

Environmental Education Through Clubs and Climate Resilience in Morocco: A Statistical Analysis of Activation Factors

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Abstract

Environmental education is now a fundamental pillar of sustainable development. In this context, Morocco, like other countries around the world, has been working for several decades to address environmental challenges by engaging in a process of valorizing and protecting its resources, with the aim of ensuring sustainable development. The integration of environmental education into educational systems is therefore seen as an essential means to achieve the Sustainable Development Goals. This education, which is considered a holistic and long-term process, addresses all dimensions of the individual, including the physical, biological, emotional, intellectual, spiritual, motor, active, and creative aspects. It should not only raise awareness about the disruption of natural balances, but also provide training in responsibility and action. In this sense, the National Charter for Education and Training has established the legislative and regulatory framework for school activities, while various guides and notes related to school life have provided concepts and directions to activate these activities, including the creation of educational clubs as a key mechanism to achieve this goal. Among these clubs, environmental clubs are crucial components of environmental education and can play a vital role in combating the impacts of climate change through school-based activities. However, the implementation of these clubs has not been as effective as expected and remains influenced by several factors that require thorough analysis. In this contribution, we aim to analyze the various factors that contribute to the success or failure of environmental clubs as a critical pillar in the fight against climate change impacts. For this purpose, we have chosen the Sidi el Aidi High School, under the Provincial Directorate of Settât, as the focus of our study. Forty-two individuals were selected to respond to a questionnaire designed to analyze the factors that hinder or facilitate the activation of these clubs, which are fundamental structures for fostering an environmental culture aimed at addressing climate change. The results of the study revealed several factors that hinder the activation of these clubs, including a lack of resources, funding, motivation, training, and time. Therefore, it is essential to strengthen the training programs and resources allocated to environmental clubs in order to enhance their impact on environmental education and improve efforts to combat the effects of climate change.

Keywords

Climate Change, Sustainable Development, Environmental Education, Climate Resilience