

Climate Justice in Urban Pedagogy and Practice

14 October 2021 13h30 UTC (15h30 Paris; 21h30 Shanghai)

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Planners 4 Climate Action

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CLIMATE JUSTICE IN URBAN PEDAGOGY AND PRACTICE TOWARDS AN INCLUSIVE AND CONTEXT-SENSITIVE GREEN RECOVERY FOR CITIES.

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Link to join the session: <https://i4c.conference.evey.live/conferences/innovate-4-cities/stage/parallel-session/session/327>

Moderated by: Giulio Verdini, University of Westminster & P4CA

Climate knowledge in urban-related disciplines, traditionally rooted in mainstream (western-centric) pedagogy and practice, might fail to incorporate at its core a variety of voices and experiences that could enrich the effectiveness of city climate adaptation and mitigation. This is the result of a collaborative project on decolonizing City Climate Pedagogy and Practice. When marginalized voices are not fully taken into account in climate urban strategies and, at the same time, when exogenous models of sustainable cities are applied to cities without a careful context-based understanding of local challenges and opportunities, climate knowledge might be scarcely applicable, and might increase inequalities. The implication for Global North cities, and especially Global South ones, is evident. The exacerbated social and spatial disparities determined by the pandemic are in danger to create a vicious circle between theory and practice. It will be particularly critical to address this in the new phase of green recovery advocated by international organizations and governments. This session is sponsored by Planners for Climate Actions.

The **aim of the session** is to respond to these broad sets of questions:

- *Which measures can be adopted in University curricula to effectively 'decolonize' urban climate knowledge?*
- *How can we translate theory into practice with a focus on equity, inclusion and diversity? How can we co-produce effective context-based knowledge that matters to people and places?*
- *How can we innovate urban practices to enable an inclusive and fair green recovery? What is the role of Universities in this process?*

This will be achieved by presenting the research City Climate Pedagogy and Practice with key global case studies; and discussing the key points emerged on inclusive and effective green recovery with invited experts.

PROGRAMME

1) Introduction (15 minutes + 5 mins Q/A)

'City Climate Pedagogy and Practice: Decolonising urban knowledge for effective climate actions',
Giulio VERDINI & Sabina CIOBOATA, University of Westminster (UK);

2) Global Contributions (10 minutes each = total 30 minutes + 10 mins Q/A)

Linda SHI, Cornell University (USA) Re-imagining urban curricula for global actions to fight climate change

Alphonse KYESSI, Ardhi University (Tanzania), Practice-oriented teaching for city climate knowledge

Rudina TOTO, Polis University Tirana (Albania), Education and Research for Territorially Just Green Transitions

3) Panel Discussion (30 minutes including Q/A from the public)

Anna HURLIMANN, Melbourne University (Australia)

Hassan RADOINE, Mohammed VI Polytechnic University (Morocco)

Steven BLAND, UN-HABITAT (Kenya)

Useful links:

University of Westminster, SCUE Community Project 'Globally-Informed City Climate Pedagogy and Practice' (2019-2021):
<http://blog.westminster.ac.uk/ccpp/>

All4Climate PRE-COP26 ILAUD Initiative 'Communities for climate change challenges. Proposals from Universities from the whole world' (2021): <https://www.ilaud.org/youth-and-communities-for-climate-change-challenges/>

EU COST ACTION INTREPID URBAN KNOWLEDGE PROJECT (2015-2019) 'Interdisciplinary research and collaboration': <http://intrepid-cost.ics.ulisboa.pt>