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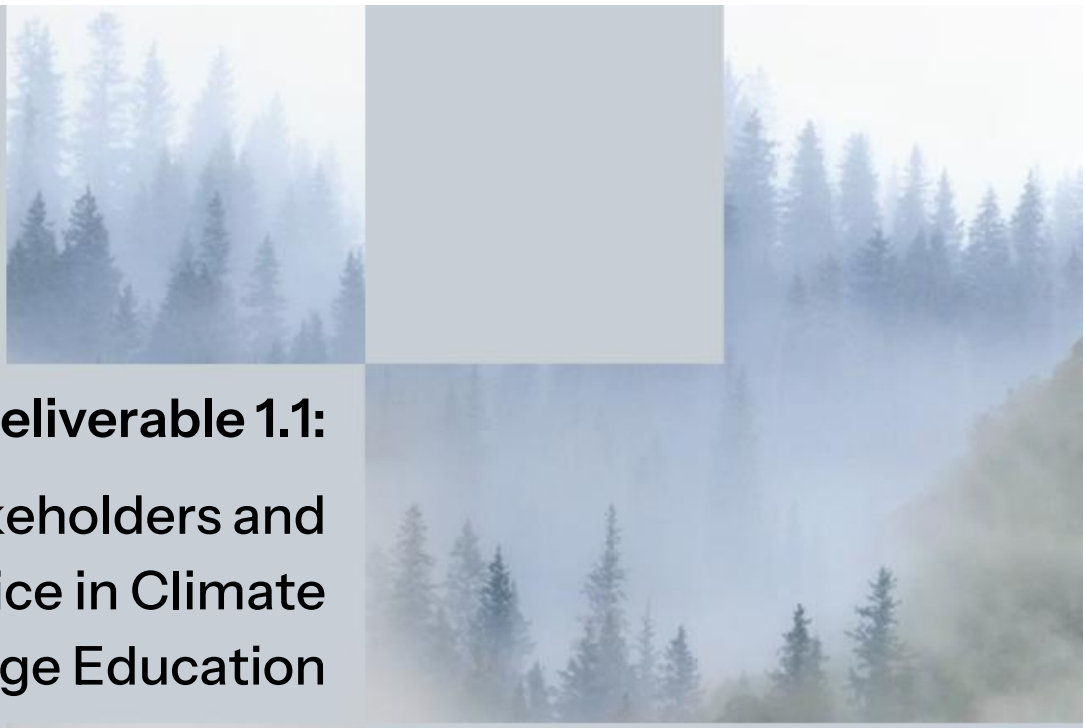
Hope and resilience in climate change education



Deliverable 1.1:

Analysis of Stakeholders and Current Practice in Climate Change Education

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Analysis of Stakeholders and Current Practice in Climate Change Education

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The following report compiles the findings of analyses conducted within **Task 1.2: Mapping the Landscapes of Climate Change Education**. The report provides a systematic description of stakeholder relations and their involvement in climate change education, and a description of climate change education practices. The report's main focus is on Czechia, but comparative perspectives from the Netherlands and Austria are also provided.

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Executive summary

This report maps and analyses the landscape of climate change education across three European countries — **Czechia, Austria, and the Netherlands**—with the aim of understanding national governance structures, coordination mechanisms, stakeholder networks, and CCE practices. While the depth of analysis varies across countries (reflecting data availability and methodological focus), the comparison provides a valuable foundation for situating CCE landscape within the context of the three countries.

Overall findings across the three countries:

1. Governance Structures: Distinct Architectures, Shared Challenges

Across all three countries, CCE governance is **multi-level**, involving ministries, curriculum authorities, and national agencies.

- Czechia features a dual-ministerial system in which both the Ministry of Education and the Ministry of Environment play central roles in shaping policies and providing resources. The upcoming curriculum reform represents a major structural shift.
- Austria shows a highly decentralised, civil-society-embedded governance model, where NGOs, universities, and local/regional government bodies play strong roles in directing CCE activities.
- The Netherlands relies on a central curriculum authority (SLO) and a strong national testing system (CITO), which shape subject priorities and leave limited space for CC/sustainability education at the curriculum level.

Across countries, governance bodies recognize the importance of sustainability and climate issues, but all three struggle to ensure **coherent, cross-curricular implementation**.

2. Coordination and Support: Vibrant Ecosystems with Fragmentation Risks

Each country displays a rich ecosystem of coordinating and supporting organizations, including universities, NGOs, teacher networks, specialized hubs, and methodological centres.

- In Czechia, key players such as Pavučina, TEREZA, SEVER, People in Need, ITAC, and others provide methodological guidance, training, networking, and certification.
- In Austria, organisations like Forum Umweltbildung, Klimaaktiv, Baobab, and Teachers for Future operate across support and practice, offering professional development, methodological tools, and campaigns.
- In the Netherlands, a broad network of NGOs, cooperatives, museums, and advocacy groups such as Leren voor Morgen, EcoSchools NL, Young Impact, IVN, Natuurmonumenten, and several university-based initiatives energise the field.

Across all three countries, coordination systems **are dynamic but fragmented**. Many actors operate in overlapping roles, and long-term strategic coherence is limited.

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3. CCE Practice: Strong Non-formal Sectors and School Engagement, but Gaps in Continuity

Across the three countries, CCE practices exhibit several shared characteristics:

- Strong role of non-formal education centres, particularly environmental education and sustainability NGOs.
- Broad thematic coverage, addressing climate science, mitigation, sustainability, energy, biodiversity, and global justice.
- Short-term formats dominate, with relatively few long-term or whole-school approaches.
- Teacher training and professional development are underdeveloped relative to the needs created by curriculum aspirations.
- While schools are central delivery sites, higher education and adult education remain comparatively underserved.

The Netherlands stands out with its strong network of **teacher-led and youth-led climate organisations**, while Austria shows exceptional **density of NGOs and experiential formats**, and Czechia demonstrates a comparatively **structured ecosystem of methodological and evaluation tools**.

4. Emerging Sector: Corporate CCE Across All Three Countries

Although data are limited, all three countries show early signs of **corporate climate literacy programmes** delivered by large companies for their employees. Driven by ESG and CSRD obligations, firms are beginning to provide sustainability onboarding, climate target training, and workplace engagement programmes. This sector remains insufficiently mapped but represents an important frontier for future expansion of CCE.

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Hope and resilience in climate change education

Mapping the Landscape of Climate Change Education in the Czech Republic

Analysis Report

MUNI

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1. Introduction

Mapping of climate change education

One of the activities of the HARP project is mapping stakeholders and climate education (CCE) activities in the Czech Republic. The aim is to analyse and understand the current state of CCE, which will enable HARP project activities to identify areas requiring attention. The mapping focuses on the Czech Republic, but we will also use perspectives from the Netherlands and Austria for comparison.

In the first phase, a list of relevant stakeholders (promoters, opinion leaders, policymakers, regulators, practitioners, researchers, etc.) was compiled, followed by mapping of CCE in three basic areas: CCE governance, CCE support and coordination, and CCE practice.

The final analysis should provide a comprehensive overview of the current state of CCE in the Czech Republic, including the relationships between stakeholders and their involvement in CCE, as well as a basic description of CCE practices.

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2. Methodology

Research objectives:

- Identify key stakeholders in the field of CCE in the participating countries (the Czech Republic, Austria, and the Netherlands).
- Analyse and compare the extent of practice, support, and coordination in the field of KV among the participating countries.

Definition of key terms and areas:

- CCE = educational area/approach focused on increasing climate literacy of target groups (=knowledge, attitudes, beliefs, skills, competencies, willingness to act, pro-climatic behaviour (climate action)).
- CCE stakeholder (subject) = any organization (or legal entity) that intentionally (actively) supports, coordinates, implements, or researches CCE.
- CCE practice (CCEP) = any practice of CCE designed and/or conducted by CCE stakeholders, intentionally aimed at increasing climate literacy through educational activities
- CCE support and coordination (CCES) = any activity intentionally aimed at supporting or coordinating CCE development, implementation, evaluation, or research.
- CCE research (CCER) = any research activity intentionally aimed at investigating, monitoring, evaluating, or reporting CCE.

Specification of CCEP/CCES:

1. A practice is considered to be a **CCE practice** if:

- At least one of the CCE key words (see the list below) equivalents in the national languages is explicitly mentioned in a) title of the practice, or b) abstract, annotation, task description, keywords, or other relevant description of the practice, presented by the unit by any open sources (e.g., on the Internet), AND
- The term “education” (education*) is explicitly mentioned in the same parts of the document with a clear relation to the previously mentioned keywords, or it is implicitly stated/obvious that a practice is offered as a part of educational activities provided by the unit.

<u>CCEP key words:</u>

climate

climate system, change, crisis, action, justice, emergency, hazard, vulnerab*,resilien*, impact

global warming

greenhouse effect

greenhouse gas*, GHG

GHG emission*

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carbon dioxide (CO2) emission*

carbon footprint

carbon neutral*, zero carbon

just transition

renewable energy, sources

low emission

net-zero/net-zero (CO2) emission*

adaptation (within 15 words of 'climate')

mitigation (within 15 words of 'climate') [1]

emotions (within 15 words of 'climate')

(self-)reflect* (within 15 words of 'climate')

express* (within 15 words of 'climate')

guilt (within 15 words of 'climate')

hope (within 15 words of 'climate')

anxiety (within 15 words of 'climate')[2]

2. A support/coordination activity is considered to be **CCE support and coordination** if it explicitly states its relationship to CCE, using phrases like "climate change education" and other relevant synonyms.

Who/what is not considered CCE:

- Advocacy = activities primarily aimed at promoting adaptation or mitigation policy related to climate change (CC), even when they include educational aspects; "advocacy first, learning second".
- Raising of public awareness and journalism = activities primarily aimed at communicating news about CC without an intended aim to increase CC literacy through educational activities.
- Consulting = activities primarily aimed at expert support of CC-related mitigation and adaptation measures, even when they include educational aspects.

[1] Adapted from *Climate change and sustainability in science and social science secondary school curricula* (UNESCO, 2024).
[2] Additionally, several keywords not originally on the UNESCO list were added to the list, covering the emotional dimension of CCE, which has recently been gaining importance (Hickman et al., 2021; Ojala, 2012; Pihkala, 2020; Sangervo et al., 2022)

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Who is also excluded:

- Individual teachers.
- School subjects (e.g. geography, chemistry, physics) and university courses (e.g. hydrology, EU politics, atmospheric physics) covering various topics related to CC (but analyses of the Czech national curricula for elementary and secondary schools will be conducted).

Examples of exclusion decisions:

- A program focused on place-based education is NOT considered CCEP if it does not explicitly mention its focus on CC.
- A campaign focused on energy savings is NOT considered CCEP, unless a) it does explicitly mention its focus on developing climate literacy of a target group, AND b) contains a reference to CC in its description.
- A grant scheme supporting environmental education is NOT considered CCES, if it does not explicitly mention its intention to support CCEP.

Methods:

The mapping analyses utilized the method of both qualitative and quantitative content analysis (Elo et al., 2014; Krippendorff, 2004; Neuman, 2002; Patton, 2015), which enabled categorizing textual data into meaningful units, applying coding rules, and analysing patterns or frequencies to draw conclusions. Three coding schemes were prepared for the content analysis procedure:

1. The Stakeholders Mapping sheet – a hierarchical table of CCE stakeholders (including levels of Coordination and Governance, Formal Education, Non-formal Education, and Non-academic Research/Multi-level stakeholders) for compiling a list of relevant CCE stakeholders (see Appendix 1 in the Appendices section).
2. Stakeholder Analyses sheet – a table for recording CCES and CCEP activities and outcomes (see Appendix 2 in the Appendices section) for each identified stakeholder.
3. CCEP Analyses sheet – a table for recording specific details (e.g. site, audience, covered topics) about individual activities/programs identified as CCEP items (see Appendix 3 in the Appendices section).

Procedure and data collection:

1. Initial screening:
    a. Each of the partners compiled a list of relevant CCE stakeholders and filled in the Stakeholders sheet - based on the expertise of the team members, the Czech HARP team prepared a comprehensive list of all the potential CCE stakeholders in their country.
    b. The list was consulted with members of the 'Consulting Board' (a group of national educational experts, policy-makers, ministerial officers and practitioners), and their proposals for modifications and additions were considered and decided upon.
2. Piloting the instrument (sheets mentioned above):

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a. Data were collected for 8 units (2 units per level) by examining the content of their websites and coding the content according to the Stakeholder Analyses sheet and the CCEP Analyses sheet. The results were recorded in the respective tables.

b. The results were discussed within the team, and modifications or additions for the sheets were proposed and considered.

c. The sheets were finalized.

3. Data collection:

a. Data were collected for all the identified CCE stakeholders by examining the content of their websites and coding the content according to the Stakeholder Analyses sheet and the CCEP Analyses sheet. The results were recorded in the respective tables.

b. The results were discussed within the team, and ambiguous items were considered and decided upon.

c. One focus group was organized with members of the 'Consulting Board', the results were discussed with them and their proposals for modifications and additions were considered and decided upon.

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3. Results

3.1 Governance level

The governance of CCE in the Czech Republic is embedded within a multi-level framework of institutions, policies, and strategic documents. At the core of this system are **government ministries** and their **subordinate agencies**, which play the most decisive role.

The governmental level

The Czech Government provides the overarching policy direction through strategic frameworks, such as the *Updated Strategic Framework Czech Republic 2030 (with a view to 2050),* and climate-specific policies. The Czech Government CCE also prepares and approves relevant legislative documents and laws affecting the state and development of CCE in the Czech Republic (the Czech Parliament and Senate also play a significant role in the approval of relevant laws), see Figure 1 below.

The ministerial level

At this level, the Ministry of Environment (MoE) and the Ministry of Education, Youth and Sports (MoED) are primarily involved.

The Ministry of Environment plays an important role in coordinating environmental education and awareness (EEA), including CCE, at the national and regional levels and is responsible for creating key strategic documents for environmental education and awareness, e.g. the *State Program for Environmental Education, Training, and Awareness and Environmental Consulting 2016–2025*, the *Environmental Education and Awareness Action Plan 2022–2025*, the *Environmental Education and Awareness Objectives and Indicators*. The Superior Ministerial Officer responsible for EEA (Mgr. Miroslav Novák) also ensures CEE reporting and the implementation of international documents from the UN, UNESCO, and the EU.

The Ministry of Education, Youth and Sports manages formal education and influences the state of environmental education (including CCE) at this level through strategic and methodological documents (*Strategy of Education Policy of the Czech Republic until 2030+, Strategy of Education for Sustainable Development of the Czech Republic, Methodological Guidelines for Ensuring Environmental Education*, etc.) and, through the National Pedagogical Institute, determines the implementation of EEA/CCE in national curricula.

The regional level

At the regional level, climate education is reflected in regional long-term education plans and regional EEA strategies. These documents take national strategies into account and adapt them to local conditions.

The school level

The lowest level of governance is represented by schools and educational institutions themselves, which implement climate and environmental education based on school educational programs (ŠVP) and school EEA programs. School EEA coordinators serve as the internal champions of CCE, leading both teachers and school management in implementing CCE implementation initiatives.

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Advisory and coordinating bodies

The Government Council for Sustainable Development, especially the Committee on Education for Sustainability, plays a coordinating role across ministries and sectors. This advisory body ensures coherence between educational, environmental, and sustainable development agendas.

At the regional level, regional governments and advisory boards for EEA adapt national strategies to local conditions, preparing Regional Long-term Education Strategies and Regional EEA Strategies. This vertical coordination mechanism allows for regional flexibility in EEA/CCE implementation while maintaining alignment with central objectives.

Agencies and implementation institutions

The National Pedagogical Institute (NPI) translates ministerial guidelines into pedagogical practice by guiding the process of curriculum design and implementation.

The Czech School Inspectorate monitors how climate change and EEA objectives are implemented in schools, providing accountability through reporting.

Legislative and policy framework

The governance structure is anchored in a set of binding legal instruments:

- *Act No. 17/1992 on the Environment*;
- *Act No. 114/1992 on Nature and Landscape Protection*;
- *Act No. 123/1998 on the Right to Environmental Information*;
- *Act No. 561/2004 on Education*.

In addition to legislation, the system is guided by strategic and methodological documents with strong hierarchical authority, such as:

- *Education Strategy for Sustainable Development*;
- *Standard for Training of Teaching Staff in EEA (Decree No. 317/2005)*;
- *Qualification Standard for Environmental Education Specialists*;
- National curricula and methodological instructions.

International frameworks, including documents from the **UN, UNESCO, and the EU**, provide additional normative guidance and benchmarking.

The governance level of climate education in the Czech Republic is illustrated in Figure 1. The most important stakeholders and documents (marked in red) represent key pillars that determine the direction and priorities of climate education.

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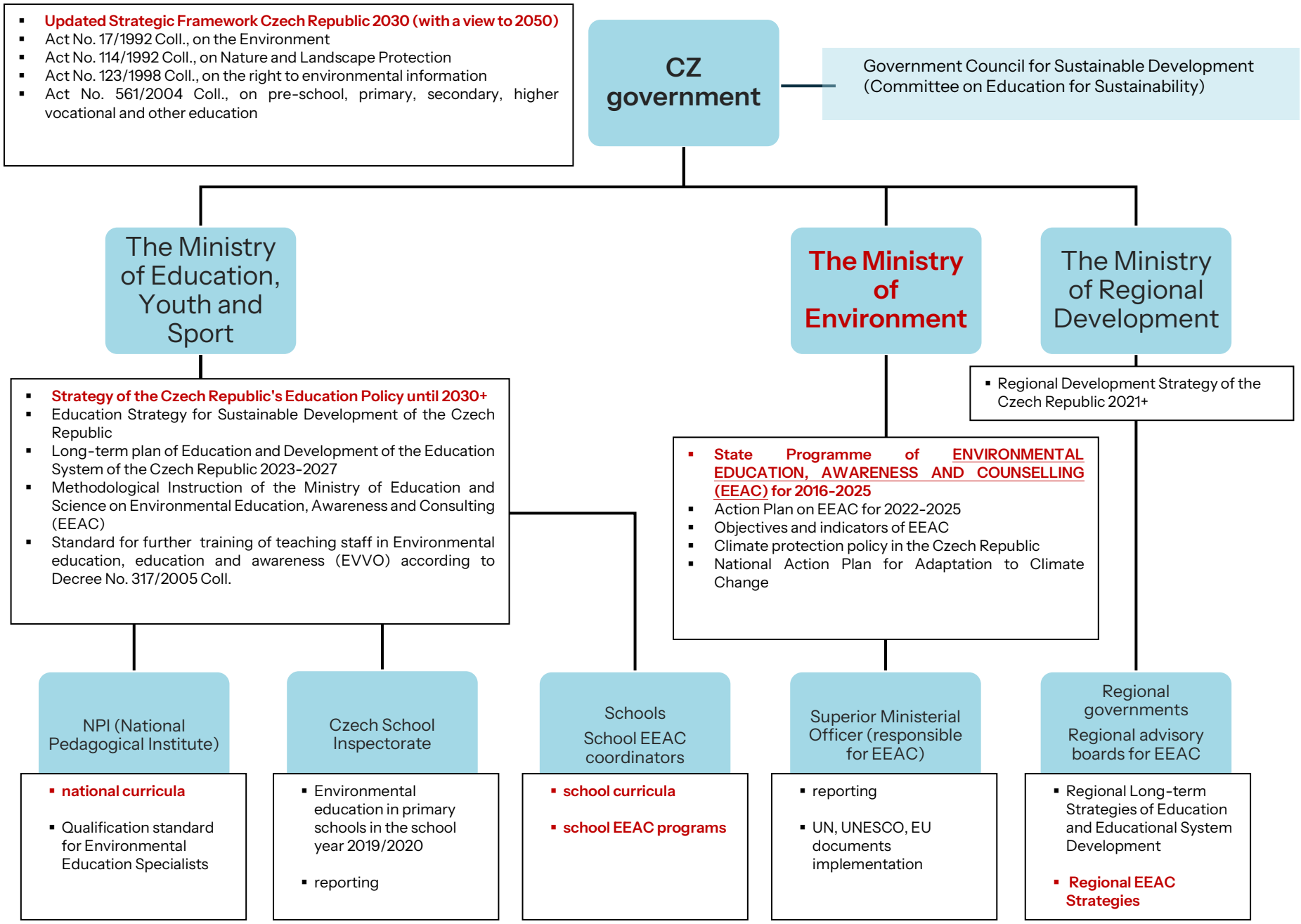

Figure 1 - The governance level of climate education in the Czech Republic

Hierarchy and influence

The governance structure of climate change education in the Czech Republic is characterized by a clear hierarchy:

- **Strategic level**: Central government and ministries define the overarching framework through national strategies and legislation.
- **Coordination level**: the Czech School Inspectorate, the Superior Ministerial Officer and the National Pedagogical Institute translate strategies into practice and monitor their implementation.
- **Implementation level**: Regional authorities, schools, and school EEA coordinators adapt national strategies to local conditions and carry out educational activities.

Among these, the **Ministry of the Environment**, the **Ministry of Education, Youth and Sports**, and a select group of strategic documents (*Strategy 2030+*, *State Programme of EEA*, and national curricula) hold the **greatest influence**, serving as the key drivers of systemic change.

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3.2 Coordination and support level

The coordination of climate change education in the Czech Republic represents the connective tissue between central-level governance (ministries, strategic documents) and local-level implementation (schools, teachers, NGOs). Unlike the legislative and strategic framework, coordination is primarily exercised through networking, methodological support, certification, and funding mechanisms. These processes involve a broad spectrum of actors—government agencies, civil society organisations, research institutions, and international partners—who jointly shape the coherence, quality, and reach of CCE.

CCE support (primarily methodological) has developed mainly in the non-formal sphere in recent years, with many organisations providing support to educators in the form of various methodological materials (e.g. 'I Teach About Climate' web portal) and professional development programs and workshops. Conferences for educators at both national and regional levels also play a crucial role. Financial support for climate education is primarily provided by the Ministry of the Environment through grant calls (e.g., OPŽP, TAČR, NPO).

Below, the most important stakeholders and activities are listed.

Networking and stakeholder engagement

- Ministry of Environment ('Climate is changing. What about us?' - expert group)
- 'I teach about Climate' web portal (online meetings for teachers, quarterly meetings of the portal's founders and members)
- Pavučina (the Spiderweb) - a nationwide network of environmental education centres, plays a crucial role in connecting organisations, educators, and regional actors; conferences such as Mrkev and Mrkvička, coordinated by Pavučina, serve as recurring stakeholder forums, reinforcing cross-sectoral dialogue.
- Klimatická koalice (Climate Coalition) – a nationwide network of organisations dealing with the climate change topic
- Učitelé za klima (Teachers for Climate) – a nationwide network of teachers who promote CCE

Certification and quality assurance

- The Pavučina Certification Board awards certificates to educational organisations based on documented evidence and on-site audits conducted by trained evaluators. Certification criteria specify the principles and prerequisites for delivering high-quality EEA, thereby setting a benchmark for climate change education.
- Initiatives such as the Eco-schools program (coordinated by the Tereza Educational Centre in the Czech Republic) also contribute to institutional quality assurance through international frameworks and evaluation procedures.

Methodological and professional support

- National and regional conferences—such as the *National EEA Conference* (organised by Lipka and the Ministry of Environment), *Educating (Ourselves) for the Climate* (SEVER), or *TEREZA Summer Schools*—facilitate CCE professional development and peer exchange.
- Academic institutions (e.g., Masaryk University, Jan Evangelista Purkyně University) contribute through research, expertise, and development of educational resources.

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- Specialised organisations (SEVER, Tereza, Chaloupky, Lipka, NaZemi, People in Need) develop climate-focused programs, tutorials, and workshops, supporting teachers in classroom CCE implementation.
- Online platforms ('I Teach about Climate' web portal, 'Climate Facts' web portal) extend the reach of materials to educators nationwide.

Evaluation and monitoring

- The Ministry of Environment and partner organisations conduct evaluations of funded programs.
- Universities (MUNI, UJEP) and researchers (e.g. Činčera, Kolenatý, Krajhanzl, Kroufek) provide evidence-based assessments of CCE programs, pedagogical approaches and long-term outcomes.

Financial support and resource mobilisation

- **National public funding**: Ministry of Environment programs (OPŽP, NP, NPŽP, TAČR) and Ministry of Education programs (OP JAK, NPO)—often financed through EU structural funds.
- **European and international programs**: Erasmus+, EUKI, LIFE, InterReg, as well as EEA and Norway Grants.
- **Private and foundation support**: notably Nadace Partnerství, Clim-E-Edu, and the German DBU foundation.
- NGO coordination platforms such as FORS also channel international project-based funding.

Coordination of CCE in the Czech Republic is characterised by a pluralistic and network-based model. Unlike the hierarchical nature of governance, coordination is horizontal and participatory, involving ministries, NGOs, research institutions, and international funders. Networking and stakeholder engagement provide the connective structure, certification guarantees quality, methodological support empowers educators, and diverse funding streams sustain activities.

This coordination level thus functions as the mediating layer: translating national strategies into actionable tools and programs while feeding back evidence and innovation to policymakers. Its strength lies in inclusivity and cross-sectoral cooperation; its main challenge is to ensure coherence across a diverse landscape of actors and funding mechanisms (see Figures 2-4, illustrating the CCE coordination and support level).

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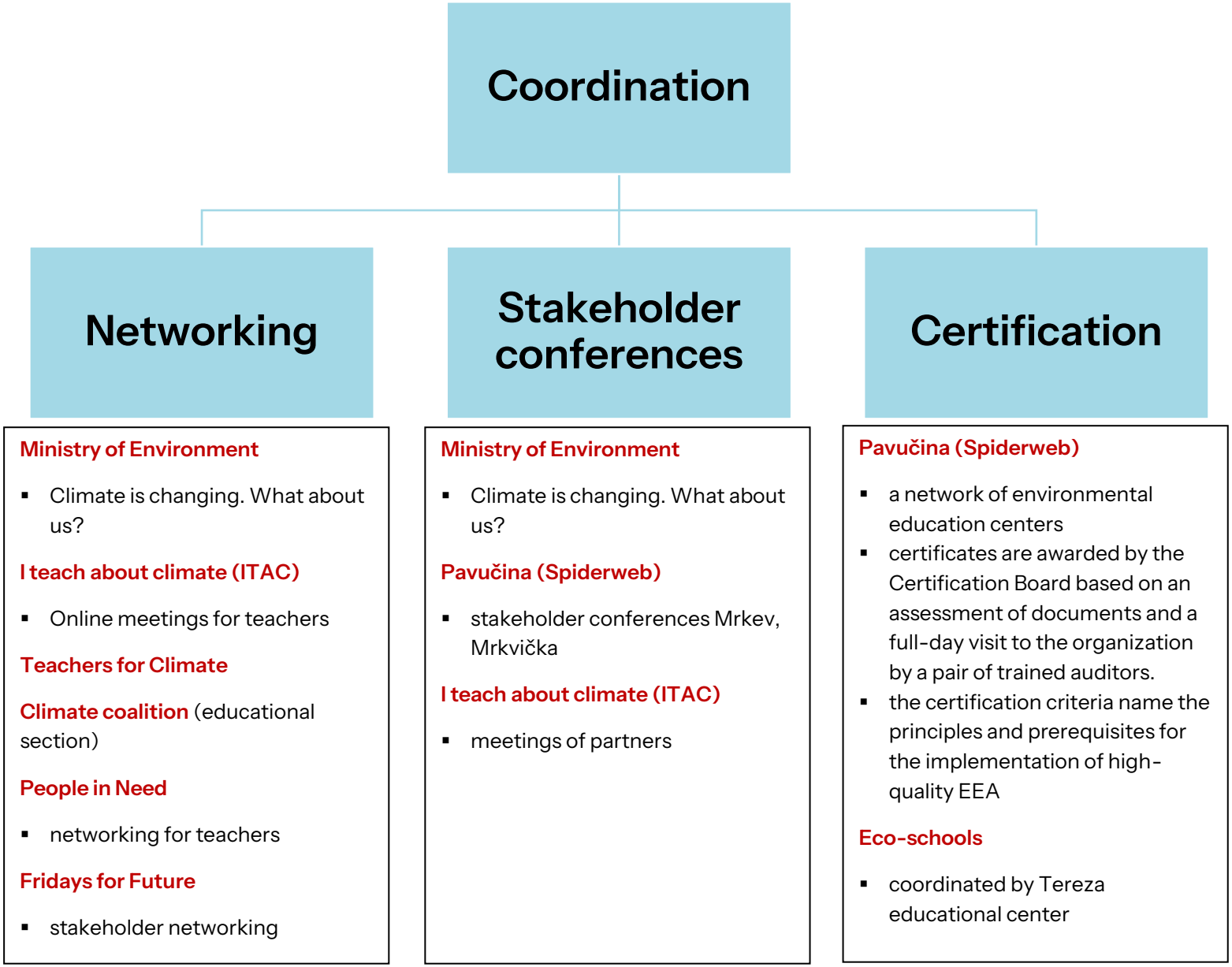

Figure 2 – CCE coordination level

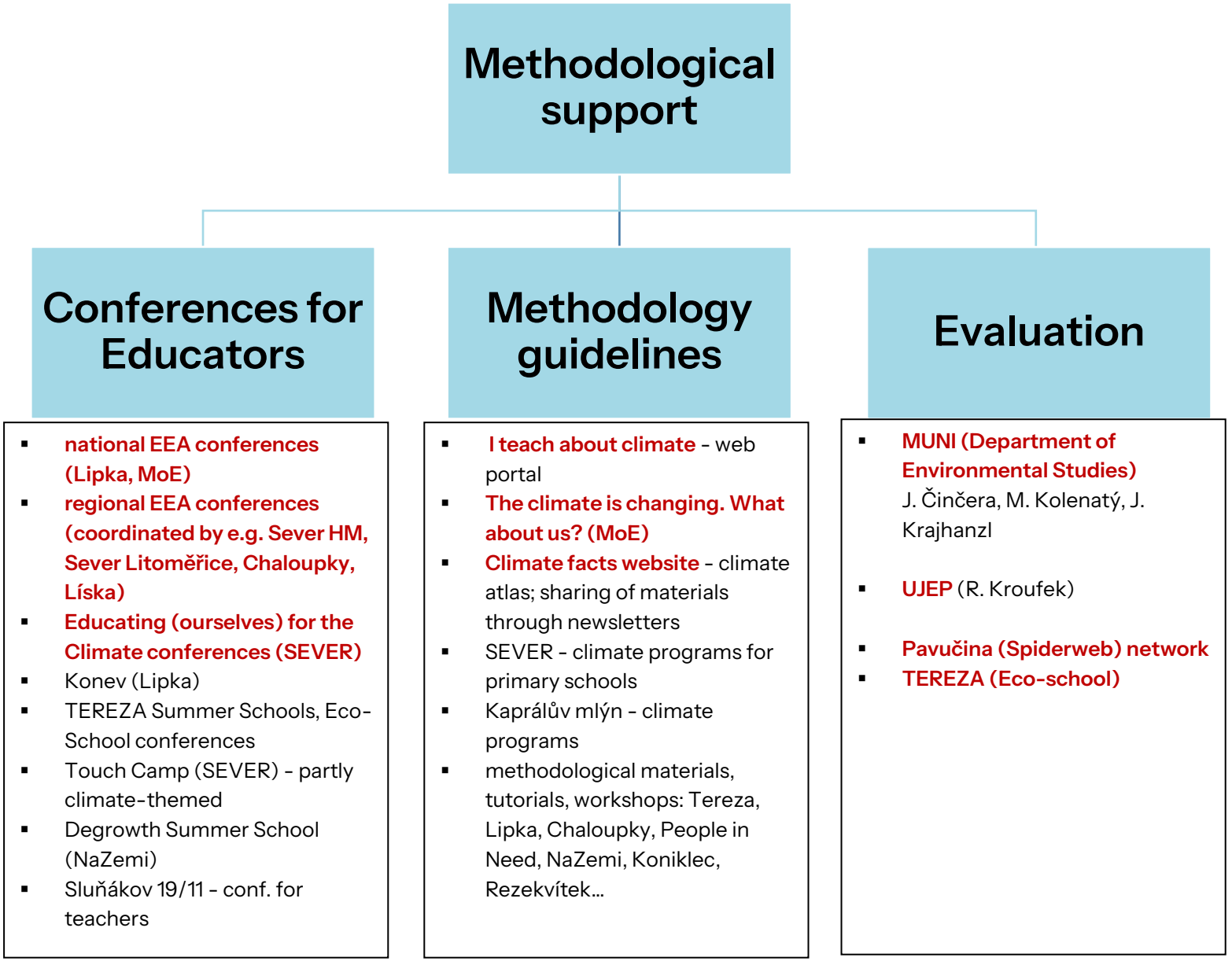

Figure 3 – CCE methodological support level

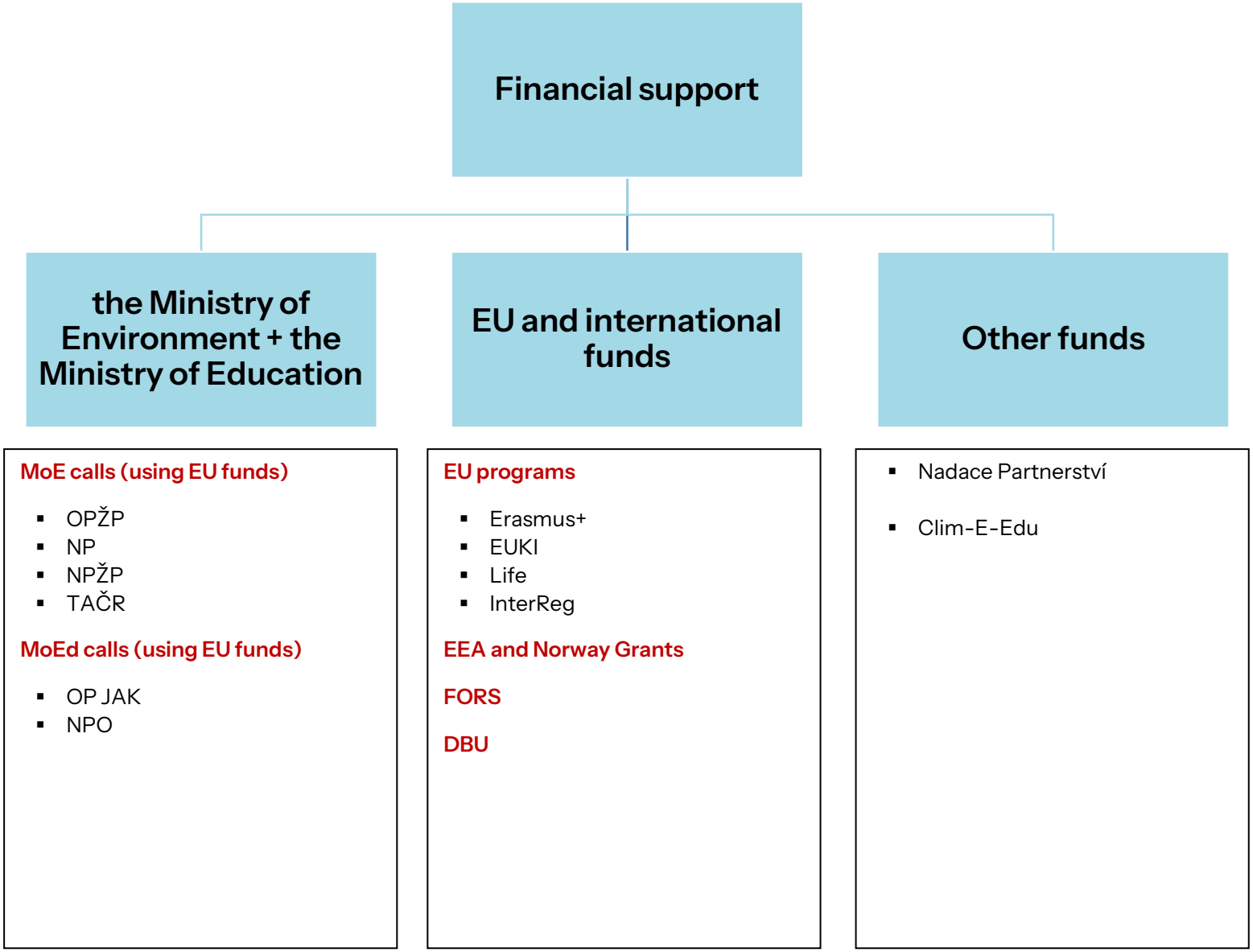

Figure 4 – CCE financial support level

3.3 CCE practice level

While strategies and coordination mechanisms provide the structural backbone of climate CCE in the Czech Republic, their practical delivery depends on the design and implementation of concrete programs. Within our data collection and analyses, we analysed more than 300 CCE programs, mostly offered by EEA centres, eco-centres and NGOs focused on EEA, and directed at an elementary and secondary school audience. The available data offer insights into the formats, target groups, duration, school levels, locations, and thematic focuses of current CCE practice. These patterns reflect both the opportunities and limitations in mainstreaming CCE across the Czech education system.

Formats of CCE programs

CCE is implemented in diverse ways, but there is a clear preference for on-site learning. Out of the total surveyed programs, 236 are conducted on-site, compared to 27 online and 25 combining online and on-site delivery. The emphasis on face-to-face interaction suggests a prioritisation of experiential and participatory learning, which is consistent with environmental education traditions in the Czech Republic. Online and blended formats remain underutilised, despite their potential to expand accessibility and reach.

Target groups

CCE programs target a wide spectrum of learners, though students remain the primary audience (180 programs). Programs directed at educators (44) and students together with educators (33) represent an important but smaller segment, pointing to gaps in systemic professional development for teachers. Only 38 programs address the general public, indicating that CCE is still predominantly school-focused rather than a broader societal learning effort.

School levels

CCE practice spans multiple school levels, although it is concentrated in upper-elementary and lower-secondary education. The data show that 40 programs are linked to elementary schools, 22 to lower-secondary schools, and 23 to upper-secondary schools, while early-childhood and tertiary levels are less represented. The relatively strong presence of CCE in compulsory education is promising, yet the lower involvement of higher education institutions may limit continuity in climate literacy development.

Program duration

The duration of programs varies significantly, but the majority are relatively short. A total of 173 programs consist of one lesson or a block of lessons, while 54 extend to one or several days (including weekend formats). Longer-term interventions—1–3 weeks (10), 1–3 months (3), or up to 6 months (6)—are rare, and only 17 programs exceed six months. This preference for short interventions raises concerns about depth, continuity, and long-term behavioural impact, as brief exposures may lack transformative potential.

Location of programs

Programs are relatively balanced between school-based (44), outdoor/nature-based (21), and environmental centre-based activities (85). An additional 36 programs operate in other venues,

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indicating a diversified landscape of learning environments. The prominence of environmental centres reflects the Czech tradition of non-formal environmental education, which serves as a strong complement to school-based learning.

Subject involvement

A majority of programs involve both design and direct delivery (133 programs), followed by conducting only (112), while design-only roles are rare (13). This suggests that providers are actively engaged not only in curriculum adaptation and program design, but also in practice, underlining the participatory character of CCE in the Czech context.

Thematic focus

The thematic spectrum of CCE programs is diverse, with climate change, energy, and sustainability as dominant topics. A significant number of programs (over 160) explicitly address climate change knowledge and impacts, while others focus on energy, consumption, biodiversity, and global responsibility. This reflects rather disorganised and uncoordinated CCE implementation across CCE program providers – rarely do programs integrate all the key dimensions of CCE – cognitive, action-oriented and socio-emotional.

For detailed results, see Figures 5-11 below.

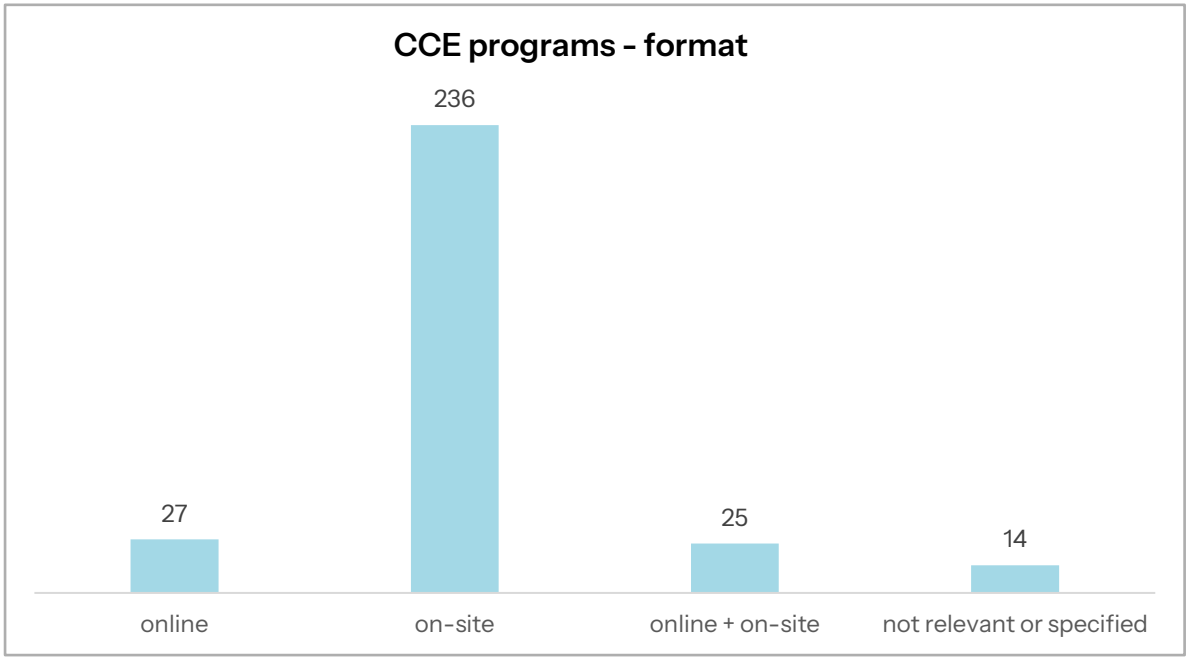

Figure 5 – The format of CCE programs

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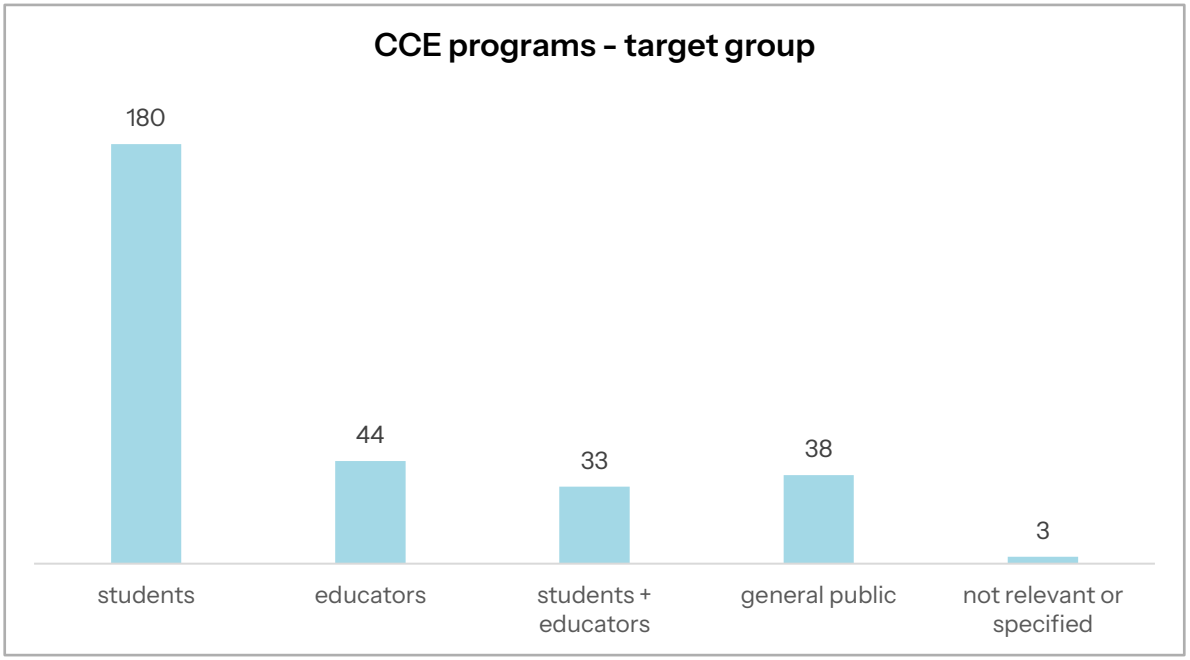

Figure 6 – The target group of CCE programs

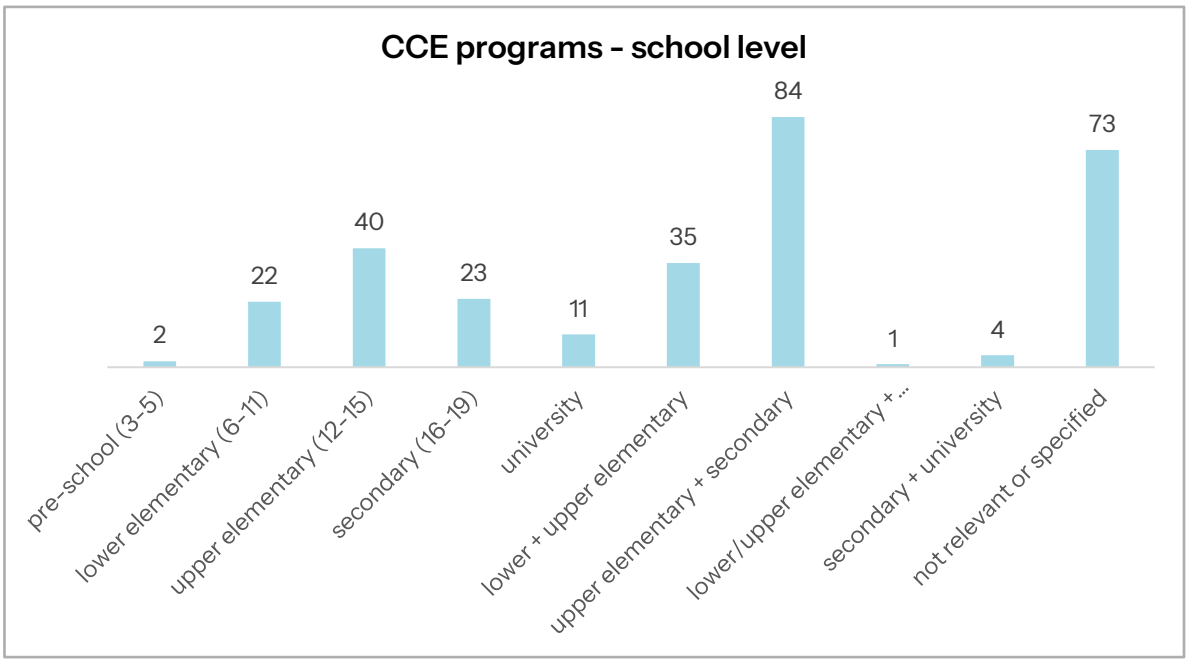

Figure 7 – The school level of CCE programs

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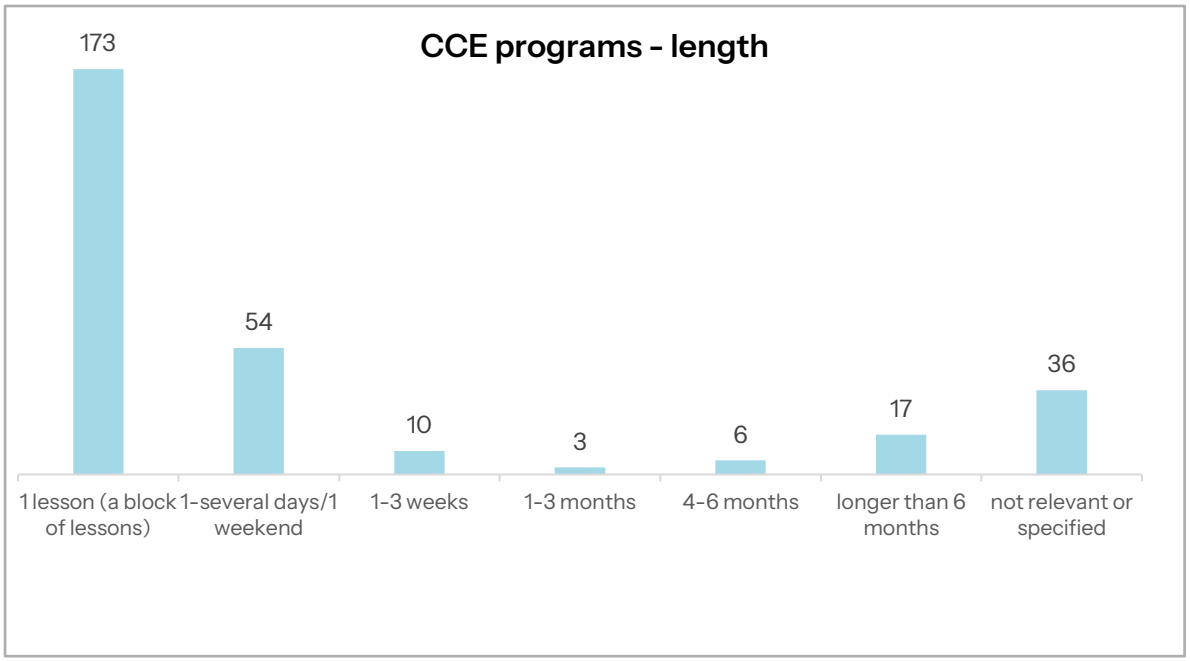

Figure 8 – The length of CCE programs

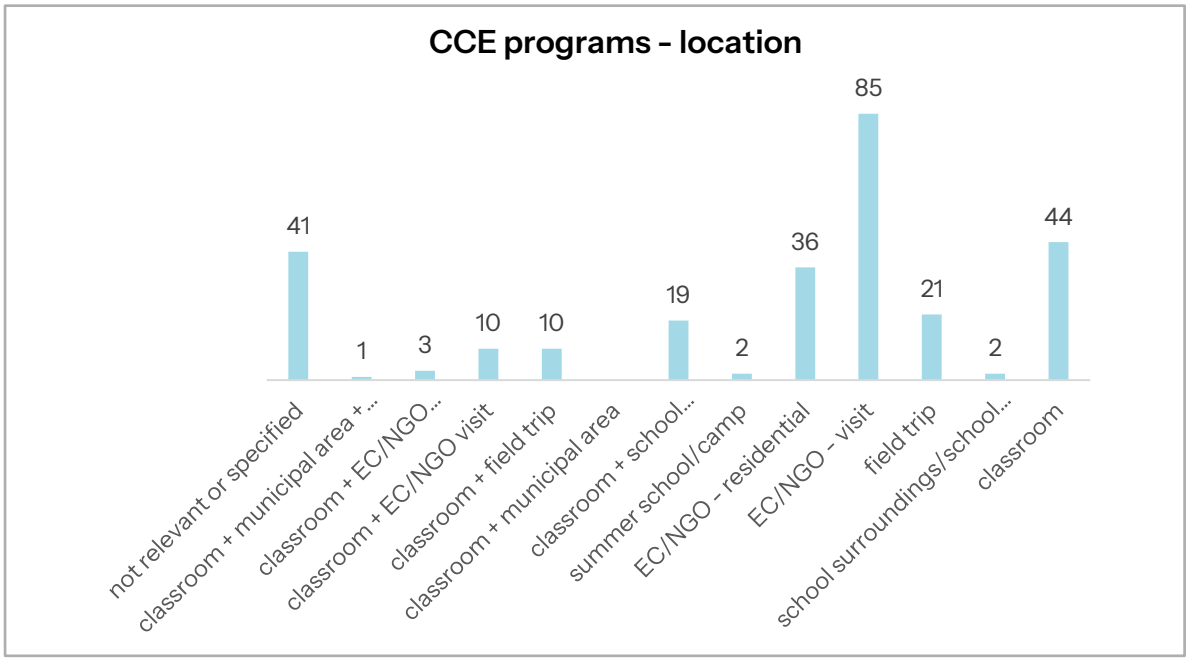

Figure 9 – The location of CCE programs

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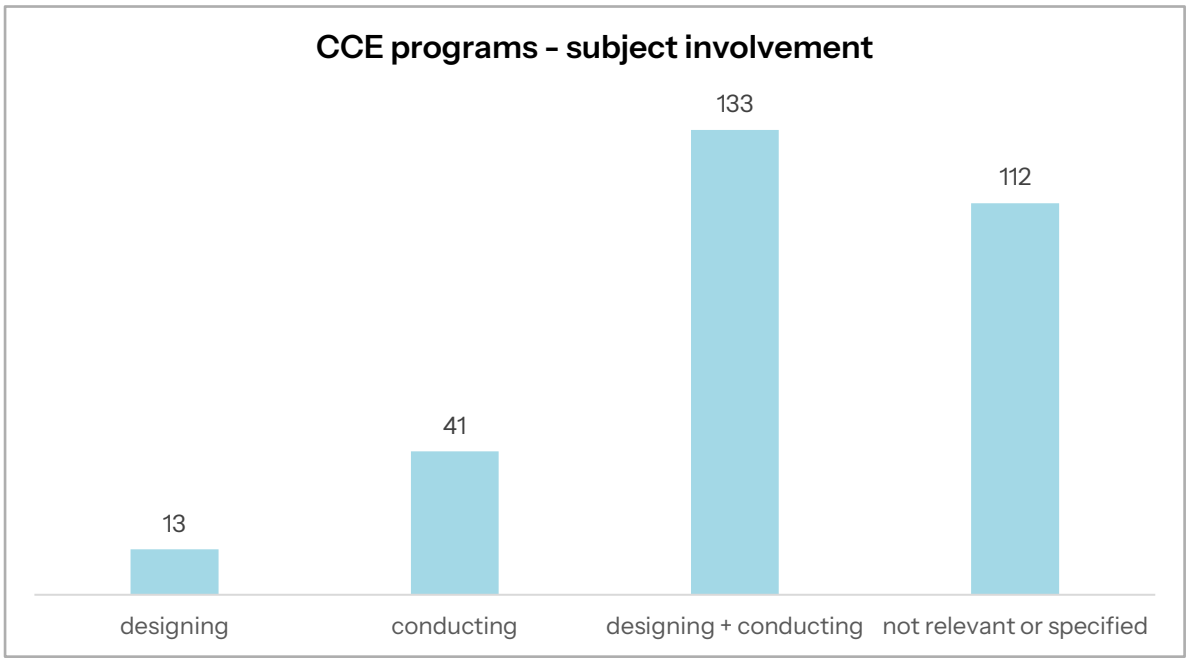

Figure 10 – The involvement of subjects in CCE programs

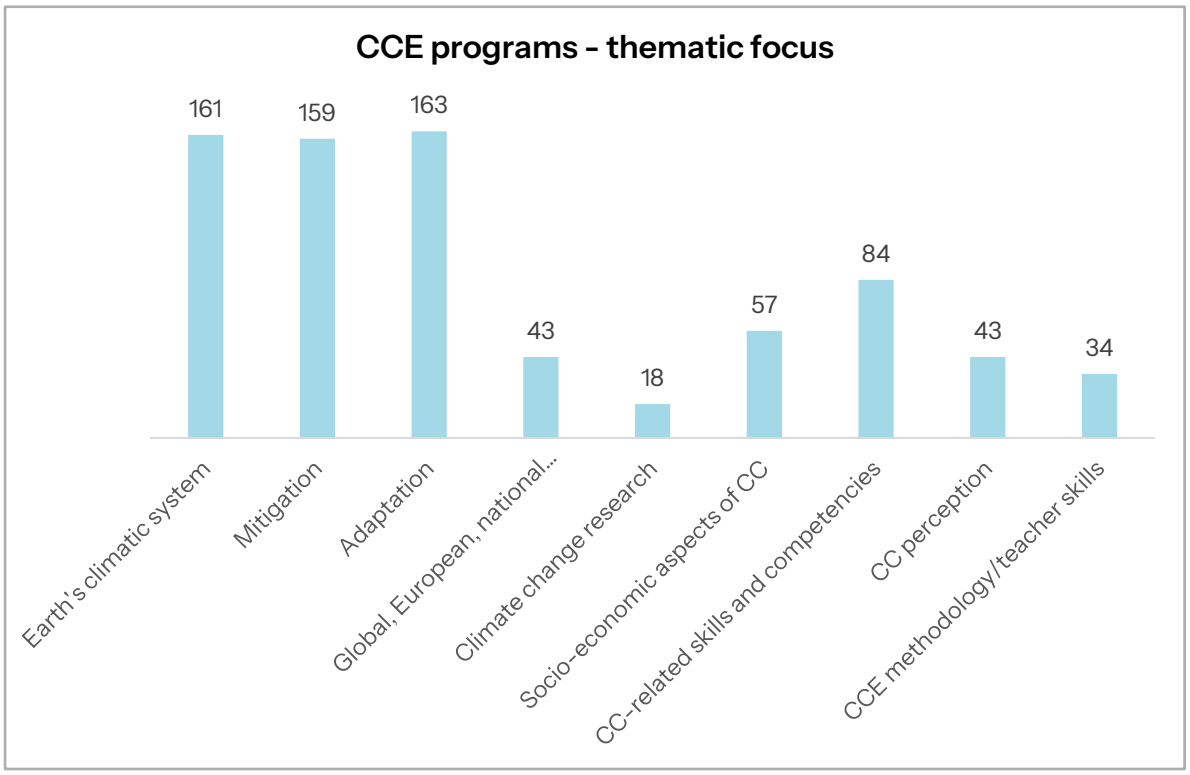

Figure 11 – The thematic focus of CCE programs

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3.4 An emerging sector – CCE for employees at companies

In addition to the established landscape of CCE in schools, NGOs, environmental centres, and public-sector institutions, a **new and rapidly developing sector of CCE is beginning to emerge in Czechia: climate education for employees in large companies and multinational corporations**. Although still in an early stage and not yet systematically mapped, this sector reflects a growing recognition within the private sphere that climate literacy is essential for organisational performance, regulatory compliance, and long-term competitiveness.

Characteristics of corporate CCE

Large employers, including Vodafone, IKEA, Henkel, ČEZ, Škoda Auto, Deloitte, and others, have begun introducing internal training and learning formats aimed at raising awareness of corporate climate policies and their implications for daily work. Emerging examples include:

- **onboarding modules** for new employees covering sustainability commitments, climate targets, and organizational values;
- **internal e-learning courses** on climate science, carbon footprints, circular economy, and energy efficiency;
- **specialized training sessions** for managers or specific departments (e.g., logistics, procurement, marketing) on climate-related responsibilities;
- **workplace behaviour programs**, such as sustainable commuting, resource-saving practices, or low-carbon office culture;
- **employee engagement campaigns** connected to ESG reporting, net-zero strategies, or corporate climate roadmaps.

These initiatives vary widely in depth and scope—from short informational videos to multi-step learning pathways—but they share the goal of ensuring that staff understand the company's climate ambitions and are equipped to support them.

The main drivers of corporate CCE growth

Several systemic drivers contribute to the rapid emergence of this new CCE domain:

- **ESG and CSRD regulations**: EU climate disclosure rules require companies to report not only emissions but also internal governance, processes, and education efforts.
- **Decarbonization commitments**: Many corporations have adopted science-based targets, which require employee involvement to achieve operational reductions.
- **Market and investor expectations**: Climate-literate employees enhance a company's reputation, reduce risks, and support innovation.
- **Internal cultural change**: Sustainability-oriented corporate culture increasingly relies on educating staff at all levels.

These factors create a demand for climate-related learning, positioning CCE as a strategic human-resources and organisational-development priority.

Current Limitations and Data Gaps

Despite its growing importance, this sector could not be systematically analysed in the present report due to **limited data availability** and the **evolving stage** of many initiatives. Specific challenges include:

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- **lack of transparency**: companies rarely publish detailed information about course content, participation rates, or methodologies;
- **heterogeneity of formats**: corporate CCE ranges from informal webinars to structured learning pathways, complicating systematic comparison;
- **absence of independent evaluation**: most corporate programs do not report outcomes or impacts in a way that would allow rigorous analysis;
- **early development stage**: many initiatives are only pilots or internal prototypes rather than mature, long-standing educational programs.

As a result, comprehensive mapping of this sector is currently not feasible, and future research will need to focus on collecting more robust data and case studies.

Implications for the Future of CCE in Czechia

The emergence of corporate CCE represents a **significant opportunity** to expand climate literacy beyond formal education systems and into the wider workforce. It also offers several implications for national climate change education strategies and policies:

- **Expansion of target groups**: CCE is increasingly relevant for adults and professionals, not only for school-age learners.
- **Cross-sector partnerships**: Collaboration between universities, NGOs, and companies could improve the quality and evaluation of corporate climate training.
- **Standardisation and quality assurance**: As the sector grows, frameworks for assessing the quality, credibility, and impact of corporate CCE will be needed.
- **Workplace climate competences**: Linking corporate CCE with broader competence models (e.g., GreenComp) could strengthen alignment with national education strategy.
- **Potential for scaling climate action**: Educating employees contributes directly to achieving organisational net-zero targets and can generate spill-over effects into households and communities.

CCE for employees in large companies is an emerging but strategically important sector that extends climate education into the realm of organisational learning and workforce development. Although current initiatives are fragmented, mostly internal, and insufficiently documented, the sector will most likely experience rapid expansion due to regulatory pressures, market expectations, and companies' own decarbonization commitments. Therefore, it represents a promising future area for research, stakeholder engagement, and integration into a broader, societal approach to climate literacy in Czechia.

3.5 Main leverage actors in CCE implementation in the Czech Republic

The governance of climate change education (CCE) in the Czech Republic is not only determined by strategic frameworks and coordination mechanisms but also by the presence of **leverage actors**—stakeholders that exert disproportionate influence over policy, practice, and outcomes. These actors derive their power from a combination of institutional authority, resources, professional legitimacy, and outreach capacity. According to the enhanced leverage scheme, four principal actors stand out: the **Ministry of Environment**, the **Ministry of Education, Youth and Sports**, the **"I Teach About Climate" (ITAC) platform**, and the **Pavučina network**. Together, they represent the **top-down, bottom-up, and horizontal dimensions of leverage**.

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The Ministry of Environment – top-down leverage

The Ministry of Environment remains the most influential governmental actor in CCE. Its leverage is anchored in:

- Strategic authority: development of policies such as the *State Programme of EEA* and the *Action Plan on EEA*.
- Institutional leadership: the Superior Ministerial Officer for EEAC provides a stable focal point for environmental and climate change education.
- Financial control: administration of major national and EU funding programs (e.g., OPŽP, NPŽP).
- Networking capacity: Convening stakeholders across sectors to align environmental and educational priorities.

The Ministry's leverage is fundamentally **top-down**, shaping the overall direction, scale, and legitimacy of climate change education.

The Ministry of Education, Youth and Sports – top-down leverage

The Ministry of Education, Youth, and Sports wields leverage over the core of the educational system:

- Educational policy authority: defines the overarching framework of Czech education, including long-term strategies and reforms.
- Curriculum design: determines the integration of climate change and sustainability topics into national curricula, directly influencing what is taught in classrooms.

Together with the Ministry of Environment, MŠMT provides the **institutional backbone** of CCE, ensuring that environmental objectives are embedded in mainstream education policy.

'I Teach About Climate' (ITAC) Platform – bottom-up leverage

The ITAC platform represents the pedagogical innovation and outreach dimension:

- Methodological support: offers accessible teaching resources, tutorials, and lesson plans on climate change.
- Networking: fosters teacher communities of practice, encouraging collaboration and knowledge-sharing.
- Outreach: expands access to CCE beyond urban centres, reaching teachers and schools nationwide.

Its influence lies in **bottom-up leverage**, equipping educators with the tools and confidence to integrate climate change into everyday teaching, thereby generating impact at the grassroots level.

Pavučina Network – horizontal leverage

The Pavučina (Spiderweb) network of EEA centres occupies a bridging position:

- Certification: accredits organisations based on standards of quality in environmental and climate education.
- Evaluation: assesses the quality of EEAC/CCE programs, contributing to evidence-based improvement.

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- Networking: provides platforms such as the *Mrkev* and *Mrkvička* conferences for peer learning and community building.

Pavučina's leverage is **horizontal**, mediating between central policy actors and local implementers, while ensuring quality and consistency across the sector.

See also Figure 12 below.

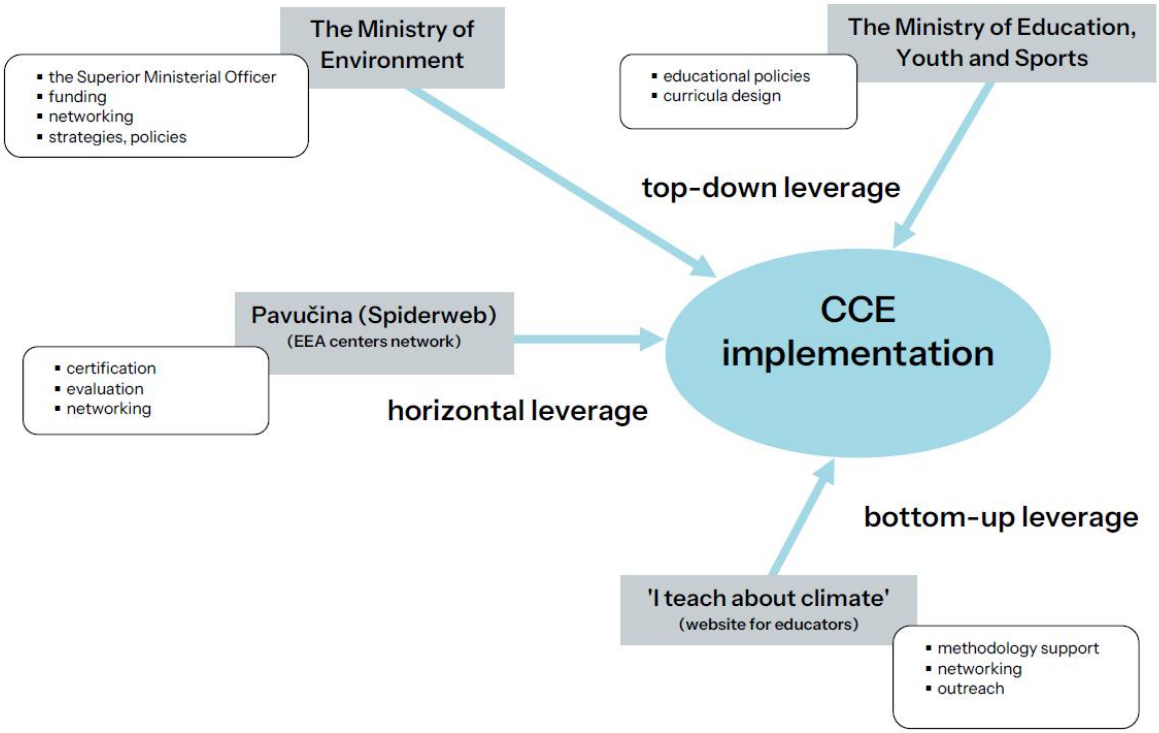

Figure 12– The main leverage actors in CCE implementation

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4. Supplementary analyses

4.1 CCE research in the Czech Republic

Czech university teams have focused on how CCE affects climate literacy and subsequent action. For example, a quasi-experimental study (Kolenatý et al., 2022) of the year-long 'CO_2 League' program (authors from Masaryk University and UJEP) found that raising climate knowledge (system, action, effectiveness) increased climate concern, which then boosted self-efficacy and willingness to act—i.e., knowledge → concern → agency → action. The mixed-methods design (pre/post survey + focus groups) highlighted the role of concrete tools such as carbon footprint tasks in translating understanding into behaviour. Limitations included voluntary participation and no control group, but the work set a widely cited causal pathway for adolescent climate action in the Czech context.

Complementing this, a national environmental literacy project (with university co-authors) linked exposure to environmental and sustainability education in schools to stronger knowledge, attitudes, beliefs, and place attachment among Czech pupils (Cincera et al., 2023; Činčera & Kroufek, 2021). Although the sample covered upper-elementary students, the research infrastructure and authorship are rooted in Czech universities and inform pre-service teacher education and curriculum design at faculties of education. The article provides robust, large-N evidence (N ≈ 30.000 across grades 6–9) and anchors Czech ESE/CCE debates in population-level data.

On the teacher-education side, Czech university scholars have repeatedly examined pre-service teachers' conceptions, environmental literacy, and program experiences—documenting persistent misconceptions around greenhouse effect and climate mechanisms and arguing for coursework that couples conceptual change with practice-oriented tasks. While some early works appear in conference/outreach venues, peer-reviewed outputs now emphasise outdoor and experiential learning design and its affective payoffs for learners, important for future teachers educated at Czech faculties.

A team of researchers from Jan Evangelista Purkyně University has also conducted a review study of CCE (Nepraš et al., 2022)

Finally, related Czech university research on energy and sustainability literacy underscores gaps in students' understanding of energy externalities—an adjacent but crucial substrate for CCE—reinforcing the need to integrate socio-economic dimensions (costs, co-benefits, trade-offs) into climate teaching and teacher preparation (Šedlbauer et al., 2024).

4.2 Analysis of CCE implementation in the Czech national curricula

An in-depth analysis of both the current version and the new version (in the process of finalisation) of the Czech elementary national curricula were analysed and compared.

The qualitative method of thematic analysis (Braun & Clarke, 2006; Neuman, 2002; Patton, 2015) was chosen as the method for data analysis, utilising a deductive approach (Bowen, 2009; Braun & Clarke, 2006; Crabtree & Miller, 1999) in order to efficiently answer two questions:

1. What is the level, form, and scope of CCE implementation within the Czech elementary school national curricula?

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2. How does CCE implementation in the Czech elementary school curricula comply with the CCE recommended key principles and strategies?

Therefore, a coding frame has been created, covering fundamental CCE theoretical principles, guidelines, and recommendations described in the Introduction section. The frame consists of three main learning dimensions, based on the categories defined by the report *Mapping the Landscape of K–12 Climate Change Education Policy in the United States* (MECCE & NAAEE, 2022). They were then divided into several sub-dimensions, specifying the three main dimensions and dividing them into clearly defined areas, which enable the identification of themes covered in the curricula content within the thematic analysis. The sub-dimensions were defined on the basis of key CCE frameworks and literature, such as the *NAAEE Guidelines for Excellence: Educating for Climate Action and Justice* (NAAEE, 2024), the *MECCE Project* (MECCE & NAAEE, 2022), the *Bicycle model* (Cantell et al., 2019), *New Green Learning Agenda* (Kwauk & Casey, 2021), the *Head, Heart, Hands model* (Sipos et al., 2008), *Agency in the Anthropocene* (White et al., 2023, 2024), *Investing in Climate Education* (Monroe & Bowers, 2024), and several relevant review studies (Aeschbach et al., 2025; Bhattacharya et al., 2021; Janney et al., 2024; Monroe et al., 2017; Reid, 2019; Wu et al., 2019). As the contemporary discourse of CCE in Europe is significantly influenced by the field of education for sustainability/education for sustainable development (ESD), which highlights the concept of competencies for environmental sustainability, we also considered several ESD competence frameworks, e.g. Wiek's key competencies in sustainability (Wiek et al., 2011), de Haan's ESD-related competencies (de Haan, 2010), the sustainability competence framework of Wals (2015), UNESCO's key competencies in ESD (Rieckmann, 2018), and more recently, action competences for sustainability defined by Sass et al. (2020) or the GreenComp competences outlined by Bianchi et al. (2022).

Finally, the sub-dimension specifications were defined (using the sources above and additional specific sources for each sub-dimension) to serve as a description and range definition of possible phenomena that could be coded in the given sub-dimension. The completed coding frame was reviewed by social science/environmental education experts, and some minor modifications were made according to their suggestions. The final coding frame, including results for both the current and future versions of the Czech elementary curricula, is available in the Appendices section (Appendices 4 and 5). The data analysis was conducted through a thorough study of the available curricula documents of the four selected countries and coding the content according to the coding frame (within applying the method of thematic analysis).

Results

Below, the results are presented, accompanied by figures showing the scope of CCE implementation in their national curricula. The results of the coding analyses for the current and future versions of the Czech national curriculum are shown in tables included in the Appendices section.

The current version

Firstly, the current national school curriculum of the Czech Republic (Ministerstvo školství, mládeže a tělovýchovy, 2017) was analysed. It confirmed that the current version of the Czech curriculum could serve as an example of CCE being dispersed across various disciplines or subjects. Items related to the cognitive dimension of CCE can be found in Biology, Chemistry, and Physics, in the learning areas of Humans and Nature and Humans and Their World, and in the Cross-curricular Topics. Chemistry includes only the systemic knowledge aspects. Biology items focus on systemic knowledge and climate change adaptation. Physics and the learning area of Humans and Nature

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focus on mitigation aspects. And Cross-curricular Topics include systemic knowledge, mitigation, and socio-economic aspects of climate change. The curriculum includes two items related to individual and collective climate change action, both located in the learning area of Humans and Their World. No items concerned with the social and emotional dimension had been identified.

Regarding the hierarchical levels of the Czech elementary school curriculum, CCE has been identified only within the lowest level (Educational content, i.e., subject/learning areas and Cross-curricular Topics), as shown in Figure 13.

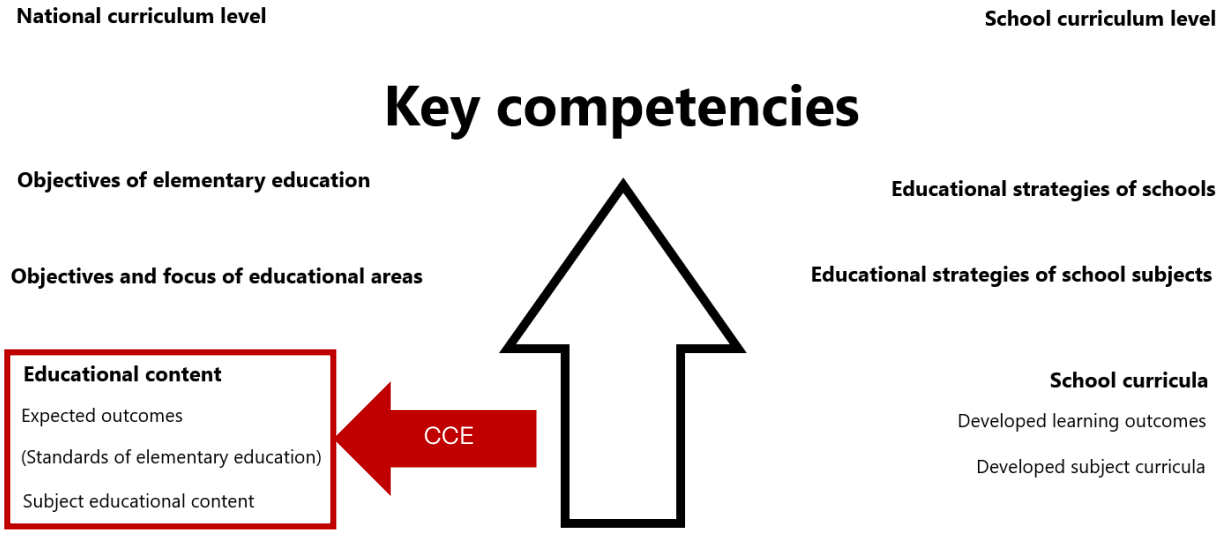

Figure 13– The hierarchical levels of the Czech elementary school curriculum

The version in preparation

The future elementary school curriculum of the Czech Republic (Ministerstvo školství, mládeže a tělovýchovy, 2024), which is currently being finalised and piloted, shows substantial progress in incorporating CCE. The new curriculum version can be considered as an example of the 'climate change subsumed under the notions of sustainability' approach (Eilam, 2022), as most CCE-related items are included in one of the Cross-curricular Topics – Sustainable environment. However, many cognitive-based items are also dispersed across several subjects (Biology, Chemistry, Geography, and History).

In the cognitive dimension, mostly system knowledge, socio-economic aspects of climate change, and mitigation are targeted. System knowledge is expected to be taught in Biology, Chemistry, Physics, Geography, and Cross-curricular Topics. Socio-economic aspects of climate change are discussed in Biology, History, Geography, Key Competencies, and Cross-curricular Topics. Mitigation of climate change can be found in Biology and Chemistry. Items connected to global, European and national frameworks and legislation are included in Cross-curricular Topics. No items related to adaptation measures or climate change research had been identified.

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Items related to the action-oriented dimension include both individual and collective climate change actions, with individual climate action discussed in Cross-curricular Topics and Geography, and collective action within Cross-curricular Topics, Key Competencies, Biology, and Geography. The interpersonal skills for climate action are present in the Cross-curricular Topics. Regarding the social and emotional dimension, an item dealing with emotions related to climate change had been identified in the Cross-curricular Topics, particularly in the topic of Sustainable Environment.

As for the hierarchical levels of the future elementary school curriculum, CCE had been identified within the level of Key Competencies and Cross-curricular Topics, and the level of Subject areas, see Figure 14.

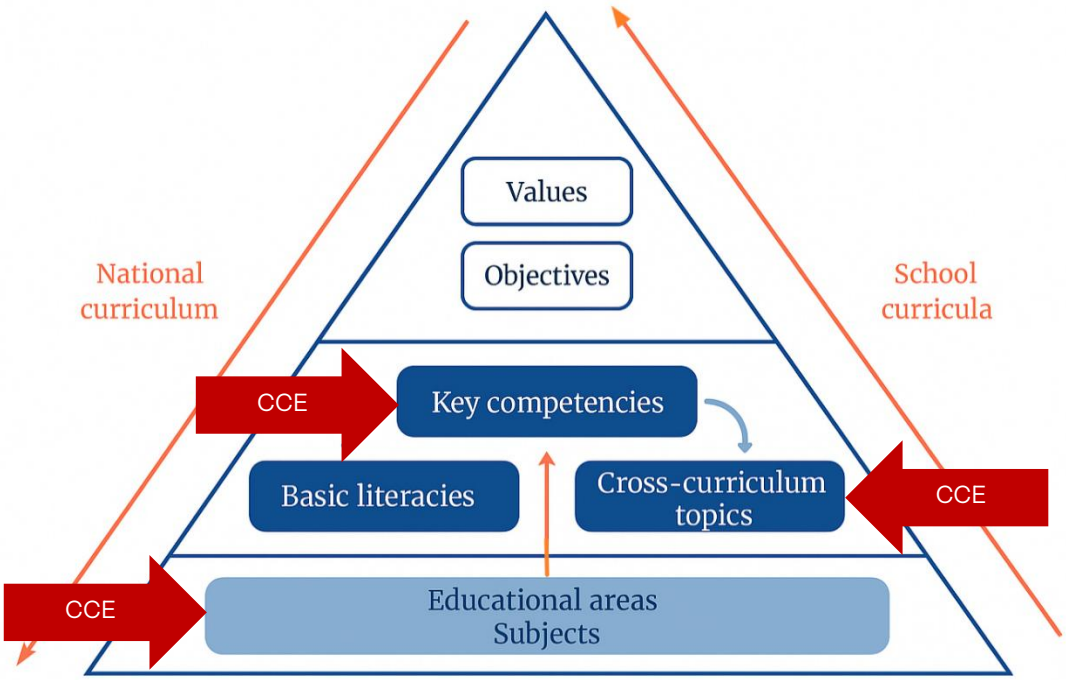

Figure 14– The hierarchical levels of the future Czech elementary school curriculum

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5. Conclusion

The governance, coordination, leverage, and practice of CCE in the Czech Republic form a multi-layered but interconnected system. At the governance level, strong ministerial leadership—particularly from the Ministry of Environment and the Ministry of Education, Youth and Sports — provides strategic direction through policies, curricula, and funding frameworks. This top-down structure ensures that climate change is anchored in national education strategies and environmental agendas.

At the coordination level, a pluralistic landscape of NGOs, networks, pedagogical institutes, and academic partners provides the methodological, evaluative, and financial scaffolding necessary to translate policies into actionable tools. Networking platforms, certification schemes, conferences, and professional training opportunities enable cross-sectoral collaboration, while diverse funding streams secure resources for program delivery.

The system is also shaped by a small number of leverage actors with disproportionate influence. The MŽP and MŠMT set the political and curricular agenda (top-down leverage), the Pavučina network maintains quality assurance and peer collaboration (horizontal leverage), and the ITAC platform empowers teachers through accessible methodologies and grassroots networking (bottom-up leverage). The interaction between these actors defines the balance between authority, quality, and innovation in CCE.

At the level of practice, CCE is well represented in environmental centres' program offerings, covering a broad thematic spectrum of climate change, energy, sustainability, and global responsibility, but rather in an uncoordinated and haphazard way. And the CCE landscape is dominated by short, on-site programs, with limited utilisation of digital formats, long-term interventions, or systematic teacher professional development. The general public, corporate workforce and higher education remain comparatively underserved, limiting the continuity of climate literacy across life stages.

Taken together, the Czech CCE system is robust in its institutional design but still fragmented in its implementation depth and continuity.

Building on the presented analysis of governance, coordination, leverage actors, curricula, and current practice, several broader implications emerge that can guide the next phase of climate change education (CCE) development in Czechia. These suggestions aim to address existing system gaps and strengthen the long-term impact of CCE across sectors and levels.

1. Strengthen systemic curriculum integration and vertical alignment

While the new curriculum framework represents substantial progress, the integration of CCE across levels remains uneven. Future implementation should:

- ensure *vertical continuity* from early childhood to upper-secondary education, avoiding repeated beginner-level content or discontinuities;
- support *cross-curricular CCE implementation* so that disciplinary knowledge, socio-emotional competencies, and action competence are included in the curricula in a balanced way and mutually reinforce one another;
- create exemplar interdisciplinary units that demonstrate how climate topics can be meaningfully embedded across subjects.

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2. Develop teacher professionalisation pathways

Isolated workshops or one-off seminars cannot ensure teacher readiness for CCE. Long-term capacity-building should include:

- a national teacher CCE training framework aligned with the new curriculum and international recommendations (e.g., GreenComp, NAAEE);
- mandatory integration of CCE and sustainability competences into *pre-service teacher education* programs at pedagogical faculties;
- dedicated methodological support for challenging CCE areas, e.g. political and social implications of climate change, social and climate justice, or emotionally challenging topics (eco-anxiety, climate grief, hope-based pedagogy).

3. Increase the proportion and accessibility of long-term and blended programs

Given the dominance of short, one-off lessons, Czech CCE needs more interventions proven to build action competence over time. Future efforts should:

- direct ministerial-level funding at multi-week and multi-month programs that enable transformational learning and behavioural change;
- strengthen blended and digital options to reach rural and small schools;
- support schools in developing locally anchored, year-long climate education plans.

4. Improve coordination and reduce fragmentation among CCE providers

The current ecosystem is very dynamic but still dispersed. More explicit coordination mechanisms could increase coherence and reduce duplication. Recommended steps include:

- creating a *national CCE hub* for programs, materials, evaluation tools, and research;
- supporting regional clusters of schools and NGOs to co-design climate learning pathways.

5. Enhance quality assurance and evidence-informed practice

Evaluation capacities exist but are not consistently embedded across providers. To improve quality:

- a unified CCE quality framework could be adopted (building on Pavučina's certification system, NAAEE Guidelines, and European frameworks);
- standardised evaluation tools could help assess outcomes across providers, including cognitive, affective, and action-oriented dimensions;
- long-term research-practice partnerships with universities should be supported financially to monitor system-wide impacts.

6. Expand CCE beyond schools—toward whole-of-society learning

Climate literacy and action competence must extend beyond school age. The report identifies significant gaps in higher education and adult learning. Future efforts should:

- integrate CCE systematically into university curricula, especially in teacher education, social sciences, economics, engineering, and humanities;
- support climate education initiatives within companies, municipalities, and public institutions;
- promote intergenerational learning and community-based climate projects.

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7. Strengthen emotional, participatory, and justice-oriented dimensions of CCE

Findings show uneven attention to socio-emotional and justice aspects across CCE programs and curricula. Future implementation would benefit from:

- pedagogical approaches that address emotions (e.g., fear, hope, motivation) using evidence-based tools;
- learning experiences anchored in democratic participation, deliberation, and civic engagement;
- integrating climate justice, inequality, and ethical dimensions more systematically across subjects and CCE programs.

8. Increase digital innovation and open access to high-quality resources

Digital and blended learning remain underused. Czechia could accelerate digital CCE by:

- strengthening ITAC as a central digital infrastructure for CCE implementation;
- developing digital simulations, virtual field trips, and climate modelling tools;

9. Support leadership and whole-school approaches

School-level leadership is a decisive factor in effective CCE. To leverage this:

- school leaders and EEAC coordinators should be trained to integrate climate and sustainability into school development plans;
- whole-school approaches (energy audits, climate action teams, school gardens, mobility programs) should be motivated through grants and funding schemes;
- peer-learning among schools (e.g., eco-school networks, climate hubs) can accelerate dissemination of good practice.

10. Ensure stable, long-term funding

CCE requires predictable and sustained resources. Suggested actions include:

- developing multi-year funding schemes (rather than 1-year project cycles) for CCE providers;
- supporting the financial stability of environmental centres, which deliver most CCE in practice;
- ensuring that EU and national operational programs explicitly allocate lines to transformative CCE.

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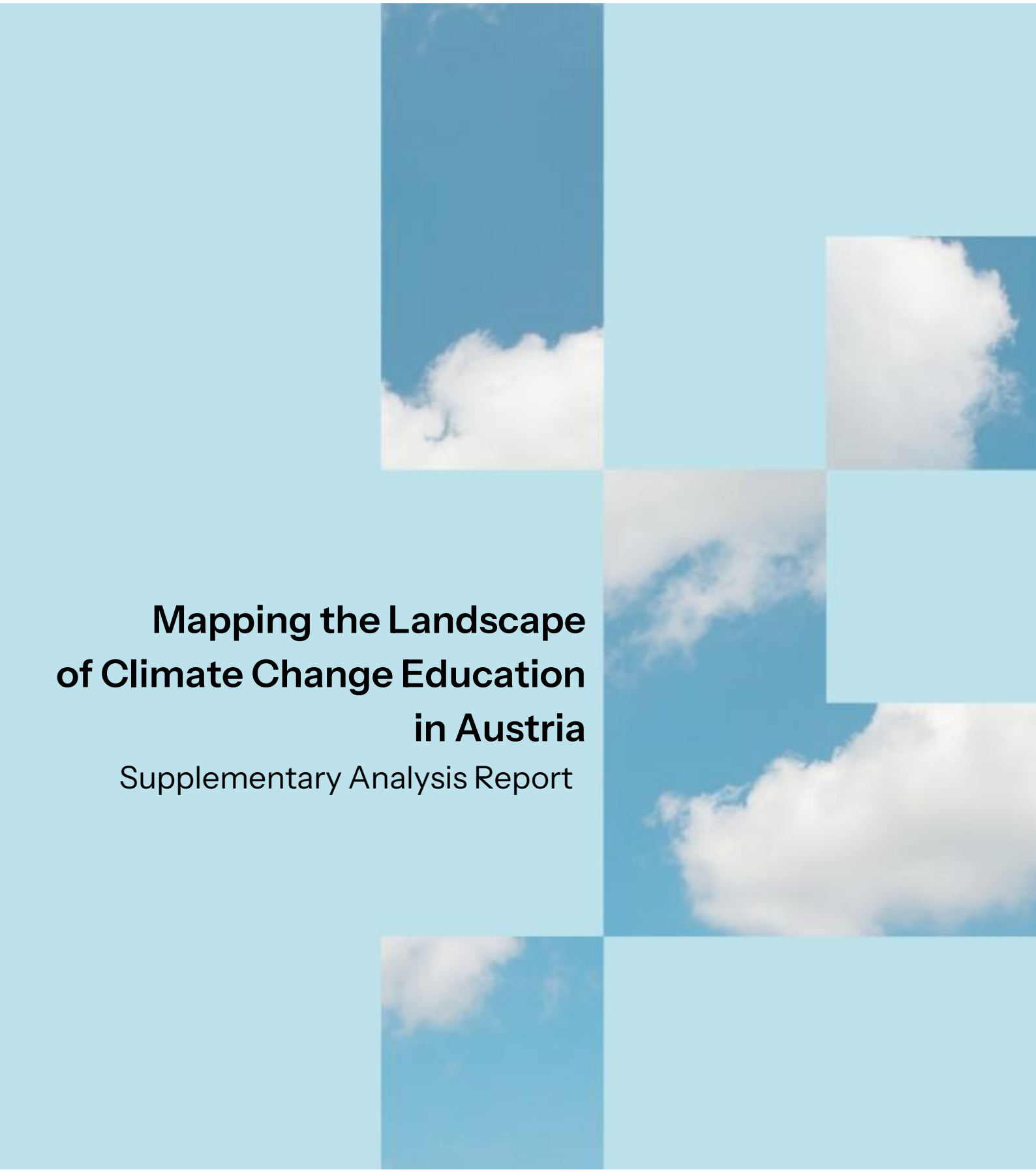
Hope and resilience in climate change education



Mapping the Landscape of Climate Change Education in Austria

Supplementary Analysis Report

MUNI

Utrecht University

universität wien

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1. Introduction

Whilst the focus of this mapping lies on Czechia, Austria provides a comparative perspective using a simplified methodology. Although the aim of this method is not to produce a fully exhaustive overview, it offers a broad picture of the main actors in CCE in Austria.

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2. Methodology

The Austrian HARP team identified key actors in the field of CCE through a structured, network-based mapping process. These contacts from our professional networks across research, practice, and policy were approached and asked to name up to five key organisations active in CCE in Austria. All mentioned organisations were compiled into a preliminary list. The identified organisations were then contacted and invited to provide further information, either via email or through a structured interview. This data collection focused on their overall mission, approach to CCE, target groups, and key programmes or policies. For organisations that did not respond, additional information was gathered through an online search, using publicly available sources such as institutional websites, reports, and press materials. Based on all collected data, concise stakeholder profiles were developed for each organisation. These profiles were subsequently synthesised to outline the Austrian CCE governance levels and to identify the key stakeholders engaged in CCE coordination, support, and practice. Organisations that were mentioned but did not meet our inclusion criteria were not listed. Stakeholders' practice, support, and coordination were defined according to the MUNI methodology. The results of the mapping process are presented below.

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3. Results

3.1 Austrian CCE-governance levels

Based on our mapping, the Austrian CCE landscape can be described as a multi-level governance structure, reflecting the strong role of civil society in education and climate action. **Chyba! N enalezen zdroj odkazů.** illustrates the identified organisation and illustrates their distribution across the governance levels.

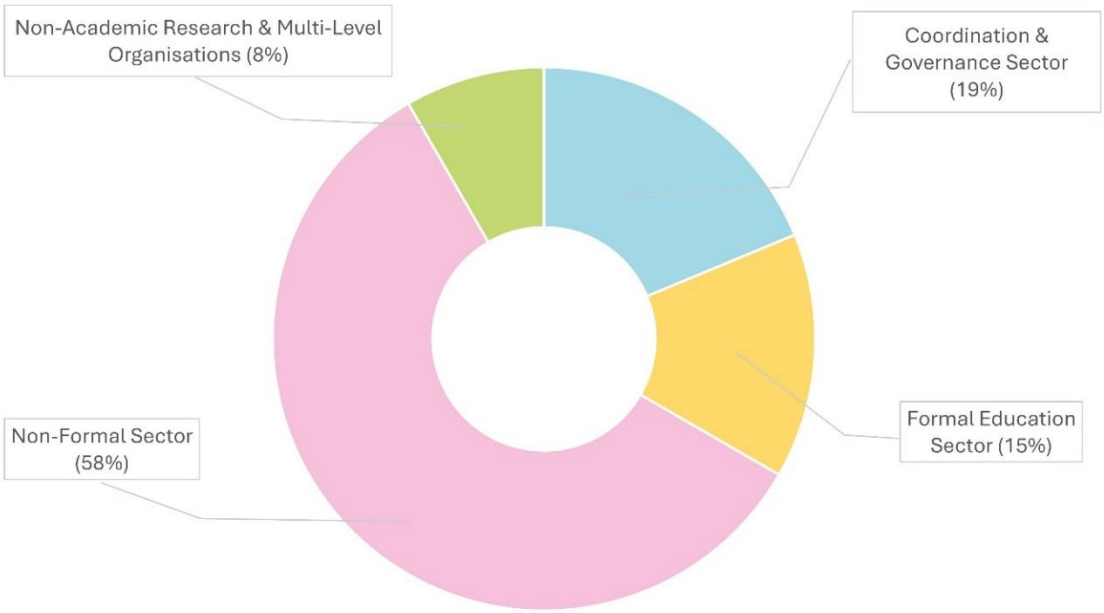

Figure 1 – Overview of the multi-level governance structure of the Austrian CCE landscape

Coordination and governance

The level of coordination and strategic leadership includes ministries, local authorities, and nature conservation bodies such as protected landscapes and national parks. In total, nine organisations and government-related programmes were identified, focusing mainly on networking, methodology development, educational programmes, as well as public debates and lectures.

Formal education

Within the formal education sector, seven key stakeholders were mapped, including five universities. Their main focus lies in networking activities, academic conferences, development of teaching methodologies, CCE research, and tailored educational programmes. Two particularly significant networks are Teachers for Future, a coalition of teachers, and Scientists for Future, an academic network.

Non-formal sector

The non-formal education sector emerged as the most prominent domain in the mapping process. In total, 27 organisations and groups were identified, primarily comprising NGOs and education

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centres specialising in environmental education (EE), education for sustainable development (ESD), and CCE. These actors are primarily engaged in networking, consulting, methodology development, educational programs, and public awareness campaigns.

Non-academic research and multi-level organisations

Additionally, six organisations and alliances were mapped that either conduct non-academic research or serve as umbrella organisations for other groups. Their main priority is providing educational programmes in the field of CCE.

3.2 Austrian CCE-activities

The mapped stakeholders can be broadly distinguished into two main activity levels: the **coordination and support** level, as well as the **implementation** level. Although in practice, many organisations engage in both to varying degrees.

CCE coordination and support

The coordination and support level are primarily characterised by activities such as networking, methodological development, and professional training. Actors at this level include representatives from governance and coordination structures, formal education, and the non-formal sector. Based on the frequency of references by other stakeholders, the most relevant organisations and activities in this category are:

- **Klimaaktiv** – a national network aiming to strengthen CCE by supporting multipliers. It is funded by several ministries, including the Federal Ministry for Innovation, Mobility and Infrastructure, the Federal Ministry for Economy, Energy and Tourism, as well as the Federal Ministry for Agriculture and Forestry, Climate and Environmental Protection, Regions and Water Management.
- **Verein Hallo Klima** – a network focusing on transferring methodological knowledge to multipliers and fostering self-efficacy through motivating opportunities for action.
- **Teachers for Future** – a network and activist group of teachers committed to advancing CCE in schools.
- **Baobab** – a library and education centre for educators, funded by the Austrian Development Agency.
- **Vienna Board of Education** (Bildungsdirektion Wien) – responsible for the implementation of nationwide education policies, including CCE initiatives such as the *Network of Vienna Climate Officers* ("Wiener Klimabeauftragte").

Additionally, the **City of Vienna's Climate Campus** (Klimacampus Wien) serves as an important online platform that aggregates and promotes regional CCE programmes.

CCE practices

The practice level of CCE is characterised by the design and delivery of educational programs, public campaigns, and participatory learning formats, such as debates and workshops. Based on the frequency of references by other stakeholders, the most prominent actors in this category include:

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- **Klimabündnis Österreich** – implements action-oriented CCE initiatives that combine local climate protection with global justice, addressing schools, municipalities, and companies, as well as local authorities.
- **Südwind Tirol** – engages in global education and climate justice through workshops, campaigns, and educational materials tailored to young people. (funded, among others, by the Austrian development agency)
- **CliMates Austria** – a youth-led think-and-do tank fostering systemic understanding of climate issues through peer-to-peer education and policy dialogue.
- **KlimaPuzzle** – offers interactive workshop formats that use gamified methods to help participants understand climate system interconnections and identify concrete actions.
- **Weitblick (Project "Weltklimaspiel")** – develops experiential learning tools such as simulation games to convey global climate dynamics and encourage collective decision-making.

CCE coordination and support + CCE practices

The line between the coordination/support and practice level is not clear-cut, and several organisations explicitly operate across both levels. These actors mostly combine educational programs, methodology production, networking, and public campaigns. Based on the frequency of their mention by other stakeholders, the most prominent stakeholders acting at the intersection of these two levels include:

- **Forum Umweltbildung** - serves as a national hub for ESD and CCE, providing methodological resources, training, and networking opportunities while also implementing practical learning initiatives (funded by the Federal Ministry for Agriculture and Forestry, Climate and Environmental Protection, Regions and Water Management).
- **Natopia** – an organisation focusing on nature education and CCE through experiential learning formats and regional projects.
- **Klimabeauftragte der Wiener Bildungsdirektion / BildungsHub.WIEN** (*Network of Vienna Climate Officers*) – initiated by the Vienna Board of Education, this network comprises approximately 50 teachers working to integrate sustainability and CCE into everyday school life across Vienna.
- **Scientists for Future** – a network and activist group that provides scientifically sound information on climate change and promotes dialogue between science and educational institutions.
- **WWF Austria** – offers age-appropriate teaching materials and educational programmes, combining education with advocacy for systemic change.
- **Umwelt-Bildungs-Zentrum Steiermark** – funded by the regional government of Styria (*Das Land Steiermark*), it develops and disseminates educational materials, methods, and workshops on CCE.
- **Global 2000** – an organisation that provides environmental workshops, including CCE workshops, for students as well as training courses, teaching materials, and education for adults and multipliers.

Practice & research

Finally, four universities were identified as key actors that focus mainly on CCE research, but also provide educational practice:

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- **University of Innsbruck** (for example, through the project *k.i.d.Z.21 – Kompetent in die Zukunft*.)
- **University of Natural Resources and Life Sciences, Vienna (BOKU University)**
- **University of Graz**
- **University of Vienna**
- **Paris Lodron University of Salzburg**

Note:

Key CCE Stakeholder Overview-ID Cards are included in the Appendices section (Appendix 6).

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Hope and resilience in climate change education

Mapping the Landscape of Climate Change Education in the Netherlands

Supplementary Analysis Report

MUNI

Utrecht University

universität wien

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1. Introduction

1.1 Mapping of climate change education

Our analysis provides a picture of stakeholders' overall vision and their specific aim regarding CCE. Where relevant, cooperations between stakeholders are highlighted. An elementary description of their practices in CCE can be found in the ID cards in Appendix 7. As the main focus of this mapping lies with Czechia, we here provide a comparative perspective using a simplified methodology for the Netherlands. The aim of this contribution is not to provide a comprehensive picture of the CCE landscape in the Netherlands, but to highlight key local players in the field of CCE and identify relevant modes of cooperation with them for achieving the goals of the HARP project. This also offers a broad picture of what content experts put forward as main actors in CCE in the Netherlands.

In the case of the Dutch HARP partner, the main objective of this mapping exercise was to identify interesting partners for co-development and dissemination of HARP results in the field of CCE, and establish a partnership for research purposes within and beyond HARP (e.g., identification of success stories, support with data collection among teachers…).

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2. Methodology

In a coordinated effort with the Austrian HARP team, the Dutch team identified key actors in the field of Climate Change Education (CCE) through a structured, network-based mapping process. This process consisted of five consecutive steps:

- **Step 1:** Knowledgeable colleagues were approached to share at least five suggestions about relevant CCE organisations.
- **Step 2:** A list was compiled with the organisations collected in step 1, ordered from most to least times named.
- **Step 3:** We checked out all organisations' websites to fill the initial organisational profiles (see ID cards per organisation in the addendum).
- **Step 4:** For the 10 organisations that were ranked highest (i.e., the 10 most named organisations used as pilot), we sent the ID cards to contacts (personal or through the info@...) within the organisation, asking them to verify the information.
- **Step 5:** We used the information from the ID cards to fill a database that was uniform across all HARP partners (see Excel file in addendum).

In the first step, content experts approached were educational researchers from the Dutch partner's science education department, teacher education both within the UU Freudenthal Institute and the Utrecht College of Applied Sciences, experts in course material development, and experienced in science communication (e.g., through former professional activities as journalists) and education.

The initial data collection to complete the organisational profiles focused on the selected organisations' overall mission, approach to CCE, target groups, key programs or policies, existing collaborations, and potential interest in cooperating with HARP (e.g., as research liaisons, communication partners, or members of local stakeholder groups).

The final registration of information in the HARP database focused on the organisational level (from national and local politics to NGOs and associations), including the selected organisation's overall aim and an analysis of one example CCE program.

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3. Results

In order to facilitate comparability across all partner countries, the results described in this section are based on the information registered in the final uniform HARP database.

3.1 Governance level

The Dutch government establishes the learning goals to be achieved. These are developed by the Stichting Leerplanontwikkeling (SLO; Foundation Learning Goal Development), in assignment by the Dutch Government. The SLO development teams consist of members such as teachers, teacher educators, and researchers. They advise the government on new curricula. After approval by the government, the new curriculum is established and guides the development of central tests by the Central Institute for Test Development (Centraal Instituut voor Toetsontwikkeling, CITO). Next to this central test, schools also develop School exams. Both the central and School exams are decisive on a 50/50 basis.

The curriculum only includes one sustainability competence in the top-level curriculum (political agency) in citizenship education. This may indicate that a cross-curricular approach of sustainability and CC education is not facilitated by transdisciplinary learning goals (Eurydice, 2024). Climate change is primarily integrated into the geography curriculum, where it is addressed mainly through cognitive learning objectives. Emotional resilience and/or coping related to climate are not present in the top-level curriculum, and neither are action-oriented learning objectives.

3.2 Coordination and support level

Similar to the Czech Republic, this level comprises a wide spectrum of organisations that appear to be guided by a combination of governance incentives (learning goals and central testing) and the needs perceived by schools and teaching staff. Organisations that play a part at this level range from international (e.g., Ecoschools; Climate Fresk Nederland) to national (e.g., De Jonge Klimaatbeweging) and local in nature (e.g., Spark the Movement Friesland).

3.3 CCE practice level

In what follows, we sketch organisations at two levels: formal education and informal educational initiatives. Still, sometimes develop resources and workshops for formal education, either as co-development initiatives with formal education or independently.

Formal Education

Here, we encounter certification platforms (e.g., Ecoschools) and teacher networks (e.g., Teachers for Climate). Note that Ecoschools also offers personalised support to schools that seek to integrate CCE more profoundly in their educational approach. Teacher for Climate is a bottom-up, self-organised movement of teachers with a regional network across the country. These teachers share and co-develop CCE practices, supporting each other in their implementation.

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Furthermore, non-governmental organisations, such as Green Schoolyard Foundation (Stichting Groen Schoolplein), offer a wide range of support with a focus on networking, knowledge, and project development, and advocacy, next to offering teaching resources. Other organisations focus mainly on developing and offering ready-made teaching resources (e.g. Water op het Schoolplein by the Royal Dutch Geography Association).

University and secondary teacher network organisations offer networking opportunities (e.g., Klimaatwijzer), stakeholder conferences, debates, and lectures (e.g., Tipping Point Ahead) as well as ready-made teaching resources and workshops (e.g., Klimaatwijzer and Tipping Points Ahead). Counselling seems to be offered less frequently (e.g., Stichting Nederlandse Academie voor Duurzaam Onderwijs/NADO). Still, even NADO includes educational programs on the menu (see their master classes for sustainability education).

Finally, some organisations focus on knowledge acquisition and skill development at the classroom level (e.g., EduGis), while others aim to support schools at the policy level, for example, with a free self-scan for a whole-school approach (see Spark the Movement).

Informal Education

In this sector, we find organisations that aim to support policy, strategy, and legislation, as well as develop facilities and infrastructure (e.g., ARK Rewilding Nederland, Instituut voor Natuureducatie en Duurzaamheid (IVN), and Natuurmonumenten). Sometimes these organisations also provide platforms for public debate and lectures (e.g., ARK Rewilding Nederland and IVN), launch public campaigns linking national heritage with nature conservation (e.g., Natuurmonumenten), or offer networking platforms (e.g. Young Impact NI) next to offering educational programs (e.g., IVN, Stichting Klimaatgesprekken, Globe Nederland, WWF Netherlands, KlimaatHelpdesk, Young Impact NI).

One of the few organisations that offer a wider range of products and services is Leren Voor Morgen. This cooperation has over 150 institutional members and offers services that include counselling, certification, networking, monitoring and reporting, organising public campaigns, debates, lectures, stakeholder and educator conferences, and educational programs.

At the nexus of education and the arts, we find Schrijvers voor Toekomst. This network of authors takes climate disruption at heart, with a specific focus on storytelling and writing programs that aim to foster hope, notwithstanding the dire situation of the natural world.

Finally, museums (e.g., GeoFort and the Planetary Observatory Sonnenborgh Museum) also offer teaching resources and on-site programs.

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4. Conclusion

The CCE landscape in the Netherlands is broad and varied, with no clear central coordination. Even though the national level sets the stage and imposes a uniform evaluation, schools still have a certain freedom to select and put emphasis on certain learning objectives in line with local requirements. Both levels carry equal weight in the final assessment of students' learning.

This freedom of the schools may account for the wide range of associations, cooperations, NGOs, and other organisations that offer a myriad of support. This support targets the classroom level (teaching resources and workshops), as well as the teacher (teacher training and conferences), and the school level (whole-school approach and greening of school grounds).

Non-formal education is offered by museums, organisations for nature preservation, and a variety of networks and NGOs. These networks create a fertile ground for cooperation among different stakeholders in the Dutch CCE landscape.

Reference

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Note:

Key CCE Stakeholder Overview-ID Cards are included in the Appendices section (Appendix 7).

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Hope and resilience in climate change education

Deliverable 1.1: Analysis of Stakeholders and Current Practice in Climate Change Education

Appendices

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Analysis of Stakeholders and Current Practice in Climate Change Education: Appendices

Project title	Hopeful and Resilience Perspective in Climate Change Education to Inspire (Promote) Action Competence (HARP)
Call identifier	HORIZON-WIDERA-2023-ACCESS-02 (Twinning)
Coordinator	Masaryk University
Principal Investigator	Bohuslav Binka
Contract number	101160082
Start date	01/09/2024
End date	31/08/2027
Webpage	https://hopeincce.com/

Work package	WP1
Deliverable number	D1.1
Reporting period	M1-M15 (01/09/2024 – 30/11/2025)
Date	28/11/2025

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Appendix 1 – Stakeholders Mapping Sheet

Coordination and Governance	Subdivisions
EU	
national government	
ministerial level	Ministry of Education
	Ministry of Environment
	other
regional governance	
local governance	
nature conservation bodies (agencies, protected landscape areas, national parks)	administration offices
	visitor centers
	state agencies
other state offices and agencies	
Formal education	
certification platforms	
elementary schools	teacher networks
	student initiatives
secondary schools	teacher networks
	student initiatives
	activist groups
universities and HEIs	academic networks
	student initiatives
	activist groups
	faculties / departments
	research / project teams
Non-formal sector	
NGO networks (educational)	
NGO networks (non-educational)	
certification platforms	
NGOs/educational centers focused on EE, ESD, CCE	
other NGOs	
youth organizations	
activist groups	
museums	
art institutions	
other	
Non-academic research and multi-level	
research institutions (non-academic)	
multi-level organizations/project teams	

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Appendix 2 – Stakeholder Analyses sheet

1.	**CCES (coordination)**	1.1	certification
		1.2	conference organizing (for CCE stakeholders)
		1.3	networking
		1.4	evaluation (external)
		1.5	national and regional monitoring and reporting
		1.6	national and regional policies, strategies and legislation
		1.7	national curricula and standards
2.	**CCES (support)**	2.1	conference organizing (for educators and practitioners)
		2.2	conference organizing (for researchers)
		2.3	counselling
		2.4	development of infrastructure and facilities (education and counselling centers, camps, specialized classrooms, gardens)
		2.5	provision of funding and grants
		2.6	methodology production (methodology guidelines, methodology resources, brochures, anthologies)
		2.7	CCE research projects (national funding)
		2.8	CCE research projects (EU funding)
3.	**CCE practise**	3.1	educational programs (to be specified in the Analyses sheet)
		3.2	public campaigns
		3.3	debates, lectures

Appendix 3 - CCEP Analyses sheet

Thematic focus of lessons/programs

Earth's climatic system	greenhouse gases (GHGs), GHGs' climate influence, sources of GHGs (natural, anthropogenic)
	mechanism of the greenhouse effect
	evolution of GHGs concentrations over time, evolution of temperature over time, links between GHGs concentrations and temperature
	carbon cycle, fossil fuels formation
	Earth's climatic system, evolution of climate changes, climate change tipping points
	impacts of climate change (CC) on biosphere / biodiversity
	impacts of CC on the weather system
	impacts of CC on the hydrosphere (water resources/reserves, drought, floods)
	systemic misconceptions (ozone layer etc.)
Mitigation	energy production, renewable and non-renewable sources of energy
all items must be related to CC	renewables (solar, wind, water, geothermal, biomass, hydrogen...)
	coal phase-out, decarbonization
	mitigation measures, their effectiveness
	carbon sequestration
	energy efficiency, circular economy
	energy sharing and energy communities
	zero-carbon technologies, electro mobility
	climate neutrality, scenarios of decreasing GHGs emissions
	carbon footprint (individual, household, collective), calculating and decreasing carbon footprint (energy, travel, food, consumption...)
Adaptation	water management, water shortages
all items must be related to CC	blue-green infrastructure
	water retention, wetlands, dams
	drought and flood management
	sustainable forestry
	risk management, extreme events
	trees and greenery - adaptation potential
	landscape engineering, land use change
	urban heat island, urban CC adaptation
	health issues related to CC

Global, European, national, municipal initiatives, frameworks, and legislation	UNFCCC, COP conferences
	Paris Agreement, Green Deal, Fit for 55, EU CC-related legislation
	national CC initiatives, strategies, legislation
	reagional, municipal CC initiatives, measures and strategies
	local CC intitiatives, measures and strategies
Climate change research	IPCC, reports
	history of CC research
	climate modelling, data collection, scenarios, predictions (how climate science works)
	climate deniers, climate bullshitting, greenwashing
Socio-economic aspects of CC	climate justice
	political aspects of CC (just transition)
	social aspects of CC (e.g. energy poverty, just transition)
	social, economic and political drivers of CC mitigation (carbon tax)
	impacts of CC on agriculture, industry, well-being, society, geopolitics
	evolution of human civilization and CC (+ historical events related to CC)
	climate activism
	green jobs, CC-related career planning
	climate conflicts, climate migration
CC-related skills and competencies	ability to understand, work with and create CC-related graphs, charts, tables, schemes
	CC action competence
	CC-related data collection, data analysis
	critical thinking, CC-related argumentation
	system thinking
	media literacy (related to CC), climate journalism
	ability to cope with CC-related extreme events
CC perception	CC-related emotions
	coping strategies with CC-related emotions
	hope and resilience, constructive hope
	expressing CC perception through art (poems, essays, pictures, photos, paintings...)
	barriers to CC concern/action (5D - distance, doom, dissonance, denial, iDentity)
CCE methodology/teacher skills	fundamental CCE principles
	place-based approach to CCE
	using CCE games, visuals, infographics
	using pre-defined CCE activities and programmes

Format, audience, school level, length, location of lessons/programs

Format	online
	on-site
	online + on-site
	not relevant or specified
Audience	students
	educators
	students + educators
	general public
	not relevant or specified
School level	pre-school (3-5)
	lower elementary (6-11)
	upper elementary (12-15)
	secondary (16-19)
	university
	lower + upper elementary
	upper elementary + secondary
	secondary + university
	not relevant or specified
Length	1 lesson (a block of lessons)
	1-several days/1 weekend
	1-3 weeks
	1-3 months
	4-6 months
	longer than 6 months
	not relevant or specified
Location	classroom
	school surroundings

	field trip
	EC/NGO - visit
	EC/NGO - residential
	summer school/camp
	classroom + school surroundings
	classroom + field trip
	classroom + EC/NGO visit
	classroom + EC/NGO residential
	only online
	not relevant or specified

Appendix 4 - Czech elementary school curriculum analysis (current version)

CCE Dimensions	Sub-dimensions*	Curricula items related to given codes	Position in the curricula
Cognitive	Systemic knowledge	the effects of polluted air and climate change on living organisms and humans	Biology (Climate and weather in relation to life)
		use of fossil fuels as a source of energy	Chemistry (Organic compounds)
		climate and weather in relation to life - protection and usage of natural resources, air pollution and climate change	Cross-curricular Topics/EE (Basic conditions for life)
		causes of extreme natural events, natural catastrophes, the most common extreme natural events in the Czech Republic	Biology (Extreme events caused by natural influences)
		protection and creation of the environment, waste management, natural disasters and ecological catastrophes	Humans and their World (Respectful behavior towards nature)
	Mitigation	the most efficient use of energy sources, the use of their renewable sources, especially solar radiation, wind, water and biomass	Humans and Nature (Target focuses)
		renewable and non-renewable energy sources	Physics (Energy)
		position of humans in nature and complex function of ecosystems in relation to human society - obtaining renewable sources of raw materials and energy	Cross-curricular Topics/EE (topic characteristics)
		advantages and disadvantages of using different energy sources in terms of impact on the environment	Physics (Energy)
		possibilities and types of energy saving	Cross-curricular Topics/EE (Basic conditions for life)
	Adaptation	causes of extreme events, natural world catastrophes, the most common extreme natural events in the Czech Republic and protection from them	Biology (Extreme events caused by natural influences)
	Global, European, national, frameworks, and legislation		
	Climate change research		
	Socio-economic aspects of CC	position of humans in nature and complex function of ecosystems in relation to human society - obtaining renewable sources of raw materials and energy	Cross-curricular Topics/EE (topic characteristics)
Action-oriented	Climate change action competence(individual sphere)	responsible behavior towards nature and climate protection	Humans and their World (Respectful behavior towards nature)
	Climate change action competence (collective sphere)	responsible behavior towards nature and climate protection	Humans and their World (Respectful behavior towards nature)
	Inter-personal skills for climate action		
Social and emotional	Social/career competencies and skills		
	Emotions related to climate change		
	climate change perception		

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Appendix 5 – Czech elementary school curriculum analysis (version in preparation)

CCE Dimensions	Sub-dimensions*	Curricula items related to given codes	Position in the curricula
Cognitive	Systemic knowledge	the role of natural processes in the causes, impacts, and measures related to climate change	Biology (Organisms and environment)
		finiteness and non-renewability of natural resources due to their formation and extraction; Planetary Boundaries and the impact of fossil fuel use on the climate	Biology (Dynamic planet)
		different forms of energy heating of the Earth's surface by sunlight, formation of fossil fuels, and the conversion of sunlight into electrical energy in solar panels	Physics (Forms of energy)
		energy raw materials, overview of fossil fuels (oil, natural gas, coal) as sources of energy and as sources of other raw materials for petrochemicals and other industries	Chemistry (Chemistry and society)
		human influence on air pollution with real impacts on the environment (the greenhouse effect)	Chemistry (Chemistry and planet Earth)
		spatial and temporal distribution of sunlight, air and water movement (climate conditions)	Geography (Natural and socioeconomic environment)
		carbon cycle in nature), relevant contexts from the functioning of the human body to plant growth to the processes of combustion of (fossil) fuels	Chemistry (Chemistry and society)
		understanding how various human activities affect the environment in different ways and in different regional contexts, the most significant environmental problems	Geography (Sustainability of life on Earth)
		use of resources, soil fertility, water purification, and climate stabilization	Biology (Organisms and the environment)
		natural processes in the carbon cycle (photosynthesis, respiration, decomposition) and their role in the production of greenhouse, the impacts of climate change on nature	Biology (Organisms and the environment)
		the solar radiation intake for a specific location and time, its causes and consequences on natural processes and human activities	Geography (Natural and socioeconomic environment)
		the concept of Planetary Boundaries, safe use of individual components of the environment and the current rate of exceeding these limits (e.g. climate change)	Biology (Organisms and the environment)
	Mitigation	mitigation/adaptation measures that use natural processes (e.g. photosynthesis), the use of rock properties to capture carbon (e.g. controlled weathering)	Biology (Organisms and the environment)
		critical assessment of energy sources sustainability for future generations, the efficiency of their use, the use of new energy sources (hydrogen, nuclear energy)	Chemistry (Chemistry and society)
	Adaptation	mitigation/adaptation measures that use natural processes (e.g. photosynthesis), the use of rock properties to capture carbon (e.g. controlled weathering)	Biology (Organisms and the environment)
		the impacts of climate change on human health (overheating during heat waves, risk of heart attack)	Biology (Organisms and environment)
	Global, European, national, frameworks	consequences of climate change and their relation to the 2030 Agenda (Sustainable Development Goals)	Cross-curricular Topics (Society for everyone)
	Climate change research		
	Socio-economic aspects of CC	examples where human interventions in the environment have brought about originally unforeseen consequences, learning from these examples in the future	Cross-curricular Topics (Sustainable environment)
		the interconnectedness of social and ecological aspects of various situations in students' surroundings	Key competencies - citizenship and sustainability
		Evaluation of the intended and unintended consequences of human actions related to environmental degradation and past climatic events	History (We create history)
		understanding climatic conditions, interpreting the influence of these factors on human society, the interactions between climate and human activity	Geography (Natural and socioeconomic environment)
		finiteness and non-renewability of natural resources due to the long-term processes of their formation and extraction, the concept of Planetary Boundaries to students in connection with the impact of fossil fuel use on the climate	Biology (Dynamic planet)
		understanding of the mutual influence of human activity and climate in the past, environmental history, adaptation to climatic phenomena and extremes in the past	History (We create history)

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		understanding the interrelationship between the natural and social science perspectives on climate change - integration of knowledge from different fields	Cross-curricular Topics (Sustainable environment)
		energy, climate change, the uneven distribution of financial and mineral resources in global human society, and population migration	Biology (Dynamic planet)
Action-oriented	Climate change action competence(individual sphere)	examining the functioning of students' household (or the environment in which he or she lives) in various areas (e.g. water consumption, energy), students' willingness to become more involved in environmental protection and strengthening sustainability in the future; learning to think about savings opportunities within the framework of specific conditions and propose realistic and meaningful measures	Cross-curricular Topics (Sustainable environment)
		understanding the fragility and unpredictability of the current world; the importance of careful and thoughtful intervention in the surrounding environment; using the concept of Planetary Boundaries	Cross-curricular Topics (Sustainable environment)
		fostering ability to understand that it is necessary to think about how the environment will develop (at different levels - from local to global) in the future, but that at the same time everything cannot be planned and predicted precisely; understanding why the precautionary principle needs to be applied, what are the causes of uncertainties in predictions of future developments	Cross-curricular Topics (Sustainable environment)
		developing the student's ability to act actively and responsibly in the environment and understanding of the links between the natural environment and human activity	Geography (Sustainability of life on Earth)
		active participation in the current and future societal discussion on how to respond to ecological problems and the climate crisis	History (We create history)
		fostering the ability to think (based on an understanding of cause-and-effect relationships) about future developments and to work and cope with the probabilistic nature of developments, uncertainties and limited predictability	Cross-curricular Topics (Sustainable environment)
		field data collection, working with various information sources (e.g. AI, discussions with experts, work with texts, films)	Cross-curricular Topics (Sustainable environment)
	Climate change action competence (collective sphere)	understanding the fragility and unpredictability of the current world; the importance of careful and thoughtful intervention in the surrounding environment; using the concept of Planetary Boundaries	Cross-curricular Topics (Sustainable environment)
		developing competencies through experience (e.g. active participation in the school and municipality); reflecting on experiences; applying knowledge, skills and continuously developed attitudes and values; learning to connect with the community, social and environmental context (in a group or in a classroom, locally in the school or community, but also globally in the wider world)	Elementary education - key competencies (Citizenship and sustainability)
		developing a relationship with the place; the ability of students to think about the future, to express their possible concerns about development, but also their wishes and visions of how their community should develop	Cross-curricular Topics (Sustainable environment)
		field data collection, working with various information sources (e.g. AI, discussions with experts, work with texts, films)	Cross-curricular Topics (Sustainable environment)
		fostering ability to understand that it is necessary to think about how the environment will develop (at different levels - from local to global) in the future, but that at the same time everything cannot be planned and predicted precisely; understanding why the precautionary principle needs to be applied, what are the causes of uncertainties in predictions of future developments	Cross-curricular Topics (Sustainable environment)
		developing the student's ability to act actively and responsibly in the environment and understanding of the links between the natural environment and human activity	Geography (Sustainability of life on Earth)
		active participation in the current and future societal discussion on how to respond to ecological problems and the climate crisis	History (We create history)
		giving specific examples of the impact of climate change in their environment on world events, explaining how they relate to climate change and how climate change affects or can affect their lifestyle; ability to think holistically, in context and interrelationships	Cross-curricular Topics (Sustainable environment)
		fostering the ability to think (based on an understanding of cause-and-effect relationships) about future developments and to work and cope with the probabilistic nature of developments, uncertainties and limited predictability	Cross-curricular Topics (Sustainable environment)
	Inter-personal skills for climate action		
Social and emotional	Social/career competencies/ skills		
	Emotions related to climate change	students need to be given the opportunity to openly talk about their concern of how various manifestations of climate change are negatively affecting their "world"; the ability to find a positive vision for the development of their community also leads to strengthening their hope in successfully managing existing problems	Cross-curricular Topics (Sustainable environment)
	climate change perception		

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Appendix 6 - Key CCE Stakeholder Overview in Austria (ID cards)

Klimabündis Österreich

website	https://www.klimabuendnis.at/
Contact	office@klimabuendnis.at
Target group (e.g. teachers, students, ages...)	Local authorities (administration and politics), Companies Educational institutions (KG-AHS)
Overall goal/mission	Providing local responses to the global climate crisis; commitment to climate protection, climate justice and a sustainable lifestyle
Specificity of their CCE approach	Action-oriented Climate protection as a contribution to quality of life (not just to protect the climate) Personal benefits (e.g. cycling = healthy, fun) Authentic materials Lifestyle orientation
Example product, programme or policy (include a link to it)	Schoolbiker, ZukunftsCheck, Letters from Adelina, MOVE workshops (offers can be found on our homepage: https://tirol.klimabuendnis.at/tirol/bildungseinrichtungen/angebote/)
Collaborates with	Natopia Tyrol Energy Agency Tyrol Environmental Association Feld:schafft Südwind Tyrol
Mentioned by whom	AECC Biology Naturpark Zillertaler Alpen Alpenverein Österreich Weitblick (Projekt Weltklimaspiel); Climate Change center Austria (CCCA) Baobab Comment KlimaAlps.eu Naturpark Karwendel Natopia
Information obtained via	e-mail

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klimaaktiv

website	https://www.klimaaktiv.at/
Contact	ii6@bmimi.gv.at
Target group (e.g. teachers, students, ages…)	Multipliers (i.e. climate protection actors who communicate about climate change and climate protection. This also includes people working in education and youth work and schools in general) But also businesses and communities.
Overall goal/mission	Support and raise awareness of voluntary climate protection initiatives. Networking, consulting, development of quality standards Provision of resources Focus on climate communication: supporting stakeholders through webinars, podcasts, newsletters, workshops, infographics and website articles
Specificity of their CCE approach	Supportive role, not directly active in the field Making good practice visible Developing quality standards, identifying gaps Promoting networking, providing resources Focus on renewable energies, energy saving, construction & renovation, mobility
Example product, programme or policy (include a link to it)	Together with Hallo Klima!: workshops for multipliers at the interface between climate education and climate communication, starting in 2022. The work is typically at the meta level (see above): providing resources such as the "Active for the Climate" methods or a webinar on climate communication with children and young people (although we did not yet have a webinar on climate education), and facilitating networking, for example through the stakeholder platform.
Collaborates with	Hello Climate! Vienna Education Authority Environmental Education Forum
Mentioned by whom	Global 2000 Kinderbüro Universität Wien gGmbh CliMates Austria GreenPeace MyClimate Natopia PsychologistsForFuture Teachers4Future baobab
Information obtained via	e-mail

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Verein Hallo Kima

Website	https://halloklima.at/
Contact	verein@halloklima.at
Overall goal/mission	Teaching empathetic climate communication and climate ABC facts Passing on methodological knowledge to multipliers Promoting self-efficacy through motivating opportunities for action Goal: Supporting climate-friendly structures and jointly achieving climate goals
Target group (e.g. teachers, students, ages...)	Multipliers, both in professional-public and private settings.
Specificity of their CCE approach	Focus on motivating opportunities for action with an emphasis on co-benefits Promotion of self-efficacy, ideally in a collective handprint setting Target group-specific adaptation of all offerings High relevance for everyday transfer through needs-oriented workshops
Example product, programme or policy (include a link to it)	The workshop "Method treasure trove for climate ambassadors" https://halloklima.at/workshops/#Methodenschatz Our collaboration with the "Communicating Climate" network from Klimafakten https://www.klimafakten.de/akademie/netzwerktrainerinnen
Collaborates with	Forum Umweltbildung Südwind Umblick Climate Puzzle World Plate Field
Mentioned by whom	CliMates Austria Naturpark Zillertaler Alpen Klimaaktiv Naturpark Karwendel Climate Change center Austria (CCCA) fridays4future Kinderbüro Universität Wien Weitblick (Projekt Weltklimaspiel)
Information obtained via	e-mail

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Forum Umweltbildung

Website	https://umweltbildung.at/
Contact	forum@umweltbildung.at
Target group (e.g. teachers, students, ages…)	Educational designers who impart knowledge to pupils
Overall goal/mission	Developing and providing educational formats on global sustainability goals and climate protection Conveying complex topics in a simple and effective way Interdisciplinary collaboration with experts from educational organisations, administration, NGOs, youth education institutions and the media Goal: Development of innovative and high-quality projects
Specificity of their CCE approach	Education for sustainable development as a guiding principle Access to education even outside traditional institutions Networking of people and organisations Promotion of thematic diversity Provision of teaching materials for teachers
Example product, programme or policy (include a link to it)	Summer academy: https://events.umweltbildung.at/event/bne-sommerakademie-2025/ KLimaCO2cktail: https://www.umweltbildung.at/shop/klimaco2cktail/
Mentioned by whom	Global 2000 Kinderbüro Universität Wien klimaaktiv Weitblick (Projekt Weltklimaspiel) Verein Hallo Klima Baobab Komment
Information obtained via	Internet research

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Südwind Tirol

Website	https://www.suedwind.at/tirol/
Contact	office@suedwind.at suedwind.tirol@suedwind.at
Target group (e.g. teachers, students, ages…)	Each project targets a different target group: e.g. young people between 18 and 30 years of age Children and young people Youth organisations
Overall goal/mission	Making global issues understandable through education, campaigns and public relations work Highlighting constructive alternatives for action Commitment to a strong civil society and global partnerships Promoting socially just and ecologically sustainable development models Advocating for environmental and human rights protection Commitment to diversity, inclusion and exchange between different realities of life Promoting global learning and global citizenship education Critical examination of discrimination, migration and power relations
Specificity of their CCE approach	Simplification of complex global issues Empowering critical and responsible global citizens Workshops, seminars, exhibitions and advisory services throughout Austria Focus on global interdependencies and social responsibility Encouraging active engagement for justice
Example product, programme or policy (include a link to it)	Ecoality Project - https://www.suedwind.at/projekt/ecoality/ WORLD: Our world, our planet - https://www.suedwind.at/projekt/world-unsere-welt-unser-planet/ Denk.Mal.Global - https://www.suedwind.at/projekt/denk-mal-global/
Mentioned by whom	Natopia Klimabündnis Österreich Alpenverein Österreich Verein Hallo Klima Baobab Komment
Information obtained via	Internet research

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Teachers4Future

Website	https://www.teachersforfuture.at/
Contact	info@teachersforfuture.at
Target group (e.g. teachers, students, ages…)	Teachers at all school levels, head teachers and decision-makers – and, of course, the pupils themselves as a result
Overall goal/mission	Holistic climate education in all schools in Austria Support for teachers of all school types and age groups Promotion of socio-ecological change in the education system and in society Commitment to structural changes to permanently anchor climate education in the school system
Specificity of their CCE approach	Interdisciplinary cooperation with education authorities, Fridays for Future, "Schule brennt" (School is on fire), trade unions, etc. High degree of reflection and strong perseverance Focus on pupils Climate education as a "whole school approach" – going beyond mere teaching
Example product, programme or policy (include a link to it)	ESD package: Easily accessible and well-prepared information on a complex concept, practical examples and suggestions for use at your own location. The following levels are addressed: education, school development, changing school structures to facilitate climate-friendly living. Open Educational Resource: EVERYONE can use it and adapt it to their needs.
Collaborates with	Certificates for schools: Ecologist, eco-label Political/structural level: Teachers for Future, Fridays for Future, Climate Officers Network Organiser: Climate Biennale Ministry level: klimaaktiv, Forum Umweltbildung
Mentioned by whom	AECC Biology Global 2000 CliMates Austria Netzwerk Klimajournalismus Baobab IIASA
Information obtained via	e-mail

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CliMates Austria

Website	https://www.climatesaustria.org/
Contact	hello@climatesaustria.org
Overall goal/mission	Empowerment, youth participation in climate policy and giving young people a voice
Target group (e.g. teachers, students, ages…)	Children and young people, often from socio-economically disadvantaged backgrounds
Specificity of their CCE approach	Strong roots in the Teach for Austria education network, focus on educational equity and climate justice Networking of people from different fields Role Models project: role models for children and young people from socio-economically disadvantaged backgrounds or with a migrant background Use of volunteers
Example product, programme or policy (include a link to it)	Four main projects: CliM'School – simulation of a COP in workshop form, primarily in schools Klimareporter.in – journalistic education programme on the topic of climate LCOY Austria – national youth climate conference prior to the COP UNFCCC Youth Delegate Programme – two young delegates represent young people at the COP
Collaborates with	Psy4Future Radius Teachers for Future BOKU Fridays for Future
Mentioned by whom	AECC Biology Kinderbüro Universität Wien gGmbH Psy4Future Netzwerk Klimajournalismus
Information obtained via	interview

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baobab

Website	https://www.baobab.at/
Contact	service@baobab.at
Overall goal/mission	Library and education centre for educators Promoting knowledge and education on global issues, social justice and sustainable development Supporting educational practice in a diverse and multilingual society Providing approx. 8,800 analogue and digital educational media (teaching materials, games, films, books)
Target group	Educators from kindergartens, schools, youth work, adult education and universities
Specificity of their CCE approach	Individual counselling and practice-oriented training on global issues Promotion of critical thinking and respectful treatment of nature and the environment Development of innovative and methodologically varied educational materials Key topics: natural resources, energy, climate change, biodiversity, rainforest
Example product/programme/policy	*The Climate Trolley for primary schools* – teaching materials on climate and sustainability Link: https://www.baobab.at/klimatrolley/
Collaborates with	Forum Umweltbildung (FUB) Südwind Fridays for Future Teachers for Future WWF Climate Alliance
Mentioned by whom	Forum Umweltbildung (FUB) Südwind Teachers for Future WWF Klimabündnis
Information obtained via	Email

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KlimaPuzzle

Website	https://climatefresk.org/de/
Contact	info@climatefreskdeutschland.de
Overall goal/mission	Promoting global understanding of climate change Objective: Accelerating knowledge building in order to initiate the social and ecological changes necessary for the preservation of life on Earth
Target group (e.g. teachers, students, ages…)	Schools and educational institutions (pupils and teachers) Companies and organisations Public institutions and communities General public
Specificity of their CCE approach	Scientifically sound – based on reports from the Intergovernmental Panel on Climate Change (IPCC), continuously updated Collaborative and interactive – group work with 42 cards to reconstruct cause-and-effect relationships of climate change Accessible to all age groups from 9 years old, can be carried out online and on site, no prior knowledge required Promotion of decision-making skills – discussion of individual and collective solutions, emphasis on emotional engagement with the topic
Example product, programme or policy (include a link to it)	Climate Fresk workshops – three-hour interactive workshops, available worldwide in over 45 languages Training of facilitators – training volunteers to lead workshops Adaptation for target groups – specific versions for children, young people, adults and businesses Global networking – activities in over 160 countries with around 89,000 volunteers
Mentioned by whom	Weitblick (Projekt Weltklimaspiel) Verein Hallo Klima AECC Biology
Information obtained via	e-mail

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Bildungsdirektion Wien

Website	https://bildung-wien.gv.at/
Contact	bildungsdirektorin@bildung-wien.gv.at presse@bildung-wien.gv.at
Overall goal/mission	Ensuring a functioning and equitable education system in Vienna Implementation of nationwide education policy at the state level Management, administration and support of public and private schools Quality assurance, human resources management, school development and educational counselling Relevance to ESD: Systematically embedding sustainability and climate education in everyday school life in Vienna
Target group (e.g. teachers, students, ages…)	Pupils Teachers and school administrators School teams that want to address sustainability
Specificity of their CCE approach	Climate officers at schools – teachers voluntarily take on the role of contact persons for climate protection and sustainability Events and exchange formats – such as the Vienna Climate Education Days or the World Climate Game for knowledge transfer and networking Materials & training – programmes such as "Teach the Teachers" or school workshops on climate topics Practical orientation – focus on concrete projects and actions rather than purely theoretical teaching
Example product, programme or policy (include a link to it)	Network of Vienna Climate Officers – around 50 teachers support schools in implementing climate protection in everyday life Vienna Climate Education Days – presentation of projects, workshops and simulation games SDG Award for Schools – Award for innovative sustainability projects Teach the Teachers training series – support for teachers in integrating climate issues into their lessons
Mentioned by whom	Stadt Wien Teachers 4 Future AECC Biology
Information obtained via	Internet research

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Universität Innsbruck - Institut für Fachdidaktik

Website	https://www.uibk.ac.at/de/ifd/
Contact	Fachdidaktik@uibk.ac.at
Overall goal/mission	The Institute for Subject Didactics is divided into five areas: – Education and communication for sustainable development – German – History and Political Education – Mathematics and Natural Sciences – Languages The "Education and Communication for Sustainable Development (EDUCOMSD)" division develops various projects with different thematic focuses and methodological approaches.
Target group (e.g. teachers, students, ages…)	Freeze For Future: Young people KIDZ PAZ-NOWn: People of different ages, perspectives and living conditions – with a special focus on young people and schoolchildren
Specificity of their CCE approach	Freeze For Future – promoting climate awareness and motivation to take action among schoolchildren Designing a virtual reality (VR world) in which the effects of the climate crisis can be experienced and seen KIDZ PAZ-NOWn – Strengthening resilience in the Paznaun Valley to climate and water-related risks Use of interdisciplinary and transdisciplinary research approaches
Example product, programme or policy (include a link to it)	*UniNEtZ* project – *Universities and Sustainable Development Goals*: https://www.uibk.ac.at/de/geographie/uninetz/ *Freeze For Future* project: https://www.uibk.ac.at/de/ifd/educomsd/projects/fff_gletscherwelten/ *KIDZ PAZ-NOWn* project (research on resilience in the Paznaun Valley)
Mentioned by whom	KlimaAlps.eu Alpenverein Österreich Naturpark Zillertaler Alpen Climate Change Centre Austria (CCCA)
Information obtained via	Internet research

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Natopia

Website	https://www.natopia.at/
Contact	Verein natopia Steinbockallee 9 6063 Rum
Overall goal/mission	To inspire people to love nature (through experiences of nature with all the senses) in order to raise awareness of biodiversity, nature conservation, species protection and climate protection.
Target group (e.g. teachers, students, ages…)	School classes and kindergartens throughout Tyrol Adult multipliers (e.g. Tyrolean nature guide training) The general public in projects on nature conservation and biodiversity
Specificity of their CCE approach	Climate education implicit in (almost) all nature programmes Nature educators seize on situations where climate becomes directly tangible Examples: earlier flowering (phenology); excursion to the Inn → melting glaciers/gravel bank; macrozoobenthos under pressure due to warming waters
Example product, programme or policy (include a link to it)	Multi-day nature experience days: https://www.natopia.at/angebote-fuer-schulen/mehrtaegige-naturerlebnistage/ Master's thesis (effects/biodiversity): https://ulb-dok.uibk.ac.at/ulbtirolhs/content/titleinfo/10195533 Note: no explicit climate programme; thematic proximity via biodiversity
Collaborates with	KlimaAlps.eu – module "Moors in climate change", Reither Moor: https://www.natopia-projekte.at/klimawandel-am-reither-moor/ Fridays for Future – e.g. collaborations at the Innsbruck Nature Film Festival, school film campaigns Scientists for Future – support for FFF; podcast "natopia Ohrwurm" with scientists Klimareise (sonntagplus): https://www.sonntagplus.com/projekt/klimareise/ Climate Alliance Tyrol Südwind Tyrol POW – Protect Our Winters (planned, INFF on Tour)
Mentioned by whom	KlimaAlps.eu; Klimabündis Österreich; Alpenverein Österreich
Information obtained via	e-mail

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Klimabeauftragten der Wiener Bildungsdirektion/ BildungsHub.WIEN

Website	https://bildungshub.wien/
Contact	support@bildungshub.wien
Overall goal/mission	Network of Viennese teachers to promote climate-friendly and sustainable schools Goal: To embed sustainability and climate education in everyday school life in Vienna Supporting schools in implementing climate protection projects Promoting an active school culture that integrates sustainability as a cross-cutting issue Mutual support and knowledge exchange within the community
Target group (e.g. teachers, students, ages…)	Teachers and pupils at Viennese schools School teams committed to sustainability and climate protection
Specificity of their CCE approach	Multipliers for climate protection and sustainable development in schools Guidance and support in the implementation of climate projects Regular meetings, joint training courses and online exchanges for networking Practical implementation: e.g. climate clubs, second-hand markets, waste separation initiatives Participatory approach with a focus on personal responsibility, cooperation and empowerment of the school community Coordination and information sharing by the Education Department (Matthieu Floret)
Example product, programme or policy (include a link to it)	Climate club – open format for pupils, teachers and parents to promote climate-friendly school development Vienna Climate Education Days – multi-day event with workshops, lectures and networking for teachers Other projects: SDG initiatives, climate workshops and school campaigns as part of climate education
Mentioned by whom	Kinderbüro Universität Wien klimaaktiv Teachers for Future AECC Biology
Information obtained via	internet research

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Klimafakten

Website	https://www.klimafakten.de/
Contact	info@klimafakten.de
Overall goal/mission	Providing reliable information on climate change Supporting effective communication about climate protection solutions Activities in four key areas: – **Climate knowledge:** communicating scientifically sound facts, measures and dispelling myths – **Communication:** promoting successful climate discussions – **Academy:** training courses and workshops on climate knowledge and communication – **Community:** Building and maintaining a network of organisations and individuals
Target group (e.g. teachers, students, ages…)	Private individuals Organisations
Specificity of their CCE approach	Close cooperation with scientific advisors and advisory board Work based on seven guiding principles: Fact-based – Respectful – Solution-oriented – Independent – Appreciative – Informative – Non-profit
Example product, programme or policy (include a link to it)	Climate Facts Academy: Basic and advanced training courses, e.g. module *"Media and journalism in the climate crisis"* (https://www.klimafakten.de/akademie/bildungsmodule/medien-und-journalismus-der-klimakrise) Multiplier training courses to improve climate communication
Mentioned by whom	Naturpark Zillertaler Alpen; Naturpark Karwendel; Netzwerk Klimajournalismus
Information obtained via	Internet research

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KlimaAlps.eu

Website	https://www.klimaalps.eu/
Overall goal/mission	Raising awareness of climate change right on our doorstep Showing people that climate change affects them too – and that they can and should take action themselves
Target group (e.g. teachers, students, ages…)	Multipliers such as rangers, nature guides, environmental educators, herbalists Interested individuals who are involved in environmental education or would like to become involved
Specificity of their CCE approach	Training based on the principles of Education for Sustainable Development (ESD), moderate constructivism and conceptual change theory Active participation of participants in shaping the learning process Promotion of independent research, experience and joint vision development for a sustainable future Knowledge transfer from research to education based on sound scientific findings Integration of emotional approaches into the methodology
Collaborates with	Karwendel Nature Park Climate Alliance Upper Austria Climate Alliance Tyrol Natopia Zillertal Alps Nature Park University of Innsbruck – Department of Subject-Specific Education
Mentioned by whom	AECC Biology Natopia Naturpark Zillertaler Alpen
Information obtained via	e-mail

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BOKU

Website	https://boku.ac.at/
Overall goal/mission	Development and implementation of sustainable solutions for global challenges Focus areas: Research, teaching and practice in the fields of environment, resource management and climate protection In the context of CCE: Promoting climate literacy – imparting knowledge about climate change, climate adaptation and climate protection in order to strengthen climate-friendly behaviour in society
Target group (e.g. teachers, students, ages…)	Schools and educational institutions – support for the integration of climate knowledge into teaching Students and teachers – provision of resources and training to promote climate literacy The general public and organisations – raising awareness and providing advice on climate protection measures
Specificity of their CCE approach	Research-based projects – e.g. *Making A Change*: schools create carbon footprints and develop strategies for climate neutrality Development of practical tools – e.g. *ClimCalc*: carbon footprint tool for school pupils, students and organisations International climate protection projects – implementation in countries of the Global South with a focus on CO_2 reduction, social justice and economic development
Example product, programme or policy (include a link to it)	*Making A Change* – cooperation with Climate Change Centre Austria (CCCA) and BMBWF to support schools in CO_2 accounting *ClimCalc* – CO_2 accounting tool developed with the Federal Environment Agency and Graz University of Technology International climate protection projects – research-based approaches to linking climate protection, social progress and education
Mentioned by whom	CliMates Austria Psy4Future
Information obtained via	Internet research

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Scientists for Future

Website	https://www.scientists4future.at/
Contact	kontakt.at@scientists4future.org
Overall goal/mission	Initiative by scientists to support the *Fridays for Future* student movement Goal: To provide scientifically sound information about climate change and promote social dialogue on climate protection and sustainability
Target group (e.g. teachers, students, ages…)	Schools and students Private individuals Students and teachers
Specificity of their CCE approach	*School* working group: Placing scientists in schools with an interest in climate education Individually customisable topics, depending on the needs of the schools Promotion of dialogue between science and educational institutions
Example product, programme or policy (include a link to it)	*Climate@Home* – Climate scientists visit private individuals to provide information about climate change *Climate@School* – initiative that brings together students, teachers and scientists to discuss topics such as climate change, soil, nutrition, biodiversity, energy and mobility *OC4CC – Open your Course for Climate Change*: Austria-wide action week in which university lecturers integrate sustainability and climate change into their courses (https://www.scientists4future.at/oc4cc-open-your-course-for-climate-change/)
Mentioned by whom	Natopia IIASA
Information obtained via	Internet research

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WWF Austria

Website	https://www.wwf.at/
Overall goal/mission	General: Protection of biological diversity, promotion of sustainable resource use and prevention of environmental pollution In the context of climate change education (CCE): Raising awareness and educating the public – especially young people – about climate change, its effects and the importance of climate protection
Target group (e.g. teachers, students, ages…)	Children and young people Teachers
Specificity of their CCE approach	Age-appropriate materials – teaching materials for different age groups to promote understanding of climate issues Practical focus – experiments, excursions and projects to make climate knowledge tangible Integration into everyday school life – materials and programmes that can be easily incorporated into lessons
Example product, programme or policy (include a link to it)	Teaching materials on climate protection and sustainable nutrition – worksheets, presentations and videos to teach the connection between nutrition and climate change *Team Panda* – educational programme for children and young people that teaches knowledge about nature, the environment and climate protection in a playful way
Mentioned by whom	MyClimate baobab
Information obtained via	Internet research

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Umwelt-Bildungs-Zentrum Steiermark

Website	https://www.ubz-stmk.at/
Contact	office@ubz-stmk.at
Overall goal/mission	General: Non-partisan, non-profit educational institution for the long-term strengthening of environmental awareness among the population In the context of CCE: Development of methods and materials on climate and climate protection topics (since 2008) for all school levels, implementation of workshops and action days at schools
Target group (e.g. teachers, students, ages…)	Children and young people Teachers University students
Specificity of their CCE approach	Action-oriented and practical – active engagement with environmental and climate issues Interdisciplinary – combining different subject areas and educational approaches for holistic learning Cooperative – collaboration with local authorities, educational institutions and partner organisations to promote common environmental education goals
Example product, programme or policy (include a link to it)	*I'm doing it – Climate and Energy Days in schools* – project days with teaching units on climate, climate change, climate protection and adaptation *Our climate – protect and adapt!* – Workshop for 3rd and 4th grade pupils, playful approach to climate change and adaptation strategies *Climate world tour – experience and take action!* – Workshop for grades 5–8 on global climate issues and possible courses of action *Climate simulation game "Your community – our climate"* – simulation game for pupils from Year 9 onwards on conflicts of interest between the economy and climate protection
Mentioned by whom	Weitblick (Projekt Weltklimaspiel) Climate Change center Austria (CCCA)
Information obtained via	Internet research

Funded by the European Union

Weitblick (Projekt Weltklimaspiel)

Website	https://weitblick-gmbh.org/
Contact	office@weitblick-gmbh.org
Overall goal/mission	*Vision*: Contributing to socio-ecological transformation *Climate game*: Promoting knowledge, awareness and life skills Counterbalance to climate anxiety and climate change grief Enabling experiences of self-efficacy Objective: Participants learn to see themselves as part of the solution and to look to the future with confidence
Target group (e.g. teachers, students, ages…)	Primary: Students aged 13 and above Secondary: Teachers (training and continuing education), students (especially economics and geography), apprentices in companies
Specificity of their CCE approach	Climate crisis as a personal challenge Participatory, experience-oriented and playful (game-based learning) Free space for experimentation without moral appeals or fear-mongering Self-directed learning processes promote self-motivation and cooperation Goal: Achieving a "social tipping point" through collective action
Example product, programme or policy (include a link to it)	*World Climate Game* – game-based learning format that strengthens awareness, cooperation and decision-making skills in the context of climate change
Collaborates with	Climate Fresk / Klimapuzzle; Climate Alliance Austria; UBZ (Environmental Education Centre Graz); Forum Umweltbildung; Hallo Klima!; Haus der Natur (Salzburg); inatura (Vorarlberg)
Mentioned by whom	CliMates; Kinderbüro Universität Wien
Information obtained via	interview

Funded by the European Union

Alpenverein Österreich

Website	https://www.alpenverein.at/
Contact	office@alpenverein.at
Overall goal/mission	Association with numerous sections committed to Alpine sports, nature conservation and sustainable development Goal: To create positive links between climate education, climate protection and mountain sports Training of officials at the Alpine Club Academy in communication and teaching climate topics Climate strategy: Anchoring climate protection, sustainability and environmental aspects in all education and training elements
Target group (e.g. teachers, students, ages...)	Internal members with a multiplier function (officials) Members of the Alpine Club General public Special feature: Target group often "older, male" – requires sensitive approach and gentle motivation strategies
Specificity of their CCE approach	Focus on the Alpine region and mountain sports Inspiring rather than instructive approach – motivation through positive examples (best practice) Encouraging sections to offer their own sustainable activities Raising awareness of sustainable mobility in mountain sports – a central but sensitive issue
Example product, programme or policy (include a link to it)	*Alpine Club Academy* – central platform for knowledge transfer and training Events and webinars on climate change and sustainability (for officials and the public) Alpine training programmes and e-learning courses Integration of *the climate puzzle* into training programmes for sections
Mentioned by whom	AECC Biology; MyClimate
Information obtained via	interview

Funded by the European Union

Global 2000

Website	https://www.global2000.at/
Contact	office@global2000.at
Overall goal/mission	Empowering people to critically examine issues of sustainable and unsustainable development Goal: Active participation in shaping an ecologically sustainable society
Target group (e.g. teachers, students, ages…)	Pupils in grades 3–13 (environmental workshops) Young adults (environmental culture internship, Team*Aktiv, environmental communication) Adults (training to become chemical ambassadors) German-learning pupils and adults (*Yalla Climate Protection*, *Ecolingo*, *zam.wachsen* projects) Teachers (training courses and teaching materials, e.g. *environmental education box National Park Garden Detectives*)
Specificity of their CCE approach	Interactive, experience-based educational approaches with reflection phases Learning process as a cycle of action – reflection – action Empowerment-oriented teaching of environmental topics for different target groups Strong focus on participation and initiative on the part of participants
Example product, programme or policy (include a link to it)	A wide range of educational offerings at: https://www.global2000.at/umweltbildung Workshops, training courses, environmental education projects and learning materials for schools and adults
Mentioned by whom	AECC Biology; MyClimate
Information obtained via	e-mail

Funded by the European Union

Naturpark Karwendel

Website	https://www.karwendel.org/
Contact	info@karwendel.org
Overall goal/mission	Activities based on five pillars: nature conservation, recreation & tourism, environmental education, regional development, and knowledge & research Climate change integrated as a cross-cutting issue in all areas of activity
Target group (e.g. teachers, students, ages…)	Nature park pupils Interested adults, especially nature park guides and nature educators
Specificity of their CCE approach	Educational concept based on conceptual change theory, moderate constructivism and education for sustainable development (ESD) Implementation of these approaches in *climate education training*
Example product, programme or policy (include a link to it)	*Climate education training* – qualification programme for teaching climate change education Further information: https://www.klimaalps.eu/
Collaborates with	Climate Alliance, klimafakten.de, Potsdam Institute for Climate Impact Research, Helmholtz Association, Hallo Klima Association
Mentioned by whom	KlimaAlps.eu
Information obtained via	e-mail

Funded by the European Union

Naturpark Zillertaler Alpen

Website	https://www.naturpark-zillertal.at/
Contact	info@naturpark-zillertal.at
Overall goal/mission	To communicate the nature, culture and landscape of the Zillertal Alps Nature Park – from nursery school to university, from locals to holidaymakers
Target group	Schools, locals, holidaymakers, nature educators
Specificity of their CCE approach	Making climate change visible Educational concepts: research-based learning, tracking, education for sustainable development (ESD) Focus on climate communication
Example product/programme/policy	*KlimaTop Berliner Hütte* – https://www.naturpark-zillertal.at/forschung/klimatop-berliner-huette.html *High Mountain Module KlimaAlps* – https://www.klimaalps.eu/archiv/ausbildung/modul-hochgebirge-e *Climate Game* (?)
Collaborates with	Universities (Innsbruck, Graz) University (main) Climate facts Association Hallo Klima KlimaAlps
Mentioned by whom	KlimaAlps.eu
Information obtained via	Email

Funded by the European Union

POW (Protect our winters)

Website	https://www.protectourwinters.at/
Contact person (name, function, contact information)	hello@protectourwinters.at
Overall goal/mission	The organisation is the voice of the outdoor community for climate protection in Austria. It works to protect the winter-landscapes and associated jobs, lifestyles and places by driving structural change in society, economy and politics.
Target group (e.g. teachers, students, ages…)	Outdoor enthusiasts, athletes, guides, brands, companies, the outdoor/tourism/community sector; plus multipliers and the general public in Austria.
Specificity of their CCE approach	For education specifically, they run workshops (e.g., "Hot Planet Cool Athletes" where athletes visit schools), emphasise role models, interactive experiences, and push for participants to become multipliers themselves.
Example product, programme or policy (include a link to it)	"MemorEis – das Gletscher-Gedächtnis Spiel" (Glacier memory game) placed in alpine huts. Advocacy campaign: "Your Email for Climate Protection" where ~31,000 emails were sent to political decision-makers. ory game) placed in alpine huts.
Mentioned by whom	Natopia
Information obtained via	Internet research

Funded by the European Union

PsychologistsForFuture (Psy4f)

Website	https://www.psychologistsforfuture.org/
Contact	mail@psychologistsforfuture.org
Overall goal/mission	Network of psychologists and psychotherapists who use their expertise to support efforts to tackle the climate crisis and promote a sustainable future
Target group	Children and young people Individuals who seek psychological counselling
Specificity of their CCE approach	Promoting awareness of the climate crisis Supporting people in dealing with climate anxiety and feelings of powerlessness Strengthening resilience and constructive action Supporting individuals and groups committed to climate action
Example product/programme/policy	One-to-one initial counselling (topics: self-sufficiency, climate activism burnout, resilience) School workshops on "climate feelings" General workshops and open online discussion groups Participation in the *Local Conference of Youth*
Collaborates with	BOKU CliMates CRIPS Fridays for Future
Mentioned by whom	CliMates
Information obtained via	interview

Funded by the European Union

Salzburger Bildungswerk

Website	https://www.salzburgerbildungswerk.at/
Contact	office@sbw.salzburg.at
Overall goal/mission	General: Non-partisan and non-denominational adult education institution in Salzburg Goal: Empowering people and communities to ask questions, identify problems and find solutions together In the context of the CCE: Under the motto *"Think global – act local",* promoting conscious, resource-saving behaviour in Salzburg and raising awareness of global interdependencies
Target group	General population (parents, senior citizens, interested individuals)
Specificity of their CCE approach	Creative participatory formats (e.g. climate challenges, pub quiz evenings) to impart climate knowledge and motivate people to take action Working with role models – people who live sustainably are included as positive examples
Example product/programme/policy	*Action day for sustainability* – nationwide action day "Aufbruch – für ein gutes Leben für alle!" (A new beginning – for a good life for everyone!) with a diverse programme of events *S.Aa.N.E – Salzburg Atlas for Sustainable Development* – raises awareness of sustainable projects in the province of Salzburg
Mentioned by whom	komment
Information obtained via	Internet research

Funded by the European Union

sonntagplus

Website	https://www.sonntagplus.com/
Contact	hermann@sonntagplus.com
Overall goal/mission	Supporting protected areas, communities and regions in nature conservation and climate protection through consulting, project management and communication Fields of activity: Coaching & organisational development, concept implementation, project management, communication and funding management Promoting awareness and willingness to take action for climate protection through experience-oriented educational formats such as the climate journey
Target group	Teams and organisations that address climate change in their work and want to take action Multipliers who want to integrate climate education into their activities
Specificity of their CCE approach	Experience-based learning – combining experiments, nature experiences and reflection Low-threshold access – focus on regionality, joy and positivity instead of blame Interdisciplinary approach – linking natural science, education and cultural work
Example product/programme/policy	*The Climate Journey* – one-day educational format with three stages: physical experiments, forest excursion and reflection on individual opportunities for action
Mentioned by whom	Natopia
Information obtained via	Internet research

Funded by the European Union

Umblick

Website	https://www.umblick.at/
Contact	buero@umblick.at
Overall goal/mission	General: Research and education association supporting an environmentally friendly future In the context of CCE: Promoting environmental and resource protection through playful learning Goal: Empowering children and young people to take responsibility, experience self-efficacy and integrate sustainable behaviour into their everyday lives
Target group	Children and young people Educators General public Companies
Specificity of their CCE approach	Experience-oriented learning – workshops, training courses and activities in schools, kindergartens and public spaces Avoiding feelings of powerlessness – focus on concrete opportunities for action, motivation and inspiration instead of purely problem-oriented knowledge transfer Interactive methods – use of games, experiments and discussions on topics such as climate change, circular economy and sustainable nutrition
Example product/programme/policy	*Workshops for educational institutions* – topics: mobility, nutrition, energy, waste, biodiversity, consumption *Training courses for educators* – topics: "My handprint", "STEM – research with simple experiments", "Soil ecosystem", "Upcycling", "Zero waste" Conducting *life cycle assessments*
Mentioned by whom	Verein Hallo Klima
Information obtained via	Internet research

Funded by the European Union

Umwelt.Wissen Netzwerk/Ökolog Netzwerk

Website	https://www.umweltwissen.at/
Contact	kontakt@umweltwissen.at
Overall goal/mission	Promotion of decisive, future-oriented action through knowledge Innovative environmental education as the basis for sustainable environmental work Support from the province of Lower Austria for environmental organisations, schools, kindergartens and extracurricular educational institutions Goal: To integrate the three pillars of sustainability – ecology, economy and social issues – into the consciousness and everyday life of the population Environment.Knowledge stands for actively helping to shape an environment worth living in for present and future generations
Target group	Schools Kindergartens Adults Young people (including those not in school)
Specificity of their CCE approach	Focus on environmental and sustainability issues; climate education is one aspect Platform bundles educational offerings from various providers Also offers its own programmes and materials
Example product/programme/policy	*Environment days* – collection of nature experiences for the whole of Austria *Topic exchange* – exchange platform for scientific work
Mentioned by whom	Global 2000
Information obtained via	Internet research

Funded by the European Union

UMWELTBERATUNG

Website	https://www.umweltberatung.at/
Contact	service@umweltberatung.at
Overall goal/mission	Advising private households and businesses on environmental protection and sustainability Implementing environmental protection projects Passing on specialist knowledge to customers and project partners
Target group	Private households Educational institutions Institutions Businesses
Specificity of their CCE approach	Presenting ecological knowledge in an understandable, practical way Providing individual, independent advice Implementing forward-looking environmental projects Workshops for schoolchildren on environmental topics
Example product/programme/policy	Database of environmentally friendly suppliers, organisations and products *Short course on energy efficiency* Coaching: https://www.umweltberatung.at/kurzlehrgang-zum-energie-coach *Web seminar on "Ecological and efficient cleaning*": https://www.umweltberatung.at/vrnb_oekologisch-reinigen
Mentioned by whom	Stadt Wien
Information obtained via	Internet research

Funded by the European Union

Umweltverein Tirol

Website	https://www.umwelt-tirol.at/
Contact	info@umwelt-tirol.at
Overall goal/mission	General: Commitment to preserving an environment worth living in and improving quality of life Goal: Securing future opportunities for coming generations In the context of CCE: Environmental education programmes to promote sustainable use of resources and awareness of environmental protection and climate change
Target group	Children and young people Adults
Specificity of their CCE approach	Experience- and practice-oriented design of workshops and teaching units Target group-specific offerings – from kindergarten to upper secondary school Variety of topics: resource conservation, waste prevention, recycling, climate change, water, food, electronic waste
Example product/programme/policy	*Environmental education programme* – comprehensive workshops and teaching units in cooperation with the Tyrol State Department of Environmental Protection *ReUse project Tyrolean school bag collection* – project for waste prevention and promotion of social value creation
Mentioned by whom	Klimabündnis Österreich
Information obtained via	Internet research

Funded by the European Union

University of Graz

Website	https://www.uni-graz.at
Contact	info(at)uni-graz.at
Overall goal/mission	The University of Graz dedicates itself to sustainable development in research, teaching and operations, with a focus on ecological, economic and social sustainability and the transformation toward climate-neutrality.
Target group (e.g. teachers, students, ages…)	Primarily students (Bachelor, Master, Doctorate) and researchers; also university staff and broader society via knowledge transfer and sustainability initiatives.
Specificity of their CCE approach	Interdisciplinary teaching and research programmes that combine natural sciences, social sciences and economics; integration of transformation science (climate change & transformation science) and practice-oriented modules (e.g., students work on real-world problems in teams). Also: commitment to "knowledge to action" via participatory and transdisciplinary formats within its Field of Excellence "Climate Change Graz"
Example product, programme or policy (include a link to it)	– Master's programme: *Environmental Systems Sciences / Climate Change and Transformation Science (ESS / CCTS)* — https://www.uni-graz.at/en/studies/master-programmes/environmental-systems-sciences-climate-change-and-transformation-science/ ERASMUS+ Project GlacierXPerience https://glaciereducation.com/
Mentioned by whom	Naturpark Zillertaler Alpen
Information obtained via	Internet research

Funded by the European Union

WeltTellerFeld

Website	https://www.welttellerfeld.at/
Overall goal/mission	General: Interactive educational venue in Vienna that visualises the global interrelationships of the food system on an area of 3,000 m^2 Presentation of the land use required for the annual food consumption of one person in Austria (45% domestic, 55% foreign; 67% for animal products, 33% for plant products) In the context of the CCE: Raising awareness of the impact of consumer behaviour on the environment and climate through experience-oriented education
Target group	Children and young people Adults and educators
Specificity of their CCE approach	Experience-oriented learning – publicly accessible learning location with stations and information boards Visualisation of land use – realistic representation of the resource requirements of our food system Interactive stations and educational experiences for children and adults to deepen understanding and encourage reflection
Example product/programme/policy	*The WeltTellerFeld* – interactive educational field for visualising global food connections *Educational experiences on site* – Guided tours and workshops with hands-on opportunities *Materials for home* – in-depth learning materials on the topic of nutrition and climate
Mentioned by whom	Verein Hallo Klima
Information obtained via	Internet research

Funded by the European Union

Energie Agentur Tirol

Website	https://www.energieagentur.tirol/
Contact	office@energieagentur.tirol
Overall goal/mission	Independent advice centre for energy, water and resources in Tyrol Supporting private individuals, municipalities and companies in energy efficiency and the use of renewable energies
Target group	Children and young people in schools and nurseries Private individuals and households (e.g. energy and climate coaching) Experts from the construction industry, trade, businesses and municipalities Municipalities and local authorities
Specificity of their CCE approach	Practical workshops in schools and kindergartens on energy and climate Age-appropriate teaching of climate protection knowledge and sustainable behaviour *DoppelPlus* project: Energy and climate coaching by volunteers to support climate-friendly everyday life Further training for professionals on energy efficiency and renewable energies
Example product/programme/policy	*School Initiative Tyrol* – over 2,200 workshops with approx. 38,000 participants on energy and climate education *DoppelPlus* – energy and climate coaching for households by volunteers *Energy Academy* – further training for professionals on energy efficiency and renewable energies
Mentioned by whom	Klimabündnis Österreich
Information obtained via	Internet research

Funded by the European Union

komment

Website	https://www.komment.at/
Contact	office@komment.at
Overall goal/mission	Promotion of Global Citizenship Education (GCE) linking climate education, political education and ESD Interdisciplinary approach: social/educational sciences, ethics, historical & postcolonial perspectives Strengthening global/planetary awareness, critical thinking, capacity for action Critical language choice: preference for "climate crisis" over "climate change"
Target group	Multipliers and educators in all areas of education Teachers (school and university) Students in teacher training Adult educators NGO staff Extracurricular child and youth work
Specificity of their CCE approach	Positioning in GCE Critical stance towards individualised/instrumentalised educational approaches Focus on systemic change rather than just individual behaviour Linking scientific content with social, political and ethical issues Central decolonial and historical perspectives
Example product/programme/policy	*Future Dialogues Global Learning* (formerly Federal Conference on Global Learning) University course "Global Learning" – part-time Master's degree (6 semesters), University of Klagenfurt Only university course of its kind in Austria (currently in its 4th cycle)
Collaborates with	Forum Umweltbildung Südwind Attac Salzburger Bildungswerk Climate Alliance Austria
Mentioned by whom	CliMates
Information obtained via	e-mail

Funded by the European Union

Klima Box

Website	https://www.klimabox.at/
Contact	info@klimabox.at
Overall goal/mission	Platform of *Artists For Future Austria* and other initiatives to promote climate protection awareness among the general public Goal: To reach people outside the "climate movement bubble" and encourage them to think Low-threshold, experience-oriented communication without moralising Installations generate attention in different contexts (companies, schools, museums)
Target group	Educational institutions Public institutions Companies that want to promote climate protection awareness
Specificity of their CCE approach	Experience-oriented installations: *Climate time machine* – makes future scenarios tangible *Wake-up machine* – stimulates emotional reflection *VIEL-FALT origami installation* – emphasises mindfulness and diversity *Climate tours* – themed city tours *Climate puzzle* – playful knowledge transfer
Example product/programme/policy	*Climate time machine*: https://www.klimabox.at/klima-zeitmaschine/ *Ökolopoly*: https://www.klimabox.at/oekolopoly/ *VIEL-FALT (mindfulness installation)*: https://www.klimabox.at/viel-falt/
Mentioned by whom	Kinderbüro Universität Wien gGmbH
Information obtained via	Internet research

Funded by the European Union

Beteiligung ST

Website	https://www.beteiligung.st/
Contact	office@beteiligung.st
Overall goal/mission	Goal: To establish participation and co-determination and promote long-term cooperation between all stakeholders Use of many years of expertise in designing participation models in various contexts Focus: Children and young people in dialogue with adult decision-makers
Target group	Children and young people Communities Adults
Specificity of their CCE approach	Promotion of democratic thinking in school and extracurricular education Development of educational programmes on climate protection and climate change adaptation Implementation of own climate protection measures with a focus on savings and quality improvements
Example product/programme/policy	*I'm doing it – climate simulation game*: https://www.beteiligung.st/was-wir-tun/angebote-und-projekte/klimaplanspiel *Climate policy workshop*: https://www.beteiligung.st/was-wir- tun/angebote-und-projekte/nachhaltigkeit-und-klima/klima-politikwerkstatt
Mentioned by whom	IIASA
Information obtained via	Internet research

Funded by the European Union

Attac

Website	https://www.attac.at/
Contact	infos@attac.at
Overall goal/mission	Part of an international movement for a democratic, socio-ecological and gender-equitable global economy. Goal *A good life for all* – today and in the future Commitment to: – A financial system oriented towards the common good – Climate justice as a global principle – A fair global trading system – Tax justice – Sustainable agricultural and energy policies – Social security and comprehensive democratisation – An end to international competition between locations
Target group	Lower and upper school classes Young people aged 14–20
Specificity of their CCE approach	Teaching *climate justice* as a central educational concept Discursive workshops with concrete proposals for solutions and idea development Focus on the structural causes of the climate crisis (society, power relations) Promotion of political participation and collective solutions Discussion of the concept of *energy democratisation*
Example product/programme/policy	Workshops: *Good life for all*, *climate & economy* Information: https://www.attac.at/ueber-attac/bildungsangebote/workshops-fuer-schulen
Mentioned by whom	komment
Information obtained via	Internet research

Funded by the European Union

Feld:schafft tirol

Website	https://feldschafft.at/bildung/feldschule/#Angebot
Contact	Bildung@feldschafft.at
Overall goal/mission	Promotion of sustainable nutrition and regional supply Goals: – Make sensible use of unused resources – Strengthen regional & seasonal food production – Avoid food waste – Reduce packaging – Climate-friendly bicycle delivery – Raise awareness of consumer behaviour – Support sensible ideas
Target group	Primary school, middle school and high school pupils Adults (on request)
Specificity of their CCE approach	Workshops and seminars on food production and consumption Practical experience and learning with all the senses Example: Making "potato jam", reflecting on food waste Focus on action-oriented learning and appreciation of food
Example product/programme/policy	*Feldschule* educational programme – workshops and seminars on nutrition and sustainability More information: https://feldschafft.at/bildung/feldschule/#Angebot
Mentioned by whom	Klimabündnis Österreich
Information obtained via	Internet research

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Greenpeace Austria

Website	https://www.greenpeace.at/
Contact	service@greenpeace.at
Overall goal/mission	Independent campaign organisation dedicated to exposing global environmental problems and implementing sustainable solutions Goal: Ensuring the Earth's ability to sustain life in all its diversity Main concerns: – Protecting biological diversity – Preventing environmental pollution (oceans, land, air, fresh water) – Ending nuclear threats – Promoting peace and non-violence
Target group	Politicians and businesses
Specificity of their CCE approach	Campaign-based education and communication work Focused on political influence and public awareness Combination of activism, media work and civil society engagement
Example product/programme/policy	*Climate lawsuit Austria* – first national lawsuit for climate protection *Campaign against private jets* – raising awareness of climate-damaging luxury transport
Collaborates with	IIASA Context Institute Fridays for Future Radius Future Alliance
Mentioned by whom	MyClimate
Information obtained via	Internet research

Funded by the European Union

Haus der Natur

Website	https://www.hausdernatur.at/
Contact	office@hausdernatur.at
Overall goal/mission	Imparting knowledge about nature and technology in the museum and beyond Services: exhibitions, guided tours and workshops Goal: To communicate scientific content to the general public in a way that is easy to understand
Target group	Varies depending on the workshop Specifically in the climate workshop: primary school, secondary level I & II
Specificity of their CCE approach	Workshops promote understanding of climate issues Focus on action competence: pupils are motivated to take action themselves and contribute to a future worth living
Example product/programme/policy	Workshop *"Climate change – understanding the connections"* https://www.hausdernatur.at/de/bildung-fuer-nachhaltige-entwicklung.html
Mentioned by whom	Weitblick (Projekt Weltklimaspiel)
Information obtained via	Internet research

Funded by the European Union

IIASA (International Institute for Applied Systems Analysis)

Website	https://iiasa.ac.at/
Contact	info@iiasa.ac.at
Overall goal/mission	Research institution for developing solutions to complex global challenges Focus on systemic analyses in the areas of biodiversity, energy, climate, migration and general systems analysis Results are made available to policymakers
Target group	Children and young people (approx. 11–18 years) Younger children (6–12 years) as part of community projects Young people with a migration background (e.g. cooperation with Start Fellows) In future, also teachers (planned)
Specificity of their CCE approach	Science-based and systemic perspective Workshops with scientific depth, led by researchers Emphasis on resilience, empowerment and reflection (e.g. body scans, emotions, teamwork) Goal: Reduction of climate anxiety and strengthening of action competence
Example product/programme/policy	*Climate Champions Programme* – training young people to become "climate peers" who pass on their knowledge Originated in the Department for Education project *"Making a Change"* Half-day workshops on systemic climate issues
Collaborates with	Scientists for Future Teachers for Future Teachers for Austria Participation ST (Peers to Peers project)
Mentioned by whom	Greenpeace
Information obtained via	e-mail

Funded by the European Union

Kinderbüro Universität Wien Gmbh

Website	https://kinderbuero-uniwien.at/das-dock/dockforchange/
Contact	kinderbuero@univie.ac.at
Overall goal/mission	Promoting educational and opportunity equality through science communication for children and young people Project-based promotion of future skills (democracy, climate, media, economics and financial education) Representing the concerns and demands of children and young people to the adult world
Target group	Children and young people (aged 8–14)
Specificity of their CCE approach	Co-creative project implementation – children and young people actively participate with a focus on "handprint" and a positive, motivating approach ("climate protection is fun") Snowball effect – participants themselves become multipliers Cooperation between "big and small experts" (science, education, NGOs, politics) *Competent Rebels* – artistic everyday activism to raise awareness
Example product/programme/policy	*DOCK for Change* – Laboratory for future issues with formats such as future workshops, focus groups, future clubs, change factories Website: DOCK for Change – Children's Office University of Vienna gGmbH
Collaborates with	The Climate Puzzle Hello Climate! Forum Environmental Education CliMates Climate Officers of the Vienna Education Directorate
Mentioned by whom	AECC Biologie
Information obtained via	Email

Funded by the European Union

KLAR!

Website	https://klar-anpassungsregionen.at/
Contact	klar@umweltbundesamt.at
Overall goal/mission	Supporting municipalities and regions in adapting to the consequences of climate change Developing and implementing tailor-made adaptation strategies In the context of CCE: Promoting awareness and understanding of climate impacts and adaptation measures through education and information services
Target group	Schools and educational institutions (pupils and teachers) Local authorities and local actors General population Experts and decision-makers
Specificity of their CCE approach	Integration of awareness raising into regional adaptation concepts Target group-specific educational programmes for different age groups and professional groups Practice-oriented formats such as workshops, excursions and events Cooperation with schools and educational institutions
Example product/programme/policy	2024: *Bark beetle detection dogs – KLAR! Murraum Leoben* – Early detection of forest damage by trained dog teams 2023: *Tracking heat islands with drones – KLAR! Weiz-Gleisdorf* – Thermographic drone flights to detect urban heat islands and develop a 3D city model 2022: *The fire brigade and climate change – KLAR! Mühlviertler Kernland* – Training young fire brigade members on climate-related operational topics; pilot project with nationwide expansion
Mentioned by whom	AECC Biology
Information obtained via	Internet research

Funded by the European Union

Stadt Wien (City of Vienna)

Website	https://www.wien.gv.at/umwelt/klima-campus
Contact	post@klima2040.wien.gv.at
Overall goal/mission	Enabling people to understand the causes/effects of the climate crisis Recognising one's own scope for action and contributing to transformation Climate education as a socio-economic tipping point for stabilising the global climate
Target group	General population Municipal employees Multipliers & educational institutions Expert public & strategic partners
Specificity of their CCE approach	Basis: Education for sustainable development (ESD) Principles: low-threshold, intersectional, anti-discriminatory Cross-cutting issue in municipal processes (e.g. Vienna Climate Council, climate budget)
Example product/programme/policy	Online Climate Campus Vienna – >200 educational offerings Climate Education Network – networking of ~80 people from administration/education
Mentioned by whom	AECC Biology
Information obtained via	e-mail

Funded by the European Union

University of Vienna

Website	https://www.univie.ac.at/
Contact	Universität Wien Universitätsring 1 1010 Wien
Overall goal/mission	Largest university in Austria with a wide range of research and educational opportunities Strong focus on climate education research and teaching through specialised projects and collaborations
Target group	Students (especially teacher training students) Educators Researchers Education stakeholders School pupils
Specificity of their CCE approach	Integration of climate education into teacher training (especially AECC biology) Conducting research projects on climate education and communication (e.g. *HARP*, *Climate Education 4 Future*) Provision of further training and open online courses (e.g. *KliMO-MOOC*) Promotion of networking among education stakeholders
Example product/programme/policy	*HARP* – EU project on climate communication *Climate Education 4 Future* – research project on teaching and learning processes in climate education *KliMO-MOOC* – online course on climate education Public lecture series *"Climate Education for Future"*
Collaborates with	Scientists for Future Psychologists for Future National and EU-wide research networks
Mentioned by whom	AECC Biology
Information obtained via	Internet research

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Paris-Lodron-University of Salzburg

Website	https://www.plus.ac.at/
Contact	Universität Salzburg Kapitelgasse 4-6 5020 Salzburg, Austria
Overall goal/mission	The university has committed itself to a high moral and organisational obligation to sustainability — going beyond legal requirements, integrating sustainability into research, teaching and operations.
Target group	Students across all disciplines at the University of Salzburg (Bachelor, Master, PhD) – e.g., the supplementary programme "Climate Change and Sustainability" is open to all students. University staff and research personnel (via the Green Campus initiative and departments) Secondary: Teachers / multipliers – via research in "BNE & CCE" (Education for Sustainable Development & Climate Change Education) targeted at teacher education.
Specificity of their CCE approach	The unit "BNE & Climate Change Education (CCE)" emphasises connecting factual climate knowledge with motivation to act (Handlungs-motivation). The "PLUS Green Campus" initiative integrates teaching, research and campus operations for sustainability, with interdisciplinary study supplements, open to all students, to foster broader perspectives. The approach is interdisciplinary, addresses both natural, societal and cultural dimensions of climate change and sustainability.
Example product/programme/policy	Supplementary study programme: *Climate Change and Sustainability* (24 ECTS) open to all students. https://www.plus.ac.at/zfl/service-fur-studierende/studienerganzungen/klimawandel-und-nachhaltigkeit-en/?lang=en Plus Akademie Research & teaching unit: "BNE & Climate Change Education" (School of Education) at the University of Salzburg. https://www.plus.ac.at/soe/forschung/bne/ Plus Akademie
Mentioned by whom	AECC Biology
Information obtained via	Internet research

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Appendix 7 - Key CCE Stakeholder Overview in the Netherlands (ID cards)

Stichting Technotrend

Website	https://stichtingtechnotrend.nl/
Contact person (name, function, contact information)	Patrick van der Hofstad, founder and managing director patrick.vanderhofstad@stichtingtechnotrend.nl
Overall goal of the organization (mission)	Speeding up sustainability transitions through education Stimulating practice-oriented education; Creating a technological work force; Developing sustainable citizens.
Overall goal with CCE	Energy transition; Circular Economy; Climate adaptation; Food transition.
Target group (e.g. teachers, students, ages…)	Students (SE); Teachers (in-service: train the trainer projects); Schools; Sustainability actors and experts.
Specificity of their CCE approach	Didactic approach: futuring, systems thinking, challenge-based learning; Based on SDGs; Whole-School Approach (WSA); Inner Development Goals; GreenComp; Climate psychology; Didactics of Hope
Example product, program or policy (include a link to it)	Actie-onderzoek Scholen als Energie-ambassade in de Wijk; Wijk van de Toekomst (primary education, lower VET (=vmbo)); Young Innovators; Green Skills (higher VET = mbo)
Collaborates with	is a part of and collaborates with Leren voor Morgen; Utrecht University (e.g. Didactics of Hope); Delta Agrifood Business; Cities (Haarlem, Eindhoven, Utrecht, Rotterdam, Amsterdam) and provinces (South-Holland); EU (Erasmus+ funded projects); Duurzame Pabo, Stichting KlimaatPsychologie; Erasmus Verbindt (Erasmus University Rotterdam); Topsector Energiesubsidie (Ministry of Economic Affairs);
Opportunities for HARP	Experience with Didactics of Hope and Climate Psychology; Link theoretical knowledge to practice; Want to build coalitions and networks; Focus on dialogue and cooperation; Collaborate internationally (Erasmus+) as well as within the Netherlands; Action-oriented (i.e. community-engaged) projects (e.g. *Active Eco-Systems*); Work for and with students as well as teachers, and youth workers; Action-oriented approach (e.g. Actie-onderzoek Scholen als Energie-ambassade in de Wijk)
Other relevant information	Information checked and completed by Patrick van der Hofstad

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Teachers for Climate

Website	https://teachersforclimate.nl/over-ons/
Contact person (name, function, contact information)	contact@teachersforclimate.nl **Elsbeth van der Meché** elsbethmeche@gmail.com
Overall goal of the organization (mission)	Networking to facilitate collaboration between sustainable teachers, school leaders, scientists, students, and developers of lesson materials with the intention to develop an educational model based on the principles of planetary citizenship; Developed a didactical approach (transformative sustainability education) that facilitates a holistic mindset and relevant knowledge and skills (e.g. system thinking); Organising Local Networks of Teachers for Sustainable Education; Being role models (e.g. advocating sustainable investments of retirement funds); Lobbying for the facilitation of sustainable educational innovation; Sharing expertise regarding education, youth, climate, biodiversity, and sustainability within projects of diverse organisations
Overall goal with CCE	Instructions for curriculum, pedagogy, and didactics, the school environment and school culture. Including attention to climate-related emotions; Teaching educators about Climatechange and misinformation, Systemthinking, Futurethinking, Planetair Citizenship, Outdoor Education, Sustainable Economy.
Target group (e.g. teachers, students, ages…)	Teachers (Local Networks and master classes); Schoolleaders Student-educators
Specificity of their CCE approach	https://drive.google.com/file/d/1svfCp1YSejjJF072lQaOi4DCul5kXzy0/view Transformational education; Eco-centric world view; Action-oriented approach (learning in and with nature and the community); Holistic personal development (cognitive, socio-emotional, ethical, and action-oriented); Recognising complexity, uncertainty; Focusing on critical reflection, inclusion, and pluralistic (multi-perspective); WSA; SDGs
Example product, program or policy (include a link to it)	Masterclass sustainability education: https://www.masterclassduurzaamonderwijs.nl/masterclasses/
Collaborates with	Stichting Nederlandse Academie voor Duurzaam Onderwijs: https://www.academievoorduurzaamonderwijs.nl/
Opportunities for HARP	Include attention to emotions in their didactical approaches (see their master classes for teachers: https://www.masterclassduurzaamonderwijs.nl/masterclasses/)
Other relevant information	Information checked and completed by Elsbeth van der Meché

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Leren Voor Morgen

Website	https://lerenvoormorgen.org/leden/
Contact person (name, function, contact information)	helpdesk@lerenvoormorgen.org Directeur: Giuseppe van der Helm <giuseppe@lerenvoormorgen.org>
Overall goal of the organization (mission)	Embedding sustainability in formal and informal education from pre-school till professional; networking; knowledge development; projects; research; lobbying; benchmarking and ranking of sustainability education in education (at different levels)
Overall goal with CCE	Providing projects, knowledge and lesson materials about conservation of - and learning about - the diversity of life on earth and the impact of CC and the actions and behaviour of humans on it.
Target group (e.g. teachers, students, ages…)	teachers; students (primary till higher education); professionals (in education and beyond) administrators; policy makers; support organisations;
Specificity of their CCE approach	WSA; SDGs; Education for Sustainable Development (ESD-LvDO)
Example product, program or policy (include a link to it)	Onderzoek PO/VO: Stand van zaken duurzaamheid in het basisonderwijs en voortgezet onderwijs https://lerenvoormorgen.org/project/onderzoek-stand-van-zaken-duurzaamheid-in-het-po-en-vo/
Collaborates with	SDG Nederland; Duurzame PABO; Spark the Movement; Vereniging GDO (network of NME-centra); Stichting Milieu Educatie (SME); …
Opportunities for HARP	Dissemination; Recruiting research participants (?)
Other relevant information	A group of cooperating organisations (also see 'Duurzame PABO': https://lerenvoormorgen.org/leden/duurzame-pabo/) Activities range from a benchmarking and ranking of schools (SusatainaBul) to a wiki with free lesson materials.

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Ecoschools

Website	https://eco-schools.nl/begeleidersoverzicht/sme
Contact person (name, function, contact information)	info@eco-schools.nl Thijs van der Meulen, School coach Eco-School at SME advies meulen@sme.nl / meulen@eco-schools.nl & Eva Mientjes, program coordinator Eco-Schools by SME advise mientjes@sme.nl / mientjes@eco-schools.nl
Overall goal of the organization (mission): Sustainability	Eco-Schools helps young people engage in sustainability through certification of their schools. The program provides tools to get the youngsters started by emphasizing the cooperation between students, teachers, management, facilities and outsiders like the parents or other organisations.
Overall goal with CCE	Five Pillars of the Eco-schools philosophy: 1. Pupils take centre stage (pupils focus point) 2. The school always takes sustainable steps - large or small (process) 3. Sustainability has a permanent place in education (education) 4. Sustainability is visible in the building and the surroundings (building) 5. Everyone in and around the school participates (community) WSA; sustainability has a fixed place in the education, the buildings, and the community in and around the school. All these initiatives are represented by one clear Flag. The Eco-Schools program is built on the fundamental concepts of the Whole School Approach. Through well-structured projects and interventions, the students will integrate sustainability in their school according holistically.
Target group (e.g. teachers, students, ages…)	Schools; School teams; Primary; Secondary; MBO institutions.
Specificity of their CCE approach	Schools look at what climate change exactly is and examine their role as an activist for the climate. Schools are encouraged to take a broad, global view of the problem and look for solutions. They explore links between behaviour and climate change and come up with actions to get the school moving to combat climate change and adapt the school environment to the changing climate. By working on this theme, schools contribute to climate awareness at the school, take joint action for the climate and work on climate adaptation.
Example product, program or policy (include a link to it)	Green Flag (https://eco-schools.nl/en/about-eco-schools/the-green-flag), the international accreditation for sustainable schools: Schools that actively work on the five pillars, are eligible for the Green flag. This is the international accreditation for sustainable schools. Raising the flag is a festive moment! The students and teachers are in the spotlight, while the parents, neighbourhood and local parties enjoy the event. It takes more or less two years to obtain the Green Flag. Throughout a portfolio the Eco-team is able to present what they have accomplished. In order to preserve the Green Flag, the school has to keep on developing. Every two years a new accreditation takes place.
Collaborates with	Eco-Schools is an officially recognized program by the United Nations. By joining Eco-Schools schools automatically contribute to the 17

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	SDGs. This can be in the areas of for example waste, food, biodiversity, or climate.
Opportunities for HARP	Dissemination; Recruiting research participants (students and teachers in formal primary and secondary education)
Other relevant information	Eco-Schools is officially recognized by the United Nations and has also been selected as one of the 100 most inspiring programs in the field of education. Information checked and completed by Thijs van der Meulen.

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Stichting Nederlandse Academie voor Duurzaam Onderwijs (NADO)

Website	info@academievoorduurzaamonderwijs.nl https://www.academievoorduurzaamonderwijs.nl
Contact person (name, function, contact information)	https://www.academievoorduurzaamonderwijs.nl/contact/
Overall goal of the organization (mission)	Offering online and offline educational programmes for sustainability education
Overall goal (CCE not specified)	cross-curricular; systematic; cooperative; combining theory and practice; student-oriented; based on scientifically sound and current information
Target group (e.g. teachers, students, ages…)	Primary and secondary teachers
Specificity of their CCE approach	Transformational education; Eco-centric world view; Action-oriented approach (learning in and with nature and the community); Holistic personal development (cognitive, socio-emotional, ethical, and action-oriented); Recognising complexity, uncertainty; Focusing on critical reflection, inclusion, and pluralistic (multi-perspective); WSA; SDGs
Example product, program or policy (include a link to it)	Masterclass sustainability education: https://www.masterclassduurzaamonderwijs.nl/masterclasses/
Collaborates with	Teachers for Climate (https://teachersforclimate.nl)
Opportunities for HARP	Include attention to emotions in their didactical approaches (see their master classes for teachers: https://www.masterclassduurzaamonderwijs.nl/masterclasses/)
Other relevant information	

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Instituut voor Natuureducatie en Duurzaamheid (IVN)

Website	https://www.ivn.nl/aanbod/klimaateducatie/over-de-klimaatcursus/
Contact person (name, function, contact information)	info@ivn.nl Sylvia Spierts-Brouwer, Senior projectleider s.spierts-brouwer@ivn.nl
Overall goal of the organization (mission)	IVN helps children and adults reconnect to nature by facilitating experiences that show how fun, healthy, and important nature is. IVN inspires through activities in nature, courses, projects, and campaigns. Independent learning and doing are always central. Everyone can join in and make a difference from within their garden, neighbourhood, school, or professional activities. IVN aims to motivate as many people as possible to take action for the environment. In collaboration with partners from different sectors they put nature on the political agenda.
Overall goal with CCE	Not provided
Target group (e.g. teachers, students, ages…)	Organisations and companies (Organisaties en bedrijven); tourism and recreation (Toerisme en recreatie; Primary schools and child care (Kinderopvang; Primair onderwijs; Voortgezet onderwijs) (local) government and institutions (Gemeenten, De zorg); Nature enthusiast and naturalists (Met kinderen, Jongvolwassenen (t/m 30 jaar), Vrijwilligers, Tuiniers, Wandelaars en fietsers)
Specificity of their CCE approach	IVN started as a nature organisation, historically. It now includes some focus on sustainability as well. Activities are: Nature (preservation) activities; Guided walks in nature; Excursions; Lectures; Information/inspiration sessions; Events; Nature preservation/management Focus is mainly on biodiversity with some events regarding solar energy production.
Example product, program or policy (include a link to it)	Solar boat: https://www.ivn.nl/afdeling/heerenveen-eo/natuuractiviteiten/solarbootje/
Collaborates with	No information.
Opportunities for HARP	Dissemination and intermediary for reaching out to schools; Event during UU Summer School? Podcast contribution?
Other relevant information	Events are sometimes organised exclusively by the local branches. Mostly focused on nature connectedness and preservation.

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Klimaatwijzer (UU)

Website	https://klimaatwijzer.nl
Contact person (name, function, contact information)	klimaatwijzer@uu.nl Tim Immerzeel, projectleider t.immerzeel@uu.nl
Overall goal of the organization (mission)	integrating climate change (education) in social sciences in secondary education in line with curricula social sciences and citizenship education
Overall goal with CCE	= overall goal
Target group (e.g. teachers, students, ages…)	Teachers social sciences and citizenship education
Specificity of their CCE approach	Closely aligned with national learning objectives social sciences and citizenship education; Multiple perspectives; Focus on political and social aspects of CCE; All lessons include a “do” element for students
Example product, program or policy (include a link to it)	Klimaatrechtszaken en de rechtsstaat (Climate Trials and the rule of law): https://klimaatwijzer.nl/lesmateriaal/klimaatrechtszaken-en-de-rechtsstaat/
Collaborates with	Leren voor Morgen; Nederlandse Vereniging van Leraren Maatschappijleer (NVLM); Teachers for Climate; Stichting Bekijk 't; ProDemos; AlfaGammapartners; Bètapartners; …
Opportunities for HARP	
Other relevant information	A UU initiative in cooperation with secondary school teachers; Main focus is on providing ready-made lesson materials with teacher manual; Also teacher conferences for pre- and in-service teachers citizenship education. Information checked and completed by Tim Immerzeel.

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Tipping Point Ahead

Website	https://www.tippingpointahead.nl https://www.instagram.com/tippingpointahead/
Contact person (name, function, contact information)	Dankert, B.T. (Bjinse) <b.t.dankert@uu.nl>
Overall goal of the organization (mission)	Inform about (ongoing) research related to CC; Inspire teachers in primary and (predominantly) secondary education with a platform on which pupils can be introduced to CC research and start their own queries; Provide teaching materials for different school types and years in secondary education; Provide in-service professional development sessions for secondary school teachers of geography, natural sciences, and mathematics
Overall goal with CCE	Inform students and teachers about current scientific research and queries regarding CC; Provide teaching materials for use in (sometimes multi-disciplinary) geography, biology, chemistry, physics, and/or mathematics classes; Provide inspiring examples for pupils what they can do after they finished secondary education.
Target group (e.g. teachers, students, ages…)	Teachers and pupils in secondary education
Specificity of their CCE approach	Seems mostly targeting cognition (knowledge reproduction, application, insight)
Example product, program or policy (include a link to it)	Teaching module: Klimaatcrisis (*Climate Crisis*) https://www.tippingpointahead.nl/here/wp-content/uploads/2022/04/Kantelpunt-Module-1-Klimaatcrisis-drukker-versie.pdf
Collaborates with	Climate scientists from, Netherlands Earth System Science Centre and EMBRACER: VU University Amsterdam, Utrecht University, Radboud University Nijmegen, Wageningen University, Royal Netherlands Institute for Sea Research (NIOZ); Nederlandse Organisatie voor Wetenschappelijk Onderzoek (NWO); Ministerie van Onderwijs, Cultuur en Wetenschap (OCW); Teachers from specific schools; Koninklijk Nederlands Aardrijkskunde Genootschap (KNAG); Science Media; NTR (fusion of national television channels Nederlandse Programma Stichting (NPS), Teleac, and RVU); Hogeschool Utrecht; U-Talent; KlimaatHelpdesk; KIN.
Opportunities for HARP	Design, development, and dissemination of educational deliverables (cf. Step 3 Objective 2.1, pp. 9 and 10 of 33 of the HARP proposal)
Other relevant information	Information checked and completed by Bjinse Dankert.

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Climate Fresk Nederland (unverified by organisation)

Website	https://climatefresk.org/world/
Contact person (name, function, contact information)	https://public-en.climatefresk.org/ (no mail or contact form on website)
Overall goal of the organization (mission)	to accelerate the understanding of climate issues at the global level in order to help trigger the necessary changes for the preservation of life as soon as possible
Overall goal with CCE	Climate Fresk encourages the rapid and widespread spread of an understanding of climate issues. The efficiency of the teaching tool, the collaborative experience and the user licence have contributed to the exponential growth of Climate Fresk. We don't have much time, but by understanding the challenge we can take our response to the next level. Climate Fresk prompts participants to take constructive action to help tackle climate change. Our ambition is to create a network of people that is growing exponentially who can pass on this quality climate education in order to reach a social tipping point that will help guide us to a low carbon world.
Target group (e.g. teachers, students, ages…)	Formal education; organisations; individuals (+9 – adult)
Specificity of their CCE approach	The facts in Climate Fresk are sourced from the most respected scientific publications: the IPCC reports. These are the same reports that inform global political and economic decision-making at the highest level. By activating the group's collective intelligence, Climate Fresk workshops enable participants to take ownership of the subject matter. The Climate Fresk methodology doesn't involve an expert presenting information to the group ; instead, it requires all participants to take an active role in the building-up of the Fresk, becoming participative learners. As participants link the causes and effects of climate change, they are able to take a step back and understand the systemic nature of the challenges. Through a shared understanding of the mechanisms at work, Climate Fresk enables both individuals and organisations to have an open and positive conversation about climate solutions. Participants leave the workshop having formed a strong bond with each other, and are well equipped to implement the climate actions that they have identified.
Example product, program or policy (include a link to it)	Online or in-person 3-hour workshops for children (9+) and adults; 1 facilitator for up to 14 participants
Collaborates with	International network
Opportunities for HARP	Dissemination?
Other relevant information	Certification is possible.

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Spark the movement

Website	https://sparkthemovement.nl
Contact person (name, function, contact information)	Heleentje Swart (programmaleider) tel.: 0683905690 info@sparkthemovement.nl Heleentje Swart, programmaleider <heleentje.swart@circulairfriesland.frl>
Overall goal of the organization (mission)	Onze missie is het realiseren van een van Europa's meest onderscheidende agenda's voor de circulaire transitie. We richten ons op belangrijke regionale thema's en zetten concrete stappen die daadwerkelijk impact maken. Vooruitkijkend werken we toe naar een vermindering van 55% van de CO_2-uitstoot en een reductie van 50% in het gebruik van primaire grondstoffen in 2030, in lijn met de nationale doelstellingen. En in 2050 is onze ambitie helder: Friesland is dan volledig circulair. Samen met onze leden bouwen we aan een krachtige transitieregio — gedreven door de overtuiging dat verandering van binnenuit begint. Wij geloven dat de circulaire transitie juist op regionaal niveau écht versneld kan worden. Lokaal is vaak te kleinschalig. Nationaal te ver weg. De regio? Precies goed. Met een eigen regionale strategie — nadrukkelijk op het gebied van de circulaire economie — kunnen wij als Friesland en het Noorden ons zowel nationaal als internationaal onderscheiden. Als Noord-Nederland zijn we klein genoeg om elkaar gemakkelijk te ontmoeten, wat de broodnodige innovatie bevordert. Tegelijkertijd zijn we groot genoeg om grootschalige internationale innovaties en ontwikkelingen op te zetten en verder te brengen. We ondernemen direct concrete actie en zetten onze woorden kracht bij met daden én investeringen.
Overall goal with CCE	SPARK the Movement is een door de VN *erkende RCE*. en werkt aan inspireren van scholen, experimenteren met leervraagstukken over alle niveaus heen en verduurzamen van het onderwijscurriculum. SPARK is een initiatief van vereniging Circulair Friesland om het onderwijs structureel te betrekken bij de beweging richting een circulaire economie en een duurzame wereld. SPARK nodigt docenten, directeuren, conciërges, onderwijsassistenten, beleidsmakers en bestuurders, kortom, iedereen die bezig is om onderwijs te maken, uit om jongeren te helpen ontdekken hoe we in een lokale context duurzame oplossingen kunnen vinden.
Target group (e.g. teachers, students, ages…)	Ondernemers; overheid; onderwijs
Specificity of their CCE approach	Focus on circular economy at a regional (Province of Friesland) level
Example product, program or policy (include a link to it)	Zelfscan: https://circulairfriesland.frl/onderwijs/ Duurzaam leren doen en denken is meer dan het doorlopen van een les of een project: het vraagt van ons om op een andere manier naar de wereld te leren kijken. SPARK biedt daarom ook een gratis Zelfscan, gebaseerd op een integrale schoolaanpak. Naast wat we jongeren leren is het ook belangrijk om na te denken hoe we leren, waar we leren, van wie we leren en met wie. Door het curriculum, de didactiek, de bedrijfsvoering, onze deskundigheid als docenten én de relatie tussen de school/opleiding en de maatschappij (de schoolcultuur) op elkaar af te stemmen

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	vergroot je de impact van wat we jongeren in dit geval willen helpen ontdekken: hoe kan jij met jouw talent van betekenis zijn in deze wereld? SPARK nodigt alle basisscholen, voortgezet onderwijs scholen, alle MBO en hbo-opleidingen en University Campus Fryslân uit om deze vraag op te pakken. Met de Zelfscan krijg je inzicht in de vraag waar jij en je onderwijsteam nu staat én wat je kan doen om duurzaamheid een stukje verder te verankeren in jullie onderwijs.
Collaborates with (or sponsored by?)	
Opportunities for HARP	Dissemination?
Other relevant information	SPARK the movement is een initiatief van Vereniging Circulair Friesland • Meer dan 180 leden • Bedrijven in alle soorten en maten (ong. 90% MKB) • Alle gemeenten en andere overheidsorganisaties • Alle MBO's en HBO's en RUG Campus Fryslân • Sterke samenwerking met andere regionale netwerken Recognised UN Regional Centre of Expertise (RCE)

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Stichting Klimaatgesprekken

Website	https://klimaatgesprekken.nl/
Contact person (name, function, contact information)	mailto:info@klimaatgesprekken.nl
Overall goal of the organization (mission)	KlimaatGesprekken helpt je ontdekken hoe je, samen met anderen, stappen kunt zetten in de verduurzaming van je eigen leven, en hoe je je omgeving daar op een positieve manier in meeneemt. Thuis én op je werk. Emphasis on “handprint” instead of “footprint”.
Overall goal with CCE	*“KlimaatGesprekken: hoop, humor en handelingsperspectief”*
Target group (e.g. teachers, students, ages…)	Anyone interested in becoming a Climate coach: citizens, professionals who want to encourage pro-climate behaviour and choices in their organisation
Specificity of their CCE approach	Climate Psychology: providing insight into how behavioural change works, what role emotions play, and how psychological barriers can be overcome.
Example product, program or policy (include a link to it)	Climate coach training: https://klimaatgesprekken.nl/word-klimaatcoach/
Collaborates with	Hogeschool Amsterdam, TU Delft, Provincie Gelderland, CAO Rijk, Ministerie OCW
Opportunities for HARP	Exchange insights into climate psychology and positive approach to behavioural change
Other relevant information	

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Geofort

Website	https://www.geofort.nl/
Contact person (name, function, contact information)	info@geofort.nl
Overall goal of the organization (mission)	GeoFort is een interactief science center waar de toekomst van de planeet aarde centraal staat. Het is gevestigd op een spannend fort in de Nieuwe Hollandse Waterlinie waar je binnen en buiten vanalles kan beleven en ontdekken. Bezoekers beleven wereldse thema's in de GeoExperience, het 'intelligent' doolhof en de Vleermuisspeurtuin. Belangrijke thema's zijn energie transitie, klimaatverandering, watermanagement en big data.
Overall goal with CCE	**De toekomst van de planeet aarde?** Bij GeoFort ervaar je wereldse thema's op een uitdagende manier. Er is big data nodig om de opwarming van de aarde inzichtelijk te maken. Digitale kaarten laten scenario's van de stijging van de zeespiegel zien. Een reis naar het diepste van de aarde geeft een beeld van de potentie van thermische energie als duurzame energiebron. Spelen, onderzoeken, leren en samenwerken gaan hand in hand. De kinderen ontdekken thema's als klimaat, duurzame energie, water en biodiversiteit. Het onderwijsprogramma van GeoFort is uniek en biedt: • iedere 45 minuten een nieuw thema, dus veel afwisseling • onderwijsprogramma's voor alle lesniveaus en leeftijden • veel activiteiten in de buitenlucht en fysiek bezig zijn • serieuze onderwerpen die op een interactieve manier begrijpelijk gemaakt worden • werken in kleine groepjes van circa 16 leerlingen • onderwijs wordt gegeven door GeoFort vakdocenten
Target group (e.g. teachers, students, ages…)	students
Specificity of their CCE approach	Playful cooperative and investigative learning
Example product, program or policy (include a link to it)	Programme for higher secondary class visits (at the museum): Een complete onderwijsdag voor groepen tussen de 40 en 160 leerlingen – Wil je met minder leerlingen komen? Neem contact op voor de mogelijkheden – Vier vaste modules en één keuze module gericht op klimaat, duurzame energie, water, voedsel en biodiversiteit – Een interactief en afwisselend programma tussen onderwezen en zelfstandige modules – Een unieke kookworkshop met 'vegetarische snack' bij de module Voedselinnovatie
Collaborates with (or sponsored by?)	
Opportunities for HARP	Location for excursion with PhDs SS or midterm meeting (1h20 from Utrecht to the museum with public transport)?
Other relevant information	Next to the on-site programmes at the museup, there is also an online programme schools can use to prepare for the visit. GeoFort heeft mooie prijzen gewonnen, zoals de Europa Nostra Prijs en de titel 'het beste kindermuseum ter wereld'. Het historische

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	forteiland is als onderdeel van de waterlinie Unesco Werelderfgoed en heeft circa 100.000 bezoekers per jaar.

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Museum Sonnenborgh (Planetary Observatory)

Website	https://www.sonnenborgh.nl/english
Contact person (name, function, contact information)	info@sonnenborgh.nl
Overall goal of the organization (mission)	Popularising science with a focus on weather and astronomy Sonnenborgh is a museum where visitors can conduct their own research. Climb the stairs to the observatory and wonder at the starry heavens on a Star Viewing Night. Learn all about the unique building, the stars overhead and the weather in one of our exhibitions, tours or lectures. POPULARISEREN VAN DE WETENSCHAP At the historic 19th-century observatory, scientists deciphered the composition of the sun and made the first weather forecasts. Today, Sonnenborgh is a museum where visitors can conduct their own research. Climb the stairs to the observatory and wonder at the starry heavens on a Star Viewing Night. Learn all about the unique building, the stars overhead and the weather in one of our exhibitions, tours or lectures. Sonnenborgh was built on a monumental 16th-century bastion, and is one of the best-preserved city wall bastions in Northern Europe. Daarnaast wil Sonnenborgh het monumentale bastion uit de 16e eeuw en de sterrenwacht uit de 19e eeuw behouden en toegankelijk laten blijven voor het publiek. Sonnenborgh realiseert dit alles door een permanente inrichting van de gebouwen, door het organiseren van rondleidingen, lezingen, Sterrenkijkavonden en cursussen voor een breed publiek. We richten ons hierbij in het bijzonder op kinderen en jongeren in de leeftijd van 8 tot 15 jaar.
Overall goal with CCE	providing factual knowledge about astronomy and weather phenomena through investigative learning
Target group (e.g. teachers, students, ages…)	Students (pre-school till higher education), citizens
Specificity of their CCE approach	Investigative learning
Example product, program or policy (include a link to it)	OP SCHOOL: SPECTRA BOVENBOUW - Verdiepend programma over de eindexamenonderwerpen spectra en het dopplereffect. De leerlingen ontdekken samen met een expert van Sonnenborgh meer over deze eindexamenonderwerpen. Door middel van demonstraties, proeven en opdrachten met collectiemateriaal leren de leerlingen over deze verschijnselen die veel gebruikt worden bij ruimte-onderzoek. https://www.sonnenborgh.nl/voortgezet-onderwijs
Collaborates with (or sponsored by?)	
Opportunities for HARP	
Other relevant information	Offers on-site and at school programmes (incl. mobile planetarium) and personalised programmes for schools to align with subjects geography, physics, and natural sciences. Several tactile and audio programmes suitable for visually impaired visitors.

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Globe Nederland

Website	https://globenederland.nl/
Contact person (name, function, contact information)	info@globenederland.nl
Overall goal of the organization (mission)	Citizen Science (burgerwetenschap) inzetten als middel om middelbare scholieren te interesseren voor wetenschap, natuur, milieu, internationalisering en duurzaamheid.
Overall goal with CCE	Citizen science heeft een enorme ontwikkeling doorgemaakt; waar eerst alleen de focus lag op het verzamelen van meer data door hulp te vragen aan burgers, is er nu een tweede focus bijgekomen, namelijk op het onderwijzen van de burgers. Dit dubbele doel van citizen science is ook het streven van GLOBE. Ieder project is erop ingesteld dat de leerlingen nieuwe informatie en vaardigheden leren, terwijl ze data verzamelen die gebruikt kan worden door belangrijke instituten.
Target group (e.g. teachers, students, ages…)	
Specificity of their CCE approach	***Onderzoeksvaardigheden*** Door onderzoek te doen dat een échte bijdrage levert aan onderzoeken van instituten als NASA, KNMI, RIVM en WUR, raken leerlingen betrokken en ontwikkelen ze hun onderzoeksvaardigheden. ***Internationalisering*** GLOBE biedt met een netwerk van 42.000 scholen in 127 landen veel kansen voor uitwisseling en samenwerking. Lees meer over internationalisering. ***Duurzaamheid en milieu*** Alle GLOBE-onderzoeksprojecten richten zich op duurzaamheid en milieu. Leerlingen onderzoeken de menselijke invloed op de aarde, de gevolgen van klimaatverandering en wat ze zelf kunnen doen om bij te dragen aan een betere toekomst. Bij GLOBE wordt er dan ook uitgegaan van een realistisch wereldbeeld, maar wel vanuit een hoopvolle blik naar de toekomst. ***Digitale geletterdheid*** Bij GLOBE leren leerlingen via onderzoeksprojecten hoe ze data verzamelen, analyseren en interpreteren, en hoe ze deze data kunnen delen en vergelijken met andere scholen in Nederland en wereldwijd. Tijdens hun onderzoek navigeren ze doelgericht in digitale media- en informatielandschappen, waarbij ze leren betrouwbare bronnen te vinden en de juiste zoektermen te gebruiken. Bovendien krijgen leerlingen inzicht in hoe data wordt gebruikt binnen wetenschappelijk onderzoek en hoe zij zelf een bijdrage kunnen leveren via citizen science. Het verzamelen, verwerken en delen van data via GLOBE laat hen ervaren hoe burgerwetenschap kan bijdragen aan maatschappelijke en wetenschappelijke kennisontwikkeling. ***Burgerschap*** GLOBE stimuleert actief burgerschap door leerlingen te betrekken bij milieuproblemen als klimaatverandering en luchtkwaliteit. Ze onderzoeken hun omgeving, zoeken oplossingen en denken na over hun eigen rol. In projecten zoals Snuffelfiets werken ze met gemeenten of provincies en leren ze hoe hun onderzoek bijdraagt aan beleid en maatschappelijke verandering.

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Example product, program or policy (include a link to it)	Research Weather and Climate https://globenederland.nl/onderzoeksprojecten/weer-klimaat/
Collaborates with (or sponsored by?)	Globe Program (https://www.globe.gov/), NASA, Rijksinstituut voor Volksgezondheid en Milieu (RIVM), KNMI and universities (Wageningen-WUR, UU)
Opportunities for HARP	International network for student collaboration
Other relevant information	International research programme for secondary school students by NASA, Rijksinstituut voor Volksgezondheid en Milieu (RIVM), KNMI and universities (Wageningen-WUR, UU)

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Young Impact NL

Website	https://youngimpact.nl/
Contact person (name, function, contact information)	No contact details except an online form https://youngimpact.nl/contact/
Overall goal of the organization (mission)	Young Impact is dé organisatie die jongeren inspireert en activeert om met hun talenten en passies een positieve impact te maken op de wereld. We laten jongeren zien hoe ze met een mix van actie, inspiratie en fun écht het verschil kunnen maken. Of het nu gaat om duurzaamheid, gelijkheid of mentale gezondheid, iedereen kan vandaag al een bijdrage leveren aan een betere toekomst.
Overall goal with CCE	Tijdens onze lesprogramma's leren jongeren laagdrempelig meer over zichzelf, over maatschappelijke thema's en hoe zij zelf in actie kunnen komen voor wat zij belangrijk vinden op een manier die bij jouw onderwijs past.
Target group (e.g. teachers, students, ages…)	Teachers (workshops) and students (all levels from primary to
Specificity of their CCE approach	Helping students find their talent for making impact hands-on (possible themes: Climate, Health, Equal opportunities)
Example product, program or policy (include a link to it)	Young Impact Project Day (at school by Young Impact Trainers) https://youngimpact.nl/programma/take-over/
Collaborates with (or sponsored by?)	
Opportunities for HARP	
Other relevant information	

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WWF Netherlands

Website	https://www.wwf.nl/
Contact person (name, function, contact information)	Online Contact form: https://www.wwf.nl/contact/contactformulier
Overall goal of the organization (mission)	de wereld 'Nature Positive' maken. Van natuurverlies naar natuurwinst, zo snel mogelijk. Want natuur is van levensbelang voor dier en mens. Maar de wereld veranderen kan niemand alleen. Daarom werken we samen met lokale partners, mensen, bedrijven en overheden wereldwijd.
Overall goal with CCE	Toekomstkunde
Target group (e.g. teachers, students, ages…)	Citizens, companies, primary schools, and lower secondary
Specificity of their CCE approach	Focus on Future thinking and setting up actions for sustainability, wildlife, nature, and the climate.
Example product, program or policy (include a link to it)	Toekomstkunde (modules for groups 1-2, 3-4, and 5-8 = primary and lower secondary) https://www.wwf.nl/jeugd/educatie/toekomstkunde Lessons can be done by students independently or in group in class. Actuele onderwerpen rondom wilde dieren, duurzaamheid, plastic, natuur en klimaat staan centraal bij Toekomstkunde. Inhoudelijk sluit het aan op bestaande vakgebieden zoals wereldoriëntatie, aardrijkskunde en burgerschap. Ook past het uitstekend bij het vakgebied Mens & Natuur. Met de lessen worden vaardigheden aangesproken zoals samenwerken, meningsvorming, onderzoeken, creatief denken, kritisch denken en filosoferen.
Collaborates with (or sponsored by?)	
Opportunities for HARP	
Other relevant information	'Toekomstkunde' provides a database with over 75 lessons; registered teachers get materials for two lessons by mail every other week.

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Fawaka (burgerschap)

Website	https://www.fawaka.world/
Contact person (name, function, contact information)	phone: +31 (0)6-49218209 E-mail: info@fawaka.world
Overall goal of the organization (mission)	Helps schools and school administrations to professionalize citizenship education. Aims to support schools and their communities in creating a learning environment in which everyone feels seen and valued. They also offer schools support for finding funding.
Overall goal with CCE	Citizenship education should be in line with the school's vision and policy. *Fawaka WereldBurgerschap* (Fawaka Citizenship) has worked on tens of schools and administrations to develop their citizenship vision and policy and is happy to help you too. We offer personalised support for this with large or small interventions. Moving towards a world where sustainability and inclusion are the norm. They are convinced that everyone, regardless of background or identity, can play their part in solving the challenges of tomorrow. Therefore, they focus on development of youngsters' knowledge, skills, and attitudes that enable them to enact positive change in their private life and within the world around them. Approach They believe in the power of youth and their capacity to make positive change. Providing them with accurate tools and guidance, youngsters are stimulated to show leadership and take responsibility for their environment. The structured approach focuses on inclusion, sustainability and positive school culture. Framework WereldBurgerschap-cirkel: an easy way to work on citizenship through 10 themes.
Target group (e.g. teachers, students, ages…)	Students, teachers, schools (curriculum development, alignment with legal educational requirements, Citizenship Quickscan)
Specificity of their CCE approach	Educational programmes focus on global citizenship, sustainability, and agency. Programmes are ready-made for primary and secondary education. Working with a diverse team of subject experts, trainers and teachers trained in our unique approach and who connect different disciplines, issues and people.
Example product, program or policy (include a link to it)	Curriculum & tools Schools are legally required to offer effective, consistent, and visible citizenship education. Fawaka offers practical ways and tools to support teachers in achieving citizenship learning objectives. It uses the Global Citizenship Circle framework, an easy and visible 10-theme framework. Other support initiatives are: Learning trajectory The Global citizenship poster Advice Lesson materials and lesson news letters Lesson inspiration books (e.g. 10x More History)

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	Support formats Global Citizenship Quickscan They are happy to discuss with schools how they can enrich their curriculum.
Collaborates with (or sponsored by?)	
Opportunities for HARP	
Other relevant information	

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De Jonge klimaatbeweging

Website	https://www.jongeklimaatbeweging.nl/
Contact person (name, function, contact information)	info@jongeklimaatbeweging.nl
Overall goal of the organization (mission)	Giving voice to youth on how they envisage their ideal country (i.e. the Netherlands) in 2040, linked to CC mitigation and inclusion. Platform for diverse youth aiming to increase Dutch climate ambitions. Focus on knowledge sharing and political action and collaboration with industrial agents.
Overall goal with CCE	Share knowledge and help youth develop skills
Target group (e.g. teachers, students, ages…)	Youth, policy makers, and agents of industry
Specificity of their CCE approach	Sharing ways for youth to have impact, based on networking, knowledge creation and skills building (e.g. how to lobby or write a convincing letter). Action-oriented (using accurate knowledge to take expert-informed action)
Example product, program or policy (include a link to it)	We Are Tomorrow Global Partnership
Collaborates with (or sponsored by?)	Representation of more than fifty diverse youth organisations
Opportunities for HARP	Include youth platforms in sharing results + international dimension (see *Global Partnership*)
Other relevant information	Funded by the European Union and Oxfam

Funded by the European Union

Stichting Groen Schoolplein

Website	https://gsp-onderwijs.nl/
Contact person (name, function, contact information)	+31 (0)6 24 45 78 31 info@gsp-onderwijs.nl
Overall goal of the organization (mission)	GSP Onderwijs houdt zich bezig met het ontwikkelen van natuuronderwijs op het schoolplein wat onder andere ook leidt tot verbetering van schoolprestaties en concentratie. GSP Onderwijs streeft naar het zaaien van zaadjes in de onderwijsketen om bewustzijn en toekomstgericht denken te ontwikkelen.
Overall goal with CCE	De projectdoelstelling is het invoeren van Groen-schoolplein-onderwijs bij zo veel mogelijk basisscholen in het gebied Alblasserwaard/Vijfheerenlanden, primair bij de (financieel) deelnemende gemeenten. Om GSP-onderwijs ook voor de lange termijn te borgen richt het project zich op het creëren en beschikbaar stellen van een nieuwe lesmethode in een online platform. De betrokken scholen gaan hun curriculum aanpassen zodat GSP-onderwijs daarin een plaats krijgt.
Target group (e.g. teachers, students, ages…)	Schools and teachers (with initial co-teaching, so also students), pre-school, primary education (until group 8)
Specificity of their CCE approach	Met de kinderen naar buiten gaan om ook het groen beter te leren kennen. Op de GSP-Onderwijs website zijn hiervoor veel opdrachten beschikbaar. De focus van de opdrachten ligt op onderhoud, natuurbeleving of moestuinieren.
Example product, program or policy (include a link to it)	Egelhuis maken
Collaborates with (or sponsored by?)	Leren voor Morgen, funding from different institutions (e.g. EU Agricultural Agency)
Opportunities for HARP	
Other relevant information	Local inititive (Molenlanden, the Netherlands)

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ARK Rewilding Nederland

Website	https://arkrewilding.nl/
Contact person (name, function, contact information)	info@ark.eu +31 (0)6 20 44 97 81
Overall goal of the organization (mission)	ARK is een ondernemende natuurorganisatie die nieuwe, wilde natuur ontwikkelt en bestaande natuurgebieden versterkt door rewilding.
Overall goal with CCE	Uitganspunt is vertrouwen in de kracht van natuurlijke processen. Deze kijk op natuurbeheer – 'rewilding' - heeft zich overtuigend bewezen. Rewilding betekent dat natuur de ruimte krijgt om zichzelf te ontwikkelen in haar volle rijkdom en niet beheerd wordt vanuit al te strakke richtlijnen. Dat vraagt een hele andere manier van kijken en creativiteit om in te spelen op mogelijkheden.
Target group (e.g. teachers, students, ages…)	Students, teachers, and schools (curriculum support) in secondary and higher vocational education
Specificity of their CCE approach	Kinderen krijgen (via voorbereidende lessen in de klas) ook inzicht in de betekenis van wilde natuur in Nederland: van oases van groen in een stedelijk en 'vol' land. Over het belang van het leven in de Noordzee. Van de noodzaak van robuuste natuur voor een blijvende en groeiende diversiteit aan soorten. En ze krijgen inzicht hoe ontwikkeling van spontane natuur samengaat met duurzame rivierveiligheid, met een klimaatbestendig Nederland. Grote onderwerpen, die we voor de kinderen begrijpelijk en beleefbaar proberen te maken. Met deze aanpak neemt ARK inmiddels een unieke plek in, in het educatieve aanbod van Nederland.
Example product, program or policy (include a link to it)	Rewilding in het mbo, hbo en wo Er zijn mogelijkheden voor excursies onder begeleiding van ARK. ARK-medewerkers kunnen gastcolleges verzorgen die een brug slaan tussen de leerstof van de opleiding en de nieuwste ervaringen uit het werkveld. Lezingen kunnen gaan over de praktijk van rewilding in het algemeen of over deelonderwerpen zoals natuurlijke begrazing, dood doet leven, herintroductie van sleutelsoorten (steur, wisent), etc. Andere mogelijkheden zijn: workshops voor docenten, Q&A met onze experts, storytelling, themadagen, … Graag ondersteunen we opleidingen om het onderwerp rewilding een stevige plaats te geven in het curriculum.
Collaborates with (or sponsored by?)	
Opportunities for HARP	Dissemination?
Other relevant information	

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Natuurmonumenten

Website	https://www.natuurmonumenten.nl/
Contact person (name, function, contact information)	Contact form +31 (033) 479 71 11
Overall goal of the organization (mission)	Natuurmonumenten zet zich in voor een natuurrijker Nederland. We maken ons sterk voor het herstel van de biodiversiteit, overal in het land. Voor het herstel van de rijkdom aan planten, dieren en schimmels: zowel van het aantal soorten, als van het aantal per soort.
Overall goal with CCE	Natuurmonumenten vindt dat ieder kind in Nederland recht heeft op natuur. Daarom is in 2012 OERRR opgericht. Met OERRR beleef je de leukste avonturen in de natuur. En ontdek je hoe je de natuur en dieren kan helpen. OERRR is het jeugdprogramma van Natuurmonumenten.
Target group (e.g. teachers, students, ages…)	Children and their family
Specificity of their CCE approach	Providing opportunities for exploration and information to enhance nature connectedness.
Example product, program or policy (include a link to it)	Welkom wolf?
Collaborates with (or sponsored by?)	
Opportunities for HARP	Excursions?
Other relevant information	Wildlife governance organisation with their own nature conservation programmes.

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Staatsbosbeheer

Website	https://www.staatsbosbeheer.nl/
Contact person (name, function, contact information)	T +31 30 69 26 111 info@staatsbosbeheer.nl
Overall goal of the organization (mission)	Nature governance, protection and disclosure for the public (organisation at state and province levels) Onze boswachters versterken met beheermaatregelen de biodiversiteit en veerkracht van essentiële ecosystemen, vooral in de Natura 2000-gebieden. Systeemherstel nodig in en rondom onze gebieden. We stimuleren natuurinclusieve landbouw via pacht en met ons programma Natuurinclusieve landbouw. We dragen bij aan de Bossenstrategie en het Klimaatakkoord met nieuw bos en bosherstel. Met klimaatslim bosbeheer bereiden we de nieuwe bossen zoveel mogelijk voor op bijvoorbeeld meer droge periodes. Ook geven we water de ruimte: dat is goed tegen overstromingen én om water langer vast te houden. Denk aan Ruimte voor de rivier, de Programmatische Aanpak Grote Wateren (PAGW) en de Kaderrichtlijn Water (KRW). We dragen bij aan een circulaire samenleving door hout en andere biogrondstoffen zo hoogwaardig mogelijk in te zetten. Samen met bedrijven ontwikkelen we mogelijkheden om biomateriaal zo nuttig mogelijk toe te passen. De inkomsten daarvan worden weer in het natuurbeheer gestoken. We dragen bij aan een gezonde leefomgeving en faciliteren natuurbeleving met wandelroutes, speelbossen, mountainbikeroutes en ruiterpaden en natuureducatie voor kinderen. Ons programma Groene Metropool zet zich in voor een betere verbinding tussen stad en natuur, voor een hogere kwaliteit van leven. We bieden een veilige en gezonde werkomgeving aan mensen met een afstand tot de arbeidsmarkt via Binnenwerk.
Overall goal with CCE	promoting children's nature connectedness Contact met de natuur is heel waardevol voor kinderen. Wij zien het als onze opdracht om kennis van, en liefde voor de natuur bij te brengen aan alle kinderen en jongeren.
Target group (e.g. teachers, students, ages…)	Children in primary education
Specificity of their CCE approach	NatuurWijs combines nature experience (heart) with the didactical concept-context approach (head) and with working in the natural environment (hands).
Example product, program or policy (include a link to it)	Programmes are tailored and co-designed with primary schools to align to the school's educational mission, available nature in the vicinity of the school, and the interests of the forester.
Collaborates with (or sponsored by?)	NatuurWijs
Opportunities for HARP	
Other relevant information	

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EduGIS

Website	www.edugis.nl
Contact person (name, function, contact information)	Online contactform
Overall goal of the organization (mission)	Providing maps and educational class materials EduGIS is een educatief platform dat leerlingen en studenten kennis laat maken met geografische informatiesystemen (GIS). Via interactieve kaarten en opdrachten leren zij hoe ruimtelijke data werkt en hoe je deze kunt analyseren. EduGIS combineert aardrijkskunde met digitale vaardigheden en stimuleert kritisch denken over thema's als milieu, klimaat, verstedelijking en mobiliteit. Het is speciaal ontwikkeld voor gebruik in het onderwijs en sluit aan bij de belevingswereld van jongeren.
Overall goal with CCE	Providing insight in current complex spatial issues through working with maps
Target group (e.g. teachers, students, ages…)	Students in secondary education
Specificity of their CCE approach	Providing insight in current complex spatial issues through working with maps That show current situations and future scenarios
Example product, program or policy (include a link to it)	Wateroverlast in je eigen leefomgeving Deze les laat leerlingen actief kennis maken met de gevolgen van en oplossingen voor hevige regenval in hun eigen wijk met behulp van verschillende kaartlagen en Geo-ICT tools. Waarom zijn er steeds meer hevige regenbuien? Waar liggen de plekken die wellicht overlast hebben van water? Zal er schade ontstaan? Welke maatregelen kan je treffen om de overlast te verminderen? Dit zijn vragen waar de leerling mee te maken krijgt.
Collaborates with (or sponsored by?)	Geofort; VU (University of Amsterdam)
Opportunities for HARP	
Other relevant information	Free educational resources and data

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Water op het schoolplein

Website	www.waterophetschoolplein.nl
Contact person (name, function, contact information)	Tim Favier (T.T.Favier@uu.nl)
Overall goal of the organization (mission)	developeld by the KNAG (Koninklijk Nederlands Aardrijkskunde Genootschap, in assignment of different watership areas (see logos on the homepage), the Unie van Waterschappen, and the Ministry of Infrastructure and Water.
Overall goal with CCE	Staying close to students' local areas to provide them with knowledge of causes and consequences of floods and dam bursts
Target group (e.g. teachers, students, ages…)	Students in secondary education
Specificity of their CCE approach	Staying close to students' local areas
Example product, program or policy (include a link to it)	Floods De lesson module on floods is designed for 3HAVO and 3VWO. In 6 lessons students learn about causes and consequences of floods in their own neighbourhood.
Collaborates with (or sponsored by?)	Lessons are developed by the KNAG, Utrecht University (Tim Favier) and Amsterdam college for Applied Sciences (Adwin Bosschaart), in assignment of 13 watership areas.
Opportunities for HARP	
Other relevant information	

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KNAG (Koninklijk Nederlands Aardrijkskunde Genootschap/ Royal Dutch Geographical Society)

Website	www.geografie.nl
Contact person (name, function, contact information)	info@knag.nl +31 (0)30 4100510
Overall goal of the organization (mission)	The aim of the Royal Dutch Geographical Society is to open eyes for geography because it puts knowing into seeing. To achieve this aim, the Royal Dutch Geographical Society conducts a range of activities. It organizes conferences, workshops, lectures and seminars; publishes scientific and more popular journals and books; and provides services for its members. They can benefit from discounts on symposia, publications, excursions, and the like. The aim of the Royal Dutch Geographical Society is to open eyes for geography because it puts knowing into seeing. To achieve this aim, the Royal Dutch Geographical Society conducts a range of activities. It organizes conferences, workshops, lectures and seminars; publishes scientific and more popular journals and books; and provides services for its members. They can benefit from discounts on symposia, publications, excursions, and the like.
Overall goal with CCE	Our mission: providing a platform where members and interested parties can meet to share ideas, knowledge, and information on geography; showing the importance of this to politics, press, and the public, so people take each other's and nature's needs into account.
Target group (e.g. teachers, students, ages…)	geographers working in the field of spatial planning; research and development; and education
Specificity of their CCE approach	See e.g. **Water op het schoolplein**
Example product, program or policy (include a link to it)	See e.g. **Water op het schoolplein**
Collaborates with (or sponsored by?)	Provides services to anyone interested in geography.
Opportunities for HARP	
Other relevant information	

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Geobronnen

Website	https://geobronnen.com/
Contact person (name, function, contact information)	?
Overall goal of the organization (mission)	Geobronnen (GeoSources) consists of three sections. Geonews offers news items with a geographical perspective. Source sets on a specific theme with geo animations, explanations, and other resources. Didactical news and background for teachers: Docentengeobronnen (teacher DeoSources)
Overall goal with CCE	?
Target group (e.g. teachers, students, ages…)	Teachers and geography professionals
Specificity of their CCE approach	Inspire geography teachers by sharing didactical tips and trics
Example product, program or policy (include a link to it)	Lesmateriaal: bordtekeningen (Teaching resources: blackboard drawings) https://geobronnen.com/lesmateriaal-bordtekeningen.html
Collaborates with (or sponsored by?)	
Opportunities for HARP	Too broad for our purposes?
Other relevant information	Mostly focusing on geographical phenomena and sharing didactical inspiration

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KlimaatHelpdesk

Website	https://www.klimaathelpdesk.org/
Contact person (name, function, contact information)	?
Overall goal of the organization (mission)	Connect citizens with scientists and experts who can answer their questions regarding climate change
Overall goal with CCE	Provide students with correct information on climate change
Target group (e.g. teachers, students, ages…)	Students in secondary education
Specificity of their CCE approach	Aligning CCE with the Dutch curriculum by providing short (20-30-minute) resources that deal with important societal issues and are close to youth's everyday life and interests. KlimaatLesSnacks are made to fit school subjects geography, biology, citizenship, physics, Dutch (i.e. native language), chemistry, and mathematics. Additionally, there is one overarching LessonSnack *What climate actions are you taking?* That aims to promote critical thinking, democratic deliberation, and estimating the impact of actions.
Example product, program or policy (include a link to it)	*What climate actions are you taking?*
Collaborates with (or sponsored by?)	Scientists4Future NL & Utrecht Young Academy
Opportunities for HARP	
Other relevant information	

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Schrijvers voor Toekomst

Website	https://schrijversvoortoekomst.nl/Home/
Contact person (name, function, contact information)	Thijs Goverde - demanzelf@thijsgoverde.nl (via invitation for workshop at school Wanda) mail@schrijversvoortoekomst.nl
Overall goal of the organization (mission)	Connect authors with a heart for the climate; Provide schools with resources to use in class to facilitate discussion on climate change; Provide hope; Use storytelling to discuss climate change with youth; Participate in climate action.
Overall goal with CCE	Inspire, connecting youth literature and climate
Target group (e.g. teachers, students, ages…)	Students from 9 yoa onwards; Schools (providing personalised workshops with authors visiting schools to work with students in collaboration with teachers).
Specificity of their CCE approach	Discussing climate change and climate change action, starting from *Hopeful stories about the end of the world,* a book with short stories regarding climate change (action)
Example product, program or policy (include a link to it)	Lesbrief to accompany *Hoopvolle verhalen over het einde van de wereld*
Collaborates with (or sponsored by?)	
Opportunities for HARP	
Other relevant information	

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