



Philippine Normal University
The National Center for Teacher Education

Policy Brief Series

A Special Series on Policy Research | Issue 6 | 2018

Does Climate Change Education Result to Less Carbon?



<https://oceanservice.noaa.gov/education/planet-stewards/talking-about.html>

In a survey of Grade 10 students, it was found that increased knowledge on climate change through climate change education does not necessarily lead to lower carbon footprint. Policy implications and recommendations are given.

The study was conducted in order to determine how much knowledge Grade 10 students have regarding climate change, and measure their individual carbon footprint. Based on the students' responses in a test that measures climate change knowledge and the Philippine World Wildlife Fund's (WWF) carbon footprint calculator, it was found that the participants are moderately knowledgeable about climate change, and that they have a mean carbon footprint that is slightly higher than the 2014 Philippine average carbon footprint. It was also found that being knowledgeable about climate change does not necessarily lead to lower carbon footprint. Moreover, a number of factors were found to influence carbon footprint. These include: parent's higher educational attainment, level of urbanization, and household income.



For further information, please contact:

Educational Policy Research and Development Center (EPRDC)

Tel No: 317-1768 loc 751 | Email: eprdc@pnu.edu.ph | URL: www.pnuresearchportal.org

Based on the findings of the study, the following policy recommendations can be given:

1. The way teachers teach climate change in the classroom needs to be further documented and explored in order to identify more effective ways of teaching the topic, such that it would have an impact among the students to cause behavioral change in them in taking care of the environment and not merely increase their knowledge about it.
2. Climate change knowledge among students and its impact on them must be assessed on a national level in order to accurately paint the status of climate change education I in the Philippines.
3. The social, political, and ethical dimensions of issues on climate change must be considered in teaching the topic. It should also be discussed in the context of Education for Sustainable Development to engage students in concrete initiatives in taking care of the environment.

REFERENCE:

Caparoso, J. K. V., Aguilar, M. L. T. M., Lagura, R. T., & Evangelista, E. V. (2018). Does climate change education result to less carbon? *The Normal Lights*, 12 (1), 31-66.

