Climate box

UNBOX IT

Even small gestures can make a difference

Guidance Publication: Climate education for adults

September 2022

Co-funded by the
Erasmus+ Programme
of the European Union

Climate Box production (CC-BY-NC-SA)

This publication is an output of the project Climate Box, coordinated by BUPNET (Germany) in partnership with CATRO (Bulgaria), die Berater (Austria), CESIE (Italy), Caminos (Spain) and Out of the Box (Belgium) from October 1st, 2020, until September 30th, 2021, and funded by the European Union under the Erasmus+ Programme. Contract number: **2020-1-DE02-KA204-007443**.

Author

CESIE: Laura La Scala, Rosina Ndukwe

Co-authors

Sabine Wiemann, Dimitar Zlatanov - BUPNET

Marija Bumbak - Out of the Box

Rossen Petkov - CATRO

Franziska Steffen - Die Berater

Vanessa Pittl - Asociación Caminos

Layout and design

CESIE

climatebox.bupnet.eu

Co-funded by the Erasmus+ Programme of the European Union

Index

Introduction

Climate change and related phenomena, such as global warming and the destruction of ecosystems, are very global issues whose effects are visible both in the short and long term all over the world. Thus, the protection of our planet will constitute a serious challenge for many years to come. Therefore, it is important to sensitise all citizens on climate change and provide them with an opportunity to reflect on their own personal contribution and ecological footprint.

Currently, the majority of environmental education projects and initiatives mainly target young people or people working in fields where climate change is a big topic already (e.g. farming, factories, plantations etc.). On the contrary, socio-economically disadvantaged groups and low-educated adults are less involved in similar projects and climate debates. While promoting climate action among young people is essential, particularly in the context of future climate issues, other groups of society and especially adults from disadvantaged backgrounds and with low levels of education and training, cannot be neglected.

Climate Box is a two-year project funded by the Erasmus+ Programme. The project aims to address vulnerable target groups, specifically adults from disadvantaged backgrounds and with lower levels of education, in order to involve them in tailor-made training opportunities on climate change. With the main assumption being that the target groups may not perceive climate issues as priority due to their socio-economic status and related challenges.

The Climate Box consortium developed training tools and materials tailored to the specific needs of the target group with a particular focus on basic information applicable to everyday life introducing climate issues, further explaining on how personal choices and behaviour can make a difference. The training materials consist of small-scale and ready-to-use learning units both for face-to-face and for mobile learning which educators and trainers can integrate into their courses. The idea is that these courses do not have to necessarily deal with the topic - for example, language courses for refugees, unemployment measures or democracy courses can be possible areas of application to address climate change.

The Climate Box Guidance publication at hand complements the Climate Box training material. It introduces the approach of how climate-relevant issues can be addressed in an activating way. It also summarises the experience gained by the Climate Box partners in implementing the Climate Box approach and highlights the findings and recommendations based on feedback from adult educators and trainers involved in the implementation phase.

We hope that this guide will spark the interest of adult educators, teachers and trainers and serve as a source of inspiration to incorporate climate-related topics and activities into their various face-to-face and online interactions with adult learners in order to raise climate awareness and motivate participants to adopt a greener lifestyle.

Methodological Approach

The fight against climate change is one of the greatest challenges facing our societies and one of the educational pillars on which global citizenship is based. Today, we are witnessing countless changes in our ecosystems whose devastating effects are affecting not only the environment but also the communities and the individuals.

Because of their socio-economic conditions and vulnerability, some individuals risk being more affected by climate change. In this regard, the Climate Box project aims to inform, sensitise and offer new learning opportunities for socio-economically disadvantaged adults, who normally have fewer opportunities to access specific climate education and training. The aim is therefore to increase their resilience to climate phenomena and associated impacts, foster their social inclusion and make them “active citizens”, thus increasing both their level of awareness and their level of empowerment in implementing eco-friendly daily actions.

In Climate Box, learners will acquire a new knowledge on global phenomena such as climate change and will be able to recognise the environmental, social and economic aspects of it, while focusing on how to change their personal behaviours and attitudes towards climate. The goal is therefore to ensure that all adults with poor learning opportunities, social and economic difficulties, have access not only to basic and very general climate education but also to a series of tips and good practices covering responsibility for food consumption, water use, energy consumption, waste reduction, recycling and reuse to be applied in everyday life.

For that purpose, we worked on the creation of both theoretical and practical tools to stimulate knowledge and promote a greater personal and collective responsibility towards the ecosystem and in the fight against climate change. To do this, a series of educational resources are presented including the Climate Box micro-learning units and the Climate Box app, which include step-by-step activities, quizzes, interactive video to familiarise the learner and convey in a simple and interactive way part of the content of the microlearning units. The micro-learning units cover six themes of interest in Climate Box and focus on how our personal choices and attitudes have an impact on climate change.

Starting from our personal practices and eco-friendly lifestyles, we can contribute in mitigating the global impact of climate change and at the same time act as “role models” and “multipliers” for others, encouraging our friends, families and community to do the same.

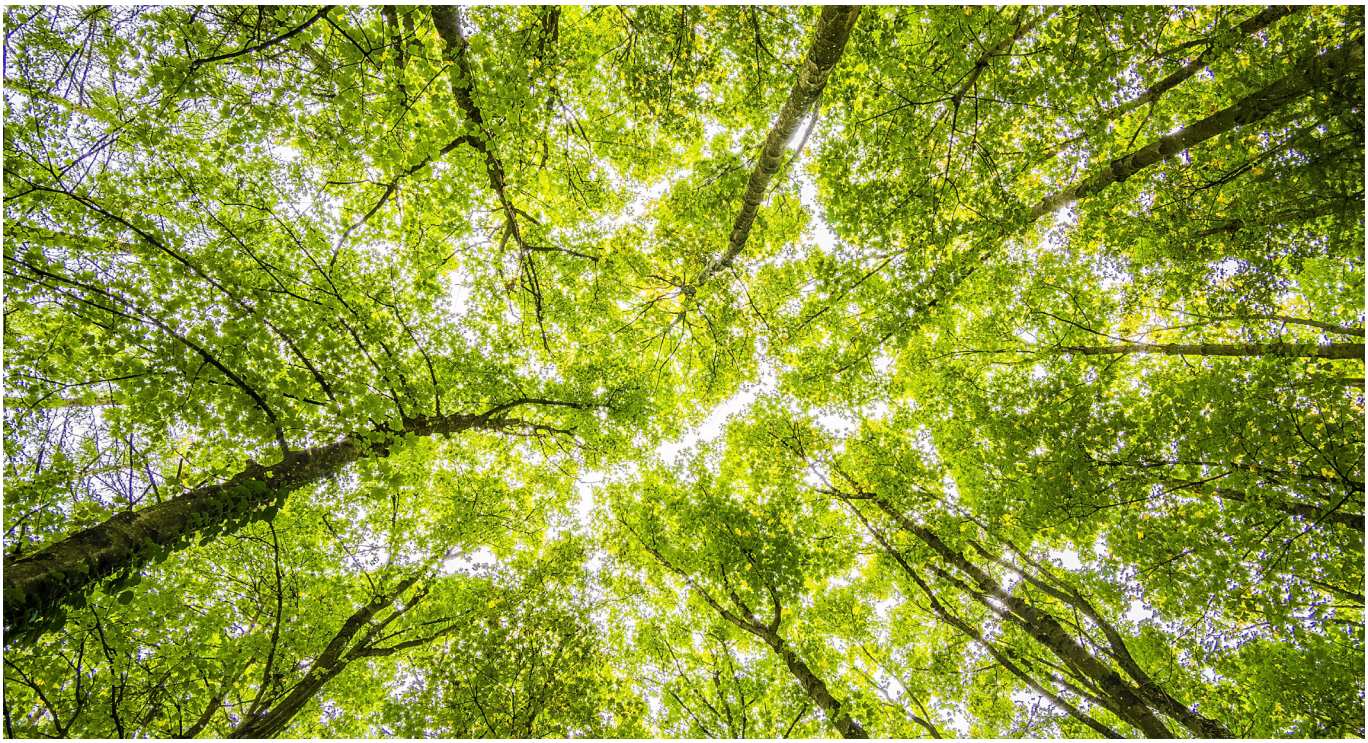
Climate Box Training Material

The aim of Climate Box was to create a toolbox containing a series of micro-learning units, which adult educators and trainers can easily integrate into their courses and training sessions to enhance climate awareness and motivate adult participants to adopt more eco-friendly lifestyles. All learning units are designed to be used in an adult education context, i.e. in classroom teaching on other thematic areas like language courses, labour market programmes, integration courses and can be easily tailored and adapted to different target groups and learning needs.

The methodological design and the content of the micro-learning units is based on main findings obtained from the previous Report on Climate education for disadvantaged learners. The Report is based on comprehensive research activities including desk research and expert interviews to analyse the overall state of climate protection in Climate Box countries, the main challenges and existing policies to address them. The research has shown that while there is a general understanding of the climate phenomenon, there is a lack of policies and tailored initiatives aimed at getting people more involved, raising awareness and helping them change their daily habits.

Building on this research, we have developed the Climate Box Toolkit, which contains six training modules covering different topics, organised into a series of micro-learning units and related activities that can be carried out in a group or individually, for example at home, at work, during a training course, etc.

(*All materials are free and downloadable on the Climate Box website).*



The Climate Box training modules include six main topics, one for each module (M1-M6): M1 is an introduction to the global phenomenon of climate change, while M2, M3, M4, M5 and M6 focus more on our personal choices, behaviours, attitudes and the impact of such on our personal choices, behaviours, attitudes and the impact of such on our environment.

Module 1: Climate Change and Personal Impact:

Both individual and collective choices, on the consumption of natural goods and resources, have a strong impact on climate events. The activities of Module 1 highlight the connections between the different phenomena underlying climate change. At the end of the activities, learners will acquire a greater awareness of how sustainable lifestyles and consumption choices are fundamental to reduce environmental impact and climate change. Through a series of exercises, quizzes and ecological footprint calculators, learners can understand the questions at their pace and can then reflect on their own knowledge and behaviour.

Module 2: Personal Choice - Waste and Packaging:

More than a third of the waste we generate is not managed in an ecological way, contaminating nature, transmitting diseases, causing flooding, polluting the air and seriously endangering both animals and humans. In Module 2, learners gain awareness about waste generation, recognising the different types of waste and familiarising themselves with waste collection, composting and so on to adopt more eco-friendly and sustainable lifestyles. Exercises such as “Grocery shopping” invite learners to investigate the origin, transport routes, costs of a specific product but also looking for sustainable packages and green alternatives to plastic packaging.

Module 3: Personal Choice – Food & Nutrition:

How can we contribute to the protection of the climate and our environment through our food choices? In Module 3, learners investigate the nature of the foods they consume and so as to monitor their food choices, choose seasonal, local km0 products, know how to reduce wastes and be aware of the consequences of packages and plastic pollution on the ecosystems. As food and nutrition are very important aspects of our daily lives, the goal is to make efforts and learn how to eat sustainably.

Module 4: Personal Choice: Consumption and Efficiency:

Module 4 makes learners aware of the impact of fossil fuels on the environment and health, inviting them to look for affordable alternatives. Module 4 stimulates a broader understanding of the fossil fuel problem, taking into account both the arguments for and against.

Module 5: Environment – Pollution and protection:

Module 5 deals with the effects of climate change and global warming on our environment, including flora, fauna, water and the climate itself. Some aspects may not directly concern learners (e.g. endangered species), but are interesting and playful and stimulate creative work. The main objectives of Module 5 are to identify the dangers of human behaviour for animals and plants, learn how to actively contribute to the protection of the ecosystems, and identify the influence of climate change on our planet and life

.

Module 6: Networking and Multiplication:

Everyone can be an active member within the local community and act for the climate, regardless of their level of knowledge, qualifications, language, and culture. Everyone is able to express needs, opinions, likes or dislikes. Through Module 6, learners gain knowledge and understanding of active participation; develop creativity, teamwork and cooperation skills; learn how to participate in democracy and local debates; learn to find reliable information, be informed and participate actively in the debates.

The Climate Box training modules are supported by additional educational activities available in a dedicated Climate Box app, which is a digital visual interface and interactive tool that complements the Climate Box toolbox. The app can be downloaded to mobile phones and contains practical exercises that relate to the six Climate Box training modules and allow the user to reinforce the content.

Everyone can freely explore some of the activities and exercises proposed, in an autonomous, asynchronous and self-guided way. The goal is to let learners be autonomous as much as possible and able to deepen their personal level of knowledge for one or more specific thematic areas.

In addition to the opportunity to deepen their knowledge, the app also encourages self-reflection on climate issues - where do I actually stand in terms of my behaviour, my knowledge and my attitude. To this end, a series of statements that pick up on the climate topics dealt with in Climate Box are provided in the so-called Competence Spider Tool and on which the learners should state their position, attitude and daily habits.

The rating of the statements is then visualised in the Competence Spider:

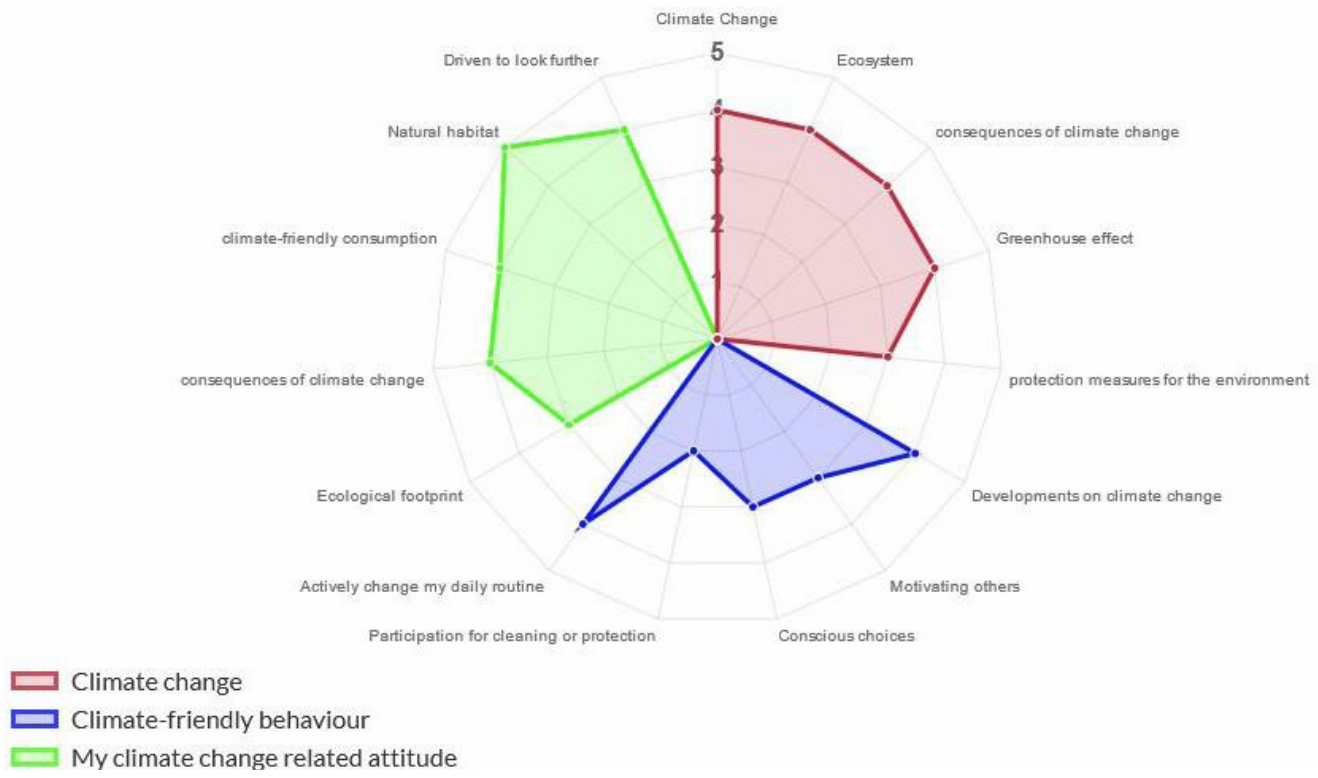


Fig. 1 The Climate Box Competence Spider

Self-assessment in Climate Box shall enhance the learners' motivation for continuous improvement and lifelong learning.

Through the "Competence Spider", learners self-evaluate their general knowledge of climate-environmental issues, their perception and sensitivity to a subject, but also any personal behaviours and attitudes. Answering a series of questions about knowledge, attitudes, behaviours (on a scale 1 to 5, 1= strongly disagree and 5 = strongly agree), learners get a graphical representation of their answers provided (in the form of a competence spider tailoring one or more thematic areas). This visual representation focuses on three main aspects: perception and general knowledge of the climate issues, virtuous and eco-friendly attitudes of the learner, behaviours and choices. They also have the possibility to monitor their own behaviour over time, comparing their "competence spider(s)" from one month to another, from one year to another etc.

Testing Phase

All partners tested the Climate Box materials in the course of the project to get feedback from external users (who were not involved in the development) on, among other things, practicality, applicability and user-friendliness.

The piloting of the activities involved 85 trainers, educators and education staff across Europe, as well as over 300 adult learners. The activities were piloted in all partner countries: Germany, Austria, Italy, Belgium, Bulgaria and Spain. Furthermore, they were implemented with participants from Croatia, Portugal, Serbia, Morocco, Senegal, Guinea, North Macedonia, and Turkey.

Participants with different profiles and socio-cultural backgrounds were involved in the testing phase, given the ease of adapting Climate Box resources to a diverse audience. The following target groups were involved: socio-economically disadvantaged adults, low-skilled adults, unemployed or retired adults, young adults, participants in career guidance courses or job orientation sessions, migrants, and Roma people.

Training sessions have also been delivered in other contexts and learning environments. For example, in Bulgaria the materials were initially presented as a complementary training to the university programme of senior students aged 21 to 23 in the Department of Natural Resources and Economics of UNWE, where the most comprehensive training session was conducted.

The aim of these training sessions was to encourage users to become familiar with the Climate Box materials, to get a more specific understanding of the climate issue and rethink their daily habits to make them greener. The peer-to-peer learning approach also allowed dialogue and exchange of experiences between the participants, in order to share a sense of responsibility both individually and collectively regarding climate issues.

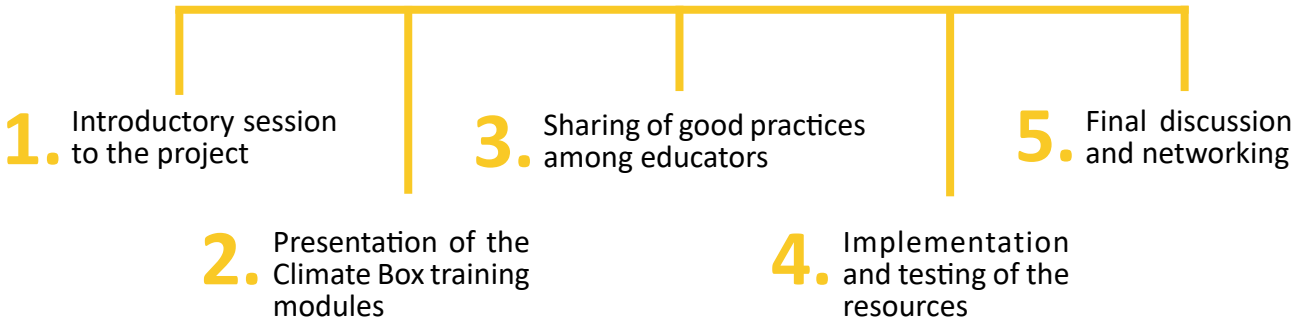
These training sessions allowed the participants to raise their voice, share their personal experiences and debate on climate issues, building new networks of active citizens. At the same time, participants were invited to reflect on their good habits and how to change them to limit the “ecological footprint” and start a very personal “ecological transition”.

With the following examples, we focus on the variety of contexts in which Climate Box can be implemented. The examples all come from the testing phase, in which each partner has implemented Climate Box in its own context.

BUPNET, Germany "connecting to learners' daily lives, sharing experiences and learning from each other"

In Germany, Climate Box resources were used by eleven trainers, involving three main groups of adult learners: learners with a migration background taking part in German language courses, long-term unemployed people 50+ participating in a job orientation and integration course, and people aged 20-25 with low educational level and barriers to job integration participating in a job orientation course.

The training sessions were structured in five main stages:



The trainers reported that their learners often feel powerless and unable to take personal action on climate change and often see climate issues as secondary and not a real priority in their lives due to their socio-economic situation.

The learners were involved in a series of practical and theoretical activities and had the opportunity, based on their experiences and comparison with their peers, to develop new activities in which everyone was actively involved. For example, different activities were combined under the theme "local food", as food is one of the most important aspects in our daily life and also a topic of interest for different cultures and peoples.

In detail, the learners exchanged information about the food used in the respective countries of origin, discussed traditional recipes with seasonal/regional ingredients, analysed packaging, transport routes and emissions, compared lists of food from overseas, made excursions to the weekly market, and learnt about the conventional and organic production.

Even though the time period of the pilot was relatively limited, all learners gained a greater understanding of the topic - they became aware of some of the connections and the extent to which everything is interconnected and that the actions of individuals can also contribute to climate protection.

Case Study: Making a contribution to climate protection with a conscious choice of food

In my course, the topic of food and nutrition was discussed from a climate perspective. The participants were all very motivated and committed, because this is a topic that concerns everyone. The group consisted of ten women from different countries such as Syria, Afghanistan, Somalia, Turkey, etc. Some of them are interested in the topic of climate change and also know that they can contribute to climate protection through their own behaviour. Other learners, however, have not yet dealt with the topic personally. Some have information about it because they hear the news or read the newspaper, but they do not relate it to their own actions because they feel overwhelmed or feel that they cannot change anything anyway. But the topic of food is present in everyone's mind!

We first started to exchange ideas about what everyone likes to cook and what ingredients are used for it and whether they are easily available in Germany. This led to a discussion about the differences in the food selection that the women know from their home countries and how they experience it in Germany. Most of them emphasised that they used to cook with regional ingredients in their home countries. We then discussed the relevance of food choices (regional vs. imported food) for the climate and about the particularly harmful consequences of transport (global trade with containers...) and the associated consumption of fuels (CO^2 emissions).

On the basis of this, learners created lists of food imported from overseas and from long distances and those fruits and vegetables that originate from regional agricultural production. These lists then served as a basis for analysing their own favourite recipes and creating their own shopping lists in order to prepare recipes that are as climate-friendly as possible.

A trip to the local weekly market was then used to ask the market sellers about the origin of their products, to compare prices and to find out more about their products. And we also went shopping there - regional products - for a traditional Afghan dish, which we then cooked together. It was a climate-friendly and intercultural evening that was enjoyed by all.

This example - and there are others - shows that exercises that relate to learners' daily lives or experiences create a sense of involvement that leads to an increased willingness to address the issue or to actively contribute. As a consequence, during the learning sessions, learners not only improved their climate competence, but also their communication skills and their willingness to learn as well as the (intercultural) exchange in the group.

Asociación Caminos, Spain "Critical and independent thinking to make better decisions"

In Spain, Climate Box resources were used by ten adult educators, involving very heterogeneous groups of adult learners aged between 18 and 50, with different situations of economic deprivation, social vulnerability or with a migrant background. The different participants share the same challenges as they have a basic level of information and a limited knowledge of the climate phenomenon, often conveyed by the news and the newspaper. They also lack tailored training opportunities for specific training on climate change.

During the training sessions, the adult educators dealt with the six themes of the Climate Box training modules, also introducing new and uncommon topics regarding climate change. A lot of work was done to strengthen the team spirit within the group of participants, promote the exchange of very personal experience from everyday life, select the topics of greatest interest and applicability (ready-to-use for the participants), supporting personal commitment to reduce waste and packaging. Some activities were also attended by farmers from rural communities that have a closer link with nature and who illustrated some good practices already in use in their daily lives such as giving up packaged foods, opting instead for self-made baskets out of hay or wood.

In Spain, adult educators tried to promote critical and independent thinking among the participants, helping them to reflect and increase their awareness of those behaviours that can be changed to make better decisions and adopt sustainable lifestyles. Participants were invited to take part in group debates, to share different perspectives and experiences, experience outdoor fieldwork activities, role play activities etc. All this, in order to familiarise themselves with new and unfamiliar concepts, adopt a critical approach in dealing with climate change and enhance their personal and collective commitment.

Case study: Different people face different circumstances

I am a trainer at a Spanish organisation working with young people, as well as adults of different ages. I have been working with adults for years in different settings, although most of them in non-formal learning, outside of the classroom.

In my experiences in Spain, climate protection has not been a priority. Only recently it became a highly discussed topic. While I do see separated waste containers in the smaller and bigger cities and capitals, I seldomly see them when I travel to rural areas. When I visit friends who live in villages in the hills, I see that “waste separation” just means one big container for all the waste collected. When I talk to them about the climate, they remind me that it is often impossible for them not to travel by car because there are either no bus services or the schedules do not fit their working hours. One of my friends also remarked that although the bus has air conditioning in the summer, it takes far too long and is still far too warm to ride.

It became clear to me that climate protection is not the same for everyone. Everyone has different circumstances and a different living environment. For one person it may be possible to make their diet more organic, while others may not have the budget to change this but find it easier to use their car less to get to work.

Being aware of all these arguments, I participated in the Climate Box project, training other adults in ways they can use to improve climate protection. I wanted to know what kind of ways we could come up with together to change our own behaviour to a greener living. Since the course was conducted near many plantation fields, a farmer also participated in the training. I was quite surprised when he participated and contributed to the training in the way he did. Climate protection is often discussed in the way we all know: driving less, separating waste, not using plastic; the usual advice; it was surprising to see how much he knew about the climate and what is good for the climate and what is not.

He knew what kind of machines are more climate friendly and what materials he could use in his plantation that contain less plastic and are more recyclable. When he talked about water, he explained that he could not save on water because it would ruin his only source of income. Instead, he did not use toxic materials and sold his fruits in local and regional markets instead of exporting them to faraway countries. He also explained that he never used plastic packaging when selling his fruits, but instead used cloth bags and even homemade baskets made of hay or wood. When the other participants asked him how he knew so much about the subject, he revealed that he had already learned a lot from his father, who owned the plantation before him. He also said that he became more informed about the issue after his daughter came home from school and started campaigning for more climate protection.. He wanted to contribute to a greener planet for his children and grandchildren, for them to live safely.

Die Berater, Austria "Information, raising awareness of the environment, strengthening mindfulness"

In Austria, Climate Box resources have been used by 27 adult educators in several adult education courses, in particular: vocational orientation, re-entry into the labour market, vocational training, digital basic education, German courses, job application training also involving learners with low levels of German or migrant background.

The activities were structured in three main stages: an introductory session giving an overview of climate change, a test phase of some activities selected from the Climate Box toolkit, and an evaluation and self-reflection phase. In the introduction it was also stressed that it is important to adapt the training material, taking into account the different cultural contexts and possible language barriers, and therefore to choose the most appropriate way to convey the message and transfer the knowledge to each specific category of participants.

Through a mix of theoretical knowledge and practical activities (from the Climate Box training modules and the Climate Box app), participants were able to share ideas and visions, become more familiar with the content and, most importantly, gain greater awareness and rethinking of their daily choices and habits. Practical methods, such as gardening on the windowsill, combined with theoretical factual knowledge on the topics, increased the effectiveness and impact of the training sessions on the participants.

Participants were able to engage with different topics and rethink their own opinions and habits while sharing experiences with others.

Case study: The apple pip sunflower

There was relative listlessness in the group of 11 young adults when the topic of the Climate Box was on the table. There were big yawns, “Oh no, really?” and even “I’ve heard that one before”. Within the vocational orientation, the participants did not necessarily expect to deal with climate, weather, etc. These were also the first associations regarding the introduction. The participants showed little or hardly any knowledge when it came to talking about global warming and climate-friendly nutrition options. They scratched the surface, reeled off chewed knowledge (“Fairtrade always means child labour, I saw that on You-Tube” or “Organic food is ALWAYS healthier for the body than no organic food. What does organic mean? No idea”).

When it came to examining one’s own eating habits, one was torn between honesty and shame. After all, one was presenting habits that might also be embarrassing (“ Dude, two durum kebab a day? Gross!”). At the latest now, however, some information came to light during research that then brought the participants into contact with their own worldly transience. They digressed to arteriosclerosis, fatty liver and meat consumption. From pea proteins to “vitamins that can replace meat”, everything was there. In the end, it was all about examining one’s own understanding of food and practising research skills. Slowly, the participants woke up. Suddenly it affected them in a very concrete way. They argued about the production sites of Coca-Cola (“Hey boy, you’re lying! They also produce in stainless steel”) and exchanged views on the killing methods of cows and pigs. During the hours of research, fact-checking and methods of nutritional analysis, people talked about the best vegetarian patties (“It’s clearly beyond meat and Burger King! Disgusting the pea patties at McDonalds!”), burned with hot discussions about meat renunciation and realised quite soon that the world could not be saved in one day.

If one then also considered that waste is not only produced in one’s own country and that there might be better methods for recycling disposable bottles (“Hey, that’s really cool in Germany, 25 cents a bottle? Can’t I take the Austrian bottles there? Cool! I’ll go to Germany and collect bottles and earn money!”), the issue slowly became quite a big one. And we had not yet sat in the world café and discussed individual topics on climate and the prevention of waste production. The hours flew by, the methods and exercises got more fullness and information and more and more questions arose.

At the end, the participants were immersed in practice. Freely following the motto “Everyone should have planted an apple tree in their life”, the project “Planting flower pots” was started. People organised themselves together, formed small groups and divided up the tasks. What was to be provided? What was needed? The question arose as to whether anyone had ever planted anything themselves. All the participants gave examples. There was everything. From small potatoes to granny tomatoes.

Finally, one participant reported that he had once planted an apple pip and a sunflower had grown out of it. Who would have thought that? Climate change can still surprise us. And who knows? Maybe the planted pots will grow into climate-friendly adults in the end?

Catro, Bulgaria “Proactivity and personal engagement to adopt sustai nable lifestyle

In Bulgaria, Climate Box resources have been tested by eleven adult educators with second-year students in the department of Natural Resources and Economics, UNWE. They were all young adults with equal representatives of both genders aged between 21 and 23. These participants came from different areas of the Bulgarian countryside and for this reason they showed a marked sensitivity to environmental and climate issues that have a direct impact on their territories and communities.

Also in this case, the participants were involved in different practical and group activities: Warm-up exercises to share visions and ideas on climate change, role plays to analyse the different positions of the different stakeholders, awareness raising activities to change daily consumption habits (e.g. creating a calendar with seasonal food, using a calculator for their own ecological footprint or a more specific carbon footprint calculator, etc.). As a main outcome, some of the participants changed their attitude to be more proactive and responsible after doing the Climate Box activities.

The Bulgarian participants seemed to have a general and widespread knowledge of climate issues, but their participation in the Climate Box allowed them to be more engaged, to start from their personal behaviours and also to integrate the different visions and opinions of the other members of the working group by “putting themselves in the shoes” of others and seeking compromise and consensus.

Case study: The role of education in attitude towards preserving the environment

Coming from a family of teachers, I have grown to understand that in education, it is as much the attitude that the teacher shows towards the sciences and phenomena studied, as the material itself, that has an impact on their students. In other words - the “why” should come before the “how” or the “when”.

Being surrounded by people who could actually put the Climate Box module activities to great use in their practice, I decided to gather my aunt - a biology teacher, as well as my mother, who just started studying Informal Education in the Sofia University “St. Kliment Ohridski”, and I kindly asked them to invite as many fellow teachers and educators as they can in the park with me, so I can tell them about Climate Box. I gave them some Climate Box materials prematurely, knowing that all who come would take a look at at least some of the activities. My idea was not to play activities with them, as I knew they all have done plenty of that, but to talk to them about the idea of the project, why it is important, as well as how they could present the topic to their students so as to truly engage them in its activities.

The result was very interesting: five high-school teachers came and we had a pleasant two-hour talk about climate change, sitting at a very beautiful place in the Sofia south park. We discussed the target group, the nature and reasons for the lack of knowledge about climate change among different people, as well as the overall scope of the problem - the abundant, and often confusing information on the topic. We discussed what role the family and education play in instilling the right attitudes and behaviours to ensure we preserve our environment, and came to the conclusion there are no other more important factors than these. In this line of thought, we also discussed how, notwithstanding everyone’s different opinions on climate change or, truly, any other issue - we all have our way of contributing. This means that a history teacher will have a very sociological or cultural standpoint from which to investigate the deteriorating relationship between man and nature over the centuries, as well as what specific civilizational developments contributed to that - what are the political, economical factors impacting the issue - and pass it on to their students. Geography and biology, on the other hand, can be used to point to us what areas produce what kinds of foods and how this affects life over longer periods of time, and vice-versa - how living organisms change their habitat. Furthermore, an English teacher can correct their students’ grammar and etiquette by playing the Module 4 role-playing activity with them; a maths teacher can help his pupils solve riddles related to resource costs in providing a given service, or the amount of pollution generated over periods of time through different pollutants.

No matter our different standpoints, all of us have our own relationship with nature. And while education equips us with technique, knowledge and ability to solve problems, it is up to the teachers to point us to the right questions and instil in us a responsibility to seek answers, instead of excuses. All of the teachers, depending on their respective fields, have a unique perspective on climate issues, and can utilise it to motivate their students to see the problem from different angles. Climate Box does not have to be a separate course - its activities can be integrated in any field of education. During the following academic year, they will use the modules in their classes and provide feedback on the outcomes. In this case study, we came to the conclusion that this is one of the best approaches of using Climate Box with the younger generations, and we are looking forward to seeing results.

CESIE, Italy “Inform, engage, empower learners”

In Italy, Climate Box resources have been tested by 20 adult educators and social workers, working with heterogeneous groups of learners: socially-economic disadvantaged adults aged between 20 and 40, migrants, young people having job difficulties and NEETs (Not in Education, Employment or Training). In addition, environmental experts and activists participated.

Considering the lack of theoretical knowledge and general understanding of environmental and climate issues among the participants, the first attempt was to communicate the climate problem as a whole and to give a general overview of its main causes and consequences. For this reason, activities such as “What is climate?” and “What do you see?”, even if they seem very general, can be used to start brainstorming among unqualified and poorly informed target groups. Then activities and good environmental practices were selected in the Climate Box for participants to replicate at home in their own context. For example, good practices related to food consumption and disposal, taking into account that a different audience has different needs and different cultural habits related to food and nutrition.

Again, as in other countries, an attempt was made to combine theoretical and practical activities to empower and engage participants. One possible activity was food selection and shopping together (we prefer to go to a local market rather than a big shop to select km0 food) before moving on to more complex awareness raising activities.

The Climate Box activities were also tested in a secondary school where environmental and climate issues are an integral part of the curriculum. The Climate Box activities were perfectly complementary and multidisciplinary, addressing a wide range of topics and school subjects.

Case study: eat responsibly and reduce your ecological footprint

I am a social worker and I work especially with migrant women from different countries. In our association, women come to learn new knowledge, find a new job but also meet new people and create new networks. Some of the activities are in fact promoted with the aim of creating a sense of community and sharing of common values among the women.

Because of their different origins and ethnicities, they have a very heterogeneous cultural heritage, including different customs and eating habits. Since the theme of food and consumption is one of the most interesting for them, we decided to test some of the activities of Climate Box aimed at empowering people on the choice of seasonal foods, local km0 food and that can be purchased in bulk. There is in fact poor awareness about our ecological footprint linked to the overconsumption of plastic and cardboard packaged foods in our daily shopping. In our association, we also organise some cooking classes and social dinners so food issues are very sensitive for us and we should take care about.

Following the ideas shared by partners in Climate Box, we went to a local market in Palermo, we investigated the origin of the different foods, their seasonality, and we were able to buy the products in bulk without resorting to packaging. We implemented the “Let’s go grocery shopping” activity illustrated in Climate Box. This activity has also made it possible to sensitise migrant women to the conscious use of their money and budget saving when buying sustainable foods, if possible seasonal and bulk, so as to reduce extra costs and learn to consume both eco-responsibly and ethically.

Out of The Box International, Belgium "Streamline the learning process with learners of different levels and abilities across Europe"

Out of The Box International conducted online training with six adult educators not only in Belgium but also in countries outside the consortium where Out of The Box operates: Croatia, Portugal, Serbia. This targeted a very heterogeneous audience from young adults to adults over 60, including vulnerable groups such as adults with low learning opportunities and low education levels, women from Roma communities, etc.

The Climate Box material was judged adequate and easily adaptable to different contexts. The activities were a good example of how complex content can be effectively taught to adult learners and how different types of activities can be used to streamline the learning process with learners of different levels and abilities.

Each country tailored the activities to its own context:

Portugal: Due to the realities of the region, Module 2: Personal Choice - Waste and Packaging was found to be particularly interesting as participants were not familiar with certain management systems.

Belgium: Participants discussed Module 4: Personal Choice: Consumption and Efficiency and shared how 'little things' related to water and electricity consumption can affect our daily lives.

Croatia: Participants discussed personal choices related to energy and food consumption, using a number of engaging tools, including the footprint calculator.

Serbia: Participants were very surprised and fascinated by what they learned on this topic: Climate change - where it comes from and what impact we personally have on it, especially the fact that fossil fuels are one of the biggest threats to the environment. Most of the participants' families make a living working in a nearby coal mine, which completely changed their perception. They concluded that the future generation (i.e. our children) will pay a high price for our raw material.

In conclusion, through their participation in the Climate Box, learners gained a new understanding of climate change and learned more about what unconscious human behaviour is doing to the planet.

As a result, the participants were highly motivated to act together as 'multipliers' and environmental ambassadors, passing on good practices and ecological tips to their families, their friends and the people around them.

Case study: Small things matter

I come from a small town by the sea on the Dalmatian coast. Here people live relaxed, mostly in harmony with nature, at least that's what they would say. At least that's what I would say too. The people here are very much connected with nature - especially with the sea. People grow the food they need themselves, and that's not just a tradition, it's a way of life. The production of olive oil and wine is part of almost every household here - just like fishing.

I gathered a group of ten pensioners and involved them in the Climate Box project. I know all of them and they know me. They have watched me grow up. At first they were a bit reluctant to participate, because this is something new to them. They have heard about EU projects mainly on TV, but they have never been involved in one. They know about climate change mainly from TV (news, documentaries, etc.) as they do not use other media that much (mobile phone, computer) and if they do, it is for other interests. The first hurdle was to explain to them what I do and how the system works; then I introduced them to the project in more detail. Before I started the activities, I asked them questions about their connection to nature, their dependence on it and what it means to them and their way of life. As I said, their starting position was to live in harmony and have a lot of respect for nature. When we started the activities, I noticed that they started to realise that they were not living in harmony with nature as much as they had assumed.

The fact is that they cannot do enormous changes in their life, such as buying an electric car, putting solar panels, using public transport etc. Therefore, we started to focus on what they can do in their households and in their behaviour to make positive changes. We focused on personal energy consumption and small behavioural changes such as bringing a linen bag for shopping, travelling smaller distances on foot instead of by car, recycling, etc. The participants were on the one hand shocked by the findings and insights into their personal climate footprint and on the other hand delighted by the fact that they can make small changes that have a positive impact on their lives and the climate.

About three months have passed since our activities ended and I returned to my community. As I settled in, I w

ent for a walk and met my 84-year-old neighbour, one of the participants, on his bicycle. What a sight. He stopped and told me how he had sold his beloved car and bought a bike, and how his life has changed for the better and that he feels like a child again at least when he is on the bike. We chatted a bit and then he cycled away.

Our neighbour Bogoljub is now an inspiration to us all. I casually chatted with my participants (neighbours) when I met them and talked to them about the impact the Climate Box had on them. They have put the small changes into action and are happy about it. I can see them carrying the linen bag in the morning on their way to the bakery. It shows that small actions, small things and small changes make a difference.

Lessons Learnt

The Climate Box training modules and the Climate Box app are linked in such a way that they explore climate change in all its facets, possible causes and impacts, in order to influence personal choices and promote a more sustainable lifestyle. The multidisciplinary approach of Climate Box therefore allows you, as trainer/educator, to implement Climate Box in different contexts and learning environments. The Climate Box was developed specifically for adult education, but can also be easily adapted to other training contexts such as non-formal education and within youth centres, schools and possible learning environments where environmental education is particularly valued.

What has emerged from our experience during the Climate Box testing phase is the necessity to have a clear overview of our participants and consider their personal characteristics (age, gender, nationality, and family situation), socio-professional conditions (level of qualification, education, profession, and financial situation), socio-cultural backgrounds and lifestyle (where they live, their interests, their consumption habits). The preliminary analysis of these characteristics will allow you to better identify the knowledge, attitudes and behaviours of the different learners, in order to adapt your training material according to the specific needs of one or more target groups. Have in mind that the goal is to increase the participation and interest of socially and economically disadvantaged adults and to make them resilient citizens who are able to adopt environmentally sustainable and green lifestyles.

In Climate Box, the way in which the contents are disseminated and delivered is extremely important. Therefore, if the goal is to make the content accessible to all adults, it is necessary to use an appropriate language depending on the target group in order to avoid any

kind of language barrier.For this reason, the activities presented in the six training modules are classified according to the difficulty of the content (basic or

advanced) and the level of language required (moderate or progressive) so that everyone feels able and confident to communicate and discuss climate change. By participating in the Climate Box activities, adult learners learn new terms and definitions to communicate about the climate while correctly naming and distinguishing the different climate phenomena. Moreover, the use of pictures and visuals in the Climate Box makes it easier for non-native speakers to communicate content and ensures greater involvement.

We should remember that the way different people discuss the climate issue is not only influenced by their personal and direct experiences, but also by some cultural filters that determine the way we perceive and interact with the world.

We strongly recommend that you take into account all the social norms and consumption habits, e.g. regarding food, resource use, etc., that are specific to different cultures and peoples. Indeed, good energy consumption practices might be more widespread in some countries than in others due to specific conditions and access to energy sources.

There are also some issues, such as nutrition and food consumption, that also stem from cultural practices and customs. What is eaten and consumed therefore changes from region to region (which increases food diversity), as does the seasonality of products, food processing, etc.

It is therefore a good idea to include eco-friendly practices and

green actions that arise from the heterogeneity of cultures and the personal experiences of your participants. Also, we should not forget that some people are not able to change their consumption habits so quickly due to their socio-economic disadvantage, mainly because they lack economic resources.

Thus, based on the activities in the Climate Box, try to give practical, realistic examples that everyone can easily implement in their everyday life. Try to include eco-friendly practices and green actions taken from the heterogeneity of cultures and personal experiences of your participants.

Moreover, do not forget that due to their situation of socio-economic disadvantage some people could not feel able or at ease in changing their consumption habits soon because they mainly lack economic resources. Therefore, based on the activities in the Climate Box, try to give practical, realistic examples that everyone can easily implement in their everyday life.

In our test phase, we were able to derive from the feedback obtained from the trainers involved that, in general, the participants not only developed some awareness of the general content and climate issues through their participation in the Climate Box, but also of the way in which they respond to them.

In terms of acquired knowledge, participants can therefore:

- Understand the basics of climate change, what climate change refers to;
- Define in their own words what climate change is;
- Know that climate change has an impact on ecosystems and local communities;
- Explore some protection measures that are in place in their territories and compare, where applicable, those in place in their country of origin.

In terms of climate-friendly behaviour, participants can:

- Analyse certain aspects of their daily life to identify ways to adopt climate-friendly behaviour (e.g. choice of recipes / food, packaging alternatives);
- Change their daily routine to adhere to a more environmentally-friendly behaviour and try to motivate their family to do so;
- Improve the management of available resources and saving budget: water and energy saving measures, which also have a positive impact on the own budget, have been discussed and have led to reflecting on one's own behaviour during the Climate Box testing phase.

In terms of climate change related attitudes, participants can:

- Discover new options for climate-friendly consumption in their everyday life;
- Look For further information about the climate crisis;
- Act as multipliers for others and environmental ambassadors, to raise awareness and disseminate the good practices learned.

Recommendations

Based on the test phase and considering the feedback and comments received from both trainers and Climate Box participants, a series of recommendations have been developed for future educators and trainers who want to reproduce Climate Box activities also in other contexts and with new beneficiaries.

These recommendations are grouped by thematic focus:

1. Training content

- Before the actual training sessions, you need preliminary information and preparation so that you can adapt your learning materials, get the necessary tools for the activity and plan the activity properly;
- Make sure you are well aware of and familiar with the content covered before you start the activity. Qualified trainers provide meaningful and relevant adult training;
- Ensure a sense of proportion at the start of your training session session and discuss options for integrating Climate Box topics and activities that are most feasible and concrete for your participants, taking into account their socio-cultural background and learning needs;
- Include new topics of interest that may be relevant to your participants, considering their culture and their everyday life. The topics covered in the Climate Box toolkit can be easily adapted, deepened and completed with new themes.

2. Accessible language

- Ensure that the content is accessible to all by using appropriate basic or advanced language, depending on the prior knowledge and language level of your participants. Pay attention to non-native speakers and anyone else with low language skill. We have tried to provide an assessment of the necessary language level in the description of the learning activities. However, this is only an indication. In any case, you should first assess yourself whether the activity in question is feasible for your learners;
- Try to avoid language barriers by encouraging the equal participation of all participants;

- Try to simplify the educational content by adopting a simple and accessible language for all;

- Use as much interactive materials and as many images as possible to facilitate better understanding, e.g. using pictures showing the impacts of climate change. Visual communication about climate change is very important and captures the attention of learners and arouses emotions.

3. Training provision and educational offer

- Organise and plan your training session: look for possible materials and tools you need to implement a specific activity, think about how to manage the classroom (number of participants, working teams, face-to-face or online session etc.), and what kind of educational needs and purposes you want to achieve through this specific activity;

- Ensure that the duration of the activities is adapted to the specific needs and number of participants. The duration of the activities proposed in the Climate Box is indicative and it is therefore up to you to determine the content and duration of the activities appropriately;

- Ensure both theoretical activities and practical ones that can be reproduced at home;

- Use practical and relatable examples from learners' everyday lives so that they understand the issues and the impact of their behaviour and consumption choices on climate change;

- Respond to the challenges of the 21th century society. Be inspired by new global challenges, such as the energy issue, which has a direct impact on household consumption and can be used as a tool for discussion and further reflection among learners;

- Propose fieldwork activities and hands-on activities, including outdoors in a park, at a market, with a farmer, on a plantation, to help learners acquire new skills for their home,

kitchen and daily life in general;

- Propose simulation activities based on real-life scenarios and role-plays. For example, learners could put themselves in the role of a climate activist, a policy maker, a citizen or an entrepreneur to discuss the different interests and agree on common solutions for the benefit of all stakeholders;

- Do not try to convince or lecture learners - this is usually not very effective and is more likely to arouse resistance.

4. Positive environment and holistic approach

- Take into account the socio-economic, emotional and learning needs of your participants to ensure a holistic approach when implementing a specific activity;

- Be mindful of inclusion, equity, justice and respect for diversity;

- Show good judgement and discuss the options that seem most feasible for your specific learners. Failure to do so can quickly lead to defensiveness as learners see the activities as inappropriate or inadequate for their needs and socio-economic disadvantages;

- Provide a positive classroom environment by ensuring equal participation of all learners and avoiding feelings of frustration and inadequacy. Some activities or content might be inappropriate for the type of learners or suggest environmentally friendly choices that cannot be adopted socio-economically by the learners due to their lack of resources, money, etc;

- Provide a working environment with a certain level of moral sensitivity necessary for building respectful relationships between participants;

- Increase the motivation of your participants, try to involve them in the activities and strengthen their sense of self-responsibility, autonomy and confidence in themselves and their abilities;

- Encourage problem solving through collaboration and dialogue in small working groups and the search for creative and innovative solutions.

5. Team building

- Foster team spirit by giving participants the opportunity to share their experiences and exchange their good practices. Learners themselves can act as “trainers” and present their findings, link them to their own experiences and discuss them afterwards;

- Organise some activities at the beginning of the training to break the ice and create a relaxed and positive working environment for the participants;

- Encourage the sharing of experiences through activities that allow participants to put themselves in the shoes of others, e.g. role-playing;

- Promote the mutual understanding and intercultural communication among the participants;

- Foster social relations and cohesion within the working groups as well as social-emotional learning. Climate education must indeed be seen as part of a socialisation process, in which individuals learn to act in a more environmentally friendly way through their social integration, sharing of common values with others, field experiences and participation in collective programmes and debates;

- Allow participants to join the debate, learn how to argue their ideas and assert their opinions in a collective debate, thereby making them active and responsible citizens;

- Promote social capital: promote commitment and participation in climate debates during and after the training sessions to foster personal and collective commitment, as everyone can make the change.

6. Empowerment

- Encourage self-reflection and sensitise people to their own behaviours and attitudes to start a very personal ecological change on a small scale and with simple, everyday green practices;

- Promote autonomy to think critically and advocate for change. Critical thinking in particular allows us to analyse complex situations (or wicked problems) and to recognise and critically analyse different scenarios and situations. Critical thinking is one of the key competences of global citizens to better understand climate phenomena and their impact on our daily lives;

- Spread the message: act as “multipliers” for others. Everyone can raise awareness

among members of their family, friends and those around them and ask them to do the same, because everyone can make a difference.

Use of Climate Box Material and user instructions

We suggest some simple steps to introduce the Climate Box method efficiently and make it a positive learning experience for the learners:

1. Choose the topic of interest among the six Climate Box training modules (M1-M6).
2. Each module contains three specific thematic units that allow you to deepen the content of each module. In each unit (U1, U2 ...) you will find a set of practical activities (A1, A2 ...) that you can carry out with your learners, as described e.g. in M1-U1-A1.
3. Each activity is structured in the form of a lesson plan, which includes information about the duration of the activity, the number of participants, the list of tools and detailed step-by-step instructions to help you implement the activity correctly.
4. Prepare your lesson in advance, by matching the content of the different activities of the Climate Box with the prior knowledge and pedagogical needs of the learners.
5. Make your lesson more interactive by downloading the Climate Box App for free and integrating your educational content with a series of user-friendly videos, games and quizzes. To download the Climate Box App, follow the instructions in the annex.
6. Encourage your learners to assess their personal skills in an autonomous and self-guided way by accessing Competence Spider Tool for self-assessment. The Competence Spider Tool is embedded in the Climate Box App and can be accessed here.
7. Ensure that you have the necessary time at the end of each activity to discuss the different experiences and encourage personal and collective self-reflection.
8. Additional activities for learners: You can provide learners with exercises that they can do in their own time to enhance the learning process (e.g. monitoring weekly waste generation or creating a weekly food consumption checklist) to ensure that they practically apply the knowledge they have learned in their daily lives.

Conclusions

Today, individual and collective action is needed at both local and global levels to reduce human impacts on ecosystems while encouraging as many people as possible to change their habits and adopt environmentally friendly practices and lifestyles in their daily lives. Climate change is a global problem that requires radical action, policy adjustments and broad cultural embedding, as well as training opportunities to inform, raise awareness and encourage people to change their personal attitudes and behaviours towards the climate.

To this end, every individual can make a difference, which is why investment in initiatives similar to Climate Box is eagerly awaited.

From the testing phase in Germany, Austria, Spain, Bulgaria, Belgium, Serbia, Portugal and Croatia, main results show that learners felt empowered to fight against climate change and acquired additional knowledge to start small changes in their daily consumptions and habits. In addition, the opportunity to participate in training opportunities for adult learners and get access to free educational content on climate issues, allow people to better inform and train themselves, self-evaluate their own knowledge and skills, change their behaviours and define new strategies to adopt sustainable lifestyles.

Climate Box can easily be used in different learning contexts and countries, ensuring full engagement of heterogeneous groups of people. The project offers specific recommendations on the following aspects: Training content, accessible language, training delivery, positive environment and holistic approach, team building and empowerment that can support adult educators to ensure interactive, integrated and inclusive learning for all socio-economically disadvantaged people.

In conclusion, through projects like Climate Box, people can be involved in future debates and exchanges to create active and responsible networks of citizens who can engage in policy-making processes related to the environment and climate and influence important decisions that have a direct impact on their lives.

Annex

Set up the Climate Box App on your mobile Phone in three steps:

1. Download Badgesmobile App (for Android and iOS):

Enter link directly in your mobile phone: http://onelink.to/ts3kmv

To the link via this QR code

Download the app “Badgesmobile“ in Google Play Store / App Store

2. Register via App with this QR Code

After opening the app, you will be asked to scan this QR code:

You will then be asked to:

A) Enter a login name and password (at least 8 characters, at least 1 digit, 1 lower case letter, 1 upper case letter, 1 special character) as well as your name and e-mail address

B) Answer a security question

C) Agree to the data protection information

3. You will receive a confirmation key by e-mail

Switch tab, copy the key, switch back to the app tab and enter the key.

**Note: The first access will take a few moments!*

For more information:

climatebox.bupnet.eu

Co-funded by the
Erasmus+ Programme
of the European Union