



[ACTION- Empowering educators and community leaders to act on climate change]

## **01 ACTION METHODOLOGIC FRAMEWORK**

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## ACTION METHODOLOGIC FRAMEWORK: synopsis

### INFOGRAPHIC 1

#### INTRODUCTION TO THE ACTION FRAMEWORK

↪ The United Nations Climate Conference, COP24, which took place in December 2018, dedicated one Thematic Day to education and the pivotal role it plays in global responses to climate change

↪ Education has two obvious effects on the fight against climate change. Firstly, it impacts individuals' general awareness of the issue, and secondly, it determines how enabled they are to develop the necessary solutions and innovations to overcome climate change

↪ Yet, there is an alarming gap between awareness and action on climate change. To bridge this gap, ACTION has developed a holistic framework to boost the development of a whole-organisation approach to climate action, creating the background so VET providers, local authorities and NGOs can define and implement suitable action plans to act on climate change education

The framework is organised in four parts:

- 1 **Framing climate action**, explains why VET providers, local authorities and NGOs should act on climate change education, introducing the SDGs and common FAQs on climate action
- 2 **Becoming a climate-ready organisation**, explains why the need of a whole-organisation approach to climate action, outlining how organisations can plan, put into practice, and evaluate their own strategies, visions and actions on climate change
- 3 **Stepping into climate action**, explains how organisations can better act considering the organisational governance, the educational and empowerment approaches, and the engagement of local stakeholders
- 4 **Going further on climate action**, explains how to use monitor and benchmark as tools for achieving the maturity of a whole-organisation culture of sustainability

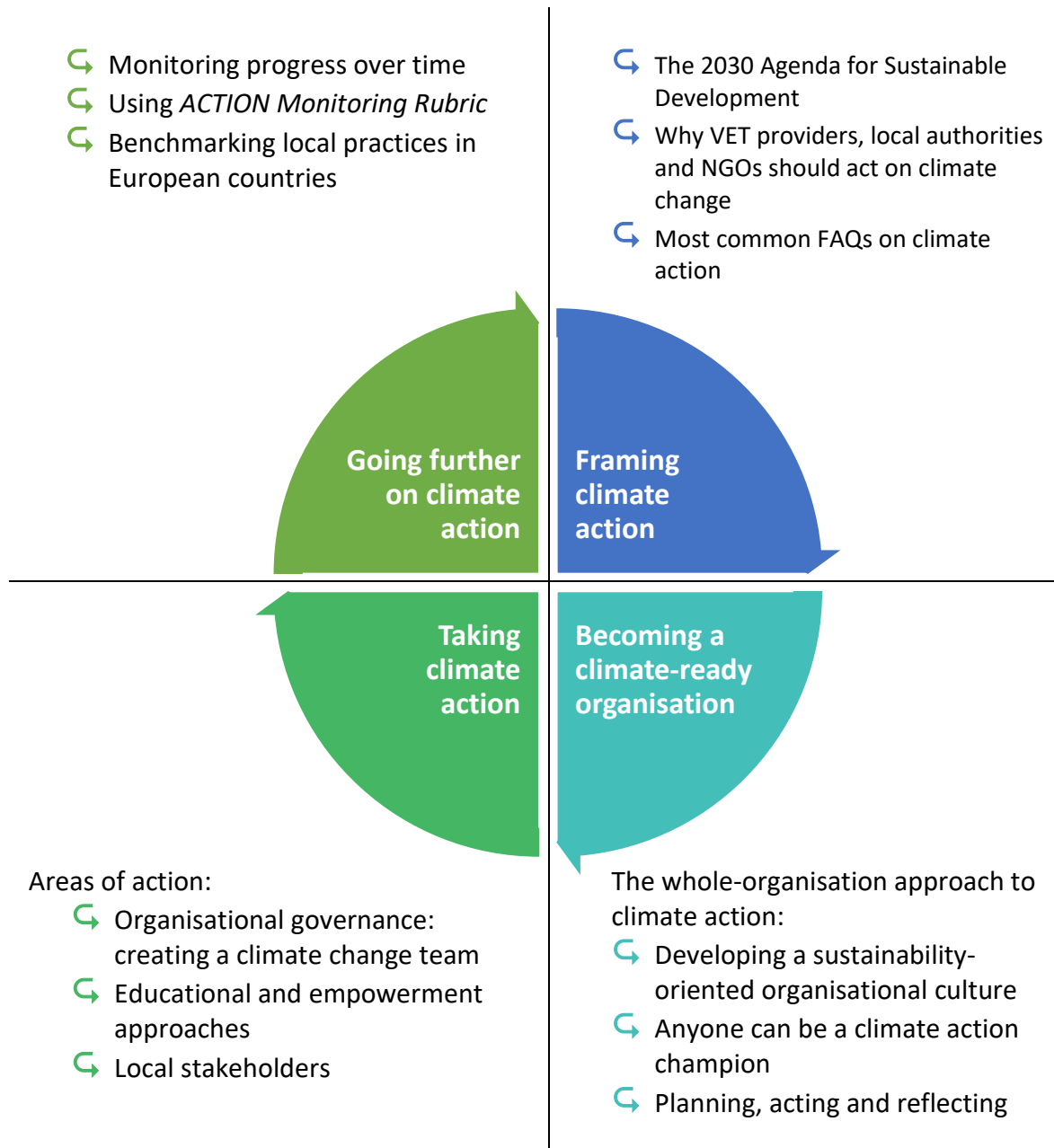
#### PRACTICAL GUIDANCE TO USE THE ACTION FRAMEWORK

Consider the following implementation tips:

- tip1** Know and understand what climate change is
- tip2** Adapt a whole-organisation approach to develop a culture of sustainability
- tip3** Create your climate change team
- tip4** Engage your local stakeholders and network
- tip5** Consider actions that are realistic
- tip6** Adopt *ACTION Monitoring Rubric*
- tip7** Reinvent the wheel: benchmark good practices
- tip8** Upskill your educators and community leaders using ACTION resources: training curriculum; educational package; elearning and apps portal; and case study videos
- tip9** Be a climate action champion organisation!

#### TIPS FOR IMPLEMENTING THE ACTION FRAMEWORK

**ACTION METHODOLOGIC FRAMEWORK: outline**  
*INFOGRAPHIC 2*



## ACTION METHODOLOGIC FRAMEWORK: framing climate action

### INFOGRAPHIC 3

| FRAMING CLIMATE ACTION  |  |
|---|--|
| <b>WHAT IS THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT?</b>   |  |
| <ul style="list-style-type: none"> <li>↳ Humanity faces a serious climate crisis, which will impact upon the whole world during the 21st century and beyond</li> <li>↳ In 2015, world leaders adopted the 2030 Agenda for Sustainable Development, a set of 17 aspirational goals to address shared challenges at global and local levels. The 2030 Agenda includes a specific goal on climate action (goal 13) and formally recognises that the climate crisis is linked to many other global issues</li> <li>↳ Goal 13 on climate action, together with goal 4 on quality education and goal 11 on sustainable cities and communities, recognise the importance of education for sustainable development and climate change action, and the role of educational providers, local authorities and NGOs in acting on climate change, empowering people and making cities and local communities inclusive, equitable, resilient and sustainable</li> </ul>   |  |
| <b>WHY SHOULD VET PROVIDERS, LOCAL AUTHORITIES AND NGOs ACT ON CLIMATE ACTION?</b>  |  |
| <ul style="list-style-type: none"> <li>↳ Climate change presents a unique challenge, and around the world communities are faced with new risks and have to address these. Communities must be able to assess a number of interdependent aspects and decide upon a suitable course of action. What would be enough – and what would not be enough? Should we do it in this way or that way? Their ability to qualify these kinds of considerations and decisions is fundamentally an educational issue</li> <li>↳ The far-reaching, global impact of climate change make it clear that education for sustainable development must include a strong climate action component</li> <li>↳ VET providers, local authorities and NGOs have a central role to play in helping individuals understand the causes of climate change so that they can make informed decisions and take appropriate actions, and in acquiring the necessary values and skills to participate in the transition to more sustainable lifestyles, green economies and sustainable, climate resilient societies</li> </ul> |  |
| <b>WHAT ARE MOST COMMON FAQs ON CLIMATE ACTION?</b>   |  |
| <b>What evidence do we have of climate change?</b>  | <ul style="list-style-type: none"> <li>↳ long term data relating to atmospheric CO<sub>2</sub> levels and global temperature, sea level, the expanse of ice, the fossil record and the distribution of species</li> <li>↳ this data, shows a strong correlation between CO<sub>2</sub> levels and temperature</li> <li>↳ as all parts of the global climate are connected, current scientific models show how changes caused by heating can impact the entire system</li> </ul>  |
| <b>What is...?</b>  | <ul style="list-style-type: none"> <li>↳ <b>Climate change</b> is a long-term shift in global or regional climate</li> <li>↳ <b>Climate change mitigation</b> means tackling the causes and minimising the possible impacts of climate change</li> <li>↳ <b>Climate change adaptation</b> looks at how to reduce the negative effects climate change has and how to take advantage of any opportunities that arise</li> <li>↳ <b>Climate action</b> means stepped-up efforts to reduce greenhouse gas emissions and strengthen resilience and adaptive capacity to climate-induced impacts, including: climate-related hazards in all countries; integrating climate change measures into national policies, strategies and planning; and improving education, awareness-raising and human and institutional capacity with respect to climate change mitigation, adaptation, impact reduction and early warning</li> </ul> |
| <b>Why the Paris Agreement matters?</b>   | Because: <ul style="list-style-type: none"> <li>↳ sets out a global framework to avoid dangerous climate change by limiting global warming to well below 2°C and pursuing efforts to limit it to 1.5°C</li> <li>↳ aims to strengthen countries' ability to deal with the impacts of climate change and support them in their efforts</li> <li>↳ highlights the importance of cooperation at all levels, from local to international cooperation, and the need to enhance individual and collective action to address climate change</li> </ul>   |
| <b>What is the European Green Deal?</b>   | The first climate-neutral continent by 2050 is the commitment behind the European Green Deal, a roadmap for making the EU's economy sustainable. This will happen by turning climate and environmental challenges into opportunities across all policy areas, making the transition just and inclusive for all, and implementing actions to: <ul style="list-style-type: none"> <li>↳ boost the efficient use of resources by moving to a clean, circular economy</li> <li>↳ restore biodiversity and cut pollution</li> </ul>   |

## ACTION METHODOLOGIC FRAMEWORK: becoming a climate-ready organisation

### INFOGRAPHIC 4

| BECOMING A CLIMATE-READY ORGANISATION  |   |   |
|--|---|---|
| THE WHOLE-ORGANISATION APPROACH TO CLIMATE ACTION  |   |   |
| <ul style="list-style-type: none"> <li>↳ The whole-organisation approach to climate change means that a VET provider, a local authority or a NGO includes action for reducing climate change in every aspect of organisation life</li> <li>↳ This includes institutional governance, upskilling staff, didactic content and methodology, facilities management as well as cooperation with local partners and wider communities</li> <li>↳ The active involvement of all internal and external stakeholders in reflecting and acting on climate change is key to a successful implementation of the whole-organisation approach</li> </ul>   |   |   |
| <b>Key-considerations</b>  |   |   |
| <p>Knowledge and goodwill are rarely enough to achieve whole-organisation change. The experience around the world suggests that climate action projects are most likely to be successful when they are resourced with:</p> <ul style="list-style-type: none"> <li>↳ a knowledgeable and committed manager</li> <li>↳ expertise, in the form of well-trained staff and access to external experts</li> <li>↳ dedicated facilitators to manage the process</li> <li>↳ supporting materials and learning resources</li> <li>↳ adequate long-term financing</li> </ul>   |   |   |
| DEVELOPING A SUSTAINABILITY-ORIENTED ORGANISATIONAL CULTURE  | ANYONE CAN BE A CLIMATE ACTION CHAMPION   | PLANNING, ACTING AND REFLECTING   |
| <ul style="list-style-type: none"> <li>↳ An organisation with a culture of sustainability is one in which internal and external stakeholders hold shared values and beliefs about the importance of taking action for a more sustainable society</li> <li>↳ Taking care of the environment and contributing to reducing climate change is an integral part of this. Therefore, defining what climate action means to your organisation is part of developing a culture of sustainability</li> <li>↳ Some organisations see climate action as key to “doing their part” to take care of the planet. For other organisation, it is about addressing issues directly affecting them</li> <li>↳ Once you have developed a sustainable culture it needs to be applied in the everyday life of the organisation. Therefore, it has to be reflected in strategic plans, policies, procedures, guidelines, budgets, and in the work of internal teams</li> </ul> | <ul style="list-style-type: none"> <li>↳ Everyone in your organisation has a role to play</li> <li>↳ In fact, this is a defining feature of the whole-organisation approach. On a practical level, involving the whole organisation helps to share the workload. On a deeper level, an inclusive approach brings together a variety of skills, knowledge and viewpoints to approach the topic from a truly holistic angle and builds commitment with all stakeholders involved to maintain climate action projects over time</li> <li>↳ Also, by having everyone participate, it is giving everyone a chance to acquire knowledge and develop skills needed for creating a more sustainable organisation</li> </ul> | <ul style="list-style-type: none"> <li>↳ Your organisation probably already runs some climate action activities</li> <li>↳ Maybe your organisation has taken steps to reduce its energy or water consumption</li> <li>↳ But what else can your organisation do to reduce climate change and how can strengthen existing initiatives and initiate new action?</li> <li>↳ A commitment to continual improvement through careful planning, action and reflection is what defines the whole-organisation approach</li> <li>↳ Consider to use, for example, the PDCA methodology and work with your climate action team to plan, act, reflect and review your climate action activities</li> </ul> |
| <b>Key-considerations</b>  | <b>Key-considerations</b>   | <b>Key-considerations</b>   |
| <ul style="list-style-type: none"> <li>↳ Is climate action part of your organisation’s strategic plan?</li> <li>↳ Has your organisation agreed on environmental, social, cultural and economic values?</li> <li>↳ Does your organisation promote climate action projects?</li> <li>↳ Does your organisation assign time for staff to reflect on climate action issues and experiences?</li> </ul>  | <ul style="list-style-type: none"> <li>↳ Does everyone have the means they need to act on decisions?</li> <li>↳ Can everyone see their impact on the final result of climate action projects?</li> <li>↳ Does everyone feel they really understand the issues?</li> </ul>   | <ul style="list-style-type: none"> <li>↳ How to motivate and equip everyone to get involved?</li> <li>↳ What is the best way to take action?</li> <li>↳ How to collect data?</li> <li>↳ How to adapt and initiate new actions?</li> </ul>   |


## ACTION METHODOLOGIC FRAMEWORK: stepping into climate action

### INFOGRAPHIC 5

| STEPPING INTO CLIMATE ACTION   |  |  |
|--|--|--|
| AREAS FOR ACTION   |  |  |
| <ul style="list-style-type: none"> <li>↳ Organisations often begin their journey of whole-organisation transformation by focusing on changes in one or two areas for action</li> <li>↳ Ultimately, however, the goal of a whole-organisation approach is to integrate climate action into all three areas</li> <li>↳ The whole-organisation approach means considering climate change when planning all aspects of your organisation</li> <li>↳ Addressing climate change is complex. Environmental, economic, social, cultural, ethical, political, scientific and technological issues all come into play</li> </ul>   |  |  |
| ORGANISATIONAL GOVERNANCE:<br>CREATING A CLIMATE CHANGE TEAM   | EDUCATIONAL AND EMPOWERMENT<br>APPROACHES  | LOCAL STAKEHOLDERS   |
| <ul style="list-style-type: none"> <li>↳ Everyone in your organisation has a role to play in working towards your organisation's climate action goals</li> <li>↳ However, sharing roles and responsibilities is important to be effective in your work</li> <li>↳ Setting up a climate action team to coordinate your organisation's climate work is a way to do so</li> <li>↳ The role of the team is to coordinate the development, implementation, and revision of your organisation's climate action plan in consultation with all other stakeholders</li> <li>↳ This involves several initial meetings to plan your projects and actions, as well as meetings throughout the time to assess your progress and to adjust your plan as necessary</li> </ul> | <ul style="list-style-type: none"> <li>↳ In our complex, ever-changing world, it is not enough to foster specific, expert-endorsed ideas about climate action</li> <li>↳ It is needed to boost critical, creative and future thinking skills, and cooperative learning can help</li> <li>↳ In cooperative learning, learners work with people from various backgrounds with different values and perspectives to find answers to complex questions. This leads learners to consider different ways of looking at issues, solutions and strategies before taking a position</li> <li>↳ Given the urgency of the climate crisis, learning must be action-oriented, i.e. focused on empowering</li> </ul>   | <ul style="list-style-type: none"> <li>↳ There is a lot organisations can do to take climate action. However, many issues cannot be addressed by organisations alone and require collaboration with external stakeholders</li> <li>↳ Developing close partnerships with the local community offers the opportunity to link the actions of diverse actors operating at different scales</li> <li>↳ Community-based adaptation to climate change focuses on engaging local stakeholders to use their own know-how, resources and decision-making processes to take action</li> </ul> |
| Key-considerations   | Key-considerations   | Key-considerations   |
| <p>What are the different skills that the climate change team should gather?</p> <ul style="list-style-type: none"> <li>↳ Include representatives with diverse backgrounds, gender, ages, positions</li> <li>↳ Seek representatives from all parts of the organisation community</li> <li>↳ Invite individuals and organisations in your local community that might be affected by your organisation's projects and that might provide technical expertise and other support for your future initiatives</li> <li>↳ Where possible, members of the climate action team should be elected rather than designated so that they can speak and act on behalf of the group they are representing and consult and mobilise them</li> </ul>                           | <p>What perspectives should be considered when examining climate change?</p> <ul style="list-style-type: none"> <li>↳ Local and global perspectives</li> <li>↳ Gender perspectives</li> <li>↳ Past, present and future perspectives</li> <li>↳ Emotional, value-based and fact-based perspectives</li> <li>↳ Human and non-human perspectives</li> <li>↳ Perspectives of both powerful and marginalised individuals, groups and countries</li> </ul> <p>What are the three parts to empower individuals to take action?</p> <ul style="list-style-type: none"> <li>↳ Learning about action: provide the knowledge and skills needed to be successful</li> <li>↳ Learning through action: have them select, plan and implement climate action projects</li> <li>↳ Learning from action: reflect on what they achieved, what they learned, and what they would do differently the next time</li> </ul> | <p>Who can collaborate with your organisation?</p> <ul style="list-style-type: none"> <li>↳ Individuals, families, community members</li> <li>↳ Experts</li> <li>↳ Educational providers</li> <li>↳ Community centres</li> <li>↳ Local associations, including NGOs and CSOs</li> <li>↳ Local businesses</li> <li>↳ Local environmental groups</li> <li>↳ Media</li> <li>↳ Government officials and agencies</li> <li>↳ National and international networks</li> </ul>   |

## ACTION METHODOLOGIC FRAMEWORK: going further on climate action

### INFOGRAPHIC 6

| GOING FURTHER ON CLIMATE ACTION  |   |   |
|--|---|---|
| <p style="text-align: center;"><b>MONITORING PROGRESS OVER TIME</b></p>  |   |   |
| <ul style="list-style-type: none"> <li>↳ Once your whole-organisation culture of sustainability has been developed and climate action taken, it is important to monitor your progress over time</li> <li>↳ Monitoring provides a systematic and long-term means by which your organisation can gather information in regards to progress made and help assessment, reflection, revision and possibly develop climate action further</li> <li>↳ The <b>ACTION Monitoring Rubric</b> is available to help VET providers, local authorities and NGOs better assess and plan climate action. It clearly indicates achievement criteria across four dimensions - people, projects, practices and place -, each one encompasses indicators which fall under a set of five stages of the desirable organisational maturity (lacking, initiating, establishing, developing, and sustaining)</li> </ul> |   |    |
| <p style="text-align: center;"><b>BENCHMARKING LOCAL PRACTICES</b></p>   |   |   |
| <ul style="list-style-type: none"> <li>↳ Benchmarking good practices on climate action can help VET providers, local authorities and NGOs not only get inspired, but also assess own climate actions' process against what has worked for other organisations before</li> <li>↳ The following good practices are representative of ACTION's participating countries, and have in common the focus on initiatives for sustainability education and local communities' development – for more information, please consult the <b>ACTION Local Benchmark Collection</b></li> </ul>  |   |   |
| VET PROVIDERS  | LOCAL AUTHORITIES   | NGOs  |
| <p><b>Climate School Be.At</b> ↳ Greece</p> <p>Augmenting the awareness of climate change and to energy consumption in schools</p> <p><u>success factors</u></p> <ul style="list-style-type: none"> <li>↳ raising environmental awareness in school community</li> <li>↳ promoting change of bad-habits used in schools and/or at home</li> </ul> <p><a href="http://www.euki.de/en">http://www.euki.de/en</a></p>   | <p><b>Communauté Communes Sud</b> ↳ France</p> <p>Raising local community's awareness on climate change consequences</p> <p><u>success factors</u></p> <ul style="list-style-type: none"> <li>↳ promoting behavioural changes in local population</li> <li>↳ increased awareness of the consequences of climate change</li> </ul> <p><a href="https://cc-sudcorse.fr">https://cc-sudcorse.fr</a></p>  | <p><b>Green Dot Cyprus</b> ↳ Cyprus</p> <p>Providing the first collective compliance system for packaging and packaging waste</p> <p><u>success factors</u></p> <ul style="list-style-type: none"> <li>↳ promoting recovery and recycling targets</li> <li>↳ promoting a most efficient utilization of resources</li> <li>↳ fostering of right attitudes and habits</li> </ul> <p><a href="http://greendot.com.cy/en">http://greendot.com.cy/en</a></p>                                     |
| <p><b>Rediscovery Centre</b> ↳ Ireland</p> <p>Connecting people, ideas and resources to support greener low-carbon living, through a creative movement</p> <p><u>success factors</u></p> <ul style="list-style-type: none"> <li>↳ creating training and employment opportunities for the long term unemployed</li> <li>↳ promoting behavioural change with respect to resource management and efficiency</li> </ul> <p><a href="http://www.rediscoverycentre.ie">http://www.rediscoverycentre.ie</a></p>   | <p><b>Quarteira Lab</b> ↳ Portugal</p> <p>Mobilising and raising awareness in the local community to test a set of innovative, sustainable and inclusive solutions</p> <p><u>success factors</u></p> <ul style="list-style-type: none"> <li>↳ implementation of soft mobility solutions</li> <li>↳ reduction of energy consumption and GHG emissions</li> <li>↳ promoting behavioural changes in the community</li> </ul> <p><a href="http://www.louleadaptpt.pt/quarteira-lab">www.louleadaptpt.pt/quarteira-lab</a></p> | <p><b>Polish Ecological Club-PKE</b> ↳ Poland</p> <p>Supporting sustainable development, saving and improving the quality of the environment and protecting human life and health</p> <p><u>success factors</u></p> <ul style="list-style-type: none"> <li>↳ raising environmental awareness in society</li> <li>↳ development of environmental education</li> <li>↳ promoting renewable energy sources</li> </ul> <p><a href="http://www.pke-zg.home.pl">http://www.pke-zg.home.pl</a></p> |
| <p><b>Soil Flavoured Classrooms</b> ↳ Spain</p> <p>Developing a teaching-learning process to implement learning on e.g. climate, ecology</p> <p><u>success factors</u></p> <ul style="list-style-type: none"> <li>↳ pedagogical experience based on an experiential methodology</li> <li>↳ training in the topics is increasingly important for future teachers</li> </ul> <p><a href="https://www.isf.es">https://www.isf.es</a></p>  | <p><b>Building Design</b> ↳ United Kingdom</p> <p>Including climate change impact assessment during the design phase</p> <p><u>success factors</u></p> <ul style="list-style-type: none"> <li>↳ reduced costs under a future climate</li> <li>↳ develop more climate efficient educational buildings</li> </ul> <p><a href="http://e-planning.worcestershire.gov.uk">http://e-planning.worcestershire.gov.uk</a></p>  | <p><b>Zero Waste</b> ↳ Turkey</p> <p>Preventing wastage, using the resources more efficiently</p> <p><u>success factors</u></p> <ul style="list-style-type: none"> <li>↳ increasing awareness</li> <li>↳ promoting sustainable and conscious use of resources and waste recovery</li> <li>↳ increasing energy production</li> </ul> <p><a href="https://www.aa.com.tr/en">https://www.aa.com.tr/en</a></p>  |