

The logo for 'Chances' features the word in a bold, black, sans-serif font. A horizontal red bar is positioned below the letters 'a' and 'n', extending slightly beyond them on both sides.

Climate CHANge related to Catholic Education as Subject in the HIE programmes of education sciences

The European Parliament voted in favour of declaring a climate emergency on 25 November 2019. The European Union is the first multilateral bloc to call a climate emergency.

Nowadays, there is an urgency to introduce the subject of Climate Change into the primary school curriculum. The EU takes into account the UN SDGs in the EU Strategy on “youth and the world” in agreement with the governments such as those of Spain, Poland and Italy, who have approved national strategies to include CC in the curriculum of their primary and secondary formal education systems.



Despite the enactment of governmental changes, topics relating to Climate Change are only “touched upon” and limited mainly to subjects related to science. However, EU surveys confirm that gaining scientific knowledge is not sufficient to change the attitudes of children and young people and foster active engagement in CC. Research conducted by the UIC demonstrates that when CC education is linked to students’ cultural, emotional and ethical values, it enhances motivation, opportunity and the ability to act.

One’s religious beliefs are some of the most powerful values to significantly influence a community’s understanding and experience of CC issues. Over the past years, most religious communities have released statements on CC and the need to educate through Climate Action. Some of the partners of our proposal have conducted research on the topics of religious education and CA. To cite an example, the UIC is currently studying how the religious communities located in Catalonia influence Climate Action (CA) culture.



The innovation of the CHANCES proposal is the notion that the words of religion linked to scientific knowledge can more effectively educate children’s minds and affect their actions. There is the need to use eco-friendly religious education to make an impact.

With that in mind, future teachers of pre-school & primary schools must learn about how they can teach CC through religious values.

The PROJECT consists of a HIE Curriculum & e-portfolio to train future teachers to tackle closing the gap between pupils’ ‘concern and their personal commitments and skills on CA using an innovative methodology which updates the Catholic religious education subject relating it to CC knowledge.

An innovative METHODOLOGY will permit future teachers of pre-school/primary wanting to specialise in the subject of Catholic Religious education to learn how to introduce the subject of CC into the classroom by linking religion with science.

OBJECTIVES of the PROJECT :

- Increase effectiveness of the formal education system's understanding & experience of CC competences through a new learning methodology which combines scientific knowledge with individual capabilities, values, beliefs.
- Tackle the gap between the EU schools' curricula and Pope's encyclical *Laudato Sii* and UN Agenda 2030.
- Learn (teachers of pre-school/primary) a future-oriented curriculum consisting of 3ECTS about How Catholic religion teaching can educate on CC
- Develop an online course for HIE professors/students to enhance motivation, opportunity and ability for CA and pilot it with teachers/pupils of schools.
- Deliver the course through an e-Learning platform capable to evidence and assess the CC skills and transferable forward-looking skills that childhood students need to become true factors of change.

EXPECTED RESULTS

- Catholic religious education impacts on preschool and primary enhancing motivation, opportunity and ability for Climate Action (CA).
- Education graduates and alumni have new skills for teaching Climate Action through religious education to pre-school and primary pupils so that they become true factors of change.
- HIE professors, universities and church institutions dispose of a trans-disciplinary approach and innovative pedagogies to tackle the gap between young /children people 's concern and personal commitments on CA
- Excellent professors of Catholic education are rewarded in three universities.
- An action of cooperation with players in the research sector (hie), society (church) and in the formal public education (preschool/primary).

The Consortium is composed of four partners, all of whom will participate in the developmental phase and in the implementation.



Universitat Internacional de Catalunya (UIC) - Spain - (Private - non-profit)

www.uic.es

Will be the coordinator of the proposal and lead the curriculum development.



Akademia Ignatianum w Krakowie (AIK) - Poland - (Public - non-profit / Jesuit)

Formerly *Jesuit University of Philosophy and Education Ignatianum*.

www.ignatianum.edu.pl

Will lead the quality assurance process.



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