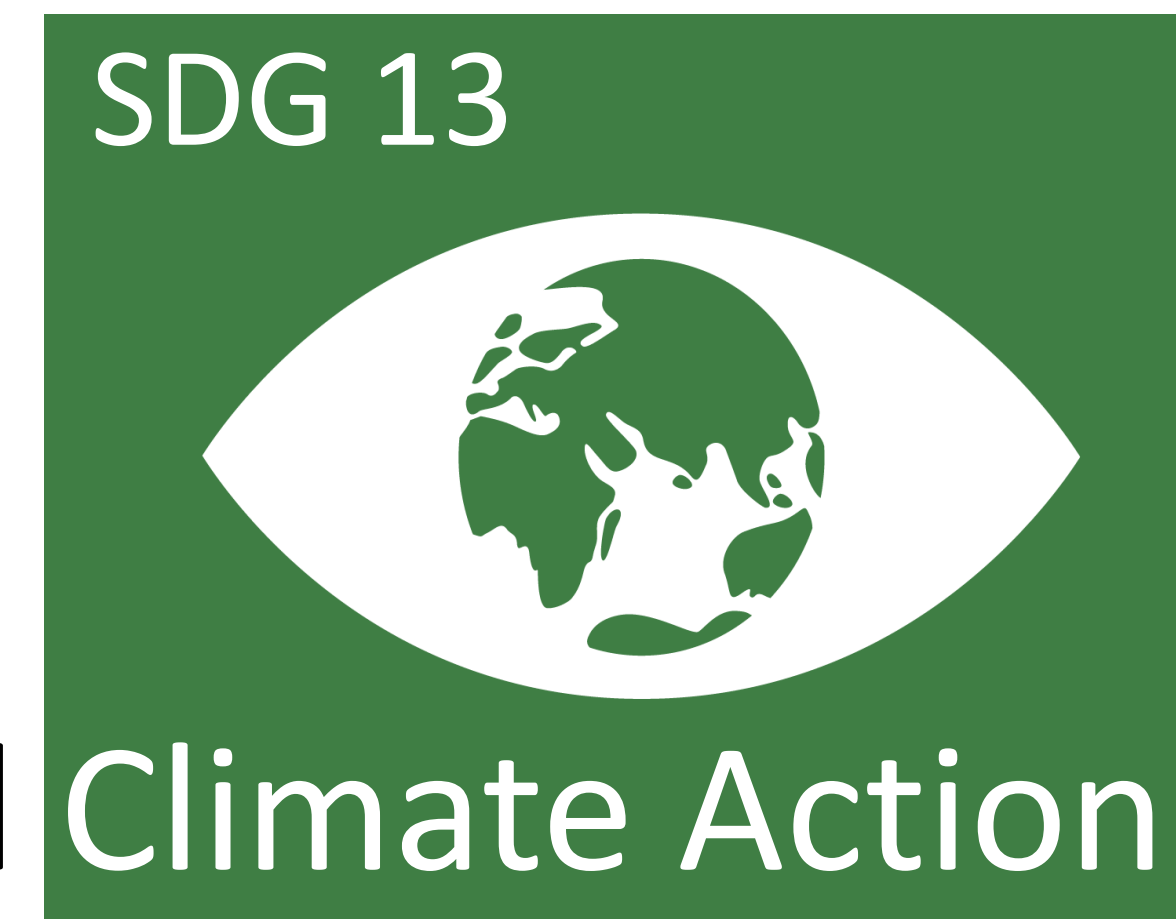


k.i.d.Z.21_aCtiOn2

Bridging the Gap between Quality Education and Climate Action



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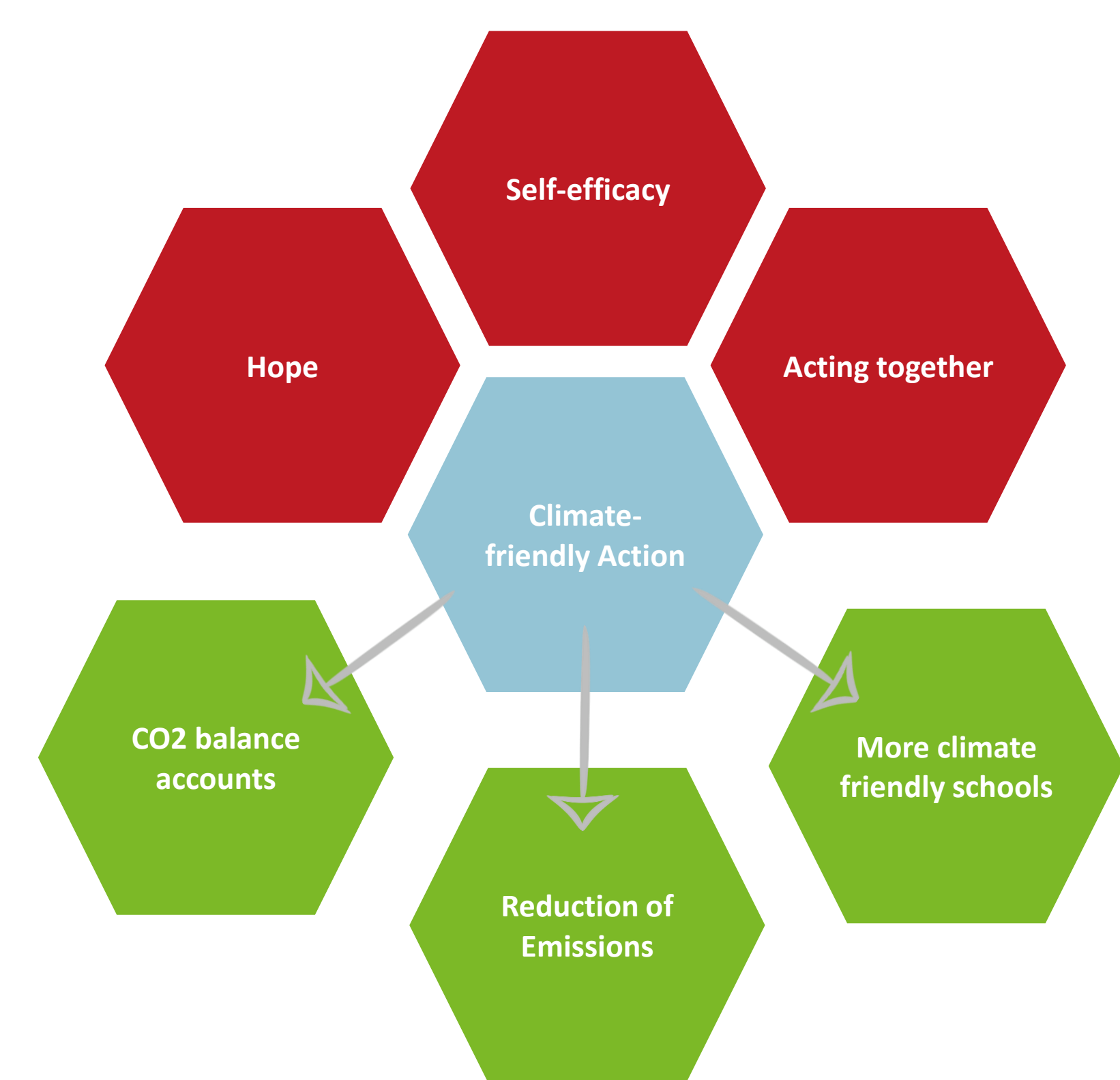
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Brief description and Highlights

In collaboration between Climate Change Education researchers and experts on behavioral psychology the project explores via moderate-constructivist educational settings how climate change education (SDG4) can lead to climate-friendly action (SDG13).

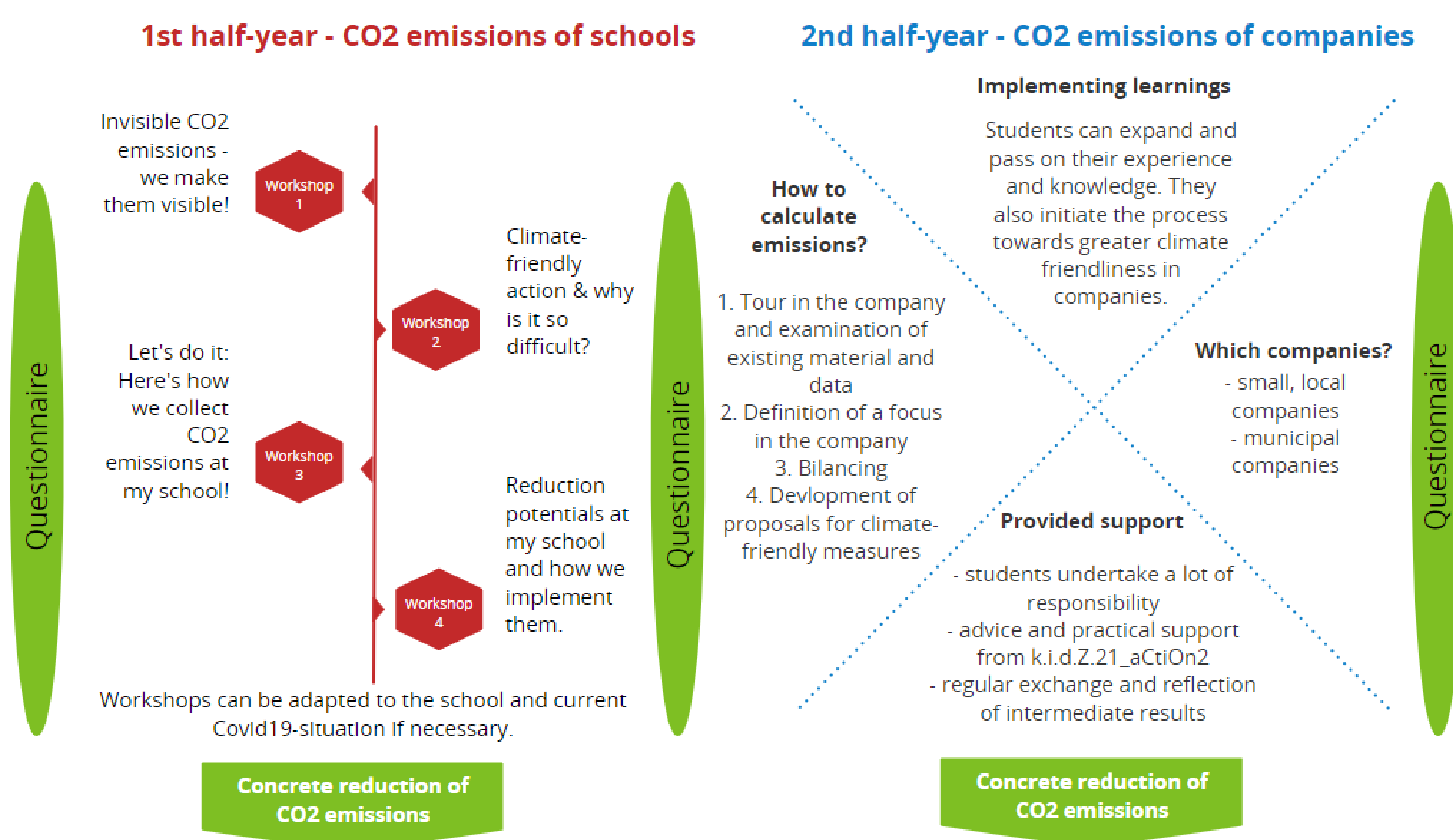
k.i.d.Z.21_aCtiOn2 explores ways to bridge the gap between climate change knowledge and climate action. The students go through a transformation phase towards more climate-friendly action and explore how their school could implement climate-friendly changes. CO2 balance accounts are created with the ClimCalc 2.0 tool by students and climate change experts as a contribution to the climate-friendly transformation of schools and local businesses. Thereby, the project is contributing to an education for and as Sustainable Development, linking research on climate action to effective changes and climate-friendly measures.

k.i.d.Z.21_aCtiOn2 is building on increased awareness of climate change that the high school students have already acquired through participation in the prior climate change project k.i.d.Z.21 - competent into the future. Quantitative and qualitative analyses of psychometric and pedagogical evaluations will reveal long-term changes as well as various factors influencing young people's climate-friendly behavior, leading to a better understanding of the motivators and barriers to climate action.



Background and results of k.i.d.Z.21_aCtiOn2

Interventions and data collection



Procedure of a project year in k.i.d.Z.21_aCtiOn2

Climate-friendly measures



Example of developed measure: Students starting challenges to motivate their peers to come to school by bike

Progress and Further Directions

- Interdisciplinary comparison of behavioral change studies: identifying commonalities, differences, and opportunities for mutual learning between research on healthy and climate-friendly behaviors
- Exploration of motivators and barriers to individual climate-friendly action; e.g., the importance of hope and role models and its concrete manifestations in the context of young people's climate-friendly behavior; effect of self-efficacy and group efficacy on climate-friendly behavior
- Changes in willingness to act will be tracked throughout the project using a mixed-methods approach; external influences (e.g. Covid19) can also be evaluated using control groups and comparative data from the previous longitudinal study k.i.d.Z.21



Picture by a student, representing her vision of a climate-friendly school