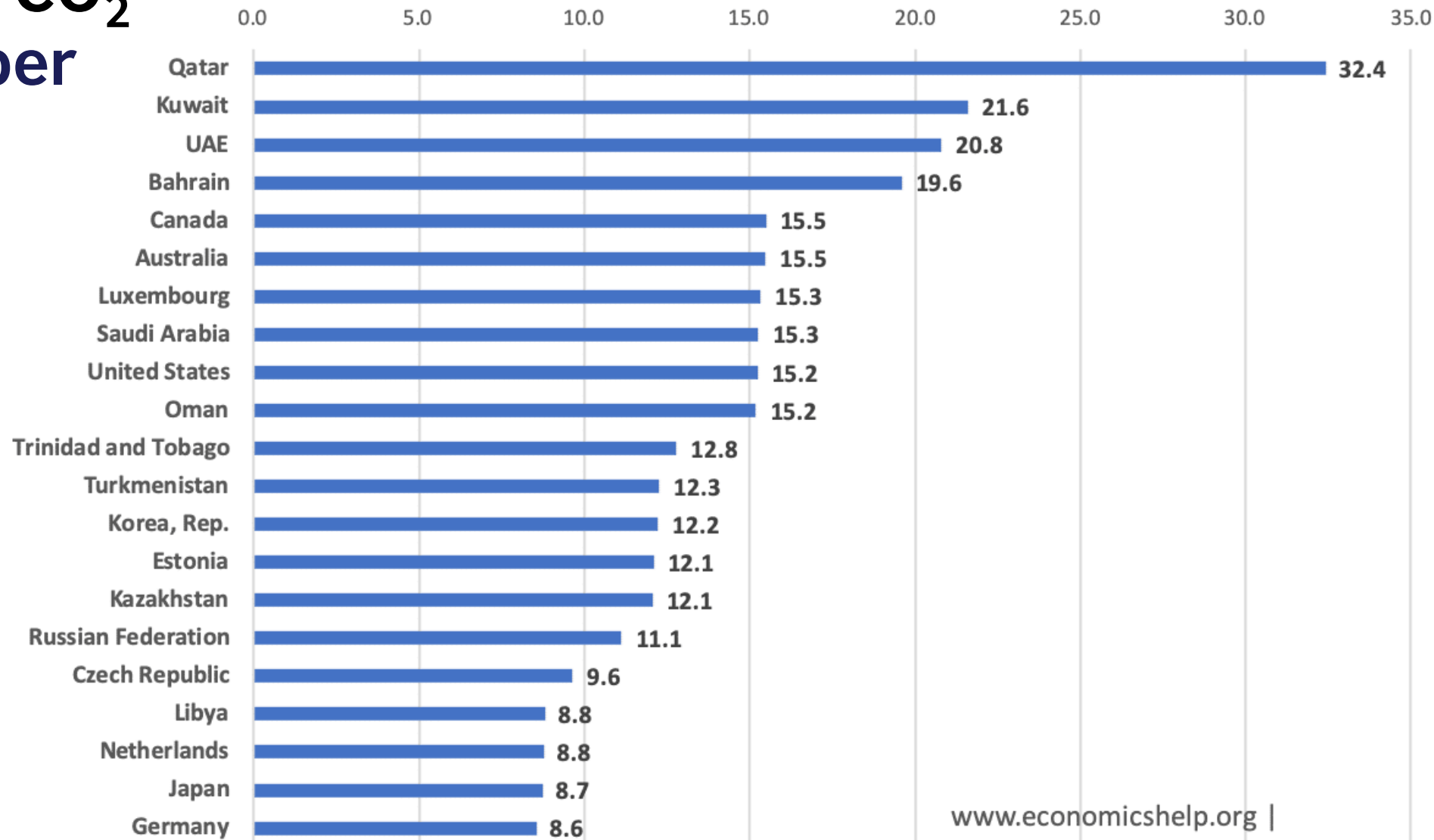
Agree



A) The top 20 highest emitters of annual carbon dioxide in 2018



B) Highest CO₂ polluters per capita



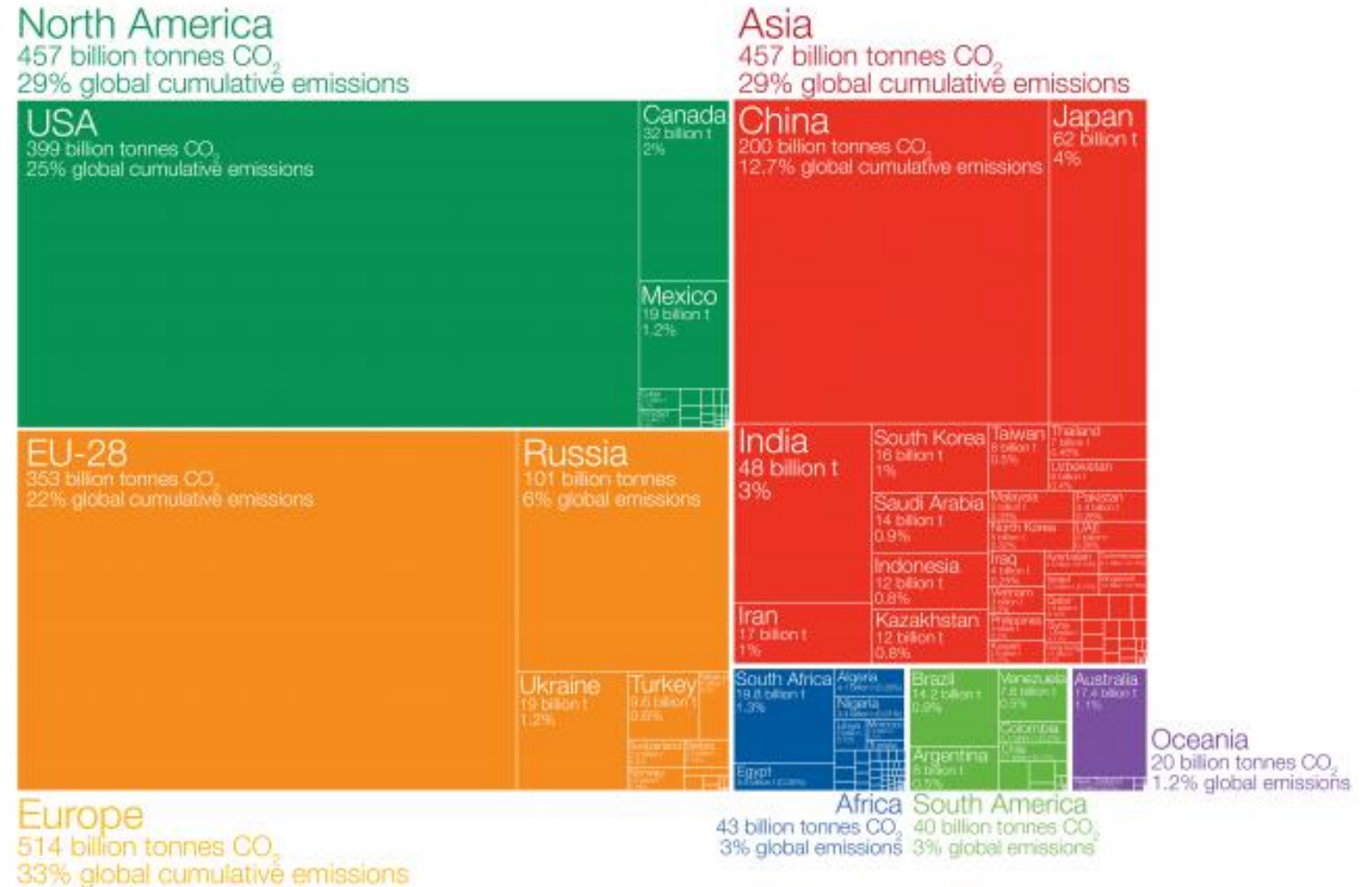
www.economicshelp.org |
Source: The World Bank EN.ATM.CO2E.PC (2018 data)
Accessed 18 August 2021

C) Where CO₂ emissions have come from since 1751.

Who has contributed most to global CO₂ emissions?

Our World
in Data

Cumulative carbon dioxide (CO₂) emissions over the period from 1751 to 2017. Figures are based on production-based emissions which measure CO₂ produced domestically from fossil fuel combustion and cement, and do not correct for emissions embedded in trade (i.e. consumption-based). Emissions from international travel are not included.



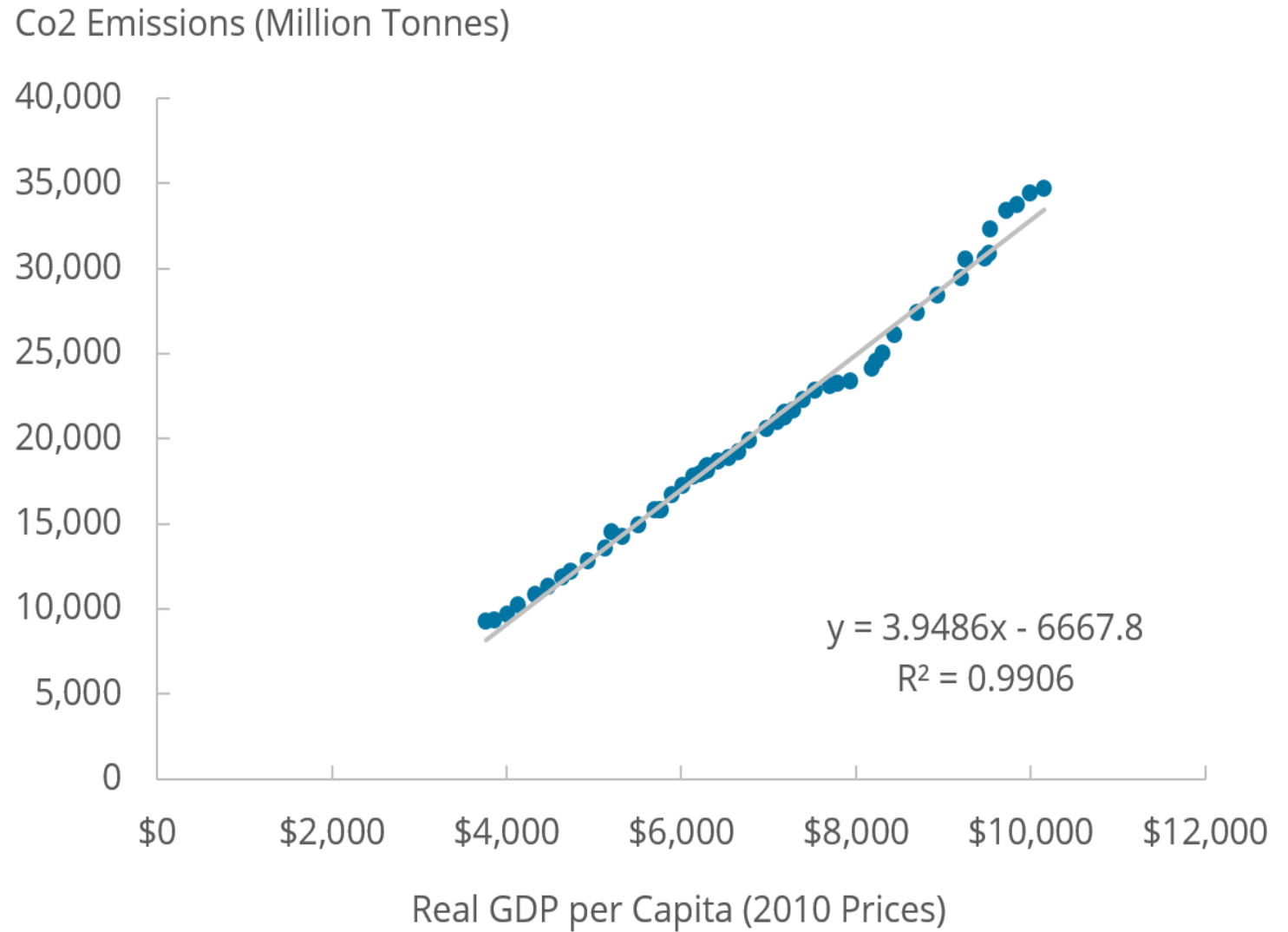
Figures for the 28 countries in the European Union have been grouped as the 'EU-28' since international targets and negotiations are typically set as a collaborative target between EU countries. Values may not sum to 100% due to rounding.

Data source: Calculated by Our World in Data based on data from the Global Carbon Project (GCP) and Carbon Dioxide Analysis Center (CDIAC).

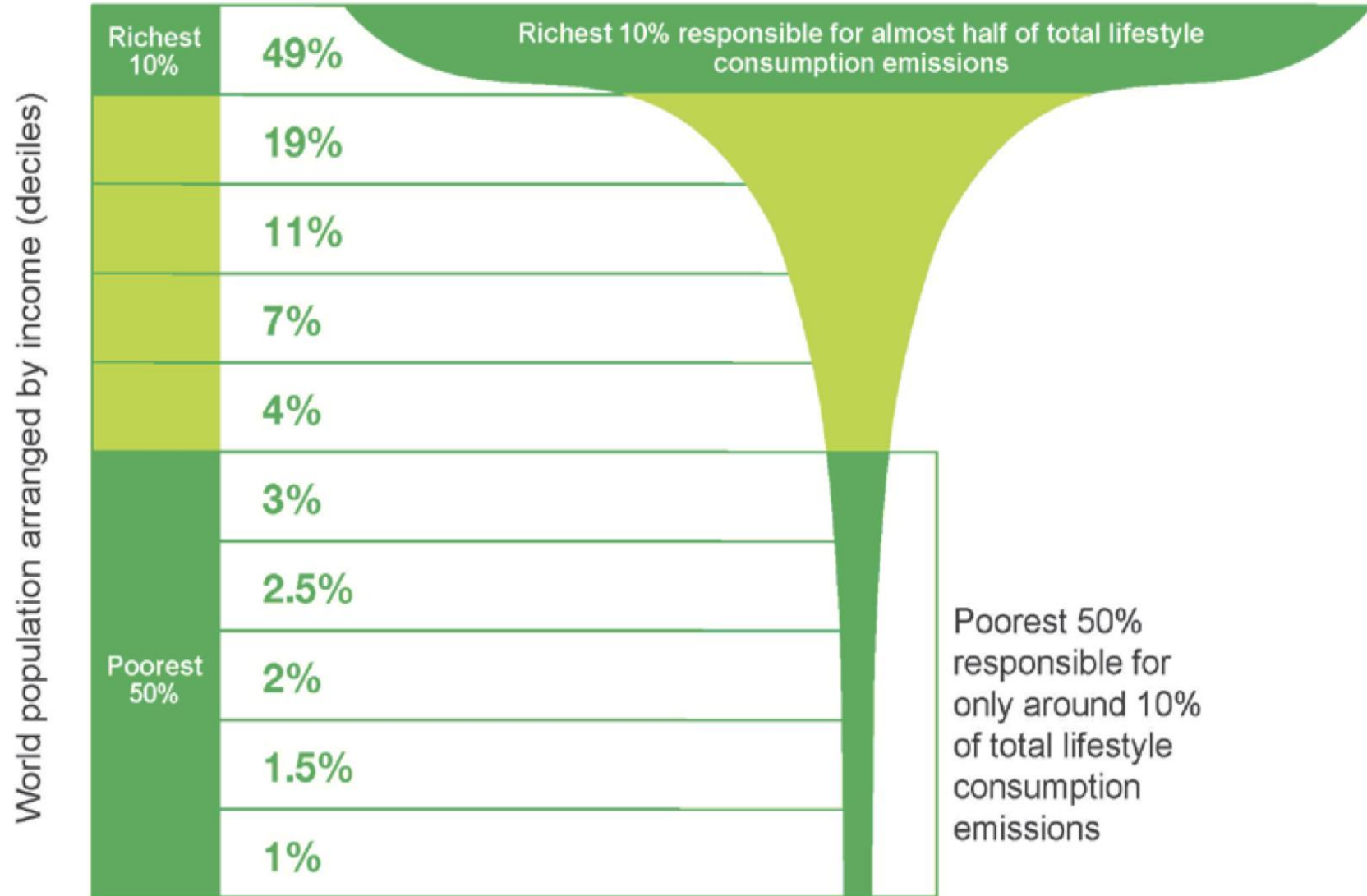
This is a visualization from OurWorldinData.org, where you find data and research on how the world is changing.

Licensed under CC-BY by the author Hannah Ritchie.

D) There is a strong correlation between real GDP per head (a measure of a country's wealth) and CO₂ emissions (tonnes) globally, 1960 to 2014

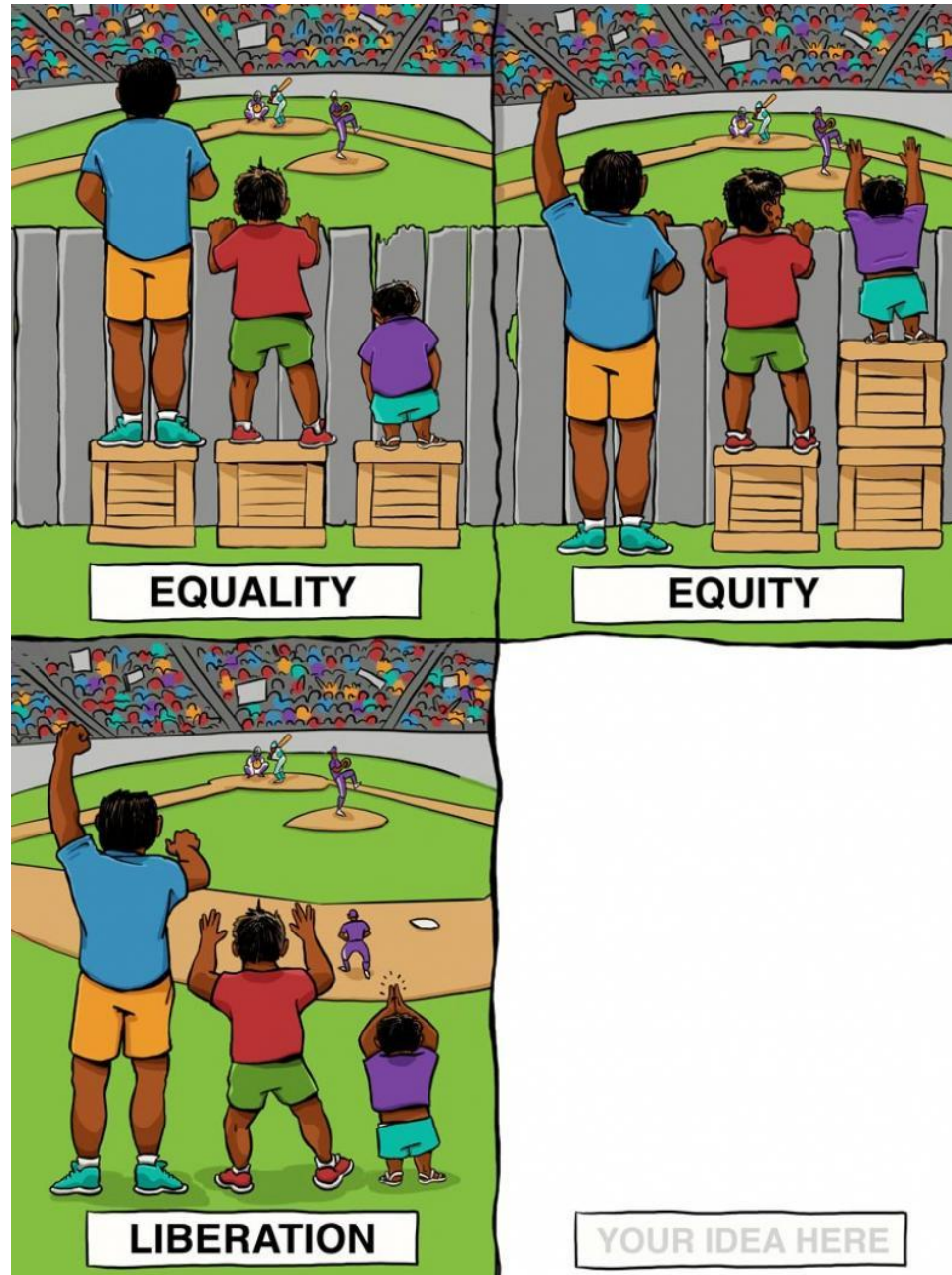


E) Percentage of CO₂ emissions by world population



Source: Oxfam

Title?



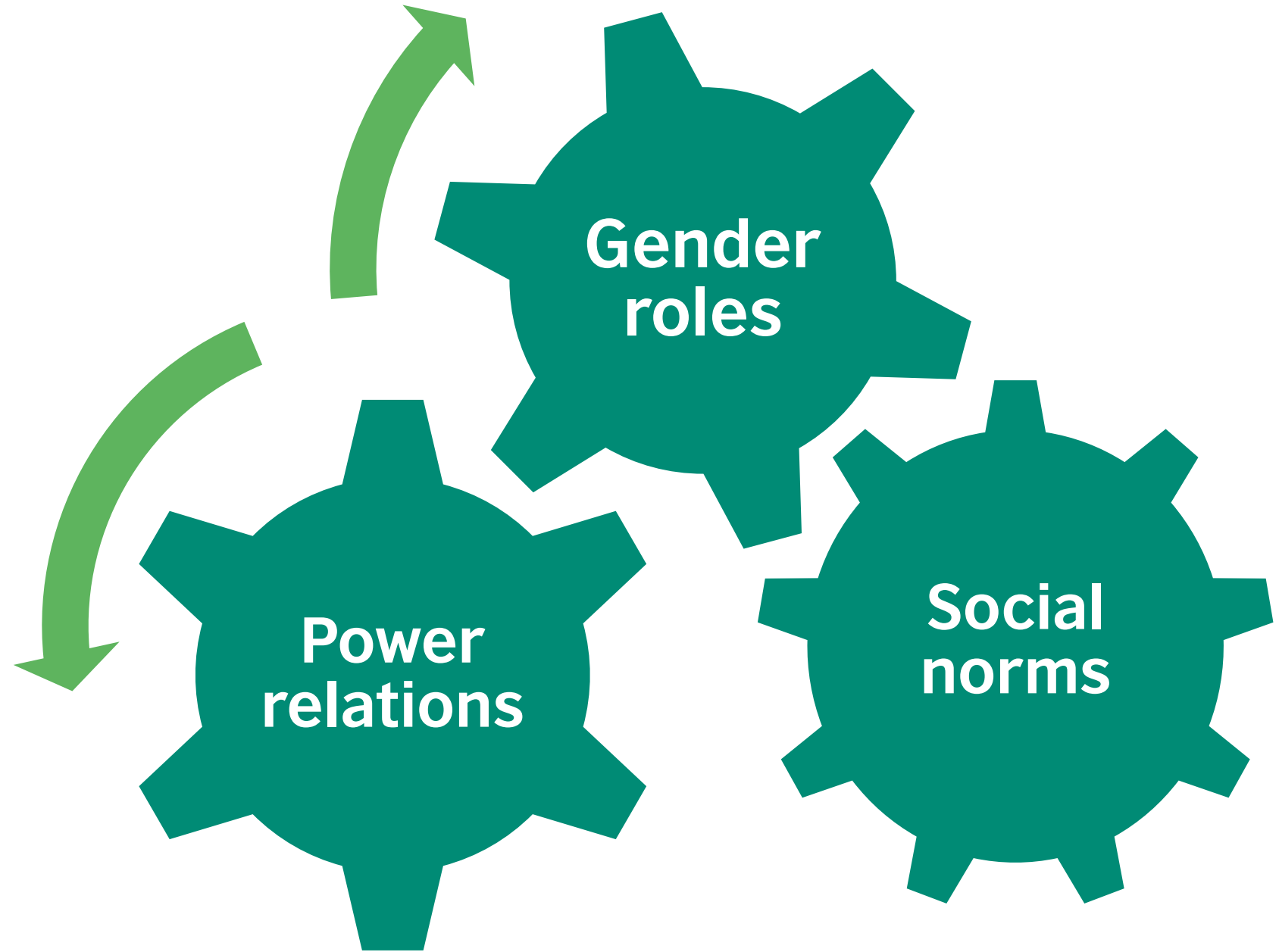
Gender scenarios

A: The eldest daughter in the family wants to go to secondary school. She is very good at maths. Her parents say they do not think they can afford to send both her and her younger brother to secondary school. Her mother needs help looking after her youngest brother and with domestic work.

B: A teenage girl in a rural community wants to set up a girls' club to make a drought resistant water irrigation system to support local farmers. It will help crops survive in the drier conditions brought about by climate change. The local council is blocking approval for these systems to be set up as they do not think the girls have the skills to do this.



**Gender
inequality**



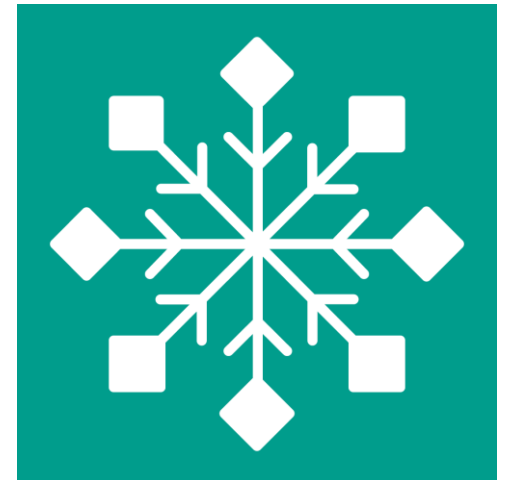
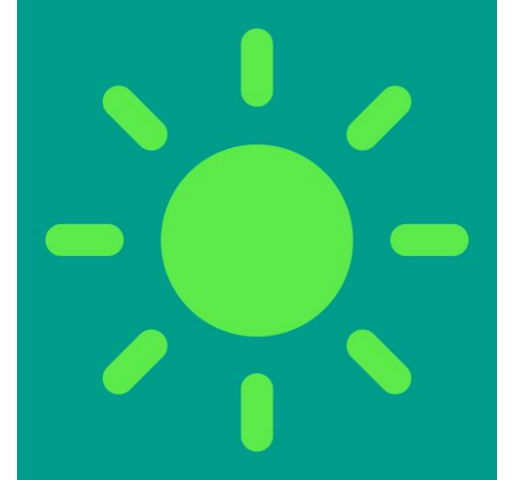
Issues resulting from disasters and crises

Issue	Who is most affected?			Reason?
	Boys	Girls	Both	_____
Malnutrition due to a family's loss of food crops or income				
Illness from infectious diseases due to unhygienic conditions and lack of safe drinking water				
Increased domestic and care work for other family members				
Being taken out of school due to lack of funds				
Increased pressure to help earn an income to support the family				
Being married at an early age (to save money and for dowry)				
Migration to another country, living in temporary shelter				
Increase in gender-based violence or sexual harassment				
Parental stress, anxiety and mental health problems				
Having to travel further to get fuel or water as local sources damaged or contaminated				

Girls' Education

- Giving girls and boys equal access to education is one way to tackle gender inequality.
- Having an education, at least up until the end of secondary school, enables girls to live healthier lives, make more of their own choices and earn more income.
- It also enables girls to decide when to marry (or not), and how many children to have and when. Those children are also likely to grow up healthier.
- There is a lot of evidence that society as a whole benefits from girls' education.
- Yet, around the world, 129 million girls are out of school, including 32 million of primary school age, 30 million of lower-secondary school age, and 67 million of upper-secondary school age (UNICEF 2021).

Why is this the case? What can be done about it?



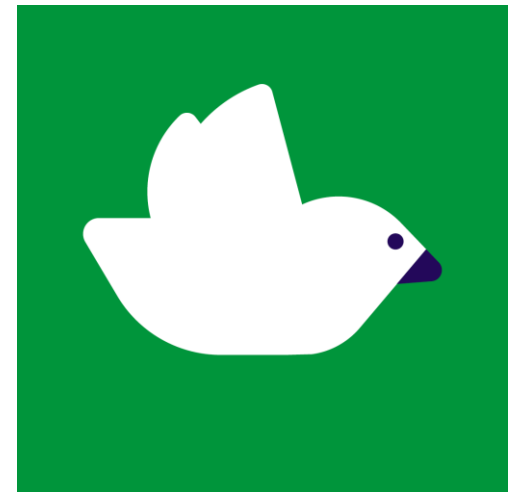
Gender inequality and climate change

A: Men accounted for 60 per cent of active speakers in the COP26 (international climate conference 2021) plenary and spoke for 74 per cent of the time.

B: 80 per cent of those displaced by climate-related disasters and changes around the world are women and girls.

C: Inequalities faced by girls can begin right at birth and follow them all their lives. In times of climate-related shocks, families may revert to gender norms and make decisions that harm girls, like pulling them out of school to marry them off early.

D: Only 29 per cent of green jobs globally are occupied by women. As countries move to focus on transitioning to green economies, women risk being left out of important jobs and opportunities.



Women's leadership and climate change

A 2019 study of 91 countries found that those with more women in national parliaments had tougher climate change policies and so had lower carbon emissions. They were also more likely to have stronger environmental protection policies.

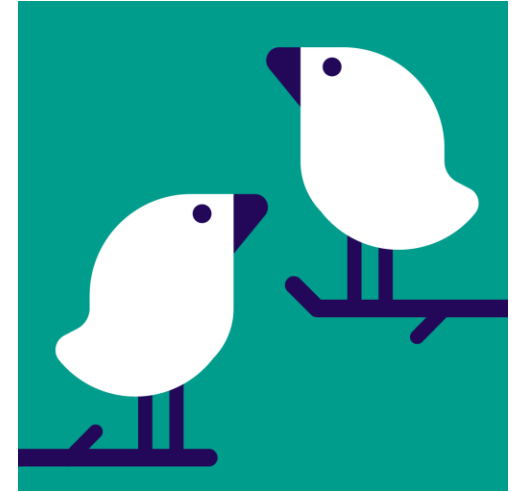
(Yale Climate Connections 2019)



Exploiting people and planet

Many people are coming to the conclusion that one of the reasons why we are facing a climate and a nature emergency is that humans too often consider themselves above nature and that the planet is there for them to dominate and exploit. Many societies are also run by people who in a similar way dominate and exploit those who have less power, such as women and girls. Girls' education and the achievement of gender equality can be important pathways to addressing the underlying drivers of climate change and the unique climate vulnerabilities borne by girls and women.

Girls' education, particularly secondary education, has been identified as the most important socioeconomic determinant to reduce vulnerability to weather-related disasters and extreme weather. (Malala Fund 2021)



Key areas for girls' education

Empowerment

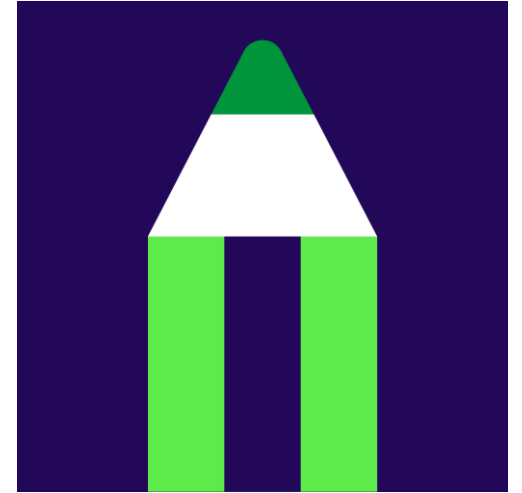
Giving girls (and women) greater access to family planning and health rights, enabling them to make more of their own choices.

Skills

Ensuring girls have access to quality education and can learn critical thinking, problem-solving, resilience and skills needed for adaptation to the green economy.

Leadership

Giving girls the confidence, skills and opportunities to participate in decision-making and play leadership roles in formal and non-formal spaces.



Youth activist videos

- Mitzi Jonelle Tan, Youth Activists for Climate Action Philippines
<https://www.youtube.com/watch?v=AyyUPr0plg8>
- Oli, campaigning against forced marriages in Bangladesh
<https://www.youtube.com/watch?v=yvMQ90sCOGg>
- Gauri Shukla, Students of Singapore against Haze
<https://www.connect4climate.org/event/innovate4climate-2019-digital-media-zone>
(Day 2: June 5 – start one minute into the video)
- Elizabeth Wathuti, Green Generation Initiative, Kenya
<https://www.youtube.com/watch?v=N1iKg2Ug3Zk&t=45s>
- Helena Gualinga, indigenous activist, Sarayaku community, Ecuador
<https://www.youtube.com/watch?v=a04JPKheFpw>
- Malala Yousafzai, Education activist and Nobel Peace Prize winner, Pakistan
<https://www.youtube.com/watch?v=NIqOhxQ0-H8>

Title for this slide?

Skills for Green Jobs

Skills aimed at fulfilling the requirements of green jobs and supporting the transition to a low-carbon green economy

SPECIFIC CAPACITIES

Business skills
Data analysis
Engineering
Entrepreneurship
Environmental and ecosystem management
Environmental knowledge and awareness
Finance skills
ICT skills
Innovation skills
Marketing skills
Project management
Research skills
Sales skills
Science skills
Technological skills
(Gender empowerment skills)

INSTRUMENTAL

Green Life Skills

Cross-cutting skills that serve both technical, instrumental, and adaptive, transformative ends

GENERIC CAPACITIES

Adaptability
Collaboration
Collaborative thinking
Communication
Coping with emotions
Coping with uncertainty
Creativity
Critical thinking and reasoning
Decisionmaking
Empathy
Flexibility
Growth mindset
Higher order thinking skills
Interpersonal competence
Leadership
Negotiation
Networking
Open-mindedness
Participatory skills
Problem-solving
Resilience
Strategic thinking
Teamwork

Skills for a Green Transformation

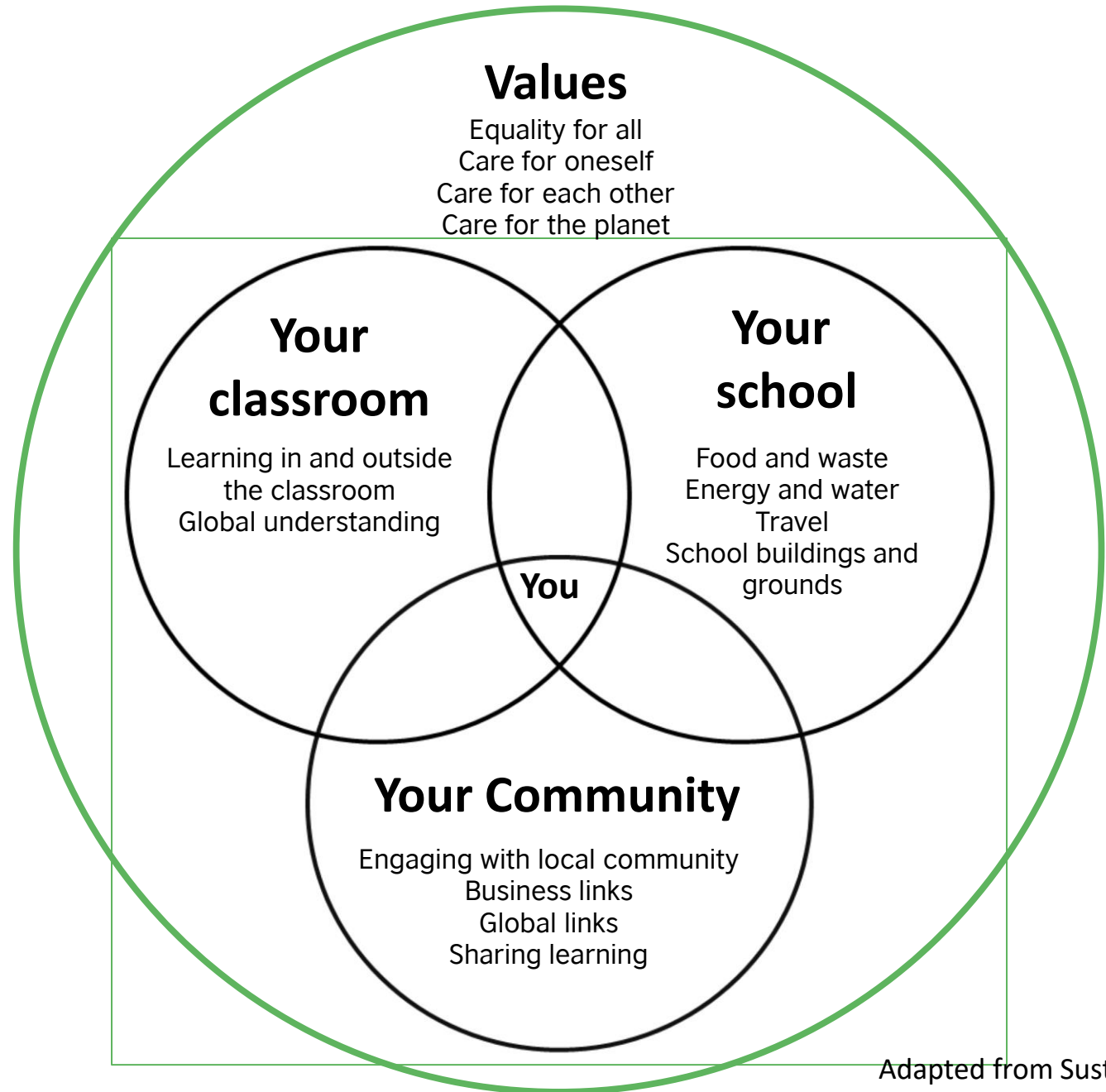
Adaptive skills aimed at transforming unjust social and economic structures

TRANSFORMATIVE CAPACITIES

Ability to analyze unequal systems of power
Coalition building
Collective action
Disruptive vs. normative thinking
Environmental stewardship
Future and anticipatory thinking
Integrative thinking
Interdisciplinary and multidisciplinary thinking
Interrelational thinking
Political agency, activism
Reflexivity
Respecting diverse viewpoints
Solidarity
Systems Thinking
Trans-cultural, trans-spatial, trans-temporal mindsets
Valuing traditional and indigenous knowledge
Working within complexity

TRANSFORMATIVE

Whole-school approach



Adapted from Sustainable Schools
DCSF 2006

Behaviour change or system change to tackle climate change? Sort and prioritise the statements.

Behaviour change	Both	System change

Role play scenario

There is a proposal to build a large coal mine in a green space in a rural area, dependent on agriculture, but badly affected by recent extreme weather conditions. Gender roles are traditional, with women as homemakers and men as main wage earners and decision-makers. The quality of education is poor; most girls leave school at 13 or 14, unable to read or do basic maths.

- It will create a lot of jobs in an area with high unemployment and local poverty.
- It will help to provide cheap and reliable energy.
- The local secondary school will have to relocate to the next town, making pupils undertake a long daily journey.
- The primary school is located so close to the mine that there will be a lot of noise and air pollution.

- The mine will recruit many of the local men and boys who will not be available to work on their farms.
- Pollution and nature loss will lead to less food being grown.
- The local water supply may become polluted so fresh water would need to be fetched from further away.
- A high number of male workers will move in from other towns.
- There will be an increase in carbon emissions.
- The opposition to the mine is being led by a local group 'Mothers for the Future'.