

ENERGY CULTURE THROUGH EDUCATION

QUESSANT



ISLAND & IDEA TITLE

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ENERGY CULTURE THROUGH EDUCATION - SHAPING SUSTAINABILITY NORMS FROM THE CLASSROOM ON QUESSANT DESIGNED TO ADDRESS CULTURAL RESISTANCE TO RENEWABLE ENERGY TRANSITIONS BY EMBEDDING LONG-TERM BEHAVIORAL CHANGE THROUGH ENVIRONMENTAL EDUCATION.



TARGET GROUP

PRIMARY AND SECONDARY SCHOOL STUDENTS
TEACHERS AND SCHOOL ADMINISTRATORS
PARENTS AND LOCAL FAMILIES
ENVIRONMENTAL EDUCATORS AND NGOS
MUNICIPALITY AND ENERGY STAKEHOLDERS



PROBLEM AND OPPORTUNITY

DESPITE THE STRATEGIC IMPORTANCE OF RENEWABLE ENERGY ON QUESSANT, CULTURAL RESISTANCE TO CHANGE REMAINS A BARRIER
THE ISLAND CAN CULTIVATE A CULTURE OF ENVIRONMENTAL RESPONSIBILITY AND NORMALIZE THE SHIFT TO CLEAN ENERGY OVER TIME



SOLUTION

CREATE A SCHOOL-ANCHORED ENERGY CULTURE PROGRAM FOCUSED ON ACTIVE LEARNING AND FAMILY INFLUENCE



WHAT ALREADY EXISTS?

ONGOING RENEWABLE ENERGY TRANSITION EFFORTS
COMMITTED EDUCATORS AND STRONG LOCAL IDENTITY IN SCHOOLS
INTEREST FROM NGOS AND REGIONAL AUTHORITIES IN ENERGY EDUCATION
MUNICIPAL AMBITION TO BECOME A MODEL FOR ENERGY TRANSITION
PREVIOUS SUCCESS WITH COMMUNITY-BASED EDUCATION INITIATIVES



WHAT IS NEEDED?

APPROX. €20,000 STARTUP BUDGET
MUNICIPAL SUPPORT AND COORDINATION WITH RENEWABLE ENERGY PROJECT OPERATORS
ENGAGEMENT FROM LOCAL TEACHERS AND YOUTH ORGANIZATIONS
PARTNERSHIPS
SIMPLE TRACKING TOOLS TO MONITOR



WHO IMPLEMENTS IT?

FREIIA AND PARTNER UNIVERSITY STUDENTS
LOCAL SCHOOLS AND TEACHERS
MUNICIPALITY OF QUESSANT
RENEWABLE ENERGY OPERATORS AND NGOS
PARENTS AND COMMUNITY ASSOCIATIONS



WHEN IS IT FEASIBLE?

CO-DESIGN & TEACHER TRAINING: SEPTEMBER – NOVEMBER 2025
PILOT WORKSHOPS AND FIELD TRIPS: DECEMBER 2025 – MARCH 2026
FULL CURRICULUM INTEGRATION: SPRING 2026
PEER MENTORSHIP AND EVALUATION CYCLE: 2026–2027 SCHOOL YEAR



EXPECTED IMPACTS

LONG-TERM SUPPORT FOR RENEWABLE INVESTMENT
FAMILY-LEVEL BEHAVIORAL CHANGE, STRONGER INTERGENERATIONAL ENVIRONMENTAL VALUES
REDUCED RESISTANCE TO GREEN TRANSITION, INCREASED AWARENESS
ENHANCED ENGAGEMENT AND REAL-WORLD LEARNING



RISK FACTORS AND MITIGATION

STRATEGIES

TEACHER TIME CONSTRAINTS → ROTATING AMBASSADOR MODEL AND MODULAR DESIGN
LACK OF STUDENT INTEREST → PEER INVOLVEMENT AND HANDS-ON LEARNING
LIMITED FAMILY ENGAGEMENT → USE STUDENT-LED OUTREACH AND POSITIVE STORYTELLING
ACCESS TO INFRASTRUCTURE → EARLY AGREEMENTS WITH ENERGY STAKEHOLDERS



POSSIBLE FUNDING OR BUSINESS

MODEL

FRENCH NATIONAL ENERGY TRANSITION AND EDUCATION FUNDS
EU CLIMATE EDUCATION INITIATIVES (E.G. HORIZON EUROPE)
NGO AND CORPORATE SPONSORSHIPS (EDF, OCEAN ENERGY EUROPE)
MUNICIPAL EDUCATION AND SUSTAINABILITY BUDGETS
CONTRIBUTION FROM PARENT-TEACHER ASSOCIATIONS



SUGGESTED NEXT

STEPS

SECURE SCHOOL AND MUNICIPAL APPROVAL
IDENTIFY ROTATING AMBASSADORS AND PEER MENTORS
DESIGN FIRST ROUND OF WORKSHOPS AND FIELD TRIP CALENDAR
LAUNCH PILOT IN WINTER 2025 AND GATHER FEEDBACK
EVALUATE IMPACT AND PLAN FOR BROADER INTEGRATION IN SCHOOL YEAR 2026/2027

Island: Ouessant (France)

Title: **Energy Culture Through Education** - Shaping Sustainability Norms from the Classroom on Ouessant designed to address cultural resistance to renewable energy transitions by embedding long-term behavioral change through environmental education.

1. Target group

Primary and secondary school students. Teachers and school administrators. Parents and local families. Environmental educators and NGOs. Municipality and energy stakeholders.

2. Problem and Opportunity

Despite the strategic importance of renewable energy on Ouessant, cultural resistance to change remains a barrier. Generational habits and limited familiarity with green technology can hinder acceptance. By educating children and involving families indirectly, the island can cultivate a culture of environmental responsibility and normalize the shift to clean energy over time.

3. Solution

Create a school-anchored energy culture program focused on active learning and family influence:

- Assign a rotating teacher or local ambassador to lead sustainability modules and practical workshops.
- Organize regular field trips to local renewable infrastructure (e.g. tidal and wind energy projects).
- Introduce peer mentorship between older and younger students to reinforce learning and responsibility.
- Embed sustainability themes across subjects (science, history, art) with hands-on project components.
- Share outcomes with families through exhibitions, newsletters, and student-led presentations.

4. What already exists?

- Ongoing renewable energy transition efforts (including tidal turbine pilot projects)
- Committed educators and strong local identity in schools
- Interest from NGOs and regional authorities in energy education
- Municipal ambition to become a model for energy transition
- Previous success with community-based education initiatives

5. What is needed?

Approx. €20,000 startup budget (educational materials, transportation, training)
Municipal support and coordination with renewable energy project operators
Engagement from local teachers and youth organizations
Partnerships with energy companies and science outreach programs
Simple tracking tools to monitor behavioral changes and outcomes

6. Who implements it?

FREIIA and partner university students (curriculum support, prototype development)
Local schools and teachers (implementation, adaptation, communication with families)
Municipality of Ouessant (coordination, funding, logistics)
Renewable energy operators and NGOs (site visits, guest lectures)
Parents and community associations (reinforcement, feedback)

7. When is it feasible

Co-Design & Teacher Training: September – November 2025
Pilot Workshops and Field Trips: December 2025 – March 2026
Full Curriculum Integration: Spring 2026
Peer Mentorship and Evaluation Cycle: 2026–2027 school year

8. Expected Impacts

Economic: Long-term support for renewable investment through social buy-in
Social: Family-level behavioral change, stronger intergenerational environmental values
Environmental: Reduced resistance to green transition, increased awareness
Educational: Enhanced engagement and real-world learning opportunities

9. Risk Factors and Mitigation Strategies

Teacher time constraints → Rotating ambassador model and modular design
Lack of student interest → Peer involvement and hands-on learning
Limited family engagement → Use student-led outreach and positive storytelling
Access to infrastructure → Early agreements with energy stakeholders

10. Possible Funding or Business Model

French national energy transition and education funds
EU climate education initiatives (e.g. Horizon Europe)
NGO and corporate sponsorships (EDF, Ocean Energy Europe)
Municipal education and sustainability budgets
Contribution from parent-teacher associations

11. Suggested Next Steps

- Secure school and municipal approval
- Identify rotating ambassadors and peer mentors
- Design first round of workshops and field trip calendar
- Launch pilot in winter 2025 and gather feedback
- Evaluate impact and plan for broader integration in school year 2026/2027

Municipality’s Facilitating Role (RUDDER Framework)

- Leadership: Endorse sustainability education as a municipal priority.
- Connector: Facilitate collaboration between schools, energy providers, and families.
- Facilitator / Creator: Host ambassador training and project planning workshops.
- Provider: Support with funding, logistics, and educational resources.
- Ambassador: Promote Ouessant’s leadership in youth-driven energy culture change.
- Leverage / Capitalize: Align initiative with broader energy transition strategies.
- Network Orbiting: Share educational models with other island energy transition projects.
- Procurement Trendsetter: Favor education providers who include climate literacy components.

Stakeholder	Role in project	Interest / Motivation
Students (FREIIA, local schools)	Program development, peer mentoring	Learning, leadership, energy awareness
Municipality of Ouessant	Strategic supporter, funder, coordinator	Long-term transition success, education alignment
Teachers and schools	Content delivery, family outreach	Student engagement, pedagogical innovation
Renewable energy operators	Field trip hosts, guest educators	Community trust, public understanding
NGOs and science educators	Curriculum partners, outreach	Behavior change, climate literacy
Parents and families	Reinforcement, home-based reflection	Shared learning, practical sustainability norms