



# Climate Change Education

Approaches and Recommendations

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**Panel of non-party stakeholders implement the Doha work  
programme**

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## About FEE

- Largest environmental education organisation in the world
- Focused on hands-on, action-based positive global impact
- Promoting sustainable development through global environmental education and education for sustainable development
- An umbrella organisation in each of the following regions



# OUR PROGRAMMES



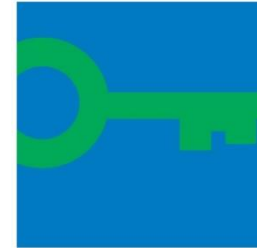
Eco-Schools



Blue Flag



Learning about Forests



Green Key



Young Reporters for  
the Environment

# 1. What good practices, projects, materials, and tools exist from FEE?



**Resources available for different contexts as we drive our strength from members who are focusing on the context of Climate Change – adaptation and mitigation.**

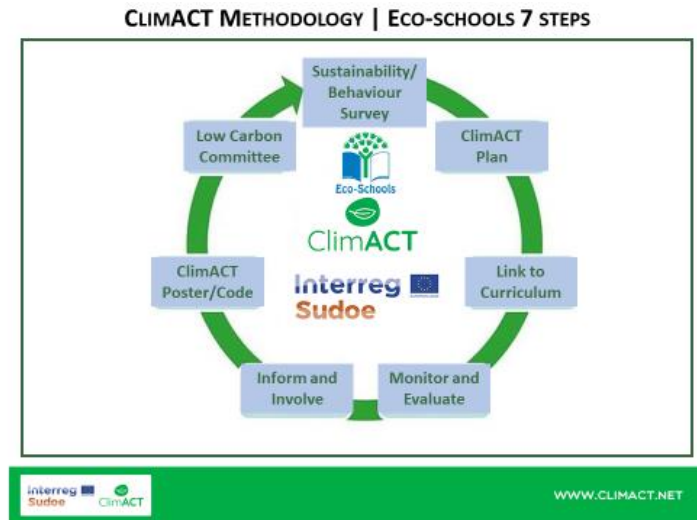
- FEEs five programmes - continue to evolve to address the emerging issue over the years.
- Climate change underpins all the programme and themes.
- The education process is solution oriented and is built on positive messaging – What is one Hand Print instead of ones Foot Print!.
- The transformative process is driven by a methodology that drives not only behaviours but also encourages environmental impact.
- The programmes have developed tools and techniques that are adaptable to different context/s in which the programmes are implemented - Interconnected approach.
- Building in research and data analytics to shorten the loop by which the change agents are informed in a real time framework.

## 2. What worked

- To enable change we need to focus on both looking at the change in behaviours and the impact they make on the people. Measuring quantitative and qualitative KPIs.
- Solution based & Positive action, multi stakeholder engagement, WIA to ESD Make it interactive and fun.
- The process has to run in iterative loops as short as possible to identify and deliver education that has an impact.
- In absence of information on behaviours we can look at trends like use of public transport, eating less meat as proxy for the environmental literacy.
- Knowledge does not lead to action but values and attitudes does! Changing attitudes and values requires time and patience.



## Some examples



- FEE's Global Forest Fund
- Malta- Student engagement with the national political processes
- ClimACT - Transition to a Low-Carbon Economy in Schools based on the Eco-Schools seven stem methodology. The project funded by the EU implemented in Portugal, Spain, France and Gibraltar
- Green Key data collection platform for the hospitality industry.
- Teachers developing CCE lesson plans.

## Recommendations for the implementation of Climate Change Education - Roundtable Discussions at COP 24

A survey was conducted to understand the prioritization of the Recommendations amongst stakeholders. 176 responses from 43 countries indicated that around 48 percent have not heard about ACE. The top four recommendations were:

1. Skill development for the educational pedagogy or approaches required for engaging learners in climate action.
2. Training and capacity building on better understanding of climate science.
3. Positive Messaging - present the Climate Change challenge in a way which does not make people lose hope.
4. Interactive educational material on Climate Change.

# 3. What are the challenges and possible actions to address them?



- An add-on subject a choice – at national level the stakeholders in educational policy are not driving it.
- Media tends to present all opinions equally as it balances the arguments from both side without factoring in the weight of respondents – This confuses the public.
- The focus on the individual and the self-centered interests (we have been teaching this as an important value) needs to change. It is one of the biggest impediment towards achieving the outcome of global citizenship and empathy.
- Need to simplify the subject and make it an integrative subject. This will also help educators to see the connections of what they are doing as part of environmental education projects and reduce apprehension of deriving from the scientific approach and complexity of the challenge.
- Not all SDGs are equal in terms of importance and CC should be addressed now - Need to critically evaluate if SDGs is the right approach? Does it further the problem of Silos? Are we cherry picking and SDG Washing our work?
- Business is driving solutions based on its internal process without addressing enough the need to educate the consumer as an essential link in the future circular economy.



# Thankyou



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