

# *Imagine the Climate Village*

## A Civic & Climate Education Project

### WHO WE ARE

We, the teachers and children of an Indonesian school and a Dutch primary school based in Wassenaar, the Netherlands.

- Herenwegschool Wassenaar
- Sekolah Indonesia Den Haag (SIDH)

With a supportive team of guest speakers, professionals from the private sector, knowledge centres, Indonesian and Dutch government and NGOs, a photographer, a coordinator.

### OUR MISSION

- A. Giving primary school children a voice in democratic decision making processes (local, regional, national, international);
- B. Fostering international cooperation for children;
- C. Providing children ownership of their learning process.

### OUR STRATEGY

In Wassenaar at our Dutch primary school and Indonesian school, the *Imagine the Climate Village* project runs from September until the first week of November 2021. We, the teachers, strive for a - live or online - presentation by a delegation of the children and their escorts (Indonesian and Dutch) in a side event of COP 26 in Glasgow.

We strongly believe that the voice of these primary school children must be heard at this international democratic forum. Not only because the children represent an initiative in international cooperation, but also because of their ownership of their learning process. Humanity owes its resilience, creativity, trust, friendship and cooperation to her children. By giving them the floor COP 26 pays tributes to the generations that will be the heirs of our humanity.

### WHAT WE DO

What precisely do we promote if we give the children the floor? We are promoting civic education by engaging school children in a six weeks climate education project with weekly two sessions. Each of the twelve sessions starts with a short plenary for information and dialogue with a teacher or guest speaker. The children are then divided into small working groups. With a circumscribed task to build a future climate village in the Microsoft game Minecraft the children open their computers. And although they discuss about conditions and possibilities in a virtual reality, the elements they are working with are analogue to real-life conditions of, in this case, Malino, a hill town in South Sulawesi, one of the main islands of Indonesia. The children must deal with problem solving in the fields of climate adaptation and climate mitigation: either food security, drought, wild fires, forest degradation, water safety, energy transition or health issues.

In this climate education project the children are invited to critical and creative thinking, to cooperate and network with others, to find and discuss about information, to negotiate and decide how to build their climate villages.

The closure of the project is a general presentation of the several models the task groups have built in Minecraft. In their presentation the children describe what they have built, which challenges they encountered and which solutions they chose for the climate adaptation or climate mitigation of their climate village.

## OUR VISION

Schools have the legal obligation to prepare students for their later functioning in society. Our students not only need the basic skills of language and arithmetic, but also democratic skills and knowledge to be able to live as independent citizens. In our cooperative project *Imagine the Climate Village* we integrate civic education with climate education, characterized by:

- I. Values oriented
  - \* Trust in our human dignity, capabilities and resilience
  - \* Reference and care for sustainable Life on Earth
  - \* Respect for one-self and others as human beings, for unity in diversity
- II. Fostering cooperation and networking for a sustainable future
  - Imaginative, reflective and critical thinking
  - Building and designing
  - Informed and democratic decision making
- III. Practicing civic virtues
  - Fostering a civic action by practicing civic virtues (responsibility, trust, respect, courage, friendship, empathy, sincerity, justice, moderation, resolution)
- IV. Ownership of the learning process by the students
  - Head – Heart – Hands
  - Creative and critical thinking
  - Informed decision making

## OUR FUTURE AMBITION

Recognizing the accelerating change we are globally encountering, we must - by words of professor Arjen Wals - “create conditions that support (new) forms of learning which take full advantage of the diversity, creativity and resourcefulness that is all around us, but so far remain largely untapped in our search for a world that is more sustainable than the one currently in prospect.”

In our view this new form of learning can and must start in primary education, of which our project ‘Imagine the Climate Village’ already is a showcase. We therefore reach out to politicians and policy makers to include Civic & Climate Education projects like *Imagining the Climate Village*, in the curriculums of primary and secondary schools. And we reach out to teacher training institutions and research institutions to develop methods of Civic & Climate Education for primary and secondary schools.

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