



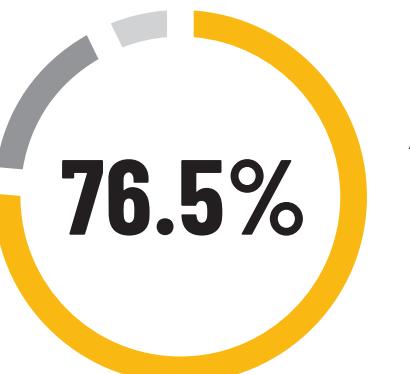
# THE STATUS OF CLIMATE CHANGE EDUCATION

## IN CANADIAN ACCOUNTING, ARCHITECTURE, ENGINEERING AND PLANNING PROGRAMS

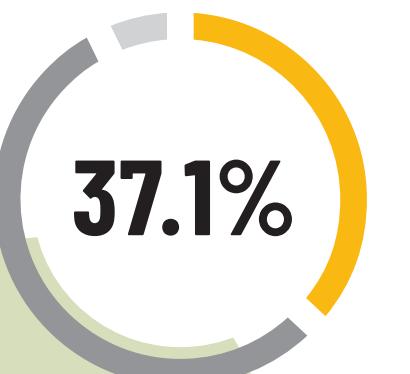


### 93% of institutions

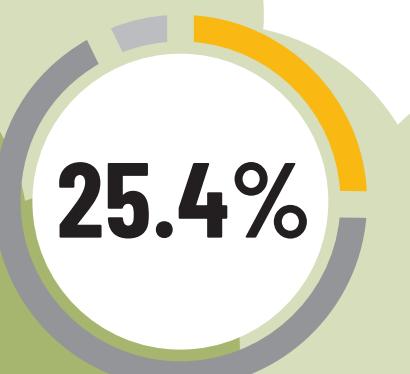
are currently working on incorporating climate change education **but** to varying degrees.



Around **76.5%** include climate change **topics** in required or elective courses



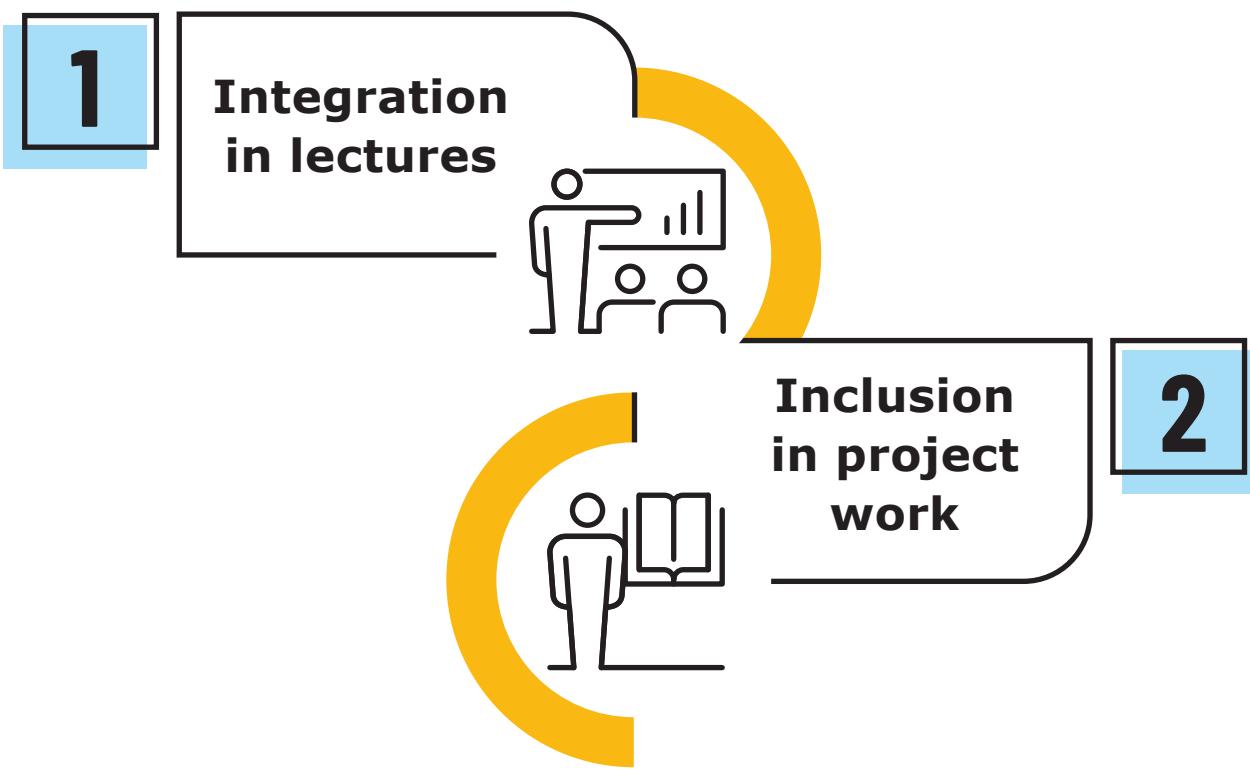
Only **37.1%** of schools have a **required course** addressing climate change **mitigation**



Only **25.4%** of schools have a **required course** addressing climate change **adaptation**

### Top 2 pedagogical methods

currently **used to teach** climate change across disciplines are more traditional:



**Special teaching and learning approaches** such as community partnerships, interdisciplinary collaboration and decolonizing approaches are needed to address climate education!

### Top 3 enabling factors

for the integration of climate change education are:

- 1 Faculty members with interest or expertise in teaching about climate change
- 2 Priority in the university or college strategic plan
- 3 Student enthusiasm and interest in learning climate change

### Educators need multi-level support from:

