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## Editorial

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**Biographical notes:** Ulisses M. Azeiteiro holds a Professor teaching position at the Aveiro University in Portugal and at the Centre for Functional Ecology, hosted by the Faculty of Sciences and Technology of the University of Coimbra. He is the Coordinator of the Research Group Social-Economic Governance and Sustainability. He was the Coordinator of the Research Line Long Term Ecological Response to Global Changes at IMAR-CMA – Marine and Environmental Research Centre of Coimbra University. In the science field of climate change, his scientific performance and outputs translates to over 200 publications (books, peer-reviewed articles, and book chapters).

Walter Leal Filho holds the Chair of Environment and Technology at the Manchester Metropolitan University, UK and Environment and Climate Change at the Hamburg University of Applied Sciences. He directs the International Climate Change Information Programme (ICCIP) and runs climate related projects across the world.

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This special issue encompasses a selection of papers which contribute towards a better understanding of the core ideas in climate change, and the development of a climate-literate public, together with an improvement in the knowledge on teaching about climate change. The complexity of the climate debate makes it hard to communicate and teach about climate issues and global warming. There is a perceived need for research on climate literacy, information, communication, curriculum and innovative educational strategies in climate change education.

Education should contribute to overcome scepticism and misconceptions on climate change by intervening in pedagogy, curriculum, teaching practices and informal education. Also, education should play a fundamental role in the advancement of climate science, in fostering individual knowledge, attitudes and behaviours related to climate change.

We are very pleased to present this special issue of the *International Journal of Global Warming* on 'Climate literacy and innovations in climate education'.

The call for papers leading to this special issue considered conceptual and empirical manuscripts related to one or more climate change dimensions (education, literacy, teaching, and awareness-raising) within their work. Papers have sought to create a new body of knowledge concerning climate literacy, and innovation in climate change education. The chosen topics included climate literacy, communicating climate change, learning about global climate change, climate change education, awareness raising and climate change, innovations in climate education, best practices for teaching global climate change and innovative education programmes, strategies and teaching approaches in climate sciences. This special issue includes the broad coverage which is needed to support the global debate on climate change and to explore its educational dimensions. It contains a collection of reflections from various areas of knowledge and links educational principles and pedagogical practices to climate change. In addition, it reports on educational activities and presents resources for critical thinking and for fostering practices and attitudes, reconciling education with climate change mitigation practices and adaptation strategies. A total of 11 double-blind peer-reviewed papers from Europe (Belgium, German, Portugal, Spain, and Greece), South America (Chile), North America (USA), Asia (India) and Africa cover the different subjects related to the above mentioned topics of this special issue.

Before closing, we would like to thank all authors for their valuable inputs, and the referees for their time and efforts. In addition, we would like to acknowledge the support and guidance provided by the Editor-in-Chief Prof. Dr. Ibrahim Dincer and the journal manager Ms. Liz Harris to bring this issue to fruition.