



Raising climate change awareness and environmental commitment of Young Migrants through Transformative Learning

2022-1-BE01-KA220-ADU-000087260

WP2. Training Curriculum on raising environmental awareness and commitment of young migrants through Transformative Learning

Learning Outcomes



MET4iasis



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1. INTRODUCTION

The present **Training Curriculum on raising environmental awareness and commitment of young migrants through Transformative Learning** defines and maps the Learning Outcomes necessary to develop the raising environmental awareness and commitment of young migrants through Transformative Learning (TL) competence. For this, partners have worked in a collaborative way to define the competences and the learning units that cover the different relevant areas defined in the MIGreenDEAL project.

This structure of competences and learning units creates the Learning Outcomes of the Training Curriculum articulated in terms of knowledge, skills and level of responsibility and autonomy.

The Training Curriculum covers the following **relevant areas (learning units)**:

- Introduction to key concepts
- Environmental Awareness and Sustainable Living
- Environmental Challenges and their Impact on Migrants
- Green Jobs and Entrepreneurship
- Advocacy and Civic Engagement
- Personal Reflection and Action Planning

The MR2. Training Curriculum will be the basis for developing the following **project main results (MR)**:

MR3. Online course for adult educators, community leaders and mediators

MR4. MIGreenDEAL e-Learning Platform

MR5. MIGreenDEAL Personal RoadmApp

MR6. Toolkit for adult educators, community leaders and mediators

Methodology for building the Training Curriculum

Theoretical Framework

For building the Training Curriculum, a Theoretical Framework was created to serve as a basis for the definition of competences and learning units that structure the Learning Outcomes (expressed in terms of Knowledge, Skills and Responsibility and Autonomy) to be achieved by adult educators, community leaders and mediators.

The Theoretical Framework contains:

- *A succinct analysis of the European Qualifications Framework, the National Qualifications Frameworks, and implementation of ECVET guidelines in participant countries.*
- *Analysis on best practices on green skills development*
- *Agreement on the Curriculum's structure.*
- *Proposal of Learning Units as a cohesive collection of delimited pieces of education to be included in the Curriculum, aimed at enhancing the transfer and recognition of Learning Outcomes.*

Pedagogical methodologies

The pedagogical methodologies that are applied through the Training Curriculum are the following:

- *Transformative Learning*

Transformative learning can be defined primarily by its aims and principles, not by a concrete teaching or learning strategy. It aims to empower learners to question and change their ways of seeing and thinking about the world, in order to further develop their understanding of it (Mezirow, 2000; Slavich and Zimbardo, 2012). The educator acts as a facilitator who empowers and challenges learners to change their worldviews. The related concept of transgressive learning (Lotz-Sisitka et al., 2015) goes one step further – it states that learning in ESD has to overcome the status quo and prepare the learner for disruptive thinking and the co-creation of new knowledge.

(Issues and Trends in Education for Sustainable Development, UNESCO, p. 49)

- *Personal roadmapping*

A roadmap is a strategy tool used to show goals and the milestones needed to achieve it. Roadmaps provide a clear visual of a company's vision and direction. A personal roadmap is an action plan for achieving your own personal goals. You can determine your own milestones to motivate you to keep going.

The personal roadmap maximises members' involvement in the planning process, thus fostering consensus and increasing the probability that those participating will enact the roadmap goals.

Reference document

The **European Green Deal** is the main reference document. It is a series of policy initiatives developed by the European Commission in 2019 with the objective of achieving climate neutrality in Europe by 2050. The directive focuses on boosting the economy through green technology, such as hydrogen and fuel cells, establishing sustainable industry and manufacturing, and reducing pollution.

2. EUROPEAN TRANSPARENCY TOOLS

It has been widely recognised that education and training are essential to the development and success of today's knowledge society and economy. The EU's strategy emphasises countries working together and learning from each other. "Helping all citizens to be better skilled is crucial for EU growth and jobs, as well as for equity and social inclusion. The economic downturn puts these long-term challenges even more into the spotlight. Public and private budgets are under strong pressure, existing jobs are disappearing, and new ones often require different and higher-level skills. Education and training systems should therefore become much more open and relevant to the needs of citizens, and to those of the labour market and society at large" (ET 2020).

Several European instruments such as the European Qualifications Framework (EQF), Europass, ECVET, the multilingual classification of European Skills/Competences, Qualifications and Occupations (ESCO) and quality assurance frameworks have been developed and implemented

to support the mobility of learners and workers. These tools are improving transparency, making qualifications comparable across countries (EQF) and learning outcomes recognizable (ECVET), facilitating lifelong learning. These instruments were not developed in isolation from each other, they are in a close coherence where the different tools and services - including transparency and recognition of qualifications, validation of non-formal and informal learning and lifelong guidance - are offered in a coordinated way aiming to contribute to real European mobility where a person's knowledge, skills and competences can be clearly understood and quickly recognized.

The European Credit System for Vocational Education and Training (ECVET - <http://www.ecvet-toolkit.eu>) was developed to enable people to build on what they have learnt in the past when wishing to achieve a qualification. Competent authorities may decide to use ECVET to give people the opportunities to get recognition for learning outcomes they achieved abroad, but also for learning outcomes achieved through learning in another institution or system within the same country or those acquired by experience. In the context of economic restructuring, where certain sectors are declining and laying off staff while others have difficulties in recruiting adequately qualified staff, there is a need for a flexible workforce. People are expected to have the aptitude but also the opportunities to continue learning and develop new knowledge, skills and competences. Given the demographic pressure in Europe, there is a strong need for improving employment rates and ensuring that the human and social capital of people in Europe is used to its best.

Implementation of ECVET in the European qualification system is designed to make the recognition of professional qualifications of employees in the European countries in which the system operates. The application of ECVET results in an increase in social motivation to raise, extend and improve their professional skills throughout their working life in order to become more competitive on the European labour market. Employee should gather ECVET credits for all his working life, to become more adaptable on the labour market. This process should function at every stage of professional preparation: formal, non-formal and informal learning. The resulting points may build a professional portfolio of a worker and an employee, characterizing the suitability of his/her qualifications for a specific professional sector.

The core element of ECVET technical specifications is the use of learning outcomes. Learning outcomes describe what a person knows and is able to do and therefore they are neutral to how, in which context and over what duration individuals' have developed their knowledge, skills and competence. They make it possible to recognise learning in view of achieving a qualification independent of where the learning took place and over what duration.

The European Quality Assurance Reference Framework for VET (EQAVET) provides a European-wide system to help stakeholders to document, develop, monitor, evaluate and improve the effectiveness of their VET provision and quality management practices. It can be applied at both system and VET provider levels and can therefore be used to assess the efficiency of VET provision. It is adaptable to the different national systems and it can be used in accordance with national legislation and practice.

The Framework complements the work on the quality assurance aspects of the European Qualifications Framework (EQF) and the European Credit System for VET (ECVET). The

Framework includes the need for regular monitoring (involving internal and external evaluation mechanisms) and reporting on progress while using common quality criteria and indicative descriptors to underpin the monitoring and reporting arrangements and stresses the importance of common indicators to support the evaluation, monitoring and quality assurance of VET systems and providers.

EQAVET is a community of practice bringing together Member States, Social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework.

The various instruments are confirming the key role that the VET systems can and must play in addressing skills shortages, especially for sectors with growth A or those undergoing major transformation requiring a better skilled workforce. The use of existing European tools for qualifications (EQF), credits (ECVET) and quality assurance (EQAVET) supports and facilitates mobility of a skilled labour force.

Europe will only resume growth through higher productivity and the supply of highly skilled workers, and it is the reform of education and training systems, which is essential to achieving this.

3. THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

The European Qualifications Framework (EQF) is a common reference framework developed by the European Union (EU) and its member states to promote transparency, comparability, and transferability of qualifications across Europe. It provides a common language to describe and compare qualifications from different countries and education systems.

The EQF consists of eight levels that represent increasing levels of knowledge, skills, and competencies. Each level describes what an individual knows, understands, and is able to do, regardless of the type of education or training system in which the qualification was acquired. The levels range from Level 1, which represents basic knowledge and skills, to Level 8, which represents the highest level of advanced knowledge and expertise.

The EQF is based on a set of common descriptors known as learning outcomes, which describe what a learner is expected to know, understand, and be able to do upon completion of a qualification. These learning outcomes are focused on knowledge, skills, and competencies that are relevant to the labour market and further learning opportunities.

The EQF aims to facilitate lifelong learning, promote mobility of learners and workers, and support the recognition and validation of qualifications across Europe. It helps individuals, employers, education and training providers, and public authorities to understand and compare qualifications across different countries and systems, making it easier to assess individuals' qualifications and skills in a transparent and consistent manner.

Benefits of implementing the EQFs:

- The qualifications are more readable and easier to understand in different countries and systems in Europe
- The citizens' mobility between countries is promoted
- Lifelong learning is facilitated
- A comparison of learning outcomes in different European countries can facilitate cooperation between countries and institutions
- The common European reference point links different national qualifications systems and thus facilitates better communication among them
- A network of independent, but interrelated and mutually understandable qualification is created
- The transfer of qualifications between countries, systems and institutions is made comparable
- The access to lifelong learning and the scope of participation in this process is improved
- The validation of non-formal and informal learning is facilitated
- The transparency of qualifications awarded outside the national systems is encouraged.

More information at the following link: <https://ec.europa.eu/ploteus/en/content/how-does-eqf-work>.

4. TRAINING CURRICULUM ON RAISING ENVIRONMENTAL AWARENESS AND COMMITMENT OF YOUNG MIGRANTS THROUGH TRANSFORMATIVE LEARNING

Unit 1: Introduction to key concepts

LEARNING OUTCOMES

Knowledge

K1. Understand the concept of Green Deal including carbon neutrality

K2. Familiar with transformative learning for climate protection

K3. Awareness for making sustainable choices for environment protection

Skills

S1. Can evaluate issues and action for reducing carbon footprint

S2. Able to reflect on one's beliefs and follow with transformative actions

S3. Implement recycling and waste reduction in daily life

Responsibility and Autonomy

R/A1. Adopts lifestyle for circular economy and clean energy transition .

R/A2. Is open-minded towards other world-views for climate protection and change

R/A3. Adapt sustainable consumption to ensure waste elimination

Learning unit objective

To facilitate a fundamental awareness about the European Green Deal and relevance of Transformational Learning to ensure lowering individual carbon footprint through lifestyle modification among young migrants.

Learning unit description

This Learning Unit specifically focuses on introducing the fundamental concepts related to Green Deal and Transformative Learning to young migrants and contributes towards preparing them for effectively addressing climate change awareness and environmental protection. In view of the diverse cultural backgrounds and varied level of awareness among the young migrants about the significance of Green Deal and environmental sustainability in Europe, this unit covers key concepts such as a fundamental understanding the European Green Deal and covers the issues of climate change, carbon footprint, circular economy and clean energy transition. It facilitates

awareness about Transformative Learning approach and how it can be applied to environmental awareness and commitment.

By the end of the unit, participants will have developed an understanding of the interconnectedness between human activities and the environment within the context of Green Deal, enabling them to make informed decisions and adopt sustainable lifestyles. They will gain critical awareness to analyse the economic and environmental dimensions of Green Deal, evaluating its effect on carbon neutrality. Moreover, young migrants will learn to appreciate environmental justice and equity within the framework of Green Deal, recognizing the importance of inclusive and diverse perspectives in shaping effective solutions. By actively engaging in sustainable lifestyle choices and community initiatives aligned to Green Deal, they will acquire the tools to initiate positive change, fostering environmental proactivity within their own communities and beyond. Ultimately, this Learning Unit empowers young migrants to become catalysts for sustainable development through a process of Transformative Learning, and adopting a more resilient and environmentally conscious lifestyle in concurrence with Green Deal.

Duration

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	2	4	1	10

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Unit 2: Environmental Awareness and Sustainable Living

LEARNING OUTCOMES

Knowledge

K1. Understand the basic concepts of environmental awareness and sustainable living, including the interconnectedness of ecological systems and the impact of human activities on the environment.

K2. Gain knowledge of various environmental issues such as climate change, deforestation, pollution, and resource depletion, and their implications for present and future generations.

K3. Acquire knowledge about sustainable practices and solutions, including renewable energy, waste management, conservation, and responsible consumption.

Skills

S1. Develop critical thinking skills to analyse and evaluate environmental challenges and propose effective solutions.

S2. Enhance research skills to gather and interpret information related to environmental issues and sustainable living.

S3. Develop problem-solving skills to address real-world environmental problems and contribute to sustainable development.

Responsibility and Autonomy

R/A1. Cultivate a sense of responsibility towards the environment and understand the importance of individual and collective actions in promoting sustainability.

R/A2. Recognize the role of environmental stewardship and the need to protect and conserve natural resources for the well-being of all living beings.

R/A3. Develop the ability to make informed decisions and take responsible actions that promote sustainable living in everyday life.

Learning unit objective

To become environmentally conscious individuals who actively contribute to creating a more sustainable and environmentally friendly world.

Learning unit description

Environmental awareness refers to the understanding and recognition of the natural world, including its ecosystems, resources, and the impact of human activities on the environment. It involves being conscious of the interconnectedness between human beings and the environment and recognizing the importance of preserving and protecting the Earth's ecosystems for the well-being of current and future generations.

Sustainable living, on the other hand, refers to a lifestyle that minimizes the negative impact on the environment and strives to maintain a balance between human needs and the natural world. It involves adopting practices and making choices that promote the efficient use of resources, the reduction of waste and pollution, and the preservation of biodiversity. Sustainable living encompasses various aspects of life, including energy consumption, waste management, transportation, food choices, and consumption patterns.

Overall, environmental awareness and sustainable living are closely linked concepts that emphasize the need for individuals and communities to be informed, responsible, and proactive in their actions to protect and conserve the environment, while ensuring the well-being and sustainability of our planet.

Duration

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	2	4	1	10

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Unit 3: Environmental Challenges and their Impact on Migrants

LEARNING OUTCOMES

Knowledge

K1. Understand the concept of environmental challenges and their various forms, including natural disasters, climate change, deforestation, land degradation, and water scarcity.

K2. Gain knowledge of how environmental challenges can lead to displacement and migration, particularly in vulnerable communities.

K3. Develop an understanding of the interconnectedness between environmental challenges, migration, and social, economic, and political factors.

Skills

S1. Enhance critical thinking skills to analyse the complex relationship between environmental challenges and migration.

S2. Develop research skills to investigate case studies and empirical evidence on the impact of environmental challenges on migrants.

S3. Foster empathy and cultural sensitivity to understand the experiences and perspectives of migrants affected by environmental challenges.

Responsibility and Autonomy

R/A1. Recognize the role of international frameworks, policies, and organizations in protecting the rights and well-being of environmentally displaced migrants.

R/A2. Foster self-reflection and critical awareness of personal actions and choices that contribute to environmental challenges and affect migrants.

Learning unit objective

To develop a comprehensive understanding of the complex relationship between environmental challenges and migration and become informed and engaged global citizens who are equipped to address the needs and rights of migrants affected by environmental displacement.

Learning unit description

Environmental challenges refer to a range of issues and conditions related to the natural environment that have adverse effects on ecosystems and human well-being. These challenges can include natural disasters (such as hurricanes, floods, and wildfires), climate change and its associated impacts (such as rising sea levels, extreme weather events, and changing precipitation patterns), deforestation, land degradation, water scarcity, and pollution, among others.

The impact of environmental challenges on migrants is significant and multifaceted. Environmental factors can contribute to forced displacement and migration, as individuals and communities are often compelled to leave their homes and seek safer and more sustainable living conditions.

Addressing the impact of environmental challenges on migrants requires comprehensive approaches that involve environmental conservation, disaster risk reduction, climate change adaptation, sustainable development, and the protection of human rights. It also entails building resilience among affected communities, supporting adaptation measures, and fostering international cooperation to address the root causes and aid those affected by environmental displacement.

Duration

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	2	4	1	10

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Unit 4: Green Jobs and Entrepreneurship

LEARNING OUTCOMES

Knowledge

K1. Comprehend Green jobs, Green entrepreneurship, Circular economy and environmental sustainability

K2. Understand the comparative advantages of green entrepreneurship.

K3. Understand how green entrepreneurship can contribute to migrants' social and economic inclusion.

Skills

S1. Justify the global need to switch to green entrepreneurship

S2. Use reliable sources to explain the green entrepreneurship real opportunities both in the North and South.

S3. Give examples of best practices about waste management and recycling, sustainable transportation, and renewable energy projects.

Responsibility and Autonomy

R/A1. Critically appreciate innovative eco-friendly products and services

R/A2. Propose some strategies to promote green entrepreneurship on macro level (PESTEL)

R/A3. Mobilise theoretical knowledge to formulate own green/circular economy project idea.

Learning unit objective

This learning unit aims to help migrants understand green jobs and green entrepreneurship, as well as to empower them in order to not only engage in this innovative, profitable and safe economic model but also help inspire other potential green entrepreneurs in their different communities.

Learning unit description

The European Commission has pointed out that we are increasingly confronted by the consequences of climate change and resource depletion. It therefore encourages more investment in 'green' companies and products. In its initial Sustainable Finance Action Plan (SFAP) of March 2018, the Commission states that as the financial sector acts as an intermediary between users and providers of capital, it has a key role to play in this green transition.

In line with the Commission's vision and Sustainable development goals - SDG's agenda, today we are witnessing the emergence of green entrepreneurship in developed and developing countries. That's due to the fact that Green entrepreneurship and innovation has a clear, positive effect on environmental and financial performance in thriving enterprises.

Duration

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	2	4	1	10

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Unit 5: Advocacy and Civic Engagement

LEARNING OUTCOMES

Knowledge

- K1. Understand the importance of advocacy and civic engagement in promoting environmental awareness and commitment
- K2. Select effective tools and strategies for advocacy and civic engagement
- K3. Recognise successful environmental advocacy and civic engagement initiatives led by young migrants

Skills

- S1. Develop skills in community organizing and mobilization
- S2. Enhance digital communication skills to create and disseminate effective environmental messages
- S3. Develop the ability to plan and implement environmental advocacy and action initiatives

Responsibility and Autonomy

- R/A1. Evaluate and interpret the significant role of young migrants in environmental advocacy and civic engagement.
- R/A2. Decide to actively participate in promoting sustainability and demonstrate its importance through action.
- R/A3. Act independently and as part of a team to plan and implement environmental advocacy and action initiatives, while also monitoring the work process

Learning unit objective

Raise awareness about the role of advocacy and civic engagement in promoting environmental awareness and commitment, and how young migrants can play an important role in these efforts.

Learning unit description

As the world continues to grapple with urgent environmental challenges, it is becoming increasingly clear that collective action is necessary to effect meaningful change. Advocacy and civic engagement are two key strategies that can be employed to promote environmental awareness and commitment, mobilizing individuals and communities to take action.

Young migrants have been at the forefront of successful environmental advocacy and civic engagement initiatives in recent years, despite facing unique challenges and barriers to participation, by organizing climate strikes and protests, implementing sustainable practices in their communities, and advocating for policy change. These initiatives have ranged from community-based projects to national and international campaigns, and have focused on issues such as climate change, pollution, and environmental justice. By working together and mobilizing their communities, these young advocates have been able to effect meaningful change and inspire others to act.

This Learning Unit, Advocacy and Civic Engagement, provides a valuable opportunity to explore how young migrants can become leaders in environmental advocacy and civic engagement. By providing them with examples of successful initiatives, tools for mobilization and advocacy, and knowledge about effective communication strategies, we hope to inspire them to act and promote a more sustainable future for all.

Duration

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	2	4	1	10

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Unit 6: Personal Reflection and Action Planning

LEARNING OUTCOMES

Knowledge

K1. Develop an understanding of the importance of, and approaches to, personal reflection as a means of deepening learning and real-world transfer.

K2. Develop an understanding of the importance of, and approaches to, action planning as a means of affecting change at an individual and collective level.

K3. Recognise personal reflection and action planning models and frameworks for supporting reflection and planning as a joint process

Skills

S1. Develop skills in personal reflection and experience in the use of tools to support same

S2. Develop skills in action planning and experience in the use of tools to support same

S3. Develop skills in the evaluation and application of reflection and planning tools and frameworks in order to complete a comprehensive process

Responsibility and Autonomy

R/A1. Apply a personal reflection process with respect to climate change awareness and environmental commitment to one's own behaviour and the behaviour of others

R/A2. Apply an action planning process with respect to climate change awareness and environmental commitment to one's own behaviour and the behaviour of others

R.A3. Develop and apply a comprehensive and holistic personal action plan for climate change awareness and environmental commitment through a roadmapping process, based on personal reflection.

Learning unit objective

Develop an understanding of personal reflection and action planning approaches and apply to the area of climate change awareness and environmental commitment.

Learning unit description

Personal reflection is an essential element in the "transfer" from learning in the classroom to a more experiential based learning and for the integration and manifestation of what has been learned into everyday life. The "transfer" is essentially from the classroom to the real world.

As noted by Bournier (2003), "What distinguishes reflective thinking about an experience from unreflective thinking is the process of interrogating the experiencing with searching questions.". The necessary requirements for effective personal reflection are myriad as outlined by Bauer & Dunn (2003), Fernsten & Fernsten (2005) and Schön (1987).

Action planning is a natural continuation to the reflection process and is focused on developing a plan of action to put the results of the reflection and the associated experiential learning into practice in the real world. If personal reflection can be thought of as a blueprint, the action planning is the process by which action is actually taken.

Duration

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	2	4	1	10

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5. INITIATIVES ON RAISING ENVIRONMENTAL AWARENESS AMONG YOUTH

Freiwilliges Umweltjahr “FUJ” - Voluntary Environmental Year (Austria)

FREIWILLIGES UMWELTJAHR “FUJ” - VOLUNTARY ENVIRONMENTAL YEAR

COUNTRY	Austria
WEBPAGE	https://jugendumwelt.at/fuj-home/
TARGET GROUP	The FUJ or the Voluntary Environmental Year is targeted at youth who have completed the age of 18 (effective date: August 31, 2023) and have interest in environmental, nature conservation and sustainability issues. Additionally, these youth must bring a medical certificate (mental and physical resilience for the assignment).
AIM	The aim of the Voluntary Environmental Year is to provide the youth an alternative to the obligatory military and community service in Austria by supporting their commitment to the environment, nature conservation and sustainability.
METHODOLOGY	The participants of the Voluntary Environmental Year are encouraged to carry out climate protection workshops in schools, harvesting carrots from organic fields, looking after visitors in the national park, evaluating data for research projects and much more. The methodology follows a hands-on learning approach and encourages a wide choice of activities in one of the over 70 organizations throughout Austria to ensure that youth enjoy and gain important practical experience.
OUTCOMES	<ul style="list-style-type: none"> • To provide young people with practical experience and skills in environmental conservation and sustainability. They can learn about local environmental issues, engage in conservation activities, and gain practical skills that they can apply in their daily lives. • To provide opportunities for young people to network with like-minded individuals and organizations, building connections and creating collaborations that can further promote environmental awareness and action. • To provide exposure to young people to diverse perspectives and experiences, fostering an understanding of different cultures, lifestyles, and values. This can promote respect for the environment and encourage more inclusive and sustainable practices. • To support personal growth and development, including increased self-confidence, leadership skills, and a sense of purpose, leading to a more proactive and engaged attitude towards environmental issues.

Empreintes (Belgium)

EMPREINTES (FOOTPRINT)- ECO-CRACS (RESPONSIBLE ACTIVE CRITICAL AND SUPPORTIVE ECO-CITIZENS). YOUTH EDUCATION RELATING TO THE ENVIRONMENT (ERE) AND TRANSITION.

COUNTRY	Belgium
WEBPAGE	
TARGET GROUP	It targets children, teenagers, young adults, animation and education professionals, people in precarious situations and all those who work with them. The project also targets policy makers as it organises some advocacy activities.
AIM	The aim of Empreintes is to strengthen the ability of young people to become more involved in their environment, i.e. to develop their capacity (empowerment) and their aptitude to know, love, understand their environment and then (inter-)act in/with it in a responsible manner.
METHODOLOGY	<p>Empreintes offers educational tools and opportunities to experiment. It organises internships, camps, classroom games, projects in class, training to discover a range of methodologies and educational devices.</p> <p>The activities organised by the Empreintes team are based on cross-curricular educational options such as:</p> <ul style="list-style-type: none"> • Develop a global and systemic approach • Critical thinking • Giving experience a central place • Strengthen the connection to nature • Encourage partnership and participation • Look for and find collective solutions together • Educate for pleasure and well-being.
OUTCOMES	<p>As a youth organisation, Empreintes team mobilises young adults and enables them to become ECO-CRACS, responsible active, critical and supportive eco-citizens.</p> <p>ECOCRACS approach leads to concrete projects and tools among others:</p> <ul style="list-style-type: none"> - GREEN BUBBLES is a magazine imagined, written and piloted by a group of young people. It is aimed at 15-25-year olds and It's there to inform them and make them want to act for the environment. - RZO is the network of active students for the environment and SD. The network brings together students engaged in environmental or sustainable development projects in their universities, colleges in Wallonia and Brussels. - ACTION GROUP & MOBILISATION <p>The Action Group is made up of young people who come together to raise awareness among other young people so that they can take action on their environment.</p> <ul style="list-style-type: none"> - PAVE (PAVEMENT) by and for young people.

The "Pôle animateurs/trices volontaires environnement" (PAVE) project is there to train children in education relating to the environment upon enabling them to experiment. It organises animations, courses, workshops, etc.

- PROJECT SUPPORT

Empreintes via ECOCRACS offers support to youth group projects according to their needs and requests. The support includes help in finding funds, methodologies and tools, contacts and networking, theoretical contributions, etc.

-THEMATIC GUIDE: "small gestures to reduce your carbon footprint".

Empreintes-ECOCRACS gives guidelines on daily green practices in the following domains:

1. Finance
2. Mobility
3. housing
4. Food
5. Other purchases

Green Flag Program (Greece)

GREEN FLAG PROGRAM: ENGAGING GREEK YOUTH IN ENVIRONMENTAL CONSERVATION AND SUSTAINABLE PRACTICES

COUNTRY	Greece
WEBPAGE	
TARGET GROUP	Young people in schools, Teachers, Parents Who are interested in promoting environmental conservation and sustainable practices in their school and community.
AIM	<p>The aim of the "Green Flag" program is to promote environmental awareness and action among young people in Greece by providing a framework for schools to undertake a range of environmental activities. The program aims to empower young people to become more involved in environmental conservation and to take action to reduce their impact on the environment.</p> <p>The program responds to the specific need of the target group to be engaged in meaningful and impactful activities that contribute to environmental sustainability. It also responds to the need for young people to be educated and informed about environmental issues and to be given the tools and resources to take action in their schools and communities.</p>
METHODOLOGY	<p>The "Green Flag" program in Greece uses a methodology that involves several steps to engage young people in environmental conservation and sustainable practices. The main steps of the methodology include:</p> <p>Formation of Green Teams: Schools that participate in the program are encouraged to form "Green Teams" made up of students, teachers, and parents who work together to identify and address environmental issues in their school and community.</p>

Environmental Audit: The Green Teams conduct an environmental audit to assess the environmental impact of their school and to identify areas for improvement. This involves gathering data on energy use, waste generation, water consumption, and biodiversity, among other things.

Action Plan: Based on the results of the environmental audit, the Green Teams develop an action plan that outlines the steps they will take to address the environmental issues they have identified. This may involve implementing measures to reduce waste, conserve energy and water, promote biodiversity, and encourage sustainable transport.

Implementation: The Green Teams implement the action plan by carrying out the activities outlined in the plan. This may involve organizing events and campaigns to promote environmental awareness, implementing new policies and procedures to reduce environmental impact, and working with local authorities and NGOs to address wider environmental issues in the community.

Monitoring and Evaluation: The Green Teams monitor the progress of their activities and evaluate their effectiveness in achieving their environmental goals. This involves collecting data and feedback from stakeholders, analysing the results, and making adjustments to the action plan as needed.

The program uses several instruments to support its methodology, including:

Green Flag Award: Schools that successfully implement the program and meet the criteria set out by the Hellenic Society for the Protection of Nature (HSPN) are awarded a "Green Flag" to recognize their efforts to promote sustainability and environmental conservation.

Environmental Audit Tools: The program provides a set of tools and guidelines to support the environmental audit process, including checklists, templates, and data collection tools.

Action Plan Templates: The program provides templates and guidelines to support the development of action plans, including examples of successful activities that schools have implemented.

Monitoring and Evaluation Tools: The program provides tools and guidelines to support the monitoring and evaluation process, including data collection forms, feedback surveys, and analysis templates.

Overall, the methodology of the "Green Flag" project is designed to be participatory, collaborative, and results oriented. It involves a range of stakeholders, including young people, teachers, parents, NGOs, and local authorities, and it provides a framework for schools to take meaningful action to promote environmental conservation and sustainable practices.

OUTCOMES

Increased Environmental Awareness: The program educates young people, teachers, and parents on environmental issues and promotes sustainability as a core value.

- **Enhanced Environmental Skills:** The program provides practical opportunities for young people to learn and apply environmental conservation and sustainable practices, improving their environmental skills.
- **Improved Health and Well-being:** The program promotes sustainable practices that reduce exposure to environmental

hazards, leading to better health and well-being for young people.

- Increased Civic Engagement: The program encourages active citizenship and community involvement in environmental conservation and sustainable development, promoting civic engagement among young people.
- Sustainable School Infrastructure: The program encourages schools to adopt energy-efficient practices, reduce waste, and promote biodiversity, leading to sustainable school infrastructure.
- Recognition and Certification: The program provides a "Green Flag" certification to schools that successfully implement it, recognizing their efforts in promoting sustainability and environmental conservation, which can enhance their reputation and visibility in the community.

In summary, the "Green Flag" project contributes to the development of a sustainable and resilient society in Greece by empowering young people to become environmental stewards.

Stop Food Waste (Ireland)

STOP FOOD WASTE

COUNTRY	Ireland
WEBPAGE	
TARGET GROUP	General Public. The STOP Food Waste project promoted food waste management in Ireland across a variety of target audiences, such as home and business.
AIM	<p>Stop Food Waste (stopfoodwaste.ie) is the national campaign to reduce household food waste in Ireland, managed by the Environmental Protection Agency (EPA) - Ireland's main organisation for environmental protection.</p> <p>Through a combination of education, training, peer example and easy to use information the StopFoodWaste programme aimed to raise awareness of the issues around food waste and to also promote home composting all over Ireland.</p>
METHODOLOGY	Stop Food Waste run awareness-raising initiatives to share easy tips and resources on how to can make the most of food, keep it fresher for longer and avoiding food waste.
OUTCOMES	The material developed as part of the StopFoodWaste programme can be immediately and directly used within the Migreendeal project to help produce knowledge, develop skills and encourage good practices at home and in school for teachers and students. The predilection for the material developed as part of the StopFoodWaste programme in terms of immediate, practical and "gettable" use will be an excellent starting point and set of resources for the

development of learning material for primary and secondary school stakeholders regarding food and water waste.

Juventud x el Clima (Spain)

JUVENTUD X EL CLIMA

COUNTRY	Ireland
WEBPAGE	https://juventudxclima.es
TARGET GROUP	Young people
AIM	<p>The Juventud x el Clima (Youth for Climate) initiative in Spain is a movement of young people who are advocating for climate action and environmental protection. The movement was inspired by the global youth climate strike movement, and seeks to raise awareness of the urgent need to address climate change and promote sustainable development.</p> <p>The main aims of the Youth for Climate initiative in Spain are:</p> <ul style="list-style-type: none"> • To raise awareness of the impact of climate change and promote sustainable development. • To demand action from governments, businesses, and other stakeholders to reduce greenhouse gas emissions and mitigate the impacts of climate change. • To promote climate justice and ensure that the most vulnerable communities are not disproportionately affected by climate change. • To empower young people to take an active role in shaping climate policies and promoting sustainable development.
METHODOLOGY	The methodology of the Youth for Climate initiative involves grassroots activism, including protests, demonstrations, strikes, and other forms of direct action. The movement is largely organized through social media, with young people using online platforms to mobilize support and coordinate their activities. The movement is decentralized, with local groups and chapters organizing their own events and activities.
OUTCOMES	The outcomes of the Youth for Climate initiative in Spain include increased awareness of the urgency of the climate crisis, as well as increased engagement and action on climate change and sustainability issues among young people. The movement has succeeded in putting pressure on governments and other stakeholders to take action on climate change, and has helped to raise the profile of environmental issues in the public debate. The movement has also helped to foster a sense of empowerment and activism among young people, inspiring them to take an active role in shaping the future of their communities and the planet.