

## Challenging the Climate Crisis: Children's Agency to Tackle Policy Underpinned by Learning for Transformation (CCC-Catapult)



There is emerging consensus that lack of effective climate leadership, combined with institutional inertia and confused governance mechanisms, is resulting in widespread climate indifference or extremism. CCC-Catapult seeks to co-create new knowledge through the 'eyes and ears' of children, teachers and other supporters of learning on how they situate and make sense of their lives in relation to climate complexity and cultural shifts. Our multidisciplinary mixed methods project aims to critically examine educational, worldview and intercultural influences on children's climate and environment-focused learning and agency at a time when 'eco-anxiety' is starting to become a defining characteristic of the climate emergency. The objectives of the project are to:

- (1) explore sense making and existing and potentially new social norms, worldviews, possible tensions and ecoanxieties among European youth aged 15-17
- (2) explore how young people understand the value-action gap in tackling the climate emergency and co-create a vision for transformed climate education for closing the gap
- (3) deep map insights and actions to enable transformation
- (4) co-develop a methodology and toolkit to better link education and worldview knowledge with policymaking
- (5) co-deliver and evaluate a set of research-informed activities inside and outside of educational settings
- (6) co-develop policy and practice focused recommendations.

In the project we will develop and conduct a survey as well as participatory case studies in the home countries and cities of participating Universities (England (Bristol), Ireland (Galway), Finland (Tampere) and Italy (Genoa)). The Finnish case study focuses on co-creating and modeling culturally responsive and worldview aware climate education.

**More information:**

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