



Climate Change Education

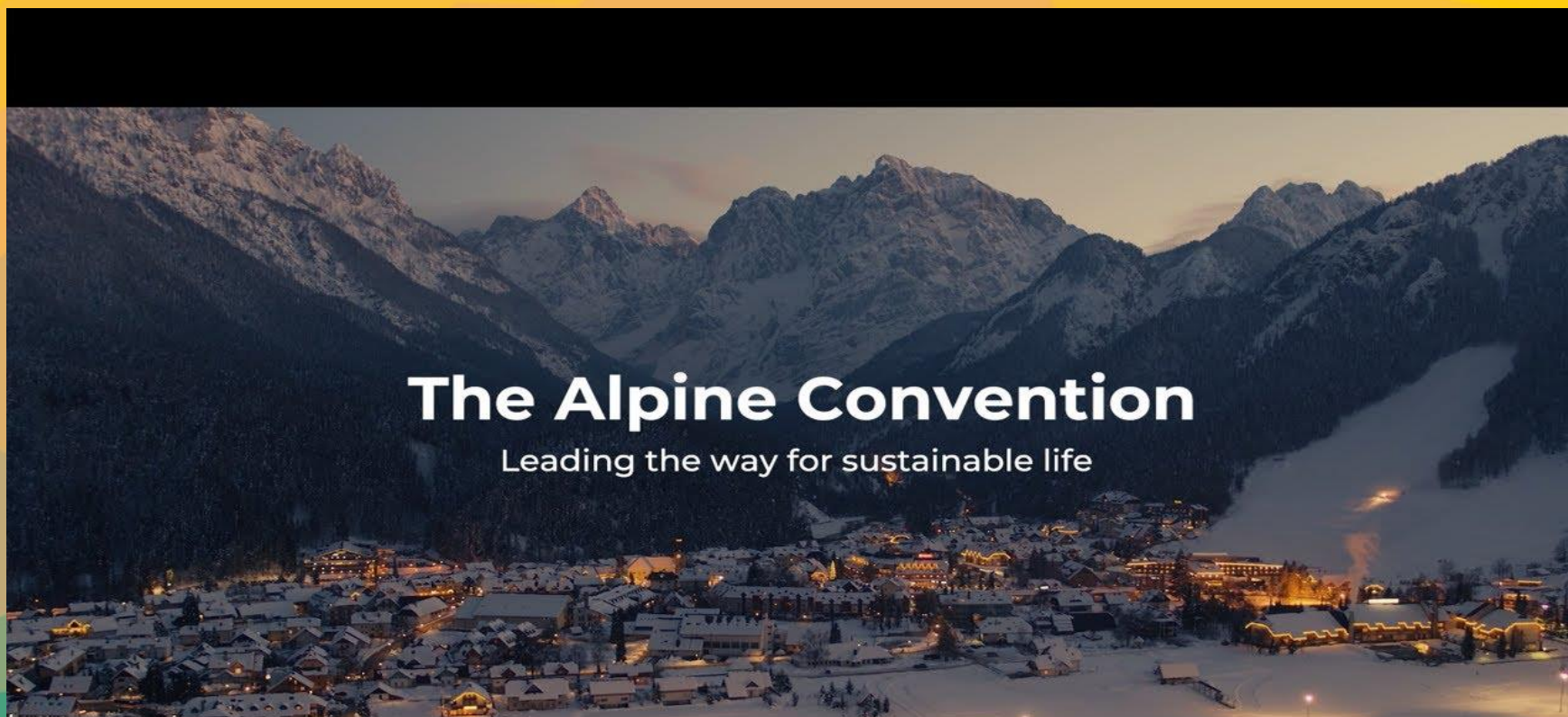
Experiences of the SI Presidency of the Alpine Convention in Youth related work

Alparc workshop on Environmental Education and Communication,
10 - 11 October 2024, Caderzone Terme, Italy



Vision and mission

The Alpine Convention is leading the way for sustainable life in the Alps and is a pioneer of its kind as the first international treaty aimed at the sustainable development and protection of an entire mountain range.



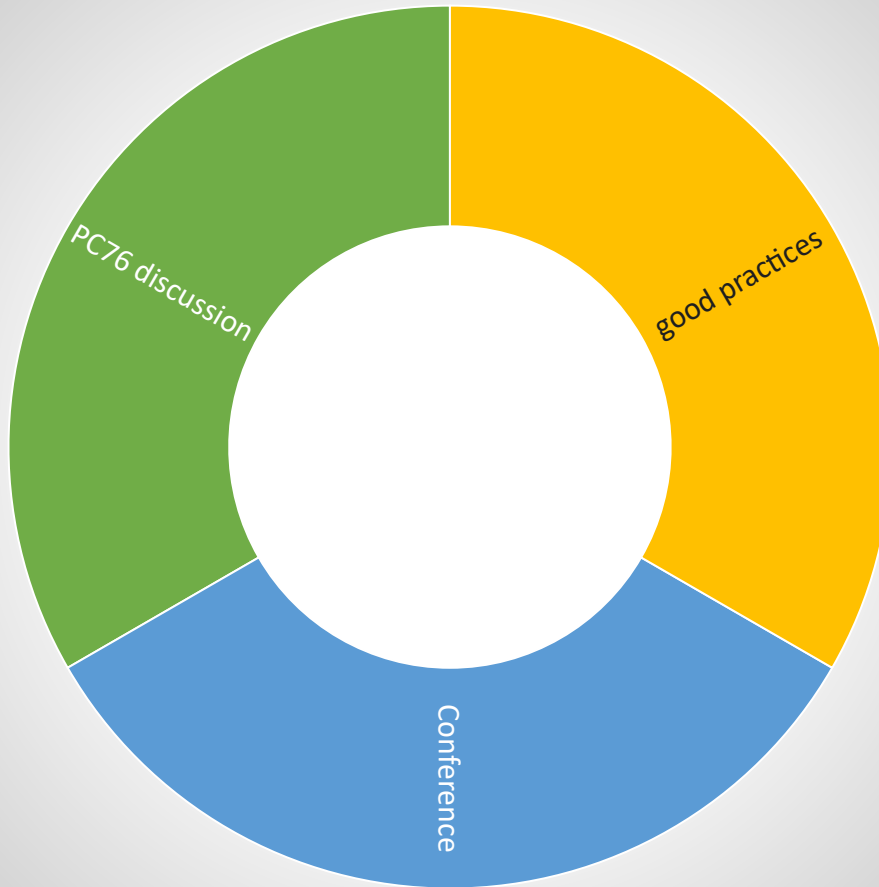
Slovenian Presidency's Priorities

The main priority is Quality of life in the Alps.

Two other focuses:

Environmental education with the emphasis on climate change and Biodiversity.

Environmental Education Activities



Goal and main result:

Recommendations to be presented and adopted at the XVIII Alpine Conference

Side results:

Padlet (conference inputs and results)
Expert report on all three main activities
Good practice collection

Focus:

- age group 5 to 19 years
- part of the 'regular', formal, schooling

Outcomes of the PC76 discussion

- Alps are a specific and extreme environment,
- **climate is** a common topic **to be addressed** in all Alpine countries,
- efforts put into **adaptation measures**.
- Climate change education should be an **interdisciplinary activity**, framed into education for sustainable development.
- Many voluntary activities and informal cooperation are already in place. Formal education should build on **partnership with local stakeholders**.
- **Intersectoral cooperation** is crucial at the system level,
- **teachers need** moral and financial **support**,
- **contents and methods** need to be **tailored to** the specific **age groups**.
- **Field practice** should be included in the formal education → **better transfer of knowledge**.

Outcomes of the Climate Change Education Conference

- Alps offer a great opportunity for climate change education.
- **Flexible, problem-oriented and transformative** programmes need to be offered.
- Enable **age- and country-specific** learning .
- **Curricula upgrade** should be based on **institutional partnerships, intergenerational cooperation and cross-sectoral approaches.**
- **Students/pupils** feel lack of experience and means to **contribute effectively.**
- Challenge in **adapting teaching programs and methods.**
- One of the solutions offered was (early) **outdoor education**, playing a vital role in fostering **experiential learning, connecting** students/pupils **with nature**, and promoting positive attitudes towards the environment, which is essential for understanding climate change, particularly during the formative years.

[Schools for climate action in the Alps \(padlet.com\)](https://padlet.com)

Teachers and education practitioners were addressed/participated (50).

Outcomes of the Good practice collection*

- General aim of the climate change education practices presented was to engage pupils in **hands-on activities** that **enhance** their **knowledge**.
- When teachers are the target group, the aim is their **training, empowerment** and the **incorporation** of the values and knowledge of mountains **into the curricula**.
- Main objective of the projects:
 - to change (behaviour, learning) - **the Alps as a learning environment for transformative learning!**
 - to develop and maintain **the sense of responsibility** (towards the Alps, the mountains) and the sense that they need to be protected and
 - to invite schools to form **partnerships with other institutions**, sectors, and disciplines, **particularly involving their local environment**.
- It is not just about outdoor education, it is also about other **(new) methodological approaches** that a qualitative breakthrough addressing the **development challenges** of Alpine conservation and **job creation in new conditions** (e.g. snow scarcity, extreme droughts, extreme winds).

*17 cases collected

Good practice collection will be available after XVIII. Alpine conference (in January 2025).

Highlights of the proposed recommendations

1. holistic, open, interdisciplinary, cross-curricular and flexible process,
2. qualitative breakthrough in terms of opening schools in the Alps to a cooperation,
3. simultaneous moral, staff and financial support,
4. use of non-formal education, adjusted to the local situation,
5. empower and include youth in decision-making,
6. transformation from frontal teaching into outdoor, participative and problem-based learning,
7. better public outreach.

**The future is in the hands of our children. We shall therefore
educate them properly.**

Thank you.

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