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CROSS CUTTING ISSUES TECHNICAL WORKING GROUP DRAFT EDUCATION DESIGN CHARACTERISTICS MATRIX

JULY 11, 2006

Goals of Public Education & Outreach:

1. Overarching goal: Promote awareness among citizens about the impacts of climate change, solutions, and co-benefits of action.
2. Education provides a foundation essential for all climate action.
3. *Others?*

General Approach:

1. Target the key general audiences and efforts below:
 - a. “Walking the Talk” in terms of the State’s own efforts and outreach activities
 - b. Policymakers (legislators, executive, agencies, regulators, etc.)
 - c. Future Generations
 - d. Community Leaders and Organizations
 - e. The General Public
2. Ensure long-term sustenance of education and outreach efforts regarding climate change.

	Measures & Strategies	Tasks & Examples	Notes & Elaborations
1.	State Government Actions The State should lead by example (i.e., “walk the talk”) regarding education and outreach.		
1.1	Create a multi-agency body to oversee on-going state climate efforts, starting with the implementation of CCAG policies adopted by the Governor; report progress to the public annually.	<ul style="list-style-type: none"> Assemble annual progress reports & make them publicly available. 	<ul style="list-style-type: none"> Staff the effort adequately; should have one or more “outreach coordinators” specifically tasked with outreach and coordination among agencies and organizations.
1.2	Establish an Education & Outreach Subcommittee of the body established in §1.1 to educate audiences regarding CCAG policies, and to oversee those relating to education.	<ul style="list-style-type: none"> Lead implementation of CCAG education & outreach measures. First task: Identify already existing resources & programs. Identify additional needs and potential funding sources. 	<ul style="list-style-type: none">
1.3	Include state public education and higher education officials in the bodies established in §1.1 & §1.2.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> A “two-way street”: education officials bring research & info to the body, act as outreach arm for reaching students and others.
1.4	Educate state employees across-the-board, and assign “point persons” to do so on an on-going basis.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> One possibility: Add climate change outreach as a natural extension to the existing role of Agency Energy Managers.
1.5	Disaggregate the State’s GHG emissions to the agency level and require annual agency-specific reports on GHG reduction progress.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Make agency-specific reports public as part of the report in §1.1.

	Measures & Strategies	Tasks & Examples	Notes & Elaborations
2.	Target Audience: Policymakers (legislators, regulators, executive branch, agencies) implementation of climate actions hinges on policymakers' approval.		
2.1	Educate policy makers on climate change & CCAG policies in order to promote acceptance and implementation.	<ul style="list-style-type: none"> • Conduct regular legislative briefings. • Identify & offer agency-specific info on climate issues & opportunities. 	<ul style="list-style-type: none"> • Use input derived from policy maker interactions to develop new mitigation measures going forward.
2.2	Provide continuing outreach & assistance to Governor's office, legislature, and implementing agencies on a regular basis.	<ul style="list-style-type: none"> • Educate press liaisons from agencies, etc. • Provide regular press releases or updates on reductions, events, etc. 	<ul style="list-style-type: none"> •
3.	Target Audience: Future Generations Integrate climate change into educational curricula, post-secondary degree programs, and professional Licensing.		
3.1	Organize groups of educators to identify, assemble, and employ climate change curricula appropriate to age groups.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Check out British Petroleum's www.aplusforenergy.org
3.2	Public Education Department: include climate change in science and social studies performance standards; identify (a) gaps in climate change education, and (b) curriculum to fill any gaps.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
3.3	Integrate "best practices" into public school design & construction to educate student (and parent's) first-hand in their communities & colleges (i.e., walk the talk).	<ul style="list-style-type: none"> • Investigate whether North Carolina could provide bonding for school districts to fund energy efficient construction. • Include in-building signage & displays to explicitly point out efficiency aspects built in to public buildings. 	<ul style="list-style-type: none"> •
3.4	Promote research into climate change and solutions at state universities.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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3.5	Integrate climate change into existing and/or new educational competition programs (e.g., Envirothon, science fairs, etc.).	•	•
3.6	Work with science centers, zoos, and museums to include a climate science focus appropriate to their core mission.	• A key area for an Outreach Coordinator to focus on	<ul style="list-style-type: none"> • Examples exist in other regions (e.g., Clean Air-Cool Planet science center initiative) • Could provide speaking opportunities for teachers; have college professors host forums for high school students on weekend, etc.
3.7	Introduce core competencies on climate change into professional licensing programs (e.g., energy efficiency in building design and construction, use of recycled materials, etc.)	•	•
4.	Target Audience: Community Leaders & Community-Based Organizations (Businesses, institutions, municipalities, service clubs, social & affinity groups, NGOs, etc.) Recognize leadership; share success stories & role models; expand involvement and participation; within civic society.		
4.1	Identify individual community leaders who are acting effectively on climate change; showcase and share their successes.	<ul style="list-style-type: none"> • Enlist/encourage them to be a de facto “speakers’ Bureau.” • Host discussion forums featuring them. • 	<ul style="list-style-type: none"> • Include all walks of work & life (retail, services, manufacturing, healthcare, auto, facilities, etc.) • Put examples, guidance, links, contacts, etc. up on the web clearinghouse.
4.2	Identify “late bloomer” individuals and target a special effort to include, educate, and prod them to act.	•	•

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4.3	Engage associations and participate in their meetings periodically to educate them about climate change and sector-specific mitigation actions.	•	•
4.4	Develop statewide recognition program(s) for community leaders and entities.	•	•
4.5	Organize & host outreach events that focus on leading by example, sharing how-to, co-benefits, illuminating financial risks and opportunities, etc.	•	•
4.6	Identify, assist, and leverage community-based organizations with expertise or interest in climate-related issues	<ul style="list-style-type: none"> • Faith community • Service clubs; sportsmen; recreational/hobbyist groups • Metropolitan planning organizations • environmental, social, & civic advocacy organizations 	•
4.7	Work with community-based organizations to identify & build upon climate issues related to their core mission	<ul style="list-style-type: none"> • Public health vs. new disease vectors? • Low-income vs additional stressors? 	•
4.8	Support and facilitate outreach and education within community-based organization regarding climate change issues and actions	<ul style="list-style-type: none"> • Provide content for websites, newsletters, List Servs? • Coach & assist community Outreach coordinators? 	•
4.9	Develop & coordinate a network of community-based organizations acting on climate change so they can link up, organize joint events, etc.	<ul style="list-style-type: none"> • Community Outreach coordinators? • Assistance in organizing 	•

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5.	Target Audience: General Public Increase awareness and engage in climate actions in personal and professional lives.		
5.1	Educate broadcasters, reporters, editorial boards, etc. about climate change, the risks it imposes, and solutions	•	•
5.2	Work with state broadcasters and print media associations to develop & run climate change public service announcements	•	•
5.3	Conduct public polling to benchmark strength and depth of climate understanding; track over time to measure progress and better tailor outreach efforts	•	•
5.4	Keep a high profile on climate change issues and actions through regular public mention by Governor and other public leaders	•	•
5.5	Develop and use a state-based “brand” on climate awareness and action	•	•
5.6	Develop & maintain a state climate change website for the public Establish & maintain a web-based clearinghouse for Climate change information and education resources.	• Link to scientific developments, What you can do, How you can help, What the state is doing, etc.	• Post annual progress reports on commitments, plan implementation, etc.

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5.7	Work with existing company outreach efforts to customers (e.g., utilities) to enhance awareness of climate change issues & actions	<ul style="list-style-type: none"> • Retail advertising and/or “bill stuffers” • Environmental disclosure of electricity fuel mix/emissions; recycled content, etc. • Product messages (e.g., yogurt labels) 	•
5.8	Develop and provide concrete information on co-benefits to entities to use in boosting their climate efforts	•	•
5.9	Promote locally grown produce	•	•
5.10	Undertake a concerted planning effort to identify and address climate adaptation issues & needs in the state	<ul style="list-style-type: none"> • NCDENR lead? • Multi-stakeholders? 	•