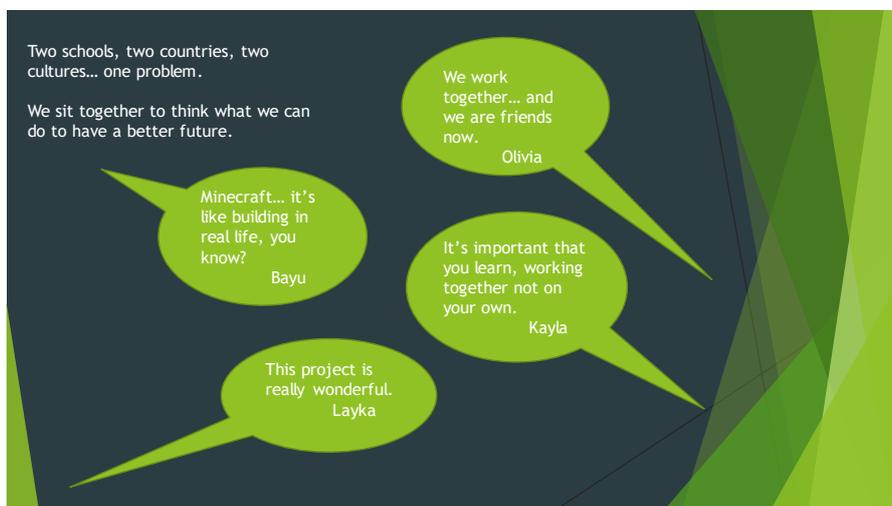


# THE CLIMATE VILLAGE PROJECT FOR MALINO

## Climate education and Creative problem solving

16 September – 1 November 2021  
Wassenaar, The Netherlands

Sekolah Indonesia den Haag (SIDH)      Herenwegschool Wassenaar



*“The Climate Village project is a project about working together to solve shared problems while still having fun. They are all children anyways.”* (Victoria Imron, teacher SIDH)

### Video

[Climate Village project for schools. on Vimeo](#)

When Bob van den Steenhoven (Director of the Herenwegschool Wassenaar) invited Herman Tahir (Director of the Sekolah Indonesia Den Haag SIDH) to start a collaboration on the topic of climate change and using Minecraft as an educational tool for group problem solving, this was the start of two schools creating a unique learning environment and learning journey for their students.

The upcoming Climate conference in Glasgow, COP26, together with the Indonesian Kampung Iklim project by the Indonesian government<sup>1</sup>, provided a focus point in time, substance, and processing. Together with their respective teams of teachers the schools designed a Climate Village project for students of 7th grade primary education, running six weeks from 16 September to 1 November 2021.

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<sup>1</sup> The Indonesian Government has conducted the Climate Village Program since 2016 and already built the village in more than two thousand locations. The Government’s target is to having established 20 thousand Climate Villages in 2024.

The teachers, knowing that the children were well acquainted with the Microsoft application Minecraft, expected that they would be excited to get involved in a 'gaming' project at school. This time the children would not as usually build something in a fantasy world but something related to real life problems in the real world. They also would work together with other children, not only from their own school but also with students from a school of a different country. Key to the teachers was to stimulate the children to critical thinking, asking questions and exploring alternative solutions. Minecraft would turn out to be an apt tool to help the children sharing ideas and creative building.



*Group photo: Mrs Joty ter Kulve – van Os, INS Trustee, and Mr. Freddy Panggabean, Deputy Chief of Mission of the Indonesian Embassy, meeting the students and teachers of the Climate Village project, at the Herenwegschoo! Wassenaar, 30 September 2021.*

The teachers decided to relate the learning process to seven real life environmental challenges to a Climate Village as described in the Indonesian National Programme 'Kampung Iklim', or translated 'Climate Village'. According to Regulation P-84/2016, issued by the Indonesian Ministry of Environment and Forestry, **Kampung iklim** is a kampung/village which has already done some Adaptation and Mitigation efforts with regard to Climate Change. The teachers selected the city Malino in South Sulawesi as model for the Climate Village project for schools. Related to the environmental context of Malino they chose seven climate adaptation/mitigation tasks.

1. Ensure availability and sustainable food management
2. Control climate related diseases such as Dengue Fever, Thypoid, etc.
3. Waste management.
4. Use of Renewable Energy.
5. Low emmision farming.
6. Increase vegetation cover.
7. Strategies for wildfire prevention, detection, control and suppression.

The project started on 16 September running until 1 November in a program of six weeks, with weekly on Monday a session at the Sekolah Indonesia and on Thursday a session at the

Herenwagschool. Every session took 1,5 hr. The children traveled from one school to the other school taxied by volunteering parents.

The Indonesian group consisted of 14 children (age 10-14). In the Dutch group participated 50 children (twice group 7, age 10, 11). According to the seven climate tasks for the Climate village Malino, each child was assigned to one of the seven task groups. There was a rotation system to bring no more than 25 Dutch children and 14 Indonesian children together in one session.



Mrs. Qashidah Ardan



Mr. Syarifuddin dg Sila

In the third lesson the teachers of the Indonesian school presented a YouTube video of interviews with Mrs. Qashidah Ardan and Mr. Syarifuddin dg Sila, former civil servants in Malino, in which they responded to the questions posed by the children. This interaction was pivotal. The children felt really connected to the local people of Malino. It was the start off for the task groups.

Each lesson started with an instruction by a teacher or guest-teacher (7), followed by group work in the seven task groups. The teachers were available to stimulate and help the pupils, by posing questions, translating, interpreting, helping them to understand. The lessons were held in English, but English was neither the native language of the Indonesian children, nor of the Dutch children. Communication was a challenge and an asset; social learning started in the task groups.



*Group photo of the Thursday's group. At the closure of the project, 1 November 2021.*

As Bob van den Steenhoven explains: “In this project, the students have investigated climate change, received information from experts and researchers, and had to make choices in their group between the interests and the information they had received. Learning to make choices and to discuss, weigh and defend the interests of different representatives is crucial in global citizenship. The students then built the developed ideas in Minecraft.”

*For the teachers working on global citizenship requires a different way of teaching preparation and teaching. First of all, a teacher must dare to 'let go' of the teaching method. Most teaching methods guide the students towards the final goals or attainment of targets. This civic education way of working is less fixed. The role of the teacher is much more of being an educational professional who is on formative testing during the entire process. He/she must constantly have the learning objectives in mind and being aware what the children need to achieve these learning goals. Are we on the right track? Do the children need experts to whom they can ask questions? Should there be guest lecturers? Should further research be done? Where do we need to make adjustments in the meantime? In addition, it requires the teacher to have insight into the decision-making process of the students. What do they need to come to good considerations, what are their (knowledge) needs? What does it take to guide the students in making a careful judgement? How does the group process proceed in a careful manner? This requires the teacher not only to follow process guidance, but also the ability to hang 'above the process' and to continue to follow the main lines.*

The Climate Village project is a project in which the students learn about global citizenship. The students learn to approach a problem within predetermined frameworks from different perspectives. They learn to make their own considerations and to articulate them. By entering into dialogue with each other, their learning process is stimulated and they make reasoned choices that they have to defend.

In this sense the Climate Village project is also a project that stimulates democratic leadership skills. The project stimulates children to delve into the background and culture of others. From awareness and respect for the other point of view and culture, the children learn that from friendship and cooperation big leaps can be made to a brighter future. World problems and climate problems know no artificial boundaries. These can only be solved through cooperation between countries. That is exactly what the students learned.

As earlier mentioned social learning started in the task groups, which was not easy. Victoria Imron, teacher at the Sekolah Indonesia explains: “I think the children learned that different cultures have different ways of problem solving. For example, in terms of directness, Dutch students are more direct because culturally that is how they communicate, that is how they appreciate other people. On the other hand, Indonesian students are culturally more indirect, aiming at not being blunt, not hurting feelings and creating consensus. These differences at times lead to frustration. But the children learned that people from different cultures communicate differently and that that is okay and it is still possible to work together as long as we try to understand each other.”

Trying to understand each other is a learning process. For example: Working in pairs was a way to give the children the opportunity to work closer and understand each other better. This helped them to overcome the challenges; by showing that they can work together as a team, finishing their presentation and rehearsing together nicely. Her recommendation: “In future Climate Village projects there should be more time for team building and ice breaker activities to create bonding and understanding between the children.”

The Sekolah Indonesia Den Haag (SIDH) provided several cultural activities:

- Introduction of angklung. Herenwegschool students were given a hands-on opportunity to play the angklung.
- Playing a traditional game called Rangku Alu or Lompat Bambu, literally meaning jumping between the bamboo. The children played together for 30 mins. This playing together was also intended also as team building.
- Presentation by the students about the following topics:  
Garuda Pancasila, the symbol and five principle of Indonesia; Bali; Sundanese Culture (West Java); Yogyakarta Culture (Central Java)

#### **Guest speakers:**

H.E. Mr. Freddy Panggabean, Deputy Chief of Mission/Minister Indonesian Embassy The Hague

Mrs. Joty ter Kulve – van Os, Trustee Indonesia Nederland Society

Mr. Jesse Kuijper, Founder of The Borneo Initiative and INS Trustee

Ms. Yanti Kusumanto Drs, Specialist Sustainability, Social learning & Stakeholder collaboration

Mrs. Anissa Triyanti PhD, Copernicus Institute of Sustainable Development, University Utrecht

Mr. Dennis Jansen, Dutch Youth Representative to COP26

Mr. Rudy van der Aar, Teacher Climate Education

#### **Malino Local Government**

Mrs. Iis Nurismi, (Ibu Camat)

Mr. Alimin, SE, Sekretaris Kelurahan



#### **Herenwegschool**

Mr. Bob van den Steenhoven, Director

Mrs. Gerdi Gielens, Teacher

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