How to implement the ECCI ambition

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1 INTRODUCTION

The Escape Climate Change Initiative (ECCI) is an innovative pedagogical approach designed to raise awareness and promote action on climate change among pupils, teachers, and school administrative staff. The initiative utilizes an escape game format, both paper and digital, along with an e-learning platform to facilitate engagement and knowledge transfer.

This deliverable outlines a structured framework for the future implementation and scalability of the initiative, ensuring its sustainability beyond the project's duration.

2 KEY COMPONENTS OF THE INITIATIVE

2.1 Escape Game Methodology

The ECCI initiative is centered around an educational escape game, designed to enhance climate change literacy through interactive learning.

The game has two formats, with the following features:

- Paper Escape Game:
    - Physical interaction with game materials
    - Group play (3-5 people)
    - Printed paper materials required
    - Requires physical presence and a game leader
    - Target audience: Students aged 13-18
    - Focus on collaboration and discussion
    - Modular structure
    - 45 minutes of game time (excluding preparation and debriefing)
- Digital Escape Game:
    - Web-based, visual user interface
    - Single-player mode
    - No physical materials, fully digital
    - Can be played on various devices
    - Target audience: Students aged 13-18
    - Focus on individual learning and problem-solving
    - Sequential structure (levels must be played in order)
    - 30-90 minutes of game time (excluding preparation and debriefing)

The Paper Escape Game fosters teamwork, collaboration, and face-to-face interaction, making it ideal for classroom settings where students can engage in discussions and collective problem-solving. However, it requires physical materials, a game leader, and a dedicated space, which may limit accessibility and flexibility.

On the other hand, the Digital Escape Game provides a more flexible and scalable solution, allowing students to engage with climate change topics at their own pace, anytime and anywhere. It eliminates the need for printed materials and a facilitator, making it more accessible. However, it lacks the social and collaborative aspects of the paper version, potentially reducing opportunities for peer learning and discussion.

Having both formats ensures that diverse learning preferences and logistical constraints are addressed. The paper-based game strengthens interpersonal skills and teamwork, while the digital version extends accessibility and individual engagement, making climate change literacy available to a broader audience.

2.2 E-Learning Platform

The platform (https://app.ecciproject.eu/) serves as a hub for:

- Hosting game materials and guidelines.
- Providing preparatory and follow-up educational resources.
- Facilitating teacher and student collaboration.
- Allowing schools to share experiences and best practices.

2.3 Pedagogical Materials

The initiative includes comprehensive educational tools for:

- Teachers: facilitation guidelines, and climate change technical content.
- Students: Preparatory learning content, gameplay participation, and post-game action planning.

3 FRAMEWORK FOR FUTURE IMPLEMENTATION

3.1 Integration into School Curricula

To ensure the long-term impact of the ECCI initiative, it should be embedded into national and local education curricula by:

- Aligning with climate change education policies.
- Integrating as a supplementary activity within geography, science, and sustainability courses.
- Offering as an extracurricular activity to reinforce climate awareness.

3.2 Teacher Training and Support

For continuous engagement, teacher involvement is crucial. The following strategies will be employed:

- Regular training sessions for new and existing educators.
- Access to a repository of lesson plans and best practices.
- Establishment of a teacher network to facilitate knowledge sharing.

3.3 Expansion to Additional Schools and Countries

To maximize outreach:

- Partner with educational institutions beyond the initial four pilot countries (Germany, France, Spain, Italy).
- Translate materials into additional languages to increase accessibility.
- Engage governmental and non-governmental organizations to advocate for adoption in more schools.

Approaching schools effectively depends on the educational structure of each country. In Germany, universities offer specialized courses that train future secondary school teachers in subjects like geography, providing a clear entry point for introducing the initiative. In Italy, university programs that qualify individuals for teaching do not always lead directly to a teaching position, meaning that only a fraction of graduates will enter the profession. In such cases, direct engagement with teacher networks can be a more effective strategy.

To facilitate the spread of the initiative, reaching out to teacher associations can be highly beneficial, as they play a key role in professional development and curriculum innovation. In Italy, for example, the National Association of Natural Science Teachers (http://www.anisn.it/) and the Italian Association of Geography Teachers (https://www.aiig.it/) serve as valuable contacts for promoting the escape game within schools. Engaging these organizations can help integrate the game into classrooms and ensure its long-term impact.

Additionally, leveraging social networks can be a powerful tool for promotion and engagement. Regularly sharing updates, success stories, and interactive content on platforms such as LinkedIn, Instagram, and Twitter can help generate interest and reach a wider audience. To maintain consistency and maximize impact, an ongoing, updated content calendar should be used, aligning with best practices for each platform to ensure timely and effective communication.
ECCI have successfully done it using official accounts for the project:

- https://www.linkedin.com/company/euecci/
- https://x.com/eu_ecci
- https://www.facebook.com/ECCIErasmus
- https://www.instagram.com/eu_ecci/

Organizing local events, such as workshops, demonstrations, or networking sessions, can further showcase the initiative, engage the community, and attract stakeholders. These events provide an opportunity to present key achievements, foster collaborations, and receive valuable feedback, ultimately strengthening the initiative's impact and adoption.

3.4 Sustainability and Funding

For long-term sustainability, funding and institutional support strategies include:

- Securing funding through European education programs (Erasmus+, Horizon Europe).
- Engaging private sector sponsorships and environmental NGOs.
- Encouraging schools to integrate the initiative within their regular teaching budget.

4 DIGITAL PLATFORM AS A CORE ELEMENT

The e-learning platform plays a crucial role in ensuring the long-term sustainability of the initiative. Its modular design allows for continuous expansion and adaptation, making it a dynamic tool for climate change education.

By leveraging this flexibility, the digital game can be enriched with new scenarios and challenges, keeping the content engaging and relevant. User-generated content can also be incorporated, allowing participants to contribute and refine resources over time. In addition, a certification system for both teachers and students can be introduced, recognizing their participation and encouraging further engagement.

To support schools and pupils as they integrate the game into their learning process, the platform can also serve as a hub for knowledge sharing. A dedicated FAQ section can document recurring questions and discussions, ensuring that new users benefit from insights gained through past experiences.

5 ROADMAP FOR EXPANDING THE ECCI APPROACH AND ESCAPE GAME IDEAS

5.1 Analysis and Research

Objective: Identify potential topics and subjects where escape games can be effectively applied.
Actions:
- Conduct surveys and interviews with educators, students, and stakeholders to understand their needs and preferences.
- Analyze existing curricula to pinpoint areas where gamified learning could enhance engagement and outcomes.
- Review successful case studies and best practices from the ECCI project and other similar initiatives.

5.2 Collaboration and Networking

Objective: Build a strong network of partners and stakeholders to support the transfer of the approach.
Actions:
- Organize online and in-person workshops with educators, school administrators, and policymakers to discuss the potential of escape games in education.
- Partner with other EU-funded projects, educational organizations, and game developers to co-create new ideas.

5.3 Game Design and Adaptation

Objective: Develop escape games tailored to different educational topics and age groups.
Actions:
- Create a framework for designing escape games that align with specific learning objectives (e.g., STEM, history, language learning).
- Develop templates and toolkits for educators to easily adapt the games to their own subjects.
- Pilot test the games in schools to gather feedback and refine the designs.

5.4 Training and Capacity Building

Objective: Equip educators with the skills and knowledge to implement escape games in their teaching.
Actions:
- Develop e-learning modules to train teachers in designing and facilitating escape games.
- Host webinars, tutorials, and live Q&A sessions to support educators in using the platform and adapting the games.
- Create a community of practice where teachers can share experiences, challenges, and solutions.

5.5 Dissemination and Promotion

Objective: Raise awareness and encourage widespread adoption of the approach.
Actions:
- Publish guides, case studies, success stories and other educational platforms.
- Present the roadmap and results at conferences, educational fairs, and through social media campaigns.
- Engage students and parents through interactive events, showcasing the benefits of escape games in learning.

5.6 Monitoring and Sustainability

Objective: Ensure the long-term impact and scalability of the approach.
Actions:
- Establish a feedback loop to continuously improve the games and the platform based on user input.
- Develop partnerships with local and national education authorities to integrate escape games into official curricula.
- Explore funding opportunities to sustain and expand the initiative beyond the project's lifecycle.

6 CONCLUSION

This document outlines a comprehensive strategy for scaling and sustaining the Escape Climate Change Initiative (ECCI) beyond its initial scope. It emphasizes the dual-format escape games—paper-based for fostering teamwork and collaboration, and digital for flexibility and accessibility—ensuring diverse learning environments are addressed. Central to the initiative is the e-learning platform app.ecciproject.eu, which serves as a hub for hosting materials, enabling collaboration, and supporting scalability through user-generated content. The framework focuses on integrating the initiative into school curricula, training educators, and expanding to additional schools and countries, while aligning with climate change education policies and leveraging partnerships with teacher networks and educational institutions. Sustainability is addressed through funding strategies, including European programs and private sponsorships, alongside integrating the initiative into regular school budgets. A feedback loop ensures continuous improvement, while dissemination efforts aim to raise awareness and encourage widespread adoption, positioning ECCI as a dynamic and adaptable ability for climate change education with long-term impact.